



Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, January 20, 2015  
2:00 p.m.

Board Meeting #8

# AGENDA

**BOARD OF  
TRUSTEES**

**Sarah Hoffman  
Board Chair**

**Michael Janz  
Board Vice-Chair**

**Sherry Adams  
Orville Chubb  
Michelle Draper  
Ken Gibson  
Nathan Ip  
Cheryl Johner  
Ray Martin**

- A. **O Canada** 
- B. **Roll Call**
- C. **Approval of the Agenda**
- D. **Communications from the Board Chair**
- E. **Communications from the Superintendent of Schools**
- F. **Minutes:**
  - 1. DRAFT – Board Meeting #7 – December 16, 2014
- G. **Comments from the Public and Staff Group Representatives**  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, January 19, 2015 to speak under this item.)*
- H. **Reports:**
  - 2. Report #6 of the Caucus Committee (From the Meeting Held January 6, 2015)  
(Recommendation)
  - 3. Environmental and Social Justice Initiatives  
(Recommendation)
  - 4. Holistic Health (H20) 15-25-35 Locally Developed Course Series  
(Recommendation)
  - 5. Early Learning Students Reassessment and Transportation Costs  
(Information – Response to Request for Information #068)
  - 6. Grade 3 Student Learner Assessment (SLA) Pilot  
(Information – Response to Request for Information #069)
  - 7. Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools  
(Information – Response to Request for Information #074)
  - 8. Bereavement  
(Information)

- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, January 19, 2015 to speak under this item.)*
- J. Other Committee, Board Representative and Trustee Reports**
  - 9. Student Trustee Update  
(Information)
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

**MINUTE BOOK**

**Board Meeting #7**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, December 16, 2014 at 2:00 p.m.

**Present:**

**Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Sarah Hoffman  
Nathan Ip

Michael Janz  
Ray Martin

**Student Trustee**

Johannah Ko

**Officials**

Angela Anderson  
Diana Bolan  
Jim Davies

Mark Liguori  
Ron MacNeil  
Mary Michailides

Kathy Muhlethaler  
Lorne Parker  
Darrel Robertson  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

**Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that Trustee Johner was absent. All other Trustees were present.

## MINUTE BOOK

### **C. Approval of the Agenda**

**MOVED BY Trustee Janz:**

**“That the agenda for the December 16, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair**

The Board Chair advised that, last Friday, the Board-Hosted Coffee Party for staff was held in the Centre for Education. Unfortunately, she and Trustee Janz were unable to attend due to a prior Alberta School Boards Association commitment. She thanked Trustee Martin for bringing greetings on behalf of the Board at the event.

The Board Chair advised that the January 6, 2015 board meeting has been cancelled. The next board meeting will be held Tuesday, January 20, 2015 at 2:00 p.m.

### **E. Communications from the Superintendent of Schools**

The Superintendent advised that the District Recognition event for Service, Team and Merit Awards will take place this evening. The event recognizes the outstanding accomplishments, contributions, and achievements of parents, community members, staff members and students.

### **F. Minutes**

1. Board Meeting #5 – November 25, 2014

**MOVED BY Trustee Ip:**

**“That the minutes of Board Meeting #5 held November 25, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)**

2. Board Meeting #6 – December 2, 2014

**MOVED BY Trustee Martin:**

**“That the minutes of Board Meeting #6 held December 2, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives**

There were no registered speakers.

## MINUTE BOOK

### **H. Reports**

3. Alberta School Boards Association (ASBA) Call for Input into the ASBA Strategic Plan

#### **MOVED BY Trustee Hoffman:**

**“That the Board approve the questionnaire responses as proposed by the ASBA Issues and Resolutions Committee.”**

The Board agreed by general consent to remove the “12” ranking from the items in Question 2 of the questionnaire and add the following rationale: *The rest of the seven identified items are rated as lesser priority since research suggests focusing on more than three advocacy priorities would not lead to focused, actionable strategies and attainment of outcomes. The Edmonton Public School Board believes that, if the issue of adequate, stable, predictable funding was made a top priority for the ASBA, other advocacy items would also be addressed.*

#### **The Board Chair called the question.**

#### **The Motion was UNANIMOUSLY CARRIED.**

4. Firm Foundations and Reading 44  
Response to Request for Information #050

The report was provided to the Board for information in response to a request for information.

Trustee Gibson requested that information be provided, perhaps in the form of a one-page reference document, regarding the different literacy strategies available in the district.

5. Year-Round Schooling for At-Risk Students  
Response to Request for Information #057

The report was provided to the Board for information in response to a request for information.

Trustee Hoffman requested that information be provided regarding the rationale for the modified-calendar at Braemar School.

## MINUTE BOOK

### 6. Impact of Future Schools on Brander Gardens School Enrolment Response to Request for Information #059

The report was provided to the Board for information in response to a request for information.

#### **I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**

There were no registered speakers.

#### **J. Other Committee, Board Representative and Trustee Reports**

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, noting it was Dr. Sandra Woitas' last board meeting, commended her for her tremendous work with the Foundation over the years and her service to the District.

Student Trustee Ko reported on the Edmonton Student Youth Council meeting she attended on December 3, 2014. She noted there was a lot of great discussion at the meeting and she was pleased to see so many students from junior high up to students in their third year of university involved in the Council.

Student Trustee Ko also reported that she had the opportunity to visit amiskwaciy Academy as well as Prince Charles and Spruce Avenue schools and experience the many different aspects of the school personalities and student demographics as well as the level of involvement and work being done not only by students but by the teachers and principals as well.

Trustee Hoffman noted that, earlier today, the Minister of Education forwarded sixteen draft regulations in support of the new *Education Act*. She provided the information to Trustees and the Administration for review.

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the Board of Directors meeting that took place December 11 to 12, 2014. She noted the following:

- Craig Kielburger, co-founder of Free the Children and organizer of We Day, will be the keynote speaker at the ASBA Spring General Meeting in June 2015
- The Board of Directors reviewed and approved the 2013-2014 audited financial statements.

## MINUTE BOOK

- The Board of Directors is piloting a request for information process and she has put forward requests for information regarding the following:
  - stakeholders
  - costs for membership in the Canadian School Boards Association (CSBA) and National School Boards Association (NSBA) related not only to membership fees but associated costs for board members and staff to attend the annual meeting association meetings as well as other meetings such as regional and presidents' meetings and hosting costs when members of the CSBA or NSBA attend meetings in Alberta - the information was requested to prepare for upcoming budget discussions
  - A list of associations the ASBA has memberships with or has formal agreements or partnerships with

Trustee Hoffman noted she will have the requests for information posted on the Board Intranet Site. She noted she is seeking this kind of information to assist the Board in making an informed decision regarding a cost-benefit analysis of membership in the ASBA. Trustee Martin had suggested at the May 20, 2014 board meeting when the Board approved its support for the ASBA proposed 2014-2015 budget. She asked Trustees to forward any other questions they would like her to put forward to the ASBA Board of Directors.

**K. Trustee and Board Requests for Information – None.**

**L. Notices of Motion – None.**

**M. Next Board Meeting Date: Tuesday, January 20, 2015 at 2:00 p.m.**

**N. Adjournment (3:25 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Dr. Sandra Stoddard, Executive Director  
Governance and Strategic Support  
Services/Corporate Secretary

**DATE:** January 20, 2015

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz, Caucus Committee Chair

**SUBJECT:** Report #6 of the Caucus Committee (From the Meeting Held January 6, 2015)

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [Trustees' Handbook](#) – Caucus Committee - Section 5.4  
[School Act](#) Section 61  
[Board Policy FGB.BP – Evaluation of Superintendent of Schools](#)  
[Trustees' Handbook – Section 6.1.3 \(pages 52 to 58\) – Board and Superintendent of Schools Evaluation Committee](#)  
[November 25, 2014 Board Report – 2014-2015 Board and Superintendent Evaluation Committee Strategic Work Plan \(Page 4\)](#)

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**RECOMMENDATION**

- 1. That Report #6 of the Caucus Committee from the meeting held January 6, 2015 be received and considered.**
- 2. That the contracting of Conroy Ross to assist the Board and Superintendent Evaluation Committee in conducting the 2014-2015 Superintendent of Schools' Evaluation be approved.**
- 3. That the process and timeline as outlined in the consulting request for proposal from Conroy Ross (Attachment I) with respect to the 2014-2015 Superintendent of Schools' Evaluation be approved.**
- 4. That the costs for conducting the 2014-2015 Superintendent of Schools' Evaluation be taken from the Board Initiative Fund.**
- 5. That the Board of Trustees approve the land exchange between the City of Edmonton and the Edmonton Public School Board.**

**BACKGROUND – Recommendations 2 to 4**

The Board and Superintendent Evaluation (BSEC) Committee met on October 23, 2014 to discuss the 2014-2015 Superintendent's evaluation process. The Committee is recommending that the same process used for 2013-2014 be utilized for the 2014-2015 evaluation and that Conroy Ross be contracted to assist the Committee in submitting a final report.

**BACKGROUND – Recommendation 5**

The City of Edmonton requires a six metre wide strip of land owned by EPSB adjacent to 107A Avenue. In exchange, the City of Edmonton will formally close a remnant six metre lane, currently titled to the City, and transfer the land to EPSB (Attachment II).

Both the strip of land required by the City and the lane to be closed have an area of 735 square metres. The strip of land adjacent to 107A Avenue is desired by the City to accommodate the McCauley Streetscape Improvement Program. The closure of the remnant lane and transfer to EPSB would allow the District to consolidate the remaining lots and lane to create one parcel of land.

**NEXT STEPS – Recommendation 2 to 4**

Subject to approval of the recommendations at the January 20, 2015 board meeting, the Board and Superintendent Evaluation Committee will initiate the evaluation process.

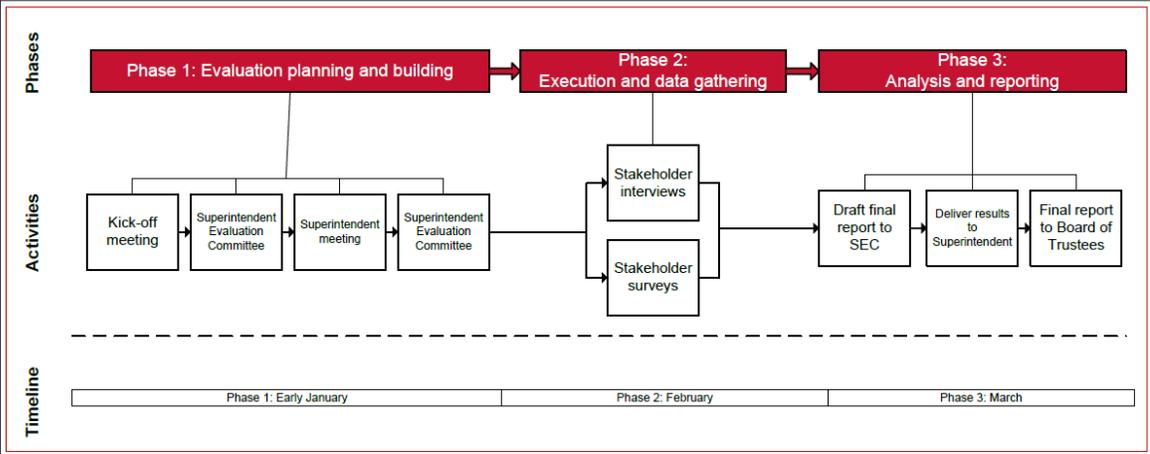
**NEXT STEPS - Recommendation 5**

Subject to approval of the recommendation at the January 20, 2015 board meeting, Ministerial consent will be requested to complete the transfer of property.

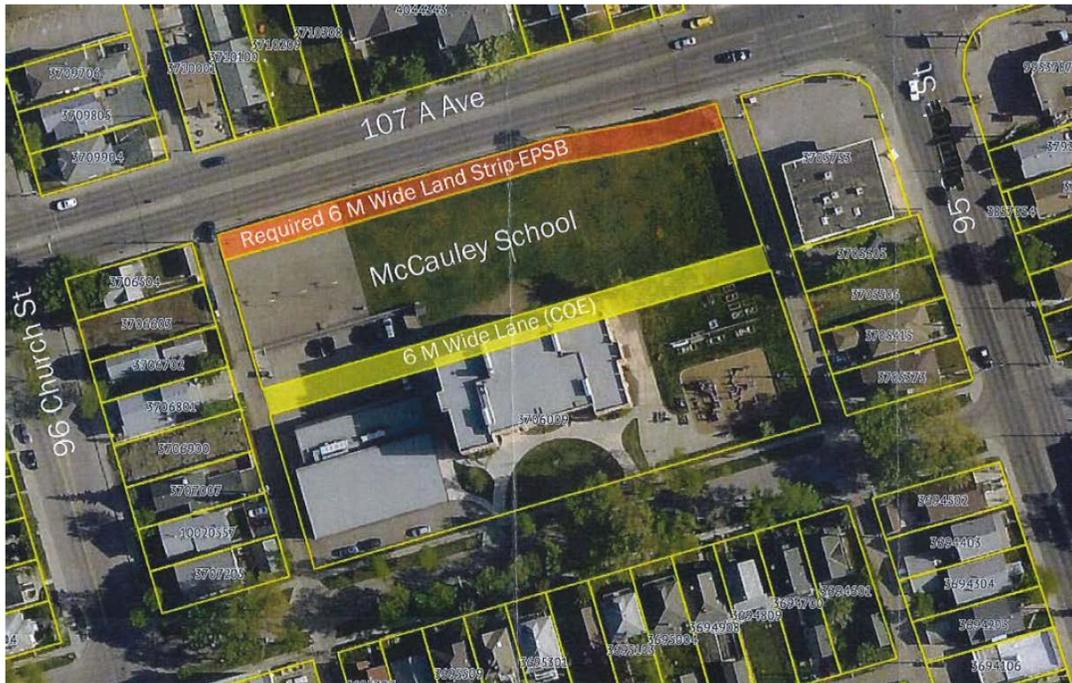
**ATTACHMENT**

- ATTACHMENT I - Process and Timeline for the 2014-2015 Evaluation of the Superintendent of Schools
- ATTACHMENT II - Lane Closure and Lands to be Exchanged at McCauley School

SS:mmf



Lane Closure and Lands to be Exchanged at McCauley School



**DATE:** January 20, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Environmental and Social Justice Initiatives

**ORIGINATOR:** Dr. Lorne Parker, Acting Executive Director, Infrastructure

**RESOURCE STAFF:** Ken Erickson, Maegan Lukian, Larry Schwenneker

**REFERENCE:** [March 19, 2013 – Board Report – Motion re Social and Environmental Justice Initiatives Annual Event](#)

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#### ISSUE

The Board of Trustees approved the following motion at the March 19, 2013 board meeting: *That beginning in the 2013-2014 school year, the District host an annual event to publicly showcase the social and environmental justice initiatives taking place in schools.*

#### RECOMMENDATION

**That District recognition for environmental and social justice initiatives be incorporated into the District Awards program, by creating two distinct award categories for schools to apply for (one for environmental justice and one for social justice).**

#### BACKGROUND

In response to the motion approved at the March 19, 2013 board meeting, the District's first *Environmental and Social Justice Initiatives Event* was held on October 20, 2014 at Queen Elizabeth School, in conjunction with the first day of *Waste Reduction Week in Canada*.

Approximately 150 guests attended the event, which featured six schools each presenting their current environmental and social justice initiatives in five-minute videos. The video screening was followed by a brief awards ceremony recognizing each school for their commendable efforts. Participating schools were each presented with a certificate of excellence and commitment to modeling best practices in the District.

Participating school videos, as well as the pictures taken on event day were made available online, via various social media platforms, for the general public and all district staff and students to view.

#### RELATED FACTS

The first *Environmental and Social Justice Initiatives Event* allowed Edmonton Public Schools to recognize social and environmental justice initiatives across the District and increase awareness of available programs and resources. The feedback collected from involved staff, students and departments is summarized below:

**Positive Feedback:**

- Students were the main focus of recognition and were at the forefront during the event (student presenters, student emcees, student choir, etc.).
- The event created a connection between schools and EnviroMatters staff as a resource and allowed Board of Trustees to connect with students and their schools.
- The event was a good way to recognize projects that are making a real difference in schools and student education, and also bring schools together to connect over similar issues.
- Videos are an interesting new way for schools to be recognized for their efforts; incorporating social media platforms for viewing allows students and schools to share the information and continue the recognition well after the event is over.

**Challenges:**

- Some groups had difficulty understanding the two concepts of environmental and social justice as one recognition event; they are two very different and distinct issues that would be better recognized independently.
- FOIP clearance for all students appearing in the videos was a hindering process.
- Getting some schools to dedicate staff and time to focus on the initiative was difficult at times. There proved to be a wide gap of engagement on the actual event day, with some bringing large groups of students and parents, and other schools failing to attend at all.
- Being a new recognition event, there is no existing process or designated staff support system and the smaller scale of the event left the media uninterested.

**CONSIDERATIONS & ANALYSIS**

It is recommended that EnviroMatters staff work with the committee established to review district awards to incorporate the recognition for district environmental and social justice initiatives into the District Awards program, by creating two distinct award categories for schools to apply for (one for environmental justice and one for social justice).

Going forward, this would serve to improve the initiative in the following ways:

- Recognition of schools is currently based on both categories; the initiative has better potential for longevity and variety of applicants if the two concepts of environmental and social justice are separated and recognized independently.
- The initiative would become a part of the District Awards program, a process that has existing support (award selection, event day, media support, formal awards, etc.).

**NEXT STEPS**

Pending approval of the recommendation, EnviroMatters staff will work with the committee established to review the District Awards program to develop two new award categories and assist where needed going forward. On an annual basis, EnviroMatters staff will promote the new categories to district schools, encourage them to apply and feature the winning schools on the EnviroMatters website.

**ATTACHMENTS & APPENDICES**

N/A

LP:kk

**DATE:** January 20, 2015  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Holistic Health (H2O) 15-25-35 Locally Developed Course Series  
**ORIGINATOR:** Mary Michailides, Assistant Superintendent, Support for Schools  
**RESOURCE STAFF:** Janice Aubry, Diane Brunton, Stacy Fysh, Kim Hertlein, Bill Howe  
**REFERENCE:** [Alberta Education - Guide to Education](#)

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**ISSUE**

Alberta Education requires that all locally developed courses be approved by the Board of Trustees prior to implementation.

**RECOMMENDATION**

**That the Holistic Health (H2O) 15-25-35 locally developed course series be approved for use in Edmonton Public Schools until August 2018.**

**BACKGROUND**

Locally developed courses (LDCs) are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities for students to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students and address local, community or parental interests. Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses. These courses serve to further develop and cultivate the unique interests and abilities of students, foster educational improvement and excellence through innovation at the local level and meet the unique needs of a local community.

Locally developed courses and resources are approved and/or renewed on a four year cycle by the developing board. In the case of high school courses, the courses also must be approved and/or renewed by Alberta Education. The process is governed by Alberta Education policies.

The Holistic Health (H2O) 15-25-35 course series is a new course series that was developed in collaboration with staff members of Ross Sheppard School. It is intended to support further development of the physical, social, emotional, intellectual and spiritual aspects of students. It is designed to provide techniques, skills and strategies for students to promote holistic wellness, such as mindfulness and contemplative practices. The fundamental principles upon which this curriculum is based are: holistic health and wholeness; balance; mindfulness; kind, compassionate living; interconnectedness; and journey of life.

This curriculum is designed to foster productive citizens who practice healthy ways of living and who have the confidence to take risks and overcome obstacles they encounter. Holistic Health

(H2O) 15-25-35 incorporates the concept of the individual as an integrated system rather than one or more separate parts. The concept of interconnectedness or connection beyond the self is also central to this curriculum.

**RELATED FACTS**

- Locally developed courses are submitted to Alberta Education and the Board of Trustees for approval for a maximum of four years.
- Alberta Education has approved this locally developed course series.
- Ross Sheppard School is prepared to deliver Holistic Health (H2O) 15 in semester two of the 2014-2015 school year.
- The Holistic Health (H2O) 15-25-35 locally developed course series has been provided to the Board of Trustees under separate cover.

**CONSIDERATIONS & ANALYSIS**

The Holistic Health (H2O) 15-25-35 locally developed course series supports the District Strategic Plan:

- District Priority 1: “Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.”
- District Priority 2, Goal One: “A focus on well-being and student citizenship.”

This new locally developed course series provides students the opportunity to focus more deeply on developing lifelong strategies and practices to develop and maintain their overall well-being through a holistic approach. This curriculum currently meets provincial requirements for a locally developed curriculum.

**NEXT STEPS**

Upon approval of this recommendation, the Administration will make this course series available for district use in semester two of the 2014-2015 school year.

**ATTACHMENTS & APPENDICES**

N/A

MM:db

**DATE:** January 20, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Early Learning Students Reassessment and Transportation Costs (Response to Request for Information #068)

**ORIGINATOR:** Dr. Lorne Parker, Acting Executive Director, Infrastructure

**RESOURCE STAFF:** Carolyn Baker, Heather Raymond, Christopher Wright

**REFERENCE:** November 4, 2014 Board Meeting (Trustee Draper)

**ISSUE**

The following information was requested: Provide information regarding how many early learning students have a reassessment in their coding moving from severe to mild/moderate from one year to the next, and of those, how many access transportation (this could be based on trend or average for the past few years). What would that translate in transportation costs for those children for one year?

**BACKGROUND**

Curb service busing is provided at no cost for children approved for Program Unit Funding (PUF) by Edmonton Public Schools. Costs related to busing PUF children are partially recovered through the Early Childhood Services (ECS) curb service transportation grant. The balance of the costs can be claimed under the PUF budget, given the children are eligible for PUF funding.

By way of current interpretation of the Funding Manual by Alberta Education, children who are not eligible for PUF funding and cannot demonstrate a need for curb service busing (ie. significant mobility delay, etc.) are not eligible for submission on the ECS curb service transportation grant. The District cannot recover transportation costs from the PUF budget for children who do not qualify for PUF funding.

**CURRENT SITUATION**

It should be noted that district practice is when a student's coding changes from severe to Mild/Moderate (M/M), the option for programming is maintained for the child at the Early Education site even though PUF funding is no longer received.

The number of children having a reassessment and moving from PUF funding to M/M funding attending an Early Education site is as follows:

|  | September 30, 2012<br>Enrolment count |      | September 30, 2013<br>Enrolment count |      | September 30, 2014<br>Enrolment count |      |
|--|---------------------------------------|------|---------------------------------------|------|---------------------------------------|------|
| Number of children reassessed from PUF to M/M. | 17                                    | 2.4% | 14                                    | 1.8% | 7                                     | 0.8% |

Currently, Student Transportation transports approximately 85 per cent of the children attending Early Education sites. The historical average is a similar percentage.

Based on the assumption that 85 per cent of the children attending an Early Education site are bused, the cost to transport children that transitioned from meeting PUF eligibility to qualifying for M/M funding over the past three years would be:

2011-2012: \$45,000  
2012-2013: \$40,000  
2013-2014: \$22,000

#### Additional Context

A number of years ago, district curb service to Early Education sites included as many as +/- eight per cent of children that did not qualify for PUF funding. Children with M/M coding were included on the Alberta Transportation curb service grant. In 2010, Student Transportation was notified by Alberta Education that, "...The general rule is that only PUF funded students riding a special transportation bus/taxi/aide because their disability prevents them riding regular transportation are eligible for ECS Special Transportation."

A similar M/M percentage of riders today, based on a total ridership of approximately 800 children to Early Education sites, would translate into approximately \$200,000 to \$250,000 in unfunded costs if a precedent was re-established.

#### **ATTACHMENTS & APPENDICES**

N/A

CW:gm

**DATE:** January 20, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Grade 3 Student Learner Assessment (SLA) Pilot (Response to Request for Information #069)

**ORIGINATOR:** Mary Michailides, Assistant Superintendent, Support for Schools

**RESOURCE STAFF:** Amanda Forster, Sandra MacRae, Greg McInulty, John Scammell, Colin Woelfle

**REFERENCE:** November 4, 2014 Board Meeting (Trustee Hoffman)

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#### **ISSUE**

The following information was requested: provide information outlining learnings that have emerged from the pilot of the Grade 3 student learner assessments. This information should include strengths, challenges and how we as a district can relay feedback to Alberta Education in support of ensuring student success.

#### **BACKGROUND**

In May 2013, Alberta Education announced the replacement of the existing Provincial Achievement Tests (PATs) with SLAs, beginning with a pilot in Grade 3 in September 2014. The Superintendent of Schools determined that all district elementary schools would take part in the optional provincial piloting of the Grade 3 administration of the SLA. The SLA pilot was planned to be administered between September 29 and October 10, 2014, and then was extended two weeks by the Minister of Education. This extension was provided to reflect the delay in publishing required support materials for principals and teachers, and to reflect the time required for scoring of the assessments. This initial pilot administration consisted of four parts: a digitally scored literacy component, a literacy performance task component, a digitally scored numeracy component and a numeracy performance task component.

#### **CURRENT SITUATION**

The administration of the SLA pilot is complete. The release of classroom reports and individual student results to the teachers occurred December 3, 2014. A group of district principals and Grade 3 teachers were brought together on January 6, 2015 to discuss how best to share the results of the SLA with students and parents. Information regarding strengths, challenges and possible implications communicated to Research and Innovation for Student Learning by schools and central staff and gathered from the January 6 meeting is summarized in Attachment I.

Early feedback indicates strengths in this new assessment process. For example, Grade 3 teachers indicated they received valuable information about their students through this assessment. Many challenges were reported as well, including in the areas of teacher workload and lack of clarity regarding student exemptions and accommodations.

Representatives at Alberta Education have indicated their awareness that challenges exist. Alberta Education has created a digital feedback survey and district staff have been made aware of how to locate and complete the feedback survey. Alberta Education will be holding parent focus groups in January to provide parents the opportunity to provide feedback on how to best share results in the second year of the pilot. Alberta Education has communicated that individual districts will have other means to provide feedback such as through the College of Alberta School Superintendents and by providing feedback directly to Alberta Education's Assessment Sector. To that end, the feedback provided in this report will be sent directly to the Executive Director of the Assessment Sector at Alberta Education.

**KEY POINTS**

- Research and Innovation for Student Learning has received information regarding strengths, challenges and possible implications of the pilot administration of the SLAs from district staff.
- Teachers and principals have expressed that they value the changes to the provincial achievement testing program that are embodied in the SLAs.
- There have been challenges in the preparation for and in the administration of the assessment during this pilot year.
- Alberta Education has provided mechanisms for teachers, principals, parents and school districts to provide feedback regarding the pilot.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I Strengths, Challenges and Possible Implications Identified by District Staff September 2014 to January 2015

JA:jk

**Strengths, Challenges and Possible Implications Identified by District Staff  
September 2014 to January 2015**

**Strengths:**

- Teachers reported receiving valuable information about how their students are doing using the evidence provided through the completion of the tasks.
- It was reported that activities progressed from a basic level to a more in depth level of understanding.
- When collaborative scoring time was provided for teachers, the conversations about the tasks and student performance were reported as valuable.
- The question structures embedded in the SLAs were reported as providing opportunities for students to demonstrate their thinking in various ways (e.g. numbers, pictures or words).
- Student needs are identified early and an opportunity to work with and inform parents in October is seen as a benefit of these assessments, assuming results are provided in a timelier manner in future administrations.

**Challenges:**

- Principals expressed a need for clarity around the process of exempting students from taking part in the pilot.
- Principals expressed a need for clarity around the use of accommodations, such as the use of a scribe.
- Principals reported challenges with the process of securing extranet accounts for their Grade 3 teachers, which was required for the administration of the SLA.
- Staff reported technical challenges, such as slow response time, intermittent static in the headphones making the audio difficult to hear, and the mouse freezing on some questions.
- Some students had never completed an assessment on a computer before, and hence found the design of the assessment difficult.
- Scheduling was difficult, given the requirement that some components of the assessment be completed on computers.
- Combined grade classes and special needs classes with multiple grades involved presented an additional challenge for completing the assessments.
- Given the structure of the assessment, and the fact that students work at different paces, this meant long administration times and some students left waiting for others to complete sections.
- The scoring of the performance tasks was reported as time consuming for teachers, often taking more than 40 minutes per student.
- The five point scale on the scoring rubric was reported as difficult for teachers to use to describe student performance.
- The exemplars of student performance and the scoring rubrics were reported to be not well aligned.
- The online material related to exemplars was reported as cumbersome to navigate due to the volume of information.

- Student self-reflection in the numeracy performance task was reported as redundant.
- Redundancy in aspects of both the numeracy and literacy performance tasks was noted.
- The task exemplar provided was reported as not reflecting a variety and range of student responses.
- It was reported that rendering judgments about a student's use of strategies without engaging directly with a student was difficult for teachers.
- It was reported that timelines for staff to prepare for the administration of the SLA's were short.
- It was reported that there was difficulty meeting the additional demands on the number of supply teachers needed.

### **Possible Implications**

- In district planning for the pilots for the SLA 6 and the SLA 9 in the future, it may make sense to have only some schools take part in the pilot.
- With advance planning, schools could organize to work in their catchments to engage in collaboratively scoring the performance tasks components of the SLA.
- Smaller sites with less technical support could be provided with additional support in advance.
- Grade 3 teachers could organize to work together through their catchments to analyze SLA results in advance of sharing results with parents and students.
- Grade 3 teachers could work together through their catchments to share best practices in response to the SLA results.

**DATE:** January 20, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools  
(Response to Request for Information #074)

**ORIGINATOR:** Mary Michailides, Assistant Superintendent, Supports for Schools

**RESOURCE  
STAFF:** Kyla Cleator, Laurie Clifford, Brenda Giourmetakis, Brenda Gummer, Anita Homan, Leona Morrison, Heather Raymond, Maureen Roszell, Sharon Wood

**REFERENCE:** December 2, 2014 Board Meeting (Trustee Hoffman)  
September 16, 2014 Board Meeting (Trustee Hoffman)  
[Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools](#)  
June 14, 2011 Board Meeting (Special Needs Task Force Recommendations)  
[HA.BP - Inclusive Education](#)  
[HA.AR - Students in Need of Specialized Supports and Services](#)

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#### **ISSUE**

The following information was requested:

- Which of the 38 remaining Blue Ribbon Panel on Inclusive Education in Alberta Schools recommendations would the Board and Administration like to see implemented throughout the District?
- What is the estimated cost associated with district-wide implementation?

#### **BACKGROUND**

On September 10, 2014, the Alberta Teachers' Association (ATA) released the Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools. The panel has 38 recommendations arranged around seven themes for the Government of Alberta, Alberta Education, ATA, post-secondary institutes, and school jurisdictions.

An information report was provided at the December 2, 2014 board meeting giving an update on the status of the District's work in creating an inclusive learning environment which has been guided by the Trustee Special Needs Task Force: Recommendation Report approved June 14, 2011.

#### **CURRENT SITUATION**

All 38 recommendations in the Report of the Blue Ribbon Panel have merit. In exploring with resource staff which recommendations would the Board and Administration like to see implemented through the District, implementing recommendations 7, 23 and 28 would enhance and complement the District's work towards creating one inclusive environment for all. The recommendations to be considered are in no particular order. Additional financial resources will be necessary to implement these recommendations. Estimated costs do not factor in staff time to complete surveys, explore and implement new practices, etc.

Recommendation 7: Provide a safe, professional environment where teachers and administrators can express their experiences as inclusion is implemented.

- Conduct a school staff survey to gather information about staff attitudes, satisfaction with the District’s present resources (human and material) and what staff determines as the most important needs to create one inclusive learning environment for all students.
  - Estimated Cost: \$10,000.
- To enhance survey data conduct focus groups with school staff (principals, teachers, and educational assistants) to deepen the understanding of staff’s needs to enhance capacity to support the diverse range of students as learners.
  - Estimated Cost: \$20,000.
- Establish a steering committee to use data collected from surveys and focus groups to develop a district-wide action plan for implementation and monitoring.
  - Estimated Cost: \$30,000 per year.
- Support schools to use the [Indicators of Inclusive Schools: Continuing the Conversation](#) created by Alberta Education to determine where each school currently stands in creating one inclusive environment for all students, provide a venue for staff to explore their experiences with inclusive education and to develop an action plan for nurturing an inclusive culture in each school.
  - Estimated Cost: no additional cost – support would be provided through the school assigned Inclusive Education Coach (under recommendation 23).

Recommendation 23: Ensure that there is adequate funding to effectively support students who require behaviour support; English-language learners; students who are gifted and talented; students who live in poverty; students who are new to Canada; students from refugee backgrounds; and students who are suffering from trauma.

- Construct a District Asset Map to identify school and community assets and resources to support the development of one inclusive learning environment for all students. The purpose is to emphasize what the District and community have and to harness the assets and resources to meet school and catchment area needs and to strengthen the District as a whole. Mapping the district assets and resources in a visual and interactive manner will support the knowledge distribution for all staff to access.
  - Estimated Cost: \$50,000.
- Effective instructional leaders can make a significant difference in building teacher capacity, creating inclusive learning environments, and inspiring teacher and student success. Building a school-wide approach to meeting the needs of all students requires a collaborative effort and builds on a shared understanding and targeted and responsive professional learning. The creation of an Inclusive Education coach position at each school would support this outcome. An equitable formula would need to be developed to determine level of support per school based on the percentage of students in need of specialized supports and services attending each school.
  - Estimated Cost: \$20,000,000.

Recommendation 28: Provide ongoing professional development during the school day to allow teachers to learn and share strategies to support inclusive practices.

- Staff need multiple and personalized opportunities for focused discussions, modeling and information sharing. One means to accomplish this is to provide release time to support collaboration among and between teachers and educational assistants. Providing one half-day per month per staff to collaborate and explore professional learning would assist with giving staff opportunity to learn and share strategies to support inclusive practices.
  - Estimated Cost: \$10,000,000.

The estimated total cost associated with district-wide implementation is \$30,100,000.

**ATTACHMENTS & APPENDICES**

N/A

HR/dll

**DATE:** January 20, 2015  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Bereavement  
**ORIGINATOR:** Angela Anderson, Managing Director, Human Resources  
**RESOURCE STAFF:** Sandy Boyce  
**REFERENCE:** [FM.BP Acknowledgement of Deaths and Bereavements](#)  
[FM.AR Deaths and Bereavements](#)

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**Mr. Brian Gaida passed** away on December 30, 2014, at the age of 50. His career with the District began in 2000 as a Supply Teacher. In 2001, he began teaching at Millwoods Christian School and in 2004 became their Acting Assistant Curriculum Coordinator from February to June. Brian took a leave of absence in 2006 and returned in 2008 to the teaching staff of J. Percy Page School, where he remained until December 2014. At the time of his death, Brian was on leave. Mr. Gaida is survived by his four children, Timothy, Renee, Jamie and Joshua. His wife passed in 2007.

A memorial donation on behalf of the Administration and Board of Trustees will be made to the Brian Gaida Automotive Memorial Fund, c/o J. Percy Page School.

AA:sb

**DATE:** January 20, 2015

**TO:** Board of Trustees

**FROM:** Board Chair Sarah Hoffman

**SUBJECT:** Student Trustee Update

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [November 25, 2014 Board Report – 2014-2015 Student Trustee Role and Responsibilities Statement](#)

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Student Trustee Johannah Ko will provide a verbal update regarding her activities as Student Trustee.

SS:mmf