District SCHOOL COUNCIL

Monday, January 11, 2016 - 6:30 p.m.
6:00 p.m. Presentation on Career Exploration Opportunities
Education Centre

AGENDA

6:00  1. Welcome and Introductions

6:30  2. Approval of the Agenda

6:32  3. Approval of the Minutes from November, 2015

6:33  4. Business Arising from the Minutes
   4.1 Assessment – Cheryl
   4.2 School Registration / FOIP Permission forms – Joy / Cheryl

6:38  5. District Head Lice Policy – Joy

6:40  6. Trustee Report – Keith Fowler

6:45  7. Alberta School Councils Association - Allison Pike

6:50  8. Reports from District Committees:
   District Policy Advisory Committee:
   Poverty Intervention Committee:
   Healthy Schools Committee:
   Digital Citizenship Committee:
   SAPDC:
   Making Connections:

6:55  9. District School Council Calendar of Events and Shared Opportunities

7:00 10. Superintendent’s Report – Cheryl Gilmore

7:15 11. Roundtable Reports
   Reports are included with the agenda: an opportunity to highlight a very significant
   event or for questions from the representatives about information in a written report

12. Adjournment

District School Council Meeting Dates
February 2, 2016 – Town Hall
March 7, 2016
April 4, 2016
May 2, 2016
June 6, 2016 – Dinner meeting

2015-2016 District School Council Representatives

- Chair – Allison Pike
- Vice Chair – Shanea Nilsson
- Recording Secretary – Lyndsey Spring, Joy Morris
- Policy Advisory Committee – Allison Pike, Brooke Culley (alternate)
- Poverty Intervention Committee – Dayna Tilleman, Joy Morris
- Healthy Schools Committee – Trina Tymko, Lyndsey Spring
- Digital Citizenship Committee – Hollie Tarasewich
- SAPDC – Allison Pike
- Making Connections – Brooke Culley, Hollie Tarasewich
- Community Engagement Committee – Hollie Tarasewich
District School Council

Presents

Career Exploration Opportunities

Monday, January 11, 2016
6:00 p.m.
Education Centre Board Room

All Parents are Invited to Attend

Presenters:
Chinook Regional Career Transitions for Youth
JUDY STOLK-INGRAM will highlight the opportunities our students have to engage in career exploration at a regional level.

High School Career Practitioner
ERICA LARSON will highlight the services our students have access to at a school and the on-line career planning and post-secondary exploration programs Lethbridge School District No. 51 subscribes to and can be accessed from home.

High School Off-Campus Liaison
ANDREW KRUL will highlight the off-campus opportunities available to our students including Work Experience and RAP (Registered Apprenticeship Program).
1. WELCOME AND INTRODUCTIONS

2. APPROVAL OF THE AGENDA

- 11.B Parent Engagement task force added

- Added to Superintendent report:
  1) International Travel
  2) What does our SD do when a teacher is charged by the police?

Hollie Tarasewich approves agenda

3. APPROVAL OF THE MINUTES FROM NOVEMBER 2, 2015
Hollie T approves minutes

4. BUSINESS ARISING FROM THE MINUTES

none

5. TRUSTEE REPORT – KEITH FOWLER

Report included in meeting package

- From #5 in report - LGBTQ will become a stand-alone policy added this year and will be taken out of the safe and caring policy

- From #6 in report - January 13th there will be a consultation for the new French immersion school on the west side and Spanish bi-lingual school in Copperwood

Discussion regarding provincial Bill 8 – it would establish a committee with representation from each school board. Likely to pass 3rd reading this week. Minister of Education spoke to SD51 Trustees in Edmonton this past week and the upcoming model will be two tier – local and provincial bargaining. The details of each level have not yet been reported. This piece of legislation will be in place by the end of 2015.

SD51 Board of Trustees met with the Ministers in October and most of what our trustees want in the Bill is in the legislation.

6. SUPERINTENDENT REPORT – CHERYL GILMORE

2016-17 School Calendar – available on the district website at: http://www.lethsd.ab.ca/Calendar.php

Question asked - Do our schools have good participation from parents coming to parent-teacher interviews? High school tends to be about 25% parent participation, elementary schools 80-90% and middle school somewhere in the middle.
TRUSTEE report to school councils:

December 15, 2015

1. 2016/2017 School Year Calendar
The Board of Trustees unanimously approved the calendar for the 2016-2017 school year. Students will be in class for 181 days next year, while teacher days will total 197 days. Those numbers are identical to the 2015/2016 school year, as every school year since 2010/2011 has seen students in class anywhere between 180-182 days. The number of days for teachers over that span has also stayed consistent, at between 194-197. In keeping with last year, an Assessment Day was included in the 2016/2017 calendar to accommodate Grade 3 marking of provincial Student Learning Assessments exams, as well as furthering of assessment strategies across all grades in elementary and middle school. To view the press release, visit: http://www.lethsd.ab.ca/view.php?action=object&id=25599&stream=Homepage News

2. Policy review
Third reading was unanimously approved for Policy 502.1, Welcoming, Caring, Respectful and Safe Learning Environments. First reading was unanimously approved for Policy 504.8, Involvement with Authorized Agencies. Policy 607.4, Responsible Use of Technology, was also presented, while Policy 1002.4, School Councils, was unanimously approved as amended. To view the policies, view the document titled, 2015-12-15 Board Meeting Agenda, located here: http://www.lethsd.ab.ca/view.php?action=documents&id=1117

3. First Quarter Financial Statement
Christine Lee, the district’s director of finance, delivered the First Quarter Financial Statement. Lee reported Revenues and Expenditures are as anticipated at the first quarter. During the first quarter, the district spent $2 million on capital projects, which included the Wilson Middle School Modernization, construction of the new elementary school in west Lethbridge and planning costs for the new west Lethbridge middle school. The entire report can be found by clicking on the 2015-12-15 Board Meeting Agenda document located at: http://www.lethsd.ab.ca/view.php?action=documents&id=1117

4. Tender for the new west Lethbridge (Waterbridge) middle school
The Board awarded the contract for the building construction to Dawson Wallace Construction Ltd. For the New West Lethbridge (Waterbridge) Middle School. Don Lussier, Associate Superintendent, Business Affairs for Lethbridge School District No. 51, said work should begin early in 2016. To view the press release, visit: http://www.lethsd.ab.ca/view.php?action=object&id=25597&stream=Homepage News
5. Poverty Intervention Committee Terms of Reference
The Poverty Intervention Committee made some changes to the Terms of Reference that were approved by the Board as amended. Jan Foster, who chairs the committee, reported there have been nearly $15,000 worth of requests made already this year by district schools for assistance with breakfast and lunch programs. That $15,000 is the approximate total which is typically allocated for an entire year. As such, the Board unanimously approved a contribution to the poverty committee of $6,000, on a one-time basis.

6. Opportunity Knocks
Chinook Regional Foundation for Career Transitions is hosting the 4th annual Opportunity Knocks on March 9, 2016. This Job and Career Fair is an initiative of the Lethbridge Chamber of Commerce, who has once again contracted with Career Transitions to assist with the co-ordination of the event. The Board will support Opportunity Knocks Job and Career Fair at the Apprentice level ($1,000) which includes a booth. Lethbridge School District No. 51 students are active participants in the event. As well, Lethbridge School District No. 51 Human Resources Department will attend and set up an employment opportunity booth highlighting the career opportunities within the District.

BOARD OF TRUSTEES
Mich Forster, Jan Foster, Keith Fowler,
Lola Major, Donna Hunt, Tyler Demers,
Don Lacey
High schools are required to have 1000 instructional hours in a year and elementary/middle schools need to have 950 instructional hours.

Cheryl to share draft calendar and charts with Principals first so they can share with staff first and then it will come out with January board report.

District Education Plan

Summary report included in meeting package

Detailed report under planning and reporting on SD51 website and linked in the agenda package summary report

Assessment – tabled until next meeting

Question about International Travel – if the international travel rating stays the same, then all school travel plans will be cancelled. Nothing has been cancelled yet, but the board will discuss next Tuesday. If our insurers tell us we can’t travel, then trips will be cancelled. The two trips to the USA and Cuba over the Christmas holidays this year will be going.

Question about criminal charges and teachers – How does this work?
If a teacher is charged and enters a mental health program, can they return to teaching?

If charges are laid, a teacher will be removed from the classroom until the outcome is determined. The district consults with ASBA lawyers and proceeds from there. Everything is done on a case by case basis.

Question regarding ISP Program set-up (Instructional Support Plan) – Will it be much speedier next September?

Yes, this year training happened in the fall on the new program. This coming 2016-17 school year it will be much easier. Cheryl will figure out what the timelines will be and report back to the DSC next meeting.

7. ASCA – ALBERTA SCHOOL COUNCIL ASSOCIATION

ASCA Motions 2016

Parent Engagement Task Force (Hollie is a parent rep) – ASCA asked parents across the province to answer questions and send back up to ASCA. SD51 has 6? members on this task force.

1st Q – about school fees – Hollie had not receive approval to be on the task force, so did not receive this one

2nd Q – Will be included in the minutes;

1. Most of our schools have a Trustee come once to several times per year to school council meetings.
2. Yes, see answer above.
3. Yes. The upcoming school calendar for example.
4. Do we want more information? No.
5. Our district has a Town Hall meeting 1x per year as a district level information session. Another example is the second language exploration meeting in January 2016. We also have a public budget presentation every year.

It is suggested that there is a parent engagement meeting earlier in the year to offer input into budget.

The Board of Trustees talks about the philosophy behind budget allocation and they leave it up to Administration to implement budget changes. Most of the budget is staff salaries and benefits (~80-90%), so there is really very little budget dollars to discuss in terms of discretionary spending.

Individual schools are supposed to discuss budget with their School Councils. Not all Administrators communicate the budget to their School councils. It is suggested that if parents want to be more involved in budget at the school level, then they need to make that clear at the school level with each schools own Principal. Parents have the right to talk with their school administrators about where funds should be allocated in philosophical terms and can ask for priorities to be justified.

Hollie would like a better idea of what the discretionary versus non-discretionary budget looks like.

Question - In the planning cycle, where is the best spot for school council input? Engage your school principal in these discussions at your school councils. School level engagement is probably your most powerful level to give valuable input on the budget, as by the time the budget gets to DSC it is too late to make any changes.

Hollie would like to ask the Board to reinforce to Administrators that they should discuss budget with school council and let school councils know they have a voice in budget and can and should ask questions. Keith Fowler will take this request to Cheryl Gilmore for her to bring up at the next Administrators meeting.

Edna’s question about budget – how do we get $ for the learning commons at Lethbridge Christian if the budget is already set?

Lethbridge Christian Society is responsible for the building, so capital costs could be discussed with them. (As per Keith Fowler)

8. SCHOOL REGISTRATION/ FOIP PERMISSION FORMS – JOY MORRIS

Inquiry regarding FOIP Registration Forms – the info acquired last year at schools was name and phone numbers only. Joy would like to add “email addresses” to that as it would make it much easier for school councils to interact with parents via email.

Was there a plan for this? Did Cheryl say she would take this forward to Administrators?
9. DISTRICT SCHOOL COUNCIL RESOLUTIONS FOR ASC SPRING AGM

Suggested Resolutions - notes to be included in the minutes.

At your January school council meeting you will be asked to vote on all 5 of the ASCA resolutions and put your school name behind each resolution that your school council will sponsor – these will come out from LeeAnne Tedder to your school councils:

- (1) Timely provision of Portables; Everyone is in favor of the amendment to the ASCA Policy 10-10 regarding Portables
- (2) Regarding sexual education curriculum – the topic of consent will be added to the sexual education curriculum; motion is for ASCA to support the ASBA motion in this
- (3) PAT visuals – the request is that Ab Ed provide common visual resources during the school year when curriculum is being taught and would then be used during PATs with common visuals; many children with disabilities would benefit from these visuals
- (4) IPP’s/ISP’s and other outcome based tools – request is that boards allow teaching staff the time to develop these IPP’s and ISP’s for the beginning of the school year; built into this a request from a DSC member to see an amendment made ‘would like to see an extenuating circumstances clause’
- (5) Motion to have reference guide/tool kit for parents/school councils for LGBTQ policies, procedures and best practices; everyone is in consensus.

10. REPORTS FROM DISTRICT COMMITTEES

District Policy Advisory Committee – Allison
Aligning to the school council act; the reference to DSC was removed from the school council policy. Once policy is in place, will look at guidelines for DSC.

Poverty Intervention Committee – Joy

The first priority of the committee is always to fund food. In a typical year it is $15,000/year. This does not include school partnerships with other agencies. This year we have already received requests for $15,000. In the past we have funded up to 3 special projects per school - $1000/each. This year we decided that based on the level of requests for food, we will only cover food requests at this time. The Making Connections team is saying they have almost nothing left in their stores for winter coats and boots. At Wilson Middle School, they feed 80 students breakfast and would like to feed 80 lunch, but can only feed 20 at this time due to staffing. The Chambers of Commerce will be asked for money. The Committee is going to talk to SD51 Communications Officer about getting the word out for more donations. If schools can get estimates of what their needs will be for requests, then the committee will be able to see if they have enough $ to field special projects request. Schools are also asked to find out what their Making Connections workers need for supplies.

Healthy Schools Committee – Lyndsey
The HSC is looking at its structure and would like to be more focused on an action plan instead of members just coming and sharing information. A meeting in spring 2016 in collaboration with school health champions will make some decisions around this.

Digital Citizenship Committee – Hollie

First meeting January 6\textsuperscript{th} from 6:00-7:00pm; if anyone would like to come from school councils, they are encouraged to get in touch with Allison Pike and Allison will connect them with Hollie.

SAPDC – Allison - no update

Making Connections – Brooke - no update

Trustee Community Engagement Committee – rep needed

Hollie volunteers to be a representative on this committee with Allison Pike as a second representative.

11. DISTRICT SCHOOL CALENDAR

Calendar was shared and will be available on the website once approved by the Board of Trustees.

12. ROUND TABLE REPORTS

Included in agenda

Meeting adjourned at: 8:20
School Highlights:

After much discussion, the district gave our administrators permission to send a mass email, advising parents about our Facebook group. This resulted in about 50 new members (now over 225). We had a good discussion about what the email should look like, and took into account staff concerns in the final message by emphasizing the purpose of the group is to help parents with logistical issues (such as swapping tickets for the Christmas concerts!) not to raise concerns about staff or the school, and that it is a parent-led group, not an official school group. We also added District Communications officer Garrett Simmons to the group as an admin.

We will be holding a joint “One School One Book” reading at home event with 2 other schools, starting on Jan 18.

Scholastic English book fair will be in January.

We arranged for professional videography of our Christmas concerts. By rounding up the price, this will provide some additional funding for other activities.

Our Robotics club went to Calgary for a competition. It went well and was fun.

We expect to have 3 teams in the grade 5 basketball league again this year.

Participation in Decision-Making and/or Advocacy

The School Council voted to sponsor the motions on portables and consent, to ASCA. We will look at the other motions in January.

Fundraising (Do you have a successful event to share?):

The Food Bank, Toy, and Sock drives went well.

Based on the results of a parent survey, we will probably be moving our major fundraising drive to the spring.

Are there things your School Council is talking about/questions you have for other School Councils?

Concerns were raised by some parents over the District policy not to inform other families when lice are found. We were told that this originates from Alberta Health recommendations, and is intended to avoid panic and over-treatment.

Best Practices
**District School Council**  
**School Highlights**

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<th>School: Dr. Probe</th>
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### School Highlights:

- **Our Jr. and Sr. choirs were proud to sing with the Lethbridge Symphony Orchestra at Southminster Church on November 26.**

- Thank you Lethbridge Kinsmen Club! On December 9, they presented our school with $5000 towards our Leader In Me program that will be used for resources and training. They were very impressed with the presentation made to the club by our students!

- Our 8th annual One School, One Book project starts on January 25th with our kick off assembly. We are grateful to our sponsors, Teamworks Training Ltd and Signature Dentistry for providing the books for our families this year.

### Participation in Decision-Making and/or Advocacy

### Fundraising (Do you have a successful event to share?):

### Are there things your School Council is talking about/questions you have for other School Councils?

### Best Practices *(program, speaker, or other item at your school that has worked very well)*

**District School Council**

**School Highlights**

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<tr>
<th>School:</th>
<th>Fleetwood Bawden School</th>
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**Event Highlights:**

- Scientists in the Classroom have started and are continuing throughout the year. School Council has paid for 2 Scientists in the Classroom presentations for every class from EEP to Grade 5 for the school year.
- Winter Carnival at Fort Whoop Up with grade 4 and 5 students leading centres on December 17.
- Christmas carolling last week of school.
- Fruit Friday on the last day of school in December. Save On Foods North donated mandarin oranges for all of our students.
- Healthy Habits (hot lunch) continues to be popular with our students and staff.
- Book Exchange is in early February. Donations are coming in fast and furious. Students will be able to shop for free for "new to them books." Each student should be able to take home 5-6 books.

**Participation in Decision-Making and/or Advocacy**

<table>
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<tr>
<th>Fundraising (Do you have a successful event to share?):</th>
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<td>First Annual Read-A-Thon raised $14,000.</td>
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**Are there things your School Council is talking about/questions you have for other School Councils?**

- Work is continuing on the yearbook. New advertisers have joined up to make the cost more affordable for more families.
- Early discussions for a spring Family Event to include a garage sale, BBQ and carnival in the spring.
- Waiting for further information from the Lethbridge Hurricanes regarding the 2nd Annual School Rocks event.
### School Highlights

**School:** Galbraith Elementary School

**Event Highlights:**

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Dec 2nd</td>
<td>Had our last session of after school skating</td>
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<tr>
<td>December 15th</td>
<td>We had our Turkey Dinner where the kids are served a free turkey Dinner provided by parent council. The kids really enjoy this and get to eat all together as a school family</td>
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<tr>
<td>December 16th &amp; 17th</td>
<td>Galbraith put on their Winter Concert with a theme of Christmas around the world. It was a tremendous turn out</td>
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<td>Third floor renovations are ongoing and will be completed in time for students return in January!</td>
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**Participation in Decision-Making and/or Advocacy:**

**Fundraising (successful event to share?):**

Our school community brought in 236 pairs of socks for the Sock it to 'EM campaign

**Issue that may be of common concern:**


# District School Council
## School Highlights

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<th>School:</th>
<th>Park Meadows</th>
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### School Highlights:

Thank you to Mrs. Cummins and students in her class for their amazing work on their “Welcome to Canada” project that earned them a $1000 grant from the Awesome Foundation and recognition from Lethbridge and the greater community of Southern Alberta. The Student’s project was featured on the news, in the Lethbridge Herald and then after the school had closed for the break, Mrs. Cummins was toasted in the Herald’s Roast and Toast section of the newspaper. In addition to supporting two families new to Canada through this project, the community supported 5 other families in need.

We were thrilled to receive a $9000 Grant from the Community Foundation of Lethbridge. In addition to fundraising, two large donations from Community members helped in raising the $24000 needed to build a Snoezelen room for children with diverse learning needs. Construction is set to start in February.

Children enjoyed milk and cookies break together on the last Thursday of school thanks to a community donation, support from Save On Foods and help from our Parent Council.

### Participation in Decision-Making and/or Advocacy

The parent council supported the fundraising for the Snoezelen Room and have given the school $25/child for field trips.

### Fundraising (Do you have a successful event to share?):


### Are there things your School Council is talking about/questions you have for other School Councils?


### Best Practices *(program, speaker, or other item at your school that has worked very well)*


Proposed Amendment to ASCA Policy 10-10.

Background:
Modular/portable classrooms are often delivered to schools too late to be ready for the first day of classes. Last year, the government acknowledged this problem and addressed it by announcing the approved modular/portable classrooms significantly earlier than usual, in January. Despite this, in Lethbridge some portables were delivered just a few days before the first day of classes, and we are aware that there were delivery problems in 2014 in Edmonton and Calgary at least. Clearly it is not possible for local Boards to ensure that modular/portable classrooms are ready for the start of the school year, under these circumstances. We need the government procedures to actually ensure that the modular/portable classrooms arrive at the approved sites in a timely fashion.

Students will benefit because their classrooms will be in place for the first day of school. This avoids stress, mid-year moves, and the use of common areas (eg. art room, music room, learning commons, gym) as temporary classrooms.

ASCA should continue to influence in this area because it is a province-wide issue affecting our kids’ education. Districts cannot get portables ready for the first day of school with the current delivery dates from the province, and we need the government to know that this is not okay with parents. Although timeline requirements may vary district to district, it should be the province’s responsibility to ensure that the classrooms are delivered at the appropriate time to each district, based on the time that district reports it will require to ensure local work is completed. We have seen that early approval and streamlined processes (as currently described in Policy 10-10) is not sufficient to ensure our desired end result of timely delivery.

Whereas ASCA Policy 10-10 presently addresses early approval and streamlined processes for the approval of modular/portable classrooms, but this is not sufficient to ensure their timely delivery, which has been an ongoing problem, and

Whereas after modular/portable classrooms are delivered to school sites, local districts need to arrange for permits, inspections, and finishing work that can take considerable time, and

Whereas it is stressful and disruptive for students to begin the year in crowded surroundings, and to move to a modular/portable classroom during the year, and

Whereas our children should not have to give up their common areas to be temporary classrooms while they wait for modular/portable classrooms to be prepared, therefore

Be it resolved that ASCA Policy 10-10 be amended to read:

P10-10 Timely provision of modular/portable classrooms to schools.

That Alberta School Councils’ Association call on the Alberta Infrastructure, Alberta Education and other relevant Government ministries to work with local School Boards to ensure that the processes for approval, funding and timely delivery of modular/portable classrooms guarantee that the portable/modular classroom units each district requires are in place and fully functional on the first day of classes for students and that the processes and processes document are available on the Alberta Education website for access by all interested parties.
P 16-01  Consent as an addition to Alberta sexual education curriculum

Background:
This motion passed into policy at the Alberta School Boards Association Fall General meeting: “That the topic of consent, as defined in the Canadian Criminal Code, be incorporated in the curriculum related to sexual education.”

As the Programs of Study are set by the Ministry of Education, it is important for parents to support this position from our own perspective.

The following “lay summary” of Section 273.1 of the Canadian Criminal Code is quoted from the ASBA policy background that was provided by Edmonton Public Schools:
• You can only consent for yourself.
• You actually have to be able to give consent. That means you have to be awake, conscious, and sober enough to make a clear decision.
• People in positions of trust, power, or authority can’t abuse their position to get sexual activity.
• If you imply no through your words or behaviours that’s just as good as saying, “NO.”
• You have the right to change your mind and stop anytime for any reason during sexual activity.

Although “human sexuality outcomes from Alberta Education’s Programs of Study for Health and Life Skills Kindergarten to Grade 9, and Career and Life Management on the teachingsexualhealth.ca website shows sexual health outcomes that allow for and promote the discussion of consent within the context of safety and responsibility, and healthy relationships” (ASBA policy background) so that individual teachers may and do cover it, it is not explicitly mandated at any point in the curriculum. While individual families may discuss consent with their children at a deep level, either directly or through the medium of a religious, ethnic, or other group, this opportunity may not be available to all students. Surely none of us would wish our children to be required to deal with other students who do not have an understanding at least of what is required to constitute a minimal standard of consent, according to Canadian law. This is laid out (for the purposes of defining sexual assault) in Section 273.1 of the Canadian Criminal Code, and includes examples of specific situations that do not constitute consent at law.

Understanding what does and does not constitute consent is fundamental to all kinds of human interaction. More specifically, in the context of sexual education, our children have the right and obligation to know how Canadian law defines and determines consent. It is to all of our benefit if our kids understand how Canadian society and government have determined the law applies to their interactions. Since sexual education is always a touchy subject, it is important to show that parents are supportive of adding consent to the curriculum.

Whereas the Alberta School Boards Association has passed a motion asking the government to incorporate the topic of consent into the Alberta sexual education curriculum, and

Whereas sexual education is a very sensitive topic, making it important to show that parents are supportive of any proposed changes to the curriculum, and

Whereas it is important that our children have at least a basic understanding of how consent is defined by law, since consent is fundamental to many aspects of human interaction, therefore
Be it resolved that the Alberta School Councils' Association supports the Alberta School Boards Association in their efforts to have the topic of consent, as defined in the Canadian Criminal Code, incorporated into the curriculum related to sexual education.
Background:
Students that are visually impaired are able to complete provincial assessments in braille. Scribes and readers are currently provided in provincial assessments to assist students who require them for their learning success. Some students need other accommodations that are not routinely provided for assessments, though they may be available to the student in the classroom.

Children (especially those with Autism spectrum disorders) are sometimes given visual learning tools as a learning technique that assists them in understanding concepts. These visual learning tools may vary from classroom to classroom and from student to student, and currently students are not permitted to use them when completing provincial assessments. In order for visual learning tools to provide fair and effective assistance on provincial assessments to all children who use them, common visual learning tools should be centrally developed in conjunction with the curriculum. These common tools should then be made available to all students who need them during their studies. Furthermore, versions of the provincial assessments that include these visual tools should be provided to students who need them. This would increase the completion rate for provincial assessments by allowing these students to take the assessments, rather than being exempted.

As an example of a visual tool, when learning about settlement timelines, where most students might be expected to write the names of different ethnic groups in the order they arrived, a student requiring visual tools might have pictures of people from different ethnic groups that they sort into the correct order.

Whereas visual tools can be used for assisting children with Autism spectrum disorders and other disabilities, and

Whereas these visual tools assist the children to complete assessments successfully throughout the school year, and

Whereas the provision of common visual resources would allow students to be able to learn the program of study material throughout the year and then recognize these common visuals on the provincial assessments, enabling them to complete the provincial assessments rather than obtaining an exemption, therefore

We request that Alberta Education make provincial assessments accessible to all students by providing common visual resources to schools, to be used in learning and assessments.

We further request that Alberta Education provide versions of provincial assessments that incorporate these common visual resources.
P16-03 Individualized Program Plans (IPPs)/Instructional Support Plans (ISPs) and other outcome based tools

Background:
Programs of Study outcomes are in place at the beginning of each school year. For students with exceptional learning needs, the equivalent to a program of study often takes the form of something called an IPP or ISP. Unfortunately, these students may fall behind because there is often a delay getting an appropriate learning plan (such as an IPP or ISP) in place. It is unacceptable that some of our students are unable to achieve their learning outcomes because of these delays.

Students with exceptional learning needs are typically identified early. Their cases are usually detailed in extensive paperwork that follows them if they move. A great deal of discussion amongst their educators and parents usually takes place well before they transition to a new classroom and grade level.

Whereas for the most part, a school is able to identify which students will be in their classrooms for the beginning of a school year, in advance of the beginning of the school year, and

Whereas students with exceptional learning needs should be able to begin their learning plan at the beginning of a school year alongside their classmates, and

Whereas it is the responsibility of a school authority to ensure the programs of study are being delivered to each and every student, and

Whereas school authority and school planning for necessary resources occurs in advance of the beginning of a school year, and

Whereas IPPs and ISPs are fluid documents that can be changed as the child and teacher adjust to the new setting and grade level, therefore

We request that school boards allocate staff time so as to ensure that IPPs, ISPs, and related tools can be developed in advance of the beginning of a school year, except where extenuating circumstances make this impossible.

We further request that Alberta Education in collaboration with Alberta School Boards Association, the Alberta Teachers Association and the Alberta Association of the Deans of Education ensure that school support personnel and classroom teachers have the knowledge, skills and attributes to design relevant IPPs/ISPs (Individualized Program Plans/Instructional Support Plans) for students.
P16-04  LGBTQ access to information

Background: All school districts have been required to work on and update their respective policy(ies) relating to Welcoming, Caring, Respectful and Safe Learning Environments to ensure that those policies encompass the needs of students who declare as Lesbian, Gay, Bisexual, Transgendered, or Queer (LGBTQ). This occurred on November 4th, 2015, when Minister of Education, David Eggen directly instructed each school board in Alberta to draft a transgender policy that adheres to provincial law by March 31st, 2016.

As this may be a controversial issue in a school community, parents/school councils wanting to become more knowledgeable on this subject, should not be limited or feel intimidated if they want to expand their scope of knowledge and to advocate or influence their local Board’s LGBTQ Policies and Procedures.

Whereas parents/school councils would like to be able to easily access information in regards to LGBTQ Policies and Procedures from districts around the province, as well as best practice nationwide, and

Whereas parents/school councils should have access to an understandable, manageable, reference guide or “toolkit”, and

Whereas this is a province-wide issue that may impact every school community, therefore

Be it resolved that Alberta School Councils’ Association prepare an information package (“toolkit”) containing resources, research, model policies and practices, and relevant legislation for school councils so school councils are supported should they wish to approach their school boards to engage and broaden the discussion around Lesbian, Gay, Bisexual, Transgendered, and Queer (LGBTQ) Policies and Procedures.