



Meeting Minutes

Central Office Boardroom, Sherwood Park

Nov. 7, 2018

7 p.m.

In Attendance:

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

Vice-chair: Krista Scott, Bev Facey Community High & Fultonvale Elementary Junior High

Secretary: Lesley Bowman, Pine Street Elementary

School Council Members

Ken Allan, A.L. Horton Elementary

Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High

Michelle Beck, Wye Elementary

Aaron Box, Strathcona Christian Academy Secondary

April Childs, Lakeland Ridge

Curtis Christopher, École Campbelltown

Jenn Dechaine, École Parc Élémentaire

Michelle Dugan, Bev Facey Community High

JP Grebenc, Ardrossan Elementary & Ardrossan Junior Senior High

Ginger Hassett-Koza, Fultonvale Elementary Junior High

Robyn Michaelchuk, Fort Saskatchewan Elementary

Jen Mills, Davidson Creek Elementary

Kim Oliver, Wes Hosford Elementary

Board and EIPS

Chair: Trina Boymook

Trustee: Jim Seutter

Superintendent: Mark Liguori

Associate Superintendent: Sandra Stoddard

ATA President: Deneen Zielke

Communications: Corrie Fletcher Naylor

Welcome

Jacquie Surgenor, the COSC Chair, called the meeting to order at 7:01 p.m.

Additions to the Agenda

Surgenor asked if there were any additions to the Nov. 7, 2018 agenda.

- No amendments were made to the agenda.

Motion: To accept the Nov. 7, 2018 agenda as presented.

Moved: Michelle Dugan

Seconded: Robyn Michaelchuk

Motion Carried

Approval of the Oct. 3, 2018 Minutes

Surgenor asked if there were any changes to the minutes from the Oct. 3, 2018 meeting.

- No changes were made.

Motion: To accept the Oct. 3, 2018 minutes as circulated.

Moved: Jen Mills

Seconded: Krista Scott

Motion Carried

COSC Sharing – presented by Jacquie Surgenor, COSC Chair

a. School Council Regulation

- Krista Scott, the COSC Vice-Chair, asked the topic be discussed to help provide clarity around the School Council Regulation, how they define the role of School Council, how that differs from the role of a fundraising society, and how the regulation impacts school councils at the Division level.
- Specifically, the update is to section 13.1.1 regarding the handling of donations.
- School councils and societies are different. Often the same individuals are on both boards and meetings often occur consecutively on the same day.
 - It's preferential to have some distinction and clarity around meetings.
 - There should be a definite close to the school council meeting before the fundraising society meeting starts.
- School councils are legislated under the School Act.
 - Section 22.4 of the School Act provides some protection under the statute for members of school councils who are acting in accordance with the regulation.
 - If a school council acts outside of the statute, it will lose any immunity under the Act.
- Money comes in through fundraising societies, which are regulated under the Societies Act.
 - Fundraising societies should have liability insurance.

Questions:

- Can parents donate money to a school through the fundraising society?
 - Often fundraising societies don't have charitable status. If it does have charitable status, it can then provide a tax receipt for a cash donation from a parent.
 - If someone wants to make a significant cash donation to a school, you should direct them to the Elk Island Public Schools (EIPS) Central Services. The office is able to accept the money on behalf of the school and get the individual a tax receipt.
- How do we know if we, as a school council, can receive donations?
 - You can, as a council, receive donations. However, donors should be directed to the Division Office to receive it properly. Few school councils are eligible to receive large donations.
- What about grants?
 - Grants are different from donations. There are applications and forms to ensure the grant is appropriately allocated. Many grants require you to be a society and have a society number.
- Is it bad form to have the same people on the school council and fundraising society?
 - No. Just make sure there is definition between each meeting. Often, these meetings occur back-to-back and others are totally separate.
 - Review the Alberta School Councils' Association's (ASCA) video about the [difference between a school council and a fundraising society](#). It describes the difference well.
- What about a charitable number?
 - It's a lot of work to obtain a charitable registration number and it's easier to channel large donations through EIPS Central Services.
- Is it OK for a school council to accept money from a fundraising society for things such as retirement and teacher gifts?
 - Most of the time it works. There are situations where it could create a conflict. If you're unsure, consult someone at EIPS Central Services.

- Fundraising societies should try to move away from raising funds just to raise funds. There should be an expressed purpose to the fundraising activities.
- An annual general meeting is a good time to determine a philosophy of fundraising.
- Create a list of priorities and initiatives to help support the school.
- Create policies around staff gifts.
- Post policies and philosophy on the website to ensure transparency.

b. How school councils and fundraising societies can work together?

- An annual general meeting is a good time to determine a philosophy of fundraising.
 - Create a list of priorities and initiatives the society can use their funds to support the school.
 - Create policies around staff gifts.
 - Post policies and philosophy on your website to ensure transparency.
- *Administrative Procedure 110, School Councils* outlines the reporting requirements for the school council annual report.
- A school council can receive donations, but can't fundraise if the activity requires a gaming licence.
- Fundraising activities that require a gaming licence must be done through the fundraising society.
- A school can typically only have one fundraising society.

Board Report – presented by Trina Boymook, Board Chair, EIPS

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

- The Board is seeking community input about the desire to rename the Wye Elementary replacement school—the school is relocating to Heritage Hills and slated to open in 2020. The survey is posted online. The submission deadline is November 9.
- On October 11, Chair Boymook hosted Education Minister David Eggen and Annie McKittrick, a member of the legislative assembly for Sherwood Park, at Bev Facey Community High and Woodbridge Farms Elementary. The visits offered the opportunity to showcase the unique programming taking place within the Division.
- Throughout the fall, Chair Boymook and Minister Eggen have discussed the Sherwood Heights Junior High modernization—the project is currently on the province's unfunded list. After discussions, the Division plans to change its request to a replacement school on the Three-Year Capital Request Plan.
- On October 16, Boymook, Trustee Randy Footz and Superintendent Mark Liguori attended a joint meeting with council members from the Town of Vegreville.
- Last spring, the Board conducted a French Immersion Parent Survey. The purpose was to gain insight about why parents choose the program, what keeps them in the program and how to keep the program strong. At a recent Board Retreat, trustees discussed locations for the program, enrolment, and past and projected growth. Overall, the site locations and the grade configurations are appropriate for the program. As such, the Board isn't considering moving any of the programs from their current locations. The Board is considering how to best address enrolment pressure at École Campbelltown and the growing demand for the program at the elementary level in Sherwood Park. Details are expected to be finalized before registration starts for the 2019-20 school year.
- At the October 18 Board meeting:
 - The Board approved a submission request for seven modular units—one unit at École Campbelltown to address health and safety issues and the remaining six is to address enrolment

- growth at SouthPointe School and Fort Saskatchewan Christian. Alberta Education should notify the Board about the outcome in January 2019.
 - Vice-Chair Heather Wall served a notice of motion “that the Board of Trustees approve a change to the designated senior high school for a segment of the Glen Allan subdivision, effective 2019-20.” The motion also included a request “that the Board direct administration to send notice to parents directly affected and prepare a report for the Board’s consideration.” The Board is considering the motion at the Board meeting on November 22.
- On November 22, the Division is hosting a community conversation in Andrew. The Board has directed the EIPS administration to facilitate public consultations with the Andrew community regarding the senior high programming at Andrew School. The question at hand: how to address the issue of equity of education in the senior high grades at Andrew School.

ATA Report – presented by Deneen Zielke, president, Alberta Teachers’ Association Local No. 28

Deneen Zielke presented the ATA Report. Highlights include:

- More than 220 teachers have accounts on the new Local website.
- On October 19, the Local hosted its annual Induction Ceremony at the University of Alberta Facility Club—20 teachers were inducted. President Zielke thanked Chair Boymook and Trustee Annette Hubick for attending.
- On January 24, the ATA is hosting a political-engagement session with Larry Booi, the President of Public Interest Alberta and the former president of the ATA. He’ll share his thoughts on the province’s political landscape.
- On February 12, the Local is hosting a Meet and Greet with the local candidates running in the upcoming provincial election.
- The ATA has launched a new campaign, Pledge for Education, to raise awareness about the importance of public education during the provincial election. Albertans are asked to visit www.ibelieveinpubliced.ca and make a series of pledges concerning education—related to small-sized classes, supports for students with special needs, funded full-day kindergarten and junior kindergarten programs, and in-school counselling.
- The Local has developed talking points teachers and families can ask candidates related to education.
- The Local is working with teachers throughout the Division and Elk Island Catholic Schools to start a Gay-Straight Alliance for teachers. The GSA is expected to launch in early January.

For Information

a) *Saffron Cyber Second* – presented by Jacquie Surgenor, COSC Chair

- The latest [Saffron Cyber Second](#) is now available. Read it to learn tips, tools and strategies aimed at helping children develop skills for healthy and safe online experiences.

Comment:

- EIPS now offers a learning session for schools and school councils entitled, Working Together Toward Digital Wellness. The workshop explores how smartphones and social media are impacting students in terms of academics and their emotional and physical well-being. The goal is to build awareness and offer effective strategies that promote positive technology use. For more information, contact [Jon Thomas](#).

b) ASCA Update – presented by Jacquie Surgenor, COSC Chair

- Education Minister David Eggen came to a recent Board meeting. Topics discussed: High School Redesign, the Teaching Quality Standard and partnerships that encourage active and healthy lifestyles within schools.
- Members can still sign up for the [School Council Engagement Task Force](#). The deadline for the latest question is December 17.

New Business

a) EIPS Results Review – presented by Mark Liguori, Superintendent, EIPS

- Superintendent Mark Liguori presented information about the upcoming Results Review including what to expect at a Results Review, how to interpret the Accountability Pillar results, how to understand prior level of achievement and how to dig deeper into the data to get beyond just the numbers.
- He provided guidance on what kind of questions parents should ask to get the best information and better understand their school's results.
- Superintendent Liguori also went over examples of test results and highlighted sections that require more thorough interpretation.

Questions and Comments:

- Can parents ask for individual reports per student?
 - Yes. The Provincial Achievement Test data and Accountability Pillar data is aggregated. So, not that informative.
- Do administrators know the Division provides us with this data and information on how to interpret it?
 - Yes.
- Do new administrators get training on how to understand this data?
 - Yes.
- Comment: The Accountability Pillar survey should be sent to families with children in grades 4, 8 and 11, rather than grades 4, 7 and 10. Students are more confident and might respond differently to the questions about school safety.

b) Star 360 and MIPI Assessment Tools – Mark Liguori, Superintendent, EIPS and Sandra Stoddard, Associate Superintendent, EIPS

- Superintendent Liguori and Associate Superintendent Sandra Stoddard presented information regarding the Division's screening tools, Star 360 and Math Intervention/Programming Instrument (MIPI).
- Star 360:
 - The Star 360 is a literacy screening tool that assesses reading comprehension for students.
 - It's administered to students in grades 2-12 at the beginning of the year and the end of the year.
 - The purpose is to identify students who need supports.
 - The test is digitized, norm-referenced and adaptive.
 - It's not connected to curriculum, so parents should have dialogue with teachers to understand their child's achievement.
 - Parents should be aware the tests are being administered.
 - The data from these tests is rich and helps to inform programming related to literacy.

Questions:

How do you ensure parents get information on this assessment?

- We assume it's happening unless we hear otherwise.
- We expect instances that require intervention are communicated with parents.

○ MIPI:

- Developed by Edmonton Public Schools.
- Teachers were asked to look at curriculum and develop an assessment tool to gauge student competencies at the start of each school year.
- The MIPI is a numeracy screening tool that is neither norm-referenced nor adaptive.
- The test is based on the prior year's curriculum.
- Students achieving less than 65 per cent are identified as requiring intervention.
- The test is designed to benchmark students at the beginning of the year. As such, it's not administered at the end of the year.
- It's administered to students in grades 2-10.
- It's a good predictor of high school outcomes.
- It's a tool to understand where to focus and target supports for students and helps inform programming.

Questions:

What do parents need to know?

- Star 360, the questions get harder. If students feel they failed it's because the test is adaptive and meant to push them.

Why have we heard about this only in school council meetings? Why not at parent-teacher interviews? And, given the MIPI's ability to accurately predict high school math outcomes, why are we not talking about it at interviews?

- A good assessment needs multiple points and triangulated data. The raw data and scores don't always accurately reflect the student's abilities. Teachers take in to account all the data and their daily interactions with the students to form a complete understanding.

Why do we administer the MIPI in September? Why not wait until the kids have settled in?

- The MIPI is administrated during the first or second week of October. Since it looks backwards at student's understanding of the past year's curriculum, it makes sense to do it early in the year so teachers are able to determine who is struggling, early on.
- It also allows teachers to identify where to focus supports.
- Effective assessment uses many points of data and triangulates them along with other testing results, such as past history and the teacher's knowledge of the student.

Do we use this as a benchmarking tool to help determine one year's growth for students of all levels? Is it used to identify high achievers, and if so, what supports do we offer those students?

- We use these benchmarking tools for students across the spectrum of abilities. One strategy for supporting students is small-group instruction.
- MIPI helps teachers to understand if students have mastered last year's curriculum and helps focus supports for the upcoming year.
- One would see results in programming changes, such as moving away from an entire class using the same novel. Students are now choosing books and reading where they need to be at.
- There is an expectation of ongoing small-group instruction, both heterogeneous and homogeneous, to facilitate individual programming.

- It's not only used to identify supports for at-risk students, but additionally to provide programming at an appropriate instructional level for high achieving students as well.

Meeting adjourned at 9:11 p.m.

The next COSC meeting:

Date: Wednesday, Jan. 9, 2019

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

Location: EIPS Central Services, boardroom, Sherwood Park