



Committee of  
School Councils

# Meeting Agenda

[Virtual Meeting: Zoom](#)

Wednesday, Oct. 7, 2020

7 p.m.

Time	Agenda	Presented by
7 p.m.	Opening remarks and welcome	Jacque Surgenor, COSC member
7:05 p.m.	Roundtable introductions	All
7:10 p.m.	COSC Organizational Meeting <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 2020-21 COSC Executive</li> <li>e. COSC Planning 2020-21</li> </ul>	Jacque Surgenor, COSC member COSC Chair Elect COSC Chair Elect COSC Chair Elect Leslie Bowman, COSC member
7:25 p.m.	Additions to the Agenda and Agenda Approval	COSC Chair Elect
7:27 p.m.	Approval of Minutes: May 6, 2020	COSC Chair Elect
7:30 p.m.	Board Report	Trina Boymook, Board Chair, EIPS
7:40 p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7:50 p.m. 7:55 p.m. 8 p.m.	<b>For Information</b> <ul style="list-style-type: none"> <li>a. ASCA update</li> <li>b. Caregiver Series update</li> <li>c. Operational procedures</li> </ul>	Jacque Surgenor & Krista Scott, ASCA Directors Leslie Bowman, COSC member Leslie Bowman, COSC member
8: 05 p.m.	<b>New Business</b> School Re-Entry <ul style="list-style-type: none"> <li>a. overview</li> <li>b. dealing with confirmed COVID-19 cases</li> <li>c. in-school and out-of-school learning</li> <li>d. What Scenario 2 and Scenario 1 may look like</li> </ul>	Mark Liguori, Superintendent and Sandra Stoddard, Associate Superintendent
8:40 p.m.	<b>COSC Sharing</b> <ul style="list-style-type: none"> <li>a. Purpose of COSC</li> </ul>	Leslie Bowman, COSC member

## Electronic Handouts

COSC Minutes  
Board Highlights  
Operational procedures  
Caregiver Series

## Next Meeting:

Wednesday, Nov. 4, 2020  
Virtual Meeting: Zoom



Unratified

# Meeting Minutes

May 6, 2020  
7 p.m.

## In Attendance:

**Chair:** Jacquie Surgenor, Salisbury Composite High,  
Sherwood Heights Junior High & Westboro Elementary

**Vice-Chair:** Krista Scott, Fultonvale Elementary Junior High  
& SCA Secondary

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

### School Council Members

- Ken Allen, A.L. Horton Elementary
- Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High
- Aaron Box, SCA Secondary
- April Childs, Lakeland Ridge
- Nadine Duiker, Salisbury Composite High
- Jeff Hanrahan, Bev Facey Community High
- Ginger Hassett-Koza, Fultonvale Elementary Junior High
- Crystal Hudson, Rudolph Hennig Junior High
- Ashely Frayn, Sherwood Heights Junior High
- Cara Kern, Pine Street Elementary

- Devon Marshall, SCA Elementary
- Robyn Michaelchuk, Fort Saskatchewan Elementary
- Melissa Pressé, Davidson Creek Elementary

### Board and EIPS

- Chair:** Trina Boymook
- Trustee:** Annette Hubick
- Trustee:** Colleen Holowaychuck
- Trustee:** Don Irwin
- Trustee:** Jim Seutter
- Trustee:** Harvey Stadnick

- Superintendent:** Mark Liguori
- Associate Superintendent:** Sandra Stoddard
- Director:** Ryan Marshall, Supports for Students
- ATA President:** Deneen Zielke
- Communications:** Corrie Fletcher

## WELCOME

Jacquie Surgenor, the COSC Chair, called the meeting to order at 7:03 p.m.

## ADDITIONS TO THE AGENDA

Jacquie Surgenor asked if there were any additions to the May 6, 2020 agenda.

- No amendments were made to the agenda.

**Motion:** To accept the May 6, 2020 agenda as circulated.  
**Motion Carried**

## APPROVAL OF MINUTES

Jacquie Surgenor asked if there were any changes to the minutes from the April 8, 2020 meeting.

- No changes were made.

**Motion:** To accept April 8, 2020 minutes as is.  
**Motion Carried**

## **BOARD REPORT – presented by Trina Boymook, Board Chair, EIPS**

Board Chair Trina Boymook presented the Board Report. Highlights include:

- At the April 23 Board meeting:
  - Trustees approved the 2020-21 budget allocations for schools and departments. School allocations dropped by 2.9 per cent. Department allocations dropped by 20.3 per cent.
  - Trustees approved the 2020-21 administrative and transportation fees. The fee for eligible riders is \$100. The fee for ineligible rides is \$325.
  - Trustees approved making Advanced Placement a Division alternative program. Going forward, the Advanced Placement program will receive the same level of Division support as the International Baccalaureate Programme.
- On May 14, at a special Board meeting, the Board will consider a grade re-configuration at Andrew School. The Division is livestreaming the meeting on the Elk Island Public Schools' [YouTube channel](#), which starts at 1:30 p.m.
- The Board is also working with the Superintendent to establish the guiding principles for fee refunds.

### **Comments and Questions:**

**Question:** Will there be a public piece online regarding the Andrew School special meeting?

**Answer:** All Andrew School families received individual letters. Tomorrow the Board will review a report about the school's junior high program. The special Board meeting takes place on May 14. You can view the meeting live on the [EIPS YouTube channel](#). On Monday, EIPS will post the meeting package online.

## **ATA REPORT — presented by Deneen Zielke, President, Alberta Teachers' Association Local No. 28**

Deneen Zielke presented the ATA Report. Highlights include:

- With the cancellation of in-school classes, teachers are putting in long hours to get ready for the emergency online learning.
- Media reports about an early return to school and what that will look like weighs on the minds of staff.
- Students and teachers will face additional stress, given the required changes for classrooms.

### **Comments:**

Thank you for your participation in COSC. We appreciate your commitment to engaging parents.

## **FOR INFORMATION**

### **a) ASCA Update — presented by Jacquie Surgenor, COSC Chair**

- Alberta School Councils' Association's (ASCA) service model has changed because of the cancellation of in-school classes and in-person school council meetings. Highlights include:
  - *Meeting Mondays:* An open agenda that parents can join, ask questions and get school council support.
  - *Webinar Wednesday:* Webinars that feature abbreviated versions of ASCA's regular workshops.
- Currently, ASCA is conducting a survey focused on school re-entry, which closes on May 14. Because of the tight close date, individuals can complete the survey—as opposed school council.

**b) ASCA AGM – presented by Jacquie Surgenor, COSC Chair**

- Surgenor thanked everyone who took part in the virtual annual general meeting—it was an experience and interesting.
- ASCA used [ElectionBuddy](#) to cast the election votes. There were some delays, but overall, it worked well.
- Brandi Rai is the new ASCA President.
- Shelley Odishaw is the new ASCA Vice-President—she was a Director for several years.
- Directors include representatives from Calgary, Parkland County and Lethbridge. From EIPS, Jacquie Surgenor was re-elected, and Krista Scott was elected as a first-time Director.

**c) Alternative Learning Toolkit – presented by Sandra Stoddard, Associate Superintendent, EIPS**

- Surgenor thanked EIPS for creating the Alternative Learning Toolkit, a resource for families helping their children from home.
- The toolkit walks caregivers through Google Classroom, including ways to stay connected with teachers.
- It also includes a daily alternative learning blog, created by EIPS consultants—archived on the site.
  - The blogs include tips and strategies related to literacy and numeracy for early learners, and junior high and senior high students.
  - Other topics also include mental health and First Nations, Métis and Inuit teachings.
- Resources are identified by grade level in various subject areas.
- The music, art and physical education section is created by teachers and updated weekly.
- There are links to Alberta’s curriculum and outcome expectations for students in each grade level.
- It also includes an FAQ section, information about different learning styles, mental health resources and a COVID-19 section.
- EIPS will continue to add valuable information to the site in an organized manner to help families stay engaged and connected.

**Comments and Questions:**

**Question:** We have a student in Grade 12 and one in Grade 8. We are very connected at the high school level but expect more at the junior high level. There is a difference in the way the schools are managing this and there is a disparity in the way the curriculum is delivered. We would like to have more connections with the administration at the schools.

**Answer:** Thank you for the feedback. We are working on increasing interactive experiences for students. We are also trying to keep the delivery consistent. If you have concerns, reach out to the Principal, who is in the best position to connect with teachers and offer supports. Some schools are sending out surveys and asking for feedback from families about their experience. The Division also plans to conduct a survey.

**Comment:** I have completed surveys for both our elementary school and junior high, senior high. It was a great way to give feedback. The alternative learning for teachers requires a lot of work and a lot of extra time. I did not want my comments to seem directed at a particular teacher. So, the survey was a way to provide feedback, as more of a suggestion, for the situation in general.

**C:** I have experienced such connection from our teachers, and the work comes at many different times. I worry about the health of the teachers. The workload has been extraordinary and seems excessive some days. Students need time to balance.

**A:** It’s a challenge for everyone. The majority of the people are rising to the occasion.

## NEW BUSINESS

### a) Budget Presentation – presented by Mark Liguori, Superintendent, EIPS

- It's been a challenging year in terms of the budget.
- In October, EIPS had to make mid-year adjustments to the budget after the province announced the 2019 budget—resulting in a \$5.5-million shortfall. To protect the classroom, EIPS used a significant amount of its reserves.
- Going into the 2020-21 school year, EIPS has no more reserve dollars to draw from.
- The province maintains funding for 2020-21 has increased. However, when you look at the raw data, it tells another story.
- Using the money from reserves was the right choice. It allowed EIPS to continue to operate as it planned at the beginning of the school year.
- In 2020-21 there are new rules on how school divisions use reserves. Anything over a certain amount requires ministerial approval—it's a way to show funding at a provincial budget level.
- For the 2020-21 school year, EIPS has a \$7.5-million shortfall. Next year that will increase because the bridge funding will drop to \$2 million from \$5 million. And, the year after that, bridge funding unavailable.
- The Board holds a conservative reserve, approximately two per cent of the budget. It's fiscally irresponsible to go lower than that amount.
- Now, we are at a point where there are no more reserves.
- The Division has tried to balance the budget through attrition. However, we're also dealing with higher costs because we're unable to give probationary or temporary contracts and the bulk of teachers are on the higher end of the pay scale.
- The funding decrease for inclusive education, or PUF programming, is significant. As such, the level of service these students receive will change—basically, there are fewer occupational therapists and speech-language therapists available to students.
- Provincial changes to the funding model also make it difficult to move dollars around to areas of need.

#### Comments and Questions:

**Question:** Thank you for that informative presentation. Where do you plan to get the \$7 million because we cannot submit a deficit budget?

**Answer:** Good question. There will likely be a two per cent to four per cent reduction in funding to schools—a 20 per cent to 25 per cent reduction to central departments. The result: larger classes and less programming offered. The Supports for Students department is changing drastically, which will create significant delays in its ability to work with students.

### b) Assessment During COVID-19 – presented by Sandra Stoddard, Associate Superintendent, EIPS

- The cancellation of in-school classes has made EIPS think about how it assesses achievement.
- Students getting a final grade means there needs to be the observation of student learning between now and the end of the year. Any student that was on track to progress to the next grade will do so.
- For Grade 12 students, who were unable to participate in work experience and career pathway programming, principals can allocate up to 15 credits to these students.
- EIPS recognizes it can't cover all the curriculum through the alternative learning format. So, it has identified key outcomes important to student learning.
- Students still need incentive to participate in class and continue to engage and learn—reducing the gaps in learning that can happen in this situation.

- Teachers use their professional judgement to assess. They also provide multiple opportunities for students to demonstrate learning.
- Final marks are based on the assessment of completed work.
- Incomplete, or missing work, will only be considered in the final grade once the processes in [Administrative Procedure 360: Learning Assessment](#) are followed.
- Teachers are encouraged to use professional judgment to determine the final grade.
- Principals will continue to work with teachers and assist them with making professional decisions about students' academic progress.
- For students who are not consistently engaged in their learning:
  - The student will receive a final grade using evidence collected before March 15.
  - The student is brought to the attention of, and issues discussed with school administration.
  - The teacher continues attempts to engage with the student until the end of the school year.
  - The family is contacted regularly until the end of the school year.
  - A comment is provided on the final report card. The grade reflects achievement based on learning before March 15.
- PUF students will engage with teachers and caregivers to review their ISP.
- Elementary assessment:
  - a new platform for report cards—professional learning taking place on May 15;
  - a cumulative final grade reported for language arts, mathematics, science and social studies;
  - student achievement based on the Communicating Student Learning achievement scale (1-5);
  - only one grade is reported for each subject;
  - comments in language arts and mathematics focus on an area of strength and a next step; and
  - Grade 1 to Grade 3 teachers are not required to teach science or social studies. Since both are a core subject, teachers are trying to incorporate these concepts and give a final grade based on the year as a whole.
- Junior high assessment:
  - final grades provided for all core subject;
  - full-year complementary courses, there's enough information to determine a final grade; and
  - cumulative assessment remains at the discretion of the school but must not exceed 10 per cent of the student's grade.
- Senior high assessment:
  - schools will work with students, to complete courses, provide final marks and earn credits;
  - students will receive the benefit of the doubt in these unique circumstances; and
  - final marks will be based on assessment of work completed and evidence gathered throughout the duration of the course—incomplete, or missing work, will only be considered in the final grade once the process outlined in [AP 360](#) is followed.

**Comments and Questions:**

**Question:** What does this look like for kids on an ISP? Will there be transition plans?

**Answer:** We will continue with transition meetings, especially with students going from grades 6 to 7 and grades 9 to 10. There is also a transition piece in PowerSchool that teachers and administrators can access to determine learning gaps.

**Q:** Using PowerTeacher Pro for K-6, will that continue next year?

**A:** The company that does our current report card is struggling and we feel it makes sense to continue with PowerTeacher Pro in case we get left without a platform. We usually would not transition mid-year. Yes, PowerTeacher Pro will be the mechanism moving forward.

**Q:** Will this presentation be accessible to other parents?

**A:** We will have another conversation with the Board and share the information with teachers. Once everyone is consulted, we will share the presentation.

**Q:** If teachers are not aware, when and how will they implement this new assessment protocol?

**A:** We will gather input here, and from the Board, and then we will share it out.

**c) Four-Year Education Plan – presented by Trina Boymook, Board Chair, EIPS**

- The budget helped guide the Four-Year Education Plan.
- Not a lot of changes.
- The plan is more precise.
- Priority 1:
  - Outcome 1 was simplified.
  - Outcome 2 stayed the same.
  - Outcome 3 was reworded.
  - Outcome 4 is new. It was originally included in Outcome 1. It's important it stands on its own.
- Priority 2 is more precise:
  - Outcome 1 and Outcome 2 stayed the same.
  - Outcome 3 is a blend of what used to be Outcome 3 and Outcome 4.
- Priority 3
  - Changes related to the *Education Act*.
  - The focus: To enhance public engagement.
  - EIPS is working toward an assurance model, which includes engagement.

**Parent Engagement – presented by Mark Liguori, Superintendent, EIPS**

- The Division has developed a document to guide parent engagement.
- It was created after a meeting with principals focused on the Accountability Pillar Survey results and building effective relationships with families.
  - How do families become more involved?
  - What is involvement?
  - Is it school councils, surveys, school correspondence, helping your child be prepared for success?
  - Is it seeking parent feedback around budget and fees, program initiatives, through face-to-face meetings or surveys?
- The document goal: Guide parent involvement to create collaboration and a relationship of trust.

**Comments and Questions:**

**Question:** At one point, COSC developed a parental engagement framework, this was a good document and could be useful. We could use it as a resource for school councils to understand the language of Inform and Engage, and what these opportunities look like.

**Answer:** The reason we're using the word, "engagement," is because it includes all the pieces along the spectrum of parental involvement. We use the same model for stakeholder involvement, which works well.

**Q:** I've had many inquiries about engagement about the decision for graduation ceremonies this year. There are some areas that EIPS does a great job. Graduation is an area, where the feedback suggests the engagement is not there. First was the decision on transportation, and now it's graduation. It seems there is a lack of engagement or collaboration.

**A:** There are some decisions we make unilaterally. Transportation needs to operate on a cost-recovery basis. The graduation situation is one where there won't be a consensus on what is acceptable. In situations that require a specific outcome, it doesn't make sense to engage. When it does make sense is when there are multiple options. To go through an engagement process with a foregone conclusion isn't authentic. Trustees are elected to do a job. The Superintendent works within his authority.

**Comment:** Maybe there is a disconnect between what authentic means to parents. It's concerning there is an assumption parents don't want certain conversations or engagement. Communication can come across as insufficient or heavy-handed. It could help parents understand how and why EIPS makes the decisions it does. The communication piece was missing. Having it honours parents and their role.

**Q:** Graduation is the culmination of twelve years of education. There is a lot of differing information out there, and it's hard for the parents and students to understand. Parents want to be a part of the process to help the students understand the challenge we are all up against.

**A:** All senior highs are recognizing graduates. Each school is now confirming plans and working with the other EIPS senior highs to ensure the experiences are all similar.

## **COSC SHARING**

### **a) How School Councils Are Connecting – presented by Jacquie Surgenor, COSC Chair**

Discussion comments include:

- School councils can re-work operating procedures to accommodate virtual meetings.
- Reach out to ASCA if you have questions or concerns.
- Some schools are having success with more participants. We're considering future virtual meetings.
- We also had two open sessions to engage parents and talk about how COVID-19 is impacting them. It went well. Attendance was low but included people who don't usually attend meetings.
- Meeting virtually helps us engage parents differently. Turnout was good, and the atmosphere was positive. It's nice to have different perspectives. I hope it continues when we meet in person again.
- Both of our virtual meetings were well attended, and there were great conversations. It's the new way to connect when we cannot be together. I think it will serve us well when we can be together again.

Meeting adjourned at 9:23 p.m.

### **The next COSC meeting:**

**Date:** Wednesday, Oct. 7, 2020

**Time:** 7 p.m. to 9 p.m.

**Location:** virtual meeting





MAY 14, 2020

## Business Arising from Previous Meeting

### ANDREW SCHOOL: JUNIOR HIGH PROGRAM

The Board of Trustees approved the closure of grades 7 to 9 at Andrew School, effective June 30, 2020. Starting in the 2020-21 school year, Andrew School's grade configuration will change to a kindergarten to Grade 6 program, and it will no longer offer a junior high program. The Board also approved a [new attendance area](#) for students in grades 7 through 9 who live within the current Andrew School attendance area. As of September 2020, these students are designated to either Lamont High or Vegreville Composite High, depending on where they reside. Before making a final decision, the Board spent a considerable amount of time [reviewing and analyzing data](#) submitted by EIPS administration and [feedback collected](#) from the community last year.

#### BACKGROUND

In fall 2018, the Board launched a review of the senior high program at Andrew School. Multiple public consultations were conducted with students, staff, families, officials and community members—three working-group meetings, a student forum, surveys and four public meetings. The consultations confirmed the low enrolment numbers at the senior high level limits access to enhanced educational opportunities compared to other schools within the Division. As a result, the Board approved the closure of the senior high grades, effective June 30, 2019.

What the consultations also revealed: Students in the junior high grades were facing similar issues in terms of access and equity of education. Last year, 26 students were enrolled in the junior high grades at Andrew School. For the 2019-20 school year, that number dropped to 10—a figure that's projected to stay roughly the same for the immediate future. With such low numbers, students don't have the same programming available as other junior highs do within the Division (see "[Andrew School Public Consultations: Report Summary](#)").

As such, at the April 23 Board meeting, trustees directed administration to produce a [report about Andrew School's junior high program](#), which included information about the enrolment, programming, infrastructure, demographics, transportation and more. Taking all the data and feedback into consideration, the Board decided the best way to address the issue of equity of education for students living within the Andrew School attendance area is to close the school's junior high program. Redirecting students to Lamont High and Vegreville Composite High allows junior high students to have better access to programming options, program-specialty teachers, extracurricular opportunities, team sports and a more well-rounded junior high experience.

#### TRANSITION

Between now and September 2020, EIPS will work closely with families impacted by this decision to ensure the transition to the new school is handled smoothly and with sensitivity. Additionally, the Division will ensure any facility requirements, support services and student transportation needs are dealt with in advance of the first day of classes.

## Board Members

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

FOR MORE INFORMATION CONTACT:

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

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

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**MAY 25, 2020**

## 2020-21 Budget Report

The 2020-21 Budget Report for Elk Island Public Schools (EIPS) was presented to the Board for information. Every spring, the Division prepares a budget for the upcoming school year, which is based on funding from the province, projected student-enrolment numbers and corresponding staffing estimates. Similar to the 2019-20 school year, the Division is facing significant funding challenges.

The 2020-21 EIPS budget is based on the 2020 provincial budget announced on Feb. 27, 2020. However, because of the recent cancellation of in-school classes; related funding cuts for the 2019-20 school year; Bill 5, which places new restrictions on how school divisions use operating reserves; and anticipated impacts from COVID-19, there are still a lot of unknowns related to the 2020-21 budget. As such, EIPS has developed a conservative budget to allow schools and departments to begin planning for the 2020-21 school year. In the fall, EIPS will update its 2020-21 Budget—no longer a provincial requirement—with the final student-enrolment numbers, revenue and expense variations, carryforward amounts and any reserve spending changes. Overall, the EIPS 2020-21 Budget supports the mission, values and priorities of EIPS.

### OVERVIEW

EIPS' total operating budget for the 2020-21 school year is \$196.11 million—a \$3.22-million decrease from the previous year. Of that, \$191.39 million is projected to come from the Division's annual revenue and \$4.72 million from operating reserves. In 2019-20, EIPS offset the decrease in funding by using a substantial amount of its reserves (\$7.96 million). As a result, the Division Unallocated Reserve dipped to be below the Board's target amount—two per cent of the budget.

The cancellation of in-school classes and provincial restrictions related to COVID-19 created some savings in the 2019-20 school year—reduced travel costs associated with professional learning and lower certificated substitute expenses. EIPS will transfer some of those savings to its operating reserves in the current year and propose to use them in 2020-21 to support schools and departments, for one-time provisions for students, and for the purchase of supplies and equipment. As well, EIPS is introducing a \$1-million emergent fund. The Division will use the fund, with Board approval, to offset any potential negative impacts that arise after the completion of the budget.

Without the ability to offset the entire shortfall by drawing on operating reserves, EIPS must adjust the programs and services it offers to students to ensure a balanced 2020-21 budget. Strategies the Division will use to deal with the shortfall, include reducing allocation amounts for schools and Central Services departments, restructuring the Supports for Students department, eliminating Continuing Education's non-credit and Home Education programs, and lowering carryforward amounts for schools and departments to one per cent—from two per cent. The impact to students: larger classroom sizes, changes to programming and less supports.

### ACCUMULATED SURPLUS

The Division's accumulated surplus is projected to be \$10.82 million as of Aug. 31, 2021, which includes operating reserves (\$4.66 million), capital reserves (\$103,000) and investment in tangible capital assets (\$6.06 million). In addition, the Division expects its Unallocated Reserve to again be below the two per cent target—estimated at 1.92 per cent—meaning EIPS can't access its reserves to fund any revenue shortfalls in the 2021-22 school year.

## REVENUES AND EXPENSES

The Division's projected annual revenue for the 2020-21 school year is \$191.39 million, up by \$22,000 from the year previous. The primary reasons for the change in revenue include changes to various education grants, Alberta Infrastructure supported amortization, school fee programming and investment income. Similarly, budgeted expenses are expected to decrease by \$3.22 million—related to significant cuts to the number of full-time equivalent employees working within the Division and reductions related to services, contracts and supplies. However, the reductions were offset by substantial increases for insurance and Infrastructure Renewal and Maintenance.

In terms of compensation, the Division expects costs to stay relatively the same, meaning all staff salaries have a projected zero per cent economic increase. However, it does anticipate some inflationary costs—related to grid movement and benefit costs. Overall, instructional costs are expected to comprise 77.5 per cent of the total budget, which equates to \$9,018 per student. In addition, the system administration spending is projected to equal 2.5 per cent (\$4.82 million) of total expenses, which is below the \$6.30-million grant provided by Alberta Education. EIPS will use the additional funds for other Divisional uses—as per guidelines listed within the *Funding Manual for 2020-21*.

Overall, the funding situation EIPS is experiencing is not unique to EIPS. It's felt by all school divisions across the province. Looking ahead to 2021-22, further reductions are expected—estimated at 50 per cent of the bridge funding (\$3.81 million)—if the province maintains the \$8.2 billion cap on education. At the regular Board meeting on May 28, Trustees will discuss the 2020-21 Budget Report further and vote to approve or amend it. To read complete EIPS 2020-21 Budget Report visit, [www.eips.ca/download/270374](http://www.eips.ca/download/270374).

## BUDGET REPORT: ALBERTA EDUCATION

The Board received for information the Alberta Education Budget Report 2020-21. The report takes the 2020-21 Budget information and consolidates it into a standardized format, which is submitted to the province (see pg. 69, "Budget Report For the Year Ending August 31, 2021").

## Board Members

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

FOR MORE INFORMATION CONTACT:

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**MAY 28, 2020**

## Chair's Report

### RECENT EVENTS

Board Chair Trina Boymook highlighted recent events:

- On April 28, Chair Boymook and Superintendent Mark Liguori attended an Alberta School Boards Association (ASBA) meeting, which focused on school re-entry plans. Education Minister Adriana Lagrange and Deputy Education Minister Andre Corbould guided the conversation, provided an overview of possible scenarios and asked school boards to submit feedback. Since the meeting, EIPS has submitted the Division's perspective on all the re-entry aspects identified.
- On May 12, Chair Boymook and Superintendent Liguori attended another ASBA meeting, which focused on a draft Relaunch Plan. Again, Lagrange and Corbould guided the discussion and invited school boards to provide feedback on the relaunch plan. Again, EIPS submitted its feedback, from a Division perspective. The province expects to announce the re-entry plan for schools on Aug. 1, 2020.
- On May 11 and May 15, Chair Boymook, Superintendent Liguori and Candace Cole, the Secretary-Treasurer, attended meetings with the Alberta School Boards' Insurance Exchange and the Alberta Risk Managed Insurance Consortium to determine the best insurance coverage for the Division.

## Superintendent's Report

### RECENT EVENTS

Superintendent Mark Liguori highlighted recent events:

- On April 28, Superintendent Liguori joined Chair Boymook at an Alberta School Boards Association (ASBA) meeting, which focused on school re-entry plans. The meeting was an opportunity for the Division to provide feedback—specifically challenges and needed supports—to ensure a successful school re-entry.
- On May 12, Superintendent Liguori and Chair Boymook attended an ASBA meeting focused on a Draft Relaunch Plan. Since the meeting, EIPS has submitted feedback about the plan and details about the challenges EIPS may face.

## Association/Local Reports

### ASBA ZONE 2/3 REPORT

#### APRIL ZONE 2/3 MEETING

Trustee Harvey Stadnick attended the ASBA Zone 2/3 meeting on April 24, 2020:

- The meeting was held virtually using the platform Zoom. Overall, the virtual meetings are productive. As such, during the winter of 2020-21, three Zone 2/3 meeting will take place virtually, using Zoom. The hope: To reduce the risks associated with road travel in poor weather conditions.
- Discussion topics included: insurance rate increases for 2020-21 and possible providers, the province's Transportation Committee and the bill on the Choice in Education Act.
- In 2020-21, the membership fee for ASBA is decreasing.
- The Edwin Parr Award is postponed to Oct. 23, 2020.

## MAY ZONE 2/3 MEETING

Trustee Jim Seutter attended the ASBA Zone 2/3 meeting on May 22, 2020:

- The meeting was held virtually using the platform Zoom—43 people attended.
- Deputy Education Minister Andre Corbould spoke to members about the province's school re-entry plan. The province hopes to announce a finalized re-entry plan on Aug. 1, 2020.
- The professional learning topic focused on Zoom.
- Discussion topics included: the ASBA Spring General Meeting, which is taking place virtually using Zoom; a Calgary Board of Education report; and diploma examinations for the 2019-20 school year.

## ATA LOCAL REPORT

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

- The Local, and members, are thankful to how EIPS has responded to the cancellation of in-school classes and recent funding clawback. Despite the many challenges, the Division continues to meet the needs of students, families and staff.
- With the provincial cuts to education, many teachers and support staff are anxious about the road ahead. Some are worried about losing their jobs. Others are concerned about how they will meet the needs of students.
- The Local appreciates the consistent messaging communicated by the Board and Superintendent Liguori. It's clear to move forward, in this new fiscal reality, requires significant teamwork and tempered expectations.
- Zielke thanked the Board and Superintendent Liguori for their ongoing efforts to protect students, families and staff. While the future is uncertain, Zielke hopes everyone continues to work together and weathers the challenges as a team.

## New Business

### 2020-21 BUDGET REPORT

The Board approved the 2020-21 budget based on decisions and discussions put forward by administration and the Board during the [detailed budget presentation](#) on May 25, 2020. The Board approved an operating budget of \$196.11 million for the period of Sept. 1, 2020 to Aug. 31, 2021. Of that, \$191.39 million will come from the Division's annual revenue and \$4.72 million from operating reserves. EIPS will use the operating reserves to support schools and departments, for one-time provisions for students, and for the purchase of supplies and equipment. As well, EIPS is introducing a \$1-million emergent fund to use, with Board approval, to offset any potential negative impacts that arise after the completion of the budget.

Similar to 2019-20, the Division's Unallocated Reserve is below the two per cent target, which means it can't access enough reserves to fund all the revenue shortfalls. As such, the Division has adjusted the programs and services it offers to students to ensure a balanced 2020-21 budget. Strategies the Division will use to deal with the shortfall, include reducing allocation amounts for schools and Central Services departments, restructuring the Supports for Students department, eliminating Continuing Education's non-credit and Home Education programs, and lowering carryforward amounts for schools and departments to one per cent. The impact on students: larger classroom sizes, changes to programming and fewer supports. Overall, however, the EIPS 2020-21 budget supports the mission, values and priorities of EIPS.

The Board also approved the Alberta Education Budget Report for the year ending Aug. 31, 2021. The full budget is available at [eips.ca/about-us/financial-information/budget](https://eips.ca/about-us/financial-information/budget).

## POLICY 22: HEALTH AND SAFETY

The Board approved amendments to [Policy 22: Health and Safety](#). The changes better reflect the Board's commitment to ensuring welcoming, caring, respectful and safe learning and working environments.

## FOUR-YEAR EDUCATION PLAN: 2020-24

The Board approved the Division's [2020-24 Four-Year Education Plan](#), which details EIPS' priorities, goals and outcomes over the next four years. The 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.

Now approved, EIPS administration, schools and departments will develop and implement plans to further build on these priorities. Ongoing communication with the Board will also continue throughout the school year to ensure the Division's priorities and goals are met.

## Reports for Information

### 2019-20 SUMMER PROJECTS

The Board received for information a report from Facility Services highlighting its projects for summer 2020. In total, 323 projects are planned, which includes more than \$5.95 million in Infrastructure Maintenance and Renewal (IMR) funding. The 2020 IMR summer project highlights:

- replacing roof sections at A.L. Horton Elementary, Andrew School, Clover Bar Junior High and James Mowat Elementary;
- repairing parking lots at Ardrossan Junior Senior High and Lamont Elementary;
- replacing air-handling units at Bev Facey Community High, Brentwood Elementary and Rudolph Hennig Junior High;
- upgrading and repairing the front entrances at Bev Facey Community High and Salisbury Composite High;
- upgrading the data cabling to CAT 6 at Glen Allan Elementary and École Campbelltown;
- upgrading the façade at Fort Saskatchewan High; and
- renovating the administration office at Vegreville Composite High.

In addition, Facility Services is project managing Heritage Hills Elementary's replacement school, the abatement and demolition of Wye Elementary, the relocation of a modular unit to SouthPointe School from Wye Elementary, and roof upgrades to 14 modular units at Ardrossan Elementary and SouthPointe School (see pg. 89, "[2019-20 Summer Projects](#)," for the full list of projects planned for summer 2020).

## Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Heather Wall** attended several virtual school council meetings. While not well attended, those who did attend were thankful the meetings are continuing.
- **Trustee Randy Footz** attended virtual school council meetings for A.L. Horton Elementary and Vegreville Composite High. Meetings for both schools were well attended. He's looking forward to attending the June meetings.
- **Trustee Colleen Holowaychuk** attended several virtual school council meetings and looks forward to more in June. She's also excited about Lamont High's graduation celebration, which many families have echoed. The school is encouraging everyone to decorate their cars to show their support and build spirit for the Class of 2020.





# BOARD HIGHLIGHTS

- **Trustee Annette Hubick** attended virtual school council meetings for Davidson Creek Elementary and Mills Haven Elementary. The focus: The 2020-21 budget for EIPS and its implications.
- **Trustee Don Irwin** attended virtual school council meetings for Woodbridge Farms Elementary, F.R. Haythorne Junior High, Wes Hosford Elementary and Glen Allan Elementary—all well attended. He also attended the May COSC meeting. He commended Sandra Stoddard, the Associate Superintendent, on both her presentation about assessments and the Alternative Learning Toolkit. He has since passed the information on at each school council meeting.

## Board Members

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

FOR MORE INFORMATION CONTACT:

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

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

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JUNE 18, 2020

## Chair's Report

### EIPS BEREAVEMENT

On behalf of the Board of Trustees, Chair Boymook extended condolences to the family, friends and colleagues of an Elk Island Public Schools (EIPS) employee. Carol Hurl, known as Carlee, was a respected teacher at Uncas Elementary who passed away on May 29, 2020. Throughout Carlee's 39-year tenure, she was admired by her students, staff and EIPS colleagues. She is missed by all.

## Association/Local Reports

### ASBA SPRING GENERAL MEETING REPORT

The Board received for information a report from Vice-Chair Heather Wall who attended the ASBA Spring General Meeting on June 1, 2020:

- The meeting took place virtually, using the platform Zoom, and included 150 participants.
- Members passed the 2020-21 Budget
- Education Minister Adriana LaGrange also attended the meeting. She spoke about board autonomy, summer school and the *Choice in Education Act*.

### PARTNERS IN EDUCATION FOUNDATION

The Board received for information a report from Trustee Annette Hubick who attended the Partners in Education Foundation meeting on June 10, 2020:

- The board of directors voted in favour of dissolving the Partners in Education Foundation and surrendering its society certificate to the Registrar.
- The foundation was a registered charity that existed to collect and direct donations from individuals and organizations to support initiatives that benefited EIPS students, with a focus on science.
- The foundation's remaining funds are estimated at \$145,000—the board of directors allocated the funds to EIPS, a registered charity, to create:
  - new science kits for when the new curriculum is implemented (\$100,000).
  - a targeted fund (\$45,250) to use however agreed to by Dow Chemical Canada and EIPS.

### ATA LOCAL REPORT

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

- The Local is concerned about funding related to the school re-entry plan, specifically related to implementing the proper safety measures. It fears the cost will fall on school boards, which will in turn negatively impact the money available for students in the classroom.
- The Local is also upset by a recent letter sent to all Alberta school board chairs. The letter was from Education Minister LaGrange and directed school divisions to invite members of the legislative assembly of Alberta to graduation ceremonies throughout the province. Zielke said the directive places further limits on families wanting to attend.
- Overall, teachers are worried about the upcoming school year—student and teacher safety, workloads and lower government funding. Going forward, everyone will need to continue to work collectively to support each other.





# BOARD HIGHLIGHTS

- Zielke thanked EIPS trustees and senior administration for their hard work these past few months. They've had to switch gears often with minimal notice to address emergent issues. She also thanked them for the continued and clear communication to staff, students and families. She hopes the summer proves restful and allows everyone time to recharge.

## New Business

### BUSINESS ARISING FROM IN CAMERA

The Board approved the motion that it "... ratify the memorandum of agreement as amended by the provincially appointed mediator's recommendations for the Elk Island Public Schools Teachers' Collective Agreement: Sept. 1, 2018 to Aug. 31, 2020."

### BOARD POLICIES

The Board approved amendments to:

- [Policy 9: Board Representatives](#) – The change is the deletion of the Partners in Education Foundation from the policy, as it dissolved on June 10, 2020.
- [Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#) – The changes address the Board's commitment to violence and harassment prevention and strengthen and clarify the language within the policy.
- [Policy 21: Expense Transparency](#) – The change addresses requirements for posting receipts.

### 2020-21 ADMINISTRATIVE FEES: PLAY AND LEARN AT SCHOOL

The Board approved the Play and Learn at School (PALS) fees for the 2020-21 school year. The Division is introducing a new fee schedule for children who don't meet the criteria for PALS programming but meet the criteria for a typically developing twin. Providing programming for a typically developing twin benefits the child with disabilities and the PALS program as a whole (see pg. 31, "[2020-21 Administrative Fees: Play and Learn at School \(PALS\) Fees](#)").

### AUDIT ENGAGEMENT LETTER

The Board approved the 2020 audit engagement letter. The letter outlines the services the Division's auditor will provide, and related terms, to EIPS for the fiscal year, ending Aug. 31, 2020.

### USE OF RESERVES: 2021 ELECTION

The Board approved transferring up to \$90,486 from the Election Reserve and \$9,514 from the Division Unallocated Reserves to accrue up to \$100,000 for the 2021 election.

## Committee Reports

### ADVOCACY COMMITTEE

The Board received for information the report from the Advocacy Committee meeting on May 28. Topics discussed: communicating information about budget decisions, budget impacts for schools and the school re-entry plan.

### AUDIT COMMITTEE

The Board received for information the report from the Audit Committee meeting on June 9. Topics discussed: the audit engagement letter, internal audit report, review procedures for school-based finances and deferral of some internal audits, because of COVID-19, to the 2020-21 school year.

## Reports for Information

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

The Board received for information the Unaudited Financial Report, prepared by Financial Services, for the nine-month period ending May 31. Overall, expenses exceeded revenues resulting in an operating deficit of \$4.96 million. Revenues were \$3.49-million lower than the year-to-date budget—primarily the result of a funding reduction because of the cancellation of in-school classes and the timing of Infrastructure Maintenance and Renewal projects. Similarly, expenses were \$8.40 million below the year-to-date budget, again, because of the cancellation of in-school classes and costs associated with services, contracts and supplies incurred later in the year.

### SUMMARY OF FEE CHANGES: 2019-20

The Board received for information a summary of fee changes for the 2019-20 school year—between Jan. 1, 2020 and June 18, 2020. In total, there was one new fee request, which the Superintendent and Secretary-Treasurer approved (see pg. 56, "[2019-20 School Fees](#)").

### IMR PROJECTS PLAN: 2020-21

The Board received for information the list of projects planned under the Infrastructure Maintenance and Renewal (IMR) program during the 2020-21 school year. Annually, Alberta Education provides school divisions with IMR funding to ensure school facilities meet the necessary regulations and requirements, offer quality learning environments, and improve energy conservation and efficiencies.

For the 2020-21 school year, the approved IMR grant for EIPS is \$5.07 million, which is slightly higher than what was approved in the 2019-20 school year. Multiple projects are identified for the 2020-21 school year—determined through consultations with Facility Services and EIPS schools; the Facility Condition Index; maintenance input and Alberta Infrastructure's audit information, which includes electrical, roofing, interiors, exteriors, mechanical, flooring and modernization needs. Projects planned for 2020-21: the installation of carbon monoxide detection devices in schools, upgrades to educational areas and facilities, the replacement of several air-handling units and multiple deferred-maintenance projects (see pg. 58, "[2020-21 Infrastructure Maintenance and Renewal Projects Plan](#)").

### PLAYGROUND SUMMARY REPORT: 2019-20

The Board received for information the 2019-20 Playground Summary Report:

- In Strathcona County, the county is responsible for monthly inspections, maintenance and annual audits. Costs for maintenance and reporting is the responsibility of both Strathcona County (90 per cent) and EIPS (10 per cent). In 2019-20, projects included a new playground for Heritage Hills Elementary; a playground expansion at Wes Hosford Elementary, which is in the planning phase; and a repurposed area at Ardrossan Elementary.
- In the 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 2019-20, projects included the installation of two buddy benches at SouthPointe School, expected to be complete in summer 2020.
- In rural areas, playgrounds are inspected monthly by a certified playground inspection company contracted by EIPS. All costs associated with playground inspections (\$40,320) and playground maintenance (\$26,344) are paid by Facility Services using the Plant Operations and Maintenance funding. In 2019-20, projects included maintenance upgrades at Bruderheim School and Lamont Elementary.

## FIRST NATIONS, MÉTIS AND INUIT REPORT: 2019-20

The Board received for information a report about the First Nations, Métis and Inuit programming within EIPS during the 2019-20 school year (see pg. 66, "[First Nations, Métis and Inuit Education Update](#)"). The report highlights include:

- The number of students who self-identify as First Nations, Métis and Inuit increased to 1,132 from 906.
- The Division used the funding from Alberta Education to support school projects, and central initiatives focused on improving educational outcomes for First Nation, Métis and Inuit students—particularly in the areas of literacy and numeracy—and developing staff foundational knowledge to support the Teacher Quality Standard and the Leadership Quality Standard competencies
- The Division hired a Cultural Advisor, Jeremy Albert, to assist with developing meaningful initiatives for students, families and staff. Albert will also help the Division facilitate positive, productive relationships between Indigenous families and school staff.
- The Division developed a [Guide to Promising Practices to Support First Nations, Métis and Inuit Funding Allocation](#), which provides schools with resources to guide their work and allocates funding accordingly.
- Results from the Provincial Achievement Tests, diploma examinations, Star 360 and Math Intervention/Programming Instrument (MIPI) indicate students who identify as First Nations, Métis or Inuit are achieving academic growth.
- Various community partnerships were maintained or formed within the Division and schools that enhance programming.
- All EIPS schools have a First Nations, Métis and Inuit education lead and professional learning is ongoing.
- Most EIPS schools have established relationships with either Elder Wilson or an Elder from the community.
- The Division continues to develop its First Nations, Métis and Inuit resources including a [First Nations, Métis and Inuit website](#) for staff; a [lending library](#) with more than 250 titles written by First Nations, Métis or Inuit authors and illustrators; the Indigenous People's Giant Floor Map; a [Guide to building relationships with Elders](#); an online [self-reflection tool](#); a draft [Guide to Smudging in EIPS](#); lessons and activities to support the Teaching Quality Standard's and Leadership Quality Standard's foundational knowledge development; and EduKits that contain lesson plans, traditional tools, resources, books and activities for teachers to use to engage in Indigenous education.

## INTERNATIONAL AND NATIONAL FIELD TRIPS: 2019-20

The Board received for information a report regarding the school field trips—national and international—that took place within the 2019-20 school year. The overall number of field trips is significantly lower than the previous year because of the COVID-19 pandemic and the cancellation of in-school classes.

- Number of national trips: 1
- Number of students who participated in the national trip: 33
- Number of international field trips: 1
- Number of students who participated in the international trip: 20

## LOCALLY DEVELOPED COURSES REPORT

The Board received for information a report on the locally developed courses available to students in the 2020-21 school year. At the senior high level, the Division is acquiring 30 new locally developed courses, renewing eight courses from the past year and extending 86 courses. At the junior high level, there are no new locally developed course or renewals planned for the upcoming year (see pg. 79, "[Locally Developed Courses](#)").

## Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Trustee Randy Footz** attended Vegreville Composite High's virtual school council meeting. Attendance was excellent.
- **Trustee Annette Hubick** attended virtual school council meetings for Salisbury Composite High, Davidson Creek Elementary, Mills Haven Elementary and Clover Bar Junior High. She also attended a virtual presentation hosted by the Alberta School Councils' Association. The keynote speaker was Jody Carrington, a motivational speaker, author and clinical psychologist, who spoke to parents about ways to support children and teachers through the COVID-19 pandemic.
- **Trustee Don Irwin** attended Alberta School Board Associations' Spring General Meeting, the Audit Committee meeting and a virtual school council meeting for Fultonvale Elementary Junior High.

## Board Members

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

FOR MORE INFORMATION CONTACT:

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

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

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AUG. 27, 2020

## Chair's Report

### RECENT EVENTS

Board Chair Trina Boymook highlighted recent events:

- On July 17, Chair Boymook and Trustee Randy Footz attended the Student Transportation Task Force Delegation with Superintendent Mark Liguori; Dave Antymniuk, the Division Principal; and Lisa Weder, the Director of Student Transportation. The task force is reviewing the province's funding model for student transportation. The task force will present its recommendations to Alberta Education once the review is complete. At the July meeting, attendees shared best practices, challenges and suggestions for moving forward. The goal: A revised funding model that better reflects increasing costs and eligibility concerns.
- On July 30, Chair Boymook and Superintendent Liguori attended a virtual Superintendents and Board Chairs meeting with Education Minister Adriana LaGrange. The purpose: To discuss the school re-entry scenarios and ask questions.
- On August 14, Chair Boymook attended an Alberta School Boards Association (ASBA) Board Chairs meeting, which focused on school re-entry plans, provincial advocacy and CASS's request for a professional designation. Minister LaGrange was present during the school re-entry discussion.

## Superintendent's Report

### STARTUP AND WELCOME

Superintendent Mark Liguori welcomed staff and students to another school year. While operations look a bit different from previous years, Elk Island Public Schools (EIPS) is thrilled to have more than 17,400 students returning to learning, either at school, in classrooms, or at home, through the out-of-school learning option. He also thanked EIPS staff for all the work done over the summer, behind the scenes, preparing for the school re-entry—from planning to co-ordinating registrations to organizing the Little Elk Island Adventure. Overall, the re-entry plan ensures a smooth transition back to school, and operations take place in the safest way possible.

## New Business

### BOARD POLICIES

- The Board approved suspending section 4.4.3 of [Board Policy 7: Board Operations](#). The suspension relates to the number of virtual Board meetings trustees can attend during the 2020-21 school year. Until public-health restrictions lift, trustees can attend meetings in-person or virtually. In addition, there are occupancy limits in place for the number of people who can access the Division's boardroom at any one time. As such, Board meetings are closed to the public until further notice. EIPS will livestream all public Board meetings on the [EIPS YouTube channel](#).
- The Board also approved a new policy, [Board Policy 26: School Dispute Resolution](#). Policy 26 outlines procedures for resolving disputes or concerns between parents and school staff—focused on supporting co-operative and collaborative learning. As a result, an amendment was made to [Board Policy 13: Appeals and Hearings Regarding Student Matter](#). [Administrative Procedure 152: Dispute Resolution](#) is now removed from the policy—referencing AP 152 is no longer needed as Policy 26 addresses dispute resolutions.

### TRUSTEE SCHOOL LIAISON REPRESENTATIVE LIST: 2020-21

The Board approved the Trustee School Liaison Representative List for the 2020-21 school year (see pg. 35, "[Trustee School Liaison Representative List 2020-21](#)").



# BOARD HIGHLIGHTS

## Reports for Information

### **FACILITY SERVICES: 2019-20 SUMMER PROJECTS UPDATE**

The Board received for information an update on Facility Services' summer projects in 2020. Throughout the summer months, Facility Services oversaw a total of 205 projects across the Division—72 per cent of those are now complete. The projects ranged in nature and included improvements to electrical systems, roofing, interiors, exteriors, mechanical equipment and flooring at various EIPS schools. Other projects included: project managing the Heritage Hills Elementary replacement school, the abatement and demolition of the former Wye Elementary building, the transfer of a modular classroom to SouthPointe School from Wye Elementary, and modular re-roofing at Ardrossan Elementary and SouthPointe School.

### **BENEFIT PREMIUM RATES**

The Board received for information the Division's Alberta School Employee Benefit Plan for the 2020-21 school year. As of September 1, staff benefit premium rates will increase by 4.7 per cent, which is less than initially anticipated.

## Trustee Reports Roundtable

Trustee Randy Footz attended the Student Transportation Task Force Delegation. He commended Lisa Weder, the Director of Student Transportation, who did an incredible job at the delegation. He's also looking forward to schools re-opening and getting back to as close to normal as possible.

## Board Organizational Meeting

### **NOMINATION OF CHAIR AND VICE-CHAIR**

The Board held an organizational meeting, which included nominations and elections for the Chair and Vice-Chair positions. For the 2020-21 school year, Trustee Trina Boymook was acclaimed the Chair, and Trustee Colleen Holowaychuk was acclaimed the Vice-Chair. Both individuals will lead the Board of Trustees throughout the 2020-21 school year.

### **2020-21 BOARD MEETING SCHEDULE**

The Board approved the regular Board of Trustees Meeting Schedule for the 2020-21 school year (see pg. 12, "[2020-21 Board of Trustees Meeting Schedule](#)").

### **2020-21 BOARD COMMITTEES AND REPRESENTATIVE APPOINTMENTS**

The Board reviewed the 2020-21 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. 24, 2020.

## Board Members

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

FOR MORE INFORMATION CONTACT:

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

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

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SEPT. 24, 2020

## Chair's Report

### RECENT EVENTS

Board Chair Trina Boymook highlighted recent events:

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

### GRAND OPENING: HERITAGE HILLS ELEMENTARY

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

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

## Superintendent's Report

### STARTUP UPDATE

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

## Association/Local Reports

### ATA LOCAL REPORT

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

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

## New Business

### BOARD COMMITTEE REPRESENTATIVE LIST 2020-21

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

### ACTING CHAIR SCHEDULE: 2020-21

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

### BOARD EVALUATION

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

### TRUSTEE REMUNERATION: 2020-21

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

### READ IN WEEK

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

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



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

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

## Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

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

## Board Members

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

FOR MORE INFORMATION CONTACT:

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

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

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

## 1. DEFINITIONS

In these Operating Procedures:

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

## 2. HISTORY AND AUTHORITY

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

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

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

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

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

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

## 3. PURPOSE

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

## 4. OBJECTIVES

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

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

## 5. GOVERNANCE, MEMBERSHIP and DECISION MAKING

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

The membership shall consist of:

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

### Decision Making

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

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

## 6. QUORUM

COSC does not have quorum requirements.

## 7. EXECUTIVE and TERMS OF OFFICE

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

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

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

## 8. DUTIES OF THE EXECUTIVE MEMBERS

### A. Chair

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

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

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

## **B. Vice-Chair**

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

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

## **C. Secretary**

Unless otherwise delegated, the Secretary of COSC will:

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

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

## **9. VACANCIES**

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

## **10. MEETINGS**

### **Regular Meetings**

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

## **13. MEETING AGENDAS**

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

## **14. COMMITTEES**

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

## 18. CODE OF CONDUCT

### All School Council Members shall:

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

## 19. CONFLICT RESOLUTION

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

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

## 20. PRIVACY

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

## 21. DISSOLUTION

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

## 22. REVIEWS and AMENDMENTS

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

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

Date \_\_\_\_\_

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

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

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Vice Chair's Name

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Vice Chair's Signature

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Secretary's Name

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Secretary's Signature

# Caregiver Education Team Newsletter

October 2020



Alberta Health Services,  
in collaboration with  
The Mental Health Foundation,  
is proud to offer FREE online  
programming for parents and  
caregivers of children and youth.

## Caregiver Education Sessions

These 90 minute online sessions are intended to provide parents, caregivers, teachers, and community members with introductory information regarding addiction and mental health challenges that can affect children/youth. Unless specified, sessions are for an adult audience; however some sessions welcome youth to attend with their caregiver.

See [pages 2 and 3](#) for current topics, dates, and times.

## Lunch & Learn Webinar Series

These 60 minute informational webinars are for parents/caregivers who are looking to strengthen their child's/adolescent's ability to thrive through life's challenges and discover strategies that can help build resiliency and overall family wellness.

See [page 4](#) for current topics, dates, and times.

## SEEDS Drop-In Groups

The Support, Education, and Engagement Drop-In Sessions (S.E.E.D.S) are 90 minute drop-in online interactive and educational workshops designed to help parents/caregivers learn foundational strategies that cultivate healthy relationships, strong child development, and resilient families.

See [page 5](#) for current dates and times.



Visit our website for registration, tip sheets,  
videos, and more! [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)



Mental Health Foundation



# Caregiver Education Sessions

October 2020



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

## Technology and the Teenage Brain: Digital Wellness for Families

Take a look at the teen brain and the risks and benefits of technology use. Tips on effective communication and limit setting are also shared.

**Date: Thursday, October 1, 2020**

Time: 6:00 – 7:30 pm

Note: Caregivers and youth (Gr. 7-12) can attend together.

## Supporting Self-Regulation in Elementary School Children

Do you wish you could help children handle strong emotions? This session will look at the development of self-regulation in children.

**Date: Tuesday, October 6, 2020**

Time: 6:00 – 7:30 pm

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

**Date: Thursday, October 15, 2020**

Time: 6:00 – 7:30 pm

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

## Breaking the Cycle of Anxiety: A Step By Step Approach

In this session, review helpful vs. unhelpful anxiety and discuss strategies for identifying and managing anxiety in children and youth.

**Date: Tuesday, October 13, 2020**

Time: 6:00 – 7:30 pm

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

*(Continued on next page...)*

## 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 for a session, click [here](#) or visit: [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)

## Parent Feedback:

“The information provided was very good and clear to understand.”

“The speakers were very knowledgeable and gave lots of information.”

“The more sessions I attend, the more I will be able to guide my child.”



# Caregiver Education Sessions

October 2020



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

(...continued)

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

In this session, you will explore the challenges of being a teenager, parenting a teenager, and tips for setting healthy boundaries.

**Date: Tuesday, October 20, 2020**

Time: 6:00 – 7:30 pm

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

**Date: Thursday, October 29, 2020**

Time: 6:00 – 7:30 pm

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

## Keeping Scattered Kids on Track Supporting Children and Adolescents with ADHD

This session will discuss common signs and symptoms of Attention Deficit Hyperactivity Disorder (ADHD) and strategies for supporting success in children and youth with ADHD.

**Date: Thursday, October 22, 2020**

Time: 6:00 – 7:30 pm

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

**Date: Tuesday, October 27, 2020**

Time: 6:00 – 7:30 pm

Notes: 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 for a session, click [here](#) or visit: [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)

## Parent Feedback:

“This presentation was loaded with invaluable information and resources! Thank you for helping parents and kids!”

“Great concrete suggestions and new ideas!”

“The session provided a good overview of strategies and provided good info. Thanks for running this!”



Mental Health Foundation



Alberta Health Services

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

# Lunch & Learn Webinars

October 2020



These 60 minute webinars are for parents/caregivers who are looking to strengthen their child's/adolescent's ability to thrive through life's challenges and discover strategies that can help build resiliency and overall family wellness.

## Mental Health & Resiliency Series:

### Positive Communication that Promotes Growth

This session will look at how we can use the communication tools of praise and encouragement to support our child's healthy need for attention and foster helpful behaviours.

**Date: Monday, October 5, 2020**

Time: 12:00 – 1:00 pm

Note: This session is for adults only.

### Calming Our Bodies and Minds

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

**Date: Monday, October 19, 2020**

Time: 12:00 – 1:00 pm

Note: This session is for adults only.

### Resilient Mindsets

We will look at specific behaviours and habits that parents can encourage in the home to develop a more positive mindset in their child for reducing stress, increasing empathy, and tackling new challenges.

**Date: Monday, October 26, 2020**

Time: 12:00 – 1:00 pm

Note: This session is 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 for a session, click [here](#) or visit:

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

### Parent Feedback:

“Enjoyed the session – the length and format was perfect!”

“Helpful tools to assist parents. Thank you!”

“I can't wait to continue joining upcoming sessions.”

# SEEDS Drop-In Groups

October 2020



These interactive, educational, drop-in workshops are designed to help caregivers learn foundational strategies that cultivate healthy relationships, strong child development, and resilient families.

## Supporting Emotional Control in Children

This session is designed to help parents learn strategies for coaching their children in developing social and emotional skills. Once in place, these skills can lead to better friendships, increased school success, and higher levels of self-esteem.

**Date: Thursday, October 8, 2020**

Time: 6:00 – 7:30 pm

Note: This session is for adults only.

Anything that's human is mentionable, and anything that is mentionable can be more manageable. When we can talk about our feelings, they become less overwhelming, less upsetting, and less scary. The people we trust with that important talk can help us know that we are not alone."

~ Fred Rogers

## 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.

### Please note:

- These sessions are for parents / caregivers of children grades K-6.

To register for a session, click [here](#) or visit:

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

## Parent Feedback

"[The presenters] created a safe space to share ideas. Very open and inclusive."

"Kuddos to everyone who is making this kind of informative and participative session."



Mental Health Foundation



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

# Caregiver Education Sessions and Groups

## October 2020



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

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

## Sessions at a Glance:

### Caregiver Education Sessions

**Technology and the Teenage Brain: Digital Wellness for Families**  
Thursday, October 1  
6:00 – 7:30 pm

**Supporting Self-Regulation in Elementary School Children**  
Tuesday, October 6 or  
Thursday, October 15  
6:00 - 7:30 pm

**Breaking the Cycle of Anxiety: A Step by Step Approach**  
Tuesday, October 13  
6:00 – 7:30 pm

**Parenting Teens in the 21<sup>st</sup> Century: Respectful Limit Setting with Adolescents**  
Tuesday, October 20 or  
Thursday, October 29  
6:00 – 7:30 pm

**Keeping Scattered Kids on Track: Supporting Children and Adolescents with ADHD**

Thursday, October 22 or  
Tuesday, October 27  
6:00 – 7:30 pm

### SEEDS Drop-In Sessions

**Supporting Emotional Control in Children**  
Thursday, October 8  
6:00 – 7:30 pm

### Lunch & Learn Webinars

**Mental Health and Resiliency Series**

**Positive Communication that Promotes Growth**  
Monday, October 5  
12:00 – 1:00 pm

**Calming Our Bodies and Minds**  
Monday, October 19  
12:00 – 1:00 pm

**Resilient Mindsets**  
Monday, October 26  
12:00 – 1:00 pm



Mental Health Foundation



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