



Council of School Councils (COSC)

7 PM, Wednesday, February 23, 2017

Board Room, Centre for Education, Stony Plain

A G E N D A

1. Call to Order
2. Welcome and Introductions
3. Approval of Agenda
4. Approval of [Minutes – November 30, 2016](#)
5. Board Report – Dorcas Kilduff
6. Discussion Items:
 - Leadership of CoSC (Future Areas of Interest for Presentations or Information) (5 min)
 - Inclusion: Perceptions and Realities (20 min)
 - Truth and Reconciliation: Out of the work being done with the Truth and Reconciliation Commission (TRC), what are our children beginning to learn about First Nations, Metis and Inuit? What is expected from our teachers? See the attached information from the draft Teacher Quality Standards (TQS) and [information from TRC](#). How will TRC change curriculum? What should I know as a parent going forward? (20 min)
 - Alberta School Council's Association Conference (April 28 - 30) - [Resolutions](#). Please read ahead and bring any questions or comments. (15 min)
 - ASCA Webinar Wednesdays
 - March 1, 2017 School Council Purpose
 - March 8, 2017 Chair Basics
 - March 15, 2017 Fundraising Association Partnership Purpose
 - March 22, 2017 Meeting Management
 - April 5, 2017 Masterful Minutes
 - April 12, 2017 Careers: Supporting Youth Exploring
7. Future Meeting Dates:
 - Wednesday, March 22, 2017
 - Wednesday, May 3, 2017
8. Adjournment

- (b) implementing appropriate universal, targeted and/or specialized strategies to address students' strengths, learning challenges and areas for growth;
- (c) being aware of and responding to students' emotional and mental health needs;
- (d) employing classroom management strategies that:
 - optimize learning for every student;
 - result in a positive, safe environment that is conducive to student learning;
 - involve students in establishing classroom routines;
- (e) recognizing and responding to students' learning needs with supports, including assistive technologies where required, to enable and/or improve learning;
- (f) incorporating students' personal and cultural strengths into teaching and learning; and
- (g) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- (5) A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, and supports the process of reconciliation, by:
 - (a) understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - agreements with Métis;
 - the legacy of residential schools; and
 - the impacts of intergenerational trauma on learner development;
 - (b) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the First Nations, Métis and Inuit; and
 - (c) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Adhering to Legal Frameworks and Policies

- (6) A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system, by:
 - (a) understanding the legislated, moral and ethical frameworks that provide the foundations for the Alberta education system;
 - (b) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation and policies established by the school authority; and
 - (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.