



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 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 (\$6 million).
- 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 \$6 million 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 parent 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: TBD