



**Alberta  
School Councils' Association**

# **Advocacy Updates**

**for the period ending April 2017**

**Annual Highlights**

**Advisory committee and Board Committee updates**

**Parent Engagement Task Force year 3 input**



## HIGHLIGHTS 2016-17

- Built relationship with new Minister of Education, Deputy Minister of Education and advocated for ASCA
- Provided input on the draft regulation that could accompany Bill 1 if it is passed
- On request, advised Alberta Education staff respecting parental engagement and school councils
- Ongoing outreach to parents and school councils through “social-media” based web platforms
- Coordinated and hosted information webinars related to the Building Inclusive Education System and High School Completion initiatives of Alberta Education through participation of Edmonton Regional Learning Consortium and CAREERS the Next Generation
- Pilot of webinar series of information sessions on school council operations for school council parents and school staff continued for a second year
- Launched the revised School Council Resource Guide digital information resource
- ASCA Parent Engagement Task Force continued for a third term
- Board members attended or participated in the following national/provincial level opportunities:
  - Prime Minister’s Awards for Teaching Excellence Selection
  - Feedback on draft Teaching Quality and School Leader Standards
  - Feedback on draft Inclusive Education Policy Framework
  - Rural Education Symposium
  - Alberta Recreation and Parks Association Conference and AGM
  - Meetings with the Education Minister
  - Meetings with provincial partner organizations

### Local School Council, COSC and District

- Provided workshop facilitators and delivered ASCA workshops to district sponsored learning events for school councils
- Consulted and worked with school authority administrator teams on parent engagement/school council/council of school council relationships
- Consulted and worked with school community parents building positive relationships with principals; central office personnel and trustees;
- Provided direction and information with respect to effective school councils and the difference with school fundraising associations
- Continued to provide workshops to support school fundraising societies
- Customized workshop offerings to reflect school council experience and desired outcomes as required

### Members and Clients:

- 1250 member school councils from public school districts and charter school authorities

## *External Advisory Committee List*

*Each year ASCA is invited to represent the advocacy positions established by the membership at provincial level committees. From April 2016 – April 2017 ASCA is or has participated on the following*

### Alberta Education

- Deputy Minister’s Dialogue on Teaching Quality
- Curriculum Redesign consultations
- Excellence In Teaching Awards Advisory
- International Education Week
- Building an Inclusive Education System
- High School Redesign
- Student Learning Assessment Pilot Working Group
- Diploma Exams Advisory
- Learning Technology Policy Framework
- Teaching and Leadership Excellence in Alberta
  - Sub-committee on draft Teaching Quality, School Leader and System Leader Standards

### Government of Canada

- Prime Minister’s Awards for Teaching Excellence

### College of Alberta School

#### Superintendents

- First Nations Metis Inuit Symposium 2017

### Alberta School Boards Association

- Education Act and Regulations Implementation
- Student Health and Wellness

### Alberta Teachers’ Association

- Welcoming, Caring, Respectful, Safe, School Project
- Growing Up Digital survey

### Regional Prof. Development Consortium

- Edmonton –(represented)
- Southern Alberta (represented)
- Central Alberta (represented)
- East Central/Learning Network
- Calgary (represented)
- Northwest

### Education Partner Joint Initiatives

- Partners Task Force on First Nations, Métis and Inuit Student Success and Wellbeing
- Rural Education Symposium

### Edmonton Public School Board

- First Nations Metis Inuit Advisory

<b>Update on 2016 advocacy policy</b>	
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Submitted to the Minister of Education for response</li> </ul>	<p><b>16-1 Consent as an addition to Alberta sexual education curriculum</b></p> <p>That the Alberta School Councils' Association supports the Alberta School Boards Association in their efforts to have the topic of consent, as defined in the Canadian Criminal Code, incorporated into the curriculum related to sexual education.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Submitted to the Minister of Education for response</li> <li>Has contributed to the draft Inclusive Education Policy Framework</li> <li>Has participated in the Provincial Achievement Tests/Diploma Exam Advisory committee</li> </ul>	<p><b>16-2 Accessibility of Provincial Assessments</b></p> <p>That Alberta Education make provincial assessments accessible to all students by providing assistive resources and technology including visual, and other accommodations to meet the identified needs of the student so the student can fully participate in Provincial assessments.</p> <p>That Alberta Education provide versions of provincial assessments that incorporate these assistive resources and technology that include visual, and other accommodations to meet identified student needs.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Submitted to the Minister of Education for response</li> </ul>	<p><b>16-3 Individualized Program Plans (IPPs)/Instructional Support Plans (ISPs) and other outcome based tools</b></p> <p>That Alberta Education incorporate required timelines into the guidelines for Individual Program Plans (IPPs), Instructional Support Plans (ISPs), and related tools.</p> <p>That these timelines recognize the fluidity of such documents, but also ensure that:</p> <ul style="list-style-type: none"> <li>every student who is known to require specialized plans has an Individual Program Plan and/or Instructional Support Plan in place at the beginning of a school year (except where extenuating circumstances make this impossible).</li> <li>an outline will be prepared based on the previous years' assessments/report that can be used for the first three weeks.</li> <li>a new IPP/ISP would then be required to be completed within the first 6 weeks.</li> </ul> <p>That Alberta Education in collaboration with Alberta School Boards Association, the Alberta Teachers Association and the Alberta Association of the Deans of Education ensure that school support personnel and classroom teachers have the knowledge, skills and attributes to design relevant IPPs/ISPs.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Submitted to the Minister of Education for response</li> <li>Contributed to the development of a shared partner resource on Safe Caring Respectful Schools that will launch and be available digitally in 2017</li> </ul>	<p><b>16-4 LGBTQ access to information</b></p> <p>That Alberta School Councils' Association prepare a "Diverse Sexual Orientation, Gender Identities and Gender Expressions Toolkit" (information package) containing resources, research, sample policies and practices, and relevant legislation for school councils so school councils are supported should they wish to approach their school boards to engage and broaden the discussion around Policies and Procedures.</p>

<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Submitted to the Minister of Education for response</li> <li>Policy supported direction Minister took with respect to action in this area in Parkland</li> </ul>	<p><b>16-5 Provincial Support of Transportation</b></p> <p>That Alberta Education and Alberta Infrastructure provide necessary funding for the planning and development of bus transport transfer stations for regionalized bus transportation systems as schools are planned and budgeted for.</p>
<p><b>Updates on previously passed advocacy policies</b></p>	
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>has contributed to the conversations at the High School Completion advisory committee</li> </ul>	<p><b>Rolling the Flexibility Project out to all Students</b></p> <p>That the 25 hour per credit requirement for Alberta High Schools be removed by Alberta Education.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>participated in the discussion related to monitoring the impacts on students with respect to the reduction in exam weighting</li> </ul>	<p><b>Weighting of Diploma Examinations</b></p> <p>That Alberta Education include statistical data in its existing reporting measures that monitors the difference among teacher marks relative to students diploma examination marks to ensure there are not groups of students advantaged or disadvantaged by differences in teacher assessment standards. That Alberta Education revise the weighting of Diploma Examinations for all subjects from the current 50% to 30%, effective the 2010/11 school year. The School Awarded Mark for all Diploma Examination subjects would then be weighted at 70%.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>has participated in the conversations related to the draft Inclusive Education Policy Framework</li> </ul>	<p><b>Inclusive Model of Accountability</b></p> <p>That Alberta Education balance the measures they use for accountability to reflect all students in an inclusive learning system.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Advised on this direction not only for the draft Teaching Quality Standards, but also for the development of a draft standard for school leaders and the development of a draft standard for school system leaders (superintendents, associate/deputy superintendents, etc.)</li> <li>Has contributed to the draft revised Excellence in Teaching Awards program</li> </ul>	<p><b>Teacher Quality – Standards &amp; Evaluation (2006, 2014)</b></p> <p>That the Minister of Education work in transparency with education partners to ensure that Teaching Quality Standards are being met consistently. That Policy 2.1.5 “Accountability in Education, Teacher Growth, Supervision and Evaluation” be amended to include evaluation as a consistent and deliberate means to contribute towards teacher growth.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Has advised on the change as outlined in the proposed Education Act that reflects a standardized entry date province-wide</li> </ul>	<p><b>Common Provincial Kindergarten Entry Age</b></p> <p>That Alberta Education legislate a common kindergarten entry age cut off date for all school authorities in Alberta for parents who choose to have their children attend kindergarten.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>Has contributed to the discussions at the Welcoming, Caring, Safe Respectful schools project committee</li> </ul>	<p><b>Raising Responsible Citizens</b></p> <p>That Alberta School Councils’ Association connect with the different government Ministries associated with children to</p>

<ul style="list-style-type: none"> <li>• Has contributed to the conversations at the High School Completion advisory committee</li> <li>• Has contributed to the discussions related to the Learning Technology Policy Framework</li> <li>• Has contributed to the discussions related to the Curriculum Redesign Framework</li> <li>• Has contributed to the draft Inclusive Education Policy Framework</li> <li>• Has followed the work of PolicyWise through their update on the <b>Experiences of Alberta Children and Youth Over Time, 2005-06 to 2010-11</b></li> </ul>	<p>explore the issue of responsibility and advocate for common strategies for the development of responsibility in youth.</p> <p>That Alberta School Councils' Association take an active role in the development of a program to educate parents on strategies that can be used to develop responsibility in children.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>• Has contributed to the High School Completion committee work</li> <li>• Has participated in the Learning and Technology Policy framework discussions</li> <li>• Has contributed to conversations regarding the regulations related to Age of Access and Student Residency</li> </ul>	<p><b>CTS Career Pathways</b></p> <p>That the Ministry of Alberta Education collaborate with the Ministry of Enterprise and Advanced Education to formulate a funding structure that will support concurrent delivery of CTS (High School Career and Technology Studies) career pathways with post-secondary credentialing programs.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>• Has contributed to the conversation at the High School Completion committee</li> <li>• Has contributed to the conversation regarding the Curriculum Design Framework</li> <li>• Has participated in a symposium related to Age of Access and Student Residency draft regulations</li> </ul>	<p><b>Adequate Funding Model for High Schools</b></p> <p>That Alberta Education work with all stakeholders to create an adequate per student funding model for high school students. This model needs to address the diverse needs of high school students throughout the province and prepare them to be able to pursue appropriate career paths after high school completion.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>• Has contributed to the draft Inclusive Education Policy Framework discussion</li> <li>• Has followed the work of PolicyWise through their update on the <b>Experiences of Alberta Children and Youth Over Time, 2005-06 to 2010-11</b></li> </ul>	<p><b>Support for Early Intervention Programs</b></p> <p>That the Ministries of Education, Children's Services, Health and Wellness as individual Ministries, and through the cross-sectoral work of the Alberta children and Youth Initiative and the Parent Link Centre Program, work with local service providers to ensure and fund a range of programs exist that will meet the early intervention needs of individual children, thereby providing them an opportunity for greater success in the K-12 system</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>• Has contributed to the draft Inclusive Education Policy Framework</li> <li>• Has participated in the Provincial Achievement Tests/Diploma Exam Advisory committee</li> </ul>	<p><b>Accommodations on Provincial Achievement Tests</b></p> <p>That Alberta Education immediately modify the Provincial Achievement Test Accommodations Regulations to allow students who do not currently qualify for Alberta Education coding but who have had modifications and adaptations to instructional and assessment strategies during the academic year, access to appropriate accommodations on the Provincial Achievement Tests.</p>

<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>• Has contributed to the High School Completion committee</li> <li>• Has contributed to the draft Inclusive Education Policy Framework</li> </ul>	<p><b>Recognition of School Completion/Opportunities for Post-Secondary Opportunities (2014)</b></p> <p>That Alberta Education develop a means of formally recognizing students with special needs upon completion of their schooling, including criteria and standards for measuring outcomes.</p> <p>That ASCA, Alberta Education, post-secondary institutions and education partners recognize the concept of lifelong learning applies equally to students with special needs, and the need for successful transition of students with special needs from High School to post-secondary education and to promote:</p> <ul style="list-style-type: none"> <li>• the talents and abilities of special needs students;</li> <li>• the development of positive career identities;</li> <li>• access to career guidance that honours and respects student aspirations;</li> <li>• opportunities for post-secondary and continuing education;</li> </ul> <p>access to information on planning and post-secondary options for parents and students.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>• has participated in the Teaching and Leadership Excellence committee sub-committee with respect to the draft revise Teaching Quality Standard, draft School Leader Standard and draft System Leader Standard</li> <li>• has contributed to the revisioned work of the Excellence in Teaching Awards program</li> <li>• presented to pre-service teachers</li> </ul>	<p><b>Teacher Preparation to Involve Families (2007 revised 2014)</b></p> <p>Provincial education partners including the Faculties of Education must ensure that all of Alberta’s pre-service and beginning teachers have the knowledge, skills, and attitudes needed to build effective partnerships with families and communities to promote children’s school success.</p> <p>Teacher preparation programs should include a comprehensive framework for family involvement which focuses on the following content areas: (1) general family involvement, (2) general family knowledge, (3) home-school communication, (4) family involvement learning activities, (5) families supporting schools, (6) schools supporting families, and (7) families as change agents. (8)</p> <p>In addition to these content areas more direct experiences with families and communities should also be included in this comprehensive framework for family involvement. (<i>Shartrand et al., 1997. New skills for new schools: Preparing teachers in family involvement, Harvard Family Research Project, Harvard Graduate School of Education, Cambridge, MA.</i>)</p> <p>Provincial partner associations and regional consortia should ensure that professional development opportunities which reflect this comprehensive framework for family involvement be provided to enable practicing teachers to develop or enhance their family involvement practices to promote student success. Teachers at all stages of practice can recognize that family involvement in children’s learning is a key focus area through their individual professional development growth plans.</p>

<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>has participated on the steering committee for the Rural Education symposium</li> </ul>	<p><b>Maintaining Educational Excellence &amp; Equity in Small Rural Schools</b></p> <p>That Alberta Education give more attention to the plight of small rural schools where a few teachers are attempting to deliver the core curriculum, electives, and extracurricular activities over a large number of grades.</p> <p>That Alberta Education fund rural school districts adequately such that no schools should need to group more than two grades together for core subjects and no more than three Grades together for electives.</p> <p>That Alberta Education acknowledge in a tangible way that, in order to provide an equitable and excellent education program, small rural schools require a larger grant per student than bigger urban schools.</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> <li>has contributed to the work of the Welcoming, Caring, Respectful Safe Schools project</li> </ul>	<p><b>Safe &amp; Caring School Programs (2009)</b></p> <p>That all schools must implement a safe and caring school program or a similar alternative that involves all stakeholders and is developed to suit the unique needs of the school community, drawing on the wide variety of available resources.</p> <p>That each school's safe and caring school program be assessed annually by the school council and school community, and be updated accordingly.</p>

# Advisory Committee Updates

May 2016-April 2017

External Advisory Committees/ Opportunities to Represent ASCA

May 2016

April 2017

DATE	Committee	Representative	Updates and Notes
May 03	Rural Education Symposium		Debrief of 2016 Symposium Date decided for the 2017 Symposium
May 04	Southern Alberta Professional Development Consortium	A. Pike	<p>ARPDC is now part of funding Framework manual.</p> <p>Funding was reduced last year, but will be bumped back up to 3 million where \$75,000 base funding then formula determines the rest</p> <p>Kindergarten to Grade 6 Mathematics – EMPLO - Webinars broadcasted throughout the province and are archived on site, as well as teaching resources. <a href="http://learning.arpdc.ab.ca/course/view.php?id=351">http://learning.arpdc.ab.ca/course/view.php?id=351</a></p> <p>Have been working with early learning coordinators to see how EL fits with competencies - Developing a resource to provide support to administrators on how to evaluate early learning.- Resources shows why play important in early learning</p> <p>CTF – new curriculum 2016. Session in May will help explain what changes teachers will make</p> <p>Early Learning Coalition – 2 sessions – Parent Café &amp; one in the fall.</p> <p>Change for jurisdictions is that now there are 8 competencies from 10. Also the 3 E’s remove Entrepreneurial but idea is found within document</p> <p>Literacy &amp; numeracy are key foundations that will extend to other subjects</p> <p>What triggers redesign – 48 month review. Complete overhaul is not necessary or likely. Make small clarifications to programs.</p> <p>The Board members made comments about how the standard has evolved as well as the thinking evolved. The Fine Arts Curriculum is not meeting the needs – oldest curriculum.</p> <p>Interesting points from Partner sharing -</p>

			<p>ASBA – Submitted policies for LGBTQ time consuming and now time to move on.</p> <p>ASBOA – Budget season. Good news budget. Less uncertainty than last year.</p> <p>ATA – Parents are looking to be more involved and engaged to what Schools do. Literacy &amp; Numeracy &amp; CTF main focus.</p> <p>U of L – changes to curriculum in PSI level for more inter-disciplinary teaching – redesign. Inquiry based lesson plans. Shift to PSII. Assessment as well is slower to change. Faculty retreat looking at teaching standards and change outlines. Truth &amp; reconciliation and embedding FNMI. Increase beyond workshops for depth – graduation or admission requirements. 5 people accepted into first PHD program in Faculty of Education program.</p>
May 12	Learning and Technology Policy Framework Jurisdiction Technology Contact seminar	J. Hansen A. Pike	Professional Development on how technology is being taught and embedded in Alberta Schools. Great opportunity for collaboration and a reminder to consult with Parents on School Councils. Discussions have begun with the Planning and Technology Branch of Alberta Education on a number of initiatives including Digital citizenship.
May 16	Online Professional Growth Planning	T. Kaley	Project is coming to a close. Plans are underway to make a critical self-reflection planning tool available to teachers through the public side of the ATA website so that it can be accessed and utilized in annual growth planning activities. Discussion about transitioning the tool to include the currently draft TQS once it is approved, and also discussion about provision of resources to teachers to support the competencies in the draft TQS particularly in the area of First Nations, Metis and Inuit.
May 19	Calgary Regional Consortium	T. Schindel	
May 19	Respectful Schools Leadership	J. Hansen	This is a committee led by the ATA who have been given a grant and tasked with providing school divisions with the tools to create a more respectful, safe and caring environment. The partners are ASBA, CASS, ASCA, ATA, AISCA and Safe and Caring Schools. The ultimate outcome of this committee is to create a toolkit of researched literature of best practices for all to use. A consultant has been hired

			to prepare a literature review that will hopefully be ready by September to coincide with back to school.
May 25	Excellence in Teaching Awards	T. Kaley	Working Group developed a draft program design framework that aligns with the draft standards currently under development. Additional work on the draft design will occur at the meeting in June. Participants recommended that the revised program be called the Excellence in Teaching and Leadership Program so it is not about 'awards' as much as it is about demonstrating how professional learning is having a positive difference for kids learning
May 27	Building An Inclusive Education System	W. Keiver	The committee had an opportunity to: * see the draft revised Inclusive Education Policy Framework Directions, which is a result of the extensive consultations done January – March. The department feels that the consultations have greatly helped to guide their work; * learn from Inclusion Alberta of the post-secondary opportunities for, and successes of, students with developmental disabilities - Alberta is a world leader in this area; * refine and confirm the 5-year practical vision for the committee; * further explore and categorize (theme) previously identified major barriers to an inclusive education system.
May 27	Central Alberta Regional Consortium	L. Andreas	
May 31	Edmonton Regional Learning Consortium	T. Kaley D. Miller	D. Miller accompanied T. Kaley to determine if she is interested in transitioning to become the ASCA rep on this Board. Executive Director reviewed the program attendance results to date, the information about the programs planned for the summer, the upgrades that are being made to the technology and furniture in the meeting rooms and offices. Updates on contractors, secondees and vendors as well as IT service providers were shared with the Board. Funding to the consortia is now acknowledged in the Funding Manual, particularly with respect to the forthcoming curriculum redesign work. Financials were reviewed. The agent board effective immediately is Elk Island Catholic schools. The ED contract will also be transferred to the agent board. An annual review of the bylaws occurred. Board is in favour of some proposed revisions that would allow the Board to be more responsive to the work

			that is at hand on a year over year basis. Recommendations will be brought forward to the first meeting in the Fall. Chair and CASS rep indicated she would be resigning as of today, in order to be able to be more responsive to the startup for her district, Fort McMurray Public, in the Fall.
June 1	Rural Education Symposium	J. Hansen	Date and location have been decided (Mar5-7, 2017 at the Fantasy Land Hotel). Details about theme and key note speakers are currently being developed.
June 2	Teaching and Leadership Excellence sub-cmte.	T. Kaley	Working Group reviewed and provided organization input to the draft School Authority Quality Leadership Standard. The draft Teaching Quality Standard and School Leader Quality Standard are with Policy and Legislative Services. Updates on initiatives that will support the First Nations Metis and Inuit competencies in the draft standards is expected within the next few weeks through announcements by the Minister. Implementation and Communication strategies for reaching all clients of the system were discussed and a sub-committee of the working group is likely to be established to pursue more in depth discussions in this area. Next meeting August 25.
June 8	Excellence in Teaching Awards	T. Kaley	The committee met to review the draft proposal Alberta Education staff have prepared for Senior Alberta Ed Admin to consider. Discussion about possible names for the refreshed program and a timeline for possible implementation were considered.
June 10	ASBA Task Force on First Nations Metis and Inuit	W. Keiver J. Hansen	Cancelled
June 13	Student Learning Assessment Pilot	T. Kaley	postponed
June 13	Teaching and Leadership Excellence	J. Hansen	An opportunity to provide further input to the draft professional standards with small group discussion. Discussion on a possible implementation process of the professional standards was introduced. No decisions were made only high level discussion. Alternative Pathways to certification were discussed including the availability of ABED bursaries.
June 21	High School Completion	T. Kaley J. Hansen	Participants considered updates provided by Alberta Education with respect to possible policy directions that may be impacted by proposed upcoming work

			related to curriculum redesign, accountability pillar review etc.
June 24	Respectful Schools Leadership	J. Hansen	cancelled
August 25	Teaching and Leadership Excellence sub-cmte.	T. Kaley	postponed
September 1	Respectful School Leadership	J. Hansen	New website to be launched in October. ASCA is partners on this committee. This will be the toolkit for parents on school councils in enhancing a safe and caring school environment as it relates to diversity in the student population.
September 13	Rural Education Symposium	J. Hansen	Mar 5-7, 2017 at the Fantasyland Hotel. Keynote speakers include Todd Hirsch, Minister Eggen, Minister panel on rural sustainability.
September 19	ASBA Task Force on First Nations Metis Inuit	J. Hansen	All members are working toward a shared vision on moving ahead with the TRC recommendations and the Joint Commitment to Action. Lois Byers, the new official Trustee of Northland provided an update on her work going forward which is essentially to ensure there is an general election in Fall of 2017 for the Northland schools.
September 28	Edmonton Regional Learning Consortium	D. Miller	There will be a change of the banker board and the board holding the ED contract and a new chair has been named. Goals were reviewed for ERLC, financials were reviewed and accepted. Interesting items of note: the number of districts using and booking district days for PD learning and the way that ERLC uses the responses and plans from the pillar results and the 3-year plan from districts to construct their workshops and target goals.
October 7	Building an Inclusive Education System	W. Keiver	Did not attend
October 11	CASS First Nation Metis Inuit Symposium	J. Hansen	Discussion on possible themes and key notes.
October 14	Rural Education Symposium	J. Hansen	Planning of the Alberta Rural Ed Symposium (Mar 5-7, 2017)
October 19	Edmonton Public Schools First Nations Metis Inuit Advisory	W. Keiver	In addition to ASCA, there were representatives from: Edmonton Public Library; APPLE Schools; Ever Active Schools; Norquest College; Edmonton Police Service; Kee Tas Kee Now Tribal Council; Youcan Youth Services; iHuman; Centre for Family Literacy; Yellowhead Tribal College; Frontier College;

			Rupertsland Institute; Bent Arrow, Coyote Pride Mentoring Program; and EPSB First Nations, Métis, and Inuit Education. Representatives were asked to provide a brief summary of what their specific organization was doing in support of the TRC recommendations and the Calls to Action. Subsequent discussion resulted related to the upcoming Curriculum Development Engagement survey and topics for upcoming meetings. Next meeting scheduled for January 17.
November 14	Welcoming Respectful Safe Caring Schools	J. Hansen	Discussion on how the website would utilized and input from each stakeholder on the best way to populate the website.
November 15	ASBA Committee on School Health	J. Hansen	Discussion on whether or not the partners represented would want to carry on with a formalized committee on School Health.
November 18	Rural Education Symposium	J. Hansen	Firming details up on the program and the costs of the Rural Education Symposium.
December 1	ASBA First Nations Metis Inuit Task Force	J. Hansen	This task force is made up of Alberta Education, Alberta Regional PD Consortium, ATA, CASS, ASCA, Northland School Division, Rupertsland and chaired by ASBA). The new Terms of Reference for the Task Force was reviewed as well as the Terms of Reference and discussion on the Indigenous Shining Student Award. ASCA will participate once again in the selection committee of award recipients. There was much discussion on the move towards all organizations acknowledging Treaty lands in their events.
December 2	Building an Inclusive Education System	W. Keiver	The committee participated in an 80-minute (Sr. High content) version of the Blanket Exercise – very informative! We also reviewed the work each represented organization is doing individually to promote and support inclusive education. We then discussed concepts related to collective impact, and how each organization may be able to contribute.
December 8	Welcoming Safer Caring School communities	J. Hansen J. Kochisarli	In collaboration with partners (including but not limited to CASS, ATA, Safe and Caring, AISCA, Rupertsland) with funding through a provincial grant, a website is being developed to provide a toolkit of resources for parents and other stakeholders to use to enhance a safe environment for vulnerable students at schools. ASCA has provided information on what the needs of parents will be in terms of website use. A meeting is scheduled February 6 to review the prototype.
January 17	Edmonton Public First	W. Keiver	Second meeting of this district advisory committee. Attendees represented the following organizations:

	Nations Metis Inuit Advisory		<p>MacEwan University, Frontier College, Edmonton Public Library, Alberta School Councils' Association (ASCA), Norquest College, Ever Active Schools, APPLE Schools, Centre for Family Literacy, Concordia University of Edmonton (Education faculty), National Centre for Truth and Reconciliation (NCTR), First Nations, Métis, and Inuit Education, EPSB, Yellowhead Tribal College, Queen Elizabeth High School, University of Alberta, Alberta Native Friendship Centre, Research Consultant, EPSB, Parkland School Division</p> <p>Each organization had an opportunity to provide an update on its activities and focus related to the recommendations from the TRC related to education. ASCA took the opportunity to inform others about the upcoming conference, and our work towards encouraging all school councils to be representative of the diversity of the students in their communities. Of note is the work being done by the post-secondary institutions in preparing to ensure that pre-service teachers receive the information they need with respect to the TRC.</p> <p>The group then took a quick look at the TQS clause related to FNMI understanding, and provided some feedback. In addition, a new tool being piloted by EPSB that will better enable community organizations to make schools and teachers aware of their services and expertise related to education (like guest speakers, opportunities for field trips, site visits, etc,) was demoed. ASCA asked about the ability for school councils to also access the tool, to seek out resources in the community that may be beneficial to the work they do, and to supporting parents. This hadn't been previously considered, but will be now. Next meeting: March 14.</p>
January 19	High School completion	T. Kaley	Attendees participated in a discussion with a panel of educators from across the province with respect to practices providing evidence of increasing high school completion for the percentage of students that currently are not exiting with a credential or leaving prior to completion.
January 25	Edmonton Regional Learning Consortium	D. Miller	It was reported that the cost for a session went from \$75 to \$40. The \$40 charged is for cost recovery only. Mental health & First Nation, Metis & Inuit will be 2017 priorities. Also there will be a new LGBTQ session being offered in the spring. Alberta Ed is now requesting a mid-year report with number of sessions, number of participants and to make

			<p>sure that the sessions offered follow the Alberta Ed priorities. This is the first time that a report like this has been requested. ERLC was supposed to have a meeting in December with ABED to do “validation” around the curriculum re-design. This did not happen and consortiums around the province are awaiting next steps for the redesign process. For the sessions hosted by ERLC in regards to the curriculum redesign survey, the focus was around “pre-scheduled” sessions and requests from boards, not necessarily asks from the general public. Also, ERLC co-hosted webinars with ASCA. If sessions in the future are to be mandated like this again, a closer look at process will be taken. ERLC asked CASS to provide impact statements as to why consortiums are important. Nothing has been received yet. The current ERLC board will be looking at the structure of consortia and be doing a governance review.</p>
January 25	Southern Alberta Professional Development Consortium	A Pike	
January ?	Central Alberta Regional Consortium	L. Andreas	
January 27	PolicyWise report findings on Longitudinal study on child and youth development 2006-2011	T. Kaley W. Keiver	<p>Findings from this study were shared and the results of the study today may support government, community agencies and front-line service providers in their program planning and budgeting, cross-ministry initiatives, and success in supporting Alberta’s vulnerable populations.</p>
February 10	Building an Inclusive Education System	W. Keiver	<p>The meeting started off with the interactive Brain Architecture Game <a href="https://dev.thebrainarchitecturegame.com/">https://dev.thebrainarchitecturegame.com/</a> which is an incredible way to easily understand the impact of experiences (positive, negative and neutral) on developing (0 – 8 yrs) brains. Highly recommended! Subsequent updates from organizations represented (low attendance at this one – discussed possible reasons) revealed that most are just continuing to do what was started earlier in the year – no new initiatives. AB Ed provided an update on the Inclusive Education Policy Framework – at the time</p>

			<p>it was resting with the Deputy and Minister who were assessing the potential need for cabinet approval. We were also told that the TQS, PQS and SQS were scheduled to be going to cabinet this spring.</p> <p>I was able to provide some feedback on the document “Indicators of Inclusive Schools – Continuing the Conversation 2013”</p> <p><a href="https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf">https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf</a> which lives on the AB Ed website related to the frequent mention of “parents” but the entire absence of mentioning “school councils”. Diplomatically suggested that some revisions might be in order. Moving forward, the committee is determining how representative organizations can contribute to a “collective impact” work plan.</p>
February 13	Rural Education Symposium	J. Hansen	Planning meeting – Symposium Mar 5-7 Deputy Ministers and Minister’s confirmed
February 27	Rural Education Symposium	J. Hansen	Planning meeting Key Notes – Doug Griffiths & Todd Hirsch <a href="http://www.albertaruraleducation.ca">www.albertaruraleducation.ca</a>
February 27	Calgary Regional Consortium	T. Schindel	
March 14	Edmonton Public First Nations Metis Inuit Advisory	W. Keiver	Did not attend
March 24	ASBA First Nations Metis Inuit and Shining Student Award	J. Hansen	51 recipients – selection committee to decide the front runners by the end of March.
March 28	Excellence in Teaching Awards	T. Kaley	Committee members considered the update from the Alberta Education staff and each organization present, through their representatives affirmed the importance of the synchronicity and connection between the draft quality practice standards for teachers, principals and superintendents and a revised province-wide Excellence in Teaching program
April 7	Building an Inclusive Education System	W. Keiver	postponed



## ASCA Parent Engagement Task Force 2016-17

In 2016-17, the third year of the program, the number of member school councils that opted in to participate on the ASCA Board of Directors Parent Engagement Task Force is .77.

The Board consulted via email using a survey mechanism, with the identified parent liaisons from these school councils on education related topics of interest relevant to the work of the 2016-17 Board of Directors.

The consolidated input received on the Learning Technology Policy Framework is attached for your consideration. Input on the efforts related to Diversity and First Nations Metis and Inuit initiatives will be available on the ASCA website by the end of May.

That Board of Directors is appreciative of the participation of the task force councils.

Results from input received from previous years of the Task Forces is available at

<http://www.albertaschoolcouncils.ca/?page=HeardTaskForce>

### School District (24 districts, 1 independent charters)

Battle River	Lethbridge Public
Black Gold	Northern Lights
CBE	Parkland
Charter school	Peace Wapiti
Chinook's Edge	Pembina Hills
Edmonton Catholic	Red Deer Catholic
Edmonton Public	Red Deer Public
Elk Island Catholic	Rocky View
Elk Island Public	St. Albert Public
Ft. McMurray Catholic	St. Thomas Aquinas
Ft. McMurray Public	Sturgeon
Grande Prairie Public	Wolf Creek



## Results of the Learning Technology Policy Framework Survey

Alberta School Councils' Association **School Council Engagement Task Force** Oct.-Nov. 2016

**Q: Has your school council heard about or seen a copy of the Learning and Technology Policy Framework (2013)?**

A. Yes - 52%

B. No - 48%

**Q: Is your school council familiar with any school or school district policies or administrative procedures related to the use of technology by students in your school?**

A. Yes - 76%

B. No - 24%

**Q: If yes, what discussions about those policies have taken place?** (as submitted)

We are given forms at the beginning of the year that outline tech use. We also have CASL and FOIP forms relating to tech use. We have also had parent information evenings regarding tech use and BYOD.

Parents & students sign the Acceptable Use of Technology Policy every year. No discussion around it but parents are aware of the policy.

Parents sign the technology use forms at the beginning of each year. Principal also stated that there are many discussions at the district level.

talks about appropriate posting on the web, tech uses in the classrooms, usage of social media

discussions about cyber bullying, ethics - cheating, security, safety in communications during lock down

When you register at the school you review the Division's Policy on Responsible Technology Uses.

The district Policies have very recently been reviewed. In addition each family who is registered in the district receives copies of district policy on technology and its use at the beginning of the school year.

Students will no longer be allowed to use or bring with them personal devices during class time.

We are aware that there are CBE policies, but no one had read them. A Digital Citizenship plan was just sent out last week by the Principal of our new school (it opened September this year). As a council we have not had time to discuss it.

We heard about digital citizenship but we had no idea it was related to the Technology Policy framework. An official, who attended our council meeting, indicated that the District's Policy on Technology was on their website. We think parents should be more educated about the existence of this document.

We sign a policy with our children over grade 4 at the start of the year.

The principal has updated school council on a regular basis on the use the technology in the school. This includes such things as students bringing personal devices, the need for school supplied devices and what they are used for, introduction to google docs used by the students, collaboration with tech coach to explore tools to support varied learning needs

Information Technology district policy

-there are concerns within our school community about protecting students

-a lot of students have devices; need to ensure students and families are aware of the risks involved with social media

-some feeling that LTPF does not emphasise digital citizenship enough (maybe somewhat outside the scope of what it's supposed to be?)

None

reviewed technology survey, school was rewired for CAT6, discussed wifi issues and what will be done to deal with them

Lots of discussions about age appropriate technology, District website has procedures and policies located therein, iPads being used in the classroom and rules regarding that, parent information sessions on safe use of technology, technology at home.

Cashless school

Technology use agreement. Discussions at School Council in regards to technology use.

**Q: Does your school/school district encourage students to Bring Your Own Device (BYOD) to work with in class?**

A. Yes - 38%

B. No - 62%

**Q: Are there specific subject areas that have a greater emphasis on the use of technology as a learning aid than other subject areas? Please indicate these subject areas: (as submitted)**

Language Arts, Social Studies, Math, Science, French

We don't really know. Because our school has little or no homework, we as parents don't know when computers get used more. However, it is our understanding that digital resources are used in almost all subjects and are being used more and more every year.

No, the school technology is used across all subjects.

science, math, social

As appropriate for some classes, not allowed in other classes.

Regarding questions below, Dr. Tom Keenan gave a presentation to parents. Sponsored through school council.

The higher grades within the school (grade 4 and up )

In older grades

Humanities seems use technology heavily. We've been noticing more use in Math, as well.

elementary - SMART boards are used daily in the classroom for all subject areas. Along with iPads. The only area that technology is not really used in math.

Jr. High - Integrated in most subject areas but more common in the humanities courses. Besides calculators technology is not really used in math.

Some teachers will allow students to use their devices in class and will make sure those that do not have their own can use the schools.

Teachers will use apps that students can answer questions in class on their phone (quick quizzes); they use the results from these exercises to ensure students are understanding concepts throughout the unit.

Science, social and language arts.

Not a specific subject - technology usage is teacher-driven. Teachers use cell phones for online quizzes (kahoot) across all subjects

Language Arts - computers are used a lot here. Social Studies and Science for research, collaboration with technology, Math

**Q: Has your school council engaged in or had any presentations for parents related to Digital Citizenship?**

A. Yes - 33%

B. No - 67%

**Q: Has your school council engaged in or had any presentations for parents related to Cyberbullying?**

A. Yes - 33%

B. No - 67%

**Q: Does your school council participate in discussions regarding parent raised dollars for the purchase of technology or student devices for use in the school?**

A. Yes - 76%

B. No - 24%

**Q: Our school council is in:**

A. An elementary school 43%

B. A middle years/junior high school 23%

C. A high school 14%

D. A K-12 school 5%

E. Other:

K-8 school 5%

Our school is grade K-9 10%

**Q: Any other comments to share about technology?** (as submitted)

Our school has a coding club for grade 5 & 6 students that started this fall.

Re: Presentations on Digital Citizenship: There was an evening presentation for parents by Saffron called "What happens when you press send?" (There were also Saffron presentations for the grade 6 students). This presentation included information on cyberbullying. Parents asked if this presentation can be offered again. Funding may be an issue.

We recently became familiar with the initiatives Canada Learning Code, Teachers Learning Code and Ladies Learning Code and the possibilities that may exist.

We have computers and chrome books available to all students to sign out of the library and use. We have computer and chrome book carts that teachers can sign out per period for their classes.

There is enough technology available in the school for all students to use without the need for students to bring their own devices into class.

Our school council is a member of our community coalition. As a coalition we have had presentations related to drug abuse and cyber bullying.

1. We answered yes, to question 1. But we only learned about the policy framework after we received the survey. 2. Presentations about Digital Citizenship: We had a presentation on Safety Online Information session at our school about 5 years ago, before the document. We have not

had any since. We plan to have one before the end of the school year. 3. Parents-Raised dollars for technology: Our council has not raised any funds specifically for technology.

The Alberta government needs to recognize that technology needs to become a line item in budgets beyond a bandaid. Funding has to be made available for technology.

Technology is a learning tool not a teacher.

Our school council has not had any presentations yet regarding digital citizenship and cyberbullying, however we are planning an evening in the near future for parents and students.

Needs to be more widely available in the schools so every student can benefit from it but it should not replace the teacher.

We will be doing a cyberbullying presentation coming up. There has been school wide discussions on appropriate use of texting and issues that have arisen.

We attempted to engage parents in Digital Citizenship - lack of response

School Resource Officer presents sessions to students on Cyberbullying

## Board 2016-17 Internal Committee Updates

### **Governance and Bylaw Review Committee Tyla Savard – Lead**

Laura Andreas, Brandi Rai, Hollie Tarasewich - members

The 2016 AGM included membership reviewing and approving changes to the ASCA bylaws, after the AGM they were submitted to Corporate Registries and have been approved.

With bylaws being updated the 2016-17 Governance committee took on review of the Board Governance Policy Manual to ensure it was current and still aligned with our bylaws. We managed to complete the manual review before the end of the year and made updates as required as we worked through it with full reports to the Board at each meeting.

There was also a template Terms of Reference and Reporting form created for committees to use to ensure we have consistency of what is expected of each committee and all details being captured when reporting. Other conversations had led to the creation of a board handbook (what to expect now that you're a board member type items) which the Terms of Reference and Reporting form will be added to and overall will become part of the Governance manual.

The Governance Committee recommended to the Board to include 1 policy review to each meeting agenda, then board members get to know policies and have the opportunity to ask questions to better understand them, it also assists the Board in its knowledge, governance and maintenance of the foundational documents. We as a Board started this practice and recommend next year's board continue with it.

The Board will be bringing forth a resolution to make an additional change to our bylaws to elaborate on how we pay our expenses to include electronic banking practices.

It's been lots of work but is nice to have all foundational documents updated and set up for regular review. I'd like to say a big thank you to my committee members this year, Laura Andreas, Brandi Rae and Hollie Tarasewich and staff Tracy Kaley - they were always ready and willing to put in the extra time and effort to make sure we completed this project this year so everything would be done for next year's board.

### **Awards Committee Lorna Spargo - Lead**

Brad Vonkeman, Dena Friars, Alana Sala - members

The Awards Committee met several times throughout the year in face to face meetings as well as teleconferences and email correspondence.

We created a work plan which included the creation of a work plan, an evaluation of the process implemented last year, a review of the awards brochure which is distributed to our members via the website, instructors, staff, and Board directors.

We made changes to the criteria for Friend of ASCA and Honourary Life Member awards.

We created a new award to be unveiled at the AGM, the District School Council Engagement Award.

We assessed the nominees submitted for awards.

### **Legacy Committee** on hiatus for 2016-17

## **Community Engagement Committee Dawn Miller/Judy Ducharme co-leads**

Lorna Spargo, Alana Sala, Jacquie Surgenor - members

The Community Engagement Committee's purpose is to determine strategies that the Board of Directors can use to further engage Alberta's school councils and external stakeholders about the role of school councils in public education, aligned with the mission and purpose of ASCA.

The committee identified areas that Alberta School Councils Association and the board of directors could engage education communities and stakeholders along with ways that School Councils can engage their education communities. This included defining types of engagement, areas of improvement and outlining frameworks for initiatives. The committee also worked towards creating an orientation package for new directors so that they can become a more effective board member that lends itself to a stronger board.

From the committee's work this year, a 3 year work plan was created. It was the committee's recommendation that the Alberta School Councils Association board of directors continue with this committee with direction to complete the work plan.

## **Internal Financial Audit Committee Brad Vonkeman – Lead**

Dena Friars, Jacquie Surgenor – members, Allison Pike, President ex officio  
Kathy MacRae – Bookkeeper/Executive Assistant – Staff support

The Internal Financial Audit committee was set as a standing committee for the Board of Directors by the 2015/16 board. This year's committee was established in May and Terms of Reference were created and approved by the Board at the September Board Meeting.

In September, the Board had the approved auditor in to review the audited financial statements with the auditor answering questions from the board. The board approved the presented audited financial statements for the Association's business year of 2015/16.

In November the committee reviewed the credit card statements and receipts associated with the statements, and recommended that all receipts be written on with what the expenses were for. Most receipts are already using this process, so little will have to change to get the balance of the receipts to this standard. There was a questionable charge on the credit card statement from New Zealand, this was found by the association bookkeeper, and the card was replaced to re-establish integrity of the account and the charges reversed.

In January the committee looked at the Association's Insurance to ensure there was adequate coverage to protect the Association and the Board in the work that it is tasked to do by members. The committee also looked at the expense claims from the facilitators, staff and board members. All claims have been double checked for accuracy and accountability. There were a couple of receipts that were missing and the bookkeeper made calls to the individuals submitting the claim for an explanation. The committee has recommended creating a form for the occasions where a receipt may go missing for a justification of the missing receipts so there is a track record of this. This form has been created.

In March the committee reviewed the bank statements and cheques written by the Association in this business year. All bank statements were reconciled and cheques were accounted for. Questions are being asked of the bank for some fees the Association is being charged by them.

All the activities of the Internal Audit Financial Committee were put into a written report that was presented to the board for review, to be able to ask questions and approve.