



Committee of
School Councils

Meeting Agenda

Virtual Meeting: Zoom

Wednesday, Feb. 1, 2023

7 p.m.

Time	Agenda	Presented by
7 p.m.	Opening Remarks and Welcome	Lesley Williams, COSC Chair
7:02 p.m.	Introductions	All
7:05 p.m.	Motions <ul style="list-style-type: none"> a. additions to the agenda b. agenda approval c. approval of minutes: Jan. 4, 2023 	Lesley Williams, COSC Chair
7:10 p.m.	Board Report	Trina Boymook, EIPS Board Chair
7:20 p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7:30 p.m.	For Information <ul style="list-style-type: none"> a. ASCA update b. Returning Student Registration c. Caregiver Series: February d. School Council Engagement Grant 	Lesley Williams, COSC Chair Mark Liguori, EIPS Superintendent Lesley Williams, COSC Chair Lesley Williams, COSC Chair Kendra Roemer, COSC member
8 p.m.	New Business <ul style="list-style-type: none"> a. ASCA Resolutions: Overview and how to discuss at next school council meeting b. Assurance Cycle: Alberta Education Assurance survey and EIPS annual feedback surveys 	Lesley Williams, COSC Chair Sandra Stoddard, Associate Superintendent
8:30 p.m.	COSC Sharing <ul style="list-style-type: none"> a. School councils' past ASCA conference experiences 	Lesley Williams, COSC Chair Chelsea Pretzlaw, COSC Vice-Chair

Electronic Handouts

COSC Minutes
Board Highlights
Caregiver Series
ASCA Workshop Menu
Assurance Cycle Presentation
Alberta Education Assurance Survey Questions
EIPS Annual Parent Feedback Survey Questions

Next Meeting:

Wednesday, March 1, 2023



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, in-person meeting

Jan. 4, 2023 | 7 p.m.

Committee of
School Councils

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Lesley Williams, Sherwood Heights Junior High

Vice-Chair: Chelsea Pretzlaw, Ardrossan Elementary

SCHOOL COUNCIL MEMBERS

Aileen Bozic, SCA Secondary (Interim Secretary)

April Childs, Lakeland Ridge

Brian Vick, Brentwood Elementary

Jennie March, Ardrossan Junior Senior High

Jennifer Dechaine, École Parc Élémentaire

Jennifer Fukuyama, Clover Bar Junior High

Kendra Roemer, Mills Haven Elementary

Kerry Churchill, Fort Saskatchewan Christian

Lisa Harke, SCA Elementary

Nadine Fricke, James Mowat Elementary

Nana Thaver, Woodbridge Farms Elementary

Sarah Witholt, Heritage Hills Elementary

Tasha Baker, Next Step Sherwood Park

Tawnia McQueen, Wes Hosford Elementary

ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Trina Boymook, Chair

Colleen Holowaychuk, Vice-Chair

Cathy Allen, Trustee

Don Irwin, Trustee

Jim Seutter, Trustee

ELK ISLAND PUBLIC SCHOOLS

Mark Liguori, Superintendent

Sandra Stoddard, Associate Superintendent

Marcus Reed, Director of Specialized Supports

Mardi Hardt, Mental Health Advisor

Deneen Zielke, ATA Local No. 28 President

Emma Small, Communication Services

CALL TO ORDER

The meeting was called to order at 7:01 p.m.

AGENDA

COSC Chair Williams called for additions or deletions to the agenda.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

APPROVAL OF MINUTES

COSC Chair Williams called for approval of the Nov. 2, 2022, meeting minutes.

MOTION | The minutes be approved, as circulated.

MOTION CARRIED

Board Report

Board Chair Trina Boymook presented the Board Report.

HIGHLIGHTS:

- At the November 17 Board meeting, the Board of Trustees heard a summary of the feedback received through various public engagement sessions on cleaning up junior high attendance boundaries in Sherwood Park. Board Chair Boymook stated no recommendation or decision will be made about junior high attendance areas until spring 2023. She explained senior administration needs more time to complete two other public engagements before EIPS Superintendent Mark Liguori will determine his recommendation to the Board. Given that the recommendation is now projected to come after the 2023-24 registration, there'll be no changes to the junior high boundaries for the 2023-24 school year.
- The Board has approved a two-year random selection process pilot for James Mowat Elementary and an alternative designated school for the James Mowat attendance area. Current students enrolled within the school will be grandfathered.
- On November 29 and 30, the Board held a retreat to develop their workplan, identify advocacy priorities and finalize their Board evaluation. Board Chair Boymook stated that moving forward, special attention will be given to monitoring progress of the Division's COVID-19 recovery plan, completing 2022-23 public engagements and preparing for the upcoming provincial election. Advocacy efforts will focus on curriculum, infrastructure needs, mental health and funding.
- At the December 15 Board meeting, a summary of the Logos public engagements was presented for the Board's information. The Board expects to receive a recommendation at the Board meeting on March 16.
- The next public engagement session for French Immersion is tentatively scheduled for February 7.
- EIPS' Mental Health Pilot proposal was approved, and the Division will receive \$1.94 million over the next two years. Board Chair Boymook stated the proposal focuses especially on junior highs.
- The Board is currently making arrangements to meet with Bruderheim and Lamont Town Council, in addition to the Fort Saskatchewan City Council.
- Board Chair Boymook and Fort Saskatchewan Trustees made a request to meet with Jackie Armstrong-Homeniuk, member of the legislative assembly of Alberta for Fort Saskatchewan-Vegreville, to discuss Fort Saskatchewan capital needs.
- The Board received news that Sherwood Heights will proceed through a design build and not a public-private partnership (P3). The remaining design work will continue under Alberta Infrastructure. The Board remains hopeful that EIPS will manage the construction phase.
- The Education Minister approved the Board's request to access more of the Division's operating reserves to cover some of the costs to address the storm water drainage issue at Salisbury Composite High. The funds have been transferred into the Division's capital reserves.
- With the announcement of EIPS Superintendent Liguori's retirement, the Board has initiated its Superintendent recruitment process.
- The returning student registration process opens February 1. There are five schools with closed boundaries for the 2023-24 school year: Ardrossan Elementary, Ardrossan Junior Senior High, Davidson Creek Elementary, James Mowat Elementary and SouthPointe School. All returning students must complete a Returning Student Registration Form before the process closes February 28.

ATA Report

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

HIGHLIGHTS:

- Zielke stated it was nice to attend an in-person Christmas concert this year, because students and their families were so excited, and it was a great way to get into the Christmas spirit.
- The [Stand for Education](#) campaign has moved into Phase Two. Stand for Education is the provincial ATA's three-phase engagement campaign to encourage Albertans to speak up for a strong public education system. Phase Two consists of public roundtable discussions to set a bold, hopeful vision for the province's public education. The ATA has hosted well-attended round table discussions in Edmonton and Calgary, and they're planning two more, one in north Alberta and one in south Alberta.
- Several local associations are also hosting roundtable data collection events to include in the final report from the provincial ATA. Zielke stated that Elk Island Local ATA No. 28 would be hosting such an event from 6:30 p.m. to 8:30 p.m. in the Bev Facey Community High library on January 18. The actual task would take one hour from 7 p.m. to 8 p.m. with time to socialize afterward.

For Information

ASCA UPDATE – Lesley Williams, COSC Chair

- For Phase Two of the Stand for Education campaign, COSC Chair Williams stated ASCA is asking school councils to include a [short, facilitated discussion](#) (15-20 minutes) at an upcoming school council meeting to gather parent/guardian input and generate a hopeful vision for public education in advance of the 2023 provincial election. The deadline to provide input would be February 3.
- To influence change in education, school councils in Alberta can [identify issues](#) in provincial education affecting ECS to Grade 12 students they would like addressed, changed or resolved. COSC Chair Williams stated school councils can submit a [Proposed Advocacy Resolution Form](#) to ASCA for the discussion and consideration of members attending ASCA's Annual General Meeting (AGM) on April 23. The deadline to submit advocacy resolutions would be January 27.
- COSC Chair Williams explained that each year is an opportunity for parents on ASCA member school councils to expand their knowledge of Alberta's education system, and their education advocacy efforts, to a provincial level, by running for a position on the [Board of Directors](#). Several positions are available. Election of the Board of Directors takes place at the AGM on April 23.

CAREGIVER SERIES UPDATE – Lesley Williams, COSC Chair

- The [January Caregiver Series](#) schedule is now available.
- Offered through Alberta Health Services, the sessions are informative and valuable.
- COSC Chair Williams encouraged members to review the [January Caregiver Series](#) calendar.

SCHOOL COUNCIL ENGAGEMENT GRANT – Lesley Williams, COSC Chair and Kendra Roemer, COSC member

- COSC Chair Williams confirmed the \$500 provincial School Council Engagement (SCE) Grant will be available again this year for each school council.
- There was an excellent response to the SCE Grant survey sent to school councils about pooling funds.
- The areas with the most interest for pooling funds: how to build positive partnerships, how to be an effective school council, and building parent engagement. Many of these topics are ASCA workshops. COSC member Kendra Roemer stated she'd investigate the possibility of a mini conference with ASCA and how much the event would cost.
- Other speaker opportunities could include David Irvine's Raising Accountable Humans or Debbie Pushor's Compassionate Caregivers.
- All plans depend on the number of schools who choose to pool their money together.

- COSC Chair Williams asked that school councils don't leave their grant money unused this year. If they believe they won't use the grant, they should consider pooling it with other councils, so it doesn't get wasted.

COMMENTS AND QUESTIONS

Question: Based on the feedback from the survey, what is the audience we're hoping to have for the event where schools have pooled funds? Is it more for school council members specifically or for parent engagement?

Answer: Both, each council will have different needs. There are many new school council chairs present that will see where the funds would be best spent.

Question: ASCA generally charges \$200-300 per session for each school council. Do we know what the charge would be for a group of school councils?

Answer: COSC will need to reach out to ASCA to see how much it would be.

Question: Based on the survey feedback, if there's only a handful of schools who pool their funds together, will the funds be used on sessions specifically for school councils and not for parents?

Answer: Not necessarily, it will depend on the funds collected.

Comment: I can see a lot of schools not wanting to participate if the pooling funds opportunity is council-based only.

Response: It does need to have a broad appeal to get people involved and interested.

Question: As a school council, can the funds be used towards a website development to help increase parental communication?

Answer: Yes.

New Business

ANNUAL EDUCATION RESULTS REPORT 2021-22 – Associate Superintendent Sandra Stoddard

- Associate Superintendent Stoddard stated the purpose of EIPS' *Annual Education Results Report* (AERR) is to demonstrate what the Division is doing with its plan and priorities, in addition to gaining the confidence of stakeholders. The AERR also highlights key priority strategies, detailing areas where the Division is doing well and areas that need improvement.
- The beginning of the AERR discusses accountability, the EIPS assurance cycle, and the challenges the Division faced in the past year, such as the COVID-19 pandemic.
- The Division has many surveys, which are incredibly valuable in gathering feedback from various stakeholders. EIPS looks at both the qualitative and quantitative data gathered.
- The Division also has many engagement opportunities, which give EIPS a chance to share rationale and receive input to share with the Board.
- Associate Superintendent Stoddard then went through a brief of overview of each goal in the Division's three priorities found in the AERR, based on the ones found in the *Four-Year Education Plan: 2018-22*.
- Information can be found about the budget and three-year capital plan in the AERR.

MENTAL HEALTH STRATEGIC PLAN: ATTENDANCE INITIATIVE – Marcus Reed, Director of Specialized Supports and Mardi Hardt, Mental Health Advisor

- EIPS' Mental Health Strategic Plan spans multiple years. Reed stated that the Division is very excited about what has happened so far.
- Reed then discussed the Attendance Initiative in the mental health plan. Broadly, attendance is critical to student success. Reed stated the following:
 - The COVID-19 pandemic has amplified the problem of poor attendance.
 - There are many myths and misconceptions about attendance.

- Attendance is associated with various mental health disorders. There's a bidirectional link between diagnosable mental health disorders and attendance—students can be affected both ways. For example, a student who skips class may experience more depression or a student with depression may skip more class.
- The Division continues to work on intervention for poor attendance and has seen a lot of positive action within schools.
- Reed discussed the Division's three-tier intervention support system:
 - Bottom: Includes universal strategies, such as creating an engaging culture.
 - Middle: Referral to a Family School Liaison Worker (FSLW). EIPS has seen 82 referrals this year. In the Division, there are three FSLWs whose focus is on attendance completely.
 - Top: Includes community conferencing—EIPS has trained 15 practitioners and uses restorative approaches. If this intervention fails, it then goes to a provincial attendance board to resolve the issue.
- Attendance intervention is a collaborative effort, involving relationship-building, engagement and connection with students. Intervention is always tailored to the situation.
- COSC members can share attendance myths with their school council.

COMMENTS AND QUESTIONS

Question: How do the absentee numbers we've heard today compare to four years ago pre-pandemic?

Answer: Absences have tripled since the start of the pandemic.

Question: There are many factors (such as poverty, racism and bullying) that impact why students are absent—what is happening to prevent these absences?

Answer: It is different for each family. Understanding their needs helps EIPS determine what supports they may need. Reed stated the Division wants to be sure that the supports it provides are beneficial to each family. The Board heard last year at the assurance reviews that the schools had trouble with student attendance. Attendance is a piece of the larger mental health plan because absenteeism can carry over into mental health.

Question: Is there any correlation to other cultural events that the Division calendar doesn't include?

Answer: The Division investigates each case individually to see if there is another reason for the absenteeism so it can ascertain if intervention isn't needed.

Question: With the data we're collecting, do we see if attendance is a multi-ministerial concern? Are we looking to other ministries for support, so this is not only on an under-funded Alberta Education?

Answer: EIPS is exploring partnerships at local levels, such as Family and Community Support Services via FSLWs. The Division is getting information to parents and addressing myths, working on prevention at a school level.

The Division is also sharing the data it collects with appropriate levels of government and the Board is advocating with municipalities, communities and city councils. The Board will meet with local MLAs to share what resources are needed in communities.

Question: How can parents and school councils help?

Answer: Write your MLA to advocate for needed supports (cc'ing the minister and opposition). Do not underestimate your personal connections and how simple conversations can help create supports.

Question: Should we gear our grant money towards mental health?

Answer: There could be a potential to do so.

Question: Is it the school's responsibility to reach out to families or the families' responsibility to reach out to the school?

Answer: It can be either. If the family doesn't feel like they get support, they can reach out to the FSLW (the school's principal can make the call).

Comment: EIPS works to meet families where they're at.

Comment: If kids are sick, they should be home as they're not in a good mental space to learn. This initiative is intended for issues and concerns beyond illness.

COSC Sharing

ASSURANCE REVIEWS: SCHOOL COUNCIL EXPERIENCES – Lesley Williams, COSC Chair and Chelsea Pretzlaw, COSC Vice-Chair

- **Mills Haven Elementary:** This was my first assurance review, and it was a little intimidating going in, but the Board members were very welcoming. There were a lot of acronyms, so having a cheat sheet might be beneficial to increase understanding. It was fantastic hearing from other schools. Mills Haven council created a "Raven Fund," which is a set amount of funds put aside for the administration to utilize at their discretion. This is to support at-risk students' needs.
- **Woodbridge Farms Elementary:** We have Harvest Basket Days—a basket of fruits and veggies set out for all students. Kids love it and there's no stigma around if you grab something to eat.
- **École Parc Élémentaire:** Our school has a fruit bowl in the office that kids can grab from, in addition to some pantry supplies for kids who need lunch. Sometimes if you talk to managers in grocery stores about what you're doing, they're very supportive and want to help. At my assurance review, it felt like a lot of conversation—not really addressing real concerns or issues.
- **Ardrossan Junior Senior High:** Being in person was way better than online. It was more engaging, and it felt like I got three times more out of the experience.
- **Lakeland Ridge:** I appreciated the opportunity to hear from other schools' challenges and achievements. Thank you to the Division for inviting us to the table.

MEETING ADJOURNED AT 9:02 P.M.

Next COSC Meeting

DATE: Feb. 1, 2023

TIME: 7 p.m. to 9 p.m.

LOCATION: EIPS Central Services building, boardroom.

JAN. 19, 2023

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted one recent event:

- On January 12, the Board of Trustees spent the evening having dinner with the Alberta Teachers' Association Local No. 28 executive.

Association and Local Reports

ATA LOCAL REPORT

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

- On February 9-10, the ATA is hosting its North Central Teachers' Convention.
- On February 10, the ATA is hosting its annual Partners in Education Luncheon. Zielke invited all trustees to attend, which will feature keynote speaker Tareq Hadhad, a Syrian refugee and founder of the hugely successful Peace by Chocolate, based in Nova Scotia. At the luncheon, Hadhad will share a compelling story about family; being a newcomer; and the spirit of resiliency, entrepreneurship and giving back.

EMPLOYEE RELATIONS GROUP REPORT

The Board received for information the Employee Relations Group (ERG) report from the Chair, Dulcie Jarvin:

- Recently, the ERG welcomed a new committee member, Helen Bienert. She has spent more than 30 years with the Division and now represents Fort Saskatchewan for the ERG.
- The committee continues to fine-tune the ERG's terms of reference.
- Two ERG members will soon receive the Crucial Conversation professional learning.
- On May 5, the Division will host its annual Classified Staff Professional Learning Day. Currently, the ERG is working with EIPS' Human Resources department to develop and co-ordinate learning sessions.

New Business

POLICY AMENDMENTS

The Board approved amendments to:

- [Board Policy 4: Trustee Code of Conduct](#);
- [Board Policy 7: Board Operations](#); and
- [Board Policy 24: Personal Communication Devices](#).

Overall, the approved changes strengthen each policy's clarity, definitions, language and readability.

SCHOOL FEE PARAMETERS: 2023-24

The Board approved the school fee parameters for the 2023-24 school year. The parameters are based on the guidelines laid out within the *Education Act* and the Board's mandate for affordable school fees. Overall, the 2023-24 school fee parameters are similar to the previous year. Highlights include:

Optional-courses fees – five per cent allowable increase—up to seven per cent for food courses

Noon-supervision fees – five per cent allowable increase

Activity fees – five per cent allowable increase

Extracurricular fees – five per cent allowable increase

Non-curricular travel fees – five per cent allowable increase

Non-curricular goods and services fees – five per cent allowable increase



BOARD HIGHLIGHTS

Schools must set all fees at a cost-recovery rate. If any fees exceed the listed parameters, the school must submit an explanation to the EIPS Secretary-Treasurer. Now approved, schools can begin establishing school fees for the 2023-24 year.

UKRAINIAN LANGUAGE AND CULTURE PROGRAM

The Board approved changes to the Ukrainian program at A.L. Horton Elementary. Traditionally, the school has offered a Ukrainian Bilingual program for students in kindergarten to Grade 6. However, low enrolment numbers, funding changes and language arts instructional requirements have made offering a fulsome program challenging. EIPS consulted with school families, and, based on their feedback, introduced a new Ukrainian Language and Culture pilot program in fall 2022. The program still offers robust Ukrainian instruction, but the provincial requirements are more flexible.

To date, the pilot has received overwhelming support from the school community. As such, the Board approved replacing A.L. Horton's Ukrainian Bilingual program with the Ukrainian Language and Culture program, starting in the 2023-24 school years. The program goal: To foster an appreciation for the Ukrainian language and culture. Additionally, the Division will look at ways to expand the Ukrainian language and culture programming at the junior high level.

EIPS LANGUAGE AND CULTURE PROGRAMS: GERMAN AND UKRAINIAN

As part of the Board's commitment to second-language programming, the Board approved the recommendation to designate EIPS' two language and culture programs—German and Ukrainian—Division alternative programs. All alternative programs require Board approval before being established or closed.

Committee Report

ADVOCACY COMMITTEE

The Board received for information a report from the Advocacy Committee meeting held on January 4. The main topics discussed: the Board's advocacy focus areas and advocacy strategies for the upcoming provincial election.

STUDENT EXPULSION COMMITTEE

The Board received for information a report from the Student Expulsion Committee meeting held on January 6. The committee reviewed all relevant information and upheld the recommendations put forward.

POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on January 10. The committee reviewed three policies—all recommended amendments were approved earlier, at the January Board meeting.

Report for Information

THREE-YEAR ENGAGEMENT STRATEGY: VEGREVILLE VALUE SCOPING SESSION

The Board received for information an update on one of the projects listed in the Division's Three-Year Engagement Plan. In May 2022, EIPS developed a Three-Year Engagement Strategy. The plan identifies areas where the Division can improve operations to best serve students. In total, there are four engagement projects listed within the plan. In terms of Project 4, the Division is exploring possible solutions to improve the school utilization rates in Vegreville.

Currently, EIPS has two schools in Vegreville that serve students living in the western portion of Minburn County and the Town of Vegreville—A.L. Horton Elementary and Vegreville Composite High. Over the last few years, both schools have experienced a significant drop in enrolment, affecting program delivery and facility operations.

As such, EIPS included the region in its Three-Year Capital Plan—requesting provincial funding to conduct a value scoping session with community stakeholders in Vegreville and area. The value-scoping session took place in fall 2022. It was facilitated by START Architecture and included representatives from the Government of Alberta, EIPS Board of Trustees, EIPS administration, A.L. Horton Elementary, Vegreville Composite High, EIPS school councils, Town of Vegreville, County of Minburn and Village of Andrew.

Collectively, they discussed eight possible solutions to optimize learning environments for students and ensure high-quality educational program delivery. The best-performing solution: Option 2, modernizing and expanding Vegreville Composite High School to accommodate a kindergarten to Grade 12 program. The Board will use the report and feedback to develop a community-derived solution and include it in the 2024-27 Three-Year Capital Plan—planned for release in April 2023. Read the full report at [eips.ca](https://www.eips.ca).

SCHOOL STATUS REPORT: 2021-22

The Board received for information the School Status Report for the 2021-22 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. 218, "[School Status Report for 2021-22](#)"). Highlights from the report:

- The average cost per EIPS student is \$7,141, which is up from the previous year by \$175.
- The Division currently has 20 schools operating above the \$7,141 average.
- EIPS' utilization rate for 2021-22 increased to 73 per cent—up by one per cent from the previous year.

INTERIM SCHOOL FEE APPROVAL SUMMARY: 2022-23

The Board received for information a summary of fee changes for the 2022-23 school year. To date, the Division has received and approved 54 fee change requests. (see pg. 251, "[2022-23 Interim School Fee Approval Summary](#)").

Special Board Meeting: January 5

REALLOCATION OF FUNDS

The Board approved changes to the allocation of funds for the 2022-23 school year. The reallocation allows the Division to use any net surplus funds and ensures its reserves remain below the 3.15% provincially mandated reserve cap. Additionally, the Board approved requesting permission from Alberta's Education Minister to transfer \$765,000 to EIPS' capital reserves for new buses, in case they don't arrive before classes resume at the start of the 2023-24 school year.

Board Members

Trina Boymook, *Chair* | Colleen Holowaychuk, *Vice-Chair* | Cathy Allen | Randy Footz | Don Irwin | Susan Miller | Jim Seutter | Jacqueline Shotbolt | Ralph Sorochan

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 2023



Alberta Health Services is proud to offer FREE online programming to caregivers of school-age children and youth as well as adults in the community who want to learn more about addiction and mental health topics.

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.

Caregiver Education Sessions

Parenting Strategies for Positive Mental Health

For parents and caregivers of children in grades K-6.

Part 1:

Tuesday, February 14
12:00 – 1:00 pm

Part 2:

Tuesday, February 21
12:00 – 1:00 pm

Technology and the Teenage Brain

Digital Wellness for Families

For parents and teens (grades 7-12) to attend together

Wednesday, February 22
6:00 – 7:30 pm

Understanding Self-Injury

For parents and caregivers of youth in grades 7-12

Tuesday, February 28
12:00 – 1:00 pm

Adult Education Sessions

Understanding Anxiety Series

For adults supporting their own wellness or supporting the wellness of children and youth.

Part 4:

Overcoming Avoidance

Tuesday, February 7
12:00 – 1:00 pm

Resiliency

Through Caring, Connecting, and Coping

For adults supporting their own wellness or supporting the wellness of children and youth.

Wednesday, February 8
6:00 – 7:30 pm

Participant Feedback:

“I appreciate the opportunity to learn in this forum on many topics – thank you.”

“I loved the practical tips and inviting the participants to share.”

Sessions at a Glance



AMH Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

February 2023



These free sessions are intended to provide parents, caregivers, and community members with information regarding addiction and mental health challenges that can affect children and youth. When topics are presented as a series, participants can attend one or all sessions.

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

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.

Part 1: Increasing Wellness Deposits

In this **one-hour Lunch & Learn webinar**, we will look at what mental health and wellness is and discuss strategies for increasing your child's mental health 'deposits' – the protective factors that provide a buffer to life's challenges and promote wellness.

Tuesday, February 14, 2023

Time: 12:00 – 1:00 pm

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

Part 2: Reducing Wellness Withdrawals

In this **one-hour Lunch & Learn webinar**, we will discuss strategies for reducing mental health 'withdrawals' – the risk factors that increase stress and drain your child's inner resources. We will also look at the key perspectives that help children feel more resilient and able to take on their world.

Tuesday, February 21, 2023

Time: 12:00 – 1:00 pm

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

Participant Feedback:

"Thank you so much for the information."

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

"The presentation was very engaging - great use of the Zoom platform!"



AMH Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

February 2023



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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

Technology and the Teenage Brain

Digital Wellness for Families

Technology is a huge part of our children's lives. Come together to discuss how modern technology can impact the developing teenage brain. As we review some of the risks and benefits of technology use, parents and teens will reflect on ways to stay safer and more balanced in their use of technology to better support positive mental health.

Date: Wednesday, February 22, 2023

Time: 6:00 – 7:30 pm

For caregivers and youth (Grades 7-12) to attend together.

Understanding Self-Injury

In this session, we will explore various motivations in youth who are intentionally harming themselves and factors behind self-injurious behaviour. Strategies to support youth who may be engaging in self-injury will be discussed.

Date: Tuesday, February 28, 2023

Time: 12:00 – 1:00 pm

For caregivers of youth in grades 7-12; for adults only.

Participant Feedback:

"It was helpful to have the interactive questions - helped keep my kids engaged."

"This was a great session. It helped my family talk and understand each other's point of view."

"These sessions are so helpful...excellent, useful content. Thank you."



AMH Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca

Adult Education Sessions

February 2023



These free adult sessions are intended to provide community members with information and strategies regarding addiction and mental health challenges that can affect us all. When topics are presented as a series, participants can attend one or all sessions.

Understanding Anxiety Series

Part 4: Overcoming Avoidance

In this session, we will discuss how avoidance of stressors can increase our stress response over time. We will discuss ways to manage stressful situations in steps and effective coping skills.

Date: Tuesday, February 7, 2023

Time: 12:00 – 1:00 pm

This session is for adults only.

Resiliency

Through Caring, Connecting, and Coping

Resiliency is something we want but often do not know how we can help it grow in our own lives. Join us for this **90-minute evening webinar** where we will learn about stress and burnout, the power of resilience in getting through the ‘tough stuff’, and how self-compassion and self-care are essential to our well-being. We will discuss strategies for building our own personal supportive networks and inner coping skills to strengthen our ability to ‘bounce back’.

Date: Wednesday, February 8, 2023

Time: 6:00 – 7:30 pm

This session is for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

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

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

www.cyfcaregivereducation.ca

Participant Feedback:

“Extremely helpful, realistic advice and suggestions. Thank you!”

“Content, delivery, and duration were all ‘just right!’”

“Great session, thank you! I appreciated the specific tips, ideas, and guidance.”

Division Wide Learning

School Divisions can encourage learning opportunities for their school councils through the [Alberta School Council Engagement \(ASCE\)](#) grant. The government funds each school council with \$500 to support and strengthen engagement with parents.

ASCA [School Councils, Groups of School Councils Workshops](#) are grant eligible.

School divisions can organize a "Level 1" School Council Workshop event for all of their school councils to attend, with each utilizing a portion of their allotted ASCE grant funding to pay for the learning.

ASCA values School Divisions paying for all of their school council memberships in ASCA and offers GROUP pricing to divisions that coordinate and bring their school councils together for learning. Eg. Council of School Councils (COSCs).

The fee structure is based on the number of school councils in the division, and aligned with the ASCE grant funding allocated to school councils. There is no limit on the number of attendees in the Workshop.

Number of School councils in the Division	Flat Fee per Workshop
0 – 9	\$1000
10 – 19	\$2000
20 – 29	\$3000
30 – 49	\$4000
50 +	\$5000

School councils can further their learning journey by booking additional ASCA "Level 1" or "Level 2" workshops directly, using the ASCE grant funds to fulfill their legislated responsibility, build capacity, and strengthen engagement and the parental voice in their schools.

ASCA Workshops for School Councils are offered online, scheduled weekly throughout the year (September 2022 to June 2023) for school councils' registration. [BOOK NOW](#)

ASCA is committed to support school division's goals related to the expectations of the Assurance Framework, engaging school councils and communities to participate in ongoing school and system-wide improvements, contributing to success for all students.



School Councils, Groups of School Councils, Foundation Workshops

Foundation	Audience	Requirements	FEE \$
<p>School Council Introduction Understanding language in the education community, legislation that mandates the rights, responsibilities and choices of school councils, as well as their value and importance, is the first step to creating a meaningful, vibrant school council and school community.</p>	<p>The community of a newly opened school or the community of an established school where no school council exists.</p>	<p>Invitation from principal or Division. Participants: minimum five parents (ideally) plus principal and one other school staff member.</p>	<p style="text-align: center;">Price Per School Council: \$200 +gst</p>
<p>School Council Establishment School council establishment must follow legislated requirements. Provided those requirements are met, school councils are permitted flexibility and choice in how they operate. Parents will make decisions regarding membership, governance and elect the executive resulting in the official establishment of their school council.</p>	<p>The community of a newly opened school or the community of an established school where no school council exists.</p>	<p>Invitation from principal or Division. Participants: minimum five parents or guardians plus principal and one other school staff member.</p>	
<p>School Council Purpose Understanding the advisory role of school councils through a review of the legislation, exploring rights, responsibilities and choices including which topics/areas are open for discussion helps to guide school council and its work in the school community. Learning how to identify the work of school councils, how to frame a “personal issue” from a school council perspective and how to broach sensitive topics is essential for new and returning members.</p>	<p>A newly established school council, an existing school council with a majority of new members or a parent group struggling to separate a school council and fundraising association.</p>	<p>Invitation from principal or parent. Minimum five participants including school council Chair and principal.</p>	
<p>Fundraising Association Partnership Purpose Fundraising Associations (FRAs) are separate, legal entities with distinct rules to follow, responsibilities to comply with and liabilities to consider. Positive, collaborative, mutually respectful relationships with the principal and school council are integral to the success of each and in the best interests of students. Clarity of who has authority for what, is essential.</p>	<p>A school community recognizing the need for two distinct groups and seeking to form a society for the purposes of fundraising, or with one in place needing assistance to understand their boundaries and role.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and (potential) fundraising association President and principal.</p>	
<p>Tools for Effective School Councils Resources, tips, templates and tools will be provided to help participants to understand the culture of their local community and basic volunteer psychology. An exploration of school community culture/barriers, volunteer motivation, and strategies to increase the effectiveness of school councils will be offered.</p>	<p>A school council with a clear understanding of its legislated role, seeking to obtain strategies and tools related to fulfilling the role.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken “School Council Purpose” workshop within previous two years.</p>	
<p>The Work of School Council: <i>It’s NOT About the Meeting</i> School Councils often struggle with identifying the types of activities and work they should be doing in order to truly fulfil their legislated role. In this workshop, school councils are encouraged to examine what they are doing in relation to the Assurance Framework, their intended purpose and the intended result of their work, and then consider strategies to enhance school council’s role in the school community, supporting expectations of the Assurance Framework.</p>	<p>A school council aware of its legislated role seeking to extend their positive influence beyond the school council meeting and into the school community.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken “School Council Purpose” workshop within previous two years.</p>	
<p>The School Council-Trustee Relationship Understanding the relationship is vital to assist you in successfully furthering your role in the school community. School councils should understand the role of the school board Trustee, and the Trustee should be aware of their role with school council. A Trustee is a valued partner who can share school board information with parents they represent, and gather valuable parent perspectives from division school councils.</p>	<p>A school council aware of its legislated role seeking to build relationships AND/OR school board Trustees and senior division administration seeking clarity on the role of the Trustee with the school council.</p>	<p>Invitation from principal and one parent OR invitation from Trustee or the school board or senior administration. Minimum five participants including school council Chair and principal, and local school board Trustee OR school board Trustees and senior administration. Participants need to have taken “School Council Purpose” workshop within previous two years.</p>	

72 hour CANCELLATION notice is required for all workshop bookings.



School Councils, Groups of School Councils, Enhancement Workshops

Enhancement	2-2.5 hours each	Audience	Requirements	FEE \$
<p>Operating Procedures A school council has discretion to decide what works best for them, within the context of legislation and their community. Topics include; model of governance, membership, decision making, terms of office, conflict resolution. Create Draft Operating Procedures with wording of clauses relevant to the school community for review and feedback.</p>	<p>A school council with a clear understanding of its legislated role, seeking to create operating procedures for the first time, or replace existing bylaws.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken "School Council Purpose" workshop within previous two years.</p>	<p style="text-align: center;">Price Per School Council: \$300 +gst</p>	
<p>Policies and Practices School council policies should reflect legislation, the context of their communities, and the work their members choose to do. Topics include; communication - internal and external, record-keeping, fundraising and accounting, privacy, location of meetings, official mailing address, new member orientation, group evaluation, social media and conflict resolution. Create Draft Policies with wording of clauses relevant to the school community for review and feedback.</p>	<p>A school council with a clear understanding of its legislated role, seeking to create policies which will help to guide and define its processes and work.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken "School Council Purpose" workshop within previous two years.</p>		
<p>Effective Engagement in Your School Community School councils would like their school community to be dynamic, exciting places, where parents feel authentically engaged in supporting and enhancing student learning. Using local context, define effective engagement, identify existing challenges, explore possible solutions and create goals and plans focused on creating engagement opportunities for the school community which align with the expectations of the Assurance Framework.</p>	<p>A school council seeking to involve and engage the school community in supporting and enhancing student learning.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken "School Council Purpose" workshop within previous two years.</p>		
<p>Creating School Council Plans Meaningful involvement, recruitment and effective engagement require planning and goal setting. A plan should be simple to communicate and achievable - given the time and resources available. Exploration of the value of goal setting, planning, idea sharing, open discussion, consensus building. Aligning with the Assurance Framework, evaluation and potential modification are vital to the creation of ongoing plans. Overview of the school's Annual Education Plan, identifying areas where school council may assist in achieving identified targets, as well as ongoing school council progressive learning. Create Draft 1 Year Plan specifying actions, resources, outcomes and evaluation methods.</p>	<p>A school council with a clear understanding of its legislated role, seeking to identify and create goals that can be achieved within the current school year, in collaboration with the principal.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken "School Council Purpose" workshop within previous two years. Principal is prepared to present summary of <i>Annual Education Plan</i> and identify areas where school council may choose to assist.</p>		
<p>Building Positive Partnerships Building positive partnerships within the Education and general community can help school councils to be more effective in their advisory role. With a focus of supporting and enhancing student learning, Positive Partnerships are informative, collaborative, and respectful of boundaries and authorities. Discussion includes an examination of relationships, expectations, and protocols.</p>	<p>A school council aware of its legislated role seeking to identify and build relationships within, or outside of, the Education Community.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken "School Council Purpose" workshop within previous two years.</p>		
<p>Managing School Council Meetings Meaningful school council meetings require strong leadership and clear, easy to follow processes for all participants. Having a solid <i>Agenda</i>, some simple <i>Rules of Order</i> and learning how to <i>Direct Discussion</i> will help to ensure the school council meetings are not a waste of anyone's valuable time. Exploration of some common challenges for school council meetings and introduction of important solution-oriented tools are provided. Every meeting participant will benefit from this workshop!</p>	<p>A school council aware of its legislated role seeking to increase the efficiency and effectiveness of its meetings.</p>	<p>Invitation from principal and one parent. Minimum five participants including school council Chair and principal. Participants need to have taken "School Council Purpose" workshop within previous two years.</p>		

72 hour CANCELLATION notice is required for all workshop bookings.





Assurance Framework

COSC – February 2023

ASSURANCE FRAMEWORK

- ▶ *School authorities are responsible for assuring stakeholders they are fulfilling their responsibilities and that students are successful.*
- ▶ *Assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system.*
- ▶ *It's achieved through relationship building, engaging with education partners, and sustaining a culture of continuous improvement and collective responsibility.*
- ▶ *Engaging education partners in the Division's planning, reporting and budgeting cycle is key to building public assurance.*

Engagement Processes

May

- ▶ During the year of a newly elected Board. Input is gathered from stakeholders through a survey to inform the new four-year plan

November

- ▶ Assurance Reviews are conducted
- ▶ The *Annual Education Results Report (AERR)* is completed

December

- ▶ Administration of Year-in-Review/Budget Survey for all stakeholders. A summary of the findings for budget go to Board Caucus in March

January

- ▶ COSC engagement around AERR

Engagement Processes

February

- ▶ School Fees Consultations
- ▶ Administration of the Provincial Assurance Survey

March

- ▶ Administration of the EIPS Feedback Survey

Ongoing

- ▶ Generative governance, quarterly newsletter and quarterly update

Ad hoc

- ▶ Three-Year Engagement Strategy to address programming and school capacity issues, Ukrainian programming, Student/Parent Voice etc.

Alberta Education Assurance Survey

1. Review of Survey Questions
2. How can your School Council support messaging/communication to build awareness of what your School/Division is doing specifically as it relates to questions 27-31 (opportunities for parents to be involved)?
3. How can your School Council get more parents engaged in responding to the Alberta Education Assurance Survey?



Elk Island
Public Schools

Alberta Education Assurance Survey

Parent Questionnaire

If the question is not applicable or you do not wish to answer, leave it blank or fill in the circle under 'N/A'.
 Fill in the circle that best describes your answer to the question. (e.g., ○●○○○○)
 Only aggregated data for groups of six or more will be reported – no individual data will be reported.
 All questionnaire data will be managed in accordance to the *Freedom of Information and Protection of Privacy Act*.

To keep your responses anonymous, do not write any comments on this form.

Return the questionnaire by March 25, 2022.

In-person
 Online/remote learning at home due to COVID-19
 In an online learning program

How satisfied or dissatisfied are you:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
1. How is your child attending their classes right now ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. With the quality of education your child is receiving at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. With the quality of teaching at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent do you agree or disagree that:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	NA
4. Your child finds school work interesting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Your child finds school work challenging?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Your child clearly understands what they are expected to learn at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Your child is learning what they need to know .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The literacy skills your child is learning at school are useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The numeracy skills your child is learning at school are useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Your child's school is a welcoming place to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students at your child's school care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students at your child's school help each other when they can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students treat each other well at your child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students at your child's school respect each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Your child is encouraged at school to be involved in activities that help the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Your child is encouraged at school to try their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students at your child's school follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Your child is safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Your child is safe on the way to and from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Teachers care about your child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Alberta Education Assurance Survey

To what extent do you agree or disagree that:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	NA
21. Your child is treated fairly by adults at school.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
22. At school, there are appropriate supports and services available to your child to help with their learning.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
23. You can get the support you need from the school to help your child be successful in their learning.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
24. Your child can easily access programs and services at school to get help with school work?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
25. Your child can get help at school with problems that are not related to school work?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
26. When your child needs it, teachers at your child's school are available to help them?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
	A lot	Some	Very Little	Not At All	Don't Know	NA
27. To what extent are you involved in decisions about your child's overall education? Would you say...	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
How satisfied or dissatisfied are you:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
28. With the opportunity to be involved in decisions about your child's overall education?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
	A lot	Some	Very Little	Not At All	Don't Know	NA
29. To what extent are you involved in decisions about your child's school? Would you say...	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
How satisfied or dissatisfied are you:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
30. With the opportunity to be involved in decisions about your child's school?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
31. That your input into decisions about your child's school is considered?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
			Yes	No	Don't Know	
32. Does your child receive specialized supports and services at school to help with their learning? (IF NO SKIP THE NEXT QUESTION)			<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	
How satisfied or dissatisfied are you:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
33. That the specialized supports and services your child is receiving enables them to be a successful learner?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
34. With the variety of subjects available to your child at school?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
With the opportunities your child has to learn about the following topics at school:						
35. Music?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
36. Drama?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
37. Art?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
38. Technology?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
39. Health?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
40. Another Language?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
41. With the opportunities your child has to participate in physical education at school?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Alberta Education Assurance Survey

How satisfied or dissatisfied are you that:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
42. High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime?	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
43. Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime?	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
44. Your child is taught attitudes and behaviors to be successful at work when they leave school?	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆

	Improved	Stayed the Same	Declined	Don't Know	NA
45. In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅

How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	NA
46. Academic counselling (Grades 7 and 10)	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
47. Career Counselling (Grades 7 and 10)	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
48. School Library services	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
49. Services (beyond regular instruction) that help students to read and write	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆

Alberta Education recognizes that the K-12 education system made tremendous efforts during the 2021-2022 school year to minimize the spread of COVID-19 and manage its effects. The following questions are about your child's learning experience this year during the COVID-19 pandemic.

To what extent do you agree or disagree that:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	NA
50. Your child is provided with the appropriate level of COVID-19 supports at school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
51. Your child has experienced increased emotional or mental health stress due to the COVID-19 pandemic.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
52. Learning has been more difficult for your child during the COVID-19 pandemic.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
53. When learning at home due to COVID-19, your child has access to the technology and internet access they need.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅	<input type="radio"/> O ₆
			Yes	No	Don't Know	
54. Did your school authority provide you with the option to have your child learn remotely or online at home due to COVID-19?			<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	



EIPS Parent Survey 2021-22

Elk Island Public Schools (EIPS) invites parents to complete its annual survey to provide feedback on your experiences with your child's school and the Division.

It's important to hear from you. EIPS wants to understand the areas where it's doing well and how the Division can improve. Your feedback will inform school and Division planning and help EIPS serve students to the best of its ability.

If you wish to share the experiences of more than one child, you can respond to the survey more than once.

The survey is anonymous and will take approximately 5-10 minutes to complete. Thank you for your feedback.

Survey closes March 27, 2022.

*** 1. What school does your child currently attend?**

*** 2. What grade is your child currently in?**

- Play and Learn at School (PALS)
- Kindergarten
- Grades 1-3
- Grades 4-6
- Grades 7-9
- Grades 10-12



EIPS Parent Survey 2021-22

Priority 1: Promote growth and success for all students

The following question relates to Priority 1 in the Division's [Four-Year Education Plan: 2018-22 \(Year 4\)](#).

3. As a result of being in the Play and Learn at School (PALS) program, my child's demonstrating growth in their development.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



EIPS Parent Survey 2021-22

Priority 1: Promote growth and success for all students

The following question relates to Priority 1 in the Division's [Four-Year Education Plan: 2018-22 \(Year 4\)](#).

4. As a result of being in the Kindergarten program, my child's becoming ready to enter Grade 1.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



EIPS Parent Survey 2021-22

Priority 1: Promote growth and success for all students

The following questions relate to Priority 1 in the Division's [Four-Year Education Plan: 2018-22 \(Year 4\)](#).

5. My child's individual needs are met.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

6. My child's encouraged to do their best.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

7. My child's demonstrating growth in literacy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

8. My child's demonstrating growth in numeracy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

9. My child has an understanding of First Nations, Métis and Inuit culture and history.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

10. My child's learning the knowledge, skills and attitudes necessary to be successful in life.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



EIPS Parent Survey 2021-22

Priority 2: Enhance high-quality learning and working environments

The following questions relate to Priority 2 in the Division's [Four-Year Education Plan: 2018-22 \(Year 4\)](#).

11. How satisfied are you with the quality of education your child's receiving at school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

12. How satisfied are you with the quality of teaching at your child's school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

13. How satisfied are you with the leadership at your child's school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

14. My child's school encourages my child to be a responsible, respectful and engaged citizen.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

15. School staff care about my child.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

16. My child's school handles discipline fairly and reasonably.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

17. My child's school is safe.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

18. How satisfied are you with the resources available to support your child's learning?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

19. In your opinion, has the quality of education your child experienced improved, stayed the same or declined in the past three years?

- Improved
- Stayed the same
- Declined
- Don't know
- Not applicable

20. How do you rate the physical condition of your child's school?

- Excellent
- Good
- Fair
- Poor



EIPS Parent Survey 2021-22

Priority 3: Enhance public education through effective engagement

The following questions relate to Priority 3 in the Division's [Four-Year Education Plan: 2018-22 \(Year 4\)](#).

21. How satisfied are you with the opportunities provided to be involved in your child's education?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

22. The school keeps me informed about my child's progress and achievement.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

23. There is open and honest communication within my child's school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

24. How satisfied are you with the Division's commitment to engaging families in matters that affect public education?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

25. How satisfied are you with the Division's commitment to advocating for public education?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know



EIPS Parent Survey 2021-22

26. Elk Island Public Schools appreciates the opportunity to stay connected with parents about news, activities, programs and other matters of importance.

What is your impression of the communication you receive from your child's school?

- Keeps me fully informed
- Keeps me fairly well informed
- Keeps me adequately informed
- Gives me a limited amount of information
- I rarely receive the information I need

27. Do you regularly make use of the following to keep up to date on school activities, programs, etc.? Check all that apply.

- Email from school
- Email from teachers
- School council meetings
- School website
- School social media channels
- School newsletter
- Phone conversations with the school or teachers
- Correspondence sent home with my child

28. What is your most preferred method of communication from the school and Division?

- Email
- Automated phone messages
- Correspondence sent home with my child
- Website
- Electronic newsletter
- Social media posts

29. Do you visit the Division website (www.eips.ca) for information on:

	Yes	No
Student transportation (busing)	<input type="radio"/>	<input type="radio"/>
Services for students	<input type="radio"/>	<input type="radio"/>
New and returning student registration	<input type="radio"/>	<input type="radio"/>
School attendance boundaries	<input type="radio"/>	<input type="radio"/>
Division calendar	<input type="radio"/>	<input type="radio"/>
Board of Trustees' meetings	<input type="radio"/>	<input type="radio"/>
Public engagement initiatives	<input type="radio"/>	<input type="radio"/>
News and events	<input type="radio"/>	<input type="radio"/>
Summer school courses	<input type="radio"/>	<input type="radio"/>
Career opportunities	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>

Other:

30. The Division and schools often share news and information on social media. Do you follow:

	Yes	No
Facebook account for the Division (@ElkIslandPublicSchools)	<input type="radio"/>	<input type="radio"/>
Twitter account for the Division (@eips)	<input type="radio"/>	<input type="radio"/>
Twitter account for EIPS Student Transportation (@eipsST)	<input type="radio"/>	<input type="radio"/>
Twitter account for my child's school, if applicable	<input type="radio"/>	<input type="radio"/>
Facebook account for my child's school, if applicable	<input type="radio"/>	<input type="radio"/>
Instagram account for my child's school, if applicable	<input type="radio"/>	<input type="radio"/>

Ensure you click "Done" below to submit your responses for this survey.

Thank you for your participation.

If you'd like to complete the survey for another child, refer back to the link you received in the email from Elk Island Public Schools or visit www.eips.ca.