

Kinosayo School Council Agenda

**Monday April 7, 2025 @7pm**

School Council link:

<https://meet.google.com/ard-amcf-ubt>

Agenda:

1. Welcome/Announcements
  - a. Introductions (In attendance: Elise, Angela, Karen, Danielle, Jessica, Tanya, Kaitlyn, Kristi, Kent, Angel, Jen, Kelsey, Ainsley, Cheyenne, Lisa, Brian, Mrs. Jodi Mackenzie)
2. Previous Meeting Minutes
  - a. <https://kino.spschools.org/parents/school-council>
    - i.
3. Trustee for Kinosayo– Trustee Allen
  - a. Not present at the meeting as there were no Trustee meetings held since last month.
4. Principal message/Activity
  - a. Testing vs Assessment - what it means when we deprioritize testing?
    - i. [Division Assessment Policy F-100](#)
    - ii. Triangulation of data
      - Student learning and teacher planning is triangulated in three categories: Product, Conversation, Observation
    - iii. Tests vs assessments
      - Test: Includes tests in class (ex. a unit test), literacy tests (ex. Fountas and Pinnell), as well as government testing (ex. literacy and numeracy screeners, PATs, etc.)
      - Assessment: what teachers do to inform their teaching and to gauge where students are in the curriculum. The 3 parts of assessment are: Product (for example a project or a test), Conversation (class discussions allow teachers to assess what the students know) and Observation (happening all day in a classroom). Note: tests are a part of assessment.
  - Do we actually do no tests and no homework at Kinosayo?
    - iv. Yes, we do tests at Kinosayo:
      - Division 1 (Kindergarten, Gr. 1-3) – the school has intentionally moved away from a “teach-to-the-test” focus and moved towards a focus on teaching and learning. In div. 1, teachers are challenged to have no spelling tests as well as a preference of no classroom tests.
      - More testing is done in Division 2 (Grades 4-6)

- All testing is up to teacher discretion. What is most important about assessment and testing is that it informs the next steps of teaching. Also, it is important to note that in our grade 5&6 classes, the teachers DO teach the **skill** of test-writing to help prepare students for Junior High and High School.
- Discussion: testing CAN be very useful, it is important *what* we (educators) are doing with the information gathered from the test and that we are not using *\*just\** tests to get the information we need..
- Testing for specifics, particularly in numeracy and literacy, is done at Kinosayo. The school has screeners to assess where the students are at, which informs their phonics and numeracy intervention. It is the professional responsibility of every teacher is to know where their students are at using a variety of assessments (including tests, but of course including observation and conversation as well).
- Participant question (directed at the teacher present) - in the mandatory testing (mandated by the government) have you “learned anything new” about your students from the results?  
Teacher's answer: no. I already know where my students are at. I don't find them useful. They take a LOT of time to complete and the information gathered is redundant.
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- v. At Kinosayo, we have a no homework rule. Homework does not include reading, playing games or completing work that was refused at school. The spirit of the rule is: no homework for homework sake. Research indicates that homework in primary grades has no impact on student achievement *\*and a negative impact on student well-being\** Furthermore, it's not fair to require the “figuring out” of material/learning to take place at home..
  - Participant Comment: It is true that there is some research that shows there's no impact on student achievement. We can perhaps question and reevaluate this, though. Particularly in terms of the depth of meaning of what is being assigned. The more practice students have at a skill (which could include homework) can lead to improvements. There might be room for some “just right” homework - as long as it is meaningful. Adopting a blanket “no homework” rule might not be the best solution.
  - Participant Comment: for some kids, they *\*enjoy\** taking home some work from school and sharing it with their families. Rather than “no homework” can we make room for those kids that want and enjoy having homework

- Participant Comment: this seems teacher-dependent. I have had some teachers offer an “opt-in” for take home pages. This seems like an easy solution for kids/families that want homework
  - Principal Brian: What I’m really hearing here, is a need for more communication and connection between home and school . This is a planned topic of conversation at the next meeting.
- b. Mandatory Government of Alberta literacy and numeracy assessments: The government has implemented mandatory literacy and numeracy assessments for Kindergarten to grade 3.
- i. Principal report - Brian Samuel, how does this affect Kinosayo
- School cost -Paper/staff
  - Student anxiety
  - Redundant as we already have assessments to tell us this information
  - The government (inconsistently) applies funding based on the results
  - It’s a lot of work and a lot of money to gather information that we already have
  - Lisa: we worked really hard to mitigate the anger (for staff) around this testing by: doing the photocopying for the teachers, hiring substitutes to cover teachers so they weren’t trying to teach and pull students out of the classroom, doing the computer input of the results (rather than putting that on teachers as well).
  - Participant Question: If you have a kiddo with speech/language concerns, how does that work? What happens? **Answer:** First, it is determined if there is an educational impact. Next, We approach inclusive learning for a referral, an SLP comes in for an assessment, and go from there. There needs to be a clear educational impact in order for it to go through the school
- Participant follow-up comment: The reason I say that is because all of this time and resource is being poured into testing (by the government) when we know there would be a much greater impact if we were using the same time and resources to address speech and language, gross and fine motor, occupational therapy, etc.
- ii. Teacher report - Jodie Mackenzie, grade 3 did this (mandatory government) testing this year
- We did an assessment in September (numeracy wasn’t bad because it can be done as a whole class, literacy was challenging

because it's done one-on-one). It is a LOT of hours (both during and after school for teachers). And, in the end, the information gathered was redundant and not useful.

- At the end of the year, ONLY students whose results showed them “at-risk” will take the test again.
- Parents are encouraged to write their MLAs about the waste of time and resources these mandatory tests are

iii. Council Chair report - Elise Graham, COSC conversation

- At the COSC meeting, it is evident that there is a lot of anger around what a waste of time and resources these mandated tests are.

c. Kinoyayo PAT results vs the Fraser report - how are they different? How do we as a school use this data? How can families access their child's PAT results?

i. Families can access PAT results through Alberta Education's secure website, myPass (Note: This information will not be available for a while, though). <https://public.education.alberta.ca/PASl/mypass/welcome>

ii. Comparison of PAT vs Fraser Report – see below

- Brian does not focus on “Standard of Excellence” results in these tests - it is not his priority for the school. He much prefers to focus on getting any kids that are “below average” to “acceptable standard”.
- See below for more data and comments on the reports

d. **Tabled for next meeting**: School satisfaction Survey data – provides us information on such things as

- Belonging, learning opportunities, safety at school,
- We are also digging deeper into some of our survey data this year.

5. Other business

a. [ASCA 2025 Spring Symposium](#)

i. One fee for an entire council, \$95.54 plus GST

- “We encourage School Councils to register and share the link to all members.”
- Motion: If we have \$95.54 still left in our grant money, motion to spend it on the symposium fee
  - Seconded
  - Vote: All in favour, none opposed
  - Once finalised, need to send the information out to the parent body

ii. Registration deadline April 14, 1pm

iii. Saturday April 26, 9:30-3:30 online

\*\*Next meeting: May 5, 2025

Fraser report vs PAT results and the Fraser report Ranking

2023	LA	Math	Science	Social Studies
Fraser report (whole test avg)	61.3Avg	59.2Avg	59.5Avg	60.6Avg
Fraser report (% of tests failed)	24.9%			
School Data			Not all students	
Acceptable standard	67.3	67.3	67.3	64.5
Standard of Excellence	11.5	11.5	17.3	14.5
Below Acceptable standard	19.2	21.2	25	22.6
Provincial data				
Acceptable standard	76.2	64.4	66.7	66.5
Standard of Excellence	18.4	15.8	22.5	18.5
Below Acceptable standard	8.1	19.4	16.8	17.5

Score out of 10 calculation: Course by course, all the results were then standardized by solving the equation :  $Z = (X - \mu) / \sigma$  where X is the individual school's mean result,  $\mu$  is the mean of the all-schools distribution of results, and  $\sigma$  is the standard deviation of the same all-schools distribution.

~chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.fraserinstitute.org/sites/default/files/70ABESC2001Appendix.pdf

Kinosayo Fraser report profile 4.6 Score	Random school 4.8 score		
ESL %help	3.5	ESL %help	3.1
Special Needs % help	19.7	Special Needs % help	12.3

Gr 6 Enrolment help	63	Gr 6 Enrolment help	114
Alt. French % help	n/a	Alt. French % help	n/a

\*After explaining the above data, Brian commented: the bottom line is that this is super complex data and does not account for many things. Kinosayo, when compared to a school with a similar rating, has a different, more complex population.

As always, Brian and Lisa WELCOME conversation and meetings to discuss these results further. Please don't hesitate to reach out.