

Committee of
School Councils

Meeting Agenda

[Virtual Meeting: Zoom](#)

Wednesday, Feb. 3, 2021

6:30 p.m.

Time	Agenda	Presented by
6:30 p.m.	Opening remarks and welcome	Lesley Bowman, COSC Chair
6:32 p.m.	Roundtable introductions	All
6:35 p.m.	COSC Organizational Meeting: Election of Secretary	Lesley Bowman, COSC Chair
6:37 p.m.	Additions to the Agenda and Agenda Approval	Lesley Bowman, COSC Chair
6:38 p.m.	Approval of Minutes	Lesley Bowman, COSC Chair
6:40 p.m.	Board Report	Trina Boymook, EIPS Board Chair
6:50p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7 p.m. 7:05 p.m. 7:10 p.m. 7:12 p.m.	For Information <ol style="list-style-type: none"> ASCA Update Returning Student Registration Caregiver Series: February <i>Saffron Cyber Second</i>: February 	Jacque Surgenor & Krista Scott, ASCA Directors Mark Liguori, EIPS Superintendent Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair
7:15 p.m. 8 p.m.	New Business <ol style="list-style-type: none"> ASCA Resolutions 2021: Overview and how to discuss at next school council meeting COVID-19 Update 	Jacque Surgenor & Krista Scott, ASCA Directors Mark Liguori, EIPS Superintendent
8:15 p.m.	COSC Sharing <ol style="list-style-type: none"> How school councils shared information about the AERR and First Nations, Métis and Inuit information sessions 	Lesley Bowman, COSC Chair

Handouts

COSC Minutes: Jan. 6, 2021

Board Highlights: Jan. 21, 2021

Caregiver Series

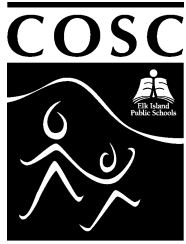
Saffron Cyber Second

ASCA Advocacy

Next Meeting:

Wednesday, March 3, 2021

virtual meeting



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, virtual meeting

Jan. 6, 2021 | 6:30 p.m.

Committee of
School Councils

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Lesley Bowman, Pine Street Elementary

Vice-Chair: Devon Marshall, SCA Elementary

Brian Vick, Brentwood Elementary

Sara Witholt, Heritage Hills Elementary &
Woodbridge Farms Elementary

SCHOOL COUNCIL MEMBERS

Ken Allen, A.L. Horton Elementary

Jackie Anderson, Ardrossan Elementary & Ardrossan
Junior Senior High

Aileen Bozic, SCA Secondary

April Childs, Lakeland Ridge

Jen Fraser, Salisbury Composite High

Nadine Fricke, James Mowat Elementary

Dawn Ferguson, Win Ferguson Elementary

Cara Kern, Pine Street Elementary

Cassandra Levitt, Fort Saskatchewan Christian

Theresa MacKenzie, Westboro Elementary

Robyn Michaelchuk, Fort Saskatchewan Elementary

Melissa Pressé, Davidson Creek Elementary

Krista Scott, Bev Facey Community High, Fultonvale
Elementary Junior High & SCA Secondary

Jacquie Surgenor, Westboro Elementary & Salisbury
Composite High School

Michelle Uytterhagen, Fultonvale Elementary
Junior High

ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Trina Boymook, Chair

Colleen Holowaychuk, Vice-Chair

Skip Gordon, Trustee

Annette Hubick, Trustee

Don Irwin, Trustee

Jim Seutter, Trustee

Harvey Stadnick, Trustee

ELK ISLAND PUBLIC SCHOOLS

Sandra Stoddard, Associate Superintendent

Jeremy Albert, EIPS First Nations, Metis and Inuit
Education Centre

Cheryl Devin, First Nations, Metis and Inuit
Education Centre

Amit Mali, Lamont High

Ryan Marshall, Director, Supports for Students

Deneen Ziekle, ATA Local No. 28 President

Corrie Fletcher, Communications

CALL TO ORDER

The meeting was called to order at 6:31 p.m.

COSC ORGANIZATIONAL MEETING

Lesley Bowman, the COSC Chair, called the election for the position of Secretary for the 2020-21 school year. There were no nominations for Secretary, and no one declared intent to seek the position. Jacquie Surgenor volunteered to fill the role for the January meeting. The COSC Chair will call an election for the Secretary at the start of each COSC meeting until the position is filled.

AGENDA

COSC Chair Bowman called for additions or deletions to the agenda for Jan. 6, 2021.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

APPROVAL OF MINUTES

Bowman stated after discussion with the COSC executive, they believe the intent of the October minutes was captured. As such, no further changes are needed to the October minutes. Bowman called for confirmation of the meeting minutes for Oct. 7, 2020.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

Bowman called for confirmation of the meeting minutes for Nov. 4, 2020.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

Board Report

Board Chair Trina Boymook presented the Board report.

HIGHLIGHTS

- Students in grades 7-12 transitioned to temporary online learning on November 30. Meanwhile, students in kindergarten to Grade 6 transitioned today. All in-school learners return to in-person classes on January 11.
- Throughout November, the Board of Trustees took part in the Results Review process for all departments and schools. Chair Boymook thanked all school council members who participated.
- At the November 26 Board meeting, trustees:
 - Approved EIPS' 2020-21 fall budget. The 2020-21 operating budget was initially approved by the Board on May 28, 2020. Annually, in the fall, the budget is updated to account for current information regarding enrolment numbers, revenue changes, actual carryforward amounts, expenses and planned reserve spending. In total, the Division's 2020-21 operating budget is \$201.53 million, which includes the federal government's Safe Return to Class money.
 - Accepted the recommendation from the Sherwood Park Value Scoping Session report, produced by Edmonton-based START Architecture. In September 2020, the Division conducted a value scoping session to explore alternative solutions to address the infrastructure needs at Sherwood Heights Junior High and surrounding schools. Based on the discussion, START prepared a report with three recommended solutions. After reviewing each, the Board approved the third solution—combining Sherwood Heights Junior and École Campbelltown into a new kindergarten to Grade 9 school; a minor modernization of Pine Street Elementary, and reducing the footprint of Salisbury Composite High.
 - Approved a change to the 2021-22 Division calendar—moving a professional learning day in October.
 - Approved several amendments to its bylaws in preparation for the upcoming trustee election. It also appointed the returning officer. On Jan. 4, 2021, nominations opened and remain open until noon on Sept. 20, 2021. Refer to the [trustee section](#) on the EIPS website for more information.
- At the December 17 Board meeting, trustees:
 - Directed administration to establish a Junior High Honours system program. Starting in 2021-22, EIPS will offer an honours program at Ardrossan Junior Senior High, F.R. Haythorne Junior High and Sherwood Height Junior High—the same schools the pilot project took place in 2020-21. The program is open to students in grades 8 and 9 who have an academic average of 80 per cent or higher in all four core subjects along with common entrance criteria, such as teacher rating scales. Chair Boymook thanked all those who offered input through the Division survey in the fall.

- Accepted the recommendation to suspend the Provincial Achievement Tests (PAT) for the 2020-21 school year.
- The Returning Student Registration process takes place from February 1-28. Those planning to attend a school or program of choice must declare intent during the Returning Student Registration process. More information will come from the Division.

COMMENTS AND QUESTIONS

Question: The Junior High Honours is at three school sites. Is it only for grades 8 to 9?

Answer: Yes.

Q: How will funding work for smaller schools, where losing three to four students could be a major hit to their budgets—especially if the school has them in Grade 7, but not grades 8 and 9?

A: We recognize sometimes losing even two students is a big blow. There's limited space available in the programs, and students need to meet the criteria to get into the program. Schools also have the ability to offer enhanced learning for those students who are not at those schools. The returning student registration process happens before the budget. So, principals know numbers, and make staffing and funding decisions before that. Principals will know well in advance what their budgets are. We have three sites, and the registration process helps us know what demand is: Do we have enough space for the demand? EIPS has also created challenging Career and Technology Foundations courses—available to junior high schools—and STEM and humanities projects—available at any school. Principals make decisions about what works within their local context.

Chair Boymook asked for comments about the transition between in-school and the temporary online learning:

- Much better than the spring. But, as working parents—both working from home—it was very difficult to work from home. Google Meet was spread out, so it was disruptive for full-time working parents. Parents might need to take time off from work to make it work.
- The transition was much smoother this fall rather than the spring—probably because of the teacher my one child has. Teachers spent a great deal of time preparing students for Brightspace as well.
- Excellent. Appreciates the emphasis on leaving cameras on. It is a great opportunity to talk to your kids about the importance of having them on: You are in a classroom. Parents can talk about value to the teacher, but also to a student. Shocked and amazed at the quality of instruction.
- For their junior high student, the school nailed it. Thank you for keeping options, foods was especially amazing. The parent is grateful to keep that part going—the home economics teacher was a superhero. Having cameras on was great too. Meanwhile, for their elementary students, it could have been more done education-wise during the quarantine time. They understand it's a tough time, but even today, their child only had a half-hour Google Meet. Then, they had to write in their journal, and that was it. Also, their Grade 6 child, had two half-hour Google Meet sessions with a very small amount of work. The perception is a challenge. They had a whole afternoon off, which was hard because they are a working parent. The parent hopes if online continues, there's more education. EIPS response: We know parents want consistency between schools, and we have clear parameters about what a day needs to look like. If you have a different experience, reach out to your school principal—equity of opportunity is important. You can also followup with Sandra Stoddard.
- The quality of instruction is fantastic. The school nailed it in the spring. But the parent's children are more tired this time. It was such a quick switch, and they were so disappointed to have to come home and learn from home. The quality of instruction was great. There is some disconnect in terms of expectations in some small aspects. The parent loves that cameras need to be on, and teachers are taking attendance.

Comment: Thank you for the Brightspace information night. I was shocked at participation levels and very grateful for the way the sessions were run. I heard great feedback from other parents too. The content was great. I hope it translates to more parents using Brightspace and fewer questions at the school level.

C: Thank you for including parents at results reviews, and that they are asked questions and included, not just sitting there.

ATA Report

ATA Local No. 28 President Deneen Zielke presented the ATA report.

HIGHLIGHTS

- The theme of this school year is adaptation and change. There was significant preparation required for parents, teachers and school divisions. The switch back to in-person requires extra work too. The Local's disappointed by the lack of support from the government.
- With online learning, there is often an assumption made everyone has access to a device, which is false. Some kids weren't able to join because older siblings or parents were using that device. So, being able to run full-day synchronous lessons isn't feasible. Turning off the camera and doing guided practice mirrors what happens in the classroom. Some kids are home alone and trying to manage this themselves.
- Teaching online is more difficult as teachers can't capitalize on as many learning experiences as in-person.

COMMENTS AND QUESTIONS

Questions: Are students allowed to borrow Chromebooks from the school?

Answer: Sandra Stoddard replied it's an individual school decision. For elementary, because it was only three days, likely, they would leave it as is.

Q: If a child switches to out-of-school learning from in-school learning, can they access a Chromebook?

A: Stoddard replied "no," as EIPS doesn't have the capacity at the Division level.

For Information

ASCA UPDATE – Krista Scott and Jacquie Surgenor, COSC members and ASCA Board directors

- The grant funding for services that Alberta Education normally gives to the Alberta School Councils' Association (ASCA) was cut by 70 per cent with no prior indication. The [letter from the Education Minister](#), ASCA's response and [clarification](#) about some of the claims in the letter are posted on the [ASCA website](#).
- The Board of Directors had several long discussions about how to move forward. It feels supports for school councils is essential. So, it's determining how to continue with the supports.
- Jacquie Surgenor and Krista Scott encouraged COSC members to be engaged in the political process. Municipal and school board elections happen in October 2021. ASCA will have a political advocacy-engagement package available for school councils.
- Scott and Surgenor encouraged COSC members to continue reaching out to elected officials to voice concerns surrounding education.
- Regardless of the grant reduction, ASCA will continue with advocacy. The Board is funded through membership fees, not the government grant. So, the advocacy work will continue, albeit possibly different.

SCHOOL COUNCIL MENTORSHIP OPPORTUNITIES – Lesley Bowman, COSC Chair

Given the news about ASCA's funding, Bowman stated the COSC executive will need to re-examine the school council mentorship initiative—discussed at the November meeting.

CAREGIVER SERIES UPDATE – Lesley Bowman, COSC Chair

Information about the February Caregiver session is included in the [January COSC package](#).

SAFFRON CYBER SECOND – Lesley Bowman, COSC Chair

The *Saffron Cyber Second* is back. Bowman worked with Saffron to create an updated version. It looks different from the previous one and has good links and information. You can distribute it in a school council newsletter, the school newsletter or through social media. It includes good advice and tips.

EIPS PUBLIC ENGAGEMENT STRATEGY – Trina Boymook, EIPS Board Chair

Board Chair Boymook shared the [EIPS' Public Engagement Strategy spectrum](#). It includes levels of engagement along with the purpose and EIPS' commitment to the public for each level. The spectrum is a tool the Division uses when engaging stakeholders and the public at large.

COMMENTS AND QUESTIONS

Questions: Public versus parent engagement, who is public engagement?

Answer: The spectrum doesn't change. Public for EIPS is different stakeholders—the community, staff, parents, families, business community. For example, with Heritage Hills Elementary, there were different stages—the design and name. It's easier to provide information to school families as EIPS has their contact information. With members of the community, the Division uses a variety of different strategies to inform them about undertaking consultation.

- *Internal Community:* staff, school families, students
- *Public:* all stakeholders other than staff

Comment: It's important for parents to understand, so we have the right language. It's important for us as parents to have the correct language when we come to the Board and ask what level of engagement the Board has utilized. It helps us understand the intent with the engagement and communication. My hope is we start using the language now, so we all know and can understand it. We also need to encourage school councils to use this as a working document to have discussions about decisions coming down that affect the school.

New Business

ANNUAL EDUCATION RESULTS REPORT –Sandra Stoddard, EIPS Associate Superintendent

For the full report read: [EIPS Annual Education Results Report 201-20](#) and [Annual Education Results Report Summary 2019-20](#).

Stoddard gave a shoutout to communications for helping craft it and create the layout.

Summary at a high level:

- In November, EIPS looks back at its results from the previous year. Last year, the Division didn't get all the diploma exam results, nor PAT results, but did a survey.
- The results help us determine plans to make moving forward.
- It is important to bring staff, families and the Board to results reviews. It allows schools to do their report, share results and highlight to the community the successes and challenges they've experienced.
- As a Division, we produce a document, *Annual Education Results Report*, which outlines what we've done in the previous year and demonstrates how EIPS is achieving the priorities, goals and outcomes laid out in the Four-Year Education Plan.
- Schools need to align their School Education Plans to the Division's plan, which must align with Alberta Education's plan.
- Once approved by the Board, the document is posted on the EIPS website at the end of November. EIPS also commits to sharing it with COSC as heads of school councils.
- On page 9, it outlines EIPS' Assurance Cycle. For EIPS, it is important we are hearing back from stakeholders on the question: Do you have confidence in the Division and the direction moving forward. There are key times in the year EIPS will consistently gather input, but it will also gather these on an ad-hoc basis.
- Alberta Education has highlighted assurance as important to education.
- There will be discussions coming with the Board to decide how to get meaningful engagement from community stakeholders.
- Confidence in what we are doing will be very important to administration and the Board moving forward.
- The AERR is very honest about what EIPS did well and what it needs to work on.

FIRST NATIONS, MÉTIS AND INUIT PROGRAMMING: 2020-21 – Jeremy Albert and Cheryl Devin, EIPS First Nations, Métis and Inuit Education Centre

Jeremy Albert and Cheryl Devin introduced the work the EIPS First Nations, Métis and Inuit Education Centre has done over the past few years, and shared how it's engaging parents.

- EIPS is seen as leading-edge throughout the province in terms of what it's doing around Nations, Métis and Inuit education.
- They stressed the importance of speaking Indigenous languages as many have never heard these, and as a celebration of the resilience against the Residential School System.
- A lot of this work stems from what came out of the Truth and Reconciliation Commission's (TRC) 94 Calls to Action. The Commission listened to the stories of survivors and determined actions that should be undertaken in all different areas of Canadian society.
- Call to Action No. 63:
 - develop and implement K-12 curriculum and learning resources;
 - build student capacity; and
 - identify teacher-training needs.
- Albert and Devin work to implement this call to action. Many stakeholders signed an agreement to implement this call to action.
- The three Quality Standards—the professional expectations for teachers, school leaders and system leaders are expected to follow—include three new competencies to honour the TRC's calls to action.
- The centre's focus is on building meaningful relationships as we can't do anything without these relationships.
 - How do we create ethical space where Indigenous families can come and know it's a welcoming, safe space and not a place of harm as may have been in their past experiences?

Main Roles within EIPS:

- Direct supports to students and their families.
- Allocate and monitor Divisionwide targeted funding.
- Foster respectful relationships between First Nations, Métis and Inuit communities and the Division.
- Offer dynamic professional learning, engaging student lessons and authentic classroom resources.

Each school must come up with a project plan to support First Nations, Métis and Inuit students and there is an expectation there will be a lead teacher.

Reconciliation is:

- "establishing and maintaining mutually a respectful relationship between Aboriginal and non-Aboriginal people in Canada." –Truth and Reconciliation of Canada.
- *A Knock on the Door* is a great resource.

EIPS still sees the legacy and impact of residential schools. Most people didn't talk about it, even in families with survivors.

The centre has a three-year plan for engaging parents:

General Information Sessions – open to everyone

- Introduction: February 2; 7 p.m. to 7:30 p.m.
- Terminology: February 23; 7 p.m. to 7:30 p.m.
- Indigenous Languages: March 16: 7 p.m. to 7:30 p.m.

Self-Identified Family Sessions

- January 26; 7 p.m. to 7:30 p.m.

COVID-19 UPDATE – Sandra Stoddard, EIPS Associate Superintendent

- As of January 6, EIPS has 0 active cases.
- Between September 2020 to December 2020, there were
 - a total of 117 cases reported
 - 29 out of 43 schools had confirmed cases
 - 18 schools had fewer than four confirmed cases
- Currently, EIPS has one school on outbreak status—Strathcona Christian Academy Elementary; zero active cases, outbreak ends January 8.
- Currently, EIPS has one school on watch status—SCA Elementary, zero active cases; watch ends January 8
- Salisbury Composite High, Bev Facey Community High, Clover Bar Junior High and Westboro Elementary were lifted off the watch list.
- Over Christmas, it was quiet.

COMMENTS AND QUESTIONS

Question: What are the isolation requirements for busing? I thought it was two rows in front and beside, but I heard about whole buses being required to isolate?

Answer: As it was close to holidays, we didn't want to leave it up to chance and wanted to allow them to get tested as we thought they might see family.

Q: Will we move back to two rows as the isolation requirement?

A: Yes.

Q: Are we still expecting an announcement on January 12?

A: We don't know. We heard there should be an update on the 12th, but we are finding we don't get information in advance. We found out that we are going back through a Facebook post.

Comment: Stoddard mentioned about the funding cut for ASCA and recommended COSC members look at the funding model and the Assurance Model as the importance of school councils is highlighted there.

Q: In November, you mentioned there had been no in-school transmission. Is that still the case?

A: We would need to have a final conversation with the Division Principal. What we were able to determine is transmission had not occurred in school. We've not been notified of in-school transmission as of late December

MEETING ADJOURNED AT 8:42 p.m.

Next COSC Meeting

DATE: Feb. 3, 2021

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

LOCATION: Virtual meeting, link available in February agenda

JAN. 21, 2021

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted a recent meeting:

- On January 20, Chair Boymook and Superintendent Mark Liguori met virtually with Strathcona County Mayor Rod Frank and Darrell Reid, the Chief Commissioner of Strathcona County. The four met to discuss Elk Island Public Schools' (EIPS) recent Sherwood Park Value Scope Session, the reason for the session and the proposed plan moving forward.

Superintendent's Report

RECENT EVENTS

Superintendent Mark Liguori highlighted recent events and shared information:

- On January 20, Chair Boymook and Superintendent Liguori met virtually with Strathcona County Mayor Rod Frank and Darrell Reid, the Chief Commissioner of Strathcona County, to discuss the recent Sherwood Park Value Scope Session and future partnership needs.
- On January 11, EIPS welcomed students back to in-class learning. He's pleased to have students back and schools running as normal as possible. Superintendent Liguori also thanked staff for their efforts to make the transition as seamless as possible.

Association and Local Reports

ATA LOCAL REPORT

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

- On February 4-5, the ATA is hosting its virtual North Central Teachers' Convention.
- Zielke also invited trustees to attend the convention's virtual Partners in Education session featuring keynote speaker Shelley Moore, a renowned expert on effective practices of inclusion, special education, curriculum and professional learning.

New Business

COVID-19 COST UPDATE AND RE-ALLOCATION OF FUNDS

The Board approved changes to the budget estimates for costs related to COVID-19. Recently, administration reviewed the Division's estimated COVID-19 cost for the 2020-21 school year—based on the province's Scenario 1 school re-entry plan. For the most part, costs for personal protective equipment, supplies and custodial services are on target. However, medical illness costs related to COVID-19 are lower than estimated (\$1,000,000). Meanwhile, EIPS requires additional money for its elementary French Immersion out-of-school learning option (\$100,000) and senior high out-of-school learning option (\$80,000). The reason: resource needs and an increase in students, respectively.

The Board also approved an adjustment to the Division's To Be Allocated budget. The additional funds (\$495,411) allows:

- literacy and numeracy consultants, currently teaching out-of-school learners, to begin transitioning back to supporting teachers and students in their respective areas;
- Human Resources to hire a secretary to assist with professional learning efforts; and
- Facility Services to hire a senior buyer to assist with requests for proposal contracts.

SIGNING AUTHORITY MATRIX

The Board approved the amended [Signing Authority Matrix](#) for the Division. Collectively, the changes strengthen the matrix's process, language and clarity (see pg. 14, "[Signing Authority Matrix](#)").

SCHOOL FEE PARAMETERS: 2021-22

The Board approved the school fee parameters for the 2021-22 school year. The parameters are based on the guidelines laid out within the new *Education Act* and the Board's mandate for affordable school fees. Highlights of the 2021-22 school fee parameters include:

- *Optional courses fees* – can increase by five per cent, at a cost-recovery rate—and up to seven per cent for food courses.
- *Noon supervision fees* – can increase by five per cent, at a cost-recovery rate.
- *Activity fees* – can increase by five per cent or more, at a cost-recovery rate.
- *Extracurricular fees* – can increase by five per cent or more, if at a cost-recovery rate.
- *Non-curricular travel fees* – can increase by five per cent or more, at a cost-recovery rate.
- *Non-curricular goods and services fees* – can increase up to five per cent, at a cost-recovery rate.

BOARD POLICIES: AMENDMENTS

The Board approved amendments to the following policies:

- [Policy 7: Board Operations](#) – The edits reflect recent changes made to two ministerial orders, the Board's corporate name and the Division's electoral subdivisions. Other edits strengthen and clarify the language within the policy.
- [Policy 23: School Fees](#) – The edits improve the policy's readability and clarity.

Committee Report

ADVOCACY COMMITTEE

The Board received for information the report from the Advocacy Committee meeting held on Dec. 17, 2020. Topics discussed: advocacy strategies, successes and challenges, and next steps—such as developing a communications tool for elected officials and the topic for the next Board Chair column.

Report for Information

SCHOOL STATUS REPORT: 2019-20

The Board received for information the School Status Report for the 2019-20 school year. The report identifies enrolment numbers, school utilization rates and per-student costs within the Division. The data is presented by geographic sectors and on a four-year comparative basis to ensure analysis is based on long-term trends and not isolated incidences (see pg. 75, "[School Status Report for 2019-20](#)").

Highlights from the report:

- The average cost per EIPS student is \$6,925, which is a decrease from the previous year—the result of the COVID-19 pandemic and the cancellation of in-school classes.
- EIPS currently has 18 schools operating above the \$6,925 average.
- The Division's utilization rate for 2019-20 increased to 75 per cent—up by two per cent from the previous year.

INTERIM SCHOOL FEE APPROVAL SUMMARY: 2020-21

The Board received for information a summary of fee changes for the 2020-21 school year. To date, the Division has received and approved 36 fee change requests (see pg. 100, "[2020-21 Interim School Fee Approval Summary](#)").

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended various virtual school council meetings. School administration all commented on how nice it is to have students back in-person. Vice-Chair Holowaychuk also attended a video shoot co-ordinated and produced by the Andrew School Committee. The video promotes both the school and community. She thanked the many dedicated volunteers who helped with the video, and Superintendent Liguori and EIPS Communication Services for the continued support. The video debuts in a few weeks.
- **Trustee Skip Gordon** attended the January Committee of School Councils (COSC) meeting, which was a virtual meeting.
- **Trustee Annette Hubick** attended the January COSC meeting and two virtual school council meetings—for Davidson Creek Elementary and Clover Bar Junior High. During the Clover Bar meeting, administration shared preliminary results from its recent survey of in-school students about the school re-entry, the transition to temporary online learning, mental health and general well-being. She applauds this demonstration of valuing student perspective and input.
- **Trustee Don Irwin** attended the January COSC meeting, which included valuable feedback about the transition to temporary online learning. During the Woodbridge Farms Elementary school council meeting, members shared the school raised more than \$35,000 for the Strathcona Christmas Bureau, and school council gave flowers to all staff members at Woodbridge Farms. Meanwhile, the Westboro Elementary school council meeting included a discussion about school fees for the upcoming year. Trustee Irwin looks forward to the remaining three school council meetings this month.
- **Trustee Jim Seutter** attended four school council meetings. Administration and staff all commented on how pleased they are to have students physically back at school.
- **Trustee Harvey Stadnick** attended three school council meetings, which all included discussions about school fees for next year.
- **Trustee Heather Wall** attended various meetings throughout the month, including school council meetings and board meetings.

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

Caregiver Education Team Newsletter

February 2021



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.

Lunch & Learn Webinars

Parenting Teens in the 21st Century – Part 1
Monday, February 1
12:00 – 1:00 pm

Parenting Teens in the 21st Century – Part 2
Monday, February 8
12:00 – 1:00 pm

Mental Health and Resiliency Series

Positive Communication that Promotes Growth
Tuesday, February 2
12:00 – 1:00 pm

Calming Our Bodies and Minds
Tuesday, February 9
12:00 – 1:00 pm

Resilient Mindsets
Tuesday, February 16
12:00 – 1:00 pm

Collaborative Problem Solving
Tuesday, February 23
12:00 – 1:00 pm

Caregiver Education Sessions

Parenting Strategies that Promote Positive Mental Health
Wednesday, February 3
6:00 – 7:30 pm

More Than Just a Bad Day: Understanding Depression and Self-Injury in Youth
Wednesday, February 10
6:00 – 7:30 pm

Keeping Scattered Kids on Track: Understanding and Supporting Children and Youth with ADHD
Wednesday, February 17
6:00 – 7:30 pm

Mindfulness: Benefits for the Whole Family
Wednesday, February 24
6:00 – 7:30 pm

Drop-In Series

Support, Education & Engagement Series (SEEDS)

Supporting Your Child With Structure and Routine
Thursday, February 4
6:00 – 7:30 pm

Managing Meltdowns and Shutdowns
Thursday, February 11
6:00 – 7:30 pm

Helping Our Kids Figure Things Out
Thursday, February 18
6:00 – 7:30 pm

Effective Consequences
Thursday, February 25
6:00 – 7:30 pm



Mental Health Foundation

Alberta Health Services
Children, Youth & Families Addiction & Mental Health

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

February 2021



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

Parenting Strategies that Promote Positive Mental Health

Explore factors that contribute to your child's mental health and wellness and learn how you can be your child's greatest mental health asset.

Date: Wednesday, February 3, 2021

Time: 6:00 – 7:30 pm

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

More Than Just a Bad Day:

Understanding and Supporting Depression and Self-Injury in Youth

This session will help caregivers increase awareness about adolescents who might be experiencing sadness, depression and/or non-suicidal self-injury. Strategies for support will be discussed.

Date: Wednesday, February 10, 2021

Time: 6:00 – 7:30 pm

Note: For caregivers of children grades 7-12; 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, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback:

"I'm very encouraged that sessions like this are available."

"Really enjoyed the interactions with everyone and the videos."

"Content, delivery and duration were 'just right'. Online is nice, I don't have to drive anywhere."

"Instructors went above and beyond to answer individual questions."



Mental Health Foundation



Alberta Health Services

Children, Youth & Families
Addiction & Mental Health

For more information, visit www.cyfcaregivereducation.ca

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Keeping Scattered Kids on Track

Understanding and Supporting ADHD in Children and Youth

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: Wednesday, February 17, 2021

Time: 6:00 – 7:30 pm

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

Mindfulness

Benefits for the Whole Family

This session will explore mindfulness as an evidence-based way of supporting empathy, optimism, attention, and self-regulation skills in children, teens, and parents.

Date: Wednesday, February 24, 2021

Time: 6:00 – 7:30 pm

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

Parent Feedback:

“Good acknowledgement to ‘real life’ difficulties – very identifiable and relatable. Thank you.”

“Kuddos to everyone making this kind of informative/participative session.”

“I ended up liking the virtual delivery more than I thought. Liked typing in my responses to questions.”

“Great program – would recommend to anyone. Great presenters!”



Mental Health Foundation



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Lunch & Learn Webinars

February 2021



These free 60 minute online sessions are intended to provide parents, caregivers, and community members with information regarding mental health challenges that can affect children and youth. Each topic is presented over two sessions; participants can attend one or both sessions.

Caregiver Education Sessions

Parenting Teens in the 21st Century – Part 1 Respectful Limit Setting with Adolescents

In this session, we will explore the challenges of being a teenager, parenting a teenager, and the importance of the parent/teen relationship.

Date: Monday, February 1, 2021

Time: 12:00 – 1:00 pm

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

Parenting Teens in the 21st Century – Part 2 Respectful Limit Setting with Adolescents

In this session, we will continue to look at ways to increase communication and understanding around healthy boundaries with your teen.

Date: Monday, February 8, 2021

Time: 12:00 – 1:00 pm

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

Registration:

Sessions are offered online through the Zoom conferencing application.

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

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

www.cyfcaregivereducation.ca

Parent Feedback:

“This helped me to understand more about what is happening with my teenager and some ways to help.”

“I find these are great reminders to be positive when it is so easy to be negative.”

“Fabulous Content! I can’t wait to continue joining you for all the upcoming sessions.”



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Lunch & Learn Webinars

February 2021

These free 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

In this session, we will look at how we can use the communication tool of praise to support our child's healthy need for attention, reinforce helpful behaviours, and to encourage our child to engage with others in positive ways that foster resilience.

Date: Tuesday, February 2, 2021

Time: 12:00 – 1:00 pm

Note: For caregivers of children grades K-9; for adults only.

Calming Our Bodies and Minds

In this online 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: Tuesday, February 9, 2021

Time: 12:00 – 1:00 pm

Note: For caregivers of children grades K-9; for adults only.

Resilient Mindsets

In this online session, 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 equipping our child to tackle new challenges.

Date: Tuesday, February 16, 2021

Time: 12:00 – 1:00 pm

Note: For caregivers of children grades K-9; for adults only.

Collaborative Problem Solving

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

Date: Tuesday, February 23, 2021

Time: 12:00 – 1:00 pm

Note: For caregivers of children grades K-9; for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

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

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

www.cyfcaregivereducation.ca

Parent Feedback:

“The speakers were easy to listen to and understand. The content was relevant, helpful and immediately applicable.”

“I thought that the method of engagement was very effective. The presenters immediately read out the messages and tied it to the topics.”

“All the strategies given out so far have been very helpful. They are simple, easy steps to accomplish.”



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Drop-in Series

February 2021

These free **Support, Education & Engagement Drop-In Sessions (SEEDS)** are designed to help caregivers explore parenting strategies that support healthy relationships and child development. As part of a 7 session series, parents are welcome to attend one session or join us each week.

SEEDS: Growing Parenting Skills

Supporting Your Child With Structure and Routine

Providing structure and routine is one of the most effective means of promoting healthy development in our children. Learn how to use these strategies in your home and how to assist your child in daily transitions.

Date: Thursday, February 4, 2021

Time: 6:00 – 7:30 pm

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

Managing Meltdowns and Shutdowns

This session is designed to help parents understand the brain science behind a child's meltdowns and shutdowns and strategies we can use to help regulate our minds and bodies.

Date: Thursday, February 11 2021

Time: 6:00 – 7:30 pm

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

Helping Our Kids Figure Things Out

Do you find that your child struggles to find solutions when problems arise? This session will show you some simple steps for breaking down problems and finding solutions with your children.

Date: Thursday, February 18, 2021

Time: 6:00 – 7:30 pm

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

Effective Consequences

In this session, we will discuss different approaches you can take to address your child's challenging behaviour and how consequences can be a learning tool when offered compassionately and consistently.

Date: Thursday, February 25, 2021

Time: 6:00 – 7:30 pm

Note: For caregivers of children grades K-6; 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.

Please note:

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

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

www.cyfcaregivereducation.ca

Parent Feedback

"I learned some great skills and I can't wait to implement them with my kids."

"Fabulous Content! I can't wait to continue joining you for all the upcoming sessions."

"Makes me think of things in a new light. The 'homework' feels like practical application of stuff we discussed."



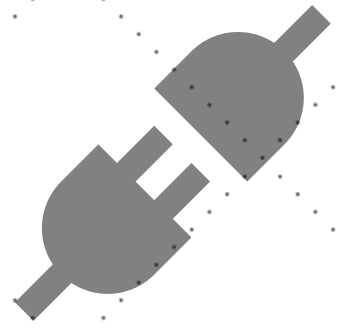
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Internet News

Facebook to develop tools for advertisers to tackle harmful content

This article briefly discusses how Facebook plans on making changes to address harmful content.

<https://www.reuters.com/article/us-facebook-advertising/facebook-to-develop-tools-for-advertisers-to-tackle-harmful-content-idUSKBN29Y1UJ>

Analysis: To the brink and back on GameStop - Wall Street vs Reddit

This article goes over what happened recently between Wall Street and Reddit, and introduces how this social media website influenced the stock market drastically.

<https://www.reuters.com/article/us-retail-trading-funds-gamestop-analysis/analysis-to-the-brink-and-back-on-gamestop-wall-street-vs-reddit-idUSKBN2AooNI>

Fake brand ambassador offers targeting users on social media

This article discusses people being scammed through offers to become brand ambassadors for certain products. This can be problematic for people who may not know any better. Becoming popular on certain platforms, and becoming a brand ambassador and influencer, can be something kids really want to do.

<https://globalnews.ca/news/7514044/fake-brand-ambassador-offers-social-media/>

Saffron's Tips

Set Clear Expectations!

Talk to your kids about what behaviours are acceptable and unacceptable, both for them and from others online. Explain that boundaries online should be exactly the same as boundaries in public, because with 4 billion internet users, it basically is!

Healthy Relationships:

Talking about what healthy relationships look like is really important, because things like movies, TV shows, and pornography misrepresent what real relationships are like. Unfortunately they are also widely accessible, so it's important to make the difference clear.

Take a Break!

You could limit screen time every day, and do something else. Spend some time outside, play a board game, or work on a project with your hands. Lead by example! When they take a break from the screen, so should you!

Resources

NeedHelpNow.ca™

Need Help Now is a website that helps people remove intimate images from the internet.

<https://needhelpnow.ca/app/en/>



Cybertip is a service that helps report child exploitation and things like intimate images that were posted without consent.

<https://www.cybertip.ca/app/en/>

Get in touch with Saffron if you have any questions!



@saffroncentre



SAFFRON Centre Ltd.



SAFFRON Centre

publiced@saffroncentre.com

780-449-0900

Advocacy



Parents bring a valuable perspective to the establishment and review of provincial goals for education and the success of all students.

ASCA advocates on behalf of member school council parents with the Education Ministry to affect positive change in Alberta schools.



What is Advocacy?

The act of recommending support for a particular cause or idea.



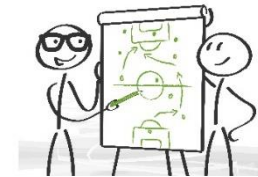
What is Advocacy Policy?

A set of guiding position, or belief statements of an organization.



Why is there Advocacy Policy?

Organizational position statements are presented when contributing perspectives at provincial committee work.



How is Advocacy Policy created?

Members of an organization bring resolutions to the annual general meeting for voting consideration. Resolutions passed become Advocacy Policies, or belief statements, of the association.

What is a Resolution?

An expression of concern, intention or undertaking of interest.

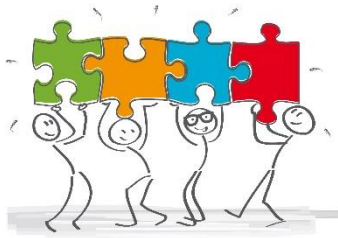


What is the Advocacy Resolutions process?

At school council meetings, issues are identified affecting ECS-12 students that parents would like to see changed.

Parents on school council submit a *Proposed Advocacy Resolution* for consideration at the ASCA Annual General Meeting.





Resolutions that receive majority support from voting parent school council members at the AGM become belief statements, or directives for action, and form Advocacy Policy of the association.

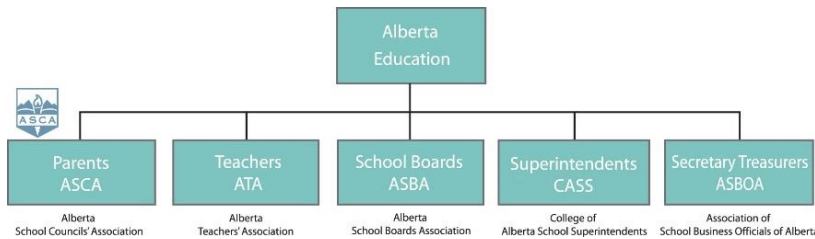


Advocacy Policy is the direction, or guiding statements of an association and represents the views of members.

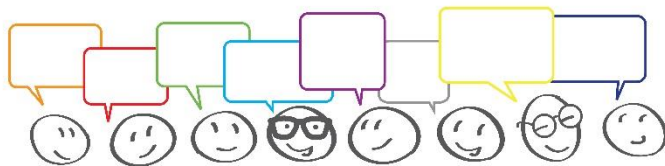
These views are expressed at advisory committee tables when ASCA is invited to work with government, the Education Ministry and other groups in provincial education.



Advocacy Policies are utilized at provincial education advisory committees and presented as the collective voice, or perspective, of parents on school councils in Alberta.



Voting is your Voice



Student Success

Membership in ASCA is the opportunity to be involved, to be heard, and make a difference in public education.

Parents on school council shape the future of Alberta's public education system with input through advocacy resolutions and voting at the ASCA AGM.

Resolutions passed into policy at the AGM form the association perspective as presented to Alberta government and organizations in provincial education.

All school councils with current ASCA membership are eligible to submit *Proposed Advocacy Resolutions* and send parent representatives to vote on behalf of the school council at the ASCA Annual General Meeting.