



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, SEPTEMBER 19, 2024

Boardroom
Central Services Office

AGENDA

Mission: To provide high-quality, student-centred education

- | | | |
|---------|---|---|
| 9 a.m. | <p>1. CALL TO ORDER</p> <p>2. IN-CAMERA SESSION</p> | C. Allen |
| 10 a.m. | <p>3. LAND AND PEOPLE ACKNOWLEDGMENT</p> <p>4. AMENDMENTS TO AGENDA / ADOPTION OF AGENDA</p> <p>5. APPROVAL OF MINUTES
 5.1 Board Meeting – Aug. 22, 2024
 5.2 Board Organizational Meeting – Aug. 22, 2024</p> <p>6. CHAIR REPORT
 6.1 Ministerial Funding Announcement, Bev Facey Community High
 Sept. 11, 2024
 6.2 Official Groundbreaking Ceremony - Sherwood Height Replacement School
 Sept. 12, 2024
 6.3 Sherwood Park & District Chamber of Commerce Luncheon and General
 Meeting – Sept. 18, 2024</p> <p>7. SUPERINTENDENT REPORT
 7.1 Ministerial Funding Announcement, Bev Facey Community High
 Sept. 11, 2024
 7.2 Official Groundbreaking Ceremony - Sherwood Height Replacement School
 Sept. 12, 2024
 7.3 CASS Zone 2/3 Meeting, Elk Island Catholic School Board – Sept. 13, 2024</p> <p>8. COMMENTS FROM THE PUBLIC AND STAFF
 GROUP REPRESENTATIVES</p> | <p>(encl.)
(encl.)</p> <p>C. Allen
(verbal)</p> <p>S. Stoddard
(verbal)</p> |
| | <u>ASSOCIATION/EMPLOYEE GROUPS</u> | |
| | 9. ATA LOCAL REPORT | D. Zielke
(verbal) |
| | 10. EMPLOYEE RELATIONS GROUP (ERG) REPORT | M. Miller
(verbal) |

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

- 11. BUSINESS ARISING FROM IN CAMERA
- 12. ACTING CHAIR SCHEDULE 2024-25 C. Allen
(encl.)
- 13. BOARD COMMITTEE REPRESENTATIVES LIST 2024-25 C. Allen
(encl.)
- 14. NEW GOVERNANCE AND EVALUATION COMMITTEE C. Allen
(encl.)
- 15. ANNUAL TRUSTEE REMUNERATION 2024-25 S. Stoddard/C. Cole
(encl.)
- 16. POLICY 24: PERSONAL COMMUNICATION DEVICES S. Stoddard/R. Marshall
(encl.)
- 17. COLLABORATION AND PROFESSIONAL LEARNING S. Stoddard/J. Anderson
(encl.)

COMMITTEE REPORT

REPORTS FOR INFORMATION

- 18. READING ENRICHMENT AND DEVELOPMENT (READ) S. Stoddard/R. Marshall
PILOT PROJECT AND LEVERAGING STUDENT
ACHIEVEMENT UPDATE (encl.)
- 19. FACILITY SERVICES – 2023-24 SUMMER PROJECTS UPDATE S. Stoddard/C. Wait
(encl.)
- 20. TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES SEPT. 19, 2024

2. That the Board meet in camera.
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approves the Minutes of Aug. 22, 2024 Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approves the Minutes of Aug. 22, 2024 Organizational Meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Chair Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives*
9. That the Board of Trustees receives for information the report from the representative of the ATA Local #28.
10. That the Board of Trustees receives for information the report from the representative of the Employee Relations Group.
11. *Business Arising from In Camera.*
12. That the Board of Trustees approves the 2024-25 schedule for the position of Acting Chair to serve in the absence of the Chair and Vice-Chair, as presented.
13. That the Board of Trustees approves the 2024-25 Board Committee Representatives list, as presented.
14. That for the 2024-25 school year the Board of Trustees establish a Governance and Evaluation Committee as a pilot to evaluate and determine if it should be a standing committee moving forward.

If approved, that Trustee Boymook, Trustee Holowaychuk, Vice-Chair Miller, and Board Chair Allen be appointed as committee members.

15. That the Board of Trustees approves that the trustees' annual remuneration for the 2024-25 year remain the same as the prior year.
16. That the Board of Trustees repeals Board Policy 24: Personal Communication Devices. Guidelines for personal communication devices usage in schools shall be outlined in Administrative Procedures.
17. That the Board of Trustees considers the research on the positive impact collaboration and professional learning has on student achievement and provides direction to administration on next steps for the development of potential options for the 2025-26 and 2026-27 Division Calendars.
18. That the Board of Trustees receives for information a report on the Reading Enrichment and Development (READ) Pilot Project and Leveraging Student Achievement funds.
19. That the Board of Trustees receives for information the Facility Services 2023-24 Summer Projects update.



BOARD MEETING MINUTES

August 22, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Aug. 22, 2024, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen calling the meeting to order at 9:01 a.m.

BOARD MEMBERS PRESENT

C. Allen, Board Chair
S. Miller, Vice-Chair
T. Boymook
R. Footz
C. Holowaychuk
D. Irwin
J. Shotbolt
R. Sorochan

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Marshall, Associate Superintendent
R. Johnson, Associate Superintendent
C. Cole, Secretary-Treasurer
D. Antymniuk, Division Principal
J. Anderson, Division Principal
W. Gilewich, Division Principal, Information and Security Officer
L. McNabb, Director, Communications Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:01 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

142/2024 | Trustee Irwin moved: That the Board meet in camera (9:01 a.m.).

CARRIED UNANIMOUSLY

143/2024 | Vice-Chair Miller moved: That the Board revert to regular session (10:02 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:02 a.m. and reconvened at 10:11 a.m. with all trustees noted above in attendance.

Board Chair Allen welcomed all in attendance in person and virtually to the public Board meeting and the start of the 2024-25 school year.

LAND AND PEOPLE ACKNOWLEDGMENT

Board Chair Allen called the meeting to order at 10:11 a.m. followed by the Land and People Acknowledgment.

AGENDA

Board Chair Allen called for additions or deletions to the Agenda.

144/2024 | Trustee Shotbolt moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the June 20, 2024 Board Meeting Minutes.

145/2024 | Trustee Sorochan moved: That the Board of Trustees approve the Minutes of June 20, 2024 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Allen presented the Chair's report and welcomed staff and students back and all the new classified and certificated staff to the 2024-25 school year.

146/2024 | Board Chair Allen moved: That the Board of Trustees receive the Chair's report for information.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Stoddard presented the Superintendent's report and welcomed all staff and students back to school.

147/2024 | Trustee Holowaychuk moved: That the Board of Trustees receive the Superintendent's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were reported.

Association/Employee Groups

ATA LOCAL REPORT

Board Chair Allen welcomed ATA representative D. Zielke. Representative Zielke presented the Local ATA report to the Board.

148/2024 | Trustee Footz moved: That the Board of Trustees receive for information the report from the representative of the ATA Local #28.

CARRIED UNANIMOUSLY

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen welcomed Employee Relations Group (ERG) representative M. Miller. Representative Miller presented the ERG report to the Board.

149/2024 | Trustee Irwin moved: That the Board of Trustees receive for information the report from the representative of the Employee Relations Group (ERG).

CARRIED UNANIMOUSLY

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

TRUSTEE SCHOOL LIAISON REPRESENTATIVE LIST 2024-25

Board Chair Allen presented to the Board the 2024-25 Trustee School Liaison Representative List for approval.

150/2024 | Board Chair Allen moved: That the Board of Trustees approve the 2024-25 Trustee School Liaison List, as presented.

151/2024 | Trustee Boymook moved: That the Board of Trustees approve the 2024-25 Trustee School Liaison Representative List, as amended:

1. Castle (Scotford Colony) Trustee Liaison changed to Trustee S. Miller from Trustee R. Sorochan, and
2. Pleasant Ridge Colony Principal changed to Murray Howell from Keri Busenius.

NOTE: Castle (Scotford Colony) is located within Ward #3, Strathcona County North of Wye Road, therefore, Trustee Miller accepted the role of trustee school liaison for the colony.

VOTE ON AMENDED MOTION 151/2024: CARRIED UNANIMOUSLY

TRANSFER TO CAPITAL RESERVES

Secretary-Treasurer Cole presented to the Board a recommendation to transfer surplus funds in the amount of \$1 million from operating reserves to capital reserves bringing the projected division unallocated operating reserve balance to be \$7.4 million at Aug. 31, 2024.

152/2024 | Trustee Boymook moved: That the Board of Trustees approves the transfer of \$1 million from operating reserves to capital reserves.

Trustee Boymook requested that the Board of Trustees direct administration to provide additional information to support the allocations projected in the EIPS Consolidated 5 Year Capital Plan prior to the Fall Budget approval. The report to come to Board in October 2024.

THE BOARD SUPPORTED THE REQUEST

VOTE ON MOTION 152/2024: CARRIED UNANIMOUSLY

Committee Reports

No committee reports were presented.

Reports for Information

No reports for information were presented.

Trustee Notices of Motion and Requests for Information

No notices of motion or requests for information were presented.

IN-CAMERA SESSION

153/2024 | Trustee Sorochan moved: That the Board meet in camera (10:56 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 12:00 p.m. and reconvened at 1:00 p.m. with all trustees noted above in attendance.

154/2024 | Trustee Boymook moved: That the Board revert to regular session (2:15 p.m.).

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 2:24 p.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



BOARD MEETING MINUTES

August 22, 2024

The organizational meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Aug. 22, 2024, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Secretary-Treasurer Cole calling the meeting to order at 2:23 p.m.

BOARD MEMBERS PRESENT

C. Allen
T. Boymook
R. Footz
C. Holowaychuk
D. Irwin
S. Miller
J. Shotbolt
R. Sorochan

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Marshall, Associate Superintendent, Supports for Students
R. Johnson, Associate Superintendent, Human Resources
C. Cole, Secretary-Treasurer
W. Gilewich, Division Principal, Information and Security
K. Baranec, Communications Network Specialist/Election Officer
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Secretary-Treasurer Cole called the meeting to order at 2:23 p.m. with all trustees noted above in attendance, then proceeded with the Land and People acknowledgement.

POINT OF ORDER called by Trustee Boymook to adjourn the public Board meeting before continuing on with the Organizational meeting agenda. The adjournment was called by Board Chair Allen at 2:24 p.m. and noted in the appropriate Minutes of the Aug. 22, 2024 Board Meeting.

Secretary-Treasurer Cole then called the meeting to order at 2:24 p.m. with all trustees noted above in attendance, followed by the Land and People acknowledgment.

NOMINATION PROCEDURES

Secretary-Treasurer Cole presented the Nomination Procedures for the selection of Chair and Vice-Chair.

155/2024 | Trustee Irwin moved: That the Nomination Procedures for selection of Chair and Vice-Chair be approved, as presented.

CARRIED UNANIMOUSLY

POSITION OF CHAIR

Declaration of Interest for Board Chair

Each Board member was given one opportunity to declare their intent to seek the office of Board Chair.

Trustee Cathy Allen stated she would allow her name to stand for the position of Board Chair.

All other Board members indicated that it was not their intent to seek the office of Board Chair.

Secretary-Treasurer Cole called for a motion that one block nomination be made for the candidate running for the position of Chair.

156/2024 | Trustee Holowaychuk moved: That one block nomination be made for the candidate running for the position of Chair: Trustee Cathy Allen.

CARRIED UNANIMOUSLY

Declaration of Results/Announcement of Board Chair

Secretary-Treasurer Cole announced that Trustee Cathy Allen has been elected Chair of the Board of Trustees of Elk Island Public Schools.

Oath of Office

Commissioner for Oaths Karen Baranec swore in Trustee Cathy Allen as Board Chair.

Trustee Cathy Allen assumed the Chair.

AGENDA

Board Chair Allen called for additions or deletions to the Agenda.

Trustee Boymook noted two additional items: Allocation of \$1.6M additional funding as well as Superintendent Compensation.

157/2024 | Trustee Boymook moved: That the Agenda be adopted, as **amended**.

CARRIED UNANIMOUSLY

POSITION OF VICE-CHAIR

Declaration of Interest for Vice-Chair

Each Board member was given one opportunity to declare their intent to seek the position of Vice-Chair of the Board of Trustees.

Trustee Susan Miller stated she would allow her name to stand for the position of Vice-Chair.

All other Board members indicated that it was not their intent to seek the office of Vice-Chair.

Board Chair Allen called for a motion that one block nomination be made for the candidate running for the position of Vice-Chair.

158/2024 | Trustee Shotbolt moved: That one block nomination be made for the candidate running for the position of Vice-Chair: Trustee Susan Miller.

CARRIED UNANIMOUSLY

Declaration of Results/Announcement of Vice-Chair

Board Chair Allen declared that Trustee Susan Miller has been elected Vice-Chair of the Board of Trustees of Elk Island Public Schools for 2024-25.

Board Chair Allen congratulated Trustee Susan Miller as Vice-Chair.

Oath of Office

Commissioner for Oaths Karen Baranec swore in Trustee Susan Miller as Board Vice-Chair.

2024-25 BOARD OF TRUSTEES MEETING SCHEDULE

Secretary-Treasurer Cole presented the proposed 2024-25 Board of Trustees Meeting Schedule for approval.

159/2024 | Trustee Irwin moved: That the Board of Trustees approve the 2024-25 Board of Trustees Meeting Schedule, as presented.

CARRIED UNANIMOUSLY

TRUSTEE DISCLOSURE STATEMENTS

Secretary-Treasurer Cole advised the Board that all trustees are required to complete the Trustee Disclosure Statement for submission following the Organizational Meeting. As per the *Education Act* under Disclosure of Information Section 86(2), a summary page will be uploaded to the Trustees' website by Sept. 5, 2024.

COMMITTEE REPRESENTATIVE APPOINTMENTS

Board Chair Allen advised the Board that the Board Committee Representatives List for 2024-25 is to be reviewed and returned with their selection(s) to the Board Chair. The recommendation on committee appointments will be brought to the Board Meeting on Sept. 19, 2024, for approval.

160/2024 | Trustee Sorochan moved: That the Board Committees Representative Schedule for 2024-25 be referred to the Board Meeting on Sept. 19, 2024.

CARRIED UNANIMOUSLY

Trustee Boymook requested striking an adhoc committee to review the Trustee Handbook, prepare for the upcoming election and review the terms of references.

ALLOCATION OF ONE-TIME FUNDING

Secretary-Treasurer Cole presented to the Board for approval the allocation of one-time funds received from the province in July 2024.

161/2024 | Board Chair Allen moved: That the Board of Trustees approve the allocation of the additional \$1.6 million in one-time funding received in July from the province be allocated out to schools (less \$50,000 to Next Step Outreach Schools and \$66,130 Educational Assistant Capacity Building Project) using the classroom complexity algorithm and that all other adjustments related to the fall budget (including shortfalls) are to be funded from reserves.

CARRIED UNANIMOUSLY

SUPERINTENDENT COMPENSATION

162/2024 | Trustee Boymook moved: That the Board of Trustees approve adjustments to the Superintendent compensation package.

CARRIED UNANIMOUSLY

RESOLUTION TO DESTROY BALLOTS

No ballots were required and need to be destroyed.

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 2:42 p.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



RECOMMENDATION REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Cathy Allen, Board Chair

SUBJECT: Acting Chair Schedule 2024-25

ORIGINATOR: Cathy Allen, Board Chair

RESOURCE STAFF: Carol Langford-Pickering, Executive Assistant
Candace Cole, Secretary-Treasurer

REFERENCE: Board Policy 5: Role of the Board Chair

EIPS PRIORITY: Enhance public education through effective engagement

EIPS GOAL: Engaged and effective governance

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves the 2024-25 schedule for the position of Acting Chair to serve in the absence of the Chair and Vice-Chair, as presented.

BACKGROUND:

Pursuant to Board Policy 5: Role of the Board Chair, the Board has the authority to appoint from among its members an Acting Chair during the Chair's and the Vice-Chair's absence or inability to act. The Acting Chair shall perform the role during any absence of the Chair and Vice-Chair within the designated time frame.

The schedule will ensure that Acting Chair coverage is in place until the next round of appointments are approved by the Board in October 2025.

COMMUNICATION PLAN:

All stakeholders will be advised.

ATTACHMENT:

1. 2024-25 Board of Trustees Acting Chair Schedule

CA:clp



2024-25 BOARD OF TRUSTEES ACTING CHAIR SCHEDULE

<u>Trustee</u>	<u>Month</u>
Ralph Sorochan	September 2024
Colleen Holowaychuk	October 2024
Trina Boymook	November 2024
Don Irwin	December 2024
Colleen Holowaychuk	January 2025
Randy Footz	February 2025
Trina Boymook	March 2025
Don Irwin	April 2025
Colleen Holowaychuk	May 2025
Trina Boymook	June 2025
Don Irwin	July 2025
Randy Footz	August 2025
Ralph Sorochan	September 2025
Ralph Sorochan	October 2025



RECOMMENDATION REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Cathy Allen, Board Chair

SUBJECT: Board Committee Representatives List 2024-25

ORIGINATOR: Cathy Allen, Board Chair

RESOURCE STAFF: Sandra Stoddard, Superintendent
Candace Cole, Secretary-Treasurer
Carol Langford-Pickering, Executive Assistant

REFERENCE: *Education Act*
Board Policy 8: Board Committees
Board Policy 9: Board Representatives

EIPS PRIORITY: Enhance public education through effective engagement

EIPS GOAL: Engaged and effective governance

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves the 2024-25 Board Committee Representatives list, as presented.

BACKGROUND:

Board standing and ad hoc (task force) committees exist at the mandate of the Board of Trustees. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The trustees have a responsibility to be well prepared for committee meetings and to participate in the discussions and decision-making that may lead to a recommendation to the Board for approval and/or action.

The committees will have Board representation as identified at the annual organizational meeting and determined at the first regular meeting after the organizational meeting.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Following approval by the Board, the 2024-25 Board Committee Representatives list will be communicated to the Board, senior executives and school administration and posted to the appropriate website.

ATTACHMENT:

1. 2024-25 Board Committee Representatives list
2. Policy 8: Board Committees
3. Policy 9: Board Representatives

:clp



2024-25 Board Committee Representatives

COMMITTEE REPRESENTATIVES	TRUSTEES	ADMIN. RESOURCE	DATE APPOINTED
<u>Board Committees as per Board Policy 8</u>			
1. BOARD CAUCUS	All Trustees	S. Stoddard C. Cole R. Marshall R. Johnson J. Anderson W. Gilewich C. Langford-Pickering	Sept. 19, 2024
2. BOARD AGENDA REVIEW	C. Allen S. Miller Acting Chair	S. Stoddard C. Cole L. McNabb C. Langford-Pickering	Sept. 19, 2024
3. BOARD HIGHLIGHTS	C. Allen	L. McNabb C. Fletcher	Sept. 19, 2024
4. ADVOCACY COMMITTEE	(Chair) C. Allen D. Irwin S. Miller J. Shotbolt (Alt)	S. Stoddard L. McNabb	Sept. 19, 2024
5. AUDIT COMMITTEE	(Chair) S. Miller C. Holowaychuk R. Sorochan	S. Stoddard C. Cole L. Lewis C. von Tettenborn (as required) T. Borchers	Sept. 19, 2024
6. POLICY COMMITTEE	R. Footz C. Holowaychuk R. Sorochan J. Shotbolt (Alt)	S. Stoddard T. Borchers	Sept. 19, 2024
7. STUDENT EXPULSION	R. Footz C. Allen D. Irwin T. Boymook (Alt)	J. Anderson B. Stone	Sept. 19, 2024
8. TEACHERS' COLLECTIVE AGREEMENT NEGOTIATIONS COMMITTEE	(Chair) R. Sorochan (Vice-Chair) C. Allen T. Boymook	S. Stoddard R. Johnson	Sept. 19, 2024

Board Committees as per Board Policy 9

1. BOARD REPRESENTATIVES TO ASBA ZONE 2/3 (Trustees may attend Zone meetings at any time)	C. Holowaychuk S. Miller (Alt) C. Allen (Alt)		Sept. 19, 2024
2. COMMITTEE OF SCHOOL COUNCILS (COSC) * Two trustees per month scheduled	C. Allen *Min. 2 Trustees	S. Stoddard E. Small	Sept. 19, 2024
3. TEACHER EMPLOYER BARGAINING ASSOCIATION (TEBA)	T. Boymook	S. Stoddard	Sept. 19, 2024

The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Recommended for Approval: Sept. 19, 2024

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

General Requirements

1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. Appointed members shall serve on the committee(s) for one year unless they are unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Board Caucus

1. Purpose
 1. To provide a forum for discussion.
 2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
 3. To assign work to be undertaken.
2. Powers and duties
 1. Make recommendations for agenda items for subsequent Board meetings.
 2. Maintain confidentiality of proceedings unless otherwise stated.
3. Membership
 1. Includes all trustees and the Superintendent and/or designate(s).

2. Audit

1. Purpose
 1. To assist the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.
2. Powers of duties
 1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:
 1. Recommend the appointment of the external auditor,
 2. Review the audit plan,
 3. Assess the effectiveness of the auditor,
 4. Review the annual financial statements and audit findings,
 5. Assess the effectiveness of the Division's internal controls, and obtain reports on internal audit findings and recommendations,

6. Review the external auditor's assessment of internal controls and obtain reports on significant findings and recommendations,
7. Assess compliance with applicable legislation, regulations and guidelines,
8. Report findings and information to the Board.

3. Membership

1. Board Vice-Chair, who shall serve as Committee Chair, and two other trustees.
2. Two community members
 1. Community members are resident of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate.
 2. Community members shall serve a two-year term and may apply to serve additional two-year terms.
 3. Selection of community members shall be made by the Board and Secretary-Treasurer.
3. Superintendent and/or designate
4. Secretary-Treasurer
5. Director, Financial Services
6. Other members of administration or the external auditors will be invited to attend, as required.
7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.

4. Meetings

1. The Audit Committee shall meet twice per year and may convene additional meetings as circumstances require.
2. A recording secretary shall prepare the agenda in consultation with the Committee Chair and take meeting summaries for all meetings.

5. Compensation

1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

3. Policy

1. Purpose

1. To ensure the Board Policy Handbook is current and relevant.

2. Powers and duties

1. To receive information from trustees/administration/stakeholders and to develop policies as directed by the Board.
2. To review existing Board Policies annually as per [Board Policy 10: Policy Making](#) and provide recommendations to the Board to amend or rescind policies as required.
3. To bring forward the committee's recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.

3. Membership

1. One trustee to serve as Chair and two other trustees.
2. Superintendent and/or designate(s).

4. Meetings

1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.

4. Student Expulsion

1. Purpose
 1. To make decisions regarding the recommendations for the expulsion of any student.
2. Powers and duties
 1. On a recommendation for expulsion, reinstate or expel the student.
 2. Inform the Board of the action taken by the Committee.
3. Membership
 1. One trustee to serve as Chair and two other trustees.
4. Meetings
 1. As detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).

5. Teachers' Collective Agreement Negotiations

1. Purpose
 1. To negotiate and conclude Memoranda of Agreement for recommendation to the Board.
2. Powers and duties
 1. Report to the Board as necessary.
 2. Maintain confidentiality of negotiation proceedings.
3. Membership
 1. Three trustees
 2. Superintendent and/or designate(s)
 3. The Board will appoint the Chair and Vice-Chair.
4. Meetings
 1. To be called by the Committee Chair.

6. Agenda Review

1. Purpose
 1. To set the order of business for public meetings of the Board.
2. Membership
 1. Chair of the Board, Vice-Chair of the Board, and the designated acting chair
 2. Superintendent and/or designate
 3. Secretary-Treasurer.
3. Meetings
 1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 2. The Executive Assistant to the Board will serve as secretary.

7. Advocacy

1. Purpose
 1. Support the ongoing advocacy efforts of the Board.
2. Powers and duties
 1. Develop an action plan to support the Board's identified advocacy plan

2. Identify key messages to support the advocacy plan
3. Membership
 1. Chair of the Board (Committee Chair) and two other trustees
 2. Superintendent and/or designate
 3. Associate Superintendent, Supports for Students
 4. Director, Communications.
4. Meetings
 1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Reference:

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
	Feb. 18, 2016
	June 16, 2016
Oct. 24, 2016	
	Jan. 26, 2017
	Feb. 15, 2018
	Aug. 30, 2018
Dec. 18, 2019	Jan. 24, 2019
May 7, 2019	June 25, 2019
	Dec. 11, 2019
Jan. 30, 2020	Feb. 11, 2020

April 14, 2020

April 23, 2020

April 13, 2021

May 26, 2021

March 1, 2022

May 10, 2022

June 16, 2022

Oct. 6, 2022

Oct. 20, 2022

April 11, 2023

May 25, 2023

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities, and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as identified at the annual organizational meeting and determined at the first regular meeting subsequent to the organizational meeting.

1. Alberta School Boards Association (ASBA) Zone 2/3
 1. Purpose
 1. Represent the Board at meetings of ASBA Zone 2/3
 2. Powers and duties
 1. Attend ASBA Zone 2/3 meetings
 2. Represent the Board's positions and interests at the zone level
 3. Communicate to the Board the work of ASBA Zone 2/3
 3. Membership
 1. One (1) trustee; one (1) alternate
 4. Meetings
 1. As called by ASBA Zone 2/3
2. Committee of School Councils (COSC)
 1. Purpose
 1. Represent the Board at meetings of COSC as a means to obtain further input on Board policies, plans, and programs and to enhance communications among the School Councils (SCs), the Board, the Superintendent, and the community
 2. Powers and duties
 1. Attend meetings of COSC
 2. Represent the Board's positions and interests at COSC meetings
 3. Communicate to the Board the work of COSC
 3. Membership
 1. Board Chair; and
 2. Minimum of two trustees, as scheduled
 4. Meetings
 1. As determined at the COSC organizational meeting
3. Teachers' Employer Bargaining Association (TEBA)
 1. Purpose
 1. Represent the Board at meetings of TEBA

2. Powers and duties
 1. Attend TEBA meetings
 2. Represent the Board's positions and interests
 3. Communicate to the Board the work of TEBA
3. Membership
 1. One (1) trustee
4. Meetings
 1. As called by TEBA

Reference:

Sections 33, 52 *Education Act*

Last reviewed:	Last updated:
Dec. 17, 2015	Dec. 17, 2015
Dec. 12, 2016	-
March 6, 2017	-
April 10, 2017	May 29, 2017
March 19, 2019	-
Aug. 29, 2019	Aug. 29, 2019
Dec. 11, 2019	Dec. 11, 2019
April 14, 2020	June 18, 2020
June 3, 2021	June 17, 2021
April 12, 2022	
April 11, 2023	May 25, 2023



RECOMMENDATION REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Cathy Allen, Board Chair

SUBJECT: New Governance and Evaluation Committee

ORIGINATOR: Cathy Allen, Board Chair

RESOURCE STAFF: Trina Boymook, Trustee
Colleen Holowaychuk, Trustee
Susan Miller, Vice-Chair
Sandra Stoddard, Superintendent

REFERENCE: Board Policy 8: Board Operations
Board Policy 5: Role of the Board Chair
Trustee Handbook

EIPS PRIORITY: Enhance public education through effective engagement

EIPS GOAL: Engaged and Effective Governance

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That for the 2024-25 school year the Board of Trustees establish a Governance and Evaluation Committee as a pilot to evaluate and determine if it should be a standing committee moving forward.

If approved, that Trustee Boymook, Trustee Holowaychuk, Vice-Chair Miller, and Board Chair Allen be appointed as committee members.

BACKGROUND:

There are a number of Board related work items that could be accomplished by Board committee work. These items include:

- Annual review of the Board handbook
- Development of the Board Retreat agenda and logistics
- Carry out the Board self-evaluation and development of Board Work Plan
- Superintendent evaluation
- Preparing for the election and on-boarding of new trustees

Establishing a pilot to have a committee complete this work could lead to stronger outcomes.



RECOMMENDATION REPORT

Page 2 of 2

Next steps:

- If approved, a committee meeting will be established to determine the chair of the committee and terms of reference.
- Terms of reference will be shared with the Policy Committee with a recommendation coming to public Board meeting in October.
- In June, the results of the pilot will be shared at public Board with a recommendation to continue or disband the committee.
- If the Board approves the outcomes and warrants the Governance and Evaluation Committee become a standing committee, Policy 8: Board Committees will be revised accordingly and brought to public Board in October due to the election year.

COMMUNICATION PLAN:

Board members will be notified of the pilot committee and the committee meeting dates will be scheduled.

ATTACHMENT(S): N/A

SS:clp



RECOMMENDATION REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Annual Trustee Remuneration 2024-25

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Carmine von Tettenborn, Director, Financial Services

REFERENCE: Policy 7, Board Operations

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approves that trustees' annual remuneration for the 2024-25 year remain the same as the prior year.

BACKGROUND:

Per Section 12.4 of Policy 7, Board Operations:

Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the per cent change in annual average index of Alberta Consumer Price Index (CPI) and the per cent change in annual average earnings Alberta Average Weekly Earnings (AWE)—not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.

In 2024-25, there was no economic increase for classified staff. As such, there has been no increase in compensation for trustees. Typically, EIPS classified staff economic increases follow those of certificated staff. Currently, certificated staff have no economic increase for the 2024-25 year as the collective agreement expired on Aug. 31, 2024. The outcome of bargaining is not yet known.

COMMUNICATION PLAN:

The annual remuneration numbers will be reflected in the 2024-25 Fall Budget.

ATTACHMENTS:

1. 2024-25 Trustees' Annual Remuneration Schedule

**EIPS Board of Trustees
Annual Remuneration 2024-25**

Summary

	Base 2024-25	Executive Allowance	Travel Allowances		Basic	Total
			Chair/Vice Chair	Additional Travel		
Boymook (Sherwood Park)	36,908	-	-	-	3,363	40,271
Allen (Sherwood Park)	36,908	13,178	1,405	-	3,363	54,854
Irwin (Sherwood Park)	36,908	-	-	-	3,363	40,271
Miller (Strathcona County)	36,908	6,409	702	1,401	3,363	48,783
Shotbolt (Fort Sask.)	36,908	-	-	1,401	3,363	41,672
Sorochan (Fort Sask.)	36,908	-	-	1,401	3,363	41,672
Hollowaychuk (Lamont)	36,908	-	-	4,930	3,363	45,201
Footz (Minburn)	36,908	-	-	4,930	3,363	45,201
	<u>295,264</u>	<u>19,587</u>	<u>2,106</u>	<u>14,064</u>	<u>26,904</u>	<u>357,925</u>



RECOMMENDATION REPORT

Page 1 of 3

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Board Policy 24: Personal Communications Devices

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Weylin Gilewich, Division Information and Security Officer
Karen Baranec, Communications Networking Specialist, Communication Services

REFERENCE: Board Policy 24: Personal Communication Devices
Administrative Procedure 145: Use of Personal Communication Devices

EIPS PRIORITIES: Promote growth and success for all students.
Enhance high-quality learning and working environments.

EIPS GOALS: Success for every student.
Positive learning and working environments.

EIPS OUTCOMES: Students are engaged with their learning and achieve student-learning outcomes.
The Division's learning and working environments are welcoming, caring, respectful, safe and foster student well-being.

RECOMMENDATION:

That the board rescind Board Policy 24: Personal Communication Devices. Guidelines for personal communication devices usage in schools shall be outlined in Administrative Procedures.

BACKGROUND:

Elk Island Public Schools believe that while personal devices offer potential opportunities for communication, information access and enhance opportunities for instruction, the safety and well-being of students is instrumental to student success in the school environment. On Feb. 28, 2019, EIPS hosted a cell phone forum to gather feedback from students about the appropriate use of personal communication devices within the school and classroom. The Division used this feedback to develop a new Board Policy and Administrative Procedure, outlining the appropriate use of the devices while contributing to the safety and security of students, minimizing risk to personal well-being and protecting personal privacy and academic integrity.

Board Policy 24: Personal Communication Devices (Attachment 1) took effect Sept. 1, 2019, and Administrative Procedure 145: Use of Personal Communication Devices (Attachment 3) was first published in March 2019. Both the Board Policy and Administrative Procedure have gone through minor reviews and revisions since they were developed.



RECOMMENDATION REPORT

At Elk Island Public Schools' May 30, 2024, Public Board Meeting, a motion was presented to the Board to rescind Board Policy 24, however a subsequent motion (100/2024) was passed to direct administration to update Administrative Procedure 145 to capture the central ideas of current Board Policy 24: Personal Communication Devices and bring the updated Administrative Procedure 145 to Caucus for Board review. The Board of Trustees were presented the updated Administrative Procedure 145 at the September Board Caucus meeting.

In addition, in response to demand from parents, teachers and other educational partners, the Government of Alberta enacted a new ministerial order (MO) on June 20, 2024, establishing standards to limit children's and students' use of personal mobile devices and access to social media in Alberta's K-12 schools. The MO restricts personal mobile devices during instructional time which will reduce distractions, maximize learning opportunities and support student mental health.

Many of the restrictions from the MO were already evident in Administrative Procedure 145.

Administrative Procedure 145 has gone through an extensive review process to ensure alignment with Board Policy 24 as well as the requirements of the new MO.

Significant changes are outlined below:

- The wording of "Personal Communication Device" has been changed to "Personal Mobile Device" (PMD) to align with the new MO.
- Sections 1.2 (Division 3) and 1.3 (Division 4) now read: Students shall not access a PMD unless given permission by the teacher for a specific educational task or purpose. Previously this read "may not".
- Each school shall develop a plan for the storage and educational use of PMDs.
- An additional section was added outlining the specific requirements of the principal.
- Principals will formally review and communicate the Administrative Procedure with stakeholders annually.
- Principals will review and communicate the school PMD plan, including storage, educational uses and progressive discipline with all stakeholders annually.
- An additional section was added outlining parent and guardian roles.
- An addition of a reference to AP 146: Social Media and stating that all use of social media on Division networks and devices is prohibited.

Refer to Attachment 4, Administrative Procedure 145 (marked), and Attachment 5, Administrative Procedure 145 (unmarked), for all changes.

COMMUNICATION PLAN:

Administrative Procedure 145, aligning with the Ministerial Order requirements, must be posted publicly by Jan. 1, 2025. Once Board Policy 24 is rescinded, the updated Administrative Procedure 145 will be posted on the Division website and sent to all families.

School administration will be working in sectional groupings throughout the fall to develop their Personal Mobile Device (PMD) plans, including appropriate storage of devices, what constitutes educational use, and outlining the progressive discipline process. All school PMD plans will be published on school websites by Jan. 1, 2025, to align with the mandate of the Ministerial Order.



RECOMMENDATION REPORT

Page 3 of 3

When school PMD plans are finalized and published to school websites, each school will communicate their plans to their community through school newsletters and announcements, as well as at school council meetings.

ATTACHMENT(S):

1. Board Policy 24: Personal Communication Devices
2. Ministerial Order #014/2024 - Standards for the Use of Personal Mobile Devices and Social Media in Schools
3. Administrative Procedure 145: Use of Personal Communication Devices
4. Administrative Procedure 145: Use of Personal Mobile Devices (marked)
5. Administrative Procedure 145: Use of Personal Mobile Devices (unmarked)

RM:rm

Policy 24

PERSONAL COMMUNICATION DEVICES**Background**

The Board of Trustees recognizes there is an appropriate educational purpose for the use of technology in the classroom provided it is used to achieve the learner outcomes in the Alberta programs of study and allows students to participate in learner activities chosen by the teacher. The Board is also committed to preparing students to thrive in the 21st century. Digital citizenship is key to helping EIPS students learn to use available technology responsibly to enable them to reach their full potential as learners.

Definitions**Digital citizenship:**

the knowledge, skills and attitudes in Division schools needed to demonstrate responsible and respectful behaviour when using technology or participating in digital environments.

Digital device educational purpose:

the use of the device:

- to enable the student to achieve the learner outcomes in the Alberta programs of study;
- to participate in learner activities chosen by the teacher;
- to accommodate a diagnosed medical need of the student; or
- to accommodate an inclusive education need identified in the student's instructional support plan.

Personal communication device (PCD):

a personal digital device that connects to the internet through Wi-Fi, a cellular network or other mobile devices.

Guidelines**1. Division employees shall**

- 1.1. serve as role models and must only use PCDs as outlined in Board policy and administrative procedures; and
- 1.2. understand and promote a welcoming, caring, respectful and safe working and learning environment.

2. Division schools shall

- 2.1. ensure [Administrative Procedure 145: Use of Personal Communication Devices](#) is communicated to all staff and students at the beginning of each school year and ensure its adherence;
- 2.2. develop a plan detailing the specific curricular circumstances that a PCD can be used in class; and

2.3. establish how PCDs will be stored at the school.

3. Students of divisions 1 and 2 (grades K-6)

- 3.1. shall not access a PCD at school, unless required for:
- 3.1.1. diagnosed medical conditions; or
 - 3.1.2. an identified inclusive educational need.
- 3.2. when not required, PCDs used for a diagnosed medical condition or an identified inclusive educational need shall be stored according to the school PCD plan.

4. Students of divisions 3 and 4 (grades 7-12)

- 4.1. shall not be in possession of a PCD during class time and shall store a PCD according to the school PCD plan—locker, classroom pouches—unless required for:
- 4.1.1. diagnosed medical conditions; or
 - 4.1.2. an identified inclusive educational need.
- 4.2. when not required, PCDs used for a diagnosed medical condition or an identified inclusive educational need shall be stored according to the school PCD plan.
- 4.3. may access a PCD for a specific educational task or purpose when given permission by the teacher.

References

[Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#)

Last reviewed: Last updated:

June 2, 2021

Dec. 16, 2021

Dec. 12, 2022

Jan. 20, 2022

Jan. 19, 2023



ALBERTA

EDUCATION
Office of the Minister

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
MINISTERIAL ORDER (#014/2024)

Standards for the Use of Personal Mobile Devices and Social Media in Schools

WHEREAS the use of personal mobile devices in schools can be a source of distraction that can negatively impact children's and students' mental health, engagement, and learning;

WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self, and the use of personal mobile devices can be used to harm, bully, and otherwise compromise this environment;

WHEREAS the Government of Alberta wishes to improve learning outcomes by supporting a distraction-free learning environment that promotes children's and students' wellbeing and limits opportunities for bullying;

THEREFORE I, Demetrios Nicolaides, the Minister of Education, pursuant to s. 18(2)(b) of the *Education Act*, hereby make the Order in the attached Appendix, being the Standards for the Use of Personal Mobile Devices and Social Media in Schools.

This Order comes into effect on September 1, 2024.

DATED at Calgary, Alberta June 20, 2024.

Demetrios Nicolaides

MINISTER OF EDUCATION

APPENDIX
EDUCATION ACT
MINISTERIAL ORDER (#014/2024)

Standards for the Use of Personal Mobile Devices and Social Media in Schools

Definitions

1. In these Standards,
 - a. “personal mobile device” means any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop, or smartwatch;
 - b. “school authority” means any Alberta public or separate school board, Francophone regional authority, charter board, operator of private school, or private early childhood services operator;

General Restrictions

2. A school authority is required to, at a minimum, limit the use of personal mobile devices and restrict access to social media as follows:
 - a. Children and students may not use personal mobile devices during instructional time. If children and students have personal mobile devices with them during instructional time, they are required to keep these devices on silent or powered off, and stored out of view; and
 - b. Children and students may not access social media on school networks or on school devices.

A school authority may further limit the use of personal mobile devices and social media, so long as it otherwise complies with these Standards, including the Limited Use Exceptions in section 3, below.

Limited Use Exceptions

3. A school authority is required to allow for the following limited use exceptions:
 - a. Limited use of personal mobile devices must be permitted, as determined by a principal or equivalent, for health or medical reasons or to support special learning needs;
 - b. Limited use of personal mobile devices may be permitted for educational or other purposes, as determined by a principal or equivalent; and
 - c. Limited access to social media may be permitted, as determined by a principal or equivalent.

APPENDIX

MINISTERIAL ORDER (#014/2024)

School Authority Policies and/or Procedures

4. A school authority is required to have policies and/or procedures relating to the use of personal mobile devices and social media in schools that comply with these Standards no later than January 1, 2025. A school authority may achieve this by developing new policies or procedures, or by incorporating these Standards into existing policies and/or procedures.
5. A school authority's policies and/or procedures are required to:
 - a. Set out the General Restrictions and Limited Use Exceptions in sections 2 and 3, above.
 - b. Address the location(s) and/or manner(s) in which personal mobile devices are to be stored out of view for the purposes of these Standards;
 - c. Address what constitutes "social media" for this purpose of these Standards;
 - d. Incorporate a progressive discipline approach to address violations. The progressive discipline approach is required to include notification to the parent of a child or student who is found to have violated the school authority's policies and/or procedure; and
 - e. Set out the roles and responsibilities of staff, children and students, parents, and other members of the school community in ensuring compliance with the policies and/or procedures.
6. A school authority is required to clearly communicate the policies and/or procedures to staff, children and students, parents, and other members of the school community annually and is required to ensure that the policies and/or procedures are readily accessible to the school community and/or public.

Administrative Procedure 145

USE OF PERSONAL COMMUNICATION DEVICES**Background:**

The ownership and use of a personal communication device (PCD) have grown exponentially over the past decade. While personal devices offer potential opportunities for communication, information access and enhanced opportunities for instruction, regulated use of personal communication devices in schools and the Division is required to ensure the promotion of caring and respectful learning and working environments. Appropriate use of personal communication devices contributes to the safety and security of students and staff, minimizes risk to personal wellbeing and disruption to instruction, and protects personal privacy and academic integrity.

Definitions:**Personal communication device:**

personal digital devices that connect to the internet through Wi-Fi, a cellular network or other mobile devices.

Procedures:

1. Student Use of PCDs

1.1. **Divisions 1 and 2** (kindergarten to Grade 6)

1.1.1. Students shall not access a PCD at school unless the use is for:

1.1.1.1. a diagnosed medical condition; or

1.1.1.2. an identified inclusive-educational need.

1.1.2. PCDs brought to school for a diagnosed medical condition or an identified inclusive-educational need shall be stored according to the school PCD plan when not required.

1.1.3. Students shall not have access to a PCD during break periods—for example, recess and lunch breaks.

1.2. **Division 3** (grades 7 to 9)

1.2.1. Students may not access a PCD unless given permission by the teacher for a specific educational task or purpose.

1.2.2. PCDs shall not be on the student unless the use is for:

1.2.2.1. a diagnosed medical condition; or

1.2.2.2. an identified inclusive-educational need.

1.2.3. Each school shall develop a plan for the storage—locker, classroom pouches—of PCDs.

1.2.4. Students shall have access to a PCD during break periods only—for example, recess, class breaks and lunch breaks.

1.3. **Division 4** (grades 10 to 12)

1.3.1. Students may not access a PCD unless given permission by the teacher for a specific educational task or purpose.

- 1.3.2. PCDs shall not be on the student unless the use is for:
 - 1.3.2.1. a diagnosed medical condition; or
 - 1.3.2.2. an identified inclusive-educational need.
- 1.3.3. Each school shall develop a plan for the storage—locker, classroom pouches—of PCDs.
- 1.3.4. Students shall have access to a PCD during break periods only—for example, class breaks, lunch breaks and spares.
- 1.4. **Students General**
 - 1.4.1. PCDs are not to be taken into test or examination settings unless students have been permitted to do so.
 - 1.4.2. Each year, the principal shall require all students in grades 4, 7 and 10—as well as all those new to the Division in grades 4 to 12—to complete the [Student Responsible Technology Use Agreement](#) (Form 140-1).
 - 1.4.3. Students who bring PCDs to the school under the above guidelines are expected to comply with [Administrative Procedure 350: Student Code of Conduct](#). Students who refuse to comply with the Division's procedures for the use of PCDs in the school setting may be subject to disciplinary measures.
 - 1.4.4. PCDs are not to be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.
 - 1.4.5. PCDs are valuable electronic devices. Students bring PCDs to school at their own risk. The security and storage of these items is the sole responsibility of the owner and user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PCDs. Owners and users of PCDs who bring and use their devices in contravention of this policy are accepting the risk their devices may be confiscated.
2. Staff Conduct
 - 2.1. All Division employees serve as role models and as such, must only use PCDs as outlined in Board policies and administrative procedures to ensure the promotion of caring and respectful learning environments.
 - 2.2. The Associate Superintendent of Human Resources shall ensure all new staff, contractors and volunteers sign the [Staff Contractor, Volunteer Responsible Technology Use Agreement](#) (Form 140-2).
 - 2.3. Division employees who bring PCDs to school shall comply with [AP 140: Responsible Use and Security of Learning Technology](#) and [AP 141: Mobile Device Security](#).
 - 2.4. As PCDs can be a distraction in the workplace, all Division employees are asked to leave cellphones at their desk or in a secure place. Division employees should only use PCDs for defined educational and work purposes or during scheduled break and lunch periods.
 - 2.5. In the event a PCD is necessary, it shall be carried on silent mode or vibrate mode.

- 2.6. Division employees are expected to exercise the same discretion when using PCDs as they do when using Division devices. Excessive personal use during the workday, regardless of the device used, can interfere with teaching, learning and working environments.
 - 2.7. Staff who refuse to comply with the Division's procedures for the use of PCDs in the school setting may be subject to disciplinary measures.
 - 2.8. PCDs are not to be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.
3. School Plan
- 3.1. The Superintendent requires principals, in consultation with appropriate stakeholders such as school councils, to formulate and implement procedures at their school site consistent with the Division's requirements.
 - 3.1.1. Each school shall develop a PCD plan that addresses the following:
 - 3.1.1.1. the specific circumstances that a PCD can be used in class;
 - 3.1.1.2. how PCDs will be stored while at the school;
 - 3.1.1.3. how themes related to digital citizenship and digital wellness will be incorporated into classroom programming;
 - 3.1.1.4. the specific progression of disciplinary measures to be implemented to address infractions; and
 - 3.1.1.5. in the event of an emergency, such as a lockdown or evacuation, the acceptable use of PCDs in that situation.

Reference:

Section 31, 52, 53, 196, 197, 222 *Education Act*

Administrative Procedure 145

USE OF PERSONAL ~~COMMUNICATION~~ MOBILE DEVICES

Background:

The ownership and use of a personal ~~communication~~ mobile device (PMCD) has ~~ve~~ grown exponentially over the past decade. While personal devices offer potential opportunities for communication, information access and enhanced opportunities for instruction, personal mobile devices can also be a source of distraction that can negatively impact children's and students' mental health, engagement and learning. ~~Regulated use of personal communication mobile devices in schools and throughout the Division is required to ensure the promotion of caring and respectful~~ welcoming, caring, respectful and safe learning and working environments. Appropriate use of personal ~~communication~~ mobile devices contributes to the safety and security of students and staff, minimizes risk to personal wellbeing and disruption to instruction, and protects personal privacy and academic integrity.

Definitions:

Personal ~~communication~~ mobile device:

any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop or smartwatch. ~~personal digital devices that connect to the internet through Wi-Fi, a cellular network or other mobile devices.~~

Procedures:

1. Student Use of PMCDs

1.1. Divisions 1 and 2 (kindergarten to Grade 6)

1.1.1. Students shall not access a PMCD at school unless documentation is provided to the Principal or designate that confirms the use is for:

1.1.1.1. a diagnosed health or medical condition; or

1.1.1.2. an identified ~~inclusive-educational~~ special learning need.

1.1.2. Each school shall develop a plan for the storage of PMDs.

1.1.3. PMCDs brought to school for a diagnosed health or medical condition or an identified ~~inclusive-educational~~ special learning need shall be stored according to the school PMCD plan when not required.

~~1.1.3.1.1.3.1.~~ 1.1.3.1.1.3.1. If PMDs are stored within the classroom, they must be on silent or powered off and stored out of view of students.

1.1.4. Students shall not have access to a PMCD during break periods—for example, recess, class breaks, and lunch breaks.

~~1.1.2.1.1.5.~~ All use of social media, as defined in Administrative Procedure 146: Social Media, on Division networks and devices is prohibited.

1.2. Division 3 (grades 7 to 9)

- 1.2.1. Students ~~may~~shall not access a PMCD unless given permission by the teacher for a specific educational task or purpose.
- 1.2.2. PMCDs shall not be on the student unless documentation has been provided to the Principal or designate that confirms the use is for:
- 1.2.2.1. a diagnosed health or medical condition; or
- 1.2.2.2. an identified ~~inclusive-educational~~special learning need.
- 1.2.3. Each school shall develop a plan for the storage—locker, classroom pouches—and educational use of PMCDs.
- ~~1.2.2.3.~~1.2.3.1. If PMDs are stored within the classroom, they must be on silent or powered off and stored out of view of students.
- 1.2.4. Students shall have access to a PMCD during break periods only—for example, ~~recess~~, class breaks and lunch breaks.
- ~~1.2.3.~~1.2.5. All use of social media, as defined in Administrative Procedure 146: Social Media, on Division networks and devices is prohibited.
- 1.3. **Division 4** (grades 10 to 12)
- 1.3.1. Students ~~may~~shall not access a PMCD unless given permission by the teacher for a specific educational task or purpose.
- 1.3.2. PMCDs shall not be on the student unless documentation has been provided to the Principal or designated that confirms the use is for:
- 1.3.2.1. a diagnosed health or medical condition; or
- 1.3.2.2. an identified ~~inclusive-educational~~special learning need.
- 1.3.3. Each school shall develop a plan for the storage—locker, classroom pouches—and educational use of PMCDs.
- ~~1.3.2.3.~~1.3.3.1. If PMDs are stored within the classroom, they must be on silent or powered off and stored out of view of students.
- 1.3.4. Students shall have access to a PMCD during break periods only—for example, class breaks, lunch breaks and spares.
- ~~1.3.3.~~1.3.5. All use of social media, as defined in Administrative Procedure 146: Social Media, on Division networks and devices is prohibited.
- 1.4. **Students General**
- 1.4.1. PMCDs ~~are~~shall not ~~to~~ be taken into test or examination settings ~~unless students have been permitted to do so.~~
- 1.4.2. PMCDs ~~are~~shall not ~~to~~ be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.
- ~~1.4.2.~~ Each year, the principal shall require all students in grades 4, 7 and 10—as well as all those new to the Division in grades 4 to 12—to complete the Student Responsible Technology Use Agreement (Form 140-1).
- 1.4.3. Students who bring PMCDs to the school under the above guidelines are expected to comply with Administrative Procedure 140: Responsible Use and Security of Information Technologies and Administrative Procedure 350: Student Code of Conduct, which are provided to students and

parents/guardians on an annual basis. Students who refuse to comply with the Division's procedures for the use of PMCDs in the school setting ~~may shall~~ be subject to progressive disciplinary measures as outlined in Administrative Procedure 350, Section 2 "Consequences of Unacceptable Behaviour." In such instances, parents/guardians will be notified and expected to reinforce appropriate behaviour. If repeated violation of the appropriate use of PMDs occurs, students may have their device confiscated and be banned from bringing PMDs to school.

~~1.4.4.1.1.1. PCDs are not to be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.~~

1.4.5.1.4.4. PMCDs are valuable electronic devices. Students bring PMCDs to school at their own risk. The security and storage of these items is the sole responsibility of the owner and user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PMCDs. Owners and users of PMCDs who bring and use their devices in contravention of this policy-Administrative Procedure are accepting the risk their devices may be confiscated.

2. Staff Conduct

- 2.1. All Division employees serve as role models and, as such, must only use PMCDs as outlined in Board policies and administrative procedures to ensure the promotion of caring and respectful/welcoming, caring, respectful and safe learning environments.
- 2.2. The Associate Superintendent of Human Resources shall ensure all new staff, contractors and volunteers sign the Staff, Contractor, Volunteer Responsible Technology Use Agreement (Form 140-2).
- 2.3. Division employees who bring PMCDs to school shall comply with AP 140: Responsible Use and Security of Learning Technology~~Administrative Procedure 140: Responsible Use and Security of Information Technologies~~ and AP 141: Mobile Device Security~~Administrative Procedure 141: Mobile Device Security~~.
- 2.4. As PMCDs can be a distraction in the workplace, all Division employees are asked to leave cellphones-devices at their desk or in a secure place. Division employees should only use PMCDs for defined educational and work purposes or during scheduled break and lunch periods.
- 2.5. In the event a PMCD is necessary, it shall be carried on silent mode or vibrate mode.
- 2.6. Division employees are expected to exercise the same discretion when using PMCDs as they do when using Division devices. Excessive personal use during the workday, regardless of the device used, can interfere with teaching, learning and working environments.
- 2.7. PMDs shall not be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.

~~2.7.2.8.~~ Staff who refuse to comply with the Division's procedures for the use of PMDs in the school setting may be subject to disciplinary measures.

~~2.8.~~ PCDs are not to be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.

3. Principals shall:

3.1. formally review and communicate the Division's Administrative Procedure regarding PMDs with staff, students and parents/guardians annually;

3.2. approve appropriate use of PMDs for health or medical reasons and/or to support special learning needs;

3.3. develop a PMD plan, in consultation with appropriate stakeholders such as school councils, that addresses the following:

3.3.1. the educational circumstances that a PMD can be used in the class:

3.3.1.1. to enable the student to achieve the learner outcomes in the Alberta programs of students; and

3.3.1.2. to participate in learner activities chosen by the teacher;

3.3.2. how PMDs will be stored while at school; and

3.3.3. the specific progression of disciplinary measures to address infractions, including communication with parents/guardians;

3.4. review and communicate the school PMD plan with staff, students and parents/guardians annually; and

3.5. make the PMD plan readily accessible on the school website for the school community and public.

4. The Superintendent shall:

4.1. ensure principals, in consultation with appropriate stakeholders such as school councils, formulate and implement PMD plans at their school sites and make them readily available to the school community and public.

5. Parents/guardians will:

5.1. support schools in the administration of Administrative Procedure 145: Personal Mobile Devices and Ministerial Order 014/2024;

5.2. annually at the start of each school year—or as needed throughout the school year for families that enrol in the Division mid-year—acknowledge they've read and reviewed Appendix 140-B: Student Responsible Technology Use and Administrative Procedure 350: Student Code of Conduct with their child; and

5.3. recognize that students will be unable to communicate using PMDs during instructional time. For critical communication or emergencies, contact the school office.

~~3. School Plan~~

~~3.1. The Superintendent requires principals, in consultation with appropriate stakeholders such as school councils, to formulate and implement procedures at their school site consistent with the Division's requirements.~~

~~3.1.1. Each school shall develop a PCD plan that addresses the following:~~

~~3.1.1.1. the specific circumstances that a PCD can be used in class;~~

~~3.1.1.2. how PCDs will be stored while at the school;~~

- ~~3.1.1.3. — how themes related to digital citizenship and digital wellness will be incorporated into classroom programming;~~
- ~~3.1.1.4. — the specific progression of disciplinary measures to be implemented to address infractions; and~~
- ~~3.1.1.5. — in the event of an emergency, such as a lockdown or evacuation, the acceptable use of PCDs in that situation.~~

Reference:

Section 31, 52, 53, 196, 197, 222 *Education Act*

[Ministerial Order 014/2024: Standards for the Use of Personal Mobile Devices and Social Media in Schools](#)

Administrative Procedure 145

USE OF PERSONAL MOBILE DEVICES

Background:

The ownership and use of a personal mobile device (PMD) has grown exponentially over the past decade. While personal devices offer potential opportunities for communication, information access and enhanced opportunities for instruction, personal mobile devices can also be a source of distraction that can negatively impact children's and students' mental health, engagement and learning. Regulated use of personal mobile devices in schools and throughout the Division is required to ensure the promotion of welcoming, caring, respectful and safe learning and working environments. Appropriate use of personal mobile devices contributes to the safety and security of students and staff, minimizes risk to personal wellbeing and disruption to instruction, and protects personal privacy and academic integrity.

Definitions:

Personal mobile device:

any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop or smartwatch.

Procedures:

1. Student Use of PMDs

1.1. Divisions 1 and 2 (kindergarten to Grade 6)

1.1.1. Students shall not access a PMD at school unless documentation is provided to the Principal or designate that confirms the use is for:

1.1.1.1. a diagnosed health or medical condition; or

1.1.1.2. an identified special learning need.

1.1.2. Each school shall develop a plan for the storage of PMDs.

1.1.3. PMDs brought to school for a diagnosed health or medical condition or an identified special learning need shall be stored according to the school PMD plan when not required.

1.1.3.1. If PMDs are stored within the classroom, they must be on silent or powered off and stored out of view of students.

1.1.4. Students shall not have access to a PMD during break periods—for example, recess, class breaks, and lunch breaks.

1.1.5. All use of social media, as defined in [Administrative Procedure 146: Social Media](#), on Division networks and devices is prohibited.

1.2. Division 3 (grades 7 to 9)

1.2.1. Students shall not access a PMD unless given permission by the teacher for a specific educational task or purpose.

1.2.2. PMDs shall not be on the student unless documentation has been provided to the Principal or designate that confirms the use is for:

1.2.2.1. a diagnosed health or medical condition; or

- 1.2.2.2. an identified special learning need.
- 1.2.3. Each school shall develop a plan for the storage—locker, classroom pouches—and educational use of PMDs.
 - 1.2.3.1. If PMDs are stored within the classroom, they must be on silent or powered off and stored out of view of students.
- 1.2.4. Students shall have access to a PMD during break periods only—for example, class breaks and lunch breaks.
- 1.2.5. All use of social media, as defined in [Administrative Procedure 146: Social Media](#), on Division networks and devices is prohibited.
- 1.3. **Division 4** (grades 10 to 12)
 - 1.3.1. Students shall not access a PMD unless given permission by the teacher for a specific educational task or purpose.
 - 1.3.2. PMDs shall not be on the student unless documentation has been provided to the Principal or designated that confirms the use is for:
 - 1.3.2.1. a diagnosed health or medical condition; or
 - 1.3.2.2. an identified special learning need.
 - 1.3.3. Each school shall develop a plan for the storage—locker, classroom pouches—and educational use of PMDs.
 - 1.3.3.1. If PMDs are stored within the classroom, they must be on silent or powered off and stored out of view of students.
 - 1.3.4. Students shall have access to a PMD during break periods only—for example, class breaks, lunch breaks and spares.
 - 1.3.5. All use of social media, as defined in [Administrative Procedure 146: Social Media](#), on Division networks and devices is prohibited.
- 1.4. **Students General**
 - 1.4.1. PMDs shall not be taken into test or examination settings.
 - 1.4.2. PMDs shall not be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person’s reasonable expectation of privacy.
 - 1.4.3. Students who bring PMDs to the school under the above guidelines are expected to comply with [Administrative Procedure 140: Responsible Use and Security of Information Technologies](#) and [Administrative Procedure 350: Student Code of Conduct](#), which are provided to students and parents/guardians on an annual basis. Students who refuse to comply with the Division's procedures for the use of PMDs in the school setting shall be subject to progressive disciplinary measures as outlined in Administrative Procedure 350, Section 2 “Consequences of Unacceptable Behaviour.” In such instances, parents/guardians will be notified and expected to reinforce appropriate behaviour. If repeated violation of the appropriate use of PMDs occurs, students may have their device confiscated and be banned from bringing PMDs to school.
 - 1.4.4. PMDs are valuable electronic devices. Students bring PMDs to school at their own risk. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PMDs. Owners and users of PMDs

who bring and use their devices in contravention of this Administrative Procedure are accepting the risk their devices may be confiscated.

2. Staff Conduct

- 2.1. All Division employees serve as role models and, as such, must only use PMDs as outlined in Board policies and administrative procedures to ensure the promotion of welcoming, caring, respectful and safe learning environments.
- 2.2. The Associate Superintendent of Human Resources shall ensure all new staff, contractors and volunteers sign the [Staff, Contractor, Volunteer Responsible Technology Use Agreement](#) (Form 140-2).
- 2.3. Division employees who bring PMDs to school shall comply with [Administrative Procedure 140: Responsible Use and Security of Information Technologies](#) and [Administrative Procedure 141: Mobile Device Security](#).
- 2.4. As PMDs can be a distraction in the workplace, all Division employees are asked to leave devices at their desk or in a secure place. Division employees should only use PMDs for defined educational and work purposes or during scheduled break and lunch periods.
- 2.5. In the event a PMD is necessary, it shall be carried on silent mode or vibrate mode.
- 2.6. Division employees are expected to exercise the same discretion when using PMDs as they do when using Division devices. Excessive personal use during the workday, regardless of the device used, can interfere with teaching, learning and working environments.
- 2.7. PMDs shall not be used in change rooms, washrooms, private counselling rooms or any setting that has the potential to violate a person's reasonable expectation of privacy.
- 2.8. Staff who refuse to comply with the Division's procedures for the use of PMDs in the school setting may be subject to disciplinary measures.

3. Principals shall:

- 3.1. formally review and communicate the Division's Administrative Procedure regarding PMDs with staff, students and parents/guardians annually;
- 3.2. approve appropriate use of PMDs for health or medical reasons and/or to support special learning needs;
- 3.3. develop a PMD plan, in consultation with appropriate stakeholders such as school councils, that addresses the following:
 - 3.3.1. the educational circumstances that a PMD can be used in the class:
 - 3.3.1.1. to enable the student to achieve the learner outcomes in the Alberta programs of students; and
 - 3.3.1.2. to participate in learner activities chosen by the teacher;
 - 3.3.2. how PMDs will be stored while at school; and
 - 3.3.3. the specific progression of disciplinary measures to address infractions, including communication with parents/guardians;
- 3.4. review and communicate the school PMD plan with staff, students and parents/guardians annually; and
- 3.5. make the PMD plan readily accessible on the school website for the school community and public.

4. The Superintendent shall:
 - 4.1. ensure principals, in consultation with appropriate stakeholders such as school councils, formulate and implement PMD plans at their school sites and make them readily available to the school community and public.
5. Parents/guardians will:
 - 5.1. support schools in the administration of Administrative Procedure 145: Personal Mobile Devices and Ministerial Order 014/2024;
 - 5.2. annually at the start of each school year—or as needed throughout the school year for families that enrol in the Division mid-year—acknowledge they’ve read and reviewed [Appendix 140-B: Student Responsible Technology Use](#) and [Administrative Procedure 350: Student Code of Conduct](#) with their child; and
 - 5.3. recognize that students will be unable to communicate using PMDs during instructional time. For critical communication or emergencies, contact the school office.

Reference:

Section 31, 52, 53, 196, 197, 222 *Education Act*

Ministerial Order 014/2024: Standards for the Use of Personal Mobile Devices and Social Media in Schools



FEEDBACK REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Collaboration and Professional Learning

ORIGINATOR: Judy Anderson, Division Principal

REFERENCE: Board Policy 2: Role of the Board
Administrative Procedure 110: School Councils

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

ACTION REQUESTED:

That the Board of Trustees considers the research on the positive impact collaboration and professional learning has on student achievement and provides direction to administration on next steps for the development of potential options for the 2025-26 and 2026-27 Division Calendars.

BACKGROUND:

Policy 2: Role of the Board, Selected Responsibilities #6, establishes that the Board of Trustees will approve the school year calendar. A Report for Feedback was presented to the Board where alternative calendars were discussed, one with early dismissal every Wednesday and the other with four additional professional learning/collaboration days for a total of nine. The Board requested further information regarding if additional embedded collaboration professional learning time would positively impact teaching and learning.

CONSIDERATION AND ANALYSIS:

The collective body of research strongly supports the positive impact of regular, embedded collaborative professional learning on student achievement. Attachments 1 and 2 summarize synthesized research findings from John Hattie, Andy Hargreaves, Michael O'Connor and other educational studies to make a compelling case for the value of collaborative work among educators.

When teachers collaborate, they critically reflect on their practices, share insights, and challenge one another. Effective collaboration among teachers enhances their collective efficacy, leading to improved teaching practices and student outcomes (Hattie, 2023; Hargreaves, 2018). In fact, Hattie identifies collective teacher efficacy as one of the most influential factors on student achievement, with an effect size of 1.34 (Hattie, 2023). This means schools with high collective teacher efficacy can accelerate student achievement by more than three years' worth of academic progress in a single year.



FEEDBACK REPORT

Additionally, there is substantial educational research supporting the idea that regular, sustained teacher collaboration is more valuable for improving student outcomes than infrequent, stand-alone professional learning. Key studies highlight the benefits of ongoing, embedded collaborative professional learning versus one-off workshops or isolated training sessions (Darling-Hammond, 2009; Desimone & Garet, 2015).

As Elk Island Public Schools' top priority is promoting growth and success for all students, building collective efficacy through ongoing sustained teacher collaboration is a high leverage research-based strategy that cannot be ignored. As such, finding ways to establish formal structures in which collaborative time for teachers is recommended. One way this can be achieved is by the Board exploring calendar options that build in regular embedded collaborative time for teachers, creating a supportive, data-driven and innovative culture that enhances teacher and student success.

NEXT STEP(S):

Senior administration will incorporate the feedback from the Board of Trustees into the next steps for the development of the draft 2025-26 and 2026-27 Division Calendars that will be brought to Public Board for consideration.

ATTACHMENT(S):

1. Research Summary – Collaborative Professional Learning and Its Impact on Teacher Efficacy and Student Achievement
2. Research Summary – Sustained Teacher Collaboration and Its Impact on Student Achievement

SS:ja

Summary of Research on Collaborative Professional Learning and Its Impact on Teacher Efficacy and Student Achievement

Introduction

Collaborative professional learning significantly enhances teacher efficacy and student achievement. This summary synthesizes research findings from John Hattie, Andy Hargreaves, Michael O'Connor, and other educational studies to make a compelling case for the value of collaborative work among educators.

Key Findings from John Hattie's Research

John Hattie's work, particularly highlighted in his latest book 'Visible Learning: The Sequel,' is a meta-analysis that systematically combines results from multiple individual studies on the same topic to determine overall trends and effects. This approach provides a comprehensive understanding of the research findings by increasing the sample size and enhancing the reliability of the conclusions (Hattie, 2023).

Hattie has developed a method of synthesizing various influences on student learning according to their effect size. Basically, effect size is a statistical measure that indicates how impactful different variables are on student achievement and growth with 0.4 being the average of all the factors studied. An effect size of 0.4 represents one year's growth over the course of one school year. Anything above 0.4 has a greater positive impact on student learning.



Collective Teacher Efficacy

Hattie identifies collective teacher efficacy as one of the most influential factors on student achievement, with an effect size of 1.34 (Hattie, 2023). Teacher efficacy is the belief teachers have in their own ability to positively affect student learning. This means that teachers feel confident that they can help students succeed, no matter what challenges they might face. Schools with high collective teacher efficacy can accelerate student achievement by more than three years' worth of academic progress in a single year (Hattie, 2023).

In practical terms, an effect size of 1.34 means that schools where teachers strongly believe in their collective ability to positively impact students can see substantial improvements in student performance. For instance, if teachers collaborate effectively and support each other, it could result in a significant boost in student engagement and overall achievement. Effective collaboration among teachers enhances their collective efficacy, leading to improved teaching practices and student outcomes (Hattie, 2023; Hargreaves, 2018).

As mentioned, collective teacher efficacy boasts an effect size of 1.34. In comparison, teacher-student relationships have an effect size of approximately 0.52. While also considered a strong effect, indicating that positive interactions and relationships between teachers and students meaningfully boost student achievement, the impact is notably less pronounced than that of collective teacher efficacy. This comparison highlights the exceptional influence of teacher collaboration and shared efficacy in fostering student success.

Improved Instructional Practices

Hattie's research shows that professional learning communities (PLCs), where teachers engage in ongoing collaborative professional development, have an effect size exceeding 0.50 (Hattie, 2023). Schools implementing PLCs report a 6-10% improvement in standardized test scores over three years (Hattie, 2023).

Multiple studies, including the work by DuFour and Eaker highlight that PLCs lead to significant benefits in teaching methods and student learning (DuFour & Eaker, 1998). When teachers collaborate, they critically reflect on their practices, share insights, and challenge one another, leading to improved teaching strategies that directly benefit students.

McCornish and Parsons highlight how PLCs provide structured environments where teachers can engage in reflective dialogue. Through collaboration, teachers refine their instructional methods and develop new approaches that better engage students. This

self-examination leads to the adoption of more research-based instructional strategies, significantly enhancing student academic performance. The relationship between collaboration and achievement is particularly strong when teachers share a collective belief in their ability to make a difference.

Supportive School Culture

Bryk and Schneider found that schools with high relational trust among staff are three times more likely to improve in reading and mathematics (Bryk & Schneider, 2002). This trust fosters a supportive culture crucial for effective collaboration.

Schools with collaborative cultures experience lower teacher turnover and higher job satisfaction, contributing to a more stable learning environment for students (Hargreaves, 2018).

Data-Driven Decision Making

Schools where teachers collaboratively analyze student data see a 15% increase in students meeting proficiency standards on state assessments (Hamilton et al., 2009). Collaborative inquiry helps in making informed instructional decisions, leading to better-targeted interventions and improved student outcomes (Hamilton et al., 2009).

Innovative Teaching and Learning

Schools fostering collaborative innovation report a 12% increase in student engagement and a 9% improvement in academic performance over two years (Stoll et al., 2006). Strong collaborative networks among teachers can lead to higher student scores on standardized tests (Leana, 2011).

Summary

In summary, the collective body of research strongly supports the transformative power of collaborative professional learning in education. John Hattie's identification of collective teacher efficacy as one of the most impactful factors on student achievement, with an effect size of 1.34, reinforces the necessity of fostering collaborative environments in schools (Hattie, 2023). Studies show that when teachers engage in professional learning communities, there is a marked improvement in student performance, with standardized test scores increasing by 6-10% over three years (Hattie, 2023; DuFour & Eaker, 1998). Additionally, schools with high relational trust see improvements in reading and math scores, tripling the likelihood of success (Bryk & Schneider, 2002). Collaborative data analysis and inquiry further contribute to significant gains, with up to a 15% increase in proficiency standards (Hamilton et al., 2009). Moreover, innovative practices nurtured through collaboration enhance student engagement and academic performance by up to 12% (Stoll et al., 2006). These compelling data points highlight the need to explore calendars that prioritize regular

embedded collaborative time for teachers, creating a supportive, data-driven, and innovative culture that drives both teacher and student success.

Key Sources

<https://uk.sagepub.com/en-gb/eur/collaborative-professionalism/book247835>

<https://searchworks-lb.stanford.edu/view/12727254>

<https://www.tes.com/magazine/archive/book-review-collaborative-professionalism>

<https://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

<https://eric.ed.gov/?id=EJ1245215>

<https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

Summary: Sustained Teacher Collaboration and Its Impact on Student Achievement

There is substantial educational research supporting the idea that regular, sustained teacher collaboration is more valuable for improving student outcomes than infrequent, stand-alone professional learning. Key studies point to the benefits of ongoing, embedded collaboration versus one-off workshops or isolated training sessions.

1. Sustained Professional Learning

- **Linda Darling-Hammond and colleagues (2009)** conducted a comprehensive review of professional development and concluded that **sustained, collaborative, and job-embedded professional learning** has a greater impact on teacher practice and student learning than traditional, infrequent workshops. The review emphasized that collaboration embedded within the school context allows teachers to learn from one another and directly apply strategies to their classrooms.

Citation: Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. National Staff Development Council.

2. Job-Embedded Collaborative Learning vs. One-Time Workshops

- Research from the **Learning Forward and Stanford University (2017)** found that when teachers engage in **ongoing, collaborative learning that is job-embedded**, such as Professional Learning Communities (PLCs) or other collaborative formats, they are more likely to change their instructional practices and improve student outcomes. In contrast, one-off workshops tend to have minimal impact because they lack follow-up and ongoing support for implementation.

Citation: Learning Forward & Stanford Center for Opportunity Policy in Education. (2017). *The elements of effective professional development*. Learning Policy Institute.

3. Impact on Teacher Practice

- A study by **Desimone and Garet (2015)** supports the idea that sustained, collaborative professional development is more effective than infrequent, short-term. Their research highlights that when professional learning includes ongoing collaboration and is aligned with teachers' daily practice, it leads to better retention of knowledge and implementation in the classroom.

Citation: Desimone, L. M., & Garet, M. S. (2015). Best practices in teacher's professional development in the United States. *Psychology, Society, & Education*, 7(3), 252-263.

4. Collective Teacher Efficacy

- **John Hattie's meta-analyses (2023)** show that **collective teacher efficacy**, which is fostered through regular, collaborative work among teachers, has an effect size of 1.34—one of the highest influences on student achievement. Infrequent professional learning does not build this kind of collective efficacy, as it lacks the regularity and community-building aspects of ongoing collaboration.

Citation: Hattie, J. (2023). *Visible learning: The Sequel A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.

5. Teacher Agency and Continuous Improvement

- **Kraft, Blazar, and Hogan (2018)** conducted a meta-analysis of coaching programs and found that when professional development is ongoing, with collaborative components such as instructional coaching and peer support, it produces more significant improvements in teacher instruction and student achievement than infrequent, one-time professional learning.

Citation: Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.

Key Takeaways:

- **Ongoing, collaborative professional learning** allows teachers to apply what they learn in real time, receive feedback from colleagues, and refine their practices, leading to deeper changes in instruction.
- **Infrequent professional learning** often lacks the follow-up, accountability, and direct application that come from sustained collaboration.
- **Regular collaboration** strengthens relationships and builds collective efficacy, making it more impactful on both teacher practice and student achievement.



INFORMATION REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Reading Enrichment and Development (READ) Pilot Project and Leveraging Student Achievement Update

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Jessica Smith, Director, Supports for Students
Tamara Martin-Spady, Literacy READ Consultant
Nicole Hamilton, Leveraging Student Achievement Numeracy Teacher
Leslie Pavan, Leveraging Student Achievement Literacy Teacher

REFERENCE: Policy 2: Role of the Board

EIPS PRIORITY: Promote growth and success for all students.

EIPS GOALS: Excellent start to learning.
Success for every student.

EIPS OUTCOMES: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.
Students are engaged with their learning and achieve student-learning outcomes.
Students achieve a minimum of one year's growth in literacy and numeracy.

ISSUE:

That the Board of Trustees receive for information a report on the Reading Enrichment and Development (READ) Pilot Project and Leveraging Student Achievement funds.

BACKGROUND:

READ Pilot Project

During the 2023 spring budget, the Board allocated money towards a literacy consultant to support the Reading Enrichment and Development (READ) pilot project. In June 2023, the READ pilot project was launched with the goal of improving student reading achievement through a target intervention program based on the science of reading. The program uses effective teaching methods and strategies delivered by a specialized literacy consultant.

Seven schools were chosen to be part of this pilot project. Five Fort Saskatchewan schools and two rural schools were chosen, based on low STAR reading scores and needs within these school settings. The schools chosen as part of the pilot project were:



1. Bruderheim School
2. Fort Saskatchewan Christian School
3. Fort Saskatchewan Elementary School
4. James Mowat Elementary School
5. Lamont Elementary School
6. SouthPointe School
7. Win Ferguson Elementary School

Students were chosen for the program based on the following criteria:

1. Scoring below the 10th percentile on the STAR Early Reading Test;
2. Displaying characteristics of reading disability;
3. No other cognitive disruptions; and
4. No English as Additional Language Coding.

Each school received two rounds of intervention that lasted for seven weeks and included a week of initial assessments and a week of post assessments. If a student reached grade level reading, a spot was opened for another student to participate in the project.

Leveraging Student Achievement

The Board also approved the allocation of school reserves greater than 1% into the Leveraging Student Achievement Reserves. Due to the support received from the Alberta Government through Learning Disruption Funds to support elementary students, a decision was made to target support at the junior high level to decrease gaps in their learning. Based on the initial success of the READ program, the Junior High Literacy and Numeracy Intervention Project was designed in a similar fashion.

From February 15 through to June 27, 2024, two teachers were hired, one to support literacy and the second to support numeracy intervention. To identify schools most at risk, data was analyzed from the 2022-23 Provincial Achievement Tests, EIPS Common Exams, STAR Literacy and Numeracy, as well as anecdotal notes from the Assurance Reviews. Four sites were identified for literacy and four sites were identified for numeracy where additional support would be most valuable.

Individual students at the schools were chosen based on the following criteria:

1. Students must be in seventh grade;
2. Students who demonstrate a willingness to actively participate in the program;
3. Students classified as “On Watch” or “Intervention” on the STAR Math assessment, with corresponding Grade 6 PAT marks; and
4. Students with no diagnosed disability and who were not part of another academic support program.

CURRENT SITUATION OR KEY POINTS:

READ Pilot Project

Initially 38 students were able to participate, however by the end of the year, approximately 50 students throughout the seven schools received intervention during the 2023-24 school year. During the seven weeks, students received intervention four times a week in small groups for 40 minutes each session.



Focus was put on letter identification, letter sounds, diagraph sounds, isolating sounds and phoneme manipulation. There was an average of one year and four months of growth as measured by the STAR reading assessment.

Table 1 highlights the average growth of students in the program.

Table:1

	Pre-Intervention	Post-Intervention
Letter Identification	50/52	52/52
Letter Sound	46/52	51/52
Diagraph Sound	7/20	12/20
Isolating Sounds	11/15	15/15
Phoneme Manipulation	5/15	10/15

Junior High Intervention

Over six-week cycles, totaling 12 hours of targeted instruction per student, 55 junior high students received support to enhance their literacy skills, and 57 students received support to enhance their numeracy skills.

The focus for numeracy was on place value, fractions, addition, subtraction, multiplying and dividing decimals, integers and fact fluency, while the focus in literacy intervention was placed on phonemic awareness, phonics, vocabulary, fluency, reading comprehension and writing skills.

Numeracy Intervention:

Some of the positive outcomes of the intervention included student growth in their overall math skills. Specific skill increases are outlined in Table 2 and Table 3. Students' understanding of fractions and of decimals saw the largest overall increase in average grade level by skill. Students also reported that their growth mind set increased, specifically in relation to their confidence as a math student and their overall engagement with the subject.

Table 2:

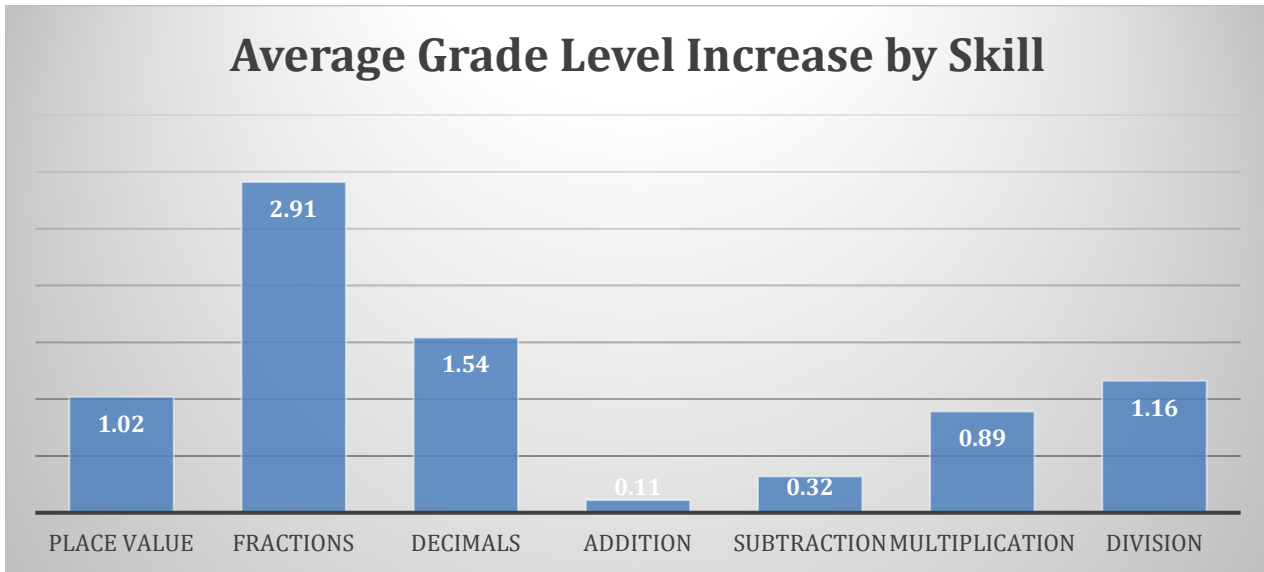
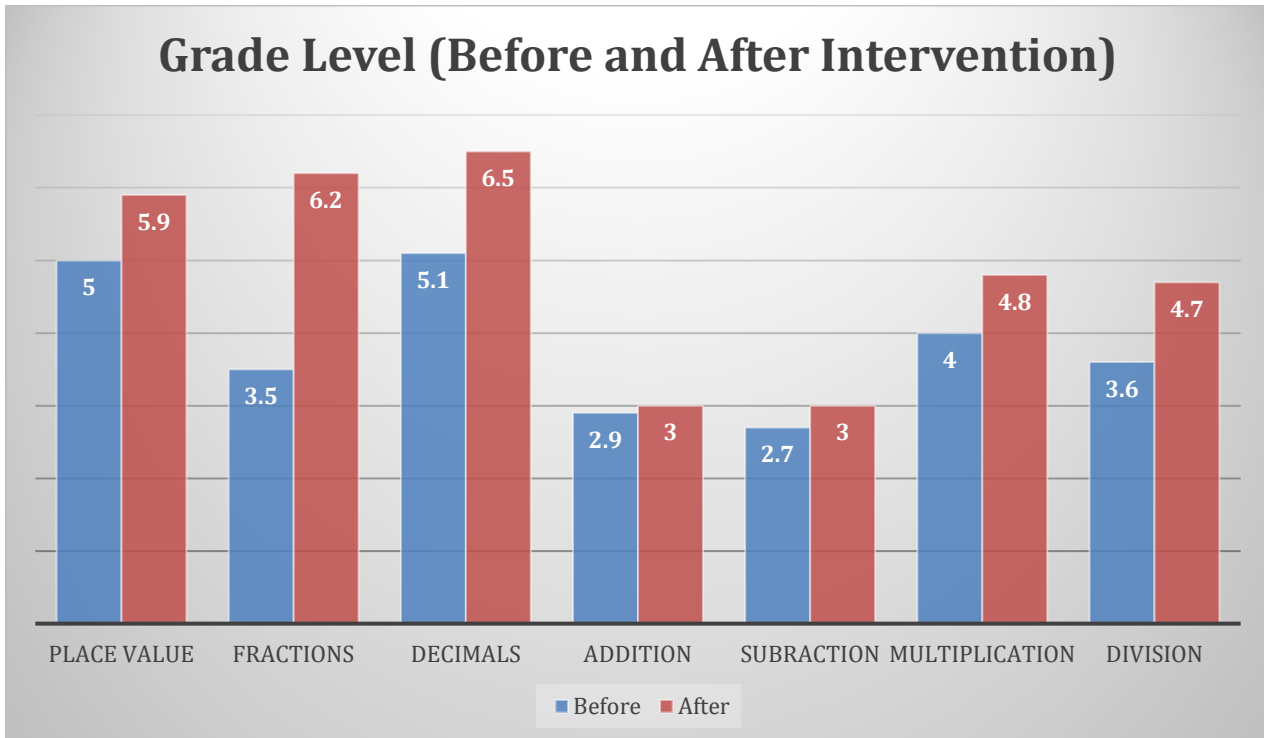


Table 3:



Literacy Intervention:

Overall, students' scores increased within the five pillars of reading, and they vocalized their increased confidence around analyzing words, newfound strategies for reading comprehension and essay writing.

Table 4 and Table 5 highlight the growth that students in the program attained. Students' abilities to segment phonemes (the ability to break words down into individual sounds) and comprehension saw the largest overall average increases in score.

Table 4:

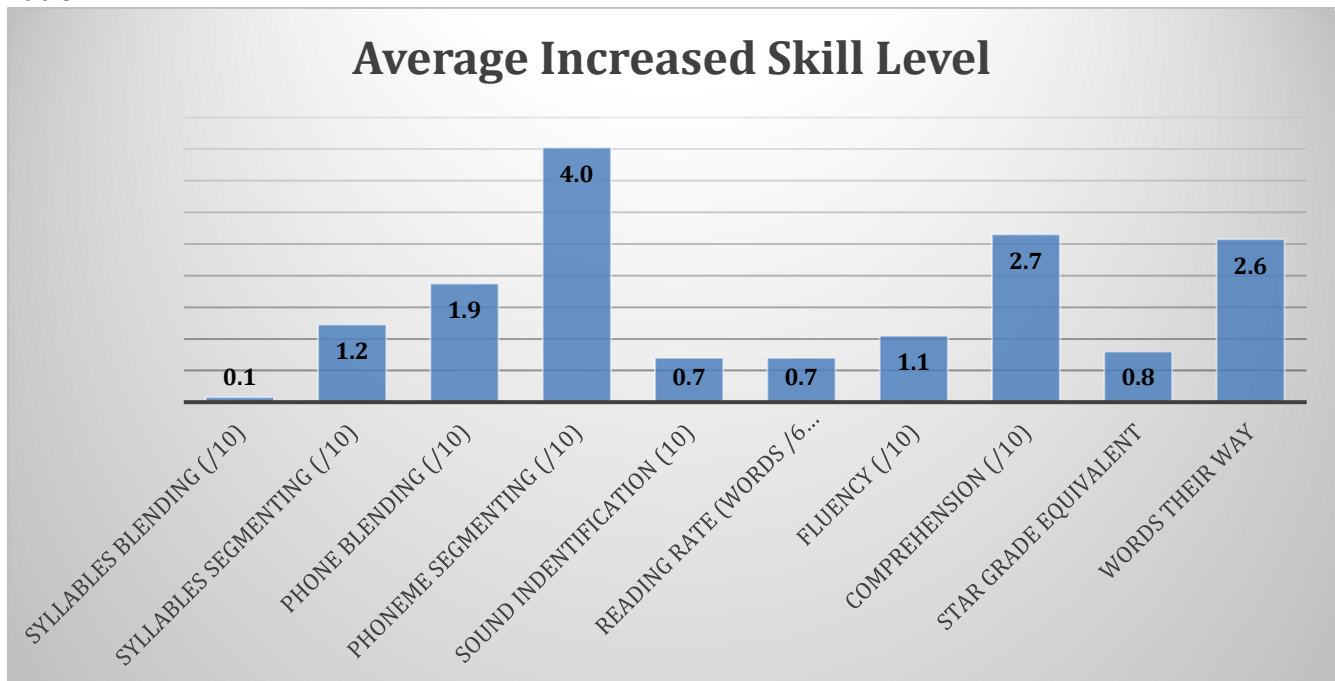
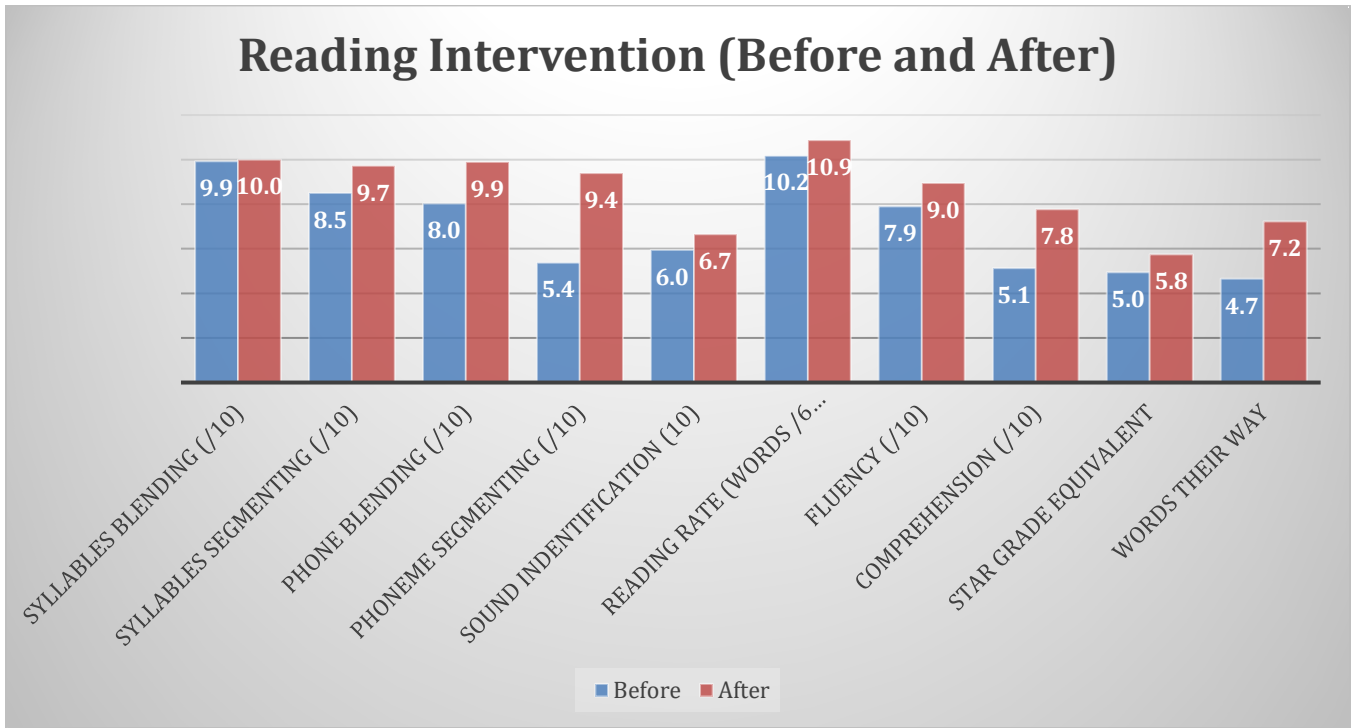


Table 5:



NEXT STEPS:

Through the support of Board allocated funds, the READ pilot project has expanded to students in all English language arts classrooms in grade two across the Division. One READ consultant and two trained teachers will be working directly with students and staff to support our at-risk students across the Division. Data from the students receiving targeted intervention will continue to be tracked throughout the school year.

Professional learning opportunities will also be offered to educational assistants as well as teachers engaged in intervention at their sites to observe and work alongside the READ program teachers and consultant.

The Board will be presented with a recommendation on how to utilize the Leveraging Student Achievement funds for the 2024-25 school year once the total amounts of funds are known and following Fall Assurance Reviews.

RM:rm



INFORMATION REPORT

DATE: Sept. 19, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Facility Services – 2023-24 Summer Projects Update

ORIGINATOR: Travis Hoose, Assistant Director, Facility Services

RESOURCE STAFF: Mike Seavers, Foreman, Maintenance and Operations, Facility Services
Curtis Veltman, Building Controls Systems Manager, Facility Services
Kelsey Tarrant, Project Manager, Facility Services
Ken Marshman, Project Manager, Facility Services
Rick Siebenga, Project Manager, Facility Services
Renee Goulard, Business Manager, Facility Services
Darcie Bennett, Manager, Contract Services
Andree Chiasson, Administrative Assistant, Facility Services

REFERENCE:

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Quality Infrastructure for all

EIPS OUTCOME: Learning and working environments are supported by effective planning, management, and investment in Division Infrastructure

ISSUE:

That the Board of Trustees receive for information the Facility Services 2023-24 Summer Projects update.

BACKGROUND:

The Facility Services Department has worked diligently throughout the summer on projects planned for the 2023-24 season; 387 projects total, with 36 in the Capital Projects department and 351 in the Maintenance department. The 36 IMR, CMR, and capital reserve projects achieved a completion rate of 92%.

In addition, our staff worked diligently on our maintenance program which includes gym floor refinishing, painting, inspection of fire protection systems, air handling system duct cleaning, parking lot repairs, etc. a total of 351 tasks were planned, and a completion percentage of 95% was achieved.



Other major summer Project highlights include:

- Phase two Salisbury Composite High Stormwater System Replacement project
- Landscape refurbishment (phase one) at SouthPointe School
- South gym refinishing at Bev Facey Community High
- Entrance keying and FOB installation (keying complete, FOB installation in progress)
- Modular installation at Ardrossan Elementary
- Vermiculite abatements completed at eight schools

The CMR projects thus far completed or currently in progress are:

- Exterior door replacement at Brentwood Elementary
- Exterior door and window replacement at Glen Allan Elementary
- Main electrical distribution replacement at Clover Bar Junior High
- Air handling unit replacement at École Parc Élémentaire
- Hallway ceiling and LED lighting replacement at Woodbridge Farms Elementary

CURRENT SITUATION OR KEY POINT:

Projects are determined by several methods:

- Facility Condition Indexing – annual inspections by Government consultants and results documented with Alberta Infrastructure’s VFA facility condition reports
- Feedback from school Administrators
- Feedback from Operations and Maintenance staff
- Facility Services management facility walk throughs

As for prioritizing of the projects, the following are considered in order of highest priority to lowest:

- Health and safety items, including code violations
- Items that may compromise the integrity of the building envelope and reduce the life of the facility
- Building components that have failed
- Educational areas to meet program requirements
- Facility requirements of students with special needs
- Building components that enhance energy conservation

ATTACHMENT(S):

1. 2023-24 Summer Projects list

2023-24 Summer Projects Plan- Updated Sept. 10, 2024		
School Name	Project	Start Date
A.L. Horton Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection & maintenance	Summer
	Hardwood floor re-coating - Kindergarten room	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Playground inspection and maintenance	Summer
	Infirmery relocation	Summer
Ardrossan Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gymnasium floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Outdoor Indigenous learning space	Summer
	Modular installation (2 new Modulares)	Summer
Ardrossan Junior Senior High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Duct cleaning - welding shop	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gymnasium floor re-coating (both gymnasiums)	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Replace roof section	Summer
	Sewer line flushing	Summer
Bev Facey Community High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Duct cleaning - welding shop	Summer
	Elevator inspection and maintenance	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Generator testing, inspection and semi annual maintenance	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Dust collector servicing and inspections	Summer
	Sewer line flushing	Summer
	Front entrance sidewalk replacement	Summer
	North East outside door repair/install	Summer
	Locker door replacement	Summer
	Projection screen removal from gym	Summer
	Gymnasium floor re-coating - North Gym	Summer
	Parking lot line painting (South lot only)	Summer
	South gym refinishing	Summer
Brentwood Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Exterior door replacement	Summer
Bruderheim School		
	Gas detection inspection and calibration	Summer
	Custodial services - annual cleaning regime	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Fire inspections and deficiencies	Summer
	HVAC system preventative maintenance	Summer
	Playground inspection and maintenance	Summer
	Roofing repairs	Summer
	Vermiculite Abatement	Summer
École Campbelltown		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
Clover Bar Junior High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Sewer line flushing	Summer
	Stage wall sound baffle removal and paint	Summer
	Main electrical distribution replacement	Summer
	Vermiculite Abatement	Summer
Davidson Creek Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
École Parc Élémentaire		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Parking lot line painting	Summer
	Air Handling Unit replacement	Summer
EIPS Central office		
	Dryer duct cleaning	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Siemens deletion and swap out	Summer
	Overhead door inspection - Contractor -annual	Summer
	2 Storey fire escape stairs repaint	Summer
	Vehicle fire extinguisher maintenance	Summer
F.R. Haythorne Junior High		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Parking lot line painting	Summer
	Add stalls in change room	Summer
Fort Saskatchewan Christian		
	Fire inspections and deficiencies	Summer
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Parking lot line painting	Summer
	HVAC system preventative maintenance	Summer
Fort Saskatchewan Elementary		
	Fire inspections and deficiencies	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Electrical system preventative maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Indigenous Outdoor Classroom - Relocation of Learning Circle	Summer
	Gym floor re-coating	Summer
	Parking lot line painting	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
Fort Saskatchewan High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Office area pneumatic upgrade and valve replacement	Summer
	Preventative maintenance on sewage lift station	Summer
	Sewer line flushing	Summer
	Replace carpet FS137	Summer
	Parking lot line painting	Summer
	Data re-cabling	Summer
Fultonvale Elementary Junior High		
	Fire inspections and deficiencies	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Gas regulator piping to roof project	Summer
	Parking lot line painting	Summer
	Knock down regulator venting piping	Summer
	HVAC system preventative maintenance	Summer
Glen Allan Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Exterior door and window replacement	Summer
	Roofing repairs	Summer
	Vermiculite Abatement	Summer
Heritage Hills Elementary		
	Custodial Services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual FS226	Summer
	Parking lot line painting	Summer
	Landscape improvement	Summer
James Mowat Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Sidewalk repairs	Summer
	Millwork upgrade	Summer
	Parking lot line painting	Summer
	Interior finishes upgrades	Summer
	Vermiculite Abatement	Summer
Lakeland Ridge		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Replace carpets FS113 (Kindergarten)	Summer
	Fire alarm panel replacement	Summer
	Parking lot line painting	Summer
	Replace faucets FS224,225,226,227	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
Lamont Elementary		
	Custodial services - annual cleaning regime	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Gymnasium floor re-coating	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Convert FS130 to open space	Summer
	Playground installation	Summer
	Vermiculite Abatement	Summer
Lamont High		
	Commercial kitchen exhaust cleaning	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Welding shop duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Camera inspection of combined storm and sanitary drain	Summer
	HVAC system preventative maintenance	Summer
	Vermiculite Abatement	Summer
Mills Haven Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Fire inspections and deficiencies	Summer
	Grounds maintenance	Summer
	Outdoor Indigenous Learning Space	Summer
	Gas detection inspection and calibration	Summer
	Parking lot line painting	Summer
	HVAC system preventative maintenance	Summer
Mundare School		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Playground inspection and maintenance	Summer
	HVAC system preventative maintenance	Summer
	Snakes - relocation - sealing of all cracks and voids	Summer
Pine Street Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Outdoor Indigenous Learning Space	Summer
Rudolph Hennig Junior High		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Grounds maintenance	Summer
	Parking lot line painting (West lot only)	Summer
	HVAC system preventative maintenance	Summer
	Vermiculite Abatement	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
Salisbury Composite High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Welding shop duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Generator testing, inspection and semi annual maintenance	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Storm Water Infrastructure Upgrade Phase 2	Summer
	Next Step Sherwood Park washroom upgrade	Summer
	Semi circular terrazzo sink removal/ replacement	Summer
	Rusted out bathroom sink/rotten countertop replacement	Summer
	Bathroom light FS 1133, 1135, 1105	Summer
	Parking lot line painting (East lot only)	Summer
	NXT Step separate entrance	Summer
	Vermiculite Abatement	Summer
Sherwood Heights Junior High		
	Custodial services - annual cleaning regime	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Add stalls in change room	Summer
SouthPointe School		
	Fire inspections and deficiencies	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Landscape refurbishment phase 1	Summer
Uncas Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Outdoor Indigenous Learning Space	Summer
	Drainage divertor valve troubleshoot/repair	Summer
	Cistern cleaning	Summer
	Courtyard asphalt replacement	Summer
Vegreville Composite High		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grease trap cleaning	Summer
	Grounds maintenance	Summer
	Gym floor - removal of vagabond logo	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Shop overhead door operator with chain and 3 button wall station	Summer
	Sewer line flushing	Summer
Wes Hosford Elementary		
	Custodial services - annual cleaning regime	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan- Updated Sept. 10, 2024

School Name	Project	Start Date
Westboro Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
Win Ferguson Elementary		
	Gas detection inspection and calibration	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Boiler exhaust duct replacement	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Main air unit outside - Air Damper Replacement	Summer
	HVAC system preventative maintenance	Summer
Woodbridge Farms Elementary		
	Custodial services - annual cleaning regime	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Hallway ceiling and LED lighting replacement	Summer
Various Sites		
	Exterior keying	Summer
	Outside speaker maintenance/troubleshoot/repair	Apr-24
	Asphalt repairs	Summer
	Fire rails repaint	Summer
	Pipe rails repaint	Summer