

**Westboro School Council
Meeting Minutes
March 21, 2018**

Welcome and Introductions:

Called to order 6:30 pm (Jacquie Surgenor).

Present:

Karry Biri, Matthew Bissett, Amy Churchill, Krystal Gibson, Bernie Hansen, Crystal Herbert, Leah Hesson, Annette Hubick, Lesley King, Debbie Klita, Mike Lastiwka, Theresa Mackenzie, Matt Matheson, Jacquie Surgenor, Jenn Wolfe

Approval of Agenda:

Crystal Herbert moves to approve the agenda, Matthew Bissett 2nd. All in favour: “Yes.”

Approval of Minutes from Previous Meeting:

Amy Churchill moves to accept the minutes from February 21, 2018, Crystal Herbert 2nd. All in favour: “Yes.”

New Business:

A.) Logos Report

Jenn Wolfe shared the following report.

- Westboro is hosting an Easter chapel on Thursday, March 22.
- The Logos Society Annual General Meeting (AGM) is scheduled at Westboro Elementary School on Tuesday, June 12, starting at 7pm.
- A fundraiser with either Buick or another vehicle company may still be organized this year.

B.) COSC (Committee of School Councils) Report

Jacquie Surgenor shared the following information from the March 7th COSC meeting.

Assurance Model

Jacquie attended a session last month hosted by Alberta Education about the Assurance Model. Currently, we have an Accountability Model which is fairly prescriptive and focuses on the vertical (upward) relationships between school authorities and the Minister.

Last year, the government announced the move to an Assurance Model which will be more flexible, and where priority setting and the communicating

process will be broader and more of a shared responsibility. The intent is to involve more stakeholders in the process and engagement would now be a core component. Assurance would involve accountability but be much broader than just reporting the results.

There has been a pilot with several school divisions for the past few years and the feedback from them has been positive. They have appreciated the increased flexibility in the planning/reporting process allowing them to design plans and reports that are more meaningful to the local context. They have been committed to engaging stakeholders in their planning and reporting processes.

There are two working committees at Alberta Education and Alberta School Councils' Association (ASCA) has a representative on both. Randy Clarke, Director of Leadership Excellence with Alberta Education, met with about half of the ASCA board for 2 hours to present and get feedback on the draft Assurance Model framework. In addition, Jacquie attended an all day session as COSC Chair on February 22 where feedback was provided on the draft model.

Five buckets/areas/domains have been identified:

- Teaching & Leadership
- System Supports
- Student Learning
- Governance
- Responding to Local and Societal Context

Time was spent on what sub-elements would make up each domain. The question they asked throughout the February 22 session was: "What evidence would give assurance to someone standing on the street corner?"

Change in School Zone Times

This is a great example of how parental engagement in education can work! Many years ago, there were discussions about the Alberta School Council Issue Resolutions and there was one on traffic safety. It was recognized that there were concerns in our own area so a committee was formed. Two parents eventually joined the Strathcona County School Traffic Safety Partnership, where they advocated for all day school zones.

It was discussed it at COSC and possibly individual school councils, and parents were encouraged to stand up and be heard on the issue. During this past election, parents did just that and recently, Strathcona County passed all

day school zones. Thank you to everyone who spoke up – you have made a difference!

More information on COSC and their monthly meetings can be found at: <https://www.eips.ca/parents/committee-of-school-councils-cosc>.

C.) Literacy Toolkit

Mike Lastiwka shared that the next entry for the Literacy Toolkit, Chunky Monkey, is available on the school website at:

<http://westboroelementary.ca/parent-literacy-toolkit>.

The videos continue to be created about once a month. If a parent and their student would like to volunteer to be filmed for a video this year, please contact Jacquie at westboroparents@gmail.com.

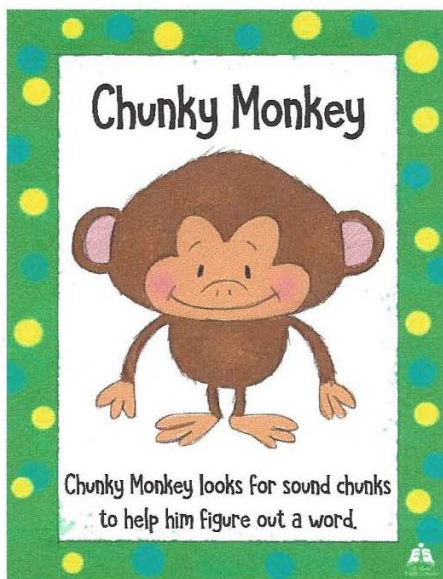
Chunky Monkey

Think about your child reading ...

- Do they struggle with sounding out larger words?

Meet Chunky Monkey

Our brains naturally look for patterns which includes words within words. If your child can break down a word into “chunks” it can help decode the larger word.



- Sometimes a word is a compound word which is made up of 2 smaller words (eg. Playground) Even if the child only recognizes one of the words, they can use other clues and strategies to decode the second word.
- See if your child can determine the “root” word which is the main word. Then they can add the prefix (added to the beginning of a word eg. un + happy = unhappy) or a suffix (added to the end of a word eg. sad + ly = sadly). They might recognize the prefix or suffix and then can decode the root word.
- Sometimes, they can break down longer words into smaller chunks that aren't whole words or individual letters (great for longer words). Sometimes, it's easier and makes more sense than sounding out each individual sound. Eg. t – ea – ch - er

D.) School Mission

Mike shared a new school mission statement:

“To prepare our students to be positively contributing members of society when they finish school.”

He would like utilize the mission statement as a way of promoting why we are here and what we are going to do when we are here. The mission statement can guide all of us – staff, students and parents. He opened up a dialogue with parents by asking what role they see themselves having in preparing our students for the world and what contribution do they want to make to help our children succeed. A great example of parental support is our Literacy Toolkit – it fully supports the EIPS education goal of growth in literacy and was developed by parents to help other parents and teachers achieve this goal with our students. Mike will continue to revisit this conversation with parents over the next few years.

E.) Personal Electronic Device Policy

Matt Matheson revisited the school’s personal electronic device policy:

1. Student use of personal electronic devices at lunch and recess is not allowed.
2. Students are allowed to have personal electronic devices with them in school, but they need to be kept out of sight (in a pocket, backpack, etc.).
3. Students are allowed to use personal electronic devices during indoor recess to view school-appropriate content.
4. Students can use personal electronic devices in the classroom when the classroom teacher allows it.
5. Students with devices that have cameras and/or video cameras should not use them to take photos or video of other students or staff during school hours or during school activities. Also, students should not post school photos or videos online or to social media.
6. When a personally owned electronic device is brought to school, students and their families accept that school authorities may inspect the device and what’s on it to ensure that EIPS policies and guidelines, including the Student Acceptable Use of Technology Agreement are followed.
7. When a student brings a personally owned electronic device to school, students and their families accept that the student is responsible for the device and its care, and agree that the school is not responsible for damage, loss or theft of the device.

Our Division 2 classrooms (Grades 4-6) now have 1-to-1 access to electronic devices so personal devices would not be required to come to school for any type of class work. Parents are encouraged to contact Matt directly with any questions or concerns about this policy.

F.) Emergency Preparedness and Response

Mike presented points to keep in mind during an emergency procedure at our school.

- In order to keep the phone lines clear for first responders, it's very important during emergency situations not to call the student's cell phone or to expect them to call out.
- For their own personal safety, parents should not remain at the school if an emergency situation is occurring or arrive at the school while it is underway.
- Parents are asked to exercise patience while waiting for the school to communicate with them about the situation and what will happen next.
- If a shelter-in-place is occurring, office staff will not be answering phones as they will also need to be in a safe location.
- During a controlled release, it is very important to bring valid identification to pick up your child. There may be people from other schools or agencies helping with the release process who will not know who you are. As well, ensure your emergency contact list is always up-to-date so if anyone besides a parent is picking up your student, their name will be found on the list.

It was asked how students would be grouped when taken to an off-site location in the case of an evacuation. Mike explained it would depend on who was in charge at that site and where exactly the students could be housed. As an example, if our students had to evacuate to Woodbridge Farms Elementary School and were waiting in the gym, he would have them remain with their designated teacher and classmates until they were picked up.

He also clarified that when a Synrevoice message is sent out to parents, it can be sent to different groups of contacts. For the hold-and-secure that happened at our school last week, he sent a message out as information for families which went to the primary contact number for each student. In the case of a more serious event such as an evacuation, the message would be sent to all of the contacts listed in a family's PowerSchool account.

As per the division's communication protocol, a limited amount of information can be shared with parents after an event. If parents have any further questions or concerns, they are encouraged to talk to Mike directly.

More information on EIPS School Emergency Program can be found at:
<https://www.eips.ca/download/40824>.

G.) 2018-2019 Meeting Dates

It was determined to continue with scheduling the 2018-2019 meeting dates for the third Wednesday night of the 8 months that we meet, with the exception of our May AGM, which has been falling on the week either prior to or just after an extra long weekend. We will schedule future AGMs on the full week of school after the Victoria Day long weekend. If the school can accommodate it, we will reschedule this year's AGM from Wednesday, May 23, to Wednesday, May 30, and will announce the date change accordingly.

H.) 2018 ASCA AGM Issue Resolutions

Jacque shared the member sponsored proposed advocacy resolutions for ASCA's 2018 AGM. The ASCA advocacy efforts are informed and shaped by provincially relevant resolutions that parents on school councils bring forward, debate, and pass into policy each year. Those present gave their feedback which will help guide Krystal Gibson when she attends the April AGM on behalf of Westboro School Council.

The resolutions that were discussed can be found at:

<http://westboroelementary.ca/download/126636>.

I.) Open Questions

There were no open questions.

School Report:

A.) Principal Report

Lesley King shared the following information on behalf of the principal.

She shared her experience and feelings from a recent staff professional learning day about the effects of trauma on the developing brain. It gave her a better understanding of what a child who experiences trauma at home might be feeling when they arrive at school and are asked to concentrate and do their school work.

She also shared some of the activities happening in the Grade 1 and 2 classrooms such as learning about penguins, flying to Italy, reading chapter books together and the excitement for tomorrow's annual Beach Day.

Gratitude was expressed by the Grade 2 teachers for our wonderful parent volunteers.

Matt shared that the topics that are being discussed in Monday afternoon circle time are being updated weekly and can be found at

<http://westboroelementary.ca/download/126533>.

B.) Trustee Report

Annette Hubick shared the following report.

EIPS Parent Survey

Please complete the EIPS online Parent Survey. Your feedback provides important information that the division and schools use to evaluate progress toward the goals and priorities in the education plans. Unlike the province's accountability survey, the EIPS survey is online, open to all parents of EIPS students and only takes a few minutes to complete. The survey closes March 23, 2015.

March 15, 2018, Board Meeting

The board discussed and passed motions in regards to:

- 3-year capital plan. The modernization of Sherwood Heights Junior High remains as the division's top priority.
- Disposition of Ministik school building and land. The request now goes to the Minister of Education.
- Amendment to Policy 1 to include the new division foundational statements. This is the first step in the development of the division's next 4-year education plan. The board changed the timeframe of the plan from 3 to 4 years to match the term of trustees.

Provincial News

- Minister of Education David Eggen was in our district four times this past month:
 - On February 15th at Southpark to see firsthand how School Improvement Funds were being spent at the school level.
 - On February 23rd, he toured some rural schools with Board Chair Boymook, visiting Vegreville Composite High School, Mundare School (K-8) and Andrew School (K-12).
 - He accepted invitations to two school council meetings: Bev Facey Community High School (Sherwood Park) and A.L. Horton Elementary School (Vegreville). Parents used the opportunity to express concerns on issues such as the administrative burden and lost learning opportunities that have occurred with the implementation of Bill 1, and the high school redesign process and frozen funding.
 - Chair Boymook was at all these meetings with him, providing excellent opportunities to make him aware of some of the great initiatives happening in the division as well as some of our challenges.
- Minister Eggen announced that he is delaying any changes on the 2.4 km walk limit for bussing to allow more time for research and consultation. He intends to introduce changes to transportation funding in the fall for the 2019-20 year to give school divisions and families a year to prepare for any changes.

School Zones

At long last, Strathcona County passed a change to the school zone bylaw making the zones in effect from 7:30 a.m.-4:30 p.m. on school days. Thank you to all of you who raised this issue with election candidates last fall. The bylaw change goes into effect September 2018.

Board in the Community

- The board began its school tours initiative on Monday, March 12th, with a tour of our easternmost schools: the Colony School, A.L. Horton Elementary School, Next Step Outreach in Vegreville and Mundare School. Over its term, the board will visit every school in the division, providing first-hand perspectives of the successes and challenges faced by our very diverse schools.
- On March 14, the board met with Fort Saskatchewan City Council. With an almost entirely newly elected council, it was a great opportunity to educate the councilors about EIPS and to reinforce our desire to work proactively when it comes to school sites.

Parent Information Session (Free)

- Alberta Health Services Eastern Edge Regional Collaborative Service Delivery (RCSD) presents:
Keeping Scattered Kids on Track: Supporting Children and Adolescents with Attention Deficit Hyperactivity Disorder (ADHD) [for students in K-Gr12]
Date: Wednesday, April 18, 2018
Time: 6:00-7:30 p.m.
Location: Pine Street Elementary School
Note: Adults only
Pre-register: <https://www.surveymonkey.com/r/EasternEdgeCaregiverSeries>

Next Meeting Date: April 18, 2018 at 6:30 pm

Adjournment: Matthew Bissett moves to adjourn at 8:24 pm.