CASS BOARD OF DIRECTORS MEETING
Wednesday, January 10, 2018
7.30 a.m. – 8.45 a.m.

Teleconference
Dial-in Number: 1-855.392.2520
Participant Code: 5426797#
(*6 to Mute and *6 to Un-Mute)

AGENDA

Time Specific Agenda Items

8:00 am  I.3 Directors / Consultants Reports
Directors & Consultants will join the meeting to respond to questions to the written reports

IMPORTANT – Every line that has an Enclosure is a hyperlink, directly to enclosure. Clicking anywhere on the page of an Enclosure will direct you back to this agenda page.

Call to Order – Chris MacPhee (President)

1.0 Approval of Agenda

2.0 Approval of Minutes – December 7-8, 2017  Enclosure 2.0

Business Arising from the Minutes

3.0 Meeting with Deputy Minister & Executive Team
3.1 Draft Agenda  Enclosure 3.0

4.0 Complaint of Unprofessional Conduct  Enclosure 4.0

5.0 Nomination of 2nd Vice President for 2018/19  Enclosure 5.0

6.0 Research Projects Update
6.1 Research Report Draft 2  Enclosure 6.0

Action Items

A.1 ATRF Pension Cap
A.1.1 Letter to Minister Ceci 2017 10 16  Enclosure A.1
A.1.2 Letter from Minister Ceci 2017 11 30  Enclosure A.1.2

A.2 Professional Practice Standards: Teleconferences & Q & A
A.2.1 Q&A Dec. 18, 2017  Enclosure A.2
A.2.2 Q&A Dec. 22, 2017  Enclosure A.2.2

A.3 Leadership Development & Certification Grant (C. Symyrozum-Watt)  Enclosure A.3

A.4.1 Financial Report to 2017 12 31  Enclosure A.4

A.5 Fall Conference Report  Enclosure A.5

A.6 Proposal from the Alberta Teachers’ Association  Enclosure A.6

A.7 EXL Award Nomination Committee  Enclosure A.7
Information Items

I.1 President’s Report – Chris MacPhee (Verbal Report)

I.2 Zone Directors Reports (Verbal Reports)
   I.2.1 Zone 1 – Sandy MacDonald
   I.2.2 Zone 2/3 – Cindi Vaselenak
   I.2.3 Zone 4 – Terry Pearson
   I.2.4 Zone 5 – Bevan Daverne
   I.2.5 Zone 6 – Chris Smeaton
   I.2.6 Metro Zone – Darrel Robertson

I.3 Directors Reports (Written reports provided as information)
   I.3.1 Mike Barbero
   I.3.2 Charlene Bearhead
   I.3.3 Elizabeth Gouthro
   I.3.4 Del Litke
   I.3.5 Tom Sperling
   I.3.6 Val Olekshy
   I.3.7 Colleen Symyrozum-Watt (Agenda Items 6.0 & A.3)

I.4 Executive Director’s Report – Barry Litun
   I.4.1 Executive Director’s Activity Report

Adjournment
   4.0 Adjournment (8:45 am)

Future Meetings

Tuesday, January 16 – Meeting with Deputy Minister & Executive Team; 12:00 – 4:00 pm, Matrix Hotel, Edmonton

Wednesday, February 7 - Teleconference meeting scheduled for 7.30 am – 8.45 am

Thursday, March 8 (evening) & Friday, March 9 (full day) in Nisku

Wednesday, April 11 - Teleconference meeting scheduled for 7.30 am – 8.45 am

Wednesday, May 9 - Teleconference meeting scheduled for 7.30 am – 8.45 am

Thursday & Friday, June 7 & 8 – Full day meeting on June 7 and until noon on June 8 in Nisku
   • June 7 – Full day Strategic Planning meeting
   • June 8 – Business meeting until noon
MINUTES
(UNOFFICIAL UNTIL APPROVED)

IN ATTENDANCE, December 7: Chris MacPhee; Colleen Symyrozum-Watt; Cindi Vaselenak; Bevan Daverne; Chris Smeaton, Darrel Robertson; Barry Litun; Ingrid Piecha (meeting recorder)

REGRETS: Michael Hauptman, Sandy McDonald, Terry Pearson, Kurt Sacher

IN ATTENDANCE, December 8: Chris MacPhee; Colleen Symyrozum-Watt; Cindi Vaselenak; Bevan Daverne; Chris Smeaton, Darrel Robertson; Sandy McDonald, Kurt Sacher, Terry Pearson Barry Litun; Ingrid Piecha (meeting recorder)

Guests:

REGRETS: Michael Hauptman

Call to Order – Christopher MacPhee (President)
C. MacPhee called the meeting to order at 7:07 pm, September 7. He welcomed all to the table.

Acknowledgement of Treaty 6 Land – C. MacPhee acknowledged that the meeting was held on Treaty 6 land.

1.0 Approval of Agenda
Addition: A.11 PUF Funding – Kurt Sacher

SMEATON
MOTION: “that the agenda be approved as amended.”
CARRIED

2.0 Approval of Minutes – October 31, 2017

SMEATON
MOTION: “to approve the October 31, 2017 minutes as presented.”
CARRIED
Business Arising from the Minutes

3.0 Complaint of Unprofessional Conduct

B. Litun provided comment to the agenda enclosure. Discussion took place about the intent of Motion A.3, that was passed during the March 8, 2017 Board of Directors meeting.

PEARSON
MOTION: “Move to rescind Motion A.3 from the March 8, 2017 meeting.”
CARRIED

The Board directed the Executive Director to develop a statement that would outline the process that will be followed if a complaint of unprofessional conduct by a CASS member was received, and to provide the statement at the next Board of Directors meeting.

The process would include the following principles:

1. If a written complaint of unprofessional conduct is made against a CASS member, accompanied by the “Request for a Review of Professional Conduct” Form, the letter of complaint and the name of the complainant shall promptly be shared with the CASS member.

2. If a written complaint of unprofessional conduct is made against a CASS member, but is not accompanied by the “Request for a Review of Professional Conduct” Form, the Executive Director shall request that the complainant complete the form.

3. If the complainant does not complete the Form, the complaint shall not be considered.
   a. The complainant will be informed the complaint will not be considered, nor investigated; and
   b. The correspondence will be destroyed, and the CASS member will not be informed that a complaint has been received.

4.0 CASS / ASBOA Summer Learning Conference

B. Litun provided comment to the agenda enclosure. The dates for the 2018 conference will be August 14-17, 2018, held at the Delta Hotels Kananaskis Lodge. Zone 6 CASS and ASBOA members have suspended the 2018 Waterton Summer Conference in order to join the provincial conference. A two-year contract, for 2018 and 2019, has been signed with Delta Hotels Kananaskis Lodge. The third year of the contract was not agreed to by CASS because of the revised guest room rates that Delta Hotels senior management of Delta Hotels were insisting upon.

HelmsBriscoe is currently exploring alternative sites for 2020 and beyond. The links to make room reservations will be live in early December.
5.0 Contract 2017-0052 Extension Proposal
B. Litun provided comment to the agenda enclosure. He indicated that an initial proposal was submitted to Alberta Education on September 15, 2017. CASS has responded to requests for revision to the application on October 26, November 15, November 29, and December 4.

CASS has been informed that the application dated December 4, 2017 will be forwarded for consideration by the committee in the Government of Alberta that reviews all grant applications.

6.0 Minister’s Letter to ASCA Members (B. Litun)
B. Litun provided comment to the agenda enclosure. It was determined by the Board that no further action be taken with respect to this matter.

7.0 Teacher Membership Status Election, Labour Board Ruling
B. Litun provided comment to the agenda enclosure. As a result of the ruling provided in the enclosure, the Executive Director will add a statement to the Teacher Membership Status Election information package that is distributed to Superintendents in May and August of each year. The Statement will advise Superintendents that s/he should not appoint a System Leader who has elected to not continue as an Active ATA member as an Acting Principal of a school. An alternative is to appoint an Active ATA member as an Acting Principal, and have the System Leader be on site in an advisory role.

Action Items
A.1 Meeting with Deputy Minister’s Executive Team (C. MacPhee)
C. MacPhee provided comment to the agenda enclosure. A meeting has been scheduled for Tuesday, January 16, 2018 from 12:00 – 4:00 pm at the Matrix Hotel.

The Board provided suggested agenda items for the meeting. The Executive Director will work with the Deputy Minister’s Executive Assistant to develop the final agenda, which will be distributed to Board members during the week of January 8 – 12, 2018.

CASS has been informed the January 16 meeting may have to be rescheduled because of a potential meeting of all Deputy Ministers.

Post Meeting Note – The Deputy Minister’s meeting will not be held on January 16, therefore the meeting between the CASS Board of Directors and the Deputy Minister’s Executive Team will proceed as scheduled.

A.2 Bill 24: Q & A (C. Smeaton)
C. MacPhee provided comment to the agenda enclosure. A series of questions were proposed by Members of the Board. These will be submitted to the Ministry, and subsequent responses will be provided for all Superintendents as information.

The meeting recessed at 8:30 pm.
The meeting reconvened at 8:28 am on December 8.

A.3  Professional Practice Standards Implementation
A.3.1 CASS Research Project Study
C. Symyrozum-Watt introduced B. Weber who presented a first draft of the Leadership Development Best Practices Literature Review. The final report will be presented to the Board of Directors at its March 8-9, 2018 meeting.

A.3.2 Professional Learning Modules Update
C. Symyrozum-Watt provided comment to the agenda enclosure. There are five professional learning modules being developed relating to the Superintendent Leadership Quality Standard. Each module will call for 15 hours of learning. The drafts of the modules will be completed by March 15, 2018.

A.3.3 CASS Fall Conference, Evaluation Review & Planning Forward
C. Symyrozum-Watt provided comment to the agenda enclosure. The feedback from the delegates was positive, with one identified highlight being the opportunity for jurisdiction teams being able to spend time with either Michael Fullan or Santiago Rincon-Gallardo.

DAVERNE
MOTION: “Moved that the CASS Board of Directors approve the continuance of the Team Leadership Academy approach at the CASS/Alberta Education Annual Learning Conference scheduled for March 21-23, 2018, and that the CASS outcome “Superintendent leadership supports quality school leadership and teaching to create optimal learning for all students in Alberta” continue to be the focus for this professional learning event.”
CARRIED

A.3.4 Professional Practice Resource Gateway
C. Symyrozum-Watt provided comment to the agenda enclosure. CASS is tracking user traffic to assist in measuring access and as an indicator for Alberta Education reporting purposes. Data provided included:

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Competency Downloads
Building Effective Relationships 52
Modelling Commitments to Prof Learning 9
Visionary Leadership 9
Leading Learning 29
Ensuring First Nations, Métis & Inuit Education for All Students 90
School Authority Operations & Resources 9
Supporting Effective Governance 13
A.3.5 Professional Practice Standards, Communication Plan
C. Symyrozum-Watt provided comment to the agenda enclosure. C. Symyrozum-Watt and B. Litun met with R. Clarke on December 4. A Question and Answer document related to the Professional Practice Standards, and the changes that have occurred since July 4, 2016, will be developed and distributed to all members.

A.3.6 Professional Practice Standards, Credentialing Program
C. Symyrozum-Watt provided comment to the agenda enclosure. Representatives from four Education Partners (CASS, ATA, Association of Independent Schools & Colleges, and Deans of Alberta University Faculties of Education) have been tasked to develop an outline for the Leadership Development / Leadership Certification Programs. The group is developing a proposal for a conditional grant to support this work. The Ministry has informed the Education Partners that the ATA will serve as the Banker Association.

CASS will recommend that the Leadership Development Program focus on Case Study learning, so as to differentiate the Program from graduate programs in universities.

A.4 Financial Reports
B. Litun provided comment to the agenda enclosure.

PEARSON
CARRIED

A.5 Assurance Review Working Group
M. Hauptman was unavailable for the meeting. An update will be provided at the January 10, 2018 Board of Directors meeting.

A.6 Recommendations for Field Services
P. Lamoureux is the new Executive Director for Field Services. He requested feedback from the Board of Directors regarding ways that Field Services could best support School Authorities. B. Litun will provide the following comments to P. Lamoureux:
- Concern of the lack of system level administrative experience possessed by many of the Field Services Directors;
- Can a protocol be established with the Minister’s Office to ensure that Superintendents are informed when a parent contacts the Minister and/or ensure the Superintendent is informed when the Minister plans to visit an event in a School Authority (School Council meeting, etc)
- There appears to be an inordinate amount of time requested by Field Services to discuss aspects related to First Nations, Métis and Inuit Education.
- Can a review of the effectiveness of the Regional Collaborative Services Delivery Model be undertaken? (Sufficient funding, procedure when it is felt that RCSD is not efficiently addressing needs of students)
A.7 Superintendent’s Contracts (B. Litun)
B. Litun provided comment to the agenda enclosure. Superintendents will be asked to participate, on a voluntary basis, in sharing of their contracts and/or clauses of their contracts in order for CASS to better provide support for Superintendents negotiating an initial contract or a renewal of a contract.

A.8 Bylaw 8: CASS Board of Directors (B. Litun)
B. Litun provided comment to the agenda enclosure.

PEARSON
MOTION: Moved that, at the March 22, 2018 Annual General Meeting, the CASS Board of Directors will propose and recommend an amendment to Bylaw 8, Paragraph 1, to read

1. The Board shall consist of the President, Past President, First Vice-President, Second Vice-President, one Regional Director from each zone, one Metro Director, and one Director from a First Nations Education Authority

2. The Board may direct, from time to time, that the College be represented by the Table Officers consisting of the President and 1st and 2nd Vice-Presidents and the Past President.

3. The Board shall officially take office on July 1 following the Annual General Meeting and continue in office to June 30 of the following year.

CARRIED

A.9 Zone 1 Nomination: CASS 2nd Vice President
Zone 1 Director S. McDonald indicated that Zone 1 will not be able to nominate a candidate for Second Vice President for 2018/19 at the March 22, 2018 Annual General Meeting.

B. Litun indicated that Zone 6 was scheduled to nominate a member for Second Vice President for 2019/20. A call will be extended to Zone 6 members to express interest in serving as 2nd VP in 2018/19. If an expression of interest is received by January 12, 2018, the schedule will be moved up one year. If no interest is expressed by a Zone 6 member by January 12, 2018, a call will be extended to all CASS members from all Zones to express interest, and the schedule for nominating a 2nd Vice President will remain unchanged.

Current Schedule for Nominating 2nd Vice President
2018 – Zone 1
2019 – Zone 6
2020 – Zone 2/3
2021 – Zone 5
2022 – Zone 4
A.10  **Cannabis Declaration**
CASSA had asked each provincial affiliate to consider endorsing a letter from the Canadian School Boards Association to the Canadian government regarding the legislation to legalize use of cannabis. B. Litun indicated that CASS has generally not endorsed letters of a political nature.

Consensus of the Board was that CASS would not endorse this letter.

A.11  **Program Unit Funding (PUF)**
K. Sacher expressed concern that funding was being impeded by excessive reporting requirements, and that there was insufficient funding to support the bridge from Early Childhood programs to Grade 1. This concern will be exacerbated when the Standardized Entry age for Kindergarten and Grade 1 come into effect.

D. Robertson indicated that Edmonton Public School Board had written to the Ministry expressing similar concerns.

It was agreed that this topic would be included on the agenda for the January 16 meeting with the Deputy Minister and Executive Team.

**Information Items**

I.1  **President’s Report – Chris MacPhee**
I.1.1  December 13 Pre-Budget Meeting
C. MacPhee and B. Litun have been invited by Ministers Ceci and Eggen to attend a Pre-Budget information meeting on December 13, 2017. Topics that were suggested for discussing at the meeting, if the format of the meeting provided, were:

- Impact of CEU cap
- What is meant by comment from GoA re ‘compassionate cuts’
- Insufficient funding for Inclusive Education, particularly for Complex Case situations
- What is intended for IMR funding
- What is the plan for new construction / modernization of buildings in school authorities experiencing significant growth in student numbers
- What is the intent for the next step in reducing student fees

I.2  **Zone Directors Reports (Witten reports provided as information)**
I.2.1  Zone 1 – Sandy MacDonald
- Written report provided
I.2.2  Zone 2/3 – Cindi Vaselenak
- No report
I.2.3  Zone 4 – Terry Pearson
- Zone meeting scheduled for today
I.2.4  Zone 5. – Bevan Daverne
- Members are looking forward to the Summer conference.
- Questions about the next step in Provincial Table Bargaining
- Professional Learning sessions on First Nations, Métis and Inuit Foundational Knowledge have been scheduled
I.2.5  Zone 6 – Chris Smeaton
- Written report provided
I.2.6  Metro Zone – Darrel Robertson
- With the provision of universal accommodations, some concern about scheduling Physics 30 and Science 30 on the same day
I.3 Directors Reports (Written reports provided as information)
I.3.1 Mike Barbero
   • No recent activity so no report provided
I.3.2 Art Bauer
   • Final written report provided
I.3.3 Charlene Bearhead
   • No written report provided
I.3.4 Elizabeth Gouthro –
   • Written report provided
I.3.5 Del Litke
   • Written report provided
I.3.6 Tom Sperling
   • Written report provided
I.3.7 Debbie Vance
   • Final written report provided
I.3.8 Val Olekshy
   • Written report provided

I.4 Executive Director’s Report – Barry Litun
I.4.1 Executive Director’s Activity Report
   • Written report received as information

Adjournment
4.0 Adjournment

The meeting adjourned at 1:35 pm
January 10, 2017

To CASS Executive

From Barry Litun, Executive Director

Re Meeting with Deputy Minister & Executive Team

Background

The CASS Board of Directors has hosted the Deputy Minister and Executive Team for at least one meeting annually. The meeting has been scheduled for Tuesday, January 16 at the Matrix Hotel. CASS will host Executive Team for lunch beginning at 12:00 pm, and the meeting will commence at 12:45, with an adjournment scheduled for 4:00 pm.

A key feature of past meetings is that there has been an opportunity for open and frank dialogue, with the understanding that the conversations are kept confidential within the two groups.

Based on input from the Board of Directors at its December 2017 meeting, below are potential agenda items that CASS will ask to be placed on the agenda.

1. Professional Practice Standards / Leadership Development & Certification
   What could the road for CASS to be in position to deliver leadership development, to attest to successful completion of leadership development, and recommend certification for Leadership / Superintendent Standards?

2. Impact of December 11, 2017 memo regarding Discretionary Spending
   Professional learning related to Implementation of Professional Practice Standards
   Membership in professional organizations. Is this a directive regarding compensation of employees?

3. Funding
   Impact of 45 CEU cap
   Comments regarding PUF: funding and reporting timelines that, at times, are impossible to meet, resulting in loss of funds that have already been committee.
   Inclusive Education
   Future of Infrastructure Funding

4. Impact of continuous requests for additional reporting
   Especially difficult to respond to when added in mid-year
   Impact on staff

5. Provincial Table Bargaining
   Impact on Employer’s rights
6. Regular Meetings of Executive Team and CASS Board of Directors

Potential dates for consideration

- Friday, March 9 (CASS Board is meeting in Edmonton); Alternative: the week of February 26 – March 2, 60 – 75 minutes
- Friday, March 23 (8.30 – 10.00 am) – Meet with all Chief Superintendents during the CASS / Alberta Education Annual Learning Conference in Edmonton
- Week of April 16 – 18, (Wirth CASS Board of Directors), 60 – 75 minutes
- Thursday or Friday (morning), June 7 & 8 – (CASS Board is meeting in Edmonton); Alternative: the week of May 28 – June 1, 60 – 75 minutes

Once the agenda topics from the Deputy Minister have been received, an agenda will be distributed to the Board of Directors.

Included with this memo is the template for the meeting that was held in January 2017.

Recommendation
It is recommended that the Board of Directors identify the person who will be the initial lead spokesperson for each of the CASS agenda items.

Respectfully Submitted
Barry Litun
Meeting of Alberta Education Executive Team and College of Alberta School Superintendents Board of Directors

Matrix Hotel – Prism Room
10640 100 Avenue,
Edmonton, AB

January 16, 2018
Lunch: 12:00 – 12:45 pm
Meeting: 12:45 – 4:00 pm

ATTENDEES

Deputy Minister & Executive Team
- Deputy Minister – Dr. Curtis Clarke
- Assistant Deputy Minister – Wendy Boje
  Strategic Services & Governance Division
- Assistant Deputy Minister – Dr. Heather Caltagirone
  Curriculum Division
- Acting Assistant Deputy Minister – Dan K. Smith
  First Nations, Métis & Inuit Education Directorate
- Assistant Deputy Minister – Michael Walter
  Program and System Supports Division
- Assistant Deputy Minister – Gene Williams
  System Excellence Division

CASS Board of Directors
- President – Chris MacPhee
- First Vice President – Kurt Sacher
- Second Vice President – Michael Hauptman
- Past President – Colleen Symrozum-Watt*
- Zone 1 Director – Sandy McDonald*
- Zone 2/3 Director – Dr. Cindi Vaselenak
- Zone 4 Director – Dr. Terry Pearson*
- Zone 5 Director – Bevan Daverne
- Zone 6 Director – Chris Smeaton
- Metro Director – Darrel Robertson
- Executive Director – Barry Litun
- Executive Assistant – Ingrid Piecha
*Unable to attend

AGENDA

1. Introductions
   - Opening statements from the Alberta Education Deputy Minister and CASS President
   - Roundtable Introductions

2. NNNN
   - NNNN (NNNN)
   - NNNN (NNNN)

3. NNNN
   - NNNN (NNNN)
   - NNNN (NNNN)

4. NNNN
   - NNNN (NNNN)
   - NNNN (NNNN)

5. NNNN
   - NNNN (NNNN)
   - NNNN (NNNN)

6. Next Steps
   - NNNN (NNNN)
   - NNNN (NNNN)
January 10, 2018

To CASS Executive

From Barry Litun, Executive Director

Re Complaint of Unprofessional Conduct

Background

The Board of Directors discussed this matter at its December 7-8, 2017 meeting, and directed the Executive Director to develop a statement that would outline the process that will be followed if a complaint of unprofessional conduct by a CASS member was received, and to provide the statement at the next Board of Directors meeting.

Bylaw 23 of the CASS Member Handbook outlines the process for acting on a complaint of unprofessional conduct.

Bylaw 23 – Complaint Process Professional Conduct

Acting on a Complaint

1. Within thirty (30) operational days of being given a complaint, the Registrar must give notice to the complainant of the action taken or to be taken with respect to it.

2. The Registrar may:

   a. encourage the complainant and the investigated person to communicate with each other and resolve the complaint;
   b. with the agreement of the complainant and investigated person, attempt to conciliate the complaint;
   c. with the agreement of the complainant and the investigated person, make a referral to an alternative complaint resolution process under bylaw 24;
   d. request a third party to assess and provide a written report to the Registrar on the subject-matter of the complaint.

3. This written report shall be for the use of the Registrar only.
Recommendation

Based on the principles for acting on a complaint of unprofessional practice identified at the December 2017 meeting, it is recommended that the Board of Directors propose an amendment to Bylaw 23 at the March 22, 2018 Annual General Meeting, so that the Bylaw would read:

Additions to the Bylaw are highlighted in yellow. Deletions are shown by strikethrough font.

Acting on a Complaint

1. If a written complaint of unprofessional conduct is made against a CASS member, accompanied by the “Request for a Review of Professional Conduct” Form, the letter of complaint and the name of the complainant shall promptly be shared with the CASS member.
2. If a written complaint of unprofessional conduct is made against a CASS member, but is not accompanied by the “Request for a Review of Professional Conduct” Form, the Registrar shall request that the complainant complete the form.
3. If the complainant does not complete the Form, the complaint shall not be considered.
   a. The complainant will be informed the complaint will not be considered, nor investigated; and
   b. The correspondence will be destroyed, and the CASS member will not be informed that a complaint has been received.
4. Upon receiving a complaint of unprofessional conduct, that is accompanied by the “Request for a Review of Professional Conduct” Form, the Registrar shall, within thirty (30) operational days of being given a complaint, the Registrar must give notice to the complainant of the action taken or to be taken with respect to it.
5. The Registrar may:
   a. encourage the complainant and the investigated person to communicate with each other and resolve the complaint;
   b. with the agreement of the complainant and investigated person, attempt to conciliate the complaint;
   c. with the agreement of the complainant and the investigated person, make a referral to an alternative complaint resolution process under bylaw 24;
   d. request a third party to assess and provide a written report to the Registrar on the subject-matter of the complaint.
6. This written report shall be for the use of the Registrar only.

Respectfully Submitted
Barry Litun
January 10, 2018

To       CASS Executive

From    Barry Litun, Executive Director

Re       Nomination of 2nd Vice President for 2018/19

Background

At its December 2017 meeting, the Board of Directors learned from Zone 1 Director Sandy MacDonald that Zone 1 would not be in a position to nominate a member for the position of 2nd Vice President at the March 22, 2018 Annual General Meeting.

As determined by the Board of Directors, I contacted Zone 6 Director Amber Darroch and requested that she distribute an invitation to all Zone 6 members, asking if there was interest in being nominated for 2nd Vice President.

The invitation was distributed on December 15, 2017, and will be re-sent on January 8. Zone 6 members were asked to contact me, in confidence, by January 12 if they were interested in being nominated. As of January 4, I have not received any expressions of interest.

If no expressions of interest are received from a Zone 6 CASS member by January 12, I will issue an invitation to all CASS members to consider being nominated.

Recommendation

It is recommended that members of the Board consider, and confidentially indicate to the Executive Director, the names of colleagues they feel would be amenable to being approached to consider accepting the nomination to serve as 2nd Vice President, should a CASS member from Zone 6 not express interest by January 12.

Respectfully Submitted
Barry Litun
January 2018

To       CASS Executive

From     Barry Litun, Executive Director

Re:       Leadership Development Programs Research Projects

Background

CASS recognizes that many effective leadership development programs exist in Alberta jurisdictions, and in school authorities beyond our borders. In April 2017, a call for interest was extended to assist CASS in the active research of learning about leadership development programs. The information gathered will be made available to CASS system leaders to build awareness and understanding of Alberta leadership programs and related literature for consideration in developing or enhancing current programs.

Three research projects are in progress. The results to date are as follows:

1. **Literature Review of Leadership Development Programs**

   Thank you to the Board for providing input to Barret Weber at your last meeting. He has submitted a second draft of the literature review based on the feedback provided from researchers of the other two projects, the CASS Working Group, the Board and Santiago Rincon Gallardo, Chief Research Officer, Michael Fullan Enterprises, Inc. It is attached for your information.

2. **Review of Alberta District Leadership Development Programs**

   This research project is surveying Alberta Public, Charter, Francophone and First Nations Metis and Inuit Education Authorities to compile leadership development programs and initiatives currently underway in Alberta within school authorities. It excludes a review of leadership development programs/initiatives involving collaboration between School Authorities, University Partners and the Education Ministry or programs/initiatives involving collaboration between School Authorities and University Partners.

   **Zone 1**
   - Bigstone Education Authority
   - Fort Vermilion School Division
   - Peace River School Division
   - Valhalla School Foundation
Zone 2/3

- Aspen View Public Schools
- Aurora Academic Charter School
- Black Gold Regional Schools
- Buffalo Trail Public Schools
- Edmonton Catholic Schools
- Edmonton Public Schools
- Elk Island Catholic Schools
- Elk Island Public Schools
- Evergreen Catholic Schools
- Fort McMurray Catholic Schools
- Grande Yellowhead Public School Division
- Living Waters Catholic Schools
- Pembina Hills Public Schools
- St. Paul Education Regional Division
- St. Thomas Aquinas Roman Catholic Schools
- Sturgeon School Division

Zone 4

- Battle River School Division
- Clearview Public Schools
- Red Deer Catholic Regional Schools
- Wetaskiwin Regional Public Schools
- Wolf Creek Public Schools

Zone 5

- Calgary Catholic School Division
- Christ the Redeemer Catholic Schools
- Golden Hills School Division
- Prairie Land Regional Division
- Westmount Charter School Society

Zone 6

- Grasslands Public Schools
- Horizon School Division
- Medicine Hat School District
- Prairie Rose School Division

Timely submission of responses from school authorities has been a challenge. I have sent out a final call for input with a deadline of January 12, 2018. To date we have 34 responses out of a possible 78 responses.
3. **Review of Leadership Development Initiatives that involve Alberta school authorities and Alberta Universities as research partners**

Thirteen school authorities are included in this review. They are Parkland, Red Deer Public, Lethbridge Public, Foothills, Rockyview, Canadian Rockies, Calgary Public, Chinooks Edge, Grande Prairie, Westwind, Northern Lights, Foundations for the Future, (Charter School).

Obtaining information has been a challenge and therefore this report may need more time as the researcher has refocused to meeting directly with the University Partners who are working with school authorities to determine the structure of these projects, common themes and attributes as well as key learnings.

Final Research Reports are due to be submitted to CASS on February 2, 2018. This date may need to be adjusted for the second and third projects to include incoming information.

**Recommendation**

It is recommended that the Board of Directors receive this report as information.

Respectfully Submitted
Barry Litun
Alberta School Systems Leader Development
Best Practices Literature Review

Prepared by Barret Weber & Alvina Mardhani-Bayne
Research Unit, Research and Innovation for Student Learning

Second Progress Report
December 20, 2017
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## WHERE WE GO FROM HERE

## BIBLIOGRAPHY
INTRODUCTION

Background and Overview

Studies on the school superintendency typically focus on the competencies needed to be successful in the role of the superintendent. As such, there are many studies that focus on the “political realities and professional responsibilities” of the role. In line with Alberta’s draft Superintendent Leadership Quality Standard (SLQS), these discussions often include consideration of the competencies needed to respond to a broad range of challenges that an individual superintendent can expect to encounter both internally and externally in the community.

Our approach is slightly different. Instead of delving into the large literature on “the role” that superintendents play in the broader educational context, as the Alberta Teachers’ Association did in its extensive report on the connection between the superintendency and the teaching profession, our main research questions (see below) are oriented around the intentional leadership development of “system leaders.” This is a broader way to discuss the systematic conditions that are needed for senior leadership to impact student learning. Our main aim is to introduce a set of ideas related to school and system-wide leadership development.

Bill 28

Amongst other broad shifts in education related to leadership development, the immediate context for this work is the passing of the third and final reading of Bill 28, the School Amendment Act, on November 30, 2017. This Bill introduces a number of what government calls “small changes” to the School Act “to ensure that it remains relevant with other existing legislation as well as paves the way for important changes in standards to come into effect in coming years.” Parliamentary Secretary to the Minister of Education, Annie McKitrick, summarized that the bill will establish:


2 We agree fully with the authors of the ATA report, who write that there is a use for “the emergence of standards for leadership competencies against which professional development efforts might be evaluated” (16). However, overall, the report does not specifically dwell on the role of the superintendent beyond the relationships to the “teaching profession.” While this aspect is undoubtedly important, it does not exhaust the expectations placed upon system leaders like superintendents.

A certification processes for principals and superintendents that are similar to those of teachers now and ensuring that the leaders of our education system are well equipped and held accountable as they work to ensure that every student is prepared for success (Ibid.).

The additions to the School Act Section 113 is amended to add the following subsections:

(1.1) Unless otherwise authorized under this Act, a board shall appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

(1.2) A teacher who is appointed as an acting superintendent must hold a superintendent leadership certificate prescribed by the regulations and issued under this Act.  

During debate, the Official Opposition supported the idea of introducing professional standards for principals and superintendents, but issued concerns that the government may not engage in cooperative consultation with stakeholders as it develops a regulatory process to implement these changes. It generally saw this change as part of a broader initiative in provincial education policies to “centralize power in the hands of the minister.” It then referenced other changes in education (and other unrelated areas) as evidence of this a broader “centralizing” trend in provincial education policy. Other opposition members supported these moves as “very positive,” including the provisions around grandfathering in existing positions.

It’s a question of impact

It may seem intuitive to assume that superintendents are too far removed from the classroom to have a meaningful impact on students’ day-to-day learning. Indeed, researchers, such as Leithwood and Azah (2017) who examine the quantitative effects of district leaders in Ontario, have found that district leadership has almost no direct effect on student achievement. This work indicates that the effects of school-level leadership “is now widely understood to be largely mediated by school and classroom conditions” (37), and, as such, the effects of leadership on student achievement are “mediated by variables much closer to schools, classrooms, and students” (50). This is to say that the effect that superintendents and other system leaders have on student achievement is indirect.

The empirical research on leadership development demonstrates that district leaders do have a considerable influence on a number of elements that previous empirical research studies have suggested “influence” student achievement: what a district’s mission and goals are, using multiple forms of evidence to inform decision making, making job-embedded professional development readily available for teachers and principals, to name only a few (29). Clearly, then, the leadership development of superintendents, as they

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6 In order of significance, the article found the strongest effects in terms of Learning-Oriented Improvement Processes (strategic planning processes described as “instructional leadership”), Mission, Vision, and Goals, and Use of Evidence. Weaker but still
come to understand the effects of their activities, has far-reaching implications for the achievement of every single student via the influence that senior leadership has over school and classroom conditions. In this respect, we might say that when superintendents succeed as systems leaders, so do students.

Our study outlines the leadership development programs for system leaders that are contributing to their professional success. Guided by the direction provided by CASS, our approach recognizes that professional development is as important for superintendents and system leaders as any other school leaders since “superintendents are in unique positions to underscore and to support through their actions the importance of professional leadership development for other district-level and building-level leaders.” As Spanneut, Tobin, and Ayers (2011) have identified, professional development for superintendents and other systems leaders should be “derived from their self-identified needs” to “enhance the likelihood for superintendents to more successfully accomplish what they do and enhance how they behave as leaders” (3). They argue that:

using recognized leadership standards as a framework from which to identify superintendents’ needs serves two purposes. First, the standards help clarify the needs because they are succinctly worded in terms of common leadership knowledge and skill areas that can be assessed. Second, because the standards are written in common leadership terms, superintendents can seek colleagues with similar needs who may be interested in sharing professional development activities (3).

Ultimately, the aim of this study is to support the identification and implementation of successful superintendent leadership development to improve student learning and outcomes.

Transformational leadership & instructional leadership

Empirical research on educational leadership generally focuses on two different types of leadership: transformational and instructional. Transformational leadership originates in the work of James McGregor Burns, published in 1978, which analyzed how some organizational leaders were able to inspire their staff and increase levels of energy, commitment, and moral purpose.⁸

Transformational leadership depends upon the establishment of a shared vision amongst staff and emphasizes a leader’s “soft” skills such as motivation, collaboration, and interpersonal abilities. Those who advocate for a transformational leadership style tend to believe that this shared vision develops an organization’s capacity to work synergistically to overcome issues and reach goals.⁹ Denmark writes that:

statistically significant effects were found in Coherent Instructional Guidance, Job-Embedded PD for all staff, Internal District and School Relationships, and Relationships with Parents (37).


Transformational leadership is not limited to the building principal or the school system superintendent; all educators in a building or school system must contribute to the evolution from an underperforming school or system to an effective school or system.

The theory of instructional leadership originates in empirical studies of schools in poor, urban neighbourhoods from the 1970s and 80s, which demonstrated that schools in which students succeeded despite their low socioeconomic backgrounds usually have several characteristics in common. That is, these studies argue that high quality schools have undisrupted learning environments, clear teaching objectives, and high expectations of students. Instructional leadership, then, is the deliberate cultivation of these characteristics by school leaders.

Robinson, Lloyd, and Rowe (2008) conducted a meta-analysis of studies of the impact of these two leadership styles and demonstrated that, on average, the effect size of instructional leadership on student outcomes is three to four times greater than that of transformational leadership. They argue that it is the transformational leader’s attention to the relationships between leaders and followers that explains this difference, since the strength of these relationships does not predict student achievement outcomes.

Robinson, Lloyd, and Rowe identify 5 common leadership practices (which they call “leadership dimensions”) that they believe vary in terms of their educational significance.

- The first of these practices is *establishing goals and expectations*, which has a large but indirect effect on students through its ability to focus and unite the work of teachers. Goals establish priorities and purpose while empowering individuals and groups to evaluate and adjust their actions.
- The next leadership practice discussed is *resourcing strategically*, which is the judicious procurement and allocation of resources that are aligned with instructional goals. This practice has a small, indirect impact on student outcomes, and these authors call for further study into the relationship between strategic resourcing and student achievement.
- Next, these authors examine the practice of *planning, coordinating, and evaluating teaching and the curriculum*, which has a moderate impact on student outcomes. In particular, there are four related sub-practices that are associated with high performing schools: active involvement of leaders in agreeable and productive discussions around instruction, involvement in the coordination of instructional strategies and materials, regular classroom observations tied to clear performance standards for teachers, and methodical monitoring of student progress.
- The authors also discuss *promoting and participating in teacher learning and development*, which they describe as the leader participating in formal and informal learning along with other staff. This practice has a large effect on student outcomes.
- Finally, the authors describe *ensuring an orderly and supportive environment* in which teachers and students can focus on teaching and learning. To obtain something approaching this ideal teaching environment, school leaders establish and communicate clear expectations for student behaviour and for addressing staff conflicts. While the effect size of this practice was small in terms of student
outcomes, it is also judged to be successful by teachers.

In the context of the research literature, it’s clear that CASS has an important opportunity to engage in conversations needed to ensure that meaningful and cooperative consultation is achieved as government drafts and develops regulations on superintendent and principal certification.

This report explores how the successful leadership development of superintendents and other system leaders can come about by reflecting on what other jurisdictions are doing in this regard. Helping to build and support the leadership competencies needed to be successful in these challenging roles is a key part of the role that CASS can play.

Outlining an intentional process for this work is crucial. By soliciting input from its members about what they require in the evolution underway regarding certification and leadership development training, we’re confident that CASS will arrive place where it is well situated to adapt to present realities. Developing a “working warehouse” of professional practice and leadership learning programs is a key first step in the broader process of facilitating discussion about common measures of success in leadership development of system leaders.

Research questions and objectives

The research questions that guide this study are as follows:

1. What are boards, governments, and/or voluntary organizations doing to prepare superintendents and principals to become leaders in their districts/communities?
   a. What resources are available to inform and assist with the career-long improvement and development of superintendents (with particular emphasis on supporting effective systems governance)?

2. What are common measures of success in leadership development in the education sector?

3. What resources are available to establish and support the conditions under which the learning aspirations and the potential of First Nations, Métis, and Inuit students (or, globally, indigenous peoples) are realized?
While there are many examples of successful leadership development practices across the globe, we have found the following examples particularly applicable for informing the Alberta context. In this section, we briefly describe the leadership approaches of school districts in Canada, the US, and New Zealand, and then offer major lessons learned from these examples.

Case Studies

L.E.A.D.S.

Our team conducted an environmental scan of the Saskatchewan organization called the League of Educational Administrators, Directors and Superintendents, also known as LEADS.

LEADS came into existence in 1969 as an organization for senior education administrators and was first recognized in legislation in 1984. In 1991, a statute was passed by the Saskatchewan government\(^\text{10}\) which gave the organization full disciplinary power over its membership, which must register with LEADS prior to employment with a provincial school division.\(^\text{11}\) As Richard Nieman wrote, “Membership requirements include successful graduate studies, professional teaching certificate, success as a teacher, and evidence of good character.” The Board may also include a non-LEAD member, Saskatchewan resident who is appointed by the Lieutenant Governor in Council.

The league exists as a corporation and its main objectives as defined by the statute are as follows:

a. To promote the cause of education in Saskatchewan and to co-operate with other educational agencies, including the Minister of Education, the Saskatchewan Teachers’ Federation, The Saskatchewan School Trustees’ Association, the University of Saskatchewan, the University of Regina and the Association of School Business Officials of Saskatchewan in all matters related to education;

b. To promote and safeguard the interests of its members and to secure conditions which will make it possible for its members to provide the best professional service;

c. To raise the status of the profession of educational administration and to develop the highest standards of professionalism, skills and knowledge in all matters relating to the profession of educational administration;

d. To foster ethical behaviour and professional conduct of the membership and to discipline any member guilty of professional misconduct or professional incompetence in the performance of his or her duties;


e. To influence the direction of education and to make any representations that it considers requisite to promote a high quality education;
f. To promote collegiality within the membership and to safeguard the welfare of its members; and
g. To afford advice, assistance and legal protection to members in their professional duties and relationships. (4-5).

The leadership paper written by Dr. Keith Walker in 2007 outlines the basic leadership aspirations of the organization. Walker’s position paper defines “six fundamental commitments” that include the following:

1. The LEADS member’s voice of personal conscience;
2. Professional convictions;
3. Professional constraints;
4. Common ethical principles;
5. Moral imagination; and
6. Relational reciprocity (1).

In terms of standards, “LEADS has a social contract between its members and the people of Saskatchewan to promote the cause of education, safeguard the interests and welfare of it colleague members, raise the status and developing standards of educational administration, foster ethical behaviour and professional conduct, and influence the direction and quality of education” (2). In the conclusion it states, “Leadership is ideally expressed as context dependent set of roles and activities rooted in seminal value-commitments. Educational leaders function to influence communities and systems such that the highest possible quality of education is advocated, supported and delivered to the people of Saskatchewan” (10).

“Dimensions of Professional Leadership” paper includes eight Dimensions of Professional Leadership. These dimensions are understood as “offering descriptors that provide a focus for personal and professional growth planning as LEADS members evolve in their School Division leadership roles.” These include:

1. Leadership and School Division Culture
   ○ “LEADS members are leaders in developing and shaping school division climate and culture.”
2. Policy and Governance
   ○ “LEADS members work with boards of education in developing school division policy.”
3. Communications and Community Relations
   ○ “LEADS members communicate school division purpose and priorities to the community.”
4. Organizational Management
   ○ “LEADS members display an understanding of the school division as a system within the larger community context.”
5. Curriculum Actualization

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Alberta School Systems Leader Development - Research Unit, Research and Innovation for Student Learning  8
“LEADS members provide leadership in all phases of curriculum actualization - design, evaluation, implementation and renewal.”

6. Instructional Leadership and Accountability
   ○ “LEADS members demonstrate knowledge of instructional processes by using strategies that include research findings in all areas that impact on the classroom and student learning.”

7. Human Resources and Management
   ○ “LEADS members recognize the importance of the human resource component of school divisions. They affect staff development, supervision and evaluation programs to improve the performance of all staff.”

8. Values and Ethics of Leadership
   ○ “LEADS members, as school division leaders, understand and model appropriate value systems, ethics, and moral leadership”

This document is only one part of a larger handbook that is available on the Sask LEADS website, which includes a wide range of topics including committees, policies, bylaws, discussion papers and other helpful resources for members and the public online.

Without contacting LEADS itself, we were unable to find examples of roles it has played in the province, including measures of success in these initiatives.

KASA

The Kentucky Association of School Administrators (KASA), in partnership with six superintendents, designed innovative learning modules for superintendents using the model of the Leader-Scholar community (LSC).14 KASA also offers services to help school boards select superintendents.15

We were also able to locate part of the innovative dissertation on the topic of KASA’s work on superintendent leadership development. The superintendents teamed up to design and write an unconventional dissertation as a cohort and pitch a web-based LSC that consists of “thematic modules, electronic resources, and bibliographic references.”16 As they write,

   Much like the style and philosophy of Wikipedia, our LSC encourages participants to collaborate with us on the development of the site modules as the modules, in turn, grow organically from the expertise

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15 See: http://server.kasa.org/kasa/KASAMember/Resources/Superintendent_Selection_Services/KASAMember/Resources_and_Services/Superintendent_Selection_Services.aspx?hkey=41778dec-87dd-4e97-93cf-5f9c6c652760
and contributions of participants who, in effect, become fellow learning associates. It then ceases to become an expert-driven model, giving way to a participant-driven one (2-3).

The dissertation includes a vision “to develop an ever-expanding Continuum of Professional Learning for KY Superintendents that will meet the growth and developing needs of aspiring, new, and experienced school leaders.” Interestingly, these include the following:

- The Minority Superintendent Internship Program
- An Aspiring Superintendents Program
- The Next-Gen New Superintendents Leadership series
- And the Next-Gen Superintendent Effectiveness Leader-Scholar Community (see: Floyd et al, 5-6).

When KASA began work on training and “testing” of new superintendents, the organization recognized “the need to more clearly define expectations for the performance of new superintendents” (Kentucky Association of School Administrators, 2013). The description of the process continues:

In response to a concerted effort across the nation to more clearly define teacher and principal effectiveness standards, KASA’s Design Team for Onboarding New Superintendents asserted that a companion set of superintendent effectiveness standards focused on the emerging challenges of leading next-generation teaching and learning efforts are essential not only for new superintendents, but for experienced superintendents as well. (1)

KASA then states that the Pilot Kentucky NxG Superintendent Effectiveness Standards are intended as follows:

- A framework for understanding the many complex elements of a superintendent’s work to help them focus on the most important aspects of their job;
- A roadmap for the ongoing professional growth and effectiveness of Kentucky’s superintendents from career entry (required training for new superintendents) through career exit;
- A basis upon which support for new superintendents can be individualized based on demonstrated performance in particular standards and indicators; and
- The basis upon which the new superintendent’s support team can make a determination about successful completion of the state’s induction program.

KASA organizes the standards according to 5 main standards (Standard, summary, practices, artifacts, competencies (1)) and then outlines detailed “effectiveness standards” that are arranged like modules and are aligned to a series of previous research studies and state resources. The 5 standards contain a number of important indicators that include summaries and practices associated. Each “standard” includes three main elements: Summary, Practices, and Artifacts. The standards are as follows:

Alberta School Systems Leader Development - Research Unit, Research and Innovation for Student Learning
● Strategic leadership
● Instructional leadership
● Cultural leadership
● Human resource leadership
● Managerial leadership
● External development leadership, and
● Micropolitical leadership

Due to space limitations, we will only introduce the first standard, “Strategic Leadership,” an example of what appear to be engaging and thoughtful modules. The Standard 1 “Strategic Leadership” summary is issued as follows:

Superintendents create conditions that result in strategically reimagining [sic] the districts’ vision, mission, and goals to ensure every student graduates from high school; is globally competitive in post-secondary education and the workforce, and is prepared for a productive life in the 21st century. They create a community of inquiry that challenges itself to continually repurpose by building on the districts’ core values and beliefs about the preferred future, and then developing a vision that reflects that future (3).

We also found a “Superintendent Leadership plan” outlined by the government of Kentucky that highlights the importance of professional growth support model “where the school district will be improved through reflection, assessment, advisement and goal-setting by its core leadership”. The model supports 7 standards outlined above, including strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, collaborative leadership, and influential leadership.

MASA

Minnesota Association of School Administrators has issued a paper outlining the need for evidence-based practices that links “effective research with effective implementation” to produce improved outcomes for students. The report points out that, while identifying evidence-based programs is the “first responsibility,” the second responsibility “is to implement and study the impact of that practice in the system.” The paper contends that effective superintendents provide leadership in five key ways:

1. Lead an inclusive process for setting goals;
2. Define the non-negotiable goals that all staff must address;
3. Align the school board with those goals;
4. Set up a system to monitor work and progress on those goals; and

17 See: https://education.ky.gov/teachers/PGES/SPGES/Documents/SIPlan%202013-14%20FINAL.PDF
5. Align resource accordingly to provide the necessary resources of time, money, personnel and material (11).

MASA provides a number of professional learning opportunities for its members. These include various conferences, workshops, an aspiring superintendents’ academy, reading lists, and other workshops.

AASA

The American Association of School Administrators (branded as the “School Superintendents Association”) acts as a national network in the United States and has issued a number of helpful initiatives to inspire school leaders to think about improving student achievement through ideas surrounding strategy, coherence, culture and capacity.

As Phillip Schlechty contends, “If student performance in America’s public schools is to be improved in any significant way, school leaders must transform their organizations from bureaucracies into learning organizations.” Many of the short articles included were previously published in The School Administrator. Taken as a whole, these documents help systems leaders recognize that many of the problems they see in schools are “system problems” that are “owned by education,” Lee Jenkins writes in an article on how to identify problems within school systems (19).

An article written by Claudia Mansfield Sutton (25) has identified “five institutes” for system leadership:

- **AASA Institute for Leadership Development and Systems Thinking**: This institute provides programs based on a systems approach to transforming public education. These programs help school leaders frame problems and opportunities in systems terms; develop a new vision for redesigned school system; and build and sustain capacity for change. Specific programs include the Executive Consultants Program; the Superintendent Knowledge Series; and the Leadership Matters Virtual Seminar Series.
- **AASA Institute for New and Aspiring Superintendents**: Because we must continue to attract top quality professionals into the superintendency, the content of these programs is particularly relevant to new and aspiring superintendents. The annual New Superintendents Journal and the quarterly New Superintendents e-Journal provide insightful articles, information and resources for new superintendents. Five state affiliates worked with us in 2006-07 to develop innovative programs for superintendents in their second and third year in the chair through the Leading Learning Program.
- **AASA Institute for Leadership Networks**: The centre has become the hub for a network of learning organizations sharing core beliefs and convictions regarding public education. The

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19. [https://www.mnasa.org/domain/154](https://www.mnasa.org/domain/154)
institute facilitates regular meetings of the leaders of these organizations so they can learn from one another and leverage the strengths of each organization. This institute is creating new networks of superintendents and supporting existing networks at they work together to implement systems thinking.

- **AASA Institute for Professional Advocacy:** The mission of this institute is to stand up for public education by demonstrating that leadership matters, by advocating for the profession, and by promoting systems thinking in the transformation of public education. To achieve this mission, this institute shares research that supports the finding that superintendent leadership has a positive impact on school system leadership. The institute is also involved in developing and promoting rigorous standards for licensure of superintendents.

- **AASA Institute for Leadership Research and Design:** AASA leads and encourages inquiries into various public education designs that might be appropriate as vehicles to transform public education. Several highly successful initiatives have been created to support this work, such as the Research Roundtable program and the “AASA State of the American School Superintendent: A Mid-Decade Study,” which produced a profile of the profession that will serve as a resource for those leading the nation’s schools as well as those charged with preparing and supporting current and aspiring school leaders (26).

The document also includes a number of suggestive “Action Tools” that challenge participants to approach issues or challenges systemically and to reflect on the “big questions” (41). AASA also hosts a journal and E-journal that is published to nurture state and national dialogues.21

**New Zealand**

The New Zealand educational context, though in many ways different from that of Alberta, has some approaches to leadership development we can gather lessons from. In particular, test results demonstrated that New Zealand’s Maori population was underserved by the national education system, with the majority of low-achieving students identifying as Maori. In response, New Zealand as a whole developed a leadership model specifically tailored for Maori-medium education, aimed at contributing to educational outcomes for Indigenous students. 22 The model, called *Tu Rangatira*, is based on ideas, experiences, and practices from the Maori-medium education sector and also incorporates Maori worldviews and philosophies.

In 2010, this model was articulated in a document produced by the New Zealand Ministry of Education that is available online.23 In *Tu Rangatira*, leadership is conceptualized as being made up of seven different roles:

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21 See: [http://www.aasa.org/LeadershipDevelopment.aspx](http://www.aasa.org/LeadershipDevelopment.aspx)


1. Guardian
   ○ “Protecting and nurturing a caring environment where people and ideas are valued, health, safety and well-being are enhanced and relationships are strong.”

2. Manager
   ○ “Effective and efficient management of people, environments and education that transforms teaching and learning communities.”

3. Visionary
   ○ “Innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world.”

4. Teacher and Learner
   ○ “Reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high quality authentic learning contexts and practice.”

5. Worker
   ○ “‘Leading by doing’: upholding collegial practices to build capability in others in pursuit of the goals of the kura (school).”

6. Networker
   ○ “Networking, brokering and facilitating relationships that contribute towards achieving kura (school) goals.”

7. Advocate
   ○ “Promoting the development and implementation of strategies, plans and policies to realise learners’ potential and educational success as Māori.”

This model of educational leadership for Maori-medium schools is part of a larger leadership development program for New Zealand as a whole, which includes professional standards for principals, standardized resources for planning professional learning for principals and boards of trustees, and access to resources on principal succession planning (Ministry of Education, 2017).

There are few investigations into the direct effects of school leadership on student outcomes in New Zealand, but Hohepa and Robson’s (2008) meta-analysis has identified some leadership practices that are related to improvements in student outcomes. These practices include:

1. Establishing goals and expectations
2. Resourcing strategically
3. Planning, coordinating, and evaluating teaching and the curriculum
4. Promoting and participating in teacher learning and development
5. Ensuring an orderly and supportive environment
6. Creating educationally powerful connections
7. Engaging in constructive problem talk
8. Selecting, developing, and using smart tools
These practices are associated with improved self-esteem, sense of agency, and academic achievement in reading and math. More information about the studies that found these associations can be found in the School Leadership and Student Outcomes meta-analysis prepared by the New Zealand Ministry of Education (Robinson, Hohepa, & Lloyd, 2009).

Additionally, Hohepa (2013) identifies some of the tensions that must be considered in discussions and enactments of Indigenous educational leadership. Specifically, she notes that it is possible to conceptualize the educational contexts experienced by Indigenous peoples as colonial impositions, and that it is important to recognize and honour the features of particular Indigenous leadership without essentializing or stereotyping. This hinges upon non-Indigenous teachers, principals, and systems leaders becoming familiar with and acknowledging multiple worldviews, knowledge systems, and ways of life. This need to incorporate specific cultural concepts into the leadership of Indigenous educational contexts is echoed by other researchers as well (see, for example, Matthews, 2011).

### Ontario

The school districts in Ontario follow the recommendations of Ministry of Education. Collectively, these recommendations fall under the umbrella of the Ontario Leadership Strategy, a comprehensive plan of action designed to support “student achievement and wellbeing by attracting and developing skilled and passionate school and system leaders.” The strategy is built around the following key components:

- **Board Leadership Development Strategy**, which focuses on four key areas:
  - recruiting and selecting leaders through structured and innovative succession planning;
  - placing and transferring leaders in ways that sustain school and system improvement;
  - developing leaders through mentoring, performance appraisal, and differentiated learning opportunities that meet the needs of leaders in diverse contexts and at various stages of their careers;
  - coordinating support for leaders to buffer them from distractions, make information easily accessible, and assist them in building coherence across different initiatives
- **Supports for system leaders**
  - incorporates mentoring for system leaders, executive leadership programs, and orientation for newly appointed system leaders
- **Ontario Leadership Congress**
- **Minister’s Principal Reference Group**
- **Supervisory Officer Performance Appraisal (SOPA) pilot project**
- **Institute for Education Leadership**
- **Leadership publications**
- **Leading Student Achievement (in partnership with the Student Achievement Division)**

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Ontario Leadership Framework

Central to the Leadership Strategy is the Ontario Leadership Framework, which “describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers.” This is divided into two parts: the Leadership Framework for Principals and Vice-Principals which consists of “leader competencies and practices that have been shown to be effective in improving student achievement.”

The Institute for Educational Leadership (IEL) promotes and implements the Ontario Leadership Framework (OLF) that supports “school and system leaders in all four sectors of education in Ontario.” As outlined in the document, the OLF is designed to

- Facilitate a shared vision of leadership in schools and districts
- Promote a common language that fosters an understanding of leadership and what it means to be a school or system leader
- Identify the practices, actions and traits or personal characteristics that describe effective leadership
- Guide the design and implementation of professional learning and development for school and system leaders
- Identify the characteristics of highly performing schools and systems - K-12 School Effectiveness Framework (SEF) and District Effectiveness Framework (DEF)
- Aid in the recruitment, development, selection and retention of school and system leaders.

The framework attempts to provide a “clear picture of what effective leadership looks like at both the level of the individual leader and the organization. “The leadership framework provides aspiring leaders at both the school and district levels with important insights about what they need to learn to be successful.”

The framework includes the concept of “instructional leadership” at the heart of what it seeks to accomplish:

As instructional leaders, principals and supervisory officers embed direct involvement in instruction in their daily work through teamwork with all staff focused on improved school and classroom practices. As leaders who are committed to equity of outcome, they help to create inclusive and instructionally effective learning environments that increase the likelihood that all students will be successful learners. School and system leaders carry out these specific aspects of their role using a growth-oriented and collaborative approach across all the domains of the framework. (7)

The document continues: “Leaders’ enactment of the practices will evolve as they move through various career stages, specialized assignments, and unique educational environments.” (Ibid.) The “Five Core Leadership Capacities” it outlines are as follows:

1. Setting Goals
   “This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning.”

2. Aligning Resources with Priorities
   “This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.”

3. Promoting Collaborative Learning Cultures
   “This capacity is about enabling schools, school communities and districts to work together and to learn from each other with a central focus on improved teaching quality and student achievement and well-being.”

4. Using Data
   “This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.”

5. Engaging in Courageous Conversations
   “This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide feedback that will lead to improvements in student achievement and well-being.”

SUNY Oswego

Since 1998, the New York State Superintendent Development program has been preparing aspiring superintendents through a structured program run in conjunction with SUNY Oswego, a post-secondary institution in Central New York. The program runs from January until November of every year, with weekly meetings of each cohort of 5-7 participants occurring throughout. In addition to these weekly meetings, participants attend five full-day sessions for aspiring superintendents throughout the state, three sessions on regional topics, and the New York State Council of School Superintendents Fall Leadership Institute, all while completing assignments. Classes and meetings are facilitated by program faculty, all of whom are practicing New York State superintendents.  

Topics covered in this program include school finance, labour relations, legal issues, instructional leadership, and boardmanship, and allow participants to develop a district-wide understanding of K-12 education and school organization. Because of this district-wide focus, principals who wish to have district-level positions also attend the program. Throughout the program, participants are presented with “authentic learning activities,”


which are designed to mirror the day-to-day issues faced by superintendents, and are tasked with developing realistic solutions while considering the possible consequences of their plans.\textsuperscript{28}

To be eligible for the program, participants must be current middle-level school administrators. That is, they should be individuals who are in charge of their building or administrative unit, respected by their current superintendents, colleagues, and community, and recognized by supervisors and colleagues as someone with the potential to be a superintendent. Additionally, they must be ethically and morally strong, prepared to be a leader, recognized as innovators with respect to school-related issues, and qualified for or in possession of the New York State School Administrator and Supervisor or School District Administrator certification.

In order to have all of these qualities assessed, potential participants must complete an application form, write a letter of interest, include a resume, provide a list of professional references, and undergo an interview with program faculty.\textsuperscript{29} Those who successfully complete the program receive 9 graduate credits from SUNY Oswego.\textsuperscript{30}

Interviews with superintendents who have completed the SUNY Oswego program indicate that they found it productive, and one said that “… if I was a Board [of Education], I would be looking for somebody who went to some kind of program like that” (Dufour, 2016, p. 86).

In particular, interviewees found their courses on School Law and Community Building to be the most effective, and indicated that the course on budget and finance left something to be desired. Overall, the real-life problem solving aspect of the program was praised by former participants, and was specified as a key feature that contributed to the success of the program.\textsuperscript{31}

Lessons Learned

The research literature and cases outlined above provide guidance for the future activities of CASS. Below we present core learnings with clear roles for CASS to both develop the competencies of its members and engage with Districts, government, and other stakeholder groups. These are vital principles and ideas to consider but it’s also important to highlight that these ideas need to be highly targeted and specific to be effective in impacting student achievement in a positive manner.

1. Focus on instructional leadership

Research shows that instructional leadership is a better “bang for your buck” than that of transformational leadership. While we don’t believe this distinction should be seen as a strict binary opposition, the current state of the research shows that instructional leadership is a more effective way to focus on improving student achievement. Ideally, CASS’s membership will recognize that these are important debates to be engaged in as individual Districts work in collaborative ways to respond to the unique pressures they face. But, as we mentioned above, significant clarity can be achieved by focusing on the collaborative leadership dimensions that lead to success for all students.

2. Research-informed decision making matters

Taking our cue from LEADS and MASA, as well as the short literature review, all areas of impact require research-informed decisions. Well-managed systems require effective research and implementation of programs and ideas, but system leaders also need to consider what building an evidence-based decision making culture looks like, and will push to avoid top-down thinking. A focus on the research on implementation not only serves to understand whether programs are being instituted as intended; as Meyers and Brandt have discussed, it also generates important and complex conversations about modifications and innovations that emerge from practice and how these impact student outcomes. The authors contend that one key benefit of focusing on how programs are implemented in health and education contexts is that key measures and “real-world” outcomes can be brought into conversation with one another. As Bond et al (2000) write:

In addition to increased confidence in the study’s internal validity, the fidelity measures provide a roadmap for replication. With significant findings, the research question shifts to asking what the critical ingredients of program success are. Fidelity measures provide the basis for more fine-grained inquiry (qtd., in Dhillon, Darrow & Meyers).

We challenge Districts to avoid perfectionism when it comes to developing these measures. Rather, it’s important to begin to develop the baseline measures of implementation fidelity and then refine the

measurements through time by using logic models, theories of action, strategic planning, and other critical process components that can drive meaningful conversations related to data collection, reflection that leads to deeper analysis, and more refined hypotheses over longer durations. In short, we recommend that Districts make commitments to engage in asking evaluative questions such as: what is the impact? How effective is this program? How will this innovation affect student achievement? What does a commitment to continuous improvement mean in the “real world”? To what extent has this program been implemented as intended? What are the short, medium, and longer term outcomes (both intended and unintended)?

3. Diversity in resources offers the most, widest-ranging support

Educators in Alberta have seen firsthand what an inclusive approach to learning looks like and can yield. As the Alberta Education’s Principles of Inclusive Education explain, anticipating, valuing, and supporting diversity is an important set of practices, as is reducing barriers in learning environments. This is true in both K-12 education, and in adult learning: diversity in approaches and, more importantly, resources, offers the best support for learners across varied contexts.

In the realm of systems leaders, ensuring breadth in resources means that individual superintendents can choose the materials that fit their circumstances: their Districts, their students, their teachers, their community, and their time. Having accessible resources that fit a variety of contexts means that both urban and rural systems leaders, from the largest districts to the smallest, can benefit.

The Kentucky Association of School Administrators (KASA)’s Leader-Scholar Community, discussed in greater detail above, is a telling example of how such an approach could take shape: a group of six superintendents collaborated to create a web-based Leader-Scholar Community that curated resources, references, and learning modules for systems leaders. Importantly, much of the content was cultivated from participants, bringing the experience and knowledge of current superintendents to the fore while being responsive to the needs of the community. This innovative approach is expansive - it can accommodate a variety of ideas and modes - and can be taken up by superintendents in a variety of ways.

An emphasis on diversity in resources can be thought of as an application of the principles of Universal Design for Learning (UDL) to the world of adult education. Having multiple options for representing and expressing content can meet the needs of all learners, while having a participant-based approach to seeking out new content means that learning opportunities are engaging for all. Importantly, input from participants ensures that perceived needs do not outweigh real ones.

Overall, a UDL-informed approach means that systems leaders can access a wide range of relevant supports throughout their careers. This framework is applicable not only to online resources, but to workshops,

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conversations, and professional development courses. Indeed, attention to diversity in the representation and expression of content is a hallmark of excellence in any instructional program.

4. Attending to cultural needs leads to student success

Just as Albertan systems leaders can benefit from attention to a wide range of needs and interests, students in Alberta require consideration of their cultural needs in order to experience success. This is true for not only for Aboriginal students, but also newcomers. As Alberta Education explains, “creating a classroom atmosphere that reflects and respects Aboriginal perspectives will benefit all the students in the classroom.”

Alberta superintendents can use New Zealand’s Maori-specific leadership as a model for planning how to respond to the diverse needs of their students. Maori-specific leadership explicitly focuses on the educational achievement of Indigenous students, and incorporates Maori worldviews and philosophies. By honouring the Maori way of life, New Zealand is working to ensure success for every student. This represents important lessons in avoiding deficit thinking and being inclusive educators.

Of course, the particular approach taken up by individual superintendents depends on their contexts, and there is a need to build specific paths that respond to the particular needs of each community. To that end, we recommend that each District consider their schools, students, and communities when planning, teaching, and learning. Additionally, any action taken towards leadership development should include specific considerations of Indigenous perspectives.

5. The competencies are interwoven

The CASS Support for Implementation - Superintendent Professional Practice document provides an excellent overview of the details and research basis associated with the draft Superintendent Leadership Quality Standard. The document demonstrates the importance of interweaving the competencies so that these competencies are not simply seen as discrete roles. As discussed above, we believe the move towards nurturing “system leader thinking” is important to emphasize. This perspective highlights not only the distinct parts of an organization, but also the interrelationships between the parts of any large-scale organizations such as school Districts. Systems theory, in this respect, can be a useful way of exploring the interrelationships including analysis of the social and cultural attributes. While social actors within an organization may have disagreements over particular issues, it is the commitment to and belief in the system itself that can be decisive in guiding the work and achieving conflict resolution. As discussed in the document, “the importance of paying attention to the cultivation of professional relationships within school and within communities is well established in the district leadership literature.”

The Government of Alberta recently has passed legislation that will require superintendents and principals to earn leadership certification beyond the teaching certification and relevant experience in the education sector. This will require that CASS and all Districts across the province embark on a process of making recommendations to government, as well as issuing plans for how this type of certification could be developed both “in house” and with external partners such as government, universities, and other partner organizations.

The most basic finding of our research is that CASS’s leadership focus should be on the factors and conditions under which system leaders positively influence student achievement, defined quite broadly. We firmly believe that, with a laser-like focus on the conditions that impact student learning, system leaders can impact the drivers that matter. Taking a cue from Fullan and Rincon-Gallardo in their recent study on California, “top down change doesn’t work (wrong drivers don’t foster intrinsic motivation) but neither does bottom up change add up (giving schools autonomy and leaving them alone is a recipe for greater inequity). The key is in the middle -- defined as the layers between the top (government), and the bottom (individual schools).”

The core principles at play relate to what are generally understood as transformational and instructional leadership. This isn’t an either/or distinction, but rather a dynamic that we believe is important for CASS members and executive to discuss and debate as they make decisions about next steps. While it can be straightforward enough in theory, how it is that system leaders can have maximum impact on classroom conditions is an area that we’d recommend for further discussion, investigation, and empirical testing with an eye to implementation in “real world” contexts.

And, finally, we believe that the case studies that we’ve identified in this study will provide insight and stimulate engagement about the broad range of programs that exist globally in regards to the leadership development of systems leaders.

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BIBLIOGRAPHY


January 10, 2018

To CASS Executive

From Barry Litun, Executive Director

Re ATRF Pension Cap

Background
The history to this issue has been well documented, and is summarized in the letter sent by President Chris MacPhee to Minister Ceci, copied to Minister Eggen, on October 16, 2017. On November 30, Minister Ceci responded. Both letters are included with this memo as information.

In November & December, there were a number of indicators that suggested that Cabinet would address the Regulation change following the Fall sitting of the legislature. This did not occur.

Just prior to the Christmas break I spoke Laura Devaney, Minister Ceci’s Chief of Staff. I asked if she was able to share any news on the Regulation Change, and she indicated all is moving forward, that CASS has been incredibly patient, and that it is just a matter of getting the Regulation amendment scheduled on Cabinet’s agenda.

I asked, and she confirmed that Cabinet would not be meeting for a number of weeks after the Christmas break. Laura suggested I call her the third week of January and she might have some new information, so it is almost certain that the Regulation amendment will not be made until mid to late January, at the earliest.

I will be seeking a meeting, either face to face or by telephone, with Deputy Minister Lorna Rosen prior to the Board of Directors meeting on January 10.

Recommendation
It is recommended that the Board of Directors authorize the distribution of background information on this matter to Active and Life members, recommending that they consider writing to Premier Notley, Minister Ceci and Minister Eggen, respectfully asking that the amendment to the Regulation be addressed. In addition, a recommendation that members respectfully engage their local MLA’s, either in person or by letter, to provide background to this matter.

I will strongly recommend that members not engage members of the media when advocating about this matter.

In addition to referring to the October 16th letter written to Minister Ceci, the following key speaking points will be provided. Board members are encouraged to offer comment / suggestions with respect to the speaking points.

1. An amendment was made to the Regulation governing the Alberta Teachers’ Retirement Fund in 1992 to address a potential concern.
2. The concern never materialized and the ATRF is a very healthy pension fund.
3. The 1992 amendment was not rescinded because it was not anticipated that it would impact pensions of contributors.
4. The issue was first raised with Government in 2013. At that time approximately 400 pensioners were receiving a pension that was less than what it should have been, given their contributions over the entire time of their working careers.

5. The number of impacted pensioners has increased to approximately 600 at this time, and the number will continue to grow every year that this Regulation is not amended.

6. The impact on some pensioners is very significant; as much as $19,000 per year.

**Very Important to Understand:**

7. All impacted pensioners contributed the entire amount of what they were legally required to do over the entire time of their career.

8. The resources that would be required to pay a full pension are held within the pension fund, and the persons responsible for the fund are required to manage it so that the funds to pay the full pensions are in place.

9. Paying out the full pension will not endanger the stability of the ATRF pension fund.

10. Pensioners that have been impacted to date have been informed they will receive a full pension if the Regulation amendment is made, however they will not be eligible to receive any pension that has been lost over the past five years or more. In some cases that amount is over $50,000.

An analogy that can be shared is as follows.

- Imagine two people who are required by law to make contributions to a Savings Account at a bank during the entire time of their working career.
- The law also dictates that the person who earns a higher salary, either because of a higher level of experience, education or responsibility, must make larger contributions to the Savings Account.
- When the two people retire, they become eligible to withdraw their contributions, and interest earned from the Savings Account.
- Even though the bank possesses the entire amount of contributions and interest earned by both contributors, it states that internal regulations are such that the bank is not allowed to disburse all of the interest earned by the person who was required to make larger contributions to her/his Savings Account.
- The two people receive the same financial disbursement from the bank, even though one person made significantly greater contributions over the course of his/her career.
- If such a scenario existed, the government of the day would intervene immediately, and require the bank to amend its regulations to ensure fairness to those persons who made contributions they were legally required to do for their entire working lives.

Respectfully Submitted
Barry Litun
October 16, 2017

Honourable Joe Ceci
President of the Treasury Board, Minister of Finance
323 Legislature Building
10800 – 97 Avenue NW
Edmonton, AB T5K 2B6
Email – tbf.minister@gov.ab.ca

Dear Minister Ceci:

I am writing on behalf of current members of the College of Alberta School Superintendents (CASS), as well as past and future members of CASS to request that an amendment to a Regulation of the Teachers’ Pension Plan Act be forwarded to Cabinet for review as soon as possible.

In June 2013, Executive members of the Alberta Teachers’ Association (ATA) alerted the CASS Board of Directors about the Income Tax Act Pension Cap issue related to an outdated Regulation. At that time hundreds of persons were receiving reduced pensions because of the ITA cap. All of these persons were, or had been, members of the ATA, and many had subsequently become members of CASS, therefore CASS and the ATA have both been working with Government of Alberta officials for the past four years, requesting that the Regulation in question be reviewed and amended so that persons receiving pensions would receive the full pension that they had contributed to over the course of their careers in education.

CASS first alerted the Ministries of Treasury Board & Finance and Education of this matter in a letter from CASS President Dr. Larry Jacobs to Ministers Doug Horner and Jeff Johnson on September 24, 2013. The Ministers responded on November 27, 2013, stating, in part,

“Proclaimed in 1995, the Teachers’ Pension Plan Act regulation contains a provision that dictates how the Income Tax Act maximums are to be applied to plan members pension benefits at the time of retirement. We appreciate your concerns and acknowledge that this provision was never intended to limit the pension benefits members had justifiably expected, since those members paid contributions toward that expected level of benefit”

Over the past four years CASS members have been understanding of the circumstances between September 2013 and May 2016 that have caused delays by the Government of Alberta in addressing this matter. During that time:

Winter, 2014 Minister Horner proposed changes to three other public pension plans. The proposed changes were considered by some to potentially negatively impact members of those plans. While the proposed changes were completely unrelated to the issue of the Teachers’ Pension Plan Act (TPPA), it was suggested to CASS that the timing for a Regulation change to the TPPA was not appropriate.

CASS was understanding of the position of the Government of Alberta and requested members to also be understanding of a delay in addressing this matter.
   It was accepted by CASS members that during this period of time, a change to the Teachers’ Pension Plan Act would be unlikely.


Sept. 15, 2014  Honourable Robin Campbell was appointed as the new Minister of Treasury Board & Finance, and Honourable Gordon Dirks was appointed as the new Minister of Education.

Sept. 15, 2014  Gene Williams was appointed as the new Acting Deputy Minister of Education.
   It was understood by CASS members that the new Premier and Cabinet Ministers would need time to learn about the Teachers’ Pension Plan Act.

Jan. 12, 2015  Lorna Rosen was appointed as the new Deputy Minister of Education. The CASS President and Executive Director provided Ms. Rosen with the background to the Teachers’ Pension Plan Act matter, and were informed that Minister Dirks would be apprised of the matter.

   CASS members understood that an amendment to the Teachers’ Pension Plan Act would not take place during an election campaign.

May 5, 2015  Honourable Rachel Notley was elected Premier of Alberta.

May 24, 2015  Honourable Joe Ceci was appointed as the new President of Treasury Board & Minister of Finance, and Honourable David Eggen was appointed as the new Minister of Education.
   CASS members understood that it would take time for the new Premier and Ministers to learn about the Teachers’ Pension Plan Act.

Winter 2016  CASS received assurance from Minister Eggen and Deputy Minister Rosen that the Education Ministry was supportive of the amendment to the Teachers’ Pension Plan Act, and had recommended that the amendment be addressed by the Ministry of the Treasury Board and Finance.

April 2016  Lorna Rosen was appointed as the new Deputy Minister of Treasury Board & Finance, and Dr. Curtis Clarke was appointed as the new Deputy Minister of Education. CASS was informed that the Regulation amendment was being reviewed by the Ministry of Treasury Board & Finance. Ms. Rosen’s understanding of the matter suggested the change in Deputy Ministers would not impede action on this matter.

May 2016  It was suggested to CASS that the amendment to the Teachers’ Pension Plan Act could be proposed to Cabinet as soon as Summer 2016.
As I indicated at the outset of this letter, CASS members have been understanding of the series of circumstances from 2013 – May 2016 that dictated a delay in this matter moving forward.

I want to express that it is becoming increasingly difficult to explain to CASS members, current, and past, why there has been a seemingly lack of progress on this matter since May 2016, despite repeated assurances that the amendment is the right thing to do, and that action by Government would occur ‘soon’.

I am sure you have been briefed with regards to this matter, however I provide the following succinct summary:

1. Participants of the Teachers’ Pension Plan have made, and continue to make, full contributions to the Pension Fund.
2. The Amendment of 1995 was to address a potential concern that never materialized.
3. The 1995 Amendment should have been rescinded in 2007, however at the time it was felt by all parties that the Regulation would not ever have any impact on pensions, so it not rescinded.
4. In 2013 approximately 400 persons receiving a pension from the Teachers’ Pension Plan had their Pension reduced because of this Regulation, by as much as $11,000 annually.
5. By January 2018 there will be approximately 600 persons receiving a reduced pension from the Teachers’ Pension Plan, some by as much as $18,000 annually.
6. Because of their willingness to accept leadership responsibilities at the school and system level, these 600 persons were required to make pension contributions that were higher than other pension plan members, but are currently receiving a pension that is approximately equal to other pension plan members.
7. The number of persons negatively impacted by this outdated Regulation will continue to increase for at least the next 20 – 30 years if the Regulation is not amended.
8. The financial advisors of the Pension Fund have been obliged to manage the Fund with an understanding that the full pensions will be disbursed, therefore the funding to award the full pensions is within the Fund.
9. Making the amendment to the Regulation will not impact on the stability of the Teachers’ Pension Plan Fund.

I close with a simplified analogy of this matter. I dare say that any government would act swiftly if it learned that a financial institution, which the government had oversight of, had been receiving regular deposits from citizens for 30 – 35 years, but was then unable to return the full interest earned to the citizens because of a technicality, even though the financial institution had possession of the full amount of interest earned and could not use if for any other purpose.
I appreciate your review of this letter and respectfully request an opportunity to meet with you to discuss this matter in person, or a written response from you providing a definitive time that this matter will be reviewed by Cabinet.

Sincerely,

Christopher MacPhee
CASS President 2017-2018

Cc: Mr. David Eggen, Minister of Education
Ms. Laura Devaney, Chief of Staff, Office of the Minister, Treasury Board & Finance
Ms. Amanda J. Henry, Chief of Staff, Office of the Minister, Education
Ms. Lorna Rosen, Deputy Minister, Treasury Board and Finance
Dr. Curtis Clarke, Deputy Minister, Education
Mr. Greg Jeffery, President, Alberta Teachers' Association
Dr. Gordon Thomas, Executive Secretary, Alberta Teachers' Association
CASS Members
Mr. Christopher MacPhee  
President  
College of Alberta School Superintendents  
1200, 9925 - 109 Street  
Edmonton AB T5K 2J8

Dear Mr. MacPhee:

Thank you for your October 16, 2017, letter regarding the Teacher’s Pension Plan Act and Income Tax Act maximums. I appreciate your continued interest in this matter.

Our government values the work of your members to support students in schools across the province. We are also very familiar with the changes the College of Alberta School Superintendents (CASS) and some plan members have requested to provisions in the Teachers’ and Private School Teachers’ Pension Plan Regulation, which dictates how certain limits under the Income Tax Act are applied in the calculation of pension benefits. I have been working with my colleague, the Honourable David Eggen, Minister of Education, to advance this matter. I am very appreciative of your patience as we undertake the necessary steps to properly address this important item.

Thank you again for taking the time to write.

Sincerely,

Joe Ceci  
President of Treasury Board,  
Minister of Finance

cc: Honourable David Eggen  
Minister of Education
January 10, 2018

To CASS Executive

From Barry Litun, Executive Director

Re Professional Practice Standards: Teleconferences & Q & A

Background

Articles in the November 21, 2017, and December 6, 2017 editions of the ATA News resulted in a significant number of inquiries from CASS members, asking for clarification of statements made in the articles. The statements that caused the most concern are:

November 21, 2017

“The Leadership Quality Standard, which will be applicable to school principals and central office teachers, will establish professional practice standards for leadership related to these roles, and the Superintendent Leadership Quality Standard will be applicable to the superintendent of schools and the chief deputy superintendent, and will establish professional practice standards related to system leadership and governance”

and

“We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

December 5, 2017

“Once the two additional standards (Leadership Quality Standard & Superintendent Leadership Quality Standard) are in place, principals, central office teachers and the superintendent of schools (and chief deputy if there is one) of each board will also be subject to practice review and a principal, central office teacher or superintendent who does not meet the applicable standard could lose the right to practice in that role anywhere in Alberta”

In response to the questions from CASS members, a Q & A document was developed and made available in the CASS Members Portal.

Superintendents were invited to participate, with members of their leadership team if desired, in one of six teleconferences held December 19 – 21. During the teleconferences, detail of the changes that were made to the Professional Practice Standards between June and August 2016 were provided, as well as explaining why the CASS Board of Directors remained supportive of the Professional Practice Standards.

In response to the questions asked, and the feedback received during the teleconferences, a supplemental Q & A document was developed and posted in the CASS Member Portal on December 22.

Both documents are included with this memo as information.
It has been shared with me by some Superintendents that one result of the articles in the ATA News is for some CASS members who elected to remain Active ATA members are now reconsidering that decision.

In the December 22 Q & A document, this situation was addressed.

**Question**
I am a System Education Leader who elected to hold Active membership with the Alberta Teachers’ Association. After reading the responses to questions 4 – 6, I am reconsidering my decision. Is there an avenue for a System Education Leader to change his/her election of membership?

**Answer**
Yes

A System Education Leader who elected to hold Associate membership, or no membership with the ATA, may apply at any time to be an Active member. I expect the ATA would grant such a request.

What I am certain about is that if a System Education Leader elected for Associate membership, or no membership, and subsequently returned to a position described in the collective agreement, the ATA would be obliged to allow that person to become an Active member.

There is an avenue by which a System Education Leader, who elected to hold Active membership with the ATA, and who wishes to change that election, to proceed. That avenue is especially clear, if the person has supervision / evaluation responsibilities of other staff in the School Authority.

If this is something you are considering, you should discuss it with your Superintendent. More information is available from the CASS Executive Director.

Historically, especially under a Progressive Conservative government, the Minister of Education has supported a request by a system leader to change her/his election, if the system leader has been assigned supervisory responsibilities.

A caution I will share with Superintendents who inquire about this is process is that should the current Minister be ‘flooded’ with requests by system leaders seeking to change their election, it would likely result in the Alberta Teachers’ Association increasing their advocacy to have the 2004 amendment to the Teaching Profession Act, which provides for election of membership, to be rescinded.

**Recommendation**
It is recommended that this memo be received as information. It is further recommended that Board members actively engage colleagues within their respective zones in conversation about the Professional Practice Standards, and to encourage the CASS members who express concern about potential implications from the Standards to communicate those concerns with the Executive Director.

Respectfully Submitted
Barry Litun
Professional Practice Standards – Message to CASS Members, Dec 18, 2017

This document is Confidential, and is intended for the use only of CASS Members.

Terminology

CASS – In all instances that the word ‘CASS’ is used, it is intended to mean the CASS Board of Directors

I or My – The words ‘I’ or ‘My’ refer to Executive Director Barry Litun

System Education Leaders – refers to all persons employed in a school authority at the central office level.

GoA – Refers to the Government of Alberta

Ministry / Minister – Refers to the Education Ministry / Education Minister Eggen

1. Question
What is the Background to the Professional Practice Standards that are currently being considered by the GoA?

Answer
Three Professional Practice Standards were developed over the course of the 2015/16 school year. The intent was to update the Teaching Quality Standard, to formalize a Principal Leadership Quality Standard which had been ‘unofficially’ in place for approximately a decade, and to introduce a School Authority Leadership Quality Standard, which was to reflect the competencies expected of, and the responsibilities of system education leaders in the province.

The CASS Practice Standard was one of the foundational documents used to develop the School Authority Leadership Quality.

Representatives from all the Education Partners were involved in the development of the Professional Practice Standards, which were seen by the GoA and the Ministry as one avenue of providing assurance to the public that teachers, principals and system education leaders would all be held to a high standard of professionalism.

CASS was and continues to be supportive of the development of the Professional Practice Standards, with an understanding that the Standards do provide assurance to the public, and formalizes the position that CASS has long maintained; system education leadership should be formally acknowledged in legislation by the GoA.
2. **Question**  
Will the Professional Practice Standards be formally approved by the GoA?  

**Answer**  
Yes. Minister Eggen has publicly stated that one reason for the amendments in Bill 28, which was passed by the Legislature, was to provide the ability to formally introduce the Professional Practice Standards.

3. **Question**  
How will the Professional Practice Standards be formalized by the GoA?  

**Answer**  
By Ministerial Order.

4. **Question**  
Is it possible that not all three Professional Practice Standards will be formalized through Ministerial Order?  

**Answer**  
Extremely unlikely. The consistent message from the Ministry and Minister, since 2015, is that the Professional Practice Standards will be formalized as a group of three. This message was reiterated by the Minister when Bill 28 was introduced in the legislature this past November.

5. **Question**  
When will the Professional Practice Standards be formalized by the Minister?  

**Answer**  
Once the amendments to Bill 28 were announced, I was confident the Ministerial Order would be announced shortly after Bill 28 was approved, and the Fall sitting of the Legislature concluded. Bill 28 passed on November 28, and the anticipated close of the Legislature was December 7. This was extended, however, until December 13.

*As I was preparing to send this message, I received confirmation that Bill 28 received Royal Assent on Friday, December 15. Indications are that the Ministerial Order will likely be issued in mid-January, however now that Bill 28 has received Royal Assent, it is possible that the Ministerial Order could be issued at any time from this point forward.*

All indications are that the Professional Practice Standards will come into effect on September 1, 2019.
6. **Question**
   My understanding was that the Professional Practice Standards were to be formalized in the early Fall of 2016. Why has it taken so long to get to this point?

   **Answer**
   I have come to understand that amendments had to be made to the School Act prior to the Professional Practice Standards being formalized through Ministerial Order.

7. **Question**
   What will be the titles of the three Professional Practice Standards?

   **Answer**
   It is my understanding the three Professional Practice Standards will be titled:

   **Teaching Quality Standard**
   All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

   **Leadership Quality Standard** (Applicable to Principals and School Jurisdiction Leaders)
   The Leadership Quality Standard applies to all school and school jurisdiction leaders employed in a school authority.

   **Superintendent Leadership Quality Standard**
   The *Superintendent Leadership Quality Standard* applies to superintendents and chief deputy superintendents.

8. **Question**
   The title ‘Leadership Quality Standard,’ and to whom the ‘Leadership Quality Standard’ and the ‘Superintendent Leadership Quality Standard’ apply is different from the July 4, 2016 Drafts of the Professional Practice Standards that have been available for the past 18 months. What is the background to the changes?

   **Answer**
   After a year of collaboration, Education Partners met on June 9, 2016 and it was indicated by the Ministry that three Professional Practice Standards would be forwarded to the Minister for consideration. The three Professional Practice Standards were titled:
   - **Teaching Quality Standard**
   - **School Leadership Quality Standard** - for principals, assistant principals, associate principals, vice principals, and other locally identified teachers with school leadership designations;
   - **School Authority Leadership Quality Standard** – for school authority leaders.
On July 4, 2016 CASS received messaging from the Ministry that the title ‘School Leadership Quality Standard’ had been changed to ‘Principal Quality Standard’, and that the title ‘School Authority Leadership Quality Standard’ had been changed to ‘Superintendent Leadership Quality Standard’.

While the change in the title to Superintendent Leadership Quality Standard was not a concern, CASS did express strong objection that a change had been made with respect to whom the Standard applied to.

The June 9, 2016 draft of the School Authority Leadership Quality Standard read:

The School Authority Leadership Quality Standard applies to school authority leaders. Deputy superintendents, associate and assistant superintendents, as well as other locally identified school authority educational leaders, required by their leadership positions to be certificated to teach in Alberta, are accountable for the demonstration of those competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the School Authority Leadership Quality Standard is being met.

The July 4, 2014 draft of the Superintendent Leadership Quality Standard read:

The superintendent of schools as referred to in the School Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard. As the superintendent of schools must be competent in carrying out the dual professional roles of chief executive officer of the board and chief education officer of the school authority, competency 7 (Supporting Effective Governance) is particularly relevant to this unique role. Additionally, this competency recognizes the superintendent of schools as the system leader most responsible for reporting to the Minister on all matters required under the School Act and other provincial legislation.

Deputy superintendents, associate superintendents and assistant superintendents required by their leadership position to hold an Alberta teaching certificate are accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools.

CASS questioned the change, pointing out that in some jurisdictions the title of Director was used in the same manner that the title of Assistant Superintendent or Associate Superintendent was used in other jurisdictions. It was also pointed out to the Ministry that the wording of the July 4, 2016 Professional Practice Standards would imply that the Standard that, by default, would apply to the System Education Leaders who did not have the word ‘Superintendent’ in their title was the Teaching Quality Standard.

CASS clearly outlined to the Ministry that the change to the wording in the Superintendent Leadership Quality Standard did not reflect the variance in responsibilities between a classroom teacher and a Director overseeing Inclusive Education, Curriculum or Technology for a school jurisdiction, or an Area Director responsible for overseeing the operations of multiple schools.
On August 26, 2016 Education Partners received, under the condition of maintaining strict confidentiality, a further revision to the Professional Practice Standards. The Standards were now titled:

**Teaching Quality Standard**

**Leadership Quality Standard** (Applicable to Principals and School Jurisdiction Leaders)

The Leadership Quality Standard states:

The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *School Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgement must be used to determine whether the *Leadership Quality Standard* is being met.

**Superintendent Quality Standard**

The Superintendent Leadership Quality Standard states:

The *Superintendent Leadership Quality Standard* applies to superintendents. All superintendents are expected to meet the *Superintendent Leadership Quality Standard* throughout their careers. The superintendent of schools as referred to in the *School Act* is accountable for the demonstration of all the competencies identified in the *Superintendent Leadership Quality Standard*. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools. In any given context, reasoned professional judgement must be used to determine whether the *Superintendent Leadership Quality Standard* is being met.

CASS expressed opposition to the changes in the strongest possible manner, believing that there were differences in the responsibilities assigned to a principal and to a system education leader.

After numerous meetings with the Ministry, CASS was invited to submit a draft of a School Jurisdiction Leader Quality Standard, applicable to system education leaders other than the superintendent and chief deputy superintendent. CASS did submit a draft Standard in September 2016, however upon review by the Ministry, a decision was made in December 2016 to move forward with the three Professional Practice Standards that were distributed to education partners in August 2016.

CASS was assured that a regular review of the Professional Practice Standards would be planned once they were formally in place, and that consideration would be given to the development of a Practice Standard that reflected the responsibilities of system education leaders at a later date.
9. **Question**  
Why were the changes made between July and August 2016?

**Answer**  
I can only speculate on the reason for the changes, therefore it would be inappropriate to include such speculation in this information document.

10. **Question**  
Since it was requested of Education Partners to keep the changes between July 2016, and August 2016 in confidence until the Ministerial Order was in place, why is this information being shared at this time?

**Answer**  
The November 21, 2017, and December 6, 2017 editions of the ATA News contain a number of articles that reference the changes to the Professional Practice Standards.

An article in the November 21st edition contained the following statements:

“The Leadership Quality Standard, which will be applicable to school principals and central office teachers, will establish professional practice standards for leadership related to these roles, and the Superintendent Leadership Quality Standard will be applicable to the superintendent of schools and the chief deputy superintendent, and will establish professional practice standards related to system leadership and governance”

and

“We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

An article in the December 5th edition contained the following statement:

“Once the two additional standards (Leadership Quality Standard & Superintendent Leadership Quality Standard) are in place, principals, central office teachers and the superintendent of schools (and chief deputy if there is one) of each board will also be subject to practice review and a principal, central office teacher or superintendent who does not meet the applicable standard could lose the right to practice in that role anywhere in Alberta”

Understandingly, these statements, in the public domain have resulted in significant concern and questioning by CASS members, therefore CASS feels that its members must be made aware of the background and current circumstances related to the Professional Practice Standards, and also be informed why CASS remains supportive of the Professional Practice Standards.
11. Question

Why does CASS remain supportive of the Professional Practice Standards and what do these changes mean for system education leaders?

Answer

While CASS expressed disagreement to the changes that were made to the Professional Practice Standards in August 2016, there continues to be positive ramifications of the formalization of the Professional Practice Standards by Ministerial Order. These include:

a) For the first time there are Professional Practice Standards that recognize the responsibilities of Principals, and System Education Leaders.

b) The Superintendent Leadership Quality Standard used, as one base resource, the CASS Practice Standard, and it is understood that it will be the first Professional Practice Standard for Superintendents in the world.

c) It is foreseen that the Superintendent Leadership Quality Standard will be used by School Authorities to establish the role description and supervision / evaluation of superintendents and chief deputy superintendents. In the past, some school authorities chose to use the CASS Practice Standard to review the performance of a superintendent, however the CASS Practice Standard did not have formal authority.

d) School Authorities have always had the authority to determine the competencies that teachers, principals and system education leaders employed by the School Authority are expected to possess. This includes enhancing or adding to the competencies outlined in a Professional Practice Standard.

Examples that provide evidence to support the previous statement include:

- Establishing expectations of teachers that are in addition to what is stated in the current Teaching Quality Standard;
- Using the Principal Quality Practice Guideline to establish policies / admin procedures for the supervision and evaluation of principals, even though the Principal Quality Practice Guideline has not had legislated status;
- Using the CASS Practice Standard to establish policies / admin procedures for the supervision and evaluation of superintendents, even though the CASS Practice Standard has not had legislated status.

e) School authorities have the authority to refer to the competencies of the Superintendent Leadership Quality Standard and / or the School Jurisdiction Leadership Quality Guidelines, developed by CASS, to best reflect the roles and responsibilities of system education leaders in their respective school authorities.
12. **Question**

As a system education leader, with a role other than a superintendent or chief deputy superintendent, how could I be impacted, given the following statement in the November 21, 2017 edition of the ATA News:

“The Teaching Profession Act is being amended to require the Association to monitor professional practice standards for those members who possess a leadership certificate. We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

**Answer**

CASS is seeking clarification with respect to the amendments to the Teaching Profession Act referenced in this article.

Notwithstanding what may happen with respect to the Teaching Profession Act, CASS believes that it will not result in system education leaders being ‘policed’ by the Alberta Teachers’ Association.

What is believed to be referenced by that comment is that, at this time, the Alberta Teachers’ Association would conduct a review if it receives a complaint that a teacher, who is a member of the ATA, is not meeting the current Teaching Quality Standard. It is my understanding that the only person who can make a complaint of incompetent practice is a superintendent.

Even if the Alberta Teachers’ Association was charged with reviewing a complaint that a system education leader was not meeting the competencies of the proposed Leadership Quality Standard, CASS cannot imagine any circumstance where a superintendent would file such a complaint with the ATA.

I believe that should a superintendent determine that a system education leader was not meeting the competencies of the Leadership Quality Standard, it is almost certain such a situation would be addressed within the parameters of the personal contract the system education leaders would have with the respective school authority.

13. **Question**

If the Leadership Quality Standard formalized, and because it would apply to school jurisdiction leaders except the superintendent and chief deputy superintendent, would the Alberta Teachers' Association be responsible for investigating a complaint of unprofessional conduct by a system education leader who is not a superintendent or chief deputy superintendent?

**Answer**

Whether the proposed Professional Practice Standards are formalized by Ministerial Order or not, the process of investigating a complaint of unprofessional conduct will not change from what is now in place.
Currently the Alberta Teachers’ Association is responsible for investigating complaints of unprofessional conduct filed against persons holding an Alberta Teaching Certificate and who are active members of the ATA.

Complaints of unprofessional conduct made against superintendents, deputy superintendents, and system education leaders who have elected to hold Associate membership, or no membership, with the ATA are directed to the Provincial Registrar.

It is important to note that, currently and should the Professional Practice Standards be formalized, if a complaint of unprofessional conduct is filed against a system education leader who has elected to maintain active membership with the Alberta Teachers’ Association, it would be the ATA that would be responsible with investigating the complaint, and with establishing a Hearing Committee should it be determined a hearing is warranted.

As outlined in the Teaching Profession Act (Paragraphs 17 & 18), Hearing Committee members are drawn from the Professional Conduct Committee created by the Alberta Teachers’ Association. The Professional Conduct Committee is comprised of:

a) not fewer than 17 members of the association (ATA) who are appointed by the executive council (of the ATA) in accordance with the bylaws, and

b) 3 members of the public who are not members of the association and who are appointed by the Lieutenant Governor in Council after the Minister has consulted with the executive council.

It is only required that the Hearing Committee have a member of the public when the complaint is against a person who is charged with an indictable offence.

This means that a system education leader who is accused of unprofessional conduct, and who has elected to maintain active membership in the Alberta Teachers’ Association, could have the complaint heard by a committee consisting only of persons who are active members of the ATA, and who have been appointed to the Hearing Committee by the Executive Secretary of the Alberta Teachers’ Association.

14. Question

In the December 5th edition of the ATA News, I read the following two excerpts:

“The TQS will be updated. So, to be a teacher, you must possess a teaching certificate and you must continue to meet the TQS. None of this is new.

What is new is that, to be a principal or a central office teacher, you will need to possess a leadership certificate in addition to a teaching certificate. And to be the superintendent of schools for a board or the superintendent’s chief deputy, you will need to possess a superintendent leadership certificate in addition to a teaching certificate”
“Details are not all worked out, but it is important to recognize that the education minister wants to require the completion of an education program to remain in the role of a principal or central office teacher. The leadership certificate will provide the right to practice as a principal or central office teacher anywhere in Alberta, just as a teaching certificate grants the right to teach in Alberta.”

What would need to be done to earn a leadership certificate, and what does that mean to me as system education leader?

Answer

Earlier this year, Education Partners were invited to participate in the development of a concept for a Leadership Development Program, with an understanding that it could lead to Leadership Certification for Principals and Superintendents.

CASS has agreed to participate with an understanding that CASS would have opportunity to play a major role, in collaboration with Education Partners, in the development, delivery and overview of the Leadership Development Program and Leadership Certification concept.

The Leadership Development Program concept is in its initial stages, and the requirement for Certification would not precede the Professional Practice Standards coming into effect; which is currently projected to be September 1, 2019.

As the Leadership Development Program concept is further developed, there will be opportunity for input by CASS members.

There has been a clear indication that individuals that are in positions of leadership when a Leadership Certification program is initiated would be grandfathered for the Certification requirements for the positions they hold.

15. Question

Why is a Leadership Development Program and Leadership Certification being considered by the Ministry?

Answer

A Leadership Development Program would ensure that all leaders in K-12 education would have a common understanding of the Alberta context.

Leadership Certification would provide assurance to the general public by the GoA, that all leaders in K-12 education have completed some consistent professional learning in order to support the best possible learning environment for students.
Representatives from all the Education Partners were involved in the development of the Professional Practice Standards, which were seen by the GoA and the Ministry as one avenue of providing assurance to the public that teachers, principals and system education leaders would all be held to a standard of professionalism.

16. Question

Why is CASS supportive of a Leadership Development Program and Leadership Certification?

Answer

CASS believes that it is critical for CASS to be involved in the creation of the concept for a Leadership Development Program and Leadership Certification.

To abstain from such involvement would leave CASS members without a voice as this development moves forward.

Further, because the Leadership Quality Standard applies to all school and school jurisdiction leaders employed in a school authority, CASS believes it should and will have a significant role in the development, delivery and oversight of the Leadership Development Program for this level of Certification.

Finally, it is most likely that a body, recognized by legislation, would be required to attest that an individual has completed the Leadership Development Program required to receive Superintendent Certification. It would be most logical that the body to assume that responsibility would be the College of Alberta School Superintendents.
Professional Practice Standards – Q & A

- This document is Confidential, and is intended for the use only of CASS Members.
- It is supplemental to the document titled ‘Professional Practice Standards – Message to CASS Members, Dec 18, 2017.’
- The Dec 18 document is included with this document, beginning on page 9.
- The questions in this document arose during teleconferences with Superintendents that took place December 19 – 21.
- Please contact CASS Executive Director Barry Litun if you wish clarification of any information in either document.
- Office – 780.451.7106
- Cell – 780.887.1098
- Email - barry.litun@cass.ab.ca

Terminology

CASS – In all instances that the word ‘CASS’ is used, it is intended to mean the CASS Board of Directors.

I or My – The words ‘I’ or ‘My’ refer to Executive Director Barry Litun.

System Education Leaders – refers to all persons employed in a school authority at the central office level.

GoA – Refers to the Government of Alberta.

Ministry / Minister – Refers to the Education Ministry / Education Minister Eggen.

1. Question
   I am a System Education Leader who is not a Superintendent or Chief Deputy Superintendent. Since the Leadership Quality Standard is applicable to Principals and School Jurisdiction Leaders (except the Superintendent & Chief Deputy Superintendent), and given the statement in an article in the November 21, 2017 edition of the ATA News that said,

   “We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

will the Alberta Teachers’ Association have any authority to establish criteria for my role and responsibilities and/or to supervise or evaluate my performance?

Answer
No.
The only person that has authority to establish roles and responsibilities for any staff member, including a System Education Leader, in a school authority is the Superintendent, in consultation with and approval of her/his School Board.

The only person that has authority to establish procedures for supervision and evaluation for any staff member, including a System Education Leader, in a school authority is the Superintendent, in consultation with and approval of his/her School Board.

A Superintendent, in consultation with and approval of her/his School Board, is free to use the competencies and indicators from any of the Professional Practice Standards, and other documents, when determining the roles and responsibilities and/or Supervision and Evaluation criteria for System Education Leaders. This will be done to best meet the circumstances in a respective School Authority.

The authority of the Superintendent and School Board described in this Answer has always existed, and will not change with the formalization of the Professional Practice Standards.

2. **Question**
   What is meant by the aforementioned statement in the November 21, 2017 edition of the ATA News?

   “We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

   **Answer**
   As described in detail the answer to question 12 of the Dec 18 document, the Alberta Teachers’ Association currently has the authority to conduct a review of professional **competence** of a teacher.

   **Such a review can only be initiated upon the request of a Superintendent to the ATA.**

   When the Professional Practice Standards are formalized by Ministerial Order, it may result in the Alberta Teachers’ Association having authority to conduct a review of professional **competence** of a System Education Leader identified in the Leadership Quality Standard, **but only if such a review is requested by a Superintendent.**

   CASS cannot imagine any circumstance that would result in a Superintendent requesting the ATA to conduct a review of professional **competence** of a System Education Leader. This belief of CASS has been endorsed by every Superintendent that I have had conversation with about this topic.
3. **Question**  
I know that the Teaching Profession Act (Note: Previous version incorrectly indicated ‘School Act’) states that Superintendents and Chief Deputy Superintendents cannot hold Active membership in the Alberta Teachers’ Association, and are limited to holding either Associate membership, or no membership at all.

I am not a Superintendent nor Chief Deputy Superintendent. When I became a System Education Leader, I elected to hold either Associate membership, or no membership in the ATA.

Will the formalization of the Professional Practice Standards result in a requirement that I hold Active membership in the Alberta Teachers’ Association?

**Answer**  
No.

Section 5 of the Teaching Profession Act (http://www.qp.alberta.ca/documents/Acts/T02.pdf) states that a person who holds a teaching certificate who is ‘designated by the school board to an administrative, supervisory or consultative position, and …. Is excluded from the teachers on whose behalf the association (ATA) is bargaining’ can be exempted from Active membership of the Alberta Teachers’ Association.

The process of how a System Education Leader can elect to be an Active member, an Associate member, or hold no membership in the Alberta Teachers Association is outlined in the Teacher Membership Status Election Regulation. (http://www.qp.alberta.ca/documents/Regs/2004_260.pdf)

In August 2016, and on subsequent occasions, CASS specifically asked the Ministry if the formalization of the Professional Practice Standards might result in the Ministry considering amending the Teacher Membership Status Election Regulation, and the answer has been a definitive no.

It should be noted that the Teacher Membership Status Election Regulation was introduced by the GoA in 2004. Prior to that time, all System Education Leaders except the Superintendent and Chief Deputy Superintendent were required to hold Active Membership in the Alberta Teachers’ Association.

4. **Question**  
In the Answer to Question 1 of this document, it is stated that only a Superintendent can request that a review of professional competence. I have heard that any person can initiate a review of professional conduct, by making a complaint. Is this correct?

**Answer**  
Yes. A complaint of unprofessional conduct by any person who holds a permanent professional teaching certificate can be made, even if the person is not employed in the education field.

A complaint of unprofessional conduct may be made by a person’s supervisor, colleague, or subordinate within a School Authority, or by a parent of a student attending school in the School Authority, or by any member of the public.
5. **Question**  
Who investigates a complaint of unprofessional conduct?

**Answer**  
The Provincial Registrar, a position within the Ministry, would investigate a complaint of unprofessional conduct made against a person who is:
- a. employed by a First Nations School Authority;
- b. employed by a Charter School;
- c. employed by an Independent (Private) School;
- d. has not worked, as a teacher, in a public, separate or Francophone School Authority for more than two years;
- e. employed as a Superintendent or Chief Deputy Superintendent; or
- f. employed as a System Education Leader (Associate Superintendent, Assistant Superintendent, Director, Consultant, Coordinator, etc) and who has elected to be an **Associate member** of the ATA, or has elected to **not be member** of the ATA.

The Alberta Teachers’ Association would investigate a complaint of unprofessional conduct made against a person working in a public, separate or Francophone school authority in a position identified in the collective agreement between the ATA and the School Authority, or is a System Education Leader who has elected to hold **Active membership** with the ATA.

6. **Question**  
What happens if the initial investigation, either by the Registrar or the Alberta Teachers’ Association, determines that a person’s conduct may be unprofessional.

**Answer**  
A hearing would be convened by the respective body.

The Registrar would draw from a pool of potential hearing members it has.

You may recall that about a year ago, the Registrar issued a call for persons working in First Nations School Authorities, Charter Schools, Independent Schools and as System Education Leaders, who were not eligible for or had elected to not be an Active member of the ATA, to express interest to be included in a pool of people who could be called upon if a hearing was convened. CASS encouraged its members to express interest, thereby ensuring that if a hearing was convened to review the professional conduct of a System Education Leader, the hearing committee would have members who had experience as a System Education Leader.

The Alberta Teachers Association would draw from a pool of potential hearing members its executive council has identified, as outlined in Section 17 of the Teaching Profession Act. The pool of prospective hearing members includes a minimum of 17 Active ATA members and 3 members of the public who are appointed by the Lieutenant Governor in Council, after the Minister has consulted with the executive council of the ATA.

The hearing committee is required to have at least one member of the public only when the complaint of unprofessional conduct relates to a member who is charged with an indictable offence.
7. **Question**
   I am a System Education Leader who elected to hold Active membership with the Alberta Teachers’ Association. After reading the responses to questions 4 – 6, I am reconsidering my decision. Is there an avenue for a System Education Leader to change his/her election of membership?

   **Answer**
   Yes

   A System Education Leader who elected to hold Associate membership, or no membership with the ATA, may apply at any time to be an Active member. I expect the ATA would grant such a request.

   What I am certain about is that if a System Education Leader elected for Associate membership, or no membership, and subsequently returned to a position described in the collective agreement, the ATA would be obliged to allow that person to become an Active member.

   There is an avenue by which a System Education Leader, who elected to hold Active membership with the ATA, and who wishes to change that election, to proceed. That avenue is especially clear. if the person has supervision / evaluation responsibilities of other staff in the School Authority.

   If this is something you are considering, you should discuss it with your Superintendent. More information is available from the CASS Executive Director.

8. **Question**
   Have there been any more conversations between the GoA and CASS about CASS being recognized in legislation, given the approval of the Superintendent Leadership Quality Standard?

   **Answer**
   No specific conversations at this time have taken place. CASS does believe the formalization of the Superintendent Leadership Quality Standard, and potentially a Leadership Certification Program for Superintendents, provides a window to engage the GoA about legislated status.

   Please refer to the final paragraph of the Answer to Question 16 of the December 18 Information Document for additional comment.

9. **Question**
   Will CASS engage the Alberta School Boards Association about the format for Superintendent evaluation?

   **Answer**
   Once the Superintendent Leadership Quality Standard is formalized by Ministerial Order, CASS will engage the ASBA on this matter, and actively encourage that the model for Superintendent evaluation recommended to individual School Authorities by the ASBA reflect the competencies of the Superintendent Leadership Quality Standard.
School Boards are free to choose the model of Supervision / Evaluation it wishes to use. At least one School Board has already chosen to use the Draft Superintendent Leadership Quality Standard to evaluate its Superintendent, and in the past some School Boards have used the CASS Practice Standard as the basis for Superintendent evaluation.

10. Question
Do the Professional Practice Standards apply to System Leaders who do not have a teaching certificate (i.e. Secretary Treasurer, Director of Finance, Director of Human Resources)?

Answer
The short answer is no.

The Professional Practice Standards are intended for System Leaders who have a teaching certificate. Therefore, the Professional Practice Standards would not be technically applicable to an Associate Superintendent Finance (Secretary Treasurer), Director of Finance, or Director of Human Resources.

As was mentioned in the teleconferences school jurisdictions do have the authority to identify skills or competencies that staff within the jurisdiction are expected to possess and/or meet. This means that school jurisdictions could use some of the competencies and/or indicators from the Professional Practice Standards when establishing a role description and/or supervision / evaluation format for a System Leader who does not have a teaching certificate, much in the same way it was suggested that school jurisdictions have the authority to use the competencies and/or indicators from the Superintendent Leadership Quality Standard the jurisdiction feels are applicable to establish role descriptions / expectations of other System Leaders.

As information, I share that ASBOA is a self-regulated profession under the Professional and Occupational Associations Registration Act (POARA). As a regulated profession, ASBOA has the authority to issue the Certified School Business Official (CSBO) designation to members who meet the requirements set out in the School Business Officials regulations.

In addition, System Leaders who are Chartered Professional Accountants, would be held to the Standards established for a CPA.

11. Question
Questions 14-16 of the December 18 Q & A document reference a Leadership Development Program, and a Superintendent Development Program, as well as Certification at both levels.

When will Certification for Principals and Superintendents be required?

Answer
Certification will be required after the Professional Practice Standards come into effect on September 1, 2019.
12. **Question**  
Will there be a grandfathering aspect considered when the Leadership Certification and Superintendent Certification are in place?

**Answer**  
It has been stated by the Ministry that individuals being employed as a Principal or as a Superintendent will be grandfathered, and will not be required to complete the respective Certification Program.

Individuals who have been grandfathered would be welcome to complete the certification program if s/he feels it would support personal professional growth.

13. **Question**  
Who is developing the concept framework for the Leadership Development Program, and the Superintendent Development Program?

**Answer**  
The four education partners that are involved in the development of the concept framework are CASS, the Alberta Teachers’ Association, the Association of Independent Schools and Colleges in Alberta, and the Deans of Education for Alberta Universities.

14. **Question**  
What will be the relationship, if any, between the Superintendent Leadership Development Program, and the Professional Learning Modules CASS is developing and to Masters and Doctorate degree programs offered by universities?

**Answer**  
The Superintendent Leadership Development Program is intended to provide learning of all competencies identified in the Superintendent Leadership Quality Standard.

Each Professional Learning Module being developed by CASS is intended to focus on one aspect of system leadership. In some cases that aspect will be a competency in the Standard, and in other cases that aspect will be related to a specific responsibility a CASS member may have (i.e. Human Resources).

Once the curriculum for the Superintendent Leadership Development Program is finalized, CASS will review the curriculum of each Professional Learning Module to avoid redundancy.

A key role of the committee tasked with providing the conceptual framework for the Superintendent Leadership Development Program (and for the Leadership Development Program) is to minimize redundancy between the curriculum of the Programs and that of Masters or Doctorate degree programs. Having the Deans of Education represented in the committee will be very beneficial in addressing this matter.
15. **Question**
My School Authority has a Leadership Development Program for persons aspiring to be school leaders.

What will be the relationship, if any, between this provincial Leadership Development Program and Superintendent Leadership Development Program, and the leadership development programs that are in place in School Authorities?

**Answer**
The provincial Leadership Development Program is intended to provide assurance to Albertans that Principals and System Education Leaders have a common understanding of leadership from an Alberta context.

A School Authority will always retain the right to develop and provide a leadership development program, that provides a jurisdictional context, for its staff.
Professional Practice Standards – Message to CASS Members, Dec 18, 2017

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Terminology

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I or My – The words ‘I’ or ‘My’ refer to Executive Director Barry Litun

System Education Leaders – refers to all persons employed in a school authority at the central office level.

GoA – Refers to the Government of Alberta

Ministry / Minister – Refers to the Education Ministry / Education Minister Eggen

1. Question
What is the Background to the Professional Practice Standards that are currently being considered by the GoA?

Answer
Three Professional Practice Standards were developed over the course of the 2015/16 school year. The intent was to update the Teaching Quality Standard, to formalize a Principal Leadership Quality Standard which had been ‘unofficially’ in place for approximately a decade, and to introduce a School Authority Leadership Quality Standard, which was to reflect the competencies expected of, and the responsibilities of system education leaders in the province.

The CASS Practice Standard was one of the foundational documents used to develop the School Authority Leadership Quality.

Representatives from all the Education Partners were involved in the development of the Professional Practice Standards, which were seen by the GoA and the Ministry as one avenue of providing assurance to the public that teachers, principals and system education leaders would all be held to a high standard of professionalism.

CASS was and continues to be supportive of the development of the Professional Practice Standards, with an understanding that the Standards do provide assurance to the public, and formalizes the position that CASS has long maintained; system education leadership should be formally acknowledged in legislation by the GoA.
2. **Question**  
Will the Professional Practice Standards be formally approved by the GoA?  

**Answer**  
Yes. Minister Eggen has publicly stated that one reason for the amendments in Bill 28, which was passed by the Legislature, was to provide the ability to formally introduce the Professional Practice Standards.

3. **Question**  
How will the Professional Practice Standards be formalized by the GoA?  

**Answer**  
By Ministerial Order.

4. **Question**  
Is it possible that not all three Professional Practice Standards will be formalized through Ministerial Order?  

**Answer**  
Extremely unlikely. The consistent message from the Ministry and Minister, since 2015, is that the Professional Practice Standards will be formalized as a group of three. This message was reiterated by the Minister when Bill 28 was introduced in the legislature this past November.

5. **Question**  
When will the Professional Practice Standards be formalized by the Minister?  

**Answer**  
Once the amendments to Bill 28 were announced, I was confident the Ministerial Order would be announced shortly after Bill 28 was approved, and the Fall sitting of the Legislature concluded. Bill 28 passed on November 28, and the anticipated close of the Legislature was December 7. This was extended, however, until December 13.

As I was preparing to send this message, I received confirmation that Bill 28 received Royal Assent on Friday, December 15. Indications are that the Ministerial Order will likely be issued in mid-January, however now that Bill 28 has received Royal Assent, it is possible that the Ministerial Order could be issued at any time from this point forward.

All indications are that the Professional Practice Standards will come into effect on September 1, 2019.
6. **Question**  
My understanding was that the Professional Practice Standards were to be formalized in the early Fall of 2016. Why has it taken so long to get to this point?

**Answer**  
I have come to understand that amendments had to be made to the School Act prior to the Professional Practice Standards being formalized through Ministerial Order.

7. **Question**  
What will be the titles of the three Professional Practice Standards?

**Answer**  
It is my understanding the three Professional Practice Standards will be titled:

**Teaching Quality Standard**

All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

**Leadership Quality Standard** (Applicable to Principals and School Jurisdiction Leaders)

The Leadership Quality Standard applies to all school and school jurisdiction leaders employed in a school authority.

**Superintendent Leadership Quality Standard**

The *Superintendent Leadership Quality Standard* applies to superintendents and chief deputy superintendents.

8. **Question**  
The title ‘Leadership Quality Standard,’ and to whom the ‘Leadership Quality Standard’ and the ‘Superintendent Leadership Quality Standard’ apply is different from the July 4, 2016 Drafts of the Professional Practice Standards that have been available for the past 18 months. What is the background to the changes?

**Answer**  
After a year of collaboration, Education Partners met on June 9, 2016 and it was indicated by the Ministry that three Professional Practice Standards would be forwarded to the Minister for consideration. The three Professional Practice Standards were titled:

- **Teaching Quality Standard**
- **School Leadership Quality Standard** - for principals, assistant principals, associate principals, vice principals, and other locally identified teachers with school leadership designations;
- **School Authority Leadership Quality Standard** – for school authority leaders.

On July 4, 2016 CASS received messaging from the Ministry that the title ‘School Leadership Quality Standard’ had been changed to ‘Principal Quality Standard’, and that the title ‘School
Authority Leadership Quality Standard’ had been changed to ‘Superintendent Leadership Quality Standard’.

While the change in the title to Superintendent Leadership Quality Standard was not a concern, CASS did express strong objection that a change had been made with respect to whom the Standard applied to.

The June 9, 2016 draft of the School Authority Leadership Quality Standard read:
The School Authority Leadership Quality Standard applies to school authority leaders. Deputy superintendents, associate and assistant superintendents, as well as other locally identified school authority educational leaders, required by their leadership positions to be certificated to teach in Alberta, are accountable for the demonstration of those competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the School Authority Leadership Quality Standard is being met.

The July 4, 2014 draft of the Superintendent Leadership Quality Standard read:
The superintendent of schools as referred to in the School Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard. As the superintendent of schools must be competent in carrying out the dual professional roles of chief executive officer of the board and chief education officer of the school authority, competency 7 (Supporting Effective Governance) is particularly relevant to this unique role. Additionally, this competency recognizes the superintendent of schools as the system leader most responsible for reporting to the Minister on all matters required under the School Act and other provincial legislation.

Deputy superintendents, associate superintendents and assistant superintendents required by their leadership position to hold an Alberta teaching certificate are accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools.

CASS questioned the change, pointing out that in some jurisdictions the title of Director was used in the same manner that the title of Assistant Superintendent or Associate Superintendent was used in other jurisdictions. It was also pointed out to the Ministry that the wording of the July 4, 2016 Professional Practice Standards would imply that the Standard that, by default, would apply to the System Education Leaders who did not have the word ‘Superintendent’ in their title was the Teaching Quality Standard.

CASS clearly outlined to the Ministry that the change to the wording in the Superintendent Leadership Quality Standard did not reflect the variance in responsibilities between a classroom teacher and a Director overseeing Inclusive Education, Curriculum or Technology for a school jurisdiction, or an Area Director responsible for overseeing the operations of multiple schools.

On August 26, 2016 Education Partners received, under the condition of maintaining strict confidentiality, a further revision to the Professional Practice Standards. The Standards were now titled:
Teaching Quality Standard

Leadership Quality Standard (Applicable to Principals and School Jurisdiction Leaders)

The Leadership Quality Standard states:

The Leadership Quality Standard applies to all leaders employed in a school authority. All leaders are expected to meet the Leadership Quality Standard throughout their careers. Principals as defined under the School Act are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgement must be used to determine whether the Leadership Quality Standard is being met.

Superintendent Quality Standard

The Superintendent Leadership Quality Standard states:

The Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the School Act is accountable for the demonstration of all the competencies identified in the Superintendent Leadership Quality Standard. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools. In any given context, reasoned professional judgement must be used to determine whether the Superintendent Leadership Quality Standard is being met.

CASS expressed opposition to the changes in the strongest possible manner, believing that there were differences in the responsibilities assigned to a principal and to a system education leader.

After numerous meetings with the Ministry, CASS was invited to submit a draft of a School Jurisdiction Leader Quality Standard, applicable to system education leaders other than the superintendent and chief deputy superintendent. CASS did submit a draft Standard in September 2016, however upon review by the Ministry, a decision was made in December 2016 to move forward with the three Professional Practice Standards that were distributed to education partners in August 2016.

CASS was assured that a regular review of the Professional Practice Standards would be planned once they were formally in place, and that consideration would be given to the development of a Practice Standard that reflected the responsibilities of system education leaders at a later date.

9. Question
Why were the changes made between July and August 2016?

Answer
I can only speculate on the reason for the changes, therefore it would be inappropriate to include such speculation in this information document.

10. Question
Since it was requested of Education Partners to keep the changes between July 2016, and August 2016 in confidence until the Ministerial Order was in place, why is this information being shared at this time?

Answer
The November 21, 2017, and December 6, 2017 editions of the ATA News contain a number of articles that reference the changes to the Professional Practice Standards.

An article in the November 21st edition contained the following statements:

“The Leadership Quality Standard, which will be applicable to school principals and central office teachers, will establish professional practice standards for leadership related to these roles, and the Superintendent Leadership Quality Standard will be applicable to the superintendent of schools and the chief deputy superintendent, and will establish professional practice standards related to system leadership and governance”

and

“We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

An article in the December 5th edition contained the following statement:

“Once the two additional standards (Leadership Quality Standard & Superintendent Leadership Quality Standard) are in place, principals, central office teachers and the superintendent of schools (and chief deputy if there is one) of each board will also be subject to practice review and a principal, central office teacher or superintendent who does not meet the applicable standard could lose the right to practice in that role anywhere in Alberta”

Understandingly, these statements, in the public domain have resulted in significant concern and questioning by CASS members, therefore CASS feels that its members must be made aware of the background and current circumstances related to the Professional Practice Standards, and also be informed why CASS remains supportive of the Professional Practice Standards.
11. Question

Why does CASS remain supportive of the Professional Practice Standards and what do these changes mean for system education leaders?

Answer

While CASS expressed disagreement to the changes that were made to the Professional Practice Standards in August 2016, there continues to be positive ramifications of the formalization of the Professional Practice Standards by Ministerial Order.

These include:

a) For the first time there are Professional Practice Standards that recognize the responsibilities of Principals, and System Education Leaders.

b) The Superintendent Leadership Quality Standard used, as one base resource, the CASS Practice Standard, and it is understood that it will be the first Professional Practice Standard for Superintendents in the world.

c) It is foreseen that the Superintendent Leadership Quality Standard will be used by School Authorities to establish the role description and supervision / evaluation of superintendents and chief deputy superintendents. In the past, some school authorities chose to use the CASS Practice Standard to review the performance of a superintendent, however the CASS Practice Standard did not have formal authority.

d) School Authorities have always had the authority to determine the competencies that teachers, principals and system education leaders employed by the School Authority are expected to possess. This includes enhancing or adding to the competencies outlined in a Professional Practice Standard. Examples that provide evidence to support the previous statement include:

   o Establishing expectations of teachers that are in addition to what is stated in the current Teaching Quality Standard;

   o Using the Principal Quality Practice Guideline to establish policies / admin procedures for the supervision and evaluation of principals, even though the Principal Quality Practice Guideline has not had legislated status;

   o Using the CASS Practice Standard to establish policies / admin procedures for the supervision and evaluation of superintendents, even though the CASS Practice Standard has not had legislated status.

e) School authorities have the authority to refer to the competencies of the Superintendent Leadership Quality Standard and / or the School Jurisdiction Leadership Quality Guidelines, developed by CASS, to best reflect the roles and responsibilities of system education leaders in their respective school authorities.
12. Question

As a system education leader, with a role other than a superintendent or chief deputy superintendent, how could I be impacted, given the following statement in the November 21, 2017 edition of the ATA News:

“The Teaching Profession Act is being amended to require the Association to monitor professional practice standards for those members who possess a leadership certificate. We (ATA) anticipate that this responsibility will require the Association to police the professional practice of all members who hold a leadership certificate, including principals and central office teachers”

Answer

CASS is seeking clarification with respect to the amendments to the Teaching Profession Act referenced in this article.

Notwithstanding what may happen with respect to the Teaching Profession Act, CASS believes that it will not result in system education leaders being ‘policied’ by the Alberta Teachers’ Association.

What is believed to be referenced by that comment is that, at this time, the Alberta Teachers’ Association would conduct a review if it receives a complaint that a teacher, who is a member of the ATA, is not meeting the current Teaching Quality Standard. It is my understanding that the only person who can make a complaint of incompetent practice is a superintendent.

Even if the Alberta Teachers’ Association was charged with reviewing a complaint that a system education leader was not meeting the competencies of the proposed Leadership Quality Standard, CASS cannot imagine any circumstance where a superintendent would file such a complaint with the ATA.

I believe that should a superintendent determine that a system education leader was not meeting the competencies of the Leadership Quality Standard, it is almost certain such a situation would be addressed within the parameters of the personal contract the system education leaders would have with the respective school authority.

13. Question

If the Leadership Quality Standard formalized, and because it would apply to school jurisdiction leaders except the superintendent and chief deputy superintendent, would the Alberta Teachers’ Association be responsible for investigating a complaint of unprofessional conduct by a system education leader who is not a superintendent or chief deputy superintendent?

Answer

Whether the proposed Professional Practice Standards are formalized by Ministerial Order or not, the process of investigating a complaint of unprofessional conduct will not change from what is now in place.
Currently the Alberta Teachers’ Association is responsible for investigating complaints of unprofessional conduct filed against persons holding an Alberta Teaching Certificate and who are active members of the ATA.

Complaints of unprofessional conduct made against superintendents, deputy superintendents, and system education leaders who have elected to hold Associate membership, or no membership, with the ATA are directed to the Provincial Registrar.

It is important to note that, currently and should the Professional Practice Standards be formalized, if a complaint of unprofessional conduct is filed against a system education leader who has elected to maintain active membership with the Alberta Teachers’ Association, it would be the ATA that would be responsible with investigating the complaint, and with establishing a Hearing Committee should it be determined a hearing is warranted.

As outlined in the Teaching Profession Act (Paragraphs 17 & 18), Hearing Committee members are drawn from the Professional Conduct Committee created by the Alberta Teachers’ Association. The Professional Conduct Committee is comprised of:

a) not fewer than 17 members of the association (ATA) who are appointed by the executive council (of the ATA) in accordance with the bylaws, and
b) 3 members of the public who are not members of the association and who are appointed by the Lieutenant Governor in Council after the Minister has consulted with the executive council.

It is only required that the Hearing Committee have a member of the public when the complaint is against a person who is charged with an indictable offence.

This means that a system education leader who is accused of unprofessional conduct, and who has elected to maintain active membership in the Alberta Teachers’ Association, could have the complaint heard by a committee consisting only of persons who are active members of the ATA, and who have been appointed to the Hearing Committee by the Executive Secretary of the Alberta Teachers’ Association.

14. Question

In the December 5th edition of the ATA News, I read the following two excerpts:

“The TQS will be updated. So, to be a teacher, you must possess a teaching certificate and you must continue to meet the TQS. None of this is new.

What is new is that, to be a principal or a central office teacher, you will need to possess a leadership certificate in addition to a teaching certificate. And to be the superintendent of schools for a board or the superintendent’s chief deputy, you will need to possess a superintendent leadership certificate in addition to a teaching certificate”
“Details are not all worked out, but it is important to recognize that the education minister wants to require the completion of an education program to remain in the role of a principal or central office teacher. The leadership certificate will provide the right to practice as a principal or central office teacher anywhere in Alberta, just as a teaching certificate grants the right to teach in Alberta”

What would need to be done to earn a leadership certificate, and what does that mean to me as system education leader?

**Answer**

Earlier this year, Education Partners were invited to participate in the development of a concept for a Leadership Development Program, with an understanding that it could lead to Leadership Certification for Principals and Superintendents.

CASS has agreed to participate with an understanding that CASS would have opportunity to play a major role, in collaboration with Education Partners, in the development, delivery and overview of the Leadership Development Program and Leadership Certification concept.

The Leadership Development Program concept is in its initial stages, and the requirement for Certification would not precede the Professional Practice Standards coming into effect; which is currently projected to be September 1, 2017.

As the Leadership Development Program concept is further developed, there will be opportunity for input by CASS members.

There has been a clear indication that individuals that are in positions of leadership when a Leadership Certification program is initiated would be grandfathered for the Certification requirements for the positions they hold.

**15. Question**

Why is a Leadership Development Program and Leadership Certification being considered by the Ministry?

**Answer**

A Leadership Development Program would ensure that all leaders in K-12 education would have a common understanding of the Alberta context.

Leadership Certification would provide assurance to the general public by the GoA, that all leaders in K-12 education have completed some consistent professional learning in order to support the best possible learning environment for students.

Representatives from all the Education Partners were involved in the development of the Professional Practice Standards, which were seen by the GoA and the Ministry as one avenue
of providing assurance to the public that teachers, principals and system education leaders would all be held to a standard of professionalism.

16. Question

Why is CASS supportive of a Leadership Development Program and Leadership Certification?

Answer

CASS believes that it is critical for CASS to be involved in the creation of the concept for a Leadership Development Program and Leadership Certification.

To abstain from such involvement would leave CASS members without a voice as this development moves forward.

Further, because the Leadership Quality Standard applies to all school and school jurisdiction leaders employed in a school authority, CASS believes it should and will have a significant role in the development, delivery and oversight of the Leadership Development Program for this level of Certification.

Finally, it is most likely that a body, recognized by legislation, would be required to attest that an individual has completed the Leadership Development Program required to receive Superintendent Certification. It would be most logical that the body to assume that responsibility would be the College of Alberta School Superintendents.
January 10, 2018

To CASS Executive

From Colleen Symrozum-Watt,

Re Leadership Development Program

Background

As was reported, Barry and I serve on the Leadership Standards Advisory Committee. This Committee provides support to the System Excellence Advisory Committee on the development of advice for the Deputy Minister regarding the development and implementation of a provincial leadership development program. Membership includes: AE, Advanced Education, ATA, CASS, AISCA, Faculty of graduate Educational Leadership programs in Alberta.

A Sub Committee of Writers consisting of CASS (Colleen Symrozum-Watt), University Faculty (Jim Brandon), AISCA (Carol Grant-Watt) and ATA (Mark Yurick) have provided a Leadership Development Framework which is structured in three parts - Foundational Program (anyone with a teaching certificate), Leadership Program (School Authority Leaders) and a Superintendent Leadership Program (System Leaders). Leadership program information from the Leadership Standards Advisory Committee and the Writing Sub Committee was scheduled to go System Excellence Advisory Committee on December 15, 2017. This did not happen.

Alberta Education asked that the Sub Committee of Writers (ATA, CASS, AISCA, University Representatives) write a conditional grant proposal to design and develop the three component programs of a provincial leadership program leading to leadership certification for Alberta principals and superintendents by January 2018. ATA has been appointed the banker board by Alberta Education and proposal submission is to reflect the collaboration of the program development team.

The proposal details that will be submitted are:

Proposal Title: Leadership Development Program

Proposed Start Date: February 2018

Anticipated Completion Date: October 31, 2018

Amount Requested for Over Two Years: $357,000

The Purpose of the Project

The leadership development program will prepare teachers and leaders to meet the leadership competencies needed to support quality teaching, quality leadership and optimal learning for all students in Alberta within the structural requirements identified by the Leadership Development Program Framework and the Steering Committee.
Successful completion of the leadership development program will result in certification of participants and enhance their ability to take on new roles as principals, school jurisdiction leaders and superintendents.

The proposal includes a multi-stakeholder steering committee, and a design and development component. It is anticipated the program will require an online platform to facilitate program delivery and provide opportunities to develop online communities of practice. The deliverable is a leadership preparation program of studies consisting of learning units (modules) delivered through online, face-to-face, case study and presentation modalities. Program resources will also be developed in French.

The proposal addresses numerous Alberta Education Business Plan 2017-20 priorities. The proposal will ensure meaningful adherence and engagement to key strategic priorities in Alberta Education’s Business Plan 2017-20 and important work to date relating to the development of new professional leadership quality standards for school and school authority leaders.

Alberta Education’s Business Plan 2017-20 unequivocally states that the Government is committed to ensuring that all Alberta children and students are provided with an education that enriches their lives, prepares them for flexible careers in a diversified economy, and prepares them for success by giving them all the skills and tools they need to be positive role models in their communities.

Further, the business plan states that the “ministry must take bold action to achieve the outcomes identified in [its] business plan, and will continue to work with stakeholders to achieve these outcomes while efficiently delivering programs”. This proposal symbolizes and embodies the “bold action” envisioned in the business plan.

Finally, the Leadership Preparation Program proposal addresses the expressed goals and strategic outcomes in the business plan by advancing a comprehensive strategy ensuring the full realization of the Draft Leadership Quality Standard and Draft Superintendent Leadership Quality Standard. Specifically, the:

Government of Alberta, Department of Education, Draft Leadership Quality Standard, August 26, 2016 (proposed professional practice competencies for School and Jurisdiction Leaders)

and
Government of Alberta, Department of Education, Draft Superintendent Leadership Quality Standard, August 26, 2016 (proposed professional practice competencies for School Superintendents) will ensure,

- school and school authority leaders in Alberta schools play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized;
- school and school authority leaders in Alberta schools are accountable as competent practitioners able to create the conditions within which quality leadership and optimum learning can occur and be sustained;
- the practice of school and school authority leaders is informed by current, relevant educational research, with a focus on career-long improvement;
- students, parents and other partners in education are confident that Alberta school and school authority leaders demonstrate the appropriate Quality Standard throughout their careers; and
- a consistent standard of practice for all school and school authority leaders in the province is maintained.

**Partners / Participants in the Project**

In addition to the Alberta Teacher’s Association, partners in the project include the Association of Independent Schools and Colleges in Alberta (AISCA), the College of School Superintendents (CASS), and the Alberta Deans of Education (AADE).

The steering committee will be responsible for developing and implementing the deliverables. The Alberta Teachers' Association will provide the administrative support to the development of the program and working under the direction of the Steering Committee will be responsible for the reporting as required by the grant.

**The Program**

The leadership preparation program of studies will consist of a set of learning units (modules) developed around the Leadership Development Framework and the program principles developed and articulated by the Steering Committee. The most recent draft of the Leadership Development Program can be found in Appendix A. The learning units (modules) in this program will be developed to ensure a variety of online, face-to-face, case study and presentation related learning opportunities. Consideration will be given to provide equity of access to those constrained by location.

Development of the learning units (modules) will be contracted to appropriate experts. Once written, the modules will go through an approval process led by the Steering Committee. While implementation and delivery are not part of this grant, it is anticipated expert, well-recognized education leaders with proven experience in one or more of the leadership areas of designation will deliver the modules.

Initial funding for this proposal is for 8 months with the Foundations program being piloted in Summer 2018.
## Budget and Timelines

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Proposed Cost</th>
</tr>
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<tbody>
<tr>
<td><strong>Steering Committee, Facility and Hosting</strong></td>
<td>February-Oct 2018</td>
<td>$12,000</td>
</tr>
<tr>
<td>Involvement of approximately 6 education stakeholder representatives (including GOA representatives) for up 4 meetings; meeting expenses include space, food and support for travel and accommodation where necessary.</td>
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<tr>
<td><strong>Program Design and Development</strong></td>
<td>March-Oct 2018</td>
<td>$200,000</td>
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<tr>
<td>- The development of learning units (modules) to support the three phases of the Leadership Development Program (Foundations, Leadership, Superintendent) according to the project design principles articulated by the design framework. First module of the Foundations Program to be piloted in summer of 2018.</td>
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<tr>
<td>- Program developers will regularly consult with all steering committee organizations during the development process for the purpose of ensuring diverse needs are addressed.</td>
<td></td>
<td>$20,000</td>
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<tr>
<td>- Translation of program resources into French</td>
<td></td>
<td>$20,000</td>
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<tr>
<td>- Expert Feedback and Consultation</td>
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<tr>
<td><strong>Technology Costs</strong></td>
<td>June 2018</td>
<td>$75,000</td>
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<tr>
<td>- The selection and acquisition of an appropriate online platform for program delivery and the development of an ongoing online community of practice.</td>
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<tr>
<td>- Hosting costs associated with the program</td>
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<tr>
<td><strong>Project Administrative Support</strong></td>
<td>January-Oct 2018</td>
<td>$30,000</td>
</tr>
<tr>
<td>Support Steering Committee meeting planning and preparation; assist the chair(s) as needed, liaise with committee members and other education stakeholders, guide the program design; respond to requests for presentations; other project management duties as required. A dedicated project manager with clerical support is planned.</td>
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<tr>
<td><strong>Total Cost:</strong></td>
<td></td>
<td>$357,000</td>
</tr>
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### Significance, Scope, and Impact

The leadership preparation program outlined in this proposal is a significant development in the education system with the potential of impacting the entire system affecting student learning, staff development, and professional practice. Leaders are key to change and instrumental in creating and directly influencing the conditions that shape learning in schools and the broader school system. Education is a human resource intensive endeavor and marshalling resources to further enhance this influence will yield significant results.
A recent Alberta Education presentation entitled Teaching and Leadership Excellence in Alberta reported that "about a third over of Alberta principals do not have training in instructional or leadership before becoming school principals" (November 17, 2015). The same presentation highlighted that junior high school principals reported significant impact of formal training on their confidence and competence (77%).

The Alberta Government has also identified the elimination of the education gap between First Nations, Métis and Inuit students and all other students as one of its priorities. To this end, Government has also included very specific competencies in its Quality Standards for leaders relating to establishing structures, resources, and provisions of services necessary for schools and school systems to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. This program will provide another critical step to achieving the above outcomes.

The proposal is significant to the overall preparation, ongoing professional learning, and the coordination and development of learning supports for school and school authority leaders in Alberta, ultimately resulting in enhanced school experiences and learning opportunities for students.

Confidentiality, Information Disclosure and Privacy

The applicants acknowledge that the Freedom of Information and Protection of Privacy Act (FOIP Act) applies to information obtained, related, generated, collected, or provided in relation to this proposal.
Appendix A

Draft Leadership Development Program Framework
(2017 12 07)

Overview

The leadership development program will prepare teachers to meet the leadership competencies needed to support quality teaching, quality leadership and optimal learning for all students in Alberta.

Successful completion of the leadership development program will result in certification of participants and enhance their ability to take on new roles as principals, school jurisdiction leaders and superintendents.

Component Programs

Foundations Program
The Foundations Program will develop teacher leadership capacity by introducing competencies of the Leadership Quality Standard.

Leadership Program
The Leadership Program will prepare new and aspiring principals and school jurisdiction leaders to meet the competencies of the Leadership Quality Standard.

Superintendent Leadership Program
The Superintendent Program will prepare new and aspiring superintendents to meet the competencies of the Superintendent Leadership Quality Standard.
### Design Frame

- **SUPPORTING**
  - spiraled programming based upon the standards
    - backwards mapping to the standards
    - ensuring definitions align with those in the standards
  - any teacher with a PPC can take the programming
  - good pedagogy
    - range of appropriate methodologies, including learner assessment
  - process pieces relative to role at each level of the program
    - i.e. experiential learning addressed through case method approach (bearing in mind that the program is not a training model)
    - i.e. simulated experiences to enable thinking about practice in a leadership role, safe space to apply the lens of leadership
  - blended learning opportunities for participants which are responsive to geography and learner engagement
  - research-based program assurance and evaluation processes

- **BUILDING**

- **ENSURING**
Scope and Sequence - Core content:

Common elements (Foundations Program and up):

Leading a Learning Community

Study of this competency will enable learners to
- understand how school culture supports evidence-informed teaching and learning
- understand the role of educational leadership in nurturing and sustaining evidence-informed teaching and learning
- understand the content and the context of the three professional practice standards
- develop school culture (understanding the larger context of inclusion, safe and caring, shared responsibility, safe and ethical use of technology, digital citizenship, etc.)
- establish opportunities and expectations for the positive involvement of parents/guardians in supporting student learning
- create meaningful collaborative opportunities within the school community
- establish and sustain a learning culture that promotes ongoing critical reflection on practice, share responsibility for student success and continuous improvement

Embodying Visionary Leadership

Study of this competency will enable learners to
- understand the importance of establishing a shared vision in to support student success, engagement, learning, and well being.
- understand the importance of collaboration in building a shared vision with the school community.
- collaborate with the school community to develop, communicate and implement a shared vision to cultivate success. (Understanding at the school level the intersection in the use of data and goal/development and achievement).
- engage with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs
- ensure that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements identified in provincial legislation, and incorporates the school community’s perspectives

Fostering/Building Effective Relationships

Study of this competency will enable learners to
- Identify the importance of relationships beyond the classroom (focused on who you serve and why)
- Identify the role relationships play in leading
- foster and build positive working relationships with the school and local communities (building trust, dealing with conflict, listening and communicating) (processes, structures, and behaviours)
- establish systems, processes and procedures to build positive and productive relationships with members of the school community and local community
Providing Instructional Leadership

Study of this competency will enable learners to
- understand the role of instructional leadership in ensuring that every student has access to quality teaching and optimum learning experiences
- understand quality teaching as described by the Teaching Quality Standard
- understand how the three standards are inter-related
- understand optimum learning for ALL students
- ensure that every student has access to quality teaching and optimum learning experiences
- create the conditions to enhance individual and collective professional capacity within a collaborative learning environment
- work with the school community to use data appropriately and effectively to guide evidence informed practice
- Implement professional growth, supervision and evaluation processes to ensure all teachers meet the Teaching Quality Standard

Leading Learning

Study of this competency will enable learners to
- create the systemic conditions to enhance individual and collective professional capacity within a collaborative learning environment focused on continuous improvement of teaching and learning
- Implement professional growth, supervision and evaluation processes to ensure all principals meet the Leadership Quality Standard
- build processes and/or structures that ensure a learning culture where instruction, assessment and staff access to resources support student success

Applying Foundational Knowledge About First Nations, Métis and Inuit

Study of this competency will enable learners to
- develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
- demonstrate an understanding of the historical, social, economic and political implications of First Nations, Métis and Inuit for the benefit of all students
- support the school community in understanding the historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- support the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
- establish positive relationships with local First Nations, Métis and Inuit communities to improve teachers’ access to parents, cultural advisors, and Elders for the benefit of the school community
- establish the structures and provide the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- support staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
• engage and collaborate with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;

Leadership and Superintendent Leadership Program – additional
Managing School Operations and Resources

Study of this competency will enable learners to
• work with others in the school community to identify and plan for areas of need
• align practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities, while operating within their legal and legislated frameworks?
• select models of decision making and assurance that would be most appropriate to context
• critically examine the impact of decisions by accessing, sharing and using a range of data to determine progress towards achieving goals
• direct school authority operations and strategically allocate resources in the interest of all students and in alignment with the school authority’s goals and priorities
• build programs and procedures for the effective management of human resources in support of mentorship, capacity-building, and succession planning

Modelling Commitment to Professional Learning

Study of this competency will enable learners to
• understand how feedback, research, and reflection identify opportunities for improving leadership, teaching, and learning
• engage with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise
• demonstrate engagement in career-long professional learning
• facilitate engagement of others in career-long learning
• use educational research in system decision making processes
• support the application of research initiatives in the school authority

Developing Leadership Capacity (Leadership Program only)

Study of this competency will enable learners to
• promote behaviours, structures and supports to develop the leadership capacity of all members of the school community (staff, school council, parents, students)
• use collaborative decision making as a tool to develop leadership capacity
Understanding and Responding to the Larger Societal Context (Leadership Program only)

Study of this competency will enable learners to
• understand how political, social, economic, legal, and cultural contexts impact schools and the school authority
• use knowledge of the political, social, economic, legal, and cultural contexts to support the school community, represent the needs of all students, engage the local community, and facilitate local community understanding of broader educational issues

Supporting Effective Governance (Superintendent Program only)

Study of this competency will enable learners to
• Identify the role and function of governance relationships (fiduciary, strategic and generative)
• develop, maintain and sustain productive working governance relationships (mutual trust, respect and integrity) between
  o the superintendent and board
  o the superintendent and board, and staff, provincial authorities and other significant educational stakeholders
• ensure a safe learning environment that respects diversity and fosters a sense of belonging
• implement, regularly review and evaluate the impact of board policies
• ensure all students have the opportunity to meet the standards of education
• support ongoing supervision and evaluation of all staff members in relation to their professional responsibilities (inclusive but not limited to professional practice standards)

Recommendation

It is recommended that this memo be received as information.

Respectfully Submitted
Colleen Symyrozum-Watt
January 10, 2017

To      CASS Executive

From    Barry Litun, Executive Director

Re      Second Quarter Financial Report

The CASS fiscal year is July 1 – June 30.

Included with this memo is the second quarter financial report for 2017/18, covering the period of July 1 – December 31, 2017.

Recommendation
It is recommended the Board of Directors receive the 2017/18 First Quarter Financial Report.

Respectfully Submitted
Barry Litun
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<th>Actual 16/17</th>
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Adjustment for Rounding to Nearest Dollar to match Audit Whole $ Value

Total TOTAL REVENUE 3,597,807.10 1,203,536.00 1,860,799.38 1,730,633.19 622,723.33 35.98%
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<td>IAE/AB Ed - Dual Credit Operating Exp</td>
<td>64,329.36</td>
<td>142,684.31</td>
<td>211,015.50</td>
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<td>Human Services - Dual Credit Grants</td>
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<td>283,700.00</td>
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<td>142,684.31</td>
<td>461,515.50</td>
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<td>5405</td>
<td>AB Ed - Admin China Exchange</td>
<td>126,031.90</td>
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<td>AB Ed - Student Engagement</td>
<td>13,614.04</td>
<td>13,397.78</td>
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<td>43,312.16</td>
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<td>56,709.94</td>
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<td>Budget 17/18</td>
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<td>175,132.93</td>
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<td>47,247.12</td>
<td>27,672.34</td>
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<td>161,890.27</td>
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<td>49,942.35</td>
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<td>23,908.97</td>
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<td>5,308.97</td>
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<td>Special Meetings/Workshops</td>
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<td>532.42</td>
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<td>Meetings - Stakeholder AB Education</td>
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<td>1,728.67</td>
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<td>Member Services Committee</td>
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<td>Professional Development Committee</td>
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<td>CASS Ad Hoc Committees</td>
<td>973.04</td>
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<td>5820</td>
<td>Executive Directors Mtg Expenses</td>
<td>960.64</td>
<td>295.99</td>
<td>424.32</td>
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<td>738.38</td>
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<td>TOTAL MEETING EXPENSES</td>
<td>56,412.30</td>
<td>28,448.37</td>
<td>27,146.46</td>
<td>45,000.00</td>
<td>6,579.77</td>
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<td>Actual 15/16</td>
<td>Actual 16/17</td>
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<td>Notes</td>
</tr>
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<tr>
<td>5840</td>
<td>HONOURARIUMS</td>
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<td>5842</td>
<td>President's Jurisdiction Honourarium</td>
<td>20,000.00</td>
<td>45,000.00</td>
<td>26,250.00</td>
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<td>5844</td>
<td>Gifts/Honourariums</td>
<td>593.73</td>
<td>75.00</td>
<td>149.90</td>
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<td>TOTAL HONOURARIUMS</td>
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<td>26,399.90</td>
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<td>5850</td>
<td>TRAVEL</td>
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<td>5852</td>
<td>President &amp; CASS Rep Zone Travel</td>
<td>8,472.35</td>
<td>10,753.62</td>
<td>8,959.83</td>
<td>12,000.00</td>
<td>11,645.92</td>
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<td>5854</td>
<td>Executive Director Travel Expense</td>
<td>9,892.61</td>
<td>6,777.23</td>
<td>5,992.51</td>
<td>7,500.00</td>
<td>4,076.36</td>
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<td>Exec &amp; Admin Assistant Travel Expense</td>
<td>133.10</td>
<td>119.94</td>
<td>374.06</td>
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<td>582.69</td>
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<td>TOTAL TRAVEL</td>
<td>18,498.06</td>
<td>17,650.79</td>
<td>15,326.40</td>
<td>19,900.00</td>
<td>16,304.97</td>
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<td>5862</td>
<td>Retirement Honourary Life Member</td>
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<td>President’s Scholarship</td>
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<td>Actual 15/16</td>
<td>Actual 16/17</td>
<td>Budget 17/18</td>
<td>Actual 17/18</td>
<td>% of Budget</td>
<td>Notes</td>
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<td>PAYROLL EXPENSES</td>
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<td>5870</td>
<td>Admin Assistant Salary</td>
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<td>24,321.60</td>
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<td>25,425.00</td>
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<td>Admin Assistant Benefits</td>
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<td>2,210.44</td>
<td>2,236.43</td>
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<td>1,340.29</td>
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<td>Executive Director Salary</td>
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<td>157,300.04</td>
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<td>13,810.97</td>
<td>8,316.38</td>
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<td>Executive Assistant Salary</td>
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<td>66,409.44</td>
<td>67,928.64</td>
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<td>38,428.37</td>
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<td>Executive Assistant Benefits</td>
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<td>3,684.11</td>
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<td>3,340.50</td>
<td>3,348.45</td>
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<td>6,081.84</td>
<td>6,257.18</td>
<td>6,352.42</td>
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<td>2,439.33</td>
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<td>240,652.94</td>
<td>279,150.23</td>
<td>282,074.80</td>
<td>291,825.00</td>
<td>147,641.35</td>
<td>50.59%</td>
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<td>-32,169.12</td>
<td>-35,000.00</td>
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<td>PAYROLL EXP FOR FINANCIAL REPORTS</td>
<td>240,652.94</td>
<td>239,242.23</td>
<td>249,905.68</td>
<td>256,825.00</td>
<td>147,641.35</td>
<td>57.49%</td>
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<td>OFFICE EXPENSES</td>
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<td>5890</td>
<td>Office</td>
<td>28,495.36</td>
<td>30,884.27</td>
<td>32,817.01</td>
<td>34,500.00</td>
<td>15,437.22</td>
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<td>1,307.88</td>
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<td>6,907.66</td>
<td>5,945.72</td>
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<td>6,006.29</td>
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<td>Postage &amp; Telephone</td>
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<td>1,679.99</td>
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<td>5898</td>
<td>Web Site Expenses</td>
<td>4,330.30</td>
<td>6,562.00</td>
<td>11,083.36</td>
<td>8,000.00</td>
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<td>55,481.37</td>
<td>51,772.21</td>
<td>58,597.15</td>
<td>58,500.00</td>
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<td>Office costs charged to grants</td>
<td>-10,682.76</td>
<td>-10,952.90</td>
<td>11,500.00</td>
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<td></td>
<td>OFFICE EXP FOR FINANCIAL REPORTS</td>
<td>55,481.37</td>
<td>41,089.45</td>
<td>47,644.25</td>
<td>47,000.00</td>
<td>35,760.06</td>
<td>76.09%</td>
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<td>Code</td>
<td>Account</td>
<td>Actual 14/15</td>
<td>Actual 15/16</td>
<td>Actual 16/17</td>
<td>Budget 17/18</td>
<td>Actual 17/18</td>
<td>% of Budget</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>5900</td>
<td>GENERAL &amp; ADMIN EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5902</td>
<td>Transfer to Reserves</td>
<td>-1,141.32</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>5905</td>
<td>Professional Fees - Audit</td>
<td>17,000.00</td>
<td>11,450.00</td>
<td>11,200.00</td>
<td>11,000.00</td>
<td>11,600.00</td>
<td>105.45%</td>
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<tr>
<td>5907</td>
<td>Bookkeeping</td>
<td>6,550.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td></td>
</tr>
<tr>
<td>5910</td>
<td>Legal Expense</td>
<td>22,999.00</td>
<td>19,110.00</td>
<td>21,420.00</td>
<td>25,000.00</td>
<td>24,152.50</td>
<td>96.61%</td>
<td>9.3, 9.35</td>
</tr>
<tr>
<td>5915</td>
<td>Misc Expenses</td>
<td>57.95</td>
<td>92.00</td>
<td>999.24</td>
<td>500.00</td>
<td>159.30</td>
<td>31.86%</td>
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<td>5920</td>
<td>Communications - PR</td>
<td>628.10</td>
<td>731.79</td>
<td>1,367.34</td>
<td>5,000.00</td>
<td>624.00</td>
<td>12.48%</td>
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<td>5925</td>
<td>CASSA Representative Expenses</td>
<td>0.00</td>
<td>0.00</td>
<td>451.49</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>5930</td>
<td>Insurance</td>
<td>1,453.55</td>
<td>1,694.26</td>
<td>1,459.96</td>
<td>2,400.00</td>
<td>1,457.41</td>
<td>60.73%</td>
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<tr>
<td>5935</td>
<td>Bank Charges</td>
<td>1,338.47</td>
<td>1,051.76</td>
<td>1,313.87</td>
<td>1,500.00</td>
<td>445.38</td>
<td>29.69%</td>
<td></td>
</tr>
<tr>
<td>5940</td>
<td>CASSA Membership</td>
<td>21,150.00</td>
<td>14,900.00</td>
<td>15,300.00</td>
<td>18,360.00</td>
<td>0.00</td>
<td>0.00%</td>
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</tr>
<tr>
<td>5943</td>
<td>Contracted Services</td>
<td>2,018.07</td>
<td>10,864.82</td>
<td>2,985.00</td>
<td>10,000.00</td>
<td>0.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>5945</td>
<td>Write Offs</td>
<td>4,308.45</td>
<td>0.00</td>
<td>420.00</td>
<td>1,000.00</td>
<td>262.50</td>
<td>26.25%</td>
<td></td>
</tr>
<tr>
<td>5950</td>
<td>CASS Wear Expenses</td>
<td>0.00</td>
<td>685.39</td>
<td>0.00</td>
<td>500.00</td>
<td>0.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>5955</td>
<td>Legal Expense Ins Reimbursement</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>5960</td>
<td>Interest / Penalty Expense</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>5965</td>
<td>Executive Director's Prof Learning</td>
<td>3,823.59</td>
<td>5,717.12</td>
<td>5,311.23</td>
<td>5,000.00</td>
<td>1,396.66</td>
<td>27.93%</td>
<td>9.8</td>
</tr>
<tr>
<td>5970</td>
<td>Ex Assistant/Admin Assistant Prof Learn</td>
<td>528.80</td>
<td>256.85</td>
<td>590.61</td>
<td>2,000.00</td>
<td>50.00</td>
<td>2.50%</td>
<td></td>
</tr>
<tr>
<td>5975</td>
<td>Executive Director's Membership Fees</td>
<td>0.00</td>
<td>100.79</td>
<td>480.75</td>
<td>500.00</td>
<td>0.00</td>
<td>0.00%</td>
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<tr>
<td>5999</td>
<td>TOTAL GENERAL &amp; ADMIN EXPENSES</td>
<td>80,714.66</td>
<td>66,654.78</td>
<td>63,299.49</td>
<td>82,760.00</td>
<td>40,147.75</td>
<td>48.51%</td>
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<tr>
<td></td>
<td>TOTAL EXPENSES</td>
<td>3,793,576.00</td>
<td>1,202,966.49</td>
<td>1,715,270.67</td>
<td>1,721,283.19</td>
<td>949,450.79</td>
<td>55.16%</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Adjustment for Rounding to Nearest Dollar to match Audit Wh</td>
<td>-0.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total TOTAL EXPENSES</td>
<td>3,793,576.00</td>
<td>1,202,966.00</td>
<td>1,677,626.00</td>
<td>1,721,283.19</td>
<td>949,450.79</td>
<td>55.16%</td>
<td>99.5</td>
</tr>
<tr>
<td></td>
<td>TOTAL REVENUE - FROM ABOVE</td>
<td>3,597,807.10</td>
<td>1,203,536.00</td>
<td>1,860,799.38</td>
<td>1,730,633.19</td>
<td>622,723.33</td>
<td>35.98%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL EXPENSES - FROM ABOVE</td>
<td>3,793,576.00</td>
<td>1,202,966.00</td>
<td>1,677,626.00</td>
<td>1,721,283.19</td>
<td>949,450.79</td>
<td>55.16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NET SURPLUS (DEFICIT)</td>
<td>-195,768.90</td>
<td>570.00</td>
<td>183,173.38</td>
<td>9,350.00</td>
<td>-326,727.46</td>
<td>99.9</td>
<td></td>
</tr>
</tbody>
</table>
2 - Grant amounts carried forwarded from 16/17 will be entered in November
3 - When budget 17/18 was being developed, registrations for Start Right were very low
3.1 - Highest attendance ever in Leading for Learning
4 - Interest revenues will exceed budget because auditor rolled 16/17 interest into 17/18
6 - Overexpenditure in Dual Credit will be compensated, in part, by interest earned from DC grants
7 - Additional revenues and expenditures will be realized by the extension of Grant 2017-0052 to March 31, 2019
7 - A motion will be presented for Board consideration upon the formal signing of the extension.
9 - Includes July 2017 vacation payout of Previous EA
9.1 - Above budget; added Professional Learning Portal; work on original site to delete obsolete files, resulting in lower annual cost moving forward
9.3 - In addition to premiums for Legal Benefits Program, an expense of 669.38 was incurred re: response to complaint of unprofessional conduct
9.35 - Board motion Oct 4, 2017 authorizing reimbursing two members up to $5,000 during period of not having Legal Benefits Program in place
9.8 - Carry Forward of 148.06 from 2016/17, in addition to the budget for 17/18
99 - Total Exp for 16/17 in this chart is 1,715,270.67; must be reconciled to actual Audit Exp of 1,677,626.00
99.5 - By inserting 16/17 audit total Exp (1,677,626), net surplus of 183,173 is correct.
99.9 - $823,738.19 of grant revenue will be entered in January 2018
January 10, 2018

To       CASS Executive

From  Barry Litun, Executive Director

Re       Fall Conference Report

Background

A summary report, based on feedback from delegates attending the CASS Fall Conference, has been developed and is available on the Conference website – http://cassalberta.ca/conferences-workshops/cass-fall-conference-2/.

The report, which will be used in the report to the Ministry re Contract 2017-0052, is included with this memo as information.

Recommendation
It is recommended that this memo be received as information.

Respectfully Submitted
Barry Litun
CASS Fall Conference 2017 Highlights

275 Alberta system leaders representing approximately 80% of Public, Separate and Francophone school authorities, 6 First Nations school authorities and 2 charter schools attended the CASS Fall Learning Conference November 1-3, 2017.

A strong majority of participants (88-90%) shared that this learning opportunity contributed to their awareness and understanding of the SLQS, and 94% shared that, based on their roles as a system leader, they plan to apply their learning in the school authority. Aspects of the conference that participants found meaningful included team work/planning time, thoughtful analysis of the content, and networking with peers, and thoughtful engagement with presenters. Additional data gathered from the 100 participants that responded to the survey will be used to plan the next CASS learning opportunity (CASS/Alberta Education Annual Conference March 21-23, 2018). http://cassalberta.ca/conferences-workshops/cass-alberta-education-annual-learning-conference-2/

Presentation resources from the FALL conference keynotes, as well as other facilitators, are available under the conference reading and resource materials tab at: http://cassalberta.ca/conferences-workshops/cass-fall-conference-2/

One identified highlight of the fall conference was the opportunity to extend learning with Michael Fullan and Santiago Rincón-Gallardo with 30 minute personalized conversations. 50 provincial schools authorizes (Public, separate, Francophone, Charter) and two Frist Nations School Authorities took advantage of this opportunity. At each of these opportunities the facilitators responded to and reflected upon an area of focus and problems of practice that had been identified by the district.

The following executive summary of these conversations with Michael Fullan or Santiago Rincón-Gallardo includes highlighted key messages. These themes /responses are described in relationship to the competencies in the Superintendent Leadership Quality Standard (http://cassalberta.ca/professional-learning). The majority of the questions from districts focused on the competencies of leading learning, modeling their commitment to professional learning, leading visionary leadership and Ensuring First Nations, Métis and Inuit education for all students in their districts. Although most of the discussions focused on these 4 competencies all competencies are interrelated and interdependent. The CASS outcome “Superintendent leadership supports quality school leadership and teaching to create optimal learning for all students in Alberta” continues to be a focus for CASS professional learning based on the data gathered from the conference as well as the synthesis from the conversations.

Building Effective Relationships

Establishing trust is crucial to building the necessary social capital / relationships to ensure collaboration in the system and with your community. Relationships with various stakeholder’s and team members are essential to move anything forward. “Change travels at the speed of trust” and with a focus on student relationships – “Every student needs an adult whose eyes light up when that student enters the door.”

Modeling Commitment to Professional Learning

Have the group lead the group. Increase culture of learning based on the quality of feedback. Model your own learning goals, you do not need to know it all as others will know more than you in many areas. “Make Learning Visible” and nurture a “Let’s figure this out together” approach. System leader needs to support/mobilize the energy of the practitioners that want to change (incubator schools).

Visionary Leadership

Create a culture of innovation. Nurture value of leading from the middle. Leverage ministry direction and leadership to support local context. (Complex value) Simplify inclusion (which is a complex value) by implementing belonging and engagement (engagement = pedagogy + relationship). Work hard at establishing a district culture without being top down and or laissez-faire. Change the culture of the district to create
interdependence between/among schools; top is not confident enough to lead without the middle and vice versa.

**Leading Learning**

(E.g. Sample areas of focus identified – literacy, numeracy, systemness, education plan, inclusion, powerful pedagogies) Create a trusting environment for innovation to flourish – expect to fail, the team will be supported, and will learn forward as a result. Model literacy as a practice not all about achieving a score. Create a culture of quality learning: constant exposure + constant practice + constant feedback = quality learning. Amplify early adopters and practice a change mindset. Encourage principal involvement in leading the learning (systemness). Work with principals to establish collaborative culture of schools/systemness. Provide clarity around professional autonomy and collaborative professionalism. Plan is for implementers not a compliance document. Focus on progress towards goals/outcomes. Focus on decisional capital/assessment literacy to identify data that is most helpful to make the type of change that is needed. Attend to the jagged edges of student population to create inclusiveness and interventions that work for a wide range of learners. Develop collective capacity not a focus on individual capacity.

**Ensuring First Nations, Métis and Inuit Education for All Students**

Reimagine possibilities to recreate and be innovative with pedagogy. Focus on possibilities rather than needs. Focus on powerful pedagogy (Indigenous practices) that is good for all. Focus on the value of relationships with at least one adult in the school. Conduct intelligence gathering. (What is affecting growth from occurring?)

**School Authority Operations and Resources**

No examples were provided.

**Supporting Effective Governance**

Nurturing new boards (Fall 2017) strategy. Shared governance includes students, parents and community engagement. (Michael Fullan did mention that more research needed to be done in the area of governance.)

**CASS/Alberta Education Annual Conference March 21-23, 2018**

Based on positive feedback from the delegates who completed the evaluation survey the format for the Pre-Conference and Conference for the annual conference will very much mirror the schedule for the CASS Fall Conference.

Michael Fullan and Santiago Rincón-Gallardo will facilitate the Pre-Conference (March 21) and the first day of the Conference (March 22). An opportunity for school authority dialogue with Fullan and Rincon-Gallardo will be available again, based on positive feedback received.

The schedule for Friday, March 23 will provide for meetings of CASS members with like-responsible positions, and for plenary presentations. Visit [http://cassalberta.ca/conferences-workshops/cass-alberta-education-annual-learning-conference-2/](http://cassalberta.ca/conferences-workshops/cass-alberta-education-annual-learning-conference-2/)

Michael Fullan offered a summary message after the opportunity to be with us:

*The standards are not ‘tools to be implemented’ but rather should serve as catalysts to change ‘the culture of learning’ in schools and divisions. Fullan November 2017*

**The Superintendent Leadership Quality Standard**

Quality superintendent leadership occurs when the superintendent’s ongoing analysis of the context, and the superintendent’s decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.
January 10, 2018

To    CASS Executive

From  Barry Litun, Executive Director

Re    Proposal from the Alberta Teachers’ Association

Background
I meet regularly with my counterparts of other education partner organizations, including Dr. Gordon Thomas, Executive Secretary of the Alberta Teachers’ Association.

On December 21 I had a lunch meeting with Dr. Thomas, in part to acknowledge his impending retirement on January 31, 2018.

During our conversation, Dr. Thomas inquired whether there might be interest by the CASS Board of Directors in exploring an arrangement between CASS and the ATA whereby both organizations would operate under one ‘umbrella association’ including all persons holding teaching certificates in Alberta. The vision would be for three separate Divisions within the ATA; one for teachers, one for school leaders, and the third for system leaders.

This concept has been a long-standing position of the ATA, and I suspect a personal belief by Dr. Thomas.

Potential benefits identified by Dr. Thomas included an anticipated increase in collegiality between the ATA and CASS, and the potential for the ATA to provide legal support for CASS members involved in employment disputes with her/his school authority.

I indicated that I would extend the offer to further explore the possibility of such an arrangement to the Board of Directors.

For consideration by the Board as it considers this invitation, I provide the following:

1. During the December 19 – 21 Professional Practice Standards information teleconferences, a considerable number of CASS members expressed angst and concern about the change to the Superintendent Leadership Quality Standard, resulting in the exclusion of all system leaders from the Standard other than Superintendents and Chief Deputy Superintendents.

2. The changes to the Superintendent Leadership Quality Standard and the Principal Leadership Quality Standard between June 2016 and August 2016 were almost certainly orchestrated through behind the scenes lobbying by the ATA.

Recommendation
It is recommended that the Board of Directors determine how it wishes to respond to the invitation from the ATA, and how best to share the response. Potential responses include:

1. A meeting between the CASS President and the ATA President
2. A meeting between the CASS Executive Director and the ATA Executive Secretary
3. A meeting involving the Presidents and Executive Director / Secretary of CASS and the ATA
4. A written response from CASS to the ATA

Respectfully Submitted
Barry Litun
January 10, 2017

To CASS Executive

From Barry Litun, Executive Director

Re EXL Award Nomination Committee

Background
CASS is a member of the Canadian Association of School System Administrators (CASSA), therefore each CASS member is also a member of CASSA.

CASSA and Xerox Canada Ltd. jointly sponsor the EXL Award, a program to recognize excellence in system education leadership.

The EXL Award Program is based on three premises:
1. It is important to acknowledge the dedication and enthusiasm of administrators who guide children’s educational experiences. Recognition is a powerful instrument for building pride in accomplishment and continued determination to pursue excellence.

2. System leaders who establish the character of a particular school system’s programs through the important work with school boards, school leaders, teachers and caring parents help to determine the scope and quality of children’s educational experiences.

3. Children’s attitudes toward learning and their perceptions of themselves as lifelong learners are established in their school years. Effective leadership, mentoring and modeling determine whether the school jurisdiction effectively creates this environment.

CASS members have been invited to nominate a current active CASS member for the 2018 EXL Award. The person(s) nominating a candidate for consideration do not have to be from the individual’s jurisdiction, however the nominee and his/her jurisdiction must be aware and approve of the nomination.

A timeline for the nomination / selection process is as follows:
- December 20, 2017 First Call for Nominations
- January 10, 2018 Second Call for Nominations
- February 23, 2018 Nominations Close at 1:00 pm
- March 1-2, 2018 CASS Committee reviews nominations and makes decision
- March 22, 2018 CASS nominee recognized at the CASS Annual General Meeting
- July 4-6, 2018 CASS nominee attends the CASSA Annual Conference
- July 5, 2018 CASS Superintendent of the Year selected from provincial nominees

Recommendation
It is recommended the Board of Directors identify two individuals to join the Executive Director on the CASS EXL Selection Committee.

Respectfully Submitted
Barry Litun
CASS Director’s Report

Name – Elizabeth Gouthro

Date – January 5, 2018

Topic – Implementation of SLQS / Professional Standards

Background

- Ongoing support, as a member of SLQS Standard Implementation Team for the implementation of the deliverables in the Grant, in particular on deliverables 6-10 targeting Competency 5, “Ensuring First Nations, Métis and Inuit Education for all Students”.

Success and/or Challenges

- The rescheduling of Foundational Knowledge-Legacy of Residential Schools with Charlene Bearhead for Zone 2/3 had been rescheduled for February 16/18. Currently, too few registrations. I will be contacting a few superintendents from zone 2/3 to explore why the registrations numbers are smaller than expected. These conversations will inform next steps in consultation with Zone 2/3 Director.
- A follow-up to these session is being planned in consultation with Charlene Bearhead as many participants requested as part of the evaluation support for systemic strategies as next steps. Zone 4 is scheduled for January 25 and discussions are continuing with other zones 1,5 and 6 (tentatively April 11) to arrange a date/location that meets local zone needs.
- Supporting the planning for the 2018 CASS Alberta Education Annual Learning Conference March/18
- Leading the planning for the CASS First Nations, Métis and Inuit Education Gathering April 2018
- Supporting the ongoing planning for the proposed CASS Summer Conference (August 18) and the Start Right and Leading for Learning (July 2018)

Potential Action for Board of Director’s consideration

- Thanks to zone director for their support with scheduling, hosting and communicating to their members. Your advice is very helpful arranging these sessions at a time that is convenient for zone members. Future scheduling of zone sessions will be in collaboration with the zone directors to ensure that the planning meets local needs.

Topic – Committee Representation

First Nations, Métis and Inuit Education Action Committee

Background

This committee was initiated by CASS February 2016 to bring together CASS members to discuss how we could improve our success with our Indigenous students in our school systems. The committee has met, either in Edmonton or by teleconference 8 times in this period. This committee was identified in the CASS grant from the government to play a role in the implementation of competency 5. Our next meeting is January 19, 2018 in Edmonton.

Success and or Challenges-This committee continues to helpful in providing guidance to our professional learning planning in support of SLQS competency 5 and in communicating this work in their zones/First Nations School authorities. Terms of reference for the committee have been revised and approved for implementation in 2017-2018 on October 25, 2017. Highlights of this meeting and the approved terms of reference are available at http://0o.b5z.net/i/u/10063916/h/Nov2017/October_25_2017_Highlights.pdf
Alberta Research Network

Background

This network held its first meeting October 5, 2017. This network was sponsored by Alberta Education. Participants included representation from education partners such as universities, ATA, government, CASS. The network agenda has 3 objectives, to engage in a collaborative process to identify key research priorities, share current research being conducted (supported by Alberta Education) and to build capacity for mobilizing knowledge.

Success and or challenges

The meeting was very informative as we had an opportunity to learn about the research that was being conducted in Alberta. Presentations were in the area of early learning, Indigenous education, mathematics, leadership capacity, assessment, and writing. Participants were also asked to identify priority areas for research. The formal findings attached to this report are Indigenous Education, Professional Practice Standards, Mathematics, Wellness, and specific student populations (English language learners, special education, poverty, etc.).

Overall, these top 5 priorities align with CASS’s professional learning planning. How we mobilized knowledge will require further discussion. It appears to be an important goal for our collective work provincially, as there are many successful practices in our districts with evidence based research in Alberta that need to be shared etc. among the entire education community. This goal, if achieved, has the potential to be very helpful to Alberta school districts.

Joint Commitment to Action (JCTA)

Background

Signed June 2016, the Joint Commitment to Action will ensure all K-12 teachers, pre-service teachers, education stakeholders, education staff and school and system leaders are provided with targeted, progressive learning opportunities in First Nations, Métis and Inuit histories, perspectives and experiences within the next three years. Stakeholders (CASS, ATA, ARPDC, AADE, NCTR, ASBA and Alberta Education) will work collaboratively to ensure they have the support they need to advance these perspectives in the classroom and are confident in meeting the new draft professional practice standards.

Success and or Challenges

CASS and ASBA jointly hosted a meeting of JCTA December 19, 2017. In preparation for the meeting, each partner/stakeholder was asked to share the strengths, challenges and opportunities of their individual work. Overall, each partner was very pleased with the impact of professional learning that they were providing to their members through their grants, common challenges were the short time span of grant funding (3 years) to realize the impact of improving student learning and the plethora and redundancy of resources. With royal assent for Bill 28 now in place, it was seen as an opportunity to increase collaboration among the partners in support of full implementation of the standards by 2019 and to address the collective impact of JCTA, what will it be, how will it be measured etc.

A joint communiqué was also developed by the partners and will be posted by the ministry later this month. The ministry also asked each partner to share with them significant learning sessions (such as our 5 conferences) that either the minister or deputy minister might attend/participate etc.

The partners agreed that we need to continue in earnest our collaboration made possible through the JCTA. CASS and ASBA will again host the next meeting scheduled for January 23, 2018.
Meeting Objectives

- Engaging in a collaborative process to identify key research priorities
- Sharing current research being conducted in Alberta
- Building capacity for mobilizing knowledge

“Research is an important part of our education system. It is a way to collectively tackle complex challenges & opportunities and create solutions that benefit our students.”

Karen Andrews, Research Director and Chair of the Alberta Research Network

Key Meeting Activities

- Terms of Reference Reviewed
  - Two meetings per year, ongoing possibilities discussed
  - Share resources and research findings
  - Foster partnerships amongst Network members

- Indicators and Evidence Explored
  - Teacher Engagement & Improved Student Achievement
  - Research Sharing and Research Awareness
  - Research is Supported and Findings Implemented

- Research Priorities Established
  - Identified Needs shared by Network
  - Research Areas grouped into themes
  - Network voted to develop priority areas

Research Priorities

1. INDIGENOUS EDUCATION
2. PROFESSIONAL PRACTICE STANDARDS
3. MATHEMATICS
4. SOCIAL EMOTIONAL LEARNING & WELLNESS
5. SPECIFIC POPULATIONS

Knowledge Mobilization

Our afternoon consisted of breakout sessions shared by research grant recipients and Alberta Education.

Research Presentations

- Research Partnerships Program
- Alberta, Pan-Canadian and International Research

*Slides for the presentations made available upon request

- Enhancing Leadership Capacity
- Creating Awareness and Capacity
- Effectiveness of Self-Regulation Strategies in Supporting Students’ Achievement
- Investigating the Implementation of the New Early Childhood Program for First Nation, Métis and Inuit Students
- Trends in International Mathematics and Science Study (TIMSS 2015)
- Programme for International Student Assessment (PISA 2015)
- Examining Student Learning in Mathematics
- Flexible Pathways to Writing (2017)
- Developing Mathematical Literacy and Identity through Game Design
- Trajectories in Student Mathematics Performance
- Engaging All Early Learners
At the inaugural Alberta Research Network meeting on October 5th, 2017, attendees participated in a process to identify and cluster research needs, and then rank priority research topics. Through this process, 15 research topics were identified.

<table>
<thead>
<tr>
<th>Research Topic</th>
<th>Research Needs</th>
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</table>
| 1. Indigenous Education             | • Best Practices in Teaching  
• Improving Student Achievement  
• Subject Areas/Mathematics  
• Indigenous Perspectives |
| 2. Professional Practice Standards  | • Applying Foundational Knowledge About First Nations, Métis and Inuit (TQS & LQS)  
• Professional Leadership Practices  
• Teacher Training Programs |
| 3. Mathematics                      | • Improving Teacher Practice  
• Numeracy and Student Achievement/Confidence  
• Mathematical Reasoning |
| 4. Social Emotional Learning and Wellness | • Mental Health and Trauma  
• Social-Emotional Regulation  
• Social-Emotional Learning  
• Well-Being of Students and Teachers |
| 5. Specific Populations              | • English Language Learners  
• Gifted Education  
• Inclusive Education  
• Non-Completing Students  
• Students Living in Poverty  
• Warp Around Service Delivery |
| 6. Equity                            | • Achievement and Equity  
• Addressing Growing Inequity |
| 7. Literacy                          | • Literacy and Language  
• Literacy Strategies for Increased Competence  
• Literacy Instruction Best Practices |
| 8. Data Informed Practice            | • Data Informed Practice  
• Datification, Standardization and Depersonalization  
• AB Ed Assessment alignment with Practice |
| 9. Governance                        | • School Governance Models |
| 10. Learning Together                 | • Networking and Sharing Approaches  
• Communities of Practice  
• Creating Cultures of Thinking |
| 11. Teacher Attraction and Retention  | • Teacher Attraction  
• New Teacher Mentorship  
• Teacher Retention  
• Enhancing Teacher Resilience |
| 12. Early Learning                   | • Early Intervention and Assessment  
• Mathematics |
| 13. Educational Technology           | • Purposeful Technology  
• Technology Enhanced Learning |
| 14. Parent Involvement                | • Building Relationships with Parents / Communities  
• Connecting with Community, Family & Elders |
| 15. Student Transitions              | • Transitions (K-6 to 7-9)  
• Attracting and Supporting Indigenous Students to Post-Secondary Programs |
Terms of Reference

Purpose

The purpose of the Alberta Research Network is to support and enhance collaboration, communication, implementation and mobilization of evidence-based and research-informed policy and practice dedicated to the improvement of learning for every student in Alberta. It is a coalition of researchers, policy makers, and practitioners who are interested in improving the way research evidence is collected, accessed, and used across the K-12 education system.

The Alberta Research Network provides an opportunity for education partners and stakeholders to build relationships and collaborate on research matters relevant to Alberta’s education system. The network will serve as a mechanism to support the administration and dissemination of research studies. Increasing cooperation will enable education partners to identify research trends, gaps, collaborative opportunities and solutions to address complex education issues.

The Alberta Research Network is a collaborative vehicle that promotes information sharing and best practices in designing, conducting and using credible research to improve the education system and to meet the current and future learning needs of students in Alberta.

Membership

Membership consists of one representative and one alternate, both of whom have been chosen by their respective educational organization. Members should be:

- responsible for the coordination of research activities within their organization;
- knowledgeable about the research activities taking place within their organizations;
- able to share best practices and information from the network meetings with their colleagues, to inform practice, and to increase their organization’s research capacity; and
- willing to provide feedback for the continuous improvement and the sustainability of the network.

The following educational partners are invited to appoint one representative and one alternate to participate in network meetings and activities.

- Post-secondary institutions in Alberta with a research focus in education;
- Association of Alberta Deans of Education (AADE);
- School Authorities (including public, separate, Francophone, and charter schools);
- Alberta Teachers’ Association (ATA);
- Alberta School Boards Association (ASBA);
- Alberta School Councils’ Association (ASCA);
- College of School Superintendents (CASS);
- Association of Independent Schools and Colleges in Alberta (AISCA);
- First Nations, Métis and Inuit (FNMI) stakeholders; and
- Alberta Education / Government of Alberta.

Term

Membership will be for one year.
**Time Commitment**

Information-sharing and networking meetings will be held twice a year. Additional and ongoing activities may be identified in consultation with network members.

**Expenses**

Alberta Education will host the network meetings. Attendees are responsible for their own travel and accommodation costs.

**Contacts:**

Chair: Karen Andrews, Research Director 780-644-5194 / karen.andrews@gov.ab.ca

(Judy Madden, Administrative Assistant 780-644-2599 / judy.madden@gov.ab.ca)
January 10, 2018

To CASS Executive

From Del Litke, Director of Leadership Learning

Re Director’s Report

Background

In July 2018 CASS will host the 20th Annual Start Right and 12th Annual Leading for Learning Summer Academies at Olds College.

Start Right, intended for newly appointed or aspiring school leaders, is scheduled for July 3 – 6, while Leading for Learning will place from July 3 – 5, and is intended for experienced school leaders. The 30 participants in 2017 Leading for Learning was the highest ever, while the 63 participants of Start Right was slightly below the average number for the past five years.

The approval rating by participants of previous Summer Academies has been at or near 100%. Start Right was first offered in 1999, with Leading for Learning being initiated in 2007.

Participants will be involved in interactive learning opportunities, related to the Professional Practice Standard, and delivered by presenters who all have considerable experience as School and System Education Leaders.

An information package will be sent to all Superintendents in mid-January, and the Registration link will be live by the end of January.

Recommendation

It is recommended that Zone Directors encourage Superintendents in their respective zones to review the opportunities provided by the two Summer Academies, and to consider sponsoring newly appointed school administrators to attend Start Right, and to consider sponsoring at least one experienced school administrator to attend Leading for Learning.

Respectfully Submitted
Del Litke
CASS Director's Report

Name – Tom Sperling
Date – January 10, 2018

Topic – First Nations, Metis and Inuit Education Gathering 2018

Background

• PSAV was the successful quote for the 2018 gathering. Their costs for the three-day event, including equipment, lighting, draping and technicians was $7,618.46, approximately $2400 less expensive than the next competitor.

Potential Action for Board of Director's consideration

It is recommended that above be received as information.

Topic – Annual Conference March 2018

Background

• FMAV was the successful quote for the 2018 Annual Conference. As the format for the conference changed slightly requiring more breakout rooms on Thursday, the charge for their quote will be approximately $8,750.00. If CASS is required to pay a $3000 outside AV provider charge this quote is still up to $9,000.00 less than any of the other bids.

Success and/or Challenges

• Breakout rooms at Chateau are a challenge with half being upstairs;
• Main ballroom needs more audio visual to allow those sitting at back to feel part of the group – this has been addressed in the audio-visual quotes

Potential Action for Board of Director's consideration

It is recommended that above be received as information
January 10, 2018

To CASS Executive

From Barry Litun, Executive Director

Re Executive Director’s Activity Report

Below is a summary of meetings & activities that I participated in since our last Board meeting.

Dec 9  Met with Paul Lamoureux, Christine Bouchard, and James Trodden re CASS / Alberta Education Annual Learning Conference
Dec 13  With Ingrid, conducted tour of potential site for CASS New Members Orientation in 2018
Dec 13  With Chris, attend a Budget Consultation meeting hosted by Ministers Ceci and Eggen
Dec 14  With Chris & Kurt, participated in the monthly Education Partners Teleconference meeting.
Dec 14  CASS hosts Grandin School choir at our office
Dec 15  With Colleen, Elizabeth and Val – Professional Practice Standards Working Group Teleconference meeting
Dec 18  Telephone meeting with CASS website manager
Dec 18  With Colleen, participated in the monthly CASSA teleconference meeting
Dec 19  Hosted Teleconference 1 re Professional Practice Standards Q & A’s
Dec 19  Telephone meeting with Randy Clarke re Professional Practice Standards
Dec 19  Telephone meeting with Brent Allen re Canabis Legalization
Dec 19  Telephone meeting with CASS website manager
Dec 19  Hosted Teleconference 2 re Professional Practice Standards Q & A’s
Dec 20  Hosted Teleconference 3 re Professional Practice Standards Q & A’s
Dec 20  Telephone meeting with Elizabeth G
Dec 20  Hosted Teleconference 4 re Professional Practice Standards Q & A’s
Dec 20  CASS Office Staff Christmas Dinner
Dec 21  Hosted Teleconference 5 re Professional Practice Standards Q & A’s
Dec 21  Telephone meeting with Naomi Parker re Policy Wise
Dec 21  Lunch meeting with Gordon Thomas
Dec 21  Hosted Teleconference 6 re Professional Practice Standards Q & A’s
Jan 2  Meeting with Teresa Haykowsky re potential webinars for CASS members
Jan 2  Telephone meeting with Colleen SW
Jan 4  Meeting with Randy Clarke re Professional Practice Standards
Jan 5  Shaw Tech Support re Office Network Repairs
Jan 5  Meet with Cam Oulton and Colleen re Research Report #3
Jan 8-9  With Colleen, Elizabeth and Val – Professional Practice Standards Working Group face to face meeting
Jan 10  Board of Directors Teleconference meeting

Respectfully Submitted
Barry Litun