DISTRICT SCHOOL COUNCIL

Monday, December 7, 2015
6:30 p.m.
Education Centre

AGENDA

6:30  1. Welcome and Introductions

6:31  2. Approval of the Agenda

6:32  3. Approval of the Minutes from November 2, 2015

6:33  4. Business Arising from the Minutes

6:35  5. Trustee Report – Keith Fowler

   • 2016-17 School Year Calendar
   • District Education Plan 2015-18 and Provincial Accountability Surveys
   • Assessment

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

6:50  8. School Registration / FOIP Permission Forms – Joy Morris


7:00  10. Reports from District Committees:
   • District Policy Advisory Committee: Allison Pike
   • Poverty Intervention Committee: Joy Morris / Dayna Tilleman
   • Healthy Schools Committee: Trina Tymco / Lyndsey Spring
   • Digital Citizenship Committee: Hollie Tarasewich (first Parent Engagement meeting on January 6th – 6:00 – 7:00)
   • SAPDC: Allison Pike
   • Making Connections: Brooke Culley
   • Trustee Community Engagement Committee: need representative

7:05  11. District School Council Calendar of Events and Shared Opportunities

7:10  12. 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
Topic for Sharing: Parent Engagement. Please come prepared to share one strategy the school and/or school council used to engage parents about school matters (e.g. school priorities / feedback on an initiative / setting directions / policy / student activities) that met with some success in terms of engagement (activity other than fundraising or volunteering).

13. Adjournment

**District School Council Meeting Dates**

January 11, 2016  
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  
- Board Community Engagement Committee -
District School Council Minutes for November 2, 2015

1. **Welcome**

2. **Additions to the Agenda:**
   2.1. Refugees (under 11)
   2.2. Shout-out to teacher (under 12)
   2.3. School Cash Online (under 12)

3. **Approval of Agenda:**
   Moved by Hollie Tarasewich - approved.

4. **Approval of the Minutes:**
   Moved by Joy Morris - approved.

5. **Business Arising from the Minutes:**
   5.1. Constitution and Bylaws
   The District’s Policy Advisory Committee has on their agenda to create a District School Council regulation. This could serve some of the same purposes as creating a constitution and bylaws, as well as creating some structural clearness and continuity.
   5.2. Reporting Template
   There were slight modifications from the first version to the current version. Wilson suggested that we add a category for best practices (program, speaker, or other item at your school that has worked very well). Thanks were given for requesting feedback. A suggestion was made to change Event Highlights to School Highlights, to explicitly enable some items that don’t really fit under other categories.
   5.3. Topics for Professional Learning
   After reviewing the feedback forms filled out at the last meeting, Allison Pike and Cheryl Gilmore have scheduled presenters as listed in the agenda package. In response to a question about discussing the Town Hall question in advance, Cheryl said that this year’s town hall topic will be a vision and mission exercise, revisiting the vision and mission for the District.

6. **Trustee Report** - Keith Fowler reported: The Board held its organisational meeting on October 27. Mich Forster remains as Chair, Donna Hunt is now Vice-chair. Committee members are listed on the District web page.
   The provincial budget was also released on October 27. The government followed through on its commitments, and there were no surprises. Funding for capital projects also remains. The government has promised predictable funding for the next 3 years, but this remains to be seen. There was a presentation to the Board about the LCI dual-credit program with the university. There are two courses so far, and students receive high school and university credit.
   The Board had first reading on a Welcoming, Caring, Respectful and Safe Learning Environments (including sexual orientation and gender identity, safety, supervision, discipline, conduct on transit, use of physical restraint, searches, vandalism, alcohol, drugs, tobacco and e-cigs, and weapons). A parent asked about a government motion that has arisen in the Legislature, asking Boards to enable student representation on School Boards. Cheryl Gilmore and Keith Fowler said that the Minister had not discussed this with them. The topics addressed when the Minister met with Boards included bargaining, budget, and class composition. The District currently has a student advisory council who
provide feedback on policy. Any student can attend meetings as they are open to the public, and there is a 15-minute slot at 4:30 for anyone who comes and wants to speak to the Board. However, none of this is the same as a seat at the table.

A parent asked if the Board would entertain a stand-alone policy for LGBTQ issues. Keith Fowler said that there is significant support for the proposed policy, but if the Board were given a strong reason to use a different structure, they would presumably entertain it. Cheryl Gilmore said that pulling one piece out of this policy would require some careful crafting to ensure that Student Discipline and other consequences were still invoked, and that the harassment policy remains intact. The distinction between policy and procedure was discussed. Policy is used as a goal-setting framework; procedures provide the details of how the policy is implemented. Parent and student engagement is sometimes but not always solicited in the formation and revision of procedures. There was discussion of pros and cons of the proposed policy as opposed to a stand-alone policy. Some parents have expressed strong feelings in favour of a stand-alone policy.

7. Alberta School Councils Association Report – Allison Pike reported: Today ASCA and Alberta Education provided 3 sessions on understanding and interpreting results of Student Learning Assessments. These have been recorded and webinars will soon be available to be watched. There was also a previous webinar earlier this year on what SLAs are; this was also recorded and is available at http://www.albertaschoolcouncils.ca/events/event_details.asp?id=679844. Webinar Wednesdays continue to be provided and are all available through the ASCA web site. Provincial Achievement Test partners including ASCA met with the Minister, who indicated that there will be further discussions about PATs, so we should expect them to remain for the next few years.

On October 15 ASCA facilitated a session at our District building on Effective School Councils. Participants reported that it was enlightening, with good material and resources. They said that is extremely helpful for newcomers, but also for someone who has been involved in School Councils for over a decade.

8. Committee Reports
   8.1. Policy Advisory Committee – see previous discussion about the Welcoming, Caring, Respectful and Safe Learning Environments policy. There will be a meeting on Wednesday.
   8.2. Poverty Intervention Committee – haven’t met yet.
   8.3. Healthy Schools Committee – no report.
   8.4. Digital Citizenship Committee – haven’t met yet.
   8.5. SAPDC – Allison is the ASCA representative, so another parent could represent District School Council. There will be two more meetings, in January and May. Emily Lynn volunteered. SAPDC has 12 sessions on SLAs available for teachers. They also provide training regarding literacy and numeracy for grade 6, and performance-based assessments. At the meeting, they showed videos about success stories featuring adaptations that were made to help students with disabilities. They also have training about career and technology education, starting at the grades 5-9 level.
   8.6. Making Connections - there will be a meeting in November. The clothing exchange was very successful.
9. **District School Council Calendar of Events and Shared Opportunities:**
Cheryl passed along a question from communications staff: is there merit in having items under the parent section of school web sites on “how to get engaged,” providing links to provincial, district, and school-level information, in addition to listing individual school events that might be of interest to parents from other schools. This might encourage the practice of (electronic) communication between school councils about events of interest.
Parents responded supportively. It would bring parents in who wouldn’t otherwise look at the District web site. There was a suggestion that the District Facebook and Twitter accounts could be used to push events as well as have them available for those who seek them out (as opposed to simply reporting on them after the fact).

10. **Superintendent’s Report:**
Responding to concerns that had been raised about the difficulties of using the new system to email staff members, Cheryl reported that the reason for the new system is to reduce spam. The technical director is very reluctant to post teacher email addresses. Teachers when they respond should be using their email so that the parents have it after first contact. Parents said that spam filters block parent messages, especially from certain account types such as hotmail, but also reported that the tech guys can put in individual exceptions if requested. Parents should contact a school administrator if they have a problem. The new system is common to about 40 districts in Alberta. Cheryl will ask about the possibility of having a cc option in the web form.

Provincial exam results: Grade 3 students are taking Student Learning Assessments, and this is the 2nd year of the pilot program. Results are not being reported at the provincial level, nor at the district level because of the unproven nature of this assessment. For the same reason, the results are also not included in report cards. Grade 6 and grade 9 Provincial Achievement Test results are in, and have been presented to parents at many schools. The district-level report is available from the district web page.

In Grade 6 Language Arts, our district has slightly higher than the provincial average level of students who meet the “acceptable” standard. The levels have remained fairly steady at slightly higher than 90% (for the District and for the province) over the past 5 years. In math our district results were ahead of the provincial results for 2014 and 2015, but not for the previous 3 years. Province-wide slightly over 80% of students are meeting the “acceptable” standard; our district results have been as low as 74% in the past 5 years but are now over 80%. This is encouraging but is not clear evidence of a long-term improvement. It may be due to the teachers developing a better understanding of how to teach the new curriculum. These grade 6 students are the first cohort that has been under the new curriculum throughout their education. In Lethbridge, children’s numeracy skills are behind the provincial average even before they start school. Science results again showed over 80% of students meeting the “acceptable” standard; our district results have been consistently getting a reasonably significant higher percentage of students meeting the “acceptable standard” than province-wide. French Immersion is broken out separately.

The Grade 9 results are significantly poorer in general. In Language Arts our “acceptable” rates have been slightly below province every year except 2012 (with the provincial rates in the mid-80s).

Individual schools have been working hard on this. In Math, our results are notably lower than the provincial level, and even the provincial level is in the low 70s (with our district in high 60s, so about
one-third of our grade 9 students don’t have an acceptable level of math). Improving this is a district goal, looking at grades 7, 8, and 9. Teachers across the district meet to talk about this at all levels. Parents asked how parents can learn to help their children more with math under the new curriculum? There have been school-based sessions for parents in the past, and these could be run again. A parent reported that one teacher posted videos about math techniques to help parents and students. In response to a question about whether the current grade 9 cohort’s poor math performance may be based partly on their relatively poor performance when they were in grade 6, Cheryl said that there is information available through the province, predicting how a particular cohort should perform on subsequent PATs, based on their results from previous PATs. Grade 9 Science district results were also below provincial results. French Immersion was again broken out, as for the grade 6 results. A parent asked how we are ensuring that the 35% of students who have unacceptable grade 9 math levels see significant improvement before leaving school? Cheryl said that teachers are looking at the specific test results to find where the students’ weaknesses are, and reviewing those areas. Since almost all of our grade 9 scores are below average, the district is working to revision middle school, and its structures. They are also looking at transition strategies for students moving from middle school to high school. They are considering time allocations for subjects in middle school. Are they at uninterrupted times of the day (with respect to other school activities)? A smaller percentage of class time is required on some of these core subjects at middle school than in grades 3-5 and even that is a reduction from the percentage required in grades 1-2. Is meeting the minimum time requirements enough? A parent noted that teachers don’t send tests home because they want to be able to reuse them from year to year, so parents don’t see the results (nor do tutors, if parents hire them). This makes it difficult to pinpoint the problem areas and work on them. At the Diploma level, our percentage of students meeting “acceptable” standards are mostly above or close to the province-wide levels, except in Math and Biology (and to a lesser extent, Physics). A parent noted that the city has asked for input how many refugees Lethbridge can accommodate, and where, and asked if the District had been invited to provide input or representation to the group looking into this. It has not. She then asked what does the District offer for refugees, and how might an influx of refugees impact workloads? Cheryl reported that there are programs at Wilson and at Winston Churchill for refugees who are under-educated or non-educated, but these may need to be expanded. The College recently dropped a program for Youth in Transition that had been used by students, because they felt that the District had this covered, but the District sees a gap. For students who aren’t going to get a high school diploma, we need school-to-workplace transition strategies for language, etc. At primary level, direct integration is most successful, along with intervention and support programs. Nepalese refugees grew up in camps and typically had lower level of education than we may anticipate this time.

11. **Roundtable Reports:**
A parent noted that the use of school cash online for hot lunch programs had been mentioned in more than one report. She asked about whether the district system could also be used to provide paperless order forms for menu items, so this could be connected directly to the payment. Keith Fowler said that Lakeview uses a program that provides a drag and drop menu option and pricing, and that Chris Gonsalvez would know more. Cheryl Gilmore said that General Stewart also has their
hot lunch program set up with school cash online. Some schools encourage parents to order (and pay) for whole year at once, at the start of the year. At Nicholas Sheran, they were having trouble getting parents to sign up for school cash online. To encourage them, they provided a discount on hot lunches for those who paid online.

A parent gave a shout-out to a math teacher at Gilbert Patterson. Some of his students came out of grade 5 with gaps in their understanding, and the teacher provided lots of extra help.

12. **Presentation – Healthy Active School Symposium for grade 4–8 students**

Lyndsey Spring is the Health Promotion Coordinator from Alberta Health Services who works with our district (and Livingstone). They provide “train the trainer,” not classroom-level education about health issues, and connect schools with resources and funding opportunities. They are planning a Healthy Active School Symposium ([www.everactive.org/hass](http://www.everactive.org/hass)). They do this in partnership with EverActive Schools. Last year it was for high schools only; this year it is for grades 4-8 students. Schools send teams of 8-10 people, including both students and some adult representation. The event will be on February 9 at Victory Church, and is being planned by representatives from 5 local school districts. A focus is on encouraging the students to figure out ways of promoting mental health. The students attend sessions about mental health, resiliency, etc., and then have an afternoon planning session about what initiatives might work best in their own school, while the adults have a separate session about how to support the student team. There is a fee of $123.81 for each team, and a subsidy available to cover 1 teacher sub + mileage. Parents are welcome as part of a team, or to attend the afternoon meeting. The schedule will be from 9:45-2:30, allowing time for bussing from rural areas.

A parent asked if the Health Promotion Coordinators might be able to advise parents on how to support students’ mental health? The answer was that it might be possible to arrange such a session.

13. **Adjournment.**
TRUSTEE report to school councils:

November 23, 2015

1. Audited financials
Will Zobell, partner with BDO Canada LLP, spoke about the school district’s audited financial statements. He commented the district presented a nice, clean audit. Director of Finance, Christine Lee, went over the audit with the board, which wrapped up the 2014/2015 school year. The audit revealed the district grew by 5.3 per cent in terms of FTE students, compared to 2013/2014, as 9,821 students were registered in 2014/2015. The board unanimously approved the audited financial statements. School jurisdictions are required to submit an audited financial report to Alberta Education.

2. Fall budget update for 2015/2016
Christine Lee also made this presentation to the board, which was unanimously accepted by the board. For a breakdown on the key highlights, visit the press release on the school district website at: http://www.lethsd.ab.ca/view.php?action=object&id=24023&stream=Homepage News
The full version of the budget presentation can be found here: http://www.lethsd.ab.ca/Financial%20Statements.php

3. Presentation of the Three-Year Education Plan and Annual Education Results Report
District Principal Teresa Loewen presented the report to trustees, which was approved unanimously by the board. Alberta Education requires the report to be posted online by Nov. 30. The report will be available at: http://www.lethsd.ab.ca/view.php?action=documents&id=103
The Three-Year Education Plan is to include the vision, priorities and strategies developed by the board, in consultation with stakeholders in the district. She added the plan does show trends in student achievement, including FNMI results, as she mentioned there is a focus on putting supports in place to close the achievement gap. Loewen also presented the Annual Education Results report, which will also be posted online by Nov. 30 at the web address above. Loewen reported something new to the AERR this year is whistleblower protection. She added the district did not receive any whistleblower-protection reports this year.

4. Locally-developed courses
Film Studies 15, 25 and 35, for five credits, was approved for use by the board.

5. Welcome, Caring, Respectful and Safe Learning Environments policy review
Loewen also presented the changes made to the policy, based on the adjustments suggested by the board at the October meeting. A copy of the policy can be viewed by clicking on the link to the Nov. 23 agenda (2015-11-23 Board Meeting Agenda) at http://www.lethsd.ab.ca/view.php?action=documents&id=1117
5. Welcome, Caring, Respectful and Safe Learning Environments policy review
The board unanimously passed a motion to adopt the changes, and give second reading to the document. Trustee Keith Fowler suggested the document should go out to the public one final time before third reading.

6. Second-Language Programs
The board approved a plan to seek feedback from stakeholders and continue with plans to add a French-Immersion component to Nicholas Sheran Community School and examine the possibility of a Spanish bilingual program at the new elementary school in Copperwood. Superintendent Cheryl Gilmore reported French Immersion is a program which has grown exponentially at Ecole Agnes Davidson, which is up 200 students from five years ago. It was reported about 200 students from the westside are currently traveling to Agnes Davidson for French Immersion, as Gilmore added that speaks to the fact it is a quality program which parents are attracted to. As the new elementary school is constructed, Gilmore added that will lessen the number of students at NSCS, which opens up the possibility to add French-Immersion students at NSCS. The superintendent added staff at Davidson and NSCS were informed of the plans in morning meetings on Nov. 23. Gilmore added in terms of Spanish program for the Copperwood school, it has not yet been determined if there will be significant community interest, but the process will continue to assess that, along with the capacity for the program at the Copperwood school. To view the press release concerning the announcement, which includes a video from Board Chair Mich Forster, visit the district website here:

BOARD OF TRUSTEES
Mich Forster, Jan Foster, Keith Fowler,
Lola Major, Donna Hunt, Tyler Demers,
Don Lacey
District Priority 1: Supporting Student Achievement and Closing the Achievement Gap

- Focus on quality teaching and the Teaching Quality Standard because instructional quality has the most significant impact on student learning.
- Professional Learning for all staff, and targeted professional learning for primary level teachers, focuses on high-impact strategies and assessment procedures which address gaps in student learning, and ensures that all teaching staff meet the Teacher Quality Standard.
- Support teacher implementation of instructional strategies that reflect best practice in Inclusion.

District Priority 2: Supporting the Implementation of Provincial Legislative Changes and Initiatives designed to Support Contemporary Learning

- Provide instruction, programs, and structures that align with a vision of the future as outlined in the Ministerial Order on Learning to grow students who are engaged learners and ethical citizens with an entrepreneurial spirit.
- Use a collaborative service delivery model to meet the needs of students through differentiated instruction and universal supports.

District Priority 3: Supporting Seamless Integration of Technology

- Provide appropriate devices, reliable infrastructure, high-speed networks and digital learning environments to enable students to connect to other communities, experts, digital resources, authentic learning experiences and provide opportunities for cultural and global exchanges.
- Continue implementation of a Digital Citizenship strategy that includes all school community users.

District Priority 4: Supporting Population Growth and Change

- Population growth, changes in demographics, and a revised School Act compel the District to study its facilities in order to ensure that students’ needs are met.
- Continue use of a transparent budgeting process involving stakeholders to ensure funding allocations are equitable and align with District priorities and provincial goals.
Trends

Trends stem from examining academic results over time, changing demographics, changing needs of students, as well as changing provincial and global direction in the vision of education.

- **Student Achievement**: District focus on improving results, especially in Standard of Excellence.
- **English Second Language** population increase for the past 5 years requires program support.
- **Support for families with programs such as Making Connections** important factor in student well-being and success.
- **Health and Wellness** a continued challenge and area of focus.
- **Inclusive Education** focusing on providing all students with support they need to be successful.
- **Early Education Programs (Pre-K)** continue to grow and expand to meet the parent desire for programming.
- **Focus on seamless integration of technology into teaching and learning**, with attention to accessibility, opportunities for program breadth, equity, Digital Citizenship, and creation of knowledge.

Budget Highlights

The 2015-2016 budget is $117 million, with $3.8 million to be used from reserve funds to balance the budget.

- Total teaching staff is increased by 45.11 FTE, with the addition of Immanuel Christian Schools.
- Support staff is increased by 46.59 FTE, with the addition of Immanuel Christian Schools.
- One-time funds from operating reserves to be allocated to Board priorities such as literacy intervention, FNMI, English as Second Language, technology upgrades, professional learning to impact school improvement and additional support staff to assist student learning needs. Schools will allocate operating reserves to assist with the transition of library spaces to learning commons and to upgrade furniture and equipment.
Student Assessment

What are the different kinds of student assessment?

1. Alberta Provincial Achievement Tests
   Provincial achievement tests are administered annually in English and Français/French language arts, mathematics, science, and social studies in grades 6 and 9. Provincial diploma examinations are administered quarterly and in the summer (some subjects only administered in January, June, and August) in most academic subjects areas in English and Français. These are standard based tests aligned with the Outcomes in the Alberta Programs of Study. They are summative assessments to determine how well students learned what they are expected to learn, to inform Albertans about students’ achievement relative to provincial standards, and to assist schools, school authorities, and the province in monitoring and improving student learning. Diploma examinations now constitute 30% of a student’s final grade (previous to 2015-16 school year, it was 50%).

   The tests have “standards” of achievement. Acceptable standard (student “passes” the test or meets acceptable standard) and standard of excellence (around 80%– the student exceeds the standard).

   In general.....
   Achievement levels/Proficiency levels - Descriptions of an individual's competency in a particular area of knowledge or skill, usually defined as ordered categories on a continuum, often labeled from "basic" to "advanced," that constitute broad ranges for classifying performance. The exact labeling of these categories may vary from one assessment or testing program to another. See also: Cut Score.

2. Alberta Student Learning Assessments (SLA’s)
   Implemented for two years (2014 and 2015 fall) in “pilot” administrations at the grade 3 level. The Student Learning Assessments (SLAs) are digitally-based beginning of the year “check in” provincial assessment tools that Alberta is developing to enable the identification of student strengths and areas of growth at the start of the school year. Formative assessment intended to inform instruction. With the introduction of the Grade 3 SLA (SLA3), the Grade 3 Provincial Assessment Tests were concluded in June 2014.

   These tests are based on “performance assessment” models.
   In general.... Performance Assessment - Product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions which specific knowledge or skills are actually applied. In the strictest sense, performance assessments involve some motor or manual response on the part of the examinee and tend to minimize the role of language. However, performance assessments have, within recent years, been used to denote tests that require the examinee to produce a work-sample or written response, and have become synonymous with tests that are composed of mostly constructed-response items.
3. **Grade Equivalent Tests:**
   Usually specific to literacy and numeracy, but there are some in science. Examples include CTBS (Canadian Tests of Basic Skills).

   *In general*..... Grade Equivalent - The grade equivalent is a number that describes a student's location on an achievement continuum. Grade Equivalents are expressed in terms of grade and months into grade, assuming a 10-month school year (e.g., 8.4 means after 4 months of instruction in the 8th grade). The Grade Equivalent corresponding to a given score on any test indicates the grade level at which the typical student obtains this score.

   Why give a grade equivalency test in school. It is a “universal measure” that can serve as a benchmark for growth; flag need for intervention or further testing. A grade equivalent test will what equivalent grade level he/she is achieving at in a particular area, but it will not provide in-depth information regarding what specific areas need to be addressed to remediate any gaps or challenges.

4. **Diagnostic Test** - An intensive, in-depth evaluation process with a relatively detailed and narrow coverage of a specific area. A diagnostic test is primarily used to identify specific areas of strength or weakness, locate learning difficulties, or to identify special needs; determine the nature of any deficiencies; and if possible, to identify their cause. The results of a diagnostic test are used to prescribe a solution to meet the learning needs of the student through either regular or remedial classroom instruction.

   Examples include Fountas and Pinnell for reading, DIBELS for reading, The scores may be Stanine or grade equivalency.

   Why use them at a school? Provides the teacher with more in-depth information regarding student proficiency in an area and is narrow enough that instruction can be designed to meet specific learning needs (e.g. reading intervention program/ leveled reading in a classroom/ guided reading in a classroom).
# District School Council

## School Highlights

### School:

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<th>Agnes Davidson</th>
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### School Highlights:

| There is much excitement over the expansion of French Immersion to the west side. |
| We will be going paperless with hot lunches in 2 months. Thanks for the info. |
| Scholastic French book fair is underway. |
| We have a new bulletin “board of awesomeness” to recognize students who are using one of the Leader in Me habits effectively. The plan is to recognize every student at the school at least once on the board. |
| The school has signed up for a “Tell them from me” survey for students, parents, and teachers, to begin in January. |
| Our Christmas concert will be Dec 2 and 3 at College Drive Church. Due to space, there is a limit of 2 tickets per family. We are investigating options for recording the show. |
| We are excited to be planning a joint “one school one book” reading at home event with 2 other schools in January. |
| Our pilot Lego League robotics club has been very successful, with about 40 grade 4 and 5 students involved, lots of parent volunteers, and some exciting interactions with Chinook High School. There will be competitions in Edmonton and Calgary. |
| Our school plans to send a team to the Healthy Active Schools Symposium in February, as presented last month. |

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

*(did you participate in any decisions at the school such as policy or join the school in advocating for something or decide as a School Council to advocate for something?)*

Agnes Davidson parents were pleased and excited to hear about the proposed policies being brought forward by our ad hoc policy subcommittee, and look forward to seeing the details.

### Fundraising

*(Do you have a successful event to share?)*

Efforts are currently focused on Food Bank, Toy, and Sock drives.

### 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)*

Grade 5 students were excited to help test a new Scientists in Schools unit on weather.
District School Council
School Highlights

School: Fleetwood Bawden

School Highlights:
Scholastic Book Fair
Our Scholastic Book Fair was held during parent-teacher interviews on November 12 and 13 in our Learning Commons. We raised $2487.50 for new materials for our library.

Participation in Decision-Making and/or Advocacy (did you participate in any decisions at the school such as policy or join the school in advocating for something or decide as a School Council to advocate for something?)

Fundraising (Do you have a successful event to share?):
Read-A-Thon
Our 1st Annual Read-A-Thon wrapped up in the middle of November. In a 3-week period, the students read over 50,000 minutes and raised almost $14,000.00. The School Council is looking at making this an annual event. A huge thank you to our school council and the Fundraiser committee for their hard work.

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)
Fruit Friday & Healthy Habits
School Council continues with our Fruit Friday event once a month. We provide a snack of either fruit or vegetables (Vegetable Vendredi) for every student to try new items.

Healthy Habits continues to be a hit with our students and staff. Once a month students can order a healthy lunch that will be delivered directly to their class during the 2nd nutrition break. Some of the businesses we have worked with to date that can provide choices in line with SD51’s Healthy Nutritional Choices policy include: Quiznos, Booster Juice, Boston Pizza, and Little Caesar’s.
District School Council  
School Highlights

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**School Highlights:**
- Fantastic Remembrance Day celebration
- Popcorn Goals started and on display
- Anti-bullying week November 15-21st Positive reminders were put up around the school and the kids were able to take them if they felt they need a little bit of a “pick me up”
- Moustache dress up day November 24th

**Participation in Decision-Making and/or Advocacy** *(did you participate in any decisions at the school such as policy or join the school in advocating for something or decide as a School Council to advocate for something?)*

**Fundraising (Do you have a successful event to share?):**
School fundraiser was wrapped up. 52% participation this year was up from previous years.

**Are there things your School Council is talking about/questions you have for other School Councils?**
- What is your average price for hot lunch?

**Best Practices** *(program, speaker, or other item at your school that has worked very well)*
District School Council
School Highlights

**School:** Lethbridge Christian School

**School Highlights:**

**Anti-bullying week:** Instead of calling it anti-bullying, the staff decided to phrase it as “how will you take a stand against mean?” This approach made it easier for the students to relate to the issues.
- Throughout the week, the principal announced a different theme each morning via the intercom during daily devotions and teachers discussed the theme in class and students made posters.
- The rationale behind the posters was to help students own what they will do when someone is being mean and make a commitment to make a difference.
- The assistant principal recorded students holding the posters throughout the week. The video has been shown during chapel and it is also playing on the school’s T.V. screen.

**Transition to Learning Commons:** Our transition to Learning Commons has begun. The transition committee, led by the Librarian, Mrs. Gallup met in November to discuss the process. The committee is made up of parents, the librarian, students and a staff member. The students made some good suggestions and Mrs. Gallup, who led a similar transition in another school district is very excited about the transition. She estimates that the transition will take about 2 years.

**Parent Council Potluck** was on November 16.

**Upcoming events:**
- December 10: Middle School Band/Handbell Christmas Concert
- December 11: Grade 1 Date Night Fund raiser.
- December 17: Elementary School Christmas Concert
- December 18: School wide Skate at Enmax

**Participation in Decision-Making and/or Advocacy** *(did you participate in any decisions at the school such as policy or join the school in advocating for something or decide as a School Council to advocate for something?)*

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

**Student Council Fund Raiser:** Student council sold poinsettias. Proceeds go towards a young boy that our school sponsors through World Vision. He lives in Sri Lanka.

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

**Parent Engagement:** In order to better engage parents, we have decided to have class representatives. The goals is for each rep. to contact parents regularly via email (we got FOIP
clearance for this) for feedback and suggestions about how to better fulfill the mandate of Parent Council. We hope this will increase parent engagement. We will evaluate this initiative at the end of the school year.

**Best Practices** *(program, speaker, or other item at your school that has worked very well)*
District School Council
School Highlights

School: Nicholas Sheran

School Highlights:
New Portables are done and Grade Ones are moved in.

Participation in Decision-Making and/or Advocacy
(did you participate in any decisions at the school such as policy or join the school in advocating for something or decide as a School Council to advocate for something?)

Fundraising (Do you have a successful event to share?):
Our recent craft sale was a success again and many vendors and community members were asking about next year.

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)
Our Angel Tree (with 1st Choice Savings) is going very and a lot of gifts have been gathered already
## School Highlights:

<table>
<thead>
<tr>
<th>School: Winston Churchill High School</th>
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<tbody>
<tr>
<td><strong>School Highlights:</strong></td>
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<tr>
<td>Winston Churchill High School student, Brooklyn Fowler had the privilege of dancing in both the Moscow Ballet’s Great Russian Nutcracker as well as the Jeunesse Ballet Society’s Nutcracker held in Lethbridge.</td>
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<tr>
<td>Churchill grade 11 student Alexis Iwaasa was selected to Canada’s U16 Junior National Racquetball Team. Alexis represented Canada at the Junior World Championships in the Santo Domingo, Dominican Republic November 8-14, 2015.</td>
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<tr>
<td>3 Churchill students, who are currently playing with the Lethbridge Hurricanes, on their recent successes representing Canada at the U17 World Championships in Dawson Creek. Brett Davis won gold with the Canada White team, and Jordy Bellerive and Nick Watson were on the Canada Red team.</td>
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<td>Students from the WCHS ELL Canadian Studies 25 class who will have their crochet works of art installed at Galt Gardens as part of the &quot;Yarn Bombing&quot; display in collaboration with other District schools.</td>
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<tr>
<td>Churchill who recently presented a very successful production of the play Game of Tiaras. Approximately 30 students were involved with the production. The play ran for five performances at the Sterndale Bennett theatre and was praised for the high energy and professionalism of the performers.</td>
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<tr>
<td>10 Churchill Biology 30 students who are participating in a cross-curricular project with Art under the guidance of Jared Heidinger and Becky Hudson. They are doing Kids’ Art For a Cause to raise money to support people in need of wheelchairs due to neurological diseases such as Cerebral Palsy. The project connects to the Biology 30 nervous system unit and the art style of Henri Matisse.</td>
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<tr>
<td>Churchill ELL students, who under the direction of teacher Janice Brown, presented and recorded their experiences as immigrants to Canada through a Reader’s Theatre production that was recorded last year at Winston Churchill. Their experiences have become a video feature of the &quot;Changing Places: immigration and Diversity&quot; exhibition at the Galt Museum. The exhibition runs from October 31st 2015 to January 17th 2016.</td>
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<tr>
<td>Congratulations to WCHS student Taeya Koliaska who competed and received silver and gold in two recent Judo International tournaments in Montreal and Toronto.</td>
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<tr>
<td>Congratulations to Churchill grade 12 student, Matthew Story, for being awarded the “Great Kid” award from Alberta Human Services for his leadership and contributions to the Gay Straight Alliance (GSA) community in Lethbridge.</td>
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<tr>
<td>Congratulations to Churchill grade 12 student Jeff Masse on earning a golf scholarship to attend the University of Charleston (West Virginia) next year.</td>
</tr>
<tr>
<td>Churchill results for International Baccalaureate (IB) candidates in the May 2015 examination sessions: 31 students wrote 81 world examinations; 9 students challenged for the demanding full IB Diploma, and all 9 were successful; 8 of 9 Churchill subject examination averages were above the world average.</td>
</tr>
<tr>
<td>Congratulations to Churchill grade 12 students Eyram Asem and Anileen Pageni on their participation in the Heritage Youth Research Summer Program at the U of L. Eyram worked with a team studying paternal alcohol exposure effects on the neurodevelopment and behaviour of offspring and Anileen worked with a study looking at the impacts of small changes in RNA modification enzymes.</td>
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</table>
Churchill student Kyle Mitchell received a second team all-star award at the boys senior varsity awards banquet.

WCHS Grade 9 boys volleyball team won the LSAA City Championships this year.

**Participation in Decision-Making and/or Advocacy** *(did you participate in any decisions at the school such as policy or join the school in advocating for something or decide as a School Council to advocate for something?)*

-Fundraising *(Do you have a successful event to share?)*:
WCHS Parent Association met to finalize the last installment of the school funding requests from the Casino fundraiser that was held in August, 2014. The next Casino fundraiser is slated for the 3rd quarter of 2017.

-Are there things your School Council is talking about/questions you have for other School Councils?*
Grad meetings and preparations have begun.
Will be discussing our schools Three Year Education Plan and the 2014/2015 Results Report at our school council meeting in January.

**Best Practices** *(program, speaker, or other item at your school that has worked very well)*
WCHS has a Human Rights Club that is raising awareness for education as a human right. Here in Canada, we often take for granted education as a basic human right, something the Winston Churchill High School Human Rights Club wanted to explore this week. With Nov. 23-27 being Human Rights Week, the WCHS club has a number of activities designed to get fellow students thinking about the issue.

Monday featured Education Trivia. Tuesday’s Stick it for Students and Education Photo Booth included a poster board with a statement which read, "Education is an important human right because..." as students were provided sticky notes to write a response and stick them on the poster board. At the photo booth, students had their photo taken holding one of many signs with statements like, "I stand with the 65 million adolescents who are denied a right to education." “It's interesting to see what people came up with on the spot,” noted Kaatje O’Donnell about some of the sticky notes, which ranged from using education to one day make money, to using education to prepare for the future and to empower young people. Wednesday will feature a bake sale, designed to be a fundraiser, with proceeds going directly to the Malala Fund for education. We Are Silent is the Thursday activity, where students pledge to be silent for the entire school day, with exceptions where necessary, in order to be a voice for the voiceless. Human rights club members will set up in the front foyer in the morning (7:30-8 a.m.) and at advisor period (10:10-10:24 a.m.) to have stickers that read "I am silent for..." for students to fill in.

The entire week has an emphasis on raising awareness for education as a human right.
# District School Council
## School Highlights

**School:** Wilson Middle School

**School Highlights:**

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<td>Focussing on the word &quot;Compassion&quot; in our Wilson Way study.</td>
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<td>Survivor night was held November 18th and students had the opportunity to compete in challenges against other teams, such as: create a cheer, make a flag, build a hut, and many more.</td>
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<td>December 4th is a Day of Mindfulness. Students will engage in mindful activities throughout the day.</td>
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<td>December 7th is a Parent Gift Making Night from 6-8 pm. in the cafeteria.</td>
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<td>Rehearsals for &quot;My Name is Rumpelstiltskin&quot; have begun.</td>
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<td>Both our boys and girls senior varsity volleyball teams finished in the top 4 of LSAA league and playoff play.</td>
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<tr>
<td>Basketball ID camps are now over and all participants have been placed on a team best suited to their current skill level. We will once again be offering 3 different levels of play, club program, JV program, and SV program.</td>
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<td>Volunteers on the Parent Council have filled out and applied for a $50,000.00 grant from Blue Cross.</td>
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<td>WMS Parent Society has applied with the Lethbridge Casino in the hopes of being put on the list to hold a Casino Fundraiser.</td>
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<td>A member from Alberta Health Services put on a workshop before the parent council meeting, Video Game Addiction (also known as Internet Gaming Disorder). There was a presentation on understanding gaming addiction, types of games (genres),acronyms to be aware of, and how to assess if there is a problem.</td>
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