



CCS School Council Minutes

February 7, 2012

Attending: Scott Hickling, Gwen Uittenbosch, Harry Fritschy, Monique Wagner, 11 parents and 3 staff members

i. Prayer and welcome

- SH welcomed those attending and adjusted agenda for assessment presentation to be last item; GU opened in prayer

ii. Principal Reports

- GU - For second semester, 2 students that had chosen alternate high schools have reapplied and returned to CCS; others also requested to return, but have been informed that they will need to reapply in the fall. New student also in Grade 8. Vice Principal JK on study leave to complete Master's Degree for second semester. Remember students, staff and chaperones on upcoming service learning trips for Outdoor Ed, Belize and Europe.

iii. Minister of Education Conference Call - February 8, 2012

- encouraged parents to attend this opportunity to participate and gather info directly from the Minister on Education Act, funding models, questions from School Councils from across Alberta.
- SH noted that he had corresponded with the Minister in regards to the lease funding inequity and had received a response indicating his intention to review and potentially revise system
- Parents have sent requests for questions/information from the Minister regarding specific concerns or programs (cursive writing, continuity and consistency among grade level curriculum etc.) and those questions will be submitted as allowed during call or through other channels

iv. Food Sensitivities/Allergies/Rewards

- Correspondence received from parents regarding the need to be aware of and recognize the challenges for students and parents both with food being brought in to classrooms for celebrations or used as an incentive or reward, especially for those with allergy or dietary concerns. Discussion will continue at Admin and staff level and will seek input from parents for collaboration on best way to move forward and address concerns and needs.

v. Executive Director updates and overview

- Reenrollment - approximately halfway through the reenrollment "cycle" and expecting strong response; critical for planning and staff allocations to ensure confirmations are received from current families. Many new families have already submitted and are making inquiries for Sept. 2012.
- Nomination for ASCA awards and ASCA annual meeting - Annual meeting of the Alberta School Councils Association is scheduled for April (2-3 representatives to attend from CCS). Please contact Scott Hickling if there is interest in participating. CCS School Council nominated for award for innovation in engaging parents.
- Parenting Seminar - see website and handout for practical parenting strategies seminar offered (attached)
- Calendar Survey - high participation and strong response; results presented to Palliser Trustees and are expecting approval after the February Palliser Board meeting. School start date for 2012-2013 will be Sept. 4. HS students will likely have a staggered start prior to this date to secure scheduling and review any necessary changes. Noted that a start date after the Labour Day weekend in September is not always possible - number of days prior to the holiday affect the overall hours available for instruction over the course of the year.
- ES Renovation Plan - plans to increase classroom space at ES for September, initial planning underway including meeting with City of Calgary and gathering all necessary information regarding site preparation etc. To be presented with March and April School Council meetings for details and further information.
- Playground Updates - information and input gathered from students and teachers on preferred elements for play value and inclusion etc.; quotes and designs being gathered from three suppliers over the next two weeks. Likely that with the expansion plans the location of the current playground will change with this installation.

vi. **Division I assessment and reporting**

- see attached document for presentation with overview of information presented recorded in blue; information provided to those attending also follows.

vii. **Questions regarding presentation**

- several parents asked questions regarding common language and consistency in teaching and assessment within subjects, especially between grade teams
- comments made that having work come home allows parents to partner with the teachers in the learning and also have them understand what is being taught, and how - greater understanding leads to deeper involvement and ability to assist students.
- importance of communication for information and expectations - consistency in delivery and availability. All grade levels and every team to deliver the same message and have information available for parents (email, website, newsletters, agendas etc.).
- general discussion around delivery of programming and ensuring students are adequately prepared for the next grade level, especially to transition to the MS level in regards to study habits and homework expectations; consistency in common language to help foster success.

viii. **Closing remarks and prayer**

ix. **Next meeting – March 6, 2012**

Fellowship Focus for ES Division II (Grade 4-6) families.

**From: Kevin Gietz, Superintendent
Palliser School Division**

Happy New Year, everyone!

The arrival of a new year is always an exciting time, as we embrace a fresh start and fresh possibilities.

For our high school students, it's also a crunch time, as the first semester comes to a close with diploma exams and finals. I wish our students all the best at this critical time.

A new year is also a time of fresh promise and potential.

In Palliser, this new year brings new staff to our schools as we reduce class sizes where needed to ensure our younger students receive the quality time they need from their teachers. At every school additional resources are available thanks to the restored funding from the province. We're looking to these resources to support school improvement and student learning.

This will also be a year of continued focus on assessment for learning, and continued development of skills to support student literacy and numeracy, both essential skills for lifelong success.

There's much work to be done, so I hope all of our students and staff returned from the winter break re-energized. We've got a lot to accomplish before the end of June, and let's not forget, Together Everyone Achieves More. Welcome back, TEAM!

Reporting Student Achievement at the Elementary Level

CCS School Council – February 7, 2012

1. Why bother with reporting?

- Required by Alberta Education
- Used as a tool by parents and students
- Allows for teacher accountability

2. How is a report card the same/different from day to day assessment?

- Daily there is collection of evidence that subjects are being learned
- Assessment for report cards is over a longer period of time and includes professional evaluation of the mastery of concepts
- Is a comparison to personal learning and growth for each student

3. Who is the report card for at the Elementary level?

- Ultimately for the parent, rather than the student

4. When I read the report card what is being reported? Why?

- It includes the most recent evidence of success at the reported task or outcome
- Would not be fair to have it reflect an average over the entire reporting period, as there is an expectation of improvement from introduction of concept to mastery. An average of the successes over this time period would not be an accurate reflection of the current level.

5. Wouldn't it make more sense to report percentages? That's what we all understand because that's what we grew up with.

- Especially at an ES level, there is much learning that occurs that is not able to be assessed with a numerical value, and there is no correlation between a percentage level and the indicators that are used on the CCS report card.
- Information presented allows for recognition of growth, areas of mastery and areas that require improvement.

6. What is Division I and Division II?

- DIV I includes Kindergarten to Grade 3; DIV II includes Grades 4 through 6.
- Additional reporting/assessment measures are used at the DIV II level for math and language arts

7. Why does Kindergarten only get two report cards per year while Grades 1-6 get three?

- In order to properly assess children at the Kindergarten level, adequate time to familiarize students with the routines of the school setting and allowances for the staggered entry system and the half-time attendance comparative to other grades must be taken into account. The first scheduled reporting period for Grades 1-6 is November; Kindergarten students will receive an "interim" update in October to provide parents with information on how their student is settling in to these routines and beginning to process and learn.
- More accurate assessment of the Kindergarten curriculum and other measures can be taken after the Christmas break and report cards will be issued.

ES Assessment

Degrees of Achievement

1	Mastery of program objectives	Suggests independence and automation, but NOT necessarily "above-grade level".
2	Meeting program objectives	Suggests ability to succeed at grade level programming with regular daily teacher support.
3	Requires support to meet program objectives	Requires more than the regular daily teacher support in order to meet objectives. Intervention may be required.

Grades

(for Division II and for Math and Language Arts only)

Grades in elementary school DO NOT correlate to a 'percentage cut-off'.

To help you understand your child's grade in language arts and math, please refer to the following guide, or talk to your child's teacher.

Plus and minuses detract from the reliability of the measure and so will not be used.

A	Work is excellent, providing evidence of in-depth understanding and application of the learner outcomes at grade level. This is WOW!
B	Work is proficient, providing evidence of solid understanding and application of the learner outcomes at grade level. This is YES!
C	Work is adequate, providing evidence of basic understanding and application of the learner outcomes at grade level. This is ON THE RIGHT TRACK.
D	Work is limited, yet provides evidence of a beginning understanding of the grade level learner outcomes. This is NO, BUT....



Calgary Christian Elementary

2839 49 Street SW Calgary, AB T3E 3X9



**Calgary
Christian
School**

Principal - Harry Fritschy

Kindergarten Progress Report 2011/2012

Homeroom - Mrs. L. Kelly (KTT)

Government Number

Grade EC

*And I pray that you, being rooted in love, ...
may grasp how wide and long and high and deep is the love of Christ. Ephesians 17b - 18*

Early childhood is a significant period in human development. Independence, initiative, decision making, creativity, the ability to relate to others and feelings of self worth all have their beginnings in early childhood. What young children learn at this stage will have a major impact on successful learning experiences in school, in personal development and in future participation in society.

Kindergarten Program Statement 2008

		Term 1	Term 2
EARLY LITERACY	Mrs. L. Kelly		
I can...		C	
Use pictures, letters, or words to represent ideas		C	
Copy print from classroom and environment		C	

EARLY NUMERACY	Mrs. L. Kelly		
I can...			
Say the numbers in order from 1-10 starting with any number		C	
Say the numbers backwards in order 10-1 starting with any number		C	
Match a numeral to a set of objects by touch counting		C	
Show and describe numbers 2-10		C	
Copy and describe a pattern		C	
Extend and create a pattern		C	
Compare two objects		C	
Sort objects based on a single attribute		C	
Describe and build 3-D objects		N/A	

CITIZENSHIP AND IDENTITY	Mrs. L. Kelly		
I can...			
Identify how I am unique		C	
Identify how I belong (to my family, my school, my community)		C	
Demonstrate good citizenship		C	

CREATIVE EXPRESSION	Mrs. L. Kelly		
I can...			
Participate in creative activities		C	
Express feelings and ideas through music, art and drama		C	

ENVIRONMENT AND COMMUNITY AWARENESS	Mrs. L. Kelly		
I can...			
Demonstrate curiosity, interest, and a willingness to learn about the environment and my community		C	
Use my five senses to explore the world around me		C	

PHYSICAL SKILLS AND WELL BEING	Mrs. L. Kelly, Mrs. M. Wagner		
I can...			
Participate in physical activities		C	
Describe safety for myself and others		C	
Identify things I can do to be healthy		C	
Gross Motor Skills			
Demonstrate balance		C	
Demonstrate locomotion		C	
Control gym equipment		D	
Fine Motor Skills			
Hold a pencil appropriately		C	



And I pray that you, being rooted in love, ...
 may grasp how wide and long and high and deep is the love of Christ. Ephesians 17b - 18

The report card is a formal summary of the student's current academic achievement and student attributes.

Homeroom Mrs. G. Ernter - (1E)
 Government Number
 Grade 01



November 30, 2011

Level	Academic Achievement Indicators
1	Mastery of program objectives
2	Meeting program objectives
3	Requires support to meet program objectives
INC	Incomplete, no evaluation possible due to lack of evidence

Factors Affecting Learning: God's Children Making the World a Better Place
Student Attributes Indicators

C = Consistently Demonstrates S = Sometimes Demonstrates I = Infrequently Demonstrates

		Term 1	Term 2	Term 3
Language Arts	Mrs. G. Ernter			
Reads fluently/accurately when reading aloud		2		
Uses efficient reading strategies to comprehend text		2		
Locates, interprets and organizes information		2		
Communicates effectively in writing		2		
Demonstrates correct use of punctuation in daily writing		2		
Uses correct spelling in daily writing		2		
Writing captivates interest of audience		2		
Presentation of work enhances communication		2		
Prints and/or handwrites legibly		2		
Expresses ideas clearly when speaking		2		
Math	Mrs. G. Ernter			
Communicates understanding of mathematical concepts		2		
Applies knowledge correctly, including basic facts		2		
Uses appropriate math skills and strategies to complete work		2		
Computes accurately		2		



Attendance	Term 1	Term 2	Term 3	Total
Number of Days Enrolled	58	58	63	179
Number of Days Late	1			1
Number of Days Absent	4.0			4.0

Term 1 Comments

The report card is only one method of communicating information. Conferences are a critical component of the reporting process and provide an opportunity to acquire additional information about your child's learning. You are invited to contact your child's teacher for clarification.

Teacher

Harry Fritschy, Principal



And I pray that you, being rooted in love, ...
may grasp how wide and long and high and deep is the love of Christ. Ephesians 17b - 18
The report card is a formal summary of the student's current academic achievement and student attributes.

Grade 06

December 01, 2011



Level	Academic Achievement Indicators
1	Mastery of program objectives
2	Meeting program objectives
3	Requires support to meet program objectives
INC	Incomplete, no evaluation possible due to lack of evidence

A Excellent	B Proficient	C Adequate	D Limited
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Factors Affecting Learning: God's Children Making the World a Better Place
Student Attributes Indicators
C = Consistently Demonstrates S = Sometimes Demonstrates I = Infrequently Demonstrates

	Term 1	Term 2	Term 3
Language Arts Ms. C. Vandenheuer	B		
Reads fluently/accurately when reading aloud	2		
Uses efficient reading strategies to comprehend text	2		
Locates, interprets and organizes information	2		
Communicates effectively in writing	2		
Demonstrates correct use of punctuation in daily writing	1		
Uses correct spelling in daily writing	2		
Writing captivates interest of audience	2		
Presentation of work enhances communication	2		
Prints and/or handwrites legibly	2		
Expresses ideas clearly when speaking	1		
Math Mrs. J. Olson	A		
Communicates understanding of mathematical concepts	1		
Applies knowledge correctly, including basic facts	1		
Uses appropriate math skills and strategies to complete work	1		
Computes accurately	2		



Attendance	Term 1	Term 2	Term 3	Total
Number of Days Enrolled	58	58	63	179
Number of Days Late				
Number of Days Absent				

Term 1 Comments

[Faint, illegible text area for Term 1 comments]

The report card is only one method of communicating information. Conferences are a critical component of the reporting process and provide an opportunity to acquire additional information about your child's learning. You are invited to contact your child's teacher for clarification.

Wandermeer
Teacher

Harry Fritschy
Harry Fritschy, Principal

How To Interpret Your Child's Report Card

Your child's report card was sent home today. This report card aims to be a snapshot of your child's learning. It is based on recent evidence gathered in a variety of ways (observation, written work, group work, etc.). The Calgary Christian School elementary report card has undergone revisions. The Language Arts and Math sections, in particular, have undergone major revisions; The information below should help to clarify some of the new descriptors in these two foundational areas.

Language Arts

The ability to read and interpret a variety of types of print and the ability to communicate in written form and orally are foundational to education. It allows students to read instructions in math, conduct research, interpret a question on a test, enjoy a book, show what they know, inform others, grab the attention of their audience and express themselves. The overarching category of "Language Arts" is broken into four areas and evidence is collected from across the curriculum:

- **Reading** – This includes your child's ability to read aloud which may indicate level of comprehension, ability to decode, and fluency. Students also need to employ age appropriate reading strategies in order to navigate new and more complex text for reading pleasure or for research. Please note that there is a major developmental shift that takes place during the primary grades from "learning to read" to "reading to learn".
- **Writing** – Isolated spelling and grammar tests are not authentic measures of writing ability so teachers will make their assessments based on daily samples in context. Examples could include, and are not limited to, the ability for your child to communicate clearly through a written answer to a question, to express an opinion in a paragraph or sentence, to relate an experience to their audience...etc. Writing is not just a one-way process: it requires consideration and connection to the audience. Your child's ability to do this will be reflected on the report card.
- **Representing** – There is fierce competition for our attention in today's world; therefore, the presentation of student work so that it appeals to the audience is crucial. This is reflected separately on the report card.
- **Speaking** – Language arts is not just about writing and reading, but also being able to communicate orally. Students need to be able to ask clear questions and share what they know verbally.

Math

Teachers at CCS have identified four different skill sets for math that can be applied across all the disciplines (number, shape & space, measurement, probability):

1. **Knowing** math – There are some things that just must be 'known', such as the names of shapes and basic facts. Student with good memories and the ability to learn by rote will perform well in this area.
2. **Doing** math – This includes following the rules for calculating, solving problems, answering questions independently.
3. **Understanding** math – This is the area of math that is most important but most difficult to reach. It suggests that a child can not only 'do' long division, but can explain why it works, or that a child can represent a fraction multiple different ways because they deeply understand what a fraction is. The level of importance of this area is reflected in the new Alberta curriculum.
4. **Accuracy** – even if a student knows math, can do math and understands math, there is still the possibility that carelessness can lead to errors.

Report Card Guide

Work Habits	Indicators of consistency
Completes at-home tasks	<ul style="list-style-type: none"> Completes homework Returns field trip forms Completes home reading Brings specific things to school when required
Uses class time effectively	<ul style="list-style-type: none"> Does not socialize during work time Gets started right away Doesn't fixate on a problem Prioritizes work
Organizes materials	<ul style="list-style-type: none"> Organizes assignments, desk, binder, lunch kit, etc. Doesn't lose things
Demonstrates engaged listening skills	<ul style="list-style-type: none"> Responds to verbal instructions Recalls what was said Engages in discussion Action and doing result from listening
Works effectively in a group	<ul style="list-style-type: none"> Cooperates Listens to others Shares information and ideas Contributes their strengths Gets work done when in a group Willing to compromise
Takes responsibility for learning	<ul style="list-style-type: none"> Asks appropriate questions Demonstrates initiative in learning situations Asks what was missed when absent Accepts ownership of performance Troubleshoots and problem solves
Works independently	<ul style="list-style-type: none"> Ignores distraction Works effectively on their own Reads instructions before asking questions Attempts questions before asking questions Demonstrates self-confidence Tasks risks Employs strategies
Uses agenda effectively	<ul style="list-style-type: none"> Brings agenda to and from school each day Records homework assignments in agenda in an organized manner Follows teacher expectations
Character	

Alberta School Council Award of Merit Nomination January 2012

Submitted for Nomination: Calgary Christian School

The nominated School Council exemplifies inspirational practices in one or more of the following areas:

- *Introduce creative and innovative ways to communicate with parents and the school community.*
- *Develop partnerships to support student learning and school improvement.*
- *Champion a successful initiative that affects student learning and school improvement.*
- *Introduce practices or approaches to retain and/or recruit new school council members.*

The school council at Calgary Christian School showcases and celebrates the unique partnership between the Calgary Society for Christian Education and the Palliser School Division as they work together to deliver the Alternative faith-based program for students from Preschool to Grade 12.

For the 2011-2012 school year, the CSCE committed to increase parental awareness and involvement with the school council. This was undertaken in a number of ways, meant to deepen connections between families, the staff and others to strengthen the community as well as support the learning and growth of the students.

Each monthly meeting includes a "Fellowship Focus" - a social time immediately preceding the meeting that parents and students in specific grade levels are personally invited to attend. This time is designed to be an informal way for families to connect with each other as well as encourage their involvement at the meeting to follow. When the Elementary grade levels are the focus, free child care is offered by High School students that volunteer during the meeting time.

Agendas for each month's meetings are intentionally drafted to include topics that will be of particular interest to the grade level of the Fellowship Focus time, and one meeting per year for each age group also includes a presenter/speaker of relevance. Two examples of presentations for this year: Calgary Police Service on Internet Safety and Cyber-Bullying and a professional career counsellor for High School students.

Reminders of school council dates are sent school-wide in a variety of ways - newsletters, website, emails and signage at the school. Families included in each Fellowship Focus group are sent personal invitations and reminders based on the agenda subjects and/or age group (e-vites, themed invitations etc).

Administration, staff members and the Parent Action Council take all opportunities to include the work and importance of school council in a conversation, and reminders and encouragement are given to attend meetings and get involved.

Attendance for the school council has increased dramatically over the previous year, in some cases by more than 250%!! CCS believes strongly that an involved community directly impacts the learning environment and success for staff and students and is a vital component of the school.

Experience the Power of Positive Parenting An Evening for Parents of Children and Teens



February 21 and 22, 2012 ~ 7 - 9 pm

Experience the power of positive parenting. In about 90 minutes, these seminars will leave you feeling more confident, competent and ready to deal with common child and teen behavioural and emotional issues.

Join Dr. Matt Sanders, child behaviour expert, founder of Triple P and a Professor of Clinical Psychology and Director of the Parenting and Family Support Centre at The University of Queensland in Australia. Dr. Sanders also hosted the wildly popular British television show "Driving Mum and Dad Mad", a series that followed the real experiences of families using the Triple P group program.

Raising Resilient Children (0 - 12 years) February 21, 2012 - 7 - 9 p.m.

A child's emotional resilience, or ability to cope with their feelings is important to long-term happiness, well-being, and success in life. Learn about how to promote the six key resiliency skills within your child by attending this seminar.

Raising Responsible Teenagers (11-16 years) February 22, 2012 - 7 - 9 p.m.

This seminar helps parents learn how to encourage teenagers to develop the skills they need to become independent and responsible through taking part in family decision making, being respectful and considerate, being involved in family activities, developing a healthy lifestyle, being reliable, and being assertive.

Who Should Attend

- Parents and Caregivers of children and teens
- Professionals who work with parents and caregivers

Attend via live webcast or in person

Both events will be available via live webcast. All you need is a computer, speakers and high-speed internet. Leave the rest to us. The seminars will also be held in Edmonton at the Radisson Hotel and Conference Centre at 4440 Gateway Boulevard. Free, underground, heated parking is available.

Registration

THERE IS NO FEE TO ATTEND, but registration is required. Go to: www.research4children.com. Click on the "Events" tab located across the top of the screen. Then, go to the left-hand column of the "Events" page and you will find - Triple P Events. Links to registration forms are available on that page. You will be e-mailed all of the webcast information making it easy and simple to connect the night of the seminar.

Questions? E-mail Aimee Caster at acaster@research4children.com or call 780-944-8636.

This event is sponsored by Alberta Human Services and Alberta Education.

**Government
of Alberta** ■

