



Alberta
School Councils' Association

Advocacy Updates

for the period ending April 2015

Annual Highlights

Advisory and Board Committee updates



HIGHLIGHTS 2014-15

- Built relationship with new Minister of Education. Deputy Minister of Education and advocated for ASCA
- ASCA submission with response to the Teaching Excellence Task Force recommendations
- Presented information on ASCA and school council roles and responsibilities at partner organization conferences
- ASCA submission with response to the draft Education Act Regulations
- Meetings with partner organizations both in Alberta and other provinces
- On request, advised Alberta Education staff respecting parental engagement and school councils;
- Continued collaboration with teacher preparation institutions to inform education students about parental involvement and school councils
- Ongoing outreach to parents and school councils through “social-media” based web platforms;
- Coordinated and hosted three focus group sessions about the Student Learning Assessment pilot for Alberta Education
- Board members attended or participated in the following national/provincial level opportunities:
 - Prime Minister’s Awards for Teaching Excellence Selection
 - Rural Education Symposium
 - ⊖ Excellence in Teaching Awards Selection Committee
 - ⊖ Alberta Recreation and Parks Association Conference and AGM
 - ⊖ International Summit on the Teaching Profession 2015

Local School Council, COSC and District

- Provided workshop facilitators and delivered ASCA workshops to district sponsored events for school councils
- Consulted and worked with school authority administrator teams on parent engagement/school council relationships
- Worked with district coordinators to provide sessions on .First Nations/Metis Inuit Services on parent involvement in schools initiative
- 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 school fundraising societies
- Continued to provide workshops to support to school fundraising societies
- Customized workshop offerings to reflect school council experience; and desired outcomes as required

Members and Clients:

- 1380 school councils; 54 school authorities supporting ASCA membership for their school councils



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 2014 – April 2015 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
- ◆ International Education Week
- ◆ Inclusive Education
- ◆ High School Credentialling
- ◆ K-9 Provincial Assessment Pilot Working Group
- ◆ Diploma Exams Advisory
- ◆ Education Regulations Review committee
- ◆ Workforce Planning

Government Of Canada

- ◆ Prime Minister's Awards for Teaching Excellence

ALBERTA SCHOOL BOARDS ASSOCIATION

- ◆ Education Act and Regulations Implementation

Alberta Teachers' Association

- ◆ Teacher Efficacy
- ◆ Online Professional Growth Planning
- ◆ Leader2Leader

College of Alberta School Superintendents

- ◆ CASS Leadership Advisory Panel

Regional Professional Development Consortium

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

Education Partner Joint Initiatives

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

Safe and Caring Schools Society

- ◆ Beyond the Crosswalk
- ◆ Creating Caring, Respectful and Safe schools

Updates on 2014 advocacy policies

<p>Forwarded this policy to Alberta Education</p> <p>Learning Resource Center – new service model</p> <p>That to support learner innovation and discovery, the organizational culture needs to explore, enable, and encourage shared services, and enhance provincial licensing options as part of the Learning Resource Center’s new service model</p>	<p>No response received from Minister of Education</p>
<p>Forwarded to Alberta Education</p> <p>Reinstating Funding for Work Experience Credits in the 2013/14 school year.</p> <p>That Alberta Education reinstate the funding for the Work Experience Program to Tier 1 funding.</p>	<p>No response received from Minister of Education</p>
<p>Forwarded to Alberta Education</p> <p>Accountability – parental right to quality of service</p> <p>That Alberta Education amend the Home Education Regulation to ensure all children receive ongoing, quality one-on-one assessment from certified teachers at least twice per year</p>	<p>No response received from Minister of Education</p>

Update 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 benchmarks related to the literacy and numeracy competencies associated with the curriculum redesign prototyping initiative 	<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 presented the cycling issue as it is related to the development of upcoming Student Learning Assessment pilots for Grade 6 and 9 	<p>Achievement Test Writing for Cycled Curriculum</p> <p>That Alberta Education redefine directives for testing in order to allow all students to write the grade 6 and 9 Science and Social Studies provincial Achievement Tests during the year the cycled program of study is delivered, (Social Studies and Science), regardless of registered grade to better accommodate students in multi-grade classrooms.</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</p>

	<p>examination marks to ensure there are not groups of students advantaged or disadvantaged by differences in teacher assessment standards.</p> <p>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"> advised on this direction with respect to the recommendations that came from the report generated by the Task force on Teaching Excellence 	<p>Re-evaluation of Teaching Certification Necessary for Delivery of CTS Programs of Study</p> <p>That prior to the implementation of the revised CTS Program of Studies, Alberta Education in collaboration with Teacher Certification and Development explore and make recommendations regarding alternative teaching certifications for CTS program delivery. That these recommendations include but not be limited to:</p> <ul style="list-style-type: none"> The need for supervision of a journeyman/expert by a certificated teacher for delivery of these programs If supervision is deemed necessary, the percentage of time required for supervision If supervision is deemed necessary, the number of journeymen/experts supervised by a certificated teacher at any given time <p>That the Minister of Education make the requisite changes with any regulations or ministerial orders related to these recommendations as soon as possible after the recommendations have been accepted.</p> <p>That ASCA be involved in any opportunities to advise on these matters</p>
<p>With this policy ASCA</p> <ul style="list-style-type: none"> Advised on this direction not only for the Teaching Quality Standards, but also for the development of a standard for school leaders 	<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.</p> <p>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"> Advised on the change as outlined in the draft ECS regulation 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"> Identified in the Alberta Education Learning Commons Policy 	<p>School Libraries (2009 revised 2014)</p> <p>That the Minister of Education ensure the commitment to quality K-12 public education by providing designated support to school jurisdictions for ongoing development of integrated library programs/learning commons related to the currently mandated program of studies.</p>

Advisory Committee Updates

May 2014-April 2015

DATE	Committee	Representative	Updates and Notes
May 1	Emerging Technologies	Shari Robertson Wendy Keiver	<p>There were approximately 120 people in attendance, from all sectors (education, post-secondary, mental health, justice, industry etc.) We were assigned to tables, so that there was a good cross-section of opinions and thoughts for each of the discussions. ASCA was recognized as being present to represent the parent voice.</p> <p>The goals of the colloquium were:</p> <ol style="list-style-type: none"> 1) To consider the extent to which technologies are (re)shaping the minds and bodies of children and youth 2) To identify the issues, perspectives and contentions emerging from current Canadian and American research 3) To generate key questions to guide policy decisions and future research on emerging technologies, learning, teaching and the well-being of children and youth <p>The format of the day was primarily learning from experts, then focused conversations related to the topic (x2) along with opportunities to ask questions of each of the presenters/experts. The concluding activity was designed to identify future research considerations (for Norliens Foundation and the ATA), related to technology (ie: overarching policies (security vs learning and creativity), learning opportunities for educational leaders, identifying root causes of issues (cyberbullying), has there been a depreciable loss of empathy, how to encourage our youth to develop a strong sense of self without teaching them to “commodify” themselves, etc.)</p> <p>I have committed to finding a method by which we (ASCA) can share some of these resources (related websites, powerpoints, research reports etc.) with parents across the province through our website.</p>
May 5	Task Force on Teaching Excellence Symposium	B. Vonkeman M. Mulder T. Schindel L. Kaiser	<p>This event was attended by approximately 1500 people, mostly educators and students. A few school council parents were able to attend. The Symposium was held to release the Task Force Report and recommendations, after which the participants did small group work on each 'basket' of recommendations to provide feedback to the Ministry. The day was quite positive, and the feedback supportive of the report as a whole.</p>
May 12	Edmonton Regional Learning Consortia	T. Kaley	<p>This was the last meeting for the year. It was announced that Therese de Champlain-Good will be the Executive Director for ERLC effective August 1, 2014.</p> <p>There was no update available with respect to the ongoing ARPDG Governance discussions. Given the work that ERLC will have related to the Inspiring Education related initiatives, ERLC is realigning the consortium principles to match the</p>

			Inspiring Education principles. Updates were provided on the work plan, personnel, and financials.
May 12	Rural Education Symposium	M. Mulder	Some new members (superintendents) have joined the committee; plans are already underway for the 2015 event.
May 13	Southern Alberta Professional Development Consortia	A. Pike	It was a fabulous meeting. Began with an exercise, having the board members explore the 3 E's. The past year was reviewed. Much of the year focused on Curriculum Redesign, both them trying to figure it out and the facilitators providing workshops to schools in the local communities. There was much discussion about the impact of curriculum redesign. With the University speaking about practicum placements and how some practicum students are showing up at practicums with lessons based on traditional teaching methods but the school is doing project based delivery. It is a learning curve for all. Discussion was also had about having parent sessions on curriculum redesign. Thank you for the opportunity of going to the SAPDC meeting.
May 14	EPSB Curriculum Development Prototyping Pilot Advisory	T. Kaley	Updates were provided to the provincial partner representatives on the prototyping development work accomplished to date by the team assembled by Edmonton Public Schools.
May 26	Student Learning Assessment Pilot	T. Kaley	The notes from the April 22 meeting were circulated via e-mail and accepted as distributed. Upcoming meeting dates are July 21, September 22, October 20, and November 24—all at 1:30 pm. The group recommended that the Grade 6 SLA have similar components to the Grade 3 SLA but with a greater emphasis on “interrelated sets of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living.” (Ministerial Order on Student Learning) In practical terms, that would mean more questions drawn from real life situations and support lifelong learning. Consistent with the Grade 6 SLA recommendation, Moving to subject domains transitions the assessment to align with the high school environment. The group recognizes that the pilot is more than just the actual assessment; it is also the delivery system, the scoring system, the reporting system, and a variety of related operations. Also, knowing that there is an RFP to acquire the digital system for the SLAs (and Diplomas) with the current digital system being an interim measure, the state of being pilot needs to recognize all aspects of the new assessment. Accordingly, the group recommends that the assessments stay in pilot state, with no public reporting, until the second year with the new digital system. Based on

			<p>current information, SLA 3 would exit pilot state in 2016 (two years of pilot), SLA 6 would exit pilot in 2016 (one year of pilot), and SLA 9 would exit pilot in 2017 (one year of pilot). The discussion of the pilot duration led to a conversation about professional development support. While the group convenes to discuss Student Learning Assessments, the conversation touched on many areas where further professional development may be valuable. Professional Development supporting the Student Learning Assessments needs to be specific to the SLAs and will not address related professional development such as inclusion or learning supports.</p> <p>The conversation focused on the report for the performance tasks. The recommendation was to create a scoring guide for teachers that can be filled out relatively quickly. Then lift the data from the scoring guide to create a report for parents and students that is easily read and similar in organization as the digital component reports. The group supported the approach. The actual report will be refined once we see exemplars from the field testing.</p>
June 05	Professional Development Online Web Resource	T. Kaley	<p>Year One field testing of the Teacher Online Professional Growth Planning (OPGP) Service draws to a close with 112 teachers in five schools piloting the OPGP Service developed by the Alberta Teachers' Association, with financial support from Alberta Education, to enhance online services and support for teachers planning their annual professional growth plans. A Steering Committee of provincial education stakeholders with representation from the Alberta Teachers' Association, Alberta Education, the College of Alberta School Superintendents, the Alberta School Boards Association, the Alberta School Councils' Association and the Association of Alberta Deans of Education provides advice in planning and developing the OPGP Service. Year Two field testing will be expanded to include the five existing school sites and additional pilot teachers.</p> <p>The OPGP Service is based on the Policy and Procedures as per Policy 2.1.5: Teacher Growth, Supervision and Evaluation (Updated: December 2008). Policy: School authorities, ECS operators, superintendents, principals and teachers must work together to develop and <i>implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard (TQS)</i>.</p> <p>As per the policy, every teacher is responsible for completing an annual teacher professional growth plan that:</p> <ul style="list-style-type: none"> • <i>reflects goals and objectives based on an assessment of learning needs by the individual teacher;</i>

			<ul style="list-style-type: none"> • <i>shows a demonstrable relationship to the Teaching Quality Standard; and</i> • <i>takes into consideration the education plans of the school, the school authority and the Government.</i> <p>As a result, the Teacher Online Professional Growth Planning Service currently being piloted was designed to include:</p> <ul style="list-style-type: none"> • a robust self-assessment/self-reflection tool based on the descriptors of the KSAs found in the TQS; and • a growth plan template that shows a demonstrable relationship to the specific KSA's in the TQS and includes identifying strategies and resources, timelines, indicators of success for each goal statement, as well as ongoing reflections and tracking of progress. <p>As well, the template also includes these additional features:</p> <ul style="list-style-type: none"> • capacity for identifying <i>Future Learning Needs and Requirements</i> to assist teachers in developing the subsequent year's growth plan; • archival capability for storage of a personal history of an individual's growth plans; and • capacity to upload supporting evidence of achievement of learning goal(s) in both print and non-print (digital) format. <p>The project includes a two-year research component on how a digital planning web service enhances and influences teacher professional growth planning. This information will guide future development of the service. Based on the feedback received from the field test audience, some revisions to the tools within the Service will be made to enhance the features and efficiencies of the Teacher OPGP Service. The School Leader Online Professional Growth Planning Service will be available for field testing in the fall of 2014. The design includes the features found in the Teacher OPGP Service, but the robust self-reflection instrument is based on the Alberta Professional Practice Competencies for School Leaders.</p>
June 06	Prime Minister's Awards for Teaching Excellence	T. Schindel D. Miller L. Solomon L. Andreas L. Kaiser	<p>ASCA received 11 nomination packages this year.</p> <p>Five board members evaluated 2 or 3 nominations each and the evaluations have been submitted to the federal government.</p>
June 24	Student Learning Assessment Pilot	T. Kaley	<p>The group focused on supports and professional development for most of the meeting. The group strongly encouraged following "A Guide to Support Implementation: Essential Conditions."</p> <p>Two basic themes emerged from the conversation. The first was Assessment take the lead in having a communications plan developed</p>

			<p>and in creating materials to support professional development. The second is with respect to the focus of support materials. Traditionally, Assessment Sector develops materials with continual reference to the actual assessment. What the group noted is delivery is usually oriented according to the audience and materials should be developed with the audience in mind. The group identified four audiences: Parent/Student, Teacher, School Administrator, and District Administrator. As well, it was suggested the information be organized into three specific areas: what is relevant prior to administration, what is relevant during administration, and what is relevant after administration. On the latter piece, instructional planning is the key element. There may even be a place for role playing vignettes with teacher/student or teacher/parent interactions regarding instructional planning.</p> <p>Researcher As the entire SLA project is a significant change process and considers elements of “A Guide to Support Implementation: Essential Conditions,” the group recommends that an “arm’s length” researcher follow and document the process.</p>
June 25	Essential Conditions - Refresh	T. Kaley	<p>A Guide to Support Implementation: Essential Conditions was developed by a provincial working group of education partners¹ committed to realizing positive change in Alberta’s schools and classrooms. Development of this guide was founded on the shared belief that successful implementation² requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students. This advisory committee has been established to review the Essential Conditions in the current education climate in order to identify areas for potential refreshment or refinement and to explore the science of implementation with respect to Alberta implementation data.</p>
June 27	Information Sharing Strategy	J. Kochisarli	<p>Human Services Ministry is the lead. Children’s First Act (CFA) is key. (the Act assists to remove or reduce barriers that currently prevent people from working collaboratively to protect, serve and help children) Looking at a “culture shift” – to sharing information rather than “withholding” of information To support the best decisions possible for the health, education and safety of children and families. Meeting included an overview of the Information Sharing Strategy, a discussion of Education specific involvement – Education External Team description and desired end state, change management ideas and communications tools and barriers. Also looked at the culture shifts involved with this strategy.</p>

			<p>Purpose of the Education External Team is to provide opportunity for representatives in the education sector to be involved in the implementation of the Information Sharing Strategy as it relates to their respective service delivery areas.</p> <p>Represented – AISCA, ASBA, ASBOA, ASCA, ATA, CASS, Alberta Ed</p> <p>Next steps – Children’s First Act – will have a Guide published. Partners to utilize consistent, key messaging toward the strategy – information sharing, awareness, website infosharing.alberta.ca.</p> <p>Serve as change agents for the strategy, identify areas of concerns, review documents and recommendations, inform stakeholders, attend meetings 3 – 4 times in a year. Next one tentative for fall.</p>
July 21	Student Learning Assessment Pilot	T. Kaley	<p>This extra meeting allowed the Assessment staff to provide an update on decisions by Executive Committee to the working group’s recommendations. There have been edits and changes but the basic substance of what Executive Committee approved aligns with the working group recommendations. Implementation supports and related professional development were also discussed.</p>
Sep 17	Curriculum Policy Advisory	M. Mulder T. Kaley	<p>Given that the department is transitioning between Ministers this meeting was a series of updates on work done to date and that once department staff receives clarification on the new mandate letter, initiatives are in a holding pattern.</p>
Sep 24	Task Force on First Nation, Metis and Inuit Student Success and Wellbeing	M. Mulder	<p>Two sub-committees were struck at this first meeting of the school year, one to review and suggest revisions to the task force work plan, and the second to review and suggest improvements to the Indigenous Shining Student Award program.</p>
Sep 29	Rural Education Symposium	M. Mulder	<p>Discussion focused on the 2015 event. The Central Alberta Regional Consortium will act as the event planner this year.</p>
Sep 29	Edmonton Regional Learning Consortium	T. Kaley	<p>First meeting of the year. Therese deChamplain-Good, new Executive Director reviewed her transition process for the Board. Financial updates were provided, a discussion about where the overall Consortium governance model conversation is with Alberta Education at the moment took place. Discussions about directions the ED would like to go with the Consortia and it’s service area also occurred.</p>
	Central Alberta Regional Consortium	L. Andreas	<p>CARC decided to go with an Executive Director Job share position for the 2014 – 2015year. The two Executive Directors are Donna McRae and Gerry Varty. They presented their plans for job sharing logistics and operations. Then gave a calendar of who is in the office when. The Chair is Lynne Paradis and Vice Chair is Laura Andreas.</p>

			<p>CARC has moved its office now and it is up and running.</p> <p>Set up a committee to look at the By – Laws and they will review and bring back to the board.</p> <p>The committee is chaired by Laura Andreas with Ron and Lynn on it.</p> <p>Talked about the Budget.</p> <p>They handed out the fall and winter learning opportunities they are hosting.</p> <ul style="list-style-type: none"> . They talked about the statistics of the sessions they have been hosting. . They are having a Leading and Learning Conference on December 5 – 6, 2014. That the time of the meeting they were worried about the numbers that have already registered for the conference. The numbers are really down this year. . They wanted to know how they could work better with ASCA and what they could provide for the parents as all there sessions are open to the parents as well. . Will be bring in the Departing Board members to be recognized at the next meeting.
Oct 07	Technical Briefing on PAT's and DIP's	T. Kaley	<p>There was very little to report on the PAT's as a majority of districts opted in to participate in the SLA pilot. With respect to the overall information provided the good news stories are in the areas of science with improvements indicated in math.</p>
Oct 14	Inclusive Education	W. Keiver	<p>This committee has been established to address the work of inclusive education following the previous work that resulted from Setting the Direction.</p> <p>A group wide discussion about "What is Inclusion?" took place. Currently, the statement the group is working with reads, "All students will have equitable opportunities to be included in the typical learning environment or program of choice." All representative organization's thoughts about this statement and suggestions for making it better are welcome.</p> <p>The committee also spent some time on identifying barriers to an inclusive education system. The major barriers to an inclusive education system are:</p> <ul style="list-style-type: none"> • Teacher capacity building (pre-service, for teachers working in school authorities, and the development of experts to support teachers in classrooms). • Availability and access to supports, services, and materials. • Lack of flexibility to integrate funding from multiple sources at the community level. • Time pressures for collaboration and building capacity to address classroom learning challenges. • Lack of clarity related to the outcomes of an inclusive education system. • Lack of coherence among the government initiatives that impact inclusion. • Limited vision for some children and students future resulting in not capitalizing on their potential.

			<ul style="list-style-type: none"> • Not capitalizing on the research on early brain development in addressing the needs of young children before they come to school. • Lack of a provincial plan to support the implementation of an inclusive education system developed in partnership with key stakeholders. • Funding model that supports all children and students. • Lack of standards for the teacher and the learning environment as it relates to low incident populations. • Support for parents (e.g., How to advocate/communicate, newcomers to Alberta/Canada, etc.). • Lack of understanding of what inclusion means. <p>Next meeting will be in January.</p>
Oct 22	Rural Education Symposium	M. Mulder	<p>Conference theme, topics, audience, program and sessions were discussed. Two keynote speakers have been confirmed – Linden McIntyre, Canadian author and media person and Gordon Steinke, Alberta newsman and speaker. As well, a panel comprised of various rural experts will end the conference. The ‘call for presentations’ is now live.</p>
Oct 29	Professional Development Online Web Resource	T. Kaley	<p>Updates on the completion of the first year of the pilot were provided as well of information regarding the number of teacher and administrator participants that have opted in for the second year of this pilot.</p> <p>Updates were provided on the progress the project manager has made with the software developer with respect to refinements that respond to concerns/observations expressed by first year participants who are using the online tool.</p> <p>With respect to developing a broader range of understanding amongst all stakeholders in the K-12 system, at the local levels, on behalf of ASCA, I suggested that early next year the committee consider developing a joint statement that speaks to the importance of professional growth plans for professional educators. Each organization could discuss, provide input on this statement and once it met the approval of each organization the statement could be shared with respective client groups and Ab Ed. as a mutually agreed upon advocacy piece.</p>
Nov 04	CASS Panel	M. Mulder	<p>This was the first meeting in a long while of this group, which was originally put together to provide advice to CASS on their “Moving and Improving” project (now called “Building System Leadership Capacity”). The purpose of the meeting was to review the purpose of the panel and provide input into the future of the CASS Building System Leadership project. The panel is comprised of reps from U of C, U of L, U of A, Alberta Education, CASS, ATA, ASBOA, and ASCA.</p>

Nov 19	Task Force on First Nation, Metis and Inuit Student Success and Wellbeing	M. Mulder	Essentially the entire meeting was taken up with discussion and revisions to the draft work plan. The plan has been significantly updated and it is expected a final version will be presented at the next meeting. The Shining Student Award 2015 has been advertised and timelines for judging established. Nominations close March 30.
Nov 21	Diploma Exams Advisory	T. Kaley	<p>Information Updates were provided to committee members with respect to exam administrations for diploma exams.</p> <p>Two students presented their perspectives on the experience they had with digital diploma exams.</p> <p>Additional access to diploma exams through additional exam administration dates has increased the number of registered writers across subject areas.</p> <p>With recent developments in the Provincial Access to Student Information (PASI) system, students will be able to set up accounts and access their diploma exam results electronically.</p> <p>A presentation on the impacts of changing the weighting of the diploma exams was shared by Alberta Education assessment staff. The Minister will be having discussions and consultations with all stakeholders on the issue, but according to information presented by Alberta Education staff, reducing the weighting of all exams to 30 % of the final student mark may not be beneficial to all students; e.g. any student(s) with a low classroom mark and a high diploma exam mark will receive a lower overall mark with a weighting change. This is not uncommon, it is actually particularly common in the 30-2 exam subject areas.</p>
Nov 21	Deputy Minister's Dialogue on Teaching Excellence	B. Vonkeman M. Mulder	<p>Gene Williams opened the meeting with the following remarks:</p> <ul style="list-style-type: none"> • Minister Dirks has reaffirmed commitment to the major initiatives of Inspiring Education; the Minister sees IE report as a 'vision' document, not a road map • The Task Force for Teaching Excellence Report – Minister wants to “unpack” the report – feels the focus should be on the 97% of teachers that are good, not the 3% that aren't – feels we spend too much time and effort on the 3% • Minister very research-based, doesn't do anything in a hurry – e.g. diploma exam weighting shift – wants to see the research before proceeding with change to gov't weighting • There will be a review of the curriculum prototyping currently underway • Ideas of curriculum redesign will be tweaked

			<p>The remainder of the meeting was spent in small groups, and after listening to presentations, participating in table talk, which was recorded for the DM. There was no large group sharing.</p> <p>Discussion topics were:</p> <p>Dual credit strategy update</p> <p>Beginning teacher supports from four school divisions</p>
Nov 24	Student Learning Assessment Pilot	T. Kaley	<p>Ab Ed staff presented the Dashboard reports that will be available to teachers. The Dashboard provides student and class reports for the digital response questions and the performance task. CASS commented that the SLA is one piece of information. As found in the Purposes Statements, it must be interpreted, used, and communicated within the context of regular and continuous assessment by the classroom teacher. The group affirmed the importance of the classroom professional to interpret (or unpack) the data. CASS also complimented the technical design and that teachers can see the actual question. ATA asked about implementation support. As suggested by the Working Group at the last meeting, staff are providing sessions at the Curriculum Coordinator meetings throughout the Province in late November and early December. Teachers are invited to the meetings. As well, regional consortia are running sessions. Also, the website has a number of resource documents. At a later meeting, the full cycle of implementation supports for year two will be provided in a single document.</p> <p>There was a brief conversation acknowledging the strong criterion and construct (curriculum) validity of the instrument, as well as the high reliability standard. The conversation then shifted to the cover page for the Dashboard reports. Numerous suggestions were made and incorporated to strengthen messages about this being a pilot, the importance of considering local circumstances, and to emphasize the importance of the parent/student/teacher conversation.</p> <p>Before moving to the next topic, the observation was made that incorporation of the SLA into the routine of classroom activities may reduce the use of other similar but not provincially linked instruments.</p> <p>At this time, parent/school/authority reports are in print. Subsequent to the meeting, the decision was made to proceed with only the digital reports.</p> <p>The meeting closed with an informal roundtable.</p>
Dec 01	EPSB Curriculum Development	T. Kaley	<p>This was the final meeting of this group as EPSB has completed its curriculum prototyping project</p>

	Prototyping Pilot Advisory		and will be submitting to Alberta Education for the December 31, 2014 deadline stipulated in the contract. Next steps will be to see how the work done by this prototyping project aligns with the work being submitted by other district partner groups that have been part of the project.
Dec 04	Rural Education Symposium	M. Mulder	This meeting was to tie up as many loose ends as possible prior to the presentation selection committee reviewing submissions. There were not many submissions – the deadline has been extended.
	Central Alberta Regional Consortium	L. Andreas	Board talked about how they touched bases with ASCA to see where they can or what they can do to help educate parents. They had a long discussion on what sessions they can make to educate parents in such things as math or curriculum redesign as examples. They will be talking with the other consortium to have they all participating and offering the same things to the parents in their areas also. Board went over the 2014 – 2015 work plan for the ED's and who was doing what and all their results as of date. Then we ended the meeting receiving the annual report DRAFT 2013 – 2014 to look over and have anything to be revised by Jan 9 th to them.
Dec 05	Edmonton Regional Learning Consortium	T. Kaley	<p>The Executive Director and Board Chair reviewed the draft annual report with the group.</p> <p>The Executive Director reviewed the ERLC and ARPDC curriculum redesign grant plans and the overall grants related to the provincial plan.</p> <p>Financial updates, and staff and consultant updates were provided to the Board.</p> <p>On behalf of ASCA I shared that ASCA has reached out to the provincial Consortia with respect to being able to co-develop/co-op to present information relevant to parents/school councils specifically related to the ongoing curriculum redesign implementation work.</p>
Dec 15	Student Learning Assessment Pilot	T. Kaley	<p>The meeting was open ended conversation that considered the following thoughts.</p> <p>One conversation theme considered the SLA connection to the Programs of Studies and to the Literacy/Numeracy Framework. The group recognized that the linkages document connects Programs of Studies and Literacy/Numeracy elements.</p> <p>The balance of the conversation covered a number of topics, including:</p> <p>Website information should be reviewed and edited as appropriate to reflect the current context.</p> <p>Would videos be helpful with respect to how to unpack the information in the reports? What is it</p>

			<p>that a teacher can do with the information? Items should be reviewed for learnings in the next round of item development. A related question is what can digital items do or not do?</p> <p>As the topic of professional development—specifically assessment capacity—came up a number of times during the meeting, there is a tie to a March conversation of the group. The working group determined that the mandate should not be extended to include assessment capacity. “Specific to Assessment Capacity, the working group clearly indicated that the project belongs in Work Force Planning and should exist under the umbrella of Teaching Excellence.”</p> <p>ACCOUNTABILITY/ASSURANCE</p> <p>Again, there was randomness in the conversation. With respect to assurance, there was considerable support for looking beyond the data and tracking action. For example:</p> <p>Has the teacher/school/authority built a plan based on the information?</p> <p>Has the SLA data been triangulated in that plan and in conversations with parents?</p> <p>What professional development work is being done by the school/authority in advance of the SLA? What support is being provided during SLA administration? What assistance is provided by the school/authority to interpret and use the SLA data?</p> <p>Other comments were:</p> <p>The SLA is one tool for building assessment capacity.</p> <p>ASCA is working with Assessment to schedule three January focus groups for parents whose children participated in the Grade 3 pilot this year and will facilitate these sessions for Alberta Education using the Blackboard Collaborate platform.</p>
Dec 17	ASBA Education Act and Regulations Implementation Working Group	M. Mulder	This group advised ASBA on various viewpoints related to the draft regs. ASCA offered an analysis of two regs: School Fees and School Councils. ASBA will be formulating its response to the drafts, and will share this with the other associations prior to submission.
Jan 12	Student Learning Assessment Pilot	T. Kaley	cancelled
Jan 16	Building Inclusive Education System	W. Keiver	<p>Major Barriers to an Inclusive Education System discussion:</p> <ul style="list-style-type: none"> • Teacher capacity building (pre-service, for teachers working in school authorities, and the development of experts to support teachers in classrooms). • Availability and access to supports, services, and materials. (√, √ - wraparound services) • Lack of flexibility to integrate funding from multiple sources at the community level. • Time pressures for collaboration and building capacity to address classroom learning challenges.

			<ul style="list-style-type: none"> • Lack of clarity related to the outcomes of an inclusive education system. (√) • Lack of coherence among the government initiatives that impact inclusion. • Limited vision for some children and students future resulting in not capitalizing on their potential. • Not capitalizing on the research on early brain development in addressing the needs of young children before they come to school. • Lack of a provincial plan to support the implementation of an inclusive education system developed in partnership with key stakeholders. (√) • Funding model that supports all children and students. (√) • Lack of standards for the teacher and the learning environment as it relates to low incident populations. • Support for parents (e.g., How to advocate/communicate, newcomers to Alberta/Canada, etc.). • Lack of understanding of what inclusion means. (√) •
Jan 16	Task Force on First Nation, Metis and Inuit Student Success and Wellbeing	M. Mulder	This meeting included a visit from a researcher who focuses on aboriginal wellness. She shared some very troubling statistics about nutrition among this group, along with resulting incidence of diabetes, obesity and other health related issues. She also offered strategies to improve access to nutritious meals and snacks (in schools).
Jan 19	Rural Education Symposium	M. Mulder	The meetings held between January and February were to put the finishing touches on the event.
Jan 21	School Technology Advisory	T. Kaley	<p>An Alberta Education staff person provided an overview of the Baseline Technology Assessment project which was designed to help guide the implementation of the Learning and Technology Policy Framework (LTPF). Over the past four years the Calgary Board of Education has been part of a five jurisdictional partnership that has worked to develop a shared service model specific to learning resources. A superintendent with Calgary Board provided highlights of a final report regarding the Collaborative Online Learning Environment (CORE) and noted that the project had both challenges and successes in addressing the policy directions of the Learning and Technology Policy Framework. STAC members discussed the lessons learned, recommendations and four scenarios included in the final report and offered their ideas for shared services going forward. Comments included:</p> <ul style="list-style-type: none"> • We need to thoughtfully build technology infrastructure to stand the test of time • We have a very diverse system with specific needs in different areas which has

			<p>implications for learning resources and access to those</p> <ul style="list-style-type: none"> • The environment is moving very quickly regarding learning resources and access • What is the government's role? <p>Government needs to represent public interest and equity, so needs to be involved but in what capacity?</p> <ul style="list-style-type: none"> • Partnering with large jurisdictions could be an option <p>Some concern about corporate influences regarding learning resources was expressed.</p> <p>Committee representatives were asked to share the following information regarding technology in learning:</p> <ul style="list-style-type: none"> • One most promising opportunity that is being realized in your organization • One most significant challenge facing your organization • One piece of advice to the Ministry, which, if implemented, would support your work in either area <p>Responses from the group included the following: Opportunities:</p> <ul style="list-style-type: none"> • Good saturation and positive uptake of the LTPF with education stakeholders (parents, teachers, principals, trustees, etc.) Momentum and direction to move forward. • LTPF is a strong integrated coherent framework – shows how the various pieces fit together • Increased networking is happening and ability to focus on high quality instructional practices • Technology footprint strategy in a jurisdiction – principals are able to see network usage, types of technologies being used and other data which is helping them make informed decisions about investments in technology • We are underestimating the number of teachers who are on board and the good things they are doing – should promote the positive • Networking with Alberta Education to support system leaders (e.g. co-developing Leadership Module, guides to cloud computing, privacy, etc.) • Leveraging technology for efficiencies in streamlining processes and paperwork • Professional development time available and commitment of teachers to support implementing technology in teaching and learning (e.g. learning and technology coaches) • ATA partnering with Harvard on a technology research project • Moving away from site-based management re technology in some areas in order to achieve equal access across the jurisdiction • Innovation in improving practices, looking at ways for technology to support Inclusive Education Challenges:
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			<ul style="list-style-type: none"> • Understanding of the LTPF - too many different directions • Keeping pace with the demands for increasing access, maintaining privacy, professional development, etc. • Competing priorities – good things with technology get sacrificed due to financial restraints • How to maintain the technology and how to convince stakeholders of value (public and business community) • How do we engage and build assurance in the community that we can demonstrate the impact of technology on student learning • Diversity of students; different realities of urban/rural • Build stronger relationships between post-secondary preservice faculty and K-12; need more coordinated communication mechanisms across system • Bandwidth constraints • Impact on teacher workload Advice: • Work with stakeholders to figure out how we will show progress of implementing the LTPF • Address the current gap between the LTPF and provincial programs of study. Need curriculum redesign to align with LTPF. If LTPF stands alone, it will not be enough to achieve required system change • Provide guidelines, standards, sharing of best practices • Continue partnerships and working collectively – the integrated team approach works • Promote, educate and fund implementation of the LTPF • Jurisdictions want access to raw data from provincial assessments so they can do their own internal analytics • Support the work and development of teachers alongside any investments in infrastructure • Alberta Education needs to ensure consistency in definitions and language in various
Feb 6	CASS Leadership Panel	M. Mulder	This group advised CASS on their PD offerings related to building leadership capacity.
Feb 9	Student Learning Assessment Pilot	T. Kaley	Cancelled
Feb 11	Rural Education Symposium	M. Mulder	See January notes.
Feb 12	Professional Practice Competencies for School Leaders	M. Mulder	This was the final meeting of this group, which was initiated in 2004, rejuvenated in 2006, and brought to life once again in 2010. We are pleased that the competencies and their indicators, plus the other elements of the Framework for School Leader Success will likely culminate in a Ministerial Order to create a professional practice standard for principals in

			Alberta. Long time coming.
Feb 23	Edmonton Regional Learning Consortium	T. Kaley	Did not attend
Feb 25	Elementary Math PD Working Group	T. Kaley	Postponed
Mar 5	Education Act Implementation Steering Committee	M. Mulder	<p>We learned that the government is reviewing the input and feedback from all stakeholders and others on the draft regulations. It was recognized that the timeline is increasingly short for boards to align policy and admin procedures in time for a September 1, 2015 proclamation of the Education Act. We also learned that the provincial budget will be tabled on March 26, with the anticipation of the writ for a provincial election following on its heels. This would further delay work on finalizing the regs, and likely push the proclamation of the Ed Act back.</p> <p>Next meeting will be scheduled at the end of April.</p>
Mar 9	Online Professional Growth Planning	T. Kaley	This meeting allowed for an update on the filed test including a summary of the fall survey feedback and an update on the number of current pilot participants, Going forward with the project plan, data mining and next steps will be identified. The research report is expected at the end of August and a next meeting is scheduled for October.
Mar 11	Curriculum Policy Advisory	M. Mulder T. Kaley	<p>The districts that participated in the curriculum prototyping project from across the province presented to the expanded meeting group.</p> <p>Common themes across the project were an appetite to move forward with the curriculum redesign pieces because they made sense, a recognition that considerably fewer learning outcomes do work and should be encouraged and an interest in next steps because there is excitement about the initiative from teachers in schools.</p>
Mar 11	First Nations Metis Inuit Task Force	M. Mulder	Did not attend
Mar 20	Student Learning Assessment	T. Kaley	Updates were provided to the group with respect to survey results attained by Alberta Education through an online survey tool. Group discussion about an opportunity to review the data to date to help inform the next pilot year.
Apr 10	Elementary Math PD Working Group	T. Kaley	postponed
Apr 20	Diploma Exams Advisory	T. Kaley	postponed
May 1	Student Learning Assessment	T.Kaley	postponed

Board 2014-15 Internal Committee Updates

Governance and Bylaw Review Committee – submitted by Tyla Savard - Lead

Right after 2014 AGM it was clearly identified by the 2014-2015 Board of Directors that we needed to work on ASCA bylaws and do some cleaning up/clarifying. We immediately got to work reviewing the bylaws as a whole and flagging any areas to review as well as any follow thru from changes. Definitions were also updated, wording cleaned up to include the definition of Parent as is outlined in the new Education Act to have consistency.

There was a document created to show the current wording in bylaws, the rationale for change and then the change/new wording. It has been a great tool/resource to have to help keep focus on specifics. Each time the Governance Committee met we would then present our suggestions/work to the Board of the whole for review/input. Bylaws are a huge undertaking and we have discovered along the way that we have reached a point that we need to have member input to give us further clarity to continue with this project.

At this year's AGM membership will be presented with the proposed bylaw changes to give feedback/input to the Board of 2015-2016 who will then take all the information and further work on ASCA bylaws to then present to the membership at the 2016 AGM to then be voted upon. If they are passed ASCA will follow its current Bylaws until such time as Registries gives their approval of the changes which can take up to a year. Once approval is given ASCA then will follow the updated bylaws.

Awards Committee – submitted by L. Spargo - Lead

During the 2014-2015 year, the committee held several in-person meetings and participated in phone and email conversations to create the terms of reference for our committee, re-word some of the guidelines to match the rubrics used to evaluate the submissions, and evaluate the submissions.

Our recommendations for next year's committee are:

*to re-evaluate any changes to the criterion and guidelines early in the term to provide adequate time for the changes to be posted.

*contemplate a name change which reflects the School Council element of the Parent of Distinction Award

*discuss the possibility of changing the nomination process (perhaps a checklist with space for supporting information)

Legacy Committee – submitted by Dawn Miller – committee member

Lead – Lynne Kaiser

Committee members – Dawn Miller

The Legacy committee has researched the history and roots of the ASCA organization. Our goal this year was to research the first 50 years and bring that information forward in a visual and interactive manner to our membership at the annual ASCA conference and AGM in 2015. This year, we have also created a timeline plan going forward for future legacy committee members so that the history research will be completed by 2020 which will align with an anniversary date of the organization.

Communications and Advocacy Committee - submitted by Brad Vonkeman –Lead

Lesli Solomon –Sub Committee Lead

This year, the Board of Directors identified the need for the whole board to discuss about these two linked topics. Time was set aside at each board meeting to discuss advocacy issues and strategies and to move the issues forward or keep them in front of the Directors and staff so we continue to communicate with members, partners and the government with respect to advocating from the school council perspective.

Political Relations subcommittee

In addition, a sub-committee of this larger group was created to promote political action. The Political Relations sub-committee discussed and implemented a number of strategies to build awareness of ASCA among MLAs and government. The sub-committee also identified the need to support those school councils who wished to become more politically active and developed web-based supports and a number of strategies school councils can employ, depending on the level of political involvement chosen, with most of these readily available on the website for School Councils to access.

Internal Financial Audit Committee – submitted by T. Schindel – Lead

The Internal Audit Committee for 2014-15

1. Tasha Schindel - Lead
2. Lesli Solomon - Director
3. Judy Ostrowski - Director
4. Kathy McRae - ASCA Staff support

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

July - Auditor Statements for ASCA 2013-14 came in and were reviewed. Thanks Kathy for a huge amount of work providing documents and answering questions to the auditors. A Board development and training opportunity was offered at the November Board meeting... ASBOA former President Christine Lee explained in detail the reading of Financials statements and the responsibilities of Directors in the Not for Profit sector. In July the Insurance documents were available online to be reviewed and studied by the Internal Financial Audit Committee.

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, Lesli and Kathy were present.

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

January - The Financial Audit Committee did not preform an audit. Tasha, Lesli and Kathy were present

March - Facilitator expenses, visa and bank statements were reviewed and found complete, in order and with no omissions, deletions or errors. Tasha, Lesli, Judy and Kathy were present.

March 14, 2015 - the 2014-15 ASCA Internal Financial Audit Committee has found the Financials and financial reporting of ASCA to be in good order and with out errors.