

Division School Council Minutes for January 10, 2022

1. Land Acknowledgement

- Acknowledge that we are meeting as a Division School Council on Blackfoot land and would like to give recognition to the Blackfoot people past and present.

2. Welcome and Introductions - 27 participants

3. Additions to the Agenda

- Superintendents' recommendation to move 10.4 to 10.1 under Superintendent Reports
- Kudos for Schools added as Highlights 11.1

4. Approval of the Agenda – Approved and accepted as presented - Approved by: TE, Seconded by: EA

5. Approval of the Minutes from December 6, 2021 – Approved and accepted as presented

- Approved by: CY, Seconded by: SW

6. Business Arising from the Minutes - None

7. Trustee Report - CL

- Numeracy Lead Teacher, Michaela Demers, Jenn Giles, and Karen Rancier shared the work they are doing with numeracy throughout the Division with a presentation to build capacity in the area of numeracy. You can watch the presentation here: <https://www.youtube.com/watch?v=PfMDnH4Fx24>
- Approved the School Calendar for 2022/23 year you can find that on the website. [2022/23 Calendar](#)
- The Board adopted the development of a Multi-Faith calendar to promote inclusion. Edmonton's School Board recently adopted this model. It is to be used as a planning tool for School Staff to avoid dates of importance for the families as a compassionate response and to build inclusion for families and staff.
- Starting 'Community Conversations' with the Board to create opportunities to be available in different spaces to speak with the community. Not everyone can attend a Division or School Council meeting. 'Community Conversations' will occur once per month and will be at different spaces in the city, such as a coffee shop or park.
- Town Hall will be February 1, 2022. The Board is looking forward to hearing everyone's perspectives.
- Covid updates, The Superintendent will give the update.
- Thank-you parents for your patience, tenacity and support for School and Staff!! These are challenging times, and the Board continues to be encouraged by the students and adults in the community and schools, thank-you for your compassion and your care.

8. Alberta School Councils Association (ASCA)

8.1. Link to Annual Conference [Annual Conference: Alberta School Councils' Association](#)

- This years ASCA Annual Conference will be held on April 22nd & 23rd in-person. The Annual General Meeting to occur on April 24th, which will be a hybrid event (in-person and online). There is more information in the attached above link.
- On the ASCA website there are events such as 'Webinar Wednesday' and 'Meeting Monday', dates are on the events calendar.

Parent Question: is this for any parent or only for School Councils? Who gets to go? Are there designated persons from the Division? And where is it located?

Response: There are sections only for School Council Chairpeople or the designated ASCA Representative from that school, but the info is for any parent. Most School Councils will send a representative or a parent representative. For each school, the Division will pay for the registration of the representative and usually the individual's School Council will help the representative

financially with the cost of transportation and hotel. On the Sunday for the AGM, the Representative will get to vote on resolutions submitted to ASCA, so your School Council and parents have a voice. If there are School Councils who want to vote on the resolutions, but don't have a representative, they can coordinate with other School Councils who can act as a voting proxy for your School Council. The Conference is held in Edmonton.

9. Reports from Division Committees

Poverty Intervention Committee – Dec 7, 2021 – report postponed

Policy Advisory Committee – Dec 8, 2021 - report postponed

Superintended noted that policies that have been reviewed by the Policy Advisory Committee go out to the School Council Chairs. They should receive an email from LT and it will have the policies attached that were reviewed. Once it's reviewed, by School Council Chairs, it can go out to the parents and different stakeholders for feedback. The feedback review is approximately a month, but depending on when your School Council meetings occur, you may or may not have an opportunity to discuss. There are some policies that are discussed that School Councils may not feel the need to give feedback on; it is up to the individual School Councils if they want to review at meetings or disperse to the school community.

10. Superintendent's Report

10.1. Inclusive Education Supports and ESL students

- A parent had submitted some questions in regard to Inclusive Education and supports as well as ESL Students. Some questions were:
 - What are the number of students under Inclusive Education who require support?
 - What are the kinds of support that is provided and the different levels of staffing groups?
 - What about supports for ESL Students?
- Morag Asquith prepared a presentation that is attached to the minutes for your review
 - With support in the School Division, there can be the assumption that 1 EA equals 1 student, but it's more complex than that. With supports, it could be Speech Language Pathology and Speech Language assistance, Occupational Therapy, Educational Assistance, an Advanced Educational Assistance, Psychologist, Grad Coaches, ESL Supports, Counselling Liaisons, Learning Support Teachers, specialized programs, deaf and hard of hearing Teachers, visual impairment supports, and STRIVE the program with AHS to support High School students with mental health issues. There is a professional team to support students.

Parent Question: Question about code 50 and is there some overlap with ELL and Refugees?

Answer: Students can be double coded, but there are conversations as to what is the predominate code and what the student's main programming need. There are approximately 50 to 60 kids per year who fall into this. We do have some ELL information and maybe the ELL is a good info piece for the School Councils and a great opportunity for parent learning session.

Parent Question: Are there Speech Language Assistants in every school?

Answer: In K-3, they allocate the Speech Language Assistants where the Speech Pathologists can't reach, Speech Language Assistants would typically be at the bigger schools.

Parent Question: Is having 1 Occupation Therapist, enough to meet needs?

Answer: There is never enough, all they can do is respond to the schools' requests. There is a high case load for the Occupation Therapist, but it's not out of reach because it is a consultative model, not a direct service.

- Recognize that the schools are getting more students who need support with English as a second language. Added additional program to GS Lakie Middle School for a softer landing for those new to Canada.

- A lot of the work with English learning happen by our teachers who do an ESL benchmark each year. Teachers compare the benchmark year to year to assess the language proficiency growth.
- The former Literacy Lead teacher has taken on the ESL work because it's so strongly based in literacy. Have adopted literacy infused classroom model. There is professional learning coming up on Sheltered Instruction Observation Protocol (SIOP) model. Teachers are recognizing the diversity of their classroom; universal strategies are being learned by staff (what is good for one is good for at least 5 other students in the classroom).

10.2. Town Hall

- All School Council Chairs got an invitation to the Town Hall for February 1, 2022.
- This is a virtual event.
- There will be a separate website set up for the Town Hall, which will be as easy to navigate as possible.
- The School Principals would have got an email to find a certain number of parents, students, and Community Members, it is not limited to parents. Anyone can join, you just need to sign up.
- To Register for the Town Hall, email LeeAnne.Tedder@lethsd.ab.ca or call 403.380.5301
- The Town Hall questions this year are:
 - Question 1: In what ways have we successfully supported student learning?
 - Question 2: Moving forward, what can the school division do to strengthen support of student learnings?
- You will navigate 2 different groups for each question.

Trustee comments: the spirit of the broad questions is to get individuals perspectives, there are so many areas that can be touched upon, so it was hard to pin down a specific area.

Trustee comments: encourage everyone to come and participate, its' a great opportunity to engage with Parents, Staff and Student. Please encourage other Parents to come and sign up.

Parent Question: Last year, the Town Hall were running ahead of schedule and as result the parent missed part of a session. Is it possible, even if there is a lull, can they keep to the schedule?

Answer: there was a large time buffer last year, so they will enforce to start to the agenda.

- Secondary Students should sign up as well, Middle School and High School age, there is no set limit of participants.
- For the last 2 or 3 years, you can give your personal responses, through 'Thought Stream' by using your phone or computer. Comments go into a live stream; you'll only be identified as a Parent, Community Member, Student or Staff. Often the student perspective regarding the question is unique and nice to hear their voices as well as parents, staff and community voices. There is the opportunity to listen and enter thoughts in the thought stream.

10.3. COVID Update

- To all the Parents we applaud your resiliency, the challenges that parents have gone through to accommodate the quick changes, such as the extended winter break, thank-you.
- The Division is doing everything they can to keep kids in schools
- On the website, there is the covid-19 with the updated re-entry plan and there is the updated Alberta checklist: <https://www.lethsd.ab.ca/our-district/news/post/lethbridge-school-division-re-entry-plan2>
- On pg. 22 there is a summary of the updates made as of January 10, 2022, and what has changed in the plan
- There is a summary of the Government changes from last November
- There is a list of Government documents
- There is a section for vaccinations
- Additional information on environmental measures. Such as ventilation in the schools
- New screening for illnesses chart
- The mask chart was replaced
- The extra curricular and co-curricular were replaced

- The closure of a school is a Provincial decision made with the Deputy Minister's Office. There are a team of people who look at the data to make a decision about at home learning.
- Diploma exams for January have been cancelled
- Provincial achievement tests for Grade 9's will continue, and they shifted to the week of January 20th.
- New section on wellness.

Parent Question: The absenteeism, what is the Division plan, what level of absence that would require the shift to online, in regard to teachers and student:

Answer: that is hard to determine, there isn't a percentage, just like the province doesn't have percentages for pivoting to at home learning. The Division wants to make sure if they see an issue, they address it as soon as they can. They do a deep dive on attendance and illness reporting. Every school and class have a different baseline or normal level of absenteeism. The Division works with the principals to encourage parents to indicate if the child is absence due to illness or not. The second piece is discussing the illness that is presenting for a group of kids. The Division is not allowed to retain data if they get a Covid self-report and not every student who gets Covid is being reported. It's a complex process. They look at operational capacity, if the number of staff are absent in a particular school or across schools, indicates that they won't have enough coverage, they have to think about the safety of the school. The Division would love to say there would be advanced notice, but unfortunately, they can only give as much notice as they can.

Parent Questions: What is a mask break? Are there exceptions for taking them off, as there was a situation that a basketball team were practicing without masks, but dance class, they had to have masks on. It's inconsistent.

Answer: When students are engaged in physical activity in their cohorts, they do not have to wear masks. This is day one returning from a 3-week break and working with the new recommendations. They don't know how the variant is going to represent in the schools over the next 2 weeks, they are using some caution as they move forward. Mask breaks: it is not recommended that everyone take their masks off at one time, it's better if Students stagger their mask breaks. The Division is working with medical professionals and asking parents for some patience over the next few weeks.

Parent Question: At the YMCA, everyone gets to take off their masks for as long as they want. Parents don't understand why the kids have to keep masks on in their class cohorts.

Answer: There is some lack of congruence between recreational facilities and community sport, and schools. The Division follows the guide from Alberta Education and in the guide, it was a strong recommendation for students to wear masks at all times, even with K-3. The Division is responsible for their context and environment. They look at the recommendations and put them in place with ongoing review. Different organizations get different guidelines. The division leaders are not the medical professionals; they are guided by Alberta Education, who are guided by public health and Dr. Hinshaw's recommendations.

Parent Comment: guided by the Alberta government masking is mandatory for grades 4 and up but is recommended for K-3. We understand the precaution, but we have to look out for mental illness. Because it's the recommendation doesn't make it mandatory; it's not right to be putting this on the kids, the Government is not recommending masking during physical activities. The schools system is driving a state of fear and the amount that we are talking to the kids about it and it's psychologically damaging, needed to bring this to your attention, there are a lot of parents who feel the same way.

Parent Question: If kids are being required to isolate, Parents are being told Teachers are not going to be able to provide learning opportunities at home. If a child is at home and a parent requests schoolwork, is that not a reasonable request and for the parent to participate and help their child?

Answer: When kids are home due to illness, it is treated as any other time a student has been ill. If a student is very ill, it wouldn't be fair to expect them to do schoolwork at home. If a teacher has one or two students, being able to package up work for them at home would look different if they had 8 or 9

Students out due to illness; especially if these students go out at different times. It can be difficult to have teachers pack learning materials for all students. The Division has provided links to online materials for each grade that parents can use to engage their kids at home.

****** If you have concerns about the mental health of your child, you need to connect with your principal, your school councillor, or your Student Support. The Division takes mental health seriously and will respond and can connect you with some social and emotional help. If another parent is sharing their concerns with you, you can contact Morag Asquith who will contact their coordinator.**

Parent Question: Agrees with the comment that the new masking policy is not ok, but also want to know why the extra curricular activities are so different than other districts around us.

Answer: the guidelines from the province are to limit extra curriculum sports, tournaments and interschool games at this time. In the South, only 2 Divisions out of 10 are allowing interschool games and the rest are allowing practice only this week. There were extensive conversations with secondary administrators about extra-curricular activities. They wanted consistency among schools. The primary concern was to keep the schools open and to keep the schools safe, but there is also an unwavering commitment to keeping the kids engaged with what kids want to do. The school's teachers are also the coaches and have to be mindful that they are impacting a school system, not a recreation facility. If the teachers fall ill, then there is more chance that the schools will shut down. This is the first week back, we don't what this to continue for the next 6 months, lets have a good start, lets see how students and staff will be impacted.

Parent Questions: what is the measuring stick for when things change or change back?

Answer: the measuring stick or the decision-making process is an ongoing meeting that occurs every week, what does it look for schools, absenteeism and staffing. Their number one priority is to keep the schools open and keeping kids engaged. Everyone would love to open up extra curriculum activities, there is a desire to do that, but this will evolve over time. If things go well, people can move forward.

Parent Comment: It was mentioned earlier that there are links on the school's websites that parents can use when their kids are home sick, but the links on the schools' websites mostly go to paid sites or sites that you have to sign up for, which result in spam email and are not user friendly. Could those links be reviewed for friendlier sites?

Answer: Thank-you for bringing this to our attention. We will work with our lead teachers to update these.

10.4. ICE Scholarship Event/ Speaker

- The info regarding ICE (scholarship, Innovation, Creativity Entrepreneurship), is on the Division Website here: <https://www.lethsd.ab.ca/board/canada-150-ice-awards-scholarship-breakfast>
- ICE is for High School Students, grades 9 to 12 who submit projects and who have demonstrated innovative thinking, there is an application process.
- The February even is a fundraiser event, it was traditionally a breakfast, but due to covid, it's a virtual event, you can get tickets and because it's online, the ticket for parents is only \$10, you can go online and purchase a ticket.
- Speaker is Scott Armstrong – the committee leaned towards a speaker who would engage students as teachers will be able to access the delivery of the presenter.
 - o Scott Armstrong is a published author; he created a center for abandoned animals, has the theme of "going limitless" and making your career work fulfilling for yourself.
- On the website there is a short video clip if you are interested: <https://www.lethsd.ab.ca/board/canada-150-ice-awards-scholarship-breakfast/2022-scholarship-breakfast>
- If you know of anyone or a Businesses who would like to be a Sponsor, please pass this along.

11. Roundtable Reports

11.1 – Highlights

- CUDOS!!! TE's daughter sewed 120 stockings for the Homeless individuals, but what blew TE's mind was how the schools stepped up to donate to fill these stockings:
 - GS Lakie Middle School did a glove drive and collected over 100 pairs of mitts for the stockings
 - Chinook High School collected socks
 - Nicholas Sheran's 1st Graders made homemade cards for the stockings.

One man was in tears as he held up a card and asked if a child made that for them.

Kudos to the Division and the Schools in it, YOU MADE A DIFFERENCE!!!!!!!!!!

11.2 – Parent Learning sessions

- February 2022: there are no Parent Learnings due to Town Hall
 - March 2022: Sleep and Brain
 - April 2022: Celebration of Learning
 - May 2022: open/undecided
 - June 2022: open/undecided
- Feel free to send in your suggestions

12. Adjournment – 9PM

School Council Report/Feedback

January 5th, 2022

1. Support in our school division- in the form of paid services

As mentioned support comes in different levels and ways.

- a) Speech Language Pathology and Speech Language Assistants – EEP- Grade 3
- b) Occupational Therapy
- c) Educational Assistants
- d) Advanced Educational Assistants
- e) Psychologists
- f) Grad Coaches (targeted support for Indigenous students in High School)
- g) English as a second Language supports and Limited Formal Schooling
- h) Counselling/Family School Liaison Worker/Student support/Mental Health Capacity Building
- i) Learning Support Teachers
- j) Institutional/Specialized programs- Stafford Ridge, CAMP, COS, DLA, Grade 9 Alternate
- k) Deaf and Hard of Hearing Teacher, Visual Impairment supports (Southwest Regional)
- l) STRIVE program- AHS/School division partnership at HS level

More than coded/categorized students require these supports. However here is the data break down of our students identified with a special category (low/high incidence/ESL/refugee/mild/moderate and LD/behavior/Indigenous ancestry).

Table 1.0

Year	2019-20	2020-21	2021-22
Indigenous ED**	776	695	691
PUF**	210	116	171
Code 40**	287	233	218
Code 50**	519	632	599
ELL*	1298	1283	1262
Refugee*	453	454	431
# EEP Programs	24	19	20
# KG Children	823	829	746

**Based on September 30th Counts, ECS and Gr 1-12 Calculated Separately

*ELL, Refugees are calculated ECS – Grade 12

Refugee is a sub-category of ELL

2. **Our Division has hired 6 Speech Language Pathologists and 1 Occupational Therapist. We also have 13 Speech Language Assistants in our Elementary Schools servicing Early Education- Grade 3**

The services our SLP's provide range from direct intervention/service to consultation and they work directly with SLA's to support students more regularly with Speech Language needs. The caseloads vary but our SLP's carry upwards of 150 students per caseload in partnership with Speech Language Assistants. Many other divisions do not employ as many Speech Language Pathologists. Some divisions rely on the Southwest Regional service for all SLP support to their divisions (more rural divisions). Many other divisions do NOT have SLAs and have to rely strictly on consult services.

3. **English as a Second Language Learners**

Supporting English Language Learners

Lethbridge School Division recognizes the need to provide additional supports, particularly in the area of language instruction, to ensure English language learners can access the curriculum and participate fully in the learning experiences provided.

Lethbridge School Division uses **Alberta K-12 ESL Proficiency Benchmarks** to assess, plan for and support English language learners. To accelerate language acquisition and support students' academic success, we require use of the benchmarks in all four strands – speaking, listening, reading, and writing. Teachers assess language proficiency and document students' progress throughout the year on benchmark tracking sheets. Notations also include appropriate learning supports. Benchmark tracking sheets are also used to report on students' language proficiency growth.

The division ESL Lead Teacher, together with the Director of Inclusive Education, creates a three-year work plan to identify strategies we will focus on to help division teachers best support English language learners. The 2021-24 ESL Work Plan is closely aligned with the Division Assurance Plan in the domains of Student Growth and Achievement, Teaching and Learning, and Learning Support. Highlights include:

- Development of a new intake assessment aligned with ESL Benchmarks (Div I and II are complete)
- Professional Learning for Learning Support Teachers and ESL teachers in the Sheltered Instruction Observation Protocol (SIOP) Model - an approach that involves designing and delivering lessons that simultaneously address the academic and linguistic needs of English learners. (Series of 4 workshops this year with first one completed in December)
- Residencies in classrooms to support effective literacy and numeracy practices for ELLs
- Creation of resource kits containing materials such as professional reading, books with practical, easy to implement strategies, academic language cards to assist teachers in asking questions and providing language frames for students to use at various levels of English language acquisition
- Allocation of ESL resources for teachers, e.g. *Talk About*, a series of non-fiction books designed to provide models of everyday English language for students who are learning English or who have limited English language skills, regardless of their age or grade
- Monthly tips/strategies for teachers that have high impact and can be easily incorporated into classroom instruction
- Working with the ESL Student Support Worker to help remove barriers to learning for newcomer students