



# PUBLIC BOARD MEETING

## Medicine Hat Catholic Board of Education

1251 – 1 Ave SW | Medicine Hat, AB | T1A 8B4 | Phone: (403) 527-2292 | Fax: (403) 529-0917  
[www.mhce.ab.ca](http://www.mhce.ab.ca) | @MHCatholic |    

## AGENDA

Tuesday, February 11, 2020 – 4:30 P.M.

We are called always and everywhere to: model Christ, pray and serve, build a faith community.

**2019 – 2020 Theme:** How can we help each student and each other have an encounter with Jesus each day?

*“Come near to God and he will come near to you.” James 4:8*

1. **Call to Order:** Dick Mastel
2. **Opening Prayer:** Robert Risling
3. **Approval of Minutes**  
3.1 Regular Board Meeting Minutes from January 14, 2020.  
**RECOMMENDATION:**  
“**THAT** the Board of Trustees approve the minutes of the Regular Meeting held on January 14, 2020 be approved as circulated”.
4. **Approval of the Action Agenda**  
**RECOMMENDATION:**  
“**THAT** the Action Agenda dated February 11, 2020 be approved as circulated”.
5. **Board Communications**
6. **Catholic Education**  
Note: As part of the monthly Board Meeting format, a standing agenda item titled: CATHOLIC EDUCATION will highlight and feature agenda items specifically related to Catholic Education This is a great opportunity for the School District to bring prominence to items relating to Catholic Education at the start of the Board Meetings. This section will include the Religious Education Coordinator Report.  
7.1 Pearson Update  
7.2 Bishop’s Dinner – Fall 2020  
7.3 Excellence in Catholic Education Award
7. **Parish Community Relations Committee Report – Robert Risling**
8. **January Board Work Plan Items**
9. **Information Items**
  - 9.1 **Report from the Superintendent**
    - 9.1 Strategic Priorities Update (**Zarichny**)
    - 9.2 Curriculum Advisory Panel Report to Minister (**Zarichny**)
    - 9.3 Meeting to Review 3 YEP (**Zarichny**)
    - 9.4 Letter of Support to Minister of Education RE: Breakfast/Lunch (**Zarichny**)
    - 9.5 Health and Wellness Survey (**Hellman**)
    - 9.6 Follow Up/Restoration/Debriefing Process (**Lehr**)
    - 9.7 Energy Efficiency Request for Qualification (**MacPherson**)
    - 9.8 Corporate Communications (**Hallas**)

## 11. Action and Discussion Items

## 12. Committee Reports

- 12.1 Medicine Hat Catholic Schools' Education Foundation (Dick Mastel)
- 12.2 Representative to ACSTA (Dick Mastel)
- 12.3 Representative Teacher Board Advisory Committee (Kathy Glasgo)
- 12.4 Representative to ASBA Zone 6 (Peter Grad)
- 12.5 Representative to Support Staff Board Advisory Committee (Robert Risling)
- 12.6 Representative to Parent Association (Kathy Glasgo)
- 12.7 Salary Negotiations
  - 12.7.1 ATA (Peter Grad)
  - 12.7.2 CUPE (Dick Mastel)
- 12.8 CUPE Staff Board Advisory Committee (David Leahy)
- 12.9 Student Board Advisory Committee (Dick Mastel)
- 12.10 Sister of Charity of St. Louis Arts & Athletics Performance Centre (Adhoc Committee (David Leahy)

## 13. Closing Prayer

**Carrying out Your Ministry:** *Lord, thank you for being with us during this meeting and for having guided our thoughts, words and actions. Stay with us now as we leave this meeting and return to our respective lives. Help us to keep you, as you are now, in our thoughts, words, and actions. We ask this in Jesus' name, Amen.*

## 14. Adjournment (Dick Mastel)

### Notice of Public Board Meetings

- All regular scheduled Public Board Meetings are held on the 2<sup>nd</sup> Tuesday at 4:30 PM of each month at the Catholic Education Centre located at 1251 1<sup>st</sup> Avenue SW (unless otherwise advertised).
- General Public are welcome to attend – Information at [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) or 403-527-2292.

- **Upcoming Board Meetings:**

March 10, 2020 at 4:30 PM  
April 14, 2020 at 4:30 PM  
May 12, 2020 at 4:30 PM



**MINUTES OF THE REGULAR BOARD MEETING OF THE MEDICINE HAT CATHOLIC BOARD OF EDUCATION held at Catholic School Board Office, 1251 – 1<sup>st</sup> Avenue S.W., Medicine Hat, Alberta on January 14, 2020 at 3:15 p.m.**

**TRUSTEES AND OFFICERS PRESENT**

Dick Mastel	Trustee, Board Chair
Robert Risling	Trustee, Vice-Chair
Kathy Glasgo	Trustee
Peter Grad	Trustee
David Leahy	Trustee
Dwayne Zarichny	Superintendent of Schools
Chuck Hellman	Associate Superintendent Human Resources
Greg MacPherson	Secretary Treasurer
Hugh Lehr	Associate Superintendent Learning Services
Sandra Richard	Religious Education Coordinator
Terri Ball	Coordinator of Early Childhood Services
Derrian Hallas	Communications Officer
Stephanie Akehurst	Administrative Assistant – Business Services (Recording Secretary)

**OPENING PRAYER**

Note: The meeting was opened with prayer led by Robert Risling.

Note: The meeting was chaired by Mr. Dick Mastel, Board Chair.

**APPROVAL OF THE MINUTES OF REGULAR BOARD MEETING – December 10, 2019**

3571 Motion. Kathy Glasgo: “THAT the Minutes of the Regular Meeting held December 10, 2019 be approved as circulated”.

Carried unanimously.

**APPROVAL OF THE ACTION AGENDA**

3572 Motion. David Leahy: “THAT the Action Agenda dated January 14, 2020 be approved as amended.”

Note: Additions: 10.12 - Superintendent Evaluation  
9.20 Agenda for Meeting with Drew Barnes, MLA  
9.21 Board Meeting Schedule Dates  
9.4.1 – Personnel Discussion (IN CAMERA)

Carried unanimously.

**APPROVAL OF THE NON-ACTION AGENDA**

3573 Motion. Robert Risling: “THAT the Non-Action Agenda dated January 14, 2020 be approved as circulated”.

Carried unanimously.

**BOARD COMMUNICATIONS**

Note:

- Meeting scheduled with Michaela Glasgo, MLA for February 12, 2020 at 1:00 PM.

## **CATHOLIC EDUCATION**

### **RELIGIOUS EDUCATION REPORT – presented by Sandra Richard**

Note:

- Bishop McGrattan’s Visit Highlights
- Blueprints/SPICE Conference in Kananaskis

### **PARISH COMMUNITY RELATIONS COMMITTEE REPORT – presented by Robert Risling**

Note: Nothing to report.

### **JANUARY BOARD WORK PLAN ITEMS**

Note:

- AP 500 – Budget Review

3574 Motion. Peter Grad: “THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2020-21 Budget Assumptions as presented.”

Carried unanimously.

- AP 505 – School Fees

3575 Motion. David Leahy: “THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2020-21 academy fees as presented.”

Carried unanimously.

- AP 305 – Boundaries and Attendance Areas
- Board DLT Retreat – Spring 2020
- Workplace Survey
- Board Policy Review

### **SUPERINTENDENT OF SCHOOLS REPORT – presented by Dwayne Zarichny**

Note:

- Strategic Priorities Update – will become a standing report for every meeting
- Revision of Central Office Staff Job Descriptions
- Monsignor McCoy International Trip – Greece

3576 Motion. David Leahy: “THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the Monsignor McCoy High School trip to Greece that will take place in April 2021.”

Carried unanimously.

- School Plans – Sharing Sessions

### **PERSONNEL**

#### **MOVE IN-CAMERA - Personnel**

3577 Motion. Peter Grad: “THAT the Board of Trustees move In-Camera”.

Carried unanimously.

Note: The Board moved In-Camera at 4:34 pm.

**MOVE OUT OF IN-CAMERA**

3578 Motion. David Leahy: "THAT the Board of Trustees move out of In-Camera".

Carried unanimously.

Note: The Board moved out of In-Camera at 4:49 pm.

**CORPORATE COMMUNICATIONS REPORT – presented by Derrian Hallas**

Note:

- Accountability Pillar Results, AERR & Three Year Education Plan
- Education Foundation Annual General Meeting
- Excellence in Catholic Education Award
- Online Student Registration
- Bishop McGrattan's Visit
- Spreading Christmas Joy! MHCBE Service Projects 2019

**ASSOCIATE SUPERINTEDENT OF HUMAN RESOURCES REPORT – presented by Chuck Hellman**

Note:

- DELF – B2 Exam
- Dual Credit

3579 Motion. Kathy Glasgo: "THAT the Board of Trustees approve the dual credit partnership opportunity between East Central Alberta Catholic School Division No. 16 and the Medicine Hat Catholic Board of Education from January 31, 2020 to June 29, 2020."

Carried unanimously.

- Employee Resignations
- Health and Wellness Committee

**SECRETARY TREASURER REPORT – presented by Greg MacPherson**

Note:

- AP500 – Approve Budget Assumptions (Board Work Plan)
- AP305 – Boundaries and Attendance Areas (Board Work Plan)
- Energy Efficiency Request for Qualification (Information Item)
- Academy Fees for 2020-21 (Board Work Plan)

**ASSOCIATE SUPERINTENDENT OF LEARNING SERVICES REPORT – presented by Hugh Lehr**

Note: Nothing to report.

**COORDINATOR OF EARLY LEARNING REPORT – presented by Terri Ball**

Note:

- Where in My World Can I Find 12 Types of Play?

Note: Addition: 9.20 Agenda for Meeting with Drew Barnes, MLA

Addition: 9.21 Board Meeting Schedule Dates

3580 Motion. Peter Grad: "THAT the Board of Trustees for the Medicine Hat Catholic Board of Education hold their regularly scheduled Board meetings at 4:30 p.m. on the second Tuesday of the Month. The Committee of the Whole meetings will be held at 3:15 p.m. prior to the regularly scheduled Board meetings and that the meetings are to be held at the Catholic School Board Office."

Carried unanimously.

## **COMMITTEE REPORTS**

### **Medicine Hat Catholic Schools' Education Foundation – Dick Mastel**

Note: AGM is January 21, 2020.

### **Representative to ACSTA – Dick Mastel**

Note: Nothing to report.

### **Representative Teacher Board Advisory Committee – Kathy Glasgo**

Note: Nothing to report.

### **Representative to ASBA Zone 6 – Peter Grad**

Note: See attached report.

### **Representative to Support Staff Board Advisory Committee – Robert Risling**

Note: Nothing to report.

### **Representative to Parent Associate – Kathy Glasgo**

Note: Nothing to report.

### **Representative to Salary Negotiations – ATA – Peter Grad**

Note: Meeting to take place on February 5, 2020.

### **Representative to Salary Negotiations – CUPE – Dick Mastel**

Note: Nothing to report.

### **Representative to CUPE Staff Board Advisory – David Leahy**

Note: Meeting to take place later in January 2020.

### **Representative to Student Board Advisory Committee – Dick Mastel**

Note: Nothing to report.

### **Represented to Sister of Charity of St. Louis Arts and Athletics Performance Centre (Adhoc) Committee – David Leahy**

Note: See board report.

## **SUPERINTENDENT EVALUATION AND BOARD EVALUATION**

### **MOVE IN-CAMERA**

3581 Motion. Peter Grad: "THAT only the Board of Trustees move In-Camera".

Carried unanimously.

Note: The Board moved In-Camera at 5:48 pm.

### **MOVE OUT OF IN-CAMERA**

3582 Motion. David Leahy: "THAT the Board of Trustees move out of In-Camera".

Carried unanimously.

Note: The Board moved out of In-Camera at 6:08 pm.

3583 Motion. David Leahy: "THAT the Board of Trustees for the Medicine Hat Catholic Board of Education accept the successful evaluation dated December 2019 for Mr. Dwayne Zarichny, Superintendent of Schools and as a result reappoint Mr. Dwayne Zarichny as Superintendent of Schools for five-years ending July 31, 2023, subject to Ministerial approval of the reappointment and successful renegotiation of a contract of employment. The Board appoints Mr. Dick Mastel, Board Chair to negotiate the employment contract for the Superintendent of Schools and submit the employment contract to the Board of Trustees for ratification".

Carried unanimously.

3584 Motion. David Leahy: "THAT the Board of Trustees for the Medicine Hat Catholic Board of Education accept the Board Self Evaluation as presented."

Carried unanimously.

### **CLOSING PRAYER**

Note: The meeting closed with prayer led by Robert Risling.

### **ADJOURNMENT**

Note: The regular meeting was adjourned by the Board Chair.

Note: The meeting adjourned at 6:15PM.

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Dick Mastel, Board Chair

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Greg MacPherson, Secretary Treasurer



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny  
**Originator:** Sandra Richard  
**Rationale:** Policy/Procedures: Policy 2 Role of the Board - AP 201 Religious Education  
**Subject:** Pearson Update

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**BACKGROUND:** With the approval and endorsement of our Alberta and NWT Bishops we will continue growing our religion program by implementing the new Pearson resource for grade 7 in the 2020-2021 school year. As well, we will be working alongside the Bishops, the Religious Education Network, and the CCSSA to develop a resource through Pearson that will be part of the Growing in Faith, Growing in Christ program for Kindergarten that will be published in August of 2022.

### **STATUS & RELATIONSHIP TO SLQS:**

**Competency:** Leading Learning

**Indicators:** ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

**RESULTS OR ANTICIPATED OUTCOMES:** Implementation of Grade 7 Resource in September 2020

**GOVERNANCE IMPLICATIONS:** For information





# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny  
**Originator:** Sandra Richard  
**Rationale:** Policy/Procedures: Policy 2 Role of the Board - AP 201 Religious Education  
**Subject:** Bishop's Dinner - Fall 2020

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**BACKGROUND:** Bishop McGratten has expressed an interest in meeting his parishioners more regularly throughout the Diocese and therefore has instituted a second Bishop's Dinner that would meet the needs of those parishes south of Calgary. Lethbridge hosted the Bishop's Dinner in the Fall of 2019 and Medicine Hat has been offered this opportunity this coming Fall. The parishes of St. Patrick's, St. Michael's (Bow Island) and Holy Family will be organizing this event on October 15, 2020 at the Medicine Hat Lodge. Our schools will be involved in some of the entertainment for the evening and the fundraising efforts will be going to Catholic Education - this includes supporting seminarians and our Catholic Schools in Medicine Hat. We are blessed to build our faith community with our parishes.

### **STATUS & RELATIONSHIP TO SLQS:**

**Competency:** Building Effective Relationships

**Indicators:** Established constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and facilitating the meaningful participation of members of the school community and local community in decision-making.

**RESULTS OR ANTICIPATED OUTCOMES:** Attendance of our stakeholder groups at the dinner and continued relationship building between schools and parishes in our community.

**GOVERNANCE IMPLICATIONS:** For information.

# Information Report



GOVERNANCE

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## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020

**To:** The Board of Trustees

**From:** Dwayne Zarichny

**Originator:** Sandra Richard

**Rationale:** Policy/Procedures: Policy 2 Role of the Board - AP 491 Ambassador for Catholic Education

**Subject:** Excellence in Catholic Education Award

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**BACKGROUND:** It is important that all students, staff and our parent community understand that their efforts are appreciated. The Medicine Hat Catholic Board of Education acknowledges individuals and groups that make a difference in our school community. The Excellence in Catholic Education award was established by the Council of Catholic School Superintendents of Alberta to communicate clearly and convincingly the benefits of Catholic education and its value to society. This year we had six nominees for the award. We will be honoring the recipient and all those nominated at our Board meeting on March 10, 2020.

### STATUS & RELATIONSHIP TO SLQS:

**Competency:** Building Effective Relationships

**Indicators:** An established welcoming, caring, respectful and safe learning environment is created by building positive and productive relationships with members of the school community and the local community.

**RESULTS OR ANTICIPATED OUTCOMES:** Presentation of award to recipient and all nominees recognized by the Board and public.

**GOVERNANCE IMPLICATIONS:** For information.

# Strategic Priorities Update 2019-2020

1. Celebrating our Catholic identity through the Marks of a Catholic School
  - Faith development day at the beginning of the school year with Steve Agrisano
  - Chaplain - lunch and learn, creation of chapel space at the high school
  - Morning Prayers
  - Mass at CEC
  - Adequate budget for Religious Education
  - School Masses and transportation funding provided to transport students to mass
  - Prayer before and after Board meetings
  - Sharing faith based posts with our stakeholders on school websites and social media
  - Sharing information about the Saints to our teachers and administrators
  - All grade 4 students have received a bible purchased from parishioners / Teaching of Lectio Divina to students/staff
  - Social Action projects are tied into the Catholic Social Teachings
  - Administrators sitting on each church's Parish Pastoral Council
  - School Sponsored masses on Sundays throughout the year
  - Faith Formation sessions for new teachers
  - Faith Formation PD for administrators on the book study by David Wells - The Grateful Disciple
2. Providing a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment
  - Survey of staff in the division
  - CCT program
  - Wednesday's morning break
  - Health & Wellness Committee
  - EFAP program and marketing of it. Distribution of relevant and timely information from ASEBP and EFAP.
  - Whistleblower program availability

- Harassment policy
  - Taking part in and supporting days such as Bell Let's Talk Day, Random Acts of Kindness Day and Pink Shirt Day
  - Policy developed for Timeout and Physical Intervention
  - Practice guidelines for Documenting and reporting critical incidents.
  - Developed procedure around debriefing critical incidents.
  - SIVA Training
3. Developing teachers with the necessary skills to teach 21st century learners
- Professional development on SIVA held this year and scheduled for the new year
  - TAPI payments released for teachers
4. The effective use of technology to support learning
- Migrated to Google platform
  - Technology committee
  - Funding to support smartboard replacement pilot project
5. To foster meaningful parental involvement and stakeholder engagement
- Each school has an active school council in place
  - MHCBE Calendars distributed to households
  - Staff Budget Survey/ Health & Wellness Survey
  - School open houses and school plan presentations
  - Division Instagram, Facebook, Twitter & YouTube Accounts
    - i. 31 Active Facebook Pages
    - ii. 30 Active Twitter Accounts
    - iii. 29 Active Instagram Accounts
    - iv. 2 Active YouTube Channels
  - Community Sports & Events page on division website



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** Policy/Procedures: Leads the strategic planning process

**Subject:** Strategic Priorities Update

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### BACKGROUND:

The Superintendent is responsible for leading strategic planning in the jurisdiction. This report will be a standing report which will be updated on a monthly basis. This report will provide the Board with an overview of the implementation of the Strategic Priorities developed by the Board.

### STATUS & RELATIONSHIP TO SLQS:

This report aligns with the SLQS in the following way:

**Competency:** Visionary Leadership

**Indicators:** Ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

**Competency:** Supporting Effective Governance

**Indicators:** Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

### RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in providing leadership in the area of strategic planning. (Reference: Item 6, Policy 12).

**GOVERNANCE IMPLICATIONS:**

This report is responsive to the Board's work in ensuring it meets its responsibility to provide overall direction for the Division by establishing mission, vision, strategic priorities and key results. (Reference: Item 4.1, Policy 2)



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** Curriculum

**Subject:** Curriculum Advisory Panel Report to Minister (Complete document attached)

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### **BACKGROUND:**

In spring 2019, the Alberta government announced it would pause work on curriculum to allow time for broader engagement with Albertans. This included gaining a wide range of perspectives to examine the work on new curriculum to date and ensure government was taking the right approach to student learning. The Minister of Education appointed the Curriculum Advisory Panel in August 2019. This 12-member independent panel was guided by a Terms of Reference that details the mandate the Minister asked them to deliver by December 20, 2019:

1. Advise the Minister on a new Ministerial Order on Student Learning that provides direction on the foundational knowledge, skills and competencies students should attain through the K-12 education system.
2. Advise the Minister on direction for curriculum, with the end student in mind and informed by globally endorsed best practices, jurisdictional research and previous engagement feedback.

**Panel Recommendations:** Throughout the fall, the Panel conducted meetings, reviewed research and sources of information, and engaged with education stakeholders to develop recommendations to provide direction for curriculum. The recommendations reflect the Panel's advice to the Minister and are categorized in the areas of curriculum development, curriculum content, assessment, and the draft K-4 Curriculum (2018).

### **Curriculum Development**

1. Develop a comprehensive plan to successfully implement a new Alberta Program of Studies.

- 1.1 Ensure appropriate and adequate resources are broadly available for students and teachers. Alberta's excellence in education is due in part to the quality of teaching resources provided to support curriculum.
- 1.2 Align resource development to the curriculum, consistent with the recommendations of this report.
- 1.3 Consider the pace at which curriculum changes are introduced in the system to ensure students and teachers are able to respond effectively to new curriculum. 5
2. Ensure teachers and students have access to a broad range of learning resources, representing a range of mediums using Alberta Education's innovative learning platform, new LearnAlberta.ca .
3. Explore options for single-stream course offerings at the high school level by examining the practices of high-performing jurisdictions around the world and the impact of such policies on student success and graduation rates.
4. Update the Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) to reflect the impact of any recommendations that are implemented as outlined in this report. Curriculum Content
5. Introduce new concepts at developmentally appropriate times to ensure the well-being of students remains a top priority.
6. Support opportunities to consult with subject-matter experts throughout the development of curricular content.
7. Ensure knowledge outcomes in curriculum are clear in order to foster student reasoning in each discipline.
8. Integrate awareness and exploration of careers into the curriculum to increase the relevance of career opportunities and development of workplace skills.
  - 8.1 Review the outcomes and recommendations from the Skills for Jobs Task Force to support alignment in curriculum.
9. Provide students with opportunities to learn outside the classroom, including experiences with elements of the workforce and community involvement.
  - 9.1 Undertake an examination of curriculum that can be delivered in a dual structure, similar to the Germanic Model, exploring the definition of skilled trades and how students acquire these skills.
  - 9.2 Expose students to practical work and learning outside the classroom, including participating in volunteer activities that engage students and benefit local communities.
10. Enhance students' learning of life skills throughout the K-12 curriculum by addressing areas of financial literacy, work readiness, wellness, and goal-setting. 6
  - 10.1: Review the CALM program and consider if these learning outcomes are best positioned as a discrete course offering and how achievement of the outcomes would be effectively assessed.
11. Create opportunities to bring the needs of Alberta's employers into the curriculum development process.
12. Ensure First Nations, Metis, and Inuit perspectives and ways of knowing continue to be reflected in curriculum, supporting the ongoing advancement of recommendations from the Truth and



Reconciliation Commission's Calls to Action and the calls for justice in the Missing and Murdered Indigenous Women and Girls Final Report.

13. Ensure curriculum reflects the diversity of Alberta's students.
14. Develop a senior high school program of studies in world history.
15. Ensure significant world events are represented in curriculum.
16. Examine teacher certification, teacher education programs, and educator professional learning to support continued quality delivery of curriculum. Assessment
17. Ensure a rigorous assessment system that builds public confidence, enhances accountability, and provides parents, Albertans, and the Minister with reliable information with respect to student achievement and system performance.
  - 17.1 Ensure assessment is aligned with curriculum and measures students' achievement of defined outcomes.
  - 17.2 Implement a systematic approach that uses standardized formative assessment tools in the evaluation of literacy and numeracy, in grades 1 through grade 5. These can identify where students may require additional support and enable the use of appropriate interventions at the earliest possible stages.
  - 17.3 Continue the use of provincial achievement tests for students in grades 6 and 9.
  - 17.4 Examine the impact of differential weighting of diploma exams to determine the most appropriate distribution.
  - 17.5 Explore other ways that standardized testing can be used to ensure public confidence. 7
  - 17.6 Design reports of student progress and achievement that result in a high degree of satisfaction by Alberta parents with the information and the manner in which it is provided.
  - 17.7 Support the continued growth and development of teacher assessment skills to support students in the effective achievement of learning outcomes. Draft K-4 Curriculum (2018)
18. Ensure all future curriculum aligns to the vision described by the Ministerial Order on Student Learning.
19. Ensure curriculum is written in clear, concise, and unbiased language that enables consistent understanding and application.
20. Ensure curriculum is free from the prescription of pedagogical approaches, such as discovery math.
21. Review Alberta's definitions of literacy and numeracy to ensure alignment with internationally accepted and endorsed best practices.
22. Within the architecture and design of curriculum, examine the framing of literacy and numeracy to ensure the learning outcomes for these foundational elements of knowledge and skills are clearly articulated.
23. Ensure the architecture and design of curriculum provides an explicit articulation of the subject-specific knowledge required in every subject for every grade. This requires consideration for the addition of an element on explicit knowledge development.

23.1 Ensure there is a specificity in the content, particularly for English Language Arts and Social Studies that provides guidance to teachers for the knowledge students are expected to learn.

23.2 Conceptual knowledge requires a foundation of specific, core knowledge. Ensure the curriculum includes greater specificity in the content that students are expected to master so they may adequately apply the concepts being taught.

23.3 Clarify the specificity of foundational knowledge required in proportion to the relevance of the subject matter. Simplify, streamline, and reduce the number of outcomes with a focus on foundational knowledge. 8

24. Enhance learning and foundational skill building in mathematics, informed by subject-matter expertise and the use of best practices at levels that are developmentally appropriate and address procedural fluency.

25. Ensure the social studies curriculum reflects a balance of perspectives with respect to the importance of Alberta's resource-rich economic base in relation to the impact on the economy, families, services, and government.

25.1 Ensure the content includes more foundational knowledge-building opportunities with respect to Alberta's economic system, entrepreneurship, the world of work, and the roles and jobs of members of the community.

26. Examine the efficacy of cursive writing for student learning.

#### **STATUS & RELATIONSHIP TO SLQS:**

The Superintendent is responsible for personnel-related issues.

This report aligns with the SLQS in the following way:

**Competency: Supporting Effective Governance**

**Indicators:** A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.

#### **RESULTS OR ANTICIPATED OUTCOMES:**

The sharing of this report and related recommendations from the panel will provide the Board with an overview of the direction that education will be moving towards in the near future. This direction will inform the anticipated Ministerial Order on Education which is to be released soon. As well, it will certainly influence the budget framework which is to be released later this month. (Reference: Item 2, Policy 12)

**GOVERNANCE IMPLICATIONS:**

The preceding information strongly satisfies the Board's Governance role in the following area:

Board Policy 12: Role of the Superintendent

2. Educational Leadership

2.1 Provides leadership in all matters relating to education in the Division.

2.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.

2.3 Implements education policies established by the Minister.

# CURRICULUM ADVISORY PANEL: Recommendations on Direction for Curriculum



**Presented to the Minister of Education, Honourable Adriana LaGrange**

**December 20, 2019**

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# Executive Summary

In spring 2019, the Alberta government announced it would pause work on curriculum to allow time for broader engagement with Albertans. This included gaining a wide range of perspectives to examine the work on new curriculum to date and ensure government was taking the right approach to student learning.

The Minister of Education appointed the Curriculum Advisory Panel in August 2019. This 12-member independent panel was guided by a Terms of Reference that details the mandate the Minister asked them to deliver by December 20, 2019:

1. Advise the Minister on a new Ministerial Order on Student Learning that provides direction on the foundational knowledge, skills and competencies students should attain through the K-12 education system.
2. Advise the Minister on direction for curriculum, with the end student in mind and informed by globally endorsed best practices, jurisdictional research and previous engagement feedback.

## Recommendations

Throughout the fall, the Panel conducted meetings, reviewed research and sources of information, and engaged with education stakeholders to develop recommendations to provide direction for curriculum.

The recommendations reflect the Panel's advice to the Minister and are categorized in the areas of curriculum development, curriculum content, assessment, and the draft K-4 Curriculum (2018).

### Curriculum Development

1. Develop a comprehensive plan to successfully implement a new Alberta Program of Studies.
  - 1.1 Ensure appropriate and adequate resources are broadly available for students and teachers. Alberta's excellence in education is due in part to the quality of teaching resources provided to support curriculum.
  - 1.2 Align resource development to the curriculum, consistent with the recommendations of this report.
  - 1.3 Consider the pace at which curriculum changes are introduced in the system to ensure students and teachers are able to respond effectively to new curriculum.

2. Ensure teachers and students have access to a broad range of learning resources, representing a range of mediums using Alberta Education's innovative learning platform, new [LearnAlberta.ca](http://LearnAlberta.ca) .

3. Explore options for single-stream course offerings at the high school level by examining the practices of high-performing jurisdictions around the world and the impact of such policies on student success and graduation rates.

4. Update the *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study)* to reflect the impact of any recommendations that are implemented as outlined in this report.

### **Curriculum Content**

5. Introduce new concepts at developmentally appropriate times to ensure the well-being of students remains a top priority.

6. Support opportunities to consult with subject-matter experts throughout the development of curricular content.

7. Ensure knowledge outcomes in curriculum are clear in order to foster student reasoning in each discipline.

8. Integrate awareness and exploration of careers into the curriculum to increase the relevance of career opportunities and development of workplace skills.

8.1 Review the outcomes and recommendations from the Skills for Jobs Task Force to support alignment in curriculum.

9. Provide students with opportunities to learn outside the classroom, including experiences with elements of the workforce and community involvement.

9.1 Undertake an examination of curriculum that can be delivered in a dual structure, similar to the Germanic Model, exploring the definition of skilled trades and how students acquire these skills.

9.2 Expose students to practical work and learning outside the classroom, including participating in volunteer activities that engage students and benefit local communities.

10. Enhance students' learning of life skills throughout the K-12 curriculum by addressing areas of financial literacy, work readiness, wellness, and goal-setting.

10.1: Review the CALM program and consider if these learning outcomes are best positioned as a discrete course offering and how achievement of the outcomes would be effectively assessed.

11. Create opportunities to bring the needs of Alberta's employers into the curriculum-development process.
12. Ensure First Nations, Metis, and Inuit perspectives and ways of knowing continue to be reflected in curriculum, supporting the ongoing advancement of recommendations from the Truth and Reconciliation Commission's Calls to Action and the calls for justice in the Missing and Murdered Indigenous Women and Girls Final Report.
13. Ensure curriculum reflects the diversity of Alberta's students.
14. Develop a senior high school program of studies in world history.
15. Ensure significant world events are represented in curriculum.
16. Examine teacher certification, teacher education programs, and educator professional learning to support continued quality delivery of curriculum.

#### **Assessment**

17. Ensure a rigorous assessment system that builds public confidence, enhances accountability, and provides parents, Albertans, and the Minister with reliable information with respect to student achievement and system performance.
  - 17.1 Ensure assessment is aligned with curriculum and measures students' achievement of defined outcomes.
  - 17.2 Implement a systematic approach that uses standardized formative assessment tools in the evaluation of literacy and numeracy, in grades 1 through grade 5. These can identify where students may require additional support and enable the use of appropriate interventions at the earliest possible stages.
  - 17.3 Continue the use of provincial achievement tests for students in grades 6 and 9.
  - 17.4 Examine the impact of differential weighting of diploma exams to determine the most appropriate distribution.
  - 17.5 Explore other ways that standardized testing can be used to ensure public confidence.



17.6 Design reports of student progress and achievement that result in a high degree of satisfaction by Alberta parents with the information and the manner in which it is provided.

17.7 Support the continued growth and development of teacher assessment skills to support students in the effective achievement of learning outcomes.

#### **Draft K-4 Curriculum (2018)**

18. Ensure all future curriculum aligns to the vision described by the Ministerial Order on Student Learning.

19. Ensure curriculum is written in clear, concise, and unbiased language that enables consistent understanding and application.

20. Ensure curriculum is free from the prescription of pedagogical approaches, such as discovery math.

21. Review Alberta's definitions of *literacy* and *numeracy* to ensure alignment with internationally accepted and endorsed best practices.

22. Within the architecture and design of curriculum, examine the framing of literacy and numeracy to ensure the learning outcomes for these foundational elements of knowledge and skills are clearly articulated.

23. Ensure the architecture and design of curriculum provides an explicit articulation of the subject-specific knowledge required in every subject for every grade. This requires consideration for the addition of an element on explicit knowledge development.

23.1 Ensure there is a specificity in the content, particularly for English Language Arts and Social Studies that provides guidance to teachers for the knowledge students are expected to learn.

23.2 Conceptual knowledge requires a foundation of specific, core knowledge. Ensure the curriculum includes greater specificity in the content that students are expected to master so they may adequately apply the concepts being taught.

23.3 Clarify the specificity of foundational knowledge required in proportion to the relevance of the subject matter. Simplify, streamline, and reduce the number of outcomes with a focus on foundational knowledge.

24. Enhance learning and foundational skill building in mathematics, informed by subject-matter expertise and the use of best practices at levels that are developmentally appropriate and address procedural fluency.

25. Ensure the social studies curriculum reflects a balance of perspectives with respect to the importance of Alberta's resource-rich economic base in relation to the impact on the economy, families, services, and government.

25.1 Ensure the content includes more foundational knowledge-building opportunities with respect to Alberta's economic system, entrepreneurship, the world of work, and the roles and jobs of members of the community.

26. Examine the efficacy of cursive writing for student learning.

# Background



In spring 2019, the Alberta government announced it was pausing the curriculum review process underway at the time. The purpose was two-fold. First, it would allow for broader consultations that could include a wide range of perspectives on curriculum content. Second, curriculum reform should begin with the end in mind, and focus on the key knowledge and skills students should possess at the completion of their high school education. Responding to this mandate, in August 2019, the Minister of Education appointed the Curriculum Advisory Panel to draft a new Ministerial Order on Student Learning and provide advice and recommendations on direction for K-12 curriculum.

The Panel's recommendations are based on the assertion that all students must acquire a solid foundation of core knowledge from which they can build a lifetime of learning, achievement, and success, not only in further education and careers of their choosing, but also in their role as contributors to their local communities and global economies.

The Panel recognizes the impact teachers can have to transform the lives of children. Teachers play a vital role in both developing and delivering K-12 curriculum. Teachers are an active part of Alberta's education system and continue to provide impactful feedback that informs this important curriculum development work.

The Panel understands the sense of urgency felt by many students, parents, and education stakeholders to implement new curriculum. Alberta's students deserve curriculum that reflects today's reality in order to be best prepared for success. This urgency needs to be balanced with government's commitment to taking the right approach for the right reasons for Alberta's children.

The advice and recommendations in this report were developed based on discussions, research, and information reviewed by the Panel throughout the fall 2019. The Panel was also informed by system perspectives of education partners and stakeholder groups, who shared insights and experiences on curriculum development, content, and implementation.

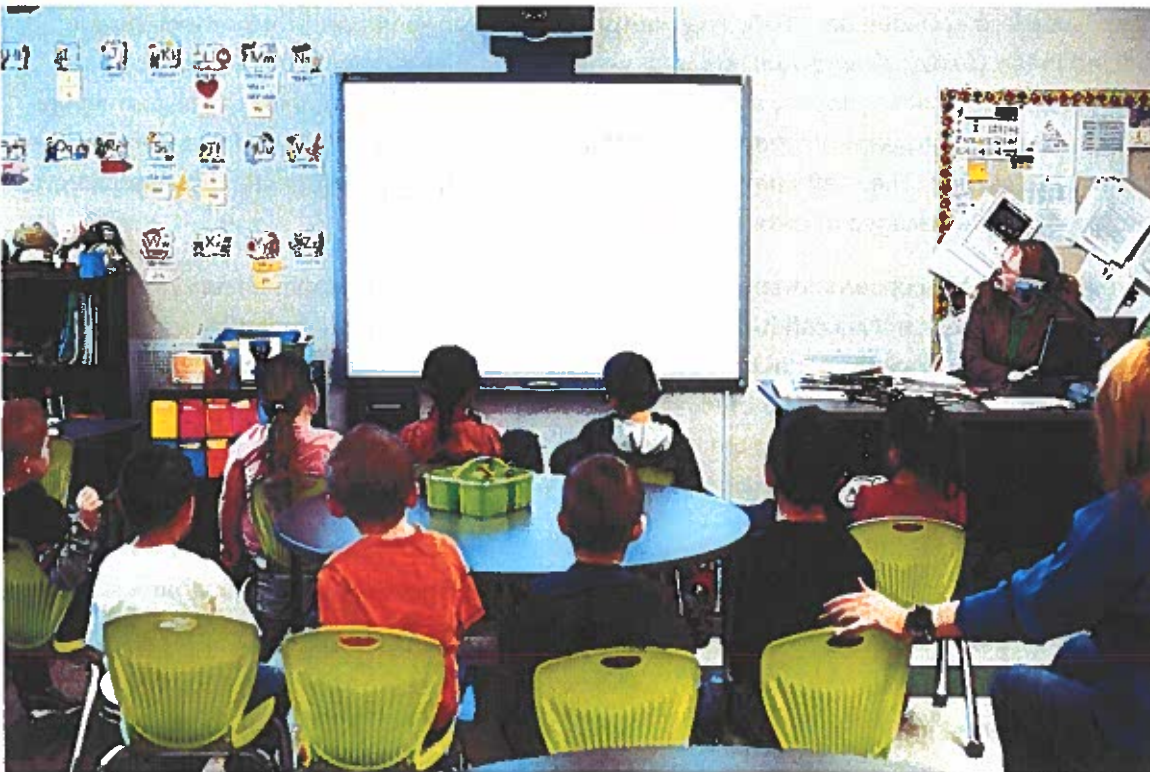
### **Input from education partners**

Panel members heard from a number of education partners who shared their perspectives on Alberta's K-12 education system. During in-person meetings and through written submissions, education partners provided feedback on the curriculum review process, curriculum content, curriculum implementation, resources, professional learning for teachers, and assessment.

The Panel would like to thank all individuals and stakeholders who shared their expertise and insights:

- Alberta Assessment Consortium
- Alberta Catholic Schools Trustees' Association
- Alberta Home Education Association
- Alberta School Boards Association
- Alberta Schools Councils Association
- Alberta Teachers' Association
- Association of Independent Schools and Colleges in Alberta
- Aurora Academic Charter School
- College of Alberta School Superintendents
- Council of Catholic School Superintendents of Alberta
- Federation des conseils scolaires francophones de l'Alberta
- Junior Achievement of Southern Alberta
- Kee Tas Kee Now Tribal Council Education Authority
- Maskwacis Education Schools Commission
- Metis Settlement General Council
- Rupertsland Institute
- The Jewish Federation of Edmonton
- The Jewish Federation of Calgary
- The Palix Foundation

# Direction for Curriculum



## What is working?

The Panel explored curriculum review, development, content, and implementation, and heard from education stakeholders. Guided by this input and information, the Panel made a number of observations with respect to areas that appear to be serving the system well.

### **The Guiding Framework**

The *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* is one example. The *Guiding Framework* sets out a common architecture and design structure for curriculum, an approach to curriculum design Alberta has not previously followed. This comprehensive, foundational framework outlining common structure will make cross-curricular and interdisciplinary learning more accessible for both students and teachers. The *Guiding Framework* clearly defines relevant standards and competencies for curriculum that support a strong foundation for student learning.



## **Draft K-4 Curriculum**

The Panel also reviewed the draft K-4 curriculum, which was posted publicly on new LearnAlberta.ca in December 2018. The draft curriculum follows the architecture and design outlined in the *Guiding Framework* and was developed through a collaborative approach with teachers, subject-matter experts, and system leaders. The architecture of the curriculum brings coherence to the programs of study in the six subject areas and opportunities for interdisciplinary learning are evident. The draft curriculum is informed by clear and appropriate understandings of learners at different stages of development.

It is evident that the concerns many stakeholder identified during development and previous engagement cycles on this draft K-4 curriculum have been addressed. Appropriate attention has been given to the development of literacy knowledge, skills, and strategies; the program reflects the pluralistic and inclusive nature of Alberta society; First Nations, Metis, Inuit perspectives, experiences, and ways of knowing are integrated into all subject areas; and financial literacy is explicitly and coherently addressed in a number of subject areas.

The LearnAlberta.ca platform is well-designed to assist teachers in their planning for all subject areas, supporting cross-curricular planning and instruction. The ability to share resources and support materials among teachers in all areas of the province adds tremendous value to teachers and students.

## **Alberta Students' Performance**

Alberta's students continue to perform near the top of the world in many international and pan-Canadian assessments. With the latest available data from 2016, Alberta's grade 8 students who participated in the Pan-Canadian Assessment Program (PCAP)<sup>1</sup> were number one in Canada in reading and science. Only students in Quebec performed better than Alberta's students in mathematics.

When it comes to international performance, the Programme for International Student Assessment<sup>2</sup> (PISA) ranks Alberta 15-year-old students third in the world for reading and science. Alberta ranks eighth in the world for mathematics remaining ahead of almost all of Canada. Again, Quebec was the only province that performed better than Alberta in mathematics.

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<sup>1</sup> <https://www.cmec.ca/Publications/Lists/Publications/Attachments/381/PCAP-2016-Public-Report-EN.pdf>

<sup>2</sup> <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>

Specific to literacy assessment is the Progress in International Reading Literacy Study (PIRLS)<sup>3</sup> where grade 4 students participate every five years and in 2016 scored 547. This result is well above the international average 511 and has remained stable since 2011.

The Panel acknowledges these strengths in the system while recognizing there is continued room for improvement.

## Starting with the end in mind



Alberta's education system intends to provide students with a world-class experience that will see them succeed in all grades and all subjects. The Panel believes K-12 education gives an opportunity for students to acquire the knowledge, skills, and competencies they will need to succeed in life beyond grade 12, whatever path they choose. With the end student in mind, Alberta's K-12 curriculum also needs to provide capacity for students to develop positive

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<sup>3</sup> <http://timssandpirls.bc.edu/pirls2016/international-results/pirls/student-achievement/multiple-comparisons-of-reading-achievement/>

character elements, demonstrating respect for themselves and others, while having the ability to actively participate in a democratic society and contribute to a changing world.

While there are a number of elements of curriculum and student learning that are going well, the curriculum pause-and-engage process provided an opportunity to examine the current approach and explore areas that could be enhanced.

Students who enter the K-12 education system in 2020 will graduate in 2033. In more than a dozen years from now, the world has the potential to be very different from today. All learners need to be prepared for what may be an uncertain future. They must be confident that the learning they have acquired will enable them to help shape and readily adapt to change in the world around them. Student learning at all levels should be developing the foundational knowledge that will prepare them to respond to and influence the economic, social, and global changes as they evolve in the future. Education must assist in the preparation of all students who are resilient and thrive.

Today's students need to develop the ability to solve problems that have not yet been conceived, and be prepared for careers and technologies that may have not been created yet. Even more important, they must possess the foundational knowledge, skills, and fluency in multiple literacies that will enable them to be active participants in the creation of future careers and technologies.

Building on the good work done so far, and based on research, information, and engagements, the Panel offers a number of recommendations to the Honourable Adriana LaGrange, Minister of Education, for consideration.



# Recommendations and Advice



## Curriculum Development

Curriculum development, grounded in research and global best practices, is the first building block for long-term success of any curriculum revision process. The Panel examined the current approach to development as outlined in the *Guiding Framework*. The Panel considered the engagement feedback from previous public engagements on the draft K-4 curriculum, and spoke with education stakeholder organizations to hear a range of perspectives on the factors critical to the development and implementation of curriculum.

To this end, the following recommendations are offered for consideration.

### **1. Recommendation: Develop a comprehensive plan to successfully implement a new Alberta Program of Studies.**

The best curriculum is jeopardized by failing to properly implement it. To support successful implementation, a plan for developing learning and teaching resources as well as providing

professional learning for teachers, and mechanisms for ongoing teacher feedback on curriculum is crucial.

1.1: Ensure appropriate and adequate resources are broadly available for students and teachers. Alberta's excellence in education is due in part to the quality of teaching resources provided to support curriculum.

1.2. Align resource development to the curriculum, consistent with the recommendations of this report.

1.3 Consider the pace at which curriculum changes are introduced in the system to ensure students and teachers are able to respond effectively to new curriculum.

**2. Recommendation: Ensure teachers and students have access to a broad range of learning resources, representing a range of mediums, using Alberta Education's innovative learning platform, new [LearnAlberta.ca](https://www.learnalberta.ca).**

A balanced approach in the use of digital and non-digital (such as print etc.) learning resources for the effective delivery of curriculum and enhance learning assists in avoiding the potentially negative impacts students may experience from overuse of digital technology.

**3. Recommendation: Explore options for single-stream course offerings at the high school level by examining the practices of high-performing jurisdictions around the world and the impact of such policies on student success and graduation rates.**

Course streaming, commonly referred to as academic versus non-academic streams, has the potential to limit students in their ability to pursue further education and career opportunities. Exploration of models in other jurisdictions and their application in the Alberta context is a valuable exercise to ensuring Alberta is well-positioned for long-term student success in a global economy.

**4. Recommendation: Update the *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study)* to reflect the impact of any recommendations that are implemented as outlined in this report.**

The *Guiding Framework* document outlines the principles, standards, competencies, and architecture and design of future curriculum development in Alberta. With the establishment of a new Ministerial Order on Student Learning and the recommendations provided herein, the *Guiding Framework* should be reviewed and updated to ensure the new vision and direction for curriculum are appropriately reflected. The *Guiding Framework*, as a design document for curriculum, should not reflect pedagogical perspectives.

## Curriculum Content

Curriculum content is the foundation of student learning. The content students learn in the classroom each and every day must be rich in knowledge, developmentally appropriate, and follow progressions that allow students to build understandings in a systematic way.

The Panel has considered perspectives that span the K-12 system, seeking opportunities for improvement that will build long-term success for students at the completion of their high school education.

To this end, the following recommendations are offered for consideration.

**5. Recommendation: Introduce new concepts at developmentally appropriate times to ensure the well-being of students remains a top priority.**

Curriculum should expose students to concepts when developmentally appropriate, recognizing the rights of parents to have input regarding their children's participation in sensitive topic areas.

**6. Recommendation: Support opportunities to consult with subject-matter experts throughout the development of curricular content.**

The quality and accuracy of curriculum should reflect the expert knowledge and advice of subject-matter specialists.

**7. Recommendation: Ensure knowledge outcomes in curriculum are clear in order to foster student reasoning in each discipline.**

Core knowledge content, balanced by developmentally appropriate breadth and depth of learning, is foundational to a student's ability to develop understanding and competence. Knowledge outcomes must be clearly articulated so students understand the purpose of the disciplines they are studying and can reason effectively in those disciplines. Reasoning skills are critical to the development of competencies such as critical thinking, problem solving, managing information and creativity. They are essential to the critical media literacy skills students need when evaluating online or digital sources of information.

**8. Recommendation: Integrate awareness and exploration of careers into the curriculum to increase the relevance of career opportunities and development of workplace skills.**

Increasing the availability of learning related to relevant workplace skills will prepare students for post-high school career opportunities, helping them to build critical foundations for future success in the workplace.

8.1 Review the outcomes and recommendations from the Skills for Jobs Task Force to support alignment in curriculum.

**9. Recommendation: Provide students with opportunities to learn outside the classroom, including experiences with elements of the workforce and community involvement.**

There is value in exposing students to experiences outside the classroom that can build awareness and opportunities on the variety of career paths and choices available to them. Learning is strengthened when students learn in the context of real-world experience and work. Curriculum can be delivered in many ways beyond the classroom context, including in workplaces and employment settings. Curriculum should be flexible to deal with alternative skills models outside the classroom.

9.1 Undertake an examination of curriculum that can be delivered in a dual structure, similar to the Germanic Model, exploring the definition of skilled trades and how students acquire these skills.

9.2 Expose students to practical work and learning outside the classroom, including participating in volunteer activities that engage students and benefit local communities.

**10. Recommendation: Enhance student's learning of life skills throughout the K-12 curriculum by addressing areas of financial literacy, work readiness, wellness, and goal-setting.**

With a variety of life experiences and environmental influences outside of the school context, students may leave grade 12 without the basic skills necessary to transition successfully into life after high school. Alberta's current curriculum for Career and Life Management (CALM) attempts to address these areas of student learning. There are opportunities to embed the elements of learning from CALM across the K-12 curriculum to introduce the necessary concepts at developmentally appropriate stages.

10.1: Review the CALM program and consider if these learning outcomes are best positioned as a discrete course offering and how achievement of the outcomes would be effectively assessed.

**11. Recommendation: Create opportunities to bring the needs of Alberta's employers into the curriculum-development process.**

Employers should have the opportunity to provide ongoing advice on the knowledge and skill requirements Alberta's students need to succeed in the workplace. Understanding the needs of employers with respect to the skills of future workers could enhance student learning throughout K-12 and hold the potential to lead to greater career success upon graduation.

**12. Recommendation: Ensure First Nations, Metis, and Inuit perspectives and ways of knowing continue to be reflected in curriculum, supporting the ongoing advancement of recommendations from the Truth and Reconciliation Commission's Calls to Action and the calls for justice in the Missing and Murdered Indigenous Women and Girls Final Report.**

It is necessary to support learning and cultural understanding of Alberta's First Nation, Metis and Inuit peoples, respecting the historical and current context of their experiences and perspectives.

**13. Recommendation: Ensure curriculum reflects the diversity of Alberta's students.**

Curriculum should provide opportunities and maintain flexibility within learning outcomes to enable all students to explore their unique perspectives and life experiences in their learning.

**14. Recommendation: Develop a senior high school program of studies in world history.**

Citizens today face a range of complex global issues that require a depth of understanding of historical contexts in order to consider their contemporary significance and implications. A program of studies specific to history at the grade 10, 11, and 12 levels, with a diploma exam requirement, would allow students to develop enhanced historical understandings of essential issues in world history at a level of depth and detail not currently available under the Social Studies program.

**15. Recommendation: Ensure significant world events are represented in curriculum.**

The understanding of historical world events and the way in which they contribute to current world understandings and experiences is essential learning for students. For example, the foundational knowledge of the Holocaust and human and cultural genocides, past and present, taught at developmentally appropriate stages, will assist students in building contextual understanding of the people and places in the world around them.

**16. Recommendation: Examine teacher certification, teacher education programs, and educator professional learning to support continued quality delivery of curriculum.**

There is excellence in the teaching profession. The successful implementation of high-quality curriculum is dependent on the high-quality teaching that delivers it. The administration of curriculum requires the continued support for teachers to foster learning environments and deliver learning experiences that elevate all students.

## Assessment

Assessment in any context is a critical factor to determine if the plan put in place is achieving the desired result. Curriculum can be viewed as a plan, outlining key knowledge, skills and competencies students are expected to learn during their K-12 education. While many factors contribute to a student's ability to learn the curriculum, assessment practices provide a mechanism to test student learning against the intended outcomes in the curriculum.

The Panel reviewed assessment results for Alberta students, both at the international, national, and provincial level and spoke with education stakeholder organizations, hearing a range of perspectives on assessment practices. There is continued support for the value in standardized assessments and the information they provide to the student, their parents, and the system. There is also recognition that assessment practices can continue to be improved, reflecting both new curriculum and various approaches to learning.

To this end, the following recommendations are offered for consideration.

**17. Recommendation: Ensure a rigorous assessment system that builds public confidence, enhances accountability, and provides parents, Albertans, and the Minister with reliable information with respect to student achievement and system performance.**

Quality assessment provides assurance that the Alberta curriculum is being taught effectively. It supports public confidence in the education system that the dollars invested are being well spent. Assessment is one mechanism to support the accountability of school divisions, principals, and teachers in assuring children are receiving a quality education.

17.1 Ensure assessment is aligned with curriculum and measures students' achievement of defined outcomes.

17.2 Implement a systematic approach that uses standardized formative assessment tools in the evaluation of literacy and numeracy, in grades 1 through grade 5. These can identify where students may require additional support and enable the use of appropriate interventions at the earliest possible stages.

17.3 Continue the use of provincial achievement tests for students in grades 6 and 9.

17.4 Examine the impact of differential weighting of diploma exams to determine the most appropriate distribution.

17.5 Explore other ways that standardized testing can be used to ensure public confidence.

17.6 Design reports of student progress and achievement that result in a high degree of satisfaction by Alberta parents with the information and the manner in which it is provided.

17.7 Support the continued growth and development of teacher assessment skills to support students in the effective achievement of learning outcomes.

## **Draft K-4 Curriculum (2018)**

The Panel reviewed the draft K-4 curriculum that was developed and shared publicly in 2018. Having spoken with education stakeholder organizations and hearing a range of perspectives on the current state of this draft curriculum, there are elements that should be retained and some that require further revision.

To this end, the following recommendations are offered for consideration.

### **18. Recommendation: Ensure all future curriculum aligns to the vision described by the Ministerial Order on Student Learning**

Using the Ministerial Order on Student Learning as a framework for the articulation of the vision and foundational knowledge students should attain by the end of their K-12 educational experience, curriculum should be inclusive of subject-specific content that will enable this learning.

**19. Recommendation: Ensure curriculum is written in clear, concise, and unbiased language that enables consistent understanding and application.**

**20. Recommendation: Ensure curriculum is free from the prescription of pedagogical approaches, such as discovery math.**

**21. Recommendation: Review Alberta's definitions of *literacy* and *numeracy* to ensure alignment with internationally accepted and endorsed best practices.**

**22. Recommendation: Within the architecture and design of curriculum, examine the framing of literacy and numeracy to ensure the learning outcomes for these foundational elements of knowledge and skills are clearly articulated.**

**23. Recommendation: Ensure the architecture and design of curriculum provides an explicit articulation of the subject-specific knowledge required in every subject for every grade. This requires consideration for the addition of an element on explicit knowledge development.**

23.1 Ensure there is a specificity in the content, particularly for English Language Arts and Social Studies that provides guidance to teachers for the knowledge students are expected to learn.

23.2 Conceptual knowledge requires a foundation of specific, core knowledge. Ensure the curriculum includes greater specificity in the content that students are expected to master so they may adequately apply the concepts being taught.

23.3 Clarify the specificity of foundational knowledge required in proportion to the relevance of the subject matter. Simplify, streamline, and reduce the number of outcomes with a focus on foundational knowledge.

**24. Recommendation: Enhance learning and foundational skill building in mathematics, informed by subject-matter expertise and the use of best practices at levels that are developmentally appropriate and address procedural fluency.**

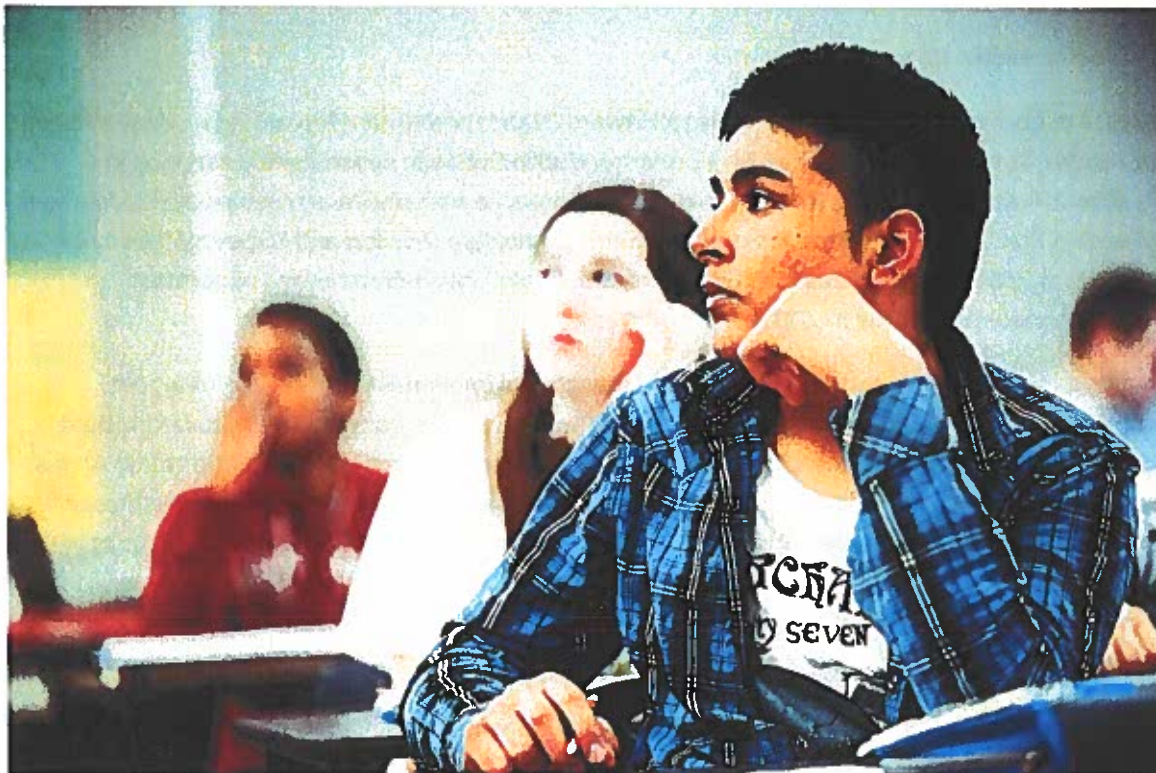
**25. Recommendation: Ensure social studies curriculum reflects a balance of perspectives with respect to the importance of Alberta's resource-rich economic base in relation to the impact on the economy, families, services, and government.**

25.1 Ensure content includes additional foundational knowledge-building opportunities with respect to Alberta's economic system, entrepreneurship, the world of work, and the roles and jobs of members of the community

**26. Recommendation: Examine the efficacy of cursive writing for student learning.**



## Concluding Comments



All students in Alberta begin their educational journey with the promise of a future in which they can achieve their highest potential, live a fulfilling and rewarding life, succeed in a career path of their choosing, and contribute to a democratic society in an ever-changing world.

Alberta's K-12 education system has a tremendous responsibility to support its students. Curriculum must provide the building blocks on which students are enabled to develop the knowledge, skills, and competencies required to live their best lives.

The members of the Curriculum Advisory Panel are honoured to provide advice and recommendations to the Minister about the direction of Alberta's K-12 curriculum. The Panel wishes to acknowledge the outstanding work done by the department of Education to support the Panel's mandate. The recommendations in this report reflect the Panel's belief that core knowledge is foundational to a lifetime of success as a lifelong learner and an engaged citizen, and that today's students must have the opportunity to gain the knowledge, skills and competencies that will support them as they adapt to and lead the changes the future will bring.

# Appendices

## Appendix A: Panel Member Biographies

### **Angus McBeath, Chair**

Angus began his teaching career in Prince Edward Island more than 46 years ago. Upon moving to Alberta, he taught for 12 years with Edmonton Public Schools, subsequently serving in a number of leadership roles. He then moved into various administrative and senior executive roles including Director of Program Development in the Curriculum Division and Superintendent of Continuing Education Services with Edmonton Public Schools before he was appointed Superintendent of Schools in 2001.

As Superintendent of Schools, Angus led the design and implementation of a training and accountability regime for principals and teachers, with a view to dramatically improve principal and teacher performance, student achievement results and high school completion rates. Angus retired from Edmonton Public Schools in 2005, and has since served public education through speaking and consultant roles. Angus has worked for the past 14 years with school districts in Pittsburgh, Oakland and Colorado Springs, in addition to the Kern Family Foundation. He most recently was a senior official at the Advanced Studies in Culture Foundation in Charlottesville Virginia.

Angus has a master of education degree, a bachelor of education degree and a bachelor of arts degree.

### **Jen Panteluk, Vice-chair**

Jen has worked in the non-profit sector for more than 10 years and has a far-reaching background that she has used to increase awareness and support for the United Way, University of Alberta, Alberta Cancer Foundation, Ronald McDonald House Northern Alberta and the Stollery Children's Hospital Foundation. Prior to her recent appointment as the Director of Athlete Experience for ITU World Triathlon Edmonton, she was the CEO of Junior Achievement of Northern Alberta and Northwest Territories.

Jen has both a master of business administration degree and a bachelor of commerce degree. She is also an accomplished athlete having represented Canada at seven triathlon world championships. She received a YWCA Women of Distinction for her athletic accomplishments.

### **Amy von Heyking**

Amy is an Associate Professor in the Faculty of Education at the University of Lethbridge. Her research interests include the history of Canadian schooling, history teaching and citizenship education. She is the author of *Creating Citizens: History and Identity in Alberta's Schools* and has published articles in *Historical Studies in Education*, *Canadian Journal of Education*, and *History of Education Quarterly*.

Amy has authored chapters in *New Possibilities for the Past: Shaping History Education in Canada and Britishness, Identity and Citizenship: The View From Abroad*. She is also the co-editor of *Becoming a History Teacher*. Amy served on the executive board of The History Education Network/Histoire et Éducation en Réseau (THEN/HiER) from 2007 to 2015.

Amy has a PhD in educational policy and administrative studies, a master of arts degree, a bachelor of arts (Honours), first class honours degree, and a teaching certificate.

### **Martin Mrazik**

Martin is a full professor in the Department of Educational Psychology and Faculty of Education at the University of Alberta. He has been a registered psychologist in the province of Alberta since 1996.

Martin's clinical training in school and neuropsychology focused his interests in working with children, adolescents, and adults with a wide range of learning, cognitive, and psychological needs. His primary interests include psychoeducational assessment of children, traumatic brain injury, sports concussions and assessment of neurodevelopmental disabilities. Martin's academic endeavors include publication of multiple book chapters, published journal manuscripts, and national and international presentations. He currently serves as a neuropsychological consultant to the NHL and CFL.

Martin holds a PhD in Clinical Neuropsychology, a master of education psychology degree, a bachelor of science degree and a teaching certificate.

### **Andy Nelgel**

Andy has 30 years of operational and leadership experience in the forest industry in both Alberta and British Columbia. He has participated on a variety of boards, including the Alberta Energy Regulator as the chair of the Governance, Audit and Finance Committees and Athabasca University Governing Board, and as the chair, Investment Advisory Group and Advancement Committee. Andy currently serves as principal, Boreal Management Group and CEO, Careers: The Next Generation Foundation.

Andy has previous experience working with Alberta's Ministry of Education; he was part of the Inspiring Education Steering and Implementation Committees (2009 to 2013), Alberta's Task Force for Teaching Excellence (2013 to 2014) and Alberta's Teacher Development and Practice Advisory Committee (2014 to 2015).

Andy has a forest technology diploma, a bachelor of science forestry degree from the University of Alberta and an ICD.D (Institute of Corporate Directors, Director) Designation.

### **Keray Henke**

Keray started his career with the federal government before he joined Alberta Treasury (now the Ministry of Treasury Board and Finance) in 1980. He then served as Director of Finance and Administration with Executive Council before joining the Ministry of Children's Services as Assistant Deputy Minister responsible for finance, human resources, information technology, legal services, administrative support and business and strategic planning. In 2005, Keray was appointed Deputy Minister of Alberta Education and served in this role until his retirement.

Keray was a member of the Board of Directors for Careers: The Next Generation and the United Way of the Alberta Capital Region. He headed the Canadian Delegation of the Education Policy Committee of the Organisation for Economic Co-operation and Development (OECD). He served as chair of the OECD Education Policy Committee from 2009 to 2011.

Keray has a certified management accountant designation, a master of public administration degree and a bachelor of commerce degree.

### **Glenn Feltham**

Glenn was appointed President and CEO of the Northern Alberta Institute of Technology (NAIT) in 2011. As NAIT's sixth president, he led the institute toward its vision of becoming one of the world's leading polytechnics. Under his leadership, NAIT plays an essential role in strengthening Alberta's and Canada's economies through hands-on, technology-based education and applied research in partnership with industry.

Previously, Glenn served as chair of Polytechnics Canada and also chaired the Council of Post-Secondary Presidents of Alberta. In 2013 to 2014, he chaired Alberta's Task Force on Teaching Excellence for the Ministry of Education. Glenn is currently a member of the board of the Canadian Chamber of Commerce.

Glenn has a PhD in accounting, a master of business administration, a bachelor of laws, a bachelor of arts and a bachelor of science degree. He is also a Chartered Professional Accountant and a Fellow of the Chartered Professional Accountants.

**Paulette Hanna**

Paulette has an extensive background within the K-12 education system including as a teacher, school principal, Deputy Superintendent and Chief Superintendent. She has also been a sessional instructor with the University of Calgary, University of Lethbridge and University of Alberta. Most recently, Paulette served as the director of Leadership Learning for the College of Alberta School Superintendents. She was appointed as the Vice-President Academic of Red Deer College in 2014.

Paulette has a doctor of education in leadership degree, a master of arts degree and a bachelor of education degree.

**Miles Smit**

Miles has held diverse roles in the private, not for profit and broader public sectors covering strategy, advisory, risk management, facilitation, governance and program management. He is also co-founder of the Petrarch Institute, a new online tutoring, teaching, and consultancy service specializing in the humanities. He has served on a number of boards, including Tranzac Club of Toronto and Toronto Search and Rescue Marine Unit.

Miles has a PhD degree from the KU Leuven, Belgium, a masters of arts degree, and a bachelor of arts (Honours) degree in philosophy with a second major in art history.

**Nhung Tran-Davies**

Immigrating to Canada at the age of five as a refugee from the Vietnam war, Dr. Tran-Davies and her family settled in Edmonton. Coming from war and poverty, she understood the value of education from a young age. In 2013, she established the Children of Vietnam Benevolent Foundation to help impoverished children with education and to meet their basic needs. She is the author of four children's books and advocates for mastery in the fundamentals of mathematics. She also founded the Kemosha Scholarship for First Nations, Metis and Inuit Mothers Who Write to help effect positive changes through the voices of these Indigenous mothers.

She has been a keynote speaker at various forums, including at the United Nations in Geneva. She is a strong advocate for social justice in education and aims to inspire resilience in students. She also advocates for support of refugees and migrants around the world. This year, she was a recipient of RBC's Top 25 Immigrant Award.

Dr. Tran-Davies completed her medical doctorate at the University of Alberta and has an established family practice in Calmar, Alberta.

### **Sharon Carry**

Sharon devoted more than four decades to a career rooted in her passion for creating opportunities for access and student success at four Alberta postsecondary institutions, including two decades as the first President and CEO of Bow Valley College. During her tenure, Bow Valley became the largest and fastest growing college in Alberta, welcoming some 15,000 students from 142 countries each year, while expanding campuses in the region surrounding Calgary and extending educational services to more than 20 other countries.

A lifelong committed volunteer in her profession and community, Sharon has been recognized with the Alberta Order of Excellence, Queen Elizabeth II Diamond Jubilee Medal, Alberta Centennial Medal, Calgary Award for Education, as one of Canada's Top 100 Most Powerful Women, and with her profession's national Distinguished Service Award. She has received honorary degrees from Olds College, the Southern Alberta Institute of Technology, and the Alberta College of Art and Design (now Alberta University of the Arts). When honoured with a Blackfoot name and headdress, her ceremonialist chose a name which translates to *Lifelong Educator*.

Sharon continues to serve Alberta on the following boards: Credit Union Deposit Guarantee Corporation; Alberta Order of Excellence Council; International Women's Forum; YWCA Calgary Board, and the YW Transformation Campaign Advisory Committee.

Sharon has a masters of communication studies as well as both a bachelor of education and a bachelor degree from the University of Calgary.

### **Ashley Berner**

Ashley is the deputy director of the Johns Hopkins Institute for Education Policy and is an Associate Professor at the Johns Hopkins School of Education. She previously served as the Deputy Director of the City University of New York Institute for Education Policy.

Ashley has published articles and book chapters on the relationship between educational structure and public funding in democratic nations, religious education and citizenship formation, and teacher preparation in different national contexts. Included in her publications is *Pluralism and American Public Education: No One Way to School in 2017*. She consults regularly on projects that examine the academic and civic outcomes of different school sectors. She serves as a gubernatorial appointee to the Maryland Education Development Consortium.

Ashley has a doctorate of philosophy degree, a master of literature degree, and a bachelor of arts (Honours) degree.



## Appendix B: Terms of Reference

### **CURRICULUM ADVISORY PANEL KINDERGARTEN TO GRADE 12 PROVINCIAL CURRICULUM TERMS OF REFERENCE**

## Context

The Government of Alberta has committed to pause the curriculum review and engage in further consultations that include a range of perspectives from parents, teachers, industry and subject matter experts to ensure K-12 provincial curriculum aligns with the priorities of Albertans.

## Overarching Focus

The Curriculum Advisory Panel (Panel) on Kindergarten to grade 12 provincial curriculum is to provide strategic advice to the Minister of Education on a new Ministerial Order on Student Learning and direction for curriculum.

## Curriculum Advisory Panel Mandate

The mandate of the Panel will be to advise Minister on:

- Advise the Minister on a new Ministerial Order on Student Learning:
  - To reflect the vision for student learning, the Panel will draft a new Ministerial Order that provides direction on the foundational knowledge, skills and competencies students should attain through the K-12 education system.
  - Using this draft as the basis for an engagement process with Albertans on the vision for student learning, the Panel will then recommend a final Ministerial Order to Minister.
- Advise the Minister on direction for curriculum:
  - With the end student in mind and informed by globally endorsed best practices, jurisdictional research, and previous engagement feedback, the Panel will provide advice to Minister on direction for curriculum.
  - The Panel will produce a report outlining their advice, and any related recommendations for Minister.

The Panel may also provide advice to the Minister on other education related matters at the Minister's discretion.

## Support for the work of the Panel

The Department of Education will provide the support required to assist the Panel, including the following:

Arranging for access to information as required, including all relevant documentation.

Providing secretariat support to the Panel.

Orientation to *Freedom of Information and Protection of Privacy Act* (the "FOIP Act"). As public bodies, Alberta Education and The Panel subject to the *FOIP Act*.

## Deliverables

The Panel will provide a report to the Minister by December 20, 2019. The report must deliver advice and recommendations to the Minister on a new Ministerial Order for Student Learning and direction for curriculum.

The Panel shall recommend to Minister a Ministerial Order on Student Learning, informed by input from Albertans, and provide any follow-up clarifications, explanations, or other advice as requested by the Minister or Department of Education, prior to March 29, 2020.

## Term of Membership

Membership will begin as of the date of signing, with a time commitment of approximately eight days. The Panel will be disestablished on March 29, 2020.

## Chair

The Panel Chair will:

- be appointed by the Minister of Education;
- provide leadership of all Panel activities;
- convene and conduct all meetings of the Panel; and,
- provide advice, recommendations and deliverables to the Minister on behalf of the Panel.

The Minister will also appoint a Vice-Chair to fulfill the responsibilities of the Panel Chair in absence of the Chair.



## **Appendix C: Research**

Alberta Education, Performance Measurement and Reporting Branch. (2007/2008). Employer Satisfaction Survey. Employers of Alberta High School Graduates. Government of Alberta

Alberta Education, Corporate Planning Branch. (2012/2013). Business & Industry Report: Employers of Alberta High School Graduates. Government of Alberta

Alberta Education, Corporate Planning Branch. (2013/2014). Business & Industry Report: Employers of Alberta High School Graduates. Government of Alberta

Alberta Education, Corporate Planning Branch. (2015/2016). Business & Industry Report: Employers of Alberta High School Graduates. Government of Alberta

### **Educational attainment:**

Distribution of population aged 25 to 64 (total and with Aboriginal identity), by sex and educational attainment

Alberta Education, Annual Report 2018-2019

Ministry of Education Ontario

### **Learning for the future:**

Building Skills Connections Series: Alberta in a Nutshell

Education at Glance 2019 (OECD Indicators)

2018 Education stakeholder surveys summary report

The Future of Education and Skills Education 2030 (OECD)

Trends Shaping Education 2019 - OECD



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** AB Education Manager's Meeting

**Subject:** Meeting to Review 3 YEP

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### BACKGROUND:

On January 22, 2020 the Senior Admin team (Chuck Hellman, Greg MacPherson, Hugh Lehr and Dwayne Zarichny) met with Randy Billey and Leta McGowan Youck (telephone) to review the Three Year Education Plan. The meeting was a very positive meeting resulting in a rich discussion around how the division is able to be continually demonstrating success in all measured areas. After an in-depth review of the plan, there were a few links that needed to be added to the document prior to receiving final sign-off on the plan from AB Education.

We have made the changes to the document and have submitted it. We are waiting for confirmation that we are in compliance with the reporting requirements.

### STATUS & RELATIONSHIP TO SLQS:

**Competency:** **Leading Learning**

**Indicators:** Providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles.

Ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study.

Promoting collegial relations, collaboration, critical thinking and innovation in the school community.

Ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

Building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.

**RESULTS OR ANTICIPATED OUTCOMES:**

This report supports the work of the Superintendent in providing leadership in all matters relating to education in the Division. (Reference: Item 6, Policy 12)

**GOVERNANCE IMPLICATIONS:**

This report is responsive to the Board's policy 12 – Role of the Superintendent. (Reference: Item 6.

**Strategic Plan:** Leads the strategic planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.)



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** Update on Nutrition in the Jurisdiction

**Subject:** Letter of Support to Minister of Education Re: Breakfast/Lunch

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### **BACKGROUND:**

A number of months ago, the Minister indicated that there would a number of pilot programs created to support local non-profit groups create and deliver a nutrition program. Locally, the Medicine Hat Food Bank has submitted a proposal to the Minister which would provide potential meals to all schools encompassed by the local three school jurisdictions. A letter of support indicating that we are in favour of a potential partnership with the Food Bank has been provided to be included as part of their submission.

### **STATUS & RELATIONSHIP TO SLQS:**

The Superintendent is responsible for the planning process, goals and implementation.

This report aligns with the SLQS in the following way:

#### **Competency: School Authority Operations and Resources**

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

### **RESULTS OR ANTICIPATED OUTCOMES:**

This report supports the work of the Superintendent in leading the strategic planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved. (Reference: Item 9, Policy 12)

### **GOVERNANCE IMPLICATIONS:**

This report is responsive to the Board's work in supporting students in a safe and caring environment. (Reference: Item 9. Student Welfare 9.1 Ensures that each student is provided with a safe and caring

environment that fosters and maintains respectful and responsible behaviors. 9.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. 9.3 Ensures the facilities adequately accommodate Division students. 2.5, Policy 2)



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Chuck Hellman

**Rationale:** Policy/Procedures: Board Strategic Priority 2 – Providing a continuum of support for the mental health and wellbeing of parents, students and staff in a welcoming, caring, respectful and safe learning environment.

**Subject:** Health and Wellness Survey

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**BACKGROUND:** A survey went to all staff on January 30<sup>th</sup>. The intent of the survey was to gain staff input as to the types of health and wellness topics they are interested in, different ideas on how to create a healthier workplace, how staff can be supported in their health and wellness, and staff commitment to improving health and wellness. The survey closed February 6<sup>th</sup> at noon. The results will be used as baseline information for the committee to support staff health and wellness in the future. The Health and Wellness Committee meets on Feb. 25.

### **RELATIONSHIP TO SLQS:**

**Competency: (1) Building Effective Relationships**

**Indicators (a) Collaborating with community and provincial agencies to address the needs of staff, students and their families.**

**RESULTS OR ANTICIPATED OUTCOMES: Information**

**GOVERNANCE IMPLICATIONS: Policy 2 – Role of the Board – Accountability to the District's Communities**



# Discussion Item

## REPORT TO THE BOARD OF TRUSTEES

**Date:** February 11, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Dwayne Zarichny, Superintendent

**Originator:** Hugh Lehr, Associate Superintendent

**Rationale:** Safe and Caring Schools

**Subject:** Follow-up/Restoration/Debriefing Process

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### **BACKGROUND:**

Below are the recommendation and work done around implementation. The creation of AP 391 broke down the policy into three main components. Firstly, identifying all the pre-work that goes into creating a safe environment of all. The second section was created so that individuals knew what to do or how to respond in the moment. The third and final piece was all the work that is done after an incident.

This work includes the reporting and debriefing that needs to be done. At the beginning of the year we provided instruction to all staff around planning and the creation of plans for a safe environment, documenting unsafe behaviors in anecdotal notes, and reporting on incidents and injuries. We had struck a committee to look at the last step in the post intervention process and that is debriefing. Through this process, post intervention assessment and debriefing are vital to restoring safety, maintaining trust, and converting negative behaviour incidents into positive learning experiences.

Attached the feedback from the SIVA training to highlight the messages and insight into the process of supporting students with difficult behaviours. This will identified what was learned, what is of interest to learn more about, and what will you implement immediately after the training.

### **MHCBE Workplace Violence and Harassment Survey – Recommendations**

1. Develop Emergency Safety Intervention Policy and Support Space Guidelines – review Seclusion and Restrain policy – Safe interventions with students, outlining effective use of support spaces as well.
2. Increase awareness and support for implementation of strategies at each of these levels
  - a. Proactive and/or Regulatory Strategies
  - b. De-escalation Strategies
  - c. Follow-up/Restoration/De-briefing Strategies

- AP 391 – “Safe Interventions with Students” outlines procedures for supporting students and staff in preventing and managing a crisis situation. Procedures are outlined in three stages of support:
  1. Primary Preventions (preventing and reducing the need for emergency safety interventions)
  2. Secondary Preventions (Using the least restrictive means possible)
  3. Tertiary Prevention (Interventions to reduce or prevent negative consequences)
  
- 3. Train staff in creating and maintaining holistic safety (at both the universal and individualized level) through SIVA and a focus on Trauma-Informed Practices.
  - SIVA feedback (see attached)
  
- 4. Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. Emphasize student involvement (and eventual leadership) in these plans.
  - Implemented new plan format in Dossier
  - Review procedure and planning in SIVA training
  
- 5. Continue to explore ways to enhance family/community supports and family-school connections – as per our Mental Health Strategic plan.
  - Mental Health teams in schools including:
    - o School Liaison Counselors
    - o AHS Mental Health workers
    - o School Counselors
    - o CCT – MHCB project workers
  
- 6. Outlining supports available to those experiencing and witnessing acts of aggression or violence. – utilize service within the schools and outside agencies to provide support.
  - Committee struck with HR, MH to identify outside agency support.
  - Committee struck to develop a debriefing strategy to be used in schools.
  
- 7. Outlining reporting procedures and protocols for acts of Violence and/or aggression. – Review with administration and implement and emphasize at the beginning of the school year.
- 8. Review of student support spaces and procedures around access and student support.
  - Ongoing with staff. Review of reporting procedures. Reviewed with Learning Services Advisory, Senior Administration and Division Leadership team.
  - Administration will review at October 11 staff meeting
  
- 9. Review our school Collaborative meetings around student concerns. Frequency, purpose, who is involved. A communication plan for sharing of information about students and student plans.
  - September 24, 2019 Learning Services Advisory. (including RCSD partners)
  - Reviewed CPC process in elementary schools, teacher referral process and common expectations.

#### **STATUS & RELATIONSHIP TO SLQS:**

**Competency: Supporting Effective Governance**



**Indicators:** ensuring all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

## **RESULTS OR ANTICIPATED OUTCOMES:**

### **MHCBE – Documentation/Reporting**

- Anecdotal Notes
  - Administrator Access to Anecdotal notes
  - Inform and Debrief “Near Misses”
- Emergency Safety Intervention Reporting (Incident Report to Associate Superintendent)
- Injury Reporting
  - Employee or Student Injury: School administrator should be aware and the “Employee Injury Report” and/or “Student Injury Report” should be completed. Completed injury report(s) should be sent to OHS@mhcbe.ab.ca

### **SIVA Maintaining / Restoring Safety Cycle**

#### **Post Intervention**

How to competently conduct assessments and debriefings following an unsafe incident. How to restore safety and convert negative behaviour incidents into positive learning experiences. Through this process, post intervention assessment and debriefing are vital to restoring safety, maintaining trust, and converting negative behaviour incidents into positive learning experiences.

#### **Impact:**

- Describe the immediate action and plan following the intervention
- Describe the “state of being” of the person being supported following the intervention
- Who may have been indirectly triggered or impacted by the incident? If so what immediate action and plan was engaged? May include collateral supports and /or other agencies/programs.
- Describe the wellness and holistic presence of the support person following the intervention.

#### **Debriefing:**

- Has the situation and the person therein de-escalated to a point where a meaningful and /or safe debriefing can occur?
- Are there any predisposing issues that might preclude the use of a meaningful and /or safe debriefing?
- When preparing and engaging in a debriefing please recognize the infinite value of the following factors:
  - Creating holistic safety for the debriefing context and persons therein
  - Full disclosure and transparency regarding the purpose and goal of the debriefing
  - Acknowledgement of safety breakdown among all related persons
  - The inclusion of advocates and mediators

#### **Goal Directed Plan:**

- What skills must be developed by the person being supported and/or the support team to ensure the successful restoring of safety and healthy growth/

- What is the skills development plan, who will be involved and how will the skills development be measured?
- What safety/support measures will be in place until such time the new skills are developed? The safety/support measures must be reflected in the person's Safety and Support Plan or WISE plan.
- If progressive reunification or segmented classroom inclusion is recommended, identify the transitional timeline and the use of transitional supports.
- What skills developments or changes can be made to the support person wellness plan to assist with self-care and personal/professional development?

**GOVERNANCE IMPLICATIONS: For Information**



***MHCBE – January 23-24, 2020***

## ***3-2-1 Forms***

### **Three things you learned:**

- I learned that SIVA is about supporting individuals through relationships and holistic safety.
- I learned the benefits of self-care.
- I learned that WISE plans are created collaboratively and the goal is to establish common language, a point of reference and goals.
- “Trigger words” - do not take hurtful words personally by students - stigmatization may have triggered something else for student.
- Self-care is so important. If you are burnt out it can impact the child.
- Different physical interventions so you don't get hurt.
- SIVA is an excellent scaffold for schools to use.
- WISE plans are functional when the student involved helps to form the plan
- Near miss incidents create a great opportunity to learn from and re-evaluate the plan.
- How to accurately and effectively create a WISE plan
- We need to exercise self-care to prevent compassionate exhaustion.
- Collaboration is key.
- How to create a WISE Plan.
- Emergency Safety Interventions (although I hope it is never necessary to use any)
- Compassion fatigue and its association with child care workers.
- Taking care of myself so that I can take care of others.
- To keep the things that use up and and replenish my energy in balance.
- How important relationship building is.
- The importance of having knowledge of the child's family and culture.
- WISE plans and the importance of involving the student.
- Important strategies for staying safe and respecting the safety and dignity of the student.
- Self-care is not selfish. It is imperative to care for self to be able to care for others.

- Communication is key for everyone involved in the student's world to be on the same page and for the student to feel valued/empowered/part of the team.
- Safety is the number one priority in ensuring positive outcomes.
- How to put a WISE plan together.
- More of a reminder: How not to rush - it takes time to help support a student.
- Caretaker fatigue.
- Window of tolerance.
- Safe interventions with students.
- Brain.
- How do develop a WISE plan.
- The effect of past trauma and what it can look like.
- Emergency Safety Interventions
- WISE Plans
- Emergency Safety Interventions
- Critical Incident Reporting
- How to develop a WISE plan with a student.
- How to connect with a child's social mind in order to help stay connected to the "thinking brain"
- How to safely remove yourself from a dangerous situation.
- More about brain development - to remember that it will take time but it is important to work on building stronger pathways to the "front brain"
- The "triggers" for children with trauma backgrounds may not be known (i.e. the video of the girl with the dress)
- Increased my understanding of making a WISE plan
- How to do a WISE plan.
- How to use Emergency Safety Interventions.
- Critical Incident Reporting
- Window of tolerance
- WISE Plan preparation
- AP Procedures and Guidelines - Physical Intervention Incident Report
- To be aware of compassion fatigue.
- WISE Plans - what it is and how to use it
- Relationship building comes first!
- WISE plan process and the benefits of working with a team of students.
- New things to think about when planning for a child (holistic safety).
- The steps of who the brain works and why students respond the way they do.
- Window of tolerance - every person's is not the same size - work toward expanding it.
- What a WISE Plan is and how to create them.
- How to report an incident - and that near misses should also be reported.
- Valued relationships first - establishing trust is beneficial to the individual feeling safe
- Trauma brain is a heavy brain (loop) - feeling safe front brain, feeling unsafe back brain

- Meaningful approaches toward safety - four principles, especially the holistic safety part

## **Two things that interest you that you'd like to learn more about:**

- Just nice to be reminded about self-care.
- The brain and how it works in relation to trauma, triggers...etc.
- WISE planning and information
- The proactive safety management evaluations - more detailed information
- Compassion fatigue
- The brain
- The neuro information on different parts of the brain and how they function
- Implementing things within a busy class to help the individual and peers
- More strategies to prevent escalating behaviours
- Who should be trained?
- Better self-care
- What supports are in place for compassion fatigue?
- More time to work on PSME
- More time with own staff to plan and collaborate on WISE plans
- More WISE plan templates
- Emergency Safety Interventions - how to protect yourself/child
- More time on WISE plans
- I am interested in researching the Beacon House website as it sounds interesting
- Triggers and trauma - how to recognize, support and grow.
- Collaborating on WISE plans with the team, and figuring out a way to implement with the time that we have.
- Trauma/triggers and how to best help specific students.
- Implementation of WISE plans and using it as a dynamic document.
- Effects of trauma and association of triggers.
- Brain development
- How and with whom to meet with after an incident - "debriefing"
- Calming a young child's body though building loops to the front brain
- Empower - developing through child's interests, activities or ideas
- What to do when experiencing compassion fatigue - what supports are there other than going to admin?
- Different defence strategies
- The students who have ACES and how they are using that information to move intervention forward
- How WISE plans are implemented - more examples
- Self-care
- Brain - trauma, triggers...etc.

## One thing you will implement next week:

- Update my student's WISE plan.
- Keeping the chart we filled out in mind when thinking about the needs of my children.
- Begin building a WISE plan with the student
- Collaborating with educational assistants about strategies to use for specific students
- Working more on increasing tolerance and methods of self-soothing
- A photo album of the student and family to engage student in something that makes him feel happy and calm.
- Begin working on WISE plan for one of my students. Working with learning assistant and team (including the child) to identify states of begin and a "goal-directed" WISE plan
- Observe - wait, listen; wait longer for processing
- I will be more conscious of my tone and body language when interacting with students.
- Strengthening and building on the relationships I have with the little ones. Pay more attention to what they are really trying to tell me - especially non-verbals.
- I would like to work on personalized WISE plans to help our students be the best they can be.
- Being mindful of my word choice - "trigger words"
- Create time for collaboration to retool WISE plans
- Sit down with EA and student to start collaboration process for WISE plan
- Checking in with my EAs to make sure they are doing well - not close to compassion fatigue (and if they are, what can I do to help)
- Creating something similar to a WISE plan for a student who has anger problems
- Start the process of putting together a collaborative support plan (WISE) with the student I work with.
- WISE plan
- Taking better care of me.
- Collaborating with student about metaphor.



# Information Report

## Public Meeting

### REPORT TO THE BOARD OF TRUSTEES

**Date:** January 14, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Dwayne Zarichny, Superintendent of Schools

**Originator:** Greg MacPherson, Secretary Treasurer

**Rationale:** Policy/Procedures: Policy 2 and AP515 Procurement

**Subject:** Energy Efficiency Request for Qualification

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#### **BACKGROUND:**

MHCBE has been working with Johnson Controls on a plan for modernizing and upgrading the energy efficiency of the Division schools. The benefit of the plan is for the provider to guarantee the energy savings of the project. The unique feature of the plan is that the modernization and upgrades would be financed by the guaranteed savings on utility costs in the future. In this model, the risk resides with the energy services partner. The plan would essentially allow for the entire Division to be upgraded simultaneously with minimal impact to school operations.

We have completed energy benchmarking and have issued a Request for Qualification ('RFQ') to start the selection process for an Energy Services Company ('ESC'). When the ESC is selected an Investment grade audit will be completed which then set the exact scope of work and budget along with the development of the guaranteed savings. If the audit determines the project is feasible then it would immediately lead into the construction phase.

Many school boards have used this model including East Central Catholic School Division with positive results.

The Capital Borrowing Regulation allows for the project to be externally financed if there is a guarantee by the supplier in writing for the costs to be recoverable by the board from savings in energy costs in not more than 20 years. This project would proceed if these requirements are met.

As noted above, the utility savings are used to repay the capital borrowing. Once the project is complete, an internal assessment will be made to use IMR funding to repay the capital borrowing in order to realize the operational savings on utilities. This assessment will look at the potential operational savings which could be redeployed, the deferred maintenance remaining and the IMR balances.

The RFQ closed on January 22, 2020 and two submissions were received. The evaluation committee, comprised of the Superintendent of Schools and the Secretary Treasurer evaluated the submissions and determined that Johnson Controls was the successful proponent.

Johnson Controls will be engaging in the engineering report and the investment grade audit. This will lead to a project plan and a draft contract which will be provided to the Trustees in either March or April depending on the work required.

**STATUS & RELATIONSHIP TO SLQS:**

**Competency:** 6 – School Authority Operations and Resources

**Indicators:** 6.a Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

**RESULTS OR ANTICIPATED OUTCOMES:**

This project will provide schools with modernized utility systems including up to date building management systems. The guaranteed utility savings eliminates the risk to the board. If we can redeploy the IMR funds to the capital borrowing for the project we will be able to realize the operational savings sooner. The project will provide for a better learning environment with better environment control and would also contribute to lesser greenhouse gas emissions.

**GOVERNANCE IMPLICATIONS:**

The Board of Trustees is being made aware of this within their responsibilities under Policy 2 section 9.11 Approve tenders over \$200,000. At this time there is no tender, however the scale of the project is likely to exceed that amount and approval will be required for the capital borrowing. This is a new initiative for MHCBE and under policy 11 new initiatives be brought to the board for discussion and determination of decision making authority.

Once the investment grade audit it complete and there is a project plan and scope, the board will be asked at that point for the approval to proceed to construction.

**ATTACHMENTS:**

1. None



# Communications & Public Relations

Board Report – February 11, 2020  
Communications Officer - Derrian Hallas



## Division Updates



### Online Registration Launch - February 3, 2020

Monday, February 3 was online registration launch day! Our school division is extremely pleased with the results of this new registration process.

We thank our MHCBE school community for their cooperation during the transition to online registration!

### Ash Wednesday Services - February 26, 2020

**ASH WEDNESDAY SCHOOL SERVICES**  
February 26, 2020

**Elementary Schools**

St. Michael's School	9:00am
St. Francis Xavier School	9:15am
Mother Teresa School	9:45am
St. Louis School	11:00am
St. Patrick's School	1:00pm
École St. John Paul II School	1:00pm

**Middle Schools**

Notre Dame Academy	8:30am
St. Mary's School	11:30am

**High School**

Monsignor McCoy High School	9:25am
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## MHCBE Pink Shirt Day - February 26, 2020



To show our support for a welcoming, caring, respectful, safe and inclusive school culture, MHCBE staff and students are encouraged to wear pink shirts on Wednesday, February 26.

## January News Highlights:

### Catholic Schools are in the news!

- [Catholic Board switching to online registration for parents in February](#) – Chat TV
- [Catholic board puts focus on teacher well-being](#) – Medicine Hat News
- [Colts boys basketball team wins home tournament](#) – Medicine Hat News

 **Medicine Hat Catholic Board of Education** February 5 at 8:26 PM · 🌐

Our sweet St. Louis School Kindergarten class was all bundled up and ready for Winter Walk Day today ❄️ so nice to get those bodies moving and breathe some fresh air!



 **Medicine Hat Catholic Board of Education** February 3 at 3:24 PM · 🌐

Is your little one ready to start school? If your child turns five on or before December 31, 2020, they are eligible to start Kindergarten this upcoming September!

Children can attend a combination of 1/2 day Kindergarten and 1/2 day Early Learning Program in the same school day!

New to Medicine Hat Catholic? Register for the 2020-2021 school year here: <https://mhcbe.schoolengage.ca/#/login>

 **Medicine Hat Catholic Board of Education** February 4 at 9:17 PM · 🌐

Our division is always proud to support the arts and great programs such as the Rotary Music Festival 🎵 our students can hardly wait to take part in this years Festival!



 **Medicine Hat Catholic Board of Education** February 3 at 8:00 AM · 🌐

Today is the DAY! 2020-2021 school year registration opens at 8:30am! This includes new and returning students, Early Learning to Grade 12 ✍️

Returning student registration (PowerSchool): <https://powerschool.mhcbe.ab.ca/public/>

New student registration (SchoolEngage): <https://mhcbe.schoolengage.ca/#/login>

Learn more about our new online registration process: <https://www.mhcbe.ab.ca/our-distr.../online-registration-faq>



#WeAreMHCBE

## Zone 6 Meeting

JAN 15, 2020

1. **FACES** (Facilities Awareness Character Building Experiences for Students) presentation by Eliza and Rick Bullock from Livingstone Range.

This program focuses on student empowerment and leadership. It is a summer school program which ensures students develop leadership skills to encourage impactful learning. We discussed impactful learning experiences among the trustees present which illustrated the kind of discussions involving the students.

Camping in summer students also experience games and outdoor activities (rock climbing/repelling, hiking running, whitewater canoeing) to help them become community during the program and as a result advocates for other students (k-12) within their school communities when they return.

How has the program evolved?

It has been having a great impact on participant students. It started in 1999 with 6 kids. Those who had no problems at school. This is not a program which purposely involves "at risk" students. The rock climbing and canoeing encouraged others to want to join. Eventually all sorts of youth enrolled. (400 last summer).

The presenters described the program as an innovative, locally developed curriculum with rigorous course content and commitment to safety. It's not about camping. It's not about rock climbing nor is it about the rest of the students. Instructors simply said that the students "become".

Presenters said that unless it has emotional context, it's not a significant learning experience. Students discover personal value, grow personal power engage in life. In order to engage we have to be safe or maybe take the first step before they engage. The kind of Safety they try to instill is, „ I'm harnessed in and can take a Chance".

75 staff. Outfitters are hired. 32 students per session in 10 sessions.

Tent out for 10 days which is followed up with a 2-day culminating session at the end of summer.

It is a 12-day program which now involves students from across Alberta. Students partake as registered students at Livingstone Range School District. STUDENTS WOULD BECOME LIVINGSTONE RANGE STUDENTS IN THE SUMMER. 45 minutes after on-line registrations begin, they are full. [Faceseducation.com](http://Faceseducation.com). Registration begins this year around April first.

## 2. TRINA BOYMOOK

Advocacy presentation.

3. **Lorrie Jess** reported via Google Zoom. Not a great sound connection and half her face.

She sent a letter to Adrianna thanking her for our participation in choice in Ed. She asked for no money being taken away from 8.3 billion to be shared by other (more ) privates.

Jan committee met full Day Jan 6. Hal ???? at our next meeting.

## 4. Ron Taylor

3 Year ed and annual results. Staff have begun meeting with our superintendents.

Amazing things are discovered by them as to our strategies. These reports help develop policy because of what we do or what we struggle with.

Ron asked us to pass on to superintendents and teams that ABEd really appreciate their reporting and the work they do.

Choice in Ed act is scheduled to come to legislature in spring. Information is being collected about choices already available in Alberta.

Look at UCP platform. It gives strong indications of where GoA wants to go. The Act May provide amendments