

Committee of
School Councils

Meeting Agenda

In-Person and [Virtual Meeting](#)
Central Services Office, boardroom
683 Wye Rd., Sherwood Park, AB
Wednesday, March 5, 2025
6:30 p.m.

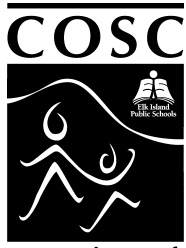
Time	Agenda	Presented by
6:30 p.m.	Opening Remarks and Welcome	Michelle Uytterhagen, COSC Vice-Chair
6:31 p.m.	Land Acknowledgement	Michelle Uytterhagen, COSC Vice-Chair
6:32 p.m.	Introductions	All
6:35 p.m.	Motions <ul style="list-style-type: none"> a. additions to the agenda b. agenda approval c. approval of minutes: Feb. 5, 2025 	Michelle Uytterhagen, COSC Vice-Chair
6:40 p.m.	Board Report	Susan Miller, EIPS Board Vice-Chair
6:50 p.m.	Superintendent Report	Sandra Stoddard, EIPS Superintendent
7 p.m.	ATA Report	Maxine Holm, President, ATA Local No. 28
7:10 p.m.	For Information <ul style="list-style-type: none"> a. ASCA update b. Caregiver Series: March c. Draft junior high curriculum update d. Provincial Alberta Education Assurance Survey e. EIPS Annual Feedback Survey: For Parents and Caregivers 	Michelle Uytterhagen, COSC Vice-Chair Michelle Uytterhagen, COSC Vice-Chair Ryan Marshall, EIPS Associate Superintendent Ryan Marshall, EIPS Associate Superintendent Ryan Marshall, EIPS Associate Superintendent
7:50 p.m.	COSC Sharing <ul style="list-style-type: none"> a. ASCE Grant and the Brain Architecture Game b. Potential trustee candidate questions 	All
8:10 p.m.	New Business <ul style="list-style-type: none"> a. School fee development 	Sandra Stoddard, EIPS Superintendent Ryan Marshall, EIPS Associate Superintendent

Electronic Handouts

COSC Minutes
Board Highlights
Caregiver Series
Question Preview – 2024-25 EIPS Annual Feedback Survey
Parent Survey QR Code Poster

Next Meeting:

Wednesday, April 2, 2025



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, in-person and virtual meeting
Feb. 5, 2025 | 6:30 p.m.

Committee of
School Councils

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Stephanie Stoddard,
Fort Saskatchewan Elementary
Secretary: Andrea Brown,
École Campbelltown

SCHOOL COUNCIL MEMBERS

Alanna Mahar, Pine Street Elementary
Amanda Shand, École Parc Élémentaire
Andy Styles, Bruderheim School
Brian Vick, F.R. Haythorne Junior High
Christan Rasmussen, Westboro Elementary
Deanna Metro, Ardrossan Elementary
Heather Rideout, Lamont High
Kim Scott, Sherwood Heights Junior High and
Salisbury Composite High
Lindsey Heerema, SCA Elementary
Lisa Harke, SCA Secondary
Lora Slobodian, Brentwood Elementary
Marco Candia, Woodbridge Farms Elementary

Tabitha Topola, Mundare School
Teresa Bladon, Lakeland Ridge
Tom Sunderland, Bev Facey Community High
Tracy Innes, Bruderheim School

ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Cathy Allen, Chair
Susan Miller, Vice-Chair
Trina Boymook, Trustee
Don Irwin, Trustee

ELK ISLAND PUBLIC SCHOOLS

Ryan Marshall, Associate Superintendent
Emma Small, Communication Services

CALL TO ORDER

The meeting was called to order at 6:33 p.m.

LAND ACKNOWLEDGEMENT

COSC Chair Stephanie Stoddard provided the land acknowledgement.

AGENDA

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

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

APPROVAL OF MINUTES

COSC Chair Stoddard called for approval of the Jan. 8, 2025 meeting minutes.

MOTION | The minutes be approved, as circulated.

MOTION CARRIED

Board Report

Board Chair Allen presented the Board Report.

HIGHLIGHTS:

- The Board of Trustees approved funding for registration costs for the annual ASCA conference and Annual General Meeting (AGM).
- It's budget season, and there's a schedule of events that takes place prior to approval of the budget.
 - Budget survey data obtained from parent, caregivers, Grade 12 students, staff and community members help to inform the budget priorities.
 - There's always forecasting and signaling as to the provincial budget. The Division receives these forecasts from politicians, political analysts and economists. With these numbers, there's a better idea of what EIPS is working with.
 - The provincial budget is expected to be tabled on Feb. 27, 2025.
 - EIPS Secretary-Treasurer Candace Cole and her team will begin work on the preparation of the 2025-26 EIPS Budget. This work is guided by the Government of Alberta's [Funding Manual for School Authorities](#).
 - The Board will have budget discussions and debates.
 - The Board will approve the budget for 2025-26 at the public Board meeting in May. This'll be submitted to the Government of Alberta.
- The Board will participate in its annual three-day Board Retreat in February. This is an opportunity to have deep discussions on governance-related issues.
- February marks the time for kindergarten, new student and returning student registration. Full-day, every-day [kindergarten pilot programs](#) are being offered at Wes Hosford Elementary, École Parc Élémentaire and Mundare School.
- The Division is looking for two community representatives for the EIPS Audit Committee.
 - There are approximately two meetings a year—one in the spring and one in the fall. The role starts in spring 2025—either May or June. This position is for a two-year term, and there's an honorarium of \$100 per meeting plus reimbursement for mileage.
 - The individual should have knowledge of audit standards and governance and understand financial statements, preferably those prepared under the public sector accounting standards.
 - More information is on the [EIPS website](#). The closing date is March 7, 2025.

COMMENTS AND QUESTIONS

Question: What will school councils need to do to access Board-sponsored registration for the ASCA conference and AGM?

Answer: A form will be provided to councils ASAP. EIPS administration will register school councils that have filled out the form altogether after the form deadline.

ATA Report

ATA Local No. 28 President Maxine Holm did not present a report.

For Information

TRUSTEE ELECTION – Trina Boymook, EIPS Trustee

- Trustee Boymook explained trustees work together to govern the school system according to community needs and values while maintaining government standards.
- It's not a job for people pleasers—you can't make everyone happy and there'll be tough decisions to make.
- There are nine board members in total. The whole board makes a decision, not just one trustee.
- The Board's role is to focus on governance, which is the "What."

- The Superintendent’s role is to focus on operations, which is the “How.”
- The Board works on three types of governance:
 - Fiduciary;
 - Strategic; and
 - Generative.
- You don’t need special training—you just need to have a passion for public education.
- The Board is comprised of one trustee from the western portion of the County of Minburn, one trustee from Lamont County, two trustees from the City of Fort Saskatchewan, and five trustees from Strathcona County—including three from the urban service area of Sherwood Park, one from the land lying north of Wye Road, and one from the land lying south of Wye Road.
- To be a trustee candidate, you must be eligible to vote in the trustee election and a resident of the local jurisdiction and ward for six months immediately preceding nomination day. You must not be otherwise ineligible or disqualified. The nomination package and resources are available on the [EIPS website](#).
- Timeline:
 - Nominations opened on Jan. 1, 2025. Nominations close at noon on Sept. 22, 2025.
 - The deadline for retracting your nomination is September 23.
 - Election Day is October 20.
 - The deadline for a recount is October 22.
 - The official results will be released October 24.
 - The official swearing-in happens October 30.
- The Board invited COSC members to generate questions about what they’d like to know about a candidate. The idea came about after Board Chair Allen had a school ask if there is a set of questions for trustees. She asked COSC members to think about what issues are important to them.
- Fall is an especially busy time for trustees. During the school year, public Board meetings are typically held the third Thursday of the month, while Board Caucus meetings are held the first Thursday of the month.

COMMENTS AND QUESTIONS

Question: With the population growth in Cambrian and Hearthstone, how will the EIPS Board be affected?

Answer: Rebalancing the wards can be revisited, especially with the amalgamation of rural communities.

Question: How many nominations have been handed in so far?

Answer: One so far, but there’s a lot of time left.

POWERSCHOOL DATA BREACH UPDATE – Ryan Marshall, EIPS Associate Superintendent

- Next week, Experian will be reaching out to parents, caregivers, students and staff who have been affected by the data breach.
- Experian will offer complimentary identity protection for two years.
- PowerSchool is confident none of the information is on the internet; however, Associate Superintendent Marshall reminded COSC members this cannot be guaranteed.
- Students and teachers more than 18 years of age will get complimentary credit protection.
- If you don’t get contacted by Experian, there’s a link on [EIPS website](#).
- Your principal should be sharing this information at your next school council meeting.

DRAFT JUNIOR HIGH CURRICULUM UPDATE – Ryan Marshall, EIPS Associate Superintendent

- EIPS Associate Superintendent Marshall said EIPS has received no update as of yet.
- As next year is the pilot year, there’s some concern teachers and students will have difficulties.
- Any missing pieces in the curriculum are unknown. Most school divisions are advocating for a different roll-out with a more phased-in approach. Rolling out a new curriculum is not supposed to be political, but it is.
- There’s no going back once it’s rolled out, so the Division is doing its best to support staff.

COMMENTS AND QUESTIONS

Question: Has the curriculum ever been rolled out like this?

Answer: Associate Superintendent Marshall has not seen this type of roll-out in his career.

Question: How are we managing and mitigating teacher burnout?

Answer: Being proactive, bringing in resources for teachers and hiring consultants.

ASCA UPDATE – Stephanie Stoddard, COSC Chair

- ASCA is having their annual conference on Saturday, April 26. The AGM will take place Sunday, April 27. Registration for the conference and AGM opens February 5. More information is on the [ASCA website](#).
- The Board is sponsoring registrations this year—interested school councils can fill out a form to register, which COSC Liaison Emma Small will provide ASAP.
- ASCA has [nominations](#) for their Board of Directors open until 5 p.m. on April 11.

CAREGIVER SERIES UPDATE – Stephanie Stoddard, COSC Chair

- The [January and February Caregiver Series](#) schedule is now available.
- Offered through Recovery Alberta, the sessions are informative and valuable.
- COSC Chair Stoddard encouraged members to review the [January and February Caregiver Series](#) calendar.

SCHOOL COUNCIL ENGAGEMENT GRANT – Stephanie Stoddard, COSC Chair

- Nineteen schools have applied for the [Alberta School Council Engagement Grant](#).
- Five schools will pool funds for the David Irvine presentation. The topics will be raising accountable people and effective leadership. Irvine has more than 35 years of experience as a family therapist, workshop facilitator, lecturer and adviser to executives. He has expertise with many mental health areas, such as Post-Traumatic Stress Disorder. The presentation will take place at Bev Facey Community High at 6:30 p.m. on March 11. Irvine will present virtually but attendees will meet in person at the school.

COMMENTS AND QUESTIONS

Question: When should school councils have their grant applications and payment completed?

Answer: The end of June 2025 is the deadline for using the funds and processing payment this school year.

COSC Sharing

EXTRA ASCE GRANT FUNDS FROM ANDREW SCHOOL – All COSC members

- Because Andrew School is closed, COSC Chair Stoddard asked COSC members how the school's leftover \$500 from its council's Alberta School Council Engagement Grant funds should be spent.
- One idea was to create a school council resource library for COSC members.
- Another idea was to purchase multiple copies of the Brain Architecture Game as a resource for school councils to borrow. The cost for one copy is speculated to be US\$109, but Associate Superintendent Marshall will confirm this with Marcus Reed, the EIPS Director of Specialized Supports.
- School councils across Alberta are advocating Alberta Education to open up the criteria for the Alberta School Council Engagement Grant. Councils would like food and entertainment costs to be allowable expenses. The grant could be used for community building events, such as barbeques and picnics.
- EPCOR offers science, technology, engineering and mathematics (STEM) resources for free to schools.
- COSC members have found success with different grant activities. COSC member Christan Rasmussen shared her school council has brought in local experts to present, such as an occupational therapist and clinical neuropsychologist. This year, they'll have Shauna Sam, a speech-language pathologist, speak about executive functioning.
- Other school councils have found success with math nights using the company [Boxcars and One-Eyed Jacks](#).

COMMENTS AND QUESTIONS

Question: Can school councils contribute their own grant funds to buy multiple copies of the Brain Architecture Game for councils?

Answer: Yes.

Question: Even though the Brain Architecture Game can be played without a facilitator, what would the Division recommend for school councils? Especially when you consider the game could bring up traumatic memories and experiences.

Answer: The Division can support school councils in having a facilitator to run the game to address mental health concerns that may come up. A school counselor or other appropriate staff member could potentially be brought in to run the game.

HOW DOES YOUR SCHOOL COUNCIL SUPPORT THE GOALS OUTLINED IN YOUR SCHOOL'S EDUCATION PLAN? – All COSC members

- Bev Facey Community High's school council supports Opportunity Wednesdays at the school, which are a time for students to take part in academic coaching, exam rewrites, peer-to-peer support and more.
- Bev Facey's council also helps with a staff recognition program and focus on career and technology studies competitions.
- École Campbelltown's school council supported the school's science fair.

New Business

EIPS ADMINISTRATIVE PROCEDURE 146: SOCIAL MEDIA – Ryan Marshall, EIPS Associate Superintendent

- The Division has updated [EIPS Administrative Procedure 146: Social Media](#) from 2015, as per the new legislation from the provincial government.
- The procedure includes rules for using personal devices. Students cannot use certain social media platforms on any school device or wireless network.
- Banned social media platforms include:
 - BeReal
 - Discord
 - Facebook
 - Instagram
 - Pinterest
 - Quora
 - Reddit
 - Snapchat
 - TikTok
 - Tumblr
 - Twitch
 - VSCO
 - WeChat
 - WhatsApp
 - X
- EIPS cannot police what students do on their devices unless it's illegal, unethical or immoral. For example, students may use data on their devices or set up a virtual private network (VPN).
- High school students can use phones during breaks, while elementary students do not use phones all day.
- If needed, teachers and educational staff can use social media if permission is given from the principal.

- EIPS emails are not to be connected to any personal social media account. EIPS emails can be connected to Division-related social media accounts, such as a sports team or cosmetology class account. However, there must be a separation between work accounts and personal social media accounts.

MEETING ADJOURNED AT 8:23 P.M.

Next COSC Meeting

DATE: March 5, 2025

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

LOCATION: EIPS Central Services building, boardroom. Also hosted virtually on Zoom.



FEBRUARY 2025

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SPECIAL BOARD MEETING: Feb. 12, 2025

New Business

BUSINESS ARISING FROM IN-CAMERA

The Board of Trustees approved Special Matter 2025-1 and Special Matter 2025-2.

BOARD MEETING: Feb. 20, 2025

Chair’s Report

RECENT EVENTS

Board Chair Cathy Allen highlighted recent trustee events:

- On January 23, trustees attended a joint dinner meeting with the Alberta Teachers’ Association (ATA) Local No. 28. The conversation centred on teaching and learning.
- On January 30, trustees participated in Alberta School Boards Association’s (ASBA) advocacy session, which concentrated on Alberta Education’s provincial priorities.
- On February 6, trustees participated in a professional learning session hosted by ASBA. The focus: artificial intelligence, career education, current trends and industry perspectives.
- On February 7, trustees attended the Alberta Teachers’ Association (ATA) Partners in Education Luncheon. The highlight: Keynote speaker Scott Ervin, an educator and owner of Ervin Educational Consulting, who shared an interesting perspective on extreme student behaviour challenges.
- On February 10-12, trustees took part in a Board retreat. Discussion topics included the Board’s direction, priorities and work plan, and generative governance.

Superintendent’s Report

RECENT EVENTS

Superintendent Sandra Stoddard shared recent events and information with the Board, including:

- On February 6-7, Division teachers participated in the 2025 North Central Teachers’ Convention. Each year, staff look forward to attending the conference and learning alongside their colleagues.
- On February 19, EIPS held its monthly leadership meeting with senior administration, principals, directors, assistant principals and assistant directors. The February meeting featured guest speaker Kurtis Hewson, a consultant, author and area expert in collaborative response. Hewson shared insights and strategies to assist the schools in implementing a collaborative framework to help ensure success for all students. The work with Hewson is intended to build capacity for leadership staff to implement strong collaborative structures and processes during early out Wednesdays.
- Superintendent Stoddard also joined the Board at the following events:
 - ASBA’s professional learning session on artificial intelligence (AI) and career technology, which focused on AI and how it can help prepare students for the future.
 - The EIPS Board Retreat, which provided an opportunity for both the Board and senior administration to discuss the Division, its vision and priorities, and potential future challenges.

Association and Employee Relation Reports

ATA LOCAL REPORT

The Board of Trustees received for information the Alberta Teachers' Association (ATA) Local No. 28 report from Maxine Holm, the Local President.

- Recently, ATA President Jason Schilling met with Education Minister Demetrios Nicolaides to discuss concerns about the new curriculum, early learning assessments and expedited teacher certificates.
- On February 4, Holm was acclaimed as the Local's President. She'll now serve a two-year term—July 2025 to June 2027. In Spring 2025, the Local will also hold more elections for various executive and committee positions.
- On February 6-7, the ATA hosted its North Central Teachers' Convention. As always, the feedback was positive, particularly about the quality of keynote speakers and learning sessions.
- On February 7, the ATA hosted its annual Partners in Education Luncheon, which Holm thanked trustees for attending. The event featured good food, great conversation and keynote speaker, Scott Ervin, an educator and owner of Ervin Educational Consulting.
- On March 10-13, the ATA will host elections for its executive positions, including president, vice-president and several district representatives—each for a two-year term.
- The Local looks forward to celebrating Substitute Appreciation Week, which takes place March 10-14.

EMPLOYEE RELATIONS GROUP REPORT

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

- Currently, the ERG has an opening for a Facility Services-Student Transportation representative. The committee hopes to fill the position at the March ERG meeting.
- Work continues on Classified Professional Learning Day, taking place on March 7. The agenda is full, with numerous sessions available for staff. It should be another great day of learning for everyone.
- The ERG has heard feedback from several classified employees about the recent compensation news. For the most part, the feedback is positive. Many still have questions and look forward to attending the town hall this spring.

New Business

BOARD POLICY AMENDMENTS

The Board approved amendments to the following policies:

- [Board Policy 8: Board Committees](#): The approved changes include new information about volunteer compensation and edits to strengthen the policy's clarity, language and readability.
- [Board Policy 9: Board Representatives](#): The approved changes strengthen the policy's clarity, definitions, language and readability.
- [Board Policy 16: Recruitment and Selection of Personnel](#): The approved changes strengthen the policy's clarity, definitions, language and readability.

ANNUAL BORROWING RESOLUTION

The Board approved the Division's borrowing resolution, which outlines the credit facilities available to EIPS for meeting expenditures. Each year, the Division submits a borrowing resolution to the Bank of Montreal to support its existing credit-facility agreements.

Committee Report

POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on February 3. The committee reviewed four policies—8, 9, 15 and 16. Policy 15 required no changes. Amendments to Policy 8, 9 and 16 were approved earlier at the February Board meeting (see pg. 2, “Board Policy Amendments”).

STUDENT EXPULSION COMMITTEE

The Board received for information a report from the Student Expulsion Committee regarding two recent meetings—held on February 4 and February 18. The committee reviewed all relevant information and upheld the school administration’s recommendations. EIPS also recently underwent an expulsion appeal—from 2023. In the end, the province upheld the Division's decision and commented EIPS does an excellent job following its expulsion policy and administrative procedure.

GOVERNANCE AND EVALUATION COMMITTEE

The Board received for information a report from a recent Governance and Evaluation Committee meeting—held on February 4. Discussion topics included: section 4 of the *EIPS Trustee Handbook*, the Board’s work plan and orientation planning for the incoming Board next fall. The committee also discussed possible questions to ask trustee candidates in the upcoming municipal election. Later this spring, the Board will engage the Committee of School Councils about additional questions for candidates.

EIPS Condolences

On behalf of EIPS administration and the Board, Superintendent Stoddard extended condolences to the family, friends, colleagues and students of two Division staff members who recently passed away.

Charlene Dey, passed away on January 4. For more than 16 years, Charlene worked for EIPS as an educational assistant at Bruderheim School. Throughout her time there, she made a significant impact on the school, supporting both the teaching team and students, who will remember her for her compassion and caring nature toward students and colleagues.

Pamela Brzezicki passed away on January 21. Pamela worked as a teacher for EIPS for more than 21 years—most of that time was spent working at Fultonvale Elementary Junior High. She was beloved by both students and staff, who will remember her best for her passion and dedication to education.

Board Members

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

FOR MORE INFORMATION CONTACT:

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

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

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

Caregiver Education Team Newsletter

March 2025



Recovery Alberta 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.

Caregiver Education Sessions

Keeping Scattered Kids on Track

Supporting Children and Youth with ADHD

For parents and caregivers of children and youth in grades K-12

Part 1:

Tuesday, March 4, 2025
12:00 – 1:00 pm

Part 2:

Tuesday, March 11, 2025
12:00 – 1:00 pm

Test Anxiety

Strategies for Success

For parents and teens (grades 7-12) to attend together

Wednesday, March 19
6:00 – 7:30 pm

Caregiver Education Sessions

Collaborative Problem Solving

For parents and caregivers of children and youth in grades K-12

Part 1:

Wednesday, March 19
12:00 – 1:00 pm

Part 2:

Wednesday, March 26
12:00 – 1:00 pm

Participant Feedback

“Thank you for the useful information that was well-presented!”

“Topic selection was excellent with time bound interaction.”

“Everything is perfect, especially [the presenters] who are amazing, perfectly aligned with the topic.”



Professional Practice & Education Services
Edmonton

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

March 2025



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.

Keeping Scattered Kids on Track Supporting Children and Adolescents with ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common mental health conditions diagnosed in children. Come to these **Lunch & Learn sessions** and learn about the signs and symptoms of ADHD, ways that ADHD impacts achievement, self-worth, and relationships in children and youth, and strategies to support success.

Part 1: Tuesday, March 4, 2025

Time: 12:00 – 1:00 pm

For caregivers of children grades K-12, for adults only.

Part 2: Tuesday, March 11, 2025

Time: 12:00 – 1:00 pm

For caregivers of children grades K-12, for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

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

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

www.cyfcaregivereducation.ca

Participant Feedback:

“Thanks for doing these courses. They are wonderful!”

“I feel the information was good considering the limited amount of time. Thank you.”

“Great presenters and good resources.”



Professional Practice & Education Services
Edmonton

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

March 2025

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.

Test Anxiety Strategies for Success

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

Date: Wednesday, March 19

Time: 6:00 – 7:30 pm

For caregivers and youth (Grades 7-12) to attend together.

Collaborative Problem Solving

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

Part 1:

Date: Wednesday, March 19, 2024

Time: 12:00 – 1:00 pm

For caregivers of children grades K-12, for adults only.

Part 2:

Date: Wednesday, March 26, 2024

Time: 12:00 – 1:00 pm

For caregivers of children grades K-12, for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

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

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

www.cyfcaregivereducation.ca

Participant Feedback:

“The session was very informative and well-structured.”

“The delivery method was great!”

“This will be helpful in my personal and professional life.”



Professional Practice & Education Services
Edmonton

For more information, visit www.cyfcaregivereducation.ca



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Elk Island Public Schools (EIPS) invites parents and caregivers to complete the 2024-25 EIPS Annual Feedback Survey.

Made up of two sections, the survey gauges the Division's progress toward meeting the goals and priorities outlined in its [Four-Year Education Plan](#). The feedback also helps guide future planning, decision-making and strategies—all aimed at enhancing student learning and better serving the wider community.

Survey Sections

Section A: Annual Feedback – questions focus on your experiences with EIPS and the school your child attends, the quality of education provided to students and areas for improvement.

Section B: Stakeholder Confidence – questions focus on your confidence in the Division's priorities and strategic direction as a whole—student growth and achievement, learning supports, teaching and leading, and overall governance.

Before You Start

EIPS encourages you to review the following documents to help answer the survey questions:

- [EIPS Annual Education Results Report 2023-24](#)
- [EIPS Annual Education Results Report 2023-24: Overview](#)
- [EIPS Four Year Education Plan: 2022-26](#)
- [Survey Preview: EIPS Annual Feedback Survey: For Parents and Caregivers](#)

Survey Closes March 21, 2025.

The survey is anonymous and takes approximately 10 to 15 minutes to complete.

NOTE: To share the experiences of more than one child, or if you have a child who attends classes at more than one EIPS school—such as Next Step and an EIPS senior high school—simply complete the survey again.

*** 1. What school does your child currently attend?**

If you have more than one child attending an EIPS school or a child who attends classes at more than one EIPS school, complete this survey for each one.

*** 2. What grade is your child currently in?**

- Play and Learn at School (PALS)
- Kindergarten
- Grades 1-3
- Grades 4-6
- Grades 7-9
- Grades 10-12



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 1: Promote growth and success for all students

The following question relates to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

3. As a result of being in the Play and Learn at School (PALS) program, my child's demonstrating growth in their development.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 1: Promote growth and success for all students

The following question relates to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

4. As a result of being in the kindergarten program, my child's becoming ready to enter Grade 1.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 1: Promote growth and success for all students

The following questions relate to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

5. My child's individual needs are met.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

6. My child's encouraged to do their best.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

7. My child's demonstrating growth in literacy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

8. My child's demonstrating growth in numeracy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

9. My child has an understanding of First Nations, Métis and Inuit culture and history.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

10. My child's learning the knowledge, skills and attitudes necessary to be successful in life.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 2: Enhance high-quality learning and working environments

The following questions relate to Priority 2 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

11. How satisfied are you with the quality of education your child's receiving at school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

12. How satisfied are you with the quality of teaching at your child's school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

13. How satisfied are you with the leadership at your child's school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

14. My child's school encourages my child to be a responsible, respectful and engaged citizen.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

15. School staff care about my child.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

16. My child's school handles discipline fairly and reasonably.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

17. My child's school is safe.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

18. How satisfied are you with the resources available to support your child's learning?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

19. In your opinion, has the quality of education your child's experienced improved, stayed the same or declined in the past three years?

- Improved
- Stayed the same
- Declined
- Don't know
- Not applicable

20. How do you rate the physical condition of your child's school?

- Excellent
- Good
- Fair
- Poor



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 3: Enhance public education through effective engagement

The following questions relate to Priority 3 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

21. How satisfied are you with the opportunities provided to be involved in your child's education?

Refer to the [EIPS Parent Engagement overview](#) for examples of involvement and engagement opportunities that help support student success.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

22. The school keeps me informed about my child's progress and achievement.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

23. There is open and honest communication within my child's school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Now, looking beyond your child's school, reflect on the Division as a whole when answering the next two questions.

24. How satisfied are you with the Division's commitment to engaging stakeholders—including parents and caregivers—about matters that affect decision-making and public education?

Refer to the list of [recent public engagement efforts](#) throughout EIPS for examples of involvement and engagement opportunities.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

25. How satisfied are you with the Division's commitment to advocating for public education?

Refer to the [Board Advocacy](#) page for examples of ongoing advocacy work of the Board of Trustees.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

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26. Elk Island Public Schools appreciates the opportunity to stay connected with parents and caregivers about news, activities, programs and other matters of importance.

What is your impression of the communication you receive from your child's school?

- Keeps me fully informed
- Keeps me fairly well informed
- Keeps me adequately informed
- Gives me a limited amount of information
- I rarely receive the information I need

27. Do you regularly make use of the following to keep up to date on school activities, programs, etc.? Check all that apply.

- Email from school
- Email from teachers
- School council meetings
- School website
- School social media channels
- School newsletter
- Phone conversations with the school or teachers
- Correspondence sent home with my child

28. What is your most preferred method of communication from the school and Division?

- Email
- Automated phone messages
- Correspondence sent home with my child
- Website
- Electronic newsletter
- Social media posts

29. The Division and schools often share news and information on social media. Which of the following platforms do you use? Check all that apply.

- Facebook
- Instagram
- LinkedIn
- YouTube
- X
- Snapchat
- TikTok



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

Reminder: Parents and caregivers only need to complete this next portion of the survey once.

*** 30. Have you completed the annual stakeholder confidence questions on the EIPS Annual Feedback Survey: For Parents and Caregivers once already?**

Yes

No



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

PART 1: Student Growth and Achievement

As part of Alberta Education’s Assurance Framework, all school divisions must ensure student growth and achievement. Student growth and achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence students demonstrate citizenship, engage intellectually and grow continuously as learners.

As such, EIPS has included the following priority in its *Four-Year Education Plan*:

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

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

GOAL 2 SUCCESS FOR EVERY STUDENT

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

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

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

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

31. To what extent are you confident in EIPS related to the following outcomes?

Highly confident Confident Somewhat confident Not confident

Providing supports and services to pre-kindergarten and kindergarten children and preparing them to enter Grade 1

[Learn more](#)

Implementing strategies to support students in demonstrating growth in literacy

[Learn more](#)

Implementing strategies to support students in demonstrating growth in numeracy

[Learn more](#)

Implementing strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students

[Learn more](#)

Implementing strategies to support and prepare students for life beyond high school

[Learn more](#)

32. *OPTIONAL*: Answer if you want to provide context to your responses in Part 1. Otherwise, leave blank.

In terms of student growth and achievement, what are the areas EIPS does well, and what are the areas that need improvement?



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

PART 2: Learning Supports

As part of Alberta Education’s Assurance Framework, all school divisions must ensure learning supports for all students. Learning supports refers to the mobilization of resources—expertise, facilities, human and community services—required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**As such, EIPS has included the following priority in its *Four-Year Education Plan*:
Priority 2: Enhance high-quality learning and working environments**

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

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

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

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

33. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Learning and working environments are welcoming, caring, respectful and safe Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning is supported through effective planning, managing and investing in Division infrastructure Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. OPTIONAL: Answer if you want to provide context to your responses in Part 2. Otherwise, leave blank.

In terms of learning supports, what are the areas EIPS does well, and what are the areas that need improvement?



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

PART 3: Governance

As part of Alberta Education’s Assurance Framework, school divisions must ensure effective governance and public assurance. Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading, and optimum learning for all. Meanwhile, public assurance refers to the public’s trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

As such, EIPS has included the following priority in its *Four-Year Education Plan*:
Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

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

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

35. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Provides families with meaningful opportunities to be involved in their child's education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy efforts to enhance public education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. *OPTIONAL*: Answer if you want to provide context to your responses in Part 3. Otherwise, leave blank.

In terms of governance and public assurance, what are the areas EIPS does well, and what are the areas that need improvement?



2024-25 EIPS Annual Feedback Survey: For Parents and Caregivers

Ensure you click "Done" below to submit your responses for this survey.

Thank you for taking the time to provide your feedback. EIPS will share the survey results in next year's *Annual Education Results Report 2024-25*.

If you'd like to complete the survey for another child, or if your child attends classes at a second EIPS school, refer back to the link you received in the email from Elk Island Public Schools or visit eips.ca.

Annual Feedback Survey: Parents and Caregivers

Share your feedback to inform
school and Division planning!



Survey closes on
March 21, 2025

