



## BOARD OF TRUSTEES

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Shelagh Dunn Board Vice-Chair

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Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
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# The Board of Trustees of Edmonton School Division One Kingsway Edmonton, Alberta

#### **Board Meeting #12**

McCauley Chambers

<u>Tuesday, March 10, 2020</u>
2:00 p.m.

- 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 #11 February 25, 2020
- G. Recognition
  - 2. Edwin Parr Teacher Award (Information)
- H. Comments from the Public and Staff Group Representatives (NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 9, 2020, to speak under this item.)
- I. Reports:
  - 3. Staff Group Budget Presentation re 2020-2021 Budget (NO ENCLOSURE)
    - Exempt Staff 3:00 3:15 p.m.
       CUPE Local 3550 (Support Staff) 3:15 3:30 p.m.
       Edmonton Public Teachers 3:30 4:00 p.m.
  - 4. Strategic Plan Update Numeracy (Information)
  - 5. Bill 201 *Protection of Students with Life Threatening Allergies Act* (Information Response to Request for Information #054)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notice of Motion
- M. Meeting Dates
- N. Adjournment



#### **Board Meeting #11**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held in McCauley Chambers in the Centre for Education on <u>Tuesday</u>, February 25, 2020, at 2:00 p.m.

#### **Present:**

#### **Trustees**

Sherry Adams	Trisha Estabrooks	Michael Janz
Shelagh Dunn	Ken Gibson	Cheryl Johner
Michelle Draper	Nathan Ip	Bridget Stirling

#### **Student Trustees**

Josh Karathra Johanna Lau Tristin Odnokon

#### Officials

Angela Anderson	Karen Mills	Kent Pharis
Lisa Austin	Leona Morrison	Darrel Robertson
Grace Cooke	Kathy Muhlethaler	Liz Yule
Todd Burnstad	Lorne Parker	
Ron MacNeil	Nancy Petersen	

**Board Chair:** Trisha Estabrooks Recording Secretary: Shirley Juneau

#### **Staff Group Representatives**

CUPE Local 3550 – Carol Thompson, President

<u>The Board Chair</u> called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

<u>The Board Chair</u> advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

<u>The Board Chair</u> advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and



Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

### A. O Canada

O Canada was performed by the Ottewell Jazz A band, under the direction of Mr. Stephen Fong. The school band also performed Primal Forces, a song by Edmonton composer and teacher Mr. Brian Appleby.

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

The Superintendent advised that all Trustees were present.

#### C. Approval of the Agenda

#### **MOVED BY Trustee Johner:**

"That the agenda for the February 25, 2020, Board meeting be approved as printed." (UNANIMOUSLY CARRIED)

#### D. <u>Communications from the Board Chair</u>

The Board Chair advised that February 26, 2020, is Pink Shirt Day which started following an anti-bullying stand of two Grade 12 Nova Scotia students in 2007. She explained that they took a stand against homophobic bullying after a peer was bullied for wearing a pink shirt on his first day of school. They rallied their classmates to wear pink as a show of support and as a protest against bullying and gender stereotypes. The Board Chair said that Pink Shirt Day is now an international event that Edmonton Public Schools observes. She encouraged staff and students to wear pink on February 26, 2020, to bring awareness to and celebrate the Division's diversity.

The Board Chair said that on February 27, 2020, the provincial government will table its second budget since being elected. The Board Chair explained that Administration and the Board have been working hard to inform parents and communities about what is expected in the budget. She thanked the many people who reached out to ask questions and participated in town hall meetings as the Division navigates next steps. The Board Chair advised that the Division is expecting and planning for a significant shortfall. The Board Chair reported that she and Vice-Chair Dunn will be present at the Alberta Legislature Building on February 27<sup>th</sup> for the budget announcement.

The Board Chair advised that the Division is looking forward to learning more about the funding framework from the Alberta government and from the Minister of Education. She remarked that the weighted moving average enrolment is not positive for growing divisions such as Edmonton Public Schools.



The Board Chair acknowledged that the Board of Trustees would be discussing and voting on the *Ten-Year Facilities Plan 2020-2029* as well as the *Three-Year Capital Plan 2021-2024* and is looking forward to sharing these plans with the provincial government and continuing to advocate for desperately needed schools and modernizations in the city.

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

<u>The Superintendent</u> reported that on February 20, 2020, Hockey Helps Kids announced the winner of their Charity Cup Challenge – Team Nugent-Hopkins: Balwin School. He explained that Balwin's two-minute video in support of YOUCAN Youth Services earned them the most votes and the title. As the winner, Balwin School will receive \$25,000 for their charity. The Superintendent said the runners-up, Team Khaira: Hillcrest; Team Draisaitl: Allendale; and Team Nurse: Westminster, will each receive \$10,000 for their respective charities. Hockey Helps Kids is an excellent way to teach children about the importance of teamwork, citizenship and giving back to the community. He congratulated Principal Christina Jones and Balwin School on their win, and everyone who took part. He thanked the Edmonton Oilers Community Foundation for their support.

#### F. Minutes

1. Board Meeting #10 – February 11, 2020

#### **MOVED BY Trustee Adams:**

"That the minutes of Board Meeting #10 held February 11, 2020, be approved as printed."
(UNANIMOUSLY CARRIED)

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

There were no registered speakers for this item.

#### H. Reports

#### Student Senate Work Plan Update

The Student Senate presented to the Board of Trustees an update of their work in support of their 2019-2020 Work Plan.

The Board Chair thanked the Student Trustees for their presentation and shared that the Board of Trustees is looking forward to attending the Student Senate Symposium on April 30, 2020.

#### 3. Revised 2020-2021 School Year Calendar



#### **MOVED BY Trustee Draper:**

"That Attachment 1, the revised 2020-2021 Division School Calendar be approved."

#### MOVED BY Trustee Dunn that the motion be amended:

"That Attachment 1, Attachment 2, the revised 2020-2021 Division School Calendar be approved."

#### The Board Chair called the question on the amendment.

IN FAVOUR: Trustees Dunn, Estabrooks, Janz, and Ip

OPPOSED: Trustees Adams, Draper, Gibson, Johner and Stirling

(DEFEATED)

#### The Board Chair called the question on the motion.

IN FAVOUR: Trustees Adams, Draper, Dunn, Estabrooks, Gibson, Johner, Ip and Stirling

**OPPOSED: Trustee Janz** 

(CARRIED)

<u>Trustee Dunn</u> requested that as part of next steps that Administration solicit further feedback from students, parents and staff after the new calendar has been implemented.

The Superintendent suggested adding questions about the new calendar to the District Feedback Survey in the future.

#### 4. <u>Ten-Year Facilities Plan 2020-2029</u>

#### **MOVED BY Trustee Ip:**

"That the *Ten-Year Facilities Plan 2020-2029* be approved." (UNANIMOUSLY CARRIED)

<u>Trustee Gibson</u> suggested that in future reports Administration include a summary of projected component and building envelope failure (those components beyond the anticipated lifespan) including associated replacement costs and that this information be shared with the Minister of Infrastructure.

<u>Trustee Stirling</u> asked what it costs the Division to maintain closed buildings, including administrative and maintenance costs. Mr. Wright advised this information would be provided in a Transmittal Memorandum (TM).

<u>Board Chair Estabrooks</u> referenced page 35 of 115 - Revised Planning Sectors (2020) map and requested schools be sorted into a model that identifies low, medium and high attendance, planning sectors and utilization rates.



It was suggested that the *Ten-Year Facilities Plan 2020-2029* report be shared with the City of Edmonton to inform them how much of the Division's work intersects with theirs.

There was a short break in the meeting.

5. Draft Three-Year Capital Plan 2021-2024

#### **MOVED BY Trustee Stirling:**

"That the proposed capital priorities for modernization and new construction identified in the *Three-Year Capital Plan 2021-2024 be approved.*"

#### MOVED BY Trustee Ip that the motion be amended:

"That the proposed capital priorities for modernization and new construction identified in the Three-Year Capital Plan 2021-2024 be approved be amended as follows:

That Glenridding Heights K-6 school be moved from Number 13 to Number 6 on the Aggregated Priorities 2021-2024 list."

#### The Board Chair called the question on the amendment.

IN FAVOUR: Trustee Ip

OPPOSED: Trustees Adams, Draper, Dunn, Estabrooks, Gibson, Janz, Johner and Stirling

(DEFEATED)

#### The Board Chair called the question on the motion.

(UNANIMOUSLY CARRIED)

#### **MOVED BY Trustee Gibson:**

That the February 25, 2020, Board meeting proceed past 6:00 p.m. in order to accommodate the remaining agenda items. (UNANIMOUSLY CARRIED)

#### 6. Motion re: Proposal for Fewer Trustees

#### **MOVED BY Trustee Gibson:**

"That Edmonton Public School Division seek permission from the Minister of Education, prior to September 1, 2020, to reduce the Board of Trustees to a maximum of seven Trustees, exclusive of any future appointments permitted under the *Education Act*, and that Governance and Evaluation Committee be assigned the task to propose changes to Trustee roles are necessary."

IN FAVOUR: Trustee Adams, Gibson and Johner

OPPOSED: Trustees Draper, Dunn, Estabrooks, Janz, Johner and Stirling

(DEFEATED)



7. <u>Motion re: Proposal for More Trustees</u>

#### **MOVED BY Trustee Janz:**

"That Edmonton Public School Division seek permission from the Minister of Education to increase the number of Trustees to align with Edmonton City Council and their wards."

**IN FAVOUR: Trustee Janz** 

OPPOSED: Trustees Adams, Draper, Dunn, Estabrooks, Gibson, Ip, Johner and Stirling

(DEFEATED)

I. <u>Comments from the Public and Staff Group Representatives</u>

There were no registered speakers for this item.

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

<u>Trustee Adams</u> reports that during the past two weeks she has attended parent council meetings at Jan Reimer and Weinlos schools and held a town hall meeting at Shawna May Seneca School. She reports that both council meetings had a good response from parents who were interested in discussing the budget constraints, their values for education and how they could advocate effectively for the realization of those values. She was impressed with the level of engagement and the passion of these parents to actively respond. Trustee Adams thanks both school councils for their work to actively engage their parent community.

Trustee Adams reports that the town hall meeting at Shawna May Seneca School was attended by approximately 40 people and that the session was both informative and engaging. Following her presentation, parents had a generative discussion at their tables to provide input on what they value the most in their child's education and to come up with creative solutions to the current challenges. Trustee Adams reports the evening was very rewarding and thanked the parent council and staff of Shawna May Seneca School for accommodating this meeting.

Trustee Adams thanks the Division's Infrastructure Committee for their presentation of the Edmonton Public Schools Real Estate Strategy and Action Plan.

Trustee Adams reports that the Policy Review Committee met to discuss the recent Stakeholder Advisory Committee meeting regarding the multicultural policy and to review the update for the 2020 Policy Review Committee work plan.

- K. <u>Trustee and Board Requests for Information</u> None
- L. <u>Notices of Motion</u> None



M.	Next Board Meeting: Tuesday, March 10, 2020, at 2:00 p.m.				
N.	Adjournment: 7:15 p.m.				
The Boa	The Board Chair adjourned the meeting.				
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irisna E	Estabrooks, Board Chair	Karen Mills, Director of Board and Superintendent Relations			

**DATE:** March 10, 2020

**TO:** Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

**SUBJECT:** Edwin Parr Teacher Award

**ORIGINATOR:** Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE** 

**STAFF:** Trish Kolotyluk, Kevin Carson

#### **ISSUE**

Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected to represent the Division at the zone level.

#### **BACKGROUND**

Fifteen first year teachers were nominated by their principals for the 2020 ASBA Edwin Parr Teacher Award. A committee of Division leadership staff met on Monday, February 3, 2020, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, six semi-finalists were selected and invited to a luncheon with the Division Support Team.

#### **CURRENT SITUATION**

Each of the following nominee semi-finalists will be introduced:

Nominee Principal

Lauren Ackerman Michelle Korchinski, Gold Bar School

Taylor Jones Lisa Wright, McNally School
Lindsay Miyagishima Rick Stanley, Westmount School
Kristine O'Driscoll Shelley Fenton, Dan Knott School

Riplea Lothian Rhonda Tollefson/Mona Markwart, Norwood School/Spruce Avenue School

Darcy Holliday Karla Loberg-Walter, Athlone School

#### **KEY POINTS**

The Division nominee for the Zone 2/3 2020 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

TK:am



## Strategic Plan Update Report

**DATE:** March 10, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Strategic Plan Update: Numeracy

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic District Supports

**RESOURCE** 

STAFF: Janice Aubry, Marnie Beaudoin, Marilyn Manning, Soleil Surette, Greg Wondga

#### **ISSUE**

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of the data, strategies and initiatives used in support of high quality teaching and learning of numeracy and mathematics.

#### **BACKGROUND**

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for the organization's culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

#### **CURRENT SITUATION**

This Strategic Plan Update report reflects the work in support of high quality numeracy and mathematics teaching and learning and is in direct response to Priority 1 Goal Two of the 2018-2022 District Strategic Plan, P1 G2: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

#### **KEY POINTS**

This Strategic Plan Update report provides the Board of Trustees with an overview of work in support of numeracy and mathematics

#### **ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update: Numeracy

NP:mh



# Strategic Plan Update:

**Numeracy** 

March 10, 2020



#### INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an overview of Division efforts in support of numeracy and mathematics. Priority 1 of the 2018-2022 Strategic Plan calls for the Division to, "foster growth and success for every student by supporting their journey from early learning through high school completion and beyond". The outcome of Priority 1 Goal 2 of the 2018-2022 Strategic Plan sets the direction that, "more students demonstrate growth and achieve student learning outcomes, with a specific focus on literacy and numeracy".

Numeracy and literacy share many characteristics; both are critical to helping people make sense of the world around them and are foundational to learning. Over time, educators have developed approaches, tools and resources to support quality literacy teaching and learning. The effectiveness to how we approach literacy learning is serving as a construct or model to inform best practices in numeracy instruction. As we become more strategic and deliberate in our work to support numeracy learning, teachers and school leaders' confidence in how to implement effective numeracy teaching and learning strategies across grade levels and subject areas is increasing.

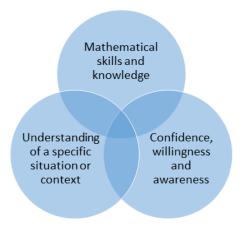
This report provides a summary of Division efforts in support of quality numeracy learning and the progress made towards improved results, with an emphasis on:

- Numeracy and mathematics contextualized within the Alberta Education curriculum
- A summary of how schools, catchments, central and the Teacher Collaboration Committee (TCC) Numeracy working groups are progressing Division efforts in support of numeracy learning
- An overview of Division student achievement in the area of mathematics on provincial indicators

#### Numeracy and Mathematics: A Closer Look

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community. Simply put, numeracy is the ability to use numbers and mathematical approaches to solve problems in real life.

Numeracy and mathematics draw on the same body of knowledge, but they are unique. Numeracy involves the ability to examine a context or situation and use the relevant mathematical understandings to draw conclusions. Numeracy includes both spatial and quantitative information and like literacy, we use numeracy in our daily lives to perform a wide range of basic tasks, such as balancing a bank account, calculating the distance of travel, adapting a recipe or measuring a room for a piece of furniture. Essentially, there are three overlapping aspects that come together in order for a person to be functionally numerate: mathematical skills and knowledge; understanding of a specific situation or context; and confidence, willingness and awareness.



Similar to literacy, children develop their life-long numeracy confidence and skills in a progression over time; the journey to being numerate begins early in a child's life - typically before they enter school. The following chart demonstrates the increasing complexity of numeracy learning and its application to real life:

a toy, recognizing patterns, a purchase with tax, judge their way to a new mortgage	nal content of complete novation
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#### **Numeracy and the Curriculum**

The skills and applications that are foundational to numeracy are primarily taught in the mathematics classroom. However, research has shown that students do not automatically transfer these understandings to other areas of the curriculum and their learning (Thornton & Hogan, 2005). With this in mind, it is important that teachers are explicitly teaching numeric concepts across subject areas. The following chart shows examples of how numeracy learning weaves throughout Alberta curriculum:

Subject area	Numeracy Learning Area
Language Arts	plot story events on graphs or timelines; determine the accuracy of statements based on statistics in a news report
Mathematics	calculate how much carpet would be needed for a room; determine the real life implications of a change in interest rates
Social Studies	represent historical and current events on timelines; interpret economic and demographic data, including inflation, unemployment rates, and population patterns
Science	estimate and take measurements during experiments; use models to represent systems, scientific structures or processes
Fine Arts	represent perspective in artistic creations; use timing to play or compose music
Health, Life Skills and CALM	create and track progress for a balanced personal fitness plan; calculate percentage of food intake from carbohydrates, fats and proteins and compare to Canada's Food Guide

The new draft provincial curriculum continues to demonstrate numeracy progressions across subject areas. Additionally, the draft mathematics curriculum for Kindergarten to Grade 4 deepens many mathematical concepts foundational to overall numeracy, including:

- A greater emphasis in spatial reasoning at younger grades.
- The introduction of fraction concepts in Grade 1.
- Explicit expectations for learning and recalling number facts.
- The introduction of computational thinking concepts starting in K.
- Explicit introduction of financial literacy concepts as an application of other mathematical concepts.

#### The Division's Numeracy Learning Journey

With the emerging awareness that quality teaching and learning in the area of numeracy had many parallels to the Division's strategic and deliberate approach to literacy learning, the Mathematics and Numeracy Principal and Central Working Groups were established in 2015. This work resulted in the creation of a guiding vision and a plan that mapped out a pathway to strengthen numeracy teaching and learning. This plan envisioned:

- That each student from early learning programs through to high school and beyond will demonstrate his or her full potential in numeracy and mathematics.
- The development of a Division-wide understanding of numeracy and mathematics based on direction provided by Alberta Education.
- The development of additional resources for schools to support student achievement in mathematics and numeracy across subject areas.

The Division's 2016-2017 math achievement results on provincial measures drew attention, as they demonstrated an overall pattern of decline (see chart below presenting a high level 5 year trend of Division math results). Though the 2016-2017 results mirrored provincial trends, Division results still were concerning and warranted a closer look. Central decision units, catchments and schools all made deliberate efforts to examine the results to inform numeracy teaching and learning.

EPSB	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade 6 PAT	81.2	80.4	76	79	79.6
Grade 9 PAT	75.2	78.1	76.7	70.4	71.1
30-1 Diploma	76.1	72.2	73.8	77.8	78.6
30-2 Diploma	76	79.1	77.4	77.4	80.5

As part of gaining this deeper perspective, the Superintendent hosted a Teacher Collaboration Committee (TCC) for Mathematics in February 2018. The purpose of this TCC was "to provide grassroots direction to inform the work of improving mathematical achievement Division-wide". The TCC identified the following critical areas of focus for student success in the area of numeracy:

- Curricular Alignment
- Best Practices
- Intervention Strategies
- Building Staff Capacity

#### TCC AREAS OF FOCUS FOR NUMERACY AND MATHEMATICS

Following the TCC, a committee comprised of 32 teachers from across catchments and grade levels, eight principals and four teacher consultants was formed. The work of the committee was to build upon the feedback and four critical areas of focus generated during the TCC. The structure and composition of the committee was deliberate to support the interplay and collaboration among schools, catchments and central, making it a genuinely systemic response to improving numeracy and mathematics learning outcomes.

#### **Curricular Alignment**

The TCC identified the need for access to quality resources and strategies that would support teachers to plan more efficiently for numeracy instruction, as well as support teacher collaboration. This has resulted in the development of a database of supports for the teaching and learning of numeracy across subject areas. At this time, available supports include:

- A list of sample resources to support teaching and learning in mathematics from Kindergarten to Grade 12.
- Resources to assist teachers in supporting students in meeting the reading demands of mathematics outcomes in Grades 1 to 5.

- Curriculum-based children's literature supporting the teaching and learning of mathematics from Kindergarten to Grade 6.
- Key vocabulary in English and French to support mathematics from Kindergarten to Grade 9.
- Key vocabulary in Chinese, German and Spanish to support mathematics from Kindergarten to Grade 6.
- A question bank in English and French for Grades 4 to 9 to support Part A of the Math Provincial Achievement Test (PAT).
- A Financial Literacy Handbook was released in February 2020 to support financial literacy instruction across subject areas in Kindergarten to Grade 6.
- Documents to support the teaching and learning of Mathematics 20-2 and 30-2.

Many other supports, such as the Maximizing Math series, are under review or development and will be released after the new provincial curriculum is available.

#### **Best Practices and Intervention Strategies**

Student learning, growth and achievement in the area of numeracy is supported and informed through a cycle of assessment, intervention and quality teaching practices. Part of the work of the TCC has been to identify assessment tools, interventions and instructional resources to support high quality numeracy teaching and learning. These include:

- The Math Intervention/Programming Instrument (MIPI) for students in Grades 2 to 10.
- Two additional intervention tools that support diagnostic assessment:
  - First Steps in Mathematics (Pearson Education) a developmental framework that describes phases of thinking that students progress through as they learn key mathematical concepts. It supports teachers in monitoring and assessing students' mathematics learning and provides links to developmentally appropriate learning activities.
  - Leaps and Bounds (Nelson) a series of resources to support students who are struggling in math, including diagnostic assessments and intervention activities to address gaps in student understanding.
- <u>Anytime help, Anywhere</u> Grades 3 to 10 digital homework support videos for parents and students; this series includes an exploration of the Shape and Space strand of the mathematics program of study.

Additionally, work is being done to support the development of a pyramid of intervention for mathematics that outlines best practices, strategies and interventions to address the diverse numeracy learning needs across our student population. This work reflects both a curricular and inclusive learning perspective to numeracy instruction. The pyramid will be available to support teachers in the fall of 2020.

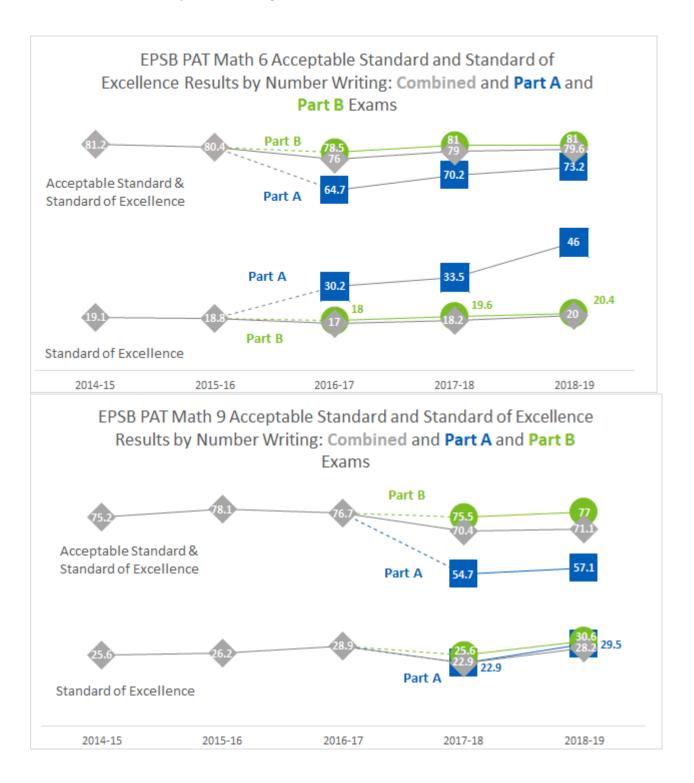
#### **Building Staff Capacity**

A critical component of the Division's numeracy and mathematics teaching and learning work is supporting the ongoing growth and capacity of staff. In response to the identification by the TCC for more professional learning (PL) in mathematics and numeracy to build teacher confidence and expertise, the Division offers several PL opportunities reflecting a range of interventions and supports for numeracy instruction such as Foundations of Mathematics and A Guided Approach to Math which are explicitly modeled on existing successful literacy PL structures.

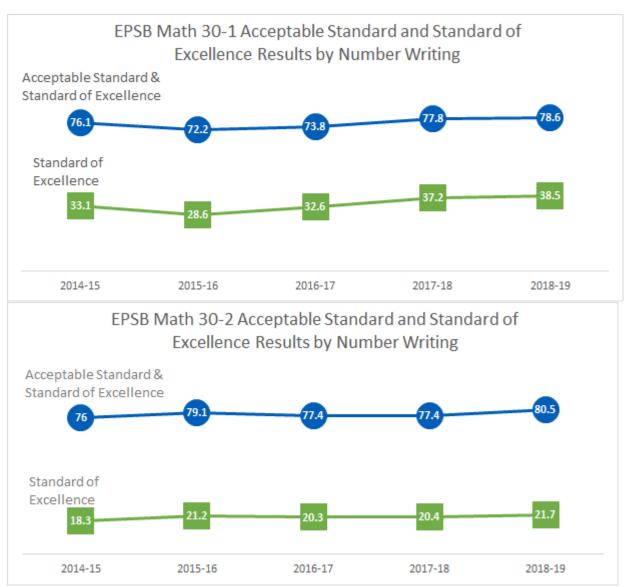
- Foundations of Mathematics (Elementary and Secondary): PL that explores the foundational elements of mathematics, effective teaching strategies and meaningful assessments to meet the needs of diverse learners.
- A Guided Approach to Math: an approach to teaching mathematics that targets the diverse needs of learners
  through a variety of meaningful and engaging activities. Classrooms where this approach is deliberately
  implemented will have targeted instruction with the teacher for a group of students while the rest of the class
  works independently or in small groups with familiar content.
- A range of available PL sessions, including but not limited to: Growing Numeric Learners (Kindergarten), Read All About It: Using Literature in Math, The Power of Problem Solving, Writing in the Math Classroom, Preparing for Success with the Grade 9 PAT and Collaboratively Creating Rich Math Tasks.

#### WHAT THE DATA TELLS

The work to support stronger learning outcomes in mathematics across the Division reflects a shared responsibility between central units, catchments and schools. The data sets on the following two pages demonstrate results of the intentional, targeted work across the Division to improve math outcomes. Grade 6 Math PAT results continue to show gains in Part A (non calculator), which is reflected in growth at the standard of excellence and a small improvement of the acceptable standard. Grade 9 Math PAT results demonstrate growth for both Part A and Part B of the exam at both the acceptable and standard of excellence, but there remains work to be done to consistently achieve strong student outcomes.



Math Diploma results continue to be encouraging, with Math 30-1 reflecting three years of improvement and Math 30-2 results continuing to be strong.



<sup>\*</sup>Chart data obtained from Data Dashboard.

#### **NEXT STEPS**

The Division is confident it is on the right path to support ongoing growth and increasing student achievement in the areas of numeracy and mathematics. Our efforts are intentional and will remain centered around the key areas of curricular alignment, best practices, intervention strategies and building staff capacity.

#### **REFERENCES**

Alberta Education. <u>Mathematics Grades 10-12 Program of Studies</u>. 2008. Retrieved February 26, 2020 Alberta Education. <u>Mathematics Kindergarten to Grade 9 Program of Studies</u>. 2007 (Updated 2016). Retrieved February 26, 2020

Alberta Education. Numeracy Progressions. Retrieved February 26, 2020.

Government of Alberta, Department of Education <u>Ministerial Order #001/2013 on Student Learning</u>. Retrieved February 26, 2020.

Task Force on Financial Literacy. Report of Recommendations on Financial Literacy. <u>Canadians and Their Money:</u> <u>Building a Brighter Financial Future</u>. December 2010. Retrieved February 26, 2020.

## EDMONTON PUBLIC SCHOOLS

# Response to Request for Information Report

**DATE:** Tuesday, March 10, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Bill 201: Protection of Students with Life Threatening Allergies Act

**ORIGINATOR:** Nancy Petersen, Managing Director Strategic District Supports

**REFERENCE:** September 24, 2019 Board meeting (Trustee Estabrooks)

<u>Protection of Students with Life-Threatening Allergies Act.</u>

#### **ISSUE**

Given the passage of Bill 201: *Protection of Students with Life Threatening Allergies Act* in the spring of 2019 and the fact that this bill will come into force on January 1, 2020; Trustee Estabrooks requested the following request for information:

How is the District preparing for the introduction of Bill 201 for January 2020?

What are the costs associated with adherence to this bill and what will it cost the District annually? How will the District communicate to parents, families about this bill and how it may affect them?

#### **BACKGROUND**

The Alberta government enacted the *Protection of Students with Life-Threatening Allergies Act* effective January 1, 2020. The Act requires that all schools in Alberta to have a minimum of one EpiPen in the event a student experiences a life threatening anaphylaxis. The Act also requires that all staff working closely with students participate in allergy aware training. The Division has an Administrative Regulation reflecting legal alignment to the provincial legislation and schools take steps to promote allergy awareness and prevent risk of exposure to potential allergens.

#### **CURRENT SITUATION**

In preparation for the Act, the Division worked with staff from Alberta Education and senior pharmacists to inform steps towards alignment with the legislation. Based on this work, the following actions have been taken:

- Administrative Regulation <u>HHCD.AR Prescription and Non-Prescription Medication Management</u> has been revised to reflect expectations around school EpiPens and alignment to the Act.
- Schools have been provided with information around how to obtain their EpiPen(s), as per legal
  expectations in the Act. The cost of a single EpiPen ranges from \$90 to \$110 depending upon the
  price charged by the local pharmacy.
- Schools have been provided with allergy aware training materials and all school staff who work
  closely with students will have completed this training prior to spring break. The training video
  provided to schools is approximately 30 minutes and has been endorsed by both Alberta Health
  Services and Alberta Education to support training requirements outlined in the Act.
- Communication materials have been provided to schools to support communication and allergy awareness with families, including a SchoolZone post.

# EDMONTON PUBLIC SCHOOLS

# Response to Request for Information Report

#### **KEY POINTS**

- Protection of Students with Life-Threatening Allergies Act came into effect January 1, 2020.
- To reflect alignment with this new provincial legislation the Division has revised Administrative Regulation, HHCD.AR Prescription and Non-Prescription Medication Management.
- Division schools received information to support staff training and the obtaining of their required EpiPen(s).

NP:np