



**Alberta
School Councils' Association**

Advocacy Updates

for the period ending April 2016

Annual Highlights

Advisory committee and Board Committee updates

Parent Engagement Task Force year 2 input



HIGHLIGHTS 2015-16

- Built relationship with new Minister of Education, Deputy Minister of Education and advocated for ASCA
- 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 about the Student Learning Assessment second year pilot for Alberta Education
- Piloted a webinar series of information sessions for school council parents and school staff
- ASCA Parent Engagement Task Force doubled to include voluntary membership from
- Piloted a school council mediation program
- 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
 - Symposium on Education Act Regulations
 - Rural Education Symposium
 - Excellence in Teaching Awards Alberta Selection Committee
 - Alberta Recreation and Parks Association Conference and AGM
 - Conversation with opposition education critic

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



Alberta School Councils' Association

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Each year ASCA is invited to represent the advocacy positions established by the membership at provincial level committees. From April 2015 – April 2016 ASCA is or has participated on the following::

Alberta Education

- ◆ Deputy Minister's Dialogue on Teaching Quality
- ◆ Curriculum Program & Assessment
- ◆ Elementary Math P.D. Working Group
- ◆ Teacher Certification Appeal
- ◆ 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
- ◆ 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

- ◆ Online Professional Growth Planning
- ◆ Safe, Welcoming and Caring schools

Regional Prof. Development Consortium

- ◆ Edmonton
- ◆ Southern Alberta
- ◆ Central Alberta
- ◆ East Central/Learning Network
- ◆ Calgary
- ◆ Northwest

Education Partner Joint Initiatives

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

| Update on 2015 advocacy policy | |
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| <p>With this policy ASCA</p> <ul style="list-style-type: none"> Has participated in the advice being provided to Alberta Education by stakeholders at the High School Completion advisory committee meetings Has provided input to the draft regulations accompanying the Education Act with respect to Age of Access, & Student Residency | <p>15-1 Provincial Dual Credit Strategy</p> <p>That to ensure students have more access to dual credit programming opportunities and to personalize their high school experience and build on or discover their career passions and interest that the government implement and fund sustainability practices that ensure students are assured choice and mobility throughout their lifelong learning.</p> |
| Updates on previously passed advocacy policies | |
| <p>With this policy ASCA</p> <ul style="list-style-type: none"> has participated in the conversations relating to Student Learning Assessment pilot transition from Provincial Achievement Tests has participated in conversations regarding the transition on online diploma exams has provided input to the literacy and numeracy progressions and the competencies associated with the K-12 curriculum scope and sequences | <p>Assessment Measures of 21st Century Student Success</p> <p>That Alberta Education develop assessment tools and authentic measures that reflect how deep the learning is in our school system, and measure student success with respect to the competencies of the 21st century learner.</p> |
| <p>With this policy ASCA</p> <ul style="list-style-type: none"> has contributed to the conversations at the High School Completion advisory committee | <p>Rolling the Flexibility Project out to all Students</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"> statement 2 achieved for the 2015-16 school year | <p>Weighting of Diploma Examinations</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"> has participated in the conversations related to the draft Inclusive Education Policy Framework | <p>Inclusive Model of Accountability</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"> 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.) Has contributed to the revisioned Excellence in Teaching Awards program | <p>Teacher Quality – Standards & Evaluation (2006, 2014)</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> |

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| <p>With this policy ASCA</p> <ul style="list-style-type: none"> Has advised on the change as outlined in the proposed Education Act that reflects a standardized entry date province-wide | <p>Common Provincial Kindergarten Entry Age</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"> Has contributed to the discussions at the Welcoming, Caring, Safe schools project committee Has contributed to the conversations at the High School Completion advisory committee Has contributed to the discussions related to the Learning Technology Policy Framework Has contributed to the discussions related to the Curriculum Redesign Framework Has contributed to the draft Inclusive Education Policy Framework | <p>Raising Responsible Citizens</p> <p>That Alberta School Councils' Association connect with the different government Ministries associated with children to 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"> Has contributed to the High School Completion committee work Has participated in the Learning and Technology Policy framework discussions Has contributed to conversations regarding the regulations related to Age of Access and Student Residency | <p>CTS Career Pathways</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"> Has contributed to the conversation regarding the draft school fees regulation Has contributed to the conversation regarding the Education Act | <p>Elimination of School Fees</p> <p>That Alberta Education revise the <i>School Act</i> to more clearly define a basic education as it is currently prescribed in Ministerial Order #004198 <i>Goals and Standards</i> applicable to the provision of basic education in Alberta.</p> <p>That the revisions identify the provincial government as responsible for the funding of a basic education thus eliminating the ability of the Board to apply fees to costs associated with the provision of a basic education.</p> <p>That Alberta Education make available to all authorities and school councils, any research that has been compiled pertaining to basic education delivery and school fees</p> |
| <p>With this policy ASCA</p> <ul style="list-style-type: none"> Has contributed to the conversation at the High School Completion committee Has contributed to the conversation regarding the Curriculum Design Framework Has participated in a symposium related to Age of Access and Student Residency draft regulations | <p>Adequate Funding Model for High Schools</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"> Has contributed to the draft Inclusive Education | <p>Support for Early Intervention Programs</p> |

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| <p>Policy Framework discussion</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"> • Has contributed to the draft Inclusive Education Policy Framework • Has contributed to the Student Learning Assessment pilot conversation • Has participated in the Provincial Achievement Tests/Diploma Exam Advisory committee | <p>Accommodations on Provincial Achievement Tests</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"> • Has contributed to the High School Completion committee • Has contributed to the draft Inclusive Education Policy Framework | <p>Recognition of School Completion/Opportunities for Post-Secondary Opportunities (2014)</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"> • the talents and abilities of special needs students; • the development of positive career identities; • access to career guidance that honours and respects student aspirations; • opportunities for post-secondary and continuing education; <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"> • 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 • has contributed to the revisioned work of the Excellence in Teaching Awards program | <p>Teacher Preparation to Involve Families (2007 revised 2014)</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> |

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| | <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"> • has participated on the steering committee for the Rural Education symposium | <p>Maintaining Educational Excellence & Equity in Small Rural Schools</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"> • has contributed to the work of the Welcoming, Safe and Caring schools project | <p>Safe & Caring School Programs (2009)</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 2015-April 2016

| DATE | Committee | Representative | Updates and Notes |
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| May 06 | ASBA Partners First Nations, Metis Inuit Student Success and Wellbeing Task Force | M. Mulder | <p>Alberta Education, provided an overview of the draft standards associated with the new Education Service Agreements (ESA) between school boards and First Nations bands. ESAs are replacing the old "tuition agreements" that were in place for financial reasons when First Nations students came off reserve to be educated in provincial schools. The new ESAs describe much more than a financial arrangement, dealing with the commitment between the two parties to educate the child.</p> <p>CASS shared plans for their First Nations, Metis and Inuit conference October 7-9, 2015 in Edmonton.</p> <p>Education Deputy Minister, Lorna Rosen was to attend this meeting, but was unable due to the provincial election.</p> <p>Next meeting will be held June 12. Agenda will focus on reviewing and revising the task force work plan.</p> |
| May 12 | School Technology | T. Kaley | Cancelled due to transitioning government |
| May 19 | Elementary Math PD Working Group | T. Kaley | First meeting of this group. The Alberta Regional Professional Development Consortia in collaboration with Alberta Education are designing professional learning materials specifically related to K-6 math curriculum and teachers in order to try to rebalance the information and knowledge about the program of studies. |
| May 25 | Student Learning Assessment | T. Kaley | Followup on the reactions and recommendations to the first year of the pilot. Appreciation expressed for ASCA hosting focus groups for parents on their experiences with the pilot |
| May 29 | Building An Inclusive Education System | W. Keiver | <p>Group welcomed representatives from the ATA's School Leadership Council and the Premier's Council on the Status of Persons with Disabilities.</p> <p>As part of our round table we discussed the supports provided due the legislative changes brought about by Bill 10, Demographic information related to students in Alberta and a PowerPoint relative to participation rates on provincial assessments was shared.</p> <p>Group received a presentation on the Inclusive Education Policy and work being planned on an Inclusive Education Policy Framework</p> <p>The bulk of our meeting was devoted to beginning the process to describe a practical vision (What do we want our inclusive education system to be like in five years?).</p> <p>At our next meeting the categories to describe the practical vision we want for an inclusive education system in Alberta will be determined.</p> |
| May 29 | Deputy Minister's Dialogue on Teaching Transformation | B. Vonkeman M. Mulder | Postponed |
| July 22 | Student Learning Assessment | T. Kaley | <p>Agenda topics included updates from Alberta Education staff on the implementation of recommendations for year 2 of the pilot. Fewer questions in the digital literacy and numeracy areas and fewer performance tasks in conjunction with better assessment rubrics and marking exemplars for teachers regarding the performance tasks.</p> <p>Preliminary discussion about parent reports being available online, and confirmation that teachers will be able to print individual student reports in a variety of different ways in order to share with parents.</p> <p>ASCA offered to host introduction and information webinars for Alberta</p> |

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| | | | Education if there is an interest. This will be further explored. |
| August 25 | Student Learning Assessment | T. Kaley | Confirmation that there will be individual student reports and class reports only with this pilot. No school level, district or provincial reports will be established until the pilot is complete and the program is fully implemented. The train the trainer and teacher support sessions are established and started August 18. They are being well received and well attended. The introduction and information sessions hosted by ASCA will be a go. |
| September 14 | Elementary Math PD Working Group | T. Kaley | Terms of reference were reviewed. The timelines, draft module materials and the planned delivery approaches were shared with the group. A discussion about participant recognition and marketing strategies occurred. |
| September 16 | First Nations Metis and Inuit Task Force | W. Keiver | The updated action plan for the committee was reviewed. Partner organizations shared updates on their individual activities that relate to the work of this task force. Deputy Minister L Rosen attended and shared information relevant to the work of the committee from a Ministry of Education perspective and encouraged the committee to consider including updates from other Ministries who are doing work in the area of First Nations Metis and Inuit student success and wellbeing. |
| September 18 | Edmonton Regional Learning Consortium | T. Kaley | Executive Director reviewed the financial statements and provided updates on current and future programming related to specific conditional grants received. |
| September 22 | Calgary Regional Consortium | T. Schindel | |
| September 29 | Rural Education Symposium | J. Kochisarli | Discussed: Call for Presentations and Program Development Timelines <ul style="list-style-type: none">o Letters of Invitation, Confirmed Keynotes Symposium 2016 Venue Update <ul style="list-style-type: none">o Room availabilityo Decision on AV Support/Conference On Site Registrationo Communication Roles for Symposium 2016 Symposium Promotion <ul style="list-style-type: none">o website updateso Registration processo Minister's invite videoo Sponsorships Financial Update (healthy position) Next Meeting November 18, 2015. (TBC) |
| September 30 | Building An Inclusive Education System | W. Keiver | Did not attend due to conflict of commitments |
| October 1 | Student Learning Assessment | T. Kaley | This meeting was scheduled to provide working group members with a preview of the results reporting demo, as well as provide members with a view of the live assessment platform. |
| October 2 | Teaching and Leadership Excellence in Alberta | T. Kaley | This was the first meeting of this committee which is being chaired by the Deputy Minister, The appointed committee members were asked to agree to an extension of the Terms of Reference from one year to three years. Committee members were asked for as firm a commitment as each could make that they would remain as the representative of their organization for the duration of the work of the committee. Understanding of all participants was sought on the following: This |

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| | | | committee provides advice only therefore there will be no formal motions or minutes of proceedings, A subcommittee which will be working on system leader standards, teacher standards and finalizing the School Leader standard has been established. ASCA was not an initial stakeholder invited to this committee work, but has requested to be, and has been accepted to participate. |
| October 6 | School Technology Advisory Committee | T. Kaley | This meeting involved gathering stakeholder input on processes that Alberta Education and school authorities could use to ensure effective implementation of the Learning Technology Policy Framework. |
| October 7 | PAT and Dip's Technical Briefing | T. Kaley | Embargoed information meeting to share the Grade 6 and 9 PAT results and the Grade 12 Diploma Exam results from 2014-15. |
| October 27 | Student Learning Assessment | T. Kaley | Full working group meeting to review the results reporting processes and documents and to discuss input sharing strategies with respect to post pilot assessment surveys. |
| October 27 | Central Alberta Regional Consortium | L. Andreas | |
| November 9 | Teaching and Leadership Excellence sub-cmte. | T. Kaley | Review of existing Teaching Quality Standard and the draft Professional Practice Competencies for school leaders followed by an outline of the work of the sub-committee including deadlines etc. |
| November 18 | Curriculum Policy Advisory | J. Hansen T. Kaley | Attended by the Deputy Minister who engaged the committee in a discussion about making sure that information about Alberta Education curriculum related initiatives is useful, and what is being shared is both meaningful and understandable. A brief update was provided with respect to the sub-committee work of the Teaching and Leadership Excellence sub-committee. A brief update was shared regarding the Student Learning Assessments. |
| November 19 | Teaching and Leadership Excellence sub-cmte. | T. Kaley | The committee began small group work focusing on the Competencies drafted by the writing group for a revised Teaching Quality Standard |
| November 20 | First Nations Metis and Inuit Task Force | W. Keiver | The committee continued its work to review and revise the Terms of Reference and Action Plan that guide its work. Of particular interest in the reports from the represented organizations, was the update from CASS on the success of the First Nations, Metis and Inuit Education Symposium held in October. Future symposiums are already in the planning stages, and ASCA continues to participate in those discussions. The groundwork required by ASCA for the annual Shining Student Award will be completed in early January, with anticipated distribution to school divisions, education partners etc. by mid-January. |
| November 20 | Edmonton Regional Learning Consortium | T. Kaley | Updates were provided by the Executive Director with respect to financials, grant deliverables, staffing complexities and the retainment of seconded staff to meet grant requirements. |
| November 20 | Deputy Minister's Dialogue | J. Hansen | Opening remarks by DM Lorna Rosen giving the vision of the new government. Updates on Ed Act, lunch program, educational supports for immigrants/ELL – all will require stakeholder consultation. Presentations: Calgary Catholic on best practices in data collection, how to use data and how it relates to accountability and measures in student success. Alberta Ed Assurance model First Nations Metis Inuit programs – engagement initiatives by Fort McMurray Catholic and Edmonton Public Schools. |
| November 25 | School Technology | T. Kaley | Committee members were invited to review and revise the sample indicators and possible data sources handouts. Each group recorded their work and submitted their input for development of the first draft of the progress |

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| | | | STAC members were asked to provide suggestions on mechanisms/forums that could be used to highlight successful implementation and mine our collective intelligence to tackle issues. Meeting closed with members giving consideration to the implementation of the Learning and Technology Policy Framework, and what areas should be considered in future STAC meetings? |
| November 27 | Diploma Exam Advisory | T. Kaley | <p>Given the shift in the weighting of the exams, meeting participants received and discussed the following information: The purpose, rigor and standards of diploma exams have not changed – the exams</p> <ul style="list-style-type: none"> • Certify the level of student achievement • Ensure that province-wide standards are maintained • Report individual and group results • Are developed, reviewed and administered using existing processes • expectations for what students must do to achieve an acceptable standard or the standard of excellence remain the same <p>In consultation with the Diploma Examination Advisory Committee, the blending rules were reviewed. In a nutshell, these are the new rules:</p> <ul style="list-style-type: none"> • For students who retake the course or rewrite the diploma exam after September 1, 2015: To be eligible for the 70/30 blend, either the new school-awarded mark (SMK) or the new diploma exam mark (DMK) must be higher • For students who completed the course prior to September 1, 2015 but did not write the diploma exam: they will be eligible for the 70/30 weighting • Mature student status still applies • A student's transcript reports the highest SMK, the highest DMK and the highest official mark (i.e., the blended mark) <p>References available to the updated Q & A Related to Diploma Exam Weighting http://education.alberta.ca/admin/testing/diplomaexams/</p> <p>The Marks, Results & Appeals section of the General Information Bulletin contains numerous examples for both regular students as well as mature students http://education.alberta.ca/admin/testing/diplomaexams/diplomabulletin/</p> |
| November 30 | Building an Inclusive Education System | W. Keiver | The group received a brief presentation on the Standards of Professional Practice for Alberta School Teachers, School Leaders and School Authority Leaders and was given an opportunity to provide some general feedback. In addition, an introduction to the Inclusive Education Policy Framework Engagement Process set the stage for the January 8 th Engagement opportunity. The majority of the meeting, however, was spent discussing and providing feedback on what may eventually be known as our 5 Year Practical Vision for Inclusive Education in Alberta. |
| December 3 | Teaching and Leadership Excellence sub-cmte. | T. Kaley | <p>Meeting participants reviewed the latest input on the draft Teaching Quality Standard, and agreed that going forward there should only be one level of standard, not two as currently is the case (for beginning vs more experienced teachers)</p> <p>Work began on reviewing the competencies for the School Leader Standard (formerly Professional Practice Competencies for School Leaders)</p> |
| December 11 | Online Professional Growth Planning | T. Kaley | Field testing of the Teacher Online Professional Growth Planning (OPGP) Service and the School Leader Online Professional Growth Planning Service continues in 2015/16 with 457 teachers and school leaders accessing the OPGP Service developed by the Alberta |

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| | | | <p>Teachers' Association.</p> <p>Year One field testing of the new School Leader Online Professional Growth Planning Service based on the <i>Professional Practice Competencies for School Leaders in Alberta (PPCS)</i>, saw a large number of school leaders involved in piloting the service in 2014/15. Feedback, including suggestions for improvement, was collected from those user groups. Revisions able to be accommodated within the limitations of the software were made for the 2015/16 release of the OPGP Service.</p> <p>The Two Year Evaluation Study was completed with the original pilot group of 112 teachers. The Study revealed the following results pertinent to the OPGP tools:</p> <ul style="list-style-type: none"> • using the OPGP service enhanced the setting of professional learning goals by aligning Growth Plan goals to specific knowledge, skills and attributes found in the TQS; • the robust self-assessment/self-reflection tool based on the descriptors of the KSAs found in the <i>Teaching Quality Standard</i> or the <i>Professional Competencies for School Leaders in Alberta</i>; assisted users in identifying strengths and areas for growth; • some users prefer to use their own growth plan template as opposed to the template tool provided in the OPGP service; and • some users reported frustration with the user interface and navigation within the software. <p>The Field Test will continue for the current year with feedback from new and returning users collected to assist the Association in making decisions about the existing software and future directions for the OPGP Service.</p> |
| December 14 | Student Learning Assessments | T. Kaley | Updates were provided with respect to how the second year of the pilot appeared to improve over the first year. Surveys are currently being conducted and the results that will either confirm or refute the initial observations regarding the pilot's success will be shared with the working group at the next meeting. |
| December 17 | Teaching and Leadership Excellence sub-cmte | T. Kaley | The committee members signed off in principle on the draft Teaching Quality Standard and draft School Leader Standard documents and agreed to share the drafts with their respective organizations in order to have feedback available for the January meeting |
| December 21 | Rural Education Symposium | J. Hansen | RES is in Banff from Mar 6-8. A diverse number of sessions have been chosen and are 30, 60, or 90 minutes in length. ASCA will contribute by writing bios and scripts. |
| January 8 | Building an Inclusive Education System | W. Keiver | Participants were provided with engagement activities which focused on providing a comprehensive overview for the draft <i>Inclusive Education Policy Framework</i> . It was felt that introducing the draft document in a structured way ensures that the content is considered in context. Participants were also provided with digital versions of the pages required for facilitating the one hour follow-up conversation with respective organizations and stakeholder groups. |
| January 11 | Education Act and Regulations Implementation | J. Hansen T. Kaley | Alberta Education staff provided updates on the progress to date. The government is taking time to make sure they understand the proposed changes and to make sure that the draft regulations are reflective of the system as it will move ahead. Partner organizations shared areas of specific interest and concern with |

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| | | | potential implementation dates specified within the Act itself. Partner representatives also shared work that has been done to date to support the implementation when it occurs. ASCA shared that the organization has had two workshops presented to members and partners. Also shared that draft School Councils regulation– Section 13 (Donations) not worded clearly. |
| January 21 | Teaching and Leadership Excellence sub-cmte | T. Kaley | Committee reviewed the input from the stakeholder groups represented around the table. Alberta Education will consider the advice and a next draft will be presented to the Teaching and Leadership Excellence in Alberta Advisory Committee in February. |
| January 21 | Rural Education Symposium | J. Hansen | |
| January 22 | Elementary Math Professional Learning Opportunities | T. Kaley | A review of the work on the professional learning modules to date was shared with the committee. Comments about language in the modules corresponding with language in the math program of study corresponding with other programs of study, and everyday use occurred. |
| January 27 | Excellence in Teaching Awards | T. Kaley | A revised recognition program is being considered. A revised program will have a focus on excellence in teaching practice, alignment with the TQS, will likely be launched in Fall of 2017 and could be a partnership of the stakeholder organizations. |
| January 27 | Southern Alberta Prof. Dvpt. Consortia | A. Pike | |
| February 2 | High School Completion | J. Hansen T. Kaley | Considerations at this meeting were: <ul style="list-style-type: none"> ○ What does completing High School mean... when a student is credentialed to a certain level or is it when a student is properly prepared for life after high school. What does this mean for curriculum? ○ How are we responding to students who are not functioning as well in a traditional school setting ○ Is the High School flexibility program working and are we learning from best practices? ○ How long should we support students (age of access) |
| February 8 | First Nations Metis Inuit Task Force | J. Hansen W. Keiver | The department is looking at actionable plans for teachers in regards to the Truth and Reconciliation Commission. The nominations for The Indigenous Shining Student Award are out... |
| February 16 | Teaching and Leadership Excellence Advisory | J. Hansen | Topic of discussion for this meeting were the Draft Teacher Quality Standard and the System Leader Standard |
| February 22 | Student Learning Assessment | T. Kaley | postponed |
| February 22 | Calgary Regional Consortia | T. Schindel | |
| February 24 | Welcoming, Caring, Safe and respectful schools project | J. Hansen | A committee operating on a grant given to the ATA. Partners involved to date are CASS, ASBA, ASCA, AISCA, ATA and Safe and Caring Schools. This project which will be about 1.5 years in length. |
| February 25 | Teaching and | J. Hansen | Agenda items were the review and feedback on the Draft Teacher |

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| | Leadership Excellence sub-cmte. | | Quality Standards (TQS) and the System Leader Standards (SLS) as well as beginning the review of the System Authority Leaders Standards (SALS) |
| February 27 | Southern Alberta Prof. Development Consortia | | |
| March 2 | Central Alberta Regional Consortia | L. Andreas | |
| March 15 | Welcoming, Caring, Safe and respectful schools project | J. Hansen | |
| March 16 | School Technology Advisory | T. Kaley | |
| March 18 | Teaching and Leadership Excellence sub-cmte. | T. Kaley | Working group focused on the draft school authority leader standard, reviewing relevance of the competencies and indicators to system leader practice, if the standard sufficiently captures the role of system leaders and recommendations with respect to content revisions. Group also talked briefly about an implementation framework system design based workshop for two dates in April |
| March 18 | Building an Inclusive Education System | W. Keiver | The majority of the meeting focused on the <i>TQS</i> (revised) and <i>SLS</i> which each reference competencies and indicators related to inclusive practices that should be demonstrated by teachers and school leaders as they undertake their professional responsibilities. Committee members at the March 18 th meeting examined the competencies and indicators and engaged in conversation about how this work aligns with the Inclusive Education Policy Framework. Participants also discussed how best to ensure the <i>TQS</i> and the <i>SLS</i> can be brought to life for teachers and school leaders. The remainder of the meeting reviewed, and suggested revisions to, the Practical Vision statement, which will be explored in more depth at the May meeting. |
| March 23 | Excellence in Teaching | T. Kaley | Committee met to explore all options with respect to elements that could be contained in a new recognition program. Discussion about keeping what is great about the current one, and then building on that to arrive at a place where there is greater awareness about the program provincially and the recognized recipients are able to have an ongoing impact on elevating the profession. |
| April 5 | ASBA Student Health and Wellness | W. Keiver | Partners held their first meeting with the Education Minister in attendance for a portion of the meeting. A review of the initiatives/activities that each organization has available that could support getting the important word out about comprehensive school health occurred in a roundtable sharing format. Next meeting scheduled for mid-spring. |
| April 6 | Rural Education Symposium | J. Hansen | Did not attend |
| April 14 | Teaching and Leadership Excellence sub-cmte. | T. Kaley | |
| April 19 | High School Completion | T. Kaley | |
| April 19 | Welcoming, Caring, Safe and respectful schools project | J. Hansen | |

| | | | |
|--------------|--|--|--|
| April 20 | Excellence in Teaching | T. Kaley | |
| April 21, 22 | Teaching and Leadership Excellence sub-cmte. | L. Comfort J. Surgenor J. Hansen T. Kaley | |

ASCA Parent Engagement Task Force 2015-16

In 2015-16, the second 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 expanded from 45 to 127.

The Board consulted via email using a survey mechanism, with the identified parent liaisons from these 127 school councils on education related topics of interest relevant to the work of the 2015-16 Board of Directors.

The consolidated input received on School District and School Based Fees, School Board-School Council Relationships and School Council Communication Strategies is attached for your consideration.

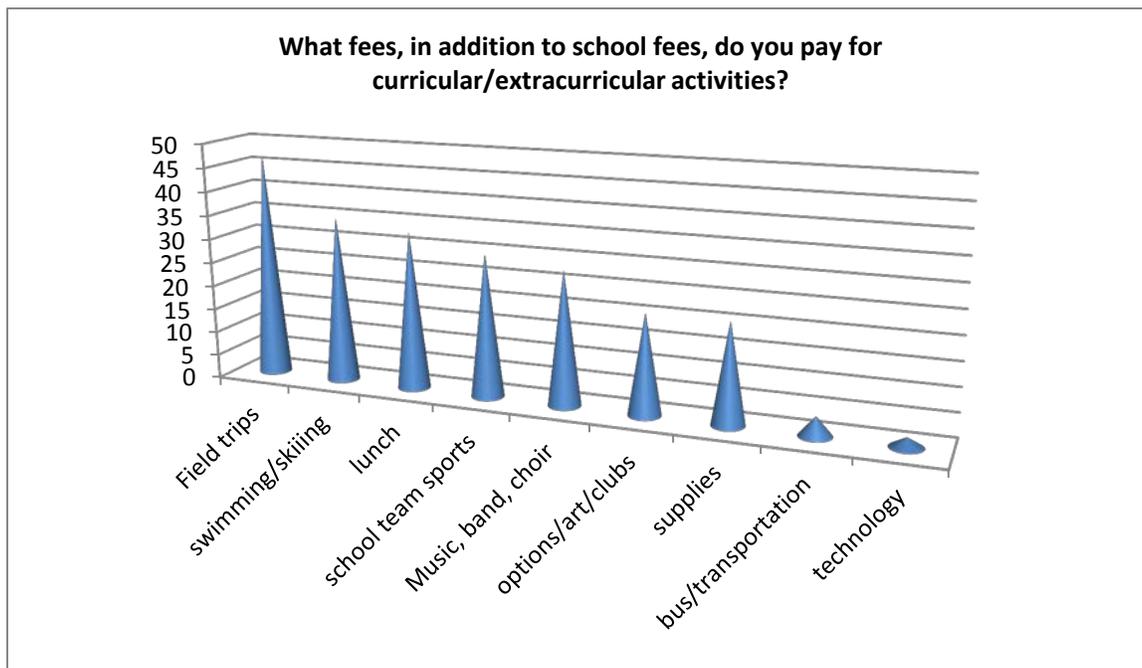
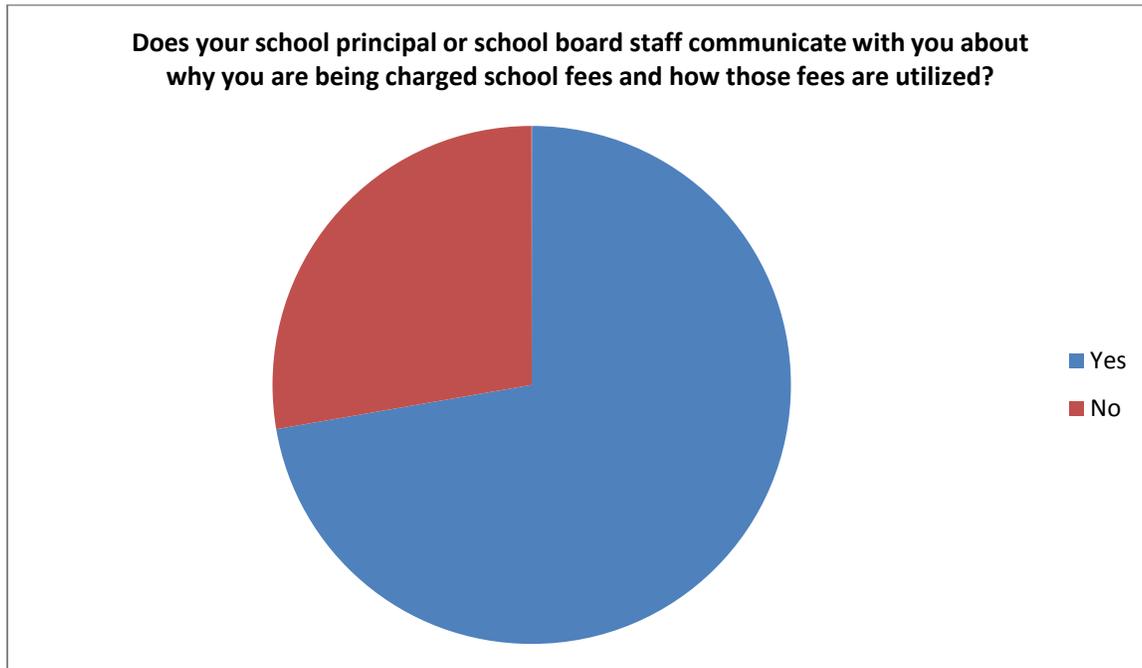
That Board of Directors is appreciative of the participation of the task force councils.

School District (37 districts, 2 independent charters) 127 school councils

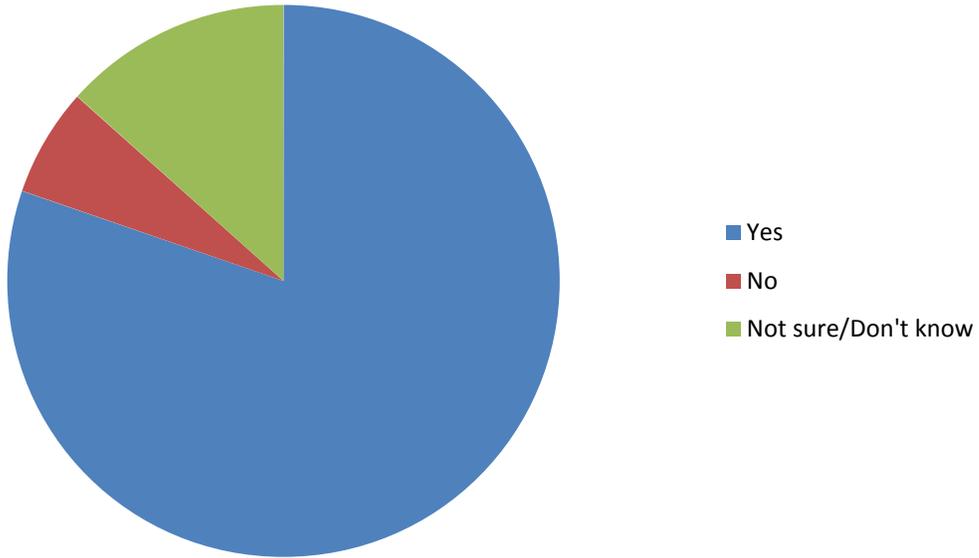
| | |
|-----------------------------------|---------------------------|
| AspenView (3) | High Prairie (2) |
| Battle River (3) | Holy Family (1) |
| Black Gold (2) | Holy Spirit (1) |
| Buffalo Trail (3) | Lethbridge Public (6) |
| CBE (9) | Medicine Hat Catholic (1) |
| Calgary Catholic (5) | Northern Gateway (5) |
| Charter schools (2) | Palliser (4) |
| Chinook's Edge (2) | Parkland (3) |
| East Central Alberta Catholic (1) | Peace River (1) |
| Edmonton Catholic (10) | Peace Wapiti (1) |
| Edmonton Public (23) | Pembina Hills (2) |
| Elk Island Catholic (2) | Prairieland (1) |
| Elk Island Public(3) | Red Deer Catholic (4) |
| Foothills (3) | Red Deer Public (4) |
| Ft. McMurray Catholic (1) | Rocky View (3) |
| Ft. McMurray Public (4) | St. Albert Public (2) |
| Grande Prairie Catholic (2) | St. Thomas Aquinas (2) |
| Grande Prairie Public (1) | Westwind (1) |
| Grande Yellowhead (1) | Wolf Creek (2) |

ASCA Parent Engagement Task Force Survey on School Fees – What We Heard

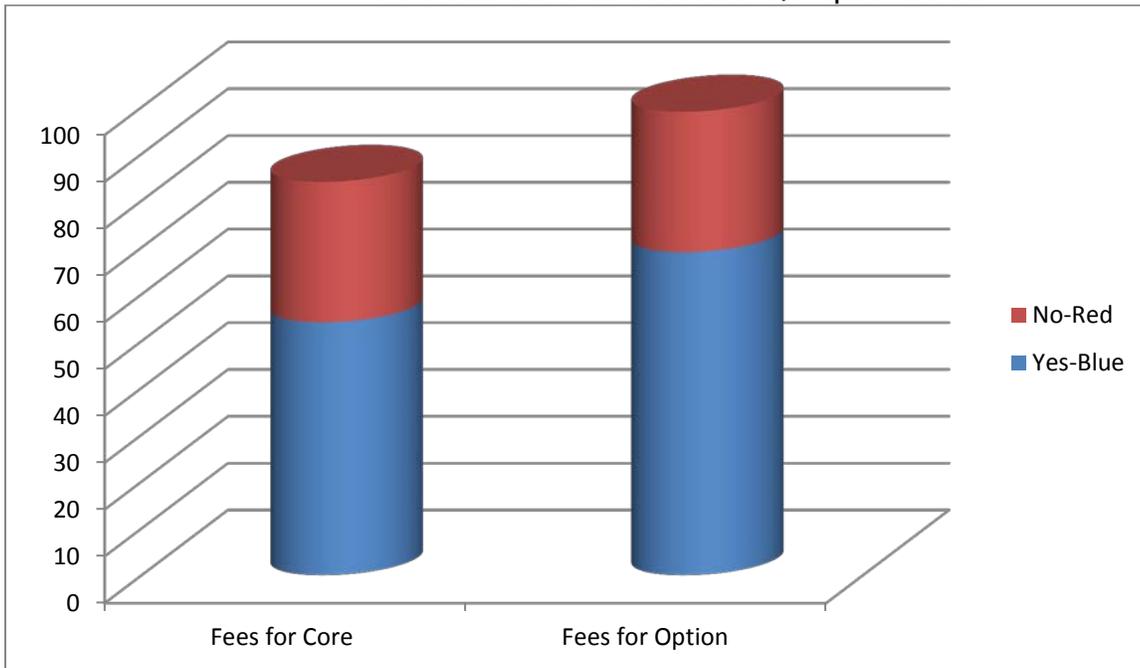
In October of 2015, the Alberta School Councils' Association Board of Directors asked the 2015-16 Parent Engagement Task Force to respond to a survey related to school board/school based fees that parents are asked to pay related to the learning successes of their students. The questions allowed for both a Yes/No and additional information responses. On behalf of the President and Board of Directors the following visuals are being posted for your information. If you have any additional input with respect to school fees please feel free to contact the office at parents@albertaschoolcouncils.ca.



Are there set fees for elementary/junior high/high school?



Are there set fees for core courses and/or option courses?



Are the fees you are asked to remit identified as either School Board established or school established fees?

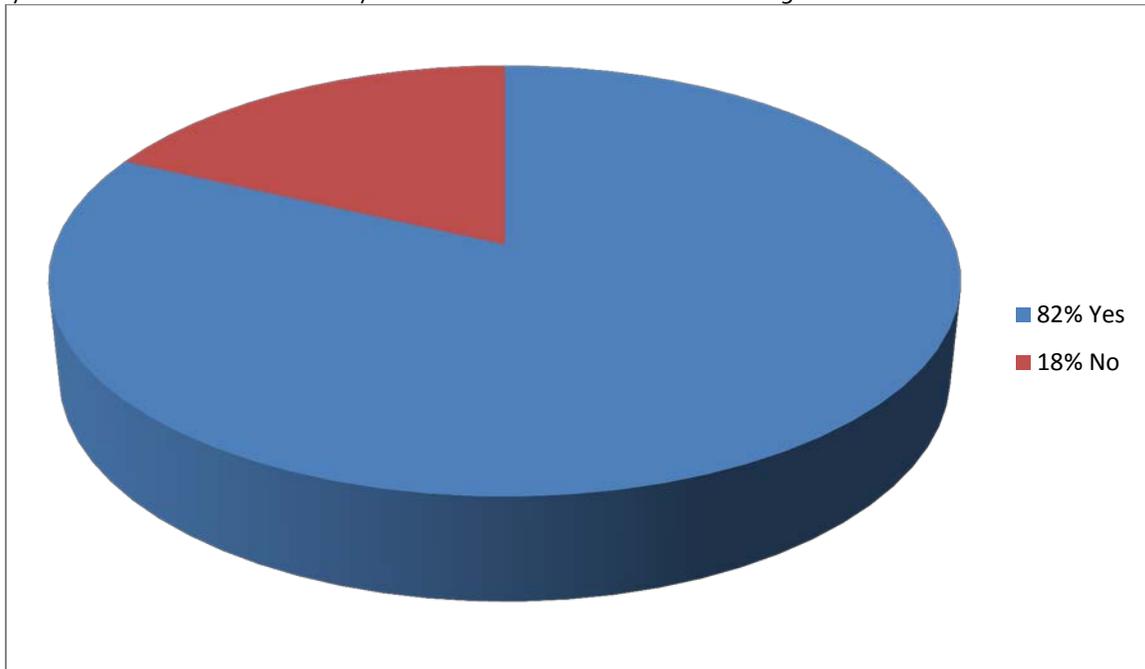


ASCA Parent Engagement Task Force Survey on School Council – School Board Relationships – What We Heard

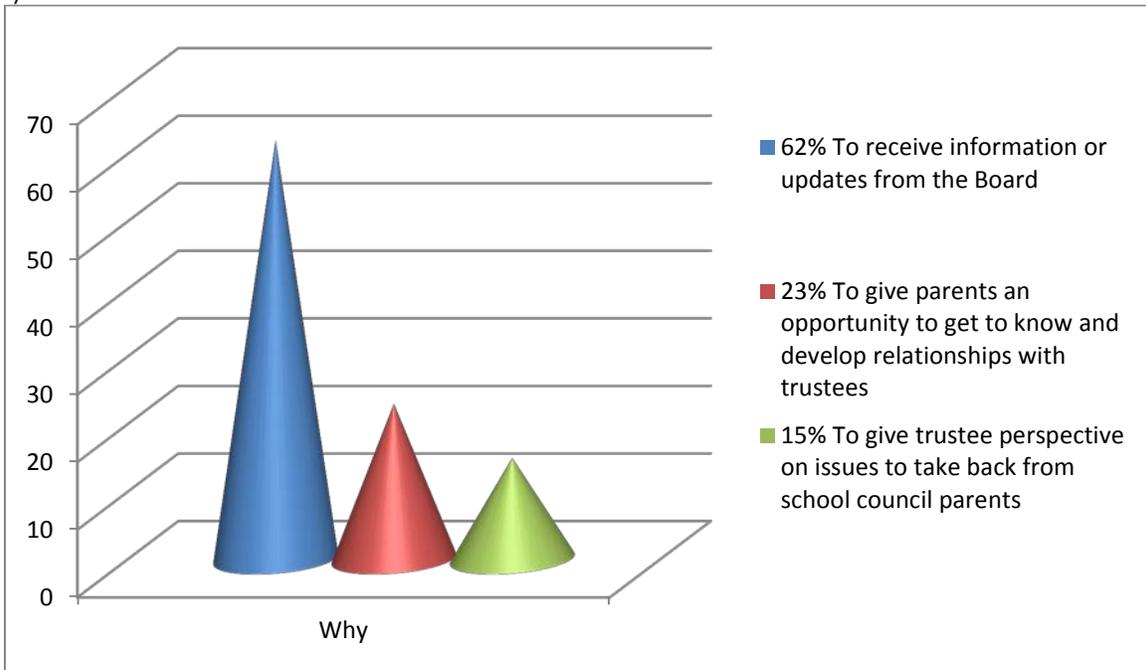
In November of 2015, the Alberta School Councils’ Association Board of Directors asked the 2015-16 Parent Engagement Task Force to respond to a survey about School Council – School Board relationships. The questions allowed for both a Yes/No and additional information responses. On behalf of the President and Board of Directors the following visuals are being posted for your information.

If you have any additional input with respect to school fees please feel free to contact the office at parents@albertaschoolcouncils.ca.

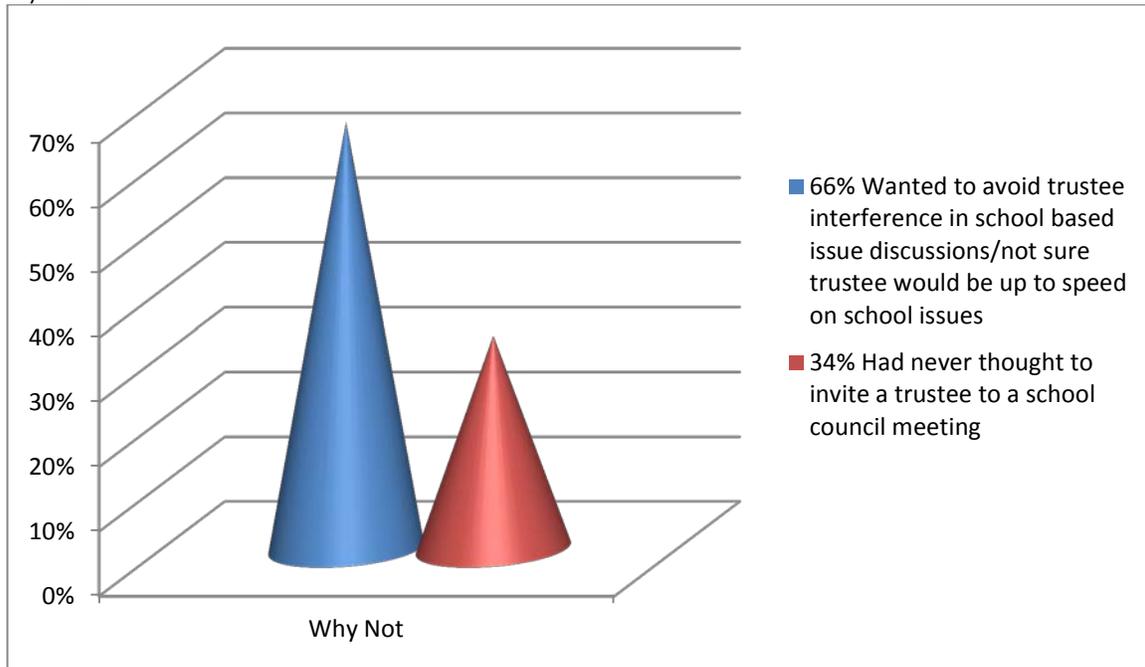
Q.1: Has your school council ever invited your trustee to a school council meeting?



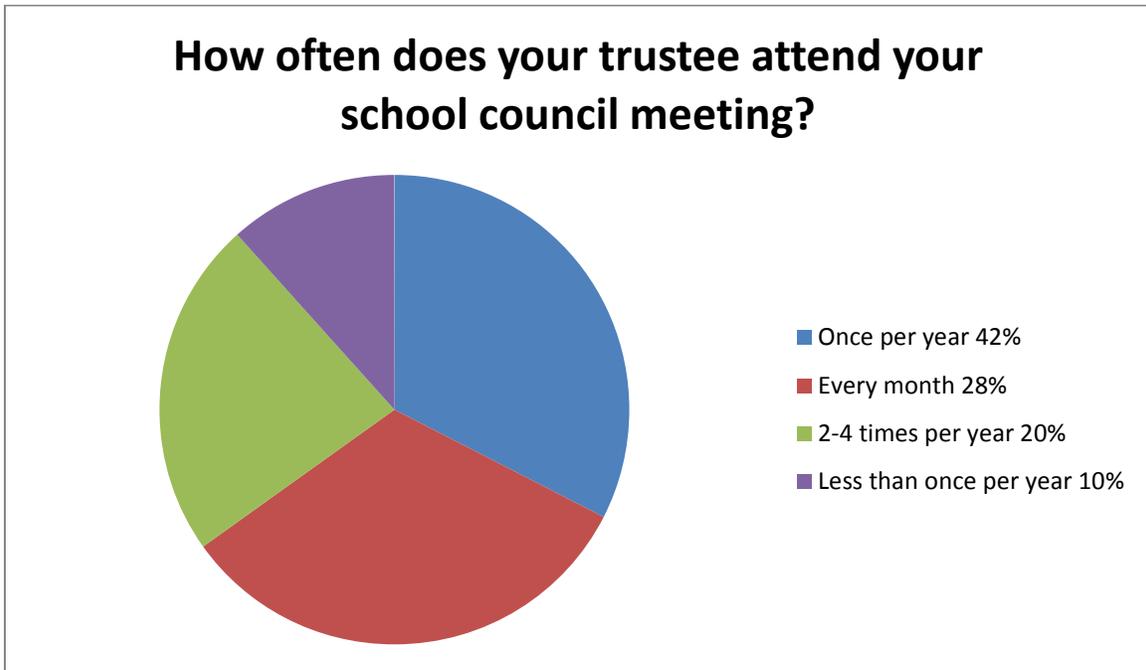
Q. 2: Why?



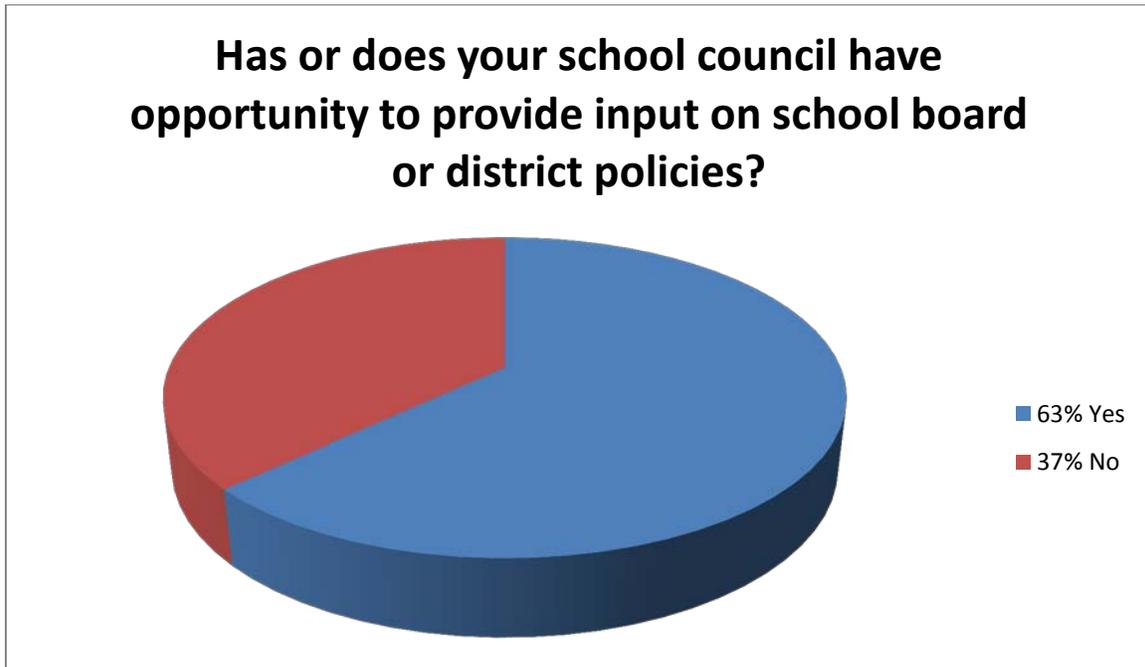
Q. 2: Why Not?



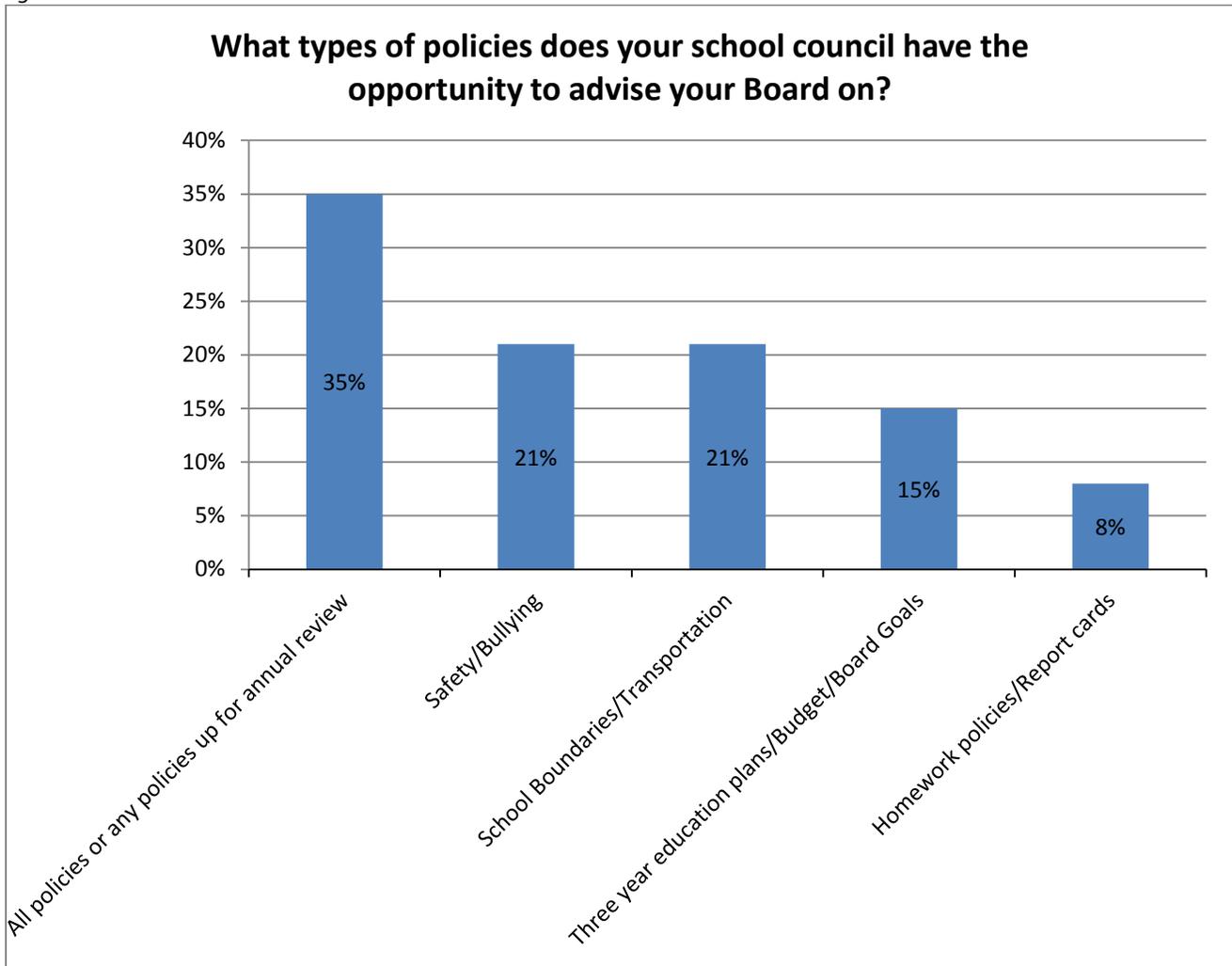
Q.3:



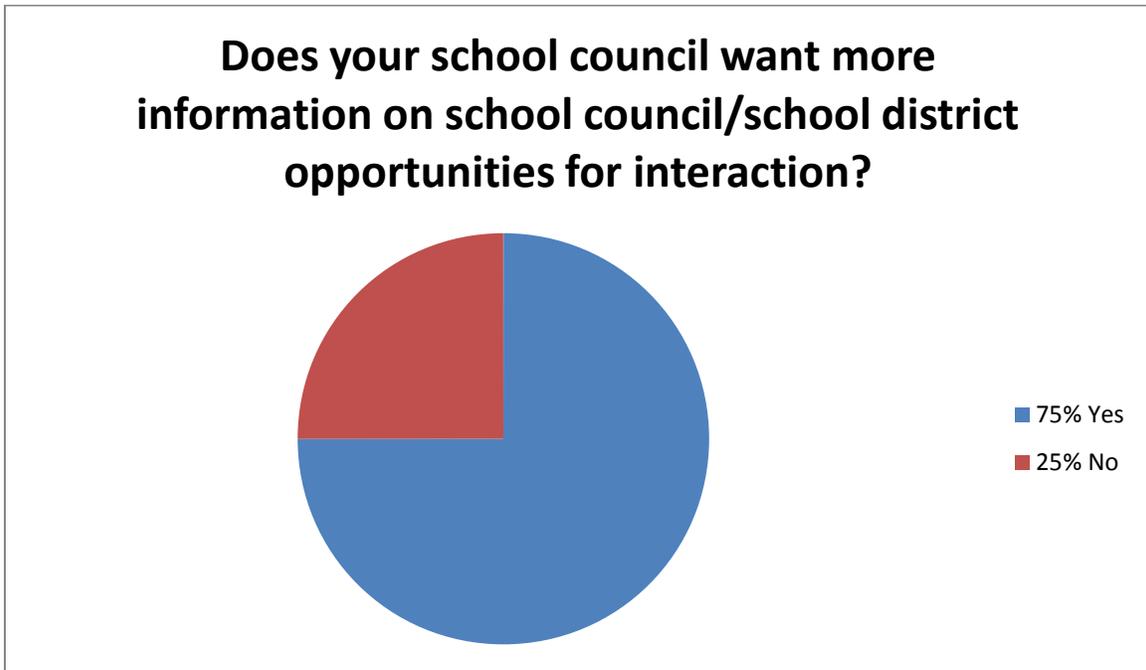
Q. 4:



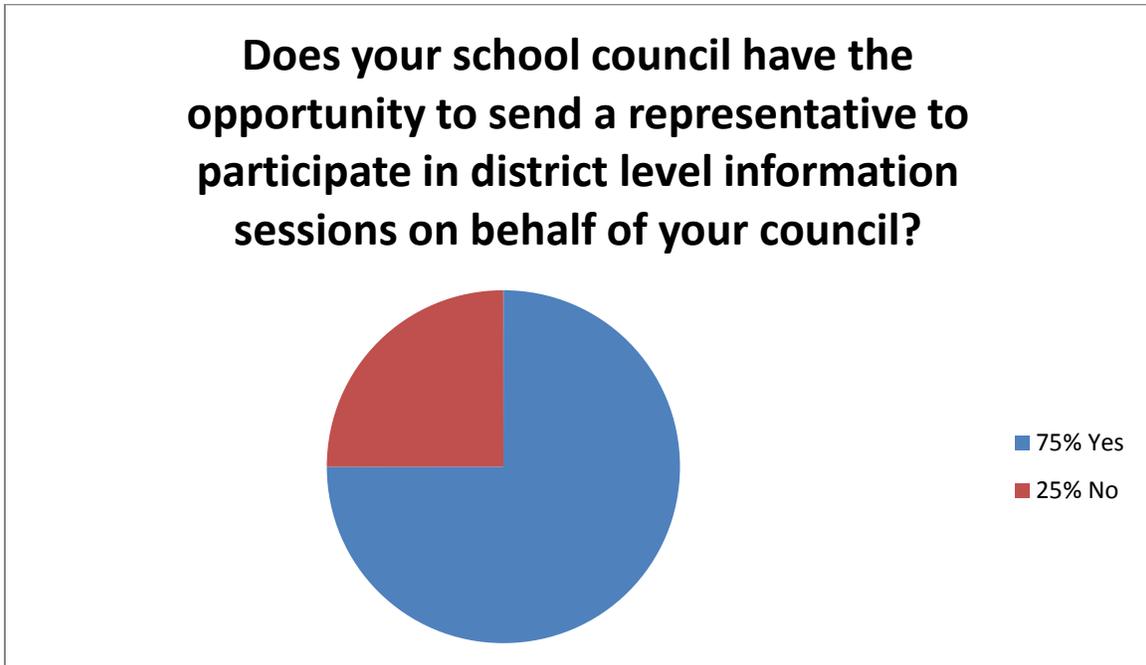
Q.5:



Q.6:



Q.7:

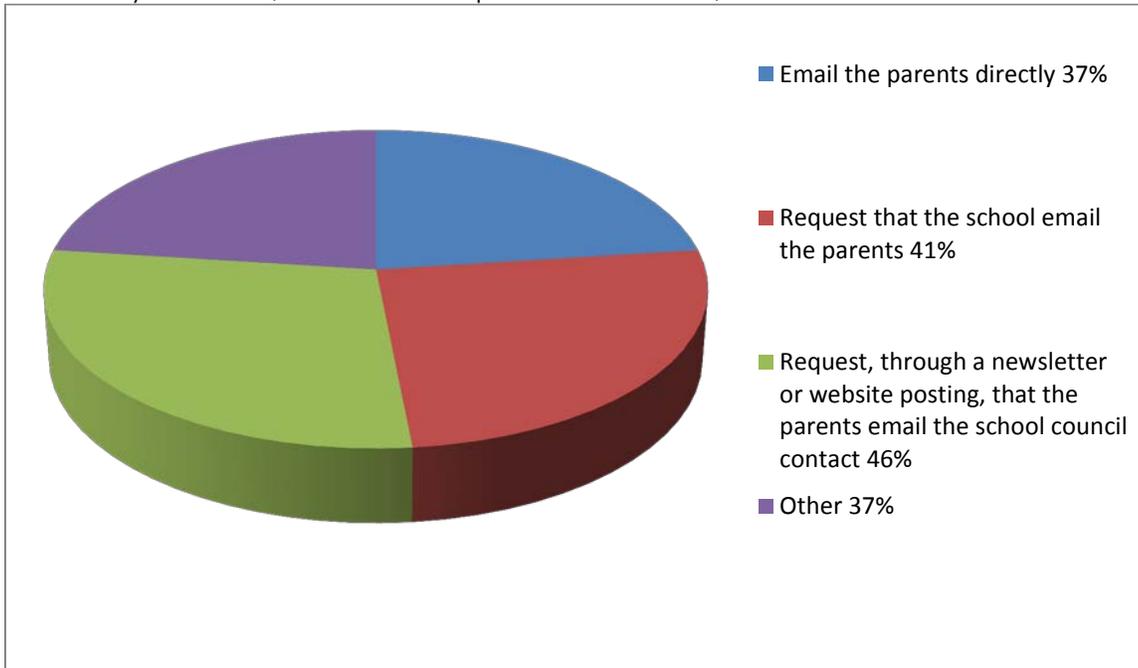


ASCA Parent Engagement Task Force Survey on School Council Communication Strategies – What We Heard

In February of 2016, the Alberta School Councils' Association Board of Directors asked the 2015-16 Parent Engagement Task Force to respond to a survey about School Council Communication Strategies. The questions allowed for both a Yes/No and additional information responses. On behalf of the President and Board of Directors the following visuals are being posted for your information.

If you have any additional input with respect to communication strategies for school councils please feel free to contact the office at parents@albertaschoolcouncils.ca

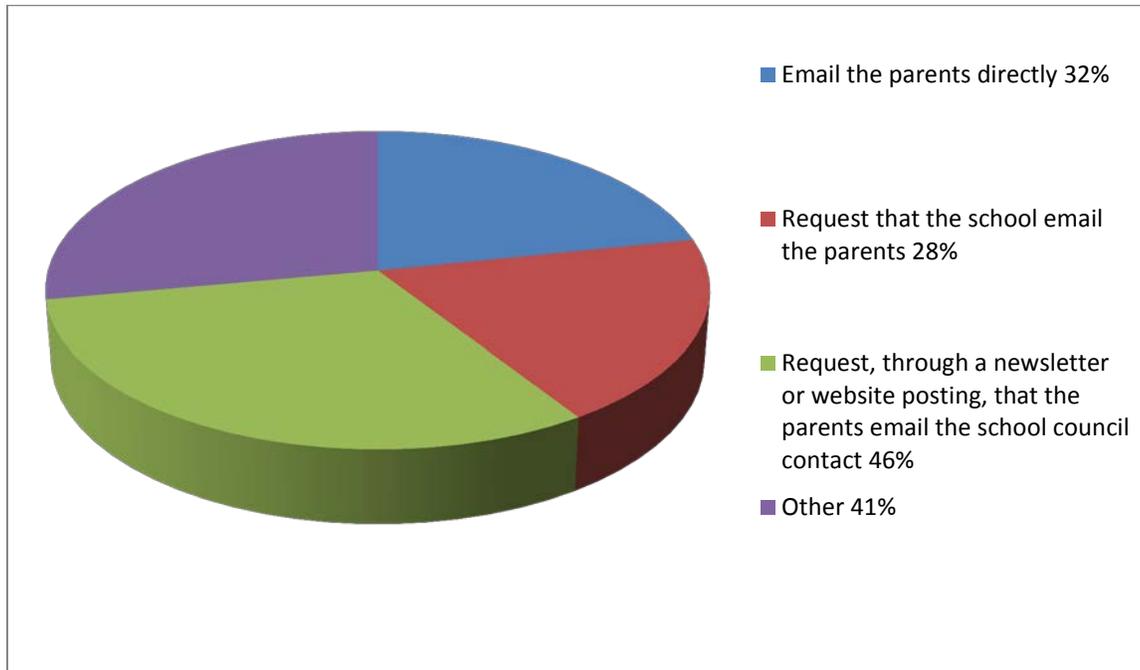
Q1 : When your school council is gathering feedback from the majority of parents in your school community **on a school issue** - does your council (more than one response can be selected):



Comments on other:

- o Emailing parents directly was not an option until this year.
- o Ask the school to post reminders on Facebook. Issue invitations to meetings via Facebook. All parents have the opportunity to attend meetings.
- o Schools Automated phone service/ School will phone all parents and leave voice mails
- o Group text messages
- o We typically email out first, then ask the school to follow up. Newsletters aren't that timely but we have used them before.
- o we have never had the occasion where the whole school was asked for feedback
- o Send out paper copy surveys
- o We send out the meeting agenda with items to be discussed. Parents wishing to give input can email back responses or attend the meetings.
- o They do an online survey (survey monkey). Otherwise they send out an email and say it will be discussed at the next meeting.

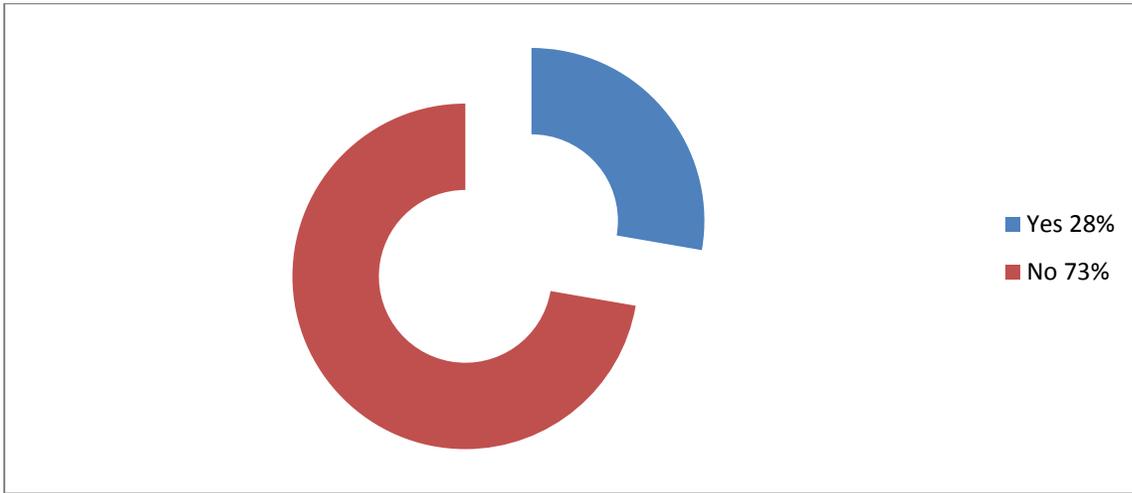
Q2: When your school council is gathering feedback from the majority of parents in your school community **on topics of interest to be discussed at a school council meeting** - does your council (more than one response can be selected):



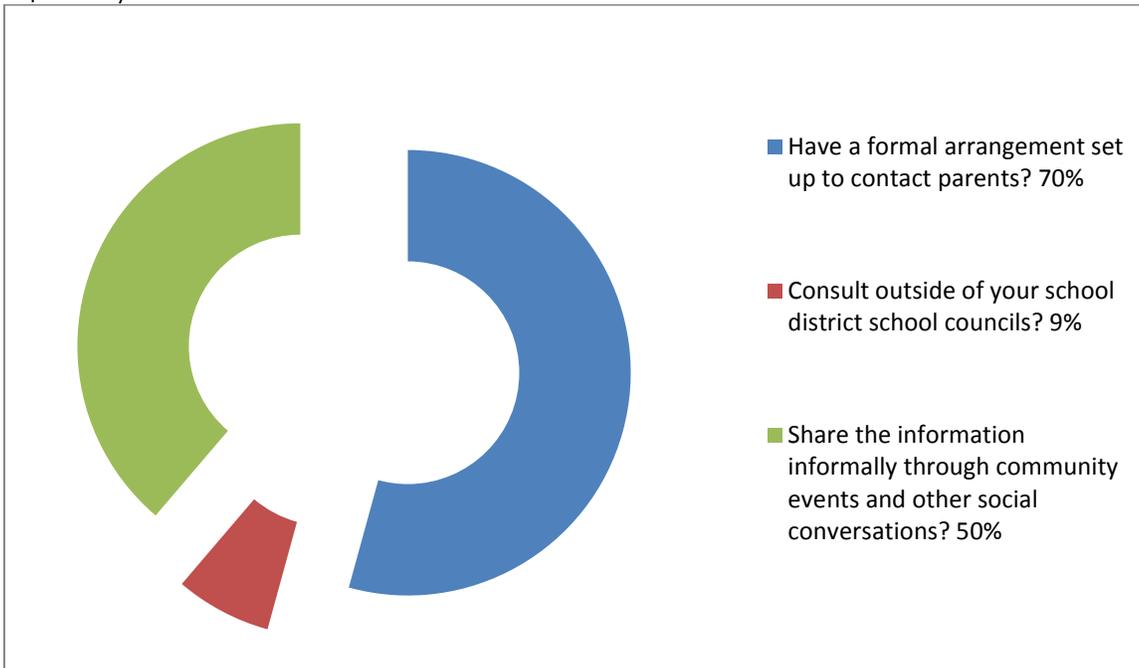
Comments on other:

- We email parents directly but only those who have attended a council meeting in the past and/or given us their email address. We also ask those attending the council meeting if they have topics they would like to discuss at the next meeting.
- People bring issues to the chair, we have never actively sought feedback from the majority of parents on this.
- google survey at parent teacher interviews. Survey Monkey account may be used to identify topics of interest.
- Facebook, Surveys (paper), notification is provided through the newsletter, email and/or phone fan outs.
- School will phone all parents and leave voice mails
- Word of mouth
- Email agenda noting the specific items to be discussed.
- Posters

Q3: Does your school council contact parents in the school community who are unable to physically attend a meeting to gather their input on topics of discussion at school council so you can consider the broader perspective?



Q4: Does your school council:

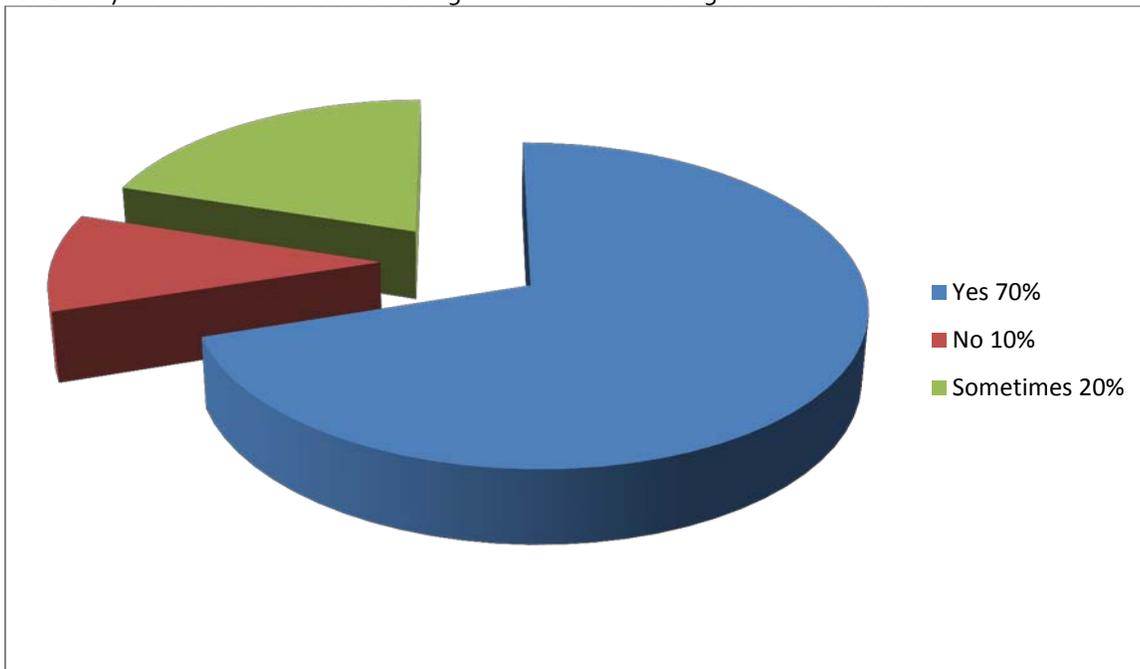


Q5: : How does your school council make arrangements to email parents directly?

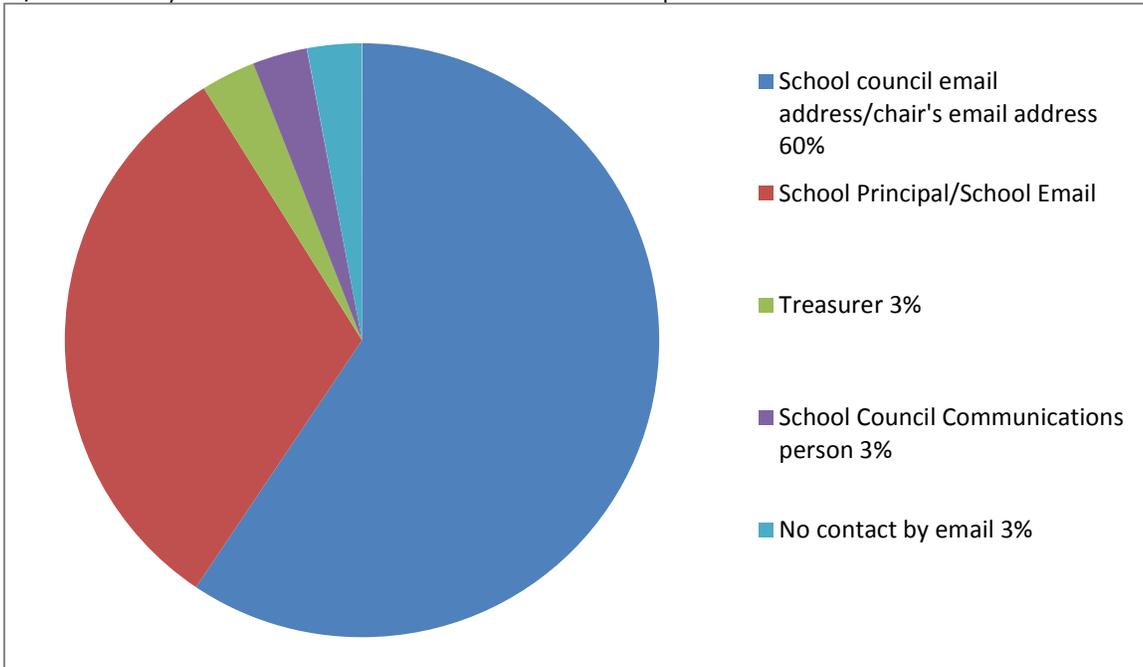
Consolidated responses:

- Mass emailing / robocalls to advertise meeting dates and times and agenda items to all parents at the school.
- We collect forms that until this year were not provided to the School Council. This year we made an email list but have not yet used it.
- At the first parent teacher interview parents are asked by a council executive for their email address, the list compiled is used by the Chair to email parents.
- All families receive a request to share personal contact information. Can give the school council permission to us home phone numbers, cell phone numbers to receive texts and/or email address.
- Via a volunteer information survey sent out to families in the fall of the school year. Information is gathered and used by the School Council Chair.
- advertising through the school web site
- We ask the school/admin to email the parents directly/The school emails parents. Basically our principal runs the school council/ Through the principal sending out an email to all of the school parents/ Through the school office/ We make arrangements to have the school send emails directly to the parents/ A letter is sent to our school administrator and she emails information out directly to parents/ Request that the school email the parents
- Information is included in the monthly newsletter.
- No attempt to contact parents directly
- a Gmail account with a list of all parents who have agreed to be contacted by school council
- We send out a consent form in the parent's info package at the beginning of the year.

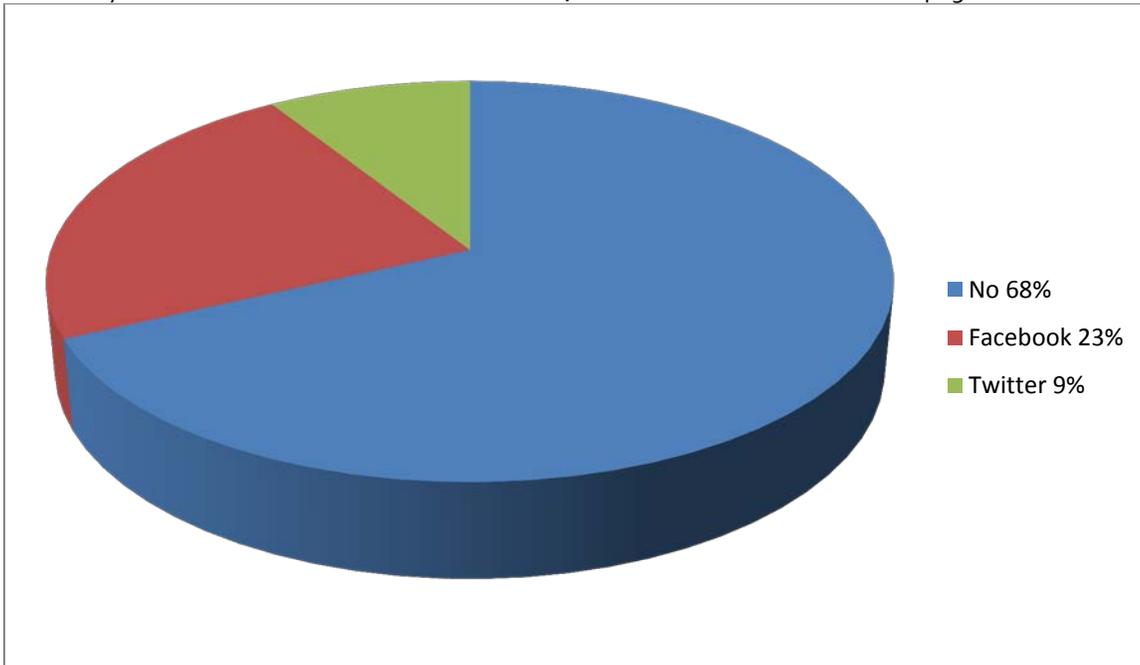
Q6: Does your school council make arrangements to email through the school office?



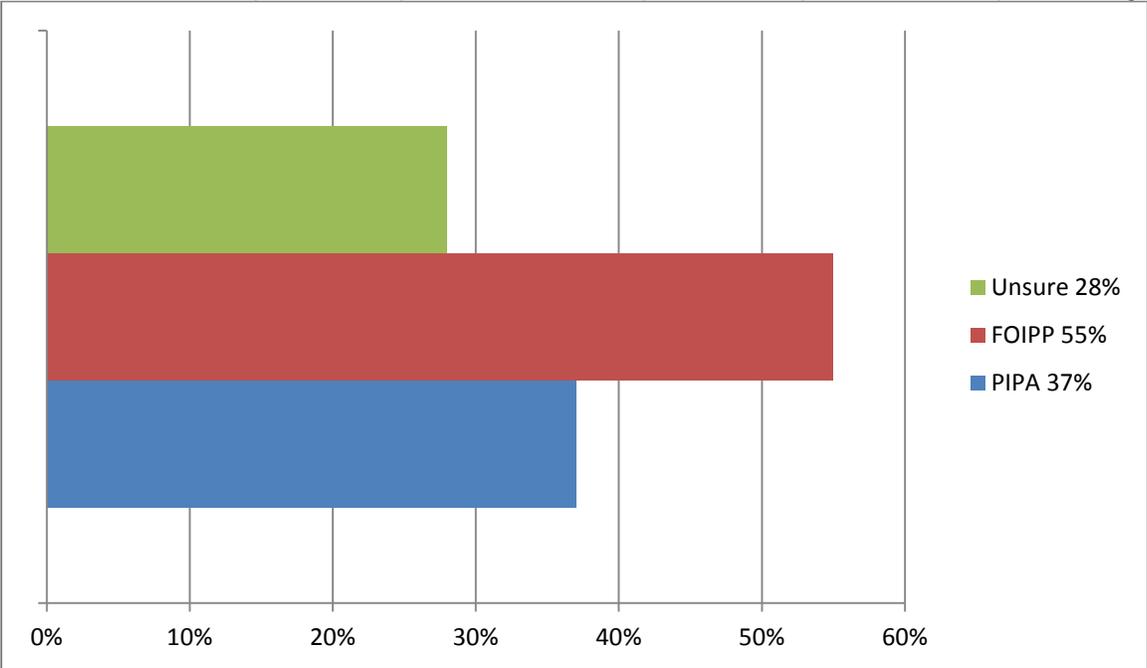
Q7: Who does your school council use as a contact email for parents?



Q8: Does your school council have a twitter account, Facebook or other social media page link?



Q9: What information policies does your school council rely on to ensure your contact with parents is legitimate?



Board 2015-16 Internal Committee Updates

Governance and Bylaw Review Committee Brad Vonkeman - Lead

Tyla Klassen – sub-committee lead

Bylaw Review Sub-committee

At the 2015 AGM the Board of Directors presented Membership with a draft copy of suggested bylaw revisions for review and feedback. When the 2015-2016 Board of Directors met to determine committees for the year it was decided to create a Governance Committee of the Whole as well as a Governance Sub-Committee with the Sub-Committee being the individuals doing the hands on work to then present to the Committee of the Whole to decide as a collective what will then be presented at the 2016 AGM.

The Sub-Committee then proceeded to review line by line the suggestions and areas identified as needing further clarification given from attendees at the 2015 AGM. After working thru each piece and ensuring all details were reviewed and captured throughout the bylaw document it was then presented to the Governance Committee of the Whole.

Membership is now presented with a special resolution for each Article in the ASCA bylaws that have revisions, the document has been formatted to include at the top of each Article a few overarching bullets regarding rationale and a column to the left on each page giving a detailed rationale and the actual wording of the proposed revision.

In the meantime the ASCA continues to operate with our current version of bylaws.

Awards Committee Allison Pike - Lead

The awards committee rejuvenated all the application and information material, ensuring that the forms gathered nomination information that was useful and would provide more detail of the nominee for each award. The Awards Committee also provided selection recommendations for each award area. A plan was designed to spotlight the award recipients during the conference as well as a focus to promote the awards to school councils earlier in the school year through school councils and workshops.

Legacy Committee Lynne Kaiser - Lead

The 2015-16 Legacy Committee has laid some of the foundation work as we lead up to the 100 Years of ASCA Celebration coming in 2029; we celebrated our 75th Anniversary in 2004. It's sometimes hard to believe that ASCA has been supporting the Parent Voice in Alberta Education for 87 years, we have seen many changes in education and are excited to see what the future will hold for our children. Members this year included Lynne Kaiser and Mouruf Oshodi.

Communications and Advocacy Committee Tasha Schindel - Lead

Dawn Miller – sub-committee lead

Political Relations subcommittee

Dawn Miller - Lead

Members Tasha Schindel, Allison Pike, Dena Friars, Troy Millington

The political relations sub- committee this year took a different direction to the committee's purpose and work as in the previous year the subcommittee focused on elections. The sub-committee recommended strategies to the Communication and Advocacy Committee of the Whole, that would support the goal of awareness and knowledge in regards to the educational political landscape in Alberta, and strategies for best practices and/or toolkits for school councils to develop, understand and maintain effective working relationships with trustees and administration within their district. The hope of this work this year is that the members of ASCA understand the importance of creating effective relationships with other stakeholders in education and that those members can become comfortable and familiar with communicating effectively with elected officials at the provincial and school district levels of governance. Ultimately, the sub-committee recommended that a workshop and a webinar on developing, understanding and maintaining effective working relationships with local trustees, school boards, school administration and superintendents for school council members be created. This recommendation was accepted by the committee of the whole, and the board.

Internal Financial Audit Committee submitted by Tasha Schindel - Lead

The Internal Audit Committee for 2015 -16:

Lynne Kaiser - Director

Judy Ducharme - Director

Kathy McRae - ASCA Staff support

Brad Vonkeman - Ex-Officio

The committee was formed in **May** - Terms of Reference were created and approved by the Board at the September Board Meeting.

July - Auditor Statements for ASCA 2014 - 15 came in and were reviewed. Thanks Kathy for a huge amount of work providing documents and answering questions to the auditors.

September - Board approved the Auditor Statements, The Internal Financial Audit Committee performed an audit of the staff expenses, board expenses and office expenses and the Insurance documents were physical reviewed and discussed. Tasha, Lynne, Judy and Kathy were present.

November - Director and staff expenses were reviewed and verified accurate and without errors, omissions or unexplained expenses. Tasha, Lynne, Judy and Kathy were present.

The process of redesigning the Board of Directors expense claim form began. Kathy and Tasha sent out the new form options and asked for Board feedback during Christmas break.

January - The Internal Financial Audit Committee did not perform an audit.

March - Cheque writing and signatures were reviewed and found complete, in order and with no omissions, deletions or errors. All cheques require 2 signatures. Tasha, Lynne and Kathy were present.

The Board approved the new Board of Directors expense claim form and they will be used as of April 1, 2016.

March 12, 2016 - the 2015-16 ASCA Internal Financial Audit Committee has found the Financials and financial reporting of ASCA to be in good order and with out errors.

The Board passed a motion that the Internal Financial Audit committee be a standing committee of the Board going forward.