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Zone 5

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<p style="text-align: center;">Agenda ASBA Zone 5 Meeting SEPTEMBER 28, 2001 Radisson Hotel Castle Mountain Room 2120 – 16 Avenue N.E. Calgary</p>

Secretary-Treasurer:

Darrell Couture/Arlene Dow
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- 9:00 **COFFEE**
- 9:30 **CALL TO ORDER**
Introductions
Approval of the Agenda
Approval of the May 18, 2001 Minutes
Business Arising from the Minutes
- CORRESPONDENCE**
- 9:45 **BOARD SHARING**
Questions on Board Sharing
- 10:30 **REPORTS**
Alberta Learning – Ken Robertson (attached)
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) (attached)

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| <ul style="list-style-type: none"> Calgary Catholic Calgary Public Canadian Rockies Christ the Redeemer Foothills Golden Hills Greater Southern Francophone-Catholic Greater Southern Francophone - Public Prairie Land Rocky View |
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Treasurer – Darrell Couture – Zone 5 Report
– C.S.B.A. Breakfast Report
(both reports to be handed out)

Acceptance of reports as information

11:15 **Board Showcasing** - (No one)

12:00 **LUNCH** (provided)

12:30 **GUEST SPEAKER** (None)

Review of A.S.B.A. Draft Positions for FGM – (attached)

1:30 **NEW BUSINESS**

1. G8 Summit
2. New Issues

3:00 **ADJOURNMENT**

**Alberta School Board's Association – Zone 5
Minutes –May 18, 2001**

Call to order Kim Salkeld called the meeting to order at 9:37 a.m. and welcomed those in attendance.

In Attendance	Kim Salkeld	Rocky View
	Darrell Couture	Rocky View
	Lorne Kosack	Rocky View
	Terry Patey	Rocky View
	John Murray	Rocky View
	Maureen Munro	Rocky View
	Graham Sewell	Foothills
	David Anderson	ASBA
	Michelle Mulder	ASBA
	Dr. Leroy Sloan	ASBA
	Shirley Reinhardt	Golden Hills
	Kathy Smith	Golden Hills
	Terry Pearson	Director – Zone 5 - Alberta Learning
	Chris Pollard	Francophone Public
	John Neill	Prairie Land
	Sharon Hester	Calgary Board of Education
	Kimberley Epp	Foothills School Division
	John Shannon	Christ the Redeemer
	Mary Stengler	Christ the Redeemer
	Len Miller	Christ the Redeemer
	Doug Gardner	Foothills
	Graham Sewell	Foothills
	Jerry Muelaner	Foothills
	Pat Stutz	Canadian Rockies
	Arlene Dow	Prairie Land

Adoption of Agenda Shirley Reinhardt moved that the agenda be approved as circulated. Carried.

Adoption of Minutes John Neill moved the minutes of April 27, 2001 be approved as circulated. Carried.

BOARD SHARING

Shirley Reinhardt – Golden Hills

- Ken Dewalt is the new Maintenance Supervisor
- Education Plan has been submitted
- Budget is almost complete
- New high school building in Strathmore is nearing completion
- Three Hills School Modernization approval received
- Joined the Tobacco Reduction Alliance
- Official Opening of storefront school with Dr. Oberg in attendance
- Thanked A.S.B.A. for representing them at Excellence of Teaching Awards
- Congratulated Kim Salkeld and her team on A.S.B.A. Edwin Parr Award ceremonies

Pat Stutz - Canadian Rockies

- Dr. Joan Jeary hired as Assistant Superintendent, Student Services
- Negotiating with Town of Banff regarding Banff School modernization and community center
- Budget approved

John Shannon – Christ the Redeemer

- Received funding for new high school in Brooks and addition onto St. Mary's School in Okotoks
- French Immersion program initiated in Okotoks
- Principal hired for new school in Strathmore
- Budget approved

Graham Sewell - Foothills

- Selecting new Board architect
- Reviewing Vision statement
- A significant number of school administrative retirements.

Chris Pollard - Greater Southern Francophone (Public)

- Met with Medicine Hat Public & Separate
- Met with Dr. Oberg to discuss Ducharme Report re Francophone governance - still opposed to blended model
- Budget approved
- Developing legal agreement with Separate counterpart regarding shared services
- 20 or so students in Canmore – meeting with Canadian Rockies re space

John Neill – Prairie Land

- 3 year plan focuses on student achievement
- Budget passed

Terry Patey – Rocky View School Division

- Board approval of transportation agreement with small bus contractors
- Conrich School E.S.L. class presentation to the Board
- Budget approved
- Bears paw School new principal hired
- Three official school openings at Bow Valley High School, Chestermere Lake Middle School and the Alternative School
- Process to close Conrich School
- Virus at Elizabeth Barrett

Sharon Hester- Calgary Board of Education

- Jane Cawthorne resigned as a trustee
- Donna Michaels legal case is in the hands of attorneys
- Five school closures being contemplated – June 19 is the vote date
- Budget approved – maintains existing services only

Reports

Terry Pearson - Alberta Learning

Highlighted written report

Applied Math 30 exam question - weighting was based on input from teachers

Student Loan Relief program – no adjustment for previous grads

School Building decisions will be based on learning opportunities

Lorne Kosack – A.S.B.A. Zone 5 Director

Highlighted written report

Second Language – caution on implementing compulsory 2nd language

instruction too quickly is being urged by A.S.B.A. to Alberta Learning, and

Private Members Bill on 2nd language instruction, in A.S.B.A.'s opinion, should

be withdrawn due to cost/effect on small rural schools.

Michelle Mulder – A.S.B.A. Report

Two new directors elected

Raising Awareness of School Boards – Dr. Oberg referred to campaign of A.S.B.A. positively at the legislature. Pamphlet on role of trustees sent to Boards as well as a binder.

Improving relationships is an A.S.B.A. objective, and is modeled by work between Boards in Zone 5.

Discussion on Social Studies curriculum review being conducted by Alberta Learning. A.S.B.A. has recommended that local governance should be taught in grade 6.

David Anderson –A.S.B.A.

- Bill 16 highlighted

- New staff – Yvonne LaFontaine, legal council, Jim Campbell, labour negotiator and Terry Gunderson, education consultant

Graham Sewell – Teacher Preparation

- No meeting

Kathy Smith - Regional Consortium

Consortium running well. Requested more PD for trustees. CRC annual meeting on line for two weeks commencing May 18, 2001.

Dr. Leroy Sloan - ASBA

Trustee Development – A.S.B.A. has a grant to prepare on line trustee in-service courses.

Edwin Parr Committee

Kim Salkeld thanked the selection committee.

Graham Sewell thanked all the trustees who helped put on this magnificent event.

Graham Sewell thanked Prairie Land for their work in keeping track of attendees.

Sharon Hester asked whether the media had been invited to the Edwin Parr award. Response was no, but it was a good idea for next year. Zone 6 has developed a media package. Suggestion was that this be done this year as well. Joan Craven to prepare and send to each Secretary Treasurer in the Zone, a group picture and story. Official photographer was also recommended for the future.

In-Camera

Terry Patey moved that the Zone 5 A.S.B.A. meeting move into an in-camera session at 11:25 a.m.

Carried.

John Murray circulated the recent update on collective agreement settlements between Boards and A.T.A. Locals. A Labour Relations meeting is scheduled for June 4th, right after the A.S.B.A. Annual meeting.

Out of In-Camera

John Murray moved that the Zone 5 A.S.B.A. meeting move out of in-camera at 11:45 a.m.

Carried.

Acceptance of Reports

Moved by Sharon Hester that the reports be accepted for information.

Carried.

Presentation of Proposed Issues for A.S.B.A. FGM

- Lorne Kosack outlined proposed issue on teacher education requirements and rural transportation safety.
- Calgary Catholic submitted two issues in writing for Zone consideration.

Recess for lunch at 11:58 a.m. and Reconvened at 12:40 p.m.

Issues for A.S.B.A. FGM Contined

Zone boards decided to support the following issues:

- 1) Teacher education requirements
 - 2) Rural transportation safety
 - 3) Integrated service model for students with severe needs
- Kim Salkeld to submit to A.S.B.A.

A.S.B.A. Policy Handbook Review Report

Dr. Sloan and Sharon Hester reviewed the A.S.B.A. Policy Handbook Review Report. Boards are to provide feedback to Kim Salkeld by June 30th and a compiled report is to be considered September 28, 2001.

New Business:**Suggested dates for the A.S.B.A. Zone 5 Meetings:**

September 28, 2001
November 2, 2001
December 7, 2001
January 25, 2002
February 22, 2002
March 22, 2002
April 26, 2002
May 17, 2002

C.S.B.A. Breakfast Planning

Sharon Hester and John Murray reviewed

Issues for A.S.B.A. Advocacy

Sharon Hester suggested local autonomy in light of 4% and 2% allocation for teacher salaries. Michelle Mulder is to bring this suggestion forward to the A.S.B.A.

Adjournment John Murray moved that the meeting adjourn at 1:40 p.m.

Carried.

The Director's Report

◆ ◆ Zone 5 Services Branch ◆ ◆

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Aboriginal Services

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French Language Services

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9th Floor, East Devonian Building
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A.S.B.A. Zone 5
September, 2001



Department Update

Assistant Deputy Minister of Basic Learning Division

Mr. Rick Morrow is the new Assistant Deputy Minister of the Basic Learning Division.

Rick's career in education began in 1968 as a teacher and counselor in the Yukon. In 1976 he joined Alberta Education as a member of the Learning Assistance Centre in Grande Prairie. Rick has held a number of key positions with the department including Education Consultant in the Calgary Regional Office of Education, Director of the Education Response Centre - South, and Deputy Director and Director of Special Education Branch. Most recently he has been the Executive Director, Project Management and Interagency Coordination, Basic Learning. In addition to his work within the department, he served as Assistant Superintendent of Willow Creek School Division for four years in the mid 1980s.

Please contact Rick by e-mail at Rick.Morrow@gov.ab.ca or by telephone at (780) 427-7484. Dial 310-0000 for toll-free connection.

Back to School Kit 2001

Alberta Learning has developed an online "Back to School Information Kit". It is designed to provide accurate information on our education system to interested Albertans. Topics covered include: quick facts about Alberta's basic (kindergarten to grade 12) and post-secondary learning systems; student enrolment numbers; updates on curriculum; changes to student loans; information for parents; and much more. The kit is available at www.learning.gov.ab.ca/BackToSchool

Early Childhood Services (ECS) Instructional Programming Time (of 475 hours)

There have been questions regarding what can be included for ECS instructional time.

Includes:

- time scheduled for purposes of instruction
- other student activities (for a maximum of 35 hours of instructional time) where direct student-teacher interaction and supervision are maintained that promote the transition of children from home to school, and encourage communication and relationship building. Examples include:
 - “transitional” home visits of 30 to 60 minutes in duration (per child),
 - staggered entry,
 - small group days, and
 - demonstration of child learning in child-parent-teacher conferences (child must be in attendance)
- at least 22 in-home visits, of at least 1.5 hours in length, to each child in an in-home program during the school year, or the equivalent in a combination of hours and visits by a teacher, or by a teacher’s assistant and/or a specialist in an area of child development under the supervision of the child’s teacher. Where a combination of hours and visits are implemented, a minimum of 4 visits to the home or alternate setting is required.

[See section 2.1, Condition 1 of *The Funding Manual for School Authorities*, for further detail and section 2.5, Consideration #5 for PUF programming.]

Does not include:

- teacher conventions, professional development days, teacher planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, recesses, and time taken for the registration of children.

[See *Guide to Education: ECS to Grade 12, 2001/2002*, page 26]

Highlights of Recently Approved ECS Policy 1.1.3

The Minister approved the revised Early Childhood Services Policy 1.1.3 on July 23, 2001. Some highlights include:

- “Special Needs” definition expanded to include hearing impairment, behavioural disability and gifted & talented;
- Addition of the requirement to provide a basic 475-hour ECS program at no instructional fees (tuition) to parents. Clarification for charging instructional fees for those hours beyond the basic program. Also clarification that a basic program must be provided if that is all the parent desires;
- Update to reflect current practice for submitting applications for PUF. (Applications may be made up to January 1 for children whose program commenced in the fall and by May 1 for children enrolling subsequent to January 1 of the school year);
- Update to reflect current practice for appealing PUF decisions. (Appeal to the Director of Special Programs Branch rather than to the Assistant Deputy Minister).

The policy can be accessed from the online Policy Regulation and Forms Manual at

www.learning.ab.ca/educationguide/pol-plan/polregs/113.asp

Curriculum Handbooks for Parents Series

The *Curriculum Handbook for Parents* series will be reviewed and re-visioned for the 2002/2003 school year. The purpose of the review is to ensure that the handbooks continue to assist parents in understanding school programming and in identifying ways to support their child's learning.

Consultation meetings will be held across the province in October 2001 with teachers and administrators and with parents to gather information in the re-development of the handbooks. For further information, contact Jenny Bushrod by e-mail at Jenny.Bushrod@gov.ab.ca or by telephone at (780) 422-0624. Dial 310-0000 for toll-free connection.

Revisions to Physical Education 10 – CPR

Revisions to the grade 10 physical education program of studies include the new requirement that all students registered in senior high school receive training in cardiopulmonary resuscitation (CPR).

The two CPR outcomes for grade 10 physical education are to be implemented by school jurisdictions over the next five years, with assistance from Alberta Learning and other partners. Implementation assistance will consist of teacher training, which includes release time, and resources to support alignment with the program of studies. For more information on implementation of CPR outcomes, please contact Joy Taylor by e-mail at Joy.Taylor@gov.ab.ca or by telephone at (403) 297-6353. Dial 310-0000 for toll-free connection.

Enhancing Second Language Learning Project

The *Enhancing Second Language Programming in Alberta* document has been sent to the external advisory committee members in order that they may consider the ideas and obtain feedback by October 1, 2001 from the organizations they represent. Please contact your committee representative for a copy of this document.

For further information please contact Christina Bexte by e-mail at Christina.Bexte@gov.ab.ca or by telephone at (780) 415-8757. Dial 310-0000 for toll-free connection.

Data Collection Initiative Consultation

In the spring of this year, the Honourable Dr. Lyle Oberg made a commitment to work with school jurisdictions and post-secondary learning institutions to improve the departmental information management and data collection system.

In response, Alberta Learning staff will consult with jurisdictions in various locations in the province this fall. The consultation is intended to provide stakeholders an opportunity to identify areas where data collection and information management could be improved, and to discuss the long-term development of information management systems for Alberta Learning, learning institutions and learners.

For further information, please contact Carla Corbett by e-mail at Carla.Corbett@gov.ab.ca or by telephone at (780) 422-6140. Dial 310-0000 for toll-free connection.

Students Finance Board

In response to the *Post-Secondary Accessibility Study* released in May 2001, Students Finance Board representatives will visit provincial trustees meetings in the near future to discuss opportunities for secondary students to receive financial assistance to attend post-secondary programs.

For further information, please contact Gerry Waisman, Executive Director, Learner Assistance by e-mail at Gerry.Waisman@gov.ab.ca or by telephone at (780) 422-4498 or contact Connie Zbitnoff, Executive Assistant, by e-mail at Connie.Zbitnoff@gov.ab.ca or by telephone at (780) 415-4597. Dial 310-0000 for toll-free connection.

Special Education Review Implementation Update (July 2001)

- Jurisdiction profiles for severe disabilities funding will be finalized and shared with jurisdictions by mid-September, with implementation of the funding profile model implemented for the 2001/2002 school year.
- The collaborative working relationship between department staff (from Special Programs Branch and Field Services) and jurisdiction staff has been effective in establishing jurisdiction profiles in a way that reflects both severe disabilities numbers and the broader community context.
- The revised *Guide to Education for Students with Special Needs* will be drafted and ready for field review in early 2002.
- Field Services and Special Programs Branch staff will work together to plan parent consultations regarding the *Guide to Education* to be held in October 2001 throughout the province.
- Compilation of effective practices, supported by research and practice, has begun with the expected release of the first “effective practices” newsletter in mid-November.
- Work has started on a project to determine the efficacy of teacher preparation programs, which will include perceptions of recent graduates regarding readiness to meet the learning needs of students with special needs.

The next edition of the newsletter, *Building the Future Together*, is scheduled for publication in September 2001.

The newsletter may be accessed on the Alberta Learning website at www.learning.gov.ab.ca

Changes to Directives on the Awarding of Governor General’s Academic Medals

The criteria for awarding the Governor General’s Academic Bronze Medal for secondary schools have been changed.

The average marks used will be based on the final two years of the secondary program, rather than the final year.

Learner Assessment Branch

Enhancements to the Multiyear Reports for Diploma Examinations and Achievement Tests

In addition to the tables that can be downloaded from the Extranet, school authorities will be able to download graphs and Excel databases of the multiyear results. Further instructions on how to access the graphs and databases will be sent out in August.

For more information contact Ron Cammaert, Assistant Director (Analytic Services) at Ron.Cammaert@gov.ab.ca.

Questions from the Field

Q: Who has the right of access to French minority education?

A: A parent has the right of access to French minority education for their children under section 23 of the Canadian Charter of Rights and Freedoms if any of the following conditions are met:

1. A parent's first language learned and understood is French.
2. A parent has received their primary school instruction in a French first language school.
3. The child has received or is receiving their primary or secondary school instruction in a French first language school.

Q: How does a parent exercise their right of access to French minority education for their child?

A: If one of the above conditions is met, a parent may go to a francophone board and enquire if the board can provide French minority education to their child. If not, the parent could ask the board to make the arrangements to have their child attend a francophone program elsewhere.

Q: Is a school board obligated to provide a French Immersion program?

A: No. School jurisdictions are not obligated to provide a French Immersion program and parents do not have a right of access to that program. A French Immersion program is not a French First Language program; it is a French Second Language program designed to address the needs of children learning French as a second language. French Immersion is a program of choice in Alberta.

Q: What is the definition of a temporary resident according to section 3 of the *School Act*?

A: The following guidelines define a temporary resident for the purposes of the *Alberta School Act*.

- For purposes related to the interpretation of the *Alberta School Act*, a temporary resident will be defined as a person who:
 - a) has been issued a student authorization and is registered in a full-time, full-year program (e.g., a foreign student who is registered full-time in a recognized post-secondary program in Alberta for one year or more), or
 - b) has been issued an employment authorization to work temporarily in Canada (e.g., a temporary foreign worker), or
 - c) has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (e.g., a refugee claimant), or
 - d) has been issued a federal Minister's Permit, or
 - e) has diplomatic status in Canada.
- Temporary residents will not include:
 - a) visitors/tourists to Canada, with or without a valid visitor's visa;
 - b) individuals in Canada with student authorizations who are not registered in a full-time, full-year program; and
 - c) individuals in Canada for three months or less for the purposes of language training.

Q: Does a temporary resident have to pay tuition fees for their child?

A: A child whose parent(s) fit the definition of a temporary resident, as it relates to the *School Act*, is eligible to access basic education and the parent can not be required to pay foreign student tuition fees. In all other cases, children are required to have a valid student authorization (a federal requirement) and the parent may be required to pay foreign student fees at the discretion of the school board.

Q: What is the rationale for identifying specific groups as temporary residents?

A: The rationale for identifying the above groups as temporary residents is:

- a) The original intent of section 3(1) of the *School Act* was to include the children of persons with student authorizations, provided those persons were registered in a full-time and full-year program in Alberta, and selected other categories (e.g., children of diplomats).
- b) Temporary foreign workers contribute to the overall tax base in Alberta and therefore contribute to overall funding of the public basic education system.
- c) Refugee claimants who have filed a refugee claim with the IRB are in Canada awaiting approval of permanent resident status in Canada. The provision of basic education to dependent children would be based on compassionate grounds.
- d) Individuals on Minister's Permits are not considered visitors to Canada but have been admitted to Canada on compassionate grounds.
- e) Canada has a reciprocal understanding with other nations to allow diplomats' dependents access to each country's institutions. These children do not require student authorizations to attend school in Canada.

Q: What is Effective Behaviour Support (EBS)?

A: EBS is a process that supports and promotes positive school climates and discipline. It is an approach that incorporates social skills training, specific behavioural interventions, and academic and curricular restructuring to effectively address the full spectrum of student behaviours found in schools. Data from B.C., a province that is in the third year of implementing the EBS process, indicates a significant improvement in their capacity to effectively support all students, including those with severe emotional/behavioural disabilities.

Q: What is hoped to be achieved through EBS?

A: It is hoped that school communities, partners and stakeholders will increase their capacity to effectively work with all students including those with challenging behaviours.

The process will support the many projects, resources, curriculum and workshops developed through the Safe and Caring Schools (SACS) Initiative.

Q: What is being done with the EBS process?

A: The SACS Initiative is supporting the implementation and piloting of the EBS process in Alberta. Coach training sessions were held in May 2001. Invitations to schools to participate as EBS pilot sites were distributed to schools (deadline for applications of June 11, 2001). Training sessions for participants in the pilots were held during the week of August 20-24.

The Special Education conference on October 11, 2001 will feature sessions that include an overview of recent research and practical strategies for dealing with children and students who exhibit challenging behaviours.

The Alberta Teachers' Association SACS Project will transfer the distribution of its resource materials to the Learning Resources Centre to centralize access for schools and communities.

The Alberta Teachers' Association will finalize the development of resource materials and will continue to provide workshops and inservice sessions to support implementation within school communities.

For more information, contact Colleen McClure, Special Programs Branch at (780) 422-3959 (Dial 310-0000 for toll-free connection) or by e-mail at Colleen.McClure@gov.ab.ca.

Q: How is the word “average” used in reporting results?

A: There is occasionally some confusion about the terminology used in Alberta Learning's reports on student achievement. Although many people are accustomed to thinking of test results in terms of average scores, the department reports the results of diploma examinations and achievement tests differently. The results are reported as the percentage of the students who achieved the acceptable standard on the examination or on the achievement test. We also report the percentage of the students who achieved the standard of excellence. These are not “averages”, but actual proportions of students.

For example, in the 1999/2000 school year, 24,585 students took English 30 and wrote the diploma examination, and 89.2% of these students achieved the acceptable standard. This is the number of students writing who got a good enough score to meet the course standard. In a diploma examination, any score between 50% and 100% falls within the acceptable range. A student whose score is between 80% and 100% also meets the standards of excellence.

Similarly, in an achievement test, there is a cut score for the acceptable standard and a cut score for the standard of excellence. These scores are determined as part of standard setting during the marking of the achievement tests. Any score that is at or above the “acceptable” cut score falls within the acceptable range. Some scores will also fall at or above the cut score for the standard of excellence.

Although it can be a little cumbersome to speak in terms of the percentage of students who achieved the standards, this approach is used in order to give an indication of how many students are actually achieving what is expected in their grade or course. It can be quite misleading to refer to these figures as averages, since the average scores on a test are often much different.

For more information, contact Ron Cammaert, Assistant Director (Analytic Services) at Ron.Cammaert@gov.ab.ca.