

Pine Street School Council Meeting

January 11th, 2021

The regular meeting of Pine Street School Council was duly called and held on January 11th, 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), Deneen Zielke (Teacher Liaison), Lorna Magnan (Teacher Liaison), Kayla Rusnell (School Counselor)

Parents: Brittany Sharkey, Jamie Wells, Janice Mills, Kayleigh Chase, Megan Sherren, Omosede Tosin*

Community: Cathy Allen (Board Trustee, EIPS), Brad Oates (Strathcona County Solutions Navigator)

Absent with regrets: Sheryl Tsiclas (Assistant Principal)

* 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. Questions from Cathy Allen.
 - b. Emailed questions from parent.

MOTION: Cara Kern motions to accept agenda as is, Jamie Wells seconds.

OPPOSED: None

CARRIED

5. Approval of Minutes from November 16th, 2021

MOTION: Brittany Sharkey motions to accept November minutes as is, Janice Mills seconds.

OPPOSED: None

CARRIED

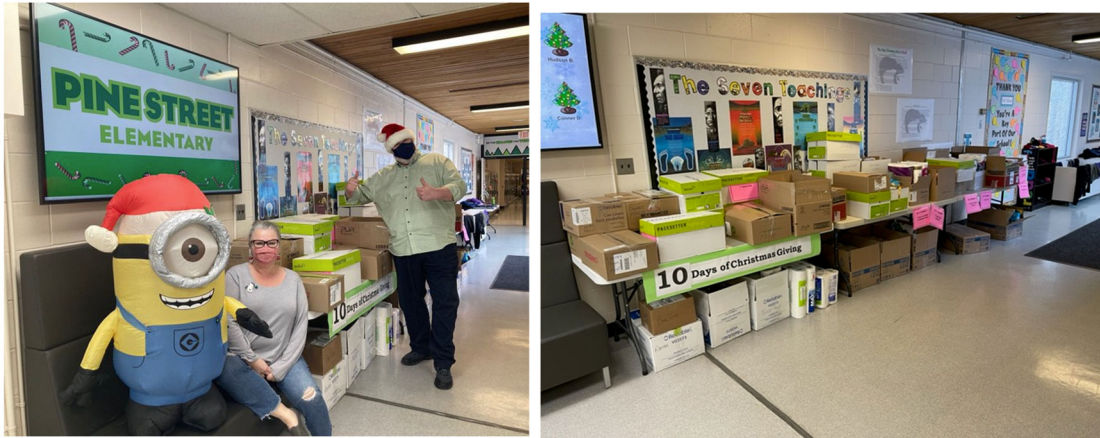
6. Mental Health Presentation – Kayla Rusnell, Brad Oates
 - a. Kayla
 - i. New to Pine Street as of 2019/20, split time with Fultonvale
 - ii. Help with referrals to community, help with special needs work through school (ISPs, learning accommodations, learning with specialized services)
 - b. Brad
 - i. Solutions Navigator assigned to Pine Street
 - ii. Responsibilities
 1. One stop shop for social services, community resources, support with parenting and life in general
 2. When you call, SN will listen and provide financial, subsidies, parenting supports, mental health supports
 3. Internal referrals to Community & Family Services
 4. External referrals to AHS
 5. Counselling services on “pay what you can” model, walk-in / first come, first served
 - 6.
 - iii. Contact:
 1. 780.464.4044 (main line), brad.oates@strathcona.ca
 2. [Strathcona County webpage](#)
 3. Can connect through Ms. Rusnell
 4. Hours: MWF 8:30am-4:30pm, TTh 8:30am-8:00pm
 - c. Questions
 - i. Brad, is your role similar to a family-school liaison worker, as in the junior highs?
 1. Solutions Navigation can provide this support but is more often support for quick referrals. They can connect with available resources such as Family Resource Network.
 2. There is no cost to use this service.
7. Trustee Report – Cathy Allen
 - a. Thank you to the staff of Pine Street School for the activities and events that were part of the Bullying Awareness and Prevention Week November 15 – 19. Empathy Building – The Boy with Big Big Feelings
 - b. Congratulations on your successful Christmas project – collecting food for the Food Bank
 - c. Reappointment of Superintendent
 - i. Superintendent Mark Liguori has been reappointed as Superintendent and CEO of EIPS.
 - d. Draft Curriculum
 - i. The Board of Trustees continues to advocate for revisions of the draft curriculum. In our most recent letter to Minister LaGrange, we requested consideration for these changes to the implementation plan:
 1. Kindergarten and Grade 1 ELA and Mathematics

2. Kindergarten to Grade 6 Physical Education and Wellness

- e. Annual Education Results Review
 - i. The Board of Trustees approved the EIPS Annual Education Results Review Report 2020-21. This report includes detailed information about how EIPS is doing relative to Alberta Education's performance measures, how the Division is supporting students to achieve the best possible outcomes, and highlights its successes, challenges and priorities moving forward. The report has been submitted to Alberta Education and is posted on the EIPS website.
- f. 2021-22 Fall Budget
 - i. The Board approved the EIPS 2021-22 Fall Budget that operates for the period of September 1, 2021 to August 31, 2022. Updated student enrollment numbers, revenue changes, actual carry forward amounts, expenses and planned reserve spending are considered in this approval process.
- g. EIPS operating budget is \$198.26 million
 - i. Student enrollment – 17124
- h. Assurance Reviews
 - i. The information that the Board of Trustees received from the Assurance Reviews was informative and highlighted the celebrations, achievements and challenges that schools are facing. Thank you to Principal Arbuthnott and his team for the work that went into their preparation for the Assurance Review.
- i. Board Retreat
 - i. The Board of Trustees participated in the annual board retreat on December 6-7, 2021. The trustees and EIPS Senior Administration discussed the Board's direction, priorities and work plan for the 2021-22 school year.
- j. January Board of Trustees Meeting
 - i. The January Board of Trustees meeting will be reviewing the recommendations from Finance for the expenditure of reserve funds as well as setting the 2022-23 calendar.
- k. Upcoming Important Dates
 - i. January 6-18, 2022 EIPS Survey
 - ii. January 20, 2022 EIPS Board of Trustees Meeting
 - iii. February 1-28, 2022 Student Registration for 2022-2023
- l. Please contact me anytime with questions or concerns.
 - i. cathy.allen@eips.ca
 - ii. 780-417-8109
- m. 2022/23 School Calendar feedback discussion
 - i. A full week for Fall Break is important to parents (important to give students the break).
 - ii. Christmas Break: doesn't seem to be effective to have school for two days and not give the full weeks off.
 - iii. Has there ever been a time when early dismissal time has been accumulated into full days off? What is the reasoning for early dismissal?
 - 1. Opportunity for staff meeting, driven by high school semesters.
 - iv. Instructional time: what is the value in an additional 2 minutes per day?

1. Time spent in front of a teacher is related to Teachers Collective Agreement: if hours per day are increased, can shorten the days per year.
2. Trying to balance semesters for high school (placing PD days, holidays, etc)
 - v. Appreciate not having PD days align with other major school divisions.
- n. Group discussion re: motion coming to the Board to do research around electoral area for Trustees. Rather than 3 representing all of Sherwood Park, will divide SP into different areas and a single trustee will represent just that area.
 - i. Why is this being considered?
 - ii. Does this limit the candidates for each area?
 - iii. Would the Trustee for an area be assigned to the schools in that area or could they be shared across Sherwood Park?
 - iv. Feedback from parents is to continue as is, to be able to vote for multiple people and to be able to reach out to multiple people, do not split up the areas.
- o. Questions/comments
 - i. Refer to discussions above.

8. Administration Report – Tracey Arbuthnott
 a. General



- i. Christmas presentation placed on Brightspace for parents to access.
 - ii. Strathcona Food Bank Drive was very successful. 927lb were collected
 - iii. Crazy Sweater Day was a big success
 - iv. Will be beginning my second round of One on Ones with all Staff starting the end of January.
 - v. Provincial Assurance Survey questionnaire is coming out for the current grade 4 parents.
 - vi. Registration and re-registration will be active the month of February.
 - vii. Hard to believe we are almost halfway through this year!
 - viii. Tomorrow we have the Alberta Opera Performing virtually for our students
- b. Results review
- i. We had our results review, and it went very well.

- c. Facilities News
 - i. Floors and building have been cleaned, waxed, and sterilized over the break.
 - ii. New Outside intercom horns have been installed
 - iii. New server for our camera system
- d. The Budget
 - i. School Fees: to date we have approx. \$14,087.62 in school fees still outstanding.
- e. Website
 - i. Working on updating our Educational Resources section under parent information
- f. Proposed Fees for 2022-2023 school year.
 - i. Looking at maintaining our current fee structure with no increases.
 - ii. Fee Survey <https://forms.gle/pipXfA1jtvA6qb967>

PINE STREET ELEMENTARY			
School Fee Schedule			
Fee Name / Description	Proposed Per Student Fee 2022-23	Per Student Fee 2021-22	Fee Category
Field Trips - ECS	\$ 45.00	\$ 45.00	Activity Fees
Field Trips - Gr 1	\$ 45.00	\$ 45.00	Activity Fees
Field Trips - Gr 2	\$ 45.00	\$ 45.00	Activity Fees
Field Trips - Gr 3	\$ 45.00	\$ 45.00	Activity Fees
Field Trips - Gr 4	\$ 45.00	\$ 45.00	Activity Fees
Field Trips - Gr 5	\$ 60.00	\$ 60.00	Activity Fees
Field Trips - Gr 6	\$ 60.00	\$ 60.00	Activity Fees
Noon Supervision - ECS	\$ 68.00	\$ 68.00	Lunch Supervision
Noon Supervision - Single	\$ 136.00	\$ 136.00	Lunch Supervision
Agenda	\$ 3.00	\$ 3.00	Optional

- iii. Question to parents: does the school have too much / enough supervision at lunch?
 - 1. Majority seems neutral.

Pine Street Elementary 2020-21 Results

SCHOOL GOAL ONE:

A greater number of students will achieve a minimum of one year's growth in literacy.

RESULTS:

Pine Street Elementary has enhanced student learning by focusing on literacy-based teaching practices. This created a positive impact on our students' achievement through the STAR assessments and school-based assessments. We will continue to maintain our high level of achievement and improvement in the Provincial Assurance Survey and EIPS Parent and Staff Engagement Surveys. We have moved to a strength based/asset model in the school focusing on using the StrengthsFinder resource from Gallop with our staff and the Shelley Moore video series on inclusion and universal supports for all students. We have defined classroom and school procedures to create consistency for students throughout the school. Educators have had opportunities to share best practices through peer classroom observations and staff meeting peer sharing. We continue to implement Sandra Herbst educational best practices in student learning and engagement throughout the school. We have utilized as many real-world experiences virtually to try to maintain community involvement, and curriculum-based virtual field trips. In the classrooms we have focused on cooperative learning and technology integration to enhance student learning and achievement.

Assurance Survey (18 respondents - Grade 4 Parents)

- 65% of parents are satisfied or strongly satisfied with the quality of education their child is receiving at school.
- 40% of parents agree or strongly agree that their child is learning what they need to know at school.
- 60% of parents are satisfied or strongly satisfied with the quality of teaching at school.
- 59% of parents are satisfied or strongly satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

EIPS Parent Survey (62 respondents - All Parents)

- 93% of parents either agree or strongly agree that their child is demonstrating growth in literacy.
- 95% of parents either agree or strongly agree that their child is encouraged to do their best.
- 93% of parents either agree or strongly agree that their child's individual needs are met.
- 89% of parents are satisfied or strongly satisfied with the quality of education their child is receiving.

STAR Results (Reading Assessment)

- Grade 1: 89% of students demonstrated a minimum of 1 year of growth.
- Grade 2: 89% of students demonstrated a minimum of 1 year of growth.
- Grade 3: 74% of students demonstrated a minimum of 1 year of growth.
- Grade 4: 71% of students demonstrated a minimum of 1 year of growth.
- Grade 5: 71% of students demonstrated a minimum of 1 year of growth.
- Grade 6: 89% of students demonstrated a minimum of 1 year of growth.

SCHOOL GOAL TWO:

A greater number of students will achieve a minimum of one year's growth in numeracy.

RESULTS:

Pine Street Elementary has enhanced student mathematical thinking, critical thinking, and problem-solving skills by implementing the use of a differentiated approaches to the teaching and learning of our students. We have seen a gain in our MIPI results and continue to expand critical thinking skills of our students. We have begun implementing the use of Bloom's Taxonomy and metacognition strategies in every classroom. We have made Bloom's Taxonomy accessible to all learners by scaffolding learning opportunities and by focusing on age-appropriate language and visual cues. We have linked real world experiences to the learning objectives being taught with technology and inquiry-based instruction. The staff have structured questions to be open-ended, evoking more thoughtful and higher-level responses from students. Lesson delivery is focused on increasing student inquiry and critical thought. Students are encouraged to stretch their thinking skills, explore various strategies, and generate individual solutions to enhance their understanding.

Assurance Survey (18 respondents - Grade 4 Parents)

- 90% of parents are satisfied or strongly satisfied that the numeracy skills their child is learning at school are useful.
- 65% of parents are satisfied or strongly satisfied with the quality of education their child is receiving at school.
- 40% of parents agree or strongly agree that their child is learning what they need to know at school.
- 60% of parents are satisfied or strongly satisfied with the quality of teaching at school.
- 59% of parents are satisfied or strongly satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

EIPS Parent Survey (62 respondents - All Parents)

- 93% of parents either agree or strongly agree that their child is demonstrating growth in numeracy.
- 95% of parents either agree or strongly agree that their child is encouraged to do their best.
- 93% of parents either agree or strongly agree that their child's individual needs are met.
- 89% of parents are satisfied or strongly satisfied with the quality of education their child is receiving.

MIPI Results (Math Intervention Programing Tool)

- Grade 2: 2018-19 Average 78%, 2019-20 Average 80%, 2020-21 Average 79%, 2021-22 new assessment.
- Grade 3: 2018-19 Average 76%, 2019-20 Average 78%, 2020-21 Average 68%, 2021-22 new assessment
- Grade 4: 2018-19 Average 75%, 2019-20 Average 76%, 2020-21 Average 68%, 2021-22 Average 68%
- Grade 5: 2018-19 Average 72%, 2019-20 Average 71%, 2020-21 Average 71%, 2021-22 Average 74%
- Grade 6: 2018-19 Average 70%, 2019-20 Average 73%, 2020-21 Average 64%, 2021-22 Average 75%

SCHOOL GOAL THREE:

A greater number of parents/guardians will be engaged partners in their child's education.

RESULTS:

Pine Street Elementary has continued to build on its safe, nurturing and motivating school culture through school-based events such as the Terry Fox Run, Strathcona Foodbank Donation Drive, and Community Cleanup. We continue to build on our positive school atmosphere through our character education program, 'catching' students being great role models and reinforcing the positive behaviors we want to see from our students with office recognition and praise. As a school we have implemented First Nations, Métis, and Inuit culture through FNMI consultant visits, and the Seven Sacred Teachings programming by our own school FNMI leads. We have focused on cyber safety not only in our own classroom's lessons but also through virtual Saffron presentations for our grades 4 through 6 students. We have continued the use of the DARE program with our grade 6's, delivering lessons on drug abuse and resistance education, and dealing with such topics as bullying and internet safety. The philosophy that Pine Street Elementary is a school of dignity and respect continues to be reinforced daily, not only in the mantra shared in our daily announcements but also by being incorporated into a variety of interactions, procedures, and physical structures throughout the school.

Assurance Survey (18 respondents - Grade 4 Parents)

- 88% of parents either agree or strongly agree that the school is a welcoming place to be.
- 89% of parents either agree or strongly agree that their child is safe at school.
- 77% of parents either agree or strongly agree that students at school respect each other.
- 89% of parents either agree or strongly agree that their child is encouraged to do their best at school.
- 88% of parents either agree or strongly agree that students at school care about each other.
- 86% of parents are either very satisfied or satisfied with the variety of subjects available to their child at school.

EIPS Parent Survey (62 respondents - All Parents)

- 77% of parents either agree or strongly agree that their child has an understanding of First Nations, Metis and Inuit culture and history.
- 91% of parents either agree or strongly agree that their child is learning the knowledge, skills and attitudes necessary to be successful in life.
- 95% of parents either agree or strongly agree that their child is encouraged to do their best.
- 93% of parents either agree or strongly agree that their child's individual needs are met.
- 89% of parents are either satisfied or very satisfied with the quality of education their child is receiving.
- 93% of parents are either very satisfied or satisfied with the quality of teaching at school.
- 95% of parents either agree or strongly agree that their child's school encourages their child to be a responsible, respectful, and engaged citizen.
- 96% of parents either agree or strongly agree that school staff care about their child.
- 95% of parents either agree or strongly agree that their child's school is safe.

- g. Questions/comments
 - i. If lunch recess goes back to combined with the whole school, will kids get afternoon recess back?
 - 1. Tracey will review, understood that parents do not want to see their kids in desks for so long after lunch.
 - ii. Parents are looking for engagements and interactions in school when pandemic protocols ease. Concerns that there is so much focus on catching up on education growth that students are losing out on social growth.
 - 1. Don't forget how far our school, students and staff, have come through the pandemic and shown success.
 - 2. Education will have to change as a whole as the pandemic has fundamentally changed the way children enter the school system and are starting off completely different (at a kindergarten and grade one level) due to lack of playgroups, preschools, etc.
 - iii. Feedback on operational procedures that were released on Sunday regarding COVID?
 - 1. Much has not changed: masks, hallway groups. The school is currently set up well.
 - 2. Changes: rapid test quarantines.
 - 3. Teachers are preparing for Brightspace learnings, just in case. Trying to keep students in the building.
 - 4. District / schools have yet to receive masks, tests from the province yet.
 - 5. How will the school handle the COVID rapid tests they are allocated?
 - a. Tests will be sent home, will not be administered at school.
 - 6. It is understood that school is only tracking absenteeism, but at what point will classes move to online.
 - a. There is no specific number limit, determination to move online will be based on a class-by-class basis, essentially will be pending on whether there is staff to support a classroom. Online moves will require superintendent support.
 - 7. Is there a communication strategy in place to avoid rumor mills (ie: parents d
 - a. Going off District's lead, schools have been told they cannot release how many students are absent.
 - iv. Has there been any discussion or updates on Grade 6 trip to Birch Bay?
 - 1. COVID-permitting, the trip is still booked and good to go.

9. Teacher Liaison Report – Lorna Magnan

- a. Hats on for Mental Health – Wednesday, January 26
- b. Hot Lunch & Theme (hat) day – Friday, January 28
- c. Professional Learning Day (no school) – Monday, January 31
- d. Parent/Teacher Conferences – Tuesday to Thursday, February 1 to 3 (3:30-5:30pm)
- e. Questions/comments
 - i. None.

10. Chair Report – Lesley Bowman

- a. I had the privilege of attending the EIPS Assurance Review at the end of November. This meeting is a part of the process to help the province, school boards, and schools to track successes, challenges, and to continuously improve the quality of education for students – so it is intended to be an ongoing process, rather than a reaction to annual results. Moving from a system of only accountability to the Ministry to demonstrating to local and provincial Albertans helps support a transparent, accountable, and responsive education system which builds public trust and confidence. It demonstrates that the education system is meeting the needs of students and enabling their success. Alberta Education implemented this new model in 2020 along with funding changes.
- b. Assurance Reviews are also an opportunity to hear what is going on at other schools and to learn about successes and challenges from other elementary schools in the district. There are often good ideas shared by other Administrators and caregivers. I also like to hear the questions posed by Trustees and those at EIPS Central office, it brings valuable perspectives and understanding of local context to the conversation.
- c. The online format is – for me, less than ideal – and as a school council representative, we had an opportunity to share, after hearing the principals discuss their successes and challenges, how the work of our school council supports the school education goals. I had considered the question before the meeting as I participated in the Sherwood Heights Assurance Review the week before, but we only had two minutes to talk, and it was tough to answer in such a short time – especially since there is so much good work we do as a council to support the school goals.
- d. We have discussed in the past the changes to the funding model for caregiver engagement from the province. Each school council will receive \$500 to increase engagement opportunities that could include:
 - i. workshops for parents to increase capacity for school council members,
 - ii. information sessions on how parents can support student learning at home and at school,
 - iii. parent resources and workshops on important topics such as, mental health and well-being, cyber bullying, healthy living, etc.,
 - iv. programs to support families including those of English language and of indigenous learners,
 - v. parent resources and tools in multiple languages,
 - vi. events to engage parents on important local issues,
 - vii. parent engagement in promoting the value of arts,
 - viii. trainer or facilitator costs for the professional development, workshops or sessions associated with the above.
 1. No real feedback from meeting attendees other than use funds
- e. We have looked at some opportunities at the District level to engage more parents and make the best use of the grant. Are there any ideas of how we would like to use our funds? Any funds directed at the District level would mean that any caregiver at the school would be invited to participate. Are there any thoughts or ideas of how we might use this money here at Pine Street? Is there a desire to direct any money to the

district efforts? We were looking at a speaking opportunity from Dr. Jody Carrington, a presentation from Dr. Amy Van Heyking an Associate Professor in the Faculty of Education at the University of Lethbridge, as well as an opportunity to participate in an Alberta School Council Association presentation on the role of school councils in the Assurance Framework. Could we have someone motion to allocate any or all of this funding?

MOTION: Janice Mills motions to allocate \$500 school council allowance to EIPS to be used at a district level, Cara Kern seconds.

OPPOSED: None

CARRIED

- f. Questions/comments
 - i. None.

11. Dates for 2021/22 Meetings

- a. Tuesday following early dismissal, start at 6:00pm
 - i. February 8, 2022
 - ii. March 8, 2022
 - iii. April 12, 2022
 - iv. May 10, 2022
 - v. June 7, 2022

MOTION: Cara Kern motions to adjourn meeting at 7:33pm. CARRIED.

The next regular meeting will take place on Tuesday, February 8th, 2021 at 6:00pm, virtually via Google Meets.

These minutes are respectfully submitted by:

Lorena Ellsworth, Secretary

Adopted by Council in the meeting of February 8th, 2021.

Lesley Bowman, Chair

