



McCauley Chambers  
Tuesday, May 17, 2016  
2:00 p.m.

Board Meeting #13


# AGENDA

**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

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
  - 1. DRAFT – Board Meeting #12 – April 26, 2016
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 16, 2016 to speak under this item.)*
- H. Reports:
  - 2. Report #6 of the Caucus Committee (From the Meetings Held April 26, 2016 and May 3, 2016)  
(Information)
  - 3. A Culture of Excellence and Accountability –Internal Dashboard  
(Information - Presentation)  
*Note: 40 minutes is required for this item.*
  - 4. 2016-2017 Non-Resident Fees and 2017-2018 International Student Program Fees  
(Recommendation)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 16, 2016 to speak under this item.)*
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

**MINUTE BOOK**

**Board Meeting #12**

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, April 26, 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**

Angela Anderson  
Lisa Austin  
Jim Davies  
Ron MacNeil

Kathy Muhlethaler  
Kent Pharis  
Madonna Proulx  
Heather Raymond

Darrel Robertson  
Mike Suderman

**Board Chair:** Michael Janz

**Recording Secretary:** Shirley Juneau

**Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President

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

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

A. **O Canada** 

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

The Superintendent advised that all Trustees were present.

## MINUTE BOOK

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

**MOVED BY Trustee Johner:**

**“That the agenda for the April 26, 2016 board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

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

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

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

The Superintendent advised that Mental Health Awareness Week is May 2-8, 2016. He stated that a focus on positive mental health for students, families, schools and communities contributes to building a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and positive sense of self. Students who are mentally healthy are better able to achieve success, are more resilient and are more likely to build healthy relationships.

On Wednesday, May 4, 2016, teachers and students can show their support for positive mental health by participating in *Hats On! For Mental Health*, and is sponsored by the Alberta Teachers’ Association, the Canadian Mental Health Association and Global TV.

### **F. Minutes**

1. Board Meeting #11 – April 19, 2016

**MOVED BY Trustee Adams:**

**“That the minutes of Board Meeting #11 held April 19, 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**

**MINUTE BOOK**2. Distribution of Funds**MOVED BY:**

**“That the Distribution of Funds for the 2016-2017 budget be approved.**

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

There was a short break in the meeting.

3. Strategic Planning – Success for Every Student

The Trustees received a presentation from Abu Bakr Al-Rabeeah, a Syrian refugee student from Highlands Junior High school.

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

Trustees provided verbal reports.

**J. Trustee and Board Requests for Information - None****K. Notices of Motion - None****L. Next Board Meeting Date: Tuesday, May 17, 2016 at 2:00 p.m.****M. Adjournment (3:45p.m.)**

**The Board Chair adjourned the meeting.**

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Michael Janz, Board Chair

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

**DATE:** May 17, 2016

**TO:** Board of Trustees

**FROM:** Trustee Michelle Draper, Caucus Committee Chair

**SUBJECT:** Report #6 of the Caucus Committee (From the Meetings Held April 26 and May 3, 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

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#### 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 April 26 and May 3, 2016 Caucus Committee meetings:

#### Appointment of General Counsel

1. *That the appointment of Grace Cooke to General Counsel be approved.*

#### **BACKGROUND – Recommendation 1**

The District's current General Counsel is retiring at the end of the 2015-16 school year. This required the initiation of a search to identify a new General Counsel. Conroy Ross provided support for this search. A preferred candidate, Ms. Grace Cooke, has been identified. Administration would like to proceed with an offer of employment to appoint Grace as General Counsel.

#### 2015-2016 Superintendent of Schools Evaluation

2. *That the Conroy Ross 2015-2016 Superintendent of Schools' Evaluation be accepted.*

#### **BACKGROUND – Recommendation 2**

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school district. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to foster a collaborative working environment critical to a high functioning District. An

Information Report will be presented to the Trustees at the May 31, 2016 Board meeting which will include the 2015-2016 Superintendent's summary evaluation letter from Conroy Ross.

Edmonton Public Schools Student Senate - Promotional Strategy Budget Request

- 3. That up to \$7,700 of funds from the Board Initiative Fund be approved to cover the costs associated with materials to support high schools in their efforts to promote and create energy and interest around the Student Senate.*

**BACKGROUND – Recommendation 3**

At the April 5<sup>th</sup> Public Board meeting Trustees approved the Legacy students' proposed model of Student Governance. The April 5<sup>th</sup> report included Trustee approval of an annual operational budget of \$26,000 to be allocated to Governance and Strategic Supports (GSS) starting in the 2016-17 school year. This budget did not include consideration for promotion, as administration intended to utilize an approach similar to that used for the Student Trustee. This approach used internal staff time and did not require the expenditure of additional District funds.

Upon approval of the new student governance model administration began work to support implementation. In working with the Legacy students, feedback was provided that the activities used to promote the Student Trustee initiative did not catch the attention of youth. This feedback provided the opportunity to explore new ways to support District high schools in their Student Senate selection/election process this spring. These new ideas are intended to help to create awareness, interest and energy amongst District students. The costs associated with the development or purchasing of these supporting materials is estimated not to exceed \$7,700.

SS: sj

**DATE:** May 17, 2016

**TO:** Board of Trustees

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

**SUBJECT:** A Culture of Excellence and Accountability – Internal Dashboard

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

**RESOURCE STAFF:** Nancy Petersen, Lea Beeken, Sonia Boctor, Delia Kuzz, Bob Morter

**REFERENCE:** n/a

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## ISSUE

As part of Administration's commitment to providing the Board of Trustees with ongoing updates on the District Strategic Plan, a presentation regarding the status of the Internal Dashboard Project, a high level overview of the tool, and information regarding how the dashboard will directly impact collaboration, classroom programming, school planning, and resource allocation will be provided.

## BACKGROUND

In the world of education, the production, dissemination, analysis and use of data is an area of interest across the education community. Edmonton Public Schools is leading the way in this work as it continues to explore systems and practices to support data usage in education.

Reliable and accessible performance data is foundational to the District's focus on continuous improvement. Providing school leaders with a common framework to consistently measure progress is key to this way of working. As such, in the 2014-2015 school year, the Superintendent committed to creating an online dashboard to help monitor progress on the District's Strategic Plan. The dashboard would support leaders in using evidence to better inform decision making and resource allocation. The following sections of the pending *Education Act* provided direction to the District and created a sense of urgency for moving forward:

- Section 33 (1) (h) *establish and maintain organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness.*
- Section 33 (1) (i) *ensure effective stewardship of the Board's resources.*

Since November 2015, central staff in Governance and Strategic Support Services, Student Information and District Technology have been working alongside an external vendor to support the development of Phase 1 of the Internal Dashboard. In addition, a principal committee has been consulted to support the design and creation of the dashboard. Their input has helped to design an internal, online, interactive tool that:

- organizes, summarizes, consolidates and visually represents multiple data sets in one common location
- links student, school, catchment, District and provincial data, and presents it in one easy-to-use online source
- provides data that can be filtered (e.g. First Nations, Métis, and Inuit [FNMI], English Language Learners [ELL], gender, special needs, programs etc.)

- enables District leaders to monitor and measure student growth to inform practice and support action
- measures progress toward the achievement of the District Priorities and Strategic Plan
- improves efficiencies in the management and reporting of data ,i.e., timeliness of data, streamlining the way data is reported across the District

Additionally, it is important to highlight that the dashboard has been strategically built to support the following key initiatives in the District:

- integrates District Feedback Survey results with achievement data
- supports catchment strategic planning and Equity Fund planning
- informs Results Review planning and reporting process
- supports the District’s involvement in the Alberta Education Assurance Pilot and the completion of District reporting requirements, including Annual Education Results Report (AERR) and the Public Dashboard

## CURRENT SITUATION

Data tells us where we are and how far we need to go. Similar to the dashboard on a car, the first phase of the project has considered data specific to Priority 1 of the District Strategic Plan—*Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond* and reflects initial data sets that are readily available across District schools and retained at a District level.

The data sets provided to date are meant to spur and inform conversations about how to improve school results, develop improvement plans and allocate resources accordingly. The dashboard can inform discussions around key questions such as:

- What are the positive and negative trends for important indicators of educational progress?
- How are we doing at eliminating achievement gaps?
- What are the areas where progress is slow, and where we may need to focus additional resources and strategies in order to achieve our goals?
- What are areas where growth is high and how can we share what is working more broadly throughout the system?
- Are there themes in our catchment data that we can focus on collectively?
- How are individual students doing and who might be at risk of not completing high school?

In its current form, the dashboard presents indicators in three areas that are critical to improving educational results and achieving Priority 1 in our Strategic Plan. These areas include:

1. Goal: An Excellent Start to Learning  
Outcome: More children enter Grade 1 meeting emotional, social, intellectual and physical developmental milestones.  
  
How the Dashboard Reports on Progress:
  - Are more children accessing early years programming?
  - When children enter Kindergarten, how are they doing relative to developmental milestones? What supports might they require?
  - Have our interventions in Kindergarten increased the number of students entering Grade One meeting developmental milestones?
2. Goal: Success for Every Student  
Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.



How the Dashboard Reports on Progress:

- Are we improving academic achievement for all students?
- Are we improving in literacy and numeracy?
- Are we eliminating the achievement gap for special needs students, FNMI students, and students in need of specialized supports and services as compared to their District peers?
- Are we improving achievement in our alternative programs?
- How are our students doing relative to achieving learning outcomes?
- What outcomes are we doing well in and which do we need to focus our instruction on?

### 3. Goal 3: 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

How the Dashboard Reports on Progress:

- Are we improving our three, four and five year high school completion rates?
- Are more students transitioning from high school to post-secondary education?
- Are our drop-out rates reducing?
- Are the number of students eligible to receive a Rutherford Scholarship increasing?
- Who are the students demonstrating risk factors for not completing high school?
- Are the number of students at risk of not completing high school reducing?

#### KEY POINTS

It is important to highlight that this is the first version of the dashboard. The indicators chosen for the dashboard are select factors that are collected consistently across the District, accessible through a District level database (SIS) and are consistent and accurate. The District believes these factors will, if each school demonstrates progress, make significant contributions to systematically improving the achievement of our District.

Testing of the functionality and data integrity is underway. In addition, user guides and manuals are being developed to support school leaders in the use of the dashboard, in leading a culture of continuous improvement and in facilitating collaborative data conversations at their schools.

In July, a group of principals will be invited to test drive the dashboard. They will be asked to explore the dashboard's functionality and provide feedback related to its performance. Participants will also be asked to review supporting material (such as the user guide and data fact sheets) and provide feedback on the effectiveness of these resources. In addition, in alignment with go live date, there will be optional in-person training starting in August. The go live date will coincide with the release of new data and will facilitate school planning and results review processes.

The District plans to enhance the usability, measures, and data based on principal input. Work will continue in the next year to add additional metrics to Priority 1 based on need as identified by end users. Types of data that are currently under development, for addition to the dashboard include District Feedback and Accountability Pillar Survey results, Math Intervention/Programming Instrument (MIPI), Teacher Awarded Marks, Social Vulnerability Index and Lates. Also, work is under way to conceptualize the key performance indicators that will help to monitor progress related to Priorities 2 and 3 of the District Strategic Plan.

#### ATTACHMENTS and APPENDICES

N/A

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**DATE:** May 17, 2016

**TO:** Board of Trustees

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

**SUBJECT:** 2016-2017 Non-Resident Fees and 2017-2018 International Student Program Fees

**ORIGINATOR:** Dr. Lorne Parker, Executive Director, Infrastructure

**RESOURCE**

**STAFF:** Todd Burnstad, Ann Calverley, Jennifer Price, Madonna Proulx

**REFERENCE:** N/A

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## **ISSUE**

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

## **BACKGROUND**

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

The District charges a fee for students who are residents of Canada where the parent does not reside in Alberta. As per provincial funding guidelines, Edmonton Public Schools does not receive per student grants for those ineligible students. Therefore, a fee is required to cover the costs of educational programming. For the 2015-2016 school year, there are six Non-Alberta resident students registered with Edmonton Public Schools.

The District also enters into education service agreements (sponsorships) with other jurisdictions to provide instructional programming for special needs students in Levels 5 through 8. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional costs may be added to cover costs such as additional educational assistant time. In the current year, Edmonton Public Schools provides programming for 19 directed special needs students, 13 of these students are attending the Alberta School for the Deaf.

### **International Student Program Fees**

The District has a 20-year history of offering full-time academic programming to international students from many different countries through the International Student Program. This school year, 55 District schools served 610 international students from 35 different countries. The program generated revenues of approximately \$6 million, 67 per cent of which went directly to schools in support of teacher retention and education programs.

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



**EDMONTON PUBLIC SCHOOLS**  
**2016-2017 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees**  
**2017-2018 Proposed International Student Tuition and Application Fees**

<i>Description</i>	<i>2016-2017 Proposed Fees</i>	<i>2015-2016 Approved Fees</i>	<i>Variance \$</i>	<i>Variance %</i>
<b>NON-ALBERTA RESIDENT FEE</b>				
<i>Non-ELL Fee</i>	\$7,230	\$7,230	\$0	0%
<i>ELL Fee</i>	\$8,408	\$8,408	\$0	0%
<b>SPECIAL NEEDS NON-RESIDENT FEE</b>				
<b>Level 5</b> <i>Communication, ELL Foreign Born Refugee, Gifted &amp; Talented Extensions, Learning Disability, Literacy, Mild Cognitive Disability, Moderate Emotional/Behavioral, Hearing, Multiple, Visual Disability, Non-verbal Learning Disability, Strategies</i>	\$13,395	\$13,395	\$0	0%
<b>Level 6</b> <i>Moderate Cognitive, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	\$14,947	\$14,947	\$0	0%
<b>Level 7</b> <i>Blindness, Deafness, ECS Severe Special Needs (PUF), Severe Cognitive, Emotional/Behavioral, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	\$25,960	\$25,960	\$0	0%
<b>Level 8</b> <i>Blindness, Deafness, Severe Cognitive, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	\$36,333	\$36,333	\$0	0%
	<b>2017-2018 Proposed Fees</b>	<b>2016-2017 Approved Fees</b>		
<b>INTERNATIONAL STUDENT PROGRAM FEE</b>	\$12,000	\$11,500	\$500	4.3%
<b>INTERNATIONAL STUDENT APPLICATION FEE</b>	\$250	\$250	\$0	0%