

Pine Street School Council Meeting

March 9th, 2021

The regular meeting of Pine Street School Council was duly called and held on March 9th, 2021, virtually via Google Meets. Quorum was present.

In Attendance:

Executive: Lesley Bowman (Chair), Cara Kern (Vice-Chair), Lorena Ellsworth (Secretary)

Administration: Tracey Arbuthnott (Principal), Kerri Williams (Assistant Principal)

Parents: Megan Hahn, Trina Loucraft, Jamie Wells

Community: Trina Boymook* (Board Chair, EIPS)

* Denotes partial attendance.

1. Chair, Lesley Bowman, calls to order at 6:00pm.
2. Opening Remarks & Welcome – Lesley Bowman
 - a. Treaty Six Acknowledgement
3. Attendance and Introductions.
4. Additions to Agenda
 - a. None.

MOTION: Cara Kern motions to accept amended agenda, Megan Hahn seconds.

OPPOSED: None

CARRIED

5. Approval of Minutes from February 9th, 2021

MOTION: Cara Kern motions to accept February minutes, Megan Hahn seconds.

OPPOSED: None

CARRIED

6. Trustee Report – Trina Boymook
 - a. The provincial budget was tabled on February 25, 2021. It is being viewed by school boards as a good news budget considering the financial climate in a pandemic. Board Chairs and Superintendents met with the Minister following the tabling of the budget to receive a high-level overview of the Education budget
 - i. The funding commitment to education is being maintained at \$8.2B

- ii. Boards will be held harmless from their enrolment declines as result of COVID-19. This is something that the Board had advocated for.
- iii. Student transportation funding will remain at the same level. We are expected to receive some details coming out of the taskforce that will have transportation running more efficiently and effectively.
- iv. 14 new capital projects will be announced mid-March.
- v. Increase support for modular program
- vi. \$40M will be shifted from Plant, Operation and Maintenance (POM) to Specialized Learning Supports. The minister is working on finalizing the finer details of this and once completed Boards will receive their funding letters. Specialized Learning Supports include
 - 1. PUF – Boards have been advocating for additional supports in this area.
 - 2. First National Metis and Inuit
 - 3. English language Learners
 - 4. Social Economic
 - 5. Geographic
 - 6. School Nutrition
- b. Boards will have their funding letter by March 31 at the latest. The Board will be approving allocations to school at its April 22, 2021 Board meeting. So please plan on having a school budget discussion as a school council. The Board will also be setting student transportation fees and other administrative fees at this meeting.
- c. The Board also approved the Three-Year Capital Plan. Number one request is a replacement school that combines Ecole Campbelltown and Sherwood Heights.
- d. On February 19, 2021, Trustee Seutter and I met with MLA Glubish to talk about our new vision for Sherwood Heights and how we plan on addressing access spaces at Salisbury Composite. It was a very productive 40-minute meeting.
- e. The Board approved the support for a school council representative from a school to attend the upcoming Alberta School Councils Association Annual Conference and AGM. The Board will be supporting up to 15 registrations. Corrie at COSC will provide you with the information on how to access the support.
- f. Questions/comments
 - i. None.

7. Administration Report – Tracey Arbuthnott

- a. General
 - i. February was Kindness Month.
 - ii. Spring Break is just around the corner starting Friday March 26 and returning Tuesday April 6th, after Easter.
 - iii. Registration and reregistration for returning students has been completed for the 2021-2022 school year and finished up at the end of February.
 - iv. The Provincial Accountability Survey questionnaire has been delayed this year. More details regarding the new timelines are expected soon. I have emailed a letter to all our grade four students' parents outlining the importance of this provincial survey for our school.

- v. Our March 5th PD day consisted of our staff taking a deeper dive into their strength finder results with in their cohort groups and looking at how we can then use this type of approach with our students to help them on their educational journey. We also started looking at our school’s goals for next year
 - vi. We have continued to catch students being great role models and promoting that behavior with little celebrations in the office and in classrooms. (In the office: praise, stickers, pens, paw pins)
 - vii. Term 2 Report cards will be published on March 19 at 3:15 p.m. (Now a District Standard)
 - viii. Term 2 Parent/Teacher Interview dates have changed: Mon. March 22, Tues. March 23, Wed. March 24 from 3:30 p.m. to 5:30 p.m. Shelley Moore: Inclusive education and universal design for learning.
- b. Facilities News
- i. Front Entrance new sign and paint
 - ii. Repairs to the modular from over the cold snap to the furnace drain lines.
 - iii. Repairs to the floor beams under the floor in the office.
- c. Budget
- i. School Fees: to date we have approximately \$3,314 in school fees still outstanding.
- d. Shelley Moore: Inclusive Education and universal design for learning
- i. We have been working our way through the videos below with our staff and will continue doing this at staff meetings with a follow up at parent council so that parents can also join us on our journey.

Oct	Shelly Moore (A new way of thinking about inclusion and education) https://www.youtube.com/watch?v=PQgXBhPh5Zo&feature=youtu.be
Nov	Shelly Moore don’t Should on Me: It’s not easy being NOT green https://www.youtube.com/watch?v=MeRNhz0nGts&feature=youtu.be
Dec	Shelly Moore: End of Average https://www.youtube.com/watch?v=Krec84KwbHE&t=2s
Jan	Shelly Moore: Inclusion 2.0 https://www.youtube.com/watch?v=rO3_UYaz1HE&feature=youtu.be
Feb	Shelly Moore: The Infrastructure of Inclusion: https://www.youtube.com/watch?v=X8iAQTneyXI&feature=youtu.be
March	Shelly Moore: Decriminalizing Supports https://www.youtube.com/watch?v=LyqFcmUxHAW&t=96s

- e. School Goals for Next Year
 - i. We have taken the below to our staff to work their way through and are now would love to have our parent council's input.



Pine Street Elementary

Everything we do is about helping people achieve all that they can be. It is about believing in dreams and building the skills needed to achieve them.

We engage, motivate, and inspire by focusing on individual strengths, interests, real world activities, and building partnerships with our families.

We ensure our students have the skills for successful futures.

Pine Street Elementary School Goals

Goal 1: Pine Street School will enhance student engagement and achievement by focusing on research based effective teaching practices and their implementation throughout the school.

Goal 2: Pine Street School will enhance students' critical thinking, problem-solving skills, and creativity.

Goal 3: Pine Street School will maintain our positive school culture that acknowledges the academic, emotional, and social needs of students.

SCHOOL GOAL 1

Pine Street Elementary will enhance student engagement and achievement by focusing on research-based effective teaching practices and its implementation throughout the school.

Division Outcomes:

Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: More students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments.

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidenced-based practices to enhance the quality of teaching, learning and leading.

Strategies:

- This goal centers on research-based effective teaching practices and implementing these techniques throughout the school community. We are going to begin our journey by examining Harry and Rosemary Wong's book "The First Days of School: How to be an Effective Teacher" which focuses on implementing research-based strategies for classroom instruction and correlates with increasing student achievement. In addition, we will focus on incorporating the teaching techniques as supported by the educational research of Marzano and Hattie, as well as other research-based publications such as "Results the Key to Continuous School Improvement" by Schmoker, "What Great Teachers Do Differently" by Whitaker, and "The Highly Effective Teacher" by Marshall.
- We also are focusing on the work of Shelley Moore and her differentiation and inclusion models, as well as the use of Universal Design for Learning aspects to refine and enhance teaching and learning practices. Our goal is to create effective learning environments where all our students experience growth in achievement and great success.
- We are a student achievement and data informed school that uses the Standardized Test for the Assessment of Reading (STAR), Math Intervention/Programming Instrument (MIPI), Provincial Achievement Tests (PAT) measures as well as teacher experience, insights, and professional judgment to drive and guide our educational practices to meet the diverse needs of our students.
- We will continue to support staff training and promote the implementation of the Fountas and Pinnell: Leveled Literacy Intervention program and math benchmarking, as well as use of the Math Equals manipulatives kits throughout the school. Along with the continued use of the Division's writing continuum throughout our classrooms.

- Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, mediative questioning, etc.
- Staff will employ a variety of technological resources (i.e., Chromebooks, iPads, Google Apps for Education, Brightspace, Learn Alberta, Raz Kids, etc.) to assist with differentiating instruction and finding appropriate levelled resources and modifications for our emergent learners.
- Staff will utilize and refine the methodologies of readers' and Writers' workshop using strategies and Techniques suggested in resources such as Program of Studies, Writing Continuum, Daily 3 for mathematics, Daily 5 for literacy, and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) techniques in classrooms to meet the learning needs of our students and compliment the professional practices and preferences of our teaching staff.
- Staff will engage students in mathematical thinking by utilizing resources such as Math Makes Sense along with Number Talks, Math Warmups, hands on activities, Daily 3, Math Journaling, etc.
- Setting high and clear expectations for students using visual, kinesthetic, and verbal management cues.
- Promoting staff involvement in professional learning community (PLC) meetings and developing mentor/grade level cohorts that encourage staff collaboration and collegial support. In addition, certificated staff will share research-based effective teaching and best practices with one another at staff meetings and during grade group collaboration
- Staff will focus on an asset-based approach to empower our students' learning and teach to students' strengths using multiple intelligences strategies and learning/teaching styles.
- Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.
- Offer opportunities for educators to participate in peer-to-peer classroom observations throughout the school and within our feeder group of schools.

Performance Measures:

- 5% improved overall student achievement on the STAR and MIPI in all grades and PATS in Grade 6 over the next 2 years.
- Use the STAR, MIPI and PATs results, as well as classroom assessments, to guide teaching practices and programming decisions that allow for differentiation of instruction for our students.
- 5% increase in student engagement via the Alberta Accountability Pillar survey.
- Common school-based practices and procedures throughout the school. For example, hallway behavior, classroom sign out, etc.
- Build a collaborative school culture where all staff feel comfortable actively seeking the advice and expertise from each other.

- 3% increase in staff/parent satisfaction performance measure on the Alberta Accountability Pillar survey.
- 100% of staff will create their Professional Growth Plan (PGP) and meet with administration at the beginning, middle, and the end of the year to review and reflect on their individual professional practice.
- Increase the use of student self-evaluation, reflection, and feedback tools to assess individual academic performance.
- Implementation of student portfolios to show evidence of growth throughout the year.
- Every student will do a writing sample at the beginning, middle and end of the year to highlight their growth and writing gains throughout the school year.
- We will continue to use the STAR reading assessment three times a year to gather data on student growth and literacy development.

SCHOOL GOAL 2

Pine Street Elementary will enhance student's critical thinking, problem-solving skills, and creativity.

Division Outcomes:

Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: More students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

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

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

Strategies:

- Facilitating and enhancing student metacognition by promoting higher levels of processing and emphasizing learning objectives into levels of complexity.
- Focusing on the cognitive, affective, and sensory domains as outlined in Bloom's Taxonomy of cognitive learning and thinking. Bloom's Taxonomy is displayed in all the classrooms and referenced with grade specific explanations, definitions, and wording.
- Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- Recognize and identify multiple intelligences in our students and use multiple teaching strategies to meet the various learning styles.

- Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.
- Linking STAR results, Guided Reading levels, Fountas and Pinnell benchmarks and Raz Kids to accurately assess student achievement levels.
- Implement a fall, winter, and spring writing sample for all student's classroom portfolios and reference the Elk Island Public Schools (EIPS) writing continuum to assist with leveling our student's writing and showing individual gains throughout the school year.
- Learning inventory (multiple intelligence survey to meet the needs of each child).
- Using rubrics and exemplars when developing student's learning expectations by co-constructing assessment criteria and self-assessment with our students (Sandra Herbst).
- Educator literacy sharing and cohort building with the purpose of revising and building cross-curricular student assessments.
- Increase in inquiry and performance-based tasks throughout the school.
- Implementing a variety of web-based applications and technology in classrooms and individual lessons to enhance inquiry methods (i.e., Google Apps for Education, Raz Kids, Brightspace, etc.).

Performance Measures:

- 5% increase in student achievement as seen through the STAR, MIPI and the Grade 6 PATs.
- 90% of students will be able to identify levels of Bloom's Taxonomy in accordance with their thinking strategies.
- Individual student portfolios will demonstrate student growth throughout the year.
- School/classroom assessments will be adapted to incorporate Bloom's Taxonomy, higher levels of thought, and metacognition processes.
- The school will use a common language of thought processes based on Bloom's taxonomy and metacognition processes.
- Promote professional development sessions in critical thinking, reasoning, and problem-solving. Students will be able to use metacognition strategies to verbalize their thinking skills as they are solving problems.
- Students will create and share their inquiry-based projects in their classrooms and/or school.
- In applicable situations every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst).

SCHOOL GOAL 3

Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students.

Division Outcomes:

Priority 2: Enhance high-quality learning and working environments.

GOAL 1: POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful, and safe.

GOAL 3 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

Priority 3: Enhance public education through effective engagement.

GOAL 1 PARENT ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

Strategies:

- Promote a liberal arts (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.
- Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels.
- Develop and implement a unified method of conflict resolution with a focus on restorative justice.
- Classroom management focused on positive behavior procedures and expectations.
- Staff will model a culture of mutual dignity and respect.
- Work with School Council to support and enhance our parent engagement levels.
- The implementation of an in-depth, multi prong approach to our First Nations, Métis and Inuit education to promote cultural exposure and acceptance of diversity within our student population (i.e., blanket exercises, author visits, EIPS's consultant visits, establishing an outdoor learning environment with a focus on related First Nations, Métis and Inuit lessons, referencing the Seven Sacred Teachings in our character education and school community, featuring an Artist in Residence, incorporating Indigenous games/literature, implementing Edu-Kits and Indigenous resources in the classroom setting, etc.).
- Provide the opportunity for staff and students to be involved in planning various leadership school activities, such as, Battle of the Books, the Campbell-Crib speech competition, Christmas bureau/food bank drives, recycling, running clubs, Student Council, Christmas concert, Terry Fox Run, Read in Week, volunteer appreciation, classroom buddies, etc.
- Implement a recognition system for our students who demonstrate positive role modeling within the school by catching kids doing the right thing and highlighting these positive behaviours with sunshine calls home, motivational stickers, bear paw pins, and fun crazy hair Pine Street pens.
- Encourage community involvement within the school by inviting community members into the school and promoting special visits to and from the senior's lodge, Capital Heath

facilities, Drug Abuse Resistance Education (DARE), Saffron, Altview organizations, linking generations programming with seniors, etc.

- Continue with the school's welcoming approach and open-door policy for parents and community members.
- Continued support of our Indigenous students by creating a shared understanding of reconciliation and indigenous history for all our students.
- Each classroom will incorporate student social emotional regulation strategies, such as, Zones of Regulation, self-regulation tools (i.e., fidget seats, noise cancelling headphones, etc.), student calming centers in classrooms, making the office a safe space, etc.
- Continue to build resources to promote diversity and acceptance throughout our school.
- Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and need supports outside of the school's responsibilities.

Performance Measures:

- 2% increase in staff engagement via the Alberta Accountability Pillar survey.
- 2% increase in student engagement via the Alberta Accountability Pillar survey.
- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Accountability Pillar survey.
- All staff will have a better understanding of the cultural direction of the school and contribute to the overall positive climate and welcoming approach. Staff are focusing on their strengths and are encouraged to share their ideas and being actively involved in creating a safe and positive learning and working environment.
- Promotion of Professional Learning Communities (PLCs), grade cohorts, Brightspace cohorts, etc.
- Staff feel more comfortable seeking guidance from other staff members who have specific experience or expertise to share.

f. Questions/comments

- i. What do enrollment numbers look like for next year?
 1. These number will be available at next month's meeting.
- ii. What do class set ups look like for next year?
 1. Class structure is pending the release of the budget.

8. Teacher Liaison Report – Kerri Williams

a. First Nations, Métis and Inuit Education

i. March 2021 School Update

1. Jeremy Albert joined our Kindergarten classrooms virtually this month to teach the students some common Cree words and play some fun games together.
2. We have booked the Métis Crossing for a staff PL day for the 2021-22 school year. The morning focuses on TQS training, followed by a Métis lunch, and then a traditional land-based workshop in the

- afternoon. Due to COVID restrictions, we can defer funds from this year's project proposal to cover the costs.
3. On May 7, 2021 staff will participate in a Google Meet with a Métis Crossing representative who will focus on the land-based learning as well.
 4. Mrs. Vetro will be visiting classrooms in April to support the Sacred Teaching of [Humility](#).
- ii. First Nations, Métis, and Inuit: Division Reminders
 1. The First Nations, Métis and Inuit education team, Cheryl Devin and Jeremy Albert are offering two online information and engagement series for EIPS families.
 - iii. Series #1: Developing Foundational Knowledge of First Nations, Métis and Inuit cultures, histories, and contemporary contexts.
 1. These sessions are designed for EIPS parents and families who are curious to learn about First Nations, Métis and Inuit cultures, perspectives, and histories.
 2. Sessions will be held online using Microsoft Teams Meetings. You can join on your computer or mobile app. [Click here to join the meeting](#)
 - a. Session 3 (virtual): March 16, 2021 (7 - 7:30 PM)
 - iv. Series #2: Virtual gathering of First Nations, Métis and Inuit parents and families.
 1. This series is designed for First Nations, Métis and Inuit parents and families who are curious to learn more about the supports offered throughout EIPS.
 - a. Second Gathering (virtual): March 9, 2021 (7 - 8 PM):
Supports offered for First Nations, Métis, and Inuit students.
[Click here to join the meeting](#).
 - v. Contact EIPS' First Nations, Métis and Inuit Education Team, [Cheryl Devin](#) or [Jeremy Albert](#) or check the Division website for future session dates and times.
- b. D.A.R.E Program
 - i. The Drug Abuse Resistance Education (D.A.R.E) program will be offered virtually to Mrs. Lockwood's Grade 5/6 class and Mrs. Hawryluk/Mrs. Williams' Grade 6 class.
 - ii. The D.A.R.E. program will be led by Constable Jill Donaldson of the Strathcona County RCMP detachment. It teaches children how to resist peer pressure, live productive drug and violence-free lives and promotes good decision-making skills to help students stay safe and healthy.
 - iii. Constable Donaldson will join our two classrooms for ten weeks every Thursday afternoon from April 8 to June 10.
 - c. Class Photos: Infinite Eye Photography
 - i. Class photos and individual portraits for any new students will occur on April 27 and 28.

- ii. We will not be doing team photos, sibling photos or the whole school group photo this year.
- d. Upcoming School Reminders
 - i. Mar. 15 – Online Interview Bookings open at 9:00 a.m.
 - ii. Mar. 19 – Crazy Hair Day & Term Two Report Cards Published
 - iii. Mar. 22 – Online Interview Bookings close at noon.
 - iv. Mar. 22/23/24 – Student-Parent-Teacher Phone Conferences 3:30-5:30 p.m.
 - v. Mar. 26 – **No School:** Day in Lieu
 - vi. Mar. 27 – Apr. 1 – **No School:** Spring Break
 - vii. Apr. 2 – **No School:** Good Friday
 - viii. Apr. 6 – **No School:** Easter Monday
 - ix. Apr. 7 – Early Dismissal (2:15 p.m.)
- e. Questions/comments
 - i. None.

9. Chair Report – Lesley Bowman

- a. First Nations, Métis and Inuit Education
 - i. I attended the second First Nations, Metis, and Inuit parent information session on February 23, it was informative and another great opportunity to learn and share. I asked if it is possible to share access to the information provided in the meeting and Ryan, Jeremy, and Cheryl said they would work on it. I will keep our group updated.
- b. Committee of School Councils
 - i. COSC meeting in February was well attended and informative.
- c. Alberta School Councils' Association
 - i. Rally for ASCA: Donation drive
 - ii. Recently, the Alberta School Councils' Association (ASCA) launched a fundraising campaign, called [Rally for ASCA](#). The goal: To raise an additional \$300,000 by June 15, 2021. As you know, ASCA's provincial funding grant was reduced by close to 70 per cent. The money raised will allow the association to sustain its operations. The [Rally for ASCA](#) campaign offers three ways to contribute:
 - 1. [Donate](#),
 - 2. [Share a story](#) about how ASCA or your school council positively impacted student learning or parent engagement, or
 - 3. [Produce a video](#) describing an impactful story involving ASCA.ASCA Resolutions.
 - iii. Registration
 - 1. Elk Island Public Schools' (EIPS) Board of Trustees is sponsoring the registration fee for one member from each school council—up to a maximum of 15 registrants—to take part in the upcoming ASCA Conference and Annual General Meeting on April 23-25. To register, complete the [Registration Form](#) and email it to [Carol Langford-Pickering](#). The registration deadline is April 7, 2021. [Learn more](#)
 - iv. ASCA Resolutions

1. The 2021 ASCA Advocacy Resolutions are now available. We spent a part of our time reviewing the Advocacy Resolutions and I will share more of that with you when we discuss them.
- d. [Caregiver Education Series](#)
 - i. Alberta Health Services is hosting a series of virtual caregiver information sessions focused on ways to support students' mental health. The sessions are free and geared toward parents, caregivers, teachers and community members who want to learn more about challenges impacting children and adolescents. Session topics include anxiety, ADHD, depression, self-harm, technology, teens and teaching leadership skills, communication, resiliency, and more.
- e. Saffron Cyber Second
 - i. The latest issue of the new Saffron Cyber Second is now available. Read it to learn tips, tools and strategies aimed at helping children develop skills for healthy and safe online experiences. [Saffron Cyber Second March 2021](#)
- f. Accessing Technology
 - i. Superintendent Liguori presented on the rationale behind the proposed Technology Fee and provided members insight into why Central Office and the Board are looking into this potential fee.
 - ii. It really comes down to providing equitable access to technology for all EIPS students and a big piece of that is internet access and the ability to support students in the division.
 - iii. I think all of us have our own experience with technology and the opportunities and challenges it presents and if you scale that up to a school division with thousands of students and staff in urban and rural areas and view that through the lens of limited funding, you can begin to understand what the division is up against.
 - iv. You'll often hear the refrain from me about funding 'predictable, stable, and adequate' and this is one of those situations where the funding isn't there.
 - v. Furthermore, you will also hear my frustration with parents being asked to pay for things that should be the responsibility of the province, this is an important part of why we need parents as partners and to lift up our voices to the division and the province.
- g. COVID-19 Update
 - i. Superintendent Liguori also spoke to the COVID-19 status in the division. This was a much rosier report than it has been in the past and I think everyone around the table was grateful for that.
 - ii. Although, the hope and positivity brings new questions of what things will look like in a month, two, three, and in September.
 - iii. This continues to be a moving target and very much dictated by AHS, but Mr. Liguori did commend students and parents as well as staff for their continued participation and diligence.
- h. ASCA Advocacy Resolutions
 - i. We will read the 'we request' section of the resolutions and I will ask for questions or comments. I can provide some information around the resolutions

to the best of my ability and then I will ask if our parents support the resolution.

- ii. A majority 'yes' vote and that is the vote I will carry to the AGM, if there is a majority that does not support the proposed resolution, I will carry the 'no' vote to the AGM.
- iii. Please know that the resolutions can change significantly 'on the floor' and if I feel like the resolution no longer carries the intent for which we either supported or did not support it, I could change the vote.
 1. P21-01: Continued Support and Advancement of Technology Funding to Support all Levels of Learning Throughout Alberta Schools
 - a. YES
 2. P21-02: Acknowledge of CoSC/DSC (District Level School Councils) in the Alberta Education Act
 - a. YES
 3. P21-03: Restore PUF Funding to Alberta Schools
 - a. YES
 4. P21-04: Transportation – Maximum Time Limit Students can be on the Bus
 - a. NO
 5. P21-05: Renewal of Alberta Curriculum
 - a. NO
 6. P21-06: Addressing Barriers to Student-centered Public Education
 - a. NO
 7. P21-07: Respect for ASCA's Bylaws, Values and Members
 - a. NO
 8. P21-08: Education Stakeholder Organizations Financial and Governance Accountability
 - a. NO
 9. P21-09: Equal Opportunity of Access to All Public Schools
 - a. NO
 10. P21-10: Achieving Universal Public Education
 - a. NO
 11. P21-11: Allocating Public Funds to Public Education
 - a. YES

i. April meeting

- i. We have Spring Break between now and our April meeting with not much going on between now and then. Is there an appetite to have the meeting?

MOTION: Cara Kern motions to cancel the April meeting, Jamie Wells seconds.

OPPOSED: None

CARRIED

a. Questions/comments

- i. None.

MOTION: Cara Kern motions to adjourn meeting at 7:19pm. CARRIED.

The next regular meeting will take place on Tuesday, May 11th, 2021 at 6:00pm, virtually via Google Meets.

These minutes are respectfully submitted by:

Lorena Ellsworth, Secretary

Adopted by Council in the meeting of May 11th, 2021.

Lesley Bowman, Chair