

Committee of
School Councils

Meeting Agenda

Videoconference: <https://zoom.us/j/221973729>

Wednesday, April 8, 2020

7 p.m.

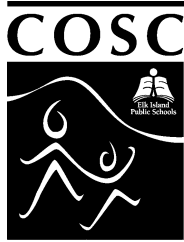
Time	Agenda	Presented by
7 p.m.	Opening remarks and welcome	Jacque Surgenor, COSC Chair
7:02 p.m.	Introductions	All
7:05 p.m.	Additions to the agenda and agenda approval	Jacque Surgenor, COSC Chair
7:07 p.m.	Approval of minutes: March 4, 2020	Jacque Surgenor, COSC Chair
7:10 p.m.	Board Report	Trina Boymook, Board Chair
7: 20 p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7:25 p.m. 7: 30 p.m. 7:35 p.m.	For Information <ol style="list-style-type: none"> ASCA: Update and Conference AGM and Proxy Vote Staying Connected during COVID-19 	Jacque Surgenor, COSC Chair Jacque Surgenor, COSC Chair Jacque Surgenor, COSC Chair
7:40 p.m. 7:55 p.m. 8:10 p.m.	New Business <ol style="list-style-type: none"> Approval of COSC Operating Procedures Introduction to Google Classroom Parents as Partners during COVID-19 	Jacque Surgenor, COSC Chair Mark Liguori, Superintendent Mark Liguori, Superintendent
8:40 p.m.	COSC Sharing <ol style="list-style-type: none"> School councils, staying active in a time of uncertainty 	Jacque Surgenor, COSC Chair

Handouts

COSC Minutes: March 4, 2020
 Board Highlights: March 26, 2020
 COSC Operating Procedure
 EIPS FAQs: COVID-19

Next Meeting:

Wednesday, May 6, 2020



Committee of School Councils

Unratified

Meeting Minutes

Central Office Boardroom, Sherwood Park

March 4, 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 & Strathcona Christian Academy Secondary
Secretary: Lesley Bowman, Pine Street Elementary

Cheryl Pilipchuk, École Campbelltown
Melissa Pressé, Davidson Creek Elementary
Brian Vick, Brentwood Elementary
Sarah Witholt, Wye Elementary

School Council Members

Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High
Aaron Box, Strathcona Christian Academy Secondary
JP Grebenc, Ardrossan Elementary & Ardrossan Junior Senior High
Jeff Hanrahan, Bev Facey Community High
Ginger Hassett-Koza, Fultonvale Elementary Junior High
Robyn Michaelchuk, Fort Saskatchewan Elementary

Board and EIPS

Vice-Chair: Heather Wall
Trustee: Annette Hubick
Trustee: Jim Seutter

Associate Superintendent: Brent Billey
Associate Superintendent: Sandra Stoddard
ATA President: Deneen Zielke
Communications: Corrie Fletcher

Welcome

Jacquie Surgenor, the COSC chair, called the meeting to order at 7 p.m.

Additions to the Agenda

Jacquie Surgenor asked if there were any additions to the March 4, 2020 agenda.

- No amendments were made to the agenda.

Motion: To accept the March 4, 2020 agenda as circulated.

Moved: Ginger Hassett-Koza

Seconded: Sarah Witholt

Motion Carried

Approval of the Feb. 5, 2020 Minutes

Jacquie Surgenor asked if there were any changes to the minutes from the Feb. 5, 2020 meeting.

- No changes were made.

Motion: To accept Feb. 5, 2020 minutes as is.

Moved: Jackie Anderson

Seconded: Sarah Witholt

Motion Carried

COSC Sharing

a) ASCA Advocacy Resolutions – presented by Jacquie Surgenor, Chair, COSC

- If there are individuals interested in running for director, there is still time to put in their nomination.
- There are videos on the Alberta School Councils' Association (ASCA) website that shows what the annual general meeting process looks like. You can watch and share this information with your school councils.
- ASCA advocates for the intent of the advocacy, not the precise language of the advocacy resolution.

Proposed Advocacy Resolution 20-05

- The resolution would rescind 18-3C because we have made a point of rescinding our redundant policies.
- This is important, as complexities are as critical as class size.
- The more children you have in a class means that if there is a child whose needs aren't being met it impacts the other learners in the classroom. If there is a large number of students in the class, those students don't have their needs met and the teachers do not have the time to help all the students. This impacts your student, even if they are not higher needs.
- I agree with inclusive education, but wonder if this is an education issue when it should be a social issue. I have a challenge with the component of our education budget. There should be a social budget within an education budget.
- It comes down to the idea of student-centred education. It is challenging to meet "whole student needs" in the current budget framework, but separating higher needs students will not necessarily work. The challenges of delivering differentiated education become clearer the older students get. Differentiated education is not well understood or delivered at the high school level. Going back to the way it was—separating higher need students—is not necessarily the way to go.
- Agreed, we do not need to separate, but what I have seen, based on how they are managing, there is an added draw on resources, there has not been a transfer of money from social to education.
- I am not sure what you are talking about specifically—children without special needs or kids who are disruptive—however, it has been shown that it is better to have a child with special needs in the classroom, if it can be done. All children have a right to education; just because she isn't going to "use" the education as much as a "normal" child does not mean she shouldn't receive it. Frequently, less homogenous kids are kept within their classrooms, whereas the kids with extreme disabilities tend to segregate more.
- I see both sides of the argument, whether inclusion moves forward or not. However, this has been debated in the courts. Inclusive education is a right. Section 32, "rights of parents" addresses inclusive education on both sides of the argument—there is nothing we can do because of the *Education Act*.
 - Confusing—can we not move our child if we feel the classroom is disruptive?
 - This has not gone to court—if the parent of the disruptive child does not want to move their child—there is no way to remove that child.
 - We would like cross-ministerial support to pool resources to provide more funding to education—taking public dollars from public education to private and charter school—takes money away from adequately funding an inclusive system.
 - New curriculum—for high school there is a watered-down curriculum that does not work well. The new government is not funding based on valuing inclusive education—they would not ever say that.
 - Last year, there was a resolution on publicly elected school boards.

Proposed Advocacy Resolution 20-02

- Weighting diploma exams—we thought once diploma weighting changed, we would not have to address it again. This was one of the items that ASCA discussed and polled on during the mid-year online Member Engagement. The results indicated it is important to members.
 - Should we amend the language to indicate the 2010-11 weighting needs to be changed?
 - COSC attendees agreed, 50 per cent is too much and 30 per cent seems reasonable for a final exam.
 - Feedback from a school council meeting: a group of professors attending mentioned they only look at the final exam mark, whether it is 50 per cent or 30 per cent, rather than the bulk of the course material.
 - Students are accepted on blended marks or marks halfway through Grade 12. Many provinces do not even write diplomas.
 - We do not want the teachers to have to teach to the test.
 - How does the new curriculum inform this? We do not want our education system to be like the United States model that values performance and perhaps links funding to performance.
 - We provided feedback that rote learning is not what our kids need to be successful in the future. There are signals in the language from the government they want to go there. That is why advocacy is so important at this time. The stop and start on the curriculum on this is challenging. The new curriculum does not fit to the old school way of teaching. When the provincial achievement tests and diploma exams are disconnected from curriculum, students will not be where they should.

Board Report – presented by Heather Wall, Board Vice-Chair, EIPS

Board Vice-Chair Heather Wall presented the Board Report. Highlights include:

- The budget information is not very comprehensive at this point.
- We will not get our full budget envelope until April 15, 2020 or later.
 - There was a meeting after the budget where the government said you couldn't compare what it looked like last year versus this year.
 - The date legislated budgets are due for boards and schools is May 2020, that's not changing.
 - Those of you in Sherwood Park, the community engagement will not happen now because we are not in as bad of shape as we thought. Not sure what we are doing in Fort Saskatchewan. Right now, everything is on hold. We haven't finalized the capital plan, so we do not want to send out inaccurate information.

Comments and Questions:

Question: Can they not just give you a number?

Answer: No, they aren't giving out the full number. It's one piece at a time. So, there's no comprehensive number. There is a new Deputy Minister, Andre Corbould, who has been with the government for a while and asked for Education. There are reports he's an honourable man and a reasonable individual, which is a pretty nice thing for education. So, we give him the benefit of the doubt until he proves otherwise.

Comment: On behalf of parents, we understand you are in a tough spot. We understand the Board is frustrated, and everybody needs information. We are speaking on behalf of parents—we want you to know that when we write a letter about student transportation—it is frustrating when there is no answer. When we hear at our school council tables people wonder if they can send their kids to school next year. Again, it is

frustrating when there is no answer. Parents need to know if there are options. It's serious for parents in EIPS.

A: We do not know until we see the news. The Board knew that they wanted to change the fee structure, and they wanted to reduce the fees for most people. They did what they could with the information they had without moving the re-registration date.

Q: How do parents who do not attend COSC get information in a timely and effective manner?

A: It should not be from the people in this room and our job to move this forward to parents.

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

Deneen Zielke presented the ATA Report. Highlights include:

- Zielke thanked trustees Don Irwin and Harvey Stadnick, Surgenor and Leslie Bowman, the COSC secretary, for attending the Partners in Education luncheon on February 7. The highlight: keynote speaker Candy Palmater, a Canadian comedian and broadcaster, who discussed the importance of public education.
- The ATA obtained documents from a request under the *Freedom of Information and Protection and Privacy Act*. The documents show, despite government assurances of a funding freeze, school boards received \$136 million less in 2019-20 than in the 2018-19 school year. The decrease amounts to a four per cent cut in per-pupil funding. Overall, the Local is disheartened and hopes more public pressure will convince the government to fund education in the upcoming years adequately.
- On February 27, Zielke and many EIPS teachers attended the March for What Matters at the Alberta legislature. Approximately 14,000 people took part in the rally, which is impressive.
- On March 6-7, Local executive members are attending a seminar on political engagement. The Local's also invited Aaron Box, an EIPS COSC member, to attend and learn from the seminar.
- On March 13, the Local is hosting a Beers and Budget event for teachers. The Local will review the recent provincial budget and its implications for public education. The Local has also invited Sarah Hoffman, the Deputy Leader of the Opposition and the NDP Critic for Education, the regional members of the legislative assembly of Alberta, and various COSC members.

For Information

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

- Videos are on the ASCA site so see them and share them.
- Content is good, we don't want to change them immediately.

b) ASCA Conference and AGM — presented by Jacquie Surgenor, COSC Chair

- Still the third weekend in April.
- Board will sponsor 12 school councils.
- The first member is free, but secondary members have to pay a nominal fee.
- Corrie Fletcher will send information on how to register.

c) Proxy Vote – presented by Jacquie Surgenor, COSC Chair

- If you can't go, we recommend you fill out a [proxy form](#).
- [Proxy forms](#) should be in by noon on April 20, 2020.
- We will send a list of attending members so you know who will accept a proxy vote.

d) PEP Talk – presented by Jacquie Surgenor, COSC Chair

- The March issue of [PEP Talk](#) is now available.
- PEP is a support group for parents with children who are dealing with addictions
- Included in your meeting package: 4Cs of Family Recovery

New Business

a) COSC Operating Procedure – presented by Jacquie Surgenor, COSC Chair

- COSC members in attendance reviewed the operating procedures presented by Surgenor and Krista Scott, the COSC Vice-Chair.
- Members debated points on dissolution and conflict resolution.
- Surgenor, Scott, and Bowman will meet to review and finish the document for presentation and debate at the April COSC meeting.

b) Alberta's Funding Framework: What we know so far – presented by Sandra Stoddard, Associate Superintendent, EIPS

A new funding and assurance model for the education system starts in the 2020-21 school year.

- Three-year funding commitment to education and allocating funds in a predictable manner.
- Less red tape, reporting and administration.
- Containing the cost of growth during fiscal restraint
- Assuring the long-term viability of rural schools.
 - Bill 5 means we will have to ask for permission to use our reserves. In two years they will tell what we can and cannot access. Essentially, the government is now in control of reserves.
 - That money is used as a part of their bottom line. The government wants to show it's reducing the deficit. As we look at numbers, there will be another budget shortfall. In the media it says we all received more funding—some of the surpluses included money schools already had. Our Urban Collaborative Service Delivery money has been taken and added in. We no longer have reserves that we have access to. Until we look at the funding envelopes all together, we do not know anything more than there will be a shortfall. We are having discussions based on the limited information we have. Looking at systemic change to keep the money in the classroom. The priority of senior leadership and the Board is to keep money in the classroom. Let us focus on what we can control, let us use the money.
 - Leadership and school councils have a look at the nice to haves versus the need to haves.
 - The new model—previously boards had a per-pupil model. It's now shifted to a weighted moving average.
 - 2018-19: 20 per cent actual
 - 2019-20: 30 per cent estimates
 - 2020-21: 50 per cent projection

- If you overestimate, they take the money back the next year through the rolling average. You will pay the next school year.
- We go from 36 to 15 buckets of funding.
- In the past, we had targeted grants. Now, grants aren't targeted. They are flexible and you can allocate where you need. But there are shortfalls. You could take buckets and re-allocate, but that is a concern. We are trying to keep them as close to their intent as possible for the first year.
- Kindergarten funding on the weighted average of .5 of what a full-time student would get.
- Grades 1-9 have a different full-time grant.
- Grade 12 -No more CEUs or the Carnegie Unit. It's 10 per cent more than the grade 1-9 funding.
- For rural schools, the province will allocate a rate to what they believe a school can operate on a sliding scale. But, a blocked fund will go to those schools.
- Inclusive learning grant—\$12.7 million in funding. PUF changes to \$1.7 million from \$5.5 million.
- Small amount for ESL.
- Small amount for refugees.
- First Nation, Métis and Inuit is funded in three buckets: per pupil on self-identified, allocation based on truth and reconciliation outcomes, and youth in care.
- School
 1. Operation and Maintenance—this funding is targeted and cannot move.
 - a. We don't know that funding yet.
 2. Transportation—held harmless from 2019-21
- Community
 1. Based on socioeconomic status—very mixed but not an adequate representation.
 2. Geographic—long distance to travel
 3. Nutrition
- System and Administration
 1. Targeted and cannot move money into this. If there is an overage, they will claw it back 3.2 per cent.
- Assurance Model
 - Built on the strengths and best practices of the Accountability Pillar and Assurance Pilot.
 1. student growth and achievement
 2. teaching and leading
 3. learning supports
 4. governance
 5. attending to local and societal context.
 - Not being asked to submit a new plan now. They want the education plan and assurance model to be submitted with budgeting—a year to determine. Stoddard has worked on these focus groups in the past with Edmonton Public Schools. EIPS is lucky to have her background.
 - There is a metric of engaging stakeholders.

Comments and Questions

Question: It was about two years ago we attended a focus group on the Assurance Model. They spoke of this and we have anticipated it. I spoke to a parent in a Division with an assurance model and she quite likes it. How does a person in the public know that the province is following this model?

Answer: Principals are setting an expectation that they will ask parents to help fix this and fundraise.

This has not been a direction from administration or the Board. We do not want the shortfall to come on the backs of parents. We speak of nice to have versus need to have. This is a natural direction to go when we talk about reduction in services.

We need support from councils to have these discussions with caregivers—less service delivery, more stress for teachers. We need them focused on teaching and learning. We no longer can be all things to all kids. Educators want to do all these extras, but we do need to recognize that it will look different.

Comment: This is an opportunity for school councils. There are ways to support education without buying things. We have created school education plans and how can parents support this? Parents helping with coaching, Wee Read, literacy, numeracy. It doesn't have to meet funding. We will not pay for anything that Alberta Education should pay for. That is a philosophy for some school councils. If we rescue the government, we will get less and less. More conversations about what we can do and how we can support.

C: I am proud of this Division and have never seen such a concerted effort to protect the classroom and direct dollars to the front line. Have confidence in that piece. Will we get it right the first year? Maybe not, but we are surely doing our best.

Q: Has there been more discussion on funding based on performance?

A: There has been conversation around this. It will impact our funding. We need the strategic plan and continue to adjust our priorities based on the most impact.

Q: Will this happen this year?

A: Not this year for public education, but yes for post-secondary education. Base grants plus performance. Not pretending to know something we don't but they have already done it for advanced education. The government has a strong agenda and they will carry it out no matter what. People need to understand that the Board will do what it can. The government has handed us the money and what we choose to do with it is what we can do. It's putting the decision-making in our hands. Minister Toews says it does not erode autonomy, but it does.

Meeting adjourned at 9:23 p.m.

The next COSC meeting:

Date: Wednesday, April 8, 2020

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

Location: Boardroom, EIPS Central Services Office, in Sherwood Park

March 26, 2020

Your Future in **MIND**

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
please contact:

Trina Boymook
Board Chair
P 780 417 8101

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Director, Communication Services
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www.eips.ca



Chair's Report

Recent Events

Board Chair Trina Boymook highlighted recent events:

- On February 21, Chair Boymook hosted Jordan Walker, the member of the legislative assembly of Alberta for Sherwood Park, on tours of Bev Facey Community High and Salisbury Composite High. Students and staff showcased various career and technology studies programs, including cosmetology, fabrication, mechanics, construction, horticulture and culinary arts.
- On March 9, Chair Boymook attended the 2020 High School Culinary Challenge awards dinner at the Edmonton Convention Centre. Elk Island Public Schools (EIPS) had two teams compete—from Lamont High and Salisbury Composite High. Hannah Goyer, a Grade 12 student at Salisbury, was one of four students who received a full three-year scholarship to the Culinary Arts Apprenticeship program at NAIT. Chair Boymook extended congratulations to Goyer and all participating EIPS students.
- On March 20, Chair Boymook took part in a webinar on governance during a pandemic, which detailed the role of the Board and senior administration.
- On March 20, Chair Boymook met, by phone, with Nate Glubish and Jordan Walker, both local members of the legislative assembly of Alberta, to discuss how the Division is managing the COVID-19 pandemic and in-school class cancellations.

Superintendent's Report

Recent Events

Superintendent Mark Liguori highlighted recent events:

- On February 24, Superintendent Liguori took part in a defensive-driving training session through the department of Student Transportation.
- On February 26, Superintendent Liguori met with the Strathcona Christian Academy Society.
- On March 12, Superintendent Liguori took part in the 2019-20 Trustees School Tours—which included visits to Clover Bar Junior High, Mills Haven Elementary, Next Step Sherwood Park, Westboro Elementary and Woodbridge Farms Elementary. He thanked staff and students at each school for hosting trustees and sharing information about the school and programs offered there.

Association Reports

ASBA Zone 2/3 Meeting

Trustee Annette Hubick presented highlights from the Alberta School Boards Association (ASBA) Zone 2/3 meeting held on February 28. The highlight: a professional learning session focused on governance. Using the analogy of a team competing in the Tour de France, the session focused on what makes a successful team; the different roles superintendents and trustees play, including within the Board; and knowing when to lead, partner, support, watch and get out of the way. Overall, it was an excellent professional learning session and generated lots of discussions.

ATA Local Report

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

- On February 27, Zielke and several EIPS teachers attended the March for What Matters at the Alberta Legislature. Approximately 14,000 people took part in the rally, who were all there to advocate for better funding for the public service.
- On March 6-7, Local executives attended the ATA's Political Engagement Seminar, which focused on ways to lobby local members of the legislative assembly of Alberta, how to engage effectively through social media and practical tips on networking with other interest groups. The Local also invited Aaron Box, the school council chair at Strathcona Christian Academy Secondary, to attend and learn from the seminar.
- On March 13, the Local hosted a Beers and Budget event for teachers to learn about the recent provincial budget and funding for education. Sarah Hoffman, the Deputy Leader of the Opposition and NDP Critic for Education, attended the event. The three regional members of the legislative assembly of Alberta were also invited but not able to attend.
- Zielke commended and thanked everyone working within EIPS, who are feeling both stressed and anxious, given the current COVID-19 pandemic. Despite fears, teachers and staff are rising to the challenge and preparing quality alternative instruction for students, starting April 6. She also thanked Superintendent Liguori for his timely communication, updating both staff and families.

New Business

Business Arising from In Camera

The Board passed the following motions:

- that the Board of Trustees approve amendments to [Policy 7: Board Operations](#); and
- that the Board of Trustees suspend the maximum number of meetings a trustee can attend using electronic means for the remainder of the 2019-20 school year.

2019-20 Board Meeting Schedule: Amendment

The Board approved the amended [Board of Trustees Meeting Schedule](#) for the 2019-20 school year. The May 20 meeting will now take place on May 25, and the May 25 meeting will now take place on May 28.

Three-Year Capital Plan

The Board approved EIPS' 2021-24 Three-Year Capital Plan. Annually, the Board reviews and updates the plan to prioritize its key capital projects. The top three capital priorities for the Division are:

Priority 1:

- A replacement school for Rudolph Hennig Junior High and Fort Saskatchewan High (grades 7-12); and
- A Sherwood Park placeholder—the project will focus on Sherwood Heights Junior High and be based on the result of the 2020 Sherwood Park Value Scoping Session.

Priority 2:

- A replacement school for James Mowat Elementary (grades K-6).

Priority 3:

- A modernization of Win Ferguson Elementary (grades K-6)

Now that the [2021-24 Three-Year Capital Plan](#) is approved, the Division will submit it to Alberta Education for funding consideration.

Committee Reports

Policy Committee

The Board received for information the report from the Policy Committee meeting on March 10. Topics discussed: Board policies 5 and 8, and a new draft policy about petitions and public notices.

Reports for Information

Unaudited Financial Report: September 2019 to February 2020

The Board received for information the EIPS Unaudited Financial Report for the six-month period ending Feb. 29, 2020, prepared by Financial Services. Overall, expenses exceeded revenues resulting in an operating deficit of \$2.74 million, which is below the year-to-date

budgeted deficit of \$5.75 million. Revenues were \$757,000 lower than the year-to-date budget—primarily because of the timing of Infrastructure Maintenance and Renewal projects. Similarly, expenses were \$3.76 million below the year-to-date budget because of costs associated with staffing, services, contracts and supplies being incurred later in the year as a result of the late release of the 2019-20 budget and uncertainty around the 2020-21 budget.

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- *Vice-Chair Heather Wall* thanked all EIPS employees for the work taking place behind scenes and families who are supporting the Division as we collectively transition to a different way of learning.
- *Trustee Randy Footz* attended the Alberta Rural Education Symposium with Trustee Colleen Holowaychuk and Candace Cole, the Secretary-Treasurer of EIPS, which was excellent. He also took part in the 2019-20 Trustees School Tours.
- *Trustee Skip Gordon* thanked all EIPS employees for the hard work they are doing to deliver alternative instruction to students, technical staff who are making it possible for trustees to continue to do their work and his fellow trustees who are becoming experts in videoconferencing.
- *Trustee Colleen Holowaychuk* attended the Alberta Rural Education Symposium, which was excellent. On May 6, she attended the Bruderheim Mayor's Dinner that focused on community resilience. And, on May 9, she attended the 2020 High School Culinary Challenge awards dinner.
- *Trustee Annette Hubick* attended school council meetings at Brentwood Elementary, Clover Bar Junior High, Davidson Creek Elementary and Salisbury Composite High. Already, she misses having these meetings and connecting with school council groups. Until the meetings reconvene, members can contact her by email, phone or Facebook with questions or concerns. She also thanked everyone working within EIPS who are doing tremendous work preparing and planning for the delivery of alternative instruction, slated to start April 6.
- *Trustee Don Irwin* took part in Wes Hosford Elementary's Speech Competition, acting as a judge, and the 2019-20 Trustees School Tours. He also attended the 2020 High School Culinary Challenge awards dinner and congratulated Hannah Goyer for receiving a scholarship.
- *Trustee Jim Seutter* took part in the 2019-20 Trustees School Tours, which were excellent. He thanked staff and students at each school for hosting and sharing information about the school.
- *Trustee Harvey Stadnick* took part in the 2019-20 Trustees School Tours, which he enjoyed and found informative.

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;

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- 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.

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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

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Vice Chair's Name

Vice Chair's Signature

Secretary's Name

Secretary's Signature

EIPS Frequently Asked Questions

COVID-19 | FOR STUDENTS, STAFF AND FAMILIES

LAST UPDATED: March 25, 2020



FAQS: COVID-19

INFORMATION FOR STUDENT, STAFF AND FAMILIES

On March 17, the Government of Alberta [declared public health emergency](#)—just two days after announcing all classes from kindergarten to Grade 12 are cancelled until further notice. The measures are to help minimize contact between people and contain the spread of COVID-19.

Elk Island Public Schools (EIPS) is working with Alberta Education and the provincial health authority to put plans in place to ensure every K-12 student receives a final mark for the 2019-20 school year. We're also committed to supporting families and providing everyone with accurate information. The following is a list of Frequently Asked Questions (FAQ) received from families to date. EIPS will continue to update the document as more information is known.

General

Q: [What's happening?](#)

A: As of March 15, Alberta's Chief Medical Officer of Health cancelled all kindergarten to Grade 12 classes throughout Alberta. As such, all EIPS classes are cancelled until further notice, and all students and families are expected to stay at home. It's important to know, this is an evolving situation, and the information you received is subject to change. For the most up-to-date information, visit eips.ca.

Q: [Why are classes cancelled?](#)

A: The Government of Alberta made the decision to cancel classes for all students to minimize contact between people and to help contain the spread of COVID-19.

Q: [How long are classes cancelled?](#)

A: At this time, we don't know how long in-school classes are cancelled. For now, all in-school classes within EIPS are cancelled until further notice. The province and the Chief Medical Officer of Health are monitoring the situation closely and will make further decisions as necessary.

Q: [When will we know more?](#)

A: EIPS is currently working with Alberta Education and the provincial health authority to make decisions accordingly. As soon as more information is known, EIPS will communicate with families and staff.

Q: [Does this situation change spring break?](#)

A: No. Spring break will continue as scheduled from March 30 to April 3. All schools remain closed and teachers are not working.

Q: [Can I get a refund for my child's school fees?](#)

A: EIPS will review fees charged to families and any possible refunds once it's determined how long classes are cancelled. Once a decision is made, the Division will communicate that information to EIPS families.

Q: [Can I get a refund for my Continuing Education fees?](#)

A: EIPS will review fees charged for Continuing Education programming and any possible refunds once it's determined how long these classes are cancelled. Once a decision is made, the Division will communicate that information to everyone registered in a Continuing Education program.

Q: [What am I supposed to do about childcare?](#)

A: We understand the challenges of finding childcare. The government's encouraging employers to be flexible in meeting family needs. It's also working to minimize the impact. Many employers are also facing these disruptions with a reduction in business for some. Hopefully, this creates flexibility to support families.

EIPS Facilities

Q: [Can I get my child's stuff from school?](#)

A: Schools have contacted all EIPS families and have arranged times to pick up personal items. It's critical students or family members arrive on the date and time indicated by the administration. Students, families and members of the public can't access the school outside of these times.

Q: [Are the before-and after-school programs and childcare programs within EIPS cancelled?](#)

A: Yes. The government also announced the cancellation of all licensed childcare facilities, out-of-school care programs and preschool programs. As such, these too, are all cancelled until further notice.

Q: [Is EIPS Central Services open?](#)

A: Yes. All EIPS employees—trustees, administration, and staff—continue to work to ensure all students in kindergarten to Grade 12 progress to their next grade.

Q: [Will Board meetings continue as scheduled?](#)

A: Yes. Board meetings are continuing as scheduled. However, these meetings will occur remotely through videoconferencing. EIPS is currently working out the details and will share these once available.

Q: [Will COSC meetings continue as scheduled?](#)

A: Yes. COSC meetings are continuing as scheduled. However, these meetings will occur remotely through videoconferencing. EIPS is currently working out the details and will share these once available.

Q: [Will School Council meetings continue as scheduled?](#)

A: No, not at this time. All school council meetings are cancelled until further notice.

Learning

Q: How will my child advance to the next grade?

A: EIPS is working with Alberta Education to put plans in place to deliver quality programming through an alternate platform. All school authorities are continuing regular day-to-day operations. In addition, all K-12 student will receive a final mark and students will progress to their next grade level next year. However, all provincial assessments, including provincial achievement tests and diploma examinations, are cancelled.

Q: Are classes continuing online or through other mechanisms?

A: Yes. Students in diploma courses are already receiving alternative instruction through Google Classroom and telephone check-ins, which started on March 19. Meanwhile, following spring break, on April 6, students in kindergarten to Grade 11 will start receiving alternative instruction through Google Classroom and telephone check-ins.

Q: My child doesn't have access to a computer, Chromebook or iPad. How can they access instructional plans?

A: Contact your child's school. Staff will provide an alternative that meets your child's needs.

Q: My child has no access to the internet. How can they access instructional plans?

A: Contact your child's school. Staff will provide an alternative that meets your child's needs.

Q: Are Grade 12 students at risk of not graduating?

A: No. Every student who is eligible to graduate from Grade 12 this year will graduate. Even though diploma examinations are cancelled, students moving to post-secondary studies won't be penalized. The province is working with universities and colleges to ensure the cancellation does not impact a student's eligibility to go into post-secondary studies.

Q: Are Grade 12 diploma examinations cancelled?

A: Yes. All Grade 12 diploma examinations are cancelled through to the end of June 2020. Students currently registered to write diploma examinations during April and June sessions will receive exemptions, without the need to apply for one.

Q: Are high school graduation ceremonies cancelled?

A: At this time, it's still too early to know. Any graduation plans will follow the direction of the Chief Medical Officer of Health.

Q: What's the plan for high school classes that aren't math, English, French, biology, chemistry or physics?

A: Teachers will use their professional knowledge, skills and experience to determine what is best for students during this unique situation. For any classes already started, schools will complete them with the student to the best of their ability, provide a final mark and award credits. For classes a student is unable to complete, that are required to achieve a high school diploma, such as a work experience or a career and technology studies course, principals can award up to 15 unassigned credits to ensure the student graduates.

Q: Will students continue to participate in RAP, Off Campus and dual-credit programs?

A: No, not at this time. All RAP, Off Campus and dual-credit programs, are cancelled until further notice. EIPS anticipates direction from Alberta Education regarding these programs soon. However, for classes a student is unable to complete, that are required to achieve a high school diploma—such as a work experience or a career and technology studies course—principals can award unassigned credits to ensure the student graduates.

Q: How are schools providing at-home learning to students in special education and with disabilities?

A: Schools and staff are currently putting specific plans in place to ensure specialized supports and services are provided to children and students in special education programs and with disabilities. Teachers who have students with Instructional Support Plans (ISPs) continue to differentiate their lessons, as much as possible, given the current circumstances. All teachers have office hours, during which families can contact them for specific activities related to their child's needs. Please know, teachers are working hard to accommodate all students. That said, learning will not look the same as it does in a regular classroom. School counsellors are also available, during set office hours, and have resources to support families during this time. In addition, EIPS speech-language pathologists and occupational therapists are working on specific plans and activities for their students and will work with families to execute the delivery of these.

Q: How will teachers grade or assess at-home learning content?

A: Teachers are responsible for assessing a student's progress and reporting on their progress, including assigning a final grade. All students who were on track to progress to the next grade will do so for the next school year. EIPS will continue to consult and keep families informed as more information becomes available.

Q: Will students still get final grades?

A: Every student will receive a final grade and students who were on track to progress to the next grade will do so for the next school year. Provincial assessments, such as provincial achievement tests and Grade 12 diploma examinations are cancelled through to the end of June 2020.

Q: Are Grade 6 and Grade 9 provincial achievement tests cancelled?

A: Yes, all Grade 6 and Grade 9 provincial achievement tests are cancelled for the 2019-20 school year. For Grade 9 students who wrote PATs in January, schools can share the results with families, but they won't be recorded provincially.

Q: Will the school year be extended into the summer months?

A: No, not at this time. Nor has EIPS received any direction in this regard. If a decision of this nature is made, it will be up to the Minister of Education.

Q: Will Continuing Education classes continue?

A: All community and recreation classes are cancelled. However, credit classes continue online. Students are receiving alternative instruction through Google Classroom.

Q: [Will Summer School classes continue?](#)

A: Summer School registration is open and will continue as scheduled until further notice.

Health and Wellness

Q: [I don't feel well, what should I do?](#)

A: If you have any flu-like symptoms, do not come to an EIPS facility. Even if you're feeling a little under the weather, you need to stay at home. Instead, take the province's [Self-Assessment Tool](#) or call [Health Link 811](#). Do not go to an emergency room or clinic. For more information visit [COVID-19 info for Albertans](#).

Q: [How should I talk to my child about COVID-19?](#)

A: A new virus such as COVID-19 can create anxiety and is difficult for students and children to understand. It's especially difficult if someone they know is sick or they hear troubling messages on the radio, internet or television. So, it's important to talk to them in a calm and reassuring manner to reduce the anxiety a child may have. It's a good idea to first ask your child about what they have heard so far about COVID-19, how they feel and what questions they have. If they have questions, answer them as honestly as possible. It's also helpful to discuss easy preventive steps such as proper handwashing, social distancing and staying away from people who are sick. Staying rooted in routines and predictability is also sensible. Even though classes are cancelled, structured days with regular mealtimes and bedtimes help to keep children healthy and happy.

Q: [What resources are available through EIPS for people struggling?](#)

A: It's important all of us try to reduce anxiety around COVID-19. Steps such as cancelling classes, proper handwashing, social distancing and staying away from people who are sick will help contain the spread of COVID-19. Currently, EIPS is leveraging its school counsellors to work with students, families and staff around mental health. Counsellors and school-based support teams are reaching out to students and families to share mental health resources and information. For resources visit [EIPS Mental Health Resources for Families](#). Similarly, EIPS employees can also access a variety of supports, including access to information, resources and professional services. For more information visit [Homewood Health](#), or contact Central Services at 780-464-3477.