AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Board Meeting #8   **Tuesday, March 1, 2016**
2:00 p.m.

A.   **O Canada** 🇨🇦

B.   **Roll Call**

C.   **Approval of the Agenda**

D.   **Communications from the Board Chair**

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

F.   **Minutes:**

1.   DRAFT – Board Meeting #7 – February 16, 2016

G.   **Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, February 29, 2016 to speak under this item.)

H.   **Reports:**

2.   Strategic Planning - Engaged and Effective Governance: School - Community Relationship Identifier
(Information)
Note: There will be a 15 minutes presentation for this item.

3.   Process and Timeline for the 2016-2017 Budget and for the Fall Review of the 2015-2016 Results and the Plans for 2016-2017
(Recommendation)

4.   Amended District Calendar for the 2016-17 School Year
(Recommendation)

5.   End Poverty Edmonton – Edmonton Public School Submission
(Information)

I.   **Other Committee, Board Representative and Trustee Reports**

J.   **Trustee and Board Requests for Information**

K.   **Notices of Motion**

L.   **Meeting Dates**

M.   **Adjournment**

MINUTE BOOK

Board Meeting #7

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, February 16, 2016 at 2:00 p.m.

Present:

Trustees

Sherry Adams	Ken Gibson	Cheryl Johner
Orville Chubb	Nathan Ip	Ray Martin
Michelle Draper	Michael Janz	Bridget Stirling

Officials

Angela Anderson	Lorne Parker	Darrel Robertson
Lisa Austin	Kent Pharis	Sandra Stoddard
Ron MacNeil	Madonna Proulx	
Kathy Muhlethaler	Heather Raymond	

Board Chair: Michael Janz   **Recording Secretary:** Shirley Juneau

Staff Group Representatives

CUPE Local 474 – John Vradenburgh, President
CUPE Local 784 – Jeff McIntyre, President

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

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

A.   O Canada

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

The Superintendent advised that all Trustees were present.

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February 16, 2016

MINUTE BOOK

C.   Approval of the Agenda

MOVED BY Trustee Chubb:
        "That the agenda for the February 16, 2016 board meeting be approved as printed."
        (UNANIMOUSLY CARRIED)

D.   Communications from the Board Chair

The Board Chair provided communications.

E.   Communications from the Superintendent of Schools

The Superintendent provided communications.

F.   Minutes

        1.   Board Meeting #6 – January 19, 2016

MOVED BY Trustee Adams:
        "That the minutes of Board Meeting #6 held January 19, 2016 be approved as printed." (UNANIMOUSLY CARRIED)

G.   Comments from the Public and Staff Group Representatives

The Board of Trustees heard from Mr. Mahamad Accord regarding English Language Learners – Muslim Students.

H.   Reports

        2.   Report #3 of the Caucus Committee (From the Meeting Held February 2, 2016)

Information was received regarding actions taken at the February 2, 2016 Caucus Committee meeting.

        3.   Success for Every Student - English Language Learners Presentation

The Board of Trustees received a presentation regarding the Success for Every Student pertaining to English Language Learners.

There was a short break in the meeting.

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February 16, 2016

4. Locally Developed Courses

MOVED BY Trustee Chubb:
"That the following LDCs be approved for use in Edmonton Public Schools until August 2020:
- **Creative Writing 7-8-9**
- **Dance Performance 15-25-35 (3)**
- **Dance Performance 15-25-35**
- **Directing 25-35**
- **Improvisational Theatre 15-25-35 (3)**
- **Improvisational Theatre 15-25-35**
- **Punjabi Language and Culture Six-year (6Y)**
- **Statistics (AP) 35-5**
- **Workplace Essential Skills 25-35 (3)"**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

5. Infrastructure Maintenance and Renewal Update

Information was received regarding the Infrastructure Maintenance and Renewal status.

6. Bereavements

Vice-Chair Draper reported on the passing of Ms. Diane Bennett and Mr. Terry McGinnis.

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

There were no registered speakers for this item.

J.   Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

K.   Trustee and Board Requests for Information - None

L.   Notices of Motion - None

M.   Next Board Meeting Date: Tuesday, March 1, 2016 at 2:00 p.m.

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February 16, 2016

EDMONTON PUBLIC SCHOOLS

MINUTE BOOK

N. **Adjournment (3:50 p.m.)**

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

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

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February 16, 2016

DATE:	March 1, 2016
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Strategic Planning Engaged and Effective Governance: School-Community Relationship Identifier
ORIGINATOR:	Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools
RESOURCE STAFF:	Marnie Beaudoin, Nancy Petersen
REFERENCE:	District Strategic Plan, Priority 3, Goal Two

ISSUE
Provide information regarding progress being made in the District to support strategic community engagement, as specified in Priority 3, Goal Two of the District Strategic Plan.

BACKGROUND
Priority 3 of the District Strategic Plan states that Edmonton Public Schools endeavours to "enhance public education through communication, engagement and partnerships." Goal Two of Priority 3 states that "community partnerships are established to provide supports and services to foster growth and success of students and families." This work is being brought forward to support The Board of Trustees' request for ongoing updates regarding progress towards the achievement of the District Strategic Plan.

CURRENT SITUATION
We know that the work of helping all our students be successful, and achieving the District's vision to transform the learners of today into the leaders of tomorrow involves both the expertise and talent of educators and the support of community members who are invested in the success and well-being of Edmonton's children and youth.

There is a broad range of school-community relationships in place in schools across the District to meet the needs of students and families. Governance and Strategic Support Services is collaboratively engaged in the development of a number of tools to support schools in this important work with community. These supports include:
• the School-Community Relationships document
• a Community Relationships Tracker System
• a District Partnership Framework, which is currently under development

KEY POINTS
The School-Community Relationships document was developed to assist District leaders in their work to identify, implement and maintain school-community relationships. The document:

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- defines and illustrates the various school-community relationships in place across the District, including business relationships, community friends, donors, partnerships, sponsors, tenants, and volunteers
- provides information to school leaders regarding formal District documents and processes that may be required to support school-community relationships
- links to relevant Board Policies and Administrative Regulations
- identifies District contacts that can provide further support, if needed

The Community Relationship Tracker System is an online form that allows school leaders to input information regarding the various school-community relationships they have in place to support students and families in the school community. This online tool:

- provides schools with an organized and accessible way to track, document and maintain critical information about their school-community relationships
- supports the transitioning of community relationships when there is a change in principal
- supports alignment with the new *Education Act* and the expectation that schools recognize the contribution of community
- provides the District with a source of data that informs progress on the District Strategic Plan and assists Administration on this strategic community work
- will be launched for the 2016-2017 operational school year as part of the fall budget planning process

The District Partnership Framework, currently in development, will:

- Support the spirit and actualization of Board Policy AA.BP Stakeholder Relations
- Establish the foundation to a body of community practice that is strategic, efficient and in direct support of student success and the District Strategic Plan
- Provide District leaders with a comprehensive set of guidelines, tools and links to resources that support them in their work with community stakeholders

ATTACHMENTS & APPENDICES
ATTACHMENT I   School-Community Relationships document

SS:mb

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EDMONTON PUBLIC SCHOOLS

School-Community
RELATIONSHIPS

Building strong relationships that enhance student success

January, 2016

epsb.ca

VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

2. Provide welcoming, high quality learning and working environments.

3. Enhance public education through communication, engagement and partnerships.

SCHOOL-COMMUNITY RELATIONSHIPS

Edmonton Public Schools endeavors to transform the learners of today into the leaders of tomorrow and we know this will not be achieved without the support of our community. We value the contributions of community towards the success of our students.

Schools have a wide range of relationships with the community. Historically, all of these school-community relationships have been loosely defined as *partnerships*. Upon closer examination, the term partnership is not an overarching term that best defines the broad spectrum of school-community relationships.

The purpose of this document is to assist District leaders in their work to identify, implement and maintain school-community relationships.

The following descriptors have been developed, in consultation with district staff and community partners, to assist in this identification. A school-community relationship may involve more than one descriptor. It is also possible that a relationship may evolve over time and shift from one descriptor to another.

Within a school community, there are many relationships that occur naturally as part of our core work, reflecting our various educational stakeholders. It is not the intention of this document to capture the following educational partnerships: parents, students, Alberta Education, post-secondary institutions and professional educational organizations.

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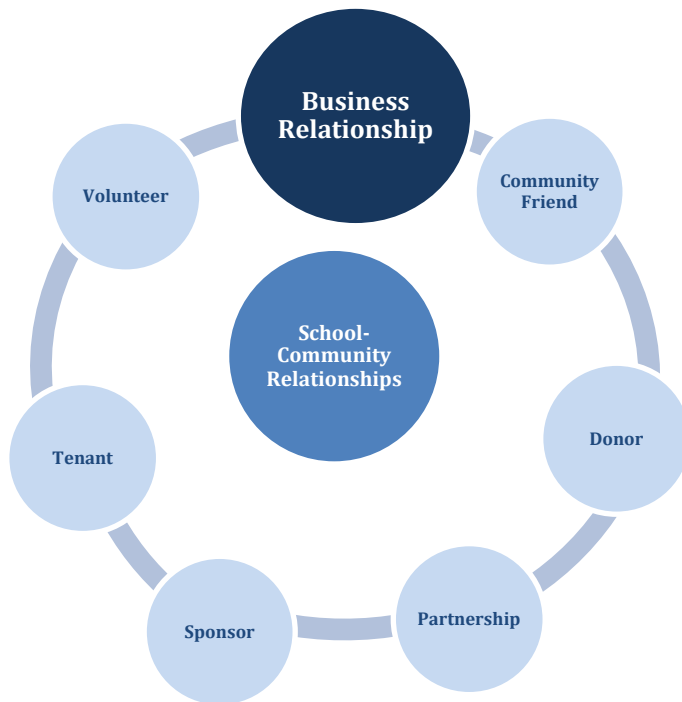
A business relationship is a formal contractual relationship with an individual or organization, which involves purchasing a service or product.

Business relationships that involve a fee for service or products must be reviewed by District Purchasing and Contract Services. All vendors doing business with the District are required to carry a minimum of $2 million liability insurance and a business license. If the business relationship involves any interaction with District students, participating staff will need to obtain a criminal records check.

Examples:

- food supplier to school store
- paper shredding service
- artist in residence

Formal District documents:

- Purchase Requisition
- Purchase Order
- Negotiated Contract

Board Policy and Administrative Regulation references:

- CO.BP – Fiscal Oversight and Accountability
- CW.AR – Purchasing and Disposal

For additional information, contact: Manager, Purchasing and Contract Services, 780-429-8203.

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A community friend is an informal relationship between a school and a member of the community.

Examples:

- The school principal connects each August with the owner of the local convenience store to establish communication and support around students patronizing the store.
- A music teacher takes students to a local seniors' centre to perform.
- A community grocery store makes an occasional donation of fresh fruit to the school's snack program.

Formal District documents:

- No formal District partnership document is required to support the relationship, but a field trip form, volunteer registration form, etc., may be required within the actions of normal District practice.

Board Policy and Administrative Regulation reference:

- IA.AR - Parent and Community Involvement

For additional information contact: Governance and Strategic Support Services, 780-429-8716.

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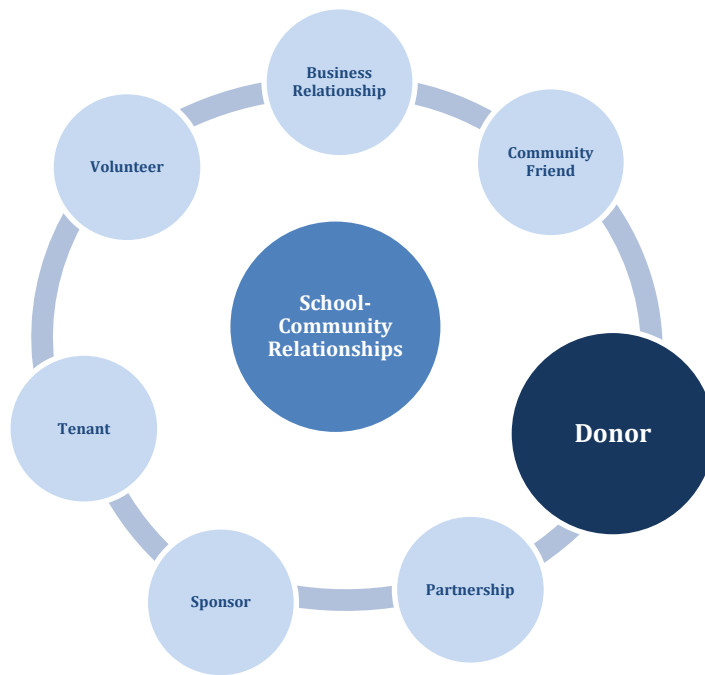
DONOR

A donor is an individual, organization or business that voluntarily transfers property, monies, goods, or services to the District for charitable reasons and may be eligible for a district charitable donation receipt under Canada Revenue Agency regulations.

Examples:

- A local restaurant gives a one-time cash donation to a school to support the purchase of books for the library.
- A local citizen donates $500 to the Edmonton Public Schools Foundation in support of early learning.
- A corporation establishes a student leadership scholarship and provides ongoing funding.

Formal District document:

- Donation retained at the school: Donational Information Sheet > Donation remitted to Financial Services: School Remittance Form.
- Donations deemed eligible in accordance with the Income Tax Act and its regulations, and in excess of $25, will receive an Official Donation Receipt. Donations not qualifying for an Official Donation Receipt may be issued a letter of thanks acknowledging the donation. Both are issued through Financial Services.

Board Policy and Administrative Regulation references:

- CO.BP - Fiscal Oversight and Accountability
- IH.AR - Public Gifts

For additional information contact: Accountant, Charitable Donations, Financial Services, 780-429-8152.
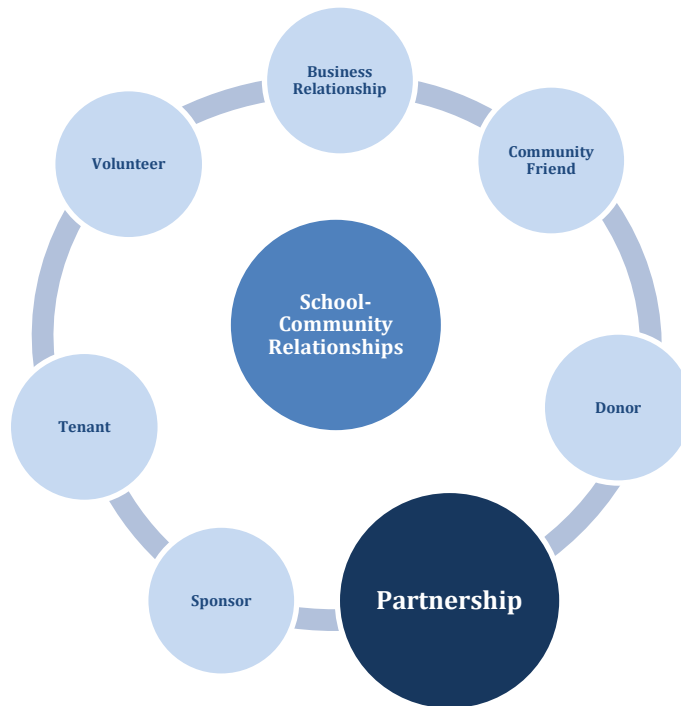
A partnership is a formal relationship between a school and an individual or organization. A partnership is one of the most complex relationships, founded upon mutually developed and shared values, objectives, expectations, roles and responsibilities. Commitments of each partner are clearly articulated and are formalized with written documentation (for example: a Memorandum of Understanding).

Examples:

- A local service club funds a daily school snack program for three years. This commitment is documented in emails between the principal and the service club.
- A school has a wrap-around model of school-embedded services for students and families. These partnerships with community service providers are supported through signed agreements.
- A high school works in partnership with a local automotive dealer to provide components of its mechanics program.

Formal District documents:

- If school space is allocated to support the partnership, the District requires a Memorandum of Agreement
- Partnerships should be supported with appropriate documentation (for example: a signed Memorandum of Agreement, contract or grant).

Board Policy and Administrative Regulation references:

- CO.BP - Fiscal Oversight and Accountability
- IAA.AR - Educational Partnerships and Sponsorships

For additional information contact: Governance and Strategic Support Services, 780-429-8716 or Property Management, 780-970-5214.

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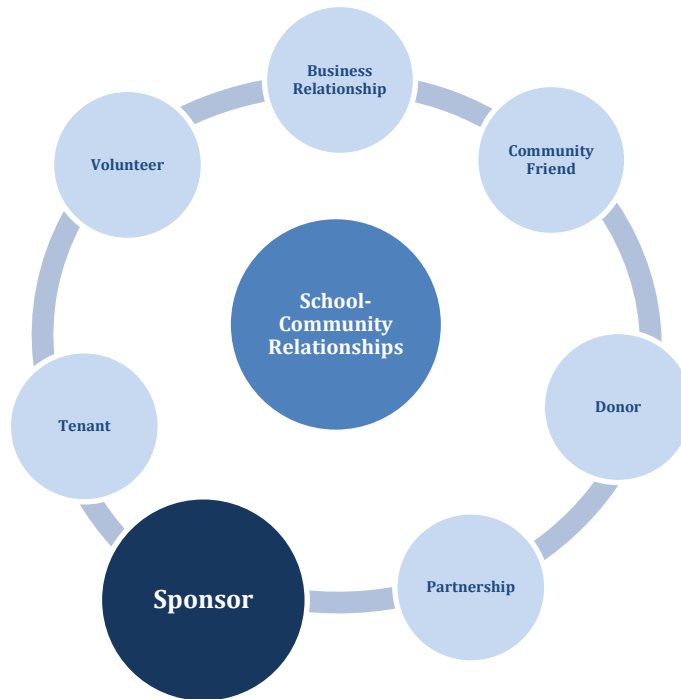
A sponsor is an individual, organization or business that agrees to provide goods, services or money to the District in exchange for a defined level of public recognition or advertisement.

Examples:

- A bank provides a financial contribution to a school event in return for its logo appearing on event advertising and print materials, as well as verbal recognition at the event.
- A local sporting goods store provides water bottles for student participants in the school's track and field day, in exchange for their corporate logo being at the finish line for running events.

Formal District documents:

- It is recommended that the school and the sponsoring organization have a written record capturing key details of the sponsorship relationship to ensure that all parties understand their obligations.

Board Policy and Administrative Regulation references:

- CO.BP - Fiscal Oversight and Accountability
- IAA.AR - Educational Partnerships and Sponsorships

For additional information contact: Governance and Strategic Support, 780-429-8716.

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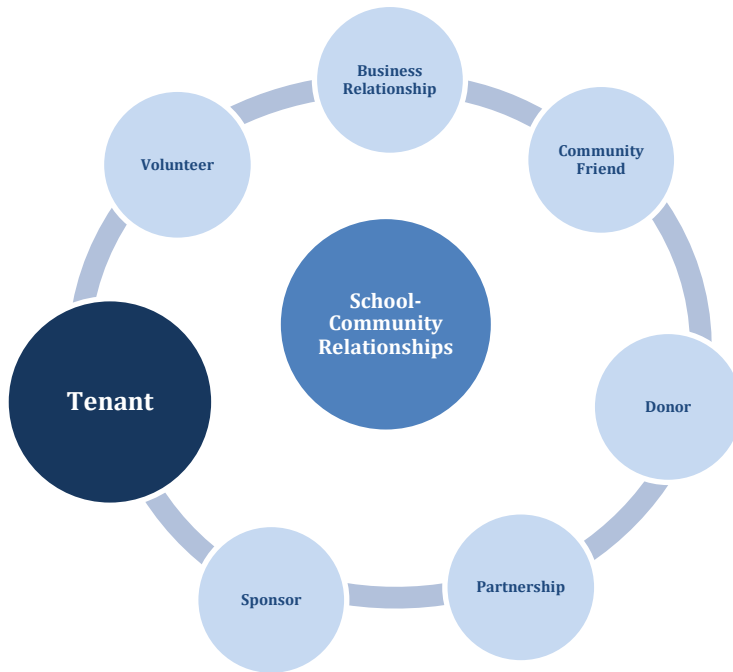
A tenant is a group or organization that has a signed agreement granting use of school space under certain conditions and for a specified period of time.

Examples:

- A childcare leases three classrooms and access to a set of bathrooms to provide 60 childcare spots to families in the community; children from this childcare may or may not be students registered in the school.
- An organization leases a classroom to use as office space; three staff work from in this space. This organization does not provide direct support or service to the school community.
- An adult language school leases school space for the provision of Saturday language classes.

Informal District documents:

- Lease Agreement
- License Agreement

Board Policy and Administrative Regulation references:

- EA.BP Infrastructure Planning Principles
- IG.AR - Community Use of District Buildings
- IGB.AR - Utilization of Surplus Space in Schools

For additional information contact: Planning, Leasing/Rental Services, 780-429-8339.

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EDMONTON PUBLIC SCHOOLS
VOLUNTEER

A volunteer is a member of the community who, without compensation, commits to assist the District or a school with a designated task under the direction and supervision of a district staff member.

Examples:

- A senior citizen from the community comes into the school to read with students one-on-one.
- A parent comes in daily to assist the snack coordinator with the morning snack program.
- Students from the Faculty of Physical Education serve as coaches for the school's sports teams.
- A local bank releases its staff to conduct financial literacy training with parents and students at the annual career fair.

Formal District documents:

- Volunteer Registration Form
- Police Information Check Form

Board Policy and Administrative Regulation references:

- FA.BP Human Resources Framework
- FBCE.AR - Volunteers – Registration and Records Check

For additional information contact: Human Resources, 780-429-8058.

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Recommendation Report

EDMONTON PUBLIC SCHOOLS

DATE:　　　　　March 1, 2016

TO:　　　　　　Board of Trustees

FROM:　　　　　Darrel Robertson, Superintendent of Schools

SUBJECT:　　　 Process and Timeline for the 2016-2017 Budget and for the Fall Review of the 2015-2016 Results and the Plans for 2016-2017

ORIGINATOR:　 Lorne Parker, Executive Director, Infrastructure

**RESOURCE
STAFF:**　　　　　Todd Burnstad

REFERENCE:　　 *Province of Alberta School Act*

ISSUE

School boards are required to prepare and submit to the Minister of Education a budget for the fiscal year beginning on the following September 1 of a given year. The spring proposed budget is based on projected enrolment and is due to the Province by May 31. The revised budget is updated in the fall based on the actual September 30 enrolment and is due to the Province by November 30.

In conjunction with the annual budget process, the Board of Trustees is required to meet government policy and requirements for school board planning and results reporting no later than November 30.

BACKGROUND

The date of the 2016-2017 Provincial Budget announcement has not yet been confirmed. For purposes of this report, it is anticipated to be released on March 17, 2016, however the actual date could be different. To accommodate site-based budgeting, the Process and Timeline for the approval of the 2016-2017 Budget has been developed (Attachment I).

In addition, each school year, the Board of Trustees approves the process and timeline for review of the previous year's results as well as the review of the plans established for the current school year. Through discussions, the Board of Trustees have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2016-2017 plans. The Board of Trustees will also gain an understanding of how schools and central departments will address their plans in support of the District priorities.

Schools and central decision units will report on their results (Attachment II) achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2015-2016 as well as identify the biggest challenges and improvement opportunities that will impact their 2016-2017 plans. The Plans document details priority, high impact SMART goals for the upcoming school year (Attachment III).

RELATED FACTS

The proposed budget is based on projected enrolment, proposed revenue and funding assumptions to schools and decision units and the basis of allocation, which are developed in tandem.

1

The proposed budget is then updated in the fall based on September 30 enrolment. The process and timeline outlines key dates and specific information requirements necessary to meet the target date for the approval of both the spring proposed and the fall revised budget which in tandem represent the 2016-2017 Budget. In order to allow sufficient time for planning, the Distribution of Funds report will be presented at a special Caucus meeting on April 5, 2016 prior to public board on April 19, 2016. The Board of Trustees will then have an opportunity to review the proposed budget, prior to seeking approval at public board on May 31, 2016.

As part of the fall budget process, the Board of Trustees will review approximately one half of the schools in their ward in subcommittee meetings each year with the goal of having all schools reviewed twice over a four-year term. These meetings have been arranged so that trustees have the option to participate in additional reviews in other wards. School trustee subcommittee meetings will be held at schools; central trustee subcommittee meetings will be held at the Centre for Education. All subcommittee meetings will take place between November 16 and 29, 2016 and will be for a maximum of 2½ hours each. School subcommittee meetings will have groupings of up to four schools. Assistant superintendents, in addition to attending the subcommittee meetings, will review all their schools as part of one-on-one or in catchment meetings prior to November 30, 2016.

Central subcommittee meetings have been scheduled to take place November 16, 2016. There will be four central subcommittee meetings scheduled for a maximum of 2½ hours per session. The Superintendent will present his decision unit results review and plans as part of the Annual Education Results Review at public board on November 29, 2016.

During the school subcommittee meetings trustees, in collaboration with assistant superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment IV. Attachment V identifies the proposed groupings (based on trustee ward) for trustee subcommittee reviews.

As in previous years the school decision units with first and second year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2016.

RECOMMENDATION
1. **That the Process and Timeline for the 2016-2017 Spring Budget and the 2016-2017 Fall Revised Budget, as outlined in Attachment I, be approved.**
2. **That the Process and Timeline for Review of the 2015-2016 Results and the 2016-2017 Plans, as outlined in this report be approved.**

OPTIONS
Based on the information provided in this report, the following options are considered as the most admissible:
1. Approve the process and timeline for the 2016-2017 spring budget, the 2016-2017 fall revised budget and the process and timeline for review of the 2015-2016 results and the 2016-2017 plans.
2. Approve Option 1 with modifications.

CONSIDERATIONS & ANALYSIS
Option 1 is being proposed as it complies with government and board requirements.

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NEXT STEPS
- If approved by the Board of Trustees, the 2016-2017 budget process and timeline will be communicated to principals and central decision unit leaders.
- The spring budget will be recommended to trustees at public board on May 31, 2016.
- If approved, the 2016-2017 Budget Report will be submitted to Alberta Education on May 31, 2016.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Process and Timeline for the 2016-2017 Budget (Calendar)
ATTACHMENT II	2015-2016 Results Review - document template
ATTACHMENT III	2016-2017 Plans - document template
ATTACHMENT IV	Proposed Agendas
ATTACHMENT V	School and Central Groups for review of 2015-2016 results and 2016-2017 plans – Trustees Subcommittee Review

TB:kr

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Spring Proposed 2016-2017 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	21	22	23	24	25 Teachers' Convention	26 Teachers' Convention	27
MAR	28	29	1 **BOARD 2:00pm** Process & Timeline to Board (MARS 13872) Recommendation	2	3	4	5
	6	7	8	9	10	11	12
	13	14 High Level Projected Enrolment from Planning	15 **BOARD 2:00pm**	16 DST - Budget Planning	17 Anticipated date for Provincial Budget announcement	18	19
	20	21	22	23 DST - Budget Planning	24	25 Good Friday	26
	27 SPRING RECESSS Mar 25 – Apr 1	28 Easter Monday	29	3	31	1	2
APR	3	4	5 CAUCUS Distribution of Funds (MARS #13880 Feedback) **BOARD 2:00pm**	6	7	8	9
	10	11	12	13	14	15	16
	17	18 Target date to have actual Projected Enrolment from Planning	19 **BOARD** Distribution of Funds (MARS #13883 Recommendation)	20	21	22	23
	24	25	26	27	28	29 Projected Allocations to Schools & Central	30
MAY	1	2	3 CAUCUS **BOARD 2:00pm**	4	5	6	7
	8	9	10	11	12 School and Central Budgets Due	13	14
	15	16	17 **BOARD 2:00pm**	18	19 District Day in Lieu (no classes)	20 District Day in Lieu (no classes)	21
	22	23 Victoria Day	24	25	26	27	28
	29	30	31 **BOARD** Approval 2016-2017 Budget to Board (MARS #13897 Recommendation) Budget Report due to Province				

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2016 - 2017 Fall Revised Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEP					1 First Day of Classes	2	3
	4	5 Labour Day	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30 BPS Results/Planning Modules Open	1
OCT	2	3	4	5	6 Enrolment Files Due to Budget Services	7 Principal Allowance Calc due to HR	8
	9	10 Thanksgiving	11	12	13	14 Results Review & Planning Doc's Due **Revised Budget Open - Allocations to Schools & Central**	15
	16	17	18	19	20	21	22
	23	24	25	26 **Revised Budget Due**	27	28	29
NOV	30	31	1	2	3	4	5
	6	7	8	9	10 Target Date to Distribute Results Review + Plans to Trustee's & Assistant Superintendents	11 Remembrance Day	12
	13	14 Non-Instructional Day	15 Non-Instructional Day	16 Trustee Central Review	17	18	19
	20	21 ASBA GENERAL MTG. Trustee School Reviews	22 ASBA GENERAL MTG. Trustee School Reviews	23 Trustee School Reviews	24 Trustee School Reviews	25 Tentative Date for Audit Committee?	26
	27	28 Trustee School Reviews	29 BOARD **Fall Budget Update presented at Board MARS (TBD)**	30 Fall Budget Update due to the Province			

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PROCESS AND TIMELINE FOR THE 2016-2017 SPRING PROPOSED BUDGET (DETAIL)

Spring/Planning Timeline	Process
March 1, 2016	• Process and Timeline for 2016-2017 Spring Proposed Budget is recommended to Board
April 5, 2016	• Distribution of Funds report is presented to Caucus
April 19, 2016	• Distribution of Funds is recommended to Board
April 29, 2016	• Schools and central departments receive projected allocations and budget requirements
May 12, 2016	• Schools and Central departments proposed budgets due and uploaded in BPS
May 31, 2016	• The Board approves the 2016-2017 Spring Proposed Budget
May 31, 2016	• The District's 2016-2017 Budget Report is submitted to Alberta Education

PROCESS AND TIMELINE FOR THE 2016-2017 FALL REVISED BUDGET (DETAIL)

Timeline	Process
September 2016	• Schools to invite the chairperson of the school council and other parents to attend the subcommittee review • School council members will be invited to the review of central department results
September 30, 2016	• 2015-2016 Results Review document and the 2016-2017 Plan document distributed
October 14, 2016	• The 2015-2016 Results Review document is due • The 2016-2017 Plans document is due
October 14, 2016	• Schools receive 2016-2017 allocations based on September 30 enrolment • Central decision units receive 2016-2017 allocations
October 26, 2016	• 2016-2017 Fall Revised Budget is due
November 10, 2016	• Copies of 2015-2016 results review documentation will be made for all Trustees • Copies of 2016-2017 planning documentation and revised budgets will be made for all Trustees
November 16, 2016	• Central Trustee Subcommittees • Each central department presents their results at a public meeting to designated Trustees
November 21 to 28, 2016	• School Trustee Subcommittees • Each group of principals presents their results at a public meeting to designated Trustees
November 29, 2016	• Superintendent of Schools' DU to be presented at Board as part of the Annual Education Results Review (AERR).
November 29, 2016	• Trustees will have an opportunity to comment on subcommittee review meetings attended at a public Board meeting
Prior to November 30, 2016	• Assistant Superintendent Subcommittees • First and second year principals present their results to designated Assistant Superintendents • Review of remaining schools from assistant superintendents' catchment areas
November 30, 2016	• 2016-2017 Fall Budget Update submitted to the Province
December 9, 2016	• 2015-2016 results review documentation, 2016-2017 plans and revised budgets will be posted on the District website

EDMONTON PUBLIC SCHOOLS

2015/2016 Results Review   **School Name – DU #**

District Priorities 2014-2018
1.   Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2.   Provide welcoming, high quality learning and working environments.
3.   Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2015-2016 report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2015-2016 Budget*

Results Achieved:

SMART Goal #2: *goal will be imported from the 2015-2016 Budget*

Results Achieved:

SMART Goal #3: *goal will be imported from the 2015-2016 Budget*

Results Achieved:

Challenges:

What were the biggest challenges encountered in 2015/2016?

Improvement Opportunities:

What are the implications from 2015/2016 that will impact your plan for 2016/2017?

EDMONTON PUBLIC SCHOOLS

| 2016-2017 Plans | School/Central Name: DU # |

District Priorities 2014-2018
1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2016-2017 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

SMART Goal #1:

SMART Goal #2:

SMART Goal #3:

TRUSTEE SUBCOMMITTEE MEETINGS

AGENDA

1. Welcome by the Trustee, and introductions by the Assistant Superintendent or Executive Director. (3 min.)

2. Introductions by Principals/(Central DU) of any staff, students, parents or community members in attendance. (4 min)

3. Introductory remarks by the Chairperson (5 min.)

4. Group discussion facilitated by Chairperson and Assistant Superintendent/Executive Director. (2 hours)

5. Break where appropriate. (10 min)

6. Final remarks and closing of the meeting by the Chairperson. (5 min.)

LUNCH
- There will be a 1 ½ hour break between the a.m. and p.m. sessions to allow time for lunch and travel time to the host school for the afternoon session.
- There is no expectation that schools provide lunch for Trustees or Assistant Superintendents

SCHOOL/CENTRAL REVIEW 2015-2016 RESULTS
& 2016-2017 PLANS
POTENTIAL SPEAKING NOTES FOR THE
CHAIRPERSON, TRUSTEE SUBCOMMITTEE

Suggested Trustee Welcome and Introductions

My name is (_) and I am pleased to welcome each of you to the trustee subcommittee review of the 2015- 2016 results and the 2016-2017 Plans. I am going to begin by calling upon the Assistant Superintendent (or Executive Director) to introduce each principal (or Central Decision Unit) who will in turn introduce staff, students, parents as well as any community members who are with us today.

Suggested Trustee Opening Remarks

The Board of Trustees is elected to represent the public and is responsible and accountable to that public and to the Provincial Government for the expenditure of the District's billion dollar annual budget.

In collaboration with staff, students, parents and the general public, the Board established the District's vision, mission and priorities. A district plan was then developed to align with, and support these priorities.

As part of the accountability process, Trustees have the opportunity to review the results of schools from the previous year, and to learn about the plans for the current school year - both of which should be in support of the overall District Priorities. This helps us formulate a better picture of what is happening not only in your school but in all schools across the District. These meetings allow Trustees to hear about:

- Each school's biggest success/achievement from the SMART goals that were set last year,
- If there were any challenges that were encountered and;
- What the plans/goals are for the current school year?

I would now like to call upon the principal of each school to start the discussion by referring to the goal that they established last year in their school plan around Priority 1. Reflecting on the Accountability Pillar Data, the District Feedback Survey and any other local measures discuss your greatest success.

If you are at a central results review: I would now like to call upon the Director of each decision unit to start the discussion by referring to a goal that they established last year in their central plan. Reflecting on your data, discuss your greatest success.

SCHOOLS – SUGGESTED FORMAT

Please note: the purpose of this suggested format is to provide consistency among all the results review meetings taking place.

Environment
- More conversation-based rather than presentation-based.
- Safety/openness to sharing both successes and challenges.
- No additional documentation will be required (other than the BPS modules).

While trustees are allowed to ask any questions/clarify any responses; schools requested consistency in process. As such, suggested common questions that could be asked by Trustees are highlighted below. Once approved by the Board, these questions will be shared with schools to support them in being adequately prepared to respond.

Format 2015-2016 Results Review

1. Principals are asked to refer to the goal that they established last year in their school plan related to Priority 1.
    - Reflecting on your Accountability Pillar data, the District Feedback Survey results and any other local measures, discuss your greatest success.
    - What strategies did you use to achieve this success?
    - What are some potential next steps?

2. Principals are asked to refer to any of the goals established last year in their school plan.
    - Reflecting on your Accountability Pillar data, and/or the District Feedback Survey results and/or any other local measures, what does the data indicate is your greatest opportunity for growth?
    - How does this opportunity for growth connect to the goals outlined in your 2016-2017 school plan?
    - What strategies will you use to achieve your goal?
    - What evidence will be used to demonstrate success in achieving this goal?

3. Part of our role as a Trustee is to determine if there are common areas of challenge across the District and to advocate for potential solutions.
    - Discuss a challenge you encountered during the 2015-2016 School year.
    - How was it handled? What did you learn?
    - Will this challenge impact the 2016-2017 school year?
    - After hearing from other schools today, are there any supports or strategies you could have used to address your challenge?

4. Other Attendees
    - If time allows, direct limited questions to parents/other parties in attendance; possibly tie back to a District Feedback Survey question (i.e. How has the school provided you opportunities to be involved in (your child's) education)? Keep responses to a limited time to allow all parties in attendance an opportunity to contribute.

School and Central Groups for Review of 2015-2016 Results and 2016-2017 Plans
Trustee Subcommittee Review

Monday, November 21, 2016

Ward D	Ward C	Ward B
9:00 to 11:30 am **Host School: TBD**	**9:00 to 11:30 am** **Host School: TBD**	**9:00 to 11:30 am** **Host School: TBD**
Trustee Martin **Assistant Superintendents** **Kathy Muhlethaler** **Kent Pharis**	**Trustee Chubb** **Assistant Superintendent** **Ron MacNeil**	**Trustee Draper** **Assistant Superintendent** **Mike Suderman**
amiskwaciy Academy Delton Hospital School Campuses John A. McDougall	Dovercourt Inglewood Prince Charles Westmount	J.A. Fife John Barnett McLeod Steele Heights

Ward D	Ward C	Ward B
1:00 to 3:30 pm **Host School: TBD**	**1:00 to 3:30 pm** **Host School: TBD**	**1:00 to 3:30 pm** **Host School: TBD**
Trustee Martin **Assistant Superintendents** **Kathy Muhlethaler** **Ron MacNeil**	**Trustee Chubb** **Assistant Superintendent** **Kent Pharis**	**Trustee Draper** **Assistant Superintendent** **Mike Suderman**
Lawton Montrose Riverdale	Afton Glendale Meadowlark Sherwood	Balwin Delwood Princeton York

1

School and Central Groups for Review of 2015-2016 Results and 2016-2017 Plans
Trustee Subcommittee Review

Tuesday, November 22, 2016

Ward C

9:00 to 11:30 am
Host School: TBD

Trustee Chubb
Assistant Superintendent
Ron MacNeil

Brightview
Britannia
Mayfield
Youngstown

Ward E

9:00 to 11:30 am
Host School: TBD

Trustee Gibson
Assistant Superintendent
Kent Pharis

Centennial
Lymburn
Ormsby

Ward I

9:00 to 11:30 am
Host School: TBD

Trustee Adams
Assistant Superintendent
Mike Suderman

Edith Rogers
Grace Martin
Lee Ridge
Millwoods Christian

Ward I

1:00 to 3:30 pm
Host School: TBD

Trustee Adams
Assistant Superintendent
Ron MacNeil

Crawford Plains
Daly Grove
T.D. Baker
Weinlos

Ward E

1:00 to 3:30 pm
Host School: TBD

Trustee Gibson
Assistant Superintendent
Kent Pharis

Callingwood
Lynnwood
Talmud Torah

2

School and Central Groups for Review of 2015-2016 Results and 2016-2017 Plans
Trustee Subcommittee Review

Wednesday, November 23, 2016

Ward F

9:00 to 11:30 am
Host School: TBD

Trustee Janz
Assistant Superintendent
Kathy Muhlethaler

Centre High
Garneau
McKernan
Windsor Park

Ward H

9:00 to 11:30 am
Host School: TBD

Trustee Ip
Assistant Superintendent
Mike Suderman

Keheewin
Rideau Park
Westbrook

Ward E

9:00 to 11:30 am
Host School: TBD

Trustee Gibson
Assistant Superintendent
Kent Pharis

Aldergrove
Belmead
Thorncliffe

Ward F

1:00 to 3:30 pm
Host School: TBD

Trustee Janz
Assistant Superintendent
Kathy Muhlethaler

Brander Gardens
Earl Buxton
Granview Heights
Parkallen

Ward H

1:00 to 3:30 pm
Host School: TBD

Trustee Ip
Assistant Superintendent
Mike Suderman

Esther Starkman
George P. Nicholson
Johnny Bright

Ward B

1:00 to 3:30 pm
Host School: TBD

Trustee Draper
Assistant Superintendent
Ron MacNeil

Belmont
Belvedere
Homesteader
Sifton

3

School and Central Groups for Review of 2015-2016 Results
and 2016-2017 Plans
Trustee Subcommittee Review

Thursday, November 24, 2016

Ward F

9:00 to 11:30 am
Host School: TBD

Trustee Janz
Assistant Superintendent
Mike Suderman

L.Y. Cairns
Lendrum
Malmo
Mount Pleasant

Ward A

9:00 to 11:30 am
Host School: TBD

Trustee Johner
Assistant Superintendent
Kathy Muhlethaler

Baturyn
Caernarvon
Dunluce

Ward G

9:00 to 11:30 am
Host School: TBD

Trustee Stirling
Assistant Superintendent
Kent Pharis

Clara Tyner
Forest Heights
Gold Bar
Kenilworth

Ward F

1:00 to 3:30 pm
Host School: TBD

Trustee Janz
Assistant Superintendent
Mike Suderman

McKee
Old Scona
Queen Alexandra
Strathcona

Ward A

1:00 to 3:30 pm
Host School: TBD

Trustee Johner
Assistant Superintendent
Kathy Muhlethaler

Athlone
Glengarry
Lauderdale
Major General Griesbach

Ward G

1:00 to 3:30 pm
Host School: TBD

Trustee Stirling
Assistant Superintendents
Kent Pharis
Ron MacNeil

Donnan
Rutherford
W.P. Wagner

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School and Central Groups for Review of 2015-2016 Results and 2016-2017 Plans
Trustee Subcommittee Review

Monday, November 28, 2016

Ward I	Ward A	Ward C
9:00 to 11:30 am **Host School: TBD**	**9:00 to 11:30 am** **Host School: TBD**	**9:00 to 11:30 am** **Host School: TBD**
Trustee Adams **Assistant Superintendents** **Mike Suderman**	**Trustee Johner** **Assistant Superintendent** **Kathy Muhlethaler**	**Trustee Chubb** **Assistant Superintendent** **Ron MacNeil**
Ekota J. Percy Page Tipaskan	Dickinsfield Evansdale Florence Hallock	Crestwood Glenora Ross Sheppard Westglen

Ward I	Ward G	Ward
1:00 to 3:30 pm **Host School: TBD**	**1:00 to 3:30 pm** **Host School: TBD**	**1:00 to 3:30 pm** **Host School: TBD**
Trustee Adams **Assistant Superintendents** **Mike Suderman**	**Trustee Stirling** **Assistant Superintendent** **Kathy Muhlethaler**	**Trustee Chubb** **Assistant Superintendents** **Kent Pharis** **Ron MacNeil**
Ellerslie Campus Michael Strembitsky Satoo	Academy at King Edward Hazeldean King Edward Mill Creek	Grovenor James Gibbons Parkview Stratford

5

School and Central Groups for Review of 2015-2016 Results and 2016-2017 Plans
Trustee Subcommittee Review
**Superintendent of Schools DU to be reviewed at Board, November 29, 2016

Wednesday, November 16, 2016
9:00 am to 11:30 am

| Trustee |
| Trustee |
| **Conference Room** |
| |
| *Lorne Parker, Executive Director* |
| |
| Archives & Museum |
| Distribution Centre |
| Facilities Services |
| Planning & Student Transportation |

Trustee		Trustee
Trustee		Trustee
Conference Room		**Conference Room**
Darrel Robertson, Superintendent		*Sandra Stoddard, Executive Director*
Communications		District Records & FOIP Management
District Foundation		District Support Services
Executive and Board Relations		Governance & Strategic Support Services
General Counsel		Student Information
Human Resources		

Wednesday, November 16, 2016
1:00 to 3:30 pm

Trustee		Trustee
Trustee		Trustee
Conference Room		
Lorne Parker, Executive Director		*Sandra Stoddard, Executive Director*
Financial Operations		Curriculum and Resource Support
District Technology		Inclusive Learning
		Research and Innovation for Student Learning

Note: The Board Chair has the option to attend any of the central Trustee subcommittee meetings.

6

Recommendation Report

EDMONTON PUBLIC SCHOOLS

DATE: March 1, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Amended District Calendar for the 2016-17 School Year

ORIGINATOR: Sandra Stoddard, Executive Director, Governance, Strategic Services and Support to Schools

RESOURCE STAFF: Bob Morter

REFERENCE: Report #14 of the Caucus Committee (from the Meetings Held June 9 and 16, 2015)
Board Policy GCA.BP – Approval of the School Year Calendar

ISSUE

An amendment is required to the 2016-17 School Year Calendar, approved at the June 16, 2015, Caucus Committee Meeting.

BACKGROUND

The previously approved calendar for the 2016-17 school year was designed with consideration given to Alberta Education's Diploma Exam and Provincial Achievement Test schedule. At the time of approval the final diploma exam was scheduled for June 28, 2017. Recently, Alberta Education has produced a final schedule with June 29, 2017, as the date of the final exam. Additionally, Grade 9 science achievement exams are now scheduled for June 29, 2017.

The attached draft calendar proposes to change the 2016-17 school year calendar. The following changes have been proposed:

- June 29 is the final instructional day.
- June 30 is the final operational day. This change extends the school year by one day.
- In consideration of this additional day, Wednesday, May 24, 2017 has been changed to a Board Approved Non-Instructional Day. This has the effect of lengthening the Victoria Day long weekend. It was critical to add an additional Board Approved Non-Instructional Day to ensure that the collective agreement with teaching staff was honoured.

RELATED FACTS

- The currently approved 2016-17 school year calendar has the final day of classes as June 28, 2017
- Alberta Education has amended the diploma and achievement exam schedules to include June 29, 2017, as a testing day.
- The draft calendar extends the school year to Friday, June 30, 2017, for staff, with June 29, 2017 as the final day for students.
- May 24, 2017, is amended to be a Board Approved Non-Instructional Day.

1

RECOMMENDATION
That the draft 2016-17 school year calendar (Attachment II) be approved.

OPTIONS
Based on the information provided in this report, the following options are considered most appropriate:
1. Approve the draft 2016-17 school year calendar as proposed.
2. Approve the draft 2016-17 school year calendar with amendments.

CONSIDERATIONS & ANALYSIS
Due to the extension of the June exam schedules by Alberta Education, it is necessary to extend the 2016-17 school year calendar by one day for staff and students. With the addition of a day to the end of the school year, it was necessary to remove a day from the second semester of the school year. Had a day not been removed, it would have resulted in teaching staff being assigned duties in excess of the 896.2 hours as agreed to in the Letter of Understanding: "Pilot Project on Revised School Calendar 2016-2017".

NEXT STEPS
Should the Board approve the attached draft calendar, the revised calendar will be placed on the District's website. Additionally, a Need to Know News item will published regarding the change.

ATTACHMENTS & APPENDICES
ATTACHMENT I   Approved 2016-17 School Year Calendar
ATTACHMENT II   Draft 2016-17 School Year Calendar with revisions

:bm

2

2016-17 District Calendar – UNDER REVIEW

epsb.ca

This calendar is under review. Some dates may change.

AUGUST • 2016

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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SEPTEMBER • 2016

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OCTOBER • 2016

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NOVEMBER • 2016

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DECEMBER • 2016

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JANUARY • 2017

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FEBRUARY • 2017

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MARCH • 2017

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APRIL • 2017

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MAY • 2017

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JUNE • 2017

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JULY • 2017

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APPROVED HOLIDAYS

Labour Day	September 5
Thanksgiving	October 10
Remembrance Day	November 11
Boxing Day	December 26
Winter Break	December 27 – January 6
Family Day	February 20
Teachers' Convention	March 2 & 3
Spring Break	March 27 – 31
Good Friday	April 14
Easter Monday	April 17
Victoria Day	May 22

First Operational Day-PD	August 30
First Operational Day (No Students)	August 31
First Day of Classes	September 1
Last Day of Classes	June 28
Last Operational Day	June 29

LEGEND

- **PUBLIC HOLIDAY**
- **PD DAY** (NO STUDENTS)
- **FIRST/LAST DAY OF CLASSES**
- **OPERATIONAL DAY** (NO STUDENTS)
- **TEACHERS' CONVENTION**
- **TEACHERS' DAY IN LIEU** (NO TEACHERS OR STUDENTS)
- **BOARD APPROVED NON-INSTRUCTIONAL DAY** (NO TEACHERS OR STUDENTS)
- **WINTER/SPRING BREAK**

EDMONTON PUBLIC SCHOOLS

D15-0110 February 17, 2016

2016-17 District Calendar – DRAFT

epsb.ca

AUGUST • 2016

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SEPTEMBER • 2016

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OCTOBER • 2016

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NOVEMBER • 2016

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DECEMBER • 2016

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JANUARY • 2017

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FEBRUARY • 2017

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MARCH • 2017

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APRIL • 2017

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MAY • 2017

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JUNE • 2017

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JULY • 2017

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APPROVED HOLIDAYS

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Last Operational Day	June 30

LEGEND

- PUBLIC HOLIDAY
- PD DAY (NO STUDENTS)
- FIRST/LAST DAY OF CLASSES
- OPERATIONAL DAY (NO STUDENTS)
- TEACHERS' CONVENTION
- TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)
- BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)
- WINTER/SPRING BREAK

EDMONTON PUBLIC SCHOOLS

DATE: March 1, 2016

TO: Board of Trustees

FROM: Trustee Adams and Trustee Draper

SUBJECT: End Poverty Edmonton: The Edmonton Public School Board Submission

ORIGINATOR: Trustee Draper

RESOURCE STAFF: Jennifer Allen, Janice Aubry, Nancy Petersen, Heather Raymond

REFERENCE: End Poverty Edmonton

ISSUE
The Board has been asked to complete a template from the City of Edmonton providing current work in the District that aligns with or supports the direction of the City's End Poverty Edmonton's 28 identified priorities.

BACKGROUND
City Council approved the *End Poverty In A Generation* strategy report in December 2015. This report reflects months of research, consultation and engagement by the EndPovertyEdmonton Task Force and contains the 28 priorities foundational to the strategy. The next step in this work is the development of a 10 year implementation road map that will establish the steps needed to implement and evaluate the 28 priorities. Key stakeholders in the community have been asked to complete a common template to inform the development of the road map. This template attempts to capture work that is already happening in the City that will support the 28 priorities.

CURRENT SITUATION
Trustees Draper and Adams and administration met with City of Edmonton staff to review the template and discuss the nature of feedback required from the Board regarding the work of Edmonton Public Schools. The template has been completed reflecting the following:
- Alignment within the 28 *EndPovertyEdmonton* Priorities
- Alignment to the direction of Alberta Education
- Alignment to the District's Strategic Plan, with a focus on literacy, Career Pathways, early learning programming, and schools as wrap around models of community supports

The template asks the District to identify its core mandate and to respond to two questions:
1. *"Which, if any, of the 28 priorities relate directly to initiatives/projects that your organization is currently working on or in the process of developing?"*
2. *"What are the specific resources that your organization can contribute to the EndPovertyEdmonton Priorities that you are involved with?"*

The District's response to these questions is provided in Attachment I.

1

EDMONTON PUBLIC SCHOOLS

KEY POINTS
- The City of Edmonton has requested the District to complete a template to inform the implementation of the 10 year plan to support the End Poverty Edmonton initiative.
- The template has been completed through the perspective of the 28 End Poverty priorities and is being shared with Trustees prior to submission to the City.

ATTACHMENTS & APPENDICES

ATTACHMENT I   *endpoverty Edmonton: EndPovertyEdmonton Strategy and Strategic alignment with your organization* completed template

NP:np

2

endpoverty
edmonton

EndPovertyEdmonton Strategy and strategic alignment with your organization

EndPovertyEdmonton is currently creating a 10 year implementation road map that establishes the steps we need to take to implement and evaluate the 28 priorities. We know that collaborative leadership will be essential to ending poverty in Edmonton, which is why we are asking organizations to provide some detail in how their organization's purpose and actions align with the priorities. This information will help us identify potential partnerships, create an inventory of current initiatives and allow us to connect with you in the future.

Please visit http://www.endpovertyedmonton.ca/new-page-1/ for a copy of the Strategy.

What is your organization's name and overall purpose?

Edmonton Public Schools oversees the operations and delivery of a publicly funded K to 12 education to over 90,000 children and youth in the Edmonton area. This works aligns with Alberta Education's Programs of Study, the Ministerial Order on Student Learning and the overarching vision of developing students who are engaged thinkers and ethical citizens with an entrepreneurial spirit. The District carries out these responsibilities through the perspective of its Vision, Mission, Values and Priorities. There is an overarching District Strategic Plan that sets direction and enables the District to measure its overall progress towards achieving success for all students.

Which, if any, of the 28 priorities relate directly to initiatives/ projects that your organization is currently working on or in the process of developing? (Please list each specific initiative/ project as it relates to each individual priority)

Priority area - MOVE PEOPLE OUT OF POVERTY:

- *#16 Improve Literacy*: The District engages all students in their development of life literacy skills as part of the mandated Alberta curriculum. Beyond the teaching of literacy related outcomes within the curriculum, this work includes:

    a. assessment of reading readiness when children first come to school;

    b. assessment and targeted programming for students not reading at or above grade level; and

    c. intervention strategies for children at risk to not developing fluent, functional life literacy skills.

- ***#15 Improve skills training to help people gain sustainable employment***: Through the Alberta curriculum K to 12 students are exposed to a variety of concepts, skills, core competencies and areas of interest that may inform their future life work, interests and aspirations. Through the District's Career Pathways initiative, the District is developing a model of student engagement related to life beyond grade 12 that begins right in Kindergarten and extends straight through grade 12. This model, once fully developed and implemented, will engage students in learning experiences that help them to learn about themselves, to explore a variety of life and career possibilities and learn how to set goals and create plans to achieve them.   Career Pathways will reflect instruction and student centred learning, and connect curriculum to knowledge, skills, attitudes that are foundational to building competencies necessary for success in life; Career Pathways will be supported in its delivery by active parent and community involvement.

- ***#19 Improve timely access to mental health and wellness services and addictions supports***: The District supports health related resources that are directly accessible to students and their families through a school-based wrap-around approach. Existing examples of this work is happening across the District include, but are not limited to: the All in for Youth schools, The Way In at Dan Knott, Edith Rogers and T.D. Baker schools, the Community Mental Health Program at Parkview School, and the Star Program at Jasper Place are all examples of this approach.

Priority Area – INVEST IN OUR POVERTY-FREE FUTURE

- ***#23 Plan and implement a system of early learning and care:*** The District offers both Early Learning and Early Education programming for children who would benefit from an early start to educational programming. This programming is delivered through a play-based inclusive approach and is supported by a multi-disciplinary team of professionals. The District continues to explore ways of reaching out and connecting with families prior to Kindergarten to support screening and promote access to pre-Kindergarten programming opportunities where appropriate. In exploring early engagement with families the District is working in partnership with Health, early learning community stakeholders and service providers and families. The District currently has:

  - Alberta Education funded Early Education sites for children identified as having mild, moderate or severe special needs at ten schools demographically spread out across the city;

  - Targeted early learning programs for children identified as English Language Learners or with special education needs related to language and literacy skills development at 15 schools through-out the city.

  - Targeted full-day Kindergarten programs in communities serving a high number of socially vulnerable families at 27 schools.

What are the specific resources that your organization can contribute to the EndPovertyEndmonton Priorities that you are involved with?

- District leadership will collaborate with the City and key community stakeholders to explore the alignment of opportunities that are responsive to the root causes of poverty in areas related to mental health, literacy, early intervention and Career Pathways.

- Central leadership resources can be mobilized to support the exploration and development of school embedded wrap-around supports that strategically address the barriers and challenges poverty presents and build the elements of wellness and capacity necessary to thrive.

- The District recognizes that school facilities are a community asset and is working closely with Joint Use to support access to school space during critical hours, including supporting use of school space to host quality summer programming.

<u>Who is the best individual in your organization for us to contact directly</u> (name/ phone number/ email address)?

Board of Trustees: Trustee Michelle Draper @ Michelle.Draper@epsb.ca

Administration: Nancy Petersen, Director Governance and Strategic Supports @ Nancy.Petersen@epsb.ca

Please send your completed forms to dallas.dyson@edmonton.ca