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Agenda
ASBA Zone 5
Meeting
MARCH 23, 2001
Radisson Hotel
Castle Mountain Room
2120 – 16 Avenue N.E.
Calgary

9:00 **COFFEE**

9:30 **CALL TO ORDER**
Introductions
Adoption of the Agenda
Adoption of the Minutes of February 23, 2001
Business Arising from the Minutes

CORRESPONDENCE

9:45 **BOARD SHARING**
Questions to Board Sharing

10:30 **REPORTS**
Alberta Learning – Ron Taylor
ASBA Zone Director – Lorne Kosack
ASBA Executive or Staff
C.L.L. – Karen Harries
ASEBP – Karen Harries
Teacher Preparation – Graham Sewell
Regional Consortium – Kathy Smith
Edwin Parr Committee
Labor Relations – John Murray (in-camera if necessary)
Treasurer – Darrell Couture

Calgary Catholic
Calgary Public
Canadian Rockies
Christ the Redeemer
Foothills
Golden Hills
Greater Southern
Francophone-Catholic
Greater Southern
Francophone - Public
Prairie Land
Rocky View

Acceptance of reports as information

11:15 **BOARD SHOWCASING** – Rocky View School Division

12:00 **LUNCH** (provided)

12:30 **GUEST SPEAKER**
(Not known at present)

1:30 **NEW BUSINESS**

1. A.S.B.A. Spring Conference – Location
2. Zone 5 Guest Speakers
3. Zone 5 Representation at A.S.B.A. Board Meetings
4. Canadian School Boards' Association Summer Conference

3:00 **ADJOURNMENT**

NEXT MEETING: April 26, 2001

Alberta School Board's Association – Zone 5

Minutes – February 23, 2001

- Call to order** Kim Salkeld called the meeting to order at 9:35 and welcomed those in attendance.
- In Attendance**
- | | |
|-------------------|---|
| Odette Pettem | Conseils scolaires Catholique et francophones du Sud de l'Alberta |
| Ron Taylor | Alberta Learning |
| Pat Stutz | Canadian Rockies |
| Lynn Nishimura | Calgary Board of Education |
| Sharon Hester | Calgary Board of Education |
| Jim McLellan | Foothills |
| Jerry Muelaner | Foothills |
| Graham Sewell | Foothills |
| Linda Wellman | Calgary Catholic |
| John Murray | Rocky View |
| Kathy Smith | Golden Hills |
| Larry Maerz | Golden Hills |
| Lorne Kosack | Rocky View |
| Shirley Reinhardt | Golden Hills |
| Garry McKinnon | Golden Hills |
| Terry Patey | Rocky View |
| Kim Salkeld | Rocky View |
| Lois Byers | ASBA |
| Mary Stengler | Christ the Redeemer |
| John Neill | Prairie Land |
| Arlene Dow | Prairie Land |
- Adoption of Agenda** Terry Patey moved the agenda be approved as amended. Carried.
- Adoption of Minutes** Terry Patey moved the minutes be approved as amended. Carried.
- Business Arising** Lorne Kosack reported that Physical Education and CPR curriculum issues would be discussed at the March meeting of ASBA.
- Correspondence** None
- Board Sharing**
- Sharon Hester – Calgary Board of Education**
- Path finding teams will be bringing forward their recommendations in the next month with the Board hoping to increase utilization
 - Infrastructure has informed the Board that closed schools may have to be leased to charter schools
 - Unable to release the independent field trip report until the insurance company completes its investigation and closes the file

Zone 5 minutes – February 23, 2001

- Budget discussions beginning soon
- Trying to get public education on the agenda of campaigning candidates in the upcoming election
- Contingency plans are in place to ensure students are able to get to school during the transit strike

Pat Stutz - Canadian Rockies

- Board is investigating the LOGOS program at the request of interest groups
- Francophone board - positive and collaborative discussions
- Concern over a proposed field trip to Tanzania in July 2002 – must either approve or ask that students do it completely outside of the school context
- Focus groups – sampled format at Zone 5 and are very happy with the process
- Do any jurisdictions send trustees to the US school board association meeting?
- Six of seven board members will not be seeking re-election

Christ the Redeemer – Mary Stengler

- Held a Board retreat dealing with governance
- Hosted a Principal's retreat which pertained to behavior descriptive interviewing
- Registrations are ongoing in Strathmore with both Boards keeping each other informed
- Dealing with facilities issues in Canmore

Foothills - Graham Sewell

- Reviewing field trip policy with concerns over a proposed trip to Leeds
- Reviewing alcohol at school functions policy after recent court ruling
- Capital plan filed with Alberta Learning
- Met with Christ the Redeemer
- Holding a Visioning session on March 12 as a planning instrument for the next 2-3 years

Golden Hills - Shirley Reinhardt

- 2001-2002 calendar approved
- Registration held in Strathmore with all students being required to re-register
- Redefined school division boundaries – children split a bit in the rural area
- Safe and caring school presentation – renamed to *Safe Schools are for Everyone*
- Put together a Safe and Caring Schools survey for grades 1-3, 4-6, and 7-12 to go out in conjunction with school satisfaction survey in March
- Trochu school – grade 9 class said they wouldn't smoke until after grade 12 and are now graduating as a smoke-free class
- Submission for the Pan-Canadian Learning Innovation award has been completed
- Met with Dr. Oberg and had discussions about school facilities, busing (fuel), facilities project, 4X4, basic level of funding and senior high math program

Zone 5 minutes – February 23, 2001

- Surpluses at the school level give the perception that there is adequate funding; Lois Byers noted that some boards cap the amount a school can carry forward in surplus
- Regional teacher conference is above expectations with 1,200 registrants – Pan Canadian gave \$15,000 toward key note speaker

Conseils scolaires Catholique et francophone du Sud de l'Alberta – Odette Pettem

- Discussions ongoing regarding governance
- Staffing agreement with Calgary Catholic for 2001-02 – plans for secondment to the Francophone board
- Looking at full time ECS in 2002-03

Prairie Land – John Neill

- 2001-02 calendar approved
- 3 year planning underway with all site leaders and trustees participating
- Dr. Oberg visited Morrin and Delia schools
- Reorganized mechanic services

Rocky View – Terry Patey

- School calendar - moved two PD days from March to get a full week off during the 3rd week in Feb as a trial in 2001-02
- Support staff development day – 400 participated in various workshops
- Joint Board and School Council meeting was well attended
- Meningitis – grade 9 students were included in the inoculation campaign
- New superintendent, Lyall Thomson, starts March 1

Calgary Catholic – Linda Wellman

- Transit strike – schools are open one hour earlier and later to allow parents to make arrangements for student transportation
- Governance policy review will be topic of a retreat
- Family of Schools meeting (Councils) – a trustee is responsible for each “family” allowing for more dialog and mutual influence
- An 18 person District Advisory Council with an urban and rural perspective held its annual meeting with the Board
- City council has approved realigned boundaries – asked for no input from the school board but resulted in significant changes for three trustees
- High school boundary realignment is an issue but addresses the long term needs of all high school students
- Lack of capital has hampered facility planning – desperate need of high school in the north end
- Public forum was held where class size was an issue – if class size is mandated, the Board has concern over classroom space and lack of teaching staff

Reports

ASBA Zone Director – Lorne Kosack

– report distributed

Alberta Learning – Ron Taylor

– report distributed (at meeting)

ASBA – Lois Byers

- Outcomes committee has completed work with the report out shortly
- School Works media release – calling for the removal of school boards
- Peace River court case on school fees – ASBA working to overturn the ruling on behalf of all school boards
- *Youth Justice Act* is expected to be passed – boards are already using a major part
- Continuing to look at the impact of full-day ECS
- Results (56 respondents) from 4X4 process faxed out yesterday – 28 indicated support; 22 indicated non-support; 4 school boards abstained

Board Showcasing

Sharon Hester introduced Calgary Public's "Career Pathways" program specialists Debbie Vance and Steve Makowski. Handouts were distributed about the program, which is a multi-year sequence of career guidance, related coursework and work-based learning experiences

Reports (continued)

CCC: Karen Harries

Next session is scheduled for March 21: It takes a Village

ASEBP: Karen Harries

- Board has tabled September 2001 ASEBP proposed rate increases

Regional Consortium – Kathy Smith

- Evaluation of executive director is complete
- Reaching and Teaching conference has 1,200 registrants, with 1,500 expected – beginning to plan for next year's conference
- Annual meeting is to be held in May
- Three year draft plan has been tabled

Edwin Parr – no report

- Banquet – originally booked for May 24/25 is changed to 17/18
- Sharon Hester and Mary Stengler will make banquet arrangements

Labour Relations – John Murray

- Report distributed
- Feb 9 – LIST meeting – secure e-mail sent via Darrell
- March 9 next meeting – 10:00 am to 2:00 pm
- Encourage some MLA's to attend the May LIST meeting

Treasurer's Report – Darrell Couture

- report distributed

Pat Stutz moved that all reports be accepted for information.

Carried.

New Business

- CSBA conference July 19 through 21; pancake breakfast may be a zone event and may also consider hosting a hospitality room
Calgary Public and Catholic Boards will be willing to assist as needed
Lois Byers suggested that each provincial board be matched with a visiting board
Suggested that Donna Engel from ASBA be invited to the next Zone meeting to discuss CSBA plans and how Zone 5 may best help

Adjournment John Neill moved that the meeting be adjourned.

Carried.

The meeting was adjourned at 1:45 PM.

The Director's Report

Field Services

◆ ◆ **Zone 5** ◆ ◆

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ouquets

To all school authorities for their cooperation in the review of their Annual Education Results Reports.



epartment Update

Guide for School Board Planning and Results Reporting 2001/2002

We have taken a new approach to the Guide this year. The main text of the Guide contains information on school board planning and reporting that remains constant over time. The document also contains the specific requirements, which are reviewed and subject to change annually, in a separate section called "Links." This new section is fully referenced in the main text and contains specific requirements for school board three-year plans for 2001/02 to 2003/04. A fully searchable version of the Guide will be on Alberta Learning's website this March.

The guide was developed by Alberta Learning staff in consultation with a stakeholder advisory committee comprised of representatives from ASBA, CASS, ASBOA and the ATA. The Deputy Minister has expressed her thanks to the members of that committee for their excellent advice and suggestions.

For more information, please contact Elaine Solez at (780) 427-2634 or by e-mail at Elaine.Solez@gov.ab.ca

Guide to Education: ECS to Grade 12

Alberta Learning is preparing the Guide for distribution to schools and to superintendents. Paper copies should be in schools by mid-March with the web-site version updated shortly after.

For more information, please contact John Blevins at (430) 297-6353 or by e-mail at John.Blevins@gov.ab.ca

Legislation Guiding School Closure

Alberta Learning rescinded the School Closure Policy in 1997 and replaced it with the **School Closure Regulation AR 238/97**. Some school jurisdictions have been unaware of this change and have not yet updated their own school closure policies. You may view the **Regulation** at <http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/5ClosureofSchls.asp>. You may also find helpful the attached checklist developed to use in conjunction with the **Regulation**.

Alberta Youth Employment Strategy

Student Learning-Career Planners for junior (#440503) and senior high (#440511) have been developed and will be available through the Learning Resources Center in March. The planners provide a centralized location, in file-folder format, for students to summarize, on an ongoing basis, their career planning activities. It also allows students to reflect on those activities in terms of future learning plans.

A Student Learning Career Planner Information Booklet (#437576) has also been developed to facilitate the implementation of the *Student Learning-Career Planners*. The Planner is one of the tools school systems can use to implement a comprehensive career development system.

Courses to Careers Physics Connections Poster (#418500) and *Teacher Guide* (#432774). This poster and teacher guide, developed in partnership between Alberta Learning and Alberta Human Resources and Employment, will help teachers incorporate life/work exploration and career building into the physics class. This will help teach students how to link their learning to future work options. Both the poster and the guide are available through the Learning Resources Center.

For more information, please contact Karen Fetterly at (780) 422 5079 or by e-mail at Karen.Fetterly@gov.ab.ca

Special Education Symposium May 7 and May 8

CASS, Special Programs Branch and Dr. Anne-Louise Charette, Alberta Learning's project manager for the implementation of the Special Education Review, will be collaborating to provide an opportunity this May 7 and 8 for CASS members and school authority special education administrators to work together on addressing the recommendations of the *Shaping the Future for Students with Special Needs: A Review of Special Education in Alberta Report* released in Dec. of 2000.

For more information, please contact Dr. Charette at (780) 427-4735 or by e-mail at Anne-Louise.Charette@gov.ab.ca.

Curriculum and Learning and Teaching Resources Branch Updates

Career and Technology Studies (CTS)

The following documents have recently been published:

- *CTS Program of Studies – 2001 Amendments for:*
 - *Career Transitions*
 - *Community Health*

The following document has been put on the Alberta Learning website

Promising Practices in CTS, 2000 at

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/cts/promise.pdf

Communication between the CTS team and various partners, stakeholders, and clients is important to continuing the excellence in evergreening existing and developing new CTS programs of studies. Recently correspondence was sent to superintendents and principals of schools offering practical arts courses through distance learning stating that “effective September 2001, all former 30/32 level practical arts courses will no longer be recognized for credit in distance learning contexts.”

The CTS team has been collaborating with the following groups:

- The ATA and CTS Executive Council to produce a joint update.
- Clients, stakeholders and partners, who are:
 - helping to develop draft curriculum for new courses in:
 - “Digital Photography” in *Communication Technology*
 - “Computing Science” in *Information Processing*
 - providing an analysis of “gaps” between computer networking curriculum prepared by industry and existing CTS curriculum in *Electro-Technologies* and *Information Processing*.
 - providing input and identifying needs for new/revised courses and/or resource needs on an on-going basis.

Other exciting CTS news:

The CTS Evergreening Committee (*Fabrication Studies*) has been established and the first meeting was held January 26, 2001. The Committee has been consulting with Learning Technologies Branch and Apprenticeship and Industry Training regarding the alignment of Fabrication Studies with the new Welder Course Outline.

Field validation of four Programming Courses in *Information Processing* in 12 schools began in September 2000.

Distance Learning Materials in Community Health to Replace Personal Living Skills 30

Effective September 2001, *Personal Living Skills* (PLS) 30 will no longer be recognized for credit in distance learning contexts. The following advanced level, 1-credit courses are scheduled for availability by September 2001 in *Community Health* and may be offered in place of *Personal Living Skills* (PLS) 30:

CMH3010: Family Issues

CMH3020: Parenting

CMH3030: Aging

CMH3040: Prenatal & Postnatal Care

CMH3140: Perspectives on Marriage.

Multimedia Welding Resources

Alberta Learning, through collaboration with NAIT, SAIT and ACCESS: The Education Station, is developing multimedia course materials in welding that support the delivery of CTS courses in *Fabrication Studies* and also learning outcomes established by the Apprenticeship and Industry Training Division for the Welder trade. The resources will include theory, practical applications and assessment, and are being designed for use at both secondary and post-secondary institutions. A major goal of the project is to produce multimedia resources that facilitate smooth transitions from senior high school to post-secondary study and the work force. The projected completion date of this project is January 2002.

English Language Arts

Alberta Learning is working with teachers from 33 schools from across Alberta to field validate the Grade 10 outcomes in the pilot draft of the *Program of Studies for Senior High School English Language Arts*. This team of teachers is providing information that will advise the revision of the pilot draft, leading to the creation of the interim draft.

An interactive pilot draft questionnaire was also posted on Alberta Learning's web site in September 2000. This input gave rise to twelve recommendations that will guide revision of the pilot draft, and the creation of the interim draft. The Summary Report of Responses to the Pilot Draft Questionnaire, *Program of Studies for Senior High School English Language Arts* will be posted on Alberta Learning's web site this month.

Feedback received on the April 2000 pilot draft of the *Program of Studies for Senior High School English Language Arts* is guiding development of an interim draft for Grade 10 English Language Arts and is guiding work on a companion *Guide to Implementation*. Learning and Teaching Resources Branch envisions that the guide will help teachers implement the new program for Grade 10 in September 2001. Currently, the 33 schools that are part of the Grade 10 English Language Arts Program Validation Team have provided their students with some of the new resources for Grade 10 English Language Arts (ELA), and they are providing feedback to LTRB that will assist with further resource selections for Grade 10 ELA in the spring of 2001. The program of studies, guide to implementation and new resource list for Grade 10 ELA are scheduled to be available in May 2001.

The English Language Arts team has been communicating with a number of clients, stakeholders, and partners through the following workshops, orientation sessions, and conventions:

- Workshop on Metacognition: Wolf Creek Regional Division, January 29, 2001
- Orientation Session: Edmonton Public Schools, January 30, 2001
- Teachers' Conventions: Updates and Orientation Sessions will be presented at all ten teachers' conventions in February and March 2001.
- LTRB in conjunction with Image Works and Redengine Inc. is beginning work on a CD-ROM about research and presentation for grades 9 to 12 ELA. This resource is an extension of the CD-ROM for grades 5 to 8 that was completed in early 2000.

LTRB will be completing a final review of resources for K–10 ELA during March 2001. An updated list of authorized learning resources is scheduled to be posted at the English Language Arts section of the Alberta Learning web site in May 2001.

International Languages

Aboriginal

Nakoda 15–25–35 resource development has begun with the setting up of the Steering Committee with the Alexis Education Authority. *Cree 7* is undergoing the Recognizing Diversity and Promoting Respect (RD&PR) analysis in preparation for publication. *Cree 8* and *Cree 9* are being revised; *Cree 8* will be submitted for RD&PR by March 2001. *Blackfoot 7, 8* and *9* are being finalized and will be submitted for RD&PR analysis shortly. Pagan Series for Grade 6 *Cree* has been submitted for RD&PR analysis and will then go for publication. The last book from the Dr. Ann Anderson series is with the publisher and will be ready in early 2001. The process for the resource all-call for *Aboriginal Studies 10–20–30* has been initiated.

Spanish

The process for the resource all-call for Spanish Bilingual K–3 has been initiated.

Ukrainian

Collage 2: Grade 8 Ukrainian Language Arts—Four Student Activity Books and four Answer Key Booklets are being prepared for final edit in early January 2001.

Collage 3: Grade 9 Ukrainian Language Arts—Four thematic Anthologies are undergoing final copy edit. Four Student Activity Books and four Answer Key Booklets are at various stages of document production.

Collage 1–3 Teacher Guide Book—This will undergo content review and finalization in January and will move on to the design stage.

Resource all-call for Ukrainian Language Arts K–12 is in progress in Ukraine

Integrated Occupational Program (IOP)

A set of Foundational Principles/Key Characteristics has been developed to guide the development of the New IOP and will be submitted for consideration by the senior officials in Alberta Learning. These Proposed Foundational Principals include a new name for the IOP, an expanded program of 100-credits, and a Dual-Architectural Design Model that will result in teachers and others being able to access the new curriculum in two interrelated formats: a subject/**grade specific** format and in an **integrated thematic/project based format**.

The curriculum working groups are using a *Design Down Model* to guide the development of learner outcomes. To date a mock-up database has been developed to show the dual architectural formats and the draft Program Rationale and Philosophy has been completed.

During January and February, presentations on the New IOP were made to superintendents and other educational leaders representing Treaty 6, 7 and 8 learners and to the Tribal Chiefs Association. Evelyn Good Striker, director of Basic Learning's Aboriginal Services Branch facilitated these presentations. One of the goals of these meetings was to invite an Aboriginal representative to become a member of each of the two New IOP Curriculum Working Groups.

Potential collaborative initiatives are also being investigated with Keyano College (focus on workplace literacy and numeracy) and with the Calgary Academy (focus on general literacy development among learning disabled/disadvantaged students).

Presentations were also made at the *New IOP Symposium*, in Calgary held in November 2000.

Mathematics

Teachers from 21 jurisdictions have begun working with the Mathematics team to analyze the outcomes in the *Applied Mathematics 10-20-30* program of studies to make the algebra more visible, and to revise the related standards documents. This work will continue through March 2001.

The Mathematics Team is working with post-secondary partners to prepare the *Transitional Mathematics Package*, which will be piloted by Athabasca University beginning this month. Students who complete *Applied Mathematics 30* will be able to take this course to qualify to enter first-year post-secondary mathematics courses.

Three new documents were posted on the web site and mailed to school superintendents:

- *Senior High School Mathematics Update*- (One page of quick facts).
- *The New senior High School Mathematics Programs – Handbook for Parents and Students, 2000-2001*.
- *Frequently Asked Questions for Educators about Transitional Mathematics*.

The Mathematics team has made presentations on high school mathematics to school trustees in zone 1, and to superintendents and principals in zone 2/3.

Alberta Learning's web site document *The New Senior High School Mathematics Programs and Post-Secondary Studies* was updated to include the following:

- Concordia University College: Effective immediately, and for a two-year period, students may present *Applied Mathematics 30* for admission into the Faculty of Arts.
- Olds College: Almost all two-year diploma programs in agriculture, animal sciences, applied business, horticulture, land use technology, environmental technology, and machinery/trades require either *Pure Mathematics 20* or *Applied Mathematics 20*, with many programs requiring a minimum mark of 55%. The exceptions are in animal health technology, which requires either *Pure Mathematics 30* or *Applied Mathematics 30*, and the land agent program, which requires either *Pure Mathematics 10* or *Applied Mathematics 10*.
To enter apprenticeship programs, applicants must have the educational requirements of the program (*Applied Mathematics 20/Pure Mathematics 20*) and must be indentured as apprentices and employed in the industry.

An elementary online resource for parents is being developed with teacher–writer groups. The Grade 6 resource will be developed first, with a projected completion date of September 1, 2001. The Grade 5 resource will follow, with a projected completion date of December 2001.

Science

The field validation of the *Science 7/8* draft program of studies and new draft basic resources was completed in January. Minor changes were made to the program of studies based on teachers' suggestions. Teachers' suggested revisions to the resources were forwarded to the publishers.

A call for support resources for *Science 7/8* has been issued. The review of these materials will commence in late March. Letters to superintendents requesting nominations for teachers to validate the programs and resources for *Science 9* and *Science 14* were sent in early February. Teachers involved with the field validation of the *Science 7/8* program of studies and the draft basic resources were very pleased with both.

Two sets of materials are being considered for authorization as basic resources, and the related components are being considered as authorized teaching resources. Optional implementation is planned for September 2001, provincial implementation for September 2002.

The revision process for the biology, chemistry and physics 20-30 programs was initiated this school year. At the November 200 Science Council Conference Alberta Learning and the ATA collaborated to collect teachers' input on suggested changes to the chemistry, biology and physics programs. Responses from teachers collected have been collated and the results were posted by the ATA on the Science Council website.

Social Studies

The *Western Canadian Protocol Common Curriculum Framework for Social Studies, Kindergarten to Grade 9* consultation draft was completed at the end of February 2001.

To support development and implementation of the new programs Alberta Learning's Social Studies Interbranch Committee brings together Learner Assessment, Communications, Learning and Teaching Resources, Learning Technologies Branch, French Language Services, and Curriculum. The online brochure, "What's happening in Social Studies" reflects this collaboration. You can reach the brochure at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/whats.pdf

The Social Studies Team met with two ongoing committees during the months of November and December. The Social Studies K-12 Advisory Committee, with representatives from education stakeholders, cultural groups and other educational partners met for three days. The Teacher Review and Development Committee, comprised primarily of educators who are currently in the classroom, met for four days. Both of these committees include Aboriginal and francophone representatives.

Special Programs: New Resources

- *Teaching for Prevention and Healthy Life Skills: Fetal Alcohol Syndrome Prevention — A Teacher Resource Guide*
Alberta Learning, in collaboration with the Alberta Partnership on Fetal Alcohol Syndrome, is developing a resource on fetal alcohol syndrome (FAS) prevention, to assist with the implementation of the Health and Life Skills program of studies. The resource will address various aspects of the health program of studies, using an approach that focuses on the development of a healthy self-concept and healthy relationships as a fundamental part of prevention. This resource was reviewed by the field from October to December 2000. The projected publication date is June 2001.
- *Make School Work for You: An Idea Book for High School Students with Learning Disabilities*
Alberta Learning, in collaboration with the Learning Disabilities Association of Alberta, is developing a handbook for senior high school students with learning disabilities. The resource includes suggestions to assist students with organizational skills, test-taking skills, writing skills, classroom survival skills and study skills. The projected publication date is June 2001.
- *Assessing Student Needs: Building Comprehensive Guidance and Counselling and School Health Programs*
This resource outlines a process for developing comprehensive guidance and counselling and school health programs. It accompanies the 12 needs assessment instruments of the Alberta Student Needs Survey for use with parents, school staff and students across the primary, elementary, junior and senior high school levels. These instruments collect information about how students, school staff and parents perceive the needs of children. The results may be used to develop programs aimed at meeting the whole-person needs of students.
- *Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related Effects (Alberta Learning, 1997)*
Alberta Learning is collaborating with Sandra Clarren, Ph.D. and Sterling K. Clarren, M.D., University of Washington; FAS Diagnostic; and Prevention Network in the revision and expansion of this resource for teachers of students with FAS/FAE. The projected publication date for this resource is December 2001.

- *Best Practices: Using Curriculum Resources in Audiotape Format* (monograph)
Alberta Learning will collaborate with Rocky View School Division No. 41 and the Material Resources Centre in the development of a monograph for use by teachers of students with a print disability. The monograph will describe best practices for using audiotapes with students who have physical or learning disabilities that impede their independent use of conventional textbooks. The projected publication date is March 2002.
- *Handbook for Parents of Children who are Gifted and Talented*
Alberta Learning will collaborate with the Alberta Associations for Bright Children in the development of a handbook for parents of gifted children. This handbook will provide parents with strategies for meeting the needs of gifted children in the home and community environments. The proposed publication date for this resource is September 2002.
- *Teaching Students who are Gifted and Talented, Book 7 of the Programming for Students with Special Needs series*
This resource provides practical strategies for designing and implementing programs; addresses administration of programs; and discusses conceptions of giftedness, identification of gifted and talented students, giftedness in the visual and performing arts, and post-modernism and gifted education. This resource is available from the Learning Resources Centre (LRC).
- *Teaching Students with Emotional Disorders and/or Mental Illnesses, Book 8 of the Programming for Students with Special Needs series*
The intent of this resource is to build a better understanding of common emotional disorders and/or mental illnesses in the classroom and to provide teachers with practical strategies. The topics covered in the resource include: anxiety disorder, depression, eating disorders, conduct disorder, oppositional defiant disorder and schizophrenia. This resource is available from the LRC.
- *Handbook for Aboriginal Parents of Children with Special Needs*
This resource, which has three components—a print handbook, a brochure and a complementary videocassette—was published in March 2000. The print handbook provides Aboriginal parents with information about their rights and responsibilities regarding the education of their special needs child, the education supports and services available, and strategies to facilitate effective communication between the home and school. The videocassette is intended for teachers as a way of relaying information about parental rights and about the programs and services available for Aboriginal children with special needs. All three components are available from the LRC.

Western Canada Protocol (WCP) Updates

WCP Mathematics

Approximately 25 Grade 10 to Grade 12 teachers including some ministry staff from the seven participating jurisdictions—British Columbia, Saskatchewan, Manitoba, Nunavut, Northwest Territories, Yukon Territory and Alberta—are expected to participate in the review of resources in Edmonton from February 12 to February 16, 2001.

WCP English Language Arts

Seven teachers from Alberta will participate in the last of the planned WCP English Language Arts K–10 resource reviews, taking place in Regina, Saskatchewan in March.

WCP Social Studies

Initial planning has begun to host a spring meeting with publishers to discuss WCP social studies and the specifications for learning and teaching resources that will be required to implement the new program.

For other WCP project updates, please consult the WCP web site at <<http://www.wcp.ca>>.

French Language Services Branch

To assist school administrators the Branch has been collaborating in the development of the French language side of the School Administrators' Technology Integration Resource (SATIR) Ressource Pour L'Intégration De La Technologie Destinée Aux Administrateurs et Administratrices Scolaires (RITAS) website to assist school administrators. <http://www.satir-ritas.org/>

Many recognize the 2Learn site as a premiere education node on the web. 2Learn also has a French language side, for French as a Second Language, French Immersion, and Francophone program teachers. Experience this side at <http://ednet.edc.gov.ab.ca/telusprojects/frsites/searchform.asp>

Learner Assessment Branch

Pure and Applied Mathematics 30 Student Projects

A new set of student projects for the second semester has been provided to high schools, for use in classroom assessment in these two courses. Teacher notes and sample solutions accompany the student projects. The projects and teacher notes are also available on Alberta Learning's web site at www.learning.gov.ab.ca/k_12. Sample solutions are available to teachers electronically on the extranet; they are secure materials, not to be shared with students.

For more information, contact Phill Campbell, Assistant Director, Mathematics/Sciences Diploma Examinations, at Phill.Campbell@gov.ab.ca or by phone at (780) 427-0010.
Reporting Results of Pure and Applied Mathematics 30 Diploma Examinations

This is the first year of the implementation of the Pure and Applied Mathematics 30 diploma examinations. As a result, there is uncertainty about standards for the courses (both school-awarded and diploma examination marks). This was part of the reason for assigning only 20 percent of the final course mark to the diploma examinations for the first year of implementation.

For each of these examinations, we will be looking at the following pieces of information to make certain that students receive a fair mark:

- Do the school-awarded marks agree with the diploma examination marks?
- How did the students do in other examinations they wrote?
- What are mathematics teachers saying about the difficulty of the examination, and how difficult do they think it should be?
- How do the results compare with the results from the Mathematics 30 and 33 examinations?

For more information, contact Ron Cammaert, Assistant Director, Analytic Services, at Ron.Cammaert@gov.ab.ca or by phone at (780) 427-0010.

Reporting Performance of Students Absent from Provincial Achievement Tests

We have been working with our educational partners to identify ways to better report on the achievement of all the students in grades 3, 6, and 9. Last year for the first time we asked school authorities to report on the achievement of students in home education who did not write the provincial achievement tests. This year we are piloting an assessment instrument for students in Integrated Occupational Programs, and we are doing development work on a way of assessing students in Special Education programs. Also this year, we ask interested school authorities to be involved in a pilot for reporting performance of students who were absent from the grade 3, 6, or 9 achievement tests. A letter inviting school authorities to participate in the pilot will be sent to superintendents in the near future.

School authorities involved in the pilot will be asked to have the staff of their schools indicate on the List of Students, which accompanies the achievement tests, whether a student who was absent has demonstrated grade-level achievement in that subject. We will also ask school staffs about how they made their decisions and about their suggestions on how to improve the reporting process. Pilot school authorities will be given sample feedback reports and asked to comment on the process.

The Accounting for the Performance of All Students Advisory Committee will continue to assist us in working out ways to report the performance of students who do not write achievement tests.

For more information, contact Ron Cammaert, Assistant Director, Analytic Services, at Ron.Cammaert@gov.ab.ca or by phone at (780) 427-0010.

Assessment of Students in Integrated Occupation Program (IOP)

The assessments being developed for students in IOP and Special Education are intended for students “who do not write provincial achievement tests”. The intent is to have these assessments available for children excused from writing the provincial tests. There has been a suggestion that the IOP assessment be an “alternative” to the achievement tests for all students in an Integrated Occupational Program. This would be problematic because of the different ways that school authorities have implemented the program. It would also be contrary to the policy of excusing students on an individual basis.

For more information, contact Doug Burns, Assistant Director, Achievement Testing, at Doug.Burns@gov.ab.ca or by phone at (780) 427-0010.

Questions from the Field

Q: Who will pay for the students who take the math transitions course through Athabasca University?

A: Students who complete the transitions course while at senior high school will have the course funded by Alberta Learning through credit enrollment units for a period of three years. In the long term, this course will be available through Athabasca University and other post-secondary institutions in Alberta, and regular tuition fees will apply.

Q: Does the transitions course have the support and acceptance from post-secondary institutions?

A: The collaborative development of the transitions course among Alberta Learning, post-secondary institutions and Alberta Council on Admissions and Transfers (ACAT) is proceeding with the expectation that these institutions and others will accept it. All of the committee members are working with Athabasca University and are committed to developing a successful transitions course. It is recommended that students consult with their school counselor or the registrar's office at the post-secondary institutions for the most up-to-date information on admission requirements.

Q: How is jurisdiction profile funding for students with special needs different from block funding?

A: In collaboration with jurisdictions, department staff will develop a profile based on a number of factors including the history of students with severe disabilities served in the last 5 years, past enrolment trends, and future growth/decline in students. Funding will then be provided to the jurisdiction based on the profile.

A benefit of this way of funding is that jurisdictions will know from year to year what funding to expect, rather than waiting for monitoring of individual students. Staffing can remain relatively stable from year to year since funding is assured, based on the profile. Assessments of students can focus on programming rather than compliance for annual monitoring. If there is a significant shift in factors impacting the jurisdiction profile, the profile can be reviewed and adjusted.

Q: Will the *Capital Plan Manual* include guidelines for funding facilities such as bus garages, transportation offices, central office expansions and shared facilities (municipality and school jurisdiction currently sharing and want separate facilities)?

A: The *Capital Plan Manual* will provide guidelines for funding from Alberta Infrastructure for school facilities used for instruction from K-12. Guidelines for "non-instructional" facilities will not be included in the Manual. Boards are expected to cover these costs with Alberta Learning funding from the Support Block. Alberta Learning will raise this issue with Alberta Infrastructure.

Q: Will the April 2001 energy rebate payments to boards include the transportation allocation? If so, could the energy allocation be stated separately from the transportation allocation, to facilitate board planning and expenditures? If not, when will those allocations be sent?

A: Energy costs support from Learning will include both utilities and transportation allocations and will be reported as one sum in the April 2001 payment. However, a communication will be sent to jurisdictions shortly that will give a breakdown according to utilities and transportation costs. Decisions on how to spend this money are left to the discretion of the board.

Q: Some dates on the diploma examination schedule for January 2002 have been changed. Is the schedule currently posted on the website correct?

A: Yes, the diploma examinations schedule for 2001-2002 is final, as posted on the web and as sent to superintendents and principals on November 30, 2000. This posting replaced the October 24 distribution, as there were some errors in those schedules.

Q: It was noted that diploma exams for June 2002 have been moved up and are earlier in June. Consequently, a jurisdiction finds that in planning their school year for 2001/2002 they can't schedule enough instructional days without losing/shortening holidays. How can this happen?

A: The diploma examination schedule for June 2002 was finalized in May 2000 and was approved to reflect the majority of requests from the field. Most jurisdictions supported the concept of two operational days at the end of June following the last diploma examination. However, Learner Assessment understands that some jurisdictions may encounter difficulties due to the nature of their school year. To facilitate planning, Learner Assessment hopes to continue the shared development of exam schedules for a minimum of two years in advance.

Closure of Schools Regulation AR 238/97 Checklist

Requirements of the Regulation	Relevant Details
1. Type of closure	
<input type="checkbox"/> close a school permanent or for a specified period of time,	
<input type="checkbox"/> close entirely three or more consecutive grades in an elementary school,	
<input type="checkbox"/> close the entire junior high school program or the entire high school program in a school, or	
<input type="checkbox"/> transfer all students from one school to one or more other schools.	
2. The board has developed, kept current, and implemented policies and procedures with respect to closure of schools that are consistent with the Closure of Schools Regulation 238/97.	Board Policy on Closure of Schools is current - <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Notification of proposed closure	
<input type="checkbox"/> raise the matter through a notice of motion at a regular meeting of the board.	Date of Board motion:
<input type="checkbox"/> in writing, notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.	Date of notification to parents:
The notice sets out the following:	
<input type="checkbox"/> how the closure would affect the attendance area defined for that school.	
<input type="checkbox"/> how the closure would affect the attendance of other schools.	
<input type="checkbox"/> the number of students who would need to be relocated as a result of the closure.	
<input type="checkbox"/> the need for, and extent of, busing.	
<input type="checkbox"/> program implications for other schools and for the students when they are attending other schools.	
<input type="checkbox"/> the educational and financial impact of closing the school, including the effect on operational costs and capital implications.	
<input type="checkbox"/> the educational and financial impact if the school were to remain open.	
<input type="checkbox"/> the capital needs of the schools that may have increased enrolment as a result of the closure.	
<input type="checkbox"/> if the entire school is to be closed, the proposed use of the school building.	
<input type="checkbox"/> the time and location of the public meeting to discuss the closure of a school.	
4. Public Meetings	
<input type="checkbox"/> The board shall organize and convene a public meeting for the purpose of discussing the following:	Date of meeting(s):
<input type="checkbox"/> the closure and the implications of the closure for the students, for the community and the school system.	

<input type="checkbox"/> implementation plans for the closure, and	
<input type="checkbox"/> alternatives to the closure.	
<input type="checkbox"/> The board shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.	
<input type="checkbox"/> The board may hold other meetings with respect to the closure at times and places as the board may determine.	
<input type="checkbox"/> The date and place of the public meeting shall be posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting.	Posting of public meeting at five conspicuous places: 1) 2) 3) 4) 5) Timeframe of at least 14 days: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The date and place of the public meeting shall be advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least two occasions as close as is practicable to the date of the meeting.	Newspaper & date of advertisements
<input type="checkbox"/> At least two trustees of the board shall attend the public meeting.	Trustees who attended 1) 2)
<input type="checkbox"/> The board shall ensure that minutes of all public meetings held related to school closure are prepared.	Minutes of public meetings prepared: <input type="checkbox"/> Yes <input type="checkbox"/> No
5. Decision on closure	
<input type="checkbox"/> A board shall not make a final decision on the proposed closure until at least three weeks have passed since the date of the public meeting.	Date of final board decision:
<input type="checkbox"/> A board shall give due consideration to any submissions on the proposed closure that it receives after the public meeting.	
<input type="checkbox"/> A board shall by resolution decide whether to close the school.	
<input type="checkbox"/> If the board decides to close the school, the board immediately notifies the Minister of Learning in writing of the decision.	Date of notification to the Minister of Learning:
6. Closure within school year.	
<input type="checkbox"/> All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.	Timeframe for closure: Date of initiation – Date of completion -



Highlights March 8 and 9 Board of Directors Meeting

Board Highlights are circulated to the ASBA Board of Directors and all ASBA staff following the ASBA Board of Directors meeting. Board of Directors members are asked to circulate Board Highlights to their respective constituencies. Please note these are not the official minutes of the meeting. Copies of the official minutes will be available by calling Marian Johnson at 1.780.451.7101.

ASBA TO PRESENT BOARD RESPONSES TO 4X4 ALTERNATIVE TO MINISTER OF LEARNING AS FOLLOWS

The ASBA Board of Directors approved the following steps for forwarding board responses to the 4x4 alternative.

- i) ASBA President Lois Byers and Nina Shimp, Chair of the ASBA 4x4 committee, will meet with the minister of learning to present the information package.
- ii) The information package will contain:
 - a. a copy of the November 20 *Presentation of Findings and Outcomes Report*
 - b. copies of fax back forms and other materials submitted by school boards
- iii) The Board of Directors will advise the board that has asked that its information not be forwarded to the Minister of Learning that its information will be returned to the board and if this board chooses, it may return its response to the ASBA to be forwarded.
- iv) Late responders will be encouraged to transmit their votes and information directly to the Minister of Learning

BOARD OF DIRECTORS APPROVES “VISION” STATEMENT FOR PRESENTATION TO MEMBERS AT SGM

The ASBA Board of Directors endorsed the Vision for Public Education. Wording regarding religious education has yet to be finalized.

ASBA BOARD APPROVES BUDGET FOR PRESENTATION TO MEMBERS

The ASBA Board of Directors passed a motion that, subject to the executive director providing a balanced budget, the ASBA Board of Directors approve for presentation to the membership a budget that includes a 3 per cent increase in membership fees.

ASBA BOARD TO PILOT NEW GUIDELINES FOR PARTNERSHIPS

The ASBA Board of Directors will consider the following guidelines when it enters into partnerships over the next seven months. These guidelines were developed by a committee including representatives of all the Zones and the four metro boards. Vice-President Michele Mulder chaired the committee. These guidelines will be reviewed in seven months:

1. The Board of Directors will have the authority to enter into or form partnerships as opportunities arise.
2. The Board of Directors will advise the membership of its:
 - i. intent to enter into a partnership
 - ii. the purpose of the partnership
 - iii. the members of the partnership
 - iv. the intended outcome of the partnership
3. Agreement between members of the partnership on the following items will be procured before participation:
 - i. Communication plans
 - ii. Protocols for dealing with disagreements
 - iii. Forms of endorsement
 - iv. Consultation procedures
4. The Board of Directors will assure the membership of its intention to keep its members fully informed of the progress of the partnership and will describe the communication plan to be used.

BOARD ADOPTS POSITION RE HIGH SCHOOL CPR PROGRAM

The ASBA Board of Directors will be encouraging the Minister of Learning to “follow normal protocol, including consultation with stakeholders, prior to making decisions regarding CPR instruction.”

ASBA SUPPORTS NEW APPROACH TO GOVERNING LAPP

The ASBA Board of Directors voted to support removing the Local Authorities Pension Plan from current legislation. It called for the LAPP to be operated as a single, multi-employer plan; that the plan be governed by a Sponsor’s Council and Board of Trustees with the Sponsor’s Council being responsible for establishing the plan, plan design changes and other material issues such as premium structure. The ASBA supports the details of this change being negotiated among a working committee of employers, affected unions, government and the LAPP Board of Trustees.

WATCH FOR THESE FEEDBACK OPPORTUNITIES

- ASBA seeks board feedback on the draft *Catholic Francophone Governance Advisory Committee Recommendations for Legislative Change*. On behalf of Elouise Johnson, who is the ASBA representative to this committee, the ASBA is collecting board feedback to the draft guiding principles and eight governance alternatives being considered.
- The ASBA will develop a brief to respond to the Western Canada Protocol Social Studies Framework. School boards have been encouraged to send representatives to the provincial forums. Boards are asked to send the ASBA a copy of their input to these forums to serve as a foundation for the development of an association position.

ASBA ZONE 5
REVENUE AND EXPENDITURE STATEMENT
SEPTEMBER 1, 2000 TO MARCH 15, 2001

REVENUE

Membership fees	\$10,000.00
Interest	<u>\$1.40</u>
Total	\$10,001.40

EXPENDITURES

Executive Meeting	\$541.16
LIST	\$308.27
Wade Jewellery	\$45.48
Regular meetings	\$3,142.15
Honoraria	<u>\$1,800.00</u>
Total	\$5,837.06

Grand Total **\$4,164.34**

Bank Balance **\$12,456.05**