



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, June 6, 2017
2:00 p.m.

Board Meeting #16

- 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 #15 – May 23, 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, June 5, 2017 to speak under this item.)
- H. Reports:
 - 2. Student Senate 2016-2017 Work Plan
(Information - Presentation)
Note: 30 minutes is required for this item.
 - 3. Highlands School Consolidation Project – Consideration to Close Montrose and Mount Royal Schools
(Recommendation)
 - 4. First Reading Board Policy - HG.BP Student Behaviour and Conduct
(Recommendation)
 - 5. Locally Developed Courses
(Recommendation)
 - 6. Motion re: Sharing Nutrition Pilot Evaluation Results
(Recommendation)
 - 7. Motion re: Joining the Public School Boards' Association of Alberta
(Recommendation)
 - 8. Motion re: Treaty 6 Flags
(Recommendation)
 - 9. Motion re: Third Party Panel Study of Operational Services of School Jurisdictions
(Recommendation)

10. Human Sexuality Education in Edmonton Public Schools
(Information – Response to Request for Information #212)
11. Shared Approach to Curriculum Implementation
(Information – Response to Request for Information #218)

- 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 #15**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, May 23, 2017 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Ray Martin
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Todd Burnstad

Grace Cooke
Leona Morrison
Lorne Parker

Nancy Petersen
Darrel Robertson
Mike Suderman

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Gloria Lepine, Chief Steward and Linda Harris, Treasurer

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

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

A. O Canada 

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

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

C. **Approval of the Agenda**

MINUTE BOOK**MOVED BY Trustee Ip:**

**"That the agenda for the May 23, 2017, board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair advised that on May 15, 2017, she, the Superintendent and representatives from Communications and met with the Editorial Board from the Edmonton Journal to discuss the District's infrastructure needs and strategy. As a result of that publication there were several subsequent media opportunities where she was able to reassure parents, students and the community that the District is working to address the future High School growth pressures.

The Board Chair explained that the District was aware that this need was coming and the need for elementary and junior high schools was acute, based on the population and that need has been filled to a manageable level; the pressure point now is high schools. She shared that the infrastructure work being done is complex and that the District is committed to providing 21st century learning spaces for students around the city, no matter where students live.

The Board Chair advised that the District is working to provide flexibility and options for high school students and that part of being creative also means continuing to have collaborative conversations with families and school communities to provide multiple pathways to high school completion. The best solution to the District's enrolment pressures is to build new high schools. The Board has asked for two high schools in the most recent Capital Plan to be built in the southwest and southeast corners of the City and has also asked for additional high school space in the second year of the Capital Plan. The Board Chair said that the Board will continue its advocacy work with the province.

She thanked the Communications staff for their continued support and timely responses to media inquiries, as well the Planning staff for their ongoing commitment to ensuring quality infrastructure for all.

E. Communications from the Superintendent of Schools - None**F. Minutes**

1. Board Meeting #14 – May 9, 2017

MOVED BY Trustee Martin:

**"That the minutes of Board Meeting #14 held May 9, 2017, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

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There were no registered speakers for this item.

H. Reports

2. Report #5 of the Caucus Committee (From the Meeting Held May 9, 2017)

Information was received regarding actions taken at the May 9, 2017, Caucus Committee meeting.

3. 2017-2018 Non-Resident Fees and 2018-2019 International Student Program Fees

MOVED BY Trustee Gibson:

**"1. That the proposed 2017-2018 Non-Alberta Residents and Special Needs Non-Residents fees, be approved."
(UNANIMOUSLY CARRIED)**

**"2. That the proposed 2018-2019 International Student Tuition fee of \$12,000 and the International Student Application fee of \$250 be approved."
(UNANIMOUSLY CARRIED)**

The Board Chair requested that information be provided regarding whether there is any type of assistance for international students should they not be able to afford the international student fee.

4. Rundle School Outside in Summer Program Review

Information was provided regarding the Rundle School "outside in summer" program.

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

Information was provided regarding the allocation of funding for students who self-identify as First Nations, Métis or Inuit.

Trustee Janz requested that Administration provide information on what the Federal government financial commitments are in supporting FMNI students.

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 Adams reported that she attended two significant culture events in Ward I:

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Trustee Adams, MLA; Rod Loyola and Councillor Mike Nickel brought greetings at the annual Vaisakhi Concert hosted by the Meyokumin School. She explained the concert is a harvest celebration in the Punjab community that marks the beginning of the new solar year, the new harvest season and the birth of the Sikh religion. Students from Grades 1-6, dressed in beautiful outfits of bright colors, performed 14 different Punjabi dances. The production was orchestrated by music teacher, Mrs. Ubhi. She shared that the Punjabi community are very strong supporters of the Cogito Program at Meyokumin.

Trustee Adams attended the Minchau School Culture Day which celebrated many different cultures with a parade showcasing a variety of ethnic cultures from all over the world. She shared that it's always amazing to see how many different cultures come together every day in so many of the District's schools. Trustee Adams stated that the Cultural Day event is just one of excellent ways that Principal Milk has incorporated to celebrate the vast ethnic diversity at Minchau School.

Trustee Adams also reported that she attended the Millwoods Christian School Graduation and had the distinct privilege of bringing greetings and addressing the senior students for the past four years. A number of students and events were celebrated.

Trustee Adams shared that students at Millwoods Christian School excelled in their Performing Arts program with 17 nominees, as well as for best play and lead actor from Cappies, which is an international program that recognizes High School Theater, journalism students and teenage playwrights.

Trustee Draper reported that M.E. LaZerte piloted a class this year called, "For Real Life: Business". She explained the goal is to equip young entrepreneurs with the skills and knowledge to make their future business ventures a success. She attended the student hosted "Dragon's Den" style show on the evening of May 16, 2017, where the students presented their business plans. Trustee Draper said this event is another great example of the District's Career Pathways in action.

Trustee Janz reported on the following:

May 11, 2017, at the Old Scona School Council (OSA) meeting, Trustee Janz tabled a May 18th, 2017, letter from Vincent Wong, Chair of the OSA School Council, addressed to Superintendent Robertson, advocating for three major areas of improvements including:

1. Facilities and Maintenance.
2. Parent interest in an expansion including an additional campus.
3. Interest in a multi-use facility/gymnasium on the current OSA grounds. Trustee Janz conveyed to the parents that all feedback will be welcomed through the high school accommodation conversations.

May 15, 2017, Trustee Janz congratulated 500 students at the Strathcona Commencement Ceremony. He shared that one consideration of growing high school classes will have an impact

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on graduation ceremonies and that the District will need to look at larger venues to accommodate the adoring parents, grandparents and family members.

May 16, 2017, Trustee Janz said the McKernan School Council meeting was a fantastic welcome to incoming Principal MacGregor as well an opportunity to thank Principal Cleveland for her decades of service. Trustee Janz said he reinforced the District's High School Accommodation Plan to concerned parents.

May 18, 2017, Trustee Janz congratulated the Earl Buxton School on their 25th Anniversary. He thanked Principal Wilkie, staff and students of Earl Buxton School who did a phenomenal job celebrating the school community and shared that they were fortunate to have family members of Earl Buxton present.

Trustee Martin reported that on Friday, May 19, 2017, he attended the Miyokisikaw Day at Delton School. He explained that the day brings together the community to celebrate and learn about the First Nations, Métis and Inuit cultures through art, dance, language and history teachings.

Trustee Stirling reported that she was pleased to see so many families and community members present at Escuela Mill Creek School on May 10, 2017, to share their vision for the replacement school. She shared that she is looking forward to continuing conversations as they design a 21st century school that reflects the unique culture of the Spanish bilingual program and the Ritchie-area community.

Trustee Stirling shared that on May 16, 2017, she was delighted to bring greetings on behalf of the Board at the W.P. Wagner commencement. She congratulated the students for achieving such a significant milestone in their life and wished them all the best as they move forward to life after high school.

Trustee Stirling thanked the organizing committee for inviting her to bring greetings on behalf of the Board at the Vaisakhi Nagar Kirtan celebration. She explained that the Sikh community parade celebrates the founding of the Khalsa and the traditional spring harvest season. She shared that more than 40,000 people were in attendance and that it was wonderful to see so many families with children in Edmonton Public Schools celebrate their heritage and culture.

K. Trustee and Board Requests for Information

Trustee Stirling requested the following information:

1. What steps are being taken to ensure that space for before and after school care programming is available as a part the replacement school design for Escuela Mill Creek School?
2. What is required to make this space available?
3. What additional resources might be needed in order to provide daycare options on site?

MINUTE BOOK**L. Notices of Motion**

Trustee Janz served notice of motion that the Edmonton Public School Board initiates a blue-ribbon third party panel to study efficiencies in operational services of school jurisdictions across the province in all education spending to ensure that resources provided to the classroom are maximized and front line staff are protected. This could include sharing of services or pooling of resources in a number of operational areas and that the Edmonton Public School Board allocates \$10,000 from the Board initiative fund to assist with meeting expenses of the panel.

M. Next Board Meeting Date: Tuesday, June 6, 2017, at 2:00 p.m.

N. Adjournment (3:00 p.m.)

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 6, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2016-2017 Work Plan

ORIGINATOR: Nancy Petersen, Executive Director (Acting For)

RESOURCE STAFF: Marnie Beaudoin, Regan Holt, Bill Howe, Sean Jones, Karen Mills

REFERENCE: Public Board meeting April 5, 2016
[Public Board meeting October 4, 2016 item 2](#)
Public Board meeting February 28, 2017 item 3

ISSUE

The Student Senate is presenting a summary of the Senate's 2016-2017 work plan to the Board of Trustees. The Administration is presenting a summary of the evaluation of this year's implementation of the Student Senate model of District youth governance.

BACKGROUND

At the public board meeting on April 5, 2016, the Board of Trustees approved a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a means to access student voice. As a result, the District established a Student Senate for the 2016-2017 school year. This model of student engagement was comprised of up to two students per District high school and the election of three student trustees within the Student Senate.

At the public board meeting on October 4, 2016, Student Trustees presented the Student Senate's 2016-2017 work plan which addressed the priority topic areas identified by the Student Senate, based on input from their school peers. The Student Trustees presented an update to the Student Senate work plan at the February 28, 2017, public board meeting.

The 2016-2017 Student Senate work plan was comprised of the following priority topics areas:

1. **Student Health and Wellness:** reflecting alignment to Priority 2, Goal One: *A Focus on Well-being and Student Citizenship*, this priority topic area received the most interest from District students, with stress, mental health and preventative supports highlighted as key concepts. A committee was formed in support of this priority area and chose to plan a student mental health conference as this year's outcome. The committee's work was supported by staff from the District's Comprehensive School Health unit.
2. **Curriculum:** reflecting alignment to Priority 1, Goal Two: *Success for Every Student*, this priority topic area focused on the importance of student voice in Alberta Education's development of future Kindergarten to Grade 12 provincial curriculum, as well as emphasizing the importance of learning experiences that are meaningful and engaging to students. The Student Senate struck a Curriculum committee to work on an advocacy plan to encourage student voice in curriculum development. This committee was supported by Central staff from various units, including Curriculum and Resource

Support, Governance and Strategic Support, Research and Innovation and Board and Superintendent Relations.

3. **Preparation for Life Beyond School:** reflecting alignment to Priority 1, Goal Three: *Success Beyond Schooling*, this priority topic area reflected the strong awareness and connection from students between what they do in school now and what they will need to be successful once they complete Grade 12. The Student Senate struck a Preparation for Life Beyond School committee to identify and develop helpful resources for District students to support them in the transition to post-secondary education and in the development of essential life skills. The committee was supported by staff from Career Pathways, in the Research and Innovation unit.
4. **Successful Learning in School:** reflecting alignment to Priority 1, Goal Two: *Success for Every Student*, this priority topic area generated discussion regarding how students learn in school today, with flexibility and strong teacher-student relationships emerging as key themes. As the 2016-2017 work plan was being developed and implemented, it was recognized that the work of the three committees were all contributing towards successful learning in school. It was therefore determined by the Student Senate that Successful Learning in School would be addressed through the work of the committees in the other three priority topic areas.
5. **Municipal Voter Age:** reflecting alignment to Priority 3, Goal Three: *Engaged and Effective Governance*. In February 2017 the Student Senate identified this priority topic area to be added to their 2016-2017 work plan. To gain broader youth perspective from across District high schools, the Student Senate developed and distributed a survey to District high school students asking for their opinion about the voter age for municipal elections.

CURRENT SITUATION

The Student Senate is providing a summary of their accomplishments relative to the 2016-17 work plan, highlighting the following activities:

- The Student Health and Wellness committee planned and facilitated a student conference to promote mental health. The conference was held on April 28, 2017, at Harry Ainlay high school and was attended by 120 District students from Grades 8 to 12. The goals of the event included providing student leaders with opportunities to promote healthy school cultures, increasing mental health literacy, and enhancing students' understanding that "healthy brains make healthy learners".
- The Curriculum committee continued their work to advocate for student voice in provincial curriculum development through two key strategies:
 - Inviting the Minister of Education to participate in a dialogue with Student Senators around the development of the new curriculum. On March 8, 2017, the Minister attended a Student Senate meeting, presented to the whole Senate and then had a lengthy curriculum-focused discussion with committee members.
 - Developing and implementing a survey to gather District student voice relevant to curriculum, with the intention to share rolled up District results with the Minister.
- The Preparation for Life Beyond School committee envisioned a series of resources to assist students in transitioning to life after high school. The committee engaged with Senators to gather questions from their peers related to life after high school. The committee used themes from these questions to develop a set of videos and is preparing a report to transition these resources over to support the District's Career Pathways initiative.
- The Student Senate examined the issue of municipal voter age, and engaged with peers across the District to respond to three relevant questions including the question, "Do you support lowering the voter age for municipal (City) elections to age 16?" 850 students from 15 District high schools responded to the survey. Of these, 54.7 percent indicated that they were in favour of lowering the municipal voting age to 16 and 45.3 percent indicated they were not in favour. The Student Senate used the data from the survey to support a collective discussion around this topic and then

participated in a private ballot vote to determine the action to be taken by the Student Senate. The outcome of the vote resulted in a decision to report to the Board of Trustees a summary of District youth voice related to the voting age, but not to request that the Board of Trustees advocate to the City of Edmonton to consider lowering the voter age to 16. A full summary of the municipal voter age survey can be found in Appendix I.

Administration walked alongside the Student Senate to inform an evaluation of the model. The evaluation was conducted by staff from Research and Innovation, who attended and observed the majority of the Student Senate activities and elicited stakeholder feedback from the Board of Trustees, the Student Trustees and Senators, and supporting District staff from schools and central administration. Overall the evaluation concluded that the Student Senate model was a desirable and successful means of youth governance, voice and engagement for the District. As expected, valuable recommendations were also identified that will help to further inform the model and next year's Student Senate. A complete summary of the evaluation can be found in Appendix II.

With this in mind, administration intends to facilitate the 2017-2018 Student Senate using the current structure, functions and protocols that are in place. This year was one of significant learning and development. The first few months were focused solely on establishing what a Senate is and how a Senate functions both as an entity and within the context of the District. With this work already in place, next year will provide a more realistic experience of how the model functions and supports the work of the student governance over the course of a full school year. Lessons learned from this year will be shared with next year's Student Senate as they continue to develop a model of student governance in the District.

ATTACHMENTS and APPENDICES

APPENDIX I Summary of Survey Data: Municipal Voter Age

APPENDIX II Summary of Student Senate Evaluation

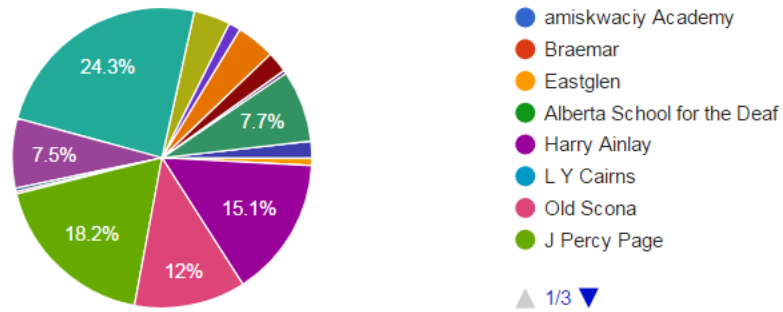
MB:mb



Summary of Survey Data: Municipal Voter Age

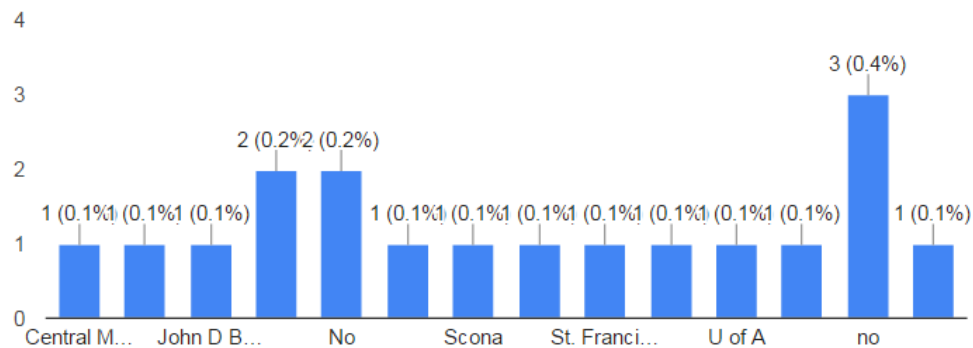
Which high school do you attend?

841 responses



Other high school:

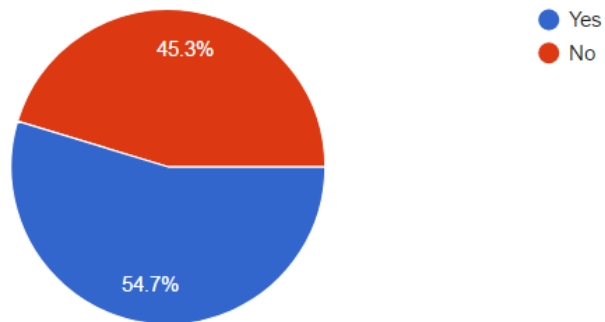
18 responses





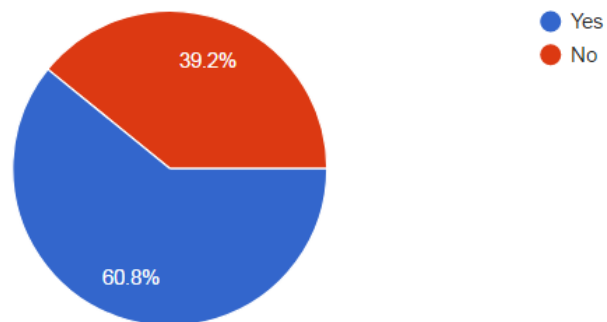
Do you support lowering the voter age for municipal (City) elections to age 16?

845 responses



If you were eligible to vote starting at age 16, do you believe you have an adequate understanding of municipal issues to vote on these issues?

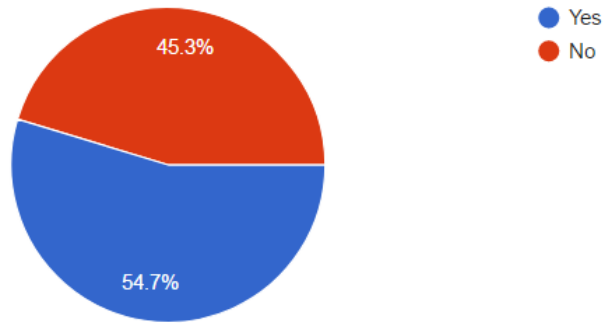
848 responses





Do you support lowering the voter age for municipal (City) elections to age 16?

845 responses



SUMMARY OF STUDENT SENATE EVALUATION

Background Information

The Student Senate model was approved by the Board of Trustees at the April 5, 2016, public Board meeting. After that point, a Student Senate was established in the District.

An overview of the current of the current Student Senate model:

Number of Students in Senate	33
Number of Student Trustees	3
Number of Schools Represented	21
Number of Meetings Held Since June, 2017 (does not include informal meetings with Board of Trustees)	9

Overview of Evaluation

This evaluation of the Student Senate model is built upon key points put forward in the recommendation report from April 5, 2016, “Engaged and Effective Governance: Student Leadership”. These key points included:

- District staff will support an evaluation of the model that includes input from the Student Senate members, the Board of Trustees and staff connected to the model.
- A summary of this evaluation will be brought forward in June 2017 to the Board of Trustees in a collaborative effort between District administration and the Student Senate.
- The question, “How do we build upon the synergy and excitement of the initial year’s Student Trustee pilot to find an authentic model of youth voice and leadership that supports our District’s cornerstone values and Strategic Plan, is relevant and engaging to youth, is sustainable, and holds the potential to build youth engagement across our system and beyond?”
- The proposed model of student governance has been designed to engage students from across District high schools to ensure the diversity of student voice represents the diversity of the District’s student body.

The primary sources for this evaluation included short surveys and feedback forms, dialogue with relevant stakeholders, direct observation and immersion within the regular Senate meetings and the use of archived Board reports and discussions at public Board meetings. Feedback from stakeholders was also solicited periodically over the course of the year.

This evaluation of the Student Senate model includes an overview of the following:

- Identification of Student Senators
- Election of Student Trustees and Student Senate Executive
- Establishment of Student Senate Work Plan
- District Resources to support Student Senate
- Youth Engagement
- The role of the Board of Trustees

This evaluation includes an overview of stakeholder feedback from the following groups:

- Student Senators and Student Trustees
- Board of Trustees
- School staff supporting Student Senate
- Central staff supporting Student Senate

Identification of Student Senators

Each school established a process to identify Student Senators, determined by the school's unique context. Examples of processes used in District high schools include the following:

- One District high school held a general information session regarding the Student Senate initiative, posting details on a daily bulletin and sending home notices to parents and guardians. Students applied for the opportunity through submitting an essay explaining why they should be selected. Student Senators were selected by a selection committee, comprised of a teacher, school leader, parent-council member and two students in consultation with the school's student council.
- A similar process at another District high school included an information session during the school faculty meeting and posting information on SchoolZone. Students applied for the opportunity by submitting a written response to questions and providing references. Prior to the application deadline, lunch hour information sessions and an additional session to help students with their application were provided. Student Senators were selected by a committee of six faculty members using a blind adjudication process and pre-established criteria.
- At a District high school where students did not immediately volunteer for the position of Student Senator, school leadership approached students they felt would both benefit personally and be able to fulfill the responsibilities of the role of Student Senator.
- A District high school used the role of Student Senator as an opportunity to represent a wider diversity of perspectives. Students who were not already involved in leadership were encouraged to pursue the opportunity. Student Senators were selected by staff members based on written submissions from students.

Stakeholder feedback

- Students acknowledged that the process varied significantly from school to school and this was a reflection of school culture, size and demographics as well as, in some cases, pre-established student leadership models.

Election of Student Trustees and Student Senate Executive

Three leadership opportunities within the Student Senate model included: three Student Trustee positions, four Senate Executive positions (Chair, Vice-Chair and two Secretary positions), and Committee Lead positions. Democratic processes for Student Trustee and Senate Executive positions were held in the fall of the 2016-2017 school year at two consecutive Senate Meetings.

For the Student Trustee and Student Senate Executive positions, the process included the following strategies:

- Student Senators were provided with information about each leadership role, including responsibilities and time commitment.
- Senators submitted their names if they wanted to stand as a candidate for a position.
- Each candidate presented to the Senate using prepared speeches.
- Ballots were distributed, collected and counted as part of a confidential and supervised vote.

Stakeholder feedback

Student Senators shared that:

- The election process was fair and appropriate.
- The same procedure should be followed next year.

- That they recommend Student Trustee and Senate Executive elections be held earlier in the year.

Establishment of Student Senate Work Plan

To establish a 2016-2017 work plan, the Student Senators engaged with students at their schools to identify topics based on the question, “What is an important topic or area of interest related to learning and school success for the students at our school?” As with the selection of Student Senators, the methods used to gather youth voice related to this question varied from school to school.

Strategies to gather youth voice included using the following:

- Social media (Twitter and Facebook)
- School announcements
- Lunch hour meetings and presentations
- Surveys
- Classroom visits
- Word-of-mouth

Senators used the level of interest, potential impact, plausibility of achievement and the District Strategic Plan and Cornerstone Values to identify key priority topics for the 2016-2017 work plan. Committees were established to determine a plan of action for how their priority topic would be addressed and how they would engage with other students in the District. Subsequent Senate meetings included reports of progress and requests for input from each of the subcommittees from the Committee Leads, with all student senators supporting each other’s plans of action.

Stakeholder feedback

- Although the time and energy Student Senators invested in Senate or Student Trustee commitments was, at certain points in the year, higher than they had anticipated, many agreed that they would like to see the number of formal meetings increase. Some Senators commented that official meetings held once a month were not sufficient to achieve all the goals they set out for themselves, while others found it challenging to attend all Senate meetings due to other commitments.
- Student Senators shared that it would be recommended that Senators from the same school have representation on different committees.
- Some Senators questioned if they should have tried to complete major projects in the spring, as this is a very busy time in District high schools.

District Resources to Support Student Senate

Schools identified staff to specifically support the Student Senate. This nature of this support included supporting student engagement for Senate activities at the school level and supporting the leadership of the school’s Student Senators.

Though we did not hear back from all high schools, based on a mid-year focus group and year-end survey of staff and leadership from the respective schools, there was considerable variance in how schools worked with and supported their student senators. This can be explained, at least in part, by the sheer differences in size and nature of student populations ranging from very small specialized schools such as Braemar, L.Y. Cairns and Alberta School for the Deaf, to very large schools such as Jasper Place or Harry Ainlay.

Of the schools that provided explicit feedback, numbers involved ranged from one to four staff members, with combined time commitments of one to two hours a month. As schools pointed out, student senators tended to be very independent and staff involvement was only required as requested by the students

themselves. In other cases, student senators were also involved with the established school council, meaning that there was already a mechanism in place for supporting the student senators.

Stakeholder feedback

- Without exception, staff members at schools were in agreement that the Student Senate enhanced student voice in the District, Student Senators were committed to the work and objectives of the Senate and that time expended to support student senators at the school was worthwhile.

Staff time represented the largest District resource to support the Student Senate. The following Central units supported the work of the Student Senate.

- Communications:
 - Prepared promotional materials, including print materials and a video.
 - Established a Student Senate section on the District's external-facing website and internal Staff Room site.
 - Arranged photography of the Student Senate;.
 - Provided ongoing media training for Student Trustees and the broader Student Senate.
 - Served as a point of contact and support for media requests regarding Student Trustees and Student Senators.
- Governance and Strategic Support Services organized, prepared and maintained the ongoing operations of the Student Senate, including:
 - Establishing Senate processes and procedures.
 - Managing logistical details of Senate meetings and activities.
 - Maintaining ongoing communications with Student Senate and other District staff members as necessary.
 - Involving the District Support Team as appropriate.
 - Preparing Board reports.
 - Providing ongoing mentorship of Student Trustees and Student Senators.
- Comprehensive School Health:
 - Provided ongoing mentorship to the Student Health and Wellness committee.
 - Contributed expertise and resources to ensure the successful completion of the committee's work plan.
- Career Pathways:
 - Provided ongoing mentorship to the Student Health and Wellness committee.
 - Contributed expertise and resources to ensure the successful completion of the committee's work plan.
- Research:
 - Provided on going evaluation.
 - Provided input regarding student survey for Curriculum Subcommittee.

While these groups provided ongoing support to the functioning of the Student Senate, other central units also provided support to specific activities of the Senate.

The following table shows the approved budget from the April 5, 2016, Board report and actual costs incurred during the first year of the Student Senate model, up to May 30, 2017.

Expense Item Description	Projected Budget	Description of actual costs (up to May 30, 2017)
GSS Staff and other Central Office Staff Support	.15 FTE Total \$21,200	.265 FTE* Total \$37,500

Transportation, Food, Child Care to Support Equitable and Inclusive Student Participation	Total \$4000	Catering \$5900 Transportation \$360 Sign-Language Interpreters \$1800 Total \$8160
Additional funds for Student Trustees related to fulfilling of their duties	Total \$500	Total Nil
Senate Orientation / Training (e.g. Media, Advocacy)	Total \$900	** Total \$1500
Total Budget	\$26,000	\$55,220

*This FTE is approximate for two staff members, up to May 30, 2017. It does not include the hours of additional Centre for Education Consultants who supported the committees or School Staff Supports who contributed to the Student Senate back in the high schools throughout the year.

** Based on approximate time contributions by Communications staff

Stakeholder feedback

- As one central staff member pointed out, “in spite of following a full day in the office, Senate meetings were, without exception, occasions I not only looked forward to, but which nourished my sense of pride in our youth.”
- The consensus of central staff supporting Student Senators was overwhelmingly positive.

Youth Engagement

A unique aspect of the Student Senate model is the structure in which Senators can gather input on a range of topics from the peers at their schools and leverage this into the broader context of the Student Senate. The manner in which, and degree to which, the Student Senate engaged other students in the District to contribute their voice and perspectives varied considerably from school to school. Overall, it is difficult to account for the total number of District students involved in youth engagement from the Student Senate because of the varied nature of the tools and mechanisms employed to reach out to the other students.

The Student Senate used a variety of structures, processes and strategies to engage other youth, including:

- Forming a Senate Council with other students in the school willing to support the work of the Senate.
- Utilizing student leadership classes as ready participants and champions for Student Senate work.
- Collaborating with ‘room representatives’ to help disseminate information and gather feedback.
- Lunch hour meetings for all students.
- Widespread communications through multiple outlets, including SchoolZone, e-mail, school announcements, school assemblies, student events and social media.

As part of youth engagement processes, the Student Senate conducted a number of surveys. The following data represents the scope of these surveys:

Title of Survey	Date Opened	Number of Schools Represented	Number of Respondents
EPSB Student Senate Curriculum	April 30, 2017	7	187
Life Beyond School	February 17, 2017	8	67
Youth Voting Age	February 24, 2017	16	851

Stakeholder feedback

- A school staff member commented, “In upcoming years, student senators will be able to find their footing and engage the school more effectively. As the Senate was new this year, sometimes we were working under severe timelines with no prior history to rely upon. In the future we will be better able to communicate with the whole of the student body.”
- Student Senators expressed the desire to engage with youth in schools in their catchment areas, beyond their own high school.
- Some Student Senators in larger high schools expressed feeling overwhelmed by the challenge of engaging a greater number and diversity of students across the entire student body.

The Role of the Board of Trustees

The Student Senate engaged formally with the Board of Trustees through presentations at public Board meetings three times in the 2016-2017 school year. The Student Senate had several opportunities to interact with the Board of Trustees through Board-hosted receptions, informal suppers and visits to Senate meetings. These informal gatherings provided opportunities for Trustees and Student Senators to meet, ask each other questions and share their perspectives around issues of mutual interest.

Stakeholder feedback

- By all accounts, the Trustees considered their interactions with Student Senators and Student Trustees as positive.
- At least one Trustee expressed eagerness to see even more interaction with the students in the coming year and wanted to see the “Student Trustee roles evolve to where those students are more engaged at the Board table.”
- Student Senators recommended providing opportunities for meaningful engagement between the Board of Trustees and the Student Senate earlier in the school year and suggested adding additional pathways for connecting the Board of Trustees the Student Senate, beyond above and beyond public Board meetings.

Further Reflections

In addition to the feedback and recommendations shared in this evaluation, stakeholders shared the following reflections:

- Many staff members noted the growth they observed in the students involved in Student Senate not only with respect to the specific leadership skills they learned but in their overall sense of confidence, self-efficacy and pride in working towards goals that mattered at such a high level.
- School staff expressed agreement that the District should continue to support the Student Senate and Trustees. They expressed that the model provides a means for insight into decisions that impact the ultimate receivers: “Schools are for kids and kids need to have a place to give feedback. I feel the

senators at our school felt they could make a difference even if it's small. Governance is an important step but it takes time.”

- A staff member commented that Student Senate was a positive asset to the District through “providing our students with leadership opportunities and opportunities they may not have received elsewhere, such as attending Board meetings, presenting at Board, meeting the Education Minister, attending the provincial budget announcement, leading youth engagement at their schools, chairing formal meetings, leading a committee, etc.”
- In summing up their experience, many Senators decided that because of the relative novelty of having a means to express concerns or provide input on such high-level issues of governance, it has not really ‘sunk in’ just what a privilege and opportunity serving as a Student Senator actually is. As this message becomes more widespread in the years to come and news of Provincial Student Councils and other District Student Councils spreads, many anticipate student involvement will increase dramatically.
- Some school staff members expressed less certainty that the Senate fully represented the diversity of perspectives and student voices at the school or that other students in the school were as fully engaged as they had hoped. This will be considered, as is also mentioned in the students’ recommendations, as an area for growth in the coming years.
- Although cited as one of the key successes, engagement of other students as well as the full diversity of student voices was also the most commonly stated challenge. As one Senator pointed out, “it is hard to get the voice of someone who doesn’t participate.” Whether it be student apathy, lack of time or lack of access, even when such obstacles were successfully circumvented, Senators still felt it was their biggest ongoing challenge. However, they also believed that as word got out about the importance of voice in democratic decision making, the fact that the Board of Trustees is truly listening to student input and the privilege and responsibility that goes with contributing input on matters that affect all students, more and more students will likely take advantage of such opportunities.

Key Recommendations

- **Resources:** In spite of the already higher than expected allocation of staff time, students were generally in agreement that they would have liked to have had more scheduled time together to achieve the goals they set out for themselves. As some mentioned, even if every second meeting was strictly for committee work, it would provide consistency and steady progress without the lag times in between, during which it was difficult to find mutually available meeting times outside of the Senate. The challenge of time will help to inform the development of next year’s work plan.
- **Communications:** Student Senators felt the need for holding themselves more accountable for consistent messaging and task expectations back to schools. This was corroborated by feedback from school staff who sometimes encountered differences in interpretation between two Senators or gaps in information. School staff felt that clarity of key points would provide them with the means to more fully support the Senators in their school. One suggestion offered was that at the end of each Senate meeting, key messages and tasks would be clearly recorded and fully agreed upon by all Senators. This would also serve to ensure equity across the District in that all schools would receive the same key messages and that information passed through social media would be more consistent across school sites. One additional recommendation from students was that they would like to increase advocacy. Suggestions included additional training early in the year and an increase in common, accessible and consistent messaging to all students in the District, including through social media, to help promote the work of the Board and Senate and emphasize the importance of their participation and the value of their voices.
- **Engagement:** Across all stakeholder groups there appeared to be general consensus that the work in the coming years should consider ways of increasing student engagement at the schools and catchment level. Though there were definitely success stories and some schools, with the aid of

additional student supports, managed to engage nearly the entire student population, others felt more could be done in their schools. Enhancing communications would be a good start. But in deference to workloads demanded to reach significantly higher student populations in larger schools, several students recommended that we consider more proportional representation, starting with consideration to having three Student Senators in larger schools. An additional suggestion included providing some training in advocacy work.

DATE: June 6, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Highlands School Consolidation Project – Consideration to Close Montrose and Mount Royal Schools

ORIGINATOR: Dr. Lorne Parker, Executive Director

RESOURCE STAFF: Josephine Duquette, Terri Gosine, Kim Holowatuk, Roland Labbe, Christopher Wright

REFERENCE: [Board Policy EA.BP - Infrastructure Planning Principles](#)
[School Act: Closure of Schools Regulation \(Alberta Regulation 238/1997\)](#)
[June 23, 2015 Board Report – Greater Highlands Area Consolidation Plan](#)
[November 24, 2015 Board Report – Amendment to the Three-Year Capital Plan 2016-2019](#)

ISSUE

To present to the Board of Trustees (the Board) the Superintendent's recommendation for consideration of school closures in order to facilitate the Greater Highlands Area consolidation concept.

In accordance with the School Act: *Closure of Schools Regulation (Alberta Regulation 238/1997)*, the first step for the Board is to approve motions to consider the closure of Montrose and Mount Royal schools.

If the Board approves motions to consider closure, there will also be potential for the Board to seek 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 will delay the process now that funding has been approved and is viewed as unnecessary given the support for the project in the Greater Highlands community. Should the exemption be granted and the Board proceeds with motions for closure, the closure of Montrose and Mount Royal schools would take effect on the last operational day prior to the opening of the newly modernized K-9 Highlands School.

BACKGROUND

On January 21, 2014, the Province announced funding for a mature neighbourhood replacement school involving the consolidation of three or more schools. Three clusters consisting of two elementary schools and a junior high school were selected for consideration after reviewing school enrolments, attendance area residency numbers, the schools' utilization and each building's Facility Condition Index (FCI). Extensive consultation took place with the three cluster communities, including the Greater Highlands Area. That consultation process resulted in Board approval of the replacement school concept in the Lawton cluster with the Rundle School site identified as the location for Ivor Dent School.

During the course of that same consultation process, the Greater Highlands Area showed considerable interest in the project; however, they requested a longer, more extensive consultation that would result in a project that would better meet the needs and values of the greater community. A second

consultation process began in September 2014 which resulted in three design concepts presented to the wider public for feedback in February 2015. The goal of the consultation was to arrive at a community supported conceptual design that would become part of the capital priorities in the *Three-Year Capital Plan 2016-2019*. At the time, funding was not announced by the Province for this project.

On April 8, 2015, the Superintendent approved Highlands School Modernization Concept 2 (Attachment II) as the preferred design approach for the K-9 Greater Highlands Area Replacement School. This concept reflects District priorities established in the Board of Trustees' *Three-Year Capital Plan 2016-2019*. On April 29, 2015, a public information meeting was held to share the preferred design approach, outline next steps, including future motions to consider the closure of Montrose and Mount Royal schools, and respond to questions and concerns. Public feedback was received at the meeting and through the District website and email until May 6, 2015.

On June 23, 2015, the Superintendent presented to the Board, a recommendation to consider sending a letter on behalf of the Board to the Minister of Education in order to facilitate the Greater Highlands Area Consolidation Plan. The intent of the letter was to seek Ministerial support for the consolidation concept prior to a request for exemption from Sections 4 through 7 of *Alberta Regulation 238/1997*, the requirement for consultation. The motion to send the letter was approved by the Board.

On June 26, 2015, a letter was sent to the Minister of Education (Attachment III) outlining the following:

- The consultation process and findings related to the consolidation of Montrose and Mount Royal schools into a modernized Highlands School, approved Concept 2 being the preferred design approach.
- The Board's intention, once funding is provided, to request an exemption from Sections 4 through 7 of *Alberta Regulation 238/1997* based on the consultation process and findings.
- The assurance that consolidation of Montrose, Mount Royal and Highlands schools will not occur in advance of the opening of a fully modernized K-9 Highlands school.

A response was received from the Minister of Education on August 10, 2015 (Attachment IV) acknowledging the District's engagement process and community support, and the intent to request exemption from Sections 4 through 7 of *Alberta Regulation 238/1997*. The letter suggests ministerial support to receive such a request upon a funding announcement.

On November 24, 2015, the Board approved an amendment to the *Three-Year Capital Plan 2016-2019* to include Highlands Modernization Concept 2. The concept was subsequently approved for inclusion in the *Three-year Capital Plan 2017-2020*.

On March 22, 2017, the Province announced funding for Highlands Modernization Concept 2.

RELATED FACTS

- An extensive consultation process took place in the Greater Highlands Area between April 2014 and April 2015 regarding consolidation of Highlands, Montrose and Mount Royal schools into a single K-9 school.
- Modernization Concept 2, supported by the community, was approved as the preferred design concept. The concept was included in the *Three-Year Capital Plan 2016-2019* and the *Three-Year Capital Plan 2017-2020*.
- Correspondence with the Minister of Education, regarding support for exemption from Sections 4 through 7 of *Alberta Regulation 238/1997*, was received in August 2015.
- Funding for Highlands Modernization Concept 2 was announced on March 22, 2017.

RECOMMENDATION

1. That the Board approve a motion to consider closure of Montrose School.
2. That the Board approve a motion to consider closure of Mount Royal School.
3. That the Board approve 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 (Alberta Regulation 238/1997)*.

OPTIONS

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

1. Approve motion 1.
2. Approve motion 2.
3. If motions 1 and 2 are approved, then approve motion 3.
4. Not approve motions.

CONSIDERATIONS and ANALYSIS

Highlands Modernization Concept 2 has been approved for funding by the Province. As the concept includes the consolidation of students from Highlands, Montrose and Mount Royal schools into a newly modernized Highlands School, consideration for closure of Montrose and Mount Royal schools is prudent so as not to delay the project. The closure of Montrose and Mount Royal schools would take effect on the last operational day prior to the opening of the newly modernized K-9 Highlands School.

NEXT STEPS

- If approved, a letter will be sent by the Board Chair to the Minister of Education requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation (Alberta Regulation 238/1997)*.
- Should the Minister grant an exemption, the Board will be asked to consider motions to close Montrose and Mount Royal schools, effective on the last operational day prior to the opening of the newly modernized K-9 Highlands School.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process of Public Consultation for the Greater Highlands Area Consolidation Project and Consideration of School Closures
ATTACHMENT II	Highlands School Modernization Concept 2
ATTACHMENT III	Letter to Minister of Education re Exemption from <i>Alberta Regulation 238/1997</i>
ATTACHMENT IV	Response from the Minister of Education

KH:kk

Process of Public Consultation for the Greater Highlands Area Consolidation Project and Consideration of School Closures

April 15, 2014	Letters* provided to parents of students in the Highlands cluster outlining the project and notifying them of the dates and times of the first and second public meetings.
April 15, 2014	Editorial board meeting with The Edmonton Journal.
April 16, 2014	Media release* and technical briefing – all major media outlets. Launch of “Space for Our Students” website. Release of advertising posters* to schools.
April 16-23, 2014	Advertisements* ran in the Edmonton Examiner – all zones.
April 16-25, 2014	Roadside signage – 2 in Highlands cluster.
April 17, 2014	Letters* provided to parents of students in the schools surrounding the Highlands cluster that may be affected by the replacement school, outlining the project and notifying them of the dates and times of the first and second public meetings.
April 17-25, 2014	Facebook advertising and ad graphics* posted to EPSB Facebook platform.
April 22, 2014	Letters* sent to City of Edmonton administration and community leagues.
April 22-24, 2014	3 Public Meetings – Highlands, Lawton, Westmount. Format: General presentation followed by small group discussion and feedback. Each breakout session consisted of a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments* were later collated and shared back on our website on May 5.
April 22, 2014	Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 facility and the use of closed buildings.
May 5, 2014	Notes* from April meetings available online for public viewing.
May 6, 2014	Meeting with EPSB community partners.*
May 5-9, 2014	Posters received by schools advertising upcoming public meetings May 20-22. Digital posters* sent to community partner agencies.
May 11, 2014	Survey #1 closed, data collated* and shared back via website.
May 7-21, 2014	Advertisements* ran in the Edmonton Examiner – all zones. Note: all advertisements clearly articulate that school closures will be considered.
May 7-22, 2014	Facebook advertising and ad graphics* posted to EPSB Facebook platform.
May 12, 2014	Digital posters* sent to community leagues.
May 12-16, 2014	Advertisements* provided to schools for school newsletters and for posting on Schoolzone.
May 13, 2014	Survey #2 launched to gather feedback on developed options for each site within the cluster. Each option clearly articulates which schools would be considered for closure.
May 15, 2014	Letters* provided to parents of all students in cluster schools and potentially affected surrounding area schools outlining the proposed options for each site and providing notification of the upcoming public meetings as well as directing them to the website and feedback survey. Provided for all students at Montrose, Highlands, Mount Royal and Virginia Park schools.
May 16, 2014	Meeting with City of Edmonton administration.
May 20-22, 2014	3 public meetings – Highlands, Lawton, Westmount. Format: General presentation followed by small group discussion and feedback on presented options. Each breakout session had a facilitator and a note taker.

	All notes were captured onscreen for participants to see. All comments later collated and shared on our website May 30.
May 30, 2014	Notes* from May meetings available online for public viewing.* Survey #2 closed – data collated.*
June 11, 2014	Advertisements* ran in the Edmonton Examiner – all zones.
June 11-17, 2014	Facebook advertising and ad graphics* posted to EPSB Facebook platform.
June 17, 2014	Letters* provided to parents of all students in cluster schools and potentially affected surrounding area schools outlining the recommendations to be presented to the Board of Trustees on June 24, 2014. The letters also invited them to attend the final public meetings and directed them to the website where they could provide additional feedback. Letters provided for all students at Montrose, Highlands, Mount Royal and Virginia Park schools. Website updated to share details of the recommendations to be presented to the Board of Trustees. Final online feedback survey open.
June 18, 2014	Final public meetings in each cluster community to share details of the recommendations to be put forward to the Board of Trustees and final opportunity to provide feedback.
June 19, 2014	Recommendation report posted to website.*
June 23, 2014	Feedback from final meetings and web survey provided to the Board of Trustees.*
June 24, 2014	Public Board meeting. Trustees vote on the recommendations. Greater Lawton Area – Rundle School site – selected as the location for the replacement school. Motions approved to consider the closure of R.J. Scott, Rundle and Lawton schools. Motion approved 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> .
Sept. 16, 2014	Public Board Meeting – Motion to close R.J. Scott, Rundle and Lawton schools upon the opening of the replacement school approved.
Sept. 22, 2014	Consultation with the principals of Highlands, Mount Royal, Montrose and Eastglen schools regarding consolidation of schools in the Greater Highlands Area – a continuation of the conversation begun April 15, 2014.
Sept. 29, 2014	Letters* sent to all parents of students at Highlands, Mount Royal and Montrose schools inviting representatives to serve on a Working Committee. Letter sent to the City of Edmonton inviting representation on the Working Committee. Letters sent to the Bellevue, Highlands, Montrose, and Newton Community Leagues inviting representation on the Working Committee.
Oct. 27, 2014 Nov. 12, 2014 Nov. 25, 2014 Jan. 26, 2015 Feb. 10, 2015	Working Committee meetings. November 12 meeting included interested members of the general public. All meeting minutes and shared information posted to District website after each meeting.
Feb. 11 & 18, 2015	Advertisements* ran in the Edmonton Examiner – Zone 2.
Feb. 18, 2015	Facebook advertising and ad graphics* posted to EPSB Facebook platform. Release of advertising posters* to schools for use on Schoolzone. Concepts for public feedback and online survey posted to District Space for Students website. Survey ran February 18 to March 2.

Feb. 24, 2015	Format: General presentation followed by small group discussion and feedback on presented concepts. Each breakout session had a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website March 16.
April 8, 2015	Superintendent approved Highlands School Modernization Concept 2 as the preferred design approach for the K-9 Replacement School in the <i>Three-Year Capital Plan 2016-2019</i> .
April 15, 2015	Digital posters* sent to schools and community leagues re: upcoming public meeting April 29, 2015.
April 15 & 22	Advertisements* ran in the Edmonton Examiner – Zone 2.
April 17, 2015	Email sent to Working Committee members outlining the Superintendent's decision and next steps in the process. Advertisement attached for distribution to respective stakeholders.
April 22, 2015	Letters* provided to parents of all students at Highlands, Montrose, and Mount Royal schools outlining the Superintendent's decision and the consideration of closure recommendations to be presented to the Board of Trustees on June 24, 2014. The letters also invited them to attend the final public meeting and directed them to the website where they could provide additional feedback. Website updated to share details of the recommendations to be presented to the Board of Trustees.
April 23, 2015	Facebook advertising and ad graphics* posted to EPSB Facebook platform.
April 29, 2015	Final public meeting at Highlands School. Format: General presentation followed by small group discussion and feedback on preferred design concept and next steps including closure motions for Montrose and Mount Royal schools. Each breakout session had multiple District staff to lead discussion and answer questions and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website May 12.
April 29, 2015	Final online feedback survey open.
May 12, 2015	Public feedback received at April 29 meeting and online survey posted to District website.
June 23, 2015	Public Board meeting. Trustees to vote on recommendations for the Board Chair to send a letter to the Minister of Education outlining the consultation process and feedback and the intention to request exemption from sections 4 through 7 of the <i>Closure of Schools Regulation</i> in the <i>School Act</i> once funding is announced.
May 17, 2017	Letters* provided to parents of all students at Montrose and Mount Royal schools outlining the Superintendent's intent to bring a recommendation to the Board of Trustees asking them to consider the closure of these schools as part of the consolidation project. Notice of a meeting to be held May 31 included.
May 17 & 24, 2017	Advertisements* ran in the Edmonton Examiner – Zone 2.
May 17, 2017	Facebook advertising and ad graphics* posted to EPSB Facebook platform.
May 31, 2017	Public Meeting at Highlands School Format: Brief presentation followed by an opportunity to ask questions and provide feedback.

*Copies available upon request

Highlands School Modernization Concept 2

- Modernization and addition*
- Create a K-9 Arts Program School at Highlands School site
- Consolidate students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 school
- Close Mount Royal and Montrose schools
- Demolish both the 1954 addition and free-standing annex
 - Phased construction may be considered; however, temporary relocation of students during construction may be necessary

*All designs are at the conceptual stage; this project is currently unfunded. Detailed design work would begin once funding was announced and a budget determined.



ATTACHMENT II

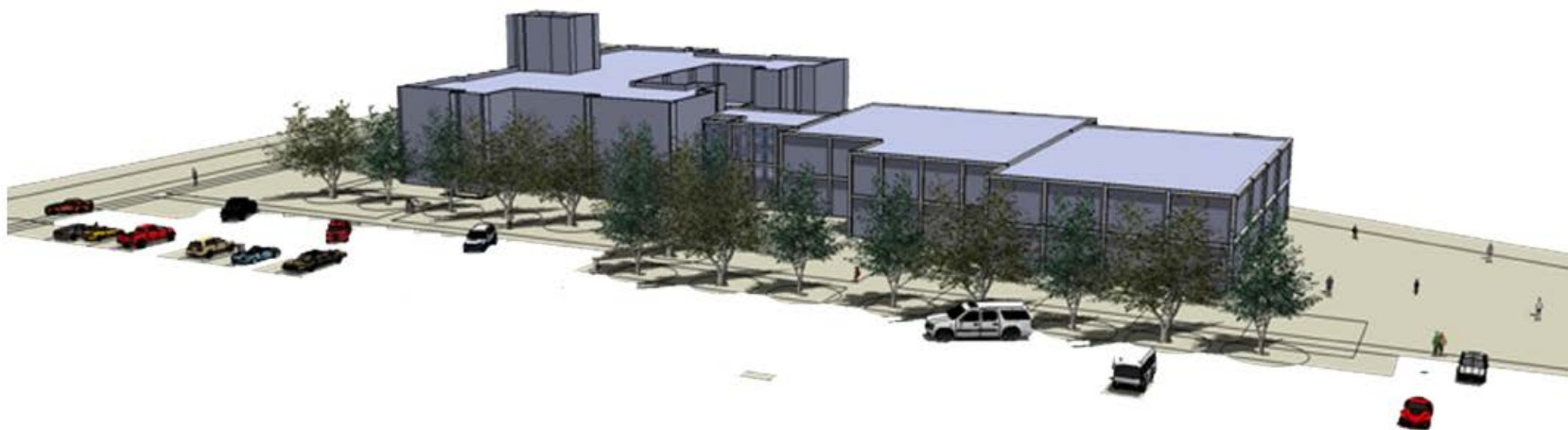
Highlands School Modernization Concept 2



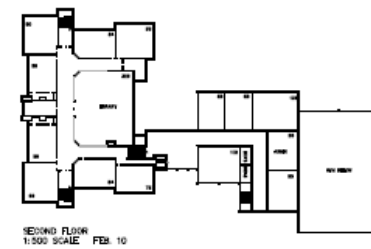
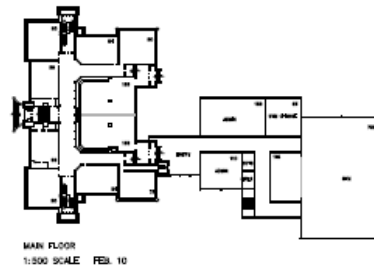
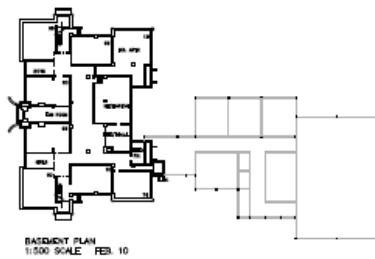
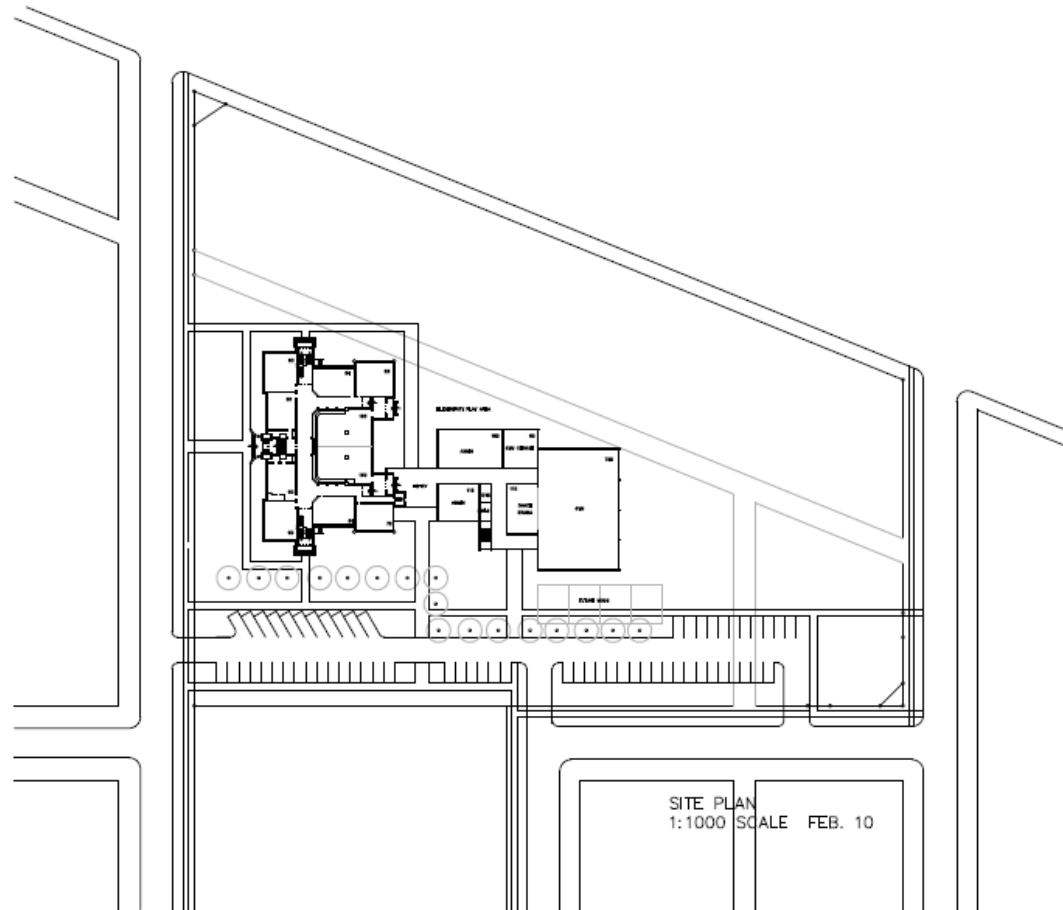
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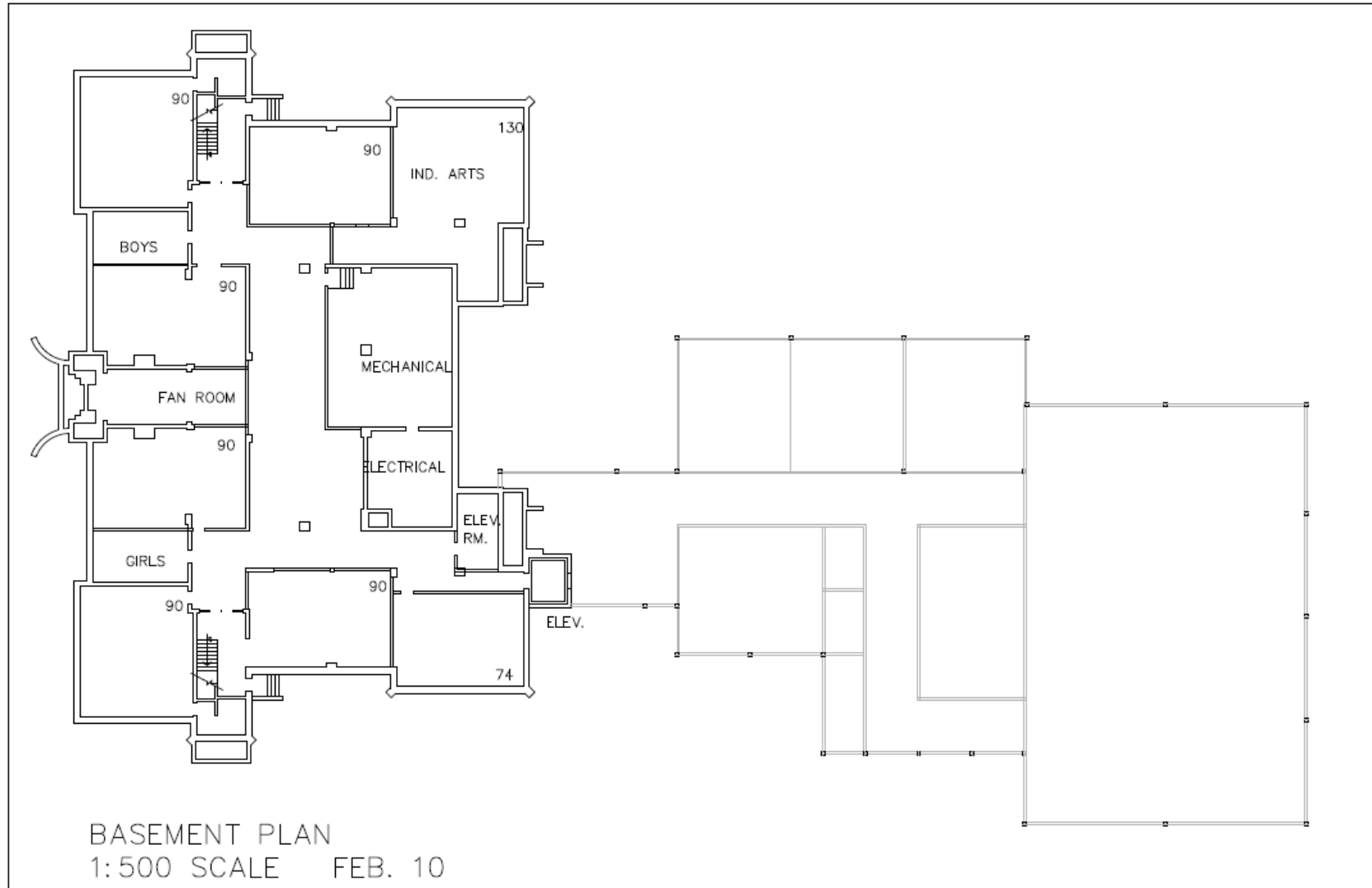


Highlands School Modernization Concept 2



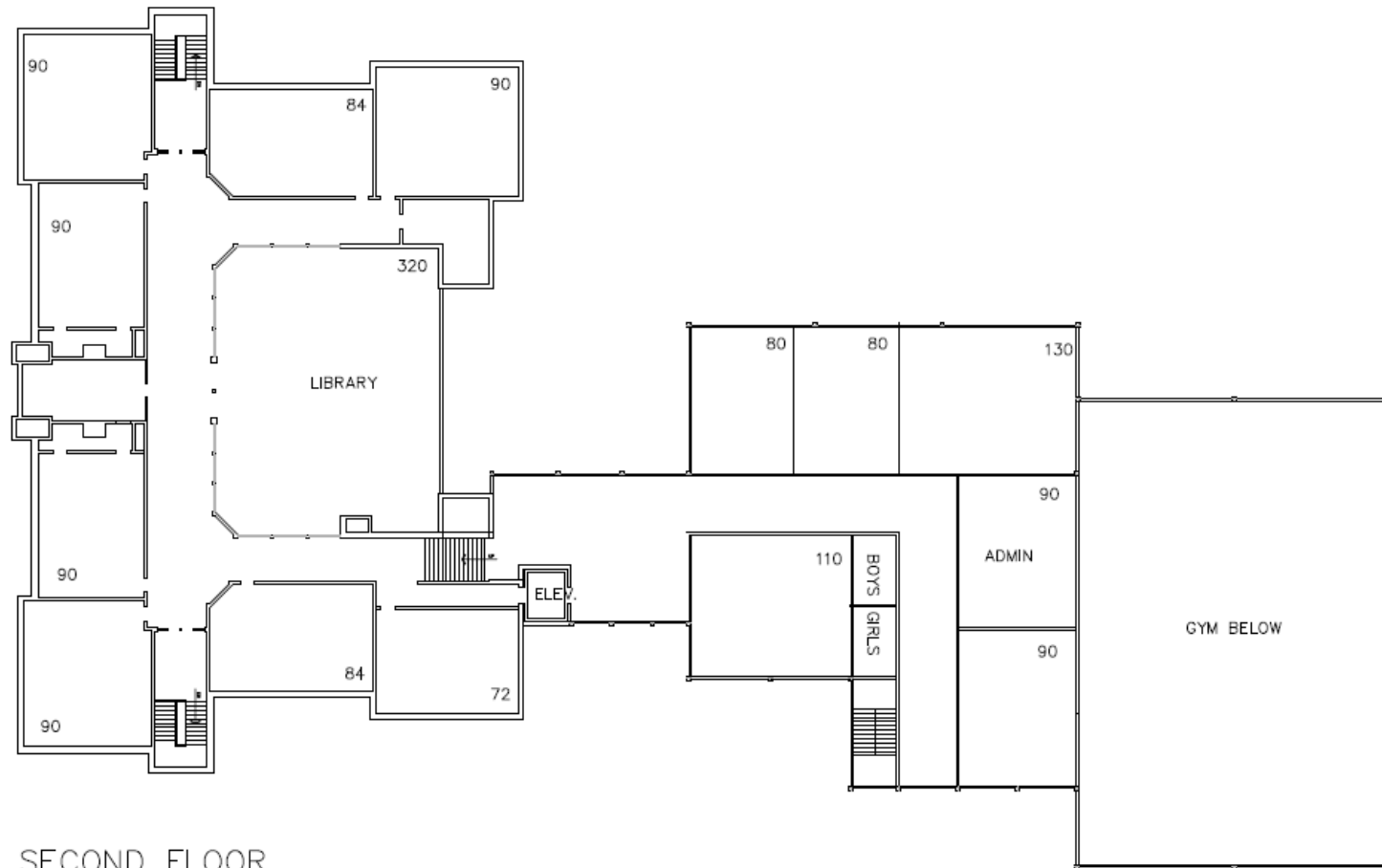
Highlands School Modernization Concept 2





Architectural floor plan of the second floor of a school building. The plan shows various rooms including classrooms (90, 84, 160, 72), administrative offices (ADMIN), a gym (GYM), and restrooms (BOYS, GIRLS). It also features an entry area, an elevator (ELEV), and a large open space labeled 705. The layout includes multiple stairwells and doorways connecting the rooms.

1:500 SCALE FEB. 10



SECOND FLOOR
1:500 SCALE FEB. 10



BOARD OF TRUSTEES

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

SUPERINTENDENT OF SCHOOLS

Darrel Robertson
 Centre for Education
 1 Kingsway NW
 Edmonton AB T5H 4G9
 T 780-429-8000
 F 780-429-8318
 E info@epsb.ca

June 26, 2015

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

Dear Minister Eggen:

Re: Exemption from *Alberta Regulation 238/97*

Beginning in April 2014, the Board of Trustees (the Board) for Edmonton Public Schools engaged in an extensive consultation process with the communities for Montrose, Mount Royal and Highlands schools regarding the possible consolidation of the students from Montrose and Mount Royal schools into a modernized Highlands School. District Administration received a very positive response from the community to the prospect of this project.

Attachment I outlines, in summary form, the consultation process and communication with the community over a 15 month period. A summary of feedback from the consultation meetings with these communities in 2015 and two online surveys is included in Attachment II. In the Board's judgment, the feedback strongly indicates that these communities are excited and enthusiastic about having a modernized school that will provide an appropriate and equitable learning environment for their children; an environment that includes the effective incorporation of technology, 21st Century learning supports – such as advanced labs – and equal access for children of all abilities.

With the support of the community, Administration has approved Highlands School Concept 2 (Attachment III) as the preferred design approach and will seek an amendment to the District's *Three-Year Capital Plan 2016-2019* to replace the current Highlands K-9 Replacement School. A consolidation of Montrose, Mount Royal and Highlands schools will not occur in advance of the opening of a fully modernized K-9 Highlands School.

This is to advise that should the Provincial Government decide to fund this project, the Board would ask for exemption from the requirements of sections 4 to 7 of *Alberta Regulation 238/97*, pursuant to section 1.2(2) of the regulation. The rationale for this request is that the requirements of these sections of the regulation have already been fulfilled by the referenced consultation.

.../2



Your granting the requested exemption would expedite matters, and make the reality of a modernized school come all the sooner to these communities.

Yours truly,

A handwritten signature in black ink, appearing to read 'MJ', with a long, sweeping horizontal line extending to the right.

Michael Janz
Board Chair

MJ:cv

Attachments

Process of Public Consultation for the Greater Highlands Area Consolidation Project and Consideration of School Closures

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Sept. 22, 2014	Consultation with the principals of Highlands, Mount Royal, Montrose and Eastglen schools regarding consolidation of schools in the Greater Highlands Area – a continuation of the conversation begun April 15, 2014.
Sept. 29, 2014	Letters* sent to all parents of students at Highlands, Mount Royal and Montrose schools inviting representatives to serve on a Working Committee. Letter sent to the City of Edmonton inviting representation on the Working Committee. Letters sent to the Bellevue, Highlands, Montrose, and Newton Community Leagues inviting representation on the Working Committee.
Oct. 27, 2014 Nov. 12, 2014 Nov. 25, 2014 Jan. 26, 2015 Feb. 10, 2015	Working Committee meetings. November 12 meeting included interested members of the general public. All meeting minutes and shared information posted to District website after each meeting.
Feb. 11 & 18, 2015	Advertisements* ran in the Edmonton Examiner – Zone 2.
Feb. 18, 2015	Facebook advertising and ad graphics* posted to EPSB Facebook platform. Release of advertising posters* to schools for use on Schoolzone. Concepts for public feedback and online survey posted to District Space for Students website. Survey ran February 18 to March 2.
Feb. 24, 2015	Format: General presentation followed by small group discussion and feedback on presented concepts. Each breakout session had a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website March 16.

April 8, 2015	Superintendent approved Highlands School Modernization Concept 2 as the preferred design approach for the K-9 Replacement School in the <i>Three-Year Capital Plan 2016-2019</i> .
April 15, 2015	Digital posters* sent to schools and community leagues re: upcoming public meeting April 29, 2015.
April 15 & 22	Advertisements* ran in the Edmonton Examiner – Zone 2.
April 17, 2015	Email sent to Working Committee members outlining the Superintendent's decision and next steps in the process. Advertisement attached for distribution to respective stakeholders.
April 22, 2015	Letters* provided to parents of all students at Highlands, Montrose, and Mount Royal schools outlining the Superintendent's decision and the consideration of closure recommendations to be presented to the Board of Trustees on June 24, 2014. The letters also invited them to attend the final public meeting and directed them to the website where they could provide additional feedback. Website updated to share details of the recommendations to be presented to the Board of Trustees.
April 23, 2015	Facebook advertising and ad graphics* posted to EPSB Facebook platform.
April 29, 2015	Final public meeting at Highlands School. Format: General presentation followed by small group discussion and feedback on preferred design concept and next steps including closure motions for Montrose and Mount Royal schools. Each breakout session had multiple District staff to lead discussion and answer questions and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website May 12.
April 29, 2015	Final online feedback survey open.
May 12, 2015	Public feedback received at April 29 meeting and online survey posted to District website.
June 23, 2015	Public Board meeting. Trustees to vote on the recommendations. Motions to consider the closure of Montrose and Mount Royal schools. 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 in the School Act</i> .

*Copies available upon request

Public Engagement Feedback For: **Greater Highlands Area**

A general presentation in the theatre was followed by the option to participate in a facilitated breakout session. Three rooms were used with approximately 10-15 participants in each.

Room 1

Highlands School Modernization/Addition - Concept 1

Strengths:

- Looking at the preservation of a historical building
- Demolishing the addition (eye sore)
- More central location

Challenges:

- Footprint for Highlands is much smaller compared to MR footprint
- In 50 years, trying to renovate both the new and old
- Working with the community to maintain historic significance and character
- Geographic location: proximity to 118 Ave.
- Building surprises with modernization of Highlands
- Similarity to residential schools

Additional Comments:

- Where is the Elm/Jr High separated?
- Value to a historical group to help facilitate renovations?
- Budget costs for managing elevator servicing?
- What are they doing to the main building?
- Boiler, walls, floors, fixed?
- Upgrades to gym (currently very small)

Highlands School Modernization/Addition - Concept 2

Strengths:

- Maintains the general shape of the current building
- More natural light than Concept One

Challenges:

- Taking away from the sports fields (space for playground?)
- Longer section parallel to 118th: volume, traffic, etc.
- Transportation: parking and yellow school bus drop-off may be an issue
- Finding ways to make the old space to be more energy efficient
- More costly maintaining the old space rather than looking at warranted work on a new space
- Accommodating Arts Core requirements (acoustics, lighting, electrical, etc.) in the older space

Additional Comments:

- Where is the Elm/Jr High separated?
- Value to a historical group to help facilitate renovations?
- Budget costs for managing elevator servicing?
- What are they doing to the main building?
- Boiler, walls, floors, fixed?
- Upgrades to gym (currently very small)

Mount Royal School – Concept 3

Strengths:

- Province pays for initial cost and less cost to the district re: maintenance
- New space!
- Less traffic
- Up to modern environmental standards
- Geographical "safer" feel to the space (away from heavy traffic)
- More residential space
- Opportunity for architectural coherence with a completely new building
- Clearly laid out areas for elem/jr high
- Losing the common current design eliminates one of these "cookie-cutter" schools
- Security standpoint: central entrance
- Drop off areas
- Destroying an asbestos problem
- Fresh start
- Bigger footprint to allow more options
- Proximity to River Valley
- Equitable school compared to the newer schools on the periphery of Edmonton
- Opportunity for larger gym facility

Challenges:

- Where are the yellow busing zones? Designated zones
- Transportation for jr highs: ETS (walking further)
- Relocating current students during construction
- Farther for Montrose students (not as central)
- Community concerned about a new building fitting into the current "style"
- Community concerned with construction (proximity to residences)
- Elementary students walking through jr high wing to access gym

Additional Comments:

- Students will be less concerned about historical significance vs. enjoying modern amenities
- Comments re: Process - Making sure that planning committees provide earlier notification of meetings
- Demographic disparity with groups being represented (smaller groups being drowned out by more vocal groups)
- Be very careful what is promised

Room 2

Highlands School Modernization/Addition - Concept 1

Strengths:

- See the additions first
- Elevator would be near the entrance
- Set up for pedestrian traffic in the front of the school and car traffic at the drop off/pick up area - separates the two
- Would maintain the original building within the neighbourhood

Challenges:

- Keeping the old/original building intact
- Can the 2 side additions be pushed to the back to maintain the original character of the building
- Traffic for drop off and pick up - 62 Street is a narrow street, may cause congestion issues

Additional Comments:

- None

Highlands School Modernization/Addition - Concept 2

Strengths:

- Parking lot would be shared with the community league

Challenges:

- Would the existing park/green space be compromised due to the parking lot?

Additional Comments:

- none

Mount Royal School – Concept 3

Strengths:

- Strong design, would work well in the community
- Like the courtyard concept

Challenges:

- For classrooms that border the courtyard, are there windows that face into the courtyard?
- Student drop off at 55 Street
- Lose Highlands as a school and potentially as a building

Additional Comments:

- Has the middle school model been explored or considered? - i.e. Eastglen has a low enrolment, could the idea of having grade 9's come to the school be explored?
- What is the government and School Board doing to make sure that these existing deferred maintenance issues do not happen again in the future?
- It would be interesting to see what teaching staff in existing buildings (i.e. Highlands) would say about the new conceptual drawings - Do the proposed spaces meet their needs?
- What happens with the land of the schools that are being closed, and what impact does it have on the community?
- After the new school is built, and if enrollment still was not high, would they amalgamate again with the Virginia Park area?
- How could the community address a concern about Concordia college acquiring Virginia Park School - Still want to keep Virginia Park School
- Would the students be able to remain in the school while the renovations/new builds took place?
- Mount Royal site would be more useful for community development (Future seniors housing?)
- Would the after school care be maintained in any of the schools?

- No what decision is made, it will have an impact on Virginia Park School - Offering the same programming
- Having younger and older grades together could create mentorship between younger and older students
- Would this model create larger class sizes?

Room 3

Highlands School Modernization/Addition - Concept 1

Strengths:

- If the roof deck is used for an educational space ... this would be great.
- School owns more of the land.

Challenges:

- There doesn't seem to be a designated drop-off/pick-up area.
- How will the parking and flow of traffic be handled with the population increase?
- Not much evidence of thought into green-space.
- Predicting overcapacity, where would the portables go?

Additional Comments:

- Of the 10 million going towards this construction, why is over 7 million going towards portables and additions?
- What are the budgets for each of the 3 concepts?
- What is the capacity of each building and what is that based on?
- What spaces would be designated for elementary vs. JH?
- What is the plan for the roof deck? Is this a space that will be used by students? If so, for what purpose?
- Where would the boot-rooms be located?
- More details needed - it's easier to talk more positively about the Mount Royal plan because more is visible.
- Need more input from First Nations, Metis and Inuit communities (especially from the Montrose community).
- **Could parents be asked to rank the 3 concepts: "Where would you choose to send your child?" Add this question to the current web survey?

Highlands School Modernization/Addition - Concept 2

Strengths:

- The main entrance is further away from 118ave, closer to the elevator, parking and drop-off/pick-up. It is also closer to the administrative offices.
- School owns more of the land.
- If there is an off-set stage in the gym, it allows for more seating

Challenges:

- There doesn't seem to be a designated drop-off/pick-up area.
- How will the parking and flow of traffic be handled with the population increase?
- Not much evidence of thought into green-space.
- Predicting overcapacity, where would the portables go?

Additional Comments:

- Outdoor play areas for both concept 1 and 2 of Highlands?
- Outdoor skating rink on site?
- What spaces would be designated for elementary vs. JH?
- Where would the boot-rooms be located?
- More details needed - it's easier to talk more positively about the Mount Royal plan because more is visible.
- Need more input from First Nations, Metis and Inuit communities (especially from the Montrose community).
- **Could parents be asked to rank the 3 concepts: "Where would you choose to send your child?" Add this question to the current web survey?

Mount Royal School – Concept 3

Strengths:

- The courtyard idea
- Location of library - with windows
- Aesthetically pleasing
- The courtyard area would be great for outdoor classrooms

Challenges:

- The designated drop-off/pick-up area might not be sufficient for the population increase.
- How will the parking and flow of traffic be handled with the population increase?
- Centralize the shared spaces (drama, art, gym) to make them equally accessible to both elementary and JH.
- Less land for expansion if/when population increases
- It is further from the pool for the JH students.
- Predicting overcapacity, where would the portables go?
- Need more input from First Nations, Metis and Inuit communities (especially from the Montrose community).
- A off-set stage in the gym would allow for more seating (see Highlands concept 2)

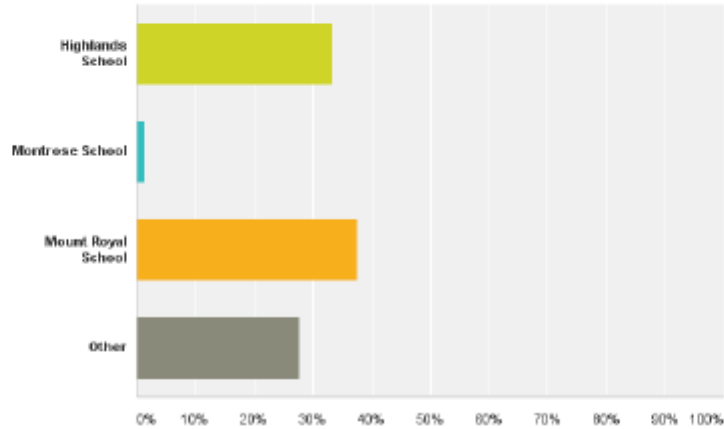
Additional Comments

- What plans or options are there for relocating the students during construction (if the original footprint is being used)?
- What spaces would be designated for elementary vs. JH?
- Where would the boot-rooms be located?
- Where would the JH lockers be located?
- **Could parents be asked to rank the 3 concepts: "Where would you choose to send your child?" Add this question to the current web survey?

Public Engagement Feedback – Online Survey February 18 – March 2, 2015

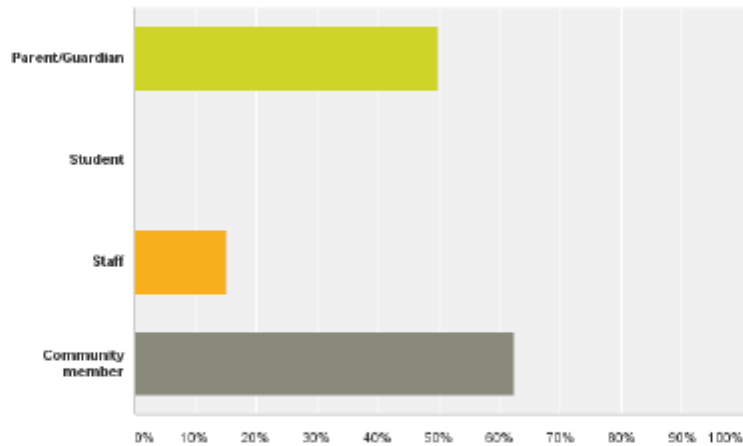
Q1 With which school community are you most closely associated?

Answered: 72 Skipped: 0



Q2 Please identify your role(s) in the school community - you may choose more than one

Answered: 72 Skipped: 0



Highlands School Modernization/Addition – Concept 1



What do you see as the STRENGTHS of Concept One?

- Saves the old school (but hides the historic building). Best location for the replacement school.
- I'm not sure if I like this concept - the previous one fits in more with the area. It looks like you're trying to match old with new. I am in favour of keeping the original Highlands building, but not sure this is the way.
- traffic would have little impact.
- Maintains a heritage building.
- Centrally located.
- Keeps the focal point of the original tower a key part of the design, orients new development to the side, preserves a heritage building that is important to the city and the community
- Keep a nice old building.
- Compared to the Montrose design, this would encourage more of a feeling of community among students, the design is more open with large spaces for library and gym, open viewing area for gym, outdoor deck etc. I like the idea of keeping and 're-using' an old building for its intended purpose.
- I love the library area as a separate wing I believe this has potential to be a functional and beautiful space for students to gather and work in. Using the space the annex currently occupies is a good idea, but of course attached to the building. the gymnasium is nice and big - and I assume the existing smaller gym would also remain as a gym - this is good and will allow plenty of space for physical activity and other types of activities such as drama for all grades.
- I like the Mount Royal location!
- It creates more space.
- none
- That is keeps the historical building.
- Keeping the existing school. Strong tie-in to existing Community Space (i.e.: community garden, community hall, Highlands Park, etc.). More central to the community. Current Principal already has done much of the legwork needed to establish an optimistic connection to this location, which goes a long way.
- It is an architecturally pleasing school already.
- Making it larger is a wonderful idea, modernizing without tearing it down is an even BETTER idea. Well done.
- Required space for arts core. Saving of heritage building which is important to community. Good access for junior high for bus routes. Close access to Highlands Community League to build relationships.
- Highlands should be upgrade but using concept 2
- The old building remains intact. Relative to the second design, it preserves the field space at the east side of the school to allow for student activity.
- No strengths with this concept. It detracts from the original historic Highlands School

- Enhances activity at a valuable heritage resource.
- In general I prefer this layout to Highlands Concept 2. I like the open areas from the second floor to first floor, the two story library space. here is more field is seems with this concept. Flow seems more natural. I would like to see details on the floor plan and use of space to compare Concept 1 and 2 and to compare with Mount Royal option.
- None
- As long as the historical main building is restored and added on to, its the best choice for the community...
- I love that they are thinking of keeping the original building. It has great importance to the community.
- there is no separate building for gym and the office
- Good size, plenty of room, maintains some character aspects of the original school, maximizes capabilities of available land.
- Ten bus routes drop off right near school. Designated drop off area. Large field does not require crossing any parking lots. Large gym. Large library. Efficient use of land
- There is more room at Highlands to accommodate construction.

Concept One CHALLENGES?

- The two wings when they come out in front of the historic school hide the building and cut light from the building. Too heavy looking on the front area. All the traffic entering from 61st street would create major concerns for the neighbours east and south of the school.
- Could cost more than a new building.
- This is an old building that will need a forklift change to support the new teaching procedures, high tech opportunities, and efficiencies that would be offered by a new modern building. I also feel that it only leaves one face of the existing legacy building (facing West), all other sides are revamped or changed, thus removing the historical views, and memories that community members value.
- None
- Facade is similar to residential schools built in the same timeframe. Old building with lots of issues that will likely cost more at the outset and cost the district more for maintenance long term. Integrating new build with the old building. Less sports areas outside. Challenge of 118 avenue location (i.e. higher crime area). Two storey with elevators required (maintenance required for that too). How to incorporate needs of modern school into things electrical/wiring and acoustic issues for the arts "hard core" group (auditorium, music room etc.)
- Coats associated with retrofitting a building.
- The parking is nowhere near the front entrance. because it builds on both sides, significant portions of the original building would be hidden (presumably demolished in order to connect the new pieces)
- Unfavourable location.
- It removes the currently aesthetically pleasing, historical aspects of the building & makes it look generic & boring. Also, the open to below areas will created heating & cooling challenges
- Disrespects the massing, height and scale of the historic school structure. Concentrates all of the parking access and egress at 61 Street, where it intrudes most on the quiet community side of the school site. A large addition to the school should be located along 118 Avenue, along with the parking and drop-off associated with the larger school. Parent drop-offs of students, daycare drop-offs, and school bus traffic at the school is already causing problems for our community along 61 Street; speeding, right of way accidents, and noise - why would we want more?
- That the historical building is covered up.
- None.
- It should be of utmost importance to maintain the character of the school both outside and inside.
- "open to below"??????????? Have you met kids????????????????????
- Loss of north and south facades.
- Awkward design
- Few warranties will apply to existing plant after construction. (Upkeep will be expensive). Old plant has physical similarities to Residential Schools

- The challenge is that the new additions are not respectful of the original Highlands School,.
- Blocks views to the north and south facades of the building.
- I find it very hard to compare with Mount Royal option as very little information is given to these concepts on floor plan and use of space. Where are the upper and lower grade classrooms relative to each other? Are there designated rooms for art, music, dance/drama? Is there a playground? It is not clear for the artist drawing if the exterior of the original school is kept or removed. Keeping original brick and tower would be important as it is a landmark in the community.
- Not liking it
- Keeping the old part of the school.
- I do not see an art room, drama, dance, etc? I'm not sure that there is room for these rooms which are much needed if it is to be Arts Core.
- The look of the original school is lost here and the design seems too much for a small street like 62 Street. It's more of a design I'd expect for a school facing an avenue, like Balwin School or one of the schools along 144 Avenue. It seems to "big" for a neighbourhood street. The office is not shown but I don't think it's placed on the north side of the original entrance.
- I think the addition should be put on the back of the school and the office should be by the front door. It seems silly to have a beautiful entrance and people coming to the office have to go to the back of the building.
- May be overwhelming to younger children, mix of children may not be ideal.
- Beside a busy street. Children learning in a basement. Multiple floors are more difficult for ALL students. Takes time to go to and use the elevator. Library far from washrooms. Original structure, still old (how long before it needs repairs again?) How long would Highlands have to be closed? Will those students return?

ADDITIONAL COMMENTS:

- I don't mind internal changes that would be made to the historic building but save the exterior features that are there. The present window replacements work well with the historic building.
- Again, find a plan to keep the original building.
- I would prefer to actually use the Mount Royal site, and remove the annex, and additions to the Highlands building, allowing the Historical original building to remain.
- I can't tell from the drawings. I hope the exterior of the historic building will be kept.
- Further consultation with the Aboriginal community over the residential school similarity to get their input.
- I don't get this design. It is very much lacking in details.
- Don't do this
- This design is unacceptable
- I like this better than the Mount Royal idea.

Highlands School Modernization/Addition – Concept 2



What do you see as the STRENGTHS of Concept Two?

- The original building is preserved from the front and two sides. The addition to the rear is in keeping with the size and general design of the original building. Traffic flow is better coming from 62nd and exiting on 61st or flow in opposite direction. Parking can be used by the community for soccer and other games when school is not in use. Much more attractive design than the first one for the Highlands School Property. Landscaping could be very attractive.
- More open and spacious.
- Maintains a heritage building.
- Centrally located
- Preserves the heritage of the building for the community
- the original building is more visible, and better preserved. the parking is near to a main entrance, although it does detract from the original main entrance on 62 street. I prefer the footprint on multiple levels rather than all required space on one floor.
- None maybe keep the community happy with the nice old building.
- Large library, large space for drama and ind. Arts.
- None.
- It's hard to tell what it will look like. Concept 2 looks like it retains the historical facade? If so, this one has a better use of space.
- none
- That is keeps the historical school
- This looks even better than #1. Same reasons as previous.
- Looks nice.
- Proper space for arts core programming. Saves the integrity of historical building by placing new addition on back. Historical component important for community. Centrally located within area. Easy access for students from Montrose area to come across 118 ave - crosswalk with lights already there. Love the open concept area from the old gym on the main floor. Would really open the area up to light, use and functional space. Great access to ETS for junior high students - 118 ave major bus route. Already has designated art rooms. Great space for displaying artwork. The library area would be an amazing space. Close access to Highlands Community League to build relationships.
- Parking, layout, great design
- Same as other Highlands plant design
- This concept respects the original school. The new portion is located at the rear. It's compatible, distinguishable and subordinate to the original school,
- Enhances activity at a valuable heritage resource. Maintains views to the north and south facades of the

- historic building.
- See comments for Concept 1. Difficult to compare as very few details on floor plan and use of space. In general I prefer Concept 1 based on what is provided.
- TOO BIG
- It's a similar footprint to what is there now... This is the best option!!!!
- Now this is MUCH better. I like this one the best. I like it.
- The most pleasing to the eye, keeping the original school front and center on the street. This concept also allows the new addition to be seen along 118 Avenue. It keeps the history intact and adds a beautiful addition on the back. It keeps the parking east, west and south of the school so the neighbours along 62 Street will still be looking at a building that fits into the age (history and aesthetics) of the neighbourhood and they won't be looking at a massive new modern building all along 62 Street. It fits into the community. This concept makes Highlands School central for students who live in both Montrose School and Mount Royal School boundaries. It's convenient for all bus routes and parking for drop off and pick up.
- I like that the added structures are at the back of the building not at the front. I believe that putting them on the side would be an extra expense in order to maintain the historic look of the school. The parking lot seems to be in a better place. Highlands being on the avenue makes for easy ETS bus access.
- Nice building, maintaining many character aspects of the original, good use of land, scaled back size from 'Concept 1' may be more manageable for younger children.
- Ten bus routes drop off right near school. Designated drop off area. Large field does not require crossing any parking lots. Large gym. Preserves the original look of the school
- same as concept 1

Concept Two CHALLENGES?

- What ever material is used on the outside of the new addition must complement the brick of the school. I am sure it won't be brick but other materials will complement it. Having the office at the back of the school is not good it should be moved closer to the central entrance.
- Funding, various corners opens school up to vandalism from 118 Avenue
- I feel this site not ideal, and is somewhat small to have multiple activities going on outside (eg. k-Gr 6) students activities, as well as Jr. High activities. I also would prefer the new school to be located further away from the 118 Ave retail locations.
- None
- It feels very much like 2 separate pieces. the current setup is similar, and the connecting point is a bit awkward. I think that if the central area were more open it would have a better flow.
- See previous comments for other modernization.
- Seems like separate spaces glued together, older wing and an appendage of a new wing.
- Unfavourable location.
- Are there enough washrooms spaces allotted for the # of people who will be using the building?
- Same comments regarding negative impacts to adjacent community on 61 Street. All parking and drop-off, access should be located along 118 Avenue or 60 Street, close to 118 Ave.
- That the historical parts of the school are covered up with a shell.
- It needs A LOT of modernization.
- Having a modern k-9 school in an established neighbourhood
- There will be little room for sports fields in this design as opposed to the first Highlands modernization concept
- The challenges are to keep the cost reasonable and to ensure that the original school is maintained and fully functional. The original school cannot be ignored at the expense of the new addition.
- Seems to be less field than in Concept 1. Interior flow does not seem as natural as in Concept 1 as well. Not clear if original historic brick and tower is kept or if it is covered over. Keeping would be important to me. I find it very hard to compare with Mount Royal option as very little information is given to these concepts on floor plan and use of space.
- Not liking it

- Modernizing while keeping the historical feel.
- The only challenge I see is that, again, the office/administrative area is away from the front door and the students. This is the MOST frustrating thing about working in this school. Every Principal (four) I have worked with has tried to get the office back to the original designated office area, the north side of the front doors. I don't see why this plan can't be changed putting the office back where we can supervise both students and the door and two classes could be put into the administrative spot (180) on the concept 2 drawing (main floor). I cannot tell you how many times we have to run because someone is trying to get into the school from the front, which is where people try to enter as it's the legal address of the school. This should be changed as we are the users of this building and this office in a separate building has never worked.
- The school office needs to be by the front entrance of the school. The entrance is beautiful and it would be a shame to have people who come to the school not to see it. Not having the office by the front entrance is very confusing for people making deliveries they come there but can't find the office and a safety issue for our students we can't see who is coming in.
- I would like to see the transition in structures made seamless by updating the inside and outside of the existing building and matching it in quality and style to the new building. This would avoid that 'temporary' or 'hasty' look, and ensure a long-lasting and appealing facility.
- Beside a busy street. Children learning in a basement. Multiple floors are more difficult for ALL students. Takes time to go to and use the elevator. Original structure, still old (how long before it needs repairs again?) How long would Highlands have to be closed? Will those students return?
- same as concept 1

ADDITIONAL COMMENTS:

- Possible areas for community use should be considered with in the new buildings. Thank you for putting together the design concepts and working with the community and the schools. So much better having a little time to work on this for future use. Last year things were a little rushed for ideas and input.
- I can't tell from the pictures I hope the e terror of the historic building will be kept.
- could the admin area move to the front (62 st entrance)? It is such a stunning entry point to the building. then, if the parking were shifted as close as possible to the SW corner, the front entry would be functionally the main entrance. What is currently designated admin, in the centre of the two portions, would shift to classroom space, I imagine...
- Above all it's the needs of all the kids not that parents or community that need to be considered. What is the best for the kids learning in a bright modern new building or in an old building that will always have maintenance issues.
- I don't really understand this design and would like to hear more about it.
- Smartest plan
- This concept is the best one of the three concepts presented in this survey.
- The new addition could be snugged up closer to the back of the historic school if there are concerns about the new addition impacting playing fields.
- As long as there is a drama room, dance room, art room, etc included I am all for this concept. I still do not like the idea of housing Jr high students with Elementary though. being that I am looking at this as a Jr High for my children only, I like this concept.
- Having worked in this old school for a number of years I can tell you that while she is old she is still a beautiful building and has another 100 years in her. I've worked in more modern buildings with serious issues and I'm pretty sure that the 1950-1960 buildings were not built to last the way these old buildings were. We've had fourth and fifth generation students attending Highlands. I think we have the opportunity to take this school back to what the community and the Edmonton Public School Board envisioned when she was built, to bring pride to the community of Highlands and to take their children and to prepare them for the future.
- It would be nice to preserve Highlands School as it has been here for over 100 years. We are becoming a throw away generation instead of persevering our past.

New Construction Mount Royal School Site – Concept 3



What do you see as the STRENGTHS of Concept Three?

- location on the grounds... ie. north side leaving play areas to the south. View from 112 avenue would be attractive. I do like the courtyards but wonder about how they would be used in a winter city. The concept design is lovely and fits into the neighbourhood.
- Spacious, courtyard area per divisions, outdoor space
- The location is the perfect site, and we can gain two benefits - 1) utilize the old school at Highlands for something valuable for the community (Special interest groups, Community friendly business, etc.) whilst enjoying the architectural beauty of older times, and 2) revitalize the Mount royal site with a new school for our youth, removing the older building and continuing to utilize the green space. the site easily accessible, and further away from the retail section of 118 ave.. traffic impact to the community would be not that significant, just different - rather than on the west side of the location, it would be the east, and slightly more due to the Jr. High.
- No perceivable strengths
- New modern building built to todays environmental standards. More money up front but less maintenance in the long run. Location is better (away from 118 avenue) for those in highlands area. Open and bright (more light). One storey is nice. Different areas for different students (elementary /jr high). Easier to incorporate technology. Kids would be excited to come to this school and would be on par with the schools in the newer areas.
- Nature, open space, parking
- Beautiful new building, specific areas for different arts-based learning experiences. Ample parking.
- There is a lot of green space and windows, not often seen in older schools
- All brand new has some advantages, though not generally a high priority for families who have chosen to live in a historical neighbourhood
- There seem to be many classrooms, but they seem small... hopefully just a trick of the drawings...
- I love the layout, that there are courtyards for the younger kids as well as for the older kids. I LOVE the drop off and extra parking. This is a really well laid out school and I think our community would be luck to have such a building and environment for our children to go to school in.
- Updating an aging building is one thing REPLACING an aging building is another.
- better parking and drop off point
- Where will the playground be?
- New build.
- Safe playground area for elementary.
- Good use of space.

- None
- Nothing horrible idea
- Contemporary, bright, energy efficiency, whole plant under warranty. Large footprint surrounded by residential dwellings on all sides. A chance to remove one of a very common school design buildings in which asbestos and other issues may exist and replace it with a healthy building.
- New Construction making it easier to design a building to fit the needs of the School.
- Distinct areas for lower and upper grades but sharing of common areas
- Designated art, dance/drama, industrial art etc. rooms (is there a music room?)
- Lots windows and light
- One level for ease of access
- Separate courtyards for the upper and lower grades
- Looks lovely, I love the idea of a drop off/ visitor parking area! Great green space! Like that Elementary and Junior high have separate courtyards.
- I don't care for it...
- The fact that Jr High and Elementary are a bit separated. The drama/dance room is nice to see (although having one of each makes more sense for an arts school, especially one of this size).
- A separate courtyard for elementary and Jr High.
- Nice concept, good use of space, split of younger and older children is present but not overt, all necessary amenities appear to be included.
- Not beside a busy street
- Eight bus routes drop off right near school
- Two streets for parent drop off and designated drop off area
- Beautiful courtyards / special spaces for elementary/jr. high
- Large field and courtyards do not require crossing any parking lots
- There is access to ball diamond and community park
- Large gym
- Very efficient
- Beautiful
- All new
- One level, making easy access for everyone
- It is important to me that my children continue to be in an Arts Core school. I also like it that they would continue to be in the same school when one is in junior high and one is in elementary. Then my younger child will no longer have to attend out-of-school care because the older one can take care of him before and after school.

Concept Three CHALLENGES?

- ... possible loss of Highlands School building. Traffic concerns for neighbours on 55 st and 53rd streets with location of parking lots. Also concerns for neighbours backing onto the school alley as to what it would look like. If windows are on the back of the school facing alley it might be a vandalism concern.
- funding, adjust for ups and downs of populations so the community isn't dealing with this in another 10 years.
- likely a zone for drop off would need to be established (Kiss and ride lot).
- Long way for Montrose students to travel.
- Sprawling, no real design features of note, looks barn-like
- Dealing with the die hards in the community who say it doesn't fit in with the character of the neighborhood. Farther for the kids in the Montrose area (they have to cross 118ave).
- I like the way the schools are already.
- Funding compared to modernization of existing structure, design feels a little 'campus'-like, not what one expects an elementary school space to look/ feel like.
- Will there be enough room for all the students needing to access it? It doesn't look very large - there is more parking than there is building.
- I find it to be a large, sprawling building because it is all on one level - it simply takes up an enormous

amount of the available land. I'm struggling to identify a front entrance on the building as drawn. I'm not sure why the choice would be to build 100% new, rather than to build an addition. It seems wasteful, and I can't find anything in the assessment report that indicates this would be necessary. I really wish I had been able to be at the public meeting

- Getting other parents to approve. Funny that the parents most opposed to a new school have chosen to home school or move their kids to another school. Hope they are less vocal this time round.
- I really don't like the idea of building a whole new school from nothing. We should stick with the property at Highlands Junior High.
- Length of time it will take from demolition to completion.
- where is the playground for the younger students?
- Looks sizable
- Cost of building materials to accomplish architectural concept. Not enough space for proper arts core programming. How will all classes from k-9 have required access to music, drama, dance, visual art, and music on a daily basis? On far end of area - very far for Montrose elementary students to get to.
- There is a parking lot directly in front of my house.
- Destroying the surrounding community
- Redesignating students during its construction, community perception of a modern building that does not match the general community.
- Costly, Location. Just another uninteresting school building
- Less central location than Highlands. Would make demolition of Highlands School, a valuable heritage resource, more likely.
- As is spans from 55 St to 53 St will the current Mount Royal be closed and student's relocated while school is built? This disruption would be a concern for me. Where is the playground? If no playground committed with rebuild, this would be a concern for me. Is there a space for out of school care? This is a priority for our family.
- Not sure I would need more info....
- Too big. As a parent of children that go to Virginia Park, I love the smallness of the school at an elementary level. Every teacher knows every child and the teachers and the principal knows the families as well. This cannot happen in a school this large.
- One level
- Minimal room for growth, small library space, poor gymnasium location (centrally located would be optimal). Location of play equipment for younger children may present obstacles.
- Library far from the washrooms. How long would MR have to be closed? Will those students return?
- The possible lengthy construction period and possible temporary relocation of students.

ADDITIONAL COMMENTS:

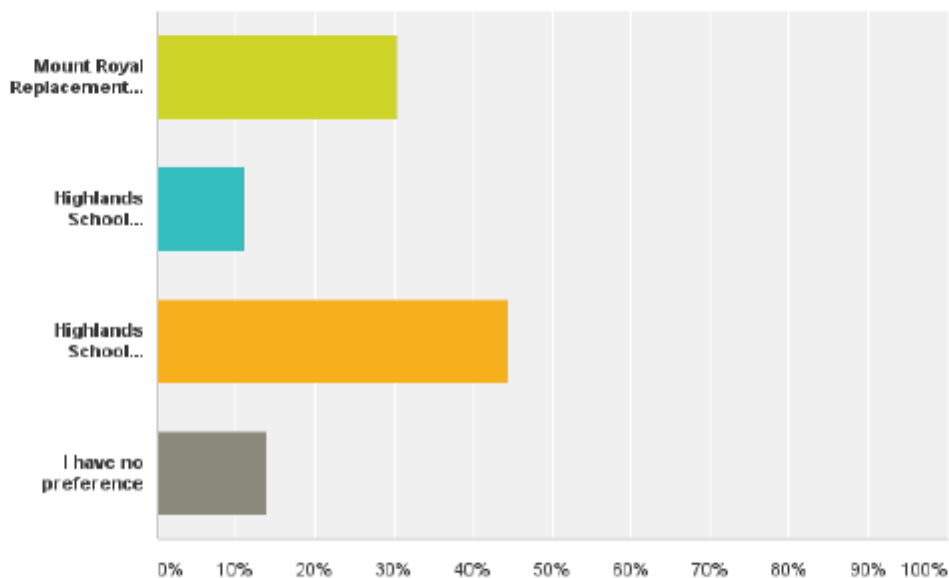
- still feel the best location is on the Highlands School grounds for the school. This property if it did become available for senior housing would be good for the community. Brown stones or some higher end senior or adult housing.
- What is the plan for the Original Highlands Junior High. I do hope it is kept and not demolished. Used for something community-based? Seniors housing?
- If the Highlands location is used, I hesitate to send our kids there, would prefer to look elsewhere. However if a new modern school were developed in the Mount Royal location, I feel that would be a significant opportunity that would work well for nearby families.
- If the footprint is the same as for the current school, will there be enough space for all students in the future?
- We do not want a school consolidation, nor do we want our children attending a k-9.
- Worst concept, do not do this.
- Kids will readily embrace new school over revamp of old school. From an equity standpoint, a new facility parallels the advantage enjoyed by newer communities who have the advantage of recently built, technology current buildings
- I don't see a music room on the floor plan. I would assume if there are art rooms there will be a music

room.

- What is the front of the building? Need to know avenues, confused by what direction I am seeing? Front/back? Where are the main doors? Will they all share one gym? Where is the music room?
- If I had to lose a school in the area of rather keep highlands
- Being that i am looking at this school from a Jr High perspective and my kids will not ever go here for elementary, I am not as adverse to the size for Jr. high.
- It's not central to the area where you are thinking of removing schools.

Q12 Which concept do you prefer?

Answered: 36 Skipped: 36



Other General Comments:

- Again... Thank You to those who have put this all together from the persons who did the designs, administrative staff who participated in the sessions and development of the plans, community members who participated in the sessions. The presentations were clear and concise. I look forward to hearing how it all comes out in the final presentation and hopefully see something concrete happen in the next few years.
- If the MR concept wins out, what will be the plan for Highlands Junior High? Please don't tear it down.
- During the presentation on 24 February 2015 it was suggested that there are less children in the GHA than before. This ignores the number of young families that have been moving into the neighbourhood. I resent developers that promise schools in new neighbourhoods. I realize that this is not only beyond the scope of this survey, but also the school board. Education taxes are collected through property taxes. Distribution of funding by the province is more equitable, but there should be more coordination between school boards and urban planners. Let alone that there should only be public school boards.
- I prefer either Highlands concept IF the community wants it. I live in the area myself and went to both

Mount Royal and Highlands as a child. I would like elementary and Jr. High Schools to stay separate but support what the majority. I think all concepts require an outdoor classroom, and more garden and garden and natural play opportunities.

- Please save Highlands school! I love either of the Highlands School Modernization Concepts 1 or 2
- This is the best for the kids and puts them on par with schools in the newer areas and in the Beverly area. Listen to the Montrose parents as well and find a way to get their voices heard. They have been so neglected in favor of their affluent neighbors in highlands who are more organized, have the time and are politically astute. Financially the Mount Royal replacement makes the most sense long term as there will be less maintenance issues and less worry about creating another eyesore to replace the 1954 highlands addition (basically repeating the same mistake made before). Paint and other other cosmetic upgrades on an old beat up school don't cut it. Our kids deserve better.
- It's hard to tell from the renderings what the exteriors of the schools will look like. Many windows & an accessibility of nature & green space into the classrooms is important. It would also be a let if the original Highlands school would remain intact, including the stylized facade. Also, how much thought has been given to the number of students who may be accessing the school over time? Is there room for population growth given the gentrification in the areas? And it really doesn't look lol washroom space has been well thought out, but it's hard to tell from the drawings.
- Highlands site is too small to support such a massive addition of students, busses, daycare, traffic.
- From the designs I've seen the new school at Mount Royal is my preference. I thought I would LOVE the Highlands Modernization but from the designs I've seen the historical aspects of the school are covered up and the additions are not as efficient as a new school would be.
- Let's revisit "open to below"not with kids running around.
- I truly hope that Highlands is selected. It provides the required space for arts core and will save an important part of our educational heritage buildings - which are very important, our history is important (young people need to know that history and heritage is important and is valued in our society). Highlands has a large number of heritage and historical resources. This site also offers great opportunity to partner and collaborate with the Highlands Community League which is adjacent to the school.
- I don't think the focus should be put on the aesthetic design of the school buildings. The following are all more important:
 - Capacity- There should not be a net decrease in the number of learning spaces in the replacement school compared to the schools that would close. Contrary to the statistics presented, there appears to be a large increase in the number of young children in Highlands, as well as young couples moving in. It would be a shame to reduce the number of spaces, only to face the challenges of overcrowding seen in the suburbs, especially with infill housing becoming more prevalent. I understand that families have fewer children than in the 1950's, but there have already been school closures in this area.
 - Longevity- It's a shame that a 60 year old building is considered to be beyond its lifespan. If this is indeed the case, a new school should be built to last much longer than that.
 - Location- Highlands would appear to be the most central location in the Highlands neighborhood. However, this would leave a large space to the nearest school in the east (it appears that many children come to Mount Royal from that direction), yet Virginia Park would be close by. In this case, Mount Royal may be the best site, increasing the boundaries of Virginia Park School so that it is more of a neighborhood school. Location for ease of transportation may not be a cost considered in the operation of the school, but it is very important for families. I think looking at the map and ensuring even spacing of schools is important.
 - School Makeup- I believe that many parents would have concerns about a K-9 school. I think that it would be preferable to amalgamate the 3 elementary schools in the neighborhood with a separate junior high.
 - Efficiency- If Edmonton Public Schools is pursuing this model to save costs and improve efficiency, I think it would make sense to go all the way and include Virginia Park in the amalgamation. To say that the province offered the money for a 3:1 amalgamation and that's thus the model that needs to be followed is short-sighted and inflexible. Virginia Park is also an old school. It may have had good enrollment in the past, but that may not be the case in the future.
 - Also, if this decision is being made primarily about money and numbers, then the choice should be made considering which concept is the most cost-effective, providing that the school is built with quality.
 - Programming- I like the arts core programming offered in the neighborhood, but it appears to have been

introduced to capitalize on the good enrollment at Virginia Park. If Virginia Park is not being included in this process, I think that a new school should have its own identity and be open for more of a variety of programming e.g. languages.

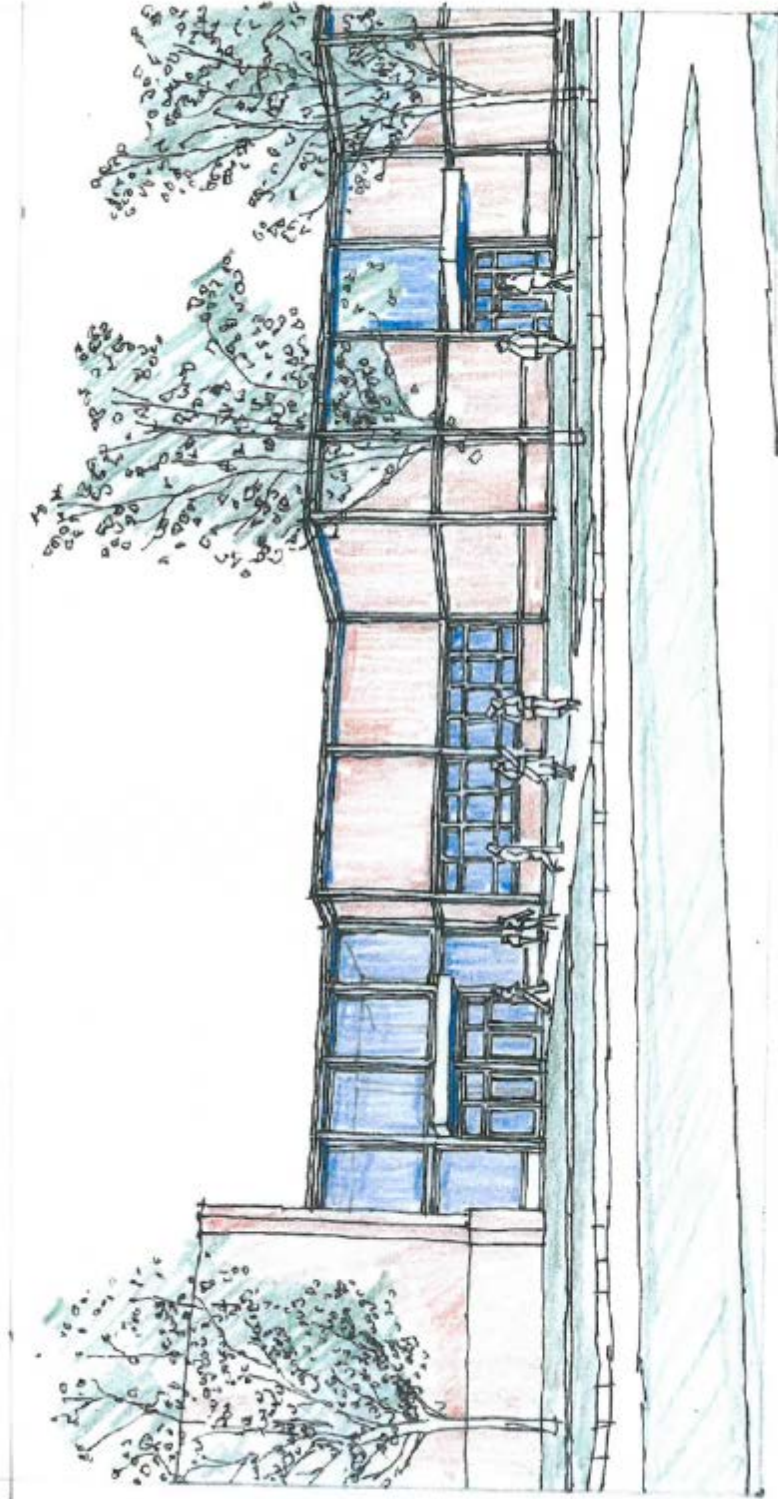
- Leave our neighbourhood alone.
- Save highlands and modernize
- Highlands Concept # 2 is the best solution as it keeps the original Highlands School intact and not crowded by new construction on both sides. The new addition is located to the rear of the original school making it compatible, distinguishable and subordinate to the beautiful historic Highlands School.
- I need more information before I can answer Question 12 but needed to put an answer to submit the survey. I need more info on the use of space at Highlands. Where are the lower grades compared upper grades? Are there art, music and drama rooms in the Highlands concept? Are there playgrounds in both? Will Mount Royal mean relocation of students currently there for a few years?
- I think the second one give us more green space.
- I appreciate that this amalgamation project is being done to modernize my children's school. It is important to me that my children continue to be in an Arts Core school so I also appreciate that the new schools will be Arts Core. I also like it that they would continue to be in the same school when one is in junior high and one is in elementary. Then my younger child will no longer have to attend out-of-school care because the older one can take care of him before and after school.

Highlands School Modernization Concept 2



- Modernization and addition*
- Create a K-9 Arts Program School at Highlands School site
- Consolidate students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 school
- Close Mount Royal and Montrose schools
- Demolish both the 1954 addition and free-standing annex
 - Phased construction may be considered; however, temporary relocation of students during construction may be necessary

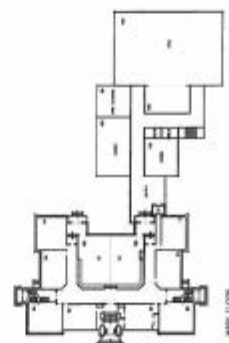
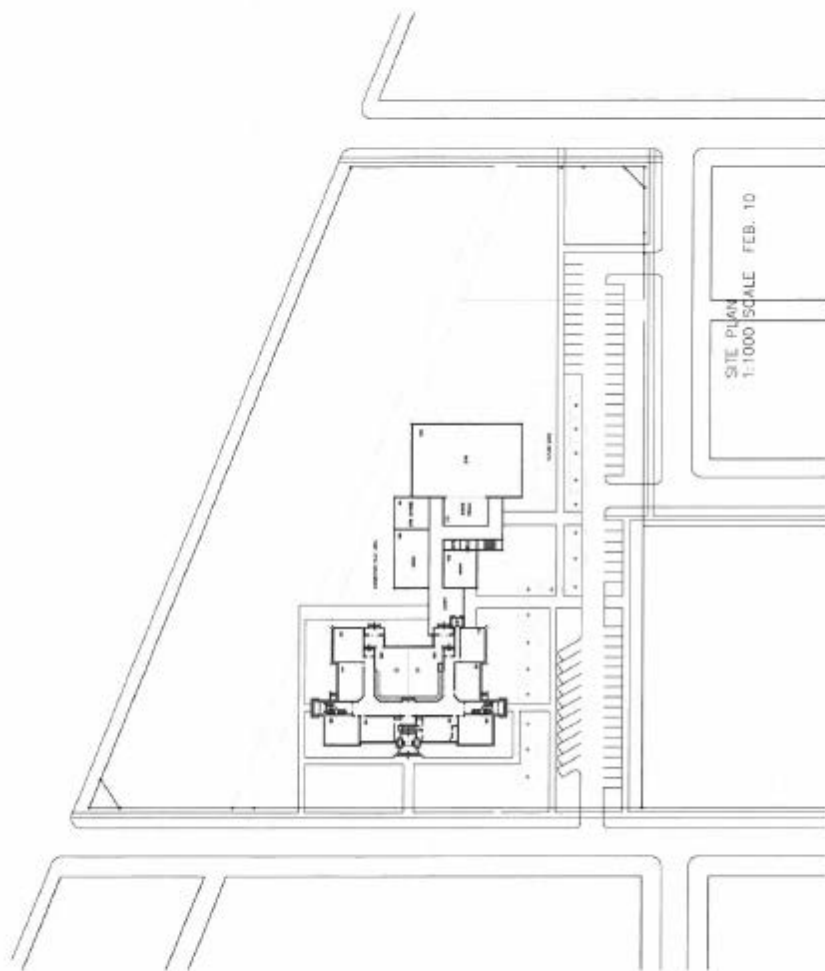
*All designs are at the conceptual stage; this project is currently unfunded. Detailed design work would begin once funding was announced and a budget determined.



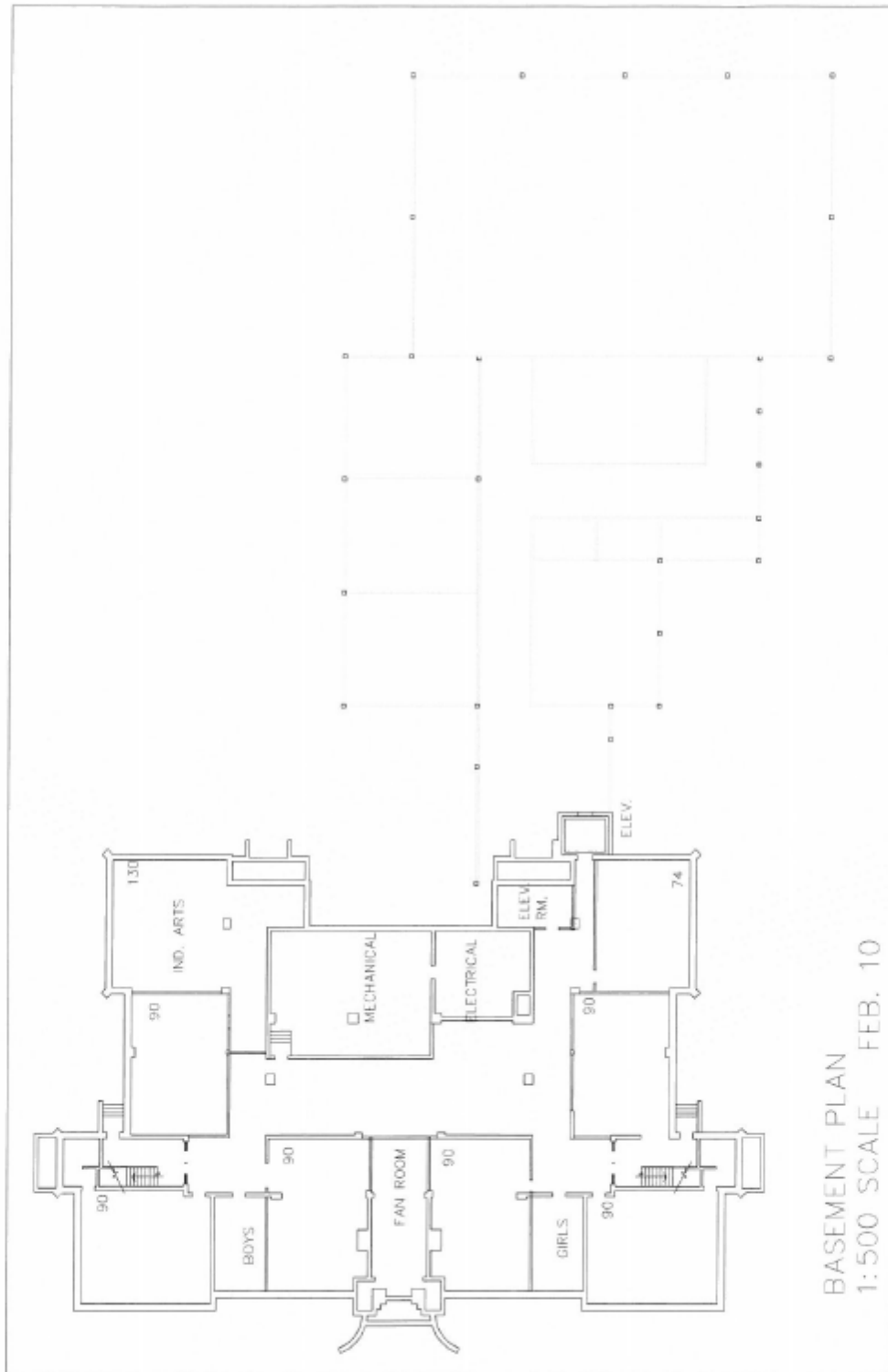


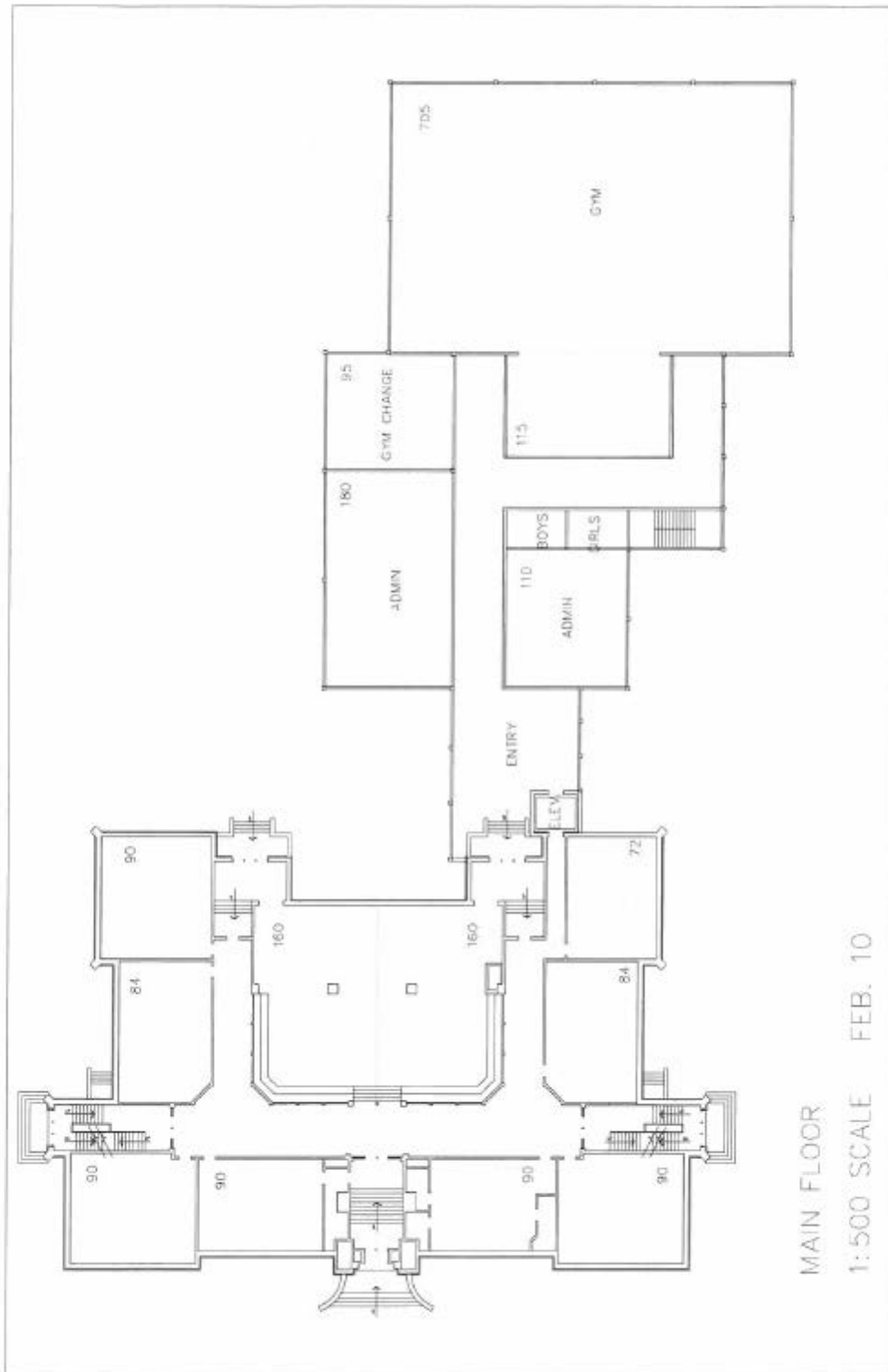


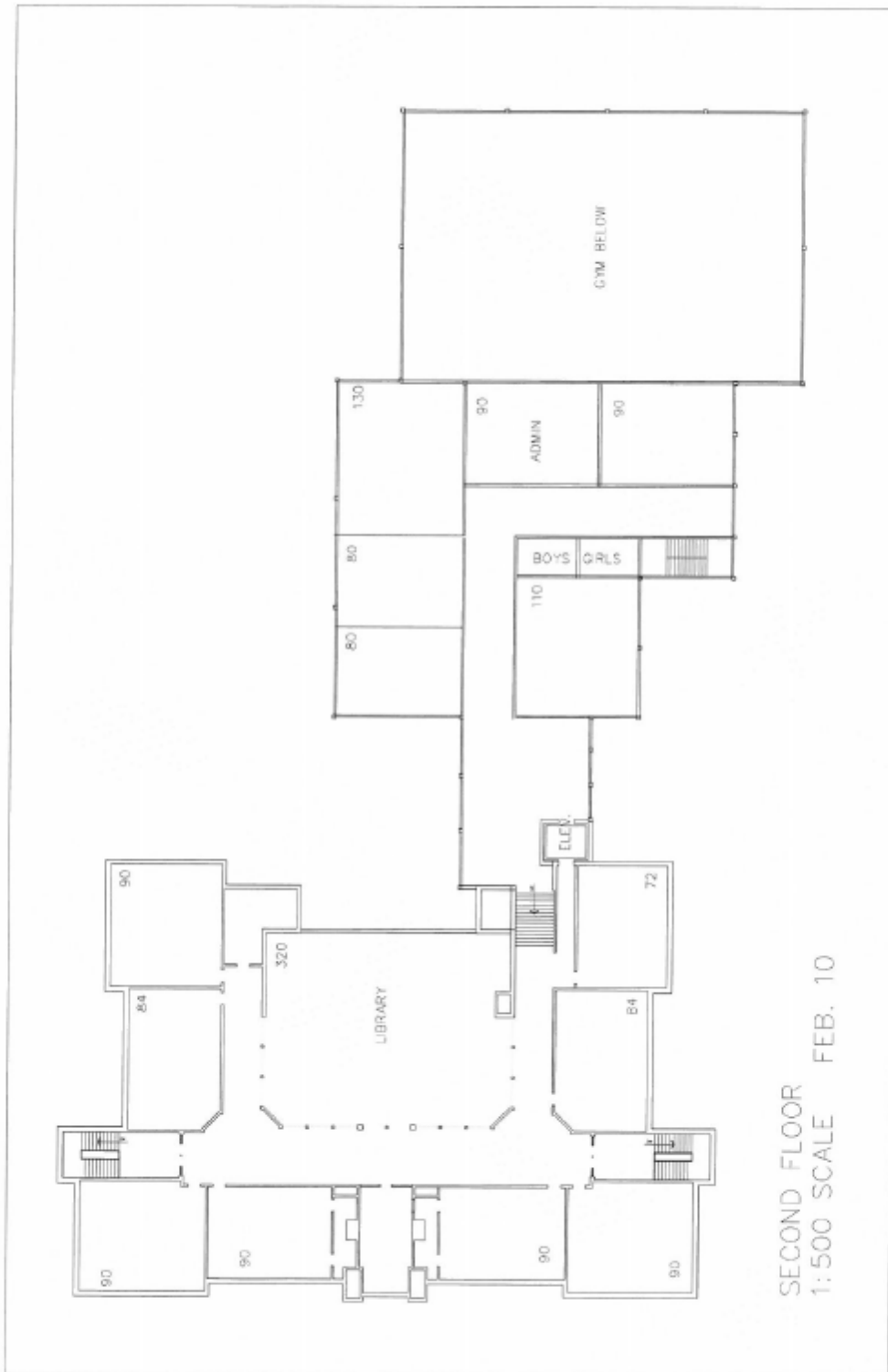
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Highlands School Modernization Concept 2 - 4/7







ALBERTA
EDUCATION*Office of the Minister*

JUL 31 2015

AR90134

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

Dear Mr. Janz:

Thank you for your June 26, 2015 letter following up on our June 19, 2015 meeting, where you outlined your public consultation process regarding potential options for schools in the Greater Highlands area.

I appreciate receiving the documentation outlining the extensive consultation process with the school communities from Montrose, Mount Royal and Highlands related to a possible consolidation of students into a modernized Highlands School. The letter and the attached background information indicate that through engagement with the community, Edmonton Public Schools' administration has received strong community support for the proposed Highlands School Concept 2. I note that Edmonton Public's current highest capital priority is a request for either a replacement school or a modernization and addition to the existing Highlands School, pending a decision by the board of trustees. When the board of trustees formally approves a preferred approach and revision to your three-year capital plan, please ensure that you notify me and Honourable Brian Mason, Minister of Infrastructure.

I understand you intend to ask for an exemption from Sections 4 to 7 of the *Closure of Schools Regulation* (238/97), pursuant to Section 1.2(2), if funding is provided by the provincial government for a modernized Kindergarten to Grade 9 Highlands School. As you are aware, the 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." I look forward to receiving your request for this exemption related to the closure of Montrose and Mount Royal schools based on the consultations you have undertaken since April 2014 and any subsequent school community, general public and other relevant stakeholder engagements at the time any funding is announced.

I wish your school board the best as you continue with school capital planning in the Greater Highlands area.

Sincerely,

David Eggen
Minister

cc: Honourable Brian Mason, Minister of Infrastructure
228 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010 Fax 780-427-5018

Printed on recycled paper

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johnner, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee Chair

SUBJECT: First Reading, Board Policy HG.BP Student Behaviour and Conduct

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Laurie Barnstable, Marnie Beaudoin, Gail Haydey, Nancy Petersen

REFERENCE: [HG.BP Student Behaviour and Conduct Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting draft Board Policy HG.BP Student Behaviour and Conduct for first reading.

BACKGROUND

- Amendments to the *School Act* contained within Bill 10 came into effect on June 1, 2015. Among other changes, the amended *School Act* places new responsibilities on school boards, parents, and students for ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- HG.BP Student Behaviour and Conduct (Attachment I) is one of the Board policies that is part of a comprehensive set of policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.
- The Policy Review Committee has reviewed the draft Board Policy HG.BP Student Behaviour and Conduct and is ready to bring it forward for first reading.

RELATED FACTS

Revisions to Board Policy HG.BP Student Behaviour and Conduct include:

- Ensuring alignment to section 45.1 of the *School Act*; specifically: the establishment of a District code of conduct which articulates expectations for student conduct, addresses bullying behaviour and consequences for inappropriate conduct. These consequences must take into consideration the context of the student and situation, and ensure supports are provided to the student(s) impacted by inappropriate behaviour and the students who engage in the inappropriate behaviour.
- Adjusting language use to reflect the Board's vision and intent.
- Aligning to the current policy template through the inclusion of a Purpose, Expectations and Accountability statement.

RECOMMENDATION

- That Board policy HG.BP Student Behaviour and Conduct be introduced.
- That Board policy HG.BP Student Behaviour and Conduct be read for the first time and approved for posting on the District website for stakeholder input.

OPTIONS

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

1. Approve the first reading of policy HG.BP Student Behaviour and Conduct at the June 6, 2017 Board meeting and move the policy to the stakeholder input phase.
2. Decline to approve the policy HG.BP Student Behaviour and Conduct and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- The current policy HG.BP Student Behaviour and Conduct requires revisions to ensure compliance with amendments to the *School Act*.
- The scheduled review year for policy HG.BP Student Behaviour and Conduct was 2016. Revisions for this policy were made subsequent to the approval of Board policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.

NEXT STEPS

- September 12, 2017 public Board meeting - A recommendation report requesting second, and third and final reading of policy HG.BP Behaviour and Conduct
- Once approved, policy HG.BP Behaviour and Conduct will be communicated through the District's communication channels.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HG.BP Behaviour and Conduct

MB:mb

CODE: HG.BP

TOPIC: Student Behaviour and Conduct

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe, and healthy learning and working environment throughout the District.

To establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

To establish expectations for student behaviour and conduct, and address consequences and protocols for responding to unacceptable behaviour in accordance with the *Alberta School Act*.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Bullying**
- **Conflict in relationship**
- **Academic Integrity**

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, inclusive, safe, and healthy learning environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice, and demonstrate strong personal and interpersonal character traits and to contribute to the development of caring and productive learning environments.

Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act*, and the *School Act*. As a fundamental principle and as a matter of public policy, The Board believes that all students have the right to learn in settings that promote equality of opportunity, dignity, and respect without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

- Students have the right to be treated with dignity, respect, and fairness by other students and staff.

- Students shall be provided with a learning environment that is free from physical, emotional, and social abuse.
- Students and parents shall be informed of the Board's and school's expectations for student behaviour within the school, the school grounds, and during school activities.
- In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.

B. STUDENT BEHAVIOUR AND CONDUCT

- The Board expects that students behave in accordance with Section 12 of the *School Act* which states that a student shall conduct himself or herself so as to reasonably comply with the following Code of Conduct:
 - Be diligent in pursuing the student's studies.
 - Attend school regularly and punctually.
 - Co-operate fully with everyone authorized by the Board to provide education programs and other services.
 - Comply with the rules of the school.
 - Account to the student's teachers for the student's conduct.
 - Respect the rights of others.
 - Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school; whether or not it occurs within the school building, during the school day or by electronic means.
 - Positively contribute to the student's school and community.
- Furthermore, students are expected to:
 - Resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Parameters for addressing conflict between students may include counselling, mediation, or forms of restorative practice.
 - Demonstrate digital citizenship through the appropriate and ethical use of school and personal technology.
 - Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

- Students are accountable for their behaviour toward other students whether or not it occurs on school property or within the school day. Where that behaviour spills into the school environment and threatens the safety of others or disrupts the learning environment, there may be consequences for the behaviour.
- Examples of unacceptable behaviour include but are not limited to:
 - Behaviours that interfere with the learning of others and/or the school environment.
 - Behaviours that create unsafe conditions.
 - Acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means.
 - Physical violence.

- Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
- Any illegal activity such as:
 - Possession, use, or distribution of illegal or restricted substances.
 - Possession or use of a weapon.
 - Possession, use, display, or distribution of offensive messages, videos or images.
 - Theft or possession of stolen property.

D. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

- Unacceptable behaviour may be grounds for disciplinary action, and provides an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.
- Consequences for unacceptable behaviour must take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student are taken into account when determining appropriate responses to misbehaviour.
- The consequences for unacceptable behaviour may include, but are not limited to:
 - Assignment of a student to an alternate supervised location, when behaviour is disruptive, disrespectful, or destructive.
 - Short term removal of privileges.
 - Interventions such as positive behaviour supports, contracts, counselling, restorative practices.
 - Replacement or retribution for loss of or damage to property.
 - In-school or out-of-school suspension.
 - Recommendation for expulsion.
 - Referral to police.

While this policy addresses consequences for inappropriate behaviour, support shall be provided to students impacted by inappropriate behaviours as well as to those students who engage in the inappropriate behaviour.

ACCOUNTABILITY

The Superintendent of Schools shall be responsible for ensuring the implementation of this policy through appropriate regulations and communication with District staff. Furthermore, the Superintendent shall provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report.

This policy will be made available to all staff of the Board as well as District students and parents and will be reviewed every year by the Board's Policy Review Committee.

REFERENCES

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning Environments
 AD.BP - District Vision, Mission, Values, and Priorities
 AEBB.BP - Wellness of Students and Staff
 DKB.AR - Appropriate Use of District Technology

FA.BP - Human Resources Framework
FBCA.AR - Respectful Working Environments
FBEB.AR - Workplace Violence
HED.BP - Student Attendance
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
HG.AR - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
Glossary of Terms
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
School Act s. 1(1)(b.1), 12, 16, 24, 25, 45.1

DATE: June 6, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Nancy Petersen, Acting Executive Director, Governance and Strategic Support Services

RESOURCE STAFF: Janice Aubry, Laurie Houston, Bob Morter, Ania Ossowska

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

ISSUE

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

BACKGROUND

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

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

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

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

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

- are aligned with the elements of the *Ministerial Order on Student Learning* (#001/2013)

- contain a rationale, philosophy, and general and specific learning outcomes aligned with the provincial requirements and standards
- contain updated, current content

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

RELATED FACTS

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

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 2021:

- Advanced Governance and Public Policy 15-25-35 (5 credit)
- Audio 15-25-35 (3 credit)
- Aviation 35-3
- Biodynamics 9
- Botany 8
- Braided Journeys 15-25-35 (3 credit)
- English Critical Reading and Writing: Prose 35-5
- Film and Media Art 15-25-35 (3 and 5 credit)

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

Upon approval of this recommendation, the Administration will submit the high school LDCs developed by the District to Alberta Education for approval. If approved, the Administration will make those LDCs available for the 2017-2018 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of LDCs submitted for Approval on June 6, 2017.

ATTACHMENT II Course Completions for Film Studies 15-25-35

LH:ha

Summaries of LDCs Submitted for Approval on June 6, 2017

ADVANCED GOVERNANCE AND PUBLIC POLICY 15-25-35 (5 credit)

This LDC series has been identified through the District LEGACY work as a next step to further build student capacity in governance and public policy.

Advanced Governance and Public Policy 15-25-35 is a new course series which focuses on the development of leadership, the understanding of governance structures within public, private and voluntary sectors, as well as an understanding of public policy issues and societal issues within various communities. Students in Advanced Governance and Public Policy 15-25-35 build confidence, enhance understandings and develop professional standards and values through meaningful youth engagement in public policy debate and the design and implementation of plans to address social issues. Through authentic, hands-on learning and career-related experiences based on student interests, students have the opportunity to develop, apply and reflect on governance learnings.

AUDIO 15-25-35 (3 credit)

Audio 15-25-35 (3 credit) provides students with opportunities to create and collaborate in the expression of ideas, thoughts and feelings through audio production and to develop a repertoire of skills that they can apply into real life situations. Students use various technologies and develop understandings of the audio production industry. Students enrolled in this LDC series develop audio recording techniques, post-production mixing skills and the ability to connect these techniques and skills to the benchmarks that exist in the history of popular music. Audio 15-25-35 (3 credit) provides opportunities for students to explore possible career interests and pathways that could capitalize on their knowledge, skills and abilities in artistic expression.

AVIATION 35-3

Aviation 35 is a 3 credit course developed by Chinook's Edge School Division. Aviation 35-3 is intended to inspire and motivate students toward a career in aviation. As well, it will provide the opportunity for students to develop the skills necessary to succeed in the aviation field. Students will work with real-world curricula, and will be required to think critically, conceptualize and apply the knowledge they gain.

BIODYNAMICS 9

Biodynamics 9 provides students with opportunities to deepen their understanding of biological principles related to ocean and wetlands ecosystems, and further develop their laboratory skills beyond the scope of the junior high science curriculum. In Biodynamics 9, the focus is on students gaining knowledge and understanding through the experience of applying scientific practices in laboratory settings, field settings and interaction with others. The aim of Biodynamics 9 is for students to become confident, independent problem-solvers who use critical thinking to analyze and evaluate experimental design.

BOTANY 8

Botany 8 provides students with opportunities to augment their understanding of biological principles related to the field of botany, while further developing their laboratory skills beyond the scope of the junior high science curriculum. Botany 8 focuses on students gaining knowledge and understanding through the experience of applying scientific practices in laboratory studies, field settings and interaction with others. In Botany 8, the explorative and experimental process encourages students to engage critically and analytically and connect their classroom studies with the world that surrounds them.

BRAIDED JOURNEYS 15-25-35 (3 credit)

Braided Journeys 15-25-35 is a 3 credit course series developed by Edmonton Catholic Schools. It is intended to support First Nations, Métis and Inuit youth to become leaders of character, vision and action. First Nations, Métis and Inuit youth are provided with multi-component, culturally-based programs that challenge their creativity, build on their skill set, and increase their support network. In addition, youth have the opportunity to develop citizenship skills, thus enhancing self-esteem and confidence. Participants also gain skills through a variety of cultural and potential leadership activities.

ENGLISH CRITICAL READING AND WRITING: PROSE 35-5

English Critical Reading and Writing: Prose 35 is a 5 credit course developed by Greater St. Albert Roman Catholic Separate School District. As the outcomes correspond with Norquest's English 1011 course, it has the potential to become part of the District's dual credit opportunities.

This course assists students to develop critical reading, writing and thinking skills while studying a range of literary prose beyond the regular English language arts curriculum. It offers a diverse selection of novels, short stories, essays, creative non-fiction and films. Texts selected will be representative of different historical periods and cultural contexts and authors of different ethnicities and genders. This course provides enhanced opportunities for students to expand their existing knowledge and skills of making meaning from texts to better prepare for entry into first-year post-secondary English. The emphasis on student learning encourages students to be motivated, resourceful and self-reliant.

FILM AND MEDIA ART 15-25-35 (3 and 5 credit)--Replaces Film Studies 15-25-35

Film and Media Art 15-25-35 is a 3 and 5 credit course series developed by Calgary Board of Education. Its predecessor, Film Studies 15-25-35, has consistently had high enrolment at multiple school sites in Edmonton Public Schools. Enrolment data is provided in Attachment II. Film and Media Art is the exploration of film and media arts as an artistic form of expression. This course provides an open and active structure for learning and invites students to engage with ideas, colleagues and audiences through film and media art.

**Course Completions for Film Studies 15-25-35
May 15, 2017**

School Year	Course School Name	Film Studies 15	Film Studies 25	Film Studies 35	School Total
2011-2012	Academy King Edward	8			8
	Eastglen	32	1		33
	J. Percy Page	24	2	1	27
	Jasper Place	56	11	8	75
	Lillian Osborne	40	20	13	73
	Victoria	19	10	4	33
	W. P. Wagner	28			28
2011-2012 Total		207	44	26	277
2012-2013	amiskwaciy Academy	15	1		16
	Eastglen	17	3		20
	J. Percy Page	22	8	7	37
	Jasper Place	24	21	3	48
	Lillian Osborne	39	4	9	52
	McNally			28	28
	Victoria	8	3	5	16
2012-2013 Total		125	40	52	217
2013-2014	amiskwaciy Academy	13	3		16
	Centre High	32			32
	Jasper Place	29	8	6	43
	Lillian Osborne	25	5	4	34
	McNally			34	34
	Victoria	56	5	7	68
2013-2014 Total		155	21	51	227
2014-2015	amiskwaciy Academy	3	1	2	6
	Centre High	17			17
	Jasper Place	62	11	3	76
	Lillian Osborne	31	5	3	39
	McNally			17	17
	Ross Sheppard	26	8	1	35
	Victoria	66	32	5	103
2014-2015 Total		205	57	31	293
2015-2016	Jasper Place	62	19	10	91
	Lillian Osborne	34	4	9	47
	McNally			18	18
	Ross Sheppard	36	8	5	49
	Victoria	69	18	20	107
2015-2016 Total		201	49	62	312

2016-2017 In Progress	Jasper Place	60	37	18	115
	Lillian Osborne	34	20	1	55
	Queen Elizabeth	26			26
	Ross Sheppard	49	11	6	66
	Victoria	66	25	8	99
2016-2017 Total in Progress		235	93	33	361

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Cheryl Johner

SUBJECT: Motion re: Sharing Nutrition Pilot Evaluation Results

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the April 25, 2017, Board meeting.

BACKGROUND

The District has two schools in the Albert Education School Nutrition Pilot - Norwood and Inglewood Schools. The District is working in partnership with E4C for the delivery of the pilot.

At Norwood School, the pilot is focused on school lunch. Inglewood's model is a breakfast or morning snack.

The programs at both schools are using a fresh food approach and are designed to build student capacity in the area of healthy eating. Both programs strive to address the immediate need of student hunger and also build capacity in students for their own future food security.

To help inform best practice in delivering a school nutrition program, the District has contracted Dr. Gita Sharma, a renowned researcher in the area of nutrition at the University of Alberta, to evaluate the work happening at Norwood and Inglewood Schools.

The District recognizes that the need for school-based nutrition support exists in many schools, as one in six children in Edmonton live in poverty. Therefore, it is important that the pilot serves to inform school nutrition practices for both the District and Alberta Education.

We also know that the learning from our two pilot schools and Dr. Sharma's evaluation would be of great value to schools across the province.

RECOMMENDATION

That Edmonton Public Schools share the findings from Dr. Sharma's evaluation with Alberta Education and that the Board of Trustees advocate to Alberta Education in support of ensuring a robust evaluation component in Phase 2 of the provincial nutrition pilot.

NEXT STEPS

Should the Board of Trustees approve the recommendation, a letter will be sent to Alberta Education in support of ensuring a robust evaluation component in Phase 2 of the provincial nutrition pilot.

Additionally, the letter will advise the Minister that the findings of Dr. Sharma's evaluation with Alberta Education could inform future provincial funding of school nutrition programming, and could inform new curriculum development.

CJ:km

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Cheryl Johner

SUBJECT: Motion re: Joining the Public School Boards' Association of Alberta

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the May 9, 2017, Board meeting.

BACKGROUND

Edmonton Public Schools values collaboration, the sharing of resources and expertise, and continuous learning. The Public School Boards' Association of Alberta brings together Public School Boards from across the province to advocate around common issues, share best practices, network and participate in professional development. Our District could benefit by listening and having a voice at these provincial-level conversations, having Trustees and students participate in the educational sessions offered, and deepening connections with other Public School Boards. As the second largest Public School District in the province, we also have a lot of resources and expertise we could offer to the Association.

RECOMMENDATION

That Edmonton Public School Board become a member of the Public School Boards' Association of Alberta.

NEXT STEPS

Should the Board of Trustees approve the recommendation, an application for membership will be submitted to the Public School Boards' Association of Alberta.

CJ:km

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Bridget Stirling

SUBJECT: Motion re: Treaty 6 Flags

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the April 25, 2017, Board meeting.

BACKGROUND

The District has explored the opportunity to display the Treaty 6 and Métis flags at the Centre for Education. The Centre for Education represents the values and beliefs of the District. The flags being displayed outdoors at the Centre for Education would be symbolic of all District schools and facilities. To move forward with this initiative consideration must be given to the following:

- The District will be able to use its current flag supplier to purchase outdoor quality flags; the cost of the Treaty 6 flag is approximately \$65 and the Métis flag is approximately \$40 per flag.
- Government of Canada's *Rules for flying the National Flag of Canada* state that the Canada flag must be the only flag flown on a flag pole. To support flying both the Treaty 6 and the Métis flag outdoors at the Centre for Education, the District will need to install two additional flag poles.
- When raising the Treaty 6 and Métis flags for the first time or permanently removing them from an outdoor flag pole it is appropriate to mark this event with a cultural ceremony.
- The flag raising ceremony at the Centre for Education would also support any school displaying the Treaty 6 or Métis flags internally on an indoor flagpole or inside a display case.
- The outdoor flags can be lowered to half-mast without cultural ceremony.
- The Centre for Education typically replaces outdoor flags due to fading and weathering on a regular maintenance schedule. It is anticipated that the Treaty 6 and Métis flags would require replacement on an annual basis. They can be changed out for new flags without cultural ceremony and staff from First Nations, Métis and Inuit Education would assist with proper disposal of the weathered flags.
- A policy should be developed to support the appropriate use of the Treaty 6 and Métis flags in schools to offer guidance on how to display the flags appropriately following the necessary protocols and ceremonies.

RECOMMENDATIONS

That the Board of Trustees recognizes our relationship with Treaty 6 and Métis people by flying both the Treaty 6 and Métis flags outdoors at the Centre for Education.

That the Board of Trustees purchase both the Treaty 6 and Métis flags to be provided as a gift to all District schools and other District sites to display in recognition of our relationships with Treaty people.

NEXT STEPS

Staff from Building Operations will work with the First Nations, Métis, and Inuit Education unit to facilitate all work required to support the flying of the Treaty 6 and Métis flags at the Centre for Education, this will include planning the cultural ceremony to mark the flying of the two flags.

The First Nations, Métis, and Inuit Education unit will facilitate the purchasing of the Treaty 6 and Métis flags for all District schools and prepare an information package to support the schools in the appropriate displaying of these flags indoors. The distribution of flags to schools will correspond with the installation and cultural recognition of the flags at the Centre for Education.

BS:km

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Third Party Panel Study of Operational Services of School Jurisdictions

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the May 23, 2017, Board meeting.

BACKGROUND

The recommendation contemplates convening a blue ribbon panel with third party input of education and business experts to study efficiencies in operational services of school jurisdictions across the province in all educational spending to ensure that resources provided to the classroom are maximized and front line staff are protected.

The costs identified with this initiative would be covered by the board initiative fund and an initial estimate is \$10,000.

Rationale:

Education is the second largest provincial expenditure next to health care. The majority of that funding is allocated to 61 different school boards overlapping across Alberta. This motion provides an opportunity for our board to reaffirm the message to the provincial government and all other school jurisdictions that we are open for business and we are looking to collaborate.

The first step would be studying the issue—let's find ways to save money and bring experts together to shake the collective school piggy bank. If we can pool resources together to increase our purchasing power and find efficiencies in operational services, we could not only save money but improve the educational experience for our students.

The second step would depend on the outcomes highlighted in the report, but it could involve greater partnerships between school districts, one-off initiatives, or outcomes yet to be contemplated.

Minister Eggen recently said, "[I've been pushing hard for school boards to co-operate in regards to transportation and procurement, even physical buildings.](#)"

At the Edmonton Public Audit committee, the addition of external auditors has added great value to our board internal processes. It is helpful to have an external set of eyes review processes, ask questions and share ideas.

In our own District, one area I've been impressed with is the economies of scale that we can apply to 205 schools. Our Finance and Central staff team have been looking at various processes to make sure that we are always putting our core mandate first: education. For example, at Edmonton Public, shared purchasing of Chrome Books saved 25%. Shared waste management collection saved resources as

well. The contemplation of bulk purchasing graphing calculators for high school students through our District purchasing is another of the additional ideas that we could showcase. As a large district, we can take advantage of economies of scale and save dollars for all students.

Another example of collaboration that comes to mind is the shared transportation initiative with Edmonton Catholic Schools; the Edmonton Student Transportation Authority could save \$2.5 million and result in efficiencies annually.

Findings from our blue ribbon panel would be shared with other school districts and government funders. Millions could be redirected every single year back to classrooms across Alberta, school fees eliminated, and much more.

Here are just a few Ideas that could be explored:

- Technology purchasing
- Software licensing - investigate provincial or geographic software licenses and shared hardware for enterprise systems that can be used by a number of jurisdictions
- Regional student transportation departments
- Common purchasing arrangements - economies of scale across regions
- Infrastructure
- The sharing of business services (e.g., payroll, infrastructure project management, transportation, etc.)

RECOMMENDATION

- 1. That the Edmonton Public School Board initiates a blue ribbon, third party panel to study efficiencies in operational services of school jurisdictions across the province in all education spending to ensure that resources provided to the classroom are maximized and front line staff are protected.**
- 2. The Edmonton Public School Board allocates \$10,000 from the Board initiative fund to cover meeting expenses and incidentals of the panel.**

NEXT STEPS

If approved, this initiative would be delegated to the Board Audit Committee to determine logistics. The timeline could focus on specific areas and would be coordinated with input by our administration.

The outcomes identified would be brought forward to a future public Board meeting and shared with the provincial government.

MJ:mj

DATE: June 6, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Human Sexuality Education and Voluntary Student Organizations
(Response to Request for Information #212)

ORIGINATOR: Leona Morrison, Managing Director, Inclusive Learning

**RESOURCE
STAFF:** Lisa Austin, Marlene Hanson

REFERENCES: March 21, 2017 Board meeting (Trustee Chubb)
[School Act](#)
[AEBB.BP Wellness of Students and Staff](#)
[HFA.BP Sexual Orientation and Gender Identity](#)
[HFA.AR Sexual Orientation and Gender Identity](#)
[GI.AR Teaching and Learning Resources](#)

ISSUE

The following information was requested:

That the Administration provide policy, regulation or legislation that are in place to assure parents and that materials provided to students in matters of human sexuality education and any school-sanctioned clubs are in place to ensure that our District's standards are met.

Also, provide the mechanisms and/or processes that are in place to ensure that policy, regulation or legislation are being followed.

BACKGROUND

On June 1, 2015, Alberta's amended *School Act*, also known as Bill 10, came into effect. Section 50.1(1) of the *School Act* requires school boards to notify parents where "courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion or human sexuality". School boards must provide parents with the opportunity to exempt their children from instruction that primarily and explicitly involves this subject matter. According to the *School Act*, this does not apply to incidental or indirect references to these areas. (*School Act*, Section 50.1 (1-3)).

Secondly, Section 16.1(1) of the *School Act* provides the law permitting students to "establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging." Further, the law requires that a staff member facilitate the establishment of the organization or activity, and supervise its ongoing operation. The *School Act* states that "if there is no adult available to serve as a staff liaison, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school." All principals in Edmonton Public Schools are certified teachers, and as such, any designated facilitator of a student club in a school is under the supervision of a certified teacher.

The selection of all teaching and learning resources used in the school is guided by Administrative Regulation [GI.AR Teaching and Learning Resources](#) with criteria requiring that resources be consistent with and be appropriate for the respective programs of study, the program's instructional philosophy, and for the age, social and emotional development and learning style of the students for whom the materials are selected.

CURRENT SITUATION

In our commitment to providing high quality learning and working environments that are welcoming, inclusive, safe and healthy (Strategic Plan Priority 2: Goal One), Edmonton Public Schools strives to assure parents and the community that the teaching of human sexuality education, and the establishment of voluntary student organizations, such as Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs) are guided by legislation, board policy and administrative regulations, and professional responsibility.

It is important to note that human sexuality education and the establishment of voluntary student organizations, such as GSAs or QSAs, reside independent of each other, in legislation, in board policy, and in content.

Human Sexuality Education: Teachers in Edmonton Public Schools are required to follow the Alberta Education program of studies for the teaching of sexual health education. Lessons about human sexuality begin in Grade 4, and are found in the Wellness Choices section of the [Health and Life Skills Curriculum](#). Both the Health and Life Skills Program of Studies and the [Senior High Career and Life Management Program of Studies \(CALM\)](#) guide teachers in teaching outcomes that focus on wellness, personal, relationship, life learning, career and life, and resource choices. Curriculum related to the teaching of sexual health education does not currently include any outcomes directly related to sexual orientation and gender identity.

Edmonton Public Schools' public website includes a [Parents' Guide to Teaching Sexual Health](#) page which provides parents with an overview of the curricular outcomes related to sexual health at each grade level, the role of the parent in supporting the teaching of sexual health or in requesting exemption for their child, and links to the [Teaching Sexual Health website](#) of Alberta Health Services. This comprehensive website was developed by Alberta educators and health professionals, to provide up-to-date, evidence-based information and strategies for teachers and educators teaching the human sexuality components of the Alberta Health and Life Skills, and CALM Program of Study, as well as resources to help parents in talking with their children about human sexuality topics. The website also provides foundational health information for teachers and parents, support for managing sensitive topics such as disclosures, links to resources and lesson plans on topics in the curriculum; lessons on emerging topics that are not explicitly covered in the current Program of Study, related to student safety, including giving consent (Grades 9–12); and resources for parents to help their children stay safe from cyberbullying, homophobic bullying, and other forms of bullying.

For students of all ages, sexual health education must be science-based and free of bias; honour self-worth and dignity; be inclusive of personal, family and social values; respect individual differences; provide a supportive environment for students to learn and ask questions; and use age-appropriate teaching methods and materials.

Voluntary Student Organizations: Voluntary student organizations, such as GSAs or QSAs are school-based groups that work to create welcoming, caring, respectful and safe spaces for sexual and gender minority students and their allies in schools. The purpose of a GSA or QSA is for students to meet,

socialize and support one another as they discuss their feelings and experiences related to sexual orientation, gender identity and gender expression. ([Alberta Teacher's Association, GSAs and QSAs in Alberta Schools: A Guide for Teachers](#) p. 17).

As explained in the Alberta Education Bulletin on [Creating Welcoming, Caring, Respectful and Safe Learning Environments](#), (Alberta Education, May 2015), GSAs or QSAs are school-based groups that promote welcoming, caring, respectful, safe and inclusive learning environments for sexual and gender minority students and their allies. GSAs/QSAs are grounded in the principles of promoting:

- equity for sexual and gender minority students
- safe, caring and inclusive spaces for all students
- healthy, respectful relationships to prevent or eliminate bullying and discrimination

The bulletin further explains that GSAs/QSAs are not dating clubs, nor do they promote sexual activity or behaviour. They are about valuing diversity, promoting safety, fostering respect and improving school and peer connectedness.

There are a variety of mechanisms and processes in place to ensure that District standards are met in the teaching of sexual health, as well as in the establishment and operation of GSAs. These include, but are not limited to, the following:

Teachers' Guidelines: The [Teaching Quality Standard in Alberta](#) established under the authority of legislation and policy, guides teachers in their professional judgment, in matters of legislated, moral and ethical frameworks to teach or provide guidance in this subject matter.

Teachers must also adhere to their [Code of Professional Conduct](#), which holds them to a standard "*which maintains the honour and dignity of the profession.*"

Principals' Responsibilities: In their supervisory capacity, principals ensure that District standards and values are met, by communicating legislative and policy updates and expectations within their schools, for the teaching of sexual health. Principals must ensure that the Letter of Notification ([Elementary / Secondary](#)) is sent home for consent to participate in the lessons, and that alternate activities are arranged for students whose parents request that students be [exempted](#) from the lessons.

Central support to schools is provided for the teaching of sexual health education by teacher consultants in the Diversity Education and Comprehensive School Health (CSH) Unit. The District's *Guide for Teaching Sexual Health Education* (updated January 2017) is made available to all teachers, to guide their understanding of District expectations, and for accessing approved community partners, to support the teaching of sexual health outcomes.

Ongoing professional development is provided through in-services, teacher communities of practice, and a CSH Newsletter. In February 2017, a professional learning day that included more than 200 teachers and pre-service teachers was held in partnership with the University of Alberta, Faculty of Education and community partners, who were pre-approved by Alberta Health Services, to support teachers in the teaching of sexual health outcomes.

A further mechanism is provided centrally through the Diversity Education and CSH Unit. A lead teacher network has been established in CSH. Guided by two CSH Consultants, a regular CSH electronic newsletter is distributed, which provides clarity around legislation and policy expectations, highlights events occurring in schools, and provides information about professional development opportunities.

When establishing voluntary student organizations, such as a GSA or QSA, principals contact one of the Edmonton Public Schools' Diversity Education consultants who specialize in Sexual Orientation and Gender Identity (SOGI). Currently, the District has two certified teachers who serve as Diversity Education consultants for SOGI work, employed within the Diversity Education and CSH Unit of Inclusive Learning. During a school consultation, the consultant provides support to the administration and relevant staff, in understanding and implementing legislation, District policy and provincial expectations for establishing and operating a GSA. Other guiding documents include Alberta Education's [Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions](#) (Alberta Education, January 2016)

District standards are communicated through GSA lead teachers as well as each school's designated "Safe Contact." The Safe Contact is a staff member appointed by the principal to voluntarily serve within their school community. The staff member is publicly identified within the school community as a designated Safe Contact resource person. The role of the Safe Contact is to actively listen, consult, engage, advocate for, and support gender diverse students, their families, and school staff, to feel safe, valued respected and included. The safe contact:

- serves as a liaison between the District's Diversity consultants for SOGI and their school community, in supporting implementation of legislation and policy
- models respectful and inclusive language and behaviour which supports the principles of diversity, equity and human rights
- helps sexual and gender minority students and their families to find age-appropriate support and access to nonjudgmental resources
- supports the creation of safe spaces such as GSAs/QSAs and social justice clubs
- provides support to students who are bullied or feel unsafe because of actual or perceived sexual orientation, gender identity or gender expression, or gender diverse family status

All Safe Contacts are required to participate in a three-hour training session provided by the District's Diversity consultants for SOGI. An advanced level of training has been added in the past two years, for all Safe Contacts, related to supporting transgender students.

The consultant is also available to speak to parents during School Council meetings, about the purpose and function of a GSA.

Diversity Education consultants communicate regularly with each other and with the Supervisor of Diversity Education and Comprehensive School Health, about questions and issues emerging in schools.

KEY POINTS

- The topics of human sexuality education and voluntary student organizations, such as GSAs or QSAs, reside independent of each other, in legislation, in policy, and in instructional materials.
- The teaching of human sexuality education and the establishment of voluntary student organizations, such GSAs or QSAs are both guided by legislation, board policy, administrative regulations, and professional duty.
- Central support is provided to schools, in matters related to both human sexuality education and the establishment of GSAs and QSAs, in the form of consultation, professional development, and access to appropriate resources.

MH:mh

DATE: June 6, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Shared Approach to Curriculum Implementation (Response to Request for Information #218)

ORIGINATOR: Nancy Petersen, Acting Executive Director

**RESOURCE
STAFF:** Janice Aubry

REFERENCE: May 9, 2017 Board Meeting (Trustee Gibson)
[Professional Learning Opportunities Booklet 2017-2018](#)

ISSUE

The following information was requested: That Administration provide information on the possibility for any efficiencies and savings from taking a shared approach to curriculum implementation. Specifically:

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

BACKGROUND

- Throughout 2014, Edmonton Public Schools partnered with St. Albert Public Schools and external stakeholders to conduct provincial Curriculum Development Prototyping. That opportunity enabled over 122 District staff to build capacity and preparedness for new curriculum implementation.
- In June 2016, the Minister of Education announced that Alberta's new approach to developing curriculum will span six years and that work will be done simultaneously for six subjects: arts education, language arts (english, french language arts, and français), mathematics, social studies, sciences and wellness. The targeted timelines for the completion of curriculum development are as follows:
 - Kindergarten to Grade 4, December 2018
 - Grades 5 to 8, December 2019
 - Grades 9 to 10 (three subject areas), December 2020
 - Grades 9 to 10 (three subject areas) and Grades 11 to 12 (three subject areas), December 2021
 - Grades 11 to 12 (three subject areas), and December 2022

Further details regarding provincial timelines are available in the new Curriculum Development Pathway document (Appendix I). This large scale change is unprecedented in Alberta.

- Edmonton Public Schools has teachers serving on the provincial curriculum Working Groups, and nominated 72 teachers to serve on the Teacher and Educator Focus Groups.
- Alberta Education has provided two opportunities for all Albertans to provide feedback into the new provincial curriculum (fall 2016 and spring 2017). Approximately 150 District principals and teachers served on District Feedback Committees in May 2017 to develop a District response to the spring survey.

CURRENT SITUATION**How Are We Building District Readiness and Capacity To Support New Provincial Curriculum Implementation:**

Edmonton Public Schools has developed an initial draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020 (Readiness Plan) (Appendix II), with input from over 200 District staff. This Readiness Plan identifies targeted outcomes, strategies and activities to ensure that District staff are confident and competent in their implementation of new curriculum, and that students, parents and stakeholders are confident in the District's implementation. EPS is choosing a proactive approach to curriculum change; the first year of the readiness plan is in progress. For example, communication materials, tools and information continue to be provided to schools, including key messages for staff and online presentations for use at staff meetings and with school councils. Extensive professional learning supports, including in-services, professional learning days, materials and consultant support continue to be made available to teachers to further build capacity for implementation of new curricular elements. The Professional Learning Opportunities booklet (2017-2018) from Curriculum and Resource Support (CRS), provides an example of the range of curriculum-based professional learning available to staff for the fall of 2017. The provision of teachers to the Alberta Curriculum Working Groups and Focus Groups is a strategy to build internal capacity for supporting future implementation. Collaborative activities are in progress, involving other school districts, post-secondary institutions, and Alberta Education as examples, to further build capacity and readiness for change. The District continues to seek key partners to support schools through this change.

To begin to ensure resources are available for schools, CRS has been reviewing the 300 resources previously developed by Edmonton Public Schools, and have begun revising and updating key resources that are deemed to be useful as we move toward curriculum change. This will ensure that some District resources will be updated and will be made available free of charge to District schools. As well, the guidelines for selecting resources have been revised and are in draft form; preliminary teacher feedback and training into the draft guidelines has begun, to begin to build capacity to ensure that teachers are well equipped for selecting resources and materials that will meet the new curricular requirements.

Recommendations for Efficient and Effective Use of District and Provincial Funds to Support Implementation:

Initial recommendations for efficient and effective use of District and provincial funds to support the implementation of new curriculum include:

1. That Alberta Education continue to engage teachers and collaborate with school districts throughout the development and implementation processes, including during the development of an implementation and resourcing strategy.
2. That funding for professional learning supports be directed to school districts, with a focus on collaboration, the building and sharing of expertise, and the development of digital tools to support job-embedded, timely access to information, professional learning, and resources.

3. That Alberta Education begin immediately to collaborate with school districts to identify, gather and or develop any needed new resources (human, print, digital, as well as curriculum content, classroom assessment and professional learning resources).
4. That Alberta Education begin to support action research initiatives in school districts immediately, to continue enabling districts to build capacity and to investigate the most effective means and processes through which large-scale curriculum and pedagogical change will occur.
5. That Alberta Education provide support to strengthen collaboration and sharing among school districts, and with key educational partners.

Further details of these recommendations may be found in Attachment I.

Possible Efficiencies and Effectiveness That Could Be Gained From Collaboration with Other School Districts:

There are many efficiencies that could be gained over a multi-year implementation period and through collaboration with other school districts, via:

- the sharing and collaborative development of resources, including print, digital and multimedia resources through the Curriculum Development and Management Application, which should result in:
 - financial savings to districts;
 - strengthening of field expertise across the province;
 - increased consistency and depth of implementation.
- the building of social capital, where districts could develop closer relationships, and strengthen and share expertise to support change and to improve teaching and learning. For example, as new staff join districts in the future, curricular expertise must be available (in digital learning formats combined with consultant, teacher leader and principal support) in job-embedded models, and reliance on large-scale and often costly external professional development services should lessen.
- the development of systems that enable collaboration to reduce redundancies, such as systems that support:
 - the pooling of professional learning tools and opportunities,
 - the sharing of or collaborative development of resources,
 - collaboration and the easy identification of multi-district needs, such as resource licensing, the sharing of teacher and leadership expertise, etc.

KEY POINTS

- Edmonton Public Schools has developed a draft New Provincial Curriculum: District Readiness Plan, and has begun the initial phases of its implementation.
- Edmonton Public Schools has begun its first year of preparation for new provincial curriculum. Curriculum staff are in place, as well as many other supports.
- Edmonton Public Schools collaborates with external partners and other school districts in key areas. Collaborations will be leveraged to maximize effectiveness and achieve efficiencies for supporting curricular change.
- Edmonton Public Schools has effective structures in place (such as catchment structures) that will be leveraged to maximize its efficiency and effectiveness for large-scale curriculum change.
- The District has key recommendations to promote efficiency and effectiveness of implementation across the province
- Strategic and efficient use of District and provincial financial resources is critical.

- Internal and external capacity is currently available to support curriculum change, and should be leveraged for the good of our staff, students and stakeholders.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Detailed Recommendations for Efficient and Effective Use of District and Provincial Funds to Support Implementation
APPENDIX I	Curriculum Development Pathway
APPENDIX II	Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020

JA:ha

Detailed Recommendations for Efficient and Effective Use of District and Provincial Funds to Support Implementation

1. That Alberta Education continue to engage teachers and collaborate with school districts throughout the development and implementation processes, including during the development of an implementation and resourcing strategy.

Early and ongoing engagement supports an effective change process and facilitates effective teacher and staff learning over time. It promotes the building of capacity through the enabling of ongoing opportunities for teachers to learn about the architecture and content of the new curriculum. It also provides opportunities for teachers to provide input, reflect, dialogue, collaborate and focus on curriculum. Early engagement enables districts to spread the professional learning over a longer period of time and to embed learning opportunities into existing structures (such as existing professional learning days and catchment collaborative work, etc.), reducing workload pressures and teacher release time pressures.

2. That funding for professional learning supports be provided directly to school districts, with a focus on collaboration among districts and staff, the building and sharing of expertise, and the development of digital tools to support job-embedded, timely access to information, professional learning and resources.

Many of the 2017 components of the Readiness Plan are able to be achieved through existing funding; components of future years will require additional funding to be effectively achieved. Historically, Alberta Education has directed a significant amount of curriculum implementation funding to third party consortia and service providers, and significantly less, or no, funding to school districts. The cost to Edmonton Public Schools for one day of teacher supply coverage for all District teachers for professional learning is approximately \$1.5 million. In this case of impending large scale implementation where internal capacities already exist, funding to capitalize on the existing strengths of Edmonton Public Schools' catchment structures would provide a more cost effective, job-embedded, and deep implementation. Edmonton Public Schools could provide the highest impact, lowest-cost model for professional learning support for curriculum change using key digital and human resources, through existing:

- catchment structures
- curriculum consultants and teachers (including those with expertise developed through involvement in the provincial curriculum writing and focus groups)
- collaboration with other school districts

Funding focused on districts collaborating would also enable smaller school districts that lack such structures or internal capacity to access supports from other districts that have capacity.

3. That school districts, partners and Alberta Education collaboratively contribute and/or develop any needed new resources (human, print, digital, as well as curriculum content, classroom assessment and professional learning resources).

Alberta Education has developed the Curriculum Development and Management Application (CDMA) to enable teachers' access to curriculum and resources through a digital platform. It is proposed that Districts, instead of publishers, be the primary determiners and developers of resources for Alberta, as opposed to for-profit publishers. This work is proposed to be conducted in

close collaboration with Alberta Education, other districts in Alberta and content experts. Districts would be invited to either revise and submit their existing quality resources, or to collaboratively or independently develop new resources for the province. This would ensure that key resources are available to all teachers in a timely, effective and cost efficient manner. Such a process would also provide further opportunities to build teacher capacity through their engagement in resource development processes. It could reduce the incidences of wasteful investment in publisher-developed materials that may not meet student and teacher needs. It would also provide for a more robust and “evergreenable” process through which the province may update or shift resources as the curriculum shifts over time. Such resources could include teaching and learning resources, as well as professional learning supports (online inservices, modules, etc.). All resources would be made available province-wide through the CDMA, and would become owned by the Province of Alberta.

4. That Alberta Education begin to support action research initiatives in school districts immediately, to continue enabling districts to build capacity and to investigate the most effective means and processes through which large-scale curriculum and pedagogical change will occur.

The impending curriculum change is of an unprecedented scale. At this early stage, action research into effective transformative models for moving new curriculum elements into practice is recommended. For example, establishing action research sites and processes (possibly, through schools in one catchment or through bringing several school districts together) would enable the province to develop and monitor the effectiveness of specific change processes, the benefits and considerations related to collaboration, and would simultaneously build teacher and leadership capacity for supporting change.

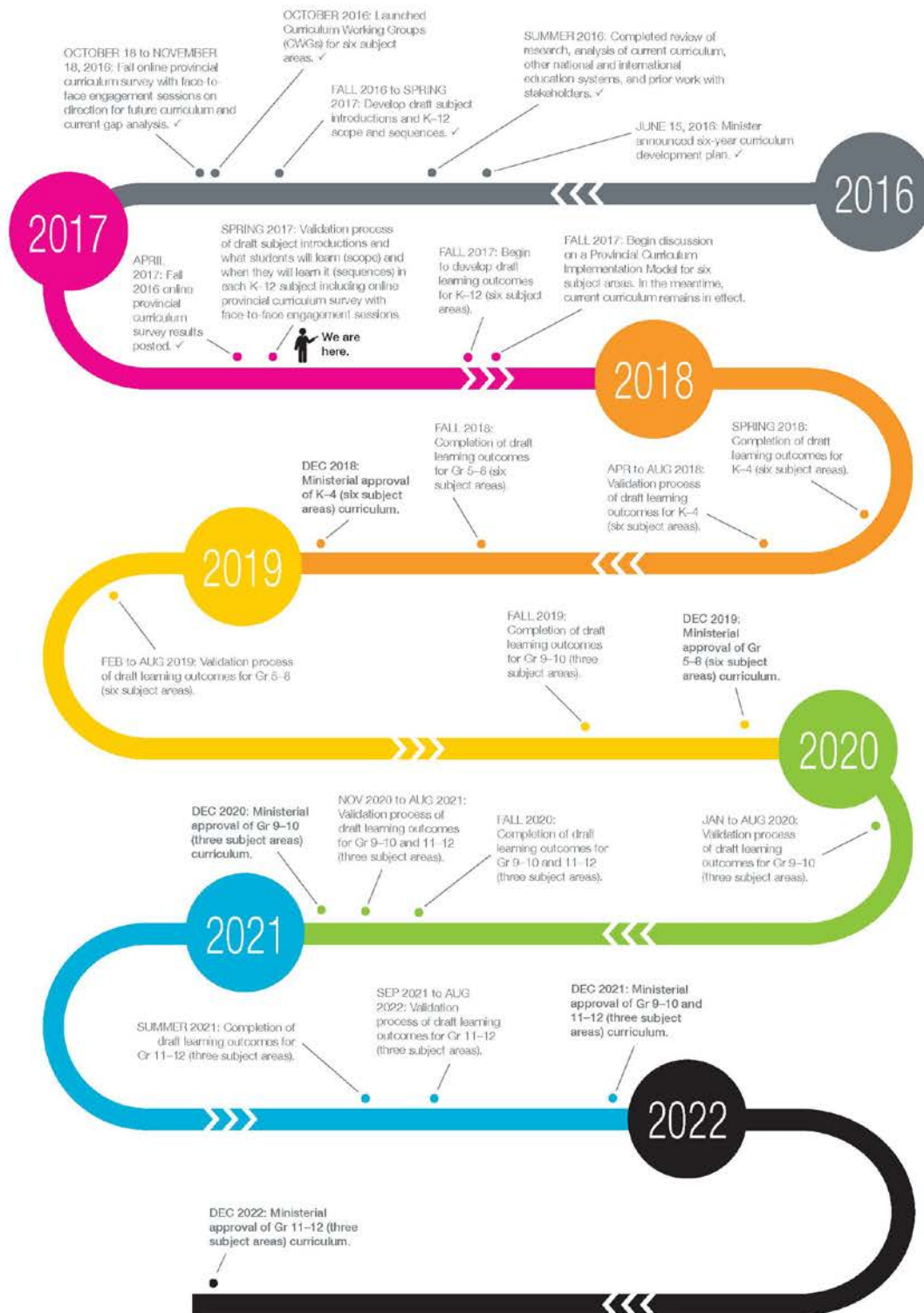
5. That Alberta Education provide support to strengthen collaboration and sharing among school districts, and with key educational partners.

The District has a long history of collaborating with and providing supports to external partners and other school districts in areas of curriculum, including subject area supports, literacy, numeracy and locally developed courses. For example, collaboration with other districts currently occurs with locally developed course development, professional development support, and new provincial curriculum readiness planning. District-developed resources such as the Numeracy Action Plan, the draft Readiness Plan and District-owned teaching resources are currently shared (or sold) openly with other districts. External partners and external district staffs routinely attend Edmonton Public Schools professional development opportunities. Locally developed courses are shared among districts and are occasionally developed collaboratively. This collaboration and sharing is not systematically conducted or supported through Alberta Education. The province, and districts, could develop processes, systems and funding supports to strengthen collaboration and open sharing among districts and with key partners, to ensure that expertise and resources are shared, and redundancy is reduced.



KINDERGARTEN TO GRADE 12 PROVINCIAL CURRICULUM DEVELOPMENT

2016 to 2022



NOTE: Implementation dates have yet to be set. ✓ Activity has been completed.

MAY 2017

Alberta Government



2017-2020

PROVINCIAL CURRICULUM IMPLEMENTATION: DISTRICT READINESS PLAN

INITIAL DRAFT





VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

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

VALUES

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



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1

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

Goal One An Excellent Start to Learning

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

Goal Two Success for Every Student

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

Goal Three Success Beyond Schooling

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

Priority 2

Provide welcoming, high quality learning and working environments.

Goal One A Focus on Well-being and Student Citizenship

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

Goal Two Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

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

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

Goal Four A Culture of Excellence and Accountability

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

Priority 3

Enhance public education through communication, engagement and partnerships.

Goal One Parents as Partners

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

Goal Two Supports for the Whole Child

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

Goal Three Engaged and Effective Governance

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

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Introduction

Background

On June 15, 2016, Minister of Education, David Eggen announced that Alberta Education will be developing curriculum over the next six years. This work will be done simultaneously on six subject areas: arts, language arts (English, French, Français), mathematics, science, social studies and wellness.

Purpose

This draft document is intended to serve as a key plan to prepare students, staff and stakeholders for the impending implementation of these new provincial curricula.

This work is in support of District Priorities 2014-2018:

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond
2. Provide welcoming, high quality learning and working environments
3. Enhance public education through communication, engagement and partnerships

Key References

- [Ministerial Order on Student Learning \(#001/2013\)](#)
- [Guiding Voices - A Curriculum Development Tool for Weaving First Nation, Métis and Inuit Perspectives Throughout Curriculum](#)
- [The Guiding Framework for the Design and Development of Future Kindergarten to Grade 12 Provincial Curriculum \(DRAFT - April 2016\)](#)
- [Learning and Technology Policy Framework - 2013](#)
- Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
- Draft School Leader Standard
- Draft School Authority Leader Standard

Planned Outcomes, Strategies and Activities

TARGETED GENERAL OUTCOME:

That students, staff and stakeholders are confident in the implementation of new provincial curricula.

TARGETED SPECIFIC OUTCOMES:

1. District teachers are confident and competent in their implementation of new curricula.
2. District leaders will lead with confidence and competence in preparing for and implementing curricular change.
3. District central staff and support personnel (central staff, technical support, educational assistants, library technicians, etc.) are confident and competent in their support for implementation of new curricula.
4. District students are prepared for change and are enabled to meet their full potential through Kindergarten to Grade 12 and beyond.
5. Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.
6. District technologies, systems and infrastructure (including PowerSchool, student information processes, Learner Support Plan changes, etc.) are in place to support curricular change.
7. District-wide implementation plans, processes and activities will be continually developed, assessed, evaluated, revised and communicated through a collaborative and responsive approach between:
 - Edmonton Public Schools and central units
 - Edmonton Public Schools and Alberta Education
 - Edmonton Public Schools and other districts
 - Edmonton Public Schools and key stakeholders

SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.	
Strategy	Activities
1a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to teachers.	<ul style="list-style-type: none"> A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for principals, video messages from the Superintendent, consultant presentations, informational sessions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, professional learning and informational sessions, CDA access, resource bulletins, etc.). Parent-friendly communications materials, including key messages and frequently asked questions, will be provided to teachers at key points annually to support teachers' communication with parents and students. Informational and professional learning sessions will be provided (see Strategy 1b).
1b) Quality, timely professional learning opportunities to prepare teachers for the new curriculum (including access to on-line information, face-to-face support, collaboration/communities of practice, on-line sessions, catchment-based supports, etc.) will be made available to teachers.	<ul style="list-style-type: none"> Provincial opportunities for teacher professional learning will be identified, communicated and supported. District professional learning and information opportunities will be provided to teachers of all contract groups. Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas. Lead teacher models and catchment models for professional learning support will be explored, developed and implemented, including opportunities for collegial coaching, inter visitations, etc.

SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.	
Strategy	Activities
1c) Quality resources (digital, print, human, etc.) will be made available and easily accessible to teachers.	<ul style="list-style-type: none"> District staff will be trained in the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources. Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum. The new District Intranet features will be leveraged to ensure easy access to District teaching and learning resources. District-owned teaching and learning resources that support the new curriculum will be prepared/revised and made available at no cost to schools through the District Intranet. Quality digital, print, multimedia and human resources will be identified and made available/communicated to schools. Processes for teachers to collaboratively review, assess and/or develop materials will be explored and potentially implemented. Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available.
1d) Resource selection guidance and criteria will be made available to teachers.	<ul style="list-style-type: none"> A handbook for selecting quality resources will be developed and made available to schools, with an accompanying Quick Guide. District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will be updated and made available to schools. Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial CDA, the resource handbook, the resource selection criteria, etc.).

SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.	
Strategy	Activities
1e) Structures and supports will be fostered at the individual school and catchment level to support the flow of information, resources and supports.	<ul style="list-style-type: none"> • Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise. (Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.). • A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers, lead teacher model including coaching support, catchment-dedicated consultant, etc.).
1f) Early adoption opportunities will be identified and maximized.	<ul style="list-style-type: none"> • District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.). • Development of some locally developed courses using the new curriculum architecture will occur in selected sites/contexts.
1g) District teachers will be engaged as leaders and advisors on curriculum development and implementation.	<ul style="list-style-type: none"> • Collaboration with Alberta Education will be fostered. • Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, surveys, field testing, validation activities, etc. • A District Lead Teacher model will be explored to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.

SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.	
Strategy	Activities
2a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to District leaders.	<ul style="list-style-type: none"> • A communications plan and materials will be provided at key points annually to principals, central leaders and trustees to support their communication with staff and stakeholders. • Central working groups will be established to collaboratively examine the impact on the work of central departments, and to implement any required changes. • Research and evidence behind key curricular changes will be accessed, examined and made available to support leaders in managing curricular change.
2b) Materials and supports (identifying key principles, strategies, examples, etc.) to support principals as instructional leaders through curricular change will be identified and/or developed and provided to principals; supports for implementing these principles and strategies will be provided.	<ul style="list-style-type: none"> • Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified. • Strategies and supports related to curriculum change management will be identified and made available to principals. • Reflective self-assessment tools will be developed for principals to reflect on curriculum change readiness and to plan for change. • Budget and financial impacts of curriculum change will be explored, identified and communicated. • Guides for resource selection, including key messages, QuickGuides, and sample resource lists will be developed and provided.

SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.	
2c) Quality, timely leadership information sessions and P.L. sessions (including access to on-line information, face-to-face and on-line sessions, etc.) will be made available to current and emerging leaders.	<ul style="list-style-type: none"> Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integration and Planning Support Team, Inclusive Learning, Student Assessment, First Nations, Métis and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District leadership days, etc.). Key materials and tools will be included in a communication plans to ensure current and emerging district leaders have timely and effective information. A District lead teacher training and support model will be explored to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues.
2d) Central consultants involved in supporting curriculum change will be provided with information, professional learning, strategies and materials to support schools and catchments through curricular change.	<ul style="list-style-type: none"> Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, etc. Consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, etc. Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Working Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes. Consultants will be provided with strategies and processes to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing. Consultants will be encouraged to further build capacity by engaging in Alberta Education initiated opportunities such as focus groups, working groups, etc.

SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.	
2e) District principals will be engaged as leaders and advisors on curriculum change and curriculum implementation.	<ul style="list-style-type: none"> Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities. A catchment curriculum principal Leads structure will be established (one Kindergarten to Grade 6 and one Junior High principal per catchment). Collaborative curriculum working groups involving teachers and principals within catchments and across subject areas will be explored and potentially formed. District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities. A Small Schools Curriculum Advisory Committee will be established to plan for specific supports for small schools. Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.

SPECIFIC OUTCOME 3: District support personnel (central staff, tech support, educational assistants, library technicians, etc.) are confident and competent in their support for implementation of new curricula.	
Strategy	Activities
3a) Communications materials, tools and methods will be developed and implemented to ensure positive, quality, timely information is available to District support personnel.	<ul style="list-style-type: none"> • A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff. • A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal-setting and collaboration. • Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (i.e, educational assistants, library technicians, etc.). • Leadership capacity for supporting District support personnel within groups (e.g., educational assistants, etc.) will be developed.
3b) Central decision units as leaders and advisors will be engaged in curriculum implementation and support.	<ul style="list-style-type: none"> • Information will be provided to central directors and managing directors on an ongoing basis. • A central advisory committee will be established to receive information and to advise on effective implementation strategies and activities. • Updates will be given through various key collaborative meetings, such as through Multidisciplinary Team Meetings.

SPECIFIC OUTCOME 4: District students are prepared for change and are enabled to meet their full potential through Kindergarten to Grade 12 and beyond, through their engagement in their high quality learning environments.	
Strategy	Activities
4a) Communications materials and methods will be developed and implemented to ensure that positive, quality, and timely information is available to students.	<ul style="list-style-type: none"> As part of the Communications Plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will be identified, developed and implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).
4b) The Student Senate will be engaged in providing input, feedback and advice on preparing students for curriculum change.	<ul style="list-style-type: none"> Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice. A process will be established that allows the voices of Student Senate to be shared with all school and central staff.
4c) Opportunities for students to learn about new curriculum and be supported through curriculum change will be provided.	<ul style="list-style-type: none"> Information regarding the purpose, intent, benefits, “the Why” etc. of new curricula will be provided to students, appropriately developed for various age groups and abilities. Strategies and opportunities for engaging students positively in curriculum change will be explored, identified and implemented or accessed (such as through Student Curriculum Conversations/mini conferences provided and led by the Student Senate). Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will be distributed to students through SchoolZone, the Student Senate and other means. Teaching supports related to developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change. Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will be developed.

SPECIFIC OUTCOME 5: Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.	
Strategy	Activities
5a) Communications materials and methods will be developed and implemented to ensure positive, quality, timely information is available to parents and community stakeholders.	<ul style="list-style-type: none"> A web page will be established and regularly maintained on epsb.ca for public access, that will include positive messaging, support materials (such as information bulletins, frequently asked questions, subject-specific information highlighting key changes, etc.) and a key contact or question submitting feature. Communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information ("pushing out") to parents and stakeholders (e.g., via backpack newsletters, Trustee and District Communications Site on SchoolZone, Superintendent's Notebook, etc.) will be provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. Catchment parent and community information sessions will be facilitated and supported, as needed.

SPECIFIC OUTCOME 5: Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.	
Strategy	Activities
5b) Opportunities for parental and stakeholder involvement in curriculum change will be provided.	<ul style="list-style-type: none"> • Information regarding provincial opportunities for parental, student and stakeholder involvement will be shared with parents and community stakeholders. • The potential establishment of a new structure (or the use of existing structures) to gather input and advice to support meeting the needs of parents and stakeholders throughout curriculum change (e.g., such as a District curriculum parent and stakeholder advisory council, through existing School Councils, via a survey, etc.) will be considered, assessed and possibly implemented. • School Councils, in collaboration with principals, will be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.). • District structures, such as Parents as Partners nights, will be leveraged to communicate with and engage parents. • Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented.

SPECIFIC OUTCOME 6: District infrastructure is in place to support curricular change.	
Strategy	Activities
6a) Central Technology infrastructure will be developed and/or adapted to support effective curriculum implementation.	<ul style="list-style-type: none"> PowerSchool and SchoolZone will be updated to support curricular changes (e.g., subject area). Student Information systems will be updated to support curriculum change (e.g., subject areas). A committee of lead teachers, department heads and Central Services staff will be assembled to identify the updates required for PowerSchool, Gradebook, SchoolZone, etc.
6b) School technology	<ul style="list-style-type: none"> The Technology Integrated and Planning Support Team will develop new, targeted supports (such as a list of technologies that could support new curricula) to support implementation. Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis, as it relates to changes to system infrastructure.
6c) System infrastructure	<ul style="list-style-type: none"> Implications regarding new curriculum and progress reporting will be reviewed and preparations made to deal with resulting issues.

SPECIFIC OUTCOME 7: District-wide implementation plans, processes and activities will be continually developed, assessed, evaluated and communicated through a collaborative approach between: <ul style="list-style-type: none"> • District schools and central units • Edmonton Public Schools and Alberta Education • Edmonton Public Schools and other districts • Edmonton Public Schools and key stakeholders 	
Strategy	Activities
7a) This plan will be reviewed at least annually, and updated as new information and needs emerge.	<ul style="list-style-type: none"> • All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review and advise this plan. • District staff committees will be formed to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed. • A four-year scope and sequence will be developed to monitor the progress and effectiveness of this plan. • Key initiative plans (e.g., Numeracy Action Plan, District Wide Focus on Reading, and Career Pathways) will be integrated into one plan.
7b) Alberta Education information sources will be accessed/reviewed on a continual basis to ensure the District has up-to-date, accurate information.	<ul style="list-style-type: none"> • Alberta Education communication methods (emails to Superintendent, Directors Reports, and websites) will be reviewed on an ongoing basis. • Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.
7c) The District will communicate and collaborate with other school districts to maximize opportunities and to strengthen its implementation activities.	<ul style="list-style-type: none"> • Monthly meetings with collaborating school districts will be initiated and maintained to share information and best practices and to collaborate to support each other.

7d) The District will work with key stakeholders to maximize opportunities and to strengthen its implementation activities.	<ul style="list-style-type: none"> • Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will be identified and implemented. • Collaborative activities with not-for-profit partners and government departments (e.g., ACGC) will be identified and implemented.
7e) The District will consider gathering feedback regarding curricular change.	<ul style="list-style-type: none"> • A review of the efficacy of gathering curriculum change feedback via centralized means (e.g., District Feedback survey) will be conducted.
7f) This plan will be communicated through various means including the Annual Education Results Report.	<ul style="list-style-type: none"> • Communications strategies and methods for communicating this Plan will be included in the Communications Plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.

Four-Year Scope and Sequence 2017–2020

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SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.

1a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to teachers.

2017	2018	2019	2020
<ul style="list-style-type: none"> A communications plan will be developed and implemented, including: <ul style="list-style-type: none"> -monthly staff meeting Powerpoint presentations for principals - video messages from the Superintendent -consultant presentations - informational sessions - internal and external websites -Google Plus communities -information bulletins -Need To Know News information - professional learning sessions - resource bulletins, etc. 	<ul style="list-style-type: none"> The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on preparing for Kindergarten4 curriculum change. 	<ul style="list-style-type: none"> The communications plan will be revised and continue to be implemented, with a specific focus on supporting implementation for Kindergarten4, and preparing for Grades 5-8 implementation. 	<ul style="list-style-type: none"> The communications plan will be revised and continue to be implemented, with a focus on supporting implementation for Kindergarten to Grade 8, and preparing for Grades 9 and 10.
<ul style="list-style-type: none"> Parent-friendly communications materials, (including key messages, 	<ul style="list-style-type: none"> Parent-friendly communications materials, (including key messages, 	<ul style="list-style-type: none"> Parent-friendly communications materials, (including key messages, 	<ul style="list-style-type: none"> Parent-friendly communications materials, (including key messages,

2017	2018	2019	2020
short videos, frequently asked questions, etc.) will be provided to teachers at key points in March 2017 and September 2017 to support teachers' communication with parents and students. Some of these will be made available in other languages.	short videos, frequently asked questions, etc.) will be provided to teachers at key points in January 2017 and September 2018 to support teachers' communication with parents and students. Some of these will be made available in other languages.	short videos, frequently asked questions, etc.) will be provided to teachers at key points in January and September 2019 to support teachers' communication with parents and students. Some of these will be made available in other languages.	short videos, frequently asked questions, etc.) will be provided to teachers at key points in January and September 2019 to support teachers' communication with parents and students. Some of these will be made available in other languages.
<ul style="list-style-type: none"> Informational and professional learning sessions will be provided (see Strategy 1B). 	<ul style="list-style-type: none"> Informational and professional learning sessions will be provided (see Strategy 1B). 	<ul style="list-style-type: none"> Informational and professional learning sessions will be provided (see Strategy 1B). 	<ul style="list-style-type: none"> Informational and professional learning sessions will be provided (see Strategy 1B).
1b) Quality, timely professional learning and information opportunities to prepare teachers for the new curriculum (including access to on-line information, face-to-face support, collaboration/communities of practice, on-line sessions, catchment-based supports, etc.) will be made available to teachers.			
<ul style="list-style-type: none"> Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education 	<ul style="list-style-type: none"> Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education 	<ul style="list-style-type: none"> Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education 	<ul style="list-style-type: none"> Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education

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<ul style="list-style-type: none"> -ATA, including through specialist councils -post-secondary institutions -ERLC/ARPDC -other school authorities -external partners and stakeholder organizations 	<ul style="list-style-type: none"> -ATA, including through specialist councils -post-secondary institutions -ERLC/ARPDC -other school authorities -external partners and stakeholder organizations 	<ul style="list-style-type: none"> -ATA, including through specialist councils -post-secondary institutions -ERLC/ARPDC -other school authorities -external partners and stakeholder organizations 	<ul style="list-style-type: none"> -ATA, including through specialist councils -post-secondary institutions -ERLC/ARPDC -other school authorities -external partners and stakeholder organizations
<ul style="list-style-type: none"> • District professional learning and information opportunities will be provided to teachers of all contract groups. In 2017 there will be a focus on: <ul style="list-style-type: none"> -elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.) -Literacy Progressions -Numeracy Progressions-competencies -cross-curricular planning and 	<ul style="list-style-type: none"> • District professional learning and information opportunities will be provided to teachers of all contract groups. In 2018 there will be a focus on: <ul style="list-style-type: none"> -elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.) -Literacy Progressions -Numeracy Progressions-competencies -cross-curricular planning and 	<ul style="list-style-type: none"> • District professional learning and information opportunities will be provided to teachers of all contract groups. In 2019 there will be a focus on: <ul style="list-style-type: none"> -elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.) -Literacy Progressions -Numeracy Progressions-competencies -cross-curricular planning and 	<ul style="list-style-type: none"> • District professional learning and information opportunities will be provided to teachers of all contract groups. In 2020 there will be a focus on: <ul style="list-style-type: none"> -elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.) -Literacy Progressions -Numeracy Progressions-competencies -cross-curricular planning and

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integration of outcomes	integration of outcomes -specific content contained in the specific Kindergarten4 subject curricula, and related resources, planning and instructional approaches/strategies.	integration of outcomes -specific content contained in the specific Kindergarten8 subject curricula, and related resources, planning and instructional approaches/strategies.	integration of outcomes -specific content contained in the specific Kindergarten10 subject curricula, and related resources, planning and instructional approaches/strategies.
<ul style="list-style-type: none"> Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas. 	<ul style="list-style-type: none"> Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas. 	<ul style="list-style-type: none"> Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas. 	<ul style="list-style-type: none"> Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas.
<ul style="list-style-type: none"> Lead teacher models and catchment models for professional learning support will be explored, determined and developed, including opportunities for collegial coaching, inter visitations, etc. 	<ul style="list-style-type: none"> Lead teacher models and catchment models for professional learning support will be further developed and implemented, including opportunities for collegial coaching, inter visitations, etc. 	<ul style="list-style-type: none"> Lead teacher models and catchment models for professional learning support will be further developed and implemented, including opportunities for collegial coaching, inter visitations, etc. 	<ul style="list-style-type: none"> Lead teacher models and catchment models for professional learning support will be further developed and implemented, including opportunities for collegial coaching, inter visitations, etc.
1c) Quality resources (digital, print, human, etc.) will be made available to teachers.			
<ul style="list-style-type: none"> District staff will be 	<ul style="list-style-type: none"> District staff will be trained in 	<ul style="list-style-type: none"> District staff will be trained in 	<ul style="list-style-type: none"> District staff will be trained

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introduced to the province's Curriculum Development Application (CDA), which will enable access to provincial resources and programs of study in future.	the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources and future programs of study.	the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources and new programs of study.	in the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources and new programs of study.
<ul style="list-style-type: none"> Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be reviewed to determine initial revisions that will be necessary to reflect the new curriculum. 	<ul style="list-style-type: none"> Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum, as needed. 	<ul style="list-style-type: none"> Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum, as needed, with a focus on Kindergarten to Grade 4. 	<ul style="list-style-type: none"> Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum, as needed, with a focus on Kindergarten to Grade 8.
<ul style="list-style-type: none"> The new District Intranet features will be prepared to ensure easy access for staff to District teaching and learning resources. 	<ul style="list-style-type: none"> The new District Intranet features will be prepared to ensure easy access for staff to District teaching and learning resources. 	<ul style="list-style-type: none"> The new District Intranet features will be used to support easy access for staff to District teaching and learning resources. 	<ul style="list-style-type: none"> The new District Intranet features will be used to support easy access for staff to District teaching and learning resources.
<ul style="list-style-type: none"> District-owned teaching and learning resources that support the new curriculum will be begin to be prepared/revised and made available at no cost to schools through the District Intranet. 	<ul style="list-style-type: none"> District-owned teaching and learning resources that support the new curriculum will continue to be prepared/revised and made available at no cost to schools through the District Intranet. 	<ul style="list-style-type: none"> District-owned teaching and learning resources that support the new curriculum will continue to be prepared/revised and made available at no cost to schools through the District Intranet. 	<ul style="list-style-type: none"> District-owned teaching and learning resources that support the new curriculum will continue to be prepared/revised and made available at no cost to schools through the District Intranet.

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<ul style="list-style-type: none"> Quality digital, print, multimedia and human resources to support new curriculum will begin to be identified, accessed and made available/communicated to schools. This will include resources to support the opening of the new schools. Curriculum 	<ul style="list-style-type: none"> Quality digital, print, multimedia and human resources to support new curriculum will be identified, accessed and made available/communicated to schools, with a focus on resourcing for Kindergarten to Grade 4 implementation. 	<ul style="list-style-type: none"> Quality digital, print, multimedia and human resources to support new curriculum will be identified, accessed and made available/communicated to schools, with a focus on resourcing for Kindergarten to Grade 8 implementation. 	<ul style="list-style-type: none"> Quality digital, print, multimedia and human resources will be identified, accessed and made available/communicated to schools, with a focus on resourcing for Kindergarten to Grade 10 implementation.
<ul style="list-style-type: none"> Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be explored and initiated. 	<ul style="list-style-type: none"> Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be implemented, with a focus on resources for Kindergarten to Grade 4 	<ul style="list-style-type: none"> Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be implemented, with a focus on resources for Kindergarten to Grade 8 	<ul style="list-style-type: none"> Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be implemented, with a focus on resources for Kindergarten to Grade 10.
<ul style="list-style-type: none"> Initial draft exemplars and models for planning, teaching and assessment with the new curricula will be developed. 	<ul style="list-style-type: none"> Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available, with a focus on exemplars and models for Kindergarten to Grade 4. 	<ul style="list-style-type: none"> Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available, with a focus on exemplars and models for Kindergarten to Grade 8. 	<ul style="list-style-type: none"> Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available, with a focus on exemplars and models for Kindergarten to Grade 10.

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1d) Resource selection guidance and criteria will be made available to teachers.			
<ul style="list-style-type: none"> An initial draft handbook to support teachers in selecting quality resources will be developed and provided to schools for feedback, with an accompanying draft Quick Guide. 	<ul style="list-style-type: none"> The handbook for selecting quality resources will be finalized and made available to schools, with an accompanying Quick Guide. 	<ul style="list-style-type: none"> The handbook for selecting quality resources will be reviewed, revised as needed and made available to schools, with an accompanying Quick Guide. 	<ul style="list-style-type: none"> The handbook for selecting quality resources will be reviewed, revised as needed and made available to schools, with an accompanying Quick Guide.
<ul style="list-style-type: none"> District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will be revised and made available to schools. 	<ul style="list-style-type: none"> District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will continue to be made available to schools. 	<ul style="list-style-type: none"> District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will continue to be made available to schools. 	<ul style="list-style-type: none"> District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will continue to be made available to schools.
<ul style="list-style-type: none"> Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, resource selection criteria, 	<ul style="list-style-type: none"> Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, the resource selection criteria, 	<ul style="list-style-type: none"> Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, the resource selection criteria, 	<ul style="list-style-type: none"> Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, the resource selection criteria,

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etc.)	etc.), with a focus on resource selection and identification for Kindergarten to Grade 4.	etc.), with a focus on resource selection and identification for Kindergarten to Grade 8.	etc.), with a focus on resource selection and identification for Kindergarten to Grade 10.
1e) Structures and supports will be fostered at the individual school and catchment level to support the flow of information, resources and supports.			
<ul style="list-style-type: none"> Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Expert Working Group teachers, etc.). 	<ul style="list-style-type: none"> Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.), with a focus on elementary teacher leaders. 	<ul style="list-style-type: none"> Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.), with a focus on elementary and junior high teacher leaders. 	<ul style="list-style-type: none"> Further professional learning and curriculum leadership support will be provided to Kindergarten to Grade 12 curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.).
<ul style="list-style-type: none"> A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers, 	<ul style="list-style-type: none"> A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers, lead 	<ul style="list-style-type: none"> A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers, 	<ul style="list-style-type: none"> A catchment-level model will be established to support the flow of information to all schools (possibly principal leads, cohort meetings of subject specific teachers,

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lead teacher model including coaching support, catchment-dedicated consultant, etc.).	teacher model including coaching support, catchment-dedicated consultant, etc.), with a focus on elementary schools.	lead teacher model including coaching support, catchment-dedicated consultant, etc.), with a focus on elementary and junior high schools.	lead teacher model including coaching support, catchment-dedicated consultant, etc.).
1f) Early adoption opportunities will be identified and maximized.			
<ul style="list-style-type: none"> Communications will be held with Alberta Education to explore early adoption possibilities; District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.). 	<ul style="list-style-type: none"> District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.); ongoing communications will be held with Alberta Education to identify opportunities, if available. 	<ul style="list-style-type: none"> District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.); ongoing communications will be held with Alberta Education to identify opportunities, if available. 	<ul style="list-style-type: none"> District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.); ongoing communications will be held with Alberta Education to identify opportunities, if available.
<ul style="list-style-type: none"> Development of initial locally developed courses using the new curriculum architecture will occur, if possible. 	<ul style="list-style-type: none"> Development of some locally developed courses using the new curriculum architecture will occur, if possible. 	<ul style="list-style-type: none"> Development and/or revision of locally developed courses will use the new curriculum architecture. 	<ul style="list-style-type: none"> Development and/or revision of locally developed courses will use the new curriculum architecture.
1g) District teachers will be engaged as leaders and advisors on curriculum development and implementation.			
<ul style="list-style-type: none"> Collaboration with Alberta Education will be fostered. 	<ul style="list-style-type: none"> Collaboration with Alberta Education will be fostered. 	<ul style="list-style-type: none"> Collaboration with Alberta Education will be fostered. 	<ul style="list-style-type: none"> Collaboration with Alberta Education will be fostered.

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<ul style="list-style-type: none"> Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc. 	<ul style="list-style-type: none"> Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc. 	<ul style="list-style-type: none"> Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc. 	<ul style="list-style-type: none"> Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc.
<ul style="list-style-type: none"> A District Lead Teacher model will be explored and potentially developed to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff. 	<ul style="list-style-type: none"> A District Lead Teacher model will be implemented to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff. 	<ul style="list-style-type: none"> A District Lead Teacher model will be reviewed, improved and implemented to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff. 	<ul style="list-style-type: none"> A District Lead Teacher model will be reviewed, improved and implemented to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.
SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.			
2a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to District leaders.			
<ul style="list-style-type: none"> A communications plan (see 1a) will be developed and implemented, including materials that 	<ul style="list-style-type: none"> The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on 	<ul style="list-style-type: none"> The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on 	<ul style="list-style-type: none"> The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on

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<p>will be provided to principals, central leaders and trustees to support their communication with staff and stakeholders. These will include:</p> <ul style="list-style-type: none"> ○ monthly staff meeting PowerPoint presentations for principals ○ video messages from the Superintendent ○ consultant presentations ○ informational sessions ○ internal and external websites ○ information bulletins ○ resource bulletins, etc. 	<p>preparing for Kindergarten to Grade 4 curriculum change.</p>	<p>preparing for Kindergarten to Grade 8 curriculum change.</p>	<p>preparing for Kindergarten to Grade 10 curriculum change.</p>
<ul style="list-style-type: none"> • Central working groups will be established to collaboratively examine the impact on the work of central departments, and to implement any required changes. 	<ul style="list-style-type: none"> • Central working groups will continue to collaboratively examine the impact on the work of central departments, and to implement any required changes. 	<ul style="list-style-type: none"> • Central working groups will continue to collaboratively examine the impact on the work of central departments, and to implement any required changes. 	<ul style="list-style-type: none"> • Central working groups will continue to collaboratively examine the impact on the work of central departments, and to implement any required changes.
<ul style="list-style-type: none"> • Research and evidence behind key curricular changes will be accessed, examined and made 	<ul style="list-style-type: none"> • Research and evidence behind key curricular changes will continue to be accessed, examined and 	<ul style="list-style-type: none"> • Research and evidence behind key curricular changes will continue to be accessed, examined and made available 	<ul style="list-style-type: none"> • Research and evidence behind key curricular changes will continue to be accessed, examined and made available

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available to support leaders in managing curricular change.	made available to support leaders in managing curricular change.	to support leaders in managing curricular change.	to support leaders in managing curricular change.
2b) Materials and supports (identifying key principles, strategies, examples, etc.) for principals to lead as instructional leaders through curricular change will be identified and/or developed and provided to principals; supports for implementing these principles and strategies will be provided.			
<ul style="list-style-type: none"> Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified. 	<ul style="list-style-type: none"> Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified. 	<ul style="list-style-type: none"> Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified. 	<ul style="list-style-type: none"> Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified.
<ul style="list-style-type: none"> Strategies and supports related to curriculum change management will be identified and made available to principals. 	<ul style="list-style-type: none"> Strategies and supports related to curriculum change management will be identified and made available to principals, with a focus on elementary principals. 	<ul style="list-style-type: none"> Strategies and supports related to curriculum change management will be identified and made available to principals, with a focus on elementary and junior high principals. 	<ul style="list-style-type: none"> Strategies and supports related to curriculum change management will be identified and made available to all principals.
<ul style="list-style-type: none"> Initial tools will be developed for principals to assess and reflect on curriculum change readiness and to plan for change. 	<ul style="list-style-type: none"> Tools will be developed for principals to assess and reflect on curriculum change readiness and to plan for change, with a focus on elementary principals. 	<ul style="list-style-type: none"> Tools will be developed for principals to assess and reflect on curriculum change readiness and to plan for change, with a focus on elementary and junior high principals. 	<ul style="list-style-type: none"> Tools will be developed for all principals to assess and reflect on curriculum change readiness and to plan for change.

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<ul style="list-style-type: none"> Initial budget and financial impacts of curriculum change will be explored and projected. 	<ul style="list-style-type: none"> Budget and financial impacts of curriculum change will be identified/projected and communicated. 	<ul style="list-style-type: none"> Budget and financial impacts of curriculum change will be examined, identified, continue to be projected and communicated. 	<ul style="list-style-type: none"> Budget and financial impacts of curriculum change will be examined, identified, continue to be projected and communicated.
<ul style="list-style-type: none"> An initial <i>Draft Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists, will be developed and provided for feedback. 	<ul style="list-style-type: none"> The <i>Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists will be finalized and made available to schools. 	<ul style="list-style-type: none"> The <i>Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists, will be reviewed, revised as needed and made available to schools. 	<ul style="list-style-type: none"> The <i>Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists, will be reviewed, revised as needed and made available to schools.
<ul style="list-style-type: none"> Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided. 	<ul style="list-style-type: none"> Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided, with a focus on Grades Kindergarten4. 	<ul style="list-style-type: none"> Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided, with a focus on Grades Kindergarten8. 	<ul style="list-style-type: none"> Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided, with a focus on Grades Kindergarten10.
<ul style="list-style-type: none"> Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can support 	<ul style="list-style-type: none"> Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can support 	<ul style="list-style-type: none"> Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can support 	<ul style="list-style-type: none"> Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can

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new curriculum (for example, talking points for discussing what constitutes quality resources for the new curriculum).	new curriculum, with a focus on new elementary curriculum.	new curriculum, with a focus on new elementary and junior high curriculum.	support new curriculum.
2c) Quality, timely leadership information sessions and P.L. sessions (including access to on-line information, face-to-face and on-line sessions, etc.) will be made available to current and emerging leaders.			
<ul style="list-style-type: none"> Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.). 	<ul style="list-style-type: none"> Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.). 	<ul style="list-style-type: none"> Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.). 	<ul style="list-style-type: none"> Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.).
<ul style="list-style-type: none"> Key materials and tools will be included in the communications plan (see 1a) to ensure current and 	<ul style="list-style-type: none"> Key materials and tools will be included in the communications plan (see 1a) to ensure current and 	<ul style="list-style-type: none"> Key materials and tools will be included in the communications plan (see 1a) to ensure current and 	<ul style="list-style-type: none"> Key materials and tools will be included in the communications plan (see 1a) to ensure current and

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emerging district leaders have timely and effective information.	emerging district leaders have timely and effective information.	emerging district leaders have timely and effective information.	emerging district leaders have timely and effective information.
<ul style="list-style-type: none"> A District Lead Teacher training and support model will be explored to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues. 	<ul style="list-style-type: none"> A District Lead Teacher training and support model will be developed and initiated, to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues, with a focus on elementary Lead Teachers. 	<ul style="list-style-type: none"> A District Lead Teacher training and support model will continue to be implemented to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues, with a focus on elementary and junior high Lead Teachers. 	<ul style="list-style-type: none"> A District Lead Teacher training and support model will continue to be implemented, to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues.
<ul style="list-style-type: none"> A comprehensive overview of change management strategies and processes will be initiated to ensure that all aspects of implementation (vision, skills, resources, action plan, etc.) have been considered, and to prepare for sessions for leaders regarding curriculum change management. 	<ul style="list-style-type: none"> A comprehensive overview of change management strategies and processes will be completed, and the results used to prepare sessions and materials for leaders to support them as they lead through curriculum change. 	<ul style="list-style-type: none"> Sessions, materials and other supports will be developed and provided to leaders to support them as they lead through curriculum change. 	<ul style="list-style-type: none"> Sessions, materials and other supports will continue to be developed and provided to leaders to support them as they lead through curriculum change.
2d) Central consultants will be provided with information, professional learning and materials to support schools and catchments through curricular change.			

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<ul style="list-style-type: none"> Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, etc. 	<ul style="list-style-type: none"> Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, and subject-specific new curriculum training, with a focus the new elementary curriculum. 	<ul style="list-style-type: none"> Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, and subject-specific new curriculum, with a focus on Grades Kindergarten8. 	<ul style="list-style-type: none"> Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, and subject-specific new curriculum, with a focus on Grades Kindergarten10.
<ul style="list-style-type: none"> Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, etc. 	<ul style="list-style-type: none"> Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, and 	<ul style="list-style-type: none"> Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, and 	<ul style="list-style-type: none"> Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, and

2017	2018	2019	2020
	subject-specific new curriculum materials/supports, with a focus on the new Grades Kindergarten to Grade 4 curriculum.	subject-specific new curriculum materials/supports, with a focus on the new Grades Kindergarten to Grade 8 curriculum.	subject-specific new curriculum materials/supports, with a focus on the new Grades Kindergarten to Grade 10 curriculum.
<ul style="list-style-type: none"> Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes. 	<ul style="list-style-type: none"> Consultant expertise developed through the Curriculum Development Prototyping and the new provincial curriculum Working Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes. 	<ul style="list-style-type: none"> Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes. 	<ul style="list-style-type: none"> Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes.
<ul style="list-style-type: none"> Consultants will be provided with strategies and processes to begin to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing. 	<ul style="list-style-type: none"> Consultants will be provided with strategies, processes and supports to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing. 	<ul style="list-style-type: none"> Consultants will continue to be provided with strategies and processes to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing. 	<ul style="list-style-type: none"> Consultants will continue to be provided with strategies and processes to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing.

2017	2018	2019	2020
<ul style="list-style-type: none"> Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc. 	<ul style="list-style-type: none"> Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc. 	<ul style="list-style-type: none"> Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc. 	<ul style="list-style-type: none"> Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc.
2e) District principals will be engaged as leaders and advisors on curriculum change and curriculum implementation.			
<ul style="list-style-type: none"> Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities. 	<ul style="list-style-type: none"> Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities. 	<ul style="list-style-type: none"> Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities. 	<ul style="list-style-type: none"> Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities.
<ul style="list-style-type: none"> A Catchment Curriculum Principal Leads structure will be established (e.g., 1 Elementary and 1 Junior High principal per catchment). 	<ul style="list-style-type: none"> A Catchment Curriculum Principal Leads structure will be established (e.g., 1 Elementary and 1 Junior High principal per catchment). 	<ul style="list-style-type: none"> A Catchment Curriculum Principal Leads structure will be established (e.g., 1 Elementary, 1 Junior High and 1 High School principal per catchment). 	<ul style="list-style-type: none"> A Catchment Curriculum Principal Leads structure will be established (1 Elementary, 1 Junior High and 1 High School principal per catchment).
<ul style="list-style-type: none"> Collaborative curriculum working groups involving teachers and principals 	<ul style="list-style-type: none"> Collaborative curriculum working groups involving teachers and principals 	<ul style="list-style-type: none"> Collaborative curriculum working groups involving teachers and principals 	<ul style="list-style-type: none"> Collaborative curriculum working groups involving teachers and principals

2017	2018	2019	2020
within catchments and across subject areas will be explored and potentially formed.	within catchments and across subject areas will be formed and enacted.	within catchments and across subject areas will be formed and enacted.	within catchments and across subject areas will be formed and enacted.
<ul style="list-style-type: none"> District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities. 	<ul style="list-style-type: none"> District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities. 	<ul style="list-style-type: none"> District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities. 	<ul style="list-style-type: none"> District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities.
<ul style="list-style-type: none"> A Small Schools Curriculum Advisory Committee will be established to plan for specific supports for small schools. 	<ul style="list-style-type: none"> A Small Schools Curriculum Advisory committee will be maintained to plan for specific supports for small schools. 	<ul style="list-style-type: none"> A Small Schools Curriculum Advisory Committee will be maintained to plan for and advise on implementation of specific supports for small schools. 	<ul style="list-style-type: none"> A Small Schools Curriculum Advisory Committee will be maintained to plan for and advise on implementation of specific supports for small schools.
<ul style="list-style-type: none"> Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc. 	<ul style="list-style-type: none"> Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc. 	<ul style="list-style-type: none"> Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc. 	<ul style="list-style-type: none"> Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.
SPECIFIC OUTCOME 3: District support personnel (central staff, tech support, educational assistants, library technicians, etc.) are confident and competent in their support for implementation of new curricula.			

2017	2018	2019	2020
3a) Communications materials, tools and methods will be developed and implemented to ensure positive, quality, timely information is available to District support personnel.			
2017	2018	2019	2020
<ul style="list-style-type: none"> A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff. 	<ul style="list-style-type: none"> A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff. 	<ul style="list-style-type: none"> A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff. 	<ul style="list-style-type: none"> A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff.
<ul style="list-style-type: none"> An initial review of the prospective needs of District support personnel related to curriculum change will be conducted. 	<ul style="list-style-type: none"> A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal- 	<ul style="list-style-type: none"> A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal- 	<ul style="list-style-type: none"> A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal-

2017	2018	2019	2020
	setting and collaboration, with a focus on elementary and central support personnel.	setting and collaboration, with a focus on elementary, junior high and central support personnel.	setting and collaboration.
<ul style="list-style-type: none"> Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.). 	<ul style="list-style-type: none"> Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.). 	<ul style="list-style-type: none"> Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.). 	<ul style="list-style-type: none"> Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.).
<ul style="list-style-type: none"> Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed. 	<ul style="list-style-type: none"> Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed. 	<ul style="list-style-type: none"> Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed. 	<ul style="list-style-type: none"> Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed.
3b) Central decision units will be engaged, as leaders and advisors, on curriculum implementation and support.			
<ul style="list-style-type: none"> Information will be provided to central Directors and Managing Directors on an ongoing basis. 	<ul style="list-style-type: none"> Information will be provided to central Directors and Managing Directors on an ongoing basis. 	<ul style="list-style-type: none"> Information will be provided to central Directors and Managing Directors on an ongoing basis. 	<ul style="list-style-type: none"> Information will be provided to central Directors and Managing Directors on an ongoing basis.

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<ul style="list-style-type: none"> A Central Curriculum Advisory Committee will be established to receive information and to advise on effective implementation strategies and activities. 	<ul style="list-style-type: none"> A Central Curriculum Advisory committee will be maintained to receive information and to advise on effective implementation strategies and activities. 	<ul style="list-style-type: none"> A Central Curriculum Advisory Committee will be maintained to receive information and to advise on effective implementation strategies and activities. 	<ul style="list-style-type: none"> A Central Curriculum Advisory Committee will be maintained to receive information and to advise on effective implementation strategies and activities.
<ul style="list-style-type: none"> Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings. 	<ul style="list-style-type: none"> Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings. 	<ul style="list-style-type: none"> Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings. 	<ul style="list-style-type: none"> Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings.
SPECIFIC OUTCOME 4: District students are prepared for change and are enabled to meet their full potential through Kindergarten to Grade 12 and beyond, through their engagement in their high quality learning environments.			
4a) Communications materials and methods will be developed and implemented to ensure positive, quality, timely information is available to students.			
<ul style="list-style-type: none"> As part of the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will be identified, developed and implemented (including through teachers, social 	<ul style="list-style-type: none"> As part of the reviews, revisions and updates to the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will continue to be identified, developed and 	<ul style="list-style-type: none"> As part of the reviews, revisions and updates to the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will continue to be identified, developed and 	<ul style="list-style-type: none"> As part of the reviews, revisions and updates to the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will continue to be identified, developed and

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media, webpages, frequently asked questions, in various District language program languages, etc.).	implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).	implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).	implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).
4b) The Student Senate will be engaged in providing input, feedback and advice on preparing students for curriculum change.			
<ul style="list-style-type: none"> Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice. 	<ul style="list-style-type: none"> Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice. 	<ul style="list-style-type: none"> Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice. 	<ul style="list-style-type: none"> Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice.
<ul style="list-style-type: none"> A process will be established that enables the voices of the Student Senate to be shared with all school and central staff. 	<ul style="list-style-type: none"> A process will be maintained that continues to enable the voices of the Student Senate to be shared with all school and central staff. 	<ul style="list-style-type: none"> A process will be maintained that continues to enable the voices of Student Senate to be shared with all school and central staff. 	<ul style="list-style-type: none"> A process will be maintained that continues to enable the voices of Student Senate to be shared with all school and central staff.
4c) Opportunities for students to learn about new curriculum and be supported through curriculum change will be provided.			
<ul style="list-style-type: none"> Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will be provided to 	<ul style="list-style-type: none"> Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will continue to be 	<ul style="list-style-type: none"> Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will continue to be 	<ul style="list-style-type: none"> Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will continue to be

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students, appropriately developed and delivered for various age groups and abilities.	provided to students, appropriately developed and delivered for various age groups and abilities.	provided to students, appropriately developed and delivered for various age groups and abilities.	provided to students, appropriately developed and delivered for various age groups and abilities.
<ul style="list-style-type: none"> Strategies and opportunities for engaging students positively in curriculum change will be explored, identified and implemented or accessed. 	<ul style="list-style-type: none"> Strategies and opportunities for engaging students positively in curriculum change will continue to be identified and implemented or accessed (such as through "Student Curriculum Conversations/mini conferences provided and led by the Student Senate). 	<ul style="list-style-type: none"> Strategies and opportunities for engaging students positively in curriculum change will continue to be identified and implemented or accessed (such as through "Student Curriculum Conversations/mini conferences provided and led by the Student Senate). 	<ul style="list-style-type: none"> Strategies and opportunities for engaging students positively in curriculum change will continue to be identified and implemented or accessed (such as through "Student Curriculum Conversations/mini conferences provided and led by the Student Senate).
<ul style="list-style-type: none"> Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will be communicated to students through School Zone, the Student Senate and other means. 	<ul style="list-style-type: none"> Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will continue to be communicated to students through School Zone, the Student Senate and other means. 	<ul style="list-style-type: none"> Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will continue to be communicated to students through School Zone, the Student Senate and other means. 	<ul style="list-style-type: none"> Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will continue to be communicated to students through School Zone, the Student Senate and other means.
<ul style="list-style-type: none"> Teaching supports related to 	<ul style="list-style-type: none"> Teaching supports related to 	<ul style="list-style-type: none"> Teaching supports related to 	<ul style="list-style-type: none"> Teaching supports related to

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developing student resiliency and coping mechanisms will be identified and/or developed to support teachers to support students in coping with change.	developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.	developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.	developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.
<ul style="list-style-type: none"> Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will be explored and identified/developed. 	<ul style="list-style-type: none"> Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will be developed and made available. 	<ul style="list-style-type: none"> Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will continue to be developed and made available. 	<ul style="list-style-type: none"> Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will continue to be developed and made available.
SPECIFIC OUTCOME 5: Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.			
5a) Communications materials and methods will be developed and implemented to ensure positive, quality, timely information is available to parents and community stakeholders.			
<ul style="list-style-type: none"> A web page will be established and regularly maintained on epsb.ca for public access, that will include positive messaging, support materials (such as 	<ul style="list-style-type: none"> A web page will be regularly maintained on epsb.ca for public access that will include positive messaging, support materials (such as information bulletins, 	<ul style="list-style-type: none"> A web page will be regularly maintained on epsb.ca for public access that will include positive messaging, support materials (such as information bulletins, 	<ul style="list-style-type: none"> A web page will be regularly maintained on epsb.ca for public access, that will include positive messaging, support materials (such as information bulletins,

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information bulletins, frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.	frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.	frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.	frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.
<ul style="list-style-type: none"> As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information ("pushing out") to parents and stakeholders (e.g., via backpack newsletters, Trustee and District Communications Site on SchoolZone, Powerpoint presentations and videos, etc.) will be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central 	<ul style="list-style-type: none"> As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information ("pushing out") to parents and stakeholders will continue to be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. These may be provided in key languages. 	<ul style="list-style-type: none"> As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information ("pushing out") to parents and stakeholders will continue to be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. These may be provided in key languages. 	<ul style="list-style-type: none"> As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information ("pushing out") to parents and stakeholders will continue to be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. These may be provided in key languages.

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communications points. These may be provided in key languages.			
<ul style="list-style-type: none"> Catchment parent and community information sessions will be facilitated and supported, as needed. 	<ul style="list-style-type: none"> Catchment parent and community information sessions will be facilitated and supported, as needed. 	<ul style="list-style-type: none"> Catchment parent and community information sessions will be facilitated and supported, as needed. 	<ul style="list-style-type: none"> Catchment parent and community information sessions will be facilitated and supported, as needed.
5b) Opportunities for parental and stakeholder involvement in curriculum change will be provided.			
<ul style="list-style-type: none"> Information regarding provincial opportunities for parental, student and stakeholder involvement will be shared with parents and community stakeholders. 	<ul style="list-style-type: none"> Information regarding provincial opportunities for parental, student and stakeholder involvement will continue to be shared with parents and community stakeholders. 	<ul style="list-style-type: none"> Information regarding provincial opportunities for parental, student and stakeholder involvement will continue to be shared with parents and community stakeholders. 	<ul style="list-style-type: none"> Information regarding provincial opportunities for parental, student and stakeholder involvement will continue to be shared with parents and community stakeholders.
<ul style="list-style-type: none"> The potential establishment of a new structure (or the use of existing structures) to gather input and advice to support meeting the needs of parents and stakeholders throughout curriculum change (e.g., such as a District 	<ul style="list-style-type: none"> The determined structures for gathering input and advice to support meeting the needs of parents and stakeholders throughout curriculum change will be used/implemented, and then reviewed. 	<ul style="list-style-type: none"> The determined structures for gathering input and advice to support meeting the needs of parents and stakeholders throughout curriculum will continue to be used/implemented unless the review finds that 	<ul style="list-style-type: none"> The determined structures for gathering input and advice to support meeting the needs of parents and stakeholders throughout curriculum will continue to be used/implemented unless the review finds that

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curriculum parent and stakeholder advisory council, through existing School Councils, via a survey, etc.) will be considered and assessed for potential benefits, challenges and efficiencies.		discontinuation or changes are required; annual reviews for efficiency and effectiveness will continue to be conducted.	discontinuation or changes are required; annual reviews for efficiency and effectiveness will continue to be conducted.
<ul style="list-style-type: none"> School Councils, in collaboration with principals and central, will be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.). 	<ul style="list-style-type: none"> School Councils, in collaboration with principals and central, will continue to be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.). 	<ul style="list-style-type: none"> School Councils, in collaboration with principals and central, will continue to be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.). 	<ul style="list-style-type: none"> School Councils, in collaboration with principals and central, will continue to be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.).
<ul style="list-style-type: none"> District structures, such as Parents as Partners nights, will be identified and leveraged to communicate with and engage parents. 	<ul style="list-style-type: none"> District structures, such as Parents as Partners nights, will continue to be identified and leveraged to communicate with and engage parents, then reviewed for efficiency and effectiveness. 	<ul style="list-style-type: none"> District structures, such as Parents as Partners nights, will continue to be identified and leveraged to communicate with and engage parents, then reviewed for efficiency and effectiveness. 	<ul style="list-style-type: none"> District structures, such as Parents as Partners nights, will continue to be identified and leveraged to communicate with and engage parents, then reviewed for efficiency and effectiveness.

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<ul style="list-style-type: none"> Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed. 	<ul style="list-style-type: none"> Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented, then reviewed for efficiency and effectiveness. 	<ul style="list-style-type: none"> Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented, then reviewed for efficiency and effectiveness. 	<ul style="list-style-type: none"> Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented, then reviewed for efficiency and effectiveness.
SPECIFIC OUTCOME 6: District technologies, systems and infrastructure are in place to support curricular change.			
6a) Central Technology infrastructure will be developed and/or adapted to support effective curriculum implementation			
<ul style="list-style-type: none"> PowerSchool and SchoolZone will be reviewed for potential changes to support new curriculum (e.g., subject area) 	<ul style="list-style-type: none"> PowerSchool and SchoolZone will be updated to support curricular changes. 	<ul style="list-style-type: none"> PowerSchool and SchoolZone will continue to be updated to support curricular changes. 	<ul style="list-style-type: none"> PowerSchool and SchoolZone will continue to be updated to support curricular changes.
<ul style="list-style-type: none"> Student Information systems will be reviewed for potential changes to support new curriculum (e.g., subject areas). 	<ul style="list-style-type: none"> Student Information systems will be updated as needed to support curriculum change. 	<ul style="list-style-type: none"> Student Information systems will continue to be updated as needed to support curriculum change. 	<ul style="list-style-type: none"> Student Information systems will continue to be updated as needed to support curriculum change.

2017	2018	2019	2020
<ul style="list-style-type: none"> A committee of lead teachers, department heads and Central Services staff will be assembled to explore the updates required for PowerSchool, Gradebook, SchoolZone, etc. 	<ul style="list-style-type: none"> A committee of lead teachers, department heads and Central Services staff will be maintained to identify and advise on the updates required for PowerSchool, Gradebook, SchoolZone, etc. 	<ul style="list-style-type: none"> A committee of lead teachers, department heads and Central Services staff will be maintained to continue to identify and advise on the updates required for PowerSchool, Gradebook, SchoolZone, etc. 	<ul style="list-style-type: none"> A committee of lead teachers, department heads and Central Services staff will be maintained to continue to identify and advise on the updates required for PowerSchool, Gradebook, SchoolZone, etc.
6b) School Technology			
<ul style="list-style-type: none"> The Technology Integrated and Planning Support team will identify new, targeted supports (such as a list of technologies that could support new curricula) to support implementation. 	<ul style="list-style-type: none"> The Technology Integrated and Planning Support team will develop new, targeted supports (such as a list of technologies that could support new curricula) as needed to support implementation. 	<ul style="list-style-type: none"> The Technology Integrated and Planning Support team will continue to develop new, targeted supports (such as a list of technologies that could support new curricula) as needed to support implementation. 	<ul style="list-style-type: none"> The Technology Integrated and Planning Support team will continue to develop new, targeted supports (such as a list of technologies that could support new curricula) to support implementation.
<ul style="list-style-type: none"> Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis, 	<ul style="list-style-type: none"> Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis, 	<ul style="list-style-type: none"> Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis, 	<ul style="list-style-type: none"> Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis,

2017	2018	2019	2020
as it relates to changes to system infrastructure.	as it relates to changes to system infrastructure.	as it relates to changes to system infrastructure.	as it relates to changes to system infrastructure.
6c) System infrastructure			
<ul style="list-style-type: none"> Implications regarding new curriculum and progress reporting will be reviewed and preparations made to deal with resulting issues. 	<ul style="list-style-type: none"> Implications regarding new curriculum and progress reporting will continue to be reviewed and preparations made to deal with resulting issues. 	<ul style="list-style-type: none"> Implications regarding new curriculum and progress reporting will continue to be reviewed and preparations made to deal with resulting issues. 	<ul style="list-style-type: none"> Implications regarding new curriculum and progress reporting will continue to be reviewed and preparations made to deal with resulting issues.
SPECIFIC OUTCOME 7: District-wide implementation plans, processes and activities will be continually developed, assessed, evaluated and communicated through a collaborative approach between: <ul style="list-style-type: none"> District schools and central units Edmonton Public Schools and Alberta Education Edmonton Public Schools and other districts Edmonton Public Schools and key stakeholders 			
7a) This plan will be reviewed at least on an annual basis and as needed and updated as new information and needs emerge.			
<ul style="list-style-type: none"> All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review and 	<ul style="list-style-type: none"> All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review 	<ul style="list-style-type: none"> All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review 	<ul style="list-style-type: none"> All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review

2017	2018	2019	2020
advise this plan.	and advise this plan.	and advise this plan.	and advise this plan.
<ul style="list-style-type: none"> District staff committees will be formed to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed. 	<ul style="list-style-type: none"> District staff committees will be maintained to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed. 	<ul style="list-style-type: none"> District staff committees will be maintained to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed. 	<ul style="list-style-type: none"> District staff committees will be maintained to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed.
<ul style="list-style-type: none"> A four-year scope and sequence with projected costs, measures, risk analysis, etc. will be developed to monitor the progress and effectiveness of this plan. 	<ul style="list-style-type: none"> The four-year scope and sequence will be reviewed and revised to continue to monitor the progress and effectiveness of this plan. 	<ul style="list-style-type: none"> The four-year scope and sequence will be reviewed and revised to continue to monitor the progress and effectiveness of this plan. 	<ul style="list-style-type: none"> The four-year scope and sequence will be reviewed and revised to continue to monitor the progress and effectiveness of this plan.
<ul style="list-style-type: none"> Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be examined for integration into this plan. 	<ul style="list-style-type: none"> Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be integrated into this plan if determined to be effective. 	<ul style="list-style-type: none"> Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be managed through this plan, if determined to be effective. 	<ul style="list-style-type: none"> Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be managed through this plan, if determined to be effective.
7b) Alberta Education information sources will be accessed/reviewed on a continual basis to ensure the District has up-to-date, accurate information.			

2017	2018	2019	2020
<ul style="list-style-type: none"> Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis. 	<ul style="list-style-type: none"> Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis. 	<ul style="list-style-type: none"> Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis. 	<ul style="list-style-type: none"> Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis.
<ul style="list-style-type: none"> Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan. 	<ul style="list-style-type: none"> Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan. 	<ul style="list-style-type: none"> Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan. 	<ul style="list-style-type: none"> Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.
7c) The District will communicate and collaborate with other school districts to maximize opportunities and to strengthen its implementation activities.			
<ul style="list-style-type: none"> Monthly meetings with collaborating school districts will be initiated and maintained to share information and best practices and to collaborate to support each other. 	<ul style="list-style-type: none"> Monthly meetings with collaborating school districts will be maintained to share information and best practices and to collaborate to support each other. 	<ul style="list-style-type: none"> Monthly meetings with collaborating school districts will be maintained to share information and best practices and to collaborate to support each other. 	<ul style="list-style-type: none"> Monthly meetings with collaborating school districts will be maintained to share information and best practices and to collaborate to support each other.

2017	2018	2019	2020
7d) The District will work with key stakeholders to maximize opportunities and to strengthen its implementation activities.			
<ul style="list-style-type: none"> Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will be identified and initiated. 	<ul style="list-style-type: none"> Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will continue to be identified and implemented. 	<ul style="list-style-type: none"> Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will continue to be identified and implemented. 	<ul style="list-style-type: none"> Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will continue to be identified and implemented.
<ul style="list-style-type: none"> Collaborative activities with not-for-profit partners and government departments will be identified and initiated. 	<ul style="list-style-type: none"> Collaborative activities with not-for-profit partners and government departments will continue to be identified and implemented. 	<ul style="list-style-type: none"> Collaborative activities with not-for-profit partners and government departments will continue to be identified and implemented. 	<ul style="list-style-type: none"> Collaborative activities with not-for-profit partners and government departments will continue to be identified and implemented.
7e) The District will consider gathering feedback regarding curricular change (e.g., via District feedback survey, etc.)			
<ul style="list-style-type: none"> A review of the efficacy of gathering curriculum change feedback via centralized means (e.g. District Feedback survey) will be conducted; recommendations will be generated. 	<ul style="list-style-type: none"> Recommendations related to gathering curriculum change feedback via centralized means will be implemented, then reviewed. 	<ul style="list-style-type: none"> Recommendations related to gathering curriculum change feedback via centralized means will be implemented, then reviewed. 	<ul style="list-style-type: none"> Recommendations related to gathering curriculum change feedback via centralized means will be implemented, then reviewed.

2017	2018	2019	2020
7f) This plan will be communicated through various means (including the Annual Education Results Report).			
<ul style="list-style-type: none"> Communications strategies and methods for communicating this Plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc. 	<ul style="list-style-type: none"> Communications strategies and methods for communicating this plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc. 	<ul style="list-style-type: none"> Communications strategies and methods for communicating this plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc. 	<ul style="list-style-type: none"> Communications strategies and methods for communicating this plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.



Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.

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