École Leduc Junior High School
School Council Minutes

Location: Online - Google Meet Link (meet.google.com/nyx-rmso-idt)
Date: Feb 16 @ 6:30pm

In Attendance: Rob Russell, Donna Ritter, Sean Flanagan, Shannon Caul, Lisa Smith, Heather Wood, Rachel Djordjevic, Tamara Clark, Barb Martinson

1. **Call to Order 6:33pm**
2. **Approval of Agenda - Shannon motions ; seconded by Tamara**
3. **Approval of Previous Minutes - Shannon motions ; seconded by Heather**
4. **Business Arising from the Minutes - none**
5. **Correspondence Reports:**
    a. **BGSD 25th Anniversary - School Council /Board Engagement - Barb Martinson Board Trustee Core Values:**
        1. **Student-Focused Learning**
        2. **Relationships * - raves - excellent interactions - teachers appear to give a lot of energy to relationships with students - ALL staff praised**
        3. **Supportive Environment * - students and teachers well supported - inclusive ed program praised as flexible and individualized - * wellness**
        4. **Passion - dedication or purpose discussed as good alternative terms**
        5. **Managing Resources Responsibly**

        Citizenship discussed as another good core value to consider

        ii. **Core Purpose: To Inspire Success**

    b. **Approved 2021-2022 School Year Calendar**
        - **Lisa goes over highlights - staggered entry, Nov break, Xmas break, Spring Break, June 28**

    c. **BGSD Board Highlights**
        - **(note to Donna) Leave link on for future agendas**

    d. **Virtual Stakeholder Engagement Evening – February 23, 2021**
        - **Lisa has RSVP'd - Council of School Communities - getting feedback from stakeholders**

e. Principal's Report - attached below

i. Parents as Partners - Sean reviews draft document and answers questions (student code of conduct, teacher code of conduct already exist and this is a set of expectations for positive parent expectations for interactions with school staff)

-feedback provided - good simple language, easy to read format, fair, great info-graphic - gender neutral language noted & recommended for Superintendent section - good discussion - Lisa will complete feedback form - we have until Thursday to give Lisa any additional feedback

ii. Annual Education Plan

Sean reviewed the document elements, in detail - #1 mental wellness, common challenges, respect, partnerships, transitions, capacity #2 building teaching capacity in staff, curriculum continuity (engaging students and student needs)

f. Chair Report - update : BBall Court - Rob has been busy getting quotes from different contractors, ATB grant w/ Lisa

g. Vice Chair Report - none

6. New Business

a. Alberta School Council Association (ASCA):

i. Annual General Meeting and Conference – April 23-25 - virtual

ii. Parent Pandemic Public Survey Results - survey results briefly discussed

iii. Division School Council Engagement Award - division school council engagement award - inclusive practices within the division regarding school councils - Lisa would like to nominate our division - discussion - Lisa will complete/submit

7. Next Regular Meeting Date: 6:30pm April 6, May 25

8. Meeting Adjourned - 8:22pm

Attachments :

Principal's Report

1. Parents as Partners In Education feedback a. School Council chair to complete consensus feedback form 2. ÉLJHS Annual Ed Plan Overview a. eljhs.blackgold.ca → under About → Annual Education Plan Important Dates; Feb. 3 - Superintendent and Board Visit Feb. 3 - Staff Meeting/Early Dismissal Feb. 4 - ATA Teachers' Convention Feb. 5 - ATA Teachers' Convention Feb. 15 - Family Day Feb. 16 - Parent Assoc./School Council Meeting Feb. 22 - Grade Immunizations Feb. 24 - Pink Shirt Day Mar. 3 - Early Dismissal Mar. 9 - Picture Retake Day Mar. 11 - Term 2 ENDS Mar. 12 - PD Day Mar. 15 - Term 3 BEGINS Mar. 16 - Term 2 Progress Reports Mar. 29 - Spring Break Begins Apr. 6 - School Resumes

BLACK GOLD SCHOOL DIVISION 2021-2022 SCHOOL YEAR CALENDAR

Monthly Calendar	Teacher Days	Student Days	Dates & Details
AUGUST 2021 SUN MON TUES WED THUR FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	**4**	**1**	August 26 & 27 - Teacher Workdays (No Students) August 30 or 31 - Staggered Entry for Grades 1 - 12 Students
SEPTEMBER 2021 SUN MON TUES WED THUR FRI SAT 1 2 3 4 5 ~~6~~ 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	**21**	**20**	September 1 - School Commences for ALL Grades 1 - 12 Students September 6 - Labour Day (Schools Closed) September 17 - PD Day: School-Based (No Students): (Morning) Welcome Back & LSA Ceremony (To follow) PD Day: School-Based
OCTOBER 2021 SUN MON TUES WED THUR FRI SAT 1 2 3 4 5 * 6 7 8 9 10 ~~11~~ 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	**20**	**19**	* October 6 - Early Dismissal October 11 - Thanksgiving Day (Schools Closed) October 12 - PD Day: School-Based & Support Staff (No Students) Diploma Exam
NOVEMBER 2021 SUN MON TUES WED THUR FRI SAT 1 2 * 3 4 5 6 7 ~~8~~ ~~9~~ ~~10~~ ~~11~~ ~~12~~ 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	**17**	**17**	* November 3 - Early Dismissal November 8 - 12 - Midterm Break (Schools Closed) November 11 - Remembrance Day (Schools Closed) Diploma Exam
DECEMBER 2021 SUN MON TUES WED THUR FRI SAT * 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 ~~20~~ ~~21~~ ~~22~~ ~~23~~ ~~24~~ 25 26 ~~27~~ ~~28~~ ~~29~~ ~~30~~ ~~31~~	**13**	**12**	* December 1 - Early Dismissal December 3 - PD Day: Combined (No Students) December 20 - 31 - Christmas Vacation (Schools Closed)
JANUARY 2022 SUN MON TUES WED THUR FRI SAT 1 2 3 4 *5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	**21**	**20**	January 3 - School Resumes * January 5 - Early Dismissal January 31 - PD Day: ATA (No Students) Diploma Exam & PAT Administrative Window Diploma Exam Provincial Achievement Tests (PAT)
Semester 1: August 26, 2021 - January 31, 2022	**96**	**89**	***Semester 2 - Commences February 1, 2022***
FEBRUARY 2022 SUN MON TUES WED THUR FRI SAT 1 * 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 ~~21~~ 22 23 24 25 26 27 28	**19**	**17**	February 1 - Semester 2 Commences * February 2 - Early Dismissal February 10 & 11 - ATA Teachers' Convention (No Students) February 21 - Family Day (Schools Closed)
MARCH 2022 SUN MON TUES WED THUR FRI SAT 1 * 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 ~~28~~ ~~29~~ ~~30~~ ~~31~~	**19**	**18**	* March 2 - Early Dismissal March 11 - PD Day: Combined (No Students) March 28 - 31 - Spring Break (Schools Closed) Diploma Exam
APRIL 2022 SUN MON TUES WED THUR FRI SAT ~~1~~ 2 3 4 5 * 6 7 8 9 10 11 12 13 14 ~~15~~ 16 17 ~~18~~ 19 20 21 22 23 24 25 26 27 28 29 30	**18**	**17**	~~April 1 - Spring Break (Schools Closed)~~ & Diploma Exam April 4 - School Resumes & Diploma Exam * April 6 - Early Dismissal ~~April 15 - Good Friday (Schools Closed)~~ ~~April 18 - Easter Monday/Midterm Break (Schools Closed)~~ April 29 - PD Day: Combined (No Students) Diploma Exam
MAY 2022 SUN MON TUES WED THUR FRI SAT 1 2 3 * 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 ~~23~~ 24 25 26 27 28 29 30 31	**21**	**19**	* May 4 - Early Dismissal May 19 - PD Day: School-Based (No Students) May 20 - PD Day: ATA (No Students) ~~May 23 - Victoria Day (Schools Closed)~~ Provincial Achievement Tests (PAT)
JUNE 2022 SUN MON TUES WED THUR FRI SAT * 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 ☺28 29 30	**22**	**20**	* June 1 - Early Dismissal June 21 - National Indigenous Peoples Day (Regular Classes Scheduled) ☺ June 28 - Last School Day with Diploma Exam June 29 & 30 - Teacher Workdays (No Students) Diploma Exam & PAT Administrative Window Diploma Exam
Semester 2: February 1 - June 30, 2022	**99**	**91**	
TOTAL = Operational Days-Teachers / Instructional Days-Students	**195**	**180**	Aug-Dec/21: 75-T & 69-S; Jan-June/22: 120-T & 111-S

APPROVED - January 20, 2021

BOARD HIGHLIGHTS

December 9, 2020

BOARD UPDATE

Chair Klaassen welcomed everyone to the December Board meeting.

"We are all participating remotely today in light of current and upcoming restrictions.

While it's only been two weeks since our last meeting, there have been significant changes to school operations and public health measures as a result of Alberta's sharp increase in COVID-19 cases. Our thoughts are with all those who have tested positive, and all those who have suffered a loss.

As the weeks carry on, the stress and strain continues to build. At a school council meeting earlier this week it was referenced as being, *like running a marathon, but the finish line keeps moving.* People don't know what to do, or how to adjust their pacing accordingly.

The author Jodi Picoult said, "*The human capacity for burden is like bamboo - far more flexible than you would ever believe at first glance.*" While this trial continues, so too do the examples of creativity, resiliency, and hope. There is light at the end of this long dark tunnel and when we are finally through this global challenge, I know that there will be *some* relief, *some* returned joy and *some* peace of mind for the return of the sense of normal that so quickly slipped through our fingers earlier this year.

And while that finish line is perhaps not yet in sight, there are things to look forward to. It seems as though everyone has a countdown of one sort or another these days, whether it be:

- Folks counting down to the end of an isolation period;
- Students and staff tallying the number of days until winter break;
- Advent calendars marking the days until Christmas morning;
- Daylight time (or lack thereof) indicating the near arrival of Winter Solstice;
- Star gazers eagerly awaiting to witness the aligning of Saturn and Jupiter (also known as the Christmas Star) - which hasn't happened to this degree for nearly 800 years!
- The urgent counting of days until we ring in the new year and leave 2020 behind us;
- Or ... perhaps if not these … there is Festivus for the rest of us!

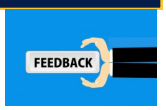
COVID-19 UPDATE

Associate Superintendent Monty provided an update on COVID-19. Associate Superintendent Monty gave a 'Shout Out' to staff, principals, students and custodians. All of our schools are safe, and staff are following guidelines! Approximately 1,300 BGSD students have been or are in quarantine, and 165 staff have been or are in quarantine. There have been outbreaks at four schools. Alberta Health Services have investigated these outbreaks, and the schools are all in compliance with AHS guidelines. On the BGSD website, there is a link to COVID-19 information that shows the number of cases in our schools.

Trustee Eckert expressed thanks to Associate Superintendent Monty for the updates and keeping the Board informed.

Associate Superintendent Dargis stated that later today, all parents would receive an email with the form 'Declaration of Choice Learning Experience' for the second semester. All parents will need to complete the form by January 6, 2021.

DRAFT 2021-2022 SCHOOL YEAR CALENDAR FEEDBACK



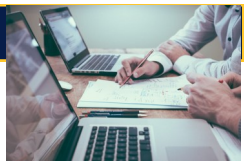
Superintendent/CEO Romanchuk presented feedback from staff, school councils, students and Division Office for the 2021-2022 School Year Calendar. All comments from each group were presented to the Trustees in-camera. This year's survey resulted in some of the following comments:

- All participants liked the two-day staggered entry, with regular classes commencing on the third day to be scheduled for the commencement of the 2021-2022 school year.
- Option preference for a school start date, this depends on whether people want a November midterm break – most staff and students were in favour of having a fall break; Division Office was not in favour, more for operational reasons.
- Christmas Break – discussions were had by all groups on whether to have more time at the beginning of the break or at the end of the break. The majority of groups preferred beginning earlier.
- Option preference for when spring break should occur – All groups agreed to have the last week of March for the break instead of earlier.

Superintendent/CEO Romanchuk presented a draft calendar for the 2021-2022 school year. Teacher workdays would begin August 26 & 27, and staggered entry days would be August 30 & 31, with all students together on September 1. Christmas break would begin December 20, with students starting back on January 3.

Trustees would like more time to discuss the calendars. The calendar will be brought back for approval at the January 2021 Board meeting. Trustees appreciated all the work and feedback on the calendar information.

REVISED FALL BUDGET



Laurel Kvarnberg, Director of Finance, presented the Quarter 1 Report for the 2020-2021 Budget. The report shows the new framework as per Alberta Education, and provided some detailed information on the revenue and expenses. Also presented was the BGSD Federal Funding for Safe Report due to COVID-19 which showed how the funds had been budgeted and the related expenses to date.

DELIVERY OF SPECIALIZED SERVICES DURING COVID

Niki Gill, ECS/PUF Coordinator, gave a brief outline of changes that were made to the Program Unit Funding (PUF) by Alberta Education last year. The goal for the program is to support literacy and numeracy, and with COVID-19, there have been many changes made.

Other supports in the Student Services Department are specialized services such as Speech Language Pathology (SLP), Occupational Therapy (OT) and Physical Therapy (PT). Lori Anne Day, SLP, and Christina Flanagan, OT provided information on what they do, and what programs and strategies are available to students. Programs adjustments have been made for ECS to Grades 2 due to COVID-19, in relation to the physical, cognitive, social and emotional development of students.

On the BGSD website, there is a link for 'Engaging Students' which has information on all types of resources for Black Gold OT, SLP and PT supports that parents and staff can access.

SCHOOL RESOURCE OFFICER

Superintendent/CEO Romanchuk sent letters to municipalities requesting help to partner with BGSD in supporting a School Resource Officer (SRO) in each community. The City of Leduc City Council declined the request to increase SRO time but will continue to support the current 1.0 SRO position. We will continue to work with the City of Leduc and hopefully, there will be room in their budget next year. Leduc County Council passed a motion to work with the RCMP to assist BGSD with their contribution to fund an SRO who will work with students and communities within Leduc County. Superintendent/CEO Romanchuk has contacted Thorsby RCMP to help support schools in the communities of Warburg, Thorsby and Calmar. The detachment is very much in favour of being part of the partnership.

ELECTION ACT & RETURNING OFFICER

Associate Superintendent Volkman gave an update on changes to the Local Authorities Election Act for the election in the fall of 2021:

- Board must submit bylaws by December 31, 2020
- When a Board appoints their returning officer by resolution, they must also appoint a substitute returning officer.
- Nomination period starts on January 1, 2021 and runs until 12:00 p.m. on nomination day.

The Board approved the appointment of Associate Superintendent Volkman as the returning officer for BGSD for the upcoming election in October 2021.

The Board approved the appointment of Laurel Kvarnberg, Director of Finance, as the substitute returning officer for BGSD for the upcoming election in October 2021.

FALL BOARD PLANNING

Trustees and Administration attended a Board Planning session on November 2 and 3 reviewing key learnings, goals and the vision for BGSD up to the year 2030. Some of the highlights from the session were:

- Financial Statements
- Three Year Education Plan
- Operational Plans
- Strategic Planning

BGSD WEBSITE INFORMATION

Superintendent/CEO Romanchuk commented that attention should be brought to the BGSD website under Board Committees where there is a new page highlighting the Board's Community Engagement & Advocacy efforts.

VIRTUAL SCHOOL VISITS

The Board has been conducting their school visits virtually. Principals and staff have shared videos and slides to showcase what is happening in their schools.

Schools are facing challenges and are doing their best to keep everyone safe. We commend our staff and students for being resilient and innovative.

CELEBRATING SUCCESS

Superintendent/CEO Romanchuk showed a PowerPoint presentation on 'School News' which included various activities during November and December at the following schools and is posted to our BGSD website:

- Covenant Christian
- East Elementary
- École Coloniale Estates
- École Corinthia Park
- École Leduc Estates
- Thorsby Junior/Senior High
- Willow Park

Students, Staff, Parents and Community Members,

We wish you a Christmas filled with blessings and hope you enjoy a safe, well-deserved relaxing holiday season! Happy, Healthy New Year!

MERRY CHRISTMAS!

BLACK GOLD SCHOOL DIVISION

3rd Floor, 1101-5th Street
Nisku, Alberta T9E 7N3

P: 780.955.6025
F: 780.955.6050
blackgold.ca

January 22, 2021

Attention: All School Council Chairs

Black Gold School Division (BGSD) Board of Trustees is pleased to invite at least two members of each School Council to participate for a virtual Stakeholder Engagement Evening at the Council of School Communities on Tuesday, February 23, 2021, from 6:30 p.m. to 8:45 p.m. via Zoom.

Black Gold is currently one of the most highly regarded school divisions in the province, with the core purpose *To Inspire Success*. With this being the 25th Anniversary of Black Gold School Division, and a transitional year for the Board, we are taking the time to strategically reaffirm our core values, lock in strategic priorities, and create a new Divisional goal to guide us forward with clarity and purpose.

As a Board, we continually strive to increase community engagement, communication, and advocacy efforts. To continue inspiring success, we are engaging a broad scope of community partners including students, staff, parents, community members, business people, and elected officials. The goal of the evening is to determine the educational attitudes, competencies and skills necessary to position our students for success in the 21st century. Gathering stakeholder input and perspective strengthens our ability to make sound decisions for the benefit of all students, and ensures the strategic direction of the Division encompasses the input of our valued stakeholders.

Each attendee will be provided with a Zoom meeting link to access the session. Registered participants need to ensure that they have access to technology and reliable internet access in order to attend the meeting and subsequent breakout sessions. A limited number of headsets are available from BGSD.

As this event is by invitation only, please confirm your attendance (RSVP) to your school principal no later than Friday, February 5, 2021. The principal will follow up with additional information on your participation at this event.

We look forward to using this opportunity to learn and grow from our conversations with you - our valued stakeholder - so that together we can help ensure the future of high quality education for our children.

Sincerely,

D Klaassen

Devonna Klaassen, Chair
Board of Trustees

Principal's Report
February 16, 2021

1. Parents as Partners In Education feedback
    a. School Council chair to complete consensus feedback form
2. ÉLJHS Annual Ed Plan Overview
    a. eljhs.blackgold.ca → under About → Annual Education Plan

Important Dates;
Feb. 3 - Superintendent and Board Visit
Feb. 3 - Staff Meeting/Early Dismissal
Feb. 4 - ATA Teachers' Convention
Feb. 5 - ATA Teachers' Convention
Feb. 15 - Family Day
Feb. 16 - Parent Assoc./School Council Meeting
Feb. 22 - Grade Immunizations
Feb. 24 - Pink Shirt Day

Mar. 3 - Early Dismissal
Mar. 9 - Picture Retake Day
Mar. 11 - Term 2 ENDS
Mar. 12 - PD Day
Mar. 15 - Term 3 BEGINS
Mar. 16 - Term 2 Progress Reports
Mar. 29 - Spring Break Begins

Apr. 6 - School Resumes

École Leduc Junior High School - Inspiring Success for Every Student Everyday

2020-21

École Leduc Junior High School Education Success Plan - 2020/21

School Profile: *Inspiring Success for Every Student*

École Leduc Junior High School is a Grade 7 to 9 school located in Leduc. Our school offers both regular English and French Immersion programs. We have 554 students enrolled in our school this year with 462 students attending in-class learning.

Our school's vision is focused on "inspiring success for every student." Our learning team at École Leduc Junior High School is dedicated to providing a safe and caring educational environment nurturing excellence in learning and achievement for our students and community. We are committed to optimizing the potential in each of our learners and stimulating a quest for lifelong learning and community service as responsible, physically active and contributing citizens.

In order to carry through with our vision, the school community at École Leduc Junior High School believes, together, we must:

- Provide the highest standard of educational opportunities for students that responds to different learning needs;
- Maintain a wide variety of extra-curricular, intramural, and co-curricular programs;
- Promote and uphold acceptable standards of conduct that reflect the expectations of the Alberta Education Act, Alberta Education, Black Gold School Division policies, ÉLJHS policies, and the greater school community to ensure an atmosphere conducive to learning;
- Ensure responsibility for individual achievement is shared by the student, the home, and the school;
- Strive to develop the ethical citizenship skills necessary to determine right from wrong, to understand consequences and to make appropriate choices;
- Recognize and support the whole student, who comes to school each day with different factors that affect their ability to learn
- Recognize excellence and school/community contributions;
- Support values that include:
    - Compassion, courtesy, creativity, critical inquiry, courage of convictions;
    - Equality of opportunity, kindness, integrity, respect of others rights and property;
    - Honesty, knowledge, and understanding, justice, self-respect and self-discipline;
    - Objectivity, human worth and dignity;
    - Responsible citizenship, family, freedom of thought and forgiveness.

École Leduc Junior High School offers an outstanding academic program, a high-quality daily physical education program, diversified extra-curricular activities, and a wide range of complementary courses to all three grade levels. Our qualified and dedicated staff looks forward to meeting the educational learning needs for each student in our school. Our comprehensive support staff includes library clerks, day and evening custodians, clerical support and educational assistants.

Mission:

Our education team at École Leduc Junior High School is committed and responsible for providing high quality learning opportunities in alignment with Alberta Education and Black Gold School Division, that responds to student learning needs and enables them to reach their potential.

We are committed to working together as a team with all stakeholders to provide a stimulating, safe and nurturing school environment conducive to learning and personal growth as engaged learners and ethical citizens with an entrepreneurial spirit.

Our school values reflect the fundamental principles of our school:

Panther P.R.I.D.E.

P	**Positive Attitude**
R	**Respect**
I	**Integrity**
D	**Dedication**
E	**Effort**

Celebrations: We have much to celebrate over the last year.

- Implementing WELLNESS Initiatives and activities with staff and students
- SAFE AND CARING
    - RELATIONSHIP building - Teacher/Student connections
    - Administration driven school wide themed assemblies
    - Community Partners - AHS, FCSS, Mental Health Capacity Building, QSA & GSA, Fyrefly - teaching respect and diversity
- Enhancing our COMMUNICATION and PARTNERSHIPS with parents
- Enhancing Instructional Learning time - limited personal device use
- Enhanced Support for KNOWLEDGE & EMPLOYABILITY Classes/Courses
- Evidence school wide assessments; MIPI and HLAT - guide effective instruction
- FLEXIBLE LEARNING periods - school-wide multigrade interactions, diverse topics
- STAR reading and LITERACY and ENGLISH LANGUAGE LEARNERS program
- Staff Recognition/Morale - Tree of recognition, 'Meet the staff' bulletin board, and Lunch/Soup club
- Panther P.R.I.D.E. student initiative - 'CATCH 'EM SHOWING P.R.I.D.E.
- BREAKFAST CLUB for students and concession ran by inclusion students
- Learning Commons - creating a positive and welcoming environment for all students
- Hands on learning opportunities brought into the school - Interactive Map, Gallery Walk

Challenges: Challenges our staff feel they have faced this past year;

- Student challenges with resilience, mental health, and accountability
- Student difficulties in interpersonal communication
- Balancing the number of students ISP's, student accommodations, behaviour
- Time to implement differentiation/inclusion
- Meeting the needs of all students

School Council Message

I am excited for this upcoming school year and like many parents, have many questions around the many changes that have been or maybe implemented over the coming weeks and months.

Our message to new parents this year was to brag about our wonderful staff that are committed to ensuring the success of your child's education journey. Our school administrators are very invested in our children. They encourage parents to communicate needs and issues early so they can ensure the needs of our students are being met. We encourage all parents to communicate directly with their child's teachers and to contact administration if they need further information or are not satisfied with the outcome. We embraced the Parents as Partners policy that was circulated last year. It is unfortunate that it has been placed on the back burner due to the pandemic. It is especially important now that parents follow these procedures and ensure open communication with their child's teachers.

We have many families with several different education journeys this year. As always, we have our English and French Immersion programs, but this year, we will also be supporting families that are distance learning in addition to those taking in-school instruction. Therefore, I want to make sure that we have a good mix of families from all groups. There will be many different perspectives to be shared that will help us all make sure we are making good choices that meet our individual child's needs.

Our role as School Council members is to provide input, in an advisory capacity, to the administration of our school. We meet at least six times per year. We meet to discuss and collaborate how to support and enhance student learning and school improvement planning. The School Council acts as a bridge to promote positive engagement in our school community. We connect parents, school administration, trustees, and the school division. We are a collective voice for ALL parents in the school.

Our activities may look a little different this year, but I encourage all parents to join us regularly to share their views to help shape our school.

Lisa Smith

School Council Chair

3 Yr Plan to be shared: November 2020

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 3213 Ecole Leduc Junior High School

Alberta Government

Measure Category	Measure	Ecole Leduc Junior High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.4	80.9	81.1	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	89.5	87.3	87.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	85.1	86.1	83.6	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.7	0.6	0.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.9	66.3	71.1	73.8	73.6	73.6	Intermediate	Improved	Good
	PAT: Excellence	16.8	9.1	11.3	20.6	19.9	19.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	75.3	70.4	72.3	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	72.2	72.1	69.2	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	72.0	78.5	73.3	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	73.5	74.3	70.4	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

School Goal 1: To foster a safe and caring culture within the school community.

Timeline*:* 3 year goal

Rationale:

- *Supporting students with common challenges experienced at the junior high level by fostering the development of identity, sense of belonging, relationship building and empathy for others.*

Alignment with Division Core Values: Relationships, Student-focused Learning and Supportive Environment

Timeline	Strategies	Supporting Data
2019-2022 *(ON-GOING)*	● ÉLJHS Mental Health Plan ● Capacity building for teachers to support student well-being during COVID-19 ● Educate and develop student skills and abilities to problem solve common challenges experienced at the junior high level ○ PARTY program ○ Heroes program ○ Mental Health Literacy program ○ School Resource Officer ○ Heroes program ○ Go to Education Series led by Wellness Coach ○ Health curriculum ○ Access to Learning Support Counsellor and Wellness crafts	● Accountability Pillar-Safe and Caring (B.4 Safe and Caring Detail) -The way students treat each other -Teachers caring about students -Fairness and caring ● OurSchool Survey results in the areas of anxiety, depression, and alcohol use ● reported student increase in motivation, confidence, course work completion ● reported student decrease in behavioural issues in connection to learning challenges ● teacher feedback survey -questions will focus on reflection of their practice and relationship building ● students feedback survey -questions that ask students to reflect on how they are supporting a safe and caring culture ● evidence of student skill development and growth in

	○ Wellness Coach services ● Promote, foster and provide education around the topics of respect and acceptance for all ○ QSA ○ Fyrefly ○ Orange Shirt Day ○ Pink Shirt Day ○ Mental Health Week ○ Grade level/whole school guest speakers ● Community support/resource collaboration and partnership ○ Collaboration with AHS and FCSS ○ SRO interacting with students to build positive relationships ○ SRO works with administration to develop comprehensive safety plans to ensure the school is a safe and caring place ● Student Transition Plan: ○ gr. 7/9 orientation days ○ gr. 7 Success Presentation ○ gr. 9 Academic Planning and Counselling, and presentation ○ MyBlueprint	their ability to deal with common issues experienced at the junior high level.

School Goal 2: To improve Provincial Achievement Test results in the areas of acceptable and excellence.

Timeline*:* 3 year goal

Rationale:

- building capacity of teaching staff
- fostering curriculum continuity

Alignment with Division Core Values: Student-focused Learning and Supportive Environment

Timeline	Strategies	Supporting Data
2019-2022 (ON-GOING)	Open dialogue with staff around quality teaching and engaging students. ● Providing time for focused feedback and opportunities for growth and improvement ● Share best practices as a staff. ● Provide PD for staff to collaborate & implement best practices. ● Small group data-informed PLC time "specific strategy" Building capacity of teachers around subject-specific knowledge and skills and in Universal/Targeted Learning Strategies. ● School-wide literacy plan ● Teaching with the end in mind ● Increasing teacher efficacy ● Teacher strengths - using teacher capacity to support other teachers ● PAT Analysis Teacher Reflection	● Accountability Pillar Results ● Teacher created observations ● Classwide analysis data gathering - i.e., Classroom Profile of the Confident Engaged Learner, observational checklist and logs ● Utilize reflection for improving student results ● The reported increase in motivation, confidence, course work completion ● reported decrease in behavioural issues in connection to learning challenges (example K&E student successes) ● Learning Support Team work with staff to implement strategies and teachers use daily in the classroom. ● Teachers use strategies daily to improve student achievement for students with unique learning needs.

	● Collaborative Structures Time ○ develop and improvement assessment practices Focus on enhancing programming and identifying students with specific or unique learning needs; ● Intervention; Literacy, Numeracy, and Writing pull out/sessions ● FLEX; weekly “What I Need Now” sessions ● Appropriate programming, i.e., Knowledge and Employability ● Build staff capacity in *Literacy, Numeracy and Behaviour Supports* ○ increase teacher efficacy when working with students with unique learning needs and programming (ISP/IPP) ○ Growing teacher competencies in the area of K&E Building capacity in French Immersion instruction ● collaboration division-wide ● curriculum mapping ○ blueprint ● analysis of results	

Parents and Guardians as Partners In Education

Background
Black Gold School Division acknowledges that parents/guardians have a legitimate right to participate in educational decision-making for their children, and to express their concerns within appropriate channels. At the same time, we do have a responsibility to provide our staff with a safe and respectful workplace environment free from harassment, abuse, or threats.

According to the Alberta Teacher's Association, harassment in the school context is defined as persistent parental or community criticism of or interference with school programs, staff performance, or interaction with students that is unwarranted and/or unsubstantiated. In some instances, harassment may constitute a contravention of the *Alberta Education Act* (Section 256). Threats to, or assaults upon school staff are criminal offences and are governed by the *Criminal Code of Canada*.

In order to maintain a high level of cooperative and collaborative parent-school interaction, we expect parents/guardians to foster positive and respectful relationships with teachers, principals, and with other school staff and professionals who provide supports and services to students in the school (as per the *Alberta Education Act* Part 3 Section 32 d, e, f - Parent Responsibilities).

We understand that all members of our school community contribute to the success of our schools, and that we each share responsibility to ensure that our individual conduct contributes to a welcoming, caring, respectful, and safe learning environment.

Black Gold School Division expectations *(Also add this section to the School Registration Package)*
Black Gold School Division understands that all members of our school community contribute to the success of our schools, and that we each share in the responsibility of ensuring our individual conduct contributes to a welcoming, caring, respectful, and safe learning environment.

As a Black Gold parent/guardian, you can expect to be treated as a valued partner in your child's education by your school. In return, you are expected to:

- Treat all staff with dignity and respect
- Interact with other parents and children in a polite manner
- Work to resolve differences in a positive, proactive manner
- Encourage your child(ren) to be respectful

Interactions with staff should always be:

- Private
- Professional and respectful
- Focused on your child's best interest

Visiting school property

School grounds and buildings are private property. There are procedures in place to ensure the safety of students, staff, and visitors. Parents/guardians are required to sign in to all buildings, and are confined to the office area unless permission is specifically given otherwise. Additionally, no person shall:

- Disrupt the proceedings of the school
- Loiter or trespass in the building or grounds
- Conduct themselves in a manner that is disrespectful to students, staff, or other parents

Communicating with staff

Parents/guardians can communicate directly with the teacher if they have any questions about their child(ren)'s programming, behaviour, or other classroom-related concerns. As situations are best resolved at the school level, parents/guardians will use the following channels to address their concerns:

First: Communicate concern(s) to the teacher.*
Second: If the concern is not resolved after speaking with the teacher, communicate concerns to the school-level administration.

** The Division respects our employees' wellness. If you plan on communicating with teachers or school administration by telephone or email, remember that they are only available between 7 a.m. and 7 p.m. Monday to Friday and will reply at their earliest practical opportunity.*

Social media considerations

Parents/guardians are encouraged to help the Division, schools, and staff to minimize social media harm and support a safer, more welcoming, caring environment online. Before parents/guardians post to social media, they are encouraged to ask themselves:

- Is it true?
- Is it necessary?
- Is it kind?
- Have I spoken to the people that can address this before posting online?

Action may be taken against members of the public whose conduct has resulted in any form of harassment of employees, students, parents, volunteers, visitors or representatives of the Division. These may include, but are not limited to:

- Restricted access to property and persons
- Charges of slander, libel or defamation
- Trespass notice
- Charges being laid under the *Criminal Code*

References

Alberta Education Act**:**

> ***Parent/guardian responsibilities***
> **32** A parent/guardian has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:
> (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
> (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
> (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school

> ***Prohibited activities***
> **256** No person shall:
> (a) disturb or interrupt the proceedings of a school,
> (b) disturb or interrupt the proceedings of a school meeting or board meeting,
> (c) loiter or trespass in a school building or on property owned by a board, or
> (d) conduct themselves in a manner detrimental to the safe operations of a school.

Black Gold School Division:

Board-Policy-19-Welcoming-Caring-Respectful-Safe-Healthy-Learning-Working-Environments.pdf

https://bgrsd18.sharepoint.com/HR/APM%20PUBLISHED/AP-152-Parent-Public-Inquiries-Dispute-Resolution.pdf
https://bgrsd18.sharepoint.com/LearningServices/APM%20PUBLISHED/AP-350-Student-Conduct.pdf
https://bgrsd18.sharepoint.com/Superintendent/Board%20Policy%20PUBLISHED/Board-Policy-19-Appendix-Student-Code-Conduct.pdf
https://bgrsd18.sharepoint.com/LearningServices/APM%20PUBLISHED/AP-351-Student-Conduct-School-Buses.pdf
https://bgrsd18.sharepoint.com/HR/APM%20PUBLISHED/AP-170-Harassment.pdf
https://bgrsd18.sharepoint.com/HR/APM%20PUBLISHED/AP-171-Threatening-Behaviour.pdf

Respect Group - Respect In The Workplace program

https://www.respectgroupinc.com/respect-in-the-workplace/

Appendix:

[PLEASE NOTE: This appendix will form the content for a dedicated page on the BGSD website, on each individual school website, and included in student registration packages]

Black Gold School Division acknowledges that parents and guardians have a legitimate right to participate in educational decision-making for their children, and to express their concerns within appropriate channels. We welcome your questions and concerns, and make every effort to address them in a timely manner.

See below for the steps you should take when reaching out to us.

STEP 1	**CLASSROOM TEACHERS** For classroom-related questions or concerns, the classroom teacher is your first point of contact. They can help with: ● Classroom expectations ● Homework, class assignments and assessment ● Any questions or concerns about the classroom ● Student behavior (interpersonal conflict, bullying/harassment)
STEP 2	**SCHOOL ADMINISTRATION** For questions and concerns beyond the classroom, please contact your school principal. They can help with: ● Questions or concerns about your school ● Student registration ● Student schedules ● School safety and security (link to emerg protocols) ● School budgets and fundraising ● School Councils ● Report Card concerns ● School Code of Conduct ● Discipline concerns/suspensions **FIND YOUR SCHOOL >>** *(link to BGSD website to find a school/ on school websites, link to the handbook)*
STEP 3	**ASSOCIATE SUPERINTENDENT** The Associate Superintendents of Schools will work with parents and school administration to address parental concerns only once they have been addressed to the appropriate person(s) without satisfaction. They support school staff and can be contacted if you have questions or concerns that have not been answered, or for

help with:

- Resident students
- Programming / attendance issues
- Staff/ personnel issues and complaints
- Transportation issues
- Alternate attendance requests

CONTACT ASSOCIATE SUPERINTENDENT >> *(link to BGSD website)*

STEP 4

SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools is responsible for the 31 schools in the Black Gold School Division. He is the liaison between the Board of Trustees and senior administration. The Superintendent of Schools is responsible for ensuring Division Policies and Administrative Procedures are in compliance with the Provincial legislation and associated regulations.

- He is the final administrative arbiter when dealing with issues that cannot be resolved by other means

CONTACT SUPERINTENDENT >> *(link to BGSD website)*

STEP 5

BOARD OF TRUSTEES

Trustees are your elected school board officials. They are available to help you with the following:

- Board Agenda items
- Board Budget
- Board policies
- Collective bargaining
- Community concerns
- Public advocacy
- Ideas and suggestions for improvement

FIND YOUR TRUSTEE >> *(link to BGSD website)*

NOTE:

Develop marketing copy to promote better parental behaviour - posters for schools (social marketing principles)

The Alberta School Councils' Association (ASCA) is pleased to present the 2021 annual conference and general meeting ONLINE, utilizing Zoom video conferencing and the EventMobi web platform (*desktop and mobile applications*).

Suitable for desktop, laptops, tablets, and smart phones, participants can join from a PC, Mac, iOS or Android device.

The 2021 virtual event will consider "School Council: Leading with Purpose", promoting the work of school council in the school community to benefit student success.

Providing development sessions, information sharing and resources for the school community, the event offers opportunity to engage in provincial education and network with others on school council.

Hosting up to 500, attendees include parents, community members, students, teachers, principals, superintendents, and school board trustees, as well as government and organizations in education.

The online event is presented over three days, starting Friday at 12 noon until 5 pm, Saturday 8:45 am to 5:15 pm, and Sunday 8 am to 4 pm.

Over 30 breakout sessions, keynotes and plenary presentations are scheduled, prior to the business meeting day and election of the ASCA Board of Directors.

The EventMobi web platform provides an engaging, interactive online experience, offering attendees networking and communication features with Direct Messaging, 1:1 Video Meetings, Group Discussions, in-session Chat, Q&A, live polling, photo sharing, and game point challenges.

Two 2-hour pre-conference session workshops are offered on Friday morning at 9:30 am.

Three post-conference sessions are scheduled for Saturday evening at 6:30 pm to 8:00 pm.

A virtual Trade Show is included, exhibiting over 40 vendors with products, services and resources relevant to schools, communities and fundraising associations.

A variety of PRIZES are available to be won, by visiting the Trade Show, entering draws, challenges and contest activities!

Online registration opens at noon on February 15, 2021. Visit www.albertaschoolcouncils.ca

Alberta
School Councils' Association
Promoting parent engagement in public education
1200, 9925.109 Street Edmonton AB T5K 2J8 Phone 780.454.9867 or 1.800.661.3470 Fax 780.455.0167 www.albertaschoolcouncils.ca

ASCA's Parent Pandemic Pulse Survey, conducted mid October to mid November of 2020, sought to capture the experiences and perceptions of parents of K-12 students during the first few weeks of the 2020-2021 'back to school in a pandemic' reality.

Designed with the guidance of research experts Phil McRae and Lisa Everitt from the Alberta Teachers' Association (ATA), and utilizing the ATA's survey mechanism, the Parent Pandemic Pulse survey asked many of the same questions that had been asked of the ATA's members…Alberta's teachers. In designing their survey, the ATA used guidance from a World Health Organization (WHO) insight research survey tool and a Centre for Disease Control and Prevention (CDC) measurement scale. ASCA maintained that consistency and integrity for this survey.

ASCA believed then, as we believe now, that there is great value in being able to compare the responses of parents (some of whom are teachers) to the responses of teachers (some of whom are parents) when it comes to their confidence in the safety measures implemented for Alberta's students and school staff, or their concerns for their students' and families health and wellbeing.

The survey itself generated responses from just over 30,000 individuals, with a solid 21,000 completing it to form this report. ASCA promised privacy and anonymity to the respondents of the survey, and published the 46-page report without inclusion of the additional 428 pages of comments. The ASCA Board of Directors has utilized the data from this report to relay the parental experiences of 'school re-entry' to Alberta's Education Ministry, partners and stakeholders, and will continue to do so for as long as it is relevant.

Parents voices in education are vital. ASCA believes that parents have a right be to be recognized and respected as knowledgeable, supportive contributors to their children's education, and should be provided a variety of opportunities to be authentically engaged in all levels of the education system. This survey was one opportunity; an opportunity – we hope – that will provide cause for further exploration of the experiences and perceptions of parents.

Five, ten, even fifteen years from now, when the Covid-19 pandemic becomes an historical reference in a Social Studies curriculum, it is hoped that the children learning that curriculum will reflect on their memories through the pandemic, and know – because of this survey and the many others that have taken, or will take place, that their parents, teachers and leaders cared enough about what they were experiencing, to ask, and/or answer, questions designed to inform decisions, set directions and to truly understand their lived realities as a K-12 student during Covid-19.

Wendy Keiver

Wendy Keiver
Executive Director
Alberta School Councils' Association

Confidential Final Full Data Report for Alberta School Councils' Association (ASCA) Parent Pandemic Pulse Survey

Response Counts

Completion Rate:	**100%**	
	Complete	21,677

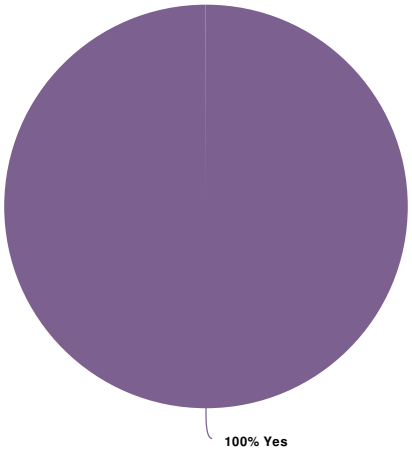
Totals: 21,677

Research Limitations

While the findings from this Alberta School Councils Association (ASCA) survey may be helpful in providing insight into parents' perspectives during Alberta school re-entry in the Fall of 2020, some of the specific comments may not be applicable to other contexts. The large size of the survey sample was more than adequate for identifying common themes and key findings. However, because most of the respondents were self-selected, and there is some imbalance in regional participation, it is difficult to determine with complete certainty that the results are representative of the larger population of parents and guardians with children in kindergarten to grade 12 in Alberta.

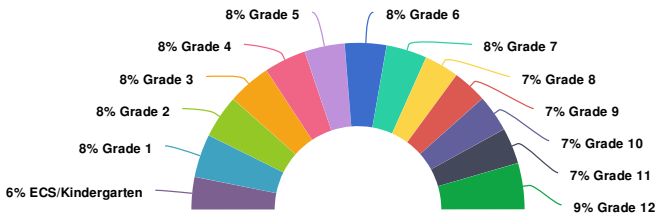
The fact that the responses from this survey show similar patterns to a prior survey created using a research instrument designed by the Alberta Teachers' Association (who used guidance from a World Health Organization (WHO) insight research survey tool and a Centre for Disease Control and Prevention (CDC) measurement scale) does increase confidence in the representativeness of the results. As is often the case with exploratory research, new questions emerged that might become the focus of future research. The results of this research survey will be further analyzed and weighted for representation, and may be of use for the historical record of the impact of the coronavirus 2 (SARS-CoV-2) on Alberta.

1. Do you have children in Alberta's kindergarten to grade 12 (K-12) schools?



Value	Percent	Responses
Yes	100.0%	21,677
		Totals: 21,677

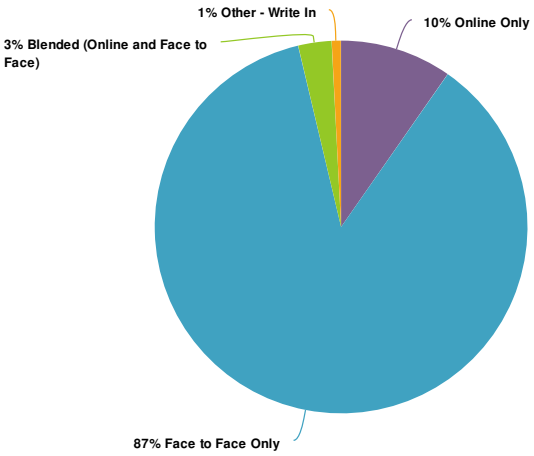
2. For this survey, think of one child in your family and answer all questions based on this child's experience with re-entry. Please identify this child's grade level?



Value	Percent	Responses
ECS/Kindergarten	6.3%	1,371
Grade 1	8.4%	1,820
Grade 2	8.4%	1,815
Grade 3	8.4%	1,825
Grade 4	8.2%	1,774
Grade 5	7.8%	1,698
Grade 6	8.1%	1,750
Grade 7	7.9%	1,707
Grade 8	6.7%	1,448
Grade 9	6.7%	1,450
Grade 10	7.2%	1,552
Grade 11	7.0%	1,525
Grade 12	9.0%	1,941

Totals: 21,676

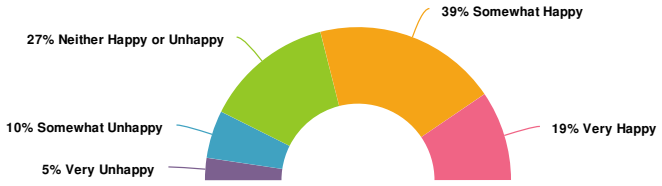
3. How is your child learning in school at this time?



Value	Percent	Responses
Online Only	9.7%	2,105
Face to Face Only	86.5%	18,701
Blended (Online and Face to Face)	2.9%	628
Other - Write In	0.8%	178

Totals: 21,612

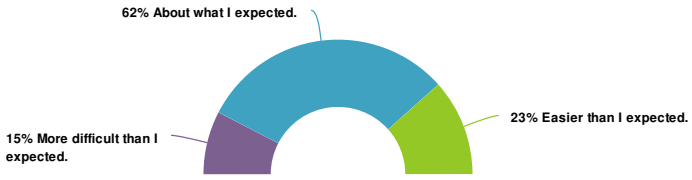
4. How are you feeling?



Value	Percent	Responses
Very Unhappy	4.7%	999
Somewhat Unhappy	10.1%	2,143
Neither Happy or Unhappy	27.3%	5,792
Somewhat Happy	38.9%	8,233
Very Happy	19.0%	4,020

Totals: 21,187

5. How challenging is it with your children back in classrooms (face to face or online)?



Value	Percent	Responses
More difficult than I expected.	15.2%	3,281
About what I expected.	61.6%	13,307
Easier than I expected.	23.2%	4,997
	Totals:	21,585

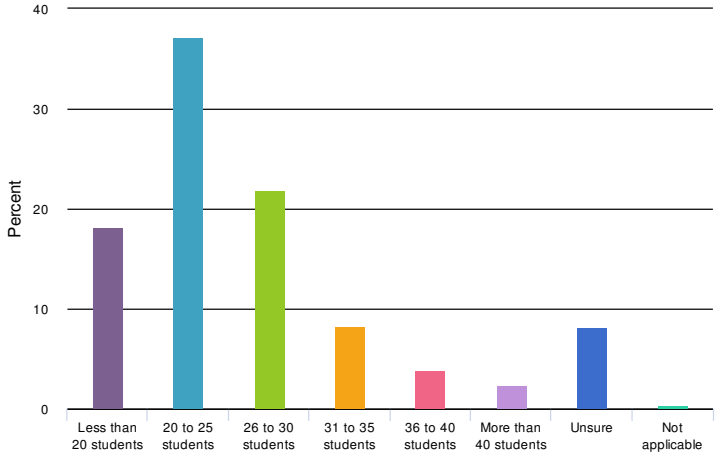
6. Thinking about this past week with your child back in classrooms (face to face or online), identify your level of agreement with the following statements:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
I am happy with my child/children going back to school.						
Count	1,258	1,134	2,327	7,690	9,165	21,574
Row %	5.8%	5.3%	10.8%	35.6%	42.5%	
I am stressed						
Count	3,758	6,416	2,310	6,703	2,357	21,544
Row %	17.4%	29.8%	10.7%	31.1%	10.9%	
I feel comfortable with new school routines related to COVID-19 prevention.						
Count	1,572	2,938	3,919	9,431	3,686	21,546
Row %	7.3%	13.6%	18.2%	43.8%	17.1%	
I feel isolated.						
Count	5,090	8,882	2,491	3,997	1,100	21,560
Row %	23.6%	41.2%	11.6%	18.5%	5.1%	
I feel hopeful.						
Count	972	3,277	4,945	9,375	2,989	21,558
Row %	4.5%	15.2%	22.9%	43.5%	13.9%	
I feel anxious.						
Count	3,447	6,040	2,665	7,289	2,104	21,545
Row %	16.0%	28.0%	12.4%	33.8%	9.8%	
I feel exhausted by the end of the day.						
Count	3,201	6,650	1,897	6,226	3,572	21,546
Row %	14.9%	30.9%	8.8%	28.9%	16.6%	
Totals						
Total Responses						21574

7. Over the last 7 days, how often have you been bothered by...

	Not at all	Several days	More than half the days	Nearly every day	Responses
...having little interest or pleasure in doing things?					
Count	12,548	5,561	2,164	1,253	21,526
Row %	58.3%	25.8%	10.1%	5.8%	
...feeling down, depressed, or hopeless?					
Count	13,165	5,829	1,552	982	21,528
Row %	61.2%	27.1%	7.2%	4.6%	
...feeling nervous, anxious, or on edge?					
Count	9,807	7,787	2,204	1,733	21,531
Row %	45.5%	36.2%	10.2%	8.0%	
...not being able to stop or control worrying?					
Count	12,458	5,903	1,660	1,506	21,527
Row %	57.9%	27.4%	7.7%	7.0%	
Totals					
Total Responses					21531

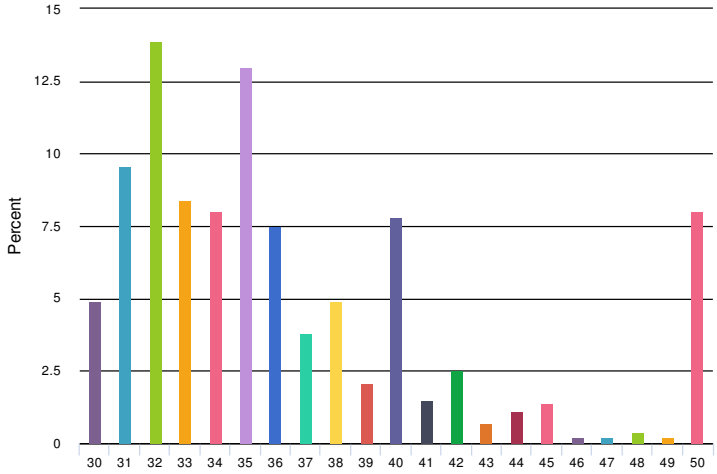
8. The size of the largest class that your child/children are currently in (online or face to face)?



Value	Percent	Responses
Less than 20 students	18.2%	3,931
20 to 25 students	37.1%	8,029
26 to 30 students	21.8%	4,714
31 to 35 students	8.3%	1,788
36 to 40 students	3.8%	813
More than 40 students	2.3%	504
Unsure	8.2%	1,776
Not applicable	0.4%	87

Totals: 21,642

9. What is the size of your child's largest class with 30 or more students?



Value	Percent	Responses
30	4.9%	147
31	9.6%	290
32	13.9%	417
33	8.4%	253
34	8.0%	240
35	13.0%	390
36	7.5%	225
37	3.8%	115
38	4.9%	146
40	7.8%	235
50	8.0%	240
39	2.1%	62
41	1.5%	44
42	2.5%	74
43	0.7%	20
44	1.1%	34
45	1.4%	43
46	0.2%	7
47	0.2%	6
48	0.4%	13
49	0.2%	5

Totals: 3,006

10. Please identify your level of concern with the following:

	Extremely concerned	Moderately concerned	Somewhat concerned	Slightly concerned	Not at all concerned	Responses
Your child bringing the virus home from school. Count Row %	4,775 22.2%	3,930 18.2%	3,511 16.3%	4,679 21.7%	4,657 21.6%	21,552
Contracting the virus yourself during the winter months. Count Row %	4,391 20.4%	4,383 20.3%	4,001 18.5%	4,771 22.1%	4,023 18.7%	21,569
Keeping up with the frequently changing school protocols and policies regarding COVID-19. Count Row %	3,136 14.6%	4,193 19.5%	4,386 20.4%	4,788 22.2%	5,049 23.4%	21,552
Transparency of government decision making during the pandemic. Count Row %	7,427 34.5%	4,457 20.7%	3,803 17.7%	3,116 14.5%	2,740 12.7%	21,543
Physical distancing (1 to 2 metres) in classroom(s) and hallways. Count Row %	5,049 23.4%	3,632 16.9%	3,072 14.3%	3,628 16.8%	6,152 28.6%	21,533
Your child's school's capacity to prevent and control the spread of COVID-19 upon identification of a positive case(s). Count Row %	3,667 17.0%	3,757 17.4%	3,643 16.9%	4,689 21.8%	5,789 26.9%	21,545
Totals Total Responses						21569

11. During the last 7 days, which of the following measures have you taken to prevent infection from COVID-19?

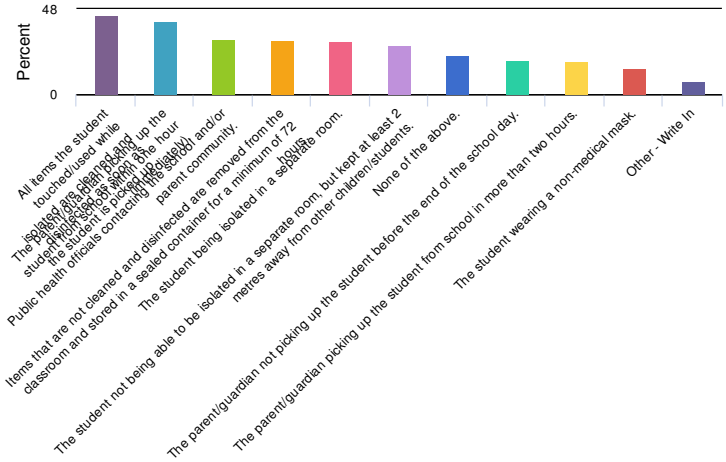
	Never	Rarely (about 10% of the time)	Occasionally (about 30% of the time)	Sometimes (50% of the time)	Frequently (70% of the time)	Usually (90% of the time)	Every time	Not applicable	Responses
Ensured physical distancing in public. Count Row %	427 2.0%	603 2.8%	707 3.3%	1,198 5.6%	3,162 14.7%	8,242 38.2%	7,073 32.8%	151 0.7%	21,563
Frequently washed your hands with soap and water for at least 20 seconds. Count Row %	125 0.6%	263 1.2%	462 2.1%	977 4.5%	3,055 14.2%	6,158 28.5%	10,455 48.5%	80 0.4%	21,575
Used disinfectants to clean your hands when soap and water were not available. Count Row %	493 2.3%	624 2.9%	569 2.6%	930 4.3%	2,132 9.9%	5,275 24.5%	11,361 52.7%	183 0.8%	21,567
Avoided touching your eyes, nose and mouth with unwashed hands. Count Row %	469 2.2%	807 3.7%	1,012 4.7%	2,423 11.2%	3,875 18.0%	7,462 34.6%	5,430 25.2%	91 0.4%	21,569
Disinfected surfaces in your home. Count Row %	954 4.4%	1,598 7.4%	1,907 8.8%	3,567 16.5%	5,209 24.2%	4,487 20.8%	3,728 17.3%	112 0.5%	21,562
Wore a mask in your workplace. Count Row %	1,711 7.9%	628 2.9%	401 1.9%	552 2.6%	899 4.2%	2,105 9.8%	10,067 46.7%	5,199 24.1%	21,562
Wore a mask in public. Count Row %	649 3.0%	909 4.2%	582 2.7%	878 4.1%	1,229 5.7%	3,037 14.1%	14,156 65.7%	115 0.5%	21,555
Avoided a social event you wanted to attend. Count Row %	2,700 12.5%	1,337 6.2%	1,120 5.2%	2,325 10.8%	2,412 11.2%	3,907 18.1%	5,298 24.6%	2,468 11.4%	21,567
Stayed home from work. Count Row %	7,298 33.8%	1,800 8.3%	774 3.6%	968 4.5%	652 3.0%	920 4.3%	2,581 12.0%	6,573 30.5%	21,566
Totals Total Responses									21575

12. During the last 7 days, thinking about the one child in our family you are describing in this survey, which of the following measures have they taken to prevent infection from COVID-19?

	Never	Rarely (about 10% of the time)	Occasionally (about 30% of the time)	Sometimes (about 50% of the time)	Frequently (about 70% of the time)	Usually (about 90% of the time)	Every time	Unsure	Not applicable	Responses
Physically distancing (1 to 2 metres) while in public. Count Row %	452 2.1%	870 4.0%	1,114 5.2%	2,530 11.7%	3,941 18.3%	6,704 31.1%	5,127 23.8%	616 2.9%	214 1.0%	21,568
Physically distancing (1 to 2 metres) while on playgrounds or outside. Count Row %	1,380 6.4%	2,368 11.0%	1,901 8.8%	3,180 14.8%	3,038 14.1%	3,646 16.9%	2,852 13.2%	1,823 8.5%	1,356 6.3%	21,544
My child reports wearing a mask within the classroom (or cohort) when interacting with other students. Count Row %	805 3.7%	637 3.0%	591 2.7%	1,133 5.3%	1,860 8.6%	4,775 22.1%	9,386 43.5%	604 2.8%	1,770 8.2%	21,561
My child reports wearing a mask while in the hallways at school. Count Row %	729 3.4%	300 1.4%	280 1.3%	474 2.2%	1,013 4.7%	3,296 15.3%	12,534 58.2%	961 4.5%	1,967 9.1%	21,554
Avoided group gatherings outside their classroom (or cohort). Count Row %	1,558 7.2%	1,439 6.7%	1,231 5.7%	2,433 11.3%	2,577 12.0%	4,710 21.9%	4,486 20.8%	1,716 8.0%	1,387 6.4%	21,537
Avoided touching their eyes, nose and mouth with unwashed hands. Count Row %	940 4.4%	1,829 8.5%	1,935 9.0%	4,005 18.6%	3,537 16.4%	4,029 18.7%	2,130 9.9%	2,838 13.2%	284 1.3%	21,527
My child reports washing their hands at school with soap and water for at least 20 seconds. Count Row %	555 2.6%	915 4.2%	1,088 5.1%	2,308 10.7%	3,487 16.2%	4,509 20.9%	4,578 21.3%	2,411 11.2%	1,681 7.8%	21,532

	Never	Rarely (about 10% of the time)	Occasionally (about 30% of the time)	Sometimes (about 50% of the time)	Frequently (about 70% of the time)	Usually (about 90% of the time)	Every time	Unsure	Not applicable	Responses
My child reports using disinfectants to clean hands when soap and water were not available. Count Row %	396 1.8%	387 1.8%	569 2.6%	1,419 6.6%	3,275 15.2%	5,797 26.9%	7,374 34.2%	1,429 6.6%	886 4.1%	21,532
My child reports disinfecting their desk or other classroom surface(s). Count Row %	2,316 10.8%	954 4.4%	739 3.4%	1,450 6.7%	1,795 8.3%	2,707 12.6%	3,741 17.4%	5,676 26.4%	2,136 9.9%	21,514
Totals Total Responses										21568

13. In the event of a presumptive (likely) student case of COVID-19, which of the following action(s) in the outbreak plan do you believe will be challenging for your child's classroom/school environment? (Check all that apply)

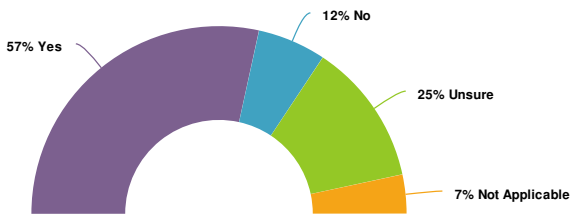


Value	Percent	Responses
All items the student touched/used while isolated are cleaned and disinfected as soon as the student is picked up.	44.5%	9,481
The parent/guardian picking up the student from school within one hour (immediately).	41.1%	8,757
Public health officials contacting the school and/or parent community.	31.1%	6,627
Items that are not cleaned and disinfected are removed from the classroom and stored in a sealed container for a minimum of 72 hours.	30.9%	6,589
The student being isolated in a separate room.	30.0%	6,397
The student not being able to be isolated in a separate room, but kept at least 2 metres away from other children/students.	27.6%	5,883
None of the above.	22.5%	4,788
The parent/guardian not picking up the student before the end of the school day.	19.7%	4,199
The parent/guardian picking up the student from school in more than two hours.	18.9%	4,017
The student wearing a non-medical mask.	14.5%	3,085
Other - Write In	7.7%	1,632

14. In order to reduce the risk of transmission of COVID-19 among students/staff in Alberta schools, a daily COVID-19 screening checklist is to be used to identify individuals who may be symptomatic, or who may have been exposed to someone who is ill or has a confirmed case of the virus. Identify your level of agreement with the following statements:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
I complete the daily COVID-19 screening checklist each day before my child enters their school. Count Row %	1,743 8.1%	2,013 9.3%	791 3.7%	7,394 34.3%	7,394 34.3%	2,209 10.3%	21,544
The daily COVID-19 screening checklist is being completed each day by other parents before their child/children enter the school. Count Row %	2,449 11.4%	3,403 15.8%	8,240 38.3%	3,518 16.3%	2,067 9.6%	1,845 8.6%	21,522
The daily COVID-19 screening checklist is being completed each day by staff before entering the school. Count Row %	1,044 4.9%	1,117 5.2%	7,004 32.6%	5,638 26.2%	5,026 23.4%	1,674 7.8%	21,503
The daily COVID-19 screening checklist is an effective tool to reduce the risk of COVID-19 transmission among students/staff in Alberta schools. Count Row %	2,695 12.5%	3,956 18.4%	4,745 22.1%	6,393 29.7%	2,958 13.7%	771 3.6%	21,518
Totals Total Responses							21544

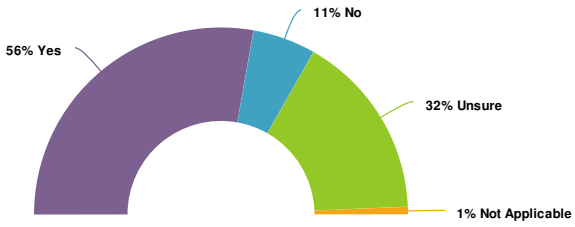
15. Cohorting in Alberta Schools - A COVID-19 cohort is a small group of the same people who can interact regularly without staying 2 metres apart. A person in a cohort should have little to no close contact with people outside of their cohort. Does your school use a cohorting model with students?



Value	Percent	Responses
Yes	56.8%	12,252
No	11.8%	2,547
Unsure	24.6%	5,317
Not Applicable	6.7%	1,455

Totals: 21,571

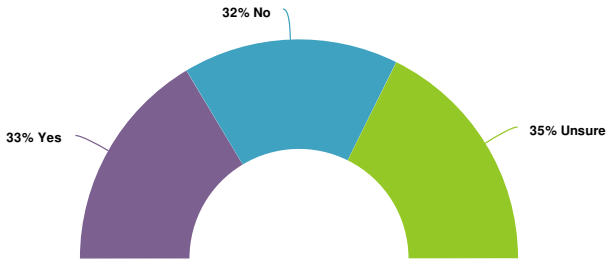
16. If "YES" to Cohorting - Is your school implementing a cohorting model where your child is interacting only with the same people within their group (and not switching daily contacts or randomly interacting with others outside this cohort group) throughout the school day?



Value	Percent	Responses
Yes	55.6%	9,747
No	10.9%	1,917
Unsure	32.2%	5,638
Not Applicable	1.3%	226

Totals: 17,528

17. If "YES" to Cohorting - Do you have confidence that the cohorting model in place at your school will prevent or contain COVID-19 infection(s)?



Value	Percent	Responses
Yes	32.8%	5,733
No	31.8%	5,563
Unsure	35.3%	6,175

Totals: 17,471

18. Please identify your level of agreement to the following statements.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
COVID-19 feels close to me.							
Count	2,918	4,963	4,043	6,340	2,791	463	21,518
Row %	13.6%	23.1%	18.8%	29.5%	13.0%	2.2%	
COVID-19 feels like it is spreading slowly.							
Count	3,154	7,268	2,909	5,862	1,973	333	21,499
Row %	14.7%	33.8%	13.5%	27.3%	9.2%	1.5%	
COVID-19 is something I think about all the time.							
Count	2,535	6,079	1,040	8,192	3,577	125	21,548
Row %	11.8%	28.2%	4.8%	38.0%	16.6%	0.6%	
COVID-19 is not fear-inducing.							
Count	4,508	8,601	2,622	3,666	1,947	175	21,519
Row %	20.9%	40.0%	12.2%	17.0%	9.0%	0.8%	
COVID-19 is media hyped.							
Count	4,262	5,135	2,690	4,378	4,948	133	21,546
Row %	19.8%	23.8%	12.5%	20.3%	23.0%	0.6%	
COVID-19 is something that makes me feel helpless.							
Count	3,321	7,853	2,694	5,686	1,805	177	21,536
Row %	15.4%	36.5%	12.5%	26.4%	8.4%	0.8%	
COVID-19 is stressful.							
Count	1,273	1,846	863	10,478	6,987	107	21,554
Row %	5.9%	8.6%	4.0%	48.6%	32.4%	0.5%	
Totals							
Total Responses							21554

19. How easy would you say it is to...

	Very difficult	Difficult	Neutral	Easy	Very easy	Not applicable	Responses
...judge if the information about COVID-19 in the **news media** is reliable?							
Count	3,865	6,000	5,111	4,643	1,687	237	21,543
Row %	17.9%	27.9%	23.7%	21.6%	7.8%	1.1%	
...judge if the information about COVID-19 in **social media** is reliable?							
Count	6,342	6,612	4,023	2,764	1,063	726	21,530
Row %	29.5%	30.7%	18.7%	12.8%	4.9%	3.4%	
...judge if the information about COVID-19 in schools provided by the **Government of Alberta** is reliable?							
Count	3,018	4,797	5,531	5,535	2,440	200	21,521
Row %	14.0%	22.3%	25.7%	25.7%	11.3%	0.9%	
Totals							
Total Responses							21543

20. How easy would you say it is to understand Alberta Health Services recommendations for...

	Very difficult	Difficult	Neutral	Easy	Very easy	Not applicable	Responses
...when to keep your child home from school, and when not to?							
Count	1,414	3,949	2,841	8,189	4,637	550	21,580
Row %	6.6%	18.3%	13.2%	37.9%	21.5%	2.5%	
...when to stay at home from work, and when not to?							
Count	1,168	3,291	2,694	8,303	4,662	1,454	21,572
Row %	5.4%	15.3%	12.5%	38.5%	21.6%	6.7%	
...when to engage in social activities, and when not to?							
Count	1,183	3,432	3,466	8,703	4,505	264	21,553
Row %	5.5%	15.9%	16.1%	40.4%	20.9%	1.2%	
...how to protect yourself from COVID-19?							
Count	784	1,884	3,675	9,688	5,319	211	21,561
Row %	3.6%	8.7%	17.0%	44.9%	24.7%	1.0%	
...how to protect your child/children from COVID-19 in schools?							
Count	1,976	4,278	4,627	7,151	2,937	588	21,557
Row %	9.2%	19.8%	21.5%	33.2%	13.6%	2.7%	
Totals							
Total Responses							21580

21. Thinking about COVID-19, to what extent do you agree with each of the following statements related to your child getting what they need to be successful (equity):

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not Applicable	Responses
I am concerned with my child's engagement and motivation in school (online or face to face). Count Row %	3,072 14.2%	7,656 35.5%	1,828 8.5%	5,535 25.7%	3,289 15.2%	191 0.9%	21,571
I am concerned about curricular gaps for my child resulting from the coronavirus pandemic. Count Row %	1,325 6.1%	4,433 20.6%	2,141 9.9%	7,807 36.2%	5,721 26.5%	138 0.6%	21,565
My child has access to a reliable internet connection and a computer/device to complete their assignments. Count Row %	679 3.1%	1,111 5.2%	471 2.2%	7,276 33.7%	11,337 52.6%	696 3.2%	21,570
Any loss of support staff and educational assistants has negatively impacted my child's ability to learn at school or at a distance. Count Row %	1,511 7.0%	3,378 15.7%	4,338 20.1%	4,831 22.4%	5,408 25.1%	2,096 9.7%	21,562
My child has a quiet/safe space to do their school work when they are home. Count Row %	353 1.6%	1,005 4.7%	359 1.7%	8,551 39.6%	10,873 50.4%	432 2.0%	21,573
I am concerned about supports for vulnerable populations, child poverty and/or growing inequity. Count Row %	690 3.2%	1,027 4.8%	2,759 12.8%	7,057 32.8%	9,525 44.2%	479 2.2%	21,537
I am concerned that online learning is creating new cost burdens for my child and/or other Alberta families. Count Row %	1,301 6.0%	3,463 16.1%	4,994 23.2%	5,881 27.3%	4,766 22.1%	1,137 5.3%	21,542
I am concerned about getting my child what they need to be successful (equity) with online instruction. Count Row %	1,371 6.4%	3,291 15.3%	2,420 11.2%	4,946 23.0%	5,211 24.2%	4,275 19.9%	21,514
Totals Total Responses							21573

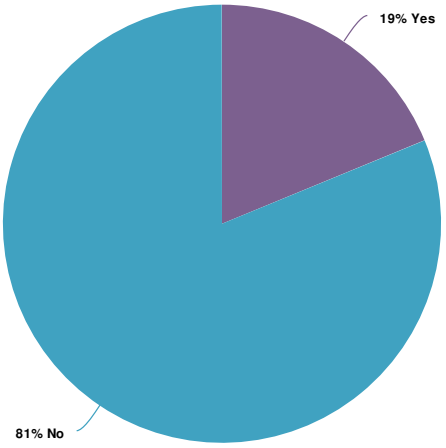
22. Please identify your level of agreement to the following statement.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
The Minister of Education should **maintain** Grade 6 and 9 Provincial Achievement Testing (PAT) this school year. Count Row %	871 27.3%	570 17.9%	583 18.3%	750 23.5%	412 12.9%	3,186
Totals Total Responses						3186

23. Please identify your level of agreement to the following statement.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
The Minister of Education should **maintain** Grade 12 Diploma Exams this school year. Count Row %	1,376 40.0%	483 14.0%	520 15.1%	490 14.2%	479 13.9%	94 2.7%	3,442
Totals Total Responses							3442

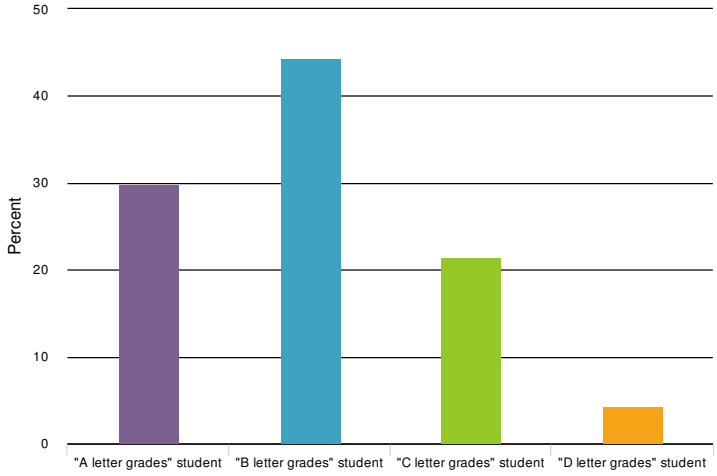
24. In the past year, have you hired a private tutor or paid for outside educational services/support(s) for your child?



Value	Percent	Responses
Yes	18.8%	4,058
No	81.2%	17,538

Totals: 21,596

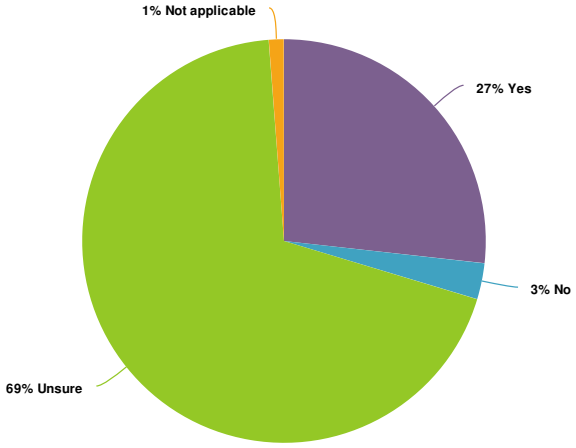
25. In general, how would you estimate the overall academic performance (A, B, C or D letter grades) of your child who is going to a private tutor or receiving outside educational services/support(s)?



Value	Percent	Responses
"A letter grades" student	29.9%	1,196
"B letter grades" student	44.3%	1,774
"C letter grades" student	21.5%	860
"D letter grades" student	4.3%	173

Totals: 4,003

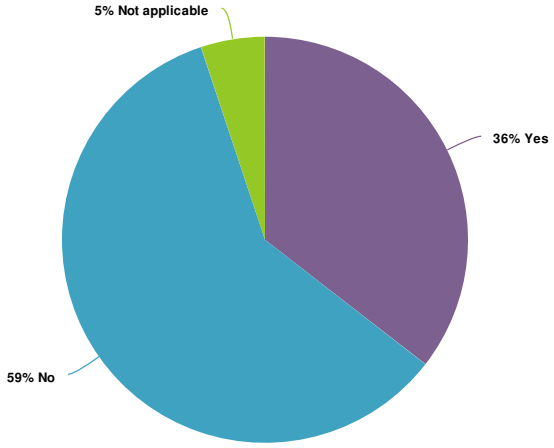
26. Is the school council at your child's school an Alberta School Councils' Association Member?



Value	Percent	Responses
Yes	26.8%	5,778
No	2.9%	616
Unsure	69.2%	14,919
Not applicable	1.2%	258

Totals: 21,571

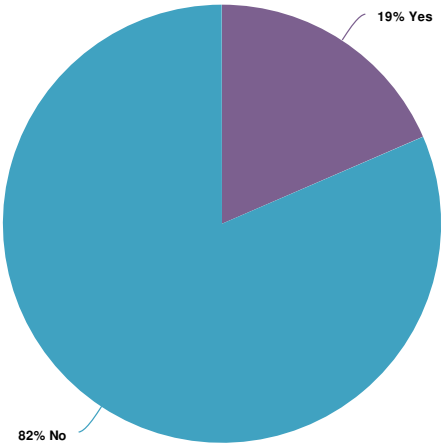
27. Do you keep in contact with the school council at your child's school?



Value	Percent	Responses
Yes	35.5%	7,644
No	59.4%	12,812
Not applicable	5.1%	1,095

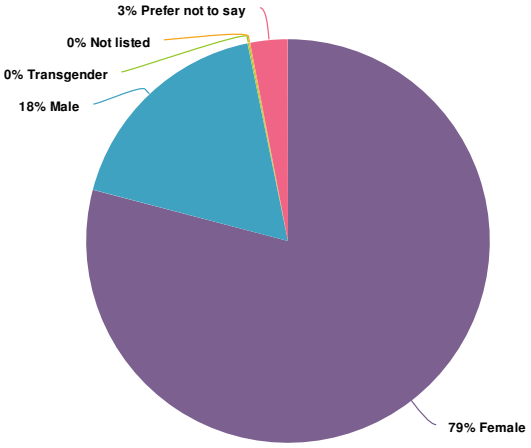
Totals: 21,551

28. Would you like more information about ASCA and/or school councils?



Value	Percent	Responses
Yes	18.5%	3,979
No	81.5%	17,560
		Totals: 21,539

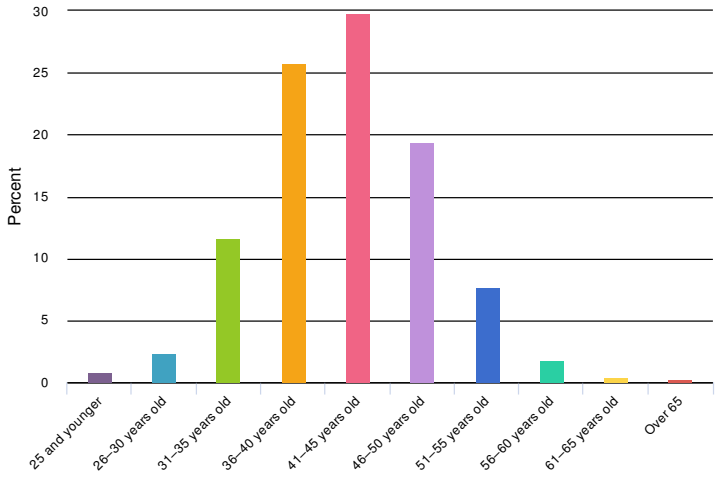
29. How do you identify?



Value	Percent	Responses
Female	79.1%	16,984
Male	17.7%	3,804
Transgender	0.1%	12
Not listed	0.1%	32
Prefer not to say	3.0%	641

Totals: 21,473

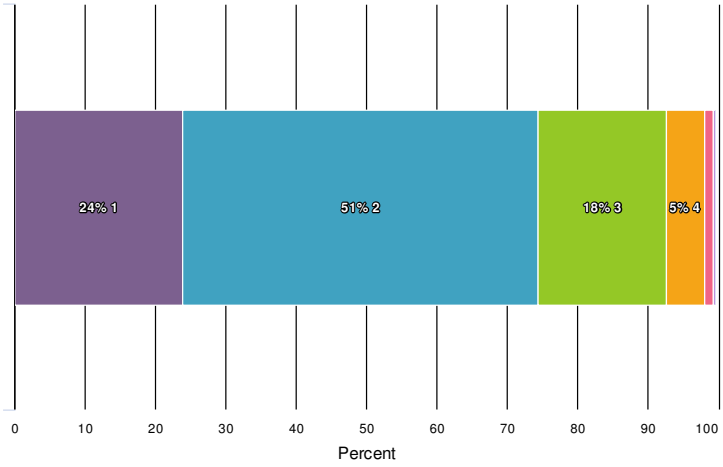
30. Your age



Value	Percent	Responses
25 and younger	0.8%	170
26–30 years old	2.4%	511
31–35 years old	11.7%	2,499
36–40 years old	25.8%	5,531
41–45 years old	29.8%	6,369
46–50 years old	19.4%	4,143
51–55 years old	7.7%	1,640
56–60 years old	1.8%	396
61–65 years old	0.4%	93
Over 65	0.3%	54

Totals: 21,406

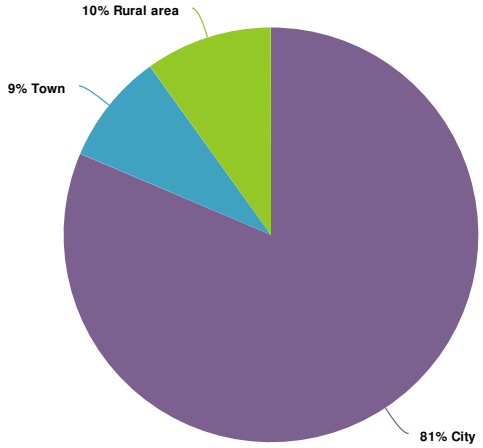
31. Number of children in your household



Value	Percent	Responses
1	23.8%	5,054
2	50.6%	10,726
3	18.2%	3,856
4	5.4%	1,140
5	1.3%	286
6	0.4%	78
7	0.1%	31
8	0.0%	4
9	0.0%	3
10+	0.1%	18

Totals: 21,196

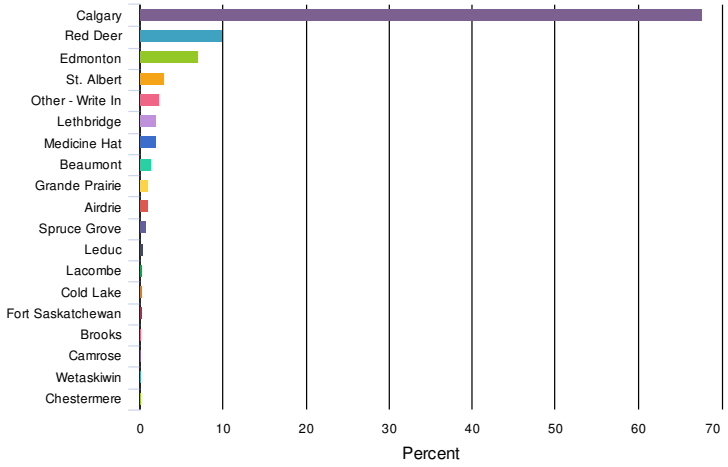
32. Do you live in an Alberta city, town or rural area?



Value	Percent	Responses
City	81.4%	17,516
Town	8.7%	1,877
Rural area	9.9%	2,137

Totals: 21,530

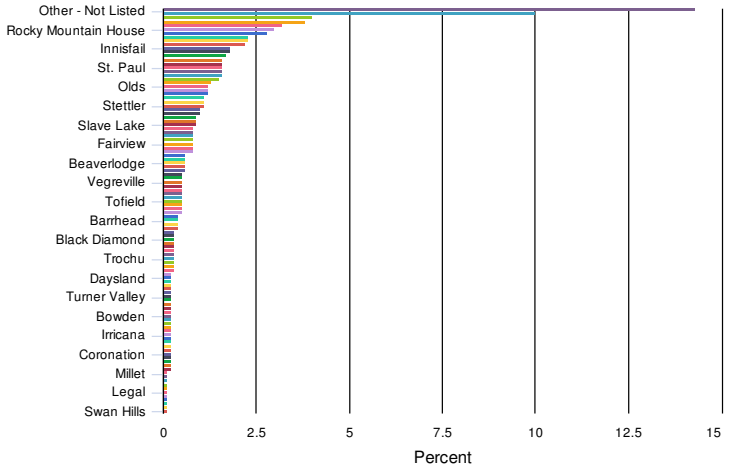
33. Your city



Value	Percent	Responses
Calgary	67.8%	11,779
Red Deer	9.9%	1,714
Edmonton	7.0%	1,223
St. Albert	3.0%	514
Other - Write In	2.4%	411
Lethbridge	2.0%	348
Medicine Hat	1.9%	324
Beaumont	1.3%	233
Grande Prairie	1.1%	197
Airdrie	1.0%	182
Spruce Grove	0.7%	116
Leduc	0.4%	74
Lacombe	0.3%	53
Cold Lake	0.3%	47
Fort Saskatchewan	0.3%	46
Brooks	0.2%	40
Camrose	0.2%	37
Wetaskiwin	0.1%	16
Chestermere	0.1%	10
Lloydminster	0.0%	3

Totals: 17,367

34. Your town (or closest town)



Value	Percent	Responses
Other - Not Listed	14.3%	563
Stony Plain	10.0%	395
High River	4.0%	158
Bonnyville	3.8%	149
Okotoks	3.2%	128
Rocky Mountain House	3.0%	117
Drayton Valley	2.8%	112
Coaldale	2.3%	92
Cardston	2.3%	89
Canmore	2.2%	88
Innisfail	1.8%	73
Devon	1.8%	70
Vermilion	1.7%	68
Cochrane	1.6%	64
Pincher Creek	1.6%	63
St. Paul	1.6%	63
Vulcan	1.6%	63
Athabasca	1.6%	62
Thorsby	1.5%	60
Hanna	1.3%	51
Olds	1.2%	48
Onoway	1.2%	47
Wainwright	1.2%	46
Picture Butte	1.1%	44
Peace River	1.1%	42
Stettler	1.1%	42

Totals: 3,947

Value	Percent	Responses
Ponoka	1.0%	39
Sylvan Lake	1.0%	39
Blackfalds	0.9%	37
Hinton	0.9%	36
Slave Lake	0.9%	34
Drumheller	0.8%	32
Sexsmith	0.8%	32
Taber	0.8%	32
Penhold	0.8%	31
Fairview	0.8%	30
Grimshaw	0.8%	30
Whitecourt	0.8%	30
Sundre	0.6%	25
Westlock	0.6%	24
Beaverlodge	0.6%	23
Morinville	0.6%	23
Coalhurst	0.6%	22
Raymond	0.5%	21
Valleyview	0.5%	21
Vegreville	0.5%	21
Bashaw	0.5%	20
Edson	0.5%	20
Viking	0.5%	20
Didsbury	0.5%	19
Tofield	0.5%	19
Carstairs	0.5%	18
Fort Macleod	0.5%	18
High Prairie	0.5%	18
Mayerthorpe	0.4%	17
Barrhead	0.4%	16
Oyen	0.4%	14
Spirit River	0.4%	14
Magrath	0.3%	13
Nanton	0.3%	13
Black Diamond	0.3%	12
Falher	0.3%	12

Totals: 3,947

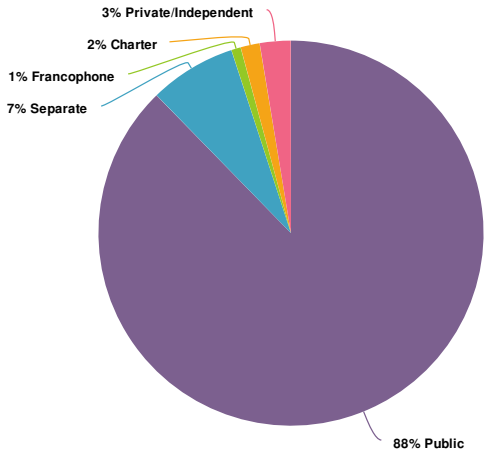
Value	Percent	Responses
Redwater	0.3%	12
Strathmore	0.3%	12
Eckville	0.3%	11
Trochu	0.3%	11
Banff	0.3%	10
Rimbey	0.3%	10
Smoky Lake	0.3%	10
Calmar	0.2%	9
Daysland	0.2%	9
Fox Creek	0.2%	9
Hardisty	0.2%	9
High Level	0.2%	9
Killam	0.2%	9
Turner Valley	0.2%	9
Wembley	0.2%	9
Bassano	0.2%	8
Two Hills	0.2%	8
Bentley	0.2%	7
Bowden	0.2%	7
Castor	0.2%	7
Crossfield	0.2%	7
Elk Point	0.2%	7
Gibbons	0.2%	7
Irricana	0.2%	7
Provost	0.2%	7
Bon Accord	0.2%	6
Bruderheim	0.2%	6
Claresholm	0.2%	6
Coronation	0.2%	6
Lamont	0.2%	6
Manning	0.2%	6
Redcliff	0.2%	6
Three Hills	0.2%	6
Millet	0.1%	5
Stavely	0.1%	5
Milk River	0.1%	4

Totals: 3,947

Value	Percent	Responses
Vauxhall	0.1%	4
Bow Island	0.1%	3
Legal	0.1%	3
McLennan	0.1%	3
Mundare	0.1%	3
Sedgewick	0.1%	3
Nobleford	0.1%	2
Swan Hills	0.1%	2

Totals: 3,947

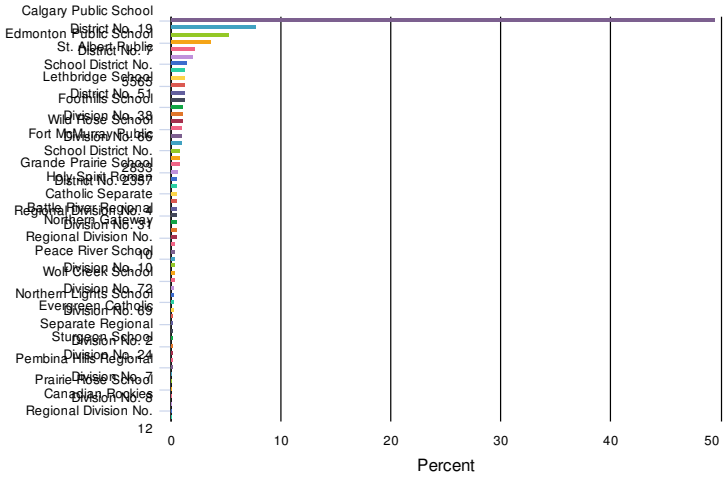
35. Type of school authority of your child's school.



Value	Percent	Responses
Public	87.7%	18,839
Separate	7.3%	1,573
Francophone	0.8%	165
Charter	1.6%	343
Private/Independent	2.6%	560

Totals: 21,480

36. Your school authority



Value	Percent	Responses
Calgary Public School District No. 19	49.5%	9,988
Red Deer Public School District No. 104	7.7%	1,545
Not Listed	5.3%	1,059
Edmonton Public School District No. 7	3.7%	753
Parkland School Division No. 70	2.2%	445
Black Gold Regional Division No. 18	2.0%	407
St. Albert Public School District No. 5565	1.5%	295
Palliser Regional Division No. 26	1.4%	292
Elk Island Public Schools Regional Division No. 14	1.3%	263
Lethbridge School District No. 51	1.3%	260
Edmonton Catholic Separate School District No. 7	1.3%	259
Chinook's Edge School Division No. 73	1.3%	256
Foothills School Division No. 38	1.1%	225
Rocky View School Division No. 41	1.1%	221
Greater St. Albert Roman Catholic Separate School District No. 734	1.1%	219
Wild Rose School Division No. 66	1.0%	211
Calgary Roman Catholic Separate School District No. 1	1.0%	207
Medicine Hat School District No. 76	1.0%	195
Fort McMurray Public School District No. 2833	0.9%	184
Christ the Redeemer Catholic Separate Regional Division No. 3	0.9%	178
Red Deer Catholic Regional Division No. 39	0.9%	175
Grande Prairie School District No. 2357	0.7%	148
Lakeland Roman Catholic Separate School District No. 150	0.6%	129
Buffalo Trail Public Schools Regional Division No. 28	0.6%	126
Holy Spirit Roman Catholic Separate Regional Division No. 4	0.6%	125
Westwind School Division No. 74	0.6%	123

Totals: 20,166

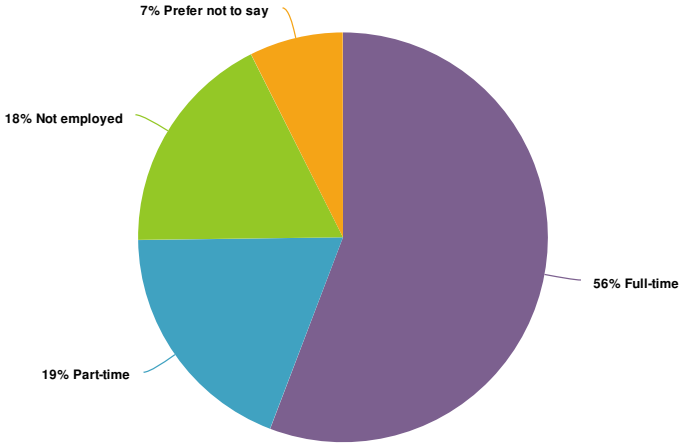
Value	Percent	Responses
Elk Island Catholic Separate Regional Division No. 41	0.6%	121
Battle River Regional Division No. 31	0.6%	120
Peace Wapiti School Division No. 76	0.6%	118
Aspen View Public School Division No. 78	0.6%	116
Northern Gateway Regional Division No. 10	0.6%	113
Medicine Hat Catholic Separate Regional Division No. 20	0.5%	110
Prairie Land Regional Division No. 25	0.5%	96
Peace River School Division No. 10	0.5%	95
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	0.4%	82
St. Paul Education Regional Division No. 1	0.4%	79
Wolf Creek School Division No. 72	0.4%	74
Fort McMurray Roman Catholic Separate School District No. 32	0.3%	70
Grande Yellowhead Public School Division No. 77	0.3%	66
Northern Lights School Division No. 69	0.3%	61
Livingstone Range School Division No. 68	0.3%	53
High Prairie School Division No. 48	0.2%	46
Evergreen Catholic Separate Regional Division No. 2	0.2%	45
Clearview School Division No. 71	0.2%	44
Horizon School Division No. 67	0.2%	41
Sturgeon School Division No. 24	0.2%	39
Grande Prairie Roman Catholic Separate School District No. 28	0.2%	37
Holy Family Catholic Regional Division No. 37	0.2%	33
Pembina Hills Regional Division No. 7	0.2%	33
Wetaskiwin Regional Division No. 11	0.1%	27
Golden Hills School Division No. 75	0.1%	24
Prairie Rose School Division No. 8	0.1%	24
Grasslands Regional Division No. 6	0.1%	19
East Central Alberta Catholic Separate Schools Regional Division No. 16	0.1%	17
Canadian Rockies Regional Division No. 12	0.1%	15
Northland School Division No. 61	0.1%	11
East Central Francophone Education Region No. 3	0.0%	10
Fort Vermilion School Division No. 52	0.0%	10
Living Waters Catholic Regional Division No. 42	0.0%	10
Southern Francophone Education Region No. 4	0.0%	7
Northwest Francophone Education Region No. 1	0.0%	5
Greater North Central Francophone Education Region No. 2	0.0%	4

Totals: 20,166

Value	Percent	Responses
Lloydminster Public School Division	0.0%	3

Totals: 20,166

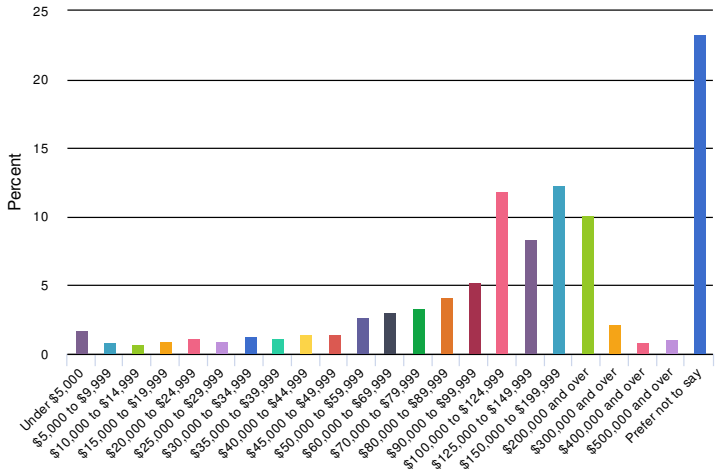
37. You are employed



Value	Percent	Responses
Full-time	55.8%	11,974
Part-time	19.0%	4,086
Not employed	17.8%	3,825
Prefer not to say	7.4%	1,578

Totals: 21,463

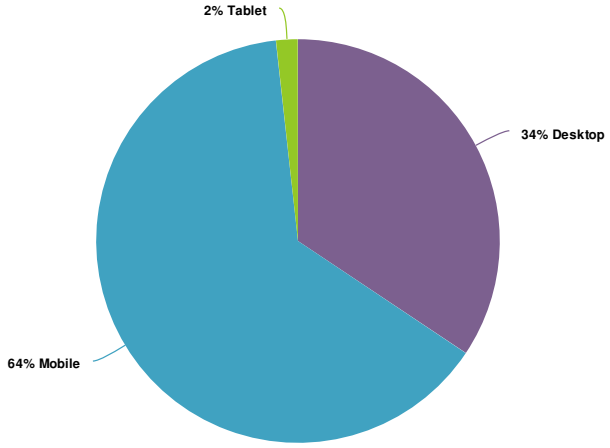
38. Total income of household



Value	Percent	Responses
$60,000 to $69,999	3.1%	626
$70,000 to $79,999	3.3%	682
$80,000 to $89,999	4.1%	837
$90,000 to $99,999	5.2%	1,050
$100,000 to $124,999	11.9%	2,433
$125,000 to $149,999	8.4%	1,713
$150,000 to $199,999	12.3%	2,498
$200,000 and over	10.1%	2,048
Prefer not to say	23.3%	4,738
Under $5,000	1.7%	343
$5,000 to $9,999	0.8%	164
$10,000 to $14,999	0.7%	146
$15,000 to $19,999	0.9%	174
$20,000 to $24,999	1.2%	248
$25,000 to $29,999	0.9%	192
$30,000 to $34,999	1.3%	259
$35,000 to $39,999	1.2%	238
$40,000 to $44,999	1.4%	291
$45,000 to $49,999	1.4%	290
$50,000 to $59,999	2.7%	557
$300,000 and over	2.2%	440
$400,000 and over	0.8%	162
$500,000 and over	1.1%	231

Totals: 20,360

Device Used for Survey



Research Limitations

While the findings from this Alberta School Councils Association (ASCA) survey may be helpful in providing insight into parents' perspectives during Alberta school re-entry in the Fall of 2020, some of the specific comments may not be applicable to other contexts. The large size of the survey sample was more than adequate for identifying common themes and key findings. However, because most of the respondents were self-selected, and there is some imbalance in regional participation, it is difficult to determine with complete certainty that the results are representative of the larger population of parents and guardians with children in kindergarten to grade 12 in Alberta.

The fact that the responses from this survey show similar patterns to a prior survey created using a research instrument designed by the Alberta Teachers' Association (who used guidance from a World Health Organization (WHO) insight research survey tool and a Centre for Disease Control and Prevention (CDC) measurement scale) does increase confidence in the representativeness of the results. As is often the case with exploratory research, new questions emerged that might become the focus of future research. The results of this research survey will be further analyzed and weighted for representation, and may be of use for the historical record of the impact of the coronavirus 2 (SARS-CoV-2) on Alberta.

AWARDS OF RECOGNITION

Alberta School Councils' Association
Promoting parent engagement in public education

Alberta School Councils' Association is proud to present the following awards of recognition in support of school council efforts in Alberta.

SCHOOL COUNCIL Award of MERIT

The School Council Award of Merit recognizes effective school council practices that have an identifiable impact on supporting student learning and school improvement at the school level, the district level or the provincial level.

SCHOOL COUNCIL PARENT of DISTINCTION Award

The School Council Parent of Distinction Award recognizes an individual who demonstrates ability to promote parental engagement and involvement in the public education system. Truly exceptional in their dedication and initiative, this individual has dynamic leadership qualities and encourages opportunity to influence student learning success in the school community.

EXCELLENCE in LEARNING PARTNERSHIPS Award

The Excellence in Learning Partnerships Award recognizes partnerships that include the school council, and support parent and community involvement in education to benefit the community and enhance the learning experience of students.

DIVISION SCHOOL COUNCIL ENGAGEMENT Award

The Division School Council Engagement Award recognizes effective, inclusive, and collaborative system-wide practices that, through the efforts of a division-wide, multi-school council organization of representatives, has an identifiable impact supporting school council efforts to benefit student learning and school division success.

Guidelines

1. The nomination should include completed page(s) outlining specific indicators that warrant recognition and information to support the criteria of each award.
2. Nominations must be received in the ASCA office by February 28th to be considered by the review committee and recommended for approval to the ASCA Board of Directors.
3. All nominees will be recognized with a certificate and public postings (including potential photos).
4. Recipients will be announced at the ASCA Annual Conference. Award presentations will take place in the school community.

Please download nomination forms at https://www.albertaschoolcouncils.ca/school-councils/awards-of-recognition and submit to the ASCA Awards Committee by Email to parents@albertaschoolcouncils.ca