




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, June 14, 2016
2:00 p.m.

Board Meeting #15

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Recognition of National Aboriginal Day
1. National Aboriginal Day
Note: 30 minutes is required for this item.
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
2. DRAFT – Board Meeting #14 – May 31, 2016
- H. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 13, 2016 to speak under this item.)
- I. Reports:
3. Report #7 of the Caucus Committee (From the Meeting Held May 31, 2016) (Information)
 4. Strategic Plan Update: Success for Every Student – First Nations, Métis and Inuit Students (Information)
Note: 1 hour is required for this item.
 5. Approval of the 2016-2017 Budget (Recommendation)
 6. Locally Developed Courses (Recommendation)
 7. Student Demographic Forecast – External Consultant (Information)
Note: 10 minutes is required for this item.
 8. Support for Teachers – Addressing Mental Health Needs of Students (Information – Response to Request for Information #157)

BOARD OF TRUSTEES

Michael Janz
Board Chair

Michelle Draper
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin
Bridget Stirling

AGENDA

- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

DATE: June 14, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: National Aboriginal Day

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

RESOURCE STAFF: Jennifer Allen, Melissa Purcell

REFERENCE: [HAA.BP Aboriginal Education](#)
[HAA.AR Aboriginal Education](#)
[PhotoVoice Project](#)

ISSUE

Recognition of National Aboriginal Day at Board.

BACKGROUND

In 1996, former Governor General Roméo A. Leblanc proclaimed June 21 to be marked each year in Canada as National Aboriginal Day. This date was selected to reflect Aboriginal Peoples' observance of the summer solstice, an important time for many within Aboriginal communities. The significance of the event acknowledges the rights of Aboriginal Peoples in Canada and celebrates the contributions and histories of the First Nation, Métis and Inuit in Canada.

Edmonton Public School board has honoured National Aboriginal Day for the past nine years at the public board meeting, which is closest to June 21. An informal meal is also provided for the Board of Trustees, the Administration and other staff. Each year a new teaching is introduced in collaboration with local Elders, Knowledge Keepers, Cultural Advisors and the First Nations, Métis and Inuit Education staff.

CURRENT SITUATION

This year's teaching focusses on the health and wellbeing of First Nations, Métis and Inuit students. This year students across the District engaged in *The PhotoVoice Project* which involved the use of photography and group dialogue as a means for marginalized individuals to deepen the understanding of their identity and the world around them. PhotoVoice equips individuals with cameras so they can create photographic evidence and symbolic representations to transfer knowledge, offer insight, teach others about their experiences and help others see the world through their eyes. Visual images and accompanying stories became tools for what the students want educators to know about their health and wellbeing. It is hoped that this project will help to improve conditions for students by inspiring change at the community and school level.

Students used PhotoVoice this year to showcase what they want educators, to know about their health and well-being. The images and ideas are those of the youth involved, what is important, concerning, and of interest to them. The visuals that were created captured their individual perspectives and their voices. It offered students an opportunity to tell their stories and have their voices heard.

The PhotoVoice Project involved First Nations, Métis, and Inuit high school students from Ross Sheppard, Eastglen, W. P. Wagner, M.E. LaZerte and Victoria School of the Arts, Edmonton Regional Learning Consortium (ERLC) and Idea Factory.

KEY POINTS

- Recognition of the District's continued support of First Nations, Métis and Inuit students and culture through education and collaborative partnerships is an important annual event.
- Culturally responsive resources are being developed by students to share perspectives on health and well-being for educators to use.

JA:cs

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 31, 2016 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Ray Martin
Bridget Stirling

Officials

Lisa Austin
Grace Cooke
Jim Davies
Ron MacNeil

Lorne Parker
Kent Pharis
Madonna Proulx
Heather Raymond

Darrel Robertson
Sandra Stoddard
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Carol Chapman, President and Gloria Lepine, Chief Steward

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

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

A. O Canada 

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

The Superintendent advised that all Trustees were present.

MINUTE BOOK**C. Approval of the Agenda**

MOVED BY Trustee Adams:

**“That the agenda for the May 31, 2016 board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair shared that Ms. Brandi Rai, newly elected executive of the Alberta School Councils’ Association (ASCA) was present and that Brandi is a parent from Garneau as well as Parkland County and that she will bring a very unique perspective to the ASCA.

The Board Chair advised that he and the Superintendent met with Mayor Iverson to discuss some of the pressures around growth challenges in the City and looks forward to working together as partners in revitalizing mature neighbourhoods. He shared that they also discussed the Municipal Government Act (MGA).

The Board Chair thanked the Edmonton Public Schools Foundation, the Jim Cuddy Trio, Trustee Martin and everyone at Riverbend High School for organizing a wonderful night of entertainment on Friday, May 27, 2016. The event was a very successful fundraiser in support of full day kindergarten programs.

The Board Chair welcomed Ms Grace Cooke, General Council to Edmonton Public Schools.

E. Communications from the Superintendent of Schools

The Superintendent acknowledged Ms Gail Brierley and Mr. Ron Thompson of the Superintendent’s Community of Practice in Education committee who were present for the meeting.

The Superintendent advised that on Wednesday, May 25, 2016 he was accompanied by Trustee Martin in attending the launch of the Edmonton Sarah McLachlan School of Music at Eastglen School.

The Superintendent shared that the School of Music was founded in the Vancouver area and has been serving socially vulnerable youth there for close to fifteen years. To help celebrate the launch of Edmonton’s program, students from the Vancouver school were flown out to perform as part of Wednesday’s event.

The Superintendent expressed his excitement about this partnership and the shared values between the two organizations. He explained that the School of Music is about more than just quality music programming – the School of Music’s mandate is to serve youth who come from socially vulnerable or complex circumstances and through music help these youth develop the skills, attitudes and confidence that will enable them to lead thriving and fulfilling lives.

MINUTE BOOK

This initiative is the result of a three way partnership between the District, The School of Music and Sun Life Financial whose generosity and social commitment in funding the start-up dollars for the Edmonton program.

The School of Music intends to develop long term roots here in the Edmonton area. The initial launch is starting out with programming at Eastglen and Rundle schools in the spring, support to summer programming at both these sites in July and intention to reach out to additional schools in the Eastglen catchment in September.

As the program grows and develops the Superintendent is looking forward to attending events in the future and in seeing the District's students shine through the opportunity of music and the efforts of caring and committed adults.

The Superintendent extended a special thank you to Mrs. Nancy Petersen, Director – Strategic Planning, for her hard work on the partnership with the Sarah McLachlan School of Music and for representing the District in such a first class manner as always.

F. Minutes

1. Board Meeting #13 – May 17, 2016

MOVED BY Trustee Draper:

**"That the minutes of Board Meeting #13 held May 17, 2016 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. 2015-2016 Superintendent of Schools' Evaluation Summary

Information was provided regarding the 2015-2016 Superintendent of Schools' evaluation.

3. Strategic Plan Update: Engaged and Effective Governance - Legacy Course

The Trustees received a presentation regarding the District's Legacy Course which highlighted the impact of youth engagement and demonstrated progress relative to the goal "Engaged and Effective Governance".

MINUTE BOOK

I. Other Committee, Board Representative and Trustee Reports

Trustee Adams shared that on May 27, 2016 the Way In Conference was held at J. Percy Page School where over eight hundred Grade 7 students from Edith Rogers, TD Baker, Kate Chegwin and Dan Knott schools gathered to talk about mental health issues and concerns. It was a very relevant and meaningful event providing resources on dealing with mental health issues such as healthy relationships, mentorship, addictions and asking for help and support. Trustee Adams advised that Ms Amanda Welliver was the key note speaker who delivered messages regarding overcoming obstacles and developing positive mental health attitudes.

Trustee Draper thanked and commended the staff and students of M.E. LaZerte School for doing an exceptional job of hosting the Board of Trustees at a meeting on May 24, 2016.

Trustee Chubb shared that Trustees Adams, Ip, Martin and himself along with Minister Eggen, Minister of Education, and representatives from BMO and numerous charities joined two hundred plus Grade 3 District students to celebrate the students' entrepreneurial spirit at the 2016 Entrepreneurial Adventure Showcase.

The students heard Minister Eggen speak on the benefits of hands-on learning as well as from a representative from BMO on how much members of the BMO team enjoyed working with the students and staff of all the schools. Trustee Chubb stated that not only did the students learn about business, they also raised over \$20,000 for various charities chosen by the students.

Trustee Chubb noted that while all schools did an excellent job with their projects the Northmount School students and teacher Melanie Thorson; Garneau School students and teachers Kaylee Borgstrom and Linda Jarman; Greenfield School students and teacher Jill Patrick received local awards for their efforts. Each award-winning school had \$100 donated to their charity of choice by BMO in their honour.

In addition, Elmwood School students and teacher Alyssa Mayer received a national award for raising \$1,522.22 for the Mustard Seed Society and other poverty related charities. As recognition of the Elmwood students' hard work, \$500 was donated to the Mustard Seed Society.

Trustee Chubb congratulated all students for their excellent work and thanked all the participating teachers and school administrators for making this a great learning experience. He also thanked BMO and The Learning Partnership for facilitating this great experience for the students.

Trustee Stirling congratulated the graduating students of WP Wagner and McNally and thanked those schools for inviting her to share in their celebrations.

MINUTE BOOK

Trustee Stirling thanked the organizers of the Edmonton Muslim Achievement Awards Night for a warm welcome to their celebration of student achievements on May 20, 2016.

Trustee Stirling shared that it was a pleasure to join with her colleagues in the celebration of the District's Excellence in Teaching Award semi-finalists and that she was especially proud to witness students from the debate club at A Blair McPherson, who served as Master of Ceremonies for the event.

Trustee Stirling thanked Mill Creek School for inviting her to join in their annual spring fiesta on May 28, 2016 and shared that the student performances were outstanding. She said that was great to see such broad participation from staff, current and former students and their families, and members of the Ritchie community.

Trustee Stirling advised that the Honourable Marlin Schmidt, Minister of Advanced Education, visited WP Wagner School on May 30, 2016 to make an announcement for the new chair of the Alberta Apprenticeship and Industry Training Board. Trustee Stirling shared that it was a great opportunity to showcase the good work that is being done in the District's schools and the importance of the Registered Apprenticeship program in relation to Career Pathways.

- J. **Trustee and Board Requests for Information** - None
- K. **Notices of Motion** - None
- L. **Next Board Meeting Date**: Tuesday, June 14, 2016 at 2:00 p.m.
- M. **Adjournment** (4:25 p.m.)

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

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

DATE: June 14, 2016

TO: Board of Trustees

FROM: Trustee Michelle Draper, Caucus Committee Chair

SUBJECT: Report #7 of the Caucus Committee (From the Meeting Held May 31, 2016)

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance, Strategic Services and Support for Schools, Corporate Secretary

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[Trustees' Handbook](#) – Section 6 – Board Committees
[School Act](#) - Section 61

ISSUE

The Board approved the following recommendations at the March 3, 2015, Board meeting: That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the May 31, 2016, Caucus Committee meeting:

Naming of New Schools 2017

1. *That nine names for new schools be approved and announced at the June 21, 2016, Board meeting.*

BACKGROUND – Recommendation 1

Criteria for naming schools are defined in Board Policy EA.BP - Infrastructure Planning Principles which states that, "preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large." The process to be used is described in Administrative Regulation EF.AR - Naming of Schools. Formal naming of a school will support the development of a unique identity for each school community.

Alberta School Boards Association (ASBA) Bylaws and Proposed 2016-2017 Budget

2. *That the Edmonton Public School Board amend Motion 1B/SGM2016 – ASBA Proposed Budget 2016-2017 as outlined in the ASBA Budget and Bylaws Bulletin 2016 proposing a 50% membership fee reduction with the balance subsidized from the 4,163,149 ASBA Reserves.*
3. *That the Edmonton Public Board support Motion 2A/SGM2016 Bylaw 1 – Definitions and Interpretation (regarding the definition of "Special General Meeting") as outlined in the ASBA Budget and Bylaws Bulletin 2016 .*

4. *That the Edmonton Public Board amend Motion 3A/SGM2016 Bylaw 2 – Entitlement of Full and Associate Members as outlined in the ASBA Budget and Bylaws Bulletin 2016 proposing that membership is voluntary and that an additional “Health Plan Membership” category be included providing members of ASBA access to the Alberta School Employee Benefit Plan (ASEBP).*
5. *That the Edmonton Public Board support Motion 4A/SGM2016 Bylaw 5 – Board of Director Members as outlined in the ASBA Budget and Bylaws Bulletin 2016.*
6. *That the Edmonton Public Board support Motion 5A/SGM2016 Bylaw 6 – Representation and Voting at Board of Directors Meetings and at Executive Committee Meetings (as outlined in the ASBA Budget and Bylaws Bulletin 2016.*
7. *That the Edmonton Public Board support Motion 6A/SGM2016 Bylaw 8 – Board of Directors Powers and Duties as outlined in the ASBA Budget and Bylaws Bulletin 2016.*
8. *That the Edmonton Public Board support Motion 7A/SGM2016 Bylaw 11 – Special General Meetings as outlined in the ASBA Budget and Bylaws Bulletin 2016.*
9. *That the Edmonton Public Board support Motion 8A/SGM2016 – Create a tier of membership as outlined in the ASBA Budget and Bylaws Bulletin 2016.*
10. *That the Edmonton Public Board support Motion 9A/SGM2016 Audio record of ASBA board meetings as outlined in the ASBA Budget and Bylaws Bulletin 2016.*

BACKGROUND – Recommendations 2 - 10

As members of the ASBA, the Board must determine its position on the ASBA’s proposed 2016-2017 budget and proposed bylaw amendments and vote at the ASBA Spring General Meeting (SGM) on June 6, 2016, in Red Deer.

The Edmonton Public School Board remains committed to assisting the ASBA to improve their service to members, transparency and accountability. On April 29, 2016, the ASBA Issues and Resolutions Committee met to review the ASBA’s Budget and Bylaws 2016 and prepared recommendations 2-10 for the Board.

SS: sj

DATE: June 14, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Success for Every Student—First Nations, Métis, and Inuit Students

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

RESOURCE STAFF: Jennifer Allen, Carolyn Baker, Tricia Giles-Wang, Darlene Kassian, Victoria Laidlaw, Bob Morter, Melissa Purcell

REFERENCE: [HAA.BP Aboriginal Education](#)
[HAA.AR Aboriginal Education](#)
[Truth and Reconciliation Commission of Canada: Calls to Action](#)

ISSUE

As part of Administration's commitment to providing the Board of Trustees with ongoing updates on work aligned with the District Strategic Plan, a presentation will be provided outlining the supports, services and planning in place to assist school communities in eliminating the achievement gap for First Nations, Métis, and Inuit students.

BACKGROUND

Edmonton Public Schools endeavours to improve the education experience for First Nations, Métis, and Inuit students throughout the District and is committed to eliminating the achievement gap. The District believes that First Nations, Métis, and Inuit student success is a collective responsibility and requires the efforts of all staff, students, parents, and stakeholders working together to build a holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories, and current realities. This is accomplished through the following:

- Collaborating with stakeholders to facilitate, implement and influence initiatives and programs that support First Nations, Métis, and Inuit student engagement and high school completion.
- Fostering and strengthening alliances with post-secondary institutions to support transitions, engage staff in accessing and using research to build capacity in First Nations, Métis, and Inuit education in a manner that informs instruction, assessment practices and promotes educational achievement of each First Nations, Métis, and Inuit student.
- Developing and fostering authentic learning opportunities for school communities to be engaged in First Nations, Métis, and Inuit education that weaves culture and curriculum.
- Supporting school communities throughout the District with cultural resources, professional learning opportunities, programming recommendations, responding to emergent requests for student support, transition support, recommendations regarding differential budget allocations, support and training for school based liaisons, and assistance and recommendations to support schools in the development of a First Nations, Métis, and Inuit strategic school plan.
- Collectively working to address recommendations outlined in the Truth and Reconciliation Commission (TRC) of Canada: Calls to Action.

As of April 30, 2016, there were 7,846 self-identifying First Nations, Métis, and Inuit students in the District (Attachment I). Twenty-five schools in the District have 24 per cent or more of their students which have self-identified. Sixty-nine schools have between 10 and 23 per cent of their student population self-identifying as First Nations, Métis, and Inuit and 113 schools have less than 10 per cent of their student population that has self-identified. Four schools have no students self-identifying as First Nations, Métis, and Inuit.

Each year our Grades 6 and 9 students write the [Provincial Achievement Test \(PAT\)](#). The 2014-2015 results from these tests provide the District with a snapshot of our students' progress towards achieving the desired student learning outcomes of a K-12 education. Our five year data trends (Attachment II) for our First Nations Métis and Inuit students reveal 52.1 per cent of Self-Identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 49.1 per cent in 2011) and 8.7 per cent achieved the standard of excellence (an increase from 6.9 per cent in 2011).

Additionally, in 2014–2015 five year trend data on diploma exams reveal that 75.8 per cent of Self-Identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 73.8 per cent in 2012) and 10.0 per cent achieved the standard of excellence (an increase from 7.1 per cent in 2012).

Literacy and numeracy are foundations of successful learning and living, and help students reach their full potential in school and experience a better quality of life in future years. These skills are also essential in the workplace. To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of situations that go beyond the foundational basics of reading, writing, and solving simple arithmetic problems. Attachment III highlights a breakdown of the five year trend data in these two subject areas and Attachment IV highlights the HLAT results over the past three years. Of particular concern are the Grade 9 PAT Mathematics results for both the District and the Province. This will be an area of focus moving forward.

Data also indicates that the District continues to trend positively in the area of high school completion for First Nations, Metis, and Inuit students. The three year completion rates increased from 30.3 per cent in 2011 to 38.4 per cent in 2014. The four year rates saw an increase of 2.4 per cent from 32.4 per cent in 2011 to 34.8 per cent in 2014. The five-year completion rate went from 36.8 per cent in 2011 to 40.2 per cent in 2014. Also showing positive direction is a decrease in the percentage of First Nations, Metis, and Inuit students dropping out from school early, with a 10.7 per cent drop out rate in 2011 down to 7.0 per cent in 2014. While these numbers are encouraging, they also present a sense of urgency and the District is committed to continuous improvement efforts in support of high school completion for our First Nations, Metis, and Inuit students.

Results from our District Feedback survey indicate that 68 per cent of our teachers feel they have the knowledge, skills and resources to program for our First Nations, Métis and Inuit students. To build capacity in this area, a lead teacher model has been incorporated. A teacher from each District school learns to embed culture throughout the school using curriculum as the vehicle. Lead teachers are also made aware of historical and contemporary realities and resources that will help them to develop a holistic environment in classrooms, schools, and the community. Teachers are provided with support and suggestions for facilitating professional learning back in their schools.

CURRENT SITUATION

The information outlined in this report highlights collaborative initiatives and efforts of school communities and District leadership staff in support of advancing the goal outlined in the First Nations,

Métis and Inuit Guiding Document: Students will succeed within a supportive and inclusive learning environment that is respectful and responsive to individual narratives where learning ultimately supports the well-being of self, family and community to become engaged thinkers, and ethical citizens with entrepreneurial spirits in an interconnected world.

To achieve the goal, the following core principles of Leadership, Quality Teaching, and Family, Community and Government Partnerships guide the work of each school community in supporting First Nations, Métis, and Inuit students. These core principles align with our shared beliefs and understandings to support First Nations, Métis, and Inuit students. Outlined below is a summary of District practices aligned with the District Strategic Plan, that have been implemented to support the elimination of the achievement gap between First Nations, Métis, and Inuit students and the rest of the student population.

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

Goal One: An Early Start to Learning

Outcome: More children enter Grade One reaching emotional, social intellectual and physical developmental milestones.

- Developed a First Nations, Métis, and Inuit Early Learning Edukit to support kindergarten readiness in literacy and numeracy in collaboration with educators and community members, such as Elders, Knowledge Keepers and Cultural Advisors.
- Supported and provided First Nations, Métis, and Inuit resources for Welcome to Kindergarten events at District schools.
- Developing an Early Years Guide for families that provides culturally responsive information, supports and resources available schools and community agencies throughout Edmonton that supports the early years.
- EYE-TA results for 2014-15 indicated that approximately 39 per cent of children entering Kindergarten were assessed as meeting all developmental milestones in the spring. A post assessment for the EYE-TA was conducted to determine the impact the targeted supports and services had on student growth. The post test results revealed that 64 percent of students leaving Kindergarten met all five developmental milestones which was an increase of 25 per cent.

Goal Two: Success for Every Student

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

- First Nations, Métis, and Inuit staff continue to develop and share literacy and numeracy resources and review resources for use on the First Nations, Métis, and Inuit website and District book reviews website. The unit is building an annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature and resources. They have provided access to First Nations, Métis, and Inuit Edukits (Edukits were duplicated this year to meet increased demand).
- Professional learning sessions were offered at catchments, schools, District Literacy and Numeracy Days and share strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports with curriculum.
- The First Nations, Métis, and Inuit staff worked with District staff and jurisdictions across the province to utilize online resources. Additionally, they collaborated with Frontier College (a national literacy organization, to provide Summer Literacy Camps for elementary and junior high students from two District schools). A new Métis Edukit, First Nations Early Learning Edukit, and amiskwaciy wâskahikan EduSite were also developed in collaboration with educators and community members,

including Elders, Knowledge Keepers and Cultural Advisers. Frontier College continues to provide tutoring support (a fee for service) in 18 District schools.

Goal Three: Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

- High school principals are regularly provided with data that shows the number of First Nations, Métis and Inuit students on track to graduate based on the number of credits earned. The data is used to encourage students to increase their credits through engagement in summer programs, special projects, and the Alberta Distance Learning Centre. There is still much work to be done, but some schools are making significant gains in the number of students that they are able to support to complete high school. As an example:
 - Three years ago, 47.6 per cent of First Nations, Metis, and Inuit students at M. E. LaZerte School graduated after three years of high school. This year 91 per cent are on track to graduate provided they complete their current courses.
 - Three years ago, 23.5 per cent of their First Nations, Metis, and Inuit students at Eastglen School graduated after three years of high school. This year 77 per cent are on track to graduate provided they complete their current courses.
 - Three years ago, 36.5 per cent of First Nations, Métis, and Inuit students at Jasper Place School graduated after three years of high school. This year 72 per cent are on track to graduate at provided they complete their current courses.
- The 9th Annual First Nations, Métis, and Inuit Honouring Celebration was held at J. Percy Page High School on Wednesday, June 8, 2016. It recognized the educational pathways of District First Nations, Métis, and Inuit graduates. Currently there are 472 students on target to graduate within three years, compared to 412 students last school year.
- Work continues with First Nations communities, Métis and Inuit organizations, post-secondary institutes, and the Career Pathways sub-councils to enhance mentorship opportunities. Programs include:
 - Post-secondary summer transition programs (i.e., Norquest First Nations, Métis, and Inuit Student Leadership Program, trades “bootcamps” and CALM 20: Career and Life Management—An Indigenous Experiential Journey).
 - Student Lunch and Learn sessions for First Nations, Métis, and Inuit students.
 - A First Nations, Métis, and Inuit Mentorship database (including key contacts from Edmonton and surrounding areas, who are available to support Lunch and Learn sessions for junior high and high school students).
 - Oskayak Police Academy which was held at amiskwacyi Academy for First Nations, Métis, and Inuit junior high and high school students. Policing practices, cultural protocols and crime prevention initiatives were shared throughout the two week summer program. Students were provided the option to receive Leadership credits. The program was held in partnership with the Edmonton Police Service, Bent Arrow Traditional Healing Society, Métis Child and Family Services, REACH Edmonton, Ben Calf Robe Society and Boyle Street Education Centre.
 - A dual credit course for Aboriginal Studies 30 was developed by amiskwacyi Academy and MacEwan University. It is a five year contract agreement in which MacEwan University provides a Professor to amiskwacyi Academy for a minimum of 39 teaching hours (MacEwan pays for professor costs). amiskwacyi Academy students receive MacEwan ID cards and are registered at MacEwan. Upon completion of the course, it is recorded as a three credit option course which is transferable to other Universities if they do not attend MacEwan University.

- The First Nations, Métis, and Inuit [Career Pathways Guide](#) was developed to provide supports, resources and information for high school students and families. The guide provides information related to
 - program planning
 - high school completion
 - upgrading opportunities
 - employment and training resources
 - information pertaining to post-secondary funding supports
- Currently there are nine high school liaisons that continue to support First Nations, Métis, and Inuit student success and achievement by increasing their sense of belonging through leadership opportunities, cultural inclusion and creating a gathering space for students.

Priority 2: Provide welcoming and high quality learning and working environments.

Goal One: A Focus on Well-being and Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

- In collaboration with the Centre for Global Education a virtual town hall was facilitated, and a joint position paper is currently being written on the future of education in light of the need to promote reconciliation. In the paper, 300 students from six districts across the province, including Edmonton Public Schools, will communicate their vision for an action plan encouraging their peers, schools and educational leaders in the province to promote ReconciliACTION in our schools. Once completed, the paper will be presented, on behalf of the youth of Alberta to educational leadership throughout the province including the Minister of Education.
- Three Edmonton Public Schools high schools hosted Traditional First Nations Games Days for elementary students. High school students learned how to build Traditional Games equipment and facilitate the games. Overall, 390 students attended from 17 elementary schools.
- As part of New Staff Orientation for the District the First Nations, Metis, and Inuit Education unit continues to facilitate a professional learning session entitled, Changing the Conversation (offered in collaboration with Diversity Education, Comprehensive School Health and English Language Learning). All staff new to the District learn about First Nations, Métis, and Inuit demographics within the District and explore strategies to further their understanding of history and culture.
- Approximately 50 high school students and 10 teachers from District schools participated in the Jack.org Satellite Summit. Jack.org is a national network of young leaders transforming the way society thinks about mental health. Students participated in brainstorm sessions, group discussions, listened to presenters and viewed a live stream of summit speakers. The day's events were organized and led by three students from Old Scona High School with support from First Nations, Métis, and Inuit Education.
- Twenty-two junior high students from District schools attended a three day art workshop, We REPRESENT, with a First Nations, Métis, and Inuit Consultant. The artwork is currently being displayed at the Stanley Milner Library.
- Fourteen educators from District Schools attended a one day workshop with a First Nations, Métis, and Inuit Consultant on March 18, 2016. Students and educators explored modern and traditional techniques to create a self-portrait using themes such as identity and reconciliation.
- Youth attended workshops focused on promoting a holistic approach to well-being. They participated in a variety of activities to help foster a strong sense of identity while gaining resources and tools to promote personal growth and lifelong attitudes toward well-being. The workshops culminated with students preparing a traditional feast for their support systems.

- Additionally the District offers programming at amiskwaciy Academy which was designed to offer programming for Grades 7–12 students that takes a communal approach to learning with Elders in a holistic learning environment. Students come from across Edmonton and surrounding areas as well as from First Nations communities and Metis settlements. Extensive wrap around supports are available to support these students and their families if required. For example, amiskwaciy Academy has partnerships established to offers a free lunch and breakfast program and provide healthy snacks during breaks for its students.
- The Awasis program at Prince Charles School provides programming that allows students to increase their knowledge of Aboriginal cultures and traditions and develop language skills in Cree. Access to community services and Aboriginal supports for students and their families is also provided.
- Westmount Junior High offers a Cree Language class and has integrated cultural aspects into the Career and Technology Foundations program.

Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

- Each school within Edmonton Public Schools has an identified First Nations, Métis, and Inuit Lead Teacher. The First Nations, Métis, and Inuit Education unit provided Lead Teachers with ongoing professional learning including one full day session. Items discussed included:
 - information regarding the TRC of Canada: Calls to Action
 - facts associated with Treaty Education
 - an introduction to recently developed culturally responsive resources such as the Early Learning Edukit and Métis Edukit
 - information regarding Residential School education
 - suggestions for facilitating professional learning within their school environment
 - techniques for weaving culture into classrooms and school environments
- Lead teachers indicated that the professional learning provided a clearer understanding of their role and practical ways to engage with the knowledge shared and. assisted them in developing a deeper, richer understanding of the work.
- amiskwaciy Academy continues to offer professional learning and culturally responsive resources to support schools in meeting the needs of their students.
- First Nations, Métis, and Inuit Education also continue to provide additional professional learning opportunities to increase capacity. Sessions included:
 - amiskwaciy wâskahikan
 - reconciliation through Education
 - Myths vs. Realities: Untangling Historical (Mis)conceptions of First Nations, Métis, and Inuit Education
 - monthly Land-Based Well-Being lunch and learn opportunities for District staff (topics have included Cree Language Introduction, traditional foods, and beading techniques)
 - the Blanket Exercise (1,085 students and 946 educators have participated in the Blanket Exercise this school year, this included 37 school and external organizations)
- Fostering First Nations, Métis, and Inuit Culturally Responsive Schools: A Guide for Educators is currently being developed to assist educators with community protocols when requesting cultural assistance and/or participating in cultural activities.
- Cultural engagement opportunities for students provided in District schools continue to demonstrate strength-based ways to weave culture and curriculum together for students and staff and help our First Nations, Métis, and Inuit students develop a sense of belonging and connection to school.

Goal Four: A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

- In January 2016, First Nations, Métis and Inuit consultants, began accompanying assistant superintendents on their regular visits to District schools with the intention of providing support in a variety of ways including the development and realization of First Nations, Métis and Inuit strategic school plans. They have now completed 120 on-site visits. As a result, school communities have become increasingly aware of the First Nations, Métis, and Inuit supports, resources, and information available to support student success and achievement. Requests for service from First Nations, Métis, and Inuit education have increased as a result.
- The foundational, comprehensive [First Nations, Métis, and Inuit Guiding Document](#) in support of student achievement and high school completion, was launched at District leadership meetings last school year. (The document supports Board Policy HAA.BP—Aboriginal Education and Administrative Regulation HAA.AR—Aboriginal Education and First Nations, Métis, and Inuit School Plan Resource Tool). The document is intended to:
 - provide strategic direction and guidance for stakeholders
 - build staff capacity and cultural competency in First Nations, Métis, and Inuit Education
 - provide supports, resources and recommendations for effective programming and instruction (following the core principles of Leadership; Quality Teaching; and Family, Community and Government Partnerships).
- The Aboriginal Education administrative regulations are currently being revised. Feedback and input is being gathered from educators, families and community members.
- Collaboration on a First Nations, Métis, and Inuit Professional Learning Strategy, three year implementation pilot is ongoing. This work is being done in partnership with Workforce Planning and Development and Alberta Regional Professional Development Consortia (ARPD). District staff provided a presentation at the ARPD Spring Gathering to provincial school districts.
- Consultants from First Nations, Métis, and Inuit Education and all principals from across the District attended a half-day catchment professional learning session last school year focusing on evidence-based decision making. This was done in collaboration with the District Student Assessment team. The new First Nations, Métis, and Inuit [School Plan Resource Tool](#) was launched at this time.

Priority 3: Enhance public education through communication, engagement and partnerships.**Goal One: Parents as Partners**

Outcome: Parents are provided opportunities to be involved in their child's education.

- The First Nations, Métis, and Inuit [Family Guide](#) provides culturally responsive information, supports and resources to schools and community agencies throughout Edmonton from early learning to high school and beyond.
- A quarterly First Nations, Métis, and Inuit newsletter entitled [Honouring Our Voices](#) has been developed and distributed to school communities. The newsletter highlights supports, services and programs, and showcases achievements of First Nations, Métis, and Inuit students as well as wise practices occurring in the District.
- The First Nations, Métis, and Inuit team collaborated with ERLC, community members and educators throughout the District to develop a video to support family and community engagement and the implementation of First Nations, Métis, and Inuit family nights.
- The First Nations, Métis, and Inuit team continues to provide support and guidance for schools hosting First Nations, Métis, and Inuit Family Nights at various schools in the District:

- Wicahitowin Family Nights; Aboriginal Family Nights in Millwoods and Northern Lights Family Nights supported seven Family Nights and continue to support Millwoods Interagency meetings.
- Connecting Through Identity: Family Engagement and Reaching Into the Circle; Connecting with First Nations, Metis, and Inuit families presentations were provided at three District schools, one parent council meeting and two provincial conferences.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

Collaboration with First Nations, Métis, and Inuit community partners, organizations and post-secondary institutions, through the First Nations, Métis, and Inuit External Advisory Committee continues to contribute to the enhancement of supports, services, and resources for students, parents/guardians and District staff. Partners include but are not limited to:

- Canadian Native Friendship Centre
- Edmonton Catholic Schools
- City of Edmonton
- Creating Hope Society
- Homeward Trust
- Edmonton Regional Learning Consortium (ERLC)
- Idea Factory
- The Bent Arrow Traditional Healing Society;
- The Family Centre
- YouCan Youth Services
- Step Up and Step in Program

Examples of projects include:

- The PhotoVoice Project with First Nations, Métis, and Inuit high school students in collaboration with ERLC and Idea Factory is a culturally responsive resource which is being developed by the students to share their perspectives on health and well-being and will be made available for educators to use.
- The Bent Arrow Traditional Healing Society offers a number of supports and programs such as Wicahitowin Family Nights, Coyote Kids and Coyote Pride programs currently supporting eight schools in the District. In addition they offer New In Town, an aboriginal welcome service that assists new residents in Edmonton.
- The Family Centre delivers numerous Community Initiative Programs that support students and families in 39 schools in the District.
- YouCan Youth Services, Step UP and Step in Programs focus on youth empowerment and leadership, mentoring, and programming for students in 13 schools in the District.
- The District continues to collaborate with Indigenous Relations, City of Edmonton and Aboriginal Learning Services, Edmonton Catholic Schools on numerous initiatives, including the Summer Literacy Camps, and Journey to Reconciliation student conference.

Goal Three: Engaged and Effective Governance

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

- The District continues to collaborate with ERLC on projects, initiatives, and professional learning opportunities to support First Nations, Métis, and Inuit education and culture. Educators from surrounding districts attended the two-part professional learning session, Building the Foundation of First Nations, Métis, and Inuit Success: Practical Applications for Educators. Collaboration will continue with ERLC to support educators through further professional learning.

- Edmonton Public Schools, Aboriginal Learning Services, Edmonton Catholic Schools and Indigenous Relations, City of Edmonton are continuing to collectively demonstrate an ongoing commitment towards reconciliation and healing by acknowledging the TRC of Canada: Calls to Action (Appendix VI). The City of Edmonton declared Monday, May 30–Friday, June 3, 2016, Reconciliation in Education Week. Edmonton Public Schools, Edmonton Catholic Schools and the City of Edmonton collaborated to host a series of Reconciliation in Education Celebrations on June 3, 2016, the anniversary of the TRC closing ceremony at Rideau Hall.
- Elders and community members from across the province collaborated with the District to create the Project of Heart: Illuminating the Hidden History of Indian Residential Schools in Alberta—an ebook that will provide a historical timeline of Residential Schools in Alberta, including multiple perspectives from First Nations and Métis Residential School survivors, allies, students and educators. Many useful links for resources and videos will be embedded within the ebook.

KEY POINTS

- Edmonton Public schools is committed to eliminating the achievement gap.
- The District believes that First Nations, Métis, and Inuit student success is a collective responsibility and requires the efforts of all staff, students, parents, and stakeholders who work together to build a holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories, and current realities.
- First Nations, Métis, and Inuit Education and amiskwaciy Academy continue to support and facilitate professional learning opportunities and weave culture and curriculum that will support the elimination of the achievement gap between First Nations, Métis, and Inuit and non-First Nations, Métis, and Inuit students.
- Each school continues to identify a First Nations, Métis, and Inuit Lead Teacher to participate in professional learning opportunities and build capacity across the District.
- First Nations, Métis, and Inuit consultants who are assigned to Assistant Superintendent leadership groups support principals and assistant superintendents directly with on-site visits and provide programming assistance, supports and consultations. Schools utilize resources to strategically plan for First Nations, Métis, and Inuit student success and achievement.
- Ongoing supports are being provided at individual schools. Some examples of school based supports for First Nations, Métis, and Inuit students are provided in Attachment V.

ATTACHMENTS

ATTACHMENT I	First Nations, Métis, and Inuit Enrolment Data 2007 - 2015
ATTACHMENT II	First Nations, Métis, and Inuit Accountability Pillar Results 2014-15
ATTACHMENT III	First Nations, Métis, and Inuit Literacy and Numeracy Results
ATTACHMENT IV	HLAT Results for FNMI Students – 3 Years
ATTACHMENT V	Samples of School Based Supports for First Nations, Métis, and Inuit Students

FNMI ENROLMENT DATA 2007 - 2015 (Based on Sep 30th data)*

School Year	Grade														Total
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08	56	393	475	478	504	495	523	524	517	536	494	524	369	419	6307
2008-09	66	412	458	505	504	531	541	535	566	585	538	570	512	524	6847
2009-10	72	395	437	453	497	491	526	530	546	568	609	601	547	702	6974
2010-11	64	377	435	448	459	501	507	533	549	572	601	623	561	759	6989
2011-12	59	387	430	464	516	469	505	502	557	581	602	619	616	838	7145
2012-13	88	462	495	503	495	539	507	508	547	595	608	593	567	897	7404
2013-14	125	465	515	536	541	504	546	511	535	554	647	631	547	965	7622
2014-15	100	519	562	608	574	567	533	573	525	550	591	659	600	944	7905
2015-16	52	360	577	588	609	599	571	571	577	566	566	594	633	960	7823

*Each year is based on the September 30th Budget Allocation Frozen File.

Source: Student Information - June 8, 2016 - cb

1. First Nations, Metis and Inuit Students							
Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<u>STUDENT LEARNING OUTCOME</u>							
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results) (Source: Accountability Pillar)	49.1	51.0	55.0	52.6	52.1	Very Low	Acceptable -
	6.9	5.8	6.3	6.2	8.7	Very Low	Excellence +
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	77.2	73.8	74.1	75.9	75.8	Low	Acceptable -
	8.2	7.1	8.5	9.2	10.0	Low	Excellence +

First Nations, Metis and Inuit Students									
Performance Measure		Results (in percentages)						Evaluation	
		2010	2011	2012	2013	2014	2015	District Performance	Improvement
<u>HIGH SCHOOL COMPLETION</u>									
Percentage of self-identified FNMI students who completed high school within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	26.6	30.3	30.3	27.0	38.4		Very Low	+
	4-yr	29.9	32.4	36.3	36.0	34.8		n/a	-
	5-yr	36.3	36.8	36.9	41.7	40.2		n/a	-
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship (Source: Accountability Pillar)		31.6	35.4	32.6	33.0	31.0		Very Low	-
Annual dropout rate of self-identified FNMI students aged 14 to 18 (Source: Accountability Pillar)		11.3	10.7	9.4	9.7	7.0		Low	+
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		16.9	14.3	19.9	16.4	19.1		Very Low	+

First Nations, Métis, and Inuit Literacy and Numeracy Results**Grade 6 Provincial Achievement Test – English Language Arts**

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
66.6	66.3	70.3	69.1	64.8	66.4	67.2	68.3	67.2	69.0

Grade 6 Provincial Achievement Test – Mathematics

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
50.4	54.6	55.9	50.6	51.4	49.1	51.8	51.9	49.4	51.3

Grade 9 Provincial Achievement Test – English Language Arts

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
51.8	49.2	57.1	54.7	56.4	55.0	51.5	58.5	54.8	54.6

Grade 9 Provincial Achievement Test – Mathematics

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
31.2	34.3	39.2	39.9	39.8	33.8	36.8	42.8	39.7	37.9

English Language Arts 30-1 Diploma Exam Results –

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
77.2	71.9	72.4	75.5	76.4	79.4	75.1	74.6	79.6	79.5

English Language Arts 30-2 Diploma Exam Results

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
85.1	89.4	86.7	85.7	80.8	88.5	88.3	87.7	88.2	87.5

Mathematics 30-1 Diploma Exam Results

Edmonton Public Schools				Alberta			
Per 3 year average			2015	Per 3 year average			2015
62.9			60.7	63.3			64.0

Mathematics 30-2 Diploma Exam Results

Edmonton Public Schools				Alberta			
Per 3 year average			2015	Per 3 year average			2015
64.6			71.7	63.6			69.3

Student Learning Achievement (Grades K-9)



PAT Results By Course

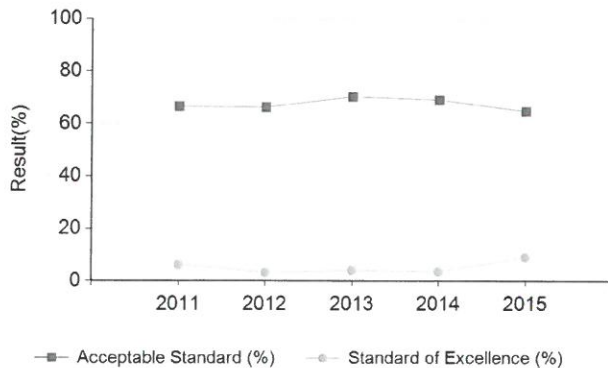
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

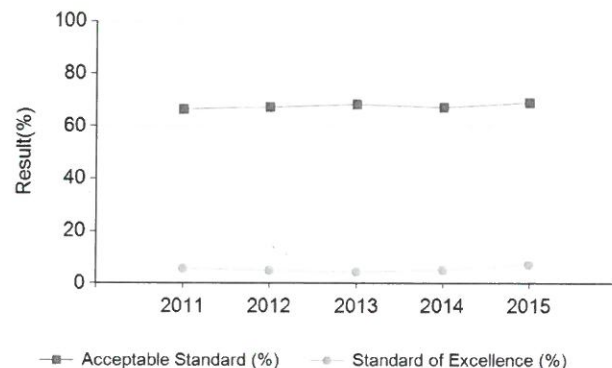
English Language Arts 6

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	506	493	481	482	542	2,883	3,056	3,098	3,084	3,425
	Students Writing	436	425	427	431	469	2,473	2,656	2,695	2,655	2,969
	Students Writing (%)	86.2	86.2	88.8	89.4	86.5	85.8	86.9	87.0	86.1	86.7
Results Based on Number Enrolled	Acceptable Standard (%)	66.6	66.3	70.3	69.1	64.8	66.4	67.2	68.3	67.2	69.0
	Standard of Excellence (%)	6.3	3.4	4.2	3.7	9.2	5.8	5.0	4.5	5.2	7.2
	Below Acceptable Standard (%)	19.6	19.9	18.5	20.3	21.8	19.4	19.7	18.7	18.9	17.7
Results Based on Number Writing	Acceptable Standard (%)	77.3	76.9	79.2	77.3	74.8	77.4	77.4	78.5	78.0	79.6
	Standard of Excellence (%)	7.3	4.0	4.7	4.2	10.7	6.7	5.8	5.1	6.0	8.4
	Below Acceptable Standard (%)	22.7	23.1	20.8	22.7	25.2	22.6	22.6	21.5	22.0	20.4

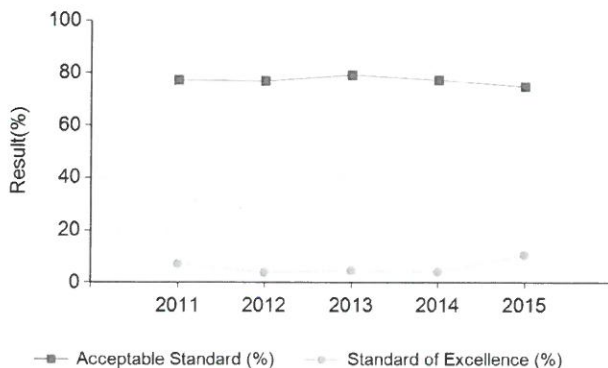
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



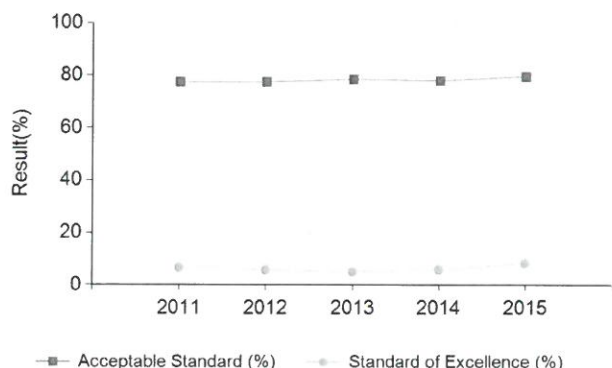
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Student Learning Achievement (Grades K-9)



PAT Results By Course

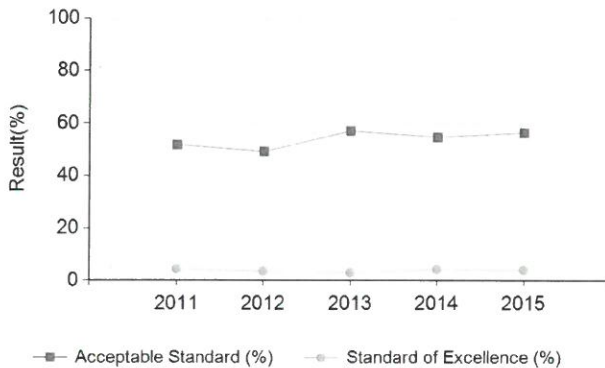
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

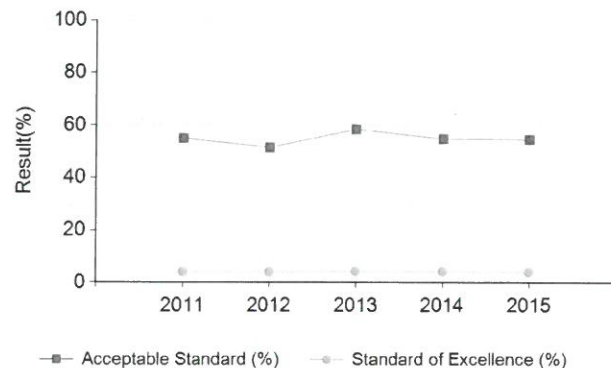
English Language Arts 9

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	469	478	518	517	489	2,573	2,719	2,331	2,897	2,952
	Students Writing	341	340	390	399	393	1,954	2,064	1,837	2,281	2,366
	Students Writing (%)	72.7	71.1	75.3	77.2	80.4	75.9	75.9	78.8	78.7	80.1
Results Based on Number Enrolled	Acceptable Standard (%)	51.8	49.2	57.1	54.7	56.4	55.0	51.5	58.5	54.8	54.6
	Standard of Excellence (%)	4.5	3.6	3.1	4.4	4.1	4.2	4.1	4.3	4.3	4.1
	Below Acceptable Standard (%)	20.9	22.0	18.1	22.4	23.9	20.9	24.4	20.3	23.9	25.6
Results Based on Number Writing	Acceptable Standard (%)	71.3	69.1	75.9	70.9	70.2	72.5	67.8	74.3	69.6	68.1
	Standard of Excellence (%)	6.2	5.0	4.1	5.8	5.1	5.5	5.4	5.4	5.5	5.1
	Below Acceptable Standard (%)	28.7	30.9	24.1	29.1	29.8	27.5	32.2	25.7	30.4	31.9

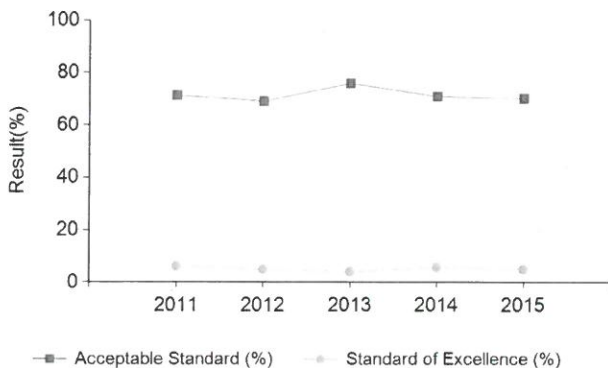
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



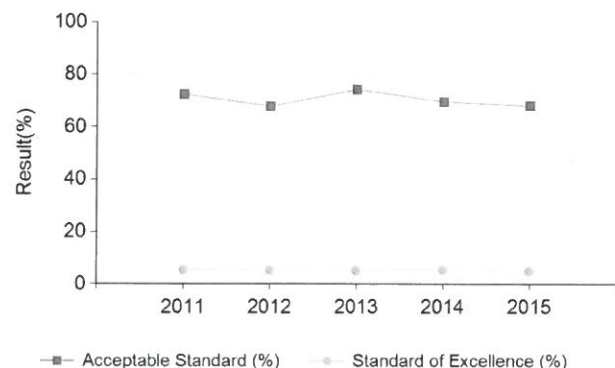
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Report Generated: May 09, 2016
Locked with Suppression for May 2016

Report Version 1.0
Data Current as of Sep 18, 2015

Student Learning Achievement (Grades K-9)



PAT Results By Course

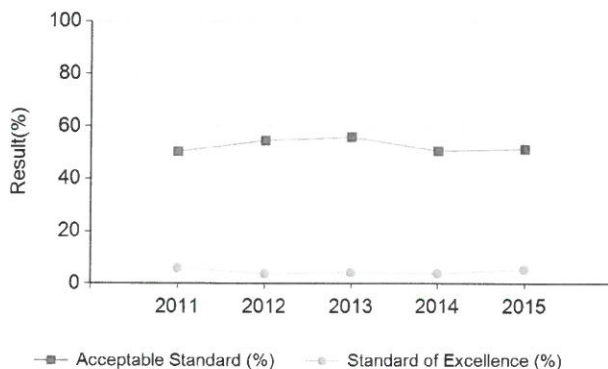
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

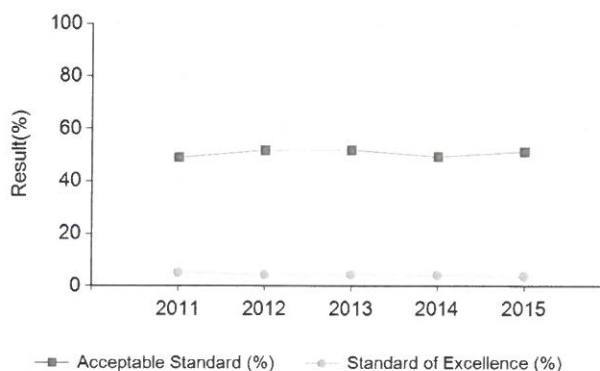
Mathematics 6

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	506	493	478	480	541	2,911	3,056	3,094	3,078	3,411
	Students Writing	431	431	422	422	464	2,453	2,638	2,691	2,637	2,935
	Students Writing (%)	85.2	87.4	88.3	87.9	85.8	84.3	86.3	87.0	85.7	86.0
Results Based on Number Enrolled	Acceptable Standard (%)	50.4	54.6	55.9	50.6	51.4	49.1	51.8	51.9	49.4	51.3
	Standard of Excellence (%)	6.1	3.9	4.4	4.0	5.5	5.3	4.4	4.5	4.3	3.9
	Below Acceptable Standard (%)	34.8	32.9	32.4	37.3	34.4	35.2	34.5	35.1	36.3	34.7
Results Based on Number Writing	Acceptable Standard (%)	59.2	62.4	63.3	57.6	59.9	58.3	60.0	59.6	57.6	59.7
	Standard of Excellence (%)	7.2	4.4	5.0	4.5	6.5	6.2	5.1	5.2	5.0	4.5
	Below Acceptable Standard (%)	40.8	37.6	36.7	42.4	40.1	41.7	40.0	40.4	42.4	40.3

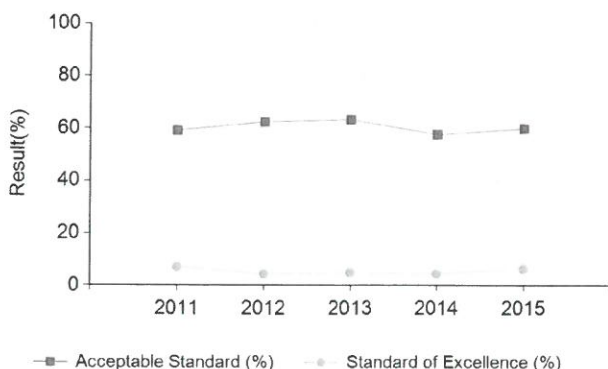
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



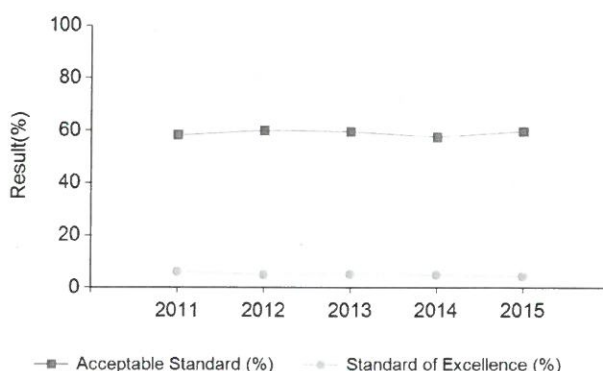
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Student Learning Achievement (Grades K-9)



PAT Results By Course

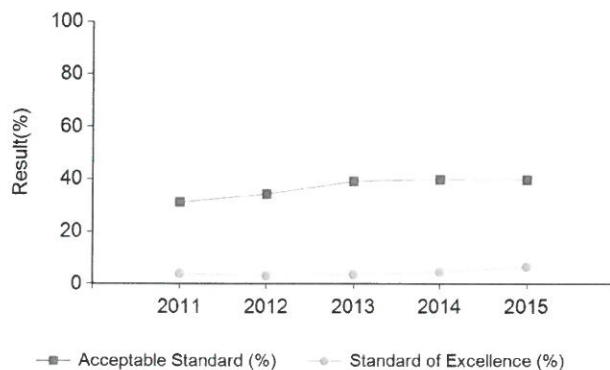
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

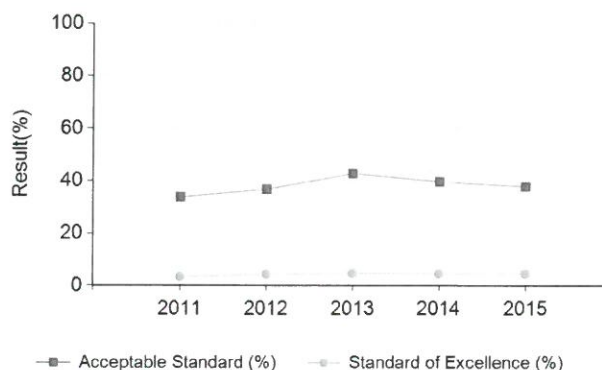
Mathematics 9

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	455	467	508	511	483	2,486	2,641	2,300	2,800	2,867
	Students Writing	342	352	424	415	404	1,895	2,038	1,866	2,232	2,335
	Students Writing (%)	75.2	75.4	83.5	81.2	83.6	76.2	77.2	81.1	79.7	81.4
Results Based on Number Enrolled	Acceptable Standard (%)	31.2	34.3	39.2	39.9	39.8	33.8	36.8	42.8	39.7	37.9
	Standard of Excellence (%)	4.0	3.2	3.7	4.7	6.6	3.5	4.4	4.8	4.7	4.7
	Below Acceptable Standard (%)	44.0	41.1	44.3	41.3	43.9	42.4	40.4	38.3	40.0	43.5
Results Based on Number Writing	Acceptable Standard (%)	41.5	45.5	46.9	49.2	47.5	44.3	47.7	52.8	49.8	46.6
	Standard of Excellence (%)	5.3	4.3	4.5	5.8	7.9	4.6	5.7	5.9	5.9	5.8
	Below Acceptable Standard (%)	58.5	54.5	53.1	50.8	52.5	55.7	52.3	47.2	50.2	53.4

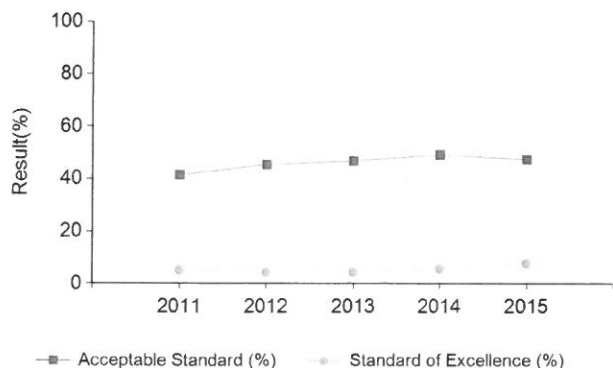
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



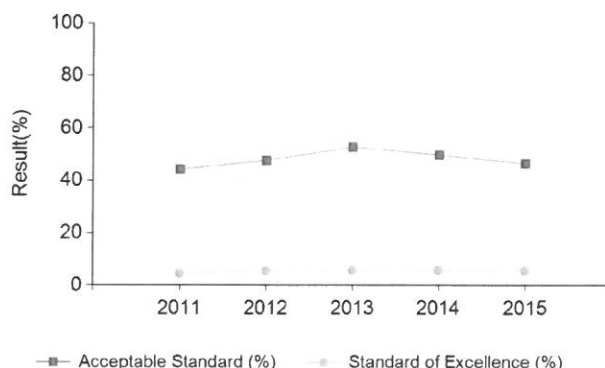
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Report Generated: May 09, 2016
Locked with Suppression for May 2016

Report Version 1.0
Data Current as of Sep 18, 2015

Student Learning Achievement (Grades 10-12)



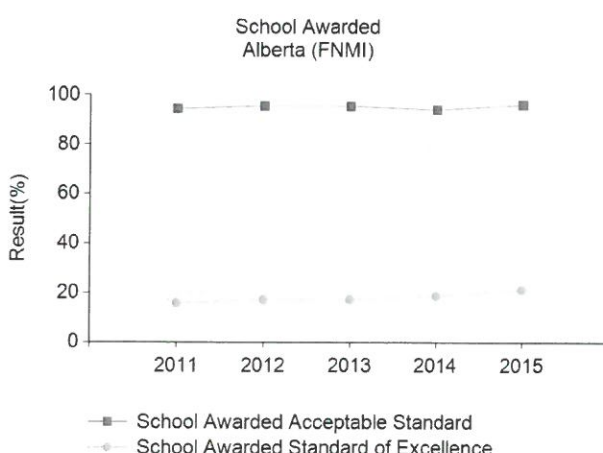
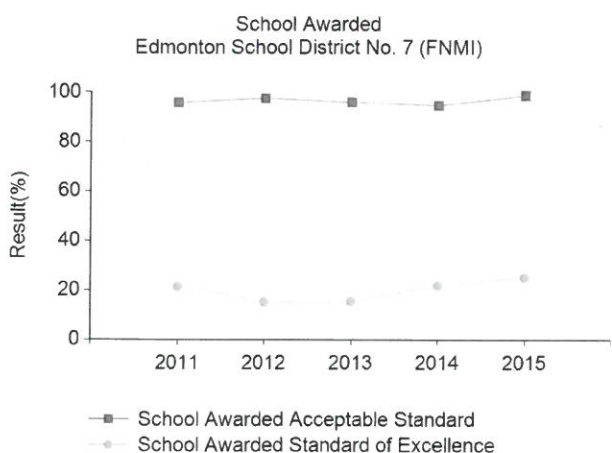
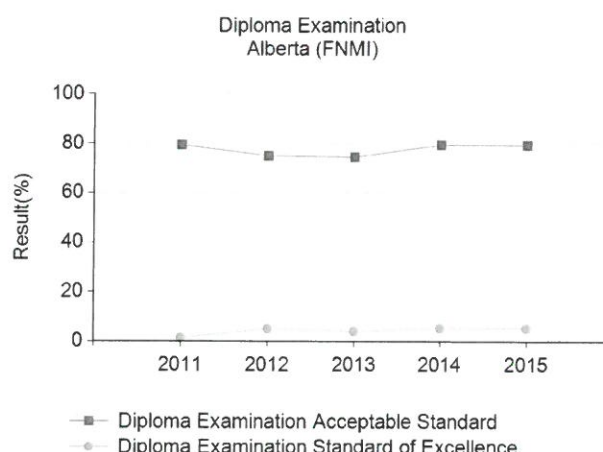
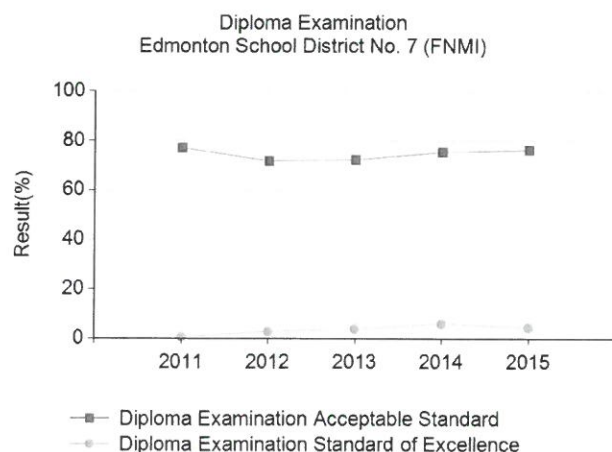
Diploma Exam Results By Course

Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

English Lang Arts 30-1

	Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Students Writing	149	171	181	196	178	786	878	895	893	937
Diploma Examination Acceptable Standard (%)	77.2	71.9	72.4	75.5	76.4	79.4	75.1	74.6	79.6	79.5
Diploma Examination Standard of Excellence (%)	0.7	2.9	3.9	6.1	4.5	1.4	5.1	4.1	5.4	5.4
School Awarded Acceptable Standard (%)	96.0	97.7	96.1	94.9	98.9	94.5	95.7	95.6	94.2	96.3
School Awarded Standard of Excellence (%)	21.5	15.2	15.5	21.9	25.3	15.9	17.2	17.4	18.8	21.3



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results By Course

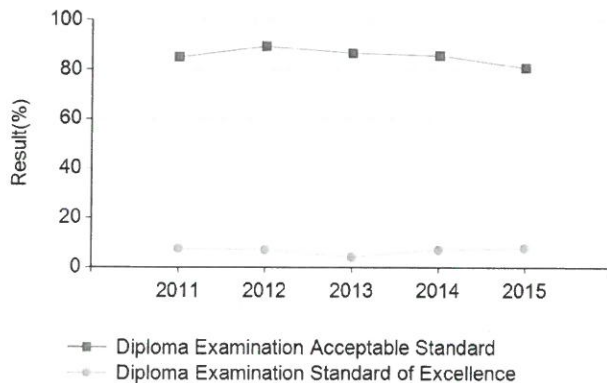
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

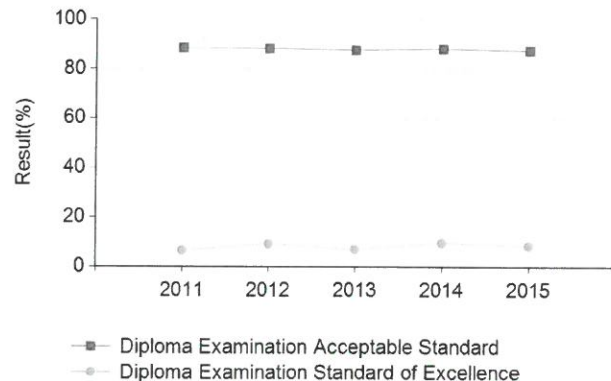
English Lang Arts 30-2

	Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Students Writing	195	208	240	237	203	1,128	1,225	1,272	1,337	1,403
Diploma Examination Acceptable Standard (%)	85.1	89.4	86.7	85.7	80.8	88.5	88.3	87.7	88.2	87.5
Diploma Examination Standard of Excellence (%)	7.7	7.2	4.2	7.2	7.9	6.7	9.3	7.1	9.7	8.5
School Awarded Acceptable Standard (%)	91.8	93.3	94.6	96.2	95.1	90.1	90.9	91.9	92.7	92.4
School Awarded Standard of Excellence (%)	9.2	12.0	12.1	14.8	14.3	7.0	7.8	9.6	10.8	10.9

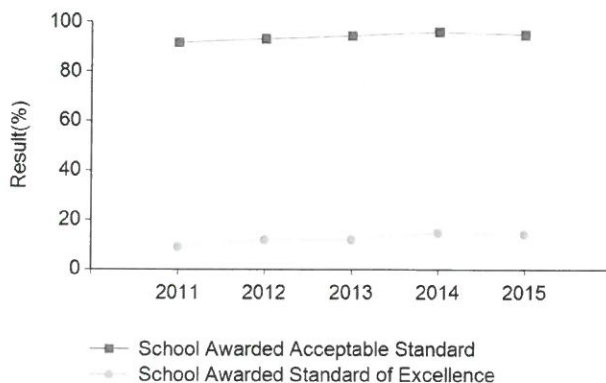
Diploma Examination
Edmonton School District No. 7 (FNMI)



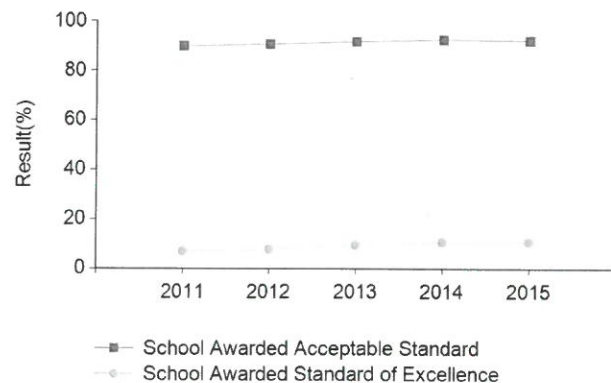
Diploma Examination
Alberta (FNMI)



School Awarded
Edmonton School District No. 7 (FNMI)



School Awarded
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7 (FNMI)

Course		Measure	Edmonton School District No. 7 (FNMI)						Alberta (FNMI)				
			Achievement	Improvement	Overall	2015		Prev 3 Year Average		2015		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	178	76.4	183	73.3	937	79.5	889	76.4	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	178	4.5	183	4.3	937	5.4	889	4.9	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	203	80.8	228	87.2	1,403	87.5	1,278	88.1	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	203	7.9	228	6.2	1,403	8.5	1,278	8.7	
French Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	32	93.8	24	92.8	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	32	3.1	24	4.1	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	70	65.7	n/a	n/a	467	70.2	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	70	11.4	n/a	n/a	467	11.8	
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	101	72.3	n/a	n/a	477	72.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	101	5.9	n/a	n/a	477	7.3	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	89	60.7	94	62.9	450	64.0	443	63.3	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	89	14.6	94	19.3	450	16.4	443	17.0	
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Improved	n/a	99	71.7	93	64.6	522	69.3	462	63.6	
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	99	13.1	93	6.9	522	10.3	462	9.8	
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	131	79.4	127	70.3	712	77.5	680	73.4	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	131	3.8	127	4.6	712	6.5	680	5.5	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	231	64.5	230	71.1	1,542	72.6	1,368	74.2	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	231	3.9	230	5.3	1,542	5.9	1,368	7.7	
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	125	80.8	125	70.5	699	76.1	657	71.7	
	Diploma Examination Standard of Excellence	Intermediate	Improved Significantly	Good	125	24.0	125	12.5	699	17.5	657	13.4	
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	76	75.0	80	63.4	461	71.8	411	64.2	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	76	15.8	80	12.9	461	16.5	411	14.3	
Physics 30	Diploma Examination Acceptable Standard	High	Improved Significantly	Good	39	87.2	33	64.4	198	78.3	192	67.9	
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	39	30.8	33	17.5	198	20.7	192	15.9	
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	87	78.2	75	81.8	322	76.1	253	79.4	
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	87	24.1	75	23.1	322	16.8	253	17.8	

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7 (FNMI)

Course		Measure		Edmonton School District No. 7						Alberta				
				Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	189	76.2	155	74.3	767	78.6	732	75.9		
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	189	6.9	155	2.5	767	5.5	732	3.4		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	234	85.5	194	87.0	1,149	87.6	1,021	87.8		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	234	6.8	194	6.4	1,149	9.8	1,021	7.5		
French Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	24	91.7	21	95.1		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	24	8.3	21	3.3		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	67	70.2	n/a	n/a	374	70.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	67	11.2	n/a	n/a	374	11.4		
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97	70.4	n/a	n/a	410	72.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	97	7.3	n/a	n/a	410	7.9		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	87	63.2	78	66.7	397	58.9	388	66.0		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	87	17.2	78	19.2	397	15.1	388	18.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	97	63.9	81	65.4	412	64.1	389	63.0		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	97	8.2	81	4.9	412	10.2	389	7.5		
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	135	68.1	109	70.1	585	73.3	564	72.8		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	135	3.7	109	4.3	585	5.5	564	5.0		
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	247	74.9	183	72.6	1,267	74.6	1,042	74.8		
	Diploma Examination Standard of Excellence	Low	Declined	Issue	247	4.0	183	6.7	1,267	9.3	1,042	7.9		
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	128	72.7	107	73.1	538	76.2	548	70.2		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	128	14.1	107	11.3	538	15.1	548	12.1		
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	85	69.4	70	56.7	372	71.2	339	57.7		
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	85	21.2	70	11.0	372	16.4	339	12.0		
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	40	72.5	27	66.6	172	69.2	158	65.6		
	Diploma Examination Standard of Excellence	High	Improved	Good	40	27.5	27	14.4	172	19.8	158	14.0		
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	69	84.1	69	78.0	248	83.1	203	77.5		
	Diploma Examination Standard of Excellence	High	Maintained	Good	69	23.2	69	22.3	248	19.4	203	15.7		

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Report Generated: Apr 28, 2015

Locked with Suppression for May 2015

Report Version 1.0

Data Current as of Aug 23, 2014

HLAT Results for FNMI Students

Enrolment Grade	Year	Percentage of Students				Total Number of students
		Below Grade Level	At Grade Level	Above Grade Level	Exempt	
All Grades	2013	26.8	73.1	0.1	1.3	4387
All Grades	2014	34.0	65.7	0.3	0.6	4309
All Grades	2015	39.4	60.4	0.2	1.8	4674

The five year trend (2013 – 2015) for HLAT Writing indicates:

- The percentage of students writing below grade level has increased from 29.3 per cent in 2010 to 34.0 per cent in 2014 (+4.7 per cent). It should be noted however that in 2014, there was a change to the marking scale which eliminated the “Limited” category. As a result, the number of students judged as writing below grade level increased across the District cohort.
- The percentage of students writing at grade level has decreased from 70.6 per cent in 2010 to 65.7 per cent in 2014 (+4.9 per cent)
- There are no noticeable trends in the percentage of student writing above grade level.
- 93.4% of First Nations, Métis, and Inuit students wrote HLAT exams compared to 96.5% of non-First Nations, Métis and Inuit students in 2015.
- Exemption from writing HLATs is based on teacher evidence that a student is not yet writing at the Grade 1 level.

Samples of School Based Supports for First Nations, Métis and Inuit Students

Ormsby School

A dark haired woman with smiling eyes is standing in the hall of Ormsby Elementary School greeting children by name. Her body language effortlessly signals her pleasure at being in the school. She is a keen observer of people and a natural storyteller. Children are intuitively drawn to her. She was hired in the fall of 2015 to fill a temporary position but, in January of 2016, based on her ability to connect with children and her talent as a cultural bridge builder, she officially became the school's First Nations, Métis, and Inuit Support Teacher.

Sensitivity to First Nations, Métis, and Inuit cultural gifts was already in place in the school. Ormsby had been active in their ongoing assessment of the needs of students, they had arranged for First Nations, Métis and Inuit guest speakers, used culturally appropriate literature, and shared EduKits with students and their families. However, staff felt an important but unidentified piece was missing. In an attempt to identify the missing piece they created a staff [survey](#) and discovered a strong desire for an individual who could connect one-on-one with students social and emotional needs. Students like a grade five girl with poor attendance, antisocial body language who demonstrated a lack of emotion, or a grade four boy with self-regulation issues in terms of physical behaviour who was reluctant to verbally express himself.

In order to identify students, a [referral form](#) was circulated amongst teachers asking them to list the names of students who might benefit from support. The emphasis, at least in the beginning, would be on social and emotional concerns rather than academics. Even though the students may have had needs in both areas, the goal was to work with students to increase their attendance, sense of identity, and their engagement with school activities in the belief that this would ultimately have a positive impact on their academic achievement.

Returning to the woman in the hallway, we discover the importance of one-on-one connections and to the powerful change that can be made by one individual who has the support of a whole team behind her. Focusing on the whole child, this teacher has had a phenomenal impact on Ormsby's First Nations, Métis, and Inuit students. Overall they are participating more and taking the opportunity to make themselves more "known" in the classroom. Engagement in school has increased as evidenced by body language such as holding their heads up versus looking at the floor and in responding to teacher inquiries with full descriptive sentences rather than with one word answers.

How does this one teacher make such a difference? She listens well, she relates one-on-one, she shares stories about her Métis background, she participates in small group work with students where she uses games and drawing to engage students while modelling positive social interactions. She has welcoming, non-judgemental conversations with parents that focus on relationship building, and she talks to students about their home routines, suggesting ones that will enable greater success in school.

The grade five girl mentioned above feels that school is easier now that she comes more often, she makes eye contact, and responds to teacher queries with more elaborate dialogue, she is thinking about continuing on to grade nine and beyond. She would be the first in her family to do so. The grade four boy has come a long way too. He can express himself better and has learned other ways to cope with

stressors (i.e. walk away). He has also moved from being self-conscious about his identity as a First Nations person to wanting to share some things about himself with his class.

They are not the only children who have been influenced by the nurturing teacher. Students are buoyed by the fact that their cultures are recognized and that the school provides a safe space to talk about their feelings.

A thoughtful, evolving action plan on the part of Ormsby School leadership and staff has resulted in community building and the creation of many new positive relationships, all of which ultimately lead to greater student success.

Highlands School

Light, warmth, colour, and a sense of belonging embrace students as they enter Highlands Junior High. Painted in the entry are the words,

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

On any given day it would not be a surprise for students to find artist-in-residence, Linus Woods, (a Dakota/Ojibway artist from the Long Plain First Nation in Southern Manitoba) at work transforming the interior of the stately old red brick school through his art work. The visible transformations that have taken place at Highlands in the last three years are but the tip of the iceberg, a visible indicator of a much deeper and dramatic transformation.

Highlands, once slated for closure but saved due to a board moratorium on school closures, has undergone a renaissance in the past three years. The students are living examples of their motto, *learning with respect, responsibility, and pride*. Highlands School has embraced its cultural diversity and is the first Arts Core Junior High School in Edmonton. This designation signals a commitment to seeing students articulate their knowledge of curricular outcomes in a variety of creative languages. Each student is given the opportunity to increase their skills in a number of art disciplines and in turn use those skills to enhance their understandings of core curricular outcomes. Highlands is working hard to ensure that pride of identity and a sense of belonging are at the heart of each student's school journey. As a way of honouring the forty-five percent of the student population who are either First Nations, Métis or Inuit many of the shifts that have taken place are centred on Indigenous culture. Native Studies are now included in curriculum, a partnership with Métis Child & Family Services is in place to provide breakfast and lunch and perhaps most significantly a student leadership group has formed based on the Truth and Reconciliation Commission's Calls to Action. Leadership students have facilitated other groups in experiencing the Blanket Exercise, an activity which illustrates the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. Their efforts so impressed a preservice teacher from the University of Alberta that she remarked that she would not feel comfortable leading the exercise at her age (in her 20s) and yet these students did so effortlessly.

Two students in particular have experienced a profound turnaround since they joined the leadership group. Both had negative attitudes to school initially but as a result of being leaders in the school community they have made positive shifts in their attendance, deportment, and have increased their

engagement both with academic subject matter and with school staff. As a result of the changes both students now have post-secondary aspirations.

On a broader scale, enrolment has increased from 97 students in 2013-2014 to approximately 210 students next year in 2016-2017, midyear transfers have declined from 41% to 15%, the Accountability Pillar data has increased, and Alberta Education's SES Index and Gap Score data show that the school is delivering additional value to student achievement.

Highlands Junior High's renewal has reaffirmed the school's place as an essential element in a culturally rich and diverse inner city community.

Queen Elizabeth High School

Does making bannock, cooking stew, making traditional clothing, watching movies, helping elementary students with Aboriginal games, and going on field trips sound like a recipe for learning about Aboriginal culture and history? Well, the leadership and teaching staff at Queen Elizabeth High School thought it was good content for an inaugural Aboriginal Studies class.

After hearing about a highly successful Aboriginal Studies class at Centre High, Queen Elizabeth staff decided they would like to offer something similar. The challenge was that there were no First Nations, Métis or Inuit teachers on staff that could teach it, but that didn't stop the process because a non-indigenous teacher volunteered to model the concept of lifelong learning and teacher as co-learner. Enrolment for the first session was 16 to begin with and then rose to 20 students.

In addition to the fun activities listed above much of the class material was heavy and deep and so there was a need to strike a balance between the content and encouraging hope. One of the essential questions addressed in the class was, "How do you keep hope alive for kids while learning about what is a dark history?" The teacher focused conversations on reconciliation and what society needs to do to prevent the tragedy of residential schools from happening to anyone ever again.

In a multi-cultural school like Queen Elizabeth, with students representing almost fifty different cultures, a school where many students are immigrants and a large number of immigrant students are refugees, the course centred on honouring each other and learning about universal issues by focusing on the particular through exploring issues of Indigenous culture and history, a truly Canadian course.

It did not take long for special things to start happening! The students who enrolled in the Aboriginal Studies class became very engaged. Their individual attendance improved, they became much more visible in the school, they connected with the teacher and some students even chose to take Fashion classes instructed by the teacher (in turn she introduced beading and moccasin making in her Fashions class).

One student who had struggled in junior high and his first year of high school (lack of any connection and sporadic attendance) was purposively placed in this class in his second year. He became 100% engaged and did not miss a single class. He went from poor attendance at school generally to only missing 10 classes altogether last semester - a huge change for this student. The same student chose to take a Fashions class with the teacher and demonstrated the same level of engagement as in the Aboriginal Studies class. Currently he is passing all of his classes and is on the cusp of finishing his first full year of school since elementary. The principal attributes all of this to the Aboriginal Studies class,

the teacher and the student having success in the work. “Previously, he didn’t know what it was to be successful in school, and now he does.”

This year was an experiment that worked. The principal and the teacher want to continue offering the course. They plan on incorporating a holistic approach to the content, so that it becomes “more than just a class” moving beyond a superficial engagement with reconciliation. The Aboriginal Studies class will be offered again next year in the both semesters. Twenty-five students have already signed up.

Eastglen High School

Two hundred and sixty-two faces, two hundred and sixty-two stories, two hundred and sixty-two different paths. The principal of Eastglen High School has a picture of each one of the two hundred and sixty-two grade twelves on the wall of his office. Each student has a story and each student and their details are known. The pictures are divided into two groups; those on track to graduate and those not yet ready to graduate. Seventy-two percent (31/43) of the First Nations, Métis and Inuit grade twelves are on track to graduate. What a formidable difference a year or two makes. Prior to 2014-2015 only 33% graduated! Many students will be the first to graduate in their families. The metamorphosis is the result of deliberate planning and a decision to make First Nations, Métis and Inuit success a school priority.

The floor of the gymnasium is covered with blankets; there is a staff member on each blanket.

These blankets represent the northern part of Turtle Island, or what we now know as Canada, before the arrival of Europeans. You represent the Indigenous peoples, the people who have been here for at least 10,000 years. Long before the arrival of Europeans, Turtle Island was your home, and home to millions of people like you. You lived in hundreds of nations, each with its own language, culture, traditions, laws and governments.

This is the beginning of a one hour participatory workshop designed to help staff understand how colonization of the land we now know as Canada has impacted the people who lived here long before settlers arrived. Through this exercise participants explore the nation-to-nation relationship between Indigenous and non-Indigenous peoples in Canada, how this relationship has been damaged over the years, and how they can work toward reconciliation.

The leadership decision to make First Nations, Métis and Inuit success an Eastglen priority started with engaging staff by introducing them to Indigenous perspectives through professional learning workshops such as the blanket exercise, designating a lead teacher, embedding a First Nations, Métis and Inuit liaison into the school culture and brainstorming essential questions. Questions like: “what is our plan for each student?” and “what is the plan for staff to move forward?” Hearing student voices has had a profound impact on staff. At one meeting, the liaison brought three students from the beading club to speak about “what motivates you to come to school to be successful?” The students became very emotional (“grateful tears”) when conveying how much the school meant to them.

A key element for students was the creation of a welcoming, inclusive, safe and healthy environment. The First Nations, Métis and Inuit liaison focused her work on building relationships first and foremost which resulted in successes with students who were at risk. She made connections with students and in some cases, parents. She acted as a true liaison between staff and students in communicating the perspectives of the students and getting feedback from staff on what resources they need to support students.

The approaches to making First Nations, Métis and Inuit success a priority have been rich and varied, tailored to a wide range of student needs and interests. For example a student Indigenous leadership group was formed. The group is supported by an Elder and has a partnership with the Institute for the Advancement of Aboriginal Women (IAAW). The leadership group helped coordinate an entirely student led “Spirit Wolves” panel with the school’s Pride Club. Additionally, the school held a four day Aboriginal Week this year from May 24 – 27th with a variety of events centring on aspects of First Nations, Métis and Inuit culture and the school is now offering Aboriginal Studies 10, 20 and 30.

At Eastglen, each story and each person counts and every effort is being made to support and assist all First Nations, Métis and Inuit students in being successful on their own terms.

DATE: June 14, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools Approval of 2016-2017

SUBJECT: Approval of 2016-2017 Budget

ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Krista Brandon, Todd Burnstad, Vanessa Croswell-Klettke, Madonna Proulx

REFERENCE: N/A

ISSUE

At the May 31, 2016 Caucus meeting, the 2016-2017 spring proposed budget was presented to the Board of Trustees for information and discussion.

BACKGROUND

On April 14, 2016 the provincial government announced the funding allocations to school boards for the 2016-2017 school year. With no reductions to grants and enrolment growth being funded, the 2016-2017 Spring Proposed Revenue Budget (Attachment I) clearly demonstrates the government's commitment to support education, even under the current financial situation facing Alberta.

The 2016-2017 Distribution of Funds was approved by the Board on April 26, 2016, and forms the basis of the assumptions used to complete the spring proposed budget.

RELATED FACTS

Edmonton Public School's mission is to inspire student success through high quality learning opportunities, supported by meaningfully engaging students, parents, staff and community.

- Edmonton Public Schools is projecting enrolment growth of 3.2 per cent or just under 3,000 new students, bringing the total projected enrolment to 95,355 (Attachment II).
- With no change to the base instruction grants received by the province, the 2016-2017 student allocation rates remained at the same levels as in 2015-2016.
- The custodial, support and exempt staff collective agreements are currently unsettled or are anticipated to be unsettled prior to the commencement of the 2016-2017 school year. As such, no budget increases in staff compensation have been factored into the staff unit costs for the 2016-2017 budget.

RECOMMENDATION

1. That the 2016-2017 Budget of \$1,121,997,593 be approved.
2. That the budget report for the year ending August 31, 2017 be approved.

CONSIDERATIONS and ANALYSIS

- Schools and central decision units have completed their budgets using the allocated resources approved in the original 2016-2017 Distribution of Funds document. Total revenue has increased by

\$9.3 million over the distribution of funds. This increase reflects updated figures for Program Unit Funding (PUF), Institutional support, Plant Operations and Maintenance (PO&M), Transportation, Capital and Infrastructure Maintenance Renewal (IMR) as well as other grants, fees and services. All of these adjustments flow directly to schools or central decision units and do not impact the assumptions approved in the 2016-2017 Distribution of Funds approved recommendation report.

- As a result of enrolment growth, staffing positions have changed from the 2015-2016 levels (Attachment VI).
- The 2016-2017 proposed budget includes accessing \$32.5 million of accumulated operating surplus funds (Attachment VII).
- The 2016-2017 budgeted System Administration and Board Governance block spending is 3.0 per cent of the total budget spending, which is under the 3.6 per cent spending cap set by the province (Attachment IX).

NEXT STEPS

Once approved, the 2016-2017 proposed budget will be posted to the District's website, and the budget report will be submitted to Alberta Education by June 30, 2016.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2016-2017 Proposed Revenue Budget
ATTACHMENT II	Projected 2016-2017 Student Enrolment
ATTACHMENT III	2016-2017 Proposed Budget – Total Allocations
ATTACHMENT IV	2016-2017 Proposed Budget – Direct School Allocations
ATTACHMENT V	2016-2017 Proposed Budget – Other Allocations
ATTACHMENT VI	2016-2017 Proposed Budget - Staffing FTE Comparison
ATTACHMENT VII	2016-2019 Accumulated Operating Surplus Plan
ATTACHMENT VIII	2016-2017 Proposed use of Surplus
ATTACHMENT IX	2016-2017 Budget Report

TB:ja

**Edmonton Public Schools
2016-2017 Spring Proposed Revenue Budget**

	2016-2017 Spring Proposed Budget (Spring)	2016-2017 Distribution of Funds (Doff)	2015-2016 Fall Revised Budget (Fall)	Variance Spring vs Doff \$	Variance Spring vs Fall \$	Variance Spring vs Fall %	Notes
BASE INSTRUCTION FUNDING							
Early Childhood Services (ECS) Base Instruction	\$ 28,890,100	\$ 28,890,100	\$ 28,639,600	\$ -	\$ 250,500	0.9%	
ECS Class Size	6,581,300	6,581,300	6,524,200	-	57,100	0.9%	
Base Instruction (Grades 1 to 9)	420,553,300	420,553,300	401,415,700	-	19,137,600	4.8%	
Class Size (Grades 1 to 3)	34,537,400	34,537,400	33,183,100	-	1,354,300	4.1%	
	490,562,100	490,562,100	469,762,600	-	20,799,500	4.7%	
High School (Grades 10 to 12)	145,248,100	145,248,100	145,635,100	-	(387,000)	(0.3%)	
Base Instruction Metro (Grades 10 to 12)	882,400	749,900	749,900	132,500	132,500	17.7%	
Base Instr. Metro Summer (Grades 10 to 12)	5,410,600	5,272,900	5,272,900	137,700	137,700	2.6%	
Outreach Site Funding	377,800	377,800	377,800	-	-	-	
Home Education	660,000	660,000	638,200	-	21,800	3.4%	
	7,330,800	7,060,600	7,038,800	270,200	292,000	4.1%	
SUBTOTAL BASE INSTRUCTION FUNDING	643,141,000	642,870,800	622,436,500	270,200	20,704,500	3.3%	1
DIFFERENTIAL COST FUNDING							
ECS Program Unit Funding (PUF)	42,654,300	36,237,200	36,237,200	6,417,100	6,417,100	17.7%	2
Inclusive Education	66,276,000	66,276,000	63,020,900	-	3,255,100	5.2%	3
English as a Second Language (ESL)	20,902,000	20,902,000	19,031,600	-	1,870,400	9.8%	4
First Nations, Metis and Inuit Education (FNMI)	9,357,800	9,357,800	8,843,400	-	514,400	5.8%	5
Building Collaboration and Capacity	30,750	30,750	-	-	30,750	100.0%	6
Socio Economic Status	10,722,700	10,588,600	10,578,100	134,100	144,600	1.4%	
Plant Operations and Maintenance (PO&M)	68,818,000	66,656,000	66,656,000	2,162,000	2,162,000	3.2%	
Metro Urban Transportation	24,673,300	23,033,200	23,033,200	1,640,100	1,640,100	7.1%	2
ECS Special Transportation	2,009,400	2,000,000	2,000,000	9,400	9,400	0.5%	2
Equity of Opportunity	8,958,000	8,958,000	8,856,200	-	101,800	1.1%	
Federal French Funding	590,000	590,000	590,000	-	-	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	254,992,250	244,629,550	238,846,600	10,362,700	16,145,650	6.8%	
PROVINCIAL PRIORITY TARGETED FUNDING							
High Speed Networking	2,198,400	2,334,900	2,306,100	(136,500)	(107,700)	(4.7%)	7
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,198,400	2,334,900	2,306,100	(136,500)	(107,700)	(4.7%)	
OTHER PROVINCIAL SUPPORT							
Institutional Support	10,205,600	10,623,300	10,623,300	(417,700)	(417,700)	(3.9%)	2
Regional Collaborative Service Delivery (RCSD)	3,767,800	4,129,300	4,129,300	(361,500)	(361,500)	(8.8%)	8
Provincial School Lease Support	-	1,072,400	1,072,400	(1,072,400)	(1,072,400)	(100.0%)	9
Narrowing Teacher's Salary Gap	239,000	239,000	239,000	-	-	-	
Reduction in System Admin & School Board Governance	(3,973,000)	(3,973,000)	(3,790,000)	-	(183,000)	4.8%	
SUBTOTAL OTHER PROVINCIAL SUPPORT	10,239,400	12,091,000	12,274,000	(1,851,600)	(2,034,600)	(16.6%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	910,571,050	901,926,250	875,863,200	8,644,800	34,707,850	4.0%	

**Edmonton Public Schools
2016-2017 Spring Proposed Revenue Budget**

	2016-2017 Spring Proposed Budget (Spring)	2016-2017 Distribution of Funds (Doff)	2015-2016 Fall Revised Budget (Fall)	Variance Spring vs Doff \$	Variance Spring vs Fall \$	Variance Spring vs Fall % Notes
			/			
CAPITAL AND IMR FUNDING						
Infrastructure Maintenance Renewal (IMR)	9,673,300	9,000,000	9,000,000	673,300	673,300	7.5% 10
Amortization of Capital Allocations and Expended Deferred Capital Revenue	35,137,200	31,855,100	31,855,100	3,282,100	3,282,100	10.3% 11
CAPITAL AND IMR FUNDING	44,810,500	40,855,100	40,855,100	3,955,400	3,955,400	9.7%
OTHER PROVINCIAL REVENUES						
Tuition Agreements	1,281,800	1,208,300	1,208,300	73,500	73,500	6.1% 12
Secondments - Provincial	2,889,000	2,899,000	2,899,000	(10,000)	(10,000)	(0.3%)
Alberta Education Conditional Grants	242,000	1,497,600	1,497,600	(1,255,600)	(1,255,600)	(83.8%) 13
Alberta Teachers' Retirement Fund (ATRF)	55,686,200	57,989,300	57,989,300	(2,303,100)	(2,303,100)	(4.0%) 14
Special Funding - ATA's Contractual Obligation	-	-	4,754,000	-	(4,754,000)	(100.0%) 15
SUBTOTAL OTHER PROVINCIAL REVENUES	60,099,000	63,594,200	68,348,200	(3,495,200)	(8,249,200)	(12.1%)
TOTAL GOVERNMENT OF ALBERTA	1,015,480,550	1,006,375,550	985,066,500	9,105,000	30,414,050	3.1%
OTHER PROVINCIAL GRANTS	3,073,500	2,430,200	2,430,200	643,300	643,300	26.5% 16
FEDERAL GOVERNMENT AND FIRST NATIONS	2,209,000	1,932,200	1,932,200	276,800	276,800	14.3% 17
OTHER ALBERTA SCHOOL AUTHORITIES	819,100	704,200	704,200	114,900	114,900	16.3% 18
FEES						
School Fees - School Generated Funds	13,490,400	13,052,500	13,052,500	437,900	437,900	3.4% 19
Transportation Fees	12,201,200	12,057,600	12,057,600	143,600	143,600	1.2% 20
Lunch Program Fees	4,200,300	4,545,200	4,545,200	(344,900)	(344,900)	(7.6%) 21
Metro Continuing Education Fees	555,600	564,100	564,100	(8,500)	(8,500)	(1.5%) 22
Textbook Rental Fees	1,424,500	1,525,900	1,525,900	(101,400)	(101,400)	(6.6%) 22
Music Instrument & Other Material Fees	237,900	264,100	264,100	(26,200)	(26,200)	(9.9%) 22
SUBTOTAL FEES	32,109,900	32,009,400	32,009,400	100,500	100,500	0.3%
OTHER SALES AND SERVICES						
International Student Tuition	7,637,500	7,637,500	6,274,500	-	1,363,000	21.7% 23
Sales and Services - Schools & Central DU's	4,635,800	5,126,300	5,126,300	(490,500)	(490,500)	(9.6%) 24
Other Sales and Services - School Generated Funds	5,415,200	5,421,900	5,421,900	(6,700)	(6,700)	(0.1%)
Secondments - Other Entities	1,238,200	1,228,200	1,228,200	10,000	10,000	0.8%
Adult Education	2,322,100	2,214,900	2,214,900	107,200	107,200	4.8%
SUBTOTAL SALES AND SERVICES	21,248,800	21,628,800	20,265,800	(380,000)	983,000	4.9%
INVESTMENT INCOME	3,200,000	3,200,000	3,200,000	-	-	-
GIFTS AND DONATIONS						
School Gifts and Donations	4,975,900	5,517,000	5,517,000	(541,100)	(541,100)	(9.8%) 25
EPSB Foundation Support	450,000	451,800	451,800	(1,800)	(1,800)	(0.4%)
SUBTOTAL GIFTS AND DONATIONS	5,425,900	5,968,800	5,968,800	(542,900)	(542,900)	(9.1%)
FUNDRAISING - School Generated Funds	1,888,100	1,657,200	1,657,200	230,900	230,900	13.9% 25
RENTAL OF FACILITIES	4,030,100	4,295,000	4,295,000	(264,900)	(264,900)	(6.2%) 26
TOTAL OPERATING REVENUE	\$1,089,484,950	\$ 1,080,201,350	\$ 1,057,529,300	\$ 9,283,600	\$ 31,955,650	3.0%

**Notes to the
2016-2017 Spring Proposed Revenue Budget**

Unless otherwise noted, variance explanations have been provided for amounts where the 2016-2017 spring proposed budget differs from the 2015-2016 fall revised budget by more than 5%.

1 Base Instruction Funding

The overall increase in base instruction funding is due to a projected enrolment growth of 3.2% (see Attachment II for additional details). For 2016-2017, there are no increases in the per student funding rates, however, the Province is funding enrolment growth.

2 ECS Program Unit Funding (PUF), Metro Urban Transportation, ECS Special Transportation, & Institutional Support

These budgets are a flow through where any changes from a revenue point of view are offset by an equivalent amount being allocated. The increase in revenue is directly associated with the increase in projected enrolment.

3 Inclusive Education

The Inclusive Education grant is comprised of three components, two of which are enrolment driven. The third component includes providing a per student allocation of \$5,202 for refugee students as well as other differential factors. The overall increase is a result of enrolment growth and the composition of students.

4 English as a Second Language (ESL)

This funding is targeted for students who require additional English language support and instruction to achieve grade level expectations in English and in other subject areas. The anticipated increase in this grant is directly linked to the high number of students who meet this criteria. This funding is provided for a maximum of five years per eligible student.

5 First Nations, Metis and Inuit Education (FNMI)

Funding is based on the projected number of self-identified students as at September 30th. Out of the total amount received, approximately 85% is allocated directly to schools and approximately 15% is allocated to a central decision unit exclusively providing supports for FNMI education.

6 Building Collaboration and Capacity in Education (BCCE)

This is a new grant starting in 2016-2017. The purpose of this grant is to increase opportunities for First Nations students to receive culturally responsive and meaningful education programs and services through enhanced collaboration and coordination among education stakeholders. The grant provides \$335 per First Nation student residing on a reserve but attending EPSB. In addition, EPSB submitted a grant application requesting a total of \$42,000 over the next three years.

7 High Speed Networking

Also known as SuperNet, the District receives \$800 per month per approved site. In 2015-2016, the revenue figure included \$136,500 of deferred revenue which was recognized during the year.

8 Regional Collaborative Service Delivery (RCSD)

Currently no funding has been approved for individual schools, the entire balance is directed towards the Inclusive Learning - RCSD cost centre.

9 Provincial School Lease Support

This funding is provided by the Province for the lease of privately owned facilities. EPSB submitted an application to continue to receive this funding, however, notification of approvals will not be announced until June 30th.

10 Infrastructure Maintenance Renewal (IMR)

Total IMR funding for the District has increased from \$15 Million to \$25 Million. Out of the total funds, \$9.7 Million will be expensed for operations for 2016-2017.

11 Amortization of Capital Allocations and Expended Deferred Capital Revenue

The increase reflects the commencement of supported amortization related to the three new schools that will be operational effective September 2016.

**Notes to the
2016-2017 Spring Proposed Revenue Budget**

12 Tuition Agreements

Includes a contract between the Alberta School for the Deaf and Health Services (paid directly by Alberta Education) which has been updated for 2016-2017.

13 Alberta Education Conditional Grants

The decrease reflects the removal of other non-recurring grants related to specific 2015-2016 school projects. Grants are only included in the spring proposed budget if they are confirmed. It is anticipated these will increase between the spring and the fall as additional grant applications are completed and approved.

14 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province. Although the total number of certificated staff have increased, the ATRF has decreased as a result of a decrease in the Government contribution rate from 12.65% to 11.95%.

15 Special Funding - ATA's Contractual Obligations

For 2015-2016, Alberta Education provided funding for a 1% lump sum payment to teachers made in December 2015 (part of the *Teacher Framework Agreement*).

16 Other Provincial Grants

The 2016-2017 Budget includes STAR and WRAP project grants from Alberta Health for Jasper Place (\$345,000) and an Alberta Health Services grant to cover a Way In Coordinator, 2 Success Coaches, 3 months of 1 Success Coach, and a Mental Health Therapist coordinated by TD Baker school (\$320,000).

17 Federal Government and First Nations

Fees for non-resident students are billed directly to Native bands and the remaining students are funded by the Federal Government and are included on the nominal role. Metro also receives funding from the Federal Government and has included an increase in the 2016-2017 budget for increased funding from LINC (Language Instruction for Newcomers).

18 Other Alberta School Authorities

Student Transportation has included \$100,000 as the anticipated cost sharing portion from the Edmonton Catholic School Board related to the Edmonton Student Transportation Authority (ESTA) initiative.

19 School Fees - School Generated Funds

School generated funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. For budget reporting purposes these funds have been consolidated into the District budget. The increase from the current year budget is consistent with current year actual fee amounts that are being received for such things as drama, field trips, ski club, physical education and school teams and factors in the anticipated enrolment growth.

20 Transportation Fees

The Increase in transportation fees is due to a forecasted increase in ridership as the transportation fees being charged have been maintained at the 2015-2016 rates. The overall cost of offering transportation services is expected to increase and the Student Transportation department is offsetting this by drawing down the transportation restricted reserve fund (for additional details refer to Attachment VII).

21 Lunch Program Fees

In conjunction with the 2016-2017 Budget, a lunch fee cost sharing model was rolled out to all schools in order to standardize the calculation of fees being charged. The overall reduction in fees reflects schools absorbing the costs associated with custodial time and SES directly related to the lunch program into their operating budget.

**Notes to the
2016-2017 Spring Proposed Revenue Budget**

22 Metro Continuing Education Fees, Textbook Rental Fees, Music Instrument & Other Material Fees

Fees are collected and retained to offset expenses at the school level. The District is currently reviewing the fees being charged and is examining options to reduce the related expenses that are not otherwise funded by the Province.

23 International Student Fees

The total number of international students continues to grow and is projected to reach 650 by the end of June 2017.

24 Sales and Services - Schools & Central DU's

The fall revised budget includes other non government grants and revenue. These amounts are only included in the budget upon confirmation/approval of funding which often does not occur until the fall.

25 School Gifts and Donations/Fundraising - School Generated Funds

This revenue line is an estimate of school generated donations and fundraising activities. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't fully budget for these in the spring as there is uncertainty around these initiatives.

26 Rental of Facilities

There are no changes to lease rates for the 2016-2017 year and revenue for leased space in open schools is expected to be maintained to current year levels, however, the Leasing Department is anticipating a reduction in revenue from closed sites.

Edmonton Public Schools
Projected 2016-2017 Enrolment vs Actual September 30, 2015 Enrolment
Funded vs Other

Student Enrolment by Division	2016-2017 Projected Enrolment	2015-2016 September 30 Actual Enrolment	Enrolment Increase	Variance %	2014-2015 September 30 Actual Enrolment
Funded Students:					
Early Childhood Services (ECS)	8,650	8,575	75	0.9%	8,017
Elementary	43,622	41,304	2,318	5.6%	39,860
Junior High	19,337	18,790	547	2.9%	18,253
Senior High	22,601	22,661	(60.0)	(0.3%)	22,504
Subtotal - Enrolment for Grades 1-12	85,560	82,755	2,805	3.4%	80,617
Subtotal Funded Students	94,210	91,330	2,880	3.2%	88,634
Other :					
International Students	650	534	116	21.7%	468
Home Education	395	382	13	3.4%	397
Other/Non Resident/Blended/Sponsorships/ Unfunded non special needs children	100	112	(12)	(11.0%)	161
Subtotal Other Students	1,145	1,028	117	11.4%	1,026
Total Student Enrolment	95,355	92,358	2,997	3.2%	89,660

**Edmonton Public Schools
2016-2017 Spring Proposed Budget
Total Allocations**

	**	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	**	Variance \$	Variance %	Notes
Projected Revenue							
Operating Revenue		\$ 1,089,484,950	\$ 1,080,201,350		\$ 9,283,600	0.9%	
Operating Reserve Funds *		32,512,643	35,862,643		(3,350,000)	(9.3%)	*
Operating Revenue		\$ 1,121,997,593	\$ 1,116,063,993		\$ 5,933,600	0.5%	
School Allocations (Attachment IV)							
School Allocations Levels 1 to 8		\$ 622,580,505	\$ 614,546,433		\$ 8,034,072	1.3%	1
Other Supplemental School Allocations		143,757,939	144,227,958		(470,019)	(0.3%)	2
		766,338,444	758,774,391		7,564,053	1.0%	
School Generated Funds/External Revenues		35,264,444	36,929,914		(1,665,470)	(4.5%)	3
Subtotal School Allocations	73.6%	801,602,888	795,704,305	73.7%	5,898,583	0.7%	
Other Allocations (Attachment V)							
Metro Continuing Education		11,641,738	10,998,939		642,799	5.8%	4
External Revenue Allocations - Central		10,835,318	11,133,598		(298,280)	(2.7%)	5
District Level Fixed Costs	6.8%	73,800,067	71,685,225	6.6%	2,114,842	3.0%	6
District Level Committed Costs	7.5%	81,768,669	79,434,283	7.4%	2,334,386	2.9%	6
		178,045,792	173,252,045		4,793,747	2.8%	
Central Decision Units	5.0%	54,150,070	53,255,700	4.9%	894,370	1.7%	7
Subtotal Other Allocations		232,195,862	226,507,745		5,688,117	2.5%	
Alberta Teachers' Retirement Fund (ATRF)		55,686,200	57,989,300		(2,303,100)	(4.0%)	8
Total Allocations		1,089,484,950	1,080,201,350		9,283,600	0.9%	
Planned Use of Reserves *		32,512,643	35,862,643		(3,350,000)	(9.3%)	*
Total Budget		\$ 1,121,997,593	\$ 1,116,063,993		\$ 5,933,600	0.5%	

* Additional details around the District's accumulated operating reserve is included in Attachment VII.

** The amount as a percentage of the total allocations (prior to using any reserve funds).

**Notes to the
2016-2017 Spring Proposed Budget
Total Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2016-2017 spring budget differs from the 2016-2017 distribution of funds by more than 5%.

1 School Allocations Levels 1 to 8

School Allocations for the spring proposed budget have been based on pre-enrolment projections which predict the number of students at each grade level and the number of students with special needs. For 2016-2017, there have been no changes to the per student allocation rates. These allocations are further detailed on Attachment IV.

2 Other Supplemental School Allocations

Included in this category of school allocations are the Base Allocation, Equity Fund, Plant Operation & Maintenance (PO&M), Program Enhancement Allocations and the High Social Vulnerability Allocation. These allocations are further detailed on Attachment IV.

3 School Generated Funds/External Revenues

School generated funds are funds raised in the community for expenses at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. The District is continuing to examine options to reduce the related expenses that are not funded by the Province and otherwise result in fees having to be charged.

4 Metro Continuing Education

The increase is partially attributed to Metro's new location where they have experienced increases of 100 students per semester, and a large increase in the number of students attending evening courses.

5 External Revenue Allocations - Central

The Central external revenue is comprised mostly of secondment revenue from the Alberta Government, other grants, and lease and parking revenue. Typically the amount included in the Spring is lower than the updated amount in the Fall, as there is often uncertainty around some of the assumptions.

6 District Level Fixed / District Level Committed Costs

These allocations have been updated to reflect the anticipated fixed and committed costs for 2016-2017. Additional details on these costs have been included on Attachment V.

7 Central Decision Units

On average, the percentage of funds allocated to central decision units remains around 5% of the District's total annual operating budget. Additional details on the Central Decision Units is included on Attachment V.

8 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province. Although the total number of certificated staff have increased, the ATRF has decreased as a result of a decrease in the Government contribution rate from 12.65% to 11.95%.

**Edmonton Public Schools
2016-2017 Spring Proposed Budget
Direct School Allocations**

	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	Variance \$	Variance %	Notes
School Allocations					
Kindergarten (1/2 day)	\$ 16,902,588	\$ 16,915,578	\$ (12,990)	(0.1%)	
Kindergarten (full day)	3,881,448	3,934,220	(52,772)	(1.3%)	
Elementary	211,186,625	210,296,757	889,868	0.4%	
Junior High	87,915,640	87,104,960	810,680	0.9%	
Senior High	106,923,801	106,927,205	(3,404)	(0.0%)	
International Students	5,031,000	4,658,852	372,148	8.0%	1
Special Needs Levels 4 - 8	127,418,313	127,109,179	309,134	0.2%	
Institutions, ASD & Early Education (PUF) Allocations	63,321,090	57,599,682	5,721,408	9.9%	2
Subtotal School Allocations	622,580,505	614,546,433	8,034,072	1.3%	
Other Supplemental School Allocations					
Base Allocation	49,901,833	49,858,245	43,588	0.1%	
Class Size Funding	34,537,402	34,775,504	(238,102)	(0.7%)	
Plant Operation & Maintenance - Schools	19,908,131	18,367,703	1,540,428	8.4%	3
* First Nations, Metis and Inuit Education (FNMI)	7,689,068	7,689,074	(6)	(0.0%)	* 4
* Program Enhancement Allocations	11,602,975	10,979,883	623,092	5.7%	* 5
* Other Miscellaneous Allocations	2,036,600	1,728,857	307,743	17.8%	* 6
Equity Fund	4,000,000	6,789,698	(2,789,698)	(41.1%)	7
High Social Vulnerability	4,000,000	4,000,000	-	-	
High Social Vulnerability - 1 year Transition	1,054,368	1,000,000	54,368	5.4%	8
Regional Collaborative Service Delivery RCSD)	3,767,822	3,767,822	-	-	
Enhanced Support for Schools	1,818,680	1,818,680	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwaciy Base Rent	1,181,935	1,181,935	-	-	
Foundation Full Day Kindergarten Funding	440,338	451,770	(11,432)	(2.5%)	
Community Use of Schools	471,995	471,995	-	-	
Subtotal Other Supplemental School Allocations	143,757,939	144,227,958	(470,019)	(0.3%)	
Subtotal School and Other Supplemental Allocations	766,338,444	758,774,391	7,564,053	1.0%	
School Generated Funds/External Revenues	35,264,444	36,929,914	(1,665,470)	(4.5%)	9
Total Direct School Allocations	\$ 801,602,888	\$ 795,704,305	\$ 5,898,583	0.7%	

* See Attachment IV^A - for a detailed breakdown of this line item.

**Edmonton Public Schools
2016-2017 Spring Proposed Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 7,248,068	\$ 7,248,074	\$ (6)	(0.0%)	
Transportation to amiskwacyi & Awasis Program	441,000	441,000	-	-	
	<u>\$ 7,689,068</u>	<u>\$ 7,689,074</u>	<u>\$ (6)</u>	<u>(0.0%)</u>	4

FNMI funding is based on the number of self identified students at September 30th. Out of the total amount received, the majority is allocated directly to schools and a portion is allocated to a central decision unit to support FNMI education.

	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 4,000,000	\$ 4,000,000	\$ -	-	
Guaranteed Enrolment	4,986,434	2,649,175	2,337,259	88.2%	
Outreach Program	1,498,911	1,171,087	327,824	28.0%	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facilities Grant	505,886	2,613,730	(2,107,844)	(80.6%)	
Establishment Program Grant	261,744	195,891	65,853	33.6%	
	<u>\$ 11,602,975</u>	<u>\$ 10,979,883</u>	<u>\$ 623,092</u>	<u>5.7%</u>	5
Other Miscellaneous Allocations					
Addition to Basic	\$ 751,709	\$ 855,125	\$ (103,416)	(12.1%)	
ELC Teacher Allocation	1,284,891	873,732	411,159	47.1%	
	<u>\$ 2,036,600</u>	<u>\$ 1,728,857</u>	<u>\$ 307,743</u>	<u>17.8%</u>	6

**Notes to the
2016-2017 Spring Proposed Budget
Direct School Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2016-2017 spring budget differs from the 2016-2017 distribution of funds by more than 5%.

1 International Students

The total number of international students continues to grow and is projected to reach 650 by the end of June 2017.

2 Institutions & Early Education (PUF) Allocations

These budgets are a flow through where any changes from a revenue point of view are offset by an equivalent amount being allocated. The increase in allocations is directly associated with the increase in projected revenue as a result of enrolment growth.

3 Plant Operation & Maintenance - Schools

The total amount of anticipated Plant Operation and Maintenance (PO&M) funding has been updated to reflect the anticipated funding for 2016-2017. The total amount of PO&M funding is allocated between central decision units and schools.

4 First Nations, Metis and Inuit Education (FNMI)

The per student allocation is based on the number of students who self identify at September 30th. The transportation portion of the allocation provides transportation for junior high students attending amiskwacy academy and elementary students attending the Awasis program.

5 Program Enhancement Allocations

New to District

This allocation is held centrally and allocated to schools during the year to support students arriving after September 30th.

Guaranteed Enrolment

This allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level. This allocation is always higher in the spring vs the fall as program enrolment details are incomplete in the spring.

Outreach Program

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been placed by the District.

Transfers from Institutions

This allocation is given to schools for students who meet district special needs coding criteria and who were enrolled in an institutional school on September 30th and will be subsequently returned to a school after that date.

Establishment Facilities Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000 which is then added onto any prior approved/deferred amounts. In conjunction with the anticipated opening of new schools in September 2016, additional start up funds of \$2.4 Million were included in the 2015-2016 Fall Budget. For the new schools anticipated to open in September 2017, the start up costs are being covered through access to surplus funds and are not part of this allocation. For additional details, refer to Attachment VII.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000 which is then added onto any prior approved/deferred amounts.

**Notes to the
2016-2017 Spring Proposed Budget
Direct School Allocations - continued**

6 Other Miscellaneous Allocations

Addition to Basic

This allocation is for schools with unique situations that require additional funds for instructional and/or operational purposes. This allocation is analysed and adjusted every budget cycle.

ELC Teacher Allocation

This allocation covers the cost of a teacher FTE per approved early learning classroom (ELC). For 2016-2017, the Early Years Program has been expanded to include Bisset, Callingwood, Grovenor, Lansdowne and Steinhauer.

7 Equity Fund

The spring Equity Fund allocation is based on an initial allocation of \$4 Million. In the fall this amount will be increased by factoring in the transfer of school surplus carryforward balances in excess of 3%, this amount is currently unknown but it is estimated the fall 2016 Equity Fund balance will be similar to the amount allocated in the fall of 2015.

The Equity Fund was established by the Superintendent in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the four School Leadership Groups supervised by the Assistant Superintendents. The percentage allocated to School Leadership Groups was determined through the Superintendent's meetings with the District Support Team and the Superintendent's Community of Practice (SCOPE). Within each School Leadership Group, catchment allocations are determined in consultation with the Assistant Superintendent, and based on criteria established by the Leadership Group. Priority is given to projects impacting literacy, numeracy, and mental health.

Within each School Leadership group, a portion of the allocation is directed towards an assessment fund in support of timely, informative student assessments. Programming for student differences consultants from each Leadership group work with Inclusive Learning services to prioritize student assessments. A portion is also directed to a holdback fund to support schools that encounter unusual or unexpected budget challenges during the school year. These funds are distributed to schools at the discretion of the Assistant Superintendent.

8 High Social Vulnerability - 1 year Transition

Based on a recommendation report by the 2015-2016 Budget Allocation Principal Committee, the High Social Vulnerability calculation has been updated. Part of the recommendation report includes providing a 1 year transitional fund. This fund provides an additional \$1 million to schools, offsetting 66% of the amount that would otherwise negatively impact some schools (as a result of the change in formula).

9 School Generated Funds/External Revenues

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals.

**Edmonton Public Schools
2016-2017 Spring Proposed Budget
Other Allocations**

	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 48,340,826	\$ 46,225,984	\$ 2,114,842	4.6%	1
Utilities	19,000,000	19,000,000	-	-	
Insurance	3,939,241	3,939,241	-	-	
High Speed Networking	2,520,000	2,520,000	-	-	
	73,800,067	71,685,225	2,114,842	3.0%	
District Level Committed Costs					
Student Transportation	39,974,411	37,917,673	2,056,738	5.4%	2
School Plant Operations & Maintenance	15,276,051	14,998,403	277,648	1.9%	
Human Resources Supply Services	13,469,918	13,469,918	-	-	
* Language and Cultural Support	3,845,223	3,845,223	-	-	*
Enterprise Systems	3,819,286	3,819,286	-	-	
Professional Improvement Leaves	1,340,000	1,340,000	-	-	
Enhanced Support for District Plan	1,000,000	1,000,000	-	-	
Central Building Maintenance	1,000,000	1,000,000	-	-	
Staff Development	650,000	650,000	-	-	
Election	480,000	480,000	-	-	
* Partnership Commitments	381,000	381,000	-	-	*
Human Resources Secondments	122,334	122,334	-	-	
Audit	136,946	136,946	-	-	
Board Initiative Fund	45,000	45,000	-	-	
Survey	160,000	160,000	-	-	
District Awards	30,000	30,000	-	-	
Youth Engagement Model	26,000	26,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	81,768,669	79,434,283	2,334,386	2.9%	
External Revenue Allocation	10,835,318	11,133,598	(298,280)	(2.7%)	
Metro Continuing Education	11,641,738	10,998,939	642,799	5.8%	3
	22,477,056	22,132,537	344,519	1.6%	
Central Decision Units					
** Board and Office of the Superintendent	7,285,435	7,527,208	(241,773)	(3.2%)	**
** Corporate Services	18,793,248	18,924,248	(131,000)	(0.7%)	**
** Finance and Infrastructure	15,942,576	14,675,433	1,267,143	8.6%	**
Inclusive Learning	6,375,631	6,375,631	-	-	
International Programs	1,337,600	1,337,600	-	-	
Curriculum and Resource Support	2,462,602	2,462,602	-	-	
Research and Innovation for Student Learning	1,086,067	1,086,067	-	-	
Student Information	866,911	866,911	-	-	
	54,150,070	53,255,700	894,370	1.7%	
Total	\$ 232,195,862	\$ 226,507,745	\$ 5,688,117	2.5%	

* See Attachment V^A - for a detailed breakdown of this line item.

** See Attachment V^B - for a detailed breakdown of this line item.

Edmonton Public Schools
2016-2017 Spring Proposed Budget
Other Allocations
Detailed Breakdown - District Level Committed Costs

	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,668,736	\$ 1,668,736	\$ -	-	
Diversity Education	1,143,158	1,143,158	-	-	
Languages Centre at Woodcroft	1,033,329	1,033,329	-	-	
	<u>\$ 3,845,223</u>	<u>\$ 3,845,223</u>	<u>\$ -</u>	<u>-</u>	
Partnership Commitments					
Partnership for Kids	\$ 182,000	\$ 182,000	\$ -	-	
Confucius Institute - prog. coordinator	140,000	140,000	-	-	
Cappies	20,000	20,000	-	-	
Community University Partnerships	10,000	10,000	-	-	
Careers: The Next Generation	10,000	10,000	-	-	
United Way	9,000	9,000	-	-	
Corporate Challenge	5,000	5,000	-	-	
Welcome to Kindergarten	5,000	5,000	-	-	
	<u>\$ 381,000</u>	<u>\$ 381,000</u>	<u>\$ -</u>	<u>-</u>	

Edmonton Public Schools
2016-2017 Spring Proposed Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2016-2017 Spring Proposed Budget	2016-2017 Distribution of Funds	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 868,489	\$ 868,489	\$ -	-	
Office of the Superintendent of Schools	767,833	1,021,029	(253,196)	(24.8%)	4
Governance and Strategic Support Serv.	1,938,322	1,897,070	41,252	2.2%	5
District Support Services	1,644,259	1,674,088	(29,829)	(1.8%)	5
General Counsel	607,408	607,408	-	-	
School Leadership Group A	369,774	369,774	-	-	
School Leadership Group B	364,145	364,145	-	-	
School Leadership Group C	364,145	364,145	-	-	
School Leadership Group D	361,060	361,060	-	-	
	<u>\$ 7,285,435</u>	<u>\$ 7,527,208</u>	<u>\$ (241,773)</u>	<u>(3.2%)</u>	
Corporate Services					
Communications	\$ 2,343,348	\$ 2,343,348	\$ -	-	
District Information Security	385,203	385,203	-	-	
District Records and FOIP Management	606,450	606,450	-	-	
District Technology	6,101,934	6,232,934	(131,000)	(2.1%)	6
Edmonton Public Schools Foundation	413,055	413,055	-	-	
Human Resources	8,943,258	8,943,258	-	-	
	<u>\$ 18,793,248</u>	<u>\$ 18,924,248</u>	<u>\$ (131,000)</u>	<u>(0.7%)</u>	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 2,414,656	\$ 4,702,874	\$ (2,288,218)	(48.7%)	7
Financial Services	6,422,672	6,422,672	-	-	
Planning & Property Management	7,105,248	3,549,887	3,555,361	100.2%	7
	<u>\$ 15,942,576</u>	<u>\$ 14,675,433</u>	<u>\$ 1,267,143</u>	<u>8.6%</u>	

**Notes to the
2016-2017 Spring Proposed Budget
Other Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2016-2017 spring budget differs from the 2016-2017 distribution of funds by more than 5%.

1 Debt and Fiscal Services

This decision unit is responsible for supported debenture and principal repayments and interest costs, and the amortization costs for all District capital assets, e.g. buildings, furniture and equipment, and vehicles. The increase is triggered by starting to amortize the new schools that will become operational in September 2016.

2 Student Transportation

The Increase in transportation allocation is offset by the increase in transporation funding received by the Province. The total cost of offering transporation services is also expected to increase and the Student Transportation department is offseting this by drawing down the transportation restricted reserve fund (for additional details refer to Attachment VII) instead of increasing transportation fees.

3 Metro Continuing Education

The increase is partially attributed to Metro's new location where they have experienced increases of 100 students per symester, and a large increase in the number of students attending evening courses.

4 Office of the Superintendent of Schools

The base allocation previously associated with covering the costs of the Executive Director of Infrastructure has been transferred to Planning and Property Management.

5 Governance and Strategic Support Serv. / District Support Services

There was a transfer of base allocation between the two departments. The net increase covers the costs associated with staff reclassifications.

6 District Technology

This DU previously covered the annual cost of the Oracle Database Maintenance contract. With the new version of PeopleSoft that is being implemented, the Oracle Database had to be upgraded and it was decided to transfer the ongoing costs to the Enterprise DU effective for the 2016-2017 year.

7 Facilities Services & Building Ops / Planning & Property Management

The 2016-2017 Budget reflects the implementation of the Infrastructure Plan across multiple DU's. The plan includes the hiring of and realignment of existing staff positions accross the Infrastructure group of departments. The base allocation has been increased to support this plan.

**Edmonton Public Schools
2016-2017 Spring Proposed Budget
Staff FTE's**

Staffing Group	2016-2017		2015-2016		NET CHANGE	2014-2015	
	Spring Proposed		Fall Revised			Revised	
	Budget	%	Budget	%	Spring vs Fall	Budget	%
Schools							
Teaching FTE	4,745.13	60%	4,595.61	62%	149.52	4,460.59	63%
Support FTE	2,284.43	29%	2,005.32	27%	279.11	1,872.07	26%
Custodial FTE	578.85	7%	565.61	8%	13.24	560.38	8%
Exempt FTE	239.91	3%	219.70	3%	20.21	185.60	3%
Total Schools FTE	7,848.31	100%	7,386.24	100%	462.07	7,078.64	100%
Central Services							
Teaching FTE	131.75	14%	129.27	14%	2.48	160.01	17%
Support FTE	154.42	17%	163.17	18%	(8.75)	173.17	18%
Custodial FTE	59.42	6%	60.65	7%	(1.24)	64.00	7%
Maintenance FTE	209.00	23%	209.00	23%	-	205.00	21%
Exempt FTE	360.57	39%	336.58	37%	23.99	355.36	37%
Total Central Services FTE	915.15	100%	898.67	100%	16.48	957.55	100%
Metro Continuing Education							
Teaching FTE	5.60	19%	5.60	17%	-	4.40	12%
Support FTE	15.03	50%	16.83	50%	(1.80)	19.63	52%
Custodial FTE	0.68	2%	1.83	5%	(1.15)	1.69	5%
Exempt FTE	8.80	29%	9.60	28%	(0.80)	11.75	31%
Total Metro Cont. Ed. FTE	30.11	100%	33.86	100%	(3.75)	37.47	100%
Total FTE's	8,793.58		8,318.78		474.80	8,073.65	
Total by Group							
Teaching FTE	4,882.48	56%	4,730.48	57%	152.00	4,625.00	57%
Support FTE	2,453.88	28%	2,185.32	26%	268.55	2,064.87	26%
Custodial FTE	638.95	7%	628.09	8%	10.85	626.07	8%
Maintenance FTE	209.00	2%	209.00	3%	-	205.00	3%
Exempt FTE	609.27	7%	565.88	7%	43.39	552.71	7%
Total FTE's	8,793.58	100%	8,318.78	100%	474.80	8,073.65	100%

EPSB
Accumulated Operating Surplus Plan
2016-2019

ATTACHMENT VII

	Amount	Total Amount
Forecasted accumulated operating surplus at September 1, 2016		76,490,696

Proposed Use of Surplus Funds in 2016-2017:

A	School surpluses (up to 3%)	11,977,542	
B	Placeholder for staffing agreements	2,557,833	
C	Energy conservation initiative	2,000,000	
D	Student Transportation	1,650,000	
E	Central initiatives to support schools	7,727,268	
F	Start up/establishment costs for 11 new schools 11 x \$600,000	6,600,000	
		<u>32,512,643</u>	(32,512,643)

Forecasted accumulated operating surplus at September 1, 2017		43,978,053
--	--	-------------------

G	Carry forward minimum reserve target	<u>20,000,000</u>	(20,000,000)
----------	---	-------------------	--------------

Targeted: Reserve funds (For 2017-2018, 2018-2019 and beyond)

1	Equity fund	6,000,000	
2	Price stabilization	2,000,000	
3	Transportation (restricted reserve)	1,300,000	
4	School building equity	2,000,000	
5	Growth accommodation/programming	3,000,000	
6	Energy conservation fund	1,659,775	
7	Property management capital		
	district central services buildings	2,100,000	
	closed school buildings	2,400,000	
8	Enterprise systems	3,518,278	
		<u>23,978,053</u>	(23,978,053)
			<u>-</u>

**EPSB
Accumulated Operating Surplus Plan
2016-2019**

Notes: Surplus Funds Proposed to Release (2016-2017 Budget):

- A School surpluses up to 3%: Schools have projected to end 2015-2016 with a surplus of \$13,214,841. The majority of the balance is below the carryforward threshold of 3% (\$11,977,542), this amount will be returned to schools as part of the 2016-2017 Fall Budget. Any surplus amount that exceeds the 3% carryforward threshold will be added to the Equity Fund.
- B Placeholder for staffing agreements: As at April 2016, the custodial staff collective agreement has been unsettled since September 2014, the support staff agreement since September 2015, and the exempt staff agreement will end in August 2016. As these contracts are not yet finalized, the unit cost figures used for the budget do not include any increase in compensation. Instead, a placeholder amount will be retained centrally and will be used to offset any staff contracts that are settled in 2016-2017. EPSB assumes that any compensation adjustment related to the teachers agreement (which also expires in August 2016) will be fully funded by the Province and has not included any potential impact in the 2016-2017 budget.
- C Energy conservation initiative: These funds will be added to the 2016-2017 Infrastructure and Maintenance Renewal (IMR) budget for energy retrofit projects that will result in future and ongoing utility cost savings. The projects planned for 2016-2017 include mechanical upgrades to Victoria's NE Wing, Meadowlark, Killarney, and Hardisty schools and an upgrade to the kitchen refrigeration at Jasper Place. Also planned are lighting upgrades for 10 schools.
- D Student Transportation: The access to surplus request is to offset the anticipated increase in costs as no increase has been factored into the bus pass fees being charged. The increase costs include: \$390,000 for ETS bus passes, \$650,000 in Yellow bus rate increases, and increased service requirements (additional buses) due to new schools, accommodation planning and curb service conversion from carrier to "in house routed" by Student Transportation.
- E Central initiatives to support schools: Starting in 2015-2016, where schools were allowed access of up to 3% of their surplus, Central leaders decided to pool their unrestricted operating surplus funds and using a collaborative approach, prioritize initiatives that directly support the District's Strategic Plan. This process will continue on for 2016-2017 and details of the proposed initiatives have been included on Attachment VIII.
- F Start up/establishment costs for 11 new schools: Although the new schools are not scheduled to open until September 2017, staff (including principals) are required to start preparing for the opening early in 2017. In addition, there are other expenses that are not funded by the Province. These costs are estimated at \$600K per school.
- G Carry forward minimum reserve target: To be financially responsible and prudent the District is targeting to maintain a minimum reserve balance of \$20 Million.

Notes: Targeted: Sustainability/Reserve Funds (for 2017 and beyond)

- 1 Equity fund: The balance allocated to this fund would be used in order to guarantee a minimum balance of \$2 Million per year for the 2017-2018 through 2019-2020 school years. The Equity Fund was established by the Superintendent in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity. This fund will support school catchment work and address individual school emergent circumstances.
- 2 Price stabilization: These resources would combine the surplus funds from Insurance and Energy Management and would mitigate fluctuations in the price/volume of utilities. The amount can be adjusted over time based on utilization.
- 3 Transportation: The transportation surplus is restricted and is to be used exclusively to stabilize transportation fees.
- 4 School building equity: These resources would be used for emergent needs in District schools that are not covered under maintenance funding or IMR. Examples include a rotational program to clean ducts and improve overall air quality in schools and installation of security systems.
- 5 Growth accommodation/programming: These resources would be used to support welcoming schools costs, including specialized rooms, lifts, elevators, ramps, reconfiguration of class spaces, etc. In addition, it is anticipated multidisciplinary teams will be required to respond to our ongoing and existing high immigrant and refugee populations.

EPSB
Accumulated Operating Surplus Plan
2016-2019

6 Energy conservation fund: Energy efficiency improvement projects such as lighting, controls, etc. that will improve overall efficiency, reduce negative impacts on the environment and promote long term future cost savings (reduced utilities).

7 Property management capital: These resources will be used for lifecycle needs on our closed school buildings and buildings used for central services' DUs (e.g., Centre for Education, Distribution Centre, etc.). This fund would cover major costs such as boilers and roofs that cannot be paid with IMR dollars and could also cover capital vehicle and equipment replacement at the Distribution Centre and Maintenance Services. The amount included in future years operating budgets can be adjusted based on need.

8 Enterprise systems: These resources would be used for the purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc. Although the E-Biz project went live in October 2015, to maximize the systems capabilities, several other systems now need to be updated (e.g. PeopleSoft HR, Budget, etc). In addition, the District has also identified the need to move towards an electronic recruiting application process. The governance of these resources would be addressed through the establishment of an Information Technology Council.

Initiative Name	Description	Funding Required For 2016-2017
1 Supporting Students and Teachers Through Digital Reporting	Implementation and maintainance of the new system (IPP, ELL, MMP, ISBP).	\$104,000
2 Next Phase of E-Biz - Business intelligence, analytical and reporting system	Finance has implemented a very robust enterprise transactional system (with standard reports) that has moved the District into the 21st century. However there is still a high demand and need to enhance reporting for schools, district leaders, and external stakeholders. The District needs to be more responsive and nimble than ever before as demands for analytical and financial reports from stakeholders has increased exponentially. An enterprise reporting and business analytical application was considered at the beginning of the E-Biz project. However, due to budget constraints the implementation was postponed and to be considered in a future roadmap. The business intelligence enterprise sytem will deliver a full range of capabilites including interactive dashboards, ad hoc inquiries, intergrated systems mgmt, enterprise and financial reporting, scorecard and strategy management, etc.	\$1,000,000
3 Complete Facility Assessment for Schools	Facility assessments for schools involved with Space For Students in Mature Communities initiatives. Infrastructure has received direction to complete similar assessments across the District. <i>NOTE: in order for this expense to be funded from capital reserves, all the work identified in the report must be completed and must qualify as an eligible capital expense.</i>	\$1,000,000
4 Evidence Based Decision Making	Supporting the development and roll out (training of school staff) of the internal dashboard; supporting catchment strategic planning through the use of data analysis protocols - based on achievement and survey data. Working with provincial achievement data to make it more actionable for schools and training staff to use the data (and align gaps with research to identify strategies for closing the gaps). Support high school department heads in using diploma exam data to improve teaching and learning.	\$112,000
5 Dashboard - Priorities Two and Three	Funding to support taking the development and implementation of the dashboard through to completion. Currently the data and wireframe for priority one is under development and projected for May 2016 soft launch. For the 2016-17 year there will need to be district work done for the building and data populating of the dashboard in relationship to priorities 2 and 3. The funding committed reflects dollars to support working with an external vendor. These dollars do not reflect the human resources drawn out of central decision units.	\$500,000
6 Maintenance of online training system (ERO)	A district-wide communication, registration and tracking software to manage professional learning of staff and talent management.	\$90,000
7 Research Team - creating a culture of research/evidence based decision making	Supporting all district priorities through a foundation of research, evidence/research based decision making, best practices and evaluation of projects.	\$253,206

EPSB
Proposed Use of Surplus
Spring 2016-2017 Budget

Initiative Name		Description	Funding Required For 2016-2017
8	Development of a business case for the future direction and enhancement of PeopleSoft/HR technology infrastructure	PeopleSoft (as it is currently implemented) does not support the needs of the District relating to human resources data, functionality and the ability to implement a comprehensive human resources/talent management strategy. It does not effectively support interfaces with other district systems (e.g., E-Biz, business intelligence - priority #2 on this matrix). This project would build on past work to develop a specific plan for the future direction of PeopleSoft and other HR technology requirements necessary to support current and future District needs. One outcome of this work is to develop a roadmap that will identify necessary enhancements to HR infrastructure and move forward on defined initiatives (e.g. online applications, timesheets, etc.).	\$225,000
9	Development and implementation of an effective and consistent performance management system	Our current performance management practices are inconsistent across staff groups and not well defined for some staff groups. Additionally, they do not support our culture of collaboration, accountability and learning. The objective of this work is to define a consistent district performance management process, supported by automated workflow for implementation in 2017-18.	\$250,000
10	District-wide Focus on Reading (DFR) Elementary and Secondary Development	1.0 FTE secondary consultant position and funds to support secondary development work (supply teacher coverage, admin support, etc.); supply teacher coverage for 24 lead teachers from the DFR Cohort Schools (K-12).	\$238,977
11	Career Pathways	Ongoing work related to Phase 2 of Career Pathways	\$565,225
12	District assessments and assessment regulations	Supporting ongoing work around the MIPI and HLAT writing tests and ongoing support for matters related to GKB.AR as well as other district initiatives – ie District focus on Reading, Gifted and Talented, Career Pathways.	\$112,000
13	District Intranet	Ongoing work related to the build phase of the District Intranet.	\$250,000
14	Support of new centralized library system	Updated Note Feb 2016: The implementation will be complete by June 2016. As per 2015 notes, FTE will be reduced from 2.00 to 1.00 in 2016-17 and going forward to support the new centralized system.	\$60,000
15	Intercultural and Assessment Support for ELL and Newcomers	To Increase supports to schools to meet needs of english language learners and newcomers. Increase intercultural staff by 4 to support the following languages - Arabic, Somali and East Indian languages. Increase teacher consultant staff (2 ESL consultants and 1 Reading Specialist) to support assessment requests.	\$696,706
16	Mobile Mental Health Transition Team	Create a mobile mental health team.	\$376,000
17	District Information Security	Funds to support the hiring of a third member to the District Information Security team. Currently the team does not have the capacity to fully utilize the equipment and software the District has invested in this work. This leaves gaps or vulnerabilities in our ability to monitor the safety and well being of our students	\$65,000
18	Math/Numeracy Support	Increase from 1.0 to 4.0 FTE Math/Numeracy consultants to ensure each leadership group has an assigned Math/Numeracy consultant.	367,719

EPSB
Proposed Use of Surplus
Spring 2016-2017 Budget

Initiative Name	Description	Funding Required For 2016-2017
19 Strategic Partnership	A staffing position to support the development of district level strategic partnerships. This person would help in the development and implementation of a strategic approach to key areas of partnership that support Career Pathways, community connections (including Dual Credit), relationships with post secondaries, key industry partnerships, establishment and retaining of a district work place, mentoring and career data bank, school based wrap-around models, the role of community in replacement school initiatives and strategic community connections that support the Strategic Plan (such as literacy, diversity, mental health and early intervention).	\$142,242
20 Locally Developed Courses (LDC) Management and Development	1.0 FTE teacher consultant, 0.2 admin support and funds for teacher supply coverage for the review, management and development of LDCs.	\$156,947
21 Diversity	To increase support staff by 0.5 FTE.	\$30,460
22 2017 Summer Institutes	Continuation of the Summer Institutes initiative that commenced in 2016.	275,000
23 Mental Health Capacity Building	Enhance training for Comprehensive School Contact in support of student mental health.	\$65,930
24 Early Years Strategy - Support students entering Grade 1 at risk for literacy and numeracy success	The Language Literacy Pilot in 2015/2016 developed a program prototype to build teacher capacity and support children entering Grade 1 who are identified at-risk for literacy difficulties and/or those who were identified as having speech, language or communication needs. For 2016/2017 professional learning to support teachers to use the prototype to support children at risk in grade 1.	\$100,000
25 RDS Resource Strategy Implementation	1.0 FTE teacher consultant and funds to support implementation of the RDS Resource Strategy.	\$150,856
26 Onboarding	Development and implementation of a comprehensive onboarding process for new and transitioning staff. This will be fundamental in supporting success as individuals move into new roles.	\$75,000
27 HR Administrative Regulations	Update and implement HR administrative regulations to align with new HR Framework and Education Act.	\$125,000
28 Principal Readiness	Create a process, structure, curriculum design and delivery to build a pool of principal talent to meet the upcoming district need for new principals and assistant principals.	\$300,000
29 Finance/ITS - Site Asset Mgmt System (SAMS)	Upgrade and enhance current version. Improve reporting, data entry, and editing features (current version is somewhat cumbersome). Improve and expedite asset management for new schools and/or transfers between schools. Also assists with insurance claims, disaster recovery, and risk management. Last upgraded approx. 10 yrs ago.	\$10,000
30 Commit to Kids	District-initiated program to identify and prevent situations where students may be at risk of sexual abuse.	\$30,000
Total Access to Surplus Funds for 2016-2017		\$7,727,268

School Jurisdiction Code: 3020

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2017

[School Act, Sections 147(2)(b) and 276]

Edmonton School District No. 7**Legal Name of School Jurisdiction**

780-429-8143, vanessa.croswell-klettke@epsb.ca

Telephone & Fax Numbers, Email Address**BOARD CHAIR**

Michael Janz

Name

Signature

SUPERINTENDENT

Darrel Robertson

Name

Signature

SECRETARY TREASURER or TREASURER

Madonna Proulx

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on June 14, 2016 .**
Date

Version: 160422

c.c. Alberta Education
c/o Robert Mah, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

TABLE OF CONTENTS

	Page
BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)	3
BUDGETED SCHEDULE OF FEE REVENUE	4
PROJECTED STATEMENT OF CHANGES IN ACCUMULATED OPERATING SURPLUS (2015/2016 & 2016/2017)	5
SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES (2016/2017, 2017/2018 & 2018/2019)	6
ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY INFORMATION)	7 & 8
PROJECTED STUDENT STATISTICS	9
PROJECTED STAFFING STATISTICS	10

Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.	grey cells: data not applicable - protected
salmon cells: contain referenced juris. information - protected	white cells: within text boxes REQUIRE the input of points and data.
green cells: populated based on information previously submitted	yellow cells: to be completed when yellow only.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2016/2017 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

With no reductions to grants, and enrolment growth being funded, the 2016-2017 Spring Budget clearly demonstrates the government's commitment to support education, even under the current financial situation facing Alberta.

Key Message:

Edmonton Public School's mission is to inspire student success through high quality learning opportunities, supported by meaningfully engaging students, parents, staff and community. The mandate of the Edmonton Public School Board is to ensure that students receive the best education possible in Edmonton's more than 200 public schools. The budget highlights our focus on the District's Vision, Mission, Values and the 2014-2018 Priorities.

Vision

Transforming the learners of today into the leaders of tomorrow.

Mission

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

Values

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

District Priorities 2014-2018

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

Provide welcoming, high quality learning and working environments.

Enhance public education through communication, engagement and partnerships.

Assumptions:

- Edmonton Public Schools is projecting enrolment growth of 3.2 per cent or just under 3,000 new students, bringing the total projected enrolment to 95,355.
- With no change to base instruction grants, the 2016-2017 student allocation rates remained at the same level as 2015-2016.
- The teacher, custodial, support and exempt staff collective agreements are currently unsettled or are anticipated to be unsettled prior to the commencement of the 2016-2017 school year. As such, no budget increases in staff compensation have been factored into the staff unit costs for the 2016-17 budget. See page 7 for details on collective agreements.

Plans:

- The District has plans to use accumulated surplus from operations totalling \$32.5M. Please refer to pages 7-8 for this information. Much of this planning will be dependent upon the District's final Accumulated Surplus from Operations at August 31, 2016.

Highlights:

- In conjunction with the 2016-2017 Budget, a lunch fee cost sharing model was rolled out to all schools in order to standardize the calculation of fees being charged. A reduction in lunchroom fees reflects schools absorbing the costs associated with custodial time and supplies and services directly related to the lunch program.
- With the anticipated opening of 11 new schools in September 2017, additional start-up funds of \$6.6 Million have been budgeted. These costs are not funded by the Province.
- Spending on Administration and Board Governance is 3.0% of total budget spending which is below the 3.6% administrative spending limit required by the Province.
- The budget includes projected increases to staffing levels of about 474.8 FTEs, out of which 152 FTEs are certificated staff and 322.8 FTEs are non-certificated staff to provide educational services for nearly 3,000 additional students.

Significant Business and Financial Risks:

The District continues to face growing infrastructure pressures to meet demands of enrolment growth in new neighborhoods throughout the City while maintaining aging infrastructure in mature neighborhoods. Capital reserves will allow the District to support some capital projects on a go forward basis, however these reserves represent only 2% of the District's annual budget.

The facility lifecycle needs of an aging school facility infrastructure with static funding will lead to a greater deferred maintenance backlog.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
REVENUES			
Alberta Education	\$1,015,480,550	\$985,066,500	\$949,281,061
Other - Government of Alberta	\$3,073,500	\$2,430,200	\$3,950,928
Federal Government and First Nations	\$2,209,000	\$1,932,200	\$2,081,618
Other Alberta school authorities	\$819,100	\$704,200	\$1,018,587
Out of province authorities		\$0	\$0
Alberta Municipalities-special tax levies		\$0	\$0
Property taxes		\$0	\$0
Fees	\$32,109,900	\$32,009,400	\$31,625,978
Other sales and services	\$21,248,800	\$20,265,800	\$25,471,321
Investment income	\$3,200,000	\$3,200,000	\$2,289,386
Gifts and donations	\$5,425,900	\$5,968,800	\$8,954,837
Rental of facilities	\$4,030,100	\$4,295,000	\$4,169,695
Fundraising	\$1,888,100	\$1,657,200	\$1,665,631
Gains on disposal of capital assets		\$0	\$3,033,239
Other revenue		\$0	\$0
TOTAL REVENUES	\$1,089,484,950	\$1,057,529,300	\$1,033,542,281
EXPENSES			
Instruction - Early Childhood Services	\$66,712,002	\$59,578,471	\$57,668,884
Instruction - Grades 1-12	\$811,583,714	\$806,683,747	\$706,658,642
Plant operations & maintenance	\$148,310,642	\$143,082,834	\$139,537,427
Transportation	\$42,180,446	\$40,662,690	\$36,927,823
Administration	\$33,947,057	\$32,741,174	\$31,644,163
External Services	\$19,263,732	\$14,059,700	\$20,734,007
TOTAL EXPENSES	\$1,121,997,593	\$1,096,808,616	\$993,170,946
ANNUAL SURPLUS (DEFICIT)	(\$32,512,643)	(\$39,279,316)	\$40,371,335

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
EXPENSES			
Certificated salaries	\$488,717,592	\$486,653,209	\$452,620,092
Certificated benefits	\$121,372,391	\$119,240,639	\$107,864,586
Non-certificated salaries and wages	\$224,169,783	\$207,705,833	\$177,398,070
Non-certificated benefits	\$59,567,640	\$54,159,270	\$49,869,366
Services, contracts, and supplies	\$182,064,677	\$185,895,496	\$164,073,680
Capital and debt services			
Amortization of capital assets			
Supported	\$35,137,207	\$32,670,820	\$31,502,258
Unsupported	\$10,203,868	\$9,786,817	\$9,034,076
Interest on capital debt			
Supported	\$0	\$0	\$20,056
Unsupported	\$402,435	\$420,532	\$438,089
Other interest and finance charges	\$362,000	\$276,000	\$350,673
Losses on disposal of capital assets		\$0	\$0
Other expenses		\$0	\$0
TOTAL EXPENSES	\$1,121,997,593	\$1,096,808,616	\$993,170,946

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
FEES			
TRANSPORTATION	\$12,201,200	\$12,057,600	\$11,721,020
BASIC INSTRUCTION SUPPLIES	\$1,659,600	\$1,786,800	\$1,821,961
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0
Fees for optional courses	\$2,900,953	\$2,724,908	\$2,450,623
Activity fees	\$6,935,506	\$6,919,969	\$6,936,292
ECS Enhanced program fees	\$0	\$0	\$0
Other enhancement fees (describe) Optional Material Fees	\$439,142	\$520,902	\$512,745
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$3,341,876	\$3,028,842	\$3,059,543
Non-curricular travel	\$0	\$0	\$0
Lunch supervision fees (Optional)	\$4,200,300	\$4,545,200	\$4,708,393
Non-curricular supplies and materials	\$431,323	\$425,179	\$415,401
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
TOTAL FEES	\$32,109,900	\$32,009,400	\$31,625,978

*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
Cafeteria sales, hot lunch, milk programs	\$1,291,669	\$1,006,207	\$823,726
Special events	\$1,346,713	\$1,732,970	\$1,673,800
Sales or rentals of other supplies/services	\$1,293,880	\$1,539,118	\$1,490,884
Out of district student revenue	\$0	\$0	\$0
International and out of province student revenue	\$7,637,500	\$6,274,500	\$5,247,387
Adult education revenue	\$2,322,100	\$2,214,900	\$2,169,873
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$401,981	\$446,800	\$347,534
Other (describe)	\$0		\$0
Other (describe)	\$0		\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
TOTAL	\$14,293,843	\$13,214,495	\$11,753,204

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2015	\$186,061,830	\$64,672,775	\$0	\$83,713,579	\$0	\$83,713,579	\$37,675,476
2015/2016 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0		\$0
Estimated surplus(deficit)	(\$4,263,793)			(\$4,263,793)	(\$4,263,793)		
Estimated Board funded capital asset additions		\$5,000,000		(\$5,000,000)	(\$5,000,000)	\$0	\$0
Estimated Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$40,855,115)		\$40,855,115	\$40,855,115		
Estimated capital revenue recognized - Alberta Education		\$31,855,115		(\$31,855,115)	(\$31,855,115)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$579,467		(\$579,467)	(\$579,467)		
Estimated reserve transfers (net)				(\$3,420,533)	\$843,260	(\$4,263,793)	\$3,420,533
Estimated Assumptions/Transfers of Operations (Explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2016	\$181,798,037	\$61,252,242	\$0	\$79,449,786	\$0	\$79,449,786	\$41,096,009
2016/2017 Budget projections for:							
Budgeted surplus(deficit)	(\$32,512,643)			(\$32,512,643)	(\$32,512,643)		
Projected Board funded capital asset additions		\$5,777,600		(\$5,777,600)	(\$5,777,600)	\$0	\$0
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted Amortization of capital assets (expense)		(\$45,341,075)		\$45,341,075	\$45,341,075		
Budgeted capital revenue recognized - Alberta Education		\$35,137,207		(\$35,137,207)	(\$35,137,207)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$597,316		(\$597,316)	(\$597,316)		
Projected reserve transfers (net)				(\$3,828,952)	\$28,683,691	(\$32,512,643)	\$3,828,952
Projected Assumptions/Transfers of Operations (Explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2017	\$149,285,394	\$57,423,290	\$0	\$46,937,143	\$0	\$46,937,143	\$44,924,961

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2017	31-Aug-2018	31-Aug-2019	31-Aug-2017	31-Aug-2018	31-Aug-2019	31-Aug-2017	31-Aug-2018	31-Aug-2019
Projected opening balance		\$0	\$0	\$0	\$79,449,786	\$46,937,143	\$38,077,792	\$41,096,009	\$44,924,961	\$52,886,882
Projected excess of revenues over expenses (surplus only)	Explanation - additional space available AOS2 tab	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Budgeted Amortization of capital assets (expense)	Explanation - additional space available AOS2 tab	\$45,341,075	\$52,003,637	\$55,169,806	\$0	\$0	\$0			
Budgeted capital revenue recognized	Explanation - additional space available AOS2 tab	(\$35,137,207)	(\$37,426,000)	(\$41,799,524)	\$0	\$0	\$0			
Budgeted changes in Endowments	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation - additional space available AOS2 tab	(\$597,316)	(\$615,716)	(\$634,682)	\$0	\$0	\$0			
Projected reserves transfers (net)	Explanation - additional space available AOS2 tab	\$28,683,691	\$897,430	\$823,751	(\$32,512,643)	(\$8,859,351)	(\$7,559,351)	\$3,828,952	\$7,961,921	\$6,735,600
Projected assumptions/transfers of operations	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New school start-up costs	11 new schools opening \$600k per school	(\$6,600,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Decentralized school reserves	Schools surpluses: up to 3% returned to schools	(\$11,977,542)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-recurring certificated remuneration	2017: Central Initiatives; 2018 & Beyond Schools usage	(\$1,848,628)	(\$400,000)	(\$400,000)	\$0	\$0	\$0			
Non-recurring non-certificated remuneration	2017: Central Initiatives; 2018 & Beyond Schools usage	(\$1,738,418)	(\$1,400,000)	(\$1,400,000)	\$0	\$0	\$0			
Non-recurring contracts, supplies & services	2017: Central Initiatives; 2018 & Beyond Schools usage	(\$5,605,672)	(\$1,372,759)	(\$1,372,759)	\$0	\$0	\$0			
Professional development, training & support	Central Initiatives	(\$514,550)	\$0	\$0	\$0	\$0	\$0			
Salary negotiations	Custodial, Support & Exempt Agreements	(\$2,557,833)	\$0	\$0	\$0	\$0	\$0			
Full-day kindergarten	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
English language learners	Growth Accommodation Programming	\$0	(\$200,000)	(\$200,000)	\$0	\$0	\$0			
First nations, Metis, Inuit	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
OH&S / wellness programs	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
B & S Administration organization / reorganization	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Debt repayment	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Flood related costs (unfunded)	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-salary related programming costs (explain)	Ongoing work related to Career Pathways Project	(\$20,000)	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - School building & land	School Building Equity/Growth Accommodation	\$0	(\$3,519,925)	(\$3,519,925)	\$0	\$0	\$0			
Repairs & maintenance - Technology	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - Administration building	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - POM building & equipment	Price Stabilization	\$0	(\$666,667)	(\$666,667)	\$0	\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Capital costs - School land & building	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Property Mgmt (boilers, roofs) not covered by IMR	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Energy Conservation/Property Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Hardware & Software, Furniture & Equipment	(\$5,777,600)	(\$6,000,000)	(\$6,000,000)	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Use of Restricted Student Transportation Reserve	In lieu of increasing bus fees	(\$1,650,000)	(\$1,300,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other 2 - please use this row only if no other row is appropriate	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$46,937,143	\$38,077,792	\$30,518,441	\$44,924,961	\$52,886,882	\$59,622,482

Total surplus as a percentage of 2017 Expenses
ASO as a percentage of 2017 Expenses

8.19%
4.18%

8.11%
3.39%

8.03%
2.72%

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)
for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2015/2016, 2016/2017, 2017/2018, and 2018/2019 years as outlined on pages 5 and 6. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds as at August 31, 2019. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

Additional detail on uses of Accumulated Operating Surplus:

2015/2016

Provide an explanation of material changes from the budget originally submitted in the spring of 2015 for annual operating surplus (deficit), capital acquisitions, endowments, and/or other changes affecting unrestricted surplus, operating reserves, and capital reserves.

In conjunction with the 2015-2016 Spring Budget, the Board of Trustees approved the distribution of \$23.6 million of surplus funds to be used during the 2015-2016 school year. Based on the actual ending surplus balances at schools and central decision units at the end of August 2015, schools and central decision units were allowed to carry forward surplus amounts of up to 3%. As such, the actual amount of surplus released in the 2015-2016 Fall Revised Budget was \$39.3 million.

Current projections indicate that although \$39.3 million of surplus funds were distributed during the 2015-16 year, approximately \$35 million will not be used. Therefore, the District's annual operating deficit for 2015-16 is projected to be \$4.3 million not \$23.6 million as originally anticipated during the 2015-2016 Spring Budget. Thus, the District is forecasting Operating reserves of \$79.4 million for August 31, 2016 and an AOS of \$149.3 million versus the 2015-2016 Spring Budget Projections of \$28.3 million and \$112.9 million respectively.

2016/2017

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

Uses of Operating Reserves:

1) Decentralized School Surpluses Returned to Schools (up to 3%) in conjunction with the Fall Revised Budget	\$ 11,977,542
2) Custodial, Support and Exempt Staff Agreements	2,557,833
3) Energy Conservation Initiative - Energy retrofit projects that result in future and ongoing utility cost savings. Including mechanical upgrades to Victoria's NE Wing, Meadowlark, Killarney, and Hardisty schools and an upgrade to the kitchen re Fridgeration at Jasper Place. Also planned are lighting upgrades for 10 schools.	2,000,000
4) Student Transportaiton - offset anticipated increase in costs vs. increasing bus pass fees being charged. (\$390k for ETS bus passes, \$650k in Yellow Bus rate increases and increased service requirements - additional buses) due to new schools, accomodation planning and curb service conversion from carrier to "in house routed" by Student Transportation.	1,650,000
5) Central Initiatives to Support Schools (additional document attached)	7,727,268
6) Start up costs for 11 new Schools - \$600k per new school anticipated to open in September, 2017	<u>6,600,000</u>
	\$ 32,512,643

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)
for the Year Ending August 31

The following provides further explanation of the anticipated changes to each component of AOS for the 2015/2016, 2016/2017, 2017/2018, and 2018/2019 years as outlined on pages 5 and 6. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds as at August 31, 2019. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

Additional detail on uses of Accumulated Operating Surplus:

2017/2018

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

Uses of Operating Reserves:

- | | |
|--|----------------------------------|
| 1) Equity Fund - The fund is used to enhance opportunities for all schools in the District and support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity and Equity. This fund will be used to support school catchment work and address individual school emergent circumstances. | \$ 2,000,000 |
| 2) Price Stabilization - To mitigate fluctuations in the price/volume of utilities. | 666,667 |
| 3) Student Transportation - To offset the anticipated increase in costs (vs increasing bus pass fees being charged). | 1,300,000 |
| 4) School Building Equity - For emergent needs in schools that are not covered under maintenance funding or IMR. Examples include a rotational program to clean ducts and improve overall air quality in schools and installation of security systems. | 666,667 |
| 5) Growth accommodation/programming - To support welcoming schools costs, including specialized rooms, lifts, elevators, ramps, reconfiguration of class spaces, etc. In addition, it is anticipated multidisciplinary teams will be required to respond to our ongoing and existing high immigrant and refugee populations . | 1,000,000 |
| 6) Energy Conservation Fund - Energy efficiency improvement projects such as lighting, controls, etc. that will improve overall efficiency, reduce negative impacts on the environment and promote long term future cost savings (reduced utilities). | 553,258 |
| 7) Property Management Capital - Lifecycle needs on our closed school buildings and buildings used for central services' DUs (e.g., Centre for Education, Distribution Centre, etc.). This fund would cover major costs such as boilers and roofs that cannot be paid with IMR dollars and could also cover capital items. | 1,500,000 |
| 8) Enterprise systems - Purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc. | <u>1,172,759</u>
\$ 8,859,351 |

2018/2019

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

Uses of Operating Reserves:

- | | |
|--|----------------------------------|
| 1) Equity Fund - The fund is used to enhance opportunities for all schools in the District and support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity and Equity. This fund will be used to support school catchment work and address individual school emergent circumstances. | \$ 2,000,000 |
| 2) Price Stabilization - To mitigate fluctuations in the price/volume of utilities. | 666,667 |
| 3) School Building Equity - For emergent needs in schools that are not covered under maintenance funding or IMR. Examples include a rotational program to clean ducts and improve overall air quality in schools and installation of security systems. | 666,667 |
| 4) Growth accommodation/programming - To support welcoming schools costs, including specialized rooms, lifts, elevators, ramps, reconfiguration of class spaces, etc. In addition, it is anticipated multidisciplinary teams will be required to respond to our ongoing and existing high immigrant and refugee populations . | 1,000,000 |
| 5) Energy Conservation Fund - Energy efficiency improvement projects such as lighting, controls, etc. that will improve overall efficiency, reduce negative impacts on the environment and promote long term future cost savings (reduced utilities). | 553,258 |
| 6) Property Management Capital - Lifecycle needs on our closed school buildings and buildings used for central services' DUs (e.g., Centre for Education, Distribution Centre, etc.). This fund would cover major costs such as boilers and roofs that cannot be paid with IMR dollars and could also cover capital items. | 1,500,000 |
| 7) Enterprise systems - Purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc. | <u>1,172,759</u>
\$ 7,559,351 |

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2016/2017 (Note 2)	Actual 2015/2016	Actual 2014/2015	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	62,959	60,094	58,113	Head count
Grades 10 to 12	22,601	22,661	22,504	Note 3
Total	85,560	82,755	80,617	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	3.4%	2.7%		
Other Students:				
Total	750	646	409	Note 4
Total Net Enrolled Students	86,310	83,401	81,026	
Home Ed and Blended Program Students	395	382	535	Note 5
Total Enrolled Students, Grades 1-12	86,705	83,783	81,561	
Percentage Change	3.5%	2.7%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	2,248	2,386	2,462	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	-	-	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	8,650	8,575	7,952	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	65	82	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	8,650	8,640	8,034	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	4,325	4,320	4,017	
Percentage Change	0.1%	7.5%		
Of the Eligible Funded Children:				
Students with Severe Disabilities	1,836	1,783	1,569	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,053	1,022	942	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2016/2017 budget report preparation.
- The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.
- Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2016/2017	Actual 2015/2016	Fall Budget 2015/2016	Actual 2014/2015	Notes
<u>CERTIFICATED STAFF</u>					
School Based	4,749.1	4,599.6	4,599.6	4,332.9	Teacher certification required for performing functions at the school level.
Non-School Based	133.4	130.9	130.9	219.5	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	4,882.5	4,730.5	4,730.5	4,552.5	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	3.2%	3.9%	3.2%	3.9%	
If an average standard cost is used, please disclose rate:	\$ 102,791				
Student F.T.E. per certificated Staff	1864.4%	1862.4%		18.8	
Certificated Staffing Change due to:					
Enrolment Change	152.0	-	178.1		If negative change impact, the small class size initiative is to include any/all teachers retained.
Small Class Size Initiative	-	-	-		If enrolment change impact on teacher FTEs is negative, include any/all teachers retained.
Other Factors	-	-	-		Descriptor (required):
Total Change	152.0	-	178.1		Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:					
Continuous contracts terminated	-	-	-		FTEs
Non-permanent contracts not being renewed	-	-	-		FTEs
Other (retirement, attrition, etc.)	-	-	-		Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	-		Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<u>NON-CERTIFICATED STAFF</u>					
Instructional	2,559.3	2,266.3	2,266.3	1,607.6	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	897.4	870.5	870.5	812.6	Personnel providing support to maintain school facilities
Transportation	17.8	18.0	18.0	15.0	Personnel providing direct support to the transportation of students to and from school
Other	436.7	433.6	433.6	597.5	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,911.1	3,588.4	3,588.4	3,032.6	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	9.0%	18.3%	9.0%	18.3%	
Explanation of Changes:					
Increase is due to increased enrolment and the addition of three new schools in the Fall of 2016. Fall budget 2015/2016 numbers are used as the Actual 2015-2016 numbers as these are our best approximation of 2015-2016 actuals.					
Additional Information					
Are non-certificated staff subject to a collective agreement? <input checked="" type="checkbox"/> Yes					
Please provide terms of contract for 2015/16 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.					
Custodial Collective Agreement - expired August 31, 2014 - FTE=639 Support Collective Agreement - expired August 31, 2015 - FTE=2454 Maintenance Collective Agreement-expires August 31, 2017 - FTE=209					

DATE: June 14, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

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

RESOURCE STAFF: Janice Aubry, Melody Kostiuk

REFERENCE: [Alberta Education - Guide to Education](#)
[Ministerial Order on Student Learning \(#001/2013\)](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs](#)
[GK.BP- Student Assessment, Achievement and Growth](#)
[GKB.AR- Standards for Evaluation](#)

ISSUE

Alberta Education requires that all locally developed courses (LDCs) be approved by the Board of Trustees prior to submission to Alberta Education and implementation in schools.

BACKGROUND

LDCs are courses that are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities for students to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, support District alternative programs, and address local, community or parental interests. LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses. These courses serve to:

- further develop and cultivate the unique interests and abilities of students
- foster educational improvement and excellence through innovation at the local level
- meet the unique needs of a local community

LDCs are approved and/or renewed on a four year cycle by the developing school authority. In the case of high school courses, the courses must also be approved and/or renewed by Alberta Education. This process is governed by District and provincial policies.

All LDCs developed by Edmonton Public Schools have also been revised to ensure they meet current student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

- are aligned with the elements of the *Ministerial Order on Student Learning* (#001/2013)
- contain a rationale, philosophy, and general and specific learning outcomes aligned with the provincial requirements and standards

- contain updated, current content

Supplementary information for teachers related to all LDCs, such as assessment information and possible resources, will be made available to teachers on an internal website. Student progress for all LDCs is to be assessed in accordance with GK.BP Student Assessment, Achievement and Growth and GKB.AR Standards for Evaluation.

Descriptions of each course, including current enrolments, are provided in Attachment I.

RELATED FACTS

- All LDCs in this report that are developed by the District were reviewed and revised collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire many LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 2020:

- **Aboriginal Studies 7-8-9**
- **Film Studies 15-25-35**
- **Foundations in Industry Workplace Safety 35**
- **French as a Second Language Grade 1 to Grade 9**
- **Theatre Performance 15-25-35 (3)**

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the LDCs as presented.
2. Approve the LDCs, with amendments to those developed by the District.
3. Do not approve the LDCs.

CONSIDERATIONS & ANALYSIS

- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.
- LDCs provide unique opportunities for students to explore a range of interests in subject areas, extend the learning outcomes in provincial programs, and/or accommodate special interests and abilities of students.
- Many LDCs support District alternative programming and career pathways.

NEXT STEPS

Upon approval of this recommendation, the Administration will submit the high school LDCs developed by the District to Alberta Education for approval. If approved, the Administration will make those LDCs available for September 2016.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Summaries of LDCs Submitted For Approval on June 14, 2016
ATTACHMENT II Enrolments for Expiring Locally Developed Courses

JA:ac

Summaries of LDCs Submitted for Approval on June 14, 2016

ABORIGINAL STUDIES 7-8-9

Aboriginal Studies 7-8-9 is a course series acquired from Calgary Board of Education and adapted for use in District schools. It expires in August 2020. Aboriginal Studies 7-8-9 has not been previously delivered in Edmonton Public Schools. This course series is planned for initial delivery at John D. Bracco and Highlands junior high schools.

Aboriginal Studies 7-8-9 is a course series that provides students with opportunities to expand their understanding of First Nations, Métis and Inuit peoples of Canada, their history and their relationship with Canada. Students will explore historical events and their impact on First Nations, Métis and Inuit peoples and communities. Aboriginal Studies 7-8-9 provides students with opportunities to learn the skills they need to engage in meaningful and respectful conversations about First Nations, Métis and Inuit perspectives and experiences.

FILM STUDIES 15-25-35

Film Studies 15-25-35 is a 9 and 15 credit course series that has been previously acquired, approved and delivered by Edmonton Public Schools. It is acquired from Calgary Board of Education and expires in August 2016. It is currently being delivered at five District schools and had an enrolment of 328 students as of January 11, 2016. The Film Studies 15-25-35 course series is currently being authorized by Alberta Education for the 2016-2017 school year and will expire in August 2017.

The focus of Film Studies 15-25-35 is on the exploration of film as an artistic form of expression. This course is designed to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium.

Film Studies 15-25-35 provides students will opportunities to engage with the artistic aspect of the film medium. Students will study film which encompasses narrative, technical and artistic elements; therefore this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology Studies.

FRENCH AS A SECOND LANGUAGE GRADE 1 TO GRADE 9

French as a Second Language Grade 1 to Grade 9 is a new course series developed for schools offering a Grade 1 entry point for French language programming, including Cogito program schools. This course series replaces the French as a Second Language (Three Year) K-Grade 3 Program Articulation of the French as a Second Language Program of Studies and the French as a Second Language Cogito Scope and Sequence, which are both currently being used in District schools. The French as a Second Language Cogito Scope and Sequence is currently being delivered at eight District Cogito program schools and as of April 2016 had an enrolment of 1,828 students. The French as a Second Language (Three Year) K-Grade 3 Program Articulation of the French as a Second Language Program of Studies is being delivered at five District schools and as of April 2016 had an enrolment of 1,075 students.

French as a Second Language Grade 1 to Grade 9 is a course series that provides opportunities for students to develop French language proficiency beginning in Grade 1, as well as knowledge and appreciation of Francophone cultures. In addition, this course series provides opportunities for students to develop an awareness of and sensitivity to cultural and linguistic diversity.

FOUNDATIONS IN INDUSTRY WORKPLACE SAFETY 35

Foundations in Industry Workplace Safety 35 is a 5 credit course that has not been previously delivered in Edmonton Public Schools. It is acquired from Grande Yellowhead Public School Division and expires in 2019. This course series is planned for initial delivery at Centre High.

The Foundations in Industry Workplace Safety 35 course is designed to provide students with a foundational understanding and awareness of the legislative requirements and responsibilities under seven standard industry safety courses. These safety courses include H2S Alive, Confined Spaces, WHMIS 2015, Ground Disturbance, Detection and Control of Flammable Substances, Fall Protection Awareness and Transportation of Dangerous Goods. The Foundations in Industry Workplace Safety 35 course provides opportunities for students to apply theoretical knowledge to multiple employment sectors. The Foundations in Industry Workplace Safety 35 course may also help students prepare for permanent certification within each of the seven industry safety courses.

THEATRE PERFORMANCE 15-25-35 (3)

Theatre Performance 15-25-35 (3) is a 9 credit course series that has been previously developed, approved and delivered by Edmonton Public Schools. It expires in August 2016. The 5 credit version of Theatre Performance 15-25-35 was approved at the February 16, 2016 Board meeting. District approval for Theatre Performance 15-25-35 (3) is recommended by Alberta Education to enable its use in two external school districts that have requested to acquire this course series from Edmonton Public Schools.

Theatre Performance 15-25-35 (3) provides opportunities for students to extend their theatre experience beyond the foundational skills offered through the provincial Drama 10-20-30 Program of Studies. This course series is designed to foster students' development of performance skills and techniques through the exploration of knowledge, attitudes, values and behaviours associated with the professional performing artist. Students are provided with opportunities to develop their ability to observe, create, interpret and respond creatively through participation in a full-scale collaborative production.

Enrolments for Expiring Locally Developed Courses

Course Name/Series	Schools offering in 2015-2016	Total Student Enrolment 2014-2015	Total Student Enrolment as of April, 2016
Film Studies 15-25-35	Jasper Place	298	328
	Lillian Osborne		
	Ross Sheppard		
	McNally		
	Victoria		

DATE: June 14, 2016

TO: Board of Trustees

FROM: Trustee Infrastructure Committee

SUBJECT: Student Demographic Forecast – External Consultant

ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Brent Dragon, Roland Labbe, Shaminder Parmar, Aaron Seltz, Jennifer Thompson, Christopher Wright

REFERENCE: [Board of Trustees Report - March 15, 2016, School Utilization Rates](#)

ISSUE

This report is in response to a request made by the Trustee Infrastructure Committee to obtain a student demographics forecast for the City of Edmonton and Edmonton Public Schools. The forecast will be valuable in developing future school planning, including decisions that could impact positively on overall school space utilization.

BACKGROUND

Edmonton Public Schools commissioned Applications Management Consulting Ltd. to conduct a 15-year student residency projection. The projection provided by Applications Management Consulting Ltd. forecasts the total number of school-aged residents (aged five to 17) in the City of Edmonton by city neighbourhood and by single year of age group, to support the development and implementation of the Infrastructure Plan.

CURRENT SITUATION

The 15-year projection has been completed and reviewed by administration – a summary of the projection is provided (Attachment I). The projection includes a low and high forecast of the number of school-aged residents (aged five to 17) by single year age group and city neighbourhood. For the purpose of analysis, each neighbourhood was further grouped according to the City of Edmonton's neighbourhood classification (core, mature, established and developing), based on the approximate age of development. A baseline analysis was completed to for the period between 2012 and 2014, which found:

- Mature areas grew by 1,047 school-aged residents, or by 2.9 per cent from 36,005 in 2012 to 37,052 in 2014. This represents 11.5 per cent of all growth that occurred during that time.
- Developing areas experienced 79.9 per cent of all new growth, with an increase of 7,298 (28.5 per cent) school-aged residents, from 25,630 in 2012 to 32,928 in 2014.
 - Together, the neighbourhoods of Summerside and Laurel, saw more net growth than all mature area neighbourhoods combined, with an additional 1,181 school-aged residents.
- Established areas grew slightly, increasing by 290 school-aged residents or 0.6 per cent from 48,520 in 2012 to 48,810 in 2014, accounting for 3.2 per cent of all new growth.
- Core areas saw modest growth, increasing by 499 school-aged residents from 2,880 in 2012 to 3,379 in 2014.

The baseline is used as the starting point in the forecast.

KEY POINTS

- Given current economic conditions, this report focuses on the low growth scenario forecast (1.5 per cent annual growth).
- Looking at the forecasted period, between 2014 and 2029, projected growth expects:
 - City wide, the low forecast has student-aged resident growth increasing by approximately 1.5 per cent per year between 2014 and 2029. This would see the total number of city-wide school-aged residents increase by 29,681, from 122,711 in 2014 to 152,392 in 2029.
 - City-wide, the high forecast would have total school-aged residents grow approximately 1.7 per cent between 2014 and 2029. This would represent a growth of 36,610 school-aged residents from 122,711 in 2014 to 159,321 in 2029.
 - Core areas are expected to see modest growth, ultimately adding 176 school-aged residents, growing by 5.2 per cent; however, this only represents 0.5 per cent of all forecasted growth.
 - Mature areas are expected to decline between 2014 and 2019 by 758 school-aged residents or approximately 8.4 per cent. However, mature areas are projected to rebound for the remainder of the forecasted period, and ultimately grow by 3,557 school-aged residents, or 9.6 per cent, by 2029.
 - Established areas are expected to decline by 4,015 (8.2 per cent) school-aged residents from 48,810 in 2014 to 44,795 in 2029. They are the only areas expected to see an overall decline; however, they are expected to stabilize as time passes.
 - Developing areas are expected to see the most growth, growing by 91.1 per cent over the 15-year period, or 30,003 additional school-aged residents, with growth slowing as neighbourhoods complete development. This would represent 89.9 per cent of all new growth.
 - Developing areas are expected to overtake mature areas in 2017, and established areas in 2018, becoming the most populous areas in terms of school-aged residents.

ATTACHMENTS and APPENDICES

ATTACHMENT I	15-Year Projection Summary
ATTACHMENT II	Methodology and Assumptions
ATTACHMENT III	Student Forecast Summary Table

AS:ks

15-Year Projection Summary

Edmonton Public Schools commissioned Applications Management Consulting Ltd. to conduct a 15-year student residency projection to support the development and implementation of the Infrastructure Plan. The projection provided by Applications Management Consulting Ltd. forecasts the total number of school-aged residents (aged five to 17) in the City of Edmonton by city neighbourhood and by single age group. For the purpose of analysis, each neighbourhood was also grouped according to the City of Edmonton's neighbourhood classification, which is based on the approximate age of development. Core areas include the downtown and adjacent neighbourhoods; mature areas consist of neighbourhoods outside the core that developed before 1970; established areas include developed neighbourhoods within the Anthony Henday; and developing areas include neighbourhoods that have an approved Neighbourhood Structure Plan and have less than 95 per cent of the lots completed.

Applications Management Consulting Ltd. provided both a high and low forecast using a combination of Federal and Municipal Census data. Given the current economic conditions, this report focuses on the low growth forecast (1.5 per cent annually).

Overall

Between the years 2012 and 2014, prior to the forecasted period, the projection saw school-aged resident growth trend closely with growth patterns observed by the City of Edmonton's 2015 Growth Monitoring Report, which saw 79.9 per cent of all population growth occur in developing areas, with 6.2 per cent in core areas, 7.2 per cent in mature areas, and 6.7 per cent in established areas between 2009 and 2014. Comparatively, between 2012 and 2014, school-aged growth saw an increase of 79.9 per cent in developing areas, 11.5 per cent in mature areas, 5.5 per cent in core areas and 3.2 per cent in established areas.

Looking forward, the City of Edmonton is expected to gain an additional 29,681 school-aged residents, or a total growth of 24.2 per cent over the 15-year forecast or an average of 1.5 per cent per year. Core areas are expected to see modest growth, increasing by approximately 5.2 per cent or 176 school-aged residents by 2029. Mature areas are expected to decline two per cent in the immediate five-year forecast, but then rebound for the remainder of the forecasted period, ultimately growing by 9.6 per cent or 3,557 school-aged residents by 2029. Established areas are expected to begin declining in the immediate five-year projection, but stabilize as time passes, ultimately declining eight per cent or losing 4,015 school-aged residents over the 15-year forecast. Developing areas are expected to grow considerably (43.9 per cent) in the immediate five years, before slowing as neighbourhoods age and construction completes, ultimately growing 91 per cent or 30,003 school-aged residents by the end of the projected time frame. Developing areas are expected to overtake mature areas and established areas in total school-aged population in 2016 and 2018, respectively.

Core

2012–2014

In this time period, core areas increased by 499 school-aged residents from 2,880 to 3,379 or by approximately 17.3 per cent, with eight of the 12 neighbourhoods seeing some level of growth. Some of the neighbourhoods which experienced this growth were Boyle Street, increasing by 90 additional school-aged residents, Strathcona by 77 and Oliver by 65. Cloverdale and McCauley neighbourhoods saw a decline of 15 and 13 school-aged residents, respectively.

2014–2019

According to the low forecast, in the immediate five-year period the core areas are expected to experience a small decline of 67 school-aged residents to a total population of 3,312. This decline is primarily concentrated in the three neighbourhoods of Garneau, Boyle Street and Oliver, with losing 21, 20 and 15 school-aged residents, respectively. The neighbourhood of Riverdale will experience the most growth with an additional eight school-aged residents. The high forecast projects a similar level of decline with core areas decreasing by 57 school-aged residents to a total population of 3,322.

2019–2024

During this period, the core areas are expected to increase by a total of 130 school-aged residents, representing a growth of approximately 3.9 per cent. No core neighbourhoods are expected to decline, with Strathcona (+27), Central MacDougall (+23), and Oliver (+22) neighbourhoods experiencing the most growth. The high forecast projects core areas growing by 140 during this time period.

2024–2029

Core areas are expected to grow modestly during this period, growing by 113 school-aged residents. Oliver and Strathcona neighbourhoods are expected to see the most growth, increasing by 33 and 30 school-aged residents, respectively. Riverdale and Boyle Street neighbourhoods are expected to take small losses, with the former losing eight school-aged residents and the latter losing three school-aged residents. With the high forecast, core areas are expected to grow by 125 school-aged residents.

Overall

In general, core areas are expected to grow modestly throughout the 15-year forecasted period, growing by 176 (5.2 per cent) school-aged residents. Overall, the growth in the core area would account for 0.5 per cent of all new school-aged residents total. The Strathcona neighbourhood is expected to see the most growth, gaining an additional 50 school-aged residents, while Downtown and Central MacDougall neighbourhoods receive another 48 and 40 school-aged residents, respectively. Only Boyle Street and Garneau neighbourhoods are expected to see a decline, with the former losing 23 school-aged residents and the latter losing three.

Mature

2012–2014

Looking back, mature areas grew by 1,047 (2.9 per cent) from 36,005 school-aged residents to 37,052 over the three-year period, with 57 of the 101 neighbourhoods seeing an overall increase. This growth represents approximately 11.5 per cent of all growth that occurred during this time frame. Some of the neighbourhoods with the highest growth included Inglewood (+99), York (+97) and King Edward Park (+85), while neighbourhoods such as Montrose and Spruce Avenue saw a decline of 85 and 84 school-aged residents, respectively.

2014–2019

Mature area student-aged resident numbers are expected to decrease in this period with a loss of 758 school-aged residents in 47 of the 101 neighbourhoods. The majority of this decline is spread through the younger mature areas, such as Evansdale (-127), Kilkenny (-174), and Greenfield (-153), while Griesbach and Inglewood neighbourhoods experienced the most growth gaining an additional 170 and 100 school-aged residents, respectively. The high growth forecast has mature areas declining by 564 school-aged residents.

2019–2024

Mature areas total school-aged populations are expected to rebound during this period growing by 1,877 school-aged residents. The Blatchford redevelopment is expected to lead the growth with an additional 222 school-aged residents, and Griesbach and Inglewood neighbourhoods will experience the second and third highest growth with an additional 220 and 132 school-aged residents, respectively. Evansdale, Kilkenny and York neighbourhoods are expected to see the greatest decline losing 121, 112, and 83 school-aged residents, respectively. The high forecast would see mature neighbourhoods increase by 2,188 school-aged residents.

2024–2029

Mature area growth is expected to continue through the last five years of the projection, increasing by 2,438 school-aged residents. Approximately a quarter of that growth is expected to come from the two neighbourhoods of Blatchford and Griesbach, growing by 442 and 185 school-aged residents, respectively. The neighbourhood of Ottewell experiences the third largest growth with an additional 137 school-aged residents. Evansdale and York neighbourhoods continue to lead the decline with Evansdale losing 105 and York losing 100 school-aged residents. The high forecast would see mature areas grow by 2,769 school-aged residents.

Overall

Over the 15-year period, mature areas are expected to experience a growth of 3,557 school-aged residents from 37,052 school-aged residents to 40,609 or 9.6 per cent. If only considering growth (established areas excluded due to overall decline), this accounts for 10.5 per cent of all growth expected to occur in the examined areas during the forecasted years. Much of this growth is expected to occur in the neighbourhoods of Blatchford, Griesbach and Inglewood, which are projected to grow by 694, 575 and 315, respectively. Neighbourhoods such as Evansdale and Kilkenny, with the former decreasing by 354 and the latter decreasing by 320, are projected to see the largest decline.

Established Areas

2012–2014

Between 2012 and 2014, established areas grew by 290 school-aged residents, with 42 of the 91 neighbourhoods seeing an overall growth of school-aged residents. Neighbourhoods such as Twin Brooks, Kiniski Gardens and Westview Village saw a decline of 110, 89 and 79 school-aged residents while Silver Berry, Callington South and Richfield saw the largest amount of growth, increasing by 196, 153 and 139 school-aged residents.

2014–2019

Established areas are expected to lose 4,114 school-aged residents during this time frame with 70 of the 91 neighbourhoods projected to decline. The most growth is expected to occur in Terwillegar Towne with 555 additional school-aged residents and Wild Rose, Kiniski Gardens and Ormsby Place neighbourhoods are projected to decline by 256, 220 and 219 school-aged residents, respectively. In the high growth forecast, established areas are expected to decline by 3,923 school-aged residents.

2019–2024

The decline of student populations in established areas is expected to slow in this period with a loss of 129 school-aged residents. The Wild Rose neighbourhood is expected to experience the greatest decline, losing 140 school-aged residents, while Terwillegar Towne and Richfield neighbourhoods will lose the second and third highest amount of school-aged residents declining by 126 and 115, respectively. The Dunluce neighbourhood is expected to experience the most growth with an additional

128 school-aged residents, and Callingwood South will gain an additional 113 school-aged residents. The high enrolment forecast has established areas declining by 37 school-aged residents.

2024–2029

Established areas are expected to rebound slightly in this period, growing by 228 school-aged residents, although 4,015 school-aged residents are still fewer than were present in 2014. Dunluce neighbourhood is expected to lead these gains with an additional 197 school-aged residents, with Twin Brooks and Beaumaris in second and third, with respective 190 and 155 additional school-aged residents. Declines are still expected to occur with Terwilligar Towne losing 505 school-aged residents, and Silver Berry seeing a loss of 218. The high forecast projected a growth of 324 for established areas.

Overall

Over the 15-year forecast period, established areas are expected to decline by 4,015 school-aged residents from 48,810 to 44,795, or approximately 8.2 per cent. Established areas are the only group expected to decline over the projected time frame. Neighbourhoods such as Beaumaris, Dunluce and Callingwood are expected to see the most growth, increasing by 246, 225 and 186 school-aged residents, respectively, while some of the newer established areas, such as Silver Berry and Wild Rose are expected to decline the most. Silver Berry decreases by 265 school-aged residents for a total of 1,451 and Wild Rose decreases by 497 school-aged residents to 1,168 from 1,665.

Developing Areas

2012–2014

Between 2012 and 2014, developing areas grew by 7,298 (28.5 per cent) from 25,630 school-aged residents to 32,928 with 47 of 91 neighbourhoods seeing growth. Neighbourhoods such as Summerside and Laurel experienced the most growth, increasing by 687 and 494 school-aged residents, respectively. These two neighbourhoods account for more net growth (1,181 school-aged residents) than all mature neighbourhoods combined during this period. The three neighbourhoods that experienced the largest decline were all along the northern edge of the city, with Eaux Claires losing 57, Ozerna losing 46 and Mayliewan losing 34. Together, developing neighbourhoods accounted for 79.5 per cent of all growth over this period.

2014–2019

Developing areas are expected to grow by 14,453 school-aged residents during this period, or approximately 43.9 per cent. During this period, developing areas will overtake both mature and established areas in total school-aged resident numbers, overtaking mature areas in 2017 with 39,404 school-aged residents compared to mature areas with 36,121 school-aged residents and overtaking established areas in 2018 with 45,626 compared to 45,240 school-aged residents in established areas. Much of this growth is expected to occur in Windermere, Summerside and Tamarack neighbourhoods, growing by 1,024, 705 and 686 school-aged residents, respectively. A few developing areas in the north, such as Mayliewan (-89) and Belle Rive (-74) are expected to decline during this period; however, 69 of the 91 developing neighbourhoods are expected to grow. The high forecast has developing areas growing by 15,220.

2019–2024

While growth is expected to slow in developing areas in this period, growing by 10,530 school-aged residents (22.2 per cent), they still make up the largest proportion of total growth accounting for 84 per cent of all growth. During this period, the Riverview area is expected to begin development and grow by approximately 738 school-aged residents, the Summerside neighbourhood is projected to increase by

415 school-aged residents and the Chappelle neighbourhood is expected to grow by an additional 468 school-aged residents. Some neighbourhoods in the north are still expected to decline with the neighbourhoods of Ozerna losing 82, and Chambery losing 53 school-aged residents. Developing areas are expected to grow by 12,926 school-aged residents in the high forecast.

2024–2029

As developing neighbourhoods age, growth is expected to slow with a projected growth of 5,020 school-aged residents (8.7 per cent). Over a quarter of this growth is expected to occur in the Riverview area which is expected to increase by 1,278 school-aged residents. Chappelle and Rosenthal neighbourhoods are expected to gain 478 and 419 school-aged residents, respectively. The Glastonbury neighbourhood is expected to decrease by 275 school-aged residents and the neighbourhood of Summerside is expected to decline for the first time, losing 282. The high forecast has developing areas expected to grow by 7,535 school-aged residents during this time frame.

Overall

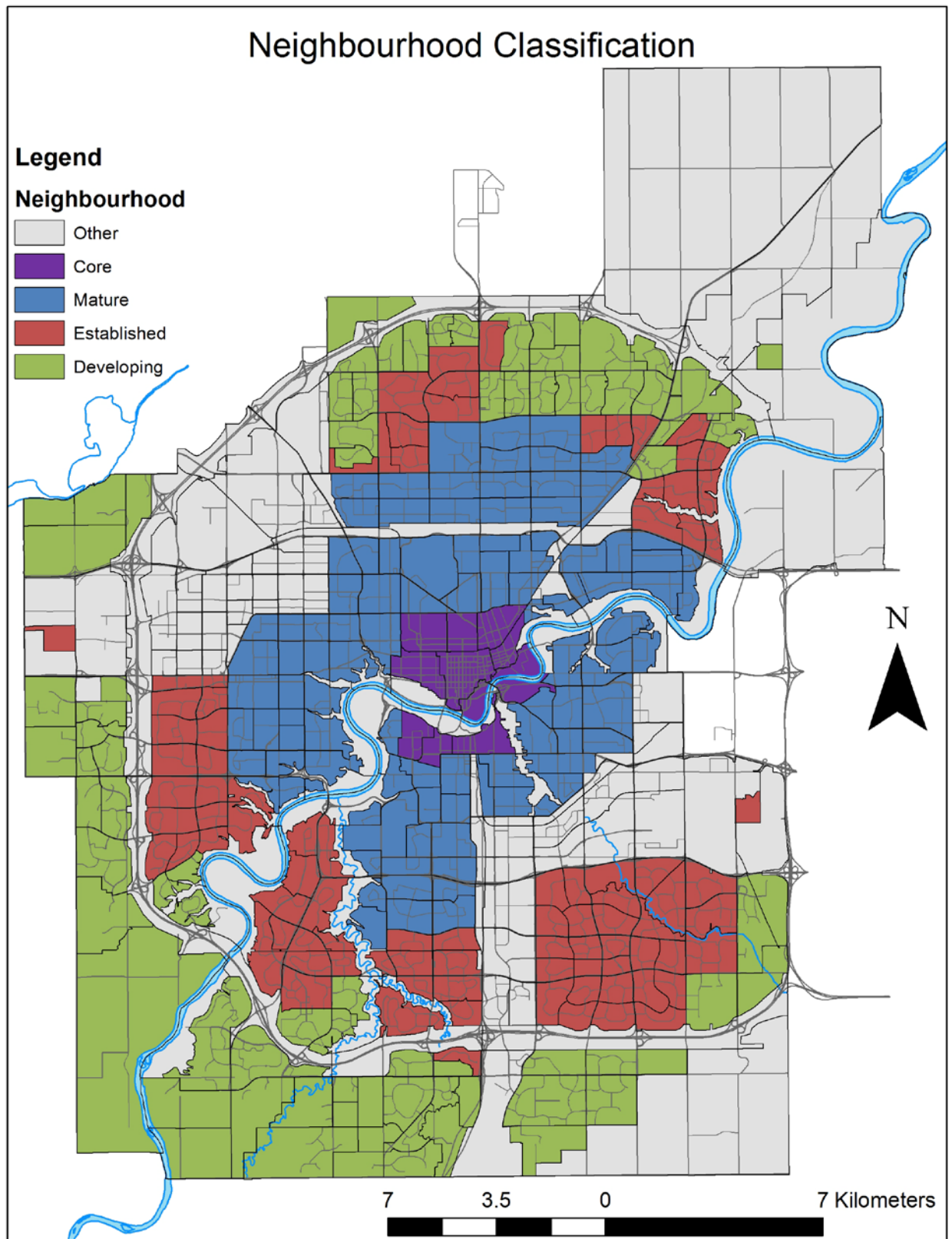
In the 15-year period forecasted, developing areas are expected to grow by an additional 30,003 school-aged residents from 32,928 to 62,931, or by approximately 91.1 per cent. When only considering growth, this accounts for 88.9 per cent of all additional school-aged residents new to the city. The Riverview and Windermere areas are expected to see the most overall growth, adding 2,119 and 1,553 school-aged residents, respectively.

Neighbourhood Classification			Period Increase		Period Increase		Period Increase		Period Increase	Period Increase
	2012	2014	2012-2014	2019	2014-2019	2024	2019-2024	2029	2024-2029	2014-2029
Core	2,880	3,379	499	3312	-67	3,442	130	3,555	113	176
Mature	36,005	37,052	1,047	36,294	- 758	38,171	1,877	40,609	2,438	3,557
Established	48,520	48,810	290	44,696	- 4,115	44,567	-129	44,795	228	- 4,015
Developing	25,630	32,928	7,298	47,381	14,453	57,911	10,530	62,931	5,020	30,003

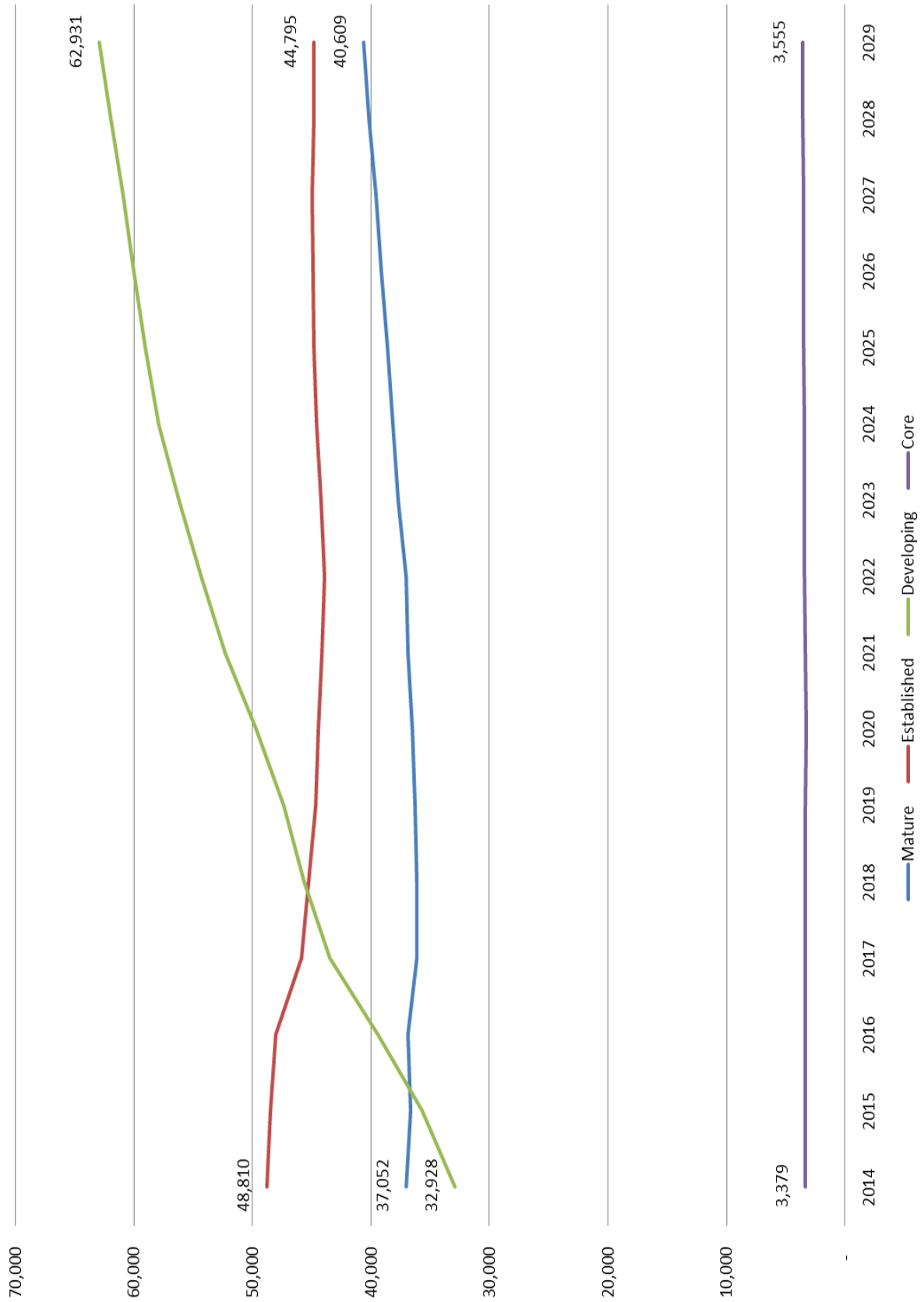
NOTE: Values are the number of total school-aged students residing in each area (aged 5 to 17 years old)

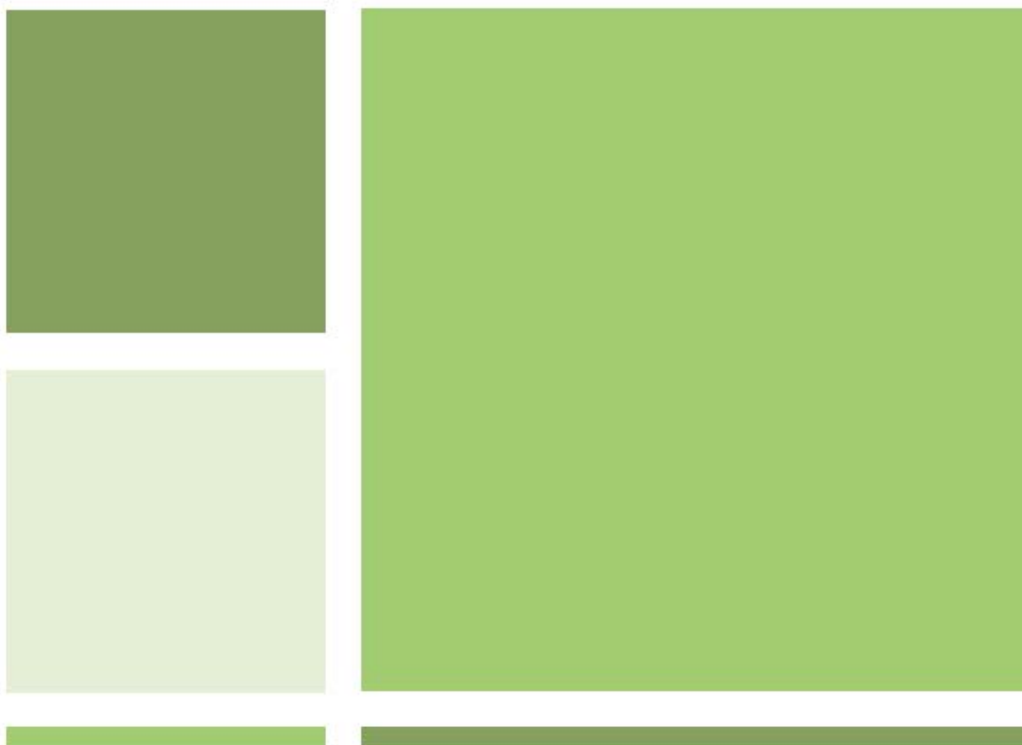
Neighbourhood Classification	Number of EPSB Schools
Core	9
Mature	110
Established	*66
Developing	*25

*Reflect school openings effective in September 2016 and September 2017



2014-2029 Student Growth Projection





Edmonton Public Schools School Age Population Projections

SUMMARY



Suite 2220 Sun Life Place
10123 - 99 Street
Edmonton, Alberta T5J 3H1

T 780.425.6741
F 780.426.3737
www.think-applications.com

June 8, 2016

Table of Contents

Methodology & Assumptions.....	3
Population Growth Scenarios.....	3
Distribution of Population Growth.....	4
Neighborhood Population Projections.....	4

1. Methodology & Assumptions

Significant growth in the Edmonton Capital Region over the past decade has created many challenges for Edmonton Public Schools (EPS) and other education providers in the region. These include a determination of the school age populations and enrolments that can be expected, as well as the influence of other factors that may impact enrolments over the long-term. The implications of these ever-changing dynamics are profound as they affect most aspects of service delivery.

In spring 2016, Applications Management Consulting Ltd. was contracted by Edmonton Public School Board to prepare 15 year school age (aged 0-21) population projections for the City of Edmonton. These forecasts were prepared for each City of Edmonton neighborhood, by single age.

The detailed population projections provide a determination of the expected school age population by neighbourhood type and the underlying factors affecting change in these neighbourhoods.

The following summary provides an overview of the methodology and assumptions used in preparing the neighborhood population projections for the Edmonton Public School Board.

1.1. Population Growth Scenarios

In this analysis, the overall determination of economic growth for the Edmonton Capital Region is based on findings from the Capital Region Board (CRB). The Capital Region Board (CRB) Low Scenario and High Scenario have been used as the basis for the population forecasts for the City of Edmonton.¹

The basis for these projections and assumptions that have been used are provided in the Capital Region Board Report "Capital Region Population and Employment Projections".² These projections have recently been updated to reflect population changes since 2013.³ It is the updated projections that have been used as the basis for determining the total amount of growth expected in the City of Edmonton.

In the CRB Low Scenario, the City of Edmonton population is projected to grow from 875,205 in 2014 to 1,361,700 by 2044. This represents an average annual growth rate of 1.5%. In the CRB High Scenario, the City of Edmonton population is projected to grow from 875,205 in 2014 to 1,470,800 by 2044. This represents an average annual growth rate of 1.7%.

The population projections developed for the Edmonton Public School Board are based on the CRB population projections, but were modified slightly to accommodate

¹ Population forecasts referred to in this section are total population which include both school age and non-school age populations.

² Capital Region Population and Employment Projections, September 2013.
<http://capitalregionboard.ab.ca/-/media/CRB-Population-and-Employment-Projections.pdf>

³ Consolidated CRB-Accepted Population and Employment Projections, 2014-2044
<http://capitalregionboard.ab.ca/-/media/May-2015-Update-to-Total-Population-and-Employment-Figures-Summary-Exhibit-2-3.pdf>

a 15 year forecast period from 2014 to 2029. In the Low Scenario, the City of Edmonton population is projected to grow from 875,205 in 2014 to 1,091,681 by 2029. This represents an average annual growth rate of 1.5%. In the High Scenario, the City of Edmonton population is projected to grow from 875,205 in 2014 to 1,134,571 by 2029. This represents an average annual growth rate of 1.7%.

1.2.Distribution of Population Growth

Over the 15 year forecast period, the Low Scenario and High Scenario population growth is distributed across neighborhoods around the City of Edmonton. For the purpose of this analysis, each neighbourhood has been classified into 4 categories based on the approximate age of development. These categories include Core Areas, Mature Areas, Established Areas and Developing Areas. Core areas include the downtown and adjacent neighbourhoods; Mature areas consist of neighbourhoods outside the core that developed prior to 1970; Established include developed neighbourhoods within the Anthony Henday ring road boundary; and Developing areas include neighbourhoods that have an approved Neighbourhood Structure Plan and have less than 95% of the lots completed.

In both the Low and High Scenarios, a significant proportion of the growth is allocated to Developing Areas. Approximately 74% of the total population growth for the City of Edmonton is expected to occur in Developing Areas, and the remainder 26% occurs among the Core, Mature and Established Neighborhoods.

1.3.Neighborhood Population Projections

Population growth projections have been made at a neighbourhood level for single year age groups from 0-21 using Applications Management Consulting Ltd's Population and Employment forecasting model for the Capital Region. This model utilizes assumptions at a neighbourhood level about the potential for growth in that neighbourhood and how the demographic composition of the neighbourhood may change.

Each residential neighbourhood in the City of Edmonton is assigned a neighbourhood growth cycle category. Neighborhood growth cycles identify the potential for growth in neighborhoods.

Developing Area Neighborhoods

Developing neighbourhoods experience the most significant population growth over the forecast period. These neighbourhoods all lie in the areas either inside or outside the Anthony Henday ring road. Growth is expected to occur in these neighbourhoods in all directions, with short-term growth being more pronounced in the southeast, southwest, west and north areas.

Capacity for growth in developing neighborhoods is defined by approved City of Edmonton Area Structure Plans and Neighborhood Structure Plans.⁴ These plans

⁴ http://www.edmonton.ca/city_government/urban_planning_and_design/plans-in-effect.aspx

provide information related to the capacity for residential and non-residential development within neighborhoods, the type of dwelling unit mix, and phasing of development. This information is used to determine the capacity and distribution of growth across developing neighborhoods within the City.

Mature Area Neighborhoods

Mature neighbourhoods in Edmonton have been generally determined to continue to decline in population in the short term and then experience growth over the longer term forecast. Over the long term, growth in these neighborhoods is based on prospects for infill and regeneration of the neighborhood. Factors that have been considered for the neighborhood growth projections include:

- **Infill:** Residential infill is the development of new housing in mature neighbourhoods. This new housing may include secondary suites, garage suites, duplexes, semi-detached and detached houses, row houses, apartments, and other residential and mixed-use buildings. Infill can occur in neighborhoods with: close proximity to LRT (Transit Oriented Densification), a large stock of older single family homes, rezoning of underutilized land, Area Redevelopment Plans (ARP), or other transformational projects such as Blatchford. In the Mature neighborhoods within Edmonton, examples of infill development potential include Jasper Place Area Redevelopment Plan, redevelopment of the Patricia motel site in Forest Heights, and Transit Oriented Densification in neighborhoods within close proximity to LRT. In addition, some Mature neighborhoods within Edmonton, have experienced infill development in recent years, and are expected to continue to do so.⁵
- **Demographic Regeneration:** Regeneration can occur in neighborhoods with an aging population and higher proportion of seniors (65+) population. As the seniors population leaves the neighborhood, either through mortality or moving to a hospital or seniors facility, housing becomes available in the neighborhood. In some neighborhoods the availability of housing can attract new families with children. These neighborhoods typically possess amenities such as a school, park, and accessibility, which can attract families to the neighborhood.

In this analysis, historical Federal and Municipal Census neighborhood data for Mature neighborhoods was examined. This data provided information on neighborhood demographics (proportion of seniors population), dwelling unit composition (single family vs multi-family housing), and recent infill housing development including garage/garden suites, secondary suites, skinny homes, and other multi-family units. This information was considered in determining the expectations for future growth in Mature neighborhoods.

Established Area Neighborhoods

Established neighbourhoods in Edmonton are expected to decline in the short term and stabilize over the long term. Over the long term, most neighbourhoods in

⁵ City of Edmonton - Growth Analysis Unit: http://www.edmonton.ca/city_government/urban_planning_and_design/growth-analysis.aspx

established areas of Edmonton are expected to have a stable population – where net increases in population roughly match declines. However, some established neighbourhoods in Edmonton may be reasonably expected to experience an increase in population over the forecast period. Factors that have been considered for the neighborhood growth projections include:

- **Infill:** Residential infill is the development of new housing in established neighbourhoods. This new housing may include secondary suites, garage suites, duplexes, semi-detached and detached houses, row houses, apartments, and other residential and mixed-use buildings. In Established neighborhoods, the potential for infill development is primarily related to Transit Oriented Densification in areas within close proximity to LRT, rezoning of underutilized land, and transformational projects.
- **Demographic Regeneration:** Regeneration can occur in neighborhoods with an aging population and higher proportion of seniors (65+) population. As the seniors population leaves the neighborhood, either through mortality or moving to a hospital or seniors facility, housing becomes available in the neighborhood. In some neighborhoods the availability of housing can attract new families with children. These neighborhoods typically possess amenities such as a school, park, and accessibility, which can attract families to the neighborhood. Over the long term, some Established neighborhoods have a higher than average proportion of seniors (65+) population and will experience a regeneration of families into the community.

In this analysis, historical Federal and Municipal Census neighborhood data for Established neighborhoods was examined. This data provided information on neighborhood demographics (proportion of seniors population), dwelling unit composition (single family vs multi-family housing), and recent infill housing development including garage/garden suites, secondary suites, skinny homes, and other multi-family units. This information was considered in determining the expectations for future growth in Established neighborhoods.

Core Area Neighborhoods

Core neighborhoods within the City of Edmonton are expected to remain relatively stable, with moderate school age population growth over the 15 year forecast period. Growth in core neighborhoods is attributed to redevelopment plans for some Core neighborhoods (Arena project, The Quarters, West Rossdale), as well as the proposed expansion of the TOD network including the Valley Line and proposed west line. It is expected that on-going development in the City's core will contribute to residential development and a moderate increase in the school age population over the forecast period.

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Boyle Street	285	375	355	356	352	Core
Central McDougall	325	337	335	358	377	Core
Cloverdale	98	83	83	84	84	Core
Downtown	102	266	272	289	314	Core
Garneau	263	314	293	300	310	Core
McCauley	294	281	274	281	281	Core
Oliver	310	374	359	381	414	Core
Queen Mary Park	424	484	475	487	492	Core
Riverdale	229	246	254	268	260	Core
Rossdale	58	50	50	50	49	Core
Strathcona	492	569	562	588	619	Core
University of Alberta	0	0	0	0	0	Core
Albany	0	88	112	155	175	Developing
Allard	26	216	726	1019	1135	Developing
Ambleside	231	380	993	1349	1486	Developing
Belle Rive	679	696	623	625	675	Developing
Blackmud Creek	461	501	743	726	648	Developing
Breckenridge Greens	312	287	298	318	315	Developing
Brintnell	996	1076	1259	1405	1333	Developing
Callaghan	177	352	834	996	955	Developing
Cameron Heights	188	288	603	659	586	Developing
Canossa	590	590	639	704	624	Developing
Carlton	519	811	1200	1234	971	Developing
Cashman	0	0	1	9	24	Developing
Cavanagh		0	11	91	228	Developing
Chambery	451	519	765	712	507	Developing
Chappelle Area	36	201	612	1061	1539	Developing
Charlesworth	453	741	1304	1571	1384	Developing
Clareview Town Centre	295	375	668	977	1197	Developing
Crystallina Nera	0	0	15	118	298	Developing
Crystallina Nera East	0	0	0	0	0	Developing
Cumberland	1218	1258	1427	1461	1265	Developing
Cy Becker	0	0	12	99	249	Developing
Decoteau Central	0	0	0	0	239	Developing
Decoteau North	0	0	0	0	188	Developing
Decoteau Northwest	0	0	0	245	411	Developing
Decoteau Southeast	0	0	0	0	0	Developing
Decoteau Southwest	0	0	0	0	306	Developing
Desrochers Area	0	0	7	53	133	Developing

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Donsdale	231	215	177	160	182	Developing
Eaux Claires	488	431	561	648	689	Developing
Ebbers	0	0	0	0	0	Developing
Edgemont	0	24	55	247	603	Developing
Ellerslie	921	1062	1328	1403	1267	Developing
Ellerslie Nbhd 3 NSP	0	0	0	0	0	Developing
Elsinore	371	392	420	446	476	Developing
Evergreen	181	178	164	149	151	Developing
Fraser	527	523	584	731	742	Developing
Glastonbury	1052	1140	1480	1504	1229	Developing
Glenridding Area	0	36	296	604	892	Developing
Goodridge Corners	0	53	7	26	91	Developing
Gorman	0	0	0	0	0	Developing
Granville	41	180	334	430	520	Developing
Graydon Hill	0	0	3	23	59	Developing
Hawks Ridge	0	4	55	132	257	Developing
Hays Ridge Area	0	0	11	88	221	Developing
Heritage Valley Area	0	0	0	0	0	Developing
Heritage Valley Town Centre Area	0	0	24	198	499	Developing
Hollick-Kenyon	987	970	1073	1176	1087	Developing
Horse Hills Nbhd 1	0	0	0	52	262	Developing
Horse Hills Nbhd 2	0	0	265	887	1275	Developing
Horse Hills Nbhd 3	0	0	0	0	0	Developing
Horse Hills Nbhd 4	0	0	0	0	0	Developing
Horse Hills Nbhd 5	0	0	0	0	0	Developing
Hudson	400	375	445	455	424	Developing
Keswick Area	0	0	33	268	674	Developing
Klarvatten	892	978	1458	1544	1302	Developing
Laurel	274	768	837	1078	1384	Developing
MacEwan	765	866	1294	1403	1217	Developing
MacTaggart	296	434	672	766	650	Developing
Magrath Heights	578	634	914	921	742	Developing
Maple	0	43	222	376	548	Developing
Matt Berry	800	789	904	906	826	Developing
Mayliewan	809	776	687	670	649	Developing
McConachie Area	156	415	765	1056	1313	Developing
Meadows Area	0	0	0	0	0	Developing
Oxford	557	600	629	624	649	Developing

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Ozerna	872	826	801	719	700	Developing
Paisley	0	0	1	5	38	Developing
Potter Greens	259	235	179	178	201	Developing
Rapperswill	0	199	241	313	399	Developing
Richford	71	86	169	204	253	Developing
Riverview ASP	0	0	104	841	2119	Developing
Rosenthal	0	21	187	475	894	Developing
Rutherford	1306	1783	2209	2559	2471	Developing
Schonsee	354	482	769	889	898	Developing
Secord	117	308	886	1216	1270	Developing
South Terwillegar	1067	1427	2039	2308	2050	Developing
Southeast Industrial	0	0	0	0	0	Developing
Southeast Nbhd 3 NSP	0	0	0	0	0	Developing
Starling	0	20	81	204	344	Developing
Stewart Greens	0	0	7	59	148	Developing
Suder Greens	468	552	677	797	880	Developing
Summerside	1348	2035	2740	3155	2873	Developing
Tamarack	417	676	1363	1657	1578	Developing
The Hamptons	1621	2053	2414	2703	2588	Developing
The Orchards At Ellerslie	0	91	345	451	427	Developing
Trumpeter Area	8	56	110	229	367	Developing
Walker	311	710	1089	1438	1659	Developing
Webber Greens	109	280	574	693	644	Developing
Windermere	344	822	1846	2260	2375	Developing
Windermere Area	0	0	0	0	0	Developing
Windermere Nbhd 4h ASP	0	0	0	0	0	Developing
Windermere Nbhd 5h ASP	0	0	0	0	0	Developing
Aldergrove	866	793	676	693	734	Established
Bannerman	454	518	477	454	424	Established
Baranow	95	112	114	111	93	Established
Baturyn	892	863	716	694	757	Established
Bearspaw	293	253	228	271	318	Established
Beaumaris	519	500	499	591	746	Established
Belmead	768	819	702	660	612	Established
Belmont	921	936	808	780	719	Established
Bisset	614	552	478	499	548	Established
Blackburne	222	203	184	172	167	Established
Blue Quill	652	687	766	836	832	Established
Blue Quill Estates	199	208	183	163	171	Established

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Brander Gardens	377	398	419	448	493	Established
Brookside	380	401	393	411	445	Established
Bulyea Heights	590	523	375	393	506	Established
Caernarvon	701	671	597	637	689	Established
Callingwood North	307	311	289	294	293	Established
Callingwood South	668	821	889	1002	1007	Established
Canon Ridge	267	282	354	387	382	Established
Carlisle	689	717	661	653	668	Established
Carter Crest	243	233	159	130	130	Established
Casselman	508	605	581	609	586	Established
Crawford Plains	836	801	640	610	625	Established
Daly Grove	640	637	482	422	422	Established
Dechene	265	246	175	189	265	Established
Dunluce	1085	1071	971	1099	1297	Established
Ekota	475	519	458	403	369	Established
Ermineskin	488	526	560	564	539	Established
Falconer Heights	385	329	295	225	190	Established
Gariepy	268	299	264	269	314	Established
Greenview	479	487	466	519	612	Established
Haddow	818	846	825	738	594	Established
Hairsine	449	450	352	357	363	Established
Henderson Estates	339	328	221	172	171	Established
Hillview	536	543	544	547	505	Established
Hodgson	423	489	576	591	495	Established
Homesteader	626	671	658	609	550	Established
Jackson Heights	719	702	541	483	493	Established
Jamieson Place	691	625	452	479	596	Established
Kameyosek	575	525	555	582	601	Established
Keheewin	399	350	276	269	287	Established
Kernohan	482	448	376	437	524	Established
Kiniski Gardens	1172	1083	863	894	969	Established
Kirkness	616	688	825	865	760	Established
La Perle	907	914	748	677	668	Established
Lago Lindo	651	602	524	540	639	Established
Larkspur	914	884	701	696	727	Established
Lee Ridge	512	534	534	541	485	Established
Leger	567	550	546	437	364	Established
Lorelei	673	704	592	599	574	Established
Lymburn	987	928	771	785	796	Established

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Maple Ridge	181	198	185	196	192	Established
McLeod	332	318	257	299	382	Established
Menisa	391	387	272	250	258	Established
Meyokumin	484	532	526	520	514	Established
Meyonohk	459	462	389	371	368	Established
Michaels Park	376	350	313	325	326	Established
Mill Woods Golf Course	0	0	0	0	0	Established
Mill Woods Park	0	0	0	0	0	Established
Mill Woods Town Centre	67	54	81	101	118	Established
Miller	518	494	515	604	675	Established
Minchau	536	525	438	411	415	Established
Oleskiw	411	409	325	293	304	Established
Ormsby Place	975	940	721	698	737	Established
Overlanders	367	444	436	456	469	Established
Pembina	18	27	79	92	95	Established
Place LaRue	0	0	0	0	0	Established
Pollard Meadows	822	793	709	730	725	Established
Ramsay Heights	459	448	438	521	617	Established
Rhatigan Ridge	520	504	445	469	523	Established
Richfield	715	854	736	621	514	Established
Sakaw	741	673	534	482	501	Established
Satoo	568	611	531	524	578	Established
Sifton Park	383	416	383	390	364	Established
Silver Berry	1521	1716	1698	1669	1451	Established
Skyrattler	199	193	197	198	199	Established
Steinhauer	303	315	271	318	386	Established
Summerlea	215	164	162	169	157	Established
Sweet Grass	413	477	463	491	558	Established
Tawa	178	173	224	274	299	Established
Terra Rosa	100	99	141	136	124	Established
Terwillegar Towne	1330	1342	1897	1771	1265	Established
Thorncliff	564	554	487	499	497	Established
Tipaskan	474	578	554	501	442	Established
Tweddle Place	640	653	572	501	425	Established
Twin Brooks	1198	1088	903	939	1129	Established
Wedgewood Heights	247	236	221	200	187	Established
Weinlos	555	563	533	492	434	Established
Westridge	202	201	170	152	136	Established
Westview Village	250	171	146	149	150	Established

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Wild Rose	1604	1665	1409	1269	1168	Established
Abbottsfeld	451	432	378	339	282	Mature
Alberta Avenue	714	737	722	705	705	Mature
Allendale	292	297	300	348	419	Mature
Argyll	112	102	99	91	80	Mature
Aspen Gardens	284	281	226	237	268	Mature
Athlone	522	513	419	392	374	Mature
Avonmore	203	257	268	314	361	Mature
Balwin	611	628	561	537	508	Mature
Beacon Heights	374	356	287	289	321	Mature
Belgravia	272	345	291	291	353	Mature
Bellevue	84	96	107	103	88	Mature
Belvedere	697	692	637	652	691	Mature
Bergman	199	234	183	166	173	Mature
Beverly Heights	313	345	355	391	429	Mature
Blatchford	0	0	31	252	694	Mature
Bonnie Doon	457	451	458	529	642	Mature
Britannia Youngstown	622	569	597	669	731	Mature
Calder	518	497	438	440	473	Mature
Canora	380	414	466	591	712	Mature
Capilano	407	366	313	337	370	Mature
CPR Irvine	0	0	0	0	0	Mature
Crestwood	375	379	353	373	428	Mature
Cromdale	135	185	201	211	220	Mature
Delton	219	192	236	237	201	Mature
Delwood	478	461	403	463	542	Mature
Dovercourt	240	264	256	239	226	Mature
Duggan	756	806	733	652	602	Mature
Eastwood	513	568	575	568	570	Mature
Elmwood	360	375	315	341	429	Mature
Elmwood Park	109	113	141	156	142	Mature
Empire Park	480	485	556	679	764	Mature
Evansdale	1106	1132	1004	883	778	Mature
Forest Heights	442	409	403	437	483	Mature
Fulton Place	275	266	239	256	290	Mature
Glengarry	353	334	324	395	480	Mature
Glenora	604	583	527	482	420	Mature
Glenwood	575	586	644	734	823	Mature
Gold Bar	403	373	364	368	413	Mature

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Grandview Heights	188	171	163	169	185	Mature
Greenfield	585	557	405	427	514	Mature
Griesbach	468	471	641	861	1046	Mature
Grovenor	286	284	322	345	324	Mature
Hazeldean	367	393	400	461	546	Mature
High Park	131	141	143	174	202	Mature
Highlands	286	282	314	336	313	Mature
Holyrood	428	453	471	528	599	Mature
Idylwyld	138	145	149	176	214	Mature
Inglewood	479	578	678	810	893	Mature
Jasper Park	180	219	206	208	205	Mature
Kenilworth	298	280	280	320	370	Mature
Kensington	455	454	436	464	509	Mature
Kildare	346	402	437	484	494	Mature
Kilkenny	978	987	812	701	666	Mature
Killarney	563	631	624	642	672	Mature
King Edward Park	424	510	526	618	711	Mature
Lansdowne	173	172	146	134	134	Mature
Lauderdale	387	352	357	374	395	Mature
Laurier Heights	432	394	307	248	221	Mature
Lendrum Place	236	216	207	188	163	Mature
Lynnwood	435	471	515	517	521	Mature
Malmo Plains	492	462	489	504	461	Mature
Mayfield	260	219	219	240	248	Mature
McKernan	178	204	254	326	409	Mature
McQueen	252	249	200	192	206	Mature
Meadowlark Park	272	302	330	351	385	Mature
Montrose	461	377	365	354	352	Mature
Newton	335	353	280	283	312	Mature
North Glenora	272	281	285	297	279	Mature
Northmount	390	417	371	375	440	Mature
Ottewell	738	743	747	848	985	Mature
Parkallen	270	265	287	327	347	Mature
Parkdale	357	443	421	427	432	Mature
Parkview	531	487	421	446	481	Mature
Patricia Heights	257	286	273	256	246	Mature
Pleasantview	360	409	487	603	724	Mature
Prince Charles	151	287	221	204	213	Mature
Prince Rupert	127	125	124	119	114	Mature

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)							
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area	
Queen Alexandra	277	285	326	415	444	Mature	
Quesnell Heights	62	66	48	40	33	Mature	
Rideau Park	197	197	184	176	187	Mature	
Rio Terrace	214	219	226	242	253	Mature	
Ritchie	317	286	332	378	372	Mature	
Rosslyn	317	321	344	344	361	Mature	
Royal Gardens	583	633	539	500	497	Mature	
Rundle Heights	627	641	643	623	575	Mature	
Sherbrooke	313	323	329	310	268	Mature	
Sherwood	166	197	212	211	192	Mature	
Spruce Avenue	251	167	221	231	233	Mature	
Strathearn	212	220	256	301	312	Mature	
Terrace Heights	256	211	222	262	304	Mature	
University of Alberta Farm	0	0	0	0	0	Mature	
Virginia Park	46	45	57	63	83	Mature	
Wellington	451	496	453	422	403	Mature	
West Jasper Place	308	253	272	294	310	Mature	
West Meadowlark Park	350	420	440	453	446	Mature	
Westbrook Estates	239	241	176	143	152	Mature	
Westmount	650	612	666	738	752	Mature	
Westwood	186	205	259	311	344	Mature	
Windsor Park	169	379	181	162	158	Mature	
Woodcroft	319	347	404	368	319	Mature	
York	595	692	782	699	598	Mature	
Alberta Park Industrial	0	0	0	0	0	Other	
Anthony Henday	0	0	0	0	0	Other	
Anthony Henday Big Lake	0	0	0	0	0	Other	
Anthony Henday Castledowns	0	0	0	0	0	Other	
Anthony Henday Clareview	0	0	0	0	0	Other	
Anthony Henday Energy Park	0	0	0	0	0	Other	
Anthony Henday Horse Hill	0	0	0	0	0	Other	
Anthony Henday Lake District	0	0	0	0	0	Other	
Anthony Henday Mistatim	0	0	0	0	0	Other	
Anthony Henday Rampart	0	0	0	0	0	Other	
Anthony Henday South	0	0	0	0	0	Other	
Anthony Henday South West	0	0	0	0	0	Other	

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Anthony Henday Southeast	0	0	0	0	0	Other
Anthony Henday Terwillegar	0	0	0	0	0	Other
Armstrong Industrial	0	0	0	2	8	Other
Blackmud Creek Ravine	0	0	0	0	0	Other
Bonaventure Industrial	0	0	0	0	0	Other
Brown Industrial	0	0	0	0	0	Other
Calgary Trail North	0	0	0	0	0	Other
Calgary Trail South	0	0	0	0	0	Other
Carleton Square Industrial	0	0	0	0	0	Other
Clover Bar Area	0	0	0	0	0	Other
Coronet Addition Industrial	0	0	0	0	0	Other
Coronet Industrial	0	0	0	0	0	Other
Davies Industrial East	0	0	0	0	0	Other
Davies Industrial West	0	0	0	0	0	Other
Dominion Industrial	0	0	0	0	0	Other
Eastgate Business Park	0	0	0	0	0	Other
Edmiston Industrial	0	0	0	0	0	Other
Edmonton Northlands	0	0	0	0	0	Other
Edmonton Research and Development Park	0	0	0	0	0	Other
Ellerslie Industrial	0	0	0	0	0	Other
Gagnon Estate Industrial	0	0	0	0	0	Other
Gainer Industrial	10	10	29	53	73	Other
Garside Industrial	0	0	0	0	0	Other
Girard Industrial	0	0	0	0	0	Other
Hagmann Estate Industrial	0	0	0	0	0	Other
Hawin Park Estate Industrial	0	0	0	0	0	Other
High Park Industrial	0	0	0	0	0	Other
Huff Bremner Estate Industrial	0	0	0	0	0	Other
Industrial Heights	0	0	0	0	0	Other
Kennedale Industrial	0	0	0	0	0	Other
Kinokamau Plains Area	19	23	15	6	8	Other
Lambton Industrial	0	15	0	20	78	Other
Lewis Farms Industrial	11	9	7	5	4	Other
Maple Ridge Industrial	8	10	9	6	3	Other
McArthur Industrial	0	0	0	0	0	Other
McIntyre Industrial	0	0	0	0	0	Other
McNamara Industrial	0	0	0	0	0	Other

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Mill Creek Ravine North	0	0	0	0	0	Other
Mill Creek Ravine South	0	0	0	0	0	Other
Mistatim Industrial	0	0	0	0	0	Other
Mitchell Industrial	0	0	0	0	0	Other
Morin Industrial	0	0	0	0	0	Other
Morris Industrial	0	0	0	0	0	Other
Norwester Industrial	0	0	0	0	0	Other
Ogilvie Ridge	120	120	85	68	81	Other
Papaschase Industrial	0	0	0	0	0	Other
Parsons Industrial	0	0	0	0	0	Other
Poundmaker Industrial	0	0	0	0	0	Other
Pylypow Industrial	0	0	0	0	0	Other
Rampart Industrial	0	0	0	0	0	Other
River Valley Cameron	0	0	0	0	0	Other
River Valley Capitol Hill	0	0	0	0	0	Other
River Valley Fort Edmonton	0	0	0	0	0	Other
River Valley Glenora	0	0	0	0	0	Other
River Valley Gold Bar	0	0	0	0	0	Other
River Valley Hermitage	0	0	0	0	0	Other
River Valley Highlands	0	0	0	0	0	Other
River Valley Kinnaird	0	0	0	0	0	Other
River Valley Laurier	0	0	0	0	0	Other
River Valley Lessard North	0	0	0	0	0	Other
River Valley Mayfair	0	0	0	0	0	Other
River Valley Oleskiw	0	0	0	0	0	Other
River Valley Riverside	0	0	0	0	0	Other
River Valley Rundle	0	0	0	0	0	Other
River Valley Terwillegar	0	0	0	0	0	Other
River Valley Victoria	0	0	0	0	0	Other
River Valley Walterdale	0	0	0	0	0	Other
River Valley Whitemud	0	0	0	0	0	Other
River Valley Windermere	0	0	0	0	0	Other
Roper Industrial	0	0	0	0	0	Other
Rosedale Industrial	0	0	0	0	0	Other
Rural North East Horse Hill	41	46	36	36	34	Other
Rural North East North Sturgeon	29	39	21	22	40	Other
Rural North East South Sturgeon	110	119	86	76	77	Other

Total School Aged Population (Aged 5-17) by Neighbourhood (Low Forecast 2012-2029)						
Neighbourhood	2012	2014	Projected 2019	Projected 2024	Projected 2029	Area
Rural South East	15	10	15	15	21	Other
Rural West	111	114	72	43	41	Other
Rural West Big Lake	13	20	42	26	19	Other
Sheffield Industrial	0	0	0	0	0	Other
South Edmonton Common	0	0	0	0	0	Other
Stone Industrial	0	0	0	0	0	Other
Strathcona Industrial Park	0	0	0	0	0	Other
Strathcona Junction	0	0	0	0	0	Other
Sunwapta Industrial	0	0	0	0	0	Other
Weir Industrial	5	6	2	3	5	Other
West Sheffield Industrial	0	0	0	0	0	Other
White Industrial	0	0	0	0	0	Other
Whitemud Creek Ravine North	0	0	0	0	0	Other
Whitemud Creek Ravine South	0	0	0	0	0	Other
Whitemud Creek Ravine Twin Brooks	0	0	0	0	0	Other
Wilson Industrial	0	0	0	0	0	Other
Winterburn Industrial Area East	0	0	0	0	0	Other
Winterburn Industrial Area West	0	0	1	5	10	Other
Yellowhead Corridor East	0	0	0	0	0	Other
Yellowhead Corridor West	0	0	0	0	0	Other
Youngstown Industrial	0	0	0	0	0	Other

DATE: June 14, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Support for Teachers – Addressing Mental Health Needs of Students
(Response to Request for Information #157)

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance, Strategic Services and Support
for Schools, Corporate Secretary

REFERENCE: n/a

ISSUE

Trustee Johner requested that Administration provide information regarding the District's approach in supporting teachers in addressing the mental health needs of students.

CURRENT SITUATION

Outlined below are the responses to the questions asked in the request for information. Links to further details are embedded within the responses.

1. Does the District offer professional learning to staff?

Yes. The District applies the [Comprehensive School Health](#) (CSH) approach and definition to mental health. The foundation of our professional learning in the area of mental health literacy is in two areas: [Mental Health First Aid](#) certification, which builds capacity within staff to identify students in need of intervention and to understand the importance of fostering healthy relationships that can act as bridge to professional support. Secondly, beginning in the spring of 2016, the District is now offering Go-To Educator mental health literacy training based on the research of [Dr. Stanley Kutcher](#). The goal of this training is to build mental health capacity in a sustainable way by increasing mental health literacy amongst District employees.

The District also offers in-services through the Professional Learning Calendar, including sessions on Healthy Relationships; a Community of Practice for Counsellors; 'Be Safe!' Red Cross Training; Increasing Emotional Regulation in Student; Supporting Students who Experience Anxiety, and others.

The District has provided resource supports for mental health through the CSH unit's Jurisdictional [Healthy School Community Wellness Fund](#). This has included kick-start funding for mental health initiatives with a student leadership and staff capacity building component.

The District has 15 Alberta Project Promoting and Living and Healthy Eating (APPLE) School sites at the elementary school level that focus on physical literacy, nutrition, and social emotional learning as foundations to positive mental health. The CSH approach is embedded in the [APPLE Schools](#) project.

2. Are there supporting documents and resources to assist teachers to promote positive mental health strategies in their classrooms?

A CSH consultant within Inclusive Learning provides support for developing integrated approaches in schools to enhance positive mental health. The consultant also serves as a bridge for schools to access resources from partners including: Alberta Health Services (AHS), The Red Cross, PrevNet, Regional Collaborative Service Delivery (RCSD), the Pan-Canadian Joint Consortium for School Health, Ever Active Schools, Primary Care Networks ; the Collaborative for Academic, Social and Emotional Learning; the University of Alberta's School of Public Health.

[Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives](#)—provides guidelines for better practices related to the promotion of positive mental health perspectives within a comprehensive school health framework.

[Edmonton Public Schools' Mental Health Awareness internal website](#)—provides information to support the annual Mental Health Awareness week, as well as resources to support learning organized by Divisions, literature lists, PA announcements, video resources, community events, and emergency contacts and supports.

[Elementary](#) and [Junior High Mental Health Toolkits](#)—are a result of a collaborative project between AHS Public Health, AHS Addictions and Mental Health, Edmonton Public Schools, and Edmonton Catholic Schools. This is a curriculum-based resource that teaches students about mental wellness.

[Pan Canadian Joint Consortium for School Health's Healthy School Planner](#)—this assessment provides feedback on areas of strength and growth in regards to positive mental health within participating school communities.

[AHS' Addictions and Mental Health CALM Lessons](#)—the District's CSH consultant works closely with AHS' Addiction Prevention and Mental Health Coordinator for the Zone 2/3 Region to provide up-to-date resource based CALM lessons that are linked to curricular outcomes.

[40 Development Assets for Adolescents](#)—provides protective factors for mental health.

[Bounce Back Book](#)—free resource from AHS that teaches Division 1 and 2 students about mental health.

[MORE Modules](#)—professional learning for school staff: these web-based online modules address current issues in child and adolescent mental health. Modules are available at any time and provide text-based discussion among registrants and presenters and web-based evaluation of the module.

[AHS Guide for Schools Choosing Health Resources](#)—this guide highlights best practices for choosing health resources (including mental health).

[Mental Health Tip-sheets](#)— provide strategies for supporting positive mental health through social participation and support behaviour.

[Addiction and Mental Health Mobile Application Directory 2016](#)—this document includes information about mobile applications (apps) related to addiction and mental health.

3. Does the District have the capacity to provide intervention supports for students in need?

Through Inclusive Learning service teams, consultants provide intervention supports in schools. Multi-discipline teams provide support through assessment and consultation. Specific disciplines that support schools with the mental well-being of students include social workers, behaviour consultants, psychologists and occupational therapist. In addition to District resources we collaborate with RCSD to provide coordinated comprehensive school-based wrap-around services including those from AHS. Through this partnership we have 14 Mental Health Therapists. These therapists are integrated into the Inclusive Learning school teams and receive referrals directly from the school.

A multidisciplinary mental health team, consisting of one psychologist, one social worker and one mental health nurse is in the process of being created. The psychologist and social worker position are filled and we are working to secure a mental health nurse. The present team members have participated in meetings with District Support Services, Hospital school campuses, School Resource Officers (SRO), AHS and Edmonton Catholic partners to gain a better understanding of the gaps in mental health supports for students in our District. In the exploration it has been identified that many of our students with significant mental health needs, who are receiving tertiary mental health services (inpatient hospital or day treatment programs), have limited success transitioning back to their community school setting due to lack of support. Some students attend specialized programs upon return, but many return to an inclusive setting in their community school. Often, these students arrive at school with little or no notice and no transition plan for the student's successful return to school.

The role of the Mental Health Transition Team (MHTT) is to support those students transitioning from tertiary mental health care to their community school, in order to support the student's successful return. Supports will be provided as consultation to the school administration and teaching team and directly to the student and family, as needed, for each individual case. Our goal will be to connect the school-student-family clients with the available school and community resources through the transition period and follow-up where needed. We also see a role for our mobile team to provide outreach supports for some at-risk students to facilitate referrals to other mental health supports, and provide interim support, in order to prevent a breakdown in school placement or the need for hospitalization.

4. What is the role of AHS?

AHS is the key partner in mental health support for our District. AHS provides:

- Health Promotion Coordinators (HPCs) that work directly with the CSH unit to identify mental health best practices, resources and supports for schools in our District.
- The HPCs also develop resources that connect to curricular outcomes, advise the CSH consultant on new research and evidence-based practices, present to school sites, offer professional learning on CSH and positive mental health approach, and design training modules to educate school stakeholders.
- Coordinate inter-District meetings such as the School Mental Health Team that: updates the regional mental health toolkits, shares resources to provide mental health literacy development

across districts (e.g.; Stan Kutcher), and collaborates to create common awareness and understandings around mental health for the greater Edmonton area. Edmonton Public Schools staff works closely with Edmonton Catholic Schools, Elk Island Catholic Schools, Elk Island Public Schools, Parkland School Division, and the Francophone School Division in mental health.

- AHS provides through RCSD, resources, mental health therapists, speech/language therapists, and occupational therapists—all employees of AHS are integrated into the Inclusive Learning team.

SS:sj