LETHBRIDGE SCHOOL DISTRICT NO. 51
District School Council
Monday, March 5, 2018 - 6:30 – 8:30 p.m. Education Centre
6:00 p.m. Middle / High: Career Development - transitions - school to work / school to school
   Elementary: Update on numeracy and literacy

AGENDA

6:00  1. Welcome and Introductions

6:30  2. Approval of the Agenda

6:32  3. Approval of the Minutes from January 15, 2018

6:33  4. Business Arising from the Minutes
   •  Town Hall results
   •  Parent Math Help Report

6:43  5. Trustee Report – Christine Light / Doug James

6:47  6. Alberta School Councils Association - Allison Pike
   Conference and AGM – contact LeeAnne Tedder for registration

7:00  7. Reports from District Committees:
   • District Policy Advisory Committee:
   • Wellness Committee:
   • SAPDC:
   • Community Engagement Committee:

7:10  8. District School Council Calendar of Events and Shared Opportunities

7:12  9. New Business:
   ASCA Resolutions - a glance at the resolutions that are going forward at the provincial
   ASCA Conference. Lethbridge School District Councils do not have any resolutions on
   AGM agenda, but this is an opportunity to review and discuss among other parents
   before taking them to your own School Council meetings.

7:15  10. Superintendent’s Report – Cheryl Gilmore

7:25  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

7:35  12. Adjournment
**District School Council Meeting Dates**

- April 9, 2018
- May 7, 2018
- June 4, 2018 – Dinner meeting

**2017-2018 District School Council Representatives**

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<th>Position</th>
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<td>Chair</td>
<td>Joy Morris</td>
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<td>Vice Chair</td>
<td>Heather Paul</td>
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<td>Recording Secretary</td>
<td>Lyvia Hughes</td>
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<td>Laura Scarpelli</td>
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<td>Allison Pike (alternate)</td>
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<td>Alison Alma-North</td>
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<td>Joy Morris</td>
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<td>Heather Paul (alternate)</td>
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<td>Allison Pike</td>
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<td>Corinne Steele</td>
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Meeting started at 6:37 p.m.

1. **Welcome and Introductions**

2. Approval of the **Agenda** - Allison Pike, 2nd Locke Spencer

3. Approval of the **Minutes** from November 6, 2017 - Edna Asem, 2nd Amber Johansen

4. **Business Arising from the Minutes**: Trina Tymko - absent last meeting inquired as to the outcome of the question posed regarding assistance with writing resolutions. Response: The offer of assistance was based on feedback received in the spring that assistance would be appreciated for individuals desiring to write resolutions for school based resolutions. The assistance was not intended for writing of District resolutions.

4.1 **Science Sizzle** Club - Cheryl – concentrate on grades 4/5. Depending on grants would continue working on programs. Two sessions at 90 min beginning Feb 5 at each school involved. Schedule attached to agenda.

4.2 **Blanket Exercise** in December (feedback from participants)
Alison Alma-North, Doug James, Amber Johansen Alison Pike, Joy Morris commented positively on their experience. Joy said you can arrange a blanket exercise for your School Council. Cheryl indicated that approximately 25 people are needed for a Blanket Exercise; School Councils could partner. Focus of the Blanket Exercise is learning the historical context (foundational knowledge) and developing an understanding of the indigenous perspective regarding the colonization of Canada and Residential School trauma. These areas of focus are part of curriculum delivery in schools. Alberta has a strong emphasis on foundational knowledge. Shannon Pratt suggested parents need more foundational knowledge as children in our district are developing a strong awareness of the Native American history in Lethbridge and Alberta.

5. **Trustee Report** – Doug James provided some highlights of the report attached to the agenda.
Encouraged community involved in students scholarship breakfast, buying chairs or tables Feb 14 7:00-9:00; $50 for a ticket online on district website. Great entertainment and speakers.
Students will have projects of innovation on display.
Cheryl added that students don’t have to be in grade 12 to win scholarships and encouraged parents to have their youth look at applying.

Some questions were asked regarding the calendar (seeking clarification as to whether it meant early dismissal). It was clarified that Middle Schools have had early dismissal Wednesdays for a number of years. The exceptions include Lethbridge Christian and Immanuel Christian because all students are on the same busses. The calendar change does not involve early dismissal for elementary. Some half days were added for teacher collaboration time.
Brooke Culley asked about the piloting of the full day kindergarten program at Westminster; the Board will be deciding in the near future.

Question was posed regarding whether there are guidelines for people booking (renting) renting school facility space. Concern about guidelines for political party renting school. Cheryl indicated that the City oversees rental of space in after-school hours. There is a Joint Use agreement between the City and the District. Cheryl will inquire with the Board as to perspective regarding expressing limitations to the City (e.g. political parties).

6. **Alberta School Councils Association** - Allison Pike
AGM coming up with feedback to resolutions due back in February. Information regarding the Conference on the ASCA website [https://www.albertaschoolcouncils.ca/](https://www.albertaschoolcouncils.ca/)
7. **Reports** from District Committees:

*District Policy Advisory Committee*: Laura Scarpelli

Minor changes to policies as distributed via e-mail to School Council Chairs. New policy- Audio and Video Surveillance. School Councils can forward recommendations to Laura before Feb 12.

*SAPDC Committee*: Alison Pike - upcoming meeting February 1

*Poverty Intervention Committee*:

Heather Paul- a project called Weekends and More - Bags to kids with food for weekend (emergency) filled with 30 dollars of grocery and gift certificate to Loblaws included. Continue pilot. 150 bags since October to Senator Buchanan, Mike Mountain Horse, and Westminster schools. Grants given to schools for submitted projects. Joy Morris wondering about donating for Food for Thought.

*District Wellness Committee*:

Amber Johansen - no report; hasn’t received e-mail regarding meeting.

*Community Engagement Committee*:

Pauline Hall - Working on Scholarship Breakfast previously mentioned; next meeting is on Wednesday.

8. District School Council Calendar of **Events and Shared Opportunities**

8.1 Math Tutoring for Parents Joy Morris - Asks parents to talk-up-Thursday 6:30-7:30 at Wilson Middle school. Math University student volunteers are there to help parents and students. Some will be competent in French. Fun math activities to do with you child. Focus is grades 6-9

8.2 Parent Learning Opportunity: “I Still Love You: Nine Things Troubled Kids Need from Parents, Caregivers and Schools” (handout February 27th)

9. **Superintendent’s Report** – Cheryl Gilmore

9.1 Town Hall Meeting (February 6, 2018) Brainstorming Questions/Ideas. The ideas that have been submitted to date were reviewed as well as the topics that have been the focus for the past number of years. The Board will finalize a topic this week. Council members ranked the topics (top 3) they were most interested in as feedback information for the Board when selecting a topic.

9.2 Innovation Scholarship Breakfast - February 14, 2018 - discussed previously

10. **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.

Brooke Culley asked if a representative from Gilbert Patterson was present to discuss their Casino experience. A parent representative from Churchill indicated that a Society can apply (it takes about 3 years so need to get on the cue).

11. **Adjournment** at 8:00 p.m.
TRUSTEE report to school councils:
January 23, 2018

1. New Westside Middle School Progress Report
Bill Bartlett, principal of the new westside middle school, set to open in September of 2018, provided an update on the construction of the building and preparations for the 2018/2019 school year. Bartlett told trustees staffing is well underway, as 11 teachers have been added from G.S. Lakie Middle School. An administrative assistant has been hired, and the school will soon posted eight other positions. It is expected Bartlett and his staff will gain partial occupancy of the building by June 1, as supplies will be delivered to the school staring in mid-June. The school will involve six collaborative areas for students, which Bartlett said will provide for unique learning opportunities.
“There’s no much potential in the building,” said Bartlett, who went on to speak about the vision he has for the new school. “We really want this school to be about strong academics.”
Bartlett added the hope is to have most staff in place before February’s teachers’ convention.

2. Technology: Evergreening, Trends & Challenges
Director of Technology for Lethbridge School District No. 51, Jesse Sadlowski, provided an update on the District’s technology evergreening initiatives. Sadlowski also highlighted projects which included wireless access point updates, phone system updates and storage drive updates. He added the District’s elementary evergreening project over the summer resulted in 850 new desktop PCs installed, along with new monitors, keyboards, speakers, web cameras and portable DVD players.
Phase 2 of that evergreening project will shift the focus to interactive boards in the classroom, along with printers and iPad2 devices.
Sadlowski also highlighted the District’s Innovator’s Corner website, as he added District technology staff are working to demonstrate new classroom tools such as virtual-reality headsets, the Surface Studio and the iPad based video-production tool, the Padcaster.

3. Approval of International Travel - LCI
Lethbridge Collegiate Institute (LCI) requested approval to take a group of students on a tour of Italy in April of 2019. The tour will be booked through Mariden Tours. Information regarding the educational benefits of the trip and the proposed itinerary was attached. The estimated cost per student is $4,395. Fundraising opportunities will be available to students to offset the cost of the trip. Organizers hope to have 24 students participate in the trip.
The LCI tour of Italy in April of 2019 was approved, on the condition all district policies and procedures are strictly followed.

BOARD OF TRUSTEES
Clark Bosch, Jan Foster, Tyler Demers, Donna Hunt, Doug James, Christine Light, Lola Major
4. School Name Change
Nicholas Sheran Community School requested a name change to reflect the student population. The new school name requested was Ecolé Nicholas Sheran School. Principal Deborah Constable and vice-principal Kathy Mundell were at the Board meeting to represent the school’s request for change. Constable added the school culture is very different, due to the fact it is now a French Immersion school, which included a significant shift in staff and its student population. The Board accepted the school name change request, and will notify Alberta Education of the change, which will be in place for the 2018/2019 school year.

5. First Quarter Financial Report
The 2017/18 First Quarter Financial Report for the District was provided for review. Director of Finance, Mark DeBoer, presented the report, which can be found on Page 13 of the AGENDA. The Board received the 2017/18 First Quarter Financial Report as presented.

6. Breakfast with the Board – February 7, 2018 – General Stewart
Lethbridge School District trustees have a long-standing practice of visiting District facilities in order to better understand the operations at each site. Visits by trustees are truly appreciated by staff. On a monthly basis, trustees meet with the staff of one district site for a continental breakfast. The informal meeting provides an opportunity for staff to share highlights of their work with trustees. Additionally, trustees can share information about district initiatives and respond to questions staff members may have. Breakfast with the Board has been scheduled at General Stewart School on Wednesday, Feb. 7, 2018 from 7:45 – 8:15 a.m. Following the breakfast, Principal Dieter Witzke will provide a tour of the school for trustees.

7. Acknowledgements of Excellence
The Board has a long standing practice of acknowledging the efforts of students and staff whose commitment to excellence has resulted in outstanding achievement. Details of accomplishments of note are provided as information. Congratulations to the following District staff and students:
Malcolm Fisher, Grade 12 LCI student, signed on to play volleyball with Lethbridge College Kodiaks.
Emma Arnell, Grade 12 LCI student, is fundraising to support the building of hand pump deep wells in underdeveloped countries as part of LCI’s Association to Kill Apathy Club (AKA).
Victoria Park High School students Maddie MacDonald, Nadilie Merrick, Julia Hofer, Louis Day Chief, Bronwyn Young Pine, Melinda Bowns, Josie Garden and Nash Epp were honoured in a special awards ceremony as part of Daytona Cares Day.

8. Snacks with the Superintendents – February 13, 2018 – Fleetwood-Bawden
All the staff of Fleetwood-Bawden Elementary School have been invited to have Snacks with the Superintendents on Tuesday, February 13, 2018, beginning at 10:30 a.m. The Board received the report as information.

9. Trustee Reports
Trustees delivered reports from the Poverty Intervention Committee, Policy Advisory Committee, ASBA Zone 6 General Meeting, District School Council, the Community Engagement Committee and the joint City of Lethbridge/School Board committee. The reports can be found, beginning on Page 66, of the AGENDA.

BOARD OF TRUSTEES
Clark Bosch, Jan Foster, Tyler Demers, Donna Hunt, Doug James, Christine Light, Lola Major
TRUSTEE report to school councils:

February 27, 2018

1. Edwin Parr Nomination
Sarah Williamson, a Grade 7 teacher at G.S. Lakie Middle School, was announced as this year’s District nominee for the ASBA Edwin Parr Teaching Award. Williamson, accompanied by Lakie principal Sharon Mezei, provided a brief summary to the Board, which highlighted Williamson’s accomplishments in her first year of teaching. Williamson, and other nominees from Zone 6 jurisdictions, will be recognized at the May 9, 2018 Zone 6 ASBA meeting in Taber. One nominee from the zone will then be selected as the zone nomi-nee for the Fall General Meeting of the ASBA. Learn more about Williamson here: EDWINPARR

2. Fleetwood-Bawden Nutrition
Alberta Education allocated funds to school districts to support Nutrition Programs for the 2017/2018 school year. Lethbridge School District No. 51 received $141,000. The parameters of the funds required the District to support one K-6 school for the provision of a universal meal to all students in the school. The District was allowed to allocate the remaining funds to other schools to support breakfast or lunch programming. Schools submitted surveys that identified needs (current support and demographic need). Fleetwood-Bawden was selected for the universal meal program for this year, and received $65,000. Principal Craig DeJong and vice-principal Lenee Fyfe delivered a presentation regarding the progress made at Fleetwood-Bawden Elementary School with the universal meal program implemented this year. The Board received the presentation as information. Learn more here: FLEETWOOD

3. One District, One Book
A number of schools in Lethbridge School District No. 51 have participated in a literacy initiative called One School, One Book over the course of a number of years. A grassroots concept framed by a group of staff from different levels (elementary, middle and high school), One District, One Book would see an entire School District community engaged in exploring one book. If the initiative moves forward, Lethbridge School District would be the first Canadian school district to organize the initiative at this level. Morgan Day, Catherine Thorsen, Michelle Dimnik, and Ruth McMahon presented the concept to the school administrators and elicited full support for the concept. The group presented the concept to the Board, with the goal of garnering support for the initiative at the Board level. The Board received the presentation as information. The name of the book will be revealed on Friday for District staff members, while the book will be kept a secret from students until closer to the project in 2019. For more information on the One District One Book project, visit the DISTRICT WEBSITE on Friday morning.

BOARD OF TRUSTEES
Clark Bosch, Jan Foster, Tyler Demers, Donna Hunt, Doug James, Christine Light, Lola Major
4. Approval of International Trips

Chinook High School (CHS) is requesting approval to take a group of students on a tour of Japan in April of 2019. The trip would be organized through EF Tours, known worldwide as the most dependable student travel company. Information regarding the educational benefits of the trip and the proposed itinerary were attached to the Board. The estimated cost per student is $4,474. Fundraising opportunities will be available to students to offset the cost of the trip. CHS also requested approval to take a group of students on a Grecian Odyssey Tour in the Spring of 2019. This trip would also be organized through EF Tours. Information regarding the educational benefits of the trip and the proposed itinerary were also attached. The estimated cost per student is $4,110. Fundraising opportunities will be available to students to offset the cost of the trip. The CHS tour of Japan and the tour of Greece in the spring of 2019 were approved, on the condition all district policies and procedures are strictly followed. A detailed breakdown of both trips can be found in the AGENDA, starting on Page 11.

5. Policy Review

The Board adopted revisions to a number of policies as presented by the Policy Advisory Committee, or as amended, as per the policies listed below:

- 504.9 - Response to Crisis or Emergency Situations - Amended
- 609.3 - Placement Promotion and Retention - Amended
- 700.6 - Workplace Health and Safety – Emergency Response Planning - Amended
- 902.3 - Audio Video - First Reading (with amendments)

Changes to each policy can be found, starting on Page 20, in the AGENDA.

6. Breakfast with the Board – March 6, 2018 - WCHS

Lethbridge School District No. 51 trustees have a long-standing practice of visiting District facilities in order to better understand the operations at each site. Visits by trustees are truly appreciated by staff. On a monthly basis, trustees meet with the staff of one district site for a continental breakfast. The informal meeting provides an opportunity for staff to share highlights of their work with trustees. Additionally, trustees can share information about district initiatives and respond to questions staff members may have. Breakfast with the Board has been scheduled at the WCHS on Tuesday, March 6, 2018 from 7:30-8 a.m. The Board received the report as information.

7. Associate Superintendent Reports

Christine Lee (Associate Superintendent, Business Affairs), Rik Jesse (Associate Superintendent, Human Resources) and Morag Asquith (Associate Superintendent, Instructional Services) presented their respective reports, which were received as information by the Board. Reports begin on Page 33 of the AGENDA.

8. Acknowledgement of Excellence

The Board has a long-standing practice of acknowledging the efforts of students and staff whose commitment to excellence has resulted in outstanding achievement. Details of accomplishments of note are provided as information. See Page 49 of the AGENDA for the list of this month’s acknowledgements.

9. Committee Reports

Trustees delivered reports from the District Wellness Committee, Lethbridge Community and Social Development Committee, FNMI Advisory Committee and the Policy Advisory Committee. The reports can be found starting on Page 54 or the AGENDA.

10. Early Education Programming and Registration Process

Every year in January, Lethbridge School District No. 51 opens up Early Education registrations for the following year for four year olds. This is a four-day-a-week program Lethbridge School District offers at most elementary schools based on space available in the facility (Lakeview, General Stewart and Lethbridge Christian do not house programs). Once PUF (Program Unit Funded) students and four-year-old children have been placed in a program, any remaining spots are opened up for three-year-old registrations. This occurs the first week in February (for two-day-a-week programs). The School Act states a board or an approved school authority may provide an ECS program to a child who is younger than six years of age as of Sept. 1.

Early Education Programs evolved in Alberta Schools primarily to provide consistent services and supports to students identified under the umbrella as “PUF” (Program Unit Funding). Day care is also an option (Early Education Program) for families of children who are three or four years old.

This year, the final step of registration (open spots for three year olds) was a challenge at a few of the schools, with more parents desiring the program for their children at a specific site than available spots. Although many of the locations do not have a line up or waiting list, there are a few locations where popularity of the program outstrips available spots. Space limitations in our schools prevent expansion at these popular sites. It can be noted a parent can choose to enroll their child in a different EEP program where space is available, should their preferred site be full. Some background regarding EEP programming and registration was presented to the Board. Instructional Services is looking at strategies that will address line-ups that start forming in the middle of the night at one or two of the locations.

The Board received the report as information.

11. Trustee Committee Reports

Trustees delivered reports on behalf of the District Wellness Committee, Lethbridge Community and Social Development Committee, FNMI Advisory Committee and the Policy Advisory Committee. The reports can be found in the AGENDA, beginning on Page 54.

BOARD OF TRUSTEES
Clark Bosch, Jan Foster, Tyler Demers, Donna Hunt, Doug James, Christine Light, Lola Major
Dear Alberta School Councils’ Association Parent Members,

The Alberta School Councils’ Association (ASCA) advocacy efforts are informed and shaped by provincially relevant resolutions that parents on school councils bring forward, debate, and pass into policy each year at the ASCA Annual General Meeting.

Step 1:
Parents of member school councils draft and submit issue resolution ideas and explanations to the ASCA provincial office. (Draft resolutions may be submitted to the office any time from the first call for resolutions that is issued at the close of one AGM, up to the submission deadline date for the upcoming AGM, which was December 19, 2017.)

Step 2:
Using this Resolutions Preview document, parents, through their ASCA member school councils may discuss, consider review and then provide input to the proposed draft issue resolutions sponsors. (The Preview will also be available on our website at http://www.albertaschoolcouncils.ca/?page=AGM so more of your parent community can review it if they wish.)

Step 3:
Further drafts of the issue resolutions that may reflect member input will be posted on the ASCA website on March 12, 2018 as part of the complete set of AGM materials. Your school council parent members decide how your AGM parent delegate or proxy delegate will vote to represent your council on these resolutions and other association business. A number of documents are already posted for your consideration. http://www.albertaschoolcouncils.ca/?page=AGM

Please take time to review this year’s attached preview. The comments and/or questions of clarification your council parents may have about the proposed resolutions should be forwarded directly to the sponsoring council contact and you may choose to cc ASCA also. Contact sponsors through email using the addresses provided on the Summary Table.

Your input/questions/comments about provincial scope, intent, relevance to school councils, sources of information provided etc. may be considered by the sponsors with respect to their next drafts.

if your council is seeking additional information, some links related to the draft resolution topics are provided in this package.

All input must be sent to sponsors by February 28, 2018.

ASCA thanks you for your valuable participation in the policy setting process.
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<tr>
<td>P18-01</td>
<td>Provincial standard for annual criminal record check</td>
<td>Peace Wapiti Academy school council (Peace Wapiti)</td>
<td>Tina Nelson</td>
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Provincial Standard for Annual Criminal Record Checks

Sponsored by: Peace Wapiti Academy School Council

Contact: Tina Nelson via email at christinalesley@hotmail.com

Because Alberta Education should have the highest standards where student safety and well-being is concerned;

Because annual criminal record and vulnerable sector checks will improve levels of confidence that people working with children in schools will honour and promote safe and caring environments;

Because it is important to protect students from predatory behavior;

Because it can reduce liability for a school board;

Because it is impossible for administration to know employees well enough to be aware of their involvement in criminal behavior;

Because this is an area where parental concern, school concern and societal concern are directly aligned;

Because other provincial ministries require an annual criminal record and vulnerable sector check (Eg. Family Supports for Children with Disabilities (FSCD), Alberta Agriculture with the 4-H Program);

We request that Alberta Education develop a provincial standard that requires school authorities to conduct annual criminal record and vulnerable sector checks for all employees and volunteers of school authorities under the authority of Alberta Education.
Cumulative CEU cap per high school student

Sponsored by: Peace Wapiti Academy School Council

Contact: Tina Nelson via email at christinalesley@hotmail.com

Background:
Schools have resources to support access to programs that students may choose to engage in outside of the classroom setting such as Registered Apprenticeship Program (RAP), Green Certificate, Work Experience, Citizenship Programs, Career Classes, Summer School Programming, Driver's Education, First Responders, and Locally Developed Courses such as Paleontology

Because students who may experience gap time in their learning (for personal, social or emotional reasons) should be able to access resources that will see them able to build a graduation plan with a shorter time frame;

Because students who desire to graduate within two years, should be able to access resources that will allow them to build a plan to attain this goal;

Because these programs support diverse student populations;

Because students in non-academic programs are more likely to engage in options which are impacted the most by the current CEU cap;

Because a cumulative CEU cap per high school student could improves access to the variety of programs which will maintain student interest and engagement in their education

Because the relevancy of what high school students are learning prepares them for careers and post secondary training to fit with their individual goals for success;

Because these programs provide opportunities that motivate students to become successful high school graduates;

Because the current CEU cap may impact the resources required to continue with initiatives introduced through high school redesign to build more supportive and flexible learning opportunities for students;

We request that Alberta Education replace the annual CEU cap of 45 per high school student with a cumulative CEU per high school student cap of 135 for the tenure of the student’s high school experience.
Supports for Learning Success of all students

Sponsored by: Ekota School Council

Contact: Greta Gerstner via email at Gerstner.andreas@yahoo.ca

Background:

When schools fail to provide enough support for students, the social, emotional and behavioural challenges that often come along with learning and attention issues can lead to serious consequences. These include social isolation, anxiety, depression, suicide ideation, disproportionate disciplinary rates and an increased likelihood of skipping school, dropping out and becoming involved with the criminal justice system. With the appropriate, timely intervention, these students can go on to achieve high levels of success.

Learning and attention issues are more common than many people think, affecting 1 in 5 children. With supportive policies and increased awareness among parents, educators and communities, these students can thrive academically, socially and emotionally. http://www.ncld.org/the-state-of-learning-disabilities-understanding-the-1-in-5%20?utm_source=Facebook&utm_medium=CustomAud&utm_campaign=5Apaidsocial

We believe mandatory early screening for reading readiness in conjunction with the Early Years Evaluation (EYE) in Kindergarten is needed to identify children with learning challenges sooner. If we can identify children sooner, we can provide appropriate support at the earliest opportunity so that children do not need to fail before they receive help.

We believe that enhanced teacher training specifically in learning challenges is needed so that teachers are better equipped to manage increasingly diverse classrooms. New teachers are coming out of University with only one special education course in their four-year degree which will not equip them to teach in an inclusive setting. Many experienced teachers have never had any formal training in learning challenges. We need to give our teachers the training they need so they can help all children learn.

Lastly, we believe that class size and composition need to be considered when determining what supports and resources are needed to teach in a classroom based on the needs of the children and teacher. We must stop expecting the teacher to be an expert on all learning challenges. We need teachers to have the ability to have a reading specialist help a child with reading disabilities and a Psychologist help a child with mental health challenges so that their needs are properly met. We need to have the experts who are trained providing that support to children, as they can modify what supports they provide depending on how a child is progressing.

Because early screening for learning and developmental challenges can identify necessary learning supports at the commencement of a child’s educational journey;

Because enhanced teacher training will result in teachers having the skills they need to teach in increasingly diverse classrooms;
Because class size and student learning needs are necessary considerations when resources and support allocations are determined for classrooms;

We request that the Alberta School Councils' Association advocate to the Ministries of Children Services and Education for mandatory early screening for learning and developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources and experience success from the beginning.

We further request that the Alberta School Councils' Association will advocate to the Ministry of Education that each teacher receive enhanced teacher training so that they are each better prepared to meet the diverse and complex learning needs of children in classrooms;

We further request that the Alberta School Councils' Association will advocate to the Ministry of Education that class size and composition must be considered when determining what supports and resources are needed to teach in a classroom based on the needs of the students and the classroom teacher.
PRISM ATA Toolkit and Provincial Curriculum Development

Sponsored by: Raymond High School Council
Co-Sponsors: Raymond Elementary School, Cardston Elementary School, Mountain View School Councils
Contact: Tammy Hill via email at tjhill5@hotmail.com

Background:

The Family Law Act sec. 21 states that parents have the legal right to the following:
(5)(a) - To nurture the child’s physical, psychological and emotional development and to guide the child towards independent adulthood;
(6)(d) - To make decisions regarding the child’s cultural, linguistic, religious and spiritual upbringing and heritage.

In the School Act of Alberta, Section 50.1(1) Page 51, it states:
50.1(1) A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

In the Canadian Charter of Rights and Freedoms Section 15(1) Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf

In the Alberta Bill of Rights, it states under the Recognition and Declaration of Rights and Freedoms:
1 It is hereby recognized and declared that in Alberta there exist without discrimination by reason of race, national origin, colour, religion, sexual orientation, sex, gender identity or gender expression, the following human rights and fundamental freedoms, namely:
(g) the right of parents to make informed decisions respecting the education of their children.

These documents provide evidence that parents need to be able to make decisions for their child regarding education. As well, the documents state the need for equality for ALL; therefore, all diversities need to be acknowledged, respected and protected.

The PRISM ATA Toolkit states:

"The PRISM toolkit was created to help teachers promote safe and supportive classroom discussions about sexual minorities and gender variance. PRISM is an acronym for "Professionals Respecting and supporting Individual Sexual Minorities.” Like the brilliant and varying colours of the rainbow refracted
through a prism, Alberta’s students are a vibrant kaleidoscope of diversity. A diverse classroom environment is rich in possibility for teaching and learning for both students and teachers. An inclusive school environment allows all students to feel safe and thrive.

https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx

To reemphasize, Alberta students are "a vibrant kaleidoscope of diversity....An inclusive school environment allows all students to feel safe and thrive."

Because our students are diverse in many ways, including ethnic, religious, and cultural ways, we need to be aware of all diversities. While gender minorities need to be respected and welcomed, we also need to make those with strong ethnic or religious beliefs also feel respected and welcomed. There are diverse beliefs regarding gender and sexual orientation, just as there are on religion and culture.

Because students need to be protected in the following ways:

a) The consideration for the mental, emotional, and psycho-social development of each child;
b) Respect and sensitivity for the diverse cultural and religious backgrounds of the families of each child;

Because The PRISM ATA Toolkit challenges the type of education, psychological and emotional development, religious beliefs, and cultural upbringing that is the right of the parents to decide and/or be nurtured for their children if it is implemented as curriculum.

We Request that The PRISM document not be implemented into the Alberta Education curriculum, but remain a resource for teachers to ensure a safe, caring and welcoming classroom for all. It is important all diversities are respected in Alberta Education.

Sponsor provided link:
https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx
Monitoring of School Established Clubs

Sponsored by: Raymond High School Council
Co-Sponsors: Raymond Elementary School, Cardston Elementary School, Mountain View School Councils
Contact: Tammy Hill via email at tjhill5@hotmail.com

Background:
Student-led clubs are for the purpose of promoting a welcoming, caring, respectful, and safe place for all students. Students being exposed to sexual content without parental notice and consent, in any situation related to the school, violates Section 50.1(1) of the School Act, as well as Section 21(6)(c) of the Family Law Act and Article 18(4) of the International Covenant on Civil and Political Rights. The discussion of sexuality and/or sexual morality are not to be discussed without parental notice and consent of all involved. This protects children who are not developmentally capable of understanding what is being presented, children who have suffered from sexual abuse, and children who are especially vulnerable to sexual exploitation and/or abuse. It may also go against morals parents are teaching their children. Sexual related content has no place in an organization promoting a safe and caring environment.

Section 50.1 (1) of the School Act states that "A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality."

Section 21 (6) of the Family Act states that the parent/guardian is (c) to make decisions about the child's education, including the nature, extent and place of education and any participation in extracurricular school activities; (d) to make decisions regarding the child’s cultural, linguistic, religious and spiritual upbringing and heritage. http://www.qp.alberta.ca/documents/Acts/F04P5.pdf

The Universal Declaration of Human Rights, G.A. Res. 217 A (III), U.N. Doc. A/810 (1948) states in Article 26(3): Parents have a prior right to choose the kind of education that shall be given to their children.

The International Covenant on Civil and Political Rights, 999 U.N.T.S. 171, to which Canada is a signatory, states in Article 18(4): The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Because as outlined in the aforementioned Acts, parents have a right to choose the kind of education given to their child, and of being informed and consulted.

Because while it is important for these clubs, etc. to be established, it is also important to monitor the activities and content of these clubs.

Because parents have a right to be aware of all clubs, and any content that may differ from their cultural, religious, or spiritual heritage.

Because it is also important that the activities and content be monitored for the safety of all involved.

Because this will safeguard our children, as well as those who may present such material or counselling.
Because In the Criminal Code, any who counsels anyone under 16, for a sexual purpose, is guilty of an indictable offence. It needs to be made certain, for all involved, that clubs and organizations promoted by Alberta Education do not allow such counselling to happen. http://lawslois.justice.gc.ca/eng/acts/C-46/page-33.html

We request that the school consult with the school council prior to any sexually related content being taught, distributed, or presented through student-led clubs, committees, events, or organizations that are promoted by the school.

We further request that Alberta Education provide clear recommendations to the school districts as to how these clubs will be safely monitored to ensure that all clubs remain safe, caring and welcoming for all involved that includes the close monitoring of sexually related content being presented or distributed.
Ensuring healthy food at schools for our children and youth

Sponsored by: Belgravia School Council

Contact: K. Kelly via email at kpkelly@ualberta.ca

Background:

The Alberta Medical Association, an organization of over 10,000 physicians, resident physicians and medical students, passed a motion in March 2017: "that the AMA lobby the Minister of Education for mandatory adherence to the Alberta Nutrition Guidelines for Children and Youth in Alberta schools." To date, there has been no government action on this issue.

Because currently, schools can choose whether or not they adhere to the Alberta Nutrition Guidelines for Children and Youth;

Because there is no mandatory monitoring or reporting of school compliance the result is that the availability of healthy food found in schools varies greatly across the province.

Because one in three children in Canada are overweight (2), with similar statistics found in Alberta.

Because huge gains could be made towards improving the health of our children and youth.

Because healthy nutrition plays a significant role in improving the health outcomes for children and youth and is a part of a Comprehensive School Health approach in schools.

Because evidence shows that healthy students are better learners.(1)

Because with over 60 school Boards in Alberta, it is almost impossible to make progress on this issue lobbying board by board.

We request that the Minister of Education mandate adherence to the Alberta Nutrition Guidelines of Children and Youth for schools in Alberta, and that that this mandate include a means to monitor and report school compliance.

We further request that ASCA work with or advocate to ASBA to get this advice out to all school boards

Sponsor provided links to research:

1) Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health1 and educational outcomes2 and encouraging healthy behaviours that last a lifetime.

In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioural problems3. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.
Footnotes:


3 IBID

Above found at: http://jcsh-cces.ca/index.php/about/comprehensive-school-health

2) In 1978/79, about one in four children (23.3%; 95% CI: 20.5–26.0) was overweight or obese. This proportion is now closer to one in three (31.4%; 95% CI: 26.4–36.4).

Links to Legislation and Resources

Ministerial Order on student learning
https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf

School Act and School Act Regulations

School Amendment Act and An Act to Support Gay Straight Alliances

Guide to Education
https://education.alberta.ca/guide-to-education/the-guide-to-education/

2017\18 Funding Manual and link to Class Size information
https://education.alberta.ca/funding-framework-for-k-12/
https://education.alberta.ca/topic-search/?categoryId=45390&journeyId=0

About the Accountability Pillar
https://education.alberta.ca/accountability-pillar/about-the-pillar/

Provincial Curriculum Development
https://education.alberta.ca/curriculum-development/why-change-curriculum/

Inclusive Education
https://education.alberta.ca/inclusive-education/what-is-inclusion/
https://education.alberta.ca/inclusive-education/inclusive-education/everyone/overview/

Standards for provision of early childhood education

Diverse Learning Needs
https://education.alberta.ca/diverse-learning-needs/?journeyId=1085&resetFilter=1&language=English

Creating a compassionate classroom ATA and Global 2015

PRISM for Secondary schools - ATA
https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-80-15e%20PRISM.pdf

Schools and Authorities
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<th><strong>School</strong>: École Agnes Davidson</th>
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### School Highlights:
We have finished celebrating Winter Carnival week. It began on Feb 13 with students trying out snowshoes, sampling maple toffee on a stick and participating in an arrow sash craft. Wednesday was Masquerade Day. Thursday was Hockey Day (which includes a staff-versus-student game). Friday concluded Winter Carnival week with a pancake breakfast for Lumberjack Day. Bonhomme was a much welcomed visitor by the students throughout the week.

### 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?)*:

### 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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<th>Lethbridge Christian School</th>
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### School Highlights:

1. **Read-A-Thon 2018:** The 2018 Grades 1,2 and 3 Read-A-Thon kicked off on Valentine’s Day with a Read-In. Our school gym was transformed into an Open Reading Room with students reading to parents, grandparents and volunteers and vice versa. Stretchy Snake, Eagle Eye, Flippy Dolphin, Trying Lion, Skippy Frog, Chunky Monkey and Lips the Fish were all "present" to show parents and grandparents how to facilitate students' reading skills. There were some treats and performances after the Read-In. A big thank you to Mrs. Harris, Miss Brooks and Mrs. Beswitherick for organizing the Read-In. The Read-A-Thon runs until April 27th. The winning class will receive a prize.

2. **Serving Lethbridge:** is in full swing with students from Grades 4 and up serving within the community after school, a couple of Fridays a month. So far the groups have served at Legacy Lodge and the Inter-Faith Food Bank.

### 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?):

### 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)*