

WMES Parent Council Meeting Minutes - May 22, 2024

Attendance: Carla Gimber (trustee), Rachel Green, Sean Latta (principal), Joseph Steeves, Shauna Fankhauser, Sandra Detmers, Amelia Hatch, Gwynne Orsten, Jasmine Olson, Amber Peatman, Kim Gugala, Bre Torquist, Chery Starling, Karen Baker, Sherri Steeves, Maxine Steeves, Dave Murphey, Kysha Cleaver

Meeting called to order at 7:05 pm

Approval of March Minutes - motion Joseph Steeves, second Dave Murphey

Approval of Agenda - motion to move Student Lighthouse Presentation to the top of the agenda Sandra Detmers, second Karen Baker

Lighthouse Team Presentation - the students on the team shared what they have learned about leadership, how they incorporate the seven habits into their lives, and about their experience serving at the Soup Bowl. They also answered a variety of questions from the parents present. They did a great job!

Old Business

Dr Mattatall's presentation - 6 people attended in person and 23 have viewed the Youtube video. The presentation was very helpful to those who were there and the video is still available on the WMES Youtube page for those who would still like to watch. Will send out the link again via the app.

Results of the votes at the ASCA AGM - see attached

- Rachel attended and found that ASCA is not interested in representing all parents but only those who align with their own political views. She feels that we would be better off rescinding our ASCA membership and advocating to the government as an individual school council.
- Trustee Gimber also confirmed that there was a motion at division level that ASCA memberships for school council will not be automatic but councils will now need to request the membership and then the division will pay their membership fee.
- A motion was made by Karen Baker to rescind our ASCA membership, second by Amelia Hatch. All were in favour and the motion was carried. Rachel will contact the division to have our membership rescinded.

New Business

Trustee Report

- no new key messages as the board has not met since our last meeting

- Regional School Council will meet May 29 and the main topic will be the proposed four day school week
- The division budget will be released Monday, May 27

Teacher Report (Sean Latta)

- WMES Leadership Day is May 28 with the theme "Everyone has Genius" Lighthouse team has planned this, some students will share their talent during the assembly and then each child has made a display of their talent which will be displayed for all to be able to see throughout the halls.
- The last round of Discovery Days is currently running
- Kindergarten classes got to tour the police station this week
- Safety Patrol was taken on a great field trip to the U of L for STEM activities
- Staffing for next year will be announced by the start of June
- MRA results have been released (see attached) pay attention on the front to what areas the various people were responding to. Discussion followed going through and a few numbers are incorrect from last year's scores. For example: on the Culture page under the heading "Trusting Relationships" it says we went from 87-85. But we had chosen it as a focus point because it was at 80 and so we believe we went from 80 to 85.
- WMES will be going ahead with combined grade 2/3 and 4/5 classes for next year. School Council will be gathering questions from parents to set up some form of FAQ. It was noted that the division allots the school teachers and then the admin staff has to come up with a plan for how to best utilize those teachers. The other option would be to have 30 or more student classes in some grades and Mr Latta and Mrs MacDonald felt that would be unworkable. The procedure for making the decision was: Mr Latta was informed by the division that he would be losing 2.2 FTE (full time equivalents) for the coming school year. The whole staff met to explore several options. Mr Latta and Mrs MacDonald spent two weeks discussing the best plan. The plan was then brought to the staff who approved it and then three job postings were listed. The issue was explained that the teacher positions needed to be posted ASAP as numerous teaching positions have already been posted elsewhere and there is a desire for maximum applicants for best hiring.
- Rachel clarified with Sean if this change in how classes were structured would have under a less intense time frame would parents have been consulted. Sean confirmed that this decision is not one he would have consulted parents about.
- Concerns were raised about older students being unkind to younger students and reduced educational quality. The staff will work to deal with bullying issues if they arrive. With regards to quality of education, a meta analysis of studies shows no difference in educational outcomes between single grade and combined grade classrooms, all other things being equal. Parents were encouraged to ask Mr Latta or Mrs MacDonald any questions they have.

Meeting Adjourned - 8:57 pm



Alberta School Councils' Association (ASCA) 2024 Annual General Meeting Advocacy Resolutions Results

A24-01 – Maintain five (5) existing ASCA Advocacy Policies

Sponsor: ASCA Board of Directors

Motion: That the Alberta School Councils' Association (ASCA) maintains ASCA Advocacy Policies 94-8 (Funding of Evening and Summer Schools), 02-15 (Textbook Fees and Workbooks), 03-09 (Field Trip Safety for Alberta Students), 04-15 (Recognition of School Completion / Opportunities for Post-Secondary Opportunities), and 14-3 (Accountability – Parent Right to Quality of Service).

Adopted with unanimous consent.

A24-02 – Amend three (3) and revise two (2) ASCA Advocacy Policies

Sponsor: ASCA Board of Directors

Motion: To amend ASCA Advocacy Policies 02-13 (Input on Selection of School Staff), 02-12 (Input on Selection of Principal), and 02-4 (School Nutrition Programs), and to revise ASCA Advocacy Policies 03-07 (Sharing Responsibility for Appropriate Use of Standardized Testing) and 06-6 (Capital Project Approval Criteria), as presented.

Adopted with 92.74%

P24-01 – Integrate Climate & Biodiversity Education Throughout the Curriculum from K-12

Sponsor: Colonel Irvine School Council

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for a framework for embedding climate & biodiversity throughout the K-12 curriculum that incorporates hands-on learning experiences with a focus on critical thinking, equity, and wellbeing.

Adopted with 52.70%

P24-02 – Funding for More Assessments of Learning Disabilities

Sponsor: Kensington School Council

1st Amendment: Adopted with 75.36%

2nd Amendment: Defeated with 40.52%

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Minister of Health for new and targeted funding for increased availability of professionals to help diagnose learning disabilities and support neurodivergent children.

Main Motion as Amended: Adopted with 88.36%



Alberta School Councils' Association (ASCA) 2024 Annual General Meeting Advocacy Resolutions Results

P24-03 – Improving Indoor Air Quality (IAQ) in Alberta Classrooms & Shared Environments

Sponsor: Kensington School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for increased funding for modern HVAC systems for health & learning (with air filtration and cooling systems) not only in new schools but retrofitted in older school buildings as well.

Adopted with 77.86%

P24-03 – Improving Indoor Air Quality (IAQ) in Alberta Classrooms & Shared Environments

Sponsor: Kensington School Council

Amendment: Adopted with 87.02%

2nd Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to require school boards to provide frequent and regular information on indoor air quality (IAQ) and improvements made to IAQ in schools to parents, including specific air quality improvements and IAQ specifications and monitoring in schools, including classrooms, gymnasiums, cafeteria, bathrooms, and all shared environments, and that they release this information publicly to afford all students and staff a safer environment in which to work, learn and thrive.

Main motion as Amended: Defeated with 48.89%

P24-04 – Equity in Playground Funding

Sponsor: Forest Heights School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocates to the Ministers of Education and Infrastructure to correct the inequities caused by the Playground grant funding available to new schools by:

- 1) Creating an equitable grant program targeted for the life cycle replacement of existing playgrounds at older schools, especially where the school has no access to any other government funding; and
- 2) Allow schools where no playground currently exists to access the same grant funding as brand-new schools (\$250,000 in 2023-2024).

Adopted with unanimous consent.



Alberta School Councils' Association (ASCA) 2024 Annual General Meeting Advocacy Resolutions Results

P24-04 – Equity in Playground Funding

Sponsor: Forest Heights School Council

2nd Motion: That the Alberta School Councils' Association (ASCA) Advocacy Policy 05-02 Funding for Playground Facilities (2021) be amended:

- 1) By inserting “life cycle replacement” and “including removal of existing structure” before “maintenance” and by inserting “at older schools” before “based on established criteria” in the first paragraph;

Amendment: Adopted with 87.02%

- 2) And by adding “That funding priority is targeted to schools with playground footprints located on school land, and which are ineligible to receive funding from other levels of government. Funding should be prioritized based on an assessment of need and factors such as existing playgrounds age/condition, social vulnerability, access to other funding sources, school population, and location of adjacent public playgrounds accessible to the school” as a second paragraph.

Adopted with unanimous consent.

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQI+ students, 2SLGBTQI+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.

Adopted with 74.81%

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

2nd Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to maintain the current legislation for one notification with an opt-out option for sexual education.

Adopted with 83.94%



Alberta School Councils' Association (ASCA) 2024 Annual General Meeting Advocacy Resolutions Results

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

3rd Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs. These protections should continue to allow students to participate in GSAs without fear of their families or others being notified.

Adopted with 76.69%

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

4th Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.

Adopted with 73.68%

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

5th Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.

Adopted with 83.48%

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

6th Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally-appropriate ways to discriminatory language and behavior and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.

Adopted with 81.25%



**Alberta School Councils' Association (ASCA)
2024 Annual General Meeting
Advocacy Resolutions Results**

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

7th Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to allow students to use a name and/or pronoun that is different from the one they were given at birth without requiring parental permission.

Adopted with 70.97%

P24-06 – Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)

Sponsor: École Broxton Park School Council

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for French Immersion resources to be developed and available at the same time as English resources prior to the implementation of curriculum.

Adopted with unanimous consent.

P24-07 – Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

1st Motion: That the Alberta School Councils' Association advocates to the Minister of Education to:

- 1) Annually report class sizes while actively enacting initiatives aimed at reducing class sizes to levels that facilitate effective teaching and learning;
- 2) Allocate funding and resources for ongoing professional development for educators, ensuring they have the skills and strategies needed to navigate complex classrooms effectively;
- 3) Increase funding to hire additional qualified educators and support staff, recognizing their pivotal roles in addressing the complex needs of students;
- 4) Commit to engaging in meaningful collaboration with relevant stakeholders, including parents, educators, and community members, to develop and implement strategies that promote educational equity through thoughtful consideration of class size and complexity.

Adopted with unanimous consent.



**Alberta School Councils' Association (ASCA)
2024 Annual General Meeting
Advocacy Resolutions Results**

P24-07 – Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

2nd Motion: That the Alberta School Councils' Association (ASCA) Advocacy Policy 20-05 Support for Addressing Class Size and Complexity be archived.

Adopted with unanimous consent.

ER24-01 – Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"

Sponsor: Bisset School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Premier of Alberta to stop further development and implementation of the proposed policy "Preserving Choice for Children and Youth".

WITHDRAWN

ER24-01 – Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"

Sponsor: Bisset School Council

2nd Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Premier of Alberta to increase support of 2SLGBTQIA+ students to protect them from discrimination and bullying in the classroom.

Adopted with 70%

ER24-01 – Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"

Sponsor: Bisset School Council

Amendment Adopted with 87.13%

3rd Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Premier of Alberta to dedicate funding, resources, and programming that serve to better educate parents, caregivers, and peers on gender diversity and the importance of acceptance and inclusion.

Main motion as Amended: Adopted with 59.80%



Alberta School Councils' Association (ASCA) 2024 Annual General Meeting Advocacy Resolutions Results

ER24-02 – Preserve Non-Partisan Elections for Alberta School Board Trustees

Sponsor: ASCA Board of Directors

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education, and the Government of Alberta for the preservation of non-partisan elections for school board trustees.

Adopted with unanimous consent.

ER24-03 – Request for Emergency, Multi-Tiered Task Force to Ensure Public School Space for All Students

Sponsor: Rutherford Elementary School Council

Amendment: Adopted with unanimous consent.

Motion: That the Alberta School Councils' Association (ASCA) advocate for the Minister of Education to establish a Task Force with the following objectives and mandates:

- 1) To develop an Emergency Provincial strategic province-wide plan for school infrastructure that aligns with ASCA's existing advocacy policies while introducing innovative approaches such as but not limited to new funding models, and cost-effective solutions.
- 2) To collaborate closely with the Alberta Government, school districts, and other relevant stakeholders to gather data, assess needs, and prioritize infrastructure projects based on educational necessity rather than political influence.
- 3) To implement a comprehensive public engagement strategy that includes regular updates via social media, press releases, and public forums, allowing for parent and community input into the planning and prioritization processes.
- 4) To ensure that the task force's findings and recommendations are presented in a timely manner with a detailed progress report that is shared publicly.
- 5) To establish mechanisms for ongoing review and adaptation of the infrastructure strategy to respond to new challenges and opportunities as they arise.
- 6) To advocate for amendments to the Alberta Education Act to make the prioritization of school builds transparent, providing clear criteria and timelines accessible to all parents and communities, ensuring that decisions on when and where schools are built are made public, regardless of the school board.
- 7) To ensure that no school exceeds 100% capacity - a situation where students do not have access to a school in their area.

Main motion as Amended: Adopted with unanimous consent.

2024 Spring MRA Survey



West Meadow Elementary School

Report Overview

This report contains information gathered through the Measurable Results Assessment (MRA; See Figure 1), a validated survey used annually to collect, analyze, and report on student, staff, family, and school-level outcomes. The MRA is an important tool for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within this report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

LEADERSHIP

Staff Leadership	
Personal Effectiveness	A
Interpersonal Effectiveness	A
Student Leadership Support	T

Student Leadership	
Personal Development	S/F
Interpersonal Development	S/F
Positive Wellbeing	S
Self-Advocacy	S
Prosocial Behaviors	S

Family & Community Engagement	
School & Family Partnerships	T
Family Engagement	T
Community Engagement	A

CULTURE

Supportive Staff Environment	
Staff Voice	A
Collective Efficacy	T

Supportive Student Environment	
School Climate	A
Student Empowerment	S
School Belonging	S
Trusting Relationships	S

Who answers these questions?
 A = All School Staff (Including Teachers)
 T = Teachers Only
 S = Student
 F = Families

ACADEMICS

Empowering Teachers	
Instructional Efficacy	T
Student-Led Practices	T/S

Empowered Learners	
Supportive Teachers	S
Academic Self-Efficacy	S

Goal Achievement	
Student Goals	S
Student Goal Support	T
School Goals	T

Figure 1. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and submeasure provides distinct insight into the expected outcomes of implementing the *Leader in Me* process.

Survey Scoring Guide

Each score is generated through analyses that are responsive to the characteristics and growth of a school while also factoring in overarching performance across schools. Scores are reported on a 0–100 scale for ease of interpretation and familiarity of use. 100 is considered the highest score and 0 the lowest across all measures and sub-measures.

- **90–100** Exemplary
- **80–89** Effective
- **70–79** Satisfactory
- **50–69** Needs Improvement
- **0–49** Ineffective

2024 Spring MRA Survey

West Meadow Elementary School



Organization of the Report

The MRA was developed in alignment with the practices and paradigms of *Leader in Me* (see Figure 2). The three categories—Leadership, Culture, and Academics—that organize the practices of *Leader in Me* also organize the measurable results associated with the use of those practices provided in this report. Within each section, scores are provided on the related measures and sub-measures.

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
	Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.
DO Highly Effective Practices	Leadership Start With Adults Learning & Modeling <ul style="list-style-type: none"> Principal & Coordinator Development New & Ongoing Staff Learning Family & Community Partnerships Teach Students to Lead <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Service Learning 	Culture Create a Leadership Environment <ul style="list-style-type: none"> Physical Environment Social/Emotional Environment Leadership Events Share Leadership <ul style="list-style-type: none"> Light House & Action Teams Leadership Roles Student Voice 	Academics Achieve Goals <ul style="list-style-type: none"> Individual Goals Team Goals Aligned School Goals Empower Learners <ul style="list-style-type: none"> Leadership Portfolios Student-Led Conferences Empowering Instruction 		
GET Measurable Results	Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.		

Figure 2. The *Leader in Me* Framework lays out the foundational paradigms and practices of the *Leader in Me* process.

Accepting this report implies endorsement of the conditions listed below. FranklinCovey has committed to the keeping the confidentiality of all schools and survey participants. This report is the property of the school named above and will not be distributed to anyone outside of the school without the written permission of the principal. Anyone accepting a copy of this report promises to adhere to this agreement as well.

2024 Spring MRA Survey

West Meadow Elementary School



LEADERSHIP

STUDENT LEADERSHIP

78 → 78

Personal Development

Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.

76 → 77 +1

Interpersonal Development

Students build positive relationships through understanding, communicating, and valuing the differences they see in others.

81 → 79 -2

Positive Wellbeing

Students regularly engage in activities that promote their well-being, including actions that benefit their heart, mind, and body.

81 → 80 -1

Self-Advocacy

Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed.

77 → 80 +3

Prosocial Behaviors

Students support each other and offer help as needed.

STAFF LEADERSHIP

82 → 83 +1

Personal Effectiveness

Staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most.

77 → 80 +3

Interpersonal Effectiveness

Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others.

Student Leadership Support

Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.

2024 Spring MRA Survey

West Meadow Elementary School



LEADERSHIP

FAMILY & COMMUNITY ENGAGEMENT

82 → 76 -6

School & Family Partnerships

Teachers feel like most students' families/caregivers engage as partners in their child's learning.

67 → 73 +6

Family Engagement

Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

74 → 69 -5

Community Engagement

The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

Pending Ratification

CULTURE

SUPPORTIVE ENVIRONMENT FOR STUDENTS

79 → 86 +7

School Climate

Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

88 → 85 -3

Student Empowerment

Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

87 → 85 -2

Trusting Relationships

Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.

83 → 81 -2

School Belonging

Students believe that they are cared about and understood by the people in their school.

SUPPORTIVE ENVIRONMENT FOR STAFF

83 → 80 -3

Staff Voice

Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.

71 → 77 +6

Collective Efficacy

Teachers believe that their collective actions can positively impact students and help them succeed.

ACADEMICS

EMPOWERING TEACHERS

- 79 → 76 **-3** **Instructional Efficacy**
Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.
- 85 → 79 **-6** **Student-led Practices**
Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

EMPOWERED LEARNERS

- 82 → 81 **-1** **Social Support**
Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.
- 82 → 79 **-3** **Academic Self-efficacy**
Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

GOAL ACHIEVEMENT

- 78 → 79 **+1** **Student Goals**
Students are confident in their ability to set and achieve their goals.
- 78 → 71 **-7** **Student Goal Support**
Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.
- 82 → 81 **-1** **School Goals**
Schools have annual goals teachers played a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

2024 Spring MRA Survey

West Meadow Elementary School



ACADEMICS

LIFE-READINESS

0 → 0

Group Collaboration

Students effectively work together to achieve a common goal across academic and community settings.

0 → 0

Future-Focus

Students are confident in their ability to envision and achieve a desired future, believing that they will lead a meaningful life.

Pending Ratification