



Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, October 21, 2014  
2:00 p.m.

Board Meeting #3


# AGENDA

**BOARD OF  
TRUSTEES**

**Sarah Hoffman**  
Board Chair

**Michael Janz**  
Board Vice-Chair

**Sherry Adams**  
**Orville Chubb**  
**Michelle Draper**  
**Ken Gibson**  
**Nathan Ip**  
**Cheryl Johner**  
**Ray Martin**

- 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 #2 – September 16, 2014
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, October 20, 2014 to speak under this item.)*
- H. Reports:
  - 2. Report #3 of the Caucus Committee (From the Meeting Held October 7, 2014)  
(Recommendation)
  - 3. Funds for 2015-2016 Professional Improvement Program  
(Recommendation)
  - 4. Update on the Process to Support the Election of a Student Trustee  
(Information)
  - 5. Student Transportation Average Ride Times  
(Information – Response to Request for Information #052)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, October 20, 2014 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

## **MINUTE BOOK**

### **Board Meeting #2**

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, September 16, 2014 at 2:00 p.m.

#### **Present:**

##### **Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Sarah Hoffman  
Nathan Ip

Michael Janz  
Cheryl Johner  
Ray Martin

##### **Officials**

Jim Davies  
David Fraser  
Ron MacNeil

Mary Michailides  
Kathy Muhlethaler

Darrel Robertson  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

#### **Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President  
CUPE Local 3550 – Carol Chapman, President

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

**MOVED BY Trustee Janz:**

**“That the agenda for the September 16, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

## **MINUTE BOOK**

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

The Board Chair advised that, on September 6, 2014, she represented the Board at the Daughters Day 2014 event held at City Hall. Trustee Ip was in attendance as well. She presented Ms Joan Cowling with one of the Daughters Day awards in recognition of her contributions to education. Ms Cowling is a former Edmonton Public School Board Trustee, former Board Chair, and a former President of the Canadian School Boards Association.

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

The Superintendent advised that, in the coming days, district Grades 2 to 9 teachers will administer the Math Intervention Programming Instrument (MIPI). The instrument is a way to help teachers assess where each student is in terms of their math knowledge and skills learned during the last school year. Teachers will review the test results and create interventions for students who are struggling with critical learning outcomes in math. The instrument, which will be piloted this year, was co-created by district teachers and principals.

### **F. Minutes**

1. Organizational Board Meeting – September 2, 2014

**MOVED BY Trustee Adams:**

**“That the minutes of the Organizational Board Meeting held September 2, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

### **H. Reports**

2. Report #2 of the Caucus Committee (From the Meeting Held September 2, 2014)

**MOVED BY Trustee Janz:**

**“1. That Report #2 of the Caucus Committee from the meeting held September 2, 2014 be received and considered.” (UNANIMOUSLY CARRIED)**

## MINUTE BOOK

**MOVED BY Trustee Janz:**

- “2. That the Board of Trustees’ approval of the formal sale of Wellington School land and building for \$4,755,000 to the City of Edmonton be confirmed.”**

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

3. Motion re Transportation

**MOVED BY Trustee Ip:**

- “1. That the Edmonton Public School Board ask the Province to restore the approximately \$1.5 million dollar shortfall that resulted from the recalculation of the urban transportation grant.**
- 2. That the Board work with the Province to secure additional funding for transportation to help alleviate student growth pressures until much needed school space is available.”**

**MOVED BY Trustee Chubb:**

**“That Recommendation 1 be amended to read: *That the Edmonton Public School Board ask the Province to restore the approximately \$1.5 million dollar ~~shortfall~~ difference that resulted from the recalculation of the urban transportation grant.*”**

**The Board Chair called the question on the Amendment.**

**The Amendment was UNANIMOUSLY CARRIED.**

**MOVED BY Trustee Gibson:**

**“That Recommendation 2 be amended to read: *That the Board work with the Province to secure additional funding for transportation to help alleviate student growth pressures ~~until much needed school space is available.~~*”**

**The Board Chair called the question on the Amendment.**

**The Amendment was UNANIMOUSLY CARRIED.**

**MINUTE BOOK**

**The Board Chair called the question on Recommendation 1 as Amended.**

**The Motion was UNANIMOUSLY CARRIED.**

**The Board Chair called the question on Recommendation 2 as Amended.**

**IN FAVOUR: Trustees Adams, Draper, Gibson, Hoffman, Ip, Janz, Johner and Martin**

**OPPOSED: Trustee Chubb**

**The Motion was CARRIED.**

There was a short break at this point.

4. **Greater Lawton Area – School Closures**

**MOVED BY Trustee Janz:**

- “1. That the Board approve a motion to close Lawton School effective on the date of the opening of the replacement school on the Rundle School site.**
- 2. That the Board approve a motion to close R.J. Scott School effective on the date of the opening of the replacement school on the Rundle School site.**
- 3. That the Board approve a motion to close Rundle School effective on the date of the opening of the replacement school on the Rundle School site.”**

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

## **MINUTE BOOK**

5. Board Policy CO.BP – Fiscal Oversight and Accountability

**MOVED BY Trustee Draper:**

- “1. That new draft Board Policy CO.BP – Fiscal Oversight and Accountability be considered for the second time.**
- 2. That new draft CO.BP – Fiscal Oversight and Accountability be considered for the third time and approved.**
- 3. That, Board Policy CO.BP – Fiscal Oversight and Accountability having been approved, the following board policies be rescinded:**
  - a. Current Board Policy CO.BP – Fiscal Oversight and Management**
  - b. Board Policy CT.BP – Appointment of Principal Banker**
  - c. Board Policy CVE.BP – Auditor**
  - d. Board Policy CW.BP – Purchasing**
  - e. Board Policy HNB.BP – Instructional Fees**
  - f. Board Policy IAC.BP – Funding and Endorsement Requests from External Organizations**
  - g. Board Policy IH.BP – Public Gifts”**

**The Board Chair called the question on Recommendation 1.**

**The Motion was UNANIMOUSLY CARRIED.**

**The Board Chair called the question on Recommendation 2.**

**The Motion was UNANIMOUSLY CARRIED.**

**The Board Chair called the question on Recommendation 3.**

**The Motion was UNANIMOUSLY CARRIED.**

## MINUTE BOOK

### 6. 2013-2014 Board Self-Evaluation

Trustee Chubb, Chair of the 2013-2014 Board and Superintendent Evaluation Committee, read the following statement with respect to the 2013-2014 Board self-evaluation:

*On behalf of the Board and Superintendent Evaluation Committee, I wish to report that the Board of Trustees has completed its annual self-evaluation for the 2013-2014 school year.*

*Annually reflecting on the Board's performance is important in our ongoing efforts to provide strong leadership for the District with an ultimate goal of supporting the success of the students and families we serve. Research shows that when boards engage in ongoing evaluation processes that are both formative and summative in nature, they demonstrate commitment to quality, excellence and continuous learning.*

*As part of a quality public institution that is committed to both excellence and continuous improvement, the Board asks individual Trustees to evaluate the Board once per year. From June 9, 2014 to July 7, 2014, Trustees took the opportunity to complete a comprehensive on-line, summative Board self-evaluation survey. We evaluated ourselves on 112 indicators in eleven key areas. The results allowed the Board as a whole, to determine what it is doing well and what require additional focus.*

*The areas covered were:*

1.	<i>Mission, Vision and Priorities</i>	<i>3.38 out of 4</i>
2.	<i>Results Orientated</i>	<i>2.77 out of 4</i>
3.	<i>Alignment of Resources</i>	<i>2.77 out of 4</i>
4.	<i>Budget</i>	<i>3.00 out of 4</i>
5.	<i>Climate and Culture</i>	<i>3.02 out of 4</i>
6.	<i>Board and Superintendent Relationship</i>	<i>3.61 out of 4</i>
7.	<i>Board Relationship and Conduct</i>	<i>3.17 out of 4</i>
8.	<i>Community Relations</i>	<i>3.24 out of 4</i>
9.	<i>Policy and Governance</i>	<i>3.22 out of 4</i>
10.	<i>Committee and Representative Work</i>	<i>3.17 out of 4</i>
11.	<i>Decision Making</i>	<i>3.46 out of 4</i>

## **MINUTE BOOK**

*Some of the specific highlights from the survey are:*

*The Board felt the development of the Vision, Mission, Priorities and Values was a very comprehensive, evidence-based and inclusive process that has, and will continue to support strategic planning, policy development and decision making throughout the term of the Board.*

*We have an excellent working relationship among ourselves and the Superintendent leading to an open, honest and transparent communication environment, which supports a culture of trust and alignment of actions.*

*Trustees believe that evidence-based decision making and results reporting is a key to supporting and achieving the District Mission, Vision and Priorities.*

*The District needs to do a better job of providing parents and community members with easy-to-understand information.*

*Distributing funds equitably continues to be a concern for the Board, yet we are optimistic that our approval for the establishment of the Equity Fund will address some of the needs.*

*Concerns also continue to persist around adequate, predictable, sustainable funding.*

*Trustees have a great sense of urgency for new schools in areas where we cannot accommodate the growth in new neighborhoods.*

*In conclusion, the Board has been honored to guide the work of Edmonton Public Schools in this first year of our term and we feel a great sense of pride in our accomplishments and optimism for the challenges ahead.*

*The Board recognizes that this is a team effort and wishes to thank the students, staff, parents and community. We remain committed to engaging students, staff, parents and the community by providing ongoing opportunities for input and feedback into our decision making process.*

### **7. 2013-2014 Superintendent's Evaluation**

Trustee Chubb, Chair of the 2013-2014 Board and Superintendent Evaluation Committee, provided information with respect to the 2013-2014 Superintendent's evaluation.

## **MINUTE BOOK**

### **8. Bereavements**

Vice-Chair Janz reported on the passing of Mrs. Theresa Allen, Mrs. Bonnie Kyle and Mrs. Linda Ross.

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

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, advised that the edMUDton Urban Adventure 5-Kilometre Mud Run fundraiser would take place Saturday, September 20, 2014 with \$5 of every entry going to the Foundation. A 3-kilometre MuttMudder obstacle course challenge is also available for those who wish to participate with their dogs. She also advised that the Foundation will be hosting information sessions in October and November.

Trustee Gibson, Chair of the 2013-2014 District Priorities and Governance Committee, thanked Trustees Draper and Martin for their excellence contributions. The 2014-2015 District Priorities and Governance Committee, comprised of himself and Trustees Adams and Johner, had their first meeting earlier in the day and he was selected as the Committee Chair for the coming year. He noted there was discussion at the meeting regarding the roles and responsibilities of the Student Trustee and Board mentorship of the student – the Committee anticipates bringing forward more detail on this initiative to Board in November for consideration.

Trustee Draper advised that, on Sunday, September 14, 2014, she brought greetings on behalf of the Board at the Edmonton Chinese Community Mid-Autumn Lantern Festival that took place at City Hall. She noted Trustee Ip is a member of the Lantern Festival Committee.

Trustee Hoffman advised that she is working with the other Metro Board Chairs to arrange a Metro Boards' meeting prior to the ASBA Fall General Meeting which will take place November 16 to 18, 2014.

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, advised that Executive Director David Anderson is retiring. The Board of Directors met last week to discuss the search and recruiting process for a new Executive Director. The strategic planning process was also discussed at the meeting and there will be upcoming professional development sessions, likely through the various zones, to discuss this and ways individual school boards and Zones can provide input for the ASBA strategic plan. In conjunction with this, work is underway to develop an ASBA advocacy plan focussed on specific long-term priorities. School board input will be sought with respect to this. The goal is to have the advocacy plan in place by April 2015.

## **MINUTE BOOK**

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

Trustee Janz requested information be provided on the efficacy of two North Vancouver School District programs: "Firm Foundations" and "Reading 44". Was there a pilot project with Edmonton Public Schools? What were the results and what are potential next steps?

Trustee Hoffman requested the following information be provided with respect to the *Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools – September 2014* published by the Alberta Teachers' Association:

- What recommendations in the report have already been implemented in the District?
- What recommendations in the report do we believe would support us in offering a successful inclusive educational environment for all students?
- What would be the potential resource implications of the recommendations?

Trustee Hoffman requested that information be provided on the current minimum, maximum and average ride times for:

- Regular yellow bus services
- Alternative program yellow bus service
- Special needs yellow bus service

### **L. Notices of Motion – None.**

### **M. Next Board Meeting Date: Tuesday, October 7, 2014 at 2:00 p.m.**

The meeting recessed at 4:25 p.m. and reconvened at 5:00 p.m.

All Trustees were present.

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

The Board heard from Mr. Michael Tachynski regarding an appeal of the Board of Reference decision with respect to Mr. Lynden Dorval.

**MINUTE BOOK**

N. **Adjournment:** (5:05 p.m.)

**The Board Chair** adjourned the meeting.

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Sarah Hoffman, Board Chair

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

**DATE:** October 21, 2014

**TO:** Board of Trustees

**FROM:** Trustee Sarah Hoffman, Acting Caucus Committee Chair

**SUBJECT:** Report #3 of the Caucus Committee (From the Meeting Held October 7, 2014)

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [Trustees' Handbook – Caucus Committee](#) Section 5.4  
[School Act](#) Section 61

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**RECOMMENDATION**

- 1. That Report #3 of the Caucus Committee from the meeting held October 7, 2014 be received and considered.**
- 2. That the appointment of Trustee Michelle Draper to serve as the Board's representative on the Mayor's Task Force to Eliminate Poverty in Edmonton Education Working Group be confirmed.**
- 3. That the approval of the following Infrastructure Committee key activities be confirmed:**
  - a) Infrastructure Committee members will be participants at a key stakeholder forum exploring alternate school funding and construction opportunities. The forum is being planned and hosted by the District's Planning Department and will be held in early winter. Participants in the forum will include Administration and elected officials representing provincial and municipal governments and Edmonton Public Schools, as well as interested community developers and builders. As more details around the forum are finalized, the Committee will keep Trustees informed, including an invitation to participate for those who wish to attend.**
  - b) Infrastructure Committee members will work, in collaboration with Planning Department staff, on the development of a Board of Trustees' advocacy plan to support the District's Infrastructure Strategy. The key themes of the advocacy plan will be focused around:**
    - new school construction**
    - aging infrastructure**
    - challenges in mature neighborhoods**
    - sustainable, predictable capital funding for school Districts**

**The intention is to ensure Edmonton Public's infrastructure needs and strategic direction are clearly communicated in a manner that results in the District receiving equitable support when initiatives are funded by the Province.**

- c) **Infrastructure Committee members will review the City of Edmonton's Infill Road Map document and discuss potential implications for mature neighbourhoods. The Committee's findings from this review will be reported back to the Board.**
- d) **Infrastructure Committee members will actively engage in conversations that explore new ways of funding and constructing schools. Any potential opportunities that arise from these exploratory conversations will be brought forward to the Board for discussion and support.**
- e) **An Infrastructure Committee member will explore the concept of a neighbourhood association fee with key developer stakeholders. The results of this exploration will be brought back to the Infrastructure Committee for review and further consideration.**

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**DATE:** October 21, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Funds for 2015-2016 Professional Improvement Program

**ORIGINATOR:** David Fraser, Executive Director, Corporate Services

**RESOURCE STAFF:** Angela Anderson, Renée Thomson, Bonnie Zack

**REFERENCE:** *Teachers' Collective Agreement – September 1, 2012 – August 31, 2016, Clause 23*  
*Teachers' Collective Agreement – September 1, 2012 – August 31, 2016, Letter of Understanding – Pilot Project on Staff Development Fund*

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#### ISSUE

It has been a long-standing practice in the District to bring to the Board of Trustees at a public board meeting in the fall, a request for an allocation of funds from the subsequent year's budget for the purpose of granting Professional Improvement Program leaves and/or tuition support to teachers as per Clause 23 of the Teachers' Collective Agreement.

#### RECOMMENDATION

**That an allocation of \$1,000,000 from the 2015-2016 operating budget for the purpose of granting professional improvement leaves and/or tuition support for the 2015-2016 school year be approved.**

#### BACKGROUND

For many years, Edmonton Public Schools has recognized the importance of supporting teachers in accessing professional development opportunities. As early as 1946, the District granted leaves with pay to teachers participating in a limited number of professional learning activities. In 1952, access to professional development was expanded and a fixed allowance in lieu of salary was introduced for teachers on a leave for study purposes. In 1971, the fixed annual allowance was replaced with one based upon years of experience. The current practice of providing tuition support, in addition to paid professional improvement leaves, for teachers undertaking professional development through the Professional Improvement Program was introduced in 2003.

The District recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Clause 23 Professional Improvement Program is in direct support of Board Policy [GE.BP – Organization for Instruction](#), which states that “effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement.” The program is also in direct support of Goal Three of District Priority 2, which states that throughout their careers, all staff are to be “provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.”

**RELATED FACTS**

- The Professional Improvement Program is guided by Clause 23 of the Teachers' Collective Agreement.
- Clause 23.2 outlines the conditions under which leave for professional improvement may be granted for a school year or portion thereof, upon application, to a teacher.
- Clause 23.6 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 23.7 states the maximum amount the District may allocate for the Professional Improvement Program as “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”. From 2003 to 2012, the maximum allocation amount has exceeded two million dollars; it has exceeded three million dollars since 2012-2013 (Attachment I).
- The approved allocation was \$1,200,000 from 2003 through 2008 and from 2010 through 2013. In the 2008-2009 and 2009-2010 school years, the allocation was increased to \$1,300,000 (Attachment I). For the 2014-2015 school year, the allocation was reduced to \$1,000,000.
- To address potential increases to leave allowance costs, anticipated increases in tuition fees in the next academic year, as well as fluctuations to the exchange rate which would impact tuition fees paid to international post-secondary institutions, it has been an administrative practice to maintain a holdback of 10 per cent of the allocation. The holdback percentage will be reviewed for 2015-2016.
- In order to operationally facilitate the Clause 23 Professional Improvement Program, it is necessary to begin the application, review and approval processes as outlined in Attachment II almost a year in advance of the period of support. The program relative to support available during the 2015-2016 school year is scheduled for announcement to district teachers at the end of October 2014. Applications will be accepted until January 9, 2015. Background information related to each applicant's eligibility for tuition and/or leave support will be compiled from January 12 – 30. Applications will be reviewed and assessed by a panel of district leadership staff from February 2 – 9 and the recommendations from the assessors will be compiled and forwarded to the Superintendent of Schools for consideration before February 18. By February 27, the completion of these processes will be signaled by the Superintendent's approval of the tuition and/or leave support for successful applicants, including details related to the distribution of the allocated funds.
- Access to and support for professional development has been a significant bargaining issue in negotiations with the Alberta Teachers' Association.

**CONSIDERATIONS & ANALYSIS**

The number of requests for tuition and leave support through this program has remained relatively consistent over the past several years while tuition and leave allowance costs continue to increase. With a reduced allocation of funds, the number of staff who could be supported through this program would continue to decrease (Attachment II).

Of the 70 requests received for support through the Clause 23 Professional Improvement Program, 47 teachers were granted what they requested and were eligible to receive. Of the 21 teachers granted partial support (tuition only), 11 received three-quarters of the amount requested, two received two-thirds, six received one-half, one received one-third and two received one-quarter of the support requested.

In addition to the support available through the Clause 23 Professional Improvement Program, tuition support for coursework related to core subject areas, second languages and selected priorities established by the District will continue to be available to district teachers through the Teacher Development Program.

The *Teachers' Collective Agreement – September 1, 2012 – August 31, 2016*, includes a Letter of Understanding entitled *Pilot Project on Staff Development Fund*. Through this pilot, the District has committed to providing \$500,000 annually in 2014-2015 and 2015-2016 to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association to administer and distribute funds in support of professional development activities or resources related to teachers' individual professional growth plans.

**NEXT STEPS**

Upon approval of this recommendation, the attached timeline related to communication and processing of applications will be followed (Attachment III). The holdback percentage will be reviewed and revised as required based on known tuition fee increases and with consideration to the potential impact of exchange rates on international tuition fees.

**ATTACHMENTS & APPENDICES**

- ATTACHMENT I Professional Improvement Program History
- ATTACHMENT II Comparison by Year of Successful Teacher Certificated Applicants
- ATTACHMENT III 2015-2016 Professional Improvement Program Timeline

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**PROFESSIONAL IMPROVEMENT PROGRAM HISTORY**

<b>YEAR</b>	<b>FUND MAXIMUM AS PER CLAUSE 23.7</b>	<b>APPROVED BUDGET</b>	<b>% OF MAXIMUM</b>	<b>APPROVED TOTAL LEAVE FTE</b>	<b>ACTUAL \$ GRANTED FOR LEAVES</b>	<b>ACTUAL \$ GRANTED FOR TUITION</b>	<b>TOTAL ACTUAL \$ GRANTED FOR LEAVES &amp; TUITION</b>
2005-2006	2,232,456	1,200,000	54%	18.35	1,036,637	105,341	1,141,978
2006-2007	2,307,846	1,200,000	52%	15.76	934,471	169,269	1,103,740
2007-2008	2,342,776	1,200,000	51%	15.46	938,042	150,920	1,088,962
2008-2009	2,392,026	1,300,000	54%	11.67	763,271	274,958	1,038,229
2009-2010	2,504,746	1,300,000	52%	6.54	382,159	349,969	732,128
2010-2011	2,774,936	1,200,000	43%	12.19	756,640	306,366	1,063,006
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442

**COMPARISON BY YEAR OF SUCCESSFUL  
TEACHER CERTIFICATED APPLICANTS**

<b>YEAR</b>	<b>TOTAL NUMBER OF APPLICANTS</b>	<b>NUMBER SUCCESSFUL</b>
2005-2006	61	40
2006-2007	67	51
2007-2008	68	45
2008-2009	53	50
2009-2010	64	64
2010-2011	60	58
2011-2012	87	84
2012-2013	71	70
2013-2014	87 <sup>1</sup>	76 <sup>2</sup>
2014-2015	75 <sup>3</sup>	73 <sup>4</sup>

<sup>1</sup>82 through the Clause 23 Professional Improvement Program and 5 Exempt staff

<sup>2</sup>73 through the Clause 23 Professional Improvement Program and 3 Exempt staff

<sup>3</sup>75 through the Clause 23 Professional Improvement Program and 5 Exempt staff

<sup>4</sup>73 through the Clause 23 Professional Improvement Program and 5 Exempt Staff

**2015-2016 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE**

<b>Activity</b>	<b>Date</b>
Need To Know News item and application information package available to staff online	October 31, 2014
Information meetings for interested staff (4:15-6:00 p.m. Conference Centre, Centre for Education)	November 25 December 1
Obtain data to compute maximums as per Clause 23.5 of Teachers' contract	November 28
Due date for applications	January 9, 2015
Processing of applications <ul style="list-style-type: none"> <li>• Check for completeness</li> <li>• Acknowledgement letter</li> <li>• Compile background – previous paid leaves, degrees, grid placement, years of service, summary of request, projected costs</li> <li>• Prepared for review by principal committee</li> </ul>	January 12 – 30
Facilitate review by committee of principals <ul style="list-style-type: none"> <li>• Prepare packages for review</li> <li>• Conduct mini practice workshop</li> </ul>	January 12 - 30 Week of February 2 (due back February 9)
Compile background information with input from principal assessments	February 9 – 13
Prepare recommendation to the Superintendent	February 18
Approval of Leaves by the Superintendent	February 27
Communication of Approvals <ul style="list-style-type: none"> <li>• Phone calls from Staff Development to principals or supervisors of teachers</li> <li>• Phone calls by assistant superintendents to principal applicants</li> <li>• TM to Board</li> <li>• Staff Update distributed through Need to Know News Letters to all applicants including contracts for those successful</li> </ul>	March 2 - 6 March 2 - 6 March 11 March 13 March 13

**DATE:** October 21, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Update on the Process to Support the Election of a Student Trustee

**ORIGINATOR:** Mark Liguori, Assistant Superintendent of Schools

**RESOURCE STAFF:** Jeremy Fritsche, George Heidt, Dave Jones, Shelley Kofluk and Nancy Petersen

**REFERENCE:** [June 10, 2014 Board Report - Student Representative](#)  
[September 10, 2013 Board Meeting – Motion re Student Trustee/Representative](#)

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#### ISSUE

This fall, the Edmonton Public Schools' Board of Trustees will be the first board in Alberta to have a student formally sitting as a member of their board.

This concept was approved at the September 10, 2013 board meeting and a draft implementation plan was approved at the June 10, 2014 board meeting (Attachment I).

This report provides an update of the work supporting the initiative.

#### BACKGROUND

The Administration has looked at other school districts in North America that have a Student Trustee, including Vancouver Public, Toronto Public, New Brunswick, Saskatchewan and Chicago Public, to inform the development of the District's model. There is a District committee supporting this work comprised of staff from both central and schools. This fall, the leadership of this initiative transitioned from Assistant Superintendent McNeil to Assistant Superintendent Liguori.

#### CURRENT SITUATION

The Student Trustee model being piloted by the District is made up of three key components:

1. **A Student Trustee:** Through a District-level election process, a student will be identified as the successful Student Trustee candidate. This student will sit, as a non-voting member, on the Board of Trustees for a one-year term. A comprehensive role and responsibilities statement is currently under development and will be brought forward for Board approval by the District Priorities and Governance Committee. Each high school is being asked to run a selection process that will result in a single candidate coming forward to participate in the District's election of a Student Trustee. The District criteria to support this process is outlined below.

2. **Student Advisory Council:** The Council will continue to serve in the 2014-2015 school year. The meeting times and purpose of the Council will evolve as the connection and interplay between the Student Advisory Council, the Student Trustee and the Board of Trustees is explored and established. Each high school selected their representatives last spring; these students will carry forward and serve for this year, unless circumstances require a school to select a new council member.
3. **District-wide Leadership/Governance Course:** To help build student interest, knowledge and awareness in the area of governance, the District will be offering a credit course for high school students that compliments and supports the Student Trustee initiative. To date, two teachers have been hired to support the delivery of the course (both assigned to the course as 1/7<sup>th</sup> of their overall teaching assignment). The course will have student participants from across the District, with each high school having the opportunity to have up to two student participants. The Student Trustee will also be a member of the course cohort and will bring educational issues and Board reports to the course as part of the curriculum supporting the concept of governance. The course is scheduled to begin in term two of the 2014-2015 school year and classes will be held on a series of Thursday evenings from 5:00 - 8:30 p.m. Harry Ainlay School is the recommended location for school-based sessions based on consideration to the ease of LRT access and diversity of the facility.

The course is being structured around, but not limited to, three key mechanisms of engagement: linking students to Boards at the municipal, provincial or community level; presentations or evenings with key community leaders (such as Mayor Iveson, Chris Morris, Georgette Reed, Sandra Woitas, Phil Boyte , etc.); and student-leadership projects.

**District Selection Process:** To ensure equity of opportunity, it is critical to have a consistent selection process for District schools to use in the identification of a Student Trustee candidate. A common process was developed with consideration to the following key components:

1. **Awareness:** The Student Trustee initiative will be advertised and promoted across the entire school population to create awareness and generate interest amongst all students.
2. **Consistency in Messaging:** Communications has developed tools for schools to use to ensure common and consistent messaging. These tools include posters for hallways (Attachment III) or SchoolZone and a morning message announcement script.
3. **District Nomination Criteria:** All students interested in the role of Student Trustee must meet the minimum criteria outlined in District's Student Trustee nomination form (Attachment II). Candidates must also submit a one-page biography highlighting their interests, accomplishments and future aspirations, as well as a recent 5x7 photo of themselves.
4. **Selection Panel:** All schools will establish a selection panel that will make the final selection of a single candidate from the group of students who submit a completed nomination package.

5. **Common Oral Answer Questions:** The student who is successfully elected to be the Student Trustee will need to be comfortable speaking in a variety of settings, including public board meetings and media opportunities. Part of the selection process needs to address the student's comfort in public speaking. All interested candidates will need to verbally answer the following two questions:
- What would you hope to accomplish in your term as Student Trustee should you be the successful candidate?
  - Why is student voice an important aspect of the decision making process of the Board of Trustees?

**Key Dates:**

- **Friday, October 24, 2014:** Nomination deadline. All schools need to submit the name and completed nomination package of their Student Trustee candidate to Nancy Petersen, Governance and Strategic Support Services by 4:30 p.m. on October 24, 2014.
- **Monday, November 3, 2014:** Student Advisory Council and Trustee candidate orientation. This is an afternoon session when the members of the Student Advisory Council and all Student Trustee candidates come together at the Centre for Education for a half day of governance and campaign orientation in preparation for the November 20, 2014 District election.
- **Thursday, November 20, 2014:** Election Day. This is a full-day event at the Centre for Education for all members of the Student Advisory Council and the Student Trustee candidates. They will participate in a series of activities where the candidates are able to provide their voice and vision for the role of a Student Trustee. It will culminate in an election process where all participants vote and a single student emerges as the successful candidate in the role of Student Trustee for the 2014-2015 school year.
- **Tuesday, November 25, 2014 Board Meeting:** There will be a public introduction of the 2014-2015 Student Trustee. All members of the Student Advisory Council and all Student Trustee candidates are invited to attend the public board meeting. At this time the Student Trustee will be announced by the Board Chair, followed by a celebration in the Atrium with Trustees and District staff.

**KEY POINTS**

- A draft role and responsibilities statement will be brought forward for approval by the District Priorities and Governance Committee at the November 4, 2014 Caucus Committee meeting.
- The committee supporting this initiative will finalize planning and processes to support the events of November 3<sup>rd</sup>, 20<sup>th</sup> and 25<sup>th</sup>.
- Communications and Governance and Strategic Support Services are working on the plan to onboard the Student Trustee. This plan will reflect the involvement of the Trustee mentor.
- The first Student Trustee to sit as an active, non-voting member of a school board will be announced and introduced as a member of the Edmonton Public School Board on Tuesday, November 25, 2014 at the board meeting.
- This initiative is a one-year pilot and a summary report will be brought forward in spring of 2015 to enable the Board to provide ongoing direction around the role of Student Trustee.

**ATTACHMENTS & APPENDICES**

- ATTACHMENT I - June 10, 2014 Board Report - Student Representative
- ATTACHMENT II - District Student Trustee Nomination Form
- ATTACHMENT III - Sample Poster Supporting the Student Trustee Opportunity

NP:mmf



**DATE:** June 10, 2014  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Student Representative  
**ORIGINATOR:** Ron McNeil, Assistant Superintendent of Schools  
**RESOURCE STAFF:** Jeremy Fritsche, Janet Hancock, Dave Jones, Ron MacNeil, Darwin Martin, Nancy Petersen, Jean Stiles, Sandra Stoddard  
**REFERENCE:** [Board Motion - September 10, 2013 Board Meeting](#)

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### ISSUE

The following motion was approved by the Board of Trustees on September 10, 2013: *That the elected position of Student Representative be further outlined with the active engagement and participation of District students, and be piloted by the Edmonton Public School Board (EPSB) for the 2014-2015 school year. The purpose is threefold: facilitating dialogue between the student body and the Board, increasing student engagement in Board policy and planning functions and educating students about democratic governance.*

The following motion was also approved by the Board of Trustees on October 23, 2012: *That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet School Trustees and the Superintendent, and possibly participate in other activities modelled after, or in conjunction with, the School at the Legislature Program and City Hall School.*

### RECOMMENDATION

- 1. That the following process to support the election and ongoing participation of a Student Representative to the Edmonton Public School Board, beginning in the 2014-2015 school year be approved.**
- 2. That the identified costs, associated to support this pilot, be funded out of the Board Initiative Fund for the 2014-2015 school year be approved.**

### BACKGROUND

The Board values student voice, feedback and participation and has found the Student Advisory Council (established in the 2012-2013 school year) an effective source of meaningful student input. The proposed Student Representative to the Board pilot intends to support the District's Vision, Mission, and Priorities and reflect the District's Cornerstone Values of accountability, collaboration, equity and integrity.

A group of school and central services staff have been working on a model for the election of a Student Representative in fall 2014 and for the subsequent support of the Student Representative over the one-year term.

In developing the model, the following background work has been done:

- Examined current models of Student Representative participation in British Columbia and Ontario.
- Reviewed for alignment and relevance the *School Act*, Board Policies, Administrative Regulations and the Trustees' Handbook.
- Consulted with Claire Edwards of the Student Voice Initiative around models of student representation in Canada.

#### RELATED FACTS

The model proposed meets the purpose outlined in both the October 2012 and September 2013 Board motions by providing a means for students in all district high schools to learn about and participate in democratic governance, gain a stronger understanding of the role of public education and voice their perspectives about educational issues. It also gives the Board and Administration direct access to student voice to inform decision-making.

The Administration recommends establishing a model that includes the following:

- **Trustee Mentor:** A Trustee mentor will be established to support the Student Representative. The Administration recommends that the Board identify a current Trustee to support and mentor the Student Representative in various aspects of their role throughout the one-year term. The role of Trustee mentor would be established with a Role and Responsibility Statement in the Trustees' Handbook.
- **Role and Responsibility of the Student Representative:** The Student Representative's success rests on a well-thought-out Role and Responsibility Statement that clearly addresses matters such as: attendance and student role in public board meetings, the non-voting status of this position, expectations around media interactions, how the Student Representative will engage with students from across the District and how the student reports items of interest or concerns will be brought forward to the Board. The role of Student Representative would be established with a Role and Responsibility Statement in the Trustees' Handbook.
- **The Student Advisory Council:** High school principals will appoint a group of students in June 2014 to act as the Student Advisory Council for the 2014-2015 school year. The Council will raise awareness about the election of a Student Representative, encourage student participation and democratically elect the Student Representative. The Council will meet with the Board twice per school year to offer student perspective. The Council will also help the Student Representative stay connected to the student population of district high schools.
- **Centre of Education Tour and Orientation:** Through the structure of the Student Advisory Council, the new high school District leadership course and the yearly process of electing a student Trustee, there will be a mechanism to provide District students with the opportunity for a tour and orientation of the Centre for Education. This model will be informed by the recent June 5<sup>th</sup> Student Advisory Council meeting process that saw participants toured through the Centre and participate in small group discussions with Trustees.
- **A District Leadership Course:** A group of high school principals are developing a course around school board governance and youth leadership that will be available to all district high school students starting in January 2015. The course cohort will be comprised of students from across the District, including the Student Representative and they will participate in a variety of learning and leadership experiences. The issues and reports that

will be brought to public board will serve as one source of course content. It is anticipated that this will assist the Student Representative in being prepared to participate at public board when these reports are being discussed.

- **The Role of District High Schools:** In the fall of 2014, each participating high school will run a nomination process and bring forward one candidate to run for the position of Student Representative. The Student Advisory Council will then elect the Student Representative from this group of candidates.
- **Administration Support:** There will be responsibilities for the Administration throughout the election process and during the Student Representative's one-year term to ensure the role is successful: Board and District orientation, communication skills training, media relations training and ongoing support, technology safety training, and continuous support in fulfilling the role and responsibility of a Student Representative. Ongoing responsibility for the overseeing and coordination of this support would logically rest within Governance and Strategic Support Services in collaboration with the Trustee mentor.
- **Evaluation Component:** The Administration will evaluate the effectiveness and success of the pilot after the first year. The evaluation will examine the election process, the role of the Student Representative and costs associated with this pilot. Trustees, students and staff will be invited to participate in the evaluation process. The results of the evaluation will be presented to the Board.
- **Honourary Scholarship:** Upon successfully fulfilling the duties of Student Representative, as defined by the Student Representative Role and Responsibility Statement, the Administration recommends that the student receive a \$2,000 scholarship from the Board to support a future learning opportunity of their choice. The scholarship would remain in trust until written confirmation of registration and acceptance at a learning opportunity is received from the student or forwarded to the Board's office.

#### OPTIONS

1. Approve the recommended model and budget to support this pilot as outlined in this report.
2. Approve the model and budget with amendments as noted.
3. Do not proceed with this pilot at this time.

#### CONSIDERATIONS & ANALYSIS

In considering the approval of this model to support the election of a Student Representative, there are human resource and financial implications that need to be considered. The majority of these implications will be ongoing in nature as the process to elect a Student Representative and provide ongoing support to the Student Representative occur on a yearly cycle. The anticipated financial implications include, but may not be limited to:

- Costs to support the fall election process would impact schools and central services departments (~\$4,000-\$6,000).
- Summer work to support the development of the District Leadership Course (~\$3,500 - \$3,900).
- Supply and set up district computer, i.e., laptop or tablet device (~\$850).
- Transportation to and from district meetings and functions throughout the Student Representative's term (~\$800 - \$1,200).
- Orientation, training and professional development as appropriate (~\$1,500).
- Future learning opportunity scholarship (\$2,000).

The human resource implications include, but may not be limited to:

- The District Priorities and Governance Committee to update the Trustees' Handbook to reflect the role of a Student Representative and the supporting processes to ensure the success of this role.
- Staff from Governance and Strategic Support Services to provide ongoing overarching coordination of the overall pilot, including communicating with the school leadership course teacher to ensure continuity and alignment between the Student Representative's work with the Board and the content and activities of the leadership course.
- Trustee Mentor to provide ongoing mentorship and support to the Student Representative throughout their term.
- Staff from schools and central services to support the yearly election process.
- Staff from Information Technology, Communications, and other central decisions units, as appropriate, to provide ongoing relevant support to ensure the success of the Student Representative role.
- Staff from central services to conduct the pilot evaluation.

In order to implement this pilot in a successful manner there will be pressure points on current staffing levels. Consideration will need to be given to how the lead decision unit, Governance and Strategic Support Services, can properly support this pilot throughout the phases of the election process, the on-boarding and orientation of the Student Representative and the overseeing of ongoing support.

#### **NEXT STEPS**

Upon approval of the model school and central services staff will:

- Finish developing the election process including supporting forms and communication tools.
- Complete the requirements to support the District Leadership Course.
- Work with the District Priorities and Governance Committee to finish writing the Role and Responsibility Statement for the role of Student Representative, the role of the Student Advisory Council, and the role of the Trustee Mentor, revise the Trustees' Handbook to reflect a Student Representative participant, outline the working relationship between the Board and the Student Advisory Council and develop an evaluation strategy for the pilot.
- Formalize the support plan for a Student Representative including orientation, training and ongoing support.
- Administration will bring an update around the progress and status of this initiative to a Caucus meeting in October 2014.

#### **ATTACHMENTS & APPENDICES**

N/A

NP:ja



### Student Trustee Nomination Form 2014-2015

Student's Name: \_\_\_\_\_

Edmonton Public High School for the 2014-2015 school year: \_\_\_\_\_

To be eligible to run for the position of Student Trustee on the Board of Trustees of Edmonton Public Schools you must agree to and/or meet the following criteria:

- Currently registered as a full-time Grade 11 or 12 student at Edmonton Public Schools.
- Demonstrate a commitment to a high standard of learning and citizenship evidenced by such things as:
  - school attendance;
  - academic achievement; and
  - behaviours and attitudes that contribute to a positive environment, both in the school and the broader community.
- Have the support of at least one teacher currently on staff and the principal of your school.
- Be willing and able to fulfill the role and responsibilities of the Edmonton Public School Board's Student Trustee position including, but not limited to, the following types of activities:
  - Attend and participate in all regularly scheduled public board meetings and provide a monthly update on behalf of the students of Edmonton Public Schools.
  - Attend official Board of Trustee (the Board) functions and events as appropriate and reasonable.
  - Act as a conduit of communication between the Board, the student body of Edmonton Public Schools, the Edmonton Public Schools' Student Advisory Council and the student cohort of the Edmonton Public Schools' Leadership and Governance course.
  - Provide a youth perspective and voice to student-related matters of education.
  - Promote youth leadership to the students of Edmonton Public Schools.
  - Participate in professional learning and orientation related to the role of Student Trustee.
  - Work with the Board of Trustees' Student Trustee mentor and district staff assigned to support the Student Trustee.
  - Adhere to Board policies, procedures and guidelines for the appropriate use of technology, confidentiality, and use of district funds.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature  
(if student is under 18 years of age as of September 1, 2014)

\_\_\_\_\_  
Teacher Supporter Signature

\_\_\_\_\_  
Principal Signature

With this form please also submit a one page bio of yourself including interests, accomplishments and future aspirations and a recent 5x7 photograph (last year's school picture would be appropriate).



# BE A STUDENT TRUSTEE!



The Edmonton Public Schools Board of Trustees is currently seeking a student representative for the 2014-2015 school year.

Be the VOICE OF STUDENTS!

\* This would be an AWESOME EXPERIENCE!

This is a unique opportunity for a student to:

- Represent student voice to the Board of Trustees
- Increase student involvement in Board policy
- Learn about democratic governance

SPEAK UP at public board meetings!

Oh yeah...AND A \$2000 BURSARY!!!

## To be eligible, you must be:

- a full-time Grade 11 or 12 student
- committed to a high standard of learning and citizenship
- willing and able to take on the responsibilities of Student Trustee

Check this out! COULD THIS BE YOU??

But first you've gotta GET NOMINATED... HERE'S HOW!

## To find out more, contact:

School contact info here.

**DATE:** October 21, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Student Transportation Average Ride Times (Response to Request for Information #052)

**ORIGINATOR:** David Fraser, Executive Director, Corporate Services

**RESOURCE STAFF:** Lorne Parker, Christopher Wright

**REFERENCE:** September 16, 2014 Board Meeting (Trustee Hoffman)

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**ISSUE**

Provide information on the current minimum, maximum and average ride times for:

- Regular yellow bus services
- Alternative program yellow bus service
- Special needs yellow bus service

**BACKGROUND**

Annually, Student Transportation assesses ride times in order to inform resource allocation and any revisions to route design that may be required. Ride times are considered in relation to a number of integral factors such as program distribution, planned urban development, school designations, traffic congestion, the distance a student is required to walk to a bus stop, provincial funding, fees charged to parents through the sale of bus passes, and the ride time design parameters for different program types.

The District's cornerstone values of equity and accountability provide the lens through which a review of ride times is conducted.

**CURRENT SITUATION**

In total, approximately 10,800 students currently access yellow bus services. This results in approximately 18,630 one-way ride times which are analyzed in order to produce the ride time summary.

Ride times are summarized in Attachment I. A distribution of ride times is captured in Attachment II.

**KEY POINTS**

Considerations related to ride time data:

- 66 per cent of all yellow bus ride times are 30 minutes or less.
- 3 per cent of all yellow bus ride times are currently over 60 minutes.
- Ride times for students, routed by contract carriers, is being prepared for submission to Student Transportation. Approximately 950 out of 10,800 yellow bus riders (8.8 per cent) are routed by carriers.

Additional context:

- Previous Edmonton Public Schools in-house ride time summaries indicated similar overall ride time averages (25 - 28 minutes), but did not include approximately 200 special needs curb service routes now designed by Student Transportation planners. Factors such as an increased rate of urban development, lack of new school construction, and the 2014 District Accommodation Plan have also been incorporated into the overall service design without major implications on average ride times.
- Average load significantly influences ride times. The Edmonton Public Schools average rider count remains similar to previous years at 35 on buses with 72 passenger capacity. Kindergarten noon average load is 10 riders. Special needs average load is 10 riders on buses that typically accommodate 18 - 24 riders.
- In order to ensure integrity in route design and increase overall accountability, GPS technology has been incorporated for all routes designed by Student Transportation planning staff. The initiative evolved as a result of close collaboration with District Technology.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I    Summary of Ride Times

ATTACHMENT II    Distribution of Ride Times

CW:em

Program Type	Avg. One-Way Ride (Minutes)	Minimum	Maximum	Comments
REGULAR (DESIGNATED SCHOOL)	16.4	1.0	85.0	**See Below
ALTERNATIVE PROGRAMS				
CHOICE	30.3	1.0	80.0	Single rider (1-way)
LANGUAGE	31.0	2.0	82.0	2 Riders
SPECIAL NEEDS	28.7	1.0	84.0	2 Riders - both out-of-zone
EARLY ED	33.1	1.0	83.0	4 Riders - all out-of-zone
CONDITIONAL RIDERS	30.2	2.0	80.0	
Totals		25.6		

Comments Regarding Regular Program Ride Times:

\*\*One additional bus will be incorporated into the November route changes in order to remedy a single school with ride times to the designated school in excess of 60 minutes. Following the November 19 change date, only six 1-way ride times will remain over 60 minutes - all accessing service from rural addresses (0.001% of ride times).

