

Pine Street School Council Meeting

June 7th, 2022

The regular meeting of Pine Street School Council was duly called and held on June 7th, 2022, at Pine Street Elementary located at 133 Pine Street in Sherwood Park, Alberta, and hosted virtually via Google Meets. Quorum was present.

In Attendance:

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

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

Parents: Jaime Wells^V, Trina Loucraft, Sarah Matheson, Janice Mills^V, Amanda Gibbons^{V*}

Community: Cathy Allen (Board Trustee, EIPS)

* Denotes partial attendance.

^V Denotes virtual attendance.

1. Chair, Lesley Bowman, calls to order at 6:03pm.
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.

OPPOSED: None

CARRIED

5. Approval of Minutes from May 10th, 2022

MOTION: Cara Kern motions to accept May minutes as is.

OPPOSED: None

CARRIED

6. Elections for 2022/23 Parent Volunteer Society
 - a. Lesley read position summaries.
 - b. CHAIR – Lesley Bowman will step down. Call for nominations. No nominations.
 - c. VICE CHAIR – Cara Kern will step down. Call for nominations. No nominations.

- d. SECRETARY – Lorena Ellsworth will step down. Call for nominations. No nominations.
- e. Per School Council Operating Procedures, in the case of a vacant position, the vacancy may be filled at a general meeting. The unfilled positions of Chair, Vice Chair and Secretary will remain vacant until the September Council meeting.

7. Review of Operating Procedures and Policies

- a. Pine Street Elementary School Council Operating Procedures and Policies were distributed prior to the Council meeting.
- b. Call for changes to the Procedures and Policies. No changes.

MOTION: Cara Kern motions to accept the School Council Operating Procedures and Policies for the 2022/23 school year.

OPPOSED: None

CARRIED

8. Trustee Report – Cathy Allen

a. SUMMER PROJECTS: 2021-22

- i. In total, 367 projects are planned, including 121 Infrastructure Maintenance and Renewal projects (\$3.9 million), three Capital Maintenance Renewal projects (\$1.5 million), and 243 Operational and Maintenance projects.
- ii. Highlights include:

1. INFRASTRUCTURE MAINTENANCE AND RENEWAL

- a. Installing two CCTV surveillance camera systems.
- b. Upgrading the art room at Ardrossan Junior Senior High.
- c. Repairing the asphalt at Uncas Elementary.
- d. Completing Phase 3 of the Division’s installation of carbon-dioxide sensors.
- e. Replacing the roof at F.R. Haythorne Junior High.
- f. Replacing a lift at Pine Street Elementary.
- g. Renovating the main office at Rudolph Hennig Junior High.

2. CAPITAL MAINTENANCE AND RENEWAL

- a. Upgrading the boiler pumps and accessories at Salisbury Composite High.
- b. Replacing the gymnasium roof at Lamont High.
- c. Replacing the roof of Ardrossan Junior Senior High.

3. OPERATIONAL AND MAINTENANCE

- a. The projects range in nature and include improvements to electrical systems, roofing, interiors, exteriors, mechanical equipment and flooring at various EIPS schools. In addition, Facility Services will relocate one modular classroom from Fultonvale Elementary Junior High School to James Mowat Elementary School.

b. IMR AND CMR PROJECTS: 2022-23

- i. The Board received for information the list of projects planned under the Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) programs during the 2022-23 school year. Annually, Alberta Education provides school divisions with IMR and CMR funding to ensure school facilities meet the necessary regulations and requirements, offer quality learning environments, improve energy conservation and efficiencies, and remain safe and healthy for students and staff.
 - ii. For the 2022-23 school year, EIPS' approved IMR grant is \$2.26 million, and CRM grant is \$1.56 million, for a total amount of \$3.83 million—\$897,000 less than the Division's total IMR and CRM funding last year. Multiple projects are identified for the 2022-23 school year—determined through consultations with Facility Services and EIPS schools, the Facility Condition Index, maintenance input and Alberta Infrastructure's audit information. Projects planned include various repairs and upgrades to educational areas and facilities, replacing technology equipment, changing several air-handling units and multiple deferred-maintenance projects.
- c. EIPS THREE YEAR ENGAGEMENT STRATEGY
- i. The Board approved the EIPS Three-Year Education Strategy, which details the Division's engagement efforts over the next three years. The plan entitled, EIPS Three-Year Engagement Strategy, identifies areas the Division can improve operations to best serve students—such as programming and school capacity considerations. In total, there are four public engagement projects included in the plan:
 - ii. PROJECT 1: THREE-YEAR STRATHCONA COUNTY ENGAGEMENT
 - 1. Over the next three years, EIPS will engage the public about school capacities and boundaries in the Strathcona Country area, system programming transitions, and ways to enhance the junior high and senior high French Immersion programming.
 - iii. PROJECT 2: ENROLMENT PRESSURE AT JAMES MOWAT ELEMENTARY
 - 1. Enrolment projections for James Mowat Elementary indicate it will reach capacity in 2022-23 despite the addition of one modular classroom. James Mowat Elementary is the designated receiving school for the West Park neighbourhood in Fort Saskatchewan. The Division anticipates the high enrolment to continue at the school as West Park develops and new families move in. As such, EIPS will engage the school community about possible solutions to manage the growth and address student capacity issues.
 - iv. PROJECT 3: EIPS LOGOS CHRISTIAN PROGRAM REVIEW
 - 1. Over the last few years, enrolment in the EIPS Logos Christian Program, at the elementary level, has declined. Low enrolment means it's challenging to offer fulsome Logos programming at the two elementary schools— where it's currently offered. As such, EIPS will enter conversations with school families about consolidating the

elementary Logos programs at one school and discuss the low subscription of the Logos junior high program.

- v. PROJECT 4: VALUE SCOPING SESSION FOR A.L. HORTON ELEMENTARY AND VEGREVILLE COMPOSITE HIGH
 - 1. There are currently two EIPS schools in Vegreville, providing kindergarten to Grade 12 education to students living in the town and surrounding areas. Currently, neither school is near capacity, and the combined maintenance costs are significant. As such, the Division, in collaboration with Alberta Education, will host a value scoping session with community stakeholders to develop possible options that meet the community's needs.
 - vi. Before making any decisions on the four projects, the Division will engage school families and the community to ensure the best possible solution.
- d. Questions/comments
- i. Engagement Opportunities
 - 1. Boundary redrawing for Sherwood Heights may be downstream of Pine Street, but parent/caregiver engagement is critical in understanding and resolving utilization issues
 - ii. Will delay of funding just fall to the next government to deal with?
 - 1. Available funds have been allocated to the individual school districts, there simply are not funds beyond that.
 - iii. How was the Trustee School Tour?
 - 1. Every school is different, focus on different areas at different schools.

9. Administration Report – Tracey Arbuthnott

a. School News

- i. The school has been very busy over the last month (time is just flying by!!!!).
- ii. Lots of fieldtrips going on
- iii. Last day for instruction is June 28th
- iv. Report cards will be released both paper and electronically at 3:15 pm on June 28th and will be accessible from EIPS Parent Portal.
- v. Our New Assistant Principal for next year is Murray Howell from Davison Creek. Murray comes to us with a large amount of AP experience and will be an amazing addition to our Pine Street Team for the 2022-23 school year.
- vi. Hired our new Connections (autism program Gr1-3) teacher (Jenne Friggstad) and EAs (Rayna Graham, Karina Hui, and Alycia Manuel) for that program
- vii. Hired the new gr 5/6 Teacher (Crystal Brownlee) (Replacing Cheryl Hawryluk)
- viii. Staff third one-on-ones have been completed.
- ix. K-6: Leanne Rosko, Mellissa Willisko, Linsey Marwick
- x. PALS: Janelle Caldwell, Nikki Rufenack, Megan Becker, Carmen Jones, Stacey Fehr, Annika Poelzer

b. Facilities News

- i. Waiting for elevator to be certified (Should happen over the summer)

- ii. Construction the lower-level bathrooms (Summer) taking them up to current code and also making them special needs accessible
- iii. Connections quite room being built over the Summer
- c. Bell Schedule for 2022/23

Pine Street Elementary Bell Schedule			
2022-2023			
Regular Day		Early Dismissal	
Entrance Bell	8:30	Entrance Bell	8:30
Period 1	8:35 - 9:07	Period 1	8:35 - 9:01
Period 2	9:07 - 9:39	Period 2	9:01 - 9:27
Period 3	9:39 - 10:11	Period 3	9:27 - 10:08
RECESS	10:11 - 10:26	RECESS	10:08 - 10:23
Period 4	10:28 - 11:00	Period 4	10:25 - 10:36
Period 5	11:00 - 11:32	Period 5	10:36 - 11:02
LUNCH Eating	11:32 - 12:02	LUNCH Eating	11:02 - 11:32
LUNCH Recess	12:02 - 12:32	LUNCH Recess	11:32 - 12:02
Period 6	12:32 - 1:04	Period 6	12:02 - 12:28
Period 7	1:04 - 1:36	Period 7	12:28 - 12:54
Period 8	1:36 - 2:08	Period 8	12:54 - 1:20
INTERNAL BREAK	2:08 - 2:11	INTERNAL BREAK	1:20 - 1:23
Period 9	2:11 - 2:43	Period 9	1:23 - 1:49
Period 10	2:43 - 3:15	Period 10	1:49 - 2:15
DISMISSAL	3:15	DISMISSAL	2:15
PALS Schedule (Mon - Thurs)		PALS: Early Dismissal	
AM Class	9:00 - 11:09	No PALS classes	
PM Class	12:40 - 3:00		



d. School Education Plan for 2022/23 School Year



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Pine Street Elementary School **PRINCIPAL:** Tracey Arbuthnott

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT



Administrative Staff:

Principal: Tracey Arbuthnott

Assistant Principal: Murray Howell

Counselor: Kayla Rusnell – 0.5 full time equivalent (FTE)

Pine Street Elementary Overview:

- Pine Street Elementary School opened in September 1963.
- Pine Street Elementary School is an open boundary school for the 2022/23 school year.
- Regular inclusive programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- Our 2022-2023 enrolment is approximately 360 students, which includes 67 students in District Programs (described below).
- The school staff is comprised of 18 certificated teachers and 15 classified support staff.
- We offer two District Special Needs Programs, PALS (Play And Learn at School) and Connections Center (Autism Program)

School Motto:

- "A School of Dignity and Respect"



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

Our Mission:

- Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence and become responsible global citizens.

Our Vision:

- We act in a manner that models respect and responsibility and recognizes the inherent dignity and worth of all individuals.
- We endeavor to create confident, caring children through meaningful relationships that are founded upon a belief in empowerment and trust.
- We work collaboratively as a professional learning community building upon a tradition of best practices, so that all students can achieve high standards academically, socially, and behaviorally.
- We interact with students in a manner that promotes creative and critical thinking skills.
- We share and celebrate student, staff, and community accomplishments with pride.
- We welcome students, parents, and community members to be active participants of our learning community.

Our Beliefs:

- All children can grow and experience success when provided with meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and school work together collaboratively.
- The inclusion of 'student voice' contributes to the overall positive learning environment.
- The most successful children are those who take responsibility for their learning and for their actions.

Programing Highlights:

- The school offers two full-day kindergarten programs, the first scheduled on Mondays and Wednesdays, the second on Tuesdays and Thursdays, and the two groups scheduled for alternating Fridays.
- Pine Street Elementary School has two PALS centers; PALS is early intervention pre-kindergarten programming at EIPS, designed to support children between the ages of two years, eight months and four years, eight months (by September 1 annually) in reaching emotional, social, intellectual and



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

physical developmental milestones. PALS programs are founded on three principles: play-based learning, literacy-rich environments, and emergent curriculum.

- We also have a Connections Center for Autism Programming, for students in grades one thru three. The Connections Center is for students who have been identified with autism spectrum disorder (ASD). ASD can result in difficulties in communication, social relationships, behavior, or learning. Although some students with ASD achieve at or above grade level, many have an uneven or delayed achievement or have difficulty communicating their level of understanding with others. This program is designed to support the academic, social-emotional, and self-regulation needs of students with the diagnosis of ASD. The classroom teacher receives consultative support from a multidisciplinary team and creates differentiated programming supported by an Instructional Support Plan (ISP).
- All kindergarten to grade 6 classes are inclusive where students with diverse learning needs are integrated into their grade peer group specific classrooms.

EIPS' PRIORITY: 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.

SCHOOL GOAL 1: *By building capacity for all teachers to implement research-based instructional practices in their classes with a focus on incorporating the techniques supported by the educational research of Marzano "Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement" all classes will demonstrate growth through STAR Reading and Star Math, teacher assessments, as well as student portfolios.*

STRATEGIES:

FOCUS YEAR Two: 2022-23



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- This goal centers on research-based effective teaching practices and implementing these techniques throughout the school community. We will continue year two of our journey with a focus on incorporating the teaching techniques supported by the educational research of Marzano “Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement,” which focuses on implementing research-based strategies for classroom instruction and correlates directly with increasing student achievement.
- We will also focus 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 students experience growth in achievement and great success.
- Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, meditative questioning, etc.
- Staff will focus on an asset/strength-based approaches to empower our students’ learning and teach to students’ strengths using multiple intelligences strategies and learning/teaching styles.
- We are a student-achievement and data-informed school that uses the Standardized Test for the Assessment of Reading (STAR), Math (STAR) 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, in addition to the continued use of the Division’s writing continuum throughout our classrooms.
- 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 the Program of Studies, EIPS 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



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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.
- 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
- Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.

MEASURES:

- 5% improved overall student achievement on the STAR Reading and Math in all grades and PATS in Grade 6 over the next 2 years.
- Use the STAR and PAT 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 Assurance 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 advice and expertise from one another.
- 3% increase in staff/parent satisfaction performance measure on the Alberta Assurance 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 practices.
- 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.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL 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
- We will implement the new STAR math assessment three times a year to gather data on student growth and numeracy development

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: 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.

SCHOOL GOAL 2: Building capacity for all teachers to implement critical thinking, problem solving and creativity teaching strategies in ELA and Math, so that all students demonstrate growth thru STAR, MIPI and teacher assessments/student portfolios.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

STRATEGIES:

FOCUS YEAR Two: 2022-23

- 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. This facilitates and enhances student metacognition by promoting higher levels of processing and parsing learning objectives into levels of complexity.
- Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.
- 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.
- Using rubrics and exemplars when developing student's learning expectations by co-constructing assessment criteria and self-assessment with our students (Sandra Herbst).
- Implementing a variety of web-based applications and technologies in classrooms and individual lessons to enhance inquiry methods (i.e., Google Apps for Education, Raz Kids, Brightspace, etc.).

MEASURES:

- 5% increase in student achievement as seen through the STAR reading and math 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.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Promote a liberal art (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.
- Continue the recognition system for the students who demonstrate positive role modeling within the school, by having staff “catch” students doing the right thing and highlighting these positive behaviors with sunshine calls home, motivational promotional items.
- Continue the 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, land-based learnings, author visits, EIPS’s consultant visits, referencing the Seven Sacred Teachings in our character education and school community, incorporating Indigenous games/literature, implementing Edu-Kits and Indigenous resources in the classroom setting, etc).
- Continue to build student resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ using the Altview organization and their presentations on acceptance. (Diversity, Equality, Human Rights, etc.)
- Encourage community involvement that will have a positive impact on our students learning and sense of school community 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 programing with seniors, etc.
- Provide opportunities for students and staff to be involved in planning various leadership school activities, such as March madness reading challenge, EIPS speech competition, Food Bank drives, Athletic clubs, Christmas concert, Terry Fox run, read in week, volunteer appreciation, classroom buddies, etc.
- Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and needing support outside of the school’s responsibilities.

MEASURES:

- 2% increase in staff engagement via the Alberta Assurance survey.
- 2% increase in student engagement via the Alberta Assurance survey.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Assurance 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 focused on their strengths and are encouraged to share their ideas and be 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.

RESULTS: (To be added for Results Review November 2023)

- e. Questions/comments
 - i. Will the afternoon recess be returned?
 - 1. In order to have half hour duty free lunch, there was not time in the day
 - 2. Other schools hire lunchtime school supervisors
 - ii. Grade 6 farewell
 - 1. Will be held in the gym, info to be sent out ASAP
 - 2. Parents would like to have more advance notice of communication as they need to take time off for a mid-day celebration. The communication
 - iii. Assistant principal
 - 1. No communication
 - iv. Meet the teacher
 - 1. First week of school
 - 2. Would be ideal to have later in the day, rather than right after school
 - v. Connections room
 - 1. Will be placed in Mrs. Hawryluk's old classroom
 - 2. Bathroom to be used in the School Council room
 - vi. PALS bathroom
 - 1. Will be using renovated bathrooms downstairs

10. Teacher Liaison Report – Lorna Magnan / Deneen Zielke

- a. ABC countdown
- b. Jeremy Albert will be completing a FNMI exercise next week: set up map in the gym, focusing on treaty areas in Alberta
- c. Year-end swim – last day of school for grades 3-6, field trip form to be sent home shortly
- d. Field trips still happening prior to year end
- e. Attendance important this time of year to complete instructions and assessments
- f. Questions/comments
 - i. None.

11. Chair Report – Lesley Bowman

- a. I would like to thank all the executive, attendees, staff, administration, and our Trustee, Cathy Allen for being a part of our work this year.
- b. I would like to remind everyone of our Council Mission:
 - i. To foster the well-being and effectiveness of the Pine Street Elementary School community and to enhance school learning. The Council is to provide a means for parents and the community to work together with administration, staff, and students to promote the well-being and overall effectiveness of the school community in an advisory role.
- c. Our efforts as a council this year served to support our Mission by making the school the best place for the students and staff.

- d. The current challenges impact us all and I want to commend all our staff, students, and my fellow caregivers for their ongoing efforts to put our children's education and well-being up front.
- e. Change and the unknown are tough for all of us, but it is a testament to your professionalism that you have steered our school through these challenges and continue to do so. The adaptability and diligence of the Board, Central Office, our staff at Pine Street have done the best with the information and resources at hand. The situation changed frequently and continues to change; going forward, we hope for the better, and I believe that EIPS has the best interests of students at the heart of decisions; thank you.
- f. While the protracted, acute stage of the pandemic appears to be over, we know there will be ongoing challenges; learning loss, absenteeism, anxiety, adapting to change, and much more that we likely don't understand yet, we want to thank staff for their work in being at the school and continuing to give our children what they need. My deep and profound gratitude goes out to the teachers and educational assistants doing their best every day to make things the best they can be for our kiddos.
- g. Discussing Results Review and the School's education plan and reviewing how Pine Street Council can support school improvement is always important to me and I was grateful to participate virtually.
- h. This year, we had many thoughtful conversations and moments of sharing how decisions impact our kids and the challenges we face as parents. I am grateful for those parents who choose to contribute and share their voice and perspective. It is through the conversations we have here that we can continue to enhance our understanding and use that knowledge to inform our advocacy. It can be tough and emotional to share, and I deeply thank you for engaging with us.
- i. At the district level, we continued our work at Committee of School Councils and gained insight and value from conversations and relationships with other Council Chairs and representatives. There is value in these conversations and hearing different perspectives and ideas from different schools.
- j. We participated in the ASCA surveys, I attended the ASCA Virtual AGM, several engagement opportunities both online and in person.
- k. I love to see these conversations continuing and I do look forward to continuing our advocacy and work to support public education and share the parent perspective.
- l. Thank you again for the privilege of serving as your Chair.
- m. Thank you to our executive. Cara is moving on to Sherwood Heights as her twin boys are in grade six and bound for junior high next year. I hope we get to share more time together around the SWH table. Thank you for being a friend and teammate, you are always there to listen and to share and I could not ask for a more steadfast, capable, and thoughtful vice chair.
- n. Lorena, thank you for your years of work in supporting the school council and society here at PNE. I appreciate your hard work and dedication and I deeply value your contribution to this effort. Thank you.
- o. Jamie, as our Society Vice Chair, you've supported the work of the council through conducting school activities such as the dance and movie night and your enthusiasm

for this school community is wonderful. Thank you for all your work and dedication to making Pine Street a better place for our kids.

- p. Questions/comments
 - i. None.

12. Dates for 2022/23 Meetings

- a. Tuesdays are not set in stone, but is a good day for our School Trustee and follows early dismissal/staff meetings
- b. Start at 6:00pm seemed to be a good compromise between staff working a long day and caregivers arriving after work
- c. Society meetings do not have to fall right after
- d. Propose to set date for first meeting of the year, incoming executive can set remainder of dates
 - i. September 13, 2022 at 6:00pm
 - ii. **All executive positions will need to be filled (Chair, Vice-Chair, Secretary) for the 2022/23 school year**

13. Congratulations to Mrs. Hawryluk and Mrs. Conrad on their retirements!

14. Good luck to Mrs. Tsiclas as she moves on to her next adventure!

MOTION: Cara Kern motions to adjourn meeting at 6:55pm – CARRIED.

The next regular meeting will take place on **Tuesday, September 13th, 2022 at 6:00pm, planning for in-person at Pine Street Elementary.** A virtual option will be available via Google Meets.

These minutes are respectfully submitted by:

Lorena Ellsworth, Outgoing Secretary

Adopted by Council in the meeting of September 13th, 2022.

Incoming Chair