

## **Division School Council Meeting Minutes of December 2, 2019**

Mental Health / Adolescent Wellness Presentation by Kathy Mundell - [Kathy.mundell@lethsd.ab.ca](mailto:Kathy.mundell@lethsd.ab.ca)

1. 6:53 Welcome and Introductions
2. Additions to the agenda: Shannon - School Calendar 8.1
3. Approval of the agenda: Shannon Pratt, 2<sup>nd</sup> Shannon McAlorum
4. Approval of the Minutes of November 4, 2019: Edna Asem, Shannon McAlorum
5. Business arising from the Minutes: Cheryl - More work orders than ability to complete work, so work is done by priority. There will be a new system of work order placement. It will track when the work order was submitted and where it is at. Also will be starting to pool little projects and submit for contractors to bid on to make the project more attractive.
6. Committee Reports:
  - Policy Committee: Shannon Pratt – New Disposition of Property Regulation so policy needed changes; Resident Students defined differently in Education Act; Surplus Space - replaced by disposition of Property. Parent Responsibilities - new policy regarding parent responsibilities for first review. Cheryl will put in January School Council Meeting Agenda.
7. Trustee Report: Doug James – The Boards is very supportive of international trips and envisions that many more will be approved in the future. Sock it To 'Em Campaign- collecting socks for needy run by caretaking and maintenance staff. Policy updates. Trish Syme will be overseeing policy. Process of looking at the calendar for the next 2 years. Reviewed three year education plan and approved it. Budget update to account for 3 million dollar deficit after government made changes in October. Currently managed with reserves as well as some efficiencies found in budget. In the spring there will be a new budget, as a Board we will depend on the community and town hall to see where priorities are. Made a presentation to the City Council regarding 50 year transportation partnership and the City ceasing operation of transportation. Currently funding and non-profit partnership provides students in Holy Spirit and Lethbridge School Division bussing without fees. City wanted to withdraw transportation agreement. Both divisions want transportation agreement to continue. If the divisions must go to a provider of for-profit transportation, the thought is that fees will be necessary. As has been seen across the province, parents could pay a lot in fees if going to outside source of transportation. Global and CTV will have covered the meeting between the boards and the City of Lethbridge.

8. Alberta School Councils Association – Edna - During the conference with the Minister, weren't allowed to ask questions directly. Her question wasn't fully posed only part answered. Education Minister was on for 45 minutes. Conference seemed too long - 3hrs. Topics were vaping, budget and diploma exam waiting.

8.1 Shannon Pratt – Calendar - Christmas Concerts are conflicted (overlap) making parent choose a child to watch. Cheryl will remind Administrators to consult each other in elementary and secondary levels in that city area.

9. 7:28 Superintendent's Report: ICE Scholarship breakfast if February 14, 2020. Judy Trinh will be speaking on experience of new arrival to Canada as a student. Board approval of revised budget. Now up on website - graph and written form. Transportation Services - presented to the city today. Brooke proposes to write a letter with each chair signing regarding transportation to the city. Cheryl - City made transportation decision but decision can be changed. Cheryl and Chris said no notice was given and there is not enough time to seek alternatives. Decision made on information not available. No financial hardship on city; no insurance concern on city.

Shannon Pratt- Should release in the media how much it will cost parents in transportation cost if the Lethbridge ends the partnership.

Brooke- Large cost for Bus driver safety training to be coming in the future. School Board said they would cover for the city.

Brooke indicated we should write letter to the newspaper and write a petition

Cheryl-Public mislead that transportation involving school busses within the City cost taxpayers hundreds of thousands of dollars; in fact, seventy thousand dollars was a surplus.

Doug James- Both School boards should write a letter to update parents about what is going on with transportation agreement.

Cheryl- Brooke should also send parent template letter if parents want to respond.

Holly- Make sure to stress access-a-ride would also be cut.

Cheryl (regarding Edna's question from last meeting)- Class size has decreased modestly over the last five years and will be impacted greatly with cuts to budget in 2020/2021 school year. Research shows that class size is a good investment.

Class size research is attached to the minutes.

There wasn't a formal audit regarding class size by current government to see where class size funding money went.

10. Roundtable Reports: Holly with Park Meadows- New breakfast program taking away from school time. Students seem to be going to avoid class and socialize and don't necessarily need the breakfast.

Doug- Consult Galbraith as they also don't have a big budget. Its universal and seamless. Theirs is before classes start. Talk to Dean Hawkins. Andy Tyslau might also know.

Cynthia- Their school puts food out on a cart for students who might need extra food.

Holly- Park Meadows having a Market Day Dec 13 9:00-11:00. Kids make things to sell. Parents help make things. Can buy vouchers on school cash online and also at the door as cash will not be accepted in the Market.

11. Adjournment @ 8:08pm

## Class Size Research

1. If looking for research that supports the perspective that class size does matter, can find on the website “class size matters”  
<https://www.classsizematters.org/research-and-links/>

2. An American Report that gives both sides: “Class size: What research says and what it means for State policy” by Chingos & Whitehurst (2011).

A fairly comprehensive report that outlines the history of class size research and the outcomes.

<https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

*Research summary*

Despite there being a large literature on class-size effects on academic achievement, only a few studies are of high enough quality and sufficiently relevant to be given credence as a basis for legislative action. Because the pool of credible studies is small; the individual studies differ in the setting, method, grades, and magnitude of class size variation that is studied; and no study is without issues, including those reviewed here, conclusions have to be tentative.

3. A Research Article that gives both sides:

Ehrenberg, R., Brewer, D., Gamoran, A. & Willms, D. (2001). Class size and student achievement. *Psychological Science in the Public Interest*, 20 (1).

[https://www.psychologicalscience.org/journals/pspi/pdf/pspi2\\_1.pdf?origin=p&origin=p](https://www.psychologicalscience.org/journals/pspi/pdf/pspi2_1.pdf?origin=p&origin=p)

### IV. WHY DOES CLASS SIZE MATTER? INFERENCES FROM EXISTING RESEARCH

There are many reasons why smaller classes might contribute to higher achievement, including better teacher contact with parents and more

personal relationships between teachers and students. However, because classroom instruction is the most powerful aspect of schooling for achievement, the effects of class size on achievement are most likely to occur if class size is linked to instruction (Barr & Dreeben, 1983). This linkage could be manifested in two ways. First, class-size reductions may change what teachers do. That is, teachers may teach differently in smaller classes. If the changes were beneficial for students (e.g., more frequent assessments, more writing, more discussion, more help for individual students, etc.), achievement would rise. The direct cause of this achievement increase would be instructional improvements, and class size would be the indirect cause. Second, even if teachers do not change instructional practices, certain practices may work better in smaller classes. For example, students may pay better attention when there are fewer students in the room. Similarly, teachers who use a lot of small group work may find their instruction is more effective in smaller classes, because fewer students remain unsupervised while the small group meets with the teacher. In these instances, teachers could carry on the same practices, but achievement would rise in smaller classes because the same instruction would be more effective. According to this account, class size and instructional practices would interact to affect student achievement.....