

THE ASSOCIATION OF  
ALBERTA  
PUBLIC  
CHARTER  
SCHOOLS

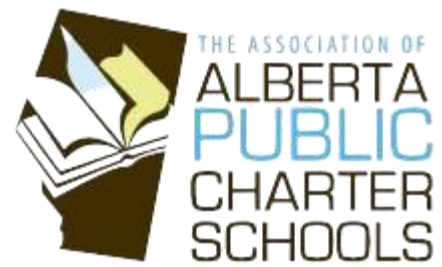
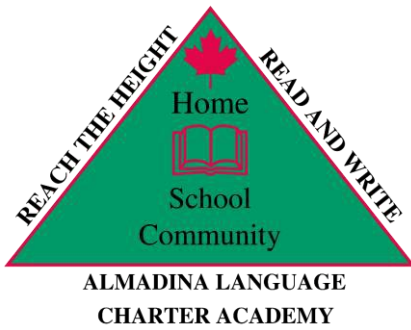
# CHARTER SCHOOLS

## ***2023 TAAPCS Conference Information Package***

Welcome to the 2023 TAAPCS Conference!

Get ready for a day filled with insightful sessions, engaging discussions, and valuable networking opportunities. Thank you for being a part of this enriching educational experience!

If you have any questions or need assistance, feel free to approach our friendly staff members throughout the event.



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**TAAPCS ROOMS SESSIONS A,B, AND C**

**Almadina Brochure**



76 Ave SE

Street Parking

SE

Parking Lot B

Old Paths Baptist Church

Almadina Language  
Charter Academy

Parking Lot A-  
Reserved for  
Guest  
Speakers

Street Parking

20a St SE

Guests May Park on the  
Grass Here if There is  
Parking Overflow

Google

Lenmore Square  
shopping mall

Olden Calgary

Shoppers Drug Mart

Partners Pub & Grill

# **2023 TAAPCS Conference Guest Wifi**

**Below is the name and the password of the SSID:**

**SSID:    Chart-Conf**

**Password:    Alca1234**



# Ogden Campus 2023-2024

coffee  
Lunch  
Station

1 - Welcome  
2 - Keynote  
3 - Noon - Guest Speaker  
**Main Gym**  
A24 - Back Half  
B48

**Front Office**

Principal's  
Collaboration Room

**104**  
Overflow Room &  
Lunchroom

**Science Lab**  
Overflow Room &  
Lunchroom

#9

**200**  
Overflow  
C55

Washroom  
**Alt Gym**

EA/File  
Room

**105**  
Superintendents' Room

Study  
Hall  
Presenters  
Room

Washroom

**Kitchen**

**103**  
Overflow Room &  
Lunchroom

**101**  
Overflow Room &  
Lunchroom

#3

Courtyard

FLOOR PLAN

**202**  
A10  
B32  
C70

**203**  
A11  
B33  
C56

**310**  
A21  
B46  
C68

Co  
py  
Ro  
om

WEP

Arabic  
Smama  
Overflow  
& Lunch

Counsellor

Counsellor

Coaches

**301**  
A15 B39 C61  
Washroom

#5

To Portables

**204**  
A12  
B34

**205**  
A 25  
B35  
C57

**311**  
Library  
C72

**313**  
Overflow  
Lunch

**314**  
A23  
C71

**304**  
B41  
C63

**302**  
A16  
B38  
C60

vendors' Area

**Port.2**  
A4  
B27  
C51

**Port. 3**  
A5  
B28  
C50

**Port. 5**  
A7  
B29  
C53

**Port.7**  
A9  
B31  
C54

**206**  
A13  
B36  
C58

**207**  
A14  
B37  
C59

**312**  
A22  
B47  
C69

**308**  
A20  
B44  
C66

**306**  
A18  
C64

**305**  
A17  
B42

**303**  
B40  
C62

**Port.1**  
B26  
C49

Hallway

Washroom

Washroom

**Port.4**  
A6  
C52

**Port.6**  
A8  
B30

#8

#7

#6

# 2023 TAAPCS Conference Program

7:30 - 8:25	Registration Tea and coffee		
8:30-8:40	Welcome/Housekeeping Land Acknowledgement		
8:40-9:00	MC Welcome Welcome by Almadina Superintendent, Jamal EIRafih Welcome by TAAPCS President, Ian Gray		
9:00 -10:15-	Keynote Lynne Paradis		
10:15 – 10:30	Transition Break		
10:30-11:45	Session A Concurrent		
12:00-12:15	Address		Minister of Education- Demetrios Nicolaides
12:15-1:00	Lunch		
1:00- 2:15 PM	Session B Concurrent		
2:15 - 2:30 PM	Transition Break/Prizes		
2:30 -3:45 PM	Session C Concurrent		
4:00 PM	All sessions will end		

			TAAPCS ROOMS/SESSIONS																	
1	GYM 8:30-9:00	Welcome	400																	
2	GYM 9:00-10:15	Keynote - Dr. Lynne Paradis	400																	
3	GYM 12:00-12:15	Minister of Education Honorable Demetrios Nicolaides	400																	
FLOW ROOMS LUNCH		Room 101 (Forster) Room 102 (Science Lab) Room 103 (Kerr) Room 104 (Santhanam) Room 200 (Burt) Overflow & C55 Room 313 (Alruz) Arabic Room (Smama)	40 per room																	
	Room 105 (Smith)	Superintendents' Room	All Day																	
CONCURRENT SESSIONS A 10:30-11:45													CONCURRENT SESSIONS B 1:00-2:15				CONCURRENT SESSIONS C 2:30-3:45			
Sessions A # ROOM Presenter Concurrent Sessions A				Sessions B # ROOM Presenter Concurrent Sessions B				Sessions C # ROOM Presenter Concurrent Sessions C												
4	Portable 2	Wanda Deschant	Fractions in Division 1	26	Portable 1	Richard Street	Technology - AI in the classroom. Challenging the way we teach.	49	Portable 1	Richard Street	Technology - AI in the classroom. Challenging the way we teach.									
5	Portable 3	Cheryl Babin	Assessment - Why Outcomes-Based Assessment? Don't we already DO this?	27	Portable 2	Wanda Deschant	The Why and How of Spatial Reasoning in Kindergarten	50	Portable 3	Cheryl Babin	Assessment - Competencies, Skills and Mindsets our Students Need for the Future									
6	Portable 4	Alyson Moore	Assessment - Emergent Learning in Immersive Arts Practices	28	Portable 3	Simram Chaggar & Julien Bergeron	Assessment - Reframing assessment as learning for students	51	Portable 2	Andrew Casali	Technology - Rethinking screens in schools									
7	Portable 5	Ziya Khandani	Innovations - Fancy Oracy	29	Portable 5	Casey Guy	Innovations - What Aristotle and Confucius can teach us about character education	52	Portable 4	Alyson Moore	Assessment - Autoethnographic Research: For teachers and students									
8	Portable 6	Kim Tackaberry	Explicitly Teaching Decoding and Encoding to Older Students (Grades 4-9)	30	Portable 6	Kim Tackaberry	Picture-Talk Warm-up Strategy to Engage Reluctant Writers (Grades 2-5)	53	Portable 5	Casey Guy	Innovations - What Aristotle and Confucius can teach us about character education									
9	Portable 7	Tally Nixon	Understanding Vaping and Youth	31	Portable 7	Tally Nixon	Social Media and Youth	54	Portable 7	Tally Nixon	Understanding Vaping and Youth									
10	Room 202 (AbdulRahman)	Sarah Murdoch	Photography and the Art of Curriculum Integration	32	Room 202 (AbdulRahman)	Dan McWilliam	Using the Design Process to Design Learning	55	Room 200 (Burt)	Kate Pike	Purposeful Engagement: Creating a Classroom Read Aloud Toolkit for Comprehension									
11	Room 203 (Elrafih)	Ed Mitchell and Donna Gimble	Connect with Students	33	Room 203 (Elrafih)	Ed Mitchell and Donna Gimble	Connect with Students	56	Room 203 (Elrafih)	Ed Mitchell and Donna Gimble	Connect with Students									

12	Room 204 (Tarrabain)	Dr. Nadia Delanoy and Dr. Barb Brown	Technology-enhanced learning and research partnerships: A flipped learning case example	34	Room 204 (Tarrabain)	Cheryl Babin, Wilma Jamieson	Leadership Development - Problems of Practice Networking Session for Principals, Assistan/Vice Principals, and School-Based Leaders	57	Room 205 (Jomaa)	Katie Dawe and Pamela Hunnisett	EmPower Your Teaching with a Staff Book Club
13	Room 206 (Rowe)	Denise Peterson	Honoring Indigenous Knowledge; Practical Applications in the Classroom	35	Room 205 (Jomaa)	Katie Dawe and Pamela Hunnisett	EmPower Your Teaching with a Staff Book Club	58	Room 206 (Rowe)	Denise Peterson	The Napi'aki Diaries; stories of hope and enlightenment
14	Room 207 (Hamill)	Shannon Bennett, Andrea Friesen	Fostering Cohesion and Clarity with Staff	36	Room 206 (Rowe)	Denise Peterson	The Napi'aki Diaries; stories of hope and enlightenment	59	Room 207 (Hamill)	E3 Training	Inclusivity- Strategies to Cope with Internal and External Biases
15	Room 301 (Maruyama)	Katherine Jarrell, Andrew Baxter (Alberta Health)	Supporting Students through the lens of Mental Health Literacy.	37	Room 207 (Hamill)	E3 Training	Chinese Calligratherapy is a mixture of classic Chinese calligraphy with intentional breath strokes.	60	Room 302 (Bergeron)	Colleen Drybrough & Jon Delamont	Roles of Occupational Therapist (OT) and Speech-Language Pathologist (SLP)
16	Room 302 (Bergeron)	Allison Edgerton	Sound by Sound: How Using Sound Walls Supports the Needs of All Learners in Early Literacy Classrooms	38	Room 302 (Bergeron)	Colleen Drybrough & Jon Delamont	Roles of Occupational Therapist (OT) and Speech-Language Pathologist (SLP)	61	Room 301 (Maruyama)	Tanya Keto	ADHD: What Educators Need to Know: Part 2
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18	Room 306 (Movassegi)	Jodi Taylor	Small Group Literacy Instruction (Grs 7-12)	40	Room 303 (Cueto)	Carlos Gamboa	The Quadrivium and Singapore Math: An Approach to Mathematics that Reflects Our Anthropology.	63	Room 304 (O'Flanagan)	Terresa Carlgren	Spiral of Inquiry, a Framework for Continuous Improvement
19	Room 307 (Thraya)	Keldon Formosa & Catherine Gay	Cognitive load theory & the content-rich trivuum	41	Room 304 (O'Flanagan)	Terresa Carlgren	Spiral of Inquiry, a Framework for Continuous Improvement	64	Room 306 (Movassegi)	Jodi Taylor	Learning Progressions (Inclusion) Grs 4-12
20	Room 308 (Chiem)	Alvina Mardhani-Bayne	Design Thinking and Mathematical Problem Solving	42	Room 305 (Aboumrads)	Matt Stickl	Rethinking Challenging Kids - An Introduction to Collaborative Problem Solving®	65	Room 307 (Thraya)	Keldon Formosa & Catherine Gay	Cognitive load theory & the content-rich trivuum
21	Room 310 (Chamoun)	Carrole Plourde	Indigenous ways of life, the sweats, and the 7 ceremonies celebrated in the sweats. Carrole will also begin the presentation with a language lesson of the Tsuu T'ina Nation language.	43	Room 307 (Thraya)	Keldon Formosa & Catherine Gay	Cognitive load theory & the content-rich trivuum	66	Room 308 (Chiem)	Alvina Mardhani-Bayne	Shad Canada - An Introduction to our Organization
22	Room 312 (Reid)	JM Hwang	Capstone Research: Racially Marginalized Experiences on theIndigenization of Education	44	Room 308 (Chiem)	Alvina Mardhani-Bayne	Shad Canada - An Introduction to our Organization	67	Room 309 (Assoun)	Steve Langer	Thriving - Not Surviving; How to Build Sustainable Habits for Wellness
23	Room 314 (Aslam)	Amynah Bhandaini	Bring a New Colour to Art with Henna	45	Room 309 (Assoun)	Steve Langer	Healthy Leaders, Healthy Schools	68	Room 310 (Chamoun)	Carrole Plourde	Indigenous ways of life, the sweats, and the 7 ceremonies celebrated in the sweats. Carrole will also begin the presentation with a language lesson of the Tsuu T'ina Nation language.



24	Gym Back Half	Robert Cooper	Large Group Games in Phys Ed	46	Room 310 (Chamoun)	Carrole Plourde	Indigenous ways of life, the sweats, and the 7 ceremonies celebrated in the sweats. Carrole will also begin the presentation with a language lesson of the Tsuu T'ina Nation language.	69	Room 312 (Reid)	JM Hwang	Capstone Research: Racially Marginalized Experiences on theIndigenization of Education
25	Room 205 (Jomaa)	Maxine Hildebrandt, Sara Fairbrother	Indigenizing Education Through Land-Based Learning and Cultural Exchange Partnerships	47	Room 312 (Reid)	JM Hwang	Capstone Research: Racially Marginalized Experiences on theIndigenization of Education	70	Room 202 (Jomaa)	Robert Cooper	Teaching the New Wellness Curriculum
				48	GYM	Robert Cooper	Large Group Games in Phys Ed	71	Room 314 (Aslam)	Amynah Bhandaini	Bring a New Colour to Art with Henna
								72	Library	Sarah Birch	Making the most out of your local public library!



**Almadina Central Office**  
**#118 3132 26 Street NE**  
**Calgary, Alberta**  
**T1Y 6Z1**  
**Phone: 403-543-5078**

**Ogden Campus (5-9)**  
**1919 76 Avenue Se**  
**Calgary, Alberta**  
**T2C 0G8**  
**Phone: 403-543-5070**

**Mountain View Campus (K-4)**  
**2031 Sable Drive SE**  
**Calgary, AB**  
**T2B 1R9**  
**Phone: 403-543-5074**



## **Almadina Language Charter Academy**



## OUR VISION

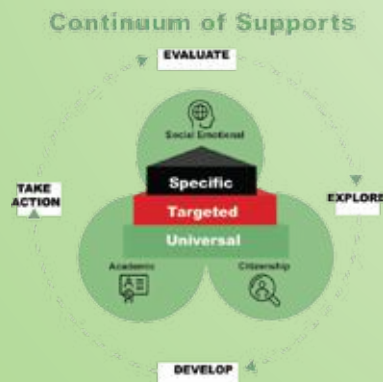
To strive to operate as Canada's best Public Charter School by providing students whose second or third language is English with the opportunities to reach their full potential.

## OUR MISSION

The Almadina School Society, through its partnership with the Minister and all stakeholders, ensures that our students whose second or third language at home is English reach their full potential as they prepare to meet the challenges of high school, lifelong learning and citizenship in a dynamic, democratic, knowledge-based society that respects each child's special gifts and the commitment to promote diversity in shared values.

## CONTINUUM OF SUPPORTS

ALCA uses a multi-tiered level of support when programming for students, including opportunities for universal, targeted, and specialized instruction as required.



## LEARNING MODEL

Developed in 2023 by ALCA's Three Year Plan Committee co-leads, in conjunction with each campus' administration, the learning model depicts three pillars guiding our academy: English Language Development, Inclusion, and Wellness. Supporting these pillars are the pedagogical practices foundational to the success of all students.



## ALCA'S ENGLISH LANGUAGE LEARNERS

In ALCA, we define English language learners as students who are new to the English language and are currently in the early stages of their academic journey. They come from diverse cultural backgrounds and may have a limited understanding of the language when they first start school.

## The Iceberg Theory



## BICS/CALP

As shown above, BICS represents a small portion of the overall proficiency of an academically competent student. CALP goes beyond the surface level of a language. In summary, BICS is more conversational and social while CALP is more academic and formal, and requires a higher level of proficiency.

## VISIBLE LEARNING AND ENGLISH LANGUAGE LEARNING

'Visible Learning' means an enhanced role for teachers as they become evaluators of their own teaching. Visible teaching and learning occur when teachers see learning through the eyes of students and help them become their own teachers - Hattie, 2014

