

# Pine Street School Council Meeting

## February 8<sup>th</sup>, 2022

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The regular meeting of Pine Street School Council was duly called and held on February 8<sup>th</sup>, 2022, virtually via Google Meets. Quorum was present.

**In Attendance:**

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

**Administration:** Tracey Arbuthnott (Principal), Sheryl Tsiclas (Assistant Principal), Deneen Zielke (Teacher Liaison), Lorna Magnan (Teacher Liaison)

**Parents:** Joanne Crummey, Megan Sherren, Jamie Wells, Leah Brown, Trina Loucraft, Tracey Martin Woywitka, Megan Hahn, Omosede Tosin

**Community:** Cathy Allen (Board Trustee, EIPS)

**Absent with regrets:**

\* 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

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

OPPOSED: None

CARRIED

5. Approval of Minutes from January 11<sup>th</sup>, 2021

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

OPPOSED: None

CARRIED

6. Trustee Report – Cathy Allen

- a. Draft Curriculum Engagement Sessions and Survey
  - i. From Jan. 31 to Feb. 28, 2022, Alberta Education will host 44 engagement sessions across five regions on its draft K-6 curriculum and draft social studies design blueprint. Through this regional approach, participants will engage in small group conversations facilitated by independent engagement specialists to ensure a balanced two-way dialogue. There is also the opportunity to provide written feedback on the survey. Albertans can sign up for notifications about upcoming engagements and register for sessions at Have Your Say.
  - ii. <https://www.alberta.ca/curriculum-have-your-say.aspx>
- b. Notice of Motion: Electoral Ward 1
  - i. The Board defeated the following notice of motion: "... that the Board of Trustees undertake an internal review or study of dividing the area of Sherwood Park, Ward 1, into three election zones or areas."
- c. Division Calendar: 2022-23
  - i. The Board approved the Division calendar for the 2022-23 school year. Highlights include:
    1. First day of school – Aug. 30, 2022
    2. November break – November 7-11
    3. Christmas break – December 21 to January 3
    4. Second semester starts – January 31
    5. Teachers' Convention – February 9-10
    6. Spring break – March 24-31
    7. Last day of classes – June 27, 2023.
  - ii. To see the full calendar visit [www.eips.ca](http://www.eips.ca)
- d. Policy Amendments
  - i. The Board approved the following Policy amendment:
    1. Board Policy 24: Personal Communication Devices – the changes strengthen the policy's clarity, language and readability.
  - ii. To view the EIPS policies visit [www.eips.ca](http://www.eips.ca)
- e. Budget Reallocation: 2021-22
  - i. The Board approved a budget reallocation because of an unanticipated surplus of \$1.5 million. The Division will use the funds for the remainder of the 2021-22 school year to:
    1. Hire two family school liaison workers
    2. Hire one consultant for the Specialized System program
    3. Hire two occupational therapists
    4. Hire seven teachers to assist with implementing the new curriculum
    5. Hire a consultant to support French Immersion and French-language programming
    6. Support the development of senior high common exams

7. Develop a Division communication platform for staff and families and related dashboards
  8. Purchase Enterprise Level Division Form Solution software
  9. Create a report card in PowerTeacher Pro
  10. Replace more than 1,500 Chromebooks reaching end of life
- ii. For more information on how EIPS plans to use the funds see pg. 47, "Budget Reallocation for 2021-22" in the January Board Package [www.eips.ca](http://www.eips.ca)
- f. Reserve Requests: 2021-22
- i. The Board agreed to request approval from Alberta Education to access \$1.4 million in operating reserves. Once approved, EIPS will use the reserves to:
    1. fund additional illnesses and Board-approved COVID-19 costs that arise between now and school year-end
    2. complete facility condition assessments in all schools
    3. install emergency strobe lighting in career and technology studies area to enhance safety
    4. hire a support analyst
    5. replace the fire alarm panels at EIPS Central Services.
  - ii. The Board also approved using capital reserves (\$292,385) to allow for office renovations and server upgrades.
- g. School Fee Parameters: 2022-23
- i. The Board approved the school fee parameters for the 2022-23 school year. The parameters are based on the guidelines laid out within the Education Act and the Board's mandate for affordable school fees. Highlights of the 2022-23 school fee parameters include:
    1. Optional courses fees – can increase by five per cent, at a cost-recovery rate—and up to seven per cent for food courses.
    2. Noon supervision fees – can increase by five per cent, at a cost-recovery rate.
    3. Activity fees – can increase by five per cent or more, at a cost-recovery rate.
    4. Extracurricular fees – can increase by five per cent or more, if at a cost-recovery rate.
    5. Non-curricular travel fees – can increase by five per cent or more, at a cost-recovery rate.
    6. Non-curricular goods and services fees – can increase up to five per cent, at a cost-recovery rate.
- h. School Status Report: 2020-21
- i. The Board received for information the School Status Report for the 2020-21 school year. The report identifies enrolment numbers, school utilization rates and per-student costs within the Division. The data is presented by geographic sectors and on a four-year comparative basis to ensure analysis

is based on long-term trends and not isolated incidences (see pg. 66, “School Status Report for 2020-21” in the January Board package [www.eips.ca](http://www.eips.ca))

- ii. Highlights from the report:
  - 1. The average cost per EIPS student is \$6,966, which is up from the previous year by \$41.
  - 2. EIPS currently has 22 schools operating above the \$6,966 average.
  - 3. The Division’s utilization rate for 2020-21 decreased to 72 per cent—down by three per cent from the previous year.
- i. Interim School Fee Approval Summary: 2021-22
  - i. The Board received for information a summary of fee changes for 2021-22. To date, the Division has received and approved 12 fee change requests (see pg. 98, “2021-22 Interim School Fee Approval Summary” January Board Package [www.eips.ca](http://www.eips.ca)).
- j. Upcoming Dates
  - i. February 1-28, 2022      Student registration for 2022-23
  - ii. February 23, 2022      Pink Shirt Day
  - iii. February 24, 2022      Alberta Provincial Budget
- k. Questions/comments
  - i. Would be interested in understanding the utilization numbers as this directly affects the Sherwood Heights Jr High rebuild.

## 7. Administration Report – Tracey Arbuthnott

### a. General

- i. We have passed the halfway mark for the year
- ii. February is Kindness Month
- iii. Started the second half of the year on February 1. Hard to believe we have completed the first half of the year and are starting the home stretch to June.
- iv. Registration and reregistration for returning students has begun for the 2022-2023 school year and will run through the month of February.
- v. New District and Kindergarten Calendars for the 2022-2023 school year are available on the EIPS website
  - 1. [EIPS Division Calendar 2022-23](#)
  - 2. [EIPS Kindergarten Calendar 2022-23](#)
- vi. Finished up my second round of One on Ones with all Staff.
- vii. Our January 31 PD day consisted of working our way through the new draft curriculum documents from the province with all our teaching staff starting to get our heads around what this may look like next year as we implement it.
- viii. Continuing to work on our professional journey with research-based teaching practices to improve student achievement.

- ix. Continuing to build on Blooms Taxonomy with our staff as we have students stretch their thinking using higher level thought and problem-solving skills. Critical thinking and high-level thinking and problem skills are so important in ensuring our students have successful futures. We have implemented grade specific descriptors for each level of thought in each classroom.
- x. 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 print pins, Oil King Tickets, Strathcona Activity Passes)
- xi. New Newsletter format. Which also allows us to track statistics, so as of Monday February 7 at 3 pm:
  - 1. 105 people clicked on our newsletter link.
  - 2. 38 people spent less than 1 minute
  - 3. 12 people spent 1 minute
  - 4. 12 people spent 2-5 minutes
  - 5. 11 people spent 5-10 minutes
  - 6. 15 people spent over 10 minutes reading.

b. Proposed Fees for 2022-2023 school year:

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

## *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 its implementation throughout the school.

**Goal 2:** Pine Street School will enhance student’s 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.

# *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.*

- c. At A Glance: Four-Year Pine Street Education plan on our school [website](#)

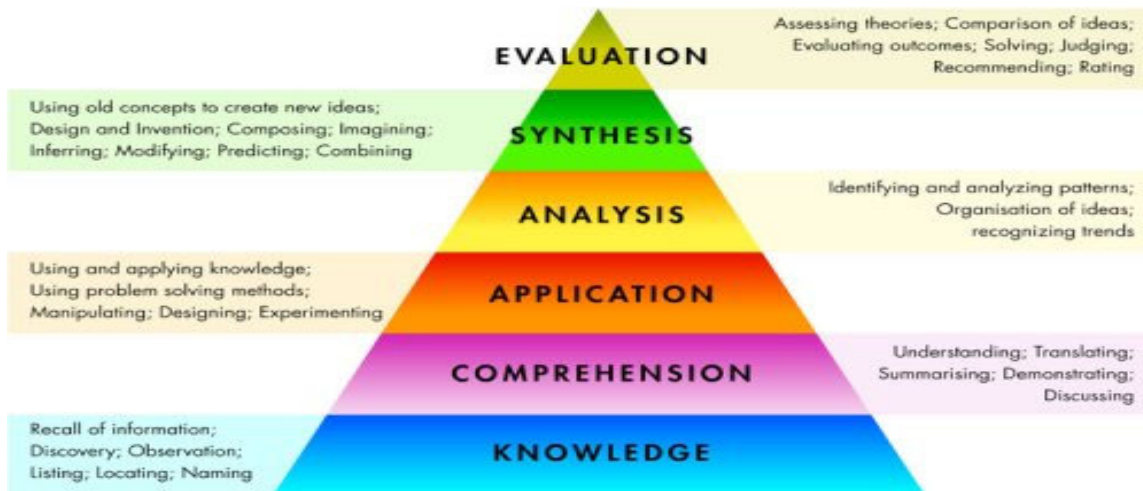
**PINE STREET ELEMENTARY – SCHOOL EDUCATION PLAN – GOALS AT A GLANCE**

<b>SCHOOL GOAL ONE - Pine Street Elementary will enhance student engagement and achievement by focusing on research-based effective teaching practices and its implementation throughout the school.</b>			
<b>YEAR ONE FOCUS – 2021/22</b>	<b>YEAR TWO FOCUS – 2022/23</b>	<b>YEAR THREE FOCUS – 2023/24</b>	<b>YEAR FOUR FOCUS -2024/25</b>
<p>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 Hary 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.</p> <p>We also are focusing on the work of Sheryl 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.</p> <p>Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, mediative questioning, etc.</p> <p>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.</p> <p>Offer opportunities for educators to participate in peer-to-peer classroom observations throughout the school and within our feeder group of schools.</p>	<p>We will focus on incorporating the teaching techniques as supported by the educational research of Marzano "Classroom Instruction that works- Research Based Strategies for Increasing Student Achievement" and Hattie's work.</p> <p>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.</p> <p>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.</p> <p>Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.</p>	<p>We will focus on incorporating the teaching techniques as supported by the educational research of "Results the Key to Continuous School Improvement" by Schmoker, "What Great Teachers Do Differently" by Whlaker.</p>	<p>We will focus on incorporating the teaching techniques as supported by the educational research of "The Highly Effective Teacher" by Marshat.</p>
<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>5% Improved overall student achievement on the STAR and MIPI in all grades and PATs in Grade 6 over the next 2 years.</li> <li>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.</li> <li>5% Increase in student engagement via the Alberta Assurance Survey.</li> <li>Common school-based practices and procedures throughout the school. For example, hallway behaviour, classroom sign out, etc.</li> <li>Build a collaborative school culture where all staff feel comfortable actively seeking the advice and expertise from each other.</li> <li>3% Increase in staff/parent satisfaction performance measure on the Alberta Assurance Survey.</li> <li>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.</li> <li>Increase the use of student self-evaluation, reflection, and feedback tools to assess individual academic performance.</li> <li>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.</li> <li>We will continue to use the STAR reading assessment three times a year to gather data on student growth and literacy development.</li> </ul>			
<p><b>ONGOING STRATEGIES FOR ALL FOUR YEARS + PREVIOUS YEAR(S) FOCUS</b></p> <p>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.</p> <p>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 Equips manipulatives kits throughout the school. Along with the continued use of the Division's writing continuum throughout our classrooms.</p> <p>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 leveled resources and modifications for our emergent learners.</p> <p>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.</p> <p>Setting high and clear expectations for students using visual, kinesthetic, and verbal management cues.</p>			

**PINE STREET ELEMENTARY – SCHOOL EDUCATION PLAN – GOALS AT A GLANCE**

<b>SCHOOL GOAL TWO - Pine Street Elementary will enhance student's critical thinking, problem-solving skills, and creativity.</b>			
<b>YEAR ONE FOCUS – 2021/22</b>	<b>YEAR TWO FOCUS – 2022/23</b>	<b>YEAR THREE FOCUS – 2023/24</b>	<b>YEAR FOUR FOCUS -2024/25</b>
<p>Facilitating and enhancing student metacognition by promoting higher levels of processing and emphasizing learning objectives into levels of complexity.</p> <p>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.</p> <p>Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.</p> <p>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.</p> <p>Using rubrics and exemplars when developing student's learning expectations by co-constructing assessment criteria and self-assessment with our students (Sandra Herbst).</p> <p>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.).</p>	<p>Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.</p> <p>Learning inventory (multiple intelligence survey to meet the needs of each child).</p> <p>Increase in inquiry and performance-based tasks throughout the school.</p>	<p>Recognize and identify multiple intelligences in our students and use multiple teaching strategies to meet the various learning styles.</p> <p>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.</p> <p>Educator literacy sharing and cohort building with the purpose of revising and building cross-curricular student assessments.</p>	
<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>5% Increase in student achievement as seen through the STAR, MIPI and the Grade 6 PATs.</li> <li>90% of students will be able to identify levels of Bloom's Taxonomy in accordance with their thinking strategies.</li> <li>Individual student portfolios will demonstrate student growth throughout the year.</li> <li>School/classroom assessments will be adapted to incorporate Bloom's Taxonomy, higher levels of thought, and metacognition processes.</li> <li>The school will use a common language of thought processes based on Bloom's taxonomy and metacognition processes.</li> <li>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.</li> <li>Students will create and share their inquiry-based projects in their classrooms and/or school.</li> <li>In applicable situations every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst).</li> </ul>			
<p><b>ONGOING STRATEGIES FOR ALL FOUR YEARS + PREVIOUS YEAR(S) FOCUS</b></p> <p>Linking STAR results, Guided Reading levels, Fountas and Pinnell benchmarks and Raz Kids to accurately assess student achievement levels.</p>			

# BLOOMS TAXONOMY



## PINE STREET ELEMENTARY – SCHOOL EDUCATION PLAN – GOALS AT A GLANCE

SCHOOL GOAL THREE - Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students.			
YEAR ONE FOCUS – 2021/22	YEAR TWO FOCUS – 2022/23	YEAR THREE FOCUS – 2023/24	YEAR FOUR FOCUS -2024/25
<p>Promote a liberal arts (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.</p> <p>Continue to work closely with our School council and parent stakeholders to support and enhance our parent engagement levels.</p> <p>Classroom management focused on positive behavior procedures and expectations.</p> <p>Staff will model a culture of mutual dignity and respect.</p> <p>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 behaviors with sunshine calls home, motivational stickers, bear paw pins, and fun crazy hair Pine Street pens.</p> <p>Continue to build resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ.</p>	<p>Provide the opportunity for staff and students to be involved in planning various leadership school activities, such as, Battle of the Books, the Campbell-Citb 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.</p> <p>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 Health facilities, Drug Abuse Resistance Education (DARE), Saffron, Allview organizations, linking generations programming with seniors, etc.</p>	<p>Each classroom will incorporate student social emotional regulation strategies, such as, Zones of Regulation, self-regulation tools (i.e., fidget seats, noise canceling headphones, etc.), student calming centers in classrooms, making the office a safe space, etc.</p>	
		<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• 2% increase in staff engagement via the Alberta Accountability Pillar survey.</li> <li>• 2% increase in student engagement via the Alberta Accountability Pillar survey.</li> <li>• 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Accountability Pillar survey.</li> <li>• 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.</li> <li>• Promotion of Professional Learning Communities (PLCs), grade cohorts, Brightspace cohorts, etc.</li> <li>• Staff feel more comfortable seeking guidance from other staff members who have specific experience or expertise to share.</li> </ul>	
<p><b>ONGOING STRATEGIES FOR ALL FOUR YEARS+ PREVIOUS YEAR(S) FOCUS</b></p> <p>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.).</p> <p>Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and need supports outside of the school's responsibilities.</p>			

### d. Questions/comments

i. Example of higher level thinking, what kind of questions can we ask our children [Blooms Taxonomy](#) support kids:

1. Bottom of the pyramid: knowledge = “regurgitation”, memorization. As they work up the pyramid, students advance to using information from one area in another area. Targeting a higher level of thought, teaches children how to think. How to stretch your thinking, applicable to every grade.
2. New curriculum is more knowledge-based, less on how to apply that knowledge.

### 8. Teacher Liaison Report – Deneen Zielke / Lorna Magnan

- a. Valentine’s Day on Monday, February 14, classroom activities planned by teachers. Valentine cards must be sent in February 9, no food please.



- b. Teachers Convention February 10-11: Lots of sessions on inclusion and on supporting students and staff.
- c. Pink shirt day: February 23
- d. 100 Day: February 23
- e. Hot lunch & theme day (Rainbow): February 25
- f. Returning student registration closes: February 28
- g. Questions/comments
  - i. None.

9. Chair Report – Lesley Bowman

- a. I chaired the Committee of School Council meeting on February 2, 2022. We received reports from Trina Boymook, board chair, and Deneen Zielke, our ATA Local President, an ASCA update from our ASCA board members, Jacquie Surgenor and Krista Scott, a COVID update from Superintendent Liguori as well as information about returning student registration.
- b. I will take this opportunity to remind everyone again about the importance of completing your returning student registration. Additionally, if you are requesting a boundary exemption, the hard stop is February 28, 2022. They will not look at requests after that date. If you or any of your friends or family require a boundary exemption, please remind them of the deadline. As mentioned, there are several schools in the district with closed boundaries, including Sherwood Heights.
- c. We have two ASCA board members in our COSC group and they presented on the recent ASCA events. Unfortunately, the Provincial Government has completely cut the grant to ASCA. I looking forward to attending a SWOT analysis and strategic session for ASCA on Thursday evening and I will be sure to report back to the group any relevant outcomes.
- d. The ASCA Conference and AGM will occur virtually on April 23 & 24 this year. There are always some excellent opportunities to learn and network and I look forward to attending.
- e. I will have advocacy resolutions to share at our March meeting and I will circulate them as soon as they are posted.
- f. Our Local ATA President, Deneen Zielke, invited me to the partners in education luncheon this week during Teacher’s Convention. I appreciate the opportunity to attend.
- g. We reviewed the [AHS Caregiver series](#) as well. These are free online sessions provided by AHS and focus on important mental health supports. Please look and share this information with anyone who you feel might need it.
- h. We also had the pleasure of hosting Dr. Amy von Heyking – a curriculum development expert. The recording of the session will be available, and I plan to show it at March’s meeting.
- i. Questions/comments
  - i. None.

10. Dates for 2021/22 Meetings

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

MOTION: Cara Kern motions to adjourn meeting at 6:53pm. CARRIED.

**The next regular meeting will take place on Tuesday, March 8<sup>th</sup>, 2021 at 6:00pm, virtually via Google Meets.**

These minutes are respectfully submitted by:

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Lorena Ellsworth, Secretary

Adopted by Council in the meeting of March 8<sup>th</sup>, 2021.

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Lesley Bowman, Chair



