

CASS ZONE 2/3
FRIDAY, December 2, 2011
Hosts: Black Gold Regional Schools
Nisku Inn & Conference Centre
1101 4 Street Nisku

Minutes

CALL TO ORDER

- Welcome new member and acknowledgements

AGENDA

- Additional Agenda Items - none
- Approval of Agenda – Steve McKenzie

CASS PRESIDENT REPORT

Presenter: Roger Nippard (also presenting for Kim Jenkins who sent his regrets)

- Kath is off and will be back shortly. She continues to recover well. We all wish her well.
- Tripartite Update - Dave Andrews will hold a weekly teleconference and provide updates from Jackie Hansen to CASS. Currently only one report has come forth. Talks are proceeding but there has not been a lot of resolution or moving forward. We have already passed the original date (November 30) for coming to an agreement in principle. Minister has indicated that he is not as interested in attaching time to agreements but rather focusing on the initiatives. If a framework is negotiated, it will still come back to locals for ratification.
- The framework will be an incentive for negotiations vs. an enforced agreement. Term, salaries, time, and dispute resolutions are the key areas but nothing has moved forward. As long as term and salaries are not firmed up, the rest doesn't matter (Kevin Andrea)
- Question - do the current contracts have a provision for a one-year extension?
- Response - not sure but may this be possible.
- Comment - prior to the AGM I was asked how my presidency was going. There is a proposal to do away with the current position of CASS president and move to a full-time position. Zone 4 presented several models for how this new form might work. Primary rationale is to give CASS a bigger voice and possibly political role than it does currently. There are split views on this proposal.
- Question - is this being treated as one zone's idea and discussed through executive?
- Response - the executive is mixed on the proposal and anything moving forward would have to be approved at the Spring General Meeting and approved by the members.
- Question - are we becoming so busy that maybe the role of president is getting too complicated under the current model? Do we want to become so involved or not?
- Floor comment - we often do this to ourselves, as we seem to attend to many meetings. What are our priorities and what should we deal with? Too many meetings, just fluff.
- Varied discussion about the pros and cons to the proposal. Some feel that the role does need to be enhanced and others feel that the current structure is fine. Need to have more research into the issues and the role of CASS. What does "more political" mean? More of the role involving us working with politicians or administrators to administrators. We need

much more information and not a vote at the AGM without time and background.

MINUTES

- Adoption of Minutes as Presented – September 23, 2011 – Bob Allen
- Business Arising from the Minutes - none

FINANCIAL REPORT

Presenter: Michael Hauptman – Attachment A

- Banker Board is Evergreen Catholic Schools
- Reminder – Dues Payable

ALBERTA EDUCATION ZONE 2/3 REPORT

Presenter: David Woloyshn and Paul MacLeod – Attachment B

- Dave reminded us that generative governance and dialogues are important, but need to have impact on our work and the education system.
- Highlights discussed from the Directors' Report – see attached
- Action on Inclusion - remove titles of capacity builder and change agents.
- Removed reporting expectations from present form and looking at simpler methodology for Action on Inclusion work.
- Flexible communities of practice using social media tools and other technologies so that people can connect on various ideas. Webinars will also be conducted and recorded so you can attend firsthand or at later time.
- Field Services - community of practice lead for Alberta Education.
- Joy Malloch is the lead Education Manager for the Action on Inclusion project.

Questions and Comments for Alberta Education:

- Would like January 10th meeting at St. Albert Protestant to have field services present.
- The funding manual on page 85 talks about student funds vs. based on "system profile". Need to be reviewed by Alberta Education.
- Question - can you confirm that are we supposed to use both IEPT and IPP or just one?
- Response - been working at removing 'musts' from funding manual and guide to education needs to be more flexible. As for the IEPT and IPP, we do not know. Key messaging needs to come out....not sure if both, modified IPP's, or something totally different?
- Comment – there are legal issues around the use of just the IEPT. Feels that the planning tool does not meet the same scrutiny of an IPP. Offer to assist Alberta Education with the issues from Brenda Sautner.
- Comment - clearer messaging on meetings and consultations - who, why, the role of various participants.
- Question - will there be a Spring consultation since Fall one was cancelled?
- Response - Spring still in the works unless election timing changes this from happening.
- Comment - concern that the School Act is too formal in form and structure to have consultation with students and parents. Need to remember that it is not a philosophical document and hence not appropriate for some of the audiences during the consultations.

- Question - when are we going to see the Minister's 10-point plan?
- Response - hope to have out by next week.

HIGH SCHOOL FLEXIBILITY PROJECT

Presenters: Gerry Fijal/Richard Arnold - Alberta Education – Attachment C
Carol Lemay/Jo-Anne Lanctot - Living Waters – Attachment D

- Two strategies being used in the 16 schools
 - Flex time - basically, no bells, but also utilizing it in different ways for different purposes.
 - Credit Recovery - traditionally a student who has not achieved outcomes at the end of the course fails. If want to get credit they must take the whole course again. Under this strategy you focus on the individual student and looking at what is needed for the student to succeed. It just may be gaps that need to be filled vs. taking the whole course over and getting credits at a later date.
- In 2009, Living Waters embarked on this project.
- St. Mary of the Lake was a school that needed to rebuild its culture and strength and this project was appropriate for re-visioning and doing something new.
- Small school and the idea of working in teams trickled down from the high school to the elementary and this became a culture shift for the entire school.
- Developed Boot Camps where students come in as needed, learn a certain skill or ability, and then leave. Just in time learning process?
- Relationships, rigor, and relevance became the focus. A transformational approach that offered the right incentive. Re-thinking of our roles and the project gave us permission to think differently.
- Important to note that the admin serves as a facilitator/support but the teachers are the architects. Teachers are facilitators for the students. Became more versed in how to take the outcomes and offer them to students in a way that meets individual needs. Teachers teach students and give up the notion of subject specialties.
- All teachers and students attend flex days.
- Work with local college for dual credits.
- Backward design is a focus.
- Changing our grading policy - no zeros - not an option to not complete
- Reassessment, re-dos and changes to final assessments being done
- Instituted electronic student portfolios from Grade 4 – 12 students
- Student led conferences with digital portfolios.
- Challenges:
 - keeping our initial concerns and worries to ourselves
 - funding for a lot of professional training
 - parents being disengaged....but definitely need student engaged
 - having staff that is global, flexible, collaborative, and can work in teams
- Leadership? They must build trust. Clarify purpose, align systems, and unleash talent.
- Principal is still key - as goes the principal, so goes the school.
- Brought the PD to the school vs. people going out.

- Are we meeting our goals? Flexible, dynamic, alternative programming. Our results have shot up and especially for our Aboriginal population.
- This process supported us well as when we returned from the fire, we started and moved forward from where we were.
- Next step - moving towards transformation through this process and we are planning to move this process across our division.

Questions and Comments for Alberta Education:

- Question – When are results going to be presented?
- Response – A new format will be presented in 2012.
- Question – What is flex time?
- Response – It varies from school to school. It is interpreted to meet their project needs.
- Question – What is the size of the schools involved?
- Response – From small to very large high schools.
- Comment – The report will speak to course completion being on the rise. However, CEU's don't necessarily increase. Less failure CEU's claimed and claims for CEU's being made once student has a successful completion.

KEYS TO DECISION- MAKING – Julie Evans - Alberta Health – Attachments E,F,G

- Purpose of this change is to deal with all of the issues around inconsistent services and varied partner expectations.
- People involved from numerous rehabilitation services, complex needs, child social services, and various children services providers seeking feedback and information.
- Interesting real stories about how the Keys can work.

Feedback and Questions at the end of the presentation:

- Question - How do we actualize this across the province? How do we involve all of the partners?
- Response – That is why we have the presentation, for information sharing and communication.
- Question - In the process of the IPP, how do we operationalize the joint creation of an IPP vs. the health people doing their own plan and then stapling it to the IPP?
- Response – We can't go to all IPP meetings but have some collaborative meetings where possible. As schools, we need to start to invite health people to our meetings.
- We need to have collaborative language.
- We need to understand that money is always an issue.
- Comment – The document is clinical based and not designed for the education world. We have levels of intervention (RTI) and inclusion changes and the model and language is different.
- If you want a copy of the keys to decision-making document, you can email Julie.
- Comment - How do we move to one comprehensive plan with the family vs. separate plans in isolation when it comes to providing student supports? This is the challenge.

MOVING FROM – AN ACCOUNTABILITY MODEL TO AN ASSURANCE MODEL

Presenter: Jamie McNamara – Attachment H

- Comments, questions and feedback to Jamie
- Look at inviting Assistant Deputy Minister Dean Lindquist to next meeting to discuss this new model.

SUPERINTENDENT ISSUES

- Covered in earlier discussion with Alberta Education

COMMITTEE REPORTS

Professional Development – Brenda Sautner

- Looking for common themes among "Action" agendas from Alberta Education. Working with Val (ERLC) to look at how we can better coordinate the various initiatives in a collaborative manner.
- Check new book - Fullan - "Change Leaders"
ERLC/Learning Network – Michelle Brennick/Roy Ripkens – Attachment I
- Member Services – Steve MacKenzie
- Hockey on Wednesday night at learning symposium at River Cree.
- Reminders need to go out in August for our AON CASS insurance.

NEXT MEETING SUGGESTED ITEMS

- Discussion with Alberta Education on ADLC Issue – Nick Radujko will invite David Woloshyn and Ray Battochio to speak on ADLC changing model.
- Request by Henri that someone from the department come out to talk about “time-out.”

MOTION TO ADJOURN – Steve McKenzie