



Parkland School Division No. 70
BOARD OF TRUSTEES

A G E N D A

06 APRIL 2010

InCamera: 6:00 PM
Public Session: 7:00 PM

Parkland School Division No. 70
BOARD OF TRUSTEES
REGULAR MEETING

06 APRIL 2010

InCamera 6:00 PM Public Session 7:00 PM
Parkland School Division Centre for Education, Stony Plain

A G E N D A

Page Number

1. **CALL TO ORDER at 6:00 PM**
 - 1.1. Board Incamera (6:00-7:00)
 - 1.2. National Anthem
 - 1.3. Announcements
 - 1.4. Changes to the Agenda
 - 1.5. Approval of the Agenda
2. **APPROVAL OF MINUTES**
 - 2.1. Regular Meeting of 16 March 2010
3. **BUSINESS ARISING FROM THE MINUTES**
4. **DELEGATION**

There is no scheduled delegation.
5. **BOARD CHAIR REPORT**
 - 5.1. Correspondence
 - 5.1.1. Alberta Education – Re: Cuts to Education
 - 5.1.2. The City of Spruce Grove – Re: Task Force on the Environment
 - 5.1.3. Alberta Education – Re: Three Year Education Plan and
Annual Education Results Report
 - 5.1.4. ASBA Subcommittee on Drug and Alcohol Awareness– Re: Survey
6. **ACTION ITEMS**
 - 6.1. 2010 Ten Year Facilities Plan (C. Jonsson)
 - 6.2. Three Year Capital Plan and Portable Relocation (C. Jonsson)
7. **ADMINISTRATION REPORTS**
 - 7.1. Education Plan Priority Report – Pedagogy and Practices for
Developmentally Responsive Curriculum (T. Monds)
8. **TRUSTEE REPORTS**
 - 8.1. Alberta School Boards' Association (Trustee Kinsey)
 - 8.2. Public School Boards' Association of Alberta (Trustee Linder)
 - 8.3. Education Committee (Trustee Goebel)

9. FUTURE BUSINESS

9.1. Meeting Dates:

Open to the Public:

20 April 2010 Regular Board Meeting (daytime)

27 April 2010 Student Advisory Committee

Closed to the Public:

23 April 2010 Annual Long Service Awards Banquet

9.2. Topics for future agendas

9.3. Requests for Information

9.4. Responses to Requests for Information

10. ADJOURNMENT

MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF PARKLAND SCHOOL DIVISION NO. 70 HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON 02 MARCH 2010

TRUSTEE ATTENDANCE:

Richard Gilchrist, Chair	Present
Dorcas Kilduff, Vice-Chair	Present
Kathleen Linder	Present
Irene Goebel	Present
Robert Gillard	Present
Darcy Kolodnicki	Present
Elsie Kinsey	Present

ADMINISTRATION ATTENDANCE:

Mary Lynne R. Campbell, Superintendent of Schools
Tim Monds, Deputy Superintendent
Kelly Wilkins, Associate Superintendent
Claire Jonsson, Associate Superintendent (Business and Finance)
Ben Beil, Associate Superintendent (Learning Services) - Regrets
Stacey Vermeulen, Executive Assistant

CALL TO ORDER

The meeting was called to order by the Chair, Richard Gilchrist, at 6:00 p.m.

Res 036-2010

MOTION TO MOVE INCAMERA

MOVED by Trustee Linder that the Board of Trustees moves to incamera at 6:00 p.m.

CARRIED

Chair Gilchrist and the Senior Executive Team recused themselves from InCamera at 6:20 p.m. and returned at 6:47 p.m.

Res 037-2010

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee Gillard that the Board of Trustees reverts to a public meeting at 6:55 p.m.

CARRIED

RECESS

A recess was called and the meeting resumed at 7:00 p.m.

NATIONAL ANTHEM

Following the playing of the national anthem, the Chair requested a moment for attendees to reflect on their purpose here this evening

ANNOUNCEMENTS

Trustees shared announcements regarding their recent attendance at various school and community events.

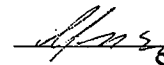
The Chair provided opportunity for discussion and questions.

ADDITIONS TO THE AGENDA

- 5.1.1 Town of Stony Plain – Re: Shikaoi
- 5.1.2 Stony Plain Chamber – 2010 Membership
- 5.1.3 Spruce Grove Chamber – 2010 Membership
- 5.1.4 Town of Stony Plain – Re: Request for Financial Assistance
- 8.2 Central Alberta Media Services (D. Kilduff)



Board Chair



Secretary-Treasurer

Res 038-2010

APPROVAL OF THE AGENDA

MOVED by Trustee Linder that the Agenda be approved with additions.

CARRIED

Res 039-2010

APPROVAL OF THE MINUTES

MOVED by Trustee Kilduff that the Minutes of the 16 February 2010 Regular Meeting be approved as presented.

CARRIED

Res 040-2010

APPROVAL OF THE MINUTES

MOVED by Trustee Goebel that the Minutes of the 01 March 2010 Special Meeting be approved as presented.

CARRIED

BUSINESS ARISING FROM THE MINUTES

There was no business arising from the Minutes.

DELEGATIONS

There were no delegations.

BOARD CHAIR REPORT

Chair Gilchrist wished to address injustice at the Special Board Meeting of 01 March 2010. The board heard from Millgrove School Council as a delegation at the Special Meeting; regarding Spruce Grove Boundary Adjustment. The presentation was clear and succinct and presented professionally. However, there was a clear focus on questioning Administration's credibility and intentions. Numerous statements were made in the presentation questioning the credibility and intentions of Administration. A statement was made that the positive merits of Parkland Village School were being focused on to "cover" Administration's lack of planning. There were 18 occasions where presenters made negative comments regarding Administration.

I failed as Board Chair, being preoccupied with the business of running the meeting, in not correcting the delegation for those negative comments. As a result the Board may have left the mistaken impression that the criticisms were justified. This is not the case, and I wish to offer an apology to administration that as Chair I failed to do something that should have been done at the time.

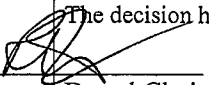
I request that the record show that the Spruce Grove Boundary Adjustment decision was a Board exercise, and a Board decision. Administration is responsible to provide all the information and scenarios available; however, it is the Board's decision making process. Any references made that Administration had ulterior motives is false. I will be refuting the negative comments made in the presentation through the Board's reply to the delegation. I will also refute the comments at Millgrove School's next School Council meeting.

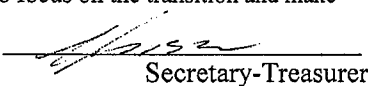
The Board is making this decision. The Board is responsible. It is not a question of poor planning by Administration or ulterior motives. I intend to make this message publicly clear and request the support of the Board to do so.

A decision has been made, and it is impossible to please everyone. The capacity situation at Millgrove is intolerable and cannot be sustained. The Board has made an informed decision, even to the point that a decision was made not to move the students/families that were affected by last year's cross boundary closures, and in fact, those families will remain at Millgrove School.

In conclusion I believe that we need to give Administration our vote of confidence, they did not 'set this up' as has been implied by the presentation, we, as Trustees 'set it up'.

The decision has been made, it is now time to focus on the transition and make


Board Chair


Secretary-Treasurer

sure every student's experience is a positive one.

Res 041-2010

LETTER TO ADMINISTRATION

MOVED by Trustee Kilduff that the Board Chair send a letter to the Senior Executive Team thanking them for their dedicated efforts and continued commitment to the students and families of Parkland School Division; and Further

that the Board appreciates the on-going support provided by the Senior Executive Team.

CARRIED

ACTION ITEMS

There were no action items.

ADMINISTRATION REPORTS

There were no reports from Administration.

TRUSTEE REPORTS

Communications Committee

MOVED by Trustee Goebel that the Board of Trustees receives as information the Communications Committee Minutes of 11 February 2010 as presented at the Regular Meeting of 02 March 2010.

CARRIED

Central Alberta Media Services (CAMS)

Trustee Kilduff shared a written report on Central Alberta Media Service Meeting held 25 February 2010.

Discussion ensued.

Further information on the Division's use of CAMS services will come forward at the Regular Meeting of 04 May 2010.

FUTURE BUSINESS

Meeting Dates

Open to the Public:

- 08 & 09 March 2010 Speech Arts Festival Finals
- 09 March 2010 Education Committee (High Park School 9am)
- 11 March 2010 Council of School Councils
- 16 March 2010 Regular Board Meeting (daytime)
- 24 March 2010 Choral Celebration

Closed to the Public:

- 30 March 2010 Capital Planning

Topics for Future Agendas

There were no requests for future agendas.

Requests for Information

There were no requests for information.

ADJOURNMENT

The meeting was adjourned at 8:20 p.m.

Res 042-2010

Board Chair

Secretary-Treasurer



Excellence in Education

MEMORANDUM

Date: 06 April 2010
To: Board of Trustees
From: Mary Lynne Campbell – Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: 2010 TEN YEAR FACILITIES PLAN

Recommendation

That the Board of Trustees approve the 2010 Ten Year Facilities Plan as presented at the Regular Meeting of 06 April 2010.

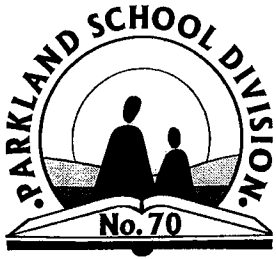
Background

On 10 February 2009, the Board of Trustees met to review and discuss the Division's Capital Plan and planning process. As a result of those discussions, the Board gave direction to the Administrative team to proceed with the Division's Ten Year Facilities Plan.

Capital Planning meetings were held 09 October 2009 where the Board directed Administration to proceed with an external consultant to prepare a comprehensive enrolment analysis. On 09 February 2010, the Board reviewed and discussed the *Draft* Enrolment Report and gave direction to Administration to proceed with the Ten Year Facilities Plan.

Administration would be pleased to respond to any questions.

CJ:jlf



Excellence in Education

MEMORANDUM

Date: 06 April 2010
To: Board of Trustees
From: Mary Lynne Campbell, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **THREE YEAR CAPITAL PLAN AND PORTABLE RELOCATION**

Recommendation

That the Board of Trustees approve the Three Year Capital Plan as presented at the Regular Meeting of 06 April 2010 and further, approve the Portable Relocations as identified in the Ten Year Facilities Plan.

Background

On 09 February 2010, the Board of Trustees met to review and discuss the Division's Capital Plan and planning process. As a result of those discussions, the Board gave direction to the Administrative team regarding the Division's Capital Plan and Portable Relocation.

Although the recommendations for the Three Year Capital Plan are derived directly from the Ten Year Facilities Plan, we use the name "Capital Plan" to align with Alberta Education requirements.

The Three Year Capital Plan is reviewed on an annual basis and submitted to Alberta Education by May 1 of each year.

Requests for new modulars and portable relocations are also requested to be submitted annually.

Administration would be pleased to respond to any questions.


CJ:jlf



Excellence In Education

MEMORANDUM

Date: March 29, 2010

To: Claire Jonsson
Associate Superintendent
Business & Finance

From: Ed Paras

Re: Capital Plan Submission for 2011/2014 and Modular and Portable relocations for 2010-2011

Please find attached the Capital Plan Submission for 2011/2014 for board approval. Our capital plan must be submitted to Alberta Infrastructure on or before May 3rd, 2010.

If you have any questions or require further information please do not hesitate to contact me.

Sincerely,

Ed Paras
Manager, School Facilities

EP/bjr

Attachment



CAPITAL PLAN 2011-2014

Committed To
Excellence In Education

Parkland School Division No. 70's (PSD) capital submission for 2011/2014 is based on the facilities assessment that was completed by ONPA Architects in March 2010. The following three year capital plan submission total amount is \$37,308,331.

20011/2012:

New K-4 School in Spruce Grove
Priority No. 1:

A new K-4 school with an area of 4,005 m² is required due to the enrollment growth in the Spruce Grove Zone of Parkland School Division. The new school with a capacity for 500 students is required for the 2013 school year.

Cost of construction is estimated at: \$12,300,000

Memorial Composite High School: (OLD)
Priority No. 2:

Part of the demolition will include a Phase I Environmental Site Assessment (ESA) to determine potential sources of environmental liability associated with the sites, including the on-site underground storage tanks and any potential off-site or historical land use concerns (e.g. service stations, landfills). Cost for Phase I will be approximately \$6,000.

A phase II ESA will also be necessary to collect soil and groundwater samples at MCHS in order to determine liabilities associated with the used oil tank removal and other remediation requirements. Costs for a phase II ESA typically range between \$15,000 and \$25,000, depending on the required scope (i.e. number of boreholes and monitoring wells required). PSD's goal is to return this site to a brown field condition.

Memorial Composite High School poses a financial, insurance, and environmental liability to both Parkland School Division #70 and Alberta Education, if nothing is done to this building and grounds.

Cost of the demolition is estimated at: \$3,126,150.72

2012/2013:

New 5-9 Middle School in Spruce Grove
Priority No. 1:

A new 5-9 middle school with an area of 4,549 m² is required due to the enrollment growth in the Spruce Grove Zone of Parkland School Division. The new school with a capacity for 500 students is required for the 2015 school year.

Cost of construction is estimated at: \$13,700,000.

Woodhaven Middle School:
Priority No. 2:

The physical and functional deficiencies of this school will be primarily addressed by the removal of deteriorated portables, and the preservation of 388m² of the school's ancillary and administration areas. The scope of the project is as follows:

- Demolition of eight portables and replace with eight modular units
- Preservation work of ancillary spaces
- Administration/upgrade main entrance
- Work as recommended in the May 11, 2006 Provincial audit (less portables costs)
- Site repair work

Cost of construction is estimated at: \$3,435,394.70

2013/2014:

Duffield School
Priority No. 1:

Replace the six older portables with new modular units. A permanent addition of 672m² consisting of one classroom, one ancillary space, gym storage and office, and gym expansion, along with a modernization/preservation of 247m² of the existing school, and the May 11, 2006 Provincial audit items will also be undertaken.

Cost for construction is estimated at: \$4,746,785.78

MODULAR AND PORTABLE RELOCATIONS FOR 2010-2011

Parkland Village School
Priority No. 1:

Relocate two modular units from Graminia School to Parkland Village. This move is required to assist with the enrollment growth within the Spruce Grove Zone until a new K-4 school can be built. Only these two modular classrooms can be added to this site, before additional washrooms would have to be added.

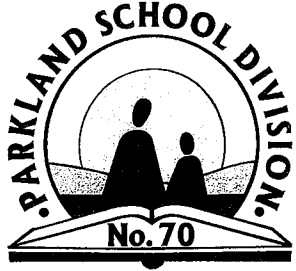
Cost for construction is estimated at: \$93,224.00

Blueberry School
Priority No.2:

The scope of work will include removal of six portables along with link and replace them with four 1992 portables from the old Memorial Composite High School site. The four deteriorated 1980 portables require more work than what they are worth. The roofs, siding, windows, flooring, interior walls, and furnaces all need to be replaced. Musty odours are also present in these units and we had Indoor Air Quality concerns raised by staff. The other two portable units will be surplus and will remain on site until we can dispose of them.

Cost for construction is estimated at: \$186,537

The total cost estimate to relocate modulars and portables for the 2010-2011 is \$279,761.



Excellence In Education

MEMORANDUM

Date: 06 April 2010

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent

Originator: Tim Monds, Deputy Superintendent

Subject: **Education Plan Priority Report – Pedagogy and Practices Which Provides Developmentally Responsive Curriculum for All Students Kindergarten – Grade 12**

RECOMMENDATION

That the Board of Trustees receives as information Parkland's Three Year Education Plan Progress Report on the priority; "*Pedagogy and practices which provides developmentally responsive curriculum for all students Kindergarten through Grade 12.*"

BACKGROUND

Schools continue to provide a developmentally responsive curriculum focusing on varying teaching approaches, assessment for learning, and integrating technology into teaching and learning; all with the teacher taking on a greater role as a facilitator of learning. There is strong focus on finding unique ways to collaborate and inform parents of current teacher practices.

All schools in Parkland School Division are represented in this report. Information provided is indicative of the emerging changes in instructional practice that promotes developmentally responsive curriculum for all students Kindergarten through Grade 12.

Administration would be pleased to respond to questions.



**Pedagogy and Practices Which Provides Developmentally
Responsive Curriculum for All Students Kindergarten – Grade 12
PARKLAND SCHOOL DIVISION No. 70
Progress Report**

Presented to Board of Trustees 06 April, 2010

By Tim Monds, Deputy Superintendent

Resource People: School Principals and Curriculum Facilitators

REPORTING PERIOD: September 2009 – April 2010

EXECUTIVE SUMMARY

This report summarizes information gathered from schools in relation to the division priority “Pedagogy and practice which promotes developmentally responsive curriculum for all students Kindergarten through Grade 12”. In the 2009-2010 report, several challenges were identified as barriers to successful implementation of this priority. The ways in which schools are addressing the challenges are summarized in this report. To shift from the teacher as deliverer of information, to the teacher as facilitator of student learning schools are using assessment as learning, varied teaching approaches and integrating technology into teaching and learning. To shift from the teacher working in isolation, to the teacher working with others, schools have worked towards implementing both in school and interschool collaboration among staff, parents and students. Technology is used as a collaboration tool to assist with this challenge. To create meaningful, authentic learning tasks teachers apply Multiple Intelligences theory to lessons, include real world applications and partner with outside agencies. Schools continue to find unique ways to allow for collaboration among students from different schools, to keep up with current educational research, and to inform parents of current teaching practices. As schools plan for the next school year they have identified next steps that involve continuing to leverage technology, continued professional development opportunities, continued focus on technology and intentional reflection to make data informed decisions.

BACKGROUND

“Pedagogy and practice which promotes developmentally responsive curriculum for all students Kindergarten through Grade 12” has been identified as a priority in Parkland School Division’s (PSD) Three Year Education Plan 2009-2012.

In the *Enhanced Understanding of Early and Middle Years Pedagogy in Parkland Schools (April 2009)* report, schools identified several challenges that they face in implementing curriculum that is responsive to the needs of 21st century learners, and intentionally addresses students’ developmental readiness. These challenges can be summarized as follows:

- Shifting from the teacher as deliverer of information, to the teacher as facilitator of student learning
- Shifting from teacher in isolation, to teacher working with colleagues, students and parents in curriculum development and assessment
- Creating opportunities to work with colleagues
- Creating meaningful, authentic learning tasks
- Opportunities for interschool collaboration amongst students
- Keeping up with current research
- Educating parents of the shift in pedagogy (teaching methods).

This report summarizes how PSD schools have addressed each of the challenges over the past year. The responses are not indicative of what is happening at every school, but rather, represent the diverse ways that PSD schools are addressing the challenges.

ADDRESSING THE CHALLENGES

Shifting from the teacher as deliverer of information, to the teacher as facilitator of student learning

This challenge represents a significant change in the perceived role of the teacher. It is being addressed throughout the division, and the evidence can be grouped into three categories: assessment *as* learning; teaching approaches; and integration of technology into teaching and learning.

Assessment as Learning (Student involvement aspect of Assessment *for* Learning) – According to differentiated instruction expert Carol Ann Tomlinson, “Assessment always has more to do with helping students grow than with cataloguing their mistakes.” (Tomlinson, 1999) The work in PSD schools is increasingly in alignment with that statement, and is evident in many PSD schools where students are:

- Carrying out performance assessments, measures of assessment based on authentic tasks that require students to show what they can do
- Participating in self assessment
- Participating in peer assessment
- Co-creating criteria for rubrics (scoring guides)
- Creating portfolios to document achievement and growth
- Conducting student led conferences to take ownership of their learning.

Teaching approaches- The significant shift in the philosophy of the Social Studies and Mathematics curricula demands that rather than having knowledge outcomes presented directly to them, students uncover knowledge through active engagement in skills and process outcomes. Teachers are using various teaching approaches to actively engage students in their learning, not only in Social Studies and Mathematics, but in other subject areas as well. Among the approaches are:

- Inquiry Based Learning- This is a process where students formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others. *Focus on Inquiry* and the *Galileo Organization's* project based models are both being used in PSD schools as a basis for inquiry based learning
- Critical thinking- Through the Alberta Initiative for School Improvement (AISI) project, teachers are creating critical challenges, lessons which pose problems or tasks that engage students in thinking critically about curricular content. All PSD schools are using The Critical Thinking Consortium's (TC²) model as the structure for the critical challenges
- *Power of 10* mathematics strategies are hands on activities that help students make sense of number, and address the numeracy strand in the *Alberta Mathematics Program of Studies*
- Collaborative group work settings, within classrooms and across grades, encourage active involvement with the curricular outcomes
- Learning through play is a focus in Early Education programs
- Use of a school wide rubric that is based on assessing higher order thinking skills
- One school is participating in the High School Flexibility Enhancement Pilot Project, where the focus is, “learning- anytime, anyplace and any pace.” Part of the project involves students working closely with their teachers to make appropriate choices for their “Personalized Learning Time (PLT)” days.
- Early Years Balanced Literacy, and the introduction of Balanced Literacy into Middle Years

Integration of technology into teaching and learning- Technology is an integrated component of teaching and learning, and is not seen as an isolated tool. PSD schools are expanding their use of technology in the following ways:

- Students continue to use Web based resources as interactive learning tools
- Web 2.0 applications provide alternate ways for students to engage in their learning
- The internet is being used a source of information when students are conducting research. Digital resources, such as the *Online Reference Centre* in LearnAlberta provide reliable sources of information
- Interactive white boards (e.g. SMART Board™) are being used by teachers and students.

Shifting from teacher in isolation, to teacher working with colleagues, students and parents in curriculum development and assessment, AND creating opportunities to work with colleagues

These two challenges go hand in hand, and also represent a significant change in the perceived role of the teacher. Schools are addressing these challenges through increased face to face collaboration time, both in their own school setting and between schools. They are also taking advantage of technology to collaborate at times when they cannot meet face to face.

In-school collaboration- Schools are creating opportunities for teachers, students and parents to work together. For example, administrators, parents and teachers are involved in the education planning process. Interim reporting, introduced at some schools, also enhances the conversations that parents, students, and teachers can have in addition to the formal reporting period. School council meetings also promote stakeholder collaboration.

Teachers work with each other in many aspects as well. For example, they analyze Provincial Achievement Tests, share promising practices, and develop common assignments and assessments. Although scheduling time during the day for teachers to work together poses many challenges, opportunities for teachers to work together include:

- Scheduled collaboration time during staff meetings and professional development (PD) days
- Regularly scheduled Professional Learning Community (PLC) time with grade level or subject area colleagues
- Peer observations, where teachers visit each other's classrooms and provide feedback
- AISI Lead Teachers model critical challenges for their colleagues during their AISI preparation time, or when the principal covers their classes
- Bringing in educational experts to work with groups of teachers (e.g. Galileo, Phil Boyte)
- To encourage discussion and collaboration, some schools encourage multiple people to attend the same PD session
- "SMARTBoard™ Play Dates" bring staff members together after school to increase their comfort with technology
- Encouraging teachers of like grades or subjects to read and comment on their colleagues' report card comments as part of standard practice
- Some teachers are blocked to teach similar subjects, thus teachers plan together how classes will unfold
- Not assigning teachers to morning recess or lunch recess supervision, freeing up this time for collaboration
- Common preparation times are scheduled
- Substitute teachers are brought in to relieve teachers so they can work with each other

- In addition to some scheduled time to collaborate, grade level teachers regularly plan together on their own time outside of regular school hours.

Interschool collaboration- Working with colleagues from other schools provides an opportunity to share pedagogy and practice that is reflective of developmentally responsive curriculum. Some PSD interschool collaboration efforts follow:

- Schools have formed collaborative relationships and schedule time to work and learn together
- PD opportunities offered through Learning Services or external PD providers allow teachers to collaborate with colleagues from across the division and from other school divisions
- PSD's comprehensive reporting pilot enables staff from across the division to work closely on assessment and reporting
- Through the AISI project, schools from across the division come together to learn and to work on common critical challenges
- Music teachers have formed a division wide PLC. Two of their undertakings this year include a Choral Celebration and a Division Wide Concert
- Educational Assistants have been involved in PD offered through the division
- The Administration Team is involved in the Supporting Leaders in Integrating Technology (SLI Tech) project.

Use of technology- Technology enables teachers to collaborate with subject experts, colleagues, students and parents, without having to be in the same building together. For example:

- The Inside PSD Website is providing a space for colleagues to create resources and communicate with each other while working on projects such as AISI and SLI Tech
- Through Inside PSD, teachers are sharing SMARTBoard™ lesson plans that they have created
- Web 2.0 applications such as educational blogs and wikis are being used as tools to communicate with colleagues, students and parents
- Through videoconferencing, teachers work with colleagues from other schools and school districts
- Teachers are participating in Webinars that are offered through various external PD providers.

Creating meaningful, authentic learning tasks

Authentic learning tasks are designed to engage students in the curriculum in relevant and meaningful ways. This is accomplished in PSD schools by creating tasks that address students' multiple intelligences, through real world application, and partnering with outside agencies.

Creating tasks that address students' multiple intelligences - Dr. Howard Gardner's theory of multiple intelligences states that there are seven distinct intelligences: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal intelligence. (Gardner, 1993) A sampling of these tasks in PSD includes:

- Opening the Mind through the Arts program (integrating the arts into other subject areas)
- Musical Theatre
- Engaging students in cross-curricular tasks
- Interpersonal intelligence (relating to others) is exercised with student led assemblies and other activities that are a result of school leadership programs.

Real world application- Some examples of bringing elements of the real world into the classroom include:

- Activities involving real data sets such as census data and NHL attendance
- Authentic applications of mathematics (e.g. purchasing items given a budget)

- Video conferencing with other schools within and outside of PSD
- Participating in the Considering Climate Change Conference
- Climate Change Mini-Workshops facilitated by Inside Education
- Participating in the Rocky Mountain Book Review where students read books by Canadian authors, vote on them, and write reviews which are posted on a website for others, including judges, to consider
- Performance based assessments are based on authentic tasks
- Critical Challenges- Through the AISI project, Lead Teachers are creating classroom and school wide critical challenges. The tasks incorporate cross-curricular outcomes set in a critical thinking framework.

Partnering with outside agencies- Some partnerships that exist in PSD include:

- Galileo – One school is working with the Galileo organization to create performance tasks, and think deeply about what the enduring understanding of each task will be. Galileo has provided teachers with a rubric that helps them assess their own projects.
- University of Alberta (UofA) – At one school, students are working through the plants unit in Science and taking on the ‘beautification’ of the school flower and shrub beds. The class has partnered with the UofA and will be one of the first classes to work with the UofA in this way.

Opportunities for interschool collaboration amongst students

Interschool collaboration amongst students is a challenge that middle year schools are addressing in the following ways:

- Grade 6-9 students are involved in the Hockey Academy
- Grade 9 students are part of the PSD Student Advisory Team
- Sports teams attend other schools and meet with students during sporting activities
- Considering Climate Change Conference- Students from five PSD schools were brought together to discuss climate change and to develop a plan for addressing climate change and environmental issues.
- Students were involved in many video conferences involving students from PSD and from other parts of Canada
- Shared complementary courses among some schools
- Team building day at Camp Warwa at the beginning of the school year
- Some schools share curricular celebration days
- Several times near the end of the school year, feeder schools create opportunities for grade 4 students to help form relationships with their future peers as they move onto a new school
- High School classes assist students in younger grades at various school

Keeping up with current research

Implementing curriculum that is responsive to the needs of 21st century learners, and intentionally addresses students’ developmental readiness requires that staff members keep up with current research in the area of education. PSD staff is keeping current through the following methods:

- The AISI and SLI Tech initiatives are based on research that identifies the skills necessary for 21st century learners. Additionally, the PD model for each project was planned using research-based “essential conditions for implementation.”
- PSD staff attends school based, divisional and external PD workshops
- Current research is a topic of discussion in the work that administrators do with their PLCs

- Articles and books are shared and a professional library is available to staff in schools and in the division's Resource Centre
- Staffs members are exposed to research from around the world through video conferencing
- Schools purchase a wide range of educational journal subscriptions
- Through the use of social networks (e.g. Twitter), staff members collaborate and learn from others outside of the building, both in a formal and informal nature
- Staff participates in book studies, where they read and discuss professional literature
- Schools have subscribed to Websites that discuss current research and practice
- At some schools, the principal takes responsibility for sifting through educational materials and sharing relevant information with staff.
- Professional readings are sometimes distributed prior to staff meetings for discussion at staff meetings
- New teachers meet monthly and each presents an article that is of interest to them
- PD days are used to explore best practice and what's happening in the field.

Educating parents of the shift in pedagogy

Schools are on the journey of informing parents of the shift in pedagogy. Some ways that this is being carried out include:

- The school Website
- School and classroom newsletters
- Parent information evenings inform parents about the shift in pedagogy in classrooms, comprehensive reporting, AISI, and how they can support their children at home in new ways
- School council discussions and presentations on curriculum and AISI
- Empowering the students to educate their parents on the things they are doing at school
- Inviting parents into the school to take part in classroom activities
- Through individual conferences and informal meetings with parents – one conversation at a time
- Comprehensive report card comments that inform parents of where their child is, what their child is doing well, where their child can do better and strategies that will help their child
- The move towards student led conferences is providing opportunities for learning conversations with parents and a way for parents to get a first-hand look at developmentally responsive curriculum
- Through the use of blogging, parents are informed of what is happening in the school and the things that are happening in the move towards more of a developmentally responsive curriculum. More and more teachers are working towards creating their own blogs to not only inform parents of what is going on in the classroom, but to collaborate with them as well
- Parents are invited to schools' Math Fairs as an opportunity to get involved in the new math curriculum
- Parents helped develop the current education plan
- Parents are involved in Covey's *Leader in Me* workshops.

NEXT STEPS

Schools have identified a number of steps which they may consider as they continue the journey of implementing “Pedagogy and practice which promotes developmentally responsive curriculum for all students Kindergarten through Grade 12.”

Leverage technology: Increasingly, technology is supporting collaboration and learning among staff, students and parents. Schools will continue to:

- Encourage staff members to join social networks to collaborate and learn with colleagues
- Reflect on the role technology and media play in educating the 21st century learner
- Focus on integrating technology into student learning opportunities
- Investigate more interschool collaboration as a way of moving forward. It is easier than ever to connect with other students via the use of technology.

On-going professional development (PD): PD occurs in a wide range of formats and informs professional practice. Schools will continue to:

- Focus on keeping up with curricular changes
- Focus on current educational research and impacts for classroom practice, while always keeping the needs of our students in the forefront
- Focus on embedding critical thinking into our teaching practice
- Have staff attend appropriate conferences on PLCs and assessment
- Use Staff Growth Plans to indicate areas of need – specifically in the areas of assessment, critical thinking and pedagogy
- Have presentations on various topics of interest during Student-Led Conference evenings and at the beginning of the school year
- Schedule information evenings for parents informing them about research and practices we are using in the classroom, and ways they can support at home.

Continued focus on collaboration: Lack of time is still a barrier. Teachers need time to meet on a regular ongoing basis so that they can collaborate to plan lessons, assessments and interventions. Some considerations for next year are:

- Schools are currently looking at time blocks and considering different ways to structure/restructure their timetable to provide for opportunities for collaboration. They are exploring the possibility of itinerant teachers to cover blocks.
- Considering another timetable structural change to address early year teacher concerns about the impact that a rotating schedule has on early years students
- On-going community building through emphasis on Citizenship and Social Responsibility (CSR) – the cross-graded advisory program will continue as a way to bring this along
- Expansion of the blocked time for classes specifically for CSR
- Investigate and explore the best ways to structure and implement a School Based Support Team to help foster and “formalize” a team approach to supporting student learning needs
- Continue to emphasize comprehensive reporting, working on using rubrics and written feedback in class, in addition to peer and self evaluation
- Find opportunities to work with other schools on PD Days
- Plan another West-End PD Day to have larger groups of colleagues work together
- Schools will continue to build trust, collaboration, and teamwork amongst staff members
- Further collaboration activities for students at all grades through combined learning opportunities
- Continue to develop skills within the staff in the area of, encouraging collaboration and creation of authentic learning tasks.

Intentional reflection: A critical component of the Effective Schools process is continual reflection using data to inform decisions. As schools continue their improvement journeys they will:

- Continue many of the initiatives they have started, including continuing partnerships with outside agencies, and refine the work they have already begun
- Undergo a review of the complementary courses offered in light of the skills and talents of the staff, as well as the new CTS course offerings
- Reflect on and assess what they are doing by continuing to ask the questions: What currently is working well and having a positive impact on students? What is not going well and how can we adapt what we are doing?
- Develop a “critical friend” among staff members. Colleagues will visit, observe and coach each other on lessons
- Continue the work they have started, as systemic change is a process that can take several years, especially when mindsets are challenged
- Track progress from the data collected from the higher order thinking assessments. Identify a plan to communicate with middle years parents; possibly a weekly reflection by the students on what they are doing well with, and what they need to work on
- Examine cross-curricular opportunities, so curriculum is not looked at as discrete bits of knowledge
- Reference middle school philosophy in regard to planning for options – in house options to include grades 5, 6, 7, 8 and 9.

CONCLUSION

Schools in Parkland School Division continue to examine where they are in this developmentally responsive curriculum journey and plans accordingly for continuous improvement towards this divisional priority. Parkland School Division has had a great deal of success in this priority and looks forward to continued success in the future.

Bibliography

- Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD: Alexandria, VA 1999
- Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York: Basic, 1993.



Excellence In Education

MEMORANDUM

Date: 06 April 2010

To: Board of Trustees

From: Mary Lynne Campbell – Superintendent

Originator: Kelly Wilkins, Associate Superintendent

Subject: Education Committee Meeting

Recommendation

That the Board of Trustees receives as information, the Education Committee Minutes of 09 March 2010 as presented at the Regular Meeting of 06 April, 2010.



MINUTES OF THE EDUCATION COMMITTEE MEETING HELD AT
HIGH PARK SCHOOL IN STONY PLAIN,
ALBERTA ON 09 MARCH 2010

ATTENDANCE:

Irene Goebel
Richard Gilchrist
Dorcas Kilduff
Robert Gillard
Elsie Kinsey
Mary Lynne Campbell
Kelly Wilkins
Colleen Woloshyn
Janine McNerney
Treena Neumann
Tracy Atkinson
Bryn Spence
Janice Fordyce
Randa Edmond

ABSENT:

Kathleen Linder
Darcy Kolodnicki
Ben Beil
Tim Monds

1. CALL TO ORDER

The meeting was called to order 8:50 am.

Trustee Goebel opened the meeting by welcoming participants and asking everyone to briefly introduce themselves. Mrs. Woloshyn welcomed guests to the school.

2. ACTION ITEMS

2.1 OMA – Opening Minds Through the Arts

Janine McNerney gave an introduction to OMA. OMA began in Tucson, Arizona. It is a program that has a Math and Science curricular focus in Parkland School Division. The Grade two purpose of OMA is to connect the Arts (Dance) to curriculum in collaboration with teacher/artist/student. It is kinesthetic, activity based, providing a safe environment for students to take risks and make connections with the curriculum. There is so much research behind the program (brain-based). It is a fun and positive way to learn. The Program is offered once each week for 45 minutes all year long.

Janice Fordyce explained the role of teacher and dance teacher. The program connects learning for learners of all kinds. Students

Janice Fordyce explained the role of teacher and dance teacher. The program connects learning for learners of all kinds. Students are intrigued by the novel approach. The program assists students in so many ways beyond the curricular outcomes. For example: students begin to understand where they are in space, in classroom. Janice would like to see the program expanded. Students need to see, hear and move.

2.2 **OMA in Action – Grade 2 class**
Demo Lesson (see attached lesson plan)

Mr. Gillard left the meeting.

3 **Middle Years – Building and Mentoring Student Leadership**
Tracy Atkinson introduced the group involved with the Leadership Presentation. High Park School philosophy promotes leadership for all. Leadership is not a club. Their theme “connecting the dots” involves leadership at the school, local and global levels. Groups of students presented highlights of their leadership program. Students led Trustees in a game and then offered information and a slide show highlighting their many initiatives.

4 **Classroom Visits**
Trustees and guests were invited to visit classrooms at High Park.

ADJOURNMENT

Trustee Goebel thanked Mrs. Woloshyn for a very informative and enjoyable morning

The meeting was adjourned at 11:45 a.m. followed by a lunch

Grade 3 – Music, Movement and Orff

Ms. Treena Neumann and the Grade 3 class showcased a musical/movement/instrumental number from their music program.

LESSON PLAN – Arts Integration, OMA Inspired

Janine McNerney

TITLE OF LESSON: Hot and Cold Temperatures: Water in Three States

DURATION: 45 minutes (avg)

GRADE LEVEL: 2nd grade focus

MATERIALS: Music and stereo will be provided by instructor. Students will be required to wear required dance attire: sneakers and skirt with shorts. Teachers, please double check that every student has a pair of sneakers for each class. The space will be an open, clear, clean and safe environment with ample room for students to actively move.

MATERIALS: Music will be provided by instructor, and incorporate a clear, even and easily counted meter. Students will be required to wear required dance attire stated in the OMA rules and expectations. Teachers, please double check that every student has a pair of sneakers for each class and that the space will be clear, clean and safe.

Introduction:

Sitting in a circle, ask students what they recall from our winter season? Although snow falls from the sky like rain, is it a liquid or a solid? How do you know? Is it hot or cold? If it melts is it then a liquid? If it boils can it become a gas? Let's warm up.

Warm-Up

Students will do the "Cha Cha Slide" line dance as a warm-up. This prepares dancers to count, listen to verbal cues for choreography and demonstrate leadership. Two dancers are selected to lead the class through the warm-up.

Basketball Warm-Up (inspired by Wendy Joy Koltnow). Challenges student's balance, coordination and sense of 8 count. Count by 10's 5's or 2's, with odd and even rhyme

Discussion:

We have 3 states of water that we will try creating with our body. Demonstrate: first we start as a solid piece of ice staying as close as possible while being safe, next we will begin melting away and filling our container, to finally start boiling and becoming a gas that swirls around in the open space, twisting and turning. The instructor will focus on steam and boiling cues, which are the transitions between these states of water.

Adding A Prop: FIRST ADDRESS SAFETETY

We can also take a prop, or parachute, through the same transformation. Instead of bunching up like an ice cube, how can we make the parachute look like on solid sheet of ice? How about water waving like a quiet ocean? Or boiling pot of water?!

Center Activity:

Split into two groups: A being the parachute group and B being on the parachute. Group A needs to follow the movement of group B. Alternate accordingly.

Allow time for dancers to follow the set structure of the large group with movement, but give freedom to the sequence for them to create their own choices in the dance. The group will then be guided by questions to solidify a set structure for choreography.

C. REVIEW/REINFORCE

Taking the novelty out of the parachute, groups will take turns demonstrating how the prop can transform into a movement idea just like our bodies! Review the quiet wave of liquid water, the stillness of ice as a solid or the bubbling quality of boiling water.

D. CONCLUDING THE LESSON

Sitting in a circle, ask the dancers what they remember from class today? Have dancers state aloud the three states of water. Next week we will focus on liquid water, comparing the parachute to that of the ocean. How can we float on top? What creatures swim below? Think about how we can distinguish between being on top of water or below with our parachute. Great work today!

E. EXTENSION ACTIVITIES

Relate the difference of movement quality created in this class regarding the solid, liquid and gas to that of the movement of molecules. Have the students point out what movements were being done in each state: solid was a group shape, liquid was melting in a container, gas was moving and twisting. Was the solid close together and still? Did the gas travel all through the space and move freely?

Assessment:

Dance is highly subjective therefore participation and eagerness to learn will inform the student's progress. The teacher is able to note eagerness to move, bright eyes and a smiling face, with attention to personal creativity while working cooperatively and safely in the given space. Teachers will note that classroom's needs and speed of knowledge acquisition. Participation is imperative for the teacher to see that the student is able to apply the concepts being taught.

Creative Process / Goal:

Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles. Dancers will understand and take part in a collaborative choreographic process. Today's lesson will focus upon transforming a prop to inform the choreographic movement innate to the three states of water.

Connections to Curriculum:

Throughout the class, the instructor will implement vocabulary specific to the curriculum being taught in the classroom. This lesson focuses on the particular characteristics that define changing the changing temperature of water in all three states. Furthermore, students will explore how external factors provide evidence of an object's temperature.
