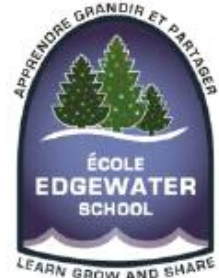


# Edgewater Governing Board Minutes

## March 22, 2016



### Governing Board:

Parents:	Staff:	Administration:	Regrets:
Mike Aragona (Chair) Kris de Forest (RA) Vanessa Nolet Nadia Franceschini Claudette Benoit (RR) Suzanne Hermann Darryl Climan (VC)	Athanasia Antonopoulos Danielle Nethercott Daphne Amster Debbie King-Brassard Sandra Nouh Trish Schofield	Liz Rivard (Principal) Beth Miller (Daycare)	Vanessa Nolet Nadia Franceschini
		<b>Commissioner:</b> Wayne Clifford	
		<b>Community:</b> Kim Hamilton	<b>Absences:</b>
VC = Vice Chair RR = Regional Parent Committee Representative RA = Regional Parent Committee Alternate Sec = Secretary			<b>Guests:</b> Tracy-Anne Primeau Tina Taschereau

- 1) Welcome at 19:02
- 2) Adoption of the Agenda  
**Motioned** by Kris de Forest, Seconded by Daphne Amster; Carried
- 3) Adoption of the February 09, 2016 Minutes  
**Motion** to approve by Trish Schofield, Seconded by Beth Miller; Carried
- 4) Question Period (for Public questions to the Governing Board)
  - a) **Request:** Introduction of the Build Our Kids Success (BOKS) Program (Tracy-Anne Primeau and Tina Taschereau). Short summary presentation video can be found here:  
[http://prezi.com/pumvoor18cf/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/pumvoor18cf/?utm_campaign=share&utm_medium=copy&rc=ex0share)  
 30-40 minutes of exercise, twice weekly outdoors, run through Tina and then BOKS. 24 week session, ratio 1:20, lesson plans ready, start with groups outside of Daycare.  
**Motion** by Darryl Climan, Seconded by Daphne Amster; Carried
  - b) **Request:** Will Edgewater make the iPad Pilot Project part of the School Curriculum/ Program?  
**Response:** There is much to be said about the Collective Agreement and including it in the School Success Plan. At the moment, we can make it an on-going project with an eye to ultimately including it in our next School Success Plan.  
 Grade 4 and 5 currently rotating program. Hoping to continue in Grade 6. Grades 1 and 2 are starting to use them.
  - c) **Request:** Proposal to continue the iPad Project – See Addendum #1  
**Motion** to continue another Grade 4-5 iPad Project by Suzanne Hermann, Seconded by Kris de Forest; Carried

- d) **Request:** Any information regarding the Zone 51 Transfers?  
**Response:** Around 32 transfer requests received, 12 accepted due to proximity and keeping our enrolment numbers at 90% capacity. That is part of the rules we are bound by. The other 20 will be notified by hopefully mid-April of the final outcome. That's when we will be able to confirm up to 95% capacity
- 5) Business Arising from the Minutes
  - a) Review Success Plan
    - i) Presented as part of Principal's Annual Report
  - b) Approve the management and Success Agreement (s. 209.2)
    - i) Strategic Plan Consultation discussion. Replies due April 15. For individuals wanting to submit a response, go to <http://www.lbpsb.qc.ca/eng/survey/main.asp>
  - c) Begin periodic review of Educational Project (s. 74) – Tabled until April or May
  - d) Review rules of conduct and safety measures (s. 76) – Tabled until April or May
  - e) Report on evaluation of the implementation of success plan (s. 83, 110.3.1)
    - i) Presented as part of Principal's Annual Report
  - f) Budget Consultation (Closure Date: March 31, 2016)
    - i) Ideas should be forwarded to Wayne who will bring it to the board
- 6) Reports
  - a) School Council
    - i) Verbal report given
  - b) Principal's Report – See Addendum #2
    - i) Annual Report 2014-2015 reviewed. **Motion** to approve the Edgewater Elementary School Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan by Daphne Amster, seconded by Suzanne Hermann; Carried
  - c) Commissioner's Report – See Addendum #3
  - d) Regional Parent Committee Report
    - i) There are plans to bring in more Governing Board Training sessions
    - ii) Parent Rep Files can be found at the following DropBox site:  
<https://www.dropbox.com/sh/gra4d21f8hg38u/AAD3IihP2jUz-KmdYIGvx3e6a?dl=0>
  - e) Daycare Report – See Addendum #4
    - i) **Ratification** of 3 Ped Day Field Trips: April 22 Bowling Pincoort bowling (\$15), May 2 Parc Omega (\$35), May 20 Parc Olympique (\$11)
  - f) Home & School
    - i) **Ratification** of the Janet Kennedy Workshop for Grades 4-5, 4 sessions over 3 weeks, (\$500 paid by Home and School)
    - ii) Ottawa Trip to Parliament for Grade 5 students April 21, 2016. 73 students, 1:6 Ratio, kids to arrive at 8am, 2 group tours, lunch, and then meet with Peter Schiefke or visit the Peace Tower and Memorial, to leave by 1pm. Cost of \$1,700 paid by Home and School.  
**Motion** for Ottawa Trip to Parliament by Darryl Climan, seconded by Kris de Forest; Carried

- g) Community Rep
  - i) Short discussion on Bill 86 and MELS
- 7) Question Period (for Public questions to the Governing Board related to the Reports)
  - a) **No Questions**
- 8) New Business
  - a) Review GB Composition (s. 43, 103)
    - i) GB agreed to leave current composition as is
- 9) Correspondence
  - a) Town of Pincoirt Strategic Plan Invitation
  - b) Support Parents of Students with Special Needs in BILL 86
  - c) Parenting and the Digital World Presentation
- 10) Varia & Field Trips
  - a) **External Field Trips:**
    - i) 10 Grade 5 and 6 students @ St. Pat's for Jr. Leadership Day on May 6<sup>th</sup>.
    - ii) Grade 1 Ostrich Farm in St. Eustache, May 12, \$21 per student (\$924 total), 44 students, 1:6 ratio
    - iii) Grade 1 Notre Dame de Fatima, June 16, \$26 per student (\$1,690 total), 65 students, 1:10 ratio
    - iv) Grade 6 Botanical Gardens, April 6, \$14 per student (\$818.76 total), 61 students, 1:10 ratio
    - v) Grade 3 Amerindiens "Droulers", 14\$ per student (\$840 total), 60 students, 1:5 ratio

**Motion** by Beth Miller, Seconded by Debbie King-Brassard; Carried
  - b) **Internal Activities:**
    - i) Grade 2 Neurons Atomiques, June 8, \$8.25 per student (\$627 total), 76 students
    - ii) Mother of K student to bring in Educazoo for all Kindergarten classes on behalf of child's birthday. Mother will pay for everything, based on acceptability as a Provider from School Board
    - iii) Skipping Program, 6 students from Riverview Elementary with FSSST Tech and Resource Teacher. "A" Thursday or Friday @ 12:50pm

**Motion** by Beth Miller, Seconded by Darryl Climan; Carried
- 11) Adjournment: Motioned by Suzanne Hermann at 21:20; Carried

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Date Minutes Adopted

Chairperson

Principal

## **Addendum #1**

### **Proposal to Continue iPad Project**

In 2014, Edgewater school embraced the future of educational technology by introducing a 1:1 iPad classroom pilot project to the grade 4 cohort. The pilot project is now coming to an end and has proven to be an overwhelming success.

***We remain committed to using iPad technology as a tool to increase student engagement, motivation and to maximize learning. As a result of the overwhelming success and positive feedback from the pilot project, we are proposing another two years of the iPad project beginning with next year's grade 4 cohort.***

#### **2014-2016 1:1 classroom pilot project**

- Each student in grade 4 had individual access to an iPad for in-class pedagogy.
- The iPads were used as a tool to elevate student learning to the highest level of the 'Bloom's Taxonomy' model of educational objectives (Analyze, Evaluate, Create).
- The pilot project was a two-year model. By the end of the pilot period, 2 out of the 4 participating teachers had looped (spent 2 years with their groups) with their cohort of students. The goal was to follow the same cohort from grade 4 through to the end of grade 5 for maximum teaching and learning potential vis-à-vis the pilot project.

#### **Professional Development**

- Our iPad pilot project teachers have attended various professional development workshops and seminars in order to stay informed and inspired over the course of the pilot period. Our other staff members, as a result, have all received training in GAFE in order to support the pilot project efforts and in several cases, introduce relevant technology to learners in both Cycle 1 and Cycle 2.
- Currently, the pilot project has evolved into three grade 5 classes (year 2 of the pilot project) and two grade 4 classes (first year of the iPad program) for a current total of five 1:1 classrooms over Cycles 2 and 3.
- A 'Professional Development Innovative Grant' (PDIG) was approved for the 2014-2015 pilot project and again for the 2015-2016 school year. This PDIG grant allows for release time of the Cycle 2 and 3 iPad teachers in order to prepare and support the 1:1 classrooms project at Edgewater School.

#### **Financial Management**

- The majority of parents of grade 4 students provided an iPad or iPad Mini (and accompanying sturdy protective case covering) for their child.
- Home and School purchased several iPads for use in school by parents who were unable to provide one for their child. These particular iPads remain the property of Edgewater and were never permitted to leave the school. These iPads would be made available for use by the next cohort of grade 4 students who may require them.

- Edgewater School purchased Apps and school supplies for the current grade 4 and 5 cohorts..
- Parents paid school fees as well as purchased a pair of headphones for their child.

### **Physical Space**

- Students took their personal iPads home on weekends, UNLESS otherwise directed by parents. Some parents opted to have the personal iPad remain at school on weekends. During the week, all iPads remained in a locked storage cabinet in the respective classroom. On Friday afternoons, the iPads of those students in Daycare were transferred to the locked Daycare storage cabinet where it would be picked-up and signed-out by the parent. Daycare has been instrumental in assuring the safety and sign-in/sign-out of iPads
- All students were required to pass an iPad Appropriate Use session. They learned various rules, such as:
  - Food is never to be eaten around the iPad.
  - The iPad must be in the desk if food is present.
  - Water bottles must be kept on the floor or at the back of the class and never open around the iPads.
  - One must never handle the iPad of another student for any reason.
  - iPads must always be carried with two hands, close to the body.
  - Etc.

### **Safety/Responsibility**

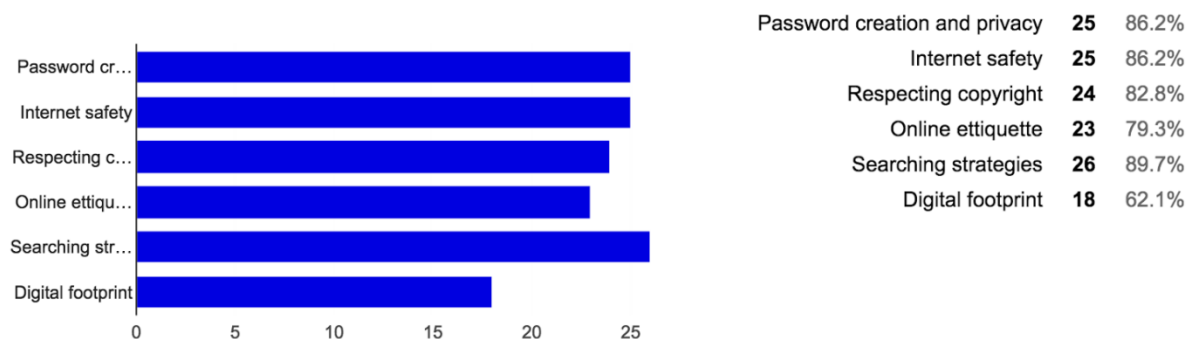
- Students took part in a rich Digital Citizenship Program where they learned iPad etiquette, online and offline safety, responsibility and respect for technology usage.
- An 'Acceptable Use Guideline' (AUG) contract was developed where each student and parent were required to sign and abide by the terms of this contract. There was an understanding that disciplinary measures would be dealt with on a case by case basis applying the same standards as Edgewater school's Code of Conduct.
- Edgewater School did not insure the iPads. Parents had the choice of insuring their personal device on their home insurance plans or with an Apple Protection Plan. To date, there was one incident of a damaged iPad at school by an undetermined cause. The repair costs were shared by the parent and the school.

### **Parental Involvement:**

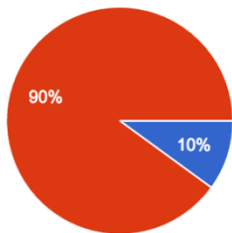
- The parents of the original cohort of pilot project students were invited to attend an information session on June 11, 2014 as well as an update session in April 2015.
- Parents received documents in their child's report card envelope detailing how to have iPads prepared and "school ready" (charged, updated, etc.) for the new school year.
- Parents read and signed the AUG contract with their child in September 2014 and again in 2015.
- Parents received and signed photo release forms as well as Google Apps for Education accounts permission forms before iPad use could begin.
- Parents were required to attend an initial setup session at the beginning of the year to learn how to redeem purchase codes, upload Apps and to set restrictions.

## End of Pilot Project: Summary of Parent Survey:

### Has our Digital Citizenship Program helped your child understand and implement the following:



### How do you feel about the integration of technology into the elementary classroom?



Technology is great! The more the better!	3	10%
Technology is important for student learning, but must be balanced with other sources of information.	27	90%
Technology is fine at home, but is a distraction in the classroom.	0	0%
Technology has little to no place in the classroom.	0	0%

### Actual quotes from the Parent Feedback Survey, March 2016:

#### What do you feel your child has gained from their participation in the iPad Project?

"He has learned so much from being a part of this program. How to use his creativity to make things such as Stop motion videos, comic books and photo shop. Research methods, digital citizenship and talk to text writing. Such a great learning tool that makes learning interesting and exciting!!!"

"Technology is the new thing. Our kids are challenged as well as being up to date with the times."

"It helps her to stay organized by having all her important stuff in one place which in turn helps her to be more stress and anxiety-free. She has become more confident in her workmanship."

"This project has been such a positive experience for my son and for us. He loves learning in a way that I've never seen before. He is excited about the work he is doing. His confidence levels have grown tremendously. I couldn't be happier that he got this fantastic opportunity."

"(My son) had learned at a very early age how to resource information on an iPad, as that's what we mostly use at home. Therefore he was extremely comfortable in this iPad project and seemed to find each app and research exercises very easily. He has learned how to make movies, complete math exercises, create comic books, self taught guitar, learned to skateboard, and even complete the Rubik's cube. I'd say he's gained quite a lot!"

"She has learned to work in a team. She is able to express herself and her thoughts through media that can be shared with many."

"She will start out in high school with more knowledge about internet safety and awareness than the average child. As well, she will already be aware of tools and programs. In some way, it has given her some confidence."

"Thinking outside the box and learning how to get in touch with her creative side. It's a great age to teach them about digital citizenship. I would assume it's almost a daily discussion, so it should be engrained in them. Hopefully when they are a little older they will make smarter choices because of this program."

## **What challenges, if any, did you and/or your child experience with the iPad?**

"Group chats"

"I did not want my child to be left behind, but I also did not want her "Applized" and brain washed to other technologies available to her, and in many cases better suited to help her in her studies and future life."

"Distraction due to non-school related stuff"

"One major challenge we experienced was, if she did not know how to do something for a project or homework, I was not always able to help her because I am not as familiar with the devise or programs as she is."

"On the weekends when he brings it home it is a huge distraction. I have to limit time, and he becomes irritable. As a parent, I find they become too absorbed, and it is hard to understand their pre-occupation."

"Learning how to use google docs, how to submit documents. Remembering to check on classroom for homework."

"None other than the challenge of it not being used enough to its potential. We find that the first term it was being used but now it seems to be a forgotten tool."



## **Addendum #2 – Principal's Report**

### **Principal's report to Governing Board March 22, 2016**

Report cards came out last week. Thank you to staff for their hard work and diligence in preparing report cards, as well as IEPs. No formal parent teacher interviews scheduled this term.

High school mini day orientation to take place in April (25).

Update on transfer process. (Note of interest: For the first time in recent history, MAC had to redirect 20 students to WWJR and BHS

Partners in Prevention April 13 at Westwood Jr.

Today's Crazy Bright Day fundraiser was a huge success \$1234 raised and matched by an anonymous donor.

Students from Grades 4 to 6 will also be asked to complete the TELL THEM FROM ME survey for a second time in April.

Pink t-shirt day /anti bullying.antihomophobia assembly very successful. Thanks to Home and School for their support of these ventures.

Also, big thank you for TSAW extravaganza. Always appreciated in the long month of February.

Kindergarten Open House tentatively scheduled for June 6<sup>th</sup> ped day. If chair or a rep from Governing Board could be present that would be great.

Hip hop started last week. Ballroom on hold for the moment.

Working on the school calendar for next year, and starting the process of planning field trip calendar as well

Field trip and ECA approvals.

Documentation for distribution: Success and Retention in English Language Schools

### **Annual Report**

### **Strategic Plan**





## **Addendum #3**

### **Commissioner's Report - Governing Board- March, 2016**

**Bill 86 Hearings:** As you probably know, the new Education Minister, Pierre Moreau, unfortunately had to resign from his post February 22nd due to serious illness. His replacement is Sébastien Proulx, whose perspective on Bill 86 is likely to become apparent soon, now that the National Assembly public hearings on Bill, 86 which began last month, have now resumed

#### **February 22nd meeting of the Council of Commissioners**

A presentation to Council marked the 20th anniversary of the LBPSB's Family and School Support Treatment Team (FSSTT), the Student Services initiative which provides support and therapeutic interventions for students with social-emotional and behavioural difficulties.

Council approved an additional zoning change whereby students in zones 15 and 16 (Kirkland North) will have a choice between Christmas Park (Bilingual) and St. Paul-Sherwood Forest (Francais Plus). Council launched a consultation on the board's proposed Strategic Plan for 2015-2020 with responses to be returned to the Secretariat by April 15, 2016.

Council agreed to renew its partnership (dating back to 2009) with *Free the Children*, the international charity and youth empowerment movement founded by Craig and Marc Kielburger, which sponsors the WE School initiative, for a term ending on June 30, 2018.

Council approved a 3% increase to our rental rates for board facilities for the 2016-2017 school year. It was stressed that this increase was necessary to cover increasing costs (eg. Caretakers) and the LBPSB rates will still remain very competitive.

Council authorized Administration to begin the process to divest itself of board properties that have become available through the recent MSC process.

The Pearson Educational Foundation (PEF) reminded us that they have tickets available for the Montreal Impact home opener on March 12th for \$13 (regular price: \$33) of which \$2 goes directly to the Foundation.

In addition, please see the February Pearson News which will be available shortly on the board website.

The next regular meeting of the Council of Commissioners is scheduled for Tuesday, March 29th, 2016 at 7:30 pm. As with all Council meetings, proceedings are webcast live at <http://www.lbpsb.qc.ca/eng/home.asp> and are also available later in an archived version.

Respectfully submitted,

**Wayne Clifford**

Commissioner – Ward 12

## **Addendum #4 Daycare Report**

### **Edgewater Daycare Notes - March 2016**

**Pancake Breakfast:** over 140 students enjoyed the pancake breakfast held Wednesday March 9th. Each student enjoyed pancakes, strawberries, cantaloupes and a juice. For those who didn't care for pancakes we offered cereal and milk. There were no leftovers!

**Staffing:** One of our daycare educators will be retiring in June 2016.

**Taxes:** tax receipts were delivered through the students' homeroom classes. Teachers were very cooperative in distributing them to all students. Those students who were absent had their tax receipts mailed; along with last year's grade 6 graduates. An ERM was also sent out to all families to advise them to check their child's school bags for the receipts. This method of distribution was at a huge savings in postage to the daycare.

**Outstanding Fees:** A follow up email was sent to all families with outstanding fees. There were 20 families whose files have been forwarded to the board's finance department.

**Dr. Seuss Week:** The week of February 22 we celebrated Dr. Seuss' birthday in the daycare. Every day there was a special event complete with a theme related snack. The educators also read a Dr. Seuss story each day. Some of the senior students went to the younger classes and read Dr. Seuss poems to the children. The seniors also baked a 4 foot Dr. Seuss birthday cake which was the dessert at the birthday party!

**Sliding at Parc Olympique:** 85 students participated in the ped day. Thankfully the weather cooperated this year!

**Future Ped Days:** A memo was distributed to all daycare families in early March regarding the remaining ped days for this school year..... Bowling (April 22nd), Parc Omega (May 6<sup>th</sup>), Picnicking in the Park (May 20<sup>th</sup>) and Splash Park (June 6<sup>th</sup>). It has also been posted on the school website.

**Staff Appreciation:** A big thank you to Home and School for all the nice things done for the staff during staff appreciation week. The Home and School made a concerted effort to include all the support staff which did not go unnoticed. ☺

**St Patrick's Day:** This year we did something a little different in the daycare. March is nutrition month, so on the 17<sup>th</sup> we served only fruits and veggies that were green. Kiwis were by far the favorite!