



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Ray Martin
Board Vice-Chair

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

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, April 11, 2017
2:00 p.m.

Board Meeting #12

- 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 #11 – March 21, 2017
- 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, April 10, 2017 to speak under this item.)
- H. Reports:
 - 2. Report #4 of the Caucus Committee (From the Meeting Held March 21, 2017)
(Information)
 - 3. Building Capacity for a Culture of Collaboration and Distributed Leadership – Professional Growth and Development
(Information – Presentation)
Note: 30 minutes is required for this item.
 - 4. Motion re Funding for Playgrounds – Government of Alberta 2020 Fiscal Plan
(Recommendation)
 - 5. Motion to Close Junior High Programming at Winterburn School
(Recommendation)
 - 6. Bereavement – Mr. James Luke
(Information)

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

MINUTE BOOK**Board Meeting #11**

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, March 21, 2017, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Nathan Ip
Michael Janz
Cheryl Johnner

Ray Martin
Bridget Stirling

Officials

Todd Burnstad
Ron MacNeil
Lorne Parker

Karen Mills
Leona Morrison
Kent Pharis

Darrel Robertson
Mike Suderman

Board Chair: Michelle Draper

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 Trustee Gibson was absent. All other Trustees were present.

C. **Approval of the Agenda**

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MOVED BY Trustee Ip:

**“That the agenda for the March 21, 2017, board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair advised that March 21st is the annual United Nations International Day for the Elimination of Racial Discrimination. She explained that racial and ethnic discrimination occurs every day, hindering progress for millions of people around the world. Racism and intolerance can take various forms, from denying individuals the basic principles of equality to fuelling ethnic hatred that may lead to genocide, all of which destroy lives and fracture communities.

The Board Chair stated that the first article of the United Nations’ Universal Declaration of Human Rights affirms that “all human beings are born free and equal in dignity and rights”. She advised that the International Day for the Elimination of Racial Discrimination reminds every one of our collective responsibility for promoting and protecting this ideal.

The Board Chair reported that on March 11, 2017, she was honoured to congratulate the amazing students at the Strathcona High School on the 2017 Scona Initiative - Hope in Motion campaign. She advised that the students gave their time and energy by participating in a 24 hour bike-a-thon and raised \$466,881 for the Jack Davis Hope Foundation, an organization dedicated to helping low-income families who are facing costs associated with the care of their ill children. She said that this is a wonderful example of the District’s student’s representation as community leaders and demonstration of excellent citizenship. The Board Chair thanked everyone involved in making this event a success.

The Board Chair advised that on March 16, 2017, she attended the unveiling of the budget at the Legislature. She stated that the Edmonton Public School Board has long advocated for predictable, sustainable funding for education. The Board is pleased to see the government’s continued commitment to funding enrolment growth.

The Board Chair said that Edmonton Public Schools expects to welcome about 3,000 more students next year bringing the District’s enrolment to approximately 98,000 students. With the government’s commitment to funding enrolment growth, the Board anticipates that this will result in an additional \$20 million in base instructional funding alone. The Board Chair stated that funding enrolment growth is key to ensuring the District’s students have access to the programming and supports they need.

The Board Chair reported that the Alberta Government announced that that the Edmonton Public School District will be receiving two new schools and one modernization school project:

The new schools will be:

- The Meadows (junior high school) and
- Pilot Sound (elementary school)

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A modernization project has been announced for the Highlands Junior High School.

She said the infrastructure announcements are positive and thanked the government for investing in quality learning environments for students and that the District looks forward to working with the Minister to ensure the education needs of the students and families are met.

The Board stated that the District is also looking forward to more details from the Government on how Bill 1: An Act to Reduce School Fees will be funded.

E. Communications from the Superintendent of Schools

The Superintendent advised that pre-enrolment for 2017-2018 started on March 13, 2017. He encouraged all parents to sign into their SchoolZone accounts to pre-enrol their children by the April 18, 2017, deadline.

The Superintendent advised that parents, student and community can meet their new school communities at information nights for the 11 new schools. He shared that information nights have been held for seven of the new schools. The Superintendent advised that on March 23, 2017, there will be an information night at the Michael A. Strembitsky School where parents, students and community can learn about the Jan Reimer, Shauna May Seneca and Svend Hansen schools and that on April 4, 2017, an information night will be held at the Lawton School to learn more about the Ivor Dent School. He advised that parents, students and community members can drop in any time during the session to meet the principals and talk with District staff about attendance areas, registration, out of school care and transportation.

The Superintendent advised that mature community discussions continue at Highlands School. He explained that the Highlands and Ivor Dent Schools are great examples of the innovation that this Board has shown in terms of dealing with the District's aging infrastructure across the City. The Superintendent thanked the District's Infrastructure team for supplying invaluable data and facilitating community consultations.

The Superintendent reported that community discussions are taking place at Britannia and Westlawn Schools and that he attended the second round of consultations with Trustees Chubb and Gibson last week. He advised that Community Committees have been developed and they have contemplated conceptual designs and locations of potential replacement schools in the Britannia, Westlawn and Rosslyn areas. Meetings were held on March 8, 2017, with the Britannia community, March 15, 2017, and with Westlawn community on March 22, 2017, there will be a meeting for the Rosslyn community.

The Superintendent wished all staff and students a safe and energizing spring break.

F. Minutes

1. Board Meeting #10 – March 7, 2017

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MOVED BY Trustee Martin:

**“That the minutes of Board Meeting #10 held March 7, 2017, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Report #3 of the Caucus Committee (From the Meeting Held March 7, 2017)

Information was received regarding actions taken at the March 7, 2017, Caucus Committee meeting.

3. Three-Year Capital Plan 2018-2021

Information was received regarding the District’s three-year capital plan for 2018-2021. Dr. Parker advised the Board of Trustees that specific project funding announcements were made earlier in the day that will have a significant impact on the priorities identified in the *Three-Year Capital Plan 2018-2021* and that a letter requesting an extension to the submission of the District’s revised capital plan will be sent to the Minister of Education.

4. Motion re Government of Alberta Allocations of Capital Project Funding

MOVED BY Trustee Janz:

**“That the Edmonton Public School Board advocate to the Government of Alberta to develop a framework to ensure public schools get a fair and equitable share of schools, modernizations, portables, and capital project spending.”
(UNANIMOUSLY CARRIED)**

5. Second, and Third and Final Readying of Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

MOVED BY Trustee Stirling:

“1. That Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments be read for the second time.” (UNANIMOUSLY CARRIED)

“2. That Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments be read for the third and final time.” (UNANIMOUSLY CARRIED)

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“3. That the eight identified policies relating to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments requiring minor revisions be revised to ensure alignment with the School Act and consistency with the language of AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments”. (UNANIMOUSLY CARRIED)

Trustee Martin requested that the Policy Review Committee consult with the City of Edmonton regarding their decision of March 21, 2017, to fly Metis, Treaty 6 flags at City Hall and that the Committee consider drafting a policy for the District that would align with the City of Edmonton.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Draper reported that on March 17, 2017, she brought greetings to the M.E. LaZerte Catchment Day at the Dr. Donald Massey School. She expressed gratitude for the great work being done by all catchments.

Trustee Draper mentioned that staff from the Blackboard Deli attended a showing of the West Side Story performance at Victoria school to support their work placement students. This is a wonderful example of how District staff go above and beyond to support students.

Trustee Draper shared that she attended the Grade 2 Celebration of Learning at the Edmonton Christian Northeast School. She explained that one of the units the class studied was Exploring Liquids and Natural Resources, which focused on the injustices that surround water in the world; teaching the students about the disparity of water world-wide and the need to conserve. The students compared the ease of access to clean and safe water for us here in Canada with those who do not have enough water, or unsafe water sources around the world. The Grade 2 students felt they needed to seek justice and build community and so the journey of the Grade 2 Water Challenge began.

Trustee Draper advised that the Grade 2 class researched various organizations that build wells for communities around the world and joined the World Renew organization who builds wells and water pumps for \$437 in the countries of Malawi, Mozambique, Cambodia and Guatemala. The class set a target of raising enough money to build four water pumps and wells. The World Renew organization created a link for the Grade 2 Water Warrior's project where people could donate online and where the class could watch the donation meter get closer to their goal. Trustee Draper shared that in three weeks, the Grade 2 Water Warriors raised \$3,886, which is enough for nine wells and water pumps.

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Trustee Draper shared a video from the World Renew organization thanking the teachers and students of Edmonton Christian Northeast School for their wonderful donation.

Trustee Ip reported that on March 10, 2017, he had the honour to attend and bring greetings at the 35th anniversary celebration banquet of the Edmonton Chinese Bilingual Education Association. He shared that several hundred parents, students and community members participated in the celebration which also featured performances by District students.

Trustee Ip advised that on March 17, 2017, he brought greetings at the Professional Development Day for the Harry Ainlay Catchment and that former Prime Minister Kim Campbell was the keynote speaker.

Trustee Ip shared that on March 21, 2017, he attended the information night for the Donald R. Getty, Dr. Lila Fahlman, and Constable Daniel Woodall Schools. He thanked the District staff for putting together a great event for community.

Trustee Johner reported that on March 14, 2017, she attended the new school information night for the Hilwie Hamdon School, opening September 2017, in the Cumberland community located in Ward A. She thanked principal Dorothy Arts, and the District's Planning and Infrastructure departments for their work.

Trustee Johner advised that on March 18, 2017, the Scott Robertson School hosted a fundraising breakfast for their school breakfast program.

Trustee Johner provided an update on the Edmonton Public School Foundation as follows:

On April 27, 2017, the Foundation with the support of Kingsway Mall, will be hosting the student fashion show - Ready to Shine.

On May 5, 2017, the Foundation will host its biggest fundraiser of the year - The Ready for Life Breakfast which will be held at the Lillian Osborne high school on 2019 Leger Road.

Trustee Martin advised that Elder Francis Whiskeyjack and amiskwaciy students have painted a mural at the downtown Edmonton Public School Division building. Trustee Martin read the following quote from Community Liaison Sargent, David Jones, "What an amazing piece of work you've given us", and that he would like to do a proper official unveiling of the mural.

Trustee Stirling congratulated the Edmonton Chinese Bilingual Education Association on their 35th anniversary. Trustee Draper was pleased to join in the celebration on March 11, 2017, to celebrate this milestone and share the District's appreciation for their support of Chinese language and culture education in Edmonton Public Schools

MINUTE BOOK**K. Trustee and Board Requests for Information**

Trustee Chubb requested that the Administration provide the policies, regulations or legislation in place to assure parents that materials provided to students and sanctioned clubs regarding matters of human sexuality education ensure the District's standards are met.

Also, provide what mechanisms and or processes are in place to ensure the policies, regulations and legislation are being followed.

Trustee Martin requested that the Administration provide information on Actua, a national organization, centered around youth innovation and engagement and indicate if there are any possibilities for them to be of assistance to the District's Career Pathways program.

L. Notices of Motion

Trustee Draper served notice of motion that the Edmonton Public School Board advocates for the funding of playgrounds for new schools in alignment with the Government of Alberta commitment in the 2020 fiscal plan.

M. Next Board Meeting Date: Tuesday, April 11, 2017, at 2:00 p.m.

N. Adjournment (3:20 p.m.)

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: April 11, 2017

TO: Board of Trustees

FROM: Trustee Ray Martin, Caucus Committee Chair

SUBJECT: Report #4 of the Caucus Committee (From the Meeting Held March 21, 2017)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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 March 21, 2017, Caucus Committee meeting:

Three-Year Capital Plan Submission Deadline Extension Request

1. *That the Board of Trustees request an extension to the deadline for submitting the Three-Year Capital Plan 2018-2021 to the province be approved.*

BACKGROUND – Recommendation 1

Administration presented a draft Three-Year Capital Plan 2018-2021 for feedback at the Caucus Committee meeting on March 7, 2017. Feedback from Caucus Committee has been incorporated into the draft proposed Three-Year Capital Plan 2018–2021 Recommendation Report, scheduled for the upcoming Board meeting on March 21, 2017. The provincial budget announcement on March 16, 2017, mentioned that the province has committed \$488 million towards school infrastructure across the province. Specific project funding announcements are anticipated on March 21, 2017. Capital funding announcements will likely have a significant impact on the priorities identified in the Three-Year Capital Plan 2018-2021.

ELEVATE - Memorandum of Understanding

2. *That authorization for the Superintendent to sign a Memorandum of Understanding with the City of Edmonton, the Government of Alberta, Edmonton Catholic Schools and the Conseil scolaire Centre-Nord be approved.*

BACKGROUND – Recommendation 2

Edmonton school districts have been in discussions with the City of Edmonton and the Government of Alberta regarding issues of school viability and community sustainability for the past several years. The ELEVATE initiative was the outcome of the Mayor's Task Force on Community Sustainability, completed in 2012. The Edmonton Community Sustainability Coalition, made up of representatives from the City of Edmonton, Edmonton Public Schools, the Edmonton Catholic School District, the Conseil scolaire Centre-Nord and the Province of Alberta provides administrative guidance for the ELEVATE initiative. Since 2014, the Edmonton Community Sustainability Coalition has been meeting to advance the concept of collaborative inter-jurisdictional community planning. A framework was initially created to guide discussions. Since 2014, discussions related to exploring ways to enhance information sharing about capital planning processes have led to the decision to create a memorandum of understanding as a more concrete way to advance this vision.

KM:sj

DATE: April 11, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Priority 2 Goal Three: Building Capacity Through a Culture of Collaboration and Distributed Leadership

ORIGINATOR: Angela Anderson, Managing Director Human Resources

RESOURCE STAFF: Joanne Bergos, Trish Kolotyluk, Renee Thomson, Bonnie Zack

REFERENCE: N/A

ISSUE

The purpose of this report is to provide the Board of Trustees with an update on the District's Strategic Plan for Priority 2 Goal Three: Building Capacity Through a Culture of Collaboration and Distributed Leadership (Attachment I). This report focuses on areas of success and areas for growth, and is part of Administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the District Strategic Plan. This analysis is also helping to inform the District's direction for the 2016–2017 operational year.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priorities with ten supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability.

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes in its 2014–2018 Strategic Plan, rather than reporting on Alberta Education's Business Plan. This is foundational to creating clarity and congruence across the District relative to our local priorities.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) and a Three-Year Education Plan (3YEP) by November 30. The AERR/3YEP reports the results from all 10 of the goals and outcomes in the District's Strategic Plan from the previous school year, and highlights the District's strategies to advance its strategic priorities over the next three years.

This year, with the flexibility afforded through the Assurance Pilot, the District has established a new Assurance and Public Board Reporting Cycle in support of completing the AERR/3YEP. This cycle was developed to achieve the following outcomes:

- To establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions.
- To use evidence to inform programming decisions that promotes success for all students.
- To support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting.
- To interpret and report on results in a manner that demonstrates assurance and transparency.

With these outcomes in mind, for the 2016–2017 school year, a high level overview and analysis of results for a District Strategic Plan goal and outcome will be presented at selected Board meetings. Not only will this reporting cycle support the completion of the AERR/3YEP, it will enable meaningful dialogue on results and strategies moving forward.

KEY POINTS

Attachment I provides an analysis of data highlighting areas of success and growth relevant to Priority 2, Goal 3 of the District Strategic Plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Priority 2 Goal 3—Building Capacity Through a Culture of Collaboration

AA: cm

Strategic Plan Update: Building Capacity Through a Culture of Collaboration

INTRODUCTION

A collaborative approach to building capacity provides a foundation that supports achievement of the District Strategic Plan. Classrooms are becoming increasingly complex—building the literacy and numeracy skills required for the success of our students, supporting the range of needs in today's classrooms, and developing solutions to the challenges and opportunities we face as an organization require the District to continue to build our capacity.

Access to professional development opportunities exposes District employees to new skills, knowledge, and competencies required to support professional growth and career development. By creating opportunities to share and apply learning and experience through collaborative work, the District is able to leverage the impact of professional development in our classrooms and on the success of students.

This goal also highlights a specific focus on building leadership capacity at all levels of the organization. It is through a distributed model of highly skilled leaders that the District will be able to develop and implement strategies that support all our students for success through early learning, high school completion and beyond.

Additionally, a focus on professional development and a culture of collaborative practice helps to position the District as an employer of choice, supporting our work to recruit and retain talent. Research has clearly shown access to professional development, perception of career opportunities and positive relationships and culture positively impacts employee recruitment, retention, and engagement.

This report provides an overview of the data and initiatives that support Priority 2 Goal 3, Building Capacity Through a Culture of Collaboration. The report begins by listing the Key Performance Indicators from the Annual Education Results Report (AERR), followed by highlighting key plans and initiatives that support analysis of the results, and concludes with priority strategies moving forward.

Priority 2:

Provide welcoming, high quality learning and working environments.

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 with a culture of collaboration.

Section One: Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. (Source: Accountability Pillar)	81.9	83.1	82.4	83.0	83.0	Maintained
PROFESSIONAL DEVELOPMENT AND GROWTH						
Number of registrations in professional growth opportunities through the Leadership Development Framework. (Source: District Dashboard)		226	239	245	497	+
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth. (Source: Accountability Pillar)	80.0	79.9	79.1	83.5	84.1	+
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have significantly contributed to your ongoing professional development (Source: Accountability Pillar)	77.0	76.0	76.0	80.0	80.0	=
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction (Source: Accountability Pillar)	86.0	87.0	85.0	90.0	92.0	+
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have effectively addressed your professional development needs (Source: Accountability Pillar)	77.0	77.0	76.0	80.0	80.0	=
Percentage of staff that report Edmonton Public schools supports employee professional development and growth. (Source: District Feedback Survey Q 17a)				91.8		Baseline
Percentage of staff that report they are aware of career opportunities available to them within the District. (Source: District Feedback Survey Q 17b)				92.9		Baseline
Percentage of staff that report they have opportunities to move to different roles in the District. (Source: District Feedback Survey Q 17d)				76.1		Baseline
Percentage of staff that report school-based professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18a)				88.5		Baseline
Percentage of staff that report catchment level professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18b)				81.6		Baseline
Percentage of staff that report other District-wide professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18c)				87.2		Baseline
Percentage of staff that report out of District professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18d)				66.8		Baseline
Percentage of staff that report formalized coaching and mentoring that supports my professional growth are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18e)				71.3		Baseline
Percentage of staff that report they have the knowledge, skills, and resources to program and support students in need of specialized supports and services. (Source: District Feedback Survey Q 25g)				78.5		Baseline

Percentage of staff that report they have the knowledge, skills, and resources to program for and support students who are English Language Learners (ELL). (Source: District Feedback Survey Q 26a)				67.3		Baseline
Percentage of staff that report they have the knowledge, skills, and resources to program for and support students who self-identify as Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit. (Source: District Feedback Survey Q 26b)				68.0		Baseline
DISTRIBUTED LEADERSHIP						
Percentage of staff that report they have opportunities in their work to develop and demonstrate their leadership skills. (Source: District Feedback Survey Q 17e)				87.6		Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect collaboration. (Source: District Feedback Survey Q 13b)				90.3		Baseline
COLLABORATION						
Percentage of staff that report staff in their school/decision unit work as a team. (Source: District Feedback Survey Q 15b)				89.4		Baseline
Percentage of staff that report staff in their school/decision unit collaborates with other school/decision units. (Source: District Feedback Survey Q 15c)				86.4		Baseline
Percentage of parents that report the decisions made at their child's school reflect collaboration. (Source: District Feedback Survey Q 12b)				77.7		Baseline

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Section Two: Analysis of Results and Supporting Initiatives

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional development opportunities, leadership development, opportunities for collaboration and effective supports and services, the District strives to provide the high quality teaching and learning environments necessary for student success. The District continues to focus on providing professional development, collaboration and leadership development opportunities to all staff. An overview of each of these areas of focus is provided below.

Professional Development

The District recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. Board Policy GE.BP - Organization for Instruction states that “effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement”.

Best practice suggests that “one size does not fit all” with respect to professional development and integration of learning into our practice. Our leadership development framework introduces a learning model that recognizes the importance of formal learning, mentoring and coaching, peer-to-peer learning, and experiential learning as part of the development of new knowledge, skills and competencies. Our approach to learning in all areas of our work highlights the critical role of each of these learning methods. The District also has adopted a distributed approach to learning that relies on centrally supported, school, catchment and self-directed professional development as all having a role to play in building capacity.

According to the 2015 District Feedback Survey, 91.8 per cent of staff reported that the District supports employee professional development and growth. Furthermore, according to Alberta Education’s Accountability Pillar, 80 per cent of staff believe the professional development opportunities provided to them contributed to their professional growth. The District provides professional learning topics to staff across the District that align with both District priorities and staff professional needs. In fact, 92 percent

of staff felt that professional development opportunities available through the District are focused on the priorities of the District, an increase from 86 per cent in 2011–2012.

To gain further insight into the professional learning needs of staff, the District has conducted surveys with several of our staff groups. The results of these surveys have been used to inform the development of District professional learning activities. Professional development activities are delivered through District-wide professional development, catchment and school-based professional development, and communities of practice. Furthermore, in 2016, the District launched a range of summer institute learning opportunities.

The Professional Development Registration (PDR) system, which was implemented in the 2016-2017 school year, allows staff to search for and register in courses and sessions covering a range of topics that are offered by a number of central decision units. The District is able to more easily report on courses and sessions offered to District staff through central decision units. PDR also assists the District in meeting legislated and District defined requirements for certification, including Nonviolent Crisis Intervention and WHMIS. These certifications play an important part in contributing to the safety of staff and students and supporting the needs of complex students.

Central decision units offered a number of courses focused on a range of topics aligned with District Priorities and areas of need. Over the 2016–17 school year, 446 courses were offered on a variety of topics including student assessment, mental health, FMNI, District software, instructional strategies, literacy, and numeracy. Courses may include multiple sessions, resulting in the delivery of over 600 sessions.

District teachers have many opportunities to access professional learning within their schools and catchment areas. The courses and summer institutes offered by central decision units provide additional learning opportunities that complement school and catchment professional development. Many teachers also participate in a range of professional learning activities outside the District.

- In 2015–2016, 77 teachers were granted tuition and/or leave support through the Clause 23 Professional Improvement Program to pursue post-secondary coursework. In 2016–2017, 90 teachers were granted tuition and/or leave support and 99 teachers have been granted support for 2017–2018.
- Over the past few years, requests for support through the Clause 23 Professional Improvement Program have been primarily for masters programs related to counselling, leadership, literacy and special needs. The number of requests for support for counselling programs doubled from 8 to 16 from 2016–2017 to 2017–2018. As well, the number of requests for support for leadership programs increased from 16 to 39 between 2015–2016 and 2017–2018.
- In 2015–2016, 25 teachers were provided tuition support to participate in 39 courses through the Teacher Development Program. The courses were related to core subject areas, second languages, and District priorities (ELL, special needs, FNMI, CTS, literacy and numeracy).
- Since 2014, \$500,000 has been allocated annually to the ATA to support the Pilot Project on Staff Development Fund. Through this fund, District teachers have had the opportunity to access support for a broad range of professional learning activities. In 2014–2015, over 300 individual teachers and over 25 groups of teachers received support through this fund. In 2015–2016, over 510 individual teachers and over 100 groups of teachers received support. To date in 2016–2017, 387 individual teacher applications and 106 applications from groups of teachers have been approved for support.
- The common professional development days introduced in the Pilot Project on the Revised School Calendar have supported a more coordinated approach to professional development of teachers.

The 2015 District Feedback Survey results indicated that staff felt they required increased knowledge, skills and resources to support ELL, FNMI students and students in need of specialized supports. The District is also continuing to focus on literacy and numeracy as key contributors to student success. The summer institute learning opportunities and the variety of courses offered through the year build teacher capacity in these key areas to meet the instructional learning needs of all our students. Summer institutes, which were launched in the summer of 2016, provide focused opportunities for teachers to continue to build on ongoing professional learning in catchments and across schools. Areas of focus have been selected based on staff feedback on specific professional development topics that would help address the complex and diverse needs of our students. These sessions will be offered again in 2017 at no cost to teachers.

Furthermore, in 2015–2016, the District established the Teacher Collaboration Committee (TCC) to hear teacher voice on a variety of educational issues and initiatives. The information gathered from the TCC discussions is being used to identify and implement strategies that impact teaching and learning at a school and catchment level.

The District offers a Teacher Induction Program to teachers on probationary contracts. This program is a collaborative process that welcomes new teachers to the profession and/or Edmonton Public Schools. This mentorship program is a non-evaluative collaborative approach on developing identified areas for professional growth. Benefits of the program include working alongside an experienced teacher, building new skills and accelerated professional learning to provide optimal student learning opportunities, and an increased confidence and awareness through self reflection. Currently, 383 teachers are participating in this program.

The Exempt staff group consists of a variety of diverse roles, resulting in a range of professional development needs.

- In 2015–2016, six exempt staff members were granted tuition and/or leave support. Five were granted support in 2016–2017 and six have been granted support for 2017–2018. The support granted allowed Exempt staff to pursue post-secondary coursework in the areas of social work, leadership, occupational therapy and business administration.
- Exempt staff also participate in District professional development activities based on their role, as well as a variety of department organized and supported professional development.
- A number of exempt staff group members are active participants in the Leadership Development Framework.

District custodial staff are provided many opportunities for professional growth over the course of their career. New supply custodial staff attend a comprehensive two-day orientation followed by ten days of on-the-job experience in both a small and large school. Staff Development, Human Resources Consulting is currently working collaboratively with CUPE Local 474 to develop a training program specifically for head custodians. This program will support ongoing District need for trained head custodians and is scheduled for implementation in the 2017–18 school year.

- District custodial staff had opportunities to participate in 18 professional learning sessions in 2015–2016 and 20 to date in 2016–2017.
- In 2015–2016, 23 new custodians and relief custodians completed the Edmonton Public Schools' Building Operator Certificate course.
- In 2015–2016, 16 custodial staff members completed the Power Engineering Certificate course.
- Eighteen custodial staff completed the 5th Class Power Engineering Certificate Prep course in 2015–2016.
- Five custodial staff received financial support from the District to participate in 4th Class Power Engineering training at NAIT in 2015–2016 and five received support in 2016–2017.

- The District has two custodial mentor positions whose primary role is to provide mentorship and coaching support to head custodians who are new to their role and responsibilities.

District support staff are provided with a comprehensive orientation at the beginning of their career with Edmonton Public Schools. Supply support staff with office duties attend a one-day orientation, followed by opportunities to take District software training. Supply educational assistants participate in a five-day orientation which includes Nonviolent Crisis Intervention training.

- Depending on their professional learning needs and career path, support staff with office duties have opportunities to access up to twelve sessions of training on District software. In 2015–2016, 225 support staff participated in these sessions.
- Through the Administrative Assistant Training Program, both permanent and newly hired support staff have the opportunity to prepare for the role of lead administrative assistant in a school office. Program participants attend in-class training on District software and learn hands-on through a practicum placement in a school office under the guidance of an experienced administrative assistant. In 2015–2016, 16 support staff completed the Administrative Assistant Training Program. To date in 2016–2017, 22 support staff have participated in the program.
- The Administrative Assistant E Preparation Program is currently being piloted in 2016–2017 to assist support staff in preparing for intermediate positions in school offices. To date, six participants have participated in this program.
- Educational assistants are provided the opportunity to complete Nonviolent Crisis Intervention training and can access a number of sessions provided through central decision units. The District is currently exploring opportunities for an Educational Assistant Training Program to support ongoing needs for these roles.
- The District has two Administrative Assistant Mentors. These mentors support new and existing Administrative Assistants. In the 2015-16 school year, Administrative Assistant Mentors attended 479 job-embedded mentoring sessions and facilitated 20 one-day orientation sessions.
- The District also has two Educational Assistant Mentors. These individuals deliver NVCI training and provide job-embedded support to education assistants.

Maintenance staff encompass a diverse range of roles with Edmonton Public Schools. In addition to comprehensive health and safety training, maintenance staff participate in professional development and trade-specific training that is customized to their particular needs.

In summary, the District provided many opportunities through which staff were able to enhance their professional capacity, and will continue to expand upon its professional learning opportunities for all staff.

Collaboration

The District recognizes that a collaborative approach to our work is the way we create an environment that enhances student and staff success. Research clearly recognizes that a top down approach is not the way to create change. It also suggests that if we want to positively impact student achievement results, we need to adopt ways to engage all team members throughout the organization in understanding data, exploring solutions, and implementing change. Data that supports identification of gaps and opportunities, in conjunction with targeted collaboration, is the way we are working toward continuous improvement as a District.

The Teacher Collaboration Committee is one of the ways in which we gather data and information about topics important to teachers that will impact teaching and learning. Catchments have formed committees for collaborative work on issues important to improving teaching and learning in the catchment. This has resulted in a much more focused and evidence-based approach to continuous improvement.

The Equity Fund has provided funding for a variety of projects where a need was identified and catchments worked purposefully to identify ways to improve the issue. In the 2016–2017 school year, over 90 Equity Fund projects have been approved. These projects cover a range of topics, including literacy, numeracy, developing leaders, and supporting diversity in learning. Many of these projects have supported release time for teachers to collaborate.

We also have developed a number of committees with our staff groups to explore opportunities, discuss common interests and develop collaborative solutions. Joint Training and Advisory Committees provide input related to the professional learning needs of staff and work together in developing and refining programs. As an example, the Joint Custodial Training Advisory Committee is currently providing input into the design and structure of the Head Custodian Preparation Program referenced earlier in the report. Other committees with staff groups focus on working collaboratively on specific projects and initiatives. The Teacher Collaboration Committee explores opportunities to improve teaching and learning based on topics selected by teachers.

In addition, many other District committees have been developed to collaborate on key projects and initiatives. We also have implemented standing Principal committees that help to provide a school perspective to many Central projects.

Leadership Development

The District provides opportunities for staff to grow and thrive as leaders. The District has implemented a four quadrant leadership development framework as a way of developing leadership capacity. We have also developed seven leadership competencies and use the Principal Quality Practice Standard (PQPS) for Principals to define leadership expectations in the District. Leadership development opportunities are available across all staff groups.

The components of this model are as follows:

- **Social Competency Development: Mentoring and Coaching:** With ongoing mentoring and coaching, participants reflect on their practice and expand their leadership repertoire creating plans that are tailor-made to meet their unique needs. Often mentors assist participants with identifying where the focus should be placed and how to acquire competencies.
- **Social Contextual Learning: Peer to Peer:** A foundational expectation of the Framework is that participants will become consciously aware of their networks of support. Personal Learning Networks (PLN) are a way of making sense of new information and experiences, as well as sharing expertise and discoveries. They are highly personalized and self-directed.

- **Guided Competency Development: Formal Learning:** Formal learning for building leadership capacity primarily takes the form of modules. Modules are offered in half day, full day, online, and after school formats. Modules are aligned with the seven leadership development competencies. Formal learning may also include classes taken through other institutions or organizations.
- **Guided Contextual Learning: Experiential Learning:** Designed to capitalize on job-embedded and position-specific learning experiences, the Framework encourages participants to mine the rich opportunities for leadership growth that exist within the context of their current roles. Informed by feedback and reflection, participants become adept at leveraging daily duties into opportunities for leadership learning.

Since the fall of 2016, 573 emerging, aspiring and existing leaders have attended 30 modules in support of developing District leadership competencies. Participants in 2016–2017 indicated they were satisfied with the modules (94.0 per cent), and indicated they would recommend the modules to others (98.0 per cent). In support of building leadership capacity and growth through coaching and mentoring, 149 leaders participated in eight modules to enhance their skills and knowledge.

The District also hosts Leadership Saturday, a morning of leadership conversations, with the University of Alberta twice a year, in October and March. Leadership Saturday can accommodate 100 participants and is generally at capacity.

Due to the growth within the District and the demographics of our workforce, a need to build Principal capacity was identified. Three programs to support new-to-role principals were offered in the 2016–2017 year. The programs provide a District perspective that is focused on deepening skills and knowledge required to lead the school community, manage school operations and resources; instructional leadership; and knowledge of District services. Each program builds on the strengths of the individuals in the cohort. Through the cohort-based approach, participants build relationships that will support them through their career with the District.

- For the second consecutive year, the District continued to deliver a monthly program designed to build leadership capacity and operational management capacity for first and second year principals (35 principals participating—8 second year, 27 first year). In the 2016–2017 school year, 15 first and second year principals participated in leadership coaching.
- In the fall, we launched two cohorts in a new Aspiring Principal Development Program for 48 school and central leaders who meet monthly. Each aspiring principal is partnered with an experienced principal for a three day job shadow experience. Participants also are required to lead a project aligned with their school or catchment goals followed by a reflection of their leadership.
- As a result of the assignment of new school principals in February, a new Acting Principal and Acting for Principal Development Program has been put in place until the end of June to provide targeted just-in-time learning and mentoring opportunities with experienced principals.

These programs are in addition to the catchment and school-based leadership development opportunities and the processes to assess readiness for a principal role. Leadership development of school leaders, such as assistant principals and department heads, is also supported through assistant superintendent visits to schools. In these visits, assistant superintendents lead formal and targeted discussions to support building capacity at the school level. The principal also plays a vital role in building capacity within their school through supporting professional development, coaching, mentoring, and providing opportunities for involvement in school projects and initiatives. For high potential principal candidates, acting assignments also provide opportunities for experiential learning.

Work is underway to continue to integrate all these processes that support development of principals.

SECTION THREE: PRIORITY STRATEGIES MOVING FORWARD

The following strategies will be implemented in continued support of Priority 2 Goal 3 of the Strategic Plan.

- Explore ways to increase alignment and integration among school, catchment and central professional development opportunities. Support school and catchment professional learning by collaborating with central decision units around the facilitation and delivery of professional learning topics.
- Continue to support summer institutes, as well as the variety of professional development and collaboration opportunities as ways of building capacity.
- Continue the development and implementation of the Principal Readiness Framework to support building principal capacity.
- Only 66.8 per cent of staff who completed the District survey reported that out-of-District professional learning opportunities are effective in enhancing their professional growth. We need to better understand how to best interpret this data to provide access to relevant and meaningful out-of-District professional learning.
- Continue to build leadership development opportunities for emerging leaders as a way of continuing our focus on distributed leadership.
- Educational Assistants are an area of District need. Work is underway to create an Educational Assistant Training Program that can be introduced in the summer/fall of 2017.

SECTION FOUR: CONCLUSION

This report has highlighted a number of ways we are working toward Priority 2 Goal 3 of the Strategic Plan through collaboration, professional development and building leadership capacity. This is shared work that involves all areas within the District. By embracing the fundamental principles underlying this goal we can achieve continuous improvement and increase student success.

DATE: April 11, 2017

TO: Board of Trustees

FROM: Trustee Michelle Draper

SUBJECT: Motion re Funding for Playgrounds - Government of Alberta 2020 Fiscal Plan

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[Government of Alberta Fiscal Plan – Page 42](#)

ISSUE

Notice of motion was served at the March 21, 2017, Board meeting.

BACKGROUND

Playtime contributes to a child's development and enhances learning. Playgrounds are an important asset of our schools and gathering place for communities. A 2015 Edmonton Sun article states, *"Playgrounds are not a requirement for new school construction in Alberta, leaving area residents responsible for building them. It can take years for community leagues or parent groups to raise enough money to get the projects off the ground, even with access to grants from government."* The article further explains, *"Typically, parent groups liaise with school administration and community leagues to form a committee that seeks government grants and raises funds from the community before tendering the project. The entire process can take up to three years as it's hard work tackled by working parents and volunteers."* Funding has been identified by the provincial government to support the construction of playgrounds alongside new schools. Additional funding could ensure playground construction occurs prior to the school opening and reduce the burden on parent fundraising.

Excerpt from the Government of Alberta 2020 Fiscal Plan:

The Government is committed to ensuring Alberta students have a quality education in order to learn, grow and succeed. The Capital Plan includes \$500 million for new school projects over the next four years, and an additional \$488 million for future school projects to start in 2018-19.

Additional funding of \$20 million will go towards playgrounds for new schools, which will provide a place for kids to explore and develop, and will benefit all families in the local community.

RECOMMENDATION

Be it resolved that the Edmonton Public School Board advocate for funding of playgrounds committed to in the Government of Alberta's 2020 Fiscal Plan that is proportional to the new schools announced.

NEXT STEPS

That a letter be sent to the Government of Alberta advocating for the proportional funding of playgrounds for new schools.

MD:sj

DATE: April 11, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Motion to Close Junior High Programming at Winterburn School

ORIGINATOR: Christopher Wright, Managing Director, Infrastructure

RESOURCE STAFF: Jenifer Elliot, David Evans, Kim Holowatuk, Roland Labbe, Valerie Leclair, Shannon Mah, Marilyn Schmitke, David Sloan, Adam Snider, Jennifer Thompson,

REFERENCE: *School Act*, Board Policies [EA.BP – Infrastructure Planning Principles](#), [AA.BP – Stakeholder Relations](#)

ISSUE

To present to the Board of Trustees the Superintendent's recommendation for school closure as defined by the *School Act* as the closure of three or more consecutive grades.

BACKGROUND

In accordance with the *School Act: Closure of Schools Regulation*, the first step for the Board of Trustees (the Board) was to approve a motion to consider the closure of Grades 7–9 at Winterburn School. The Board voted unanimously on this motion at the December 13, 2016 Board meeting (Attachment I).

The Board also approved a motion to obtain Ministerial approval for exemption from sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since extensive consultation had already occurred (Attachment I), going through this process again was viewed as unnecessary given the strong support for this closure.

Two letters were sent to the Minister of Education, David Eggen, requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (Attachment II).

A response from the Minister was received on February 22, 2017, granting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (Attachment III). This exemption allows the Board to move forward with a closure motion.

RELATED FACTS

Board report dated December 13, 2016, Consideration to Close Junior High Programming at Winterburn School.

RECOMMENDATION

That a motion to close Grades 7-9 at Winterburn School, effective June 30, 2017, be approved.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve closure motion.
2. Not approve closure motion.

CONSIDERATIONS and ANALYSIS

Rationale for the Superintendent's Recommendation Subject to Board Approval of Closure Motion

The feedback from principals, public meetings and survey was analyzed to determine support for the recommendation to close the junior high program at Winterburn School. The feedback demonstrates strong support for the closure.

Criteria and Infrastructure Planning Principles

Closing the junior high program at Winterburn School and moving it to Michael Phair School will address the educational needs of students for the long term and provide quality learning environments for all students. It will provide a state-of-the-art facility with improved Career and Technology Studies (CTS) spaces, a larger gym and up-to-date classrooms. The closure and movement of students to Michael Phair School considers the values and needs of the community since there is strong support for this action. The new Michael Phair School and the closure of junior high programming at Winterburn School meets the objectives of the Infrastructure Planning Principles.

School Closure

Every effort was made to follow the intent of the process outlined in the *Closure of Schools Regulation*. The consultation process aligned with the provisions to inform and gather input from parents and the public. Letters were sent to the Minister of Education outlining the process of stakeholder engagement and a request for exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (Attachment II). Exemption was granted allowing the Board to move forward with a closure motion.

NEXT STEPS

- If approved, junior high programming at Winterburn School will close, effective June 30, 2017, and the decision will be communicated to all relevant stakeholders immediately following approval.
- A plan will be developed for transfer of any relevant equipment, materials and resources to Michael Phair School.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Board report dated December 13, 2016, Consideration to Close Junior High Programming at Winterburn School
ATTACHMENT II	December 21, 2016 and January 23, 2017 letters to Minister of Education
ATTACHMENT III	Response from Minister of Education

KH:kk

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Consideration to Close Junior High Programming at Winterburn School

ORIGINATOR: Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Jenifer Elliott, David Evans, Kim Holowatuk, Roland Labbe, Valerie Leclair, Shannon Mah, Marilyn Schmitke, David Sloan, Adam Snider, Jennifer Thompson, Christopher Wright

REFERENCE: *School Act*, Board Policies [EA.BP – Infrastructure Planning Principles](#), [AA.BP – Stakeholder Relations](#)

ISSUE

To present to the Board of Trustees the Superintendent's recommendation for consideration of school closure as defined by the *School Act* as the closure of three or more consecutive grades.

In accordance with the *School Act: Closure of Schools Regulation*, the first step for the Board of Trustees (the Board) is to approve a motion to consider the closure of Grades 7–9 at Winterburn School.

If the Board approves a motion of closure, there would also be the potential for the Board to request ministerial approval for exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since extensive consultation has already occurred (Attachment I), going through this process again is viewed as unnecessary given the strong support for this closure.

BACKGROUND

In February 2014, the Province announced funding for Michael Phair School in the Webber Greens neighbourhood. The school will accommodate Grades 7–9, with a capacity of 900 students. It will open to students in September 2017. Michael Phair School will provide state of the art learning opportunities for students with enhanced learning spaces for junior high programming.

In 2014, Winterburn School was facing growth accommodation pressures. In response to these pressures, options to address the problem were put forward for public consideration. The options included creating a smaller geographic attendance area for the school and relocation of the Logos program. It was during this process that parents, community members and staff suggested that closing the junior high program should be considered.

Stakeholder feedback collected told us that Winterburn School was not adequately equipped with the proper learning spaces to offer high quality junior high programming. As there was not another junior high nearby for students to attend at the time, closure of the program was not considered. Now that



space is available at the new Michael Phair School, it is recommended that closure of the junior high program at Winterburn School be considered at this time.

As part of the work of setting the attendance boundary for Michael Phair School, stakeholders were notified of the intention to consider closure of the junior high program at Winterburn School. Letters were sent to all Winterburn School families explaining the rationale for the consideration. A meeting was held June 6, 2016 to share proposed attendance area options for the new school. Stakeholders were given the opportunity to provide feedback on the options, both at the meeting and through an online survey, all of which clearly articulated consideration of closing Grades 7–9 at Winterburn School. Communication of the approved attendance area for Michael Phair School included a letter (Attachment II) to Winterburn School families, once again outlining the intention to recommend closure of the junior high program at the school. The attendance area for Michael Phair School was approved on November 8, 2016. A second meeting was held on December 6, 2016 at Winterburn School to answer questions and address any concerns about the closure process.

RELATED FACTS

- Michael Phair School will open in September 2017 providing a state of the art facility for junior high programming.
- All attendance area options presented for public feedback included consideration to close Grades 7–9 at Winterburn School.
- Feedback received through the attendance area process presented little opposition and much support for the closure of the junior high program at Winterburn School.
- The final decision for the attendance area for Michael Phair School (Attachment II) includes the areas currently designated to Winterburn School for junior high programming.
- These areas will be dual-designated to both schools for Grades 7–9 unless a closure is approved.

RECOMMENDATION

1. That the Board consider a motion to close Grades 7–9 at Winterburn School.
2. That the Board consider a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* in the *School Act*, be approved.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Consider Recommendation 1.
2. If Recommendation 1 is approved, then consider Recommendation 2.

CONSIDERATIONS and ANALYSIS

Rationale for the Superintendent's Recommendation Subject to Board Approval of Closure Motion

The feedback from principals, public meetings and a survey were analyzed to determine support for the recommendation to close the junior high program at Winterburn School. The feedback demonstrates strong support for the closure.

Criteria and Infrastructure Planning Principles

Closing the junior high program at Winterburn School and moving it to Michael Phair School will address the educational needs of students for the long term and provide quality learning environments for all students. It will provide a state-of-the-art facility with improved Career and Technology Studies (CTS) spaces, a larger gym and up-to-date classrooms. The closure and movement of students to Michael Phair School considers the values and needs of the community since there is strong support for this action. The new Michael Phair School and the closure of junior high programming at Winterburn School meets the objectives of the Infrastructure Planning Principles.

Feedback from the Public

Strong support for the closure of the junior high program at Winterburn School was demonstrated through the web based survey and public meetings. The community sees the recommendation as an investment in the students of Winterburn School and the community as a whole. The new school will provide improved junior high educational spaces and can contribute to retaining junior high students who are currently choosing to attend schools outside of the area.

School Closure

Every effort has been made to follow the intent of the process outlined in the *Closure of Schools Regulation*. The consultation process is aligned with the provisions to inform and gather input from parents and the public. A detailed account of the communication and invitations provided to parents and the public to participate in the process is provided in Attachment I.

NEXT STEPS

- The first step for the Board is to approve a motion to consider the closure of Grades 7–9 at Winterburn School.
- If the Board approves a motion to consider the closure of Grades 7–9 at Winterburn School, then there would also be the potential for the Board to obtain ministerial approval for exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. These sections impose the requirement of extensive consultation, which has already occurred. Going through this process again is viewed as unnecessary, given the strong support for the closure. Therefore, it is recommended that the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting this exemption.
- If the Board ultimately approves closure of Grades 7–9 at Winterburn School, the decision will be communicated to affected families in time for students to pre-enrol at Michael Phair School for the 2017–2018 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process of Public Consultation for the Consideration of School Closure – Winterburn Junior High Program
ATTACHMENT II	Letter of November 29, 2016 to Winterburn School Families

KH:ks

**Process of Public Consultation for the Consideration of School Closure -
Winterburn Junior High Program**

December 2013	Growth accommodation meeting regarding the issue of overcrowding at Winterburn junior high. Stakeholders suggested the closure of the junior high program as a solution to be considered. Other measures were applied to address the issue.
May 25 and June 1, 2016	Advertisements ran in the Edmonton Examiner – all zones. Note: all advertisements clearly articulate that closure of the junior high program at Winterburn school will be considered.
May 25, 2016	News post on District website announcing meeting date and location. Consideration of closure included in messaging.
May 27, 2016	Letter to parents of students attending Winterburn School, informing them of the process to set the attendance area for Michael Phair School and the intention to consider closure of the junior high program at Winterburn School in all options.
May 27, 2016	Information sent to community leagues for posting on websites or Facebook pages.
May 27, 2016	Facebook advertising and ad graphics posted to EPSB Facebook platform.
June 6, 2016	Public Meeting – meeting was livestreamed and posted to District website.
June 6 – September 12, 2016	Public Feedback Survey to gather feedback on options. Consideration of closure of the junior high program at Winterburn school is articulated in each of the options presented
November 29, 2016	Letter to parents of students at Winterburn School, informing them of the attendance area decision and the intention to ask the Board to consider a motion to close Grades 7–9 at Winterburn School. The letter invites stakeholders to attend a meeting to address concerns with the closure process.
December 6, 2016	Public Meeting at Winterburn School
December 13, 2016	Public Board meeting. Motions to consider the closure of Grades 7–9 at Winterburn School. Motion considered for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 through 7 of the <i>Closure of Schools Regulation</i> in the <i>School Act</i> .

**BOARD OF TRUSTEES**

WARD A: Cheryl Labner
WARD B: Michelle Draper
WARD C: Ovelle Chubb
WARD D: Ray Martin
WARD E: Ken Gibson
WARD F: Michael Jasz
WARD G: Bridget Stirling
WARD H: Nathan Ip
WARD I: Sherry Adams

SUPERINTENDENT OF SCHOOLS

Darrell Robertson
 Centre for Education
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 T 780-429-8300
 F 780-429-8318
 E info@epsb.ca

November 29, 2016

Dear Parents, Guardians and Families,

I would like to take this opportunity to share the decisions made about the attendance area for Michael Phair School. Thank you to all of you who participated in our consultations, either by attending a meeting, watching the meeting online and/or filling out the online survey. Your input was important and helped Edmonton Public Schools decide the attendance area for your school, which is scheduled to open in September 2017.

Decision:

The Superintendent has approved the following attendance area for Michael Phair School:

- Students living in the following neighbourhoods are designated to Michael Phair School: **Breckenridge Greens, Kinglet Gardens, Pintail Landing, Potter Greens, Rosenthal, Rural Winterburn, Stewart Greens, Suder Greens, Webber Greens and Westview Village.**
- All students currently attending Winterburn School in Grades 7–9 will be redirected to Michael Phair School in September 2017.
 - It is anticipated that Winterburn School will become a K-6 school. Grades 7–9 will no longer be offered.
- Michael Phair School will have an **open attendance area**, which means if there is still room after students in the primary attendance area are enrolled, students living outside the primary attendance area can apply to register. If there are more students that apply than spaces available, students will be chosen through our random selection process.

Transportation:

Yellow bus service is not provided for junior high students. Edmonton Transit is the preferred mode of transportation.

Winterburn School junior high programming closure:

As part of this decision, the Superintendent will ask the Board of Trustees to consider a motion to close the junior high program at Winterburn School. Under the *Closure of Schools regulation in the School Act*, closing three or more consecutive grades requires a formal school closure process. The Superintendent will also ask the Board of Trustees to consider a motion to have the Board Chair write a letter to the Minister of Education, asking for an exemption to the formal closure consultation process because we addressed the closure during our attendance area consultations for Michael Phair School last spring.

Parents and other stakeholders will have the opportunity to drop in to the Winterburn School library on December 6, 2016, between 7-8 p.m. to speak with District staff to address any questions or concerns about this process.

.../2

How we made this decision:

We chose an attendance area that would allow as many students as possible to attend a school close to home, and we did our best to keep families and communities together. We also made careful decisions to make sure the school doesn't fill up too quickly while communities are still growing. This is a lesson we learned from opening other schools in new areas.

Public feedback supported the decision to make Winterburn School a Kindergarten to Grade 6 school and move Grades 7-9 to Michael Phair School instead. The communities of Kinglet Gardens and Pintail Landing also indicated that Michael Phair School would be their preferred designated school closest to home.

Students who live in the primary attendance area are guaranteed a place at the school. If there's still space once students from the primary attendance area have registered, students from outside the attendance areas can register and will be selected through our random selection process.

The school will carefully manage enrolment to make sure there's room for new students who move into the school's primary attendance area, and we hope this will minimize the need to change attendance areas in the future.

Please know that we chose this new attendance area with thoughtful consideration. We listened and incorporated public feedback, where possible, from our attendance area meetings and surveys last spring and made decisions with your children's best interests in mind. These decisions ensure that, regardless of where your children attend school, they will receive an excellent education in a safe and caring environment. The pre-enrolment process for all schools begins in spring 2017. Information about this process will be shared shortly on SchoolZone and our website, epsb.ca.

Thank you for your ongoing support of Edmonton Public Schools. If you have any questions, please contact our Planning department at 780-429-8539.

Yours truly,

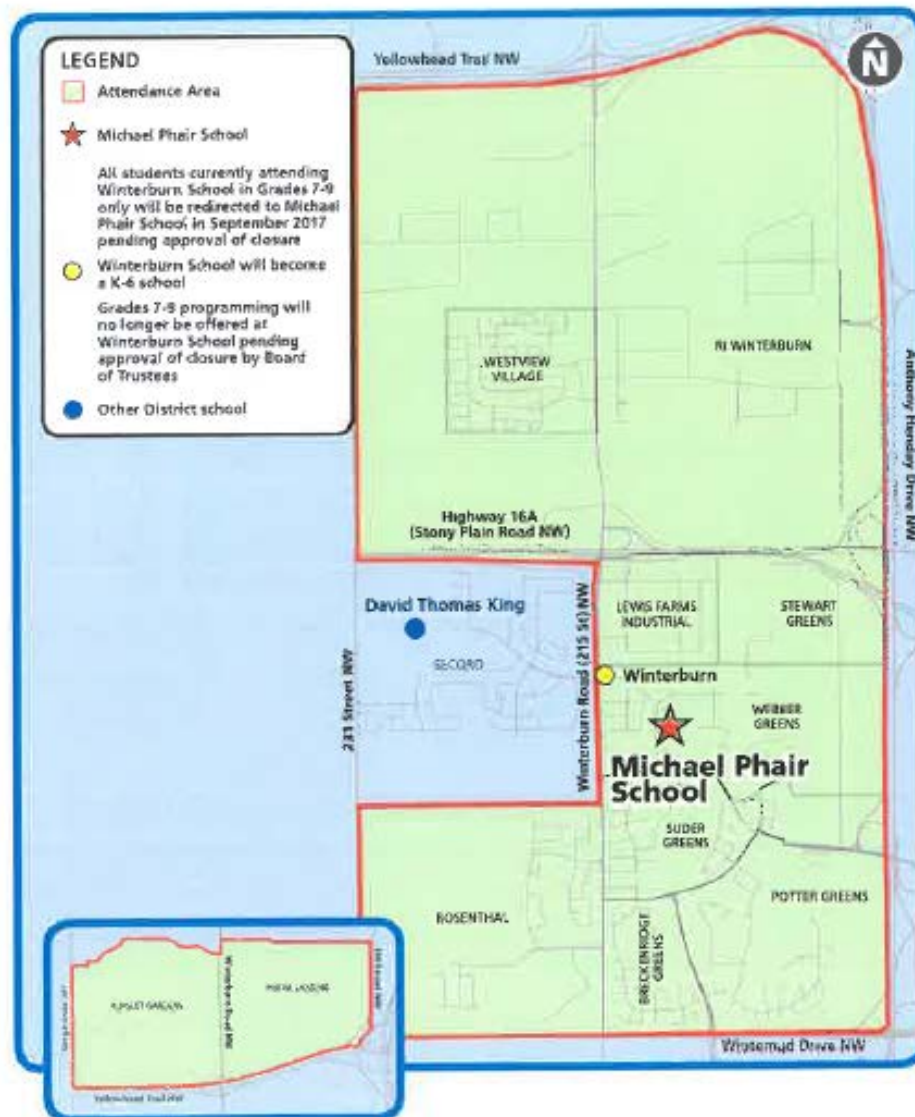


Christopher Wright
Managing Director
Infrastructure

CW/em

ATTENDANCE AREA

Michael Phair School (7-9)



CT1 - November 21, 2016



BOARD OF TRUSTEES

WARD A Cheryl Johnner
 WARD B Michelle Draper
 WARD C Orville Chubb
 WARD D Ray Martin
 WARD E Ken Gibson
 WARD F Michael Janz
 WARD G Bridget Stirling
 WARD H Nathan Ip
 WARD I Sherry Adams

SUPERINTENDENT OF SCHOOLS
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December 21, 2016

Honourable David Eggen
 Minister of Education
 228 Legislature Building
 10800 - 97 Avenue
 Edmonton, AB T5K 2B6

Re: School Act: Closure of Schools Regulation (Alberta Regulation 238/97) and the Closure of Grades 7-9 at Winterburn School

Dear Minister Eggen:

In February 2014, the Province announced funding for Michael Phair School in the Webber Greens neighbourhood. The school will accommodate Grades 7-9, with a capacity of 900 students. It will open to students in September 2017. Michael Phair School will provide state of the art learning opportunities for students with enhanced learning spaces for junior high programming.

In 2014, Winterburn School, a K-9 school, was facing growth accommodation pressures. In response to these pressures, options to address the problem were put forward for public consideration. The options included creating a smaller geographic attendance area for the school and relocation of the Logos program. It was during this process that parents, community members and staff suggested that closing the junior high program should be considered.

Stakeholder feedback collected told us that Winterburn School was not adequately equipped with the proper learning spaces to offer high quality junior high programming. As there was not another junior high nearby for students to attend at the time, closure of the program was not considered. Now that space is available at the new Michael Phair School, closure of the junior high program at Winterburn School is being considered at this time.

As part of the work of setting the attendance boundary for Michael Phair School, stakeholders were notified of the intention to consider closure of the junior high program at Winterburn School. Letters were sent to all Winterburn School families explaining the rationale for the consideration. A meeting was held June 6, 2016 to share proposed attendance area options for the new school. Stakeholders were given the opportunity to provide feedback on the options, both at the meeting and through an online survey, all of which clearly articulated consideration of closing Grades 7-9 at Winterburn School. Communication of the approved attendance area for Michael Phair School included a letter to all Winterburn School families, once again outlining the intention to consider closure of the junior high program at the school. The attendance area for Michael Phair School was approved on November 8, 2016. A second meeting was held on December 6, 2016 at Winterburn School to answer questions and address any concerns about the closure process.

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The feedback received from the Winterburn community was uniformly and enthusiastically positive in support of closure. Consequently, on December 13, 2016, the Board of Trustees passed a motion to consider the closure of Grades 7-9 at Winterburn School. The full report can be accessed on the District website at:

<http://www.e-psb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2016-17/december13/05-ConsiderationtoCloseJuniorHighProgrammingatWinterburnSchool.pdf>

The process we have undertaken has closely aligned with the requirements outlined in sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97). As the motion to consider the closure of Grades 7-9 at Winterburn School was initiated upon the conclusion of the consultation, we are respectfully requesting an exemption from sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97).

Should you grant the exemption, Edmonton Public Schools' administration will recommend that the Board close Grades 7-9 at Winterburn School, effective June 30, 2017.

We are excited about the new learning opportunities that will be available to students at the new Michael Phair Junior High School in September 2017 and look forward to your response.

Sincerely,



Michael Janz
Board Chair

MJ:kh

Enclosure

Process of Public Consultation for the Consideration of School Closure – Winterburn Junior High Program

December 2013	Growth accommodation meeting regarding the issue of overcrowding at Winterburn junior high. Stakeholders suggested the closure of the junior high program as a solution to be considered. Other measures were applied to address the issue.
May 25 and June 1, 2016	Advertisements ran in the Edmonton Examiner – all zones. Note: all advertisements clearly articulate that closure of the junior high program at Winterburn school will be considered.
May 25, 2016	News post on District website announcing meeting date and location. Consideration of closure included in messaging.
May 27, 2016	Letter to parents of students attending Winterburn School, informing them of the process to set the attendance area for Michael Phair School and the intention to consider closure of the junior high program at Winterburn School in all options.
May 27, 2016	Information sent to community leagues for posting on websites or Facebook pages.
May 27, 2016	Facebook advertising and ad graphics posted to EPSB Facebook platform.
June 6, 2016	Public Meeting – meeting was livestreamed and posted to District website.
June 6 – September 12, 2016	Public Feedback Survey to gather feedback on options. Consideration of closure of the junior high program at Winterburn school is articulated in each of the options presented
November 29, 2016	Letter to parents of students at Winterburn School, informing them of the attendance area decision and the intention to ask the Board to consider a motion to close grades 7 through 9 at Winterburn School. The letter invites stakeholders to attend a meeting to address concerns with the closure process.
December 6, 2016	Public Meeting at Winterburn School
December 13, 2016	Public Board meeting. Motions to consider the closure of grades 7-9 at Winterburn School. Motion considered for the Board Chair to send a letter to the Minister of Education requesting exemption from sections 4 through 7 of the <i>Closure of Schools Regulation</i> in the <i>School Act</i> .

January 23, 2017

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Re: Correspondence of December 21, 2016 re: School Act: Closure of Schools Regulation (Alberta Regulation 238/97) and the Closure of Grades 7-9 at Winterburn School

Dear Minister Eggen:

As the excitement builds around the opening of Michael Phair Junior High School in September 2017, we are engaged in preparing for the pre-enrolment of students beginning February 1, 2017.

We are hopeful that we are able to conclude the Closure Process for Grades 7 to 9 at Winterburn School in advance of the pre-enrolment period so as not to create confusion for parents who are making school choices for their children for next year.

We respectfully ask that you consider our request for exemption from sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97) as outlined in our letter of December 21, 2016 to you.

Thank you for your consideration.

Sincerely,

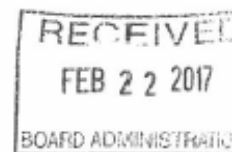


Michael Janz
Board Chair

MJ:kh

Enclosure (1)





AR97040

FEB 15 2017

Mr. Michael Janz
Board Chair
Edmonton Public Schools
Centre for Education
1 Kingsway NW
Edmonton AB T5H 4G9

Dear Mr. Janz:

Thank you for your December 21, 2016 letter requesting an exemption from sections 4 to 7 of the *Closure of Schools Regulation (238/97)* pursuant to Section 1.2(2) of the regulation with respect to the closure of grades 7 to 9 at Winterburn School.

I appreciate the information you provided regarding the school's growth accommodation pressures and the community engagement that has taken place regarding the closure. As Minister of Education, I recognize that the closing of Grades 7 to 9 at Winterburn School and opening a new junior high school may create efficiencies that improve student learning while getting the best value for Albertans.

I understand that Winterburn School will be closing Grades 7 to 9 and the students will be attending Michael Phair School in the Webber Green neighbourhood. I am pleased to see that Michael Phair School will provide state-of-the-art learning opportunities for students with enhanced learning spaces for junior high programming in direct response to stakeholder feedback.

As you are aware, the *Closure of Schools Regulation* makes provisions for school boards to be exempted from the requirements outlined in sections 4 to 7 "if the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more schools operated by the board."

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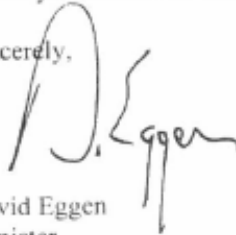
Mr. Michael Janz
Page Two

Based upon your December 13, 2016 notice of motion for the closure of the junior high program at Winterburn School effective June 30, 2017, and in consideration of the evidence of public engagement and consultation undertaken by the board, I hereby grant the board exemption from Section 4 through Section 7 of the *Closure of Schools Regulation* for the permanent closure of Winterburn School.

Your board can now proceed with the plan for the formal closure of Grades 7 to 9 at Winterburn School. Please communicate the effective date of the closure by forwarding the board motion, in writing, to my office.

I wish you success in this undertaking.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Eggen', with a stylized flourish at the end.

David Eggen
Minister



DATE: April 11, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

**RESOURCE
STAFF:** Funmi Chris-Oberiko

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Mr. James Luke passed away on March 25, 2017, at the age of 56 years. Mr. Luke was hired to the District in July 1995, as a network operator. He became permanent staff in September 2000. In his 22 years with the District, Mr. Luke worked as a technical analyst and as a program analyst with Information Technology Services. He is survived by his mother, Julia, and brothers, Garry and Harry. His funeral was held on April 7, 2017.

AA:fco