



# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, May 23, 2017  
2:00 p.m.

## Board Meeting #15

- 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 #14 – May 9, 2017
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10:00 a.m. on Tuesday, May 23, 2017 to speak under this item.)*
- H. Reports:
  - 2. Report #5 of the Caucus Committee (From the Meeting Held May 9, 2017) (Information)  
*No Enclosure*
  - 3. 2017-2018 Non-Resident Fees 2018-2019 International Student Program Fees (Recommendation)
  - 4. Rundle School Outside in Summer Program Review (Information)
  - 5. Allocation of Funding for Students Who Self-Identify as First Nation, Métis and Inuit (Information – Response to Request for Information #207)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10:00 a.m. Tuesday, May 23, 2017 to speak under this item.)*
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

## BOARD OF TRUSTEES

Michelle Draper  
Board Chair

Ray Martin  
Board Vice-Chair

Sherry Adams  
Orville Chubb  
Ken Gibson  
Nathan Ip  
Michael Janz  
Cheryl Johner  
Bridget Stirling

**MINUTE BOOK**

**Board Meeting #14**

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, May 9, 2017, at 2:00 p.m.

**Present:**

**Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Michael Janz  
Cheryl Johner

Ray Martin  
Bridget Stirling

**Officials**

Angela Anderson  
Lisa Austin  
Todd Burnstad  
Grace Cooke

Ron MacNeil  
Karen Mills  
Kathy Muhlethaler  
Lorne Parker

Kent Pharis  
Leona Morrison  
Darrel Robertson  
Mike Suderman

**Board Chair:** Michelle Draper

**Recording Secretary:** Shirley Juneau

**Staff Group Representatives**

CUPE Local 3550 – Carol Chapman, 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 fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

**A. O Canada** 

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

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

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

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

**“That the agenda for the May 9, 2017, board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

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

The Board Chair advised that Annual Canadian Mental Health Week takes place the first week in May to encourage people from all walks of life to learn, talk, reflect and engage others on all issues relating to mental health. She said that during the week of May 1 to 7, Canadians will be writing their Members of Parliament, speaking out on social media, and donating their time and money, all in the name of “getting loud” for mental health.

The Board Chair reported that May 17<sup>th</sup> is International Day Against Homophobia and Transphobia. She said that this day belongs to no one individual; rather it’s about people hoping for a prejudice-free world that can provide a place at the table for everyone regardless of their sexual orientation. Inspired by all world theme days, May 17<sup>th</sup> is set aside to fight homophobia and transphobia and needs to be appropriated by all of those actively involved in civil society: gay and lesbian community organizations, those organizations focusing on other types of sexual diversity, unions, employers, private businesses, governments, public administration, professional associations, and all individuals seeking equality.

The Board Chair expressed her thanks on behalf of the entire Board to the City of Edmonton Fire Department, emergency officials and District staff who responded to the fire at Kim Hung School. She stated that the District is hopeful the school will still open in January 2018 and that updates will be shared on social media, SchoolZone and the District website. The Board Chair assured parents and the public that Kim Hung students will start school in a welcoming, safe learning environment.

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

The Superintendent thanked emergency crews and staff who responded to the Kim Hung School fire and stated that most of the fire damage was contained to the roof, exterior walls and mechanical room on the second floor. The Superintendent advised that students and staff will start the school year at Michael Phair School due to existing construction delays and is hopeful they will move to their permanent building in January 2018.

The Superintendent advised that Bill 1 was passed in the Legislature in April 2017, and that the District is awaiting the regulations with the understanding that they will be provided by the Province in early June 2017. The Superintendent said the District is preparing messaging for schools regarding what fees can and cannot be charged to parents in the coming school year. He explained that a Guide to School Fees has been provided to the principals to assist them setting

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their own fees for next year as outlined in the District's regulations and as per Bill 1. The Superintendent said that providing clarity for parents is the primary goal.

The Superintendent advised that Alberta Education has tentatively planned a curriculum survey for later in the month. Alberta Education is seeking input on Kindergarten to Grade 12 scope and sequences of the provincial curriculum. He shared that the District has implemented teacher focus groups in order to provide a District-wide response in terms of the new proposed curriculum scope and sequences. The Superintendent advised that messaging is being provided encouraging all stakeholders to provide their input on provincial curriculum as it is important for Albertans to have this opportunity. He advised that once the survey dates have been confirmed by Alberta Education, letters will be sent to parents and the information will also be made available on SchoolZone.

### **F. Minutes**

1. Board Meeting #13 – April 25, 2017

#### **MOVED BY Trustee Martin:**

**"That the minutes of Board Meeting #13 held April 25, 2017, be approved as amended." (UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

### **H. Reports**

2. Strategic Plan Update – A Focus on Well-Being and Student Citizenship

The Trustees received a presentation on a focus of well-being and student citizenship.

3. Motion re: Repealing the Alberta School Boards Association Act

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

**"That the Edmonton Public School Board advocate to the Provincial government to repeal the *Alberta School Boards Association Act*."  
(UNANIMOUSLY CARRIED)**

4. Motion re: Financial Literacy and Consumer Rights Education

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

**"That that the Edmonton Public School Board advocate to the province of Alberta to:**

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1. infuse financial literacy into new curriculum development, in an age-appropriate way at all grade levels;
2. ensure that consumer rights education is incorporated; and
3. implement pilot projects or support locally developed courses on these topics.”

MOVED BY Trustee Chubb that the motion be amended:

“That that the Edmonton Public School Board advocate to the province of Alberta to:

1. infuse **both business and personal** financial literacy into new curriculum development, in an age-appropriate way at all grade levels,
2. ensure that consumer rights education is incorporated; and
3. implement pilot projects or support locally developed courses on these topics.”

The Board Chair called the vote on the amendment.

**(UNANIMOUSLY CARRIED)**

The Board Chair called the vote on the motion as amended.

**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

5. Teaching Practices Relative to Assessment and Evaluation of Student Learning and Growth  
(Response to Request for Information #206)

Information was provided regarding teaching practices relative to assessment and evaluation of student learning and growth.

6. Traffic Pressures on Terwillegar Drive  
(Response to Request for Information #211)

Information was provided regarding traffic pressures on Terwillegar Drive.

7. Bereavement – Mr. Tai Duong

The Vice-Chair reported on the passing of Mr. Tai Duong.

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

Trustee Adams reported that she had the honour of attending two community building events in Ward I. She shared that the Ekota School Fun Day event was well attended by families of the students and that in talking with parents, there was a positive sense about their children's experience at Ekota School.

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Trustee Adams shared that Taste of Satoo was a very successful event, with an increased participation from parents bringing their native cuisine representing a large variety of the student population. She said this event represents the creative work being done in District schools to embrace and celebrate diversity.

Trustee Adams commented on the "buddy" work taking place between elementary and junior high schools such as Dan Knott Junior High School which offers an opportunity to students during their flex day to "buddy" with the neighboring elementary school, Satoo, to read with the Kindergarten students.

Trustee Adams reported that she and Trustee Ip attended the Edmonton Prayer breakfast in honour of the Mayor, Civic Officials and First Responders, which is a non-political, ecumenical event to honour, support and pray for civic leaders.

Trustee Adams advised that on May 12, 2017, J. Percy Page High School will be holding a career day field trip where over 1250 students will have an opportunity to go across the city to visit their choice of 31 different local companies, institutions and organizations and explore future career opportunities. She stated that this is a wonderful example of the District's Career Pathways initiative.

Trustee Draper shared that it was an honour to attend Delwood School's 50th anniversary. She said it was a wonderful celebration with many past students and staff and a special visit by the very first principal, Mike Strembitsky.

Trustee Draper stated that she was a judge at the J.D. Bracco Grade 9 Pre-Advanced Placement Event and that there were excellent displays and presentations made by the students.

Trustee Draper reported that on April 28, 2017, she brought greetings to the Mental Health Literacy Student Leadership Day at Harry Ainlay High School. Trustees Janz, Ip and Stirling were also present.

Trustee Draper reported that along with several of her colleagues, she attended two fundraising breakfasts: Terra Centre for Pregnant and Parenting Teens and Ready for Life in support of the Edmonton Public Schools Foundation.

Trustee Draper attended the M.E. LaZerte Interact Club hosted by the Rotary Club of Edmonton Northeast and shared that it was a wonderful coming together of community leaders.

Trustee Draper reported that on May 7, 2017, she attended a community BBQ at McKay Avenue School, Edmonton Public Schools Archives and Museum, to raise awareness of the Dick Mather Park and raise funds for a playground.

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Trustee Martin reported that on April 28, 2017, he attended the Lost Prizes conference at amiskwacyi School.

Trustee Stirling reported on the following events:

April 28, 2017, the Highest Level of Achievement Test (HLAT) markings with eight small McNally catchment elementary schools was an excellent opportunity to get a look at how catchment-level collaboration supports teachers by allowing them to learn and share their expertise on assessment and evaluation while also fostering conversations about interventions to support student success.

April 28, 2017, along with her colleagues, she was pleased to attend part of the Mental Health Literacy Student Leadership Conference and see the great work that the Student Senate members are doing to support student mental health in the District.

May 3, 2017, she and the Board Chair Michelle Draper co-hosted a table for the Terra Centre Promising Futures breakfast. Trustee Stirling thanked Trustees Cheryl Johner and Nathan Ip for joining them along with MLA Heather Sweet and guests from the community.

May 4, 2017, along with Trustee Nathan Ip, she attended the Archives and Museum fundraiser hosted by Gateway Rotary club and shared that funds were raised for McKay Avenue building preservation and the Mozambique School project. Trustee Stirling thanked the Gateway Rotary club for their support of the historic archives building which is an important piece of history for the District and province of Alberta.

May 5, 2017, Trustee Stirling was pleased to bring greetings on behalf of the Board at the 29th Annual Bids for Kids silent auction and evening fundraiser which was hosted by the Public School Administrators Association. She reported that the event raised \$11,341 to support summer camps and other programs through the Boys and Girls Clubs Big Brothers Big Sisters.

Trustee Johner reported that she attended the Alberta School Councils' Association (ASCA) annual conference. She explained that this provincial organization is the parents voice in public education in the province and that more than 300 parents attended the conference. She stated that 12 advocacy statements were presented at the Annual General Meeting (AGM) and that all received majority support from ASCA voting delegate parent council members. She explained that the advocacy statements are directives for action or belief statements that inform the provincial advocacy work of the ASCA Board and its membership that represent the collective parent voice.

Trustee Johner reported that she and Trustee Ip attended the Rule the Runway student fashion show which raised \$21,050 for the Edmonton Public School Foundation. Along with Trustees Draper, Ip and Janz, she attended the foundation Ready for Life breakfast which raised \$58,000

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for the Edmonton Public School Foundation. Trustee Johner thanked staff, students and performers for hosting the successful events.

Trustee Johner reported that on May 2, 2017, the Elizabeth Finch School hosted The Poetry Café annual event. She explained the event is a grade six celebration of poetry where students read poems in a very fun atmosphere. Also in attendance were Lieutenant Governor Lois E. Mitchell and poet, Alice Major.

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

Trustee Gibson requested that Administration provide information on the possibility for any efficiencies and savings from taking a shared approach to curriculum implementation. Specifically, he requested the following:

- how we are building District readiness and capacity to support new provincial curriculum implementation,
- recommendations for efficient and effective use of District and provincial funds to support the implementation of new curriculum, and
- possible efficiencies and effectiveness that could be gained from collaborating with other school districts.

#### **K. Notices of Motion**

Trustee Johner served notice of motion that Edmonton Public School Board join the Public School Boards' Association of Alberta.

**L. Next Board Meeting Date: Tuesday, May 23, 2017, at 2:00 p.m.**

**M. Adjournment (5:30 p.m.)**

**The Board Chair adjourned the meeting.**

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Michelle Draper, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** May 23, 2017

**TO:** Board of Trustees

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

**SUBJECT:** 2017-2018 Non-Resident Fees and 2018-2019 International Student Program Fees

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE**

**STAFF:** Krista Brandon, Mandi Freudenreich , Jennifer Price

**REFERENCE:** N/A

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## ISSUE

Non-Resident fees are set annually by the Board of Trustees for the purpose of recovering educational programming costs for students who are either not eligible to receive provincial funding or where another district has received the provincial funding allocation and is requesting Edmonton Public Schools to provide the educational programming for their resident students.

## BACKGROUND

### Non-Alberta Resident and Special Needs Non-Resident Fees

The District charges a fee for students who are residents of Canada where the parent does not reside in Alberta. As per provincial funding guidelines, Edmonton Public Schools does not receive per student grants for those ineligible students. Therefore, a fee is required to cover the costs of educational programming. For the 2016-2017 school year, there are three Non-Alberta resident students registered with Edmonton Public Schools.

The District also enters into education service agreements (sponsorships) with other jurisdictions to provide instructional programming for special needs students in Levels 5 through 8. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional costs may be added to cover costs such as additional educational assistant time. In the current year, Edmonton Public Schools provides programming for 29 directed special needs students, 14 of these students are attending the Alberta School for the Deaf.

### International Student Program Fees

The District has a 22-year history of offering full-time academic programming to international students from many different countries through the International Student Program. This school year, 48 District schools served 590 international students from 33 different countries. The program generated revenues of approximately \$6 million, 67 per cent of which went directly to schools in support of teacher retention and education programs.

International student fees are charged because the District cannot claim education grants for international students. Several factors are considered in determining the international student tuition fees, including the cost of senior high programs with English Language Learning (ELL) instruction and support services, District operational costs including staff salaries and expenses associated with

operating and managing the program, and the current market conditions for similar programs of this nature in Alberta and across Canada.

## RELATED FACTS

- The Alberta Education funding manual outlines the process for the funding of students with special needs who are directed by the resident school jurisdictions to another school jurisdiction.
- All related funding for special needs students is provided by Alberta Education to the resident school jurisdiction and payment for the student's program is the responsibility of the resident school jurisdiction.
- International student fees continue to be allocated in a manner that maximizes revenues to schools but, at the same time, ensures sufficient financial resources to administer the program.

## RECOMMENDATION

1. **That the proposed 2017-2018 Non-Alberta Residents and Special Needs Non-Residents fees, be approved (Attachment I).**
2. **That the proposed 2018-2019 International Student Tuition fee of \$12,000 and the International Student Application fee of \$250 be approved (Attachment I).**

## CONSIDERATIONS and ANALYSIS

Non-resident fees and special needs fees are reviewed annually based on the costs of programming and in context with changes in provincial grant rates.

Non-Alberta Resident fees are based on the base instructional funding plus an overhead charge. As there has been no change in provincial base instruction funding for 2017-2018, it is proposed that the Non-Alberta Resident fees remain unchanged.

Special needs non-resident fees are proposed to remain unchanged at the 2016-2017 rates, which is consistent with no change in the 2017-2018 provincial base grant rates. School resource allocations such as student allocation rates and support staff unit costs are also unchanged for 2017-2018.

International student tuition and application fees are revised each year and brought forward for the consideration of the Board of Trustees. The administration is recommending that the current international student fee of \$12,000 and the current international student application fee of \$250 be maintained.

## NEXT STEPS

Once approved, the rates will be communicated to district staff through Need to Know News.

## ATTACHMENTS and APPENDICES

ATTACHMENT I      2017-2018 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees  
                                 2018-2019 Proposed International Student Tuition and Application Fees

TB:ja

**EDMONTON PUBLIC SCHOOLS**  
**2017-2018 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees**  
**2018-2019 Proposed International Student Tuition and Application Fees**

<i>Description</i>	<i>2017-2018 Proposed Fees</i>	<i>2016-2017 Approved Fees</i>	<i>Variance \$</i>	<i>Variance %</i>
<b>NON-ALBERTA RESIDENT FEE</b>				
<i>Non-ELL Fee</i>	\$7,230	\$7,230	\$0	0%
<i>ELL Fee</i>	\$8,408	\$8,408	\$0	0%
<b>SPECIAL NEEDS NON-RESIDENT FEE</b>				
<b>Level 5</b> <i>Communication, ELL Foreign Born Refugee, Gifted &amp; Talented Extensions, Learning Disability, Literacy, Mild Cognitive Disability, Moderate Emotional/Behavioral, Hearing, Multiple, Visual Disability, Non-verbal Learning Disability, Strategies</i>	\$13,395	\$13,395	\$0	0%
<b>Level 6</b> <i>Moderate Cognitive, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	\$14,947	\$14,947	\$0	0%
<b>Level 7</b> <i>Blindness, Deafness, ECS Severe Special Needs (PUF), Severe Cognitive, Emotional/Behavioral, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	\$25,960	\$25,960	\$0	0%
<b>Level 8</b> <i>Blindness, Deafness, Severe Cognitive, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	\$36,333	\$36,333	\$0	0%
	<b>2018-2019 Proposed Fees</b>	<b>2017-2018 Approved Fees</b>		
<b>INTERNATIONAL STUDENT PROGRAM FEE</b>	\$12,000	\$12,000	\$0	0%
<b>INTERNATIONAL STUDENT APPLICATION FEE</b>	\$250	\$250	\$0	0%

**DATE:** May 23, 2017

**TO:** Board of Trustees

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

**SUBJECT:** Rundle School Outside In Summer Program Review

**ORIGINATOR:** Nancy Petersen, Acting Executive Director

**RESOURCE STAFF:** Sanaa El-Hassany, Lisa Farlow, Lynn Schlacht

**REFERENCE:** [June 23, 2015 Board Report, Summer Programming Opportunities for Socially Vulnerable Students](#)

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#### **ISSUE**

Abbott, R. J. Scott and Rundle Schools worked with community partners to provide a summer program at Rundle School in July 2016. The program was intended to explore how summer programming may serve to mitigate the risk of a summer learning gap for students from socially complex circumstances.

#### **BACKGROUND**

In June 2015, administration provided the Board with a report overviewing recent research and existing practice in the Edmonton area around summer programs that were targeted for socially vulnerable communities and intended to mitigate the risk of summer learning gap. This original report highlighted the following:

- the issue of summer learning gap and ways it can be mitigated for students of all backgrounds and social/economic circumstances
- ways school boards can contribute to the mitigation of this gap
- research identified programming components of a summer program that will mitigate the summer learning gap
- current summer programs in the Edmonton area available to families in socially vulnerable circumstances; many of the programs are hosted in District schools and facilitated by some of the District's key partners

The Board subsequently committed funding to a summer pilot to further explore the role the District can play towards reducing the summer learning gap. Rundle School was identified to host this program for students from Abbott, R. J. Scott and Rundle Schools. The District worked in partnership with the following community partners to develop and offer the program: Boys and Girls, Big Brothers Big Sisters, The Edmonton Public Library, E4C, The Family Centre, Frontier College and the Sarah McLachlan School of Music. District leaders and the group of partners worked together to plan the program. Our community partners took lead in the delivery of the program, with the District providing evaluation support. The program was branded Outside In, and the attached report is a summary of the evaluation of this program in its first year of operation. Included in the evaluation are recommended next steps to build upon the successes from July 2016.

**CURRENT SITUATION**

The Outside In report provides an overview of the program's implementation. The evaluation of Outside In was structured against the critical programming components identified by the summer learning gap research:

- Programming that runs daily for several hours a day.
- Programming that includes recreation, the arts, enrichment and leadership experiences.
- Programming that has a daily literacy component to it.
- Programming that reflects trained, qualified adult instructors.
- Programming that is well planned and organized.
- Programming that has a nutrition component.
- Programming that engages with families.

Learnings from 2016 will inform the summer program offered in July 2017. Plans are currently under way for this year's Outside In, again to be hosted at Rundle School and developed in partnership with several community partners.

**KEY POINTS**

- The District worked with community partners to offer a summer program for the students of Abbott, R.J. Scott and Rundle schools in July 2016.
- The program, branded Outside In, was evaluated; this evaluation report is Attachment I.
- Lessons learned from 2016's Outside In will inform this year's summer programming.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Summer Camp Evaluation: An evaluation of Outside In summer camp 2016

NP:ja

# SUMMER CAMP EVALUATION

An evaluation of Outside In summer  
camp, 2016

December 2016

## Introduction

Outside In was a summer learning opportunity that ran at Rundle School in July 2016, in partnership with many community groups.

The purpose of the camp was to address the summer learning gap through daily literacy activities and a camp-like atmosphere with physical activities, crafts, and music. The camp ran for three weeks in July from 10 a.m. to 2 p.m from Monday to Thursday. It was attended by students who go to Rundle School, Abbott School, and R.J. Scott School during the regular school year. Twenty-four campers attended with regularity, split into two groups: one group of students who just finished Kindergarten to Grade 2, and another who just finished Grade 3 to 6.

This report will evaluate the successes of this camp.

## Background

An [Information Report to the Board of Trustees on June 23, 2015](#) summarized research about summer programming supports for vulnerable students. It highlighted research on the summer learning gap: on average, students lose the equivalent of one month of learning over the summer, while students from socially vulnerable backgrounds experience an even greater loss than their middle class peers.

The report explained that research provides direction for school boards to consider the following actions in terms of the role they can have in reducing the impact of the summer learning gap:

- provide summer learning programming opportunities;
- partner with community groups who can offer summer programming for children and youth; and
- provide community groups with access to school and playground space to host summer programming.

Outside In is an implementation of these recommendations.

The research also identified the following as key components of quality summer programming that will reduce the impact of the summer learning gap:

- programming that runs daily for several hours a day;
- programming that includes recreation, the arts, enrichment and leadership experiences, particularly new and engaging experiences;
- programming that has a daily literacy component to it;
- programming that reflects trained, qualified adult instructors;
- programming that is well planned and organized;
- programming that has a nutrition component; and
- programming that engages with families.

## Evaluation Methods

Camp evaluation methods included observation, surveys, and reading-level tests.

Camper reading-level test: Campers' reading levels were assessed by their classroom teachers using Fountas & Pinnell in June and again in September to measure summer changes. A control group of non-campers was also tested for comparison.

Observation: Lisa Farlow, Research Consultant for this project, attended approximately two-thirds of the camp days. Observations were made of the behaviour and feelings of campers, staff, and parents. The Research Consultant also witnessed the execution of the daily camp schedule.

Camper post-camp survey: All campers were invited to respond to a survey during the last week of the camp. Surveys were administered one-on-one with a mix of yes/no and open-ended questions. The purpose of the survey was to capture positive experiences (or lack thereof) beyond improvement in literacy skills. Seventeen campers participated in the survey.

Staff post-camp survey: All staff involved in the camp were invited to provide feedback after the camp. Respondents were able to answer anonymously and six responses were received.

Parent post-camp survey: Parents were invited to participate in a survey to provide further feedback on the social and emotional impacts of camp attendance. This survey was administered at the closing barbeque carnival, and took most parents less than three minutes to complete. Parents were given the option to complete the survey privately with a written response, or they could provide their responses orally. Ten parents responded, in total representing 16 campers.

Parent autumn survey: During late September and early October, parents were invited to provide additional feedback on how they felt their children were adjusting to school, socially and academically, and whether they believed camp attendance had a lasting impact on their child's interest in reading. Five parents responded.

## Evaluation of Summer Programming Components

This section evaluates how successfully Outside In attained each component as recommended by the research. Success levels will be, from highest to lowest:

- attained completely
- attained partially
- very limited attainment
- did not attain

### Partnership with community groups

The program ran in partnership with Boys & Girls Club Big Brothers Big Sisters of Edmonton (BGCBigs), The Family Centre, E4C (including ArtStart and Young Chefs), Edmonton Public Library (EPL), Frontier College, and the Sarah McLachlan School of Music.

Component evaluation: attained completely

### Programming that runs daily for several hours a day

The camp ran for three weeks from 10 a.m. to 2 p.m. on Monday to Thursday. Camp was not able to run on Fridays due to custodian scheduling.

- Some parents voiced appreciation for the later start to the day, commenting that it took the stress out of mornings and felt different from a regular day of school. Others liked the early finish time that allowed for other summertime activities like sports or spending time with friends. Others wished the day could have been a bit longer, for ease of arranging child care and pickup/drop-off.

- Two parents noted the confusion that the Monday to Thursday schedule caused, as many assumed the camp ran from Monday to Friday.
- Some research suggests six to seven weeks with longer days may be more ideal for summer programming. Some parents suggested the camp run for a longer duration and several campers, on the last day of the camp, expressed a desire to be able to return again the following week.

Component evaluation: attained partially

### Programming that includes recreation, the arts, enrichment and leadership experiences, particularly new and engaging experiences

There was near-daily physical activity, much of it outside, with either unstructured playground time or structured activities such as capture-the-flag or tournament-style mini-soccer. Campers were also able to try activities that were new to most campers, such as yoga, Zumba, Chinese dancing, Taekwondo, and various crafts. E4C provided campers with a healthy morning snack and lunch. The Sarah McLachlan School of Music ran programming twice a week and allowed campers to play a variety of instruments, sing songs, and learn about musical notes.

When asked during the survey, all but two of the campers were able to remember trying something new while at camp including some crafts, some foods, and some activities like Taekwondo or Chinese dancing. When describing a paper rocket craft, one camper said, “It was fun because it worked and I didn’t think it would!”

When asked whether they tried anything challenging at camp, about half of the participants remembered an experience with ukulele/guitar being mentioned often. One camper said “It felt good because they didn’t treat you like little kids and only make you do easy things.”

One survey question asked campers whether they could recall a time during camp that somebody noticed they were doing something well. About four-fifths of the participants did recall an incident in which it was noticed that they were doing something well. Examples such as the following are particularly notable: “being a good big brother”, “apologizing to a friend about [something that happened on the playground]”, “helping [another student] in the lunchroom”, “being able to read chapter books”, “not spilling my water”, and several compliments about playing instruments.

The staff survey elicited other examples of students engaging with the programming. One shared an example of campers making balloon animals, and how she observed the campers who found success easily turn to help their peers enthusiastically and without staff prompting. Another staff member talked about a shy camper eventually accepting an invitation to join in a dance circle, and who was later seen dancing with a big smile on her face.

Importantly, the camper survey responses provided evidence indicating that most campers otherwise would not have had access to these kinds of experiences. When asked in the exit survey what their summer plans entailed once camp finished, most campers said they didn’t know. A few had specific plans including other camps, playing outdoors with family members, or riding bikes with their friends, but most respondents indicated that they didn’t have any set plans beyond sleeping in or playing video games. Parents confirmed that, for most, there were no alternative plans to attending Outside In. When asked about the merits of camp, one participant answered, “It’s better than staying home and playing video games.” Another said, “[At camp] they’re just happier. They’re not staying home saying ‘I’m bored.’”

Component evaluation: attained completely

### Programming that has a daily literacy component to it

Literacy skills were infused in many camp activities such as recipe reading in Young Chefs, rhymes and song writing with the School of Music, and games such as Pictionary with extra points for spelling. A daily literacy component was also planned in the camp schedule during which time campers were allowed to read silently, read with a buddy, or play games that involve reading such as *Apples to Apples* or a children's version of the game Taboo. However, the literacy component did not run every day due to 'on-the-fly' schedule changes. Scheduled literacy time was cancelled for approximately one-third to one-half of the camp days.

Component evaluation: attained partially

### Programming that is well planned and organized

Though the camp had a schedule for each of its 12 days, the schedule was often abandoned due to the staff deciding that different activities would be more appropriate for campers' energy levels or moods. While the staff's flexibility and attention to campers' needs was commendable, some staff felt frustrated that they were unable to run all their planned activities.

In the staff feedback survey, four of six respondents remarked that camp was "less organized" or "less structured" than they anticipated.

One staff member said they would have liked to be more involved in planning, but didn't receive enough information beforehand to be able to plan an activity. Another commented on how multiple changes in the weekly themes resulted in re-planning of their organization's activities twice.

Component evaluation: attained partially

### Programming that reflects trained, qualified adult instructors

The primary staff members who were involved in running this program were:

- One Program Facilitator from BGCBiggs who was present nearly every day.
- One Frontier College literacy coach (the only staff member with an education degree) who was present every day.
- Three success coaches: one who was present every day, two who were, on average, each present twice weekly.

Other staff involved in the camp but ran only their own programming, and weren't available to help with other camp tasks were:

- Two to three EPL staff members who were present every morning
- Three to four School of Music staff members who were present twice weekly
- Two Artstart staff members who were present several times each week
- One Young Chefs staff member who was present once each week

Other adults involved in helping run this program were:

- One Family Centre Roots & Wings worker who was present twice weekly
- Two trained therapists who were each present once weekly
- Two volunteers who were present one to two afternoons each week
- One researcher from Edmonton Public Schools who was present two to three days each week

Due to the nature of different staff members' scheduling, some days had more staff present at the camp than others. Some mornings had as many as 12 staff while several afternoons had only three or four staff members. On one afternoon there were only two staff members present.

In the staff feedback survey, some staff recommended that going forward, it would be helpful to:

- Have a more consistent staff complement throughout the week, rather than having several adults dropping in throughout the week. They felt it was difficult for the campers to build relationships with staff other than the handful of those who attended regularly.
- Have more staff, particularly because so many campers benefited from one-on-one time.
- Host pre-camp training to establish and communicate the camp norms of behaviour. Staff reported often mistakenly permitting a particular behaviour that other staff had prohibited, or vice versa.
- Clarify leadership roles. One staff member said, "It was often unclear who was the lead staff member or who could be looked to for help during the class."

Research on summer programming indicates that having more trained teachers on staff helps improve the academic achievements at camp as well.

Component evaluation: very limited attainment

#### Programming that has a nutrition component

Campers were provided with a healthy morning snack and lunch each day. Morning snacks included items such as yogurt, cereal, fruit, and cheese strings. Lunches included cold cut sandwiches, mini pizzas, and pepperoni sticks with veggies. There were occasional after-camp snacks such as dried fruit or popsicles. The older group of campers had two Young Chefs sessions with E4C in which they cooked from a recipe and served lunch to the younger campers. At one session they cooked tacos and at another they cooked mini pizzas. On the last day of camp each week, families were permitted to take home the extra food.

Component evaluation: attained completely

#### Programming that engages with families

Parents, grandparents, and siblings were invited to attend a concert and lunchtime barbeque on the final day of camp, which was well attended. During morning drop-off and afternoon pick-up, younger siblings and parents stayed and connected with camp staff and in some cases, siblings read books from the Frontier College book collection, played instruments from the Sarah McLachlan School of Music, or ate a snack. Through these connections, camp staff became aware of campers' personal situations and were able to connect with the family around the child's well-being.

Though much of the family engagement came about naturally, in the future there is room to be more deliberate in hosting activities and encouraging more parent and sibling participation, for example, by inviting parents into the lounge and offering coffee and snacks.

Component evaluation: attained partially

# Evaluation of Outcomes

## Campers' overall experience

The campers truly seemed to enjoy coming to camp each day and participating in the activities. Campers agreed with survey statements about whether they liked to go to camp (100 per cent of campers who responded to the survey agreed), felt safe at camp (100 per cent), felt like other campers were friendly (100 per cent), understood the rules at camp (94 per cent), felt like camp staff cared about them (94 per cent), felt that they had somebody to talk to when upset at camp (94 per cent), and would like to come back to camp next year (94 per cent).

Parents also reported that their children were enthusiastic about attending camp each morning. One parent of a particularly shy camper noted that their child hurried her parents in the mornings to arrive at camp as early as possible. Many parents noted that their child enthusiastically shared details of their camp day in the evening by recounting stories they had read, singing songs they had learned, and explaining the activities they participated in. One parent summarized the experience by saying that their child was "thrilled to attend the camp and felt good and mentally boosted at the end of each camp day."

## Reading-level changes

The average summer reading-level growth of campers and the control group was not statistically different, as measured by Fountas & Pinnell. This is likely due to the facts that camp was only 12 four-hour days long, with the specific literacy activities being cancelled on many of these days.

## Reading interests and other lasting impact

A final survey was distributed in late September to parents of campers to gauge the lasting impact of camp attendance on their child.

All of the parents who responded to the survey reported that their child(ren) still, as of early October, talk about their time at camp. One parent even mentioned that their child has been asking to play an instrument because they enjoyed learning the ukulele so much. When asked whether they have noticed any changes in their child's attitude towards academic aspects of school, four said they had noticed a positive change and one saw no changes. Changes include higher confidence, more willingness to read, and a larger vocabulary. When asked whether they have noticed any changes in their child's attitude towards social aspects of school, all five respondents remarked on positive changes, such as a child who now plays with children from other grades, a child who has made their first friend, a child who continues to play with their camp friends, and a child who has improved social skills in general. Four of the five parents who responded reported bringing books home at the end of camp, and of these, all remembered either observing their child reading these books or requesting to have these books read to them.

While it is important to remember that only about one-quarter of parents responded, the responses gathered by this survey show the lasting positive impact camp had on the participants.

## Summary Statement

As this evaluation discusses, there is ample evidence to show that the campers enjoyed their time at camp, gained social skills, and tried new or challenging activities. Though there is no statistically significant evidence to show that camp attendance directly impacted post-summer reading scores, the stories shared by parents show that campers gained experience fundamental to the development of literacy skills such as a positive attitude towards school, a willingness to read, and increased vocabulary.

In future years, this evaluation points to the following primary recommendations:

- camp staff should collaborate to set norms and clarify leadership roles;
- camp staff should include more trained educators; and
- camp should run for a longer period of time.

**DATE:** May 23, 2017

**TO:** Board of Trustees

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

**SUBJECT:** Allocation of Funding for Students Who Self-Identify as First Nations, Métis or Inuit (Trustee Request for Information #207)

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** Sanaa El Hassany, Nancy Petersen, Melissa Purcell

**REFERENCE:** February 28, 2017 Board meeting (Trustee Stirling)

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**ISSUE**

The following information was requested:

*First Nations, Métis, and Inuit parents have expressed concerns as to how funds are allocated when students self-identify as First Nations, Métis, or Inuit and how those funds are used to support their children. Trustee Stirling requested that the Administration provide information as to how funds designated specifically for FNMI students are used to support programs and initiatives that benefit those students in their schools.*

**BACKGROUND**

The District receives targeted funds from the Alberta Education to support the educational programming of our self-identified First Nations, Métis and Inuit students.

**CURRENT SITUATION**

For the 2016–2017 operational year the District received \$9,507,267 in targeted funding. These funds are shared between central and schools, with \$1,668,732 supporting the operations of the District’s First Nations, Métis and Inuit Education unit and the remainder of the funds going directly to schools. The funds to schools are allocated across District schools based on the normalized number of self-identified First Nations, Métis and Inuit students enrolled at schools on the September 30<sup>th</sup> count date.

School principals work with their community to best determine how to use these funds in support of their self-identified First Nations, Métis and Inuit students’ educational success. The attached summary provides an overview of how these funds are used both in District schools and by the First Nations, Métis and Inuit Education unit.

**KEY POINTS**

- The District receives targeted funding in support of programming for self-identified First Nations, Métis and Inuit students.
- This allocation funds the work of the District’s First Nations, Métis and Inuit Education unit, while the majority of the funds (approximately 83 per cent) go directly to schools to support their work with their self-identified First Nations, Métis and Inuit students.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Overview of Use of First Nations, Métis and Inuit Allocated Funds

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### Overview of Use of First Nations, Métis and Inuit Allocated Funds

School principals are responsible for determining the best use of their allocation in consultation with their community. District schools identify supports required based on the needs of students, families and District staff within their respective community. The identified supports, resources, and programming use of these targeted funds varies from school to school. Examples of how schools may use these funds in support of their First Nations, Métis and Inuit students include:

- Purchasing of culturally responsive resources and literature to support literacy and numeracy programming, including classroom and school literature collections.
- Hiring of staff, such as First Nations, Métis, and Inuit Liaisons or Success Coaches, to provide mentoring or transition support and to work with families.
- Increasing staff First Nations, Métis, and Inuit foundational knowledge and awareness through professional learning opportunities.
- Providing culturally responsive learning experiences infused into the curriculum; supported by inviting First Nations, Métis, and Inuit Elders, Knowledge Keepers and Cultural Advisors to share cultural teachings, and perspectives relevant to the delivery of specific curriculum outcomes.
- Hosting First Nations, Métis, and Inuit Family Nights to encourage and support positive relationships with students, parents/guardians, community and school staff.
- Offering culturally responsive learning experiences such as an artist and/or author in residence program, ongoing fiddle program, National Aboriginal Day/Aboriginal History Month event/s.

The District's First Nations, Métis and Inuit Education unit works with schools to strategically support their efforts to improve student achievement for their First Nations, Métis and Inuit students. This work is often an enhancement or extension to work being done by the school through the use of their targeted First Nations, Métis and Inuit allocation. The unit's supports and services to schools include:

- Helping schools develop their First Nations, Métis and Inuit school plan documents including supporting schools in the identification of:
  - goals and key educational performance indicators
  - the identification of targeted supports for students, families, and school staff
- Supporting schools with identified supports, resources, and programming based on the needs of students, families and District staff to increase First Nations, Métis, and Inuit student success and achievement.
- Collaborating with school staff to examine and identify elements that factor into positive change for First Nations, Métis, and Inuit students and increase opportunities to share across schools, catchments and central decision units.
- Developing, implementing and gathering culturally responsive resources in collaboration with First Nations, Métis, and Inuit Elders, Knowledge Keepers and Cultural Advisors, including community partners and across central decision units.
- Facilitating professional learning opportunities for school staff to support literacy, numeracy and subject-specific curricular outcomes, including strategies to increase student, family and community engagement and transitions.
- Collaborating with community organizations and First Nations, Métis, and Inuit Elders, Knowledge Keepers and Cultural Advisors to increase mentorship and supports available to students, families and District staff.
- Hosting District-wide opportunities for First Nations, Métis, and Inuit students to engage in culturally responsive experiences to increase student success and achievement through:
  - summer transition programs
  - health and well-being opportunities, such as the junior high art workshop, elementary health week and cultural engagement sessions
  - honouring celebration of high school completion.

District schools are continuing to work towards increasing First Nations, Métis, and Inuit education and student success and achievement through strategic planning and reflecting on impacts of growth.