



Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, September 12, 2017
2:00 p.m.

Board Meeting #18


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

- 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 #17 – June 20, 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, September 11, 2017 to speak under this item.)
- H. Reports:
 - 2. Report #7 of the Caucus Committee (From the Meetings Held June 6 and June 20, 2017
(Information)
 - 3. Actions Taken Under Delegation of Authority – 2017 Summer Recess
(Information)
 - 4. Amendment to the Three-Year Capital Plan 2018-2021
(Recommendation)
 - 5. Second, and Third and Final Reading – Board Policy HG.BP Student Behaviour and Conduct
(Recommendation)
 - 6. Highlands School Consultation Project – Closure of Montrose and Mount Royal Schools
(Recommendation)
 - 7. Shared Approach to Curriculum Implementation to Alberta Education – Next Steps
(Information - Response to Request for Information #218)

8. District Energy and Environment Strategy 2016-2019
(Information)
Note: There will be a presentation for this item.
9. 2016-2017 Board Self-Evaluation
(Information)
10. Results of the 2017 District Feedback Survey
(Information)
11. Strategic Plan Update: Priority 3, Goal Three: Governance and Engagement
(Information)
Note: There will be a presentation for this item.
12. Bereavements
(Information)
13. Delegation of Authority – 2017 Municipal Election Board Recess
(Recommendation)
- 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 #17**

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, June 20, 2017 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Ray Martin
Bridget Stirling

Officials

Angela Anderson
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Kathy Muhlethaler

Kent Pharis
Darrel Robertson
Mike Suderman

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

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

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

The Board Chair advised that the 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 

The Prince Charles School Cree Choir sang O Canada.

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Ip:

**“That the agenda for the June 20, 2017, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Recognitions**1. National Aboriginal Day**

The Board celebrated National Aboriginal Day which is held annually on June 21st to acknowledge the contributions and histories of the First Nation, Métis, and Inuit in Canada.

2. Michael A. Strembitsky Award Recipients

The Board Chair announced the following students as recipients of the Michael A. Strembitsky Award of Excellence:

- Gold Medal – Sarena Lalani from Lillian Osborne
- Silver Medal – Kyle Hennig from Strathcona School
- Bronze Medal – Grace Konrad from Harry Ainlay School

The Board Chair called a 25 minute recess to accommodate a reception for the students and guests.

The Board Chair called the meeting back to order at 3:00 p.m.

E. Communications from the Board Chair

The Board Chair advised that on Thursday, June 22, 2017, the District will honour retirees. She explained that this is an opportunity to recognize employees who have dedicated years of service to Edmonton Public Schools and thank them for everything they have done for the District and students over the years.

F. Communications from the Superintendent of Schools

The Superintendent provided an update on school construction and advised that the nine schools slated to open in September 2017 are on schedule and that two other schools slated to open in 2018 are also on schedule. The District is looking forward to welcoming 11 new schools to the

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Edmonton Public School family next year. He said that the principals have hosted meet and greet events with families and are holding their first staff meetings. The District is looking forward to welcoming hundreds of students to their new schools.

The Superintendent wished all District staff a wonderful summer break and thanked them for making this an amazing year. He said the District results continue to trend up, high school completion rates continue to rise, dropout rates continue to go down and people are feeling safe, comfortable and welcome in District schools.

G. Minutes

3. Board Meeting #16 – June 6, 2017

MOVED BY Trustee Ip:

**“That the minutes of Board Meeting #16 held June 6, 2017, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were three registered speakers for this item:

- Mr. Thomas Banks spoke in favour of lowering the current municipal voting age in Alberta.
- Mr. Alex Erickson spoke in favour of lowering the current municipal voting age in Alberta.
- Mr. Nels Olsen, President of Edmonton Public Teachers, thanked the Board, the Superintendent and the District for their hard work. He advised that his term has concluded and announced Ms Heather Quinn, the new President elect.

H. Reports

4. Report #6 of the Caucus Committee (From the meeting held June 6, 2017)

Information was received regarding actions taken at the June 6, 2017, Caucus Committee meeting.

5. Approval of the 2017-2018 Budget

MOVED BY Trustee Janz:

**“1. That the 2017-2018 Budget of \$1,161,205,358 be approved.”
(UNANIMOUSLY CARRIED)**

**“2. That the budget report for the year ending August 31, 2018 be approved.”
(UNANIMOUSLY CARRIED)**

6. Motion re: Lowering the Voting Age in Alberta

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MOVED BY Trustee Draper:

“That the Board of Trustees write a letter to the Minister of Municipal Affairs advocating for a lowering of the municipal voting age from 18 to 16 years of age.”

(CARRIED)

There was a short break in the meeting.

Trustee Chubb left the meeting.

7. Frist, Second and Third and Final Reading – Board Policy CO.BP Fiscal Oversight and Responsibility

MOVED BY Trustee Stirling:

“1. That Board policy CO.BP Fiscal Oversight and Accountability be approved as amended.”

(UNANIMOUSLY CARRIED)

“2. That Board policy CO.BP Fiscal Oversight and Accountability be considered for the first, second, and third time at this meeting.”

(UNANIMOUSLY CARRIED)

“3. That Board policy CO.BP Fiscal Oversight and Accountability be considered for the first time.”

(UNANIMOUSLY CARRIED)

“4. That Board policy CO.BP Fiscal Oversight and Accountability be considered for the second time.”

(UNANIMOUSLY CARRIED)

“5. That policy CO.BP Fiscal Oversight and Accountability be considered for the third and final time and approved.”

(UNANIMOUSLY CARRIED)

8. Second and Third and Final Reading – Board Policy ACB.BP National Anthem and Flag

MOVED BY Trustee Stirling:

“1. That Board policy ACB.BP National Anthem and Flag be read for the second time.”

(UNANIMOUSLY CARRIED)

“2. That Board policy ACB.BP National Anthem and Flag be read for the third and final time and approved.”

(UNANIMOUSLY CARRIED)

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9. Second and Third and Final Reading – Board Policy FBD.BP Designated Holidays

MOVED BY Trustee Stirling:

**“1. That Board policy FBD.BP Designated Holidays be read for the second time.”
(UNANIMOUSLY CARRIED)**

**“2. That Board policy FBD.BP Designated Holidays be read for the third and final time and approved.”
(UNANIMOUSLY CARRIED)**

10. First, Second and Third and Final Reading – Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

MOVED BY Trustee Stirling:

**“1. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AE.BB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the first, second and third and final time at this meeting.”
(UNANIMOUSLY CARRIED)**

**“2. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AE.BB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the first time.”
(UNANIMOUSLY CARRIED)**

**“3. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AE.BB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the second time.”
(UNANIMOUSLY CARRIED)**

**“4. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AE.BB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the third and final time and approved.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK11. 2016-2017 Superintendent of Schools' Evaluation

An overall summary of the 2016-2017 Superintendent of School's evaluation was provided to the Board for information.

12. Pilot Sound School Library
(Response to Request for Information #215)

Information was provided in response to Request for Information #215.

13. Bill 1 – Implementation Plan – Instructional and Transportation Fees
(Response to Request for Information #216)

Information was provided in response to Request for Information #216.

14. International Student Program Fees
(Response to Request for Information #219)

Information was provided in response to Request for Information #219.

Trustee Janz left the meeting.

15. Before and After School Care – Escuela Mill Creek School
(Response to Request for Information #221)

Information was provided in response to Request for Information #221.

16. Bereavements

The Vice-Chair reported the passing of Ms Shauna Hein and Ms Kathleen Thomas.

17. Delegation of Authority – 2017 Summer Recess

MOVED BY Trustee Martin:

**"1. That in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special Board meetings during the 2017 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair."
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee Gibson:

"2. That in accordance with Section 61(1) of the *School Act*, effective June 20, 2017, delegation of authority to the Superintendent of Schools to make decisions during the 2017 summer recess on behalf of the Board be approved." (UNANIMOUSLY CARRIED)

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MOVED BY Trustee Johner:

“3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2017.”

(UNANIMOUSLY CARRIED)

J. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

K. Other Committee, Board Representative and Trustee Reports

Trustee Adams commended Principal Duncan McColl and his staff at Hillview School in Millwoods for some of the great initiatives that are having a direct impact on the District. After nine years at Hillview, and multiple thousands of dollars in grant projects ranging from environmental projects, technology upgrades, after-school programs, artists in residencies, garden boxes, solar panels, and most recently, the Medicine Wheel Outdoor Classroom, Principal McColl will be retiring. As a result of his work, he will be leaving behind a great legacy.

Trustee Adams reported that three years ago, with District support, Hillview School expanded their Early Education classes into a pilot program and became the hub—overseeing and providing support and intervention at three satellite sites: Tipaskan, Ekota and Sakaw Schools. As a result of this expansion, many children were able to receive direct intervention to ready them for Kindergarten, then into Grade one and beyond. She advised that this spring, a new process was utilized to screen new children for the pre-Kindergarten program. As a result of this screening, it became necessary to expand again to a fourth satellite site to be located at Bisset School. The following year, the program expanded again with more classes at two existing satellite sites. The pilot project was deemed a success and was made into a District program, including the name change from Early Education to Pre-Kindergarten. The District has also expanded this model to eight other re-Kindergarten hub sites. In the 2017-2018 school year, there will be 32 schools providing early intervention programming similar to the model Hillview School has established. The District can be very proud of this legacy work that Principal McColl has overseen at the school level, knowing that the District is better able to assist and provide direct support and intervention to children prior to Kindergarten. She explained that early intervention is a key to helping more students get to that finish line and complete high school. Trustee Adams wished the very best to Principal Duncan McColl in his retirement.

Trustee Ip reported on the following events:

- June 16, 2017, he attended the ABC Head Start Literacy Day event.
- June 9, 2017, he brought greetings on behalf of the Board at the CUPE 3550 (Support Staff) retirement banquet.
- June 11, 2017, he presented at the Cappies Gala, celebrating student theatre.
- June 13, 2017, he brought greetings at the Partnership Gala at the Shaw Conference Centre, which is an event that celebrates student art.

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- June 15, 2017, he reported that it was an honour to host the Minister of Education, David Eggen and MLA Thomas Dang at Dr. Margaret Ann Armour School. He reported that the Minister heard directly from parents in Southwest Edmonton and addressed their concerns and questions.

Trustee Stirling reported on the following events:

- June 7, 2017, she was delighted to bring greetings on behalf of the Board at the opening of the University Art Show. The display of some of the District's most talented student artists from all age groups will be featured in the hallways of the Faculty of Education at the University of Alberta for the coming year, inspiring pre-service teachers, academics, and the campus community through the creativity of students from throughout the District.
- Trustee Stirling congratulated the grads from the Learning Store outreach program. She was inspired to see such a determined group of young people walk across the stage. As well, she congratulated the grads from Braemar and said that it was a heartwarming celebration of the hopeful future they've created for themselves and their little ones. Trustee Stirling said that last of her commencements this year was at Vimy Ridge, which was extra special this year because of the 100th anniversary of the Battle of Vimy Ridge. She congratulated all graduating students.
- June 10, 2017, she was proud to walk with 200 students, teachers, and District staff as well as Trustee Johnner in this year's Edmonton Pride Parade. She reported that one of the best parts of the parade was looking into the crowd and seeing so many grownups who remember a time when they were not supported in schools and the hope and love they feel when they see so many students who are included and welcome in Edmonton Public schools.
- June 11, 2017, she attended the Cappies Gala. Trustees Stirling, Draper and Ip had the opportunity to present some of the awards to talented students who were on stage and behind the scenes creating some amazing theatre productions. She congratulated all the recipients of this year's awards.
- June 15, 2017, was the second community meeting for the Escuela Mill Creek replacement project, giving people a first look at the proposed design. Community members, parents, and teachers were excited to see the initial ideas for the school and to share their thoughts. She thanked all who participated and the staff and design team members who worked so hard to put the event together.
- On June 16, 2017, she had the opportunity to join with the Mill Woods area Muslim community in an Iftar dinner. She appreciated this opportunity to meet many students and families from the neighbourhoods and share a meal together as part of the celebration of Ramadan. She thanked the MLAs Christina Grey, Rod Loyola, and Denise Woollard for organizing this event.
- June 17, 2017, she joined in with a small army of volunteers to help plant the community garden for Youth Empowerment and Support Services (YESS) on a formerly vacant lot in King Edward Park. She reported that this garden will grow food and hope for the youth supported by YESS.

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- June 18, 2017, was the Mayor's Pride Brunch in support of Camp fYrefly. This event brings together partners and supporters from around the city who support fYrefly and the Institute for Sexually Minority Studies and Services (iSMSS). She was pleased that Edmonton Public Schools were recognized specifically for the leadership in supporting Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youth through the District's Sexual Orientation and Gender Identity (SOGI) policy, Gay -Straight Alliance (GSAs), Queer-Straight Alliance (QSAs) and continued work on inclusion for sexual and gender minority students, families and staff.

L. Trustee and Board Requests for Information - None

M. Notices of Motion

MOVED BY Trustee Gibson:

**"1. That notice of motion be waived."
(UNANIMOUSLY CARRIED)**

Trustee Janz returned to the meeting.

**"2. That the District provide the June 6, 2017, report in response to Request For Information 218 - Shared Approach to Curriculum Implementation to Alberta Education and that Administration identify next steps (e.g., funding request to the Province) for Board consideration be approved."
(UNANIMOUSLY CARRIED)**

N. Next Board Meeting: Tuesday, September 12, 2017, at 2:00 p.m.

O. Adjournment: 5:10 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: September 12, 2017

TO: Board of Trustees

FROM: Trustee Ray Martin, Caucus Committee Chair

SUBJECT: Report #7 of the Caucus Committee (From the meetings held June 6 and June 20, 2017)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendation was approved at the June 6, 2017, Caucus Committee meeting:

Approval of Capital Reserve Funding to Relocate Modular Classrooms

1. *That authorization for the Superintendent to proceed with the utilization of up to \$600,000 of Capital Reserve funds to relocate three modular classrooms be approved.*

BACKGROUND – Recommendation 1

To support enrolment growth anticipated in September 2017 at eight District schools, 28 modular classroom units were requested in the District's submission to the provincial 2017–2018 Modular Classroom Program. Only 15 of the 28 units requested were funded through the program.

The following recommendations were approved at the June 20, 2017, Caucus Committee meeting:

Purpose Built Space, Mill Creek Replacement School Project

1. *That authorization for the Superintendent to proceed with the utilization of up to \$1,000,000 of Capital Reserve funds to design and build child care tenant space as part of the Mill Creek Replacement School facility be approved.*

BACKGROUND – Recommendation 1

The Escuela Mill Creek replacement school project was announced as approved on October 8, 2014, in response to the District's submission of the Three-Year Capital Plan 2015-2018, approved by the Board of Trustees on April 24, 2014. Subsequent to the announcement, funding to develop a detailed design for the project was approved on January 23, 2015. The District was instructed to include construction

funding requests within the Three-Year Capital Plan 2016-2019, which was approved by the Board of Trustees on April 7, 2015. Construction funding for a replacement school was announced in the fall of 2016.

Amending the Superintendent of Schools' Employment Agreement

2. *That the Board Chair is authorized to sign, on behalf of the Board, the Amendment to the Superintendent of Schools' Employment Agreement, as reviewed in Caucus.*

BACKGROUND – Recommendation 2

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school district. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to foster a collaborative working environment critical to a high functioning District. The Board sought an external company to conduct a transparent and non-biased evaluation of the Superintendent of Schools. Conroy Ross Partners Ltd. was the successful bidder in the RFQ process and has been retained to conduct the 2015-2016, 2016-2017 and 2017-2018 Superintendent of Schools' evaluations.

Mr. Syme of Conroy Ross met with the Caucus Committee on June 6, 2017, to discuss the results of the 2016-2017 Superintendent of Schools Evaluation Survey.

KM:sj

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Actions Taken Under Delegation of Authority – 2017 Summer Recess

ORIGINATOR: Karen Mills, Director, Superintendent and Board Relations

REFERENCE: [Board Policy CHA.BP – Board Delegation of Authority](#)
[Board Policy EA.BP – Infrastructure Planning Principles](#)
[School Act](#) Sections 61, 65(2), 65(3), 67(1)
[June 20, 2017 Board Report – Delegation of Authority – 2017 Summer Recess](#)

ISSUE

The Superintendent is obliged to report to the Board on decisions he has made under the Delegation of Authority from the Board for the summer recess on matters that would normally be brought to the Board.

BACKGROUND

The Board passed the following motion at the June 20, 2017, board meeting:

1. *That, in accordance with Sections 67(1), 65(2) and 65(3) of the School Act, any special board meetings during the 2015 summer recess be at the call of the Board Chair or, in his absence, the Board Vice-Chair.*
2. *That, in accordance with Section 61(1) of the School Act, effective June 21, 2017 delegation of authority to the Superintendent of Schools to make decisions during the 2017 summer recess on behalf of the Board be approved.*
3. *That a report of all such decisions be brought to the first public board meeting in the fall of 2017.*

CURRENT SITUATION

The Superintendent reports that no actions were taken in accordance to this motion.

KM:sj

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Amendment to the Three-Year Capital Plan 2018-2021

ORIGINATOR: Dr. Lorne Parker, Executive Director

RESOURCE

STAFF: Brent Dragon, Josephine Duquette, Kim Holowatuk, Roshan Kastrinos, Roland Labbe, Jennifer Thompson, Christopher Wright

REFERENCE: [Three Year Capital Plan 2018–2021](#); [Space for Students in Mature Communities - Report to the Community June 2017](#); [Board Policy EA.BP - Infrastructure Planning Principles](#)

ISSUE

On April 25, 2017, the Board of Trustees approved the *Three-Year Capital Plan 2018–2021*. This plan included six placeholders for Space for Students in Mature Communities projects. The first three placeholders were for the Greater Britannia, Rosslyn and Westlawn communities or clusters. Prioritization of these clusters was deferred until the complete feedback from the consultations was obtained and the data was analyzed. Based on stakeholder feedback, level of engagement and proposed additional engagement, the recommendation for prioritizing the clusters through an amendment to the *Three-Year Capital Plan 2018–2021* (Attachment I) is:

1. Westlawn cluster
2. Britannia cluster
3. Rosslyn cluster

BACKGROUND

In March 2016, consultation was initiated with 15 school communities in mature areas on future plans for three clusters of schools. This series of public meetings focused on the need to provide high quality learning environments for all students regardless of where they live. The information presented also gave context to issues facing mature infrastructure that may not be the appropriate size or configuration for the current enrolment in these areas or the programming operating in the schools. In May 2016, additional public meetings were held in collaboration with the City of Edmonton to gather further input on some general options and themes regarding potential future plans for these clusters. In October 2016, working committees were established for each cluster to refine the input, analyze data and explore and develop further specific concepts. These concepts were presented at public meetings in March 2017 and feedback was collected. In addition, there was an online survey to collect feedback from those that could not attend and for those that did attend who wanted to provide additional feedback. There were 366 survey responses collected from the three cluster areas (183 from Westlawn, 103 from Britannia and 80 from Rosslyn). The summary of this feedback is included in the appendices (Appendix I – Westlawn, Appendix II – Britannia, Appendix III – Rosslyn). Further information regarding the stakeholder engagement process was also made available on the District website on June 28, 2017 ([Space for Students in Mature Communities – Report to the Community](#)).

The stakeholder input collected from the public meetings in March and May 2016 and in March 2017, was used to determine the recommended concepts and next steps for each cluster. Other factors considered in the decision were: past enrolment, projected enrolment, demographics, site constraints, geographic distribution, student migration patterns, program distribution, student retention, student safety, transportation, school proximity and City of Edmonton neighbourhood plans and initiatives.

RELATED FACTS

- March 2016, consultation was initiated with 15 school communities in mature areas on future plans for three clusters of schools.
- May 2016, additional public meetings were held in collaboration with the City of Edmonton to gather further input on some general options and themes regarding potential future plans for these clusters.
- October 2016 through February 2017, working committees were established for each cluster and meetings were held to refine the input, analyze data and explore and develop further specific concepts.
- March 2017, concepts were presented at public meetings for each cluster and feedback was collected through facilitated group discussions and online surveys.
- Stakeholder feedback and level of engagement was a crucial element in considering which concept to recommend for each cluster and in prioritization of the clusters.

RECOMMENDATION

That the proposed amendment to the *Three -Year Capital Plan 2018-2021* as follows, be approved: amend Priority 3 in Year 1 to read “Westlawn Cluster: Concept 2” and the cost to \$40 million; amend Priority 8 in Year 2 to read “Britannia Cluster” and the cost to range between \$34 million to \$37 million; and amend Priority 12 in Year 2 to read “Rosslyn Cluster” and the cost to range between \$62 million to \$73 million.

CONSIDERATIONS and ANALYSIS

Stakeholder feedback and level of engagement was a crucial element in considering which concept to recommend for each cluster and in prioritization of the clusters. The feedback process showed that there is a clear concept preference in the Britannia and Westlawn clusters. In the Rosslyn cluster there were three concepts that received high levels of support. The level of participation differed across the clusters. The highest level of participation in the survey was in the Westlawn cluster with 183 survey responses. In contrast, the Rosslyn cluster had 80 responses and there are almost twice as many students enrolled in that cluster.

In the Westlawn cluster (Attachment II), the survey feedback had a clear preference for Concept 2. The Westlawn cluster also had the highest level of engagement between the clusters with 183 total survey responses. The preferred concept honours the feedback themes heard in March and May 2016:

- an openness to exploring different grade configurations
- safe traffic corridors and safe traffic around the school
- minimize disruption by not displacing students
- proximity to other community amenities
- Westlawn site should be considered

The feedback (Appendix I) received showed a clear preference of the Westlawn cluster having the highest level of engagement, and the preferred concept honours the main feedback themes heard for

this cluster. Administration is recommending that the Westlawn cluster be prioritized as first and placed in Priority 3, Year 1 in the *Three-Year Capital Plan 2018–2021*.

In the Britannia cluster (Attachment III), the survey feedback showed preference for Concept 2. Concept 1 and Concept 4 had similar levels of support. In the context of level of engagement, only 50 per cent of respondents chose to provide a preferred option, and half the respondents skipped this question.

The preferred concept honours the following feedback themes heard in March and May 2016:

- proximity to community amenities
- smaller school size
- openness to new grade configurations

However, the preferred concept does not honour the theme of minimizing disruption to students and continuity of services/resources. In order to provide the highest quality learning environments possible, administration is awaiting a cost-benefit analysis of replacing Mayfield School versus modernizing the building. In either scenario, a portion of the students or all the students in Mayfield School will be displaced for a period of two years during construction. This disruption would include the Early Education/Pre-Kindergarten students at Mayfield School. These students are three and four years old and have additional needs that make transitions challenging.

The preferred concept for the Britannia cluster also does not honour the feedback theme of safe traffic corridors and accessibility. In Concept 2, all students in Pre-Kindergarten to Grade 3 would be located in a school on the Mayfield site. However, data shows that more students live south of 107 Avenue and the peak concentration is in the Youngstown School attendance area. This means that more students would be crossing busy streets (107 Avenue and 156 Street) to attend school at Mayfield than would if the location was on the Youngstown or Britannia sites. This concept does not provide equitable access for all students, especially the youngest aged students.

In the case of a modernization to Mayfield School, students may need to change classrooms multiple times to accommodate the phasing of the modernization plan. In the case of a replacement school on the Mayfield site, the only place to locate the replacement school would be where the current school sits, due to proximity of other community amenities, the Catholic school and limited frontage of the site. Since this concept would involve this disruption, administration is recommending further engagement weighing the positives and negatives of this option as compared to the second option. The third option would not be included as it was not preferred and it does not honour the feedback around small school size.

Since the feedback (Appendix II) received showed a clear preference, but may not honour some of the original feedback themes, administration recommends additional engagement for this cluster to explore the trade-off of temporarily displacing students versus the selection of a different concept that minimizes disruption, promotes safe traffic corridors and equitable access. The preferred option would disrupt all students at Mayfield School, especially the Early Education/Pre-Kindergarten program. The scope of this additional engagement effort is larger than is required for the Westlawn cluster, but will be smaller than the Rosslyn cluster; therefore, administration recommends that the Britannia cluster is prioritized second and is placed as Priority 8 in Year 2 in the *Three-Year Capital Plan 2018–2021*.

In the Rosslyn cluster (Attachment IV), with seven schools, the conversations were not able to reach the same level of specificity and consensus as with other clusters, due to the volume of data and input. The conversation around programming and grade groupings for specific sites was limited due to time and

volume of data and variations. The feedback (Appendix III) from the survey and the public meeting in March 2017 did not show a distinct preference for a particular concept; instead, the feedback showed a preference for three concepts: Concept 1, Concept 2 and Concept 5. In addition, this cluster had the lowest number of survey responses for all the clusters (80 responses), despite having the highest enrolment among the three clusters.

Together, these factors lead administration to recommend further consultation around programming for a reduced number of concepts with these seven school communities. Administration believes that this will give the Rosslyn cluster time for a more focused discussion and that additional engagement will encourage more people to participate. The scope of this further engagement effort is larger than is required for the other clusters; therefore, administration recommends that the Rosslyn cluster is prioritized third and is placed as Priority 12 in Year 2 in the *Three-Year Capital Plan 2018–2021*.

NEXT STEPS

Additional consultation for the Britannia and Rosslyn clusters is vital to successful outcomes, where final concepts are informed and supported by the communities. Administration will proceed with the additional engagement in the 2017–2018 school year:

- Next step for the Westlawn cluster is to inform the cluster communities of the approved concept and the rationale for selection. In addition, information regarding cluster prioritization and placement on the capital plan will be shared.
- Next step for the Britannia cluster is additional engagement around honouring the feedback by exploring the trade-off of temporarily displacing students versus the selection of a different concept that minimizes disruption, promotes safe traffic corridors and equitable access.
- Next step for the Rosslyn cluster is additional engagement around programming for a reduced number of concepts.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Amended Three–Year Capital Plan 2018-2021 Aggregated Priorities
ATTACHMENT II	Westlawn Concept Recommendation and Background
ATTACHMENT III	Britannia Concept Recommendation and Background
ATTACHMENT IV	Rosslyn Concept Recommendation and Background
APPENDIX I	Feedback Review – Westlawn Area (Public Meeting #3)
APPENDIX II	Feedback Review – Britannia Area (Public Meeting #3)
APPENDIX III	Feedback Review – Rosslyn Area (Public Meeting #3)

JT:ks

Amended Three-Year Capital Plan 2018-2021 Aggregated Priorities

Priority 2018– 2021	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	Heritage Valley 10–12 – Phase I	1800	HS	\$79
2	Chappelle East K–9	750	SW	\$28
3	Westlawn Cluster: Concept 2 Space for Students in Mature Communities	1150	W1	\$40
4	Keswick K–9	950	SW	\$31
5	Glenridding Heights 10–12 – Phase I	1600	HS	\$58
6	Delton Replacement K–6	650	C	\$17
Year 2				
7	Southeast High School 10–12 – Phase I	1800	HS	\$79
8	Britannia Cluster: Concept to be Determined Space for Students in Mature Communities	900 - 1150 New or Modernization	W1	\$34 - 37
9	Glenridding Heights K–6	650	SW	\$20
10	Spruce Avenue Replacement 7-9	450	C	\$15
11	Rosenthal K–6	650	W2	\$20
12	Rosslyn Cluster: Concept to be Determined Space for Students in Mature Communities	1800-2400 New or Modernization	C	\$62 - 73
13	McConachie 7–9	950	NC	\$33
14	Harry Ainlay Modernization	Modernization	HS	TBD
15	Queen Elizabeth Modernization/Replacement	Modernization or Replacement	HS	TBD
Year 3				
16	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
17	Hawks Ridge K–6	650	W2	\$20
18	Edgemont K–9	950	W2	\$31

Priority 2018– 2021	Aggregated Priorities	Capacity	Sector	Cost (millions)
19	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
20	Glenridding Heights 7–9 – Phase II	800	SW	\$28
21	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
22	McNally Modernization/Replacement	Modernization or Replacement	HS	TBD
23	Heritage Valley and Southeast High School Additions – Phase II	600	HS	\$9
		600	HS	\$9

BACKGROUND

On March 15, 2016, community engagement was initiated with the Westlawn cluster which included the school communities of Afton, Glendale, Sherwood and Westlawn. The initial presentation communicated the purpose and intent of the Space for Students in Mature Communities initiative. The presentation shared the District's challenges with maintaining aging infrastructure in communities that no longer have the student population to support them. Administration was clear in their statement that status quo was not an option but that no plans had been put in place. The intent of the initiative was to walk with community through an engagement process to design a solution that fit their unique community needs. Following this initial meeting, break-out rooms were facilitated and an online survey was made available.

The second public engagement meeting was held on May 31, 2016, with the intent to take the feedback from initial engagement to formulate "conversation starters" for the community members. Based on the feedback themes obtained in the first consultation, administration drafted high level concepts. The purpose of these concepts was to generate conversation on alternative grade configurations, site selection, school size and number of active schools remaining in the cluster area. Again, the meeting started with a general presentation but participants were asked to join break-out rooms to give feedback on the high level concepts.

The feedback themes that were heard from these initial rounds of consultation were:

- open to new grade configurations
- safe traffic corridors
- displacement of students during construction
- proximity to other community amenities
- Westlawn site identified as best for a school

A working committee was created for this cluster and there were six meetings in which participants reviewed the feedback from the initial consultations, reviewed enrolment trends and demographic data, visited a modernized school and new school, created concepts for the cluster and reviewed architects site diagrams for each concept. The working committee was made up of community members, parents, and principals from each of the four schools in the cluster area. Once reviewed, the concepts created by the committee were presented at another public engagement meeting.

On March 15, 2017, the third public engagement meeting was held. The intent of this meeting was to review the Space for Students in Mature Communities initiative to date and to share the concepts created by the working committees. Break-out groups and a survey were tools used to gather feedback on the proposed concepts. In the survey, participants were asked to rank the concepts. The summary of this feedback can be found in Appendix I.

CONCEPT RECOMMENDATION and NEXT STEPS

The recommendation of a final concept and prioritization for the Westlawn cluster depended on a few key elements: stakeholder feedback, level of engagement and proposed additional engagement.

In the Westlawn cluster, the survey feedback had a clear preference for Concept 2. The Westlawn cluster also had the highest level of engagement between the clusters with 183 total survey responses. The preferred concept also honours the feedback themes heard in March and May 2016:

- an openness to exploring different grade configurations
- safe traffic corridors and safe traffic around the school
- minimize disruption by not displacing students
- proximity to other community amenities
- Westlawn site should be considered

Since the feedback received showed a clear preference with Westlawn cluster having the highest level of engagement and the preferred concept honours the main feedback themes heard for this cluster, administration is recommending that the Westlawn cluster be prioritized as first and placed in Priority 3, Year 1 in the *Three-Year Capital Plan 2018–2021*. Next steps for this cluster are to inform the cluster communities of the approved concept and the rationale for selection. In addition, information regarding cluster prioritization and placement on the capital plan can be shared.

BACKGROUND

On March 10, 2016, community engagement was initiated with the Britannia cluster which included the school communities of Britannia, Brightview, Mayfield and Youngstown. The initial presentation communicated the purpose and intent of the Space for Students in Mature Communities initiative. The presentation shared the District's challenges with maintaining aging infrastructure in communities that no longer have the student population to support them. Administration was clear in their statement that status quo was not an option but that no plans had been put in place. The intent of the initiative was to walk with community through an engagement process to design a solution that fit their unique community needs. Following this initial meeting, break-out rooms were facilitated and an online survey was made available.

The second public engagement meeting was held on May 16, 2016, with the intent to take the feedback from initial engagement to formulate "conversation starters" for the community members. Based on the feedback themes obtained in the first consultation, administration drafted high level concepts. The purpose of these concepts was to generate conversation on alternative grade configurations, site selection, school size and number of active schools remaining in the cluster area. Again, the meeting started with a general presentation but participants were asked to join break-out rooms to give feedback on the high level concepts.

The feedback themes that were heard from these initial rounds of consultation were:

- small class sizes
- alternative programs, specifically Logos
- community hub
- accessible
- safe traffic corridors
- open to alternative grade configurations (such as Pre-K–Grade 4 and Grades 5–9)
- not everybody will be happy
- importance of good busing
- importance of the Early Education program
- ability to influence the architecture
- continuity of services/resources
- Career and Technology Study options for Grades 5 and 6 students
- more options for the entire school

A working committee was created for this cluster and there were six meetings in which participants reviewed the feedback from the initial consultations, reviewed enrolment trends and demographic data, visited a modernized school and new school, created concepts for the cluster and reviewed architects site diagrams for each concept. The working committee was made up of community members, parents, and principals from each of the four schools in the cluster area. Once reviewed, the concepts created by the committee were presented at another public engagement meeting.

On March 8, 2017, the third public engagement meeting was held. The intent of this meeting was to review the Space for Students in Mature Communities initiative to date and to share the concepts created by the working committees. Break-out groups and a survey were tools used to gather feedback on the proposed concepts. In the survey, participants were asked to rank the concepts. The summary of this feedback can be found in Appendix II.

CONCEPT RECOMMENDATION and NEXT STEPS

The recommendation of a final concept and prioritization for the Britannia cluster depended on a few key elements: stakeholder feedback, level of engagement and proposed additional engagement.

In the Britannia cluster, the survey feedback showed preference for Concept 2. Concept 1 and Concept 4 had similar levels of support. In the context of level of engagement, only 50 per cent of respondents chose to provide a preferred option, and half the respondents skipped this question.

The preferred concept honours the following feedback themes heard in March and May 2016:

- proximity to community amenities
- smaller school size
- openness to new grade configurations

However, the preferred concept does not honour the theme of minimizing disruption to students and continuity of services/resources. In order to provide the highest quality learning environments possible, administration is awaiting a cost-benefit analysis of replacing Mayfield School versus modernizing the building. In either scenario, a portion of the students or all the students in Mayfield School will be displaced for a period of two years during construction. This disruption would include the Early Education students at Mayfield School. These students are three and four years old and have additional needs.

The preferred concept for the Britannia cluster also does not honour the feedback theme of safe traffic corridors and accessibility. In Concept 2, all students in Pre-Kindergarten to Grade 3 would be located in a school on the Mayfield site. However, data shows that more students live south of 107 Avenue and the peak concentration is in the Youngstown attendance area. This means that more students would be crossing busy streets (107 Avenue and 156 Street) to attend school at Mayfield than if the location was on the Youngstown or Britannia sites. This concept does not provide equitable access for all students, especially the youngest aged students.

In the case of a modernization to Mayfield School, students may need to change classrooms multiple times during the year to accommodate the phasing of the modernization plan. In the case of a replacement school on the Mayfield site, the only place to locate the replacement school would be where the current school sits. This is due to location of the existing building envelope, the proximity of other community amenities, the Catholic school, and frontage of the site. Since this concept would involve this disruption, administration is recommending further engagement weighing the positives and negatives of this option as compared to the second option. The third option would not be included as it was not the preferred option and it doesn't honour the feedback around small school size.

Since the feedback received showed a clear preference, but may not honour some of the original feedback themes, administration recommends additional engagement for this cluster to explore the trade-off of temporarily displacing students versus the selection of a different concept that minimizes disruption. The preferred option would be disruptive to all students at Mayfield School especially the Early Education/Pre-Kindergarten program. The scope of this additional engagement effort is larger than is required for the Westlawn cluster but will be smaller than the Rosslyn Cluster; therefore, administration recommends that the Britannia cluster is prioritized second and is placed as Priority 8 in Year 2 for the *Three-Year Capital Plan 2018–2021*.

BACKGROUND

On March 14, 2016, community engagement was initiated with the Rosslyn cluster which included the school communities of Athlone, Calder, Kensington, Lauderdale, McArthur, Rosslyn and Scott Robertson. The initial presentation communicated the purpose and intent of the Space for Students in Mature Communities initiative. The presentation shared the District's challenges with maintaining aging infrastructure in communities that no longer have the student population to support them.

Administration was clear in their statement that status quo was not an option but that no plans had been put in place. The intent of the initiative was to walk with community through an engagement process to design a solution that fit their unique community needs. Following this initial meeting, break-out rooms were facilitated and an online survey was made available.

The second public engagement meeting was held on May 24, 2016, with the intent to take the feedback from initial engagement to formulate "conversation starters" for the community members. Based on the feedback themes obtained in the first consultation, administration drafted high level concepts. The purpose of these concepts was to generate conversation on alternative grade configurations, site selection, school size and number of active schools remaining in the cluster area. Again, the meeting started with a general presentation but participants were asked to join break-out rooms to give feedback on the high level concepts.

The feedback themes that were heard from these initial rounds of consultation were:

- cannot please everyone
- safe traffic corridors (127 St, 132 Ave, 113A St, and future LRT)
- LRT timing approximately 25 years out
- expandable school footprint
- allow for fluctuations of neighbourhood populations
- infill strategies are slow
- partnerships
- programs, all current are important
- student transitions (K–Grade 6 and Grades 7 to 9)
- school size
- sense of community
- parking and drop off zones
- flexible learning spaces
- sibling/family cohesiveness considerations

A working committee was created for this cluster and there were six meetings in which participants reviewed the feedback from the initial consultations, reviewed enrolment trends and demographic data, visited a modernized school and new school, created concepts for the cluster and reviewed architects site diagrams for each concept. The working committee was made up of community members, parents, and principals from each of the seven schools in the cluster area. Once reviewed, the concepts created by the committee were presented at another public engagement meeting.

On March 22, 2017, the third public engagement meeting was held. The intent of this meeting was to review the Space for Students in Mature Communities initiative to date and to share the concepts created by the working committees. Break-out groups and a survey were tools used to gather feedback on the proposed concepts. In the survey, participants were asked to rank the concepts. The summary of this feedback can be found in Appendix III.

CONCEPT RECOMMENDATION and NEXT STEPS

The recommendation of a final concept and prioritization for the Rosslyn cluster depended on a few key elements: stakeholder feedback, level of engagement and proposed additional engagement.

In the Rosslyn cluster, with seven schools, the conversations were not able to reach the same level of specificity and consensus as with other clusters due to the volume of data and input. The conversation around programming and grade groupings for specific sites was limited due to time and volume of data and variations. The feedback from the survey and the public meeting in March 2017 did not show a distinct preference for a particular concept, instead the feedback showed a preference for three concepts: Concept 1, Concept 2 and Concept 5. In addition, this cluster had the lowest number of survey responses for all the clusters (80 responses), despite having the highest enrolment among the three clusters.

Together, these factors lead administration to recommend further consultation around programming for a reduced number of concepts with these seven school communities. Administration believes that this will give the Rosslyn cluster time for a more focused discussion and that additional engagement will encourage more people to participate. The scope of this further engagement effort is larger than is required for the other clusters; therefore, administration recommends that the Rosslyn cluster is prioritized third and is placed as Priority 12 in Year 2 for the *Three-Year Capital Plan 2018–2021*.

1. *What are the STRENGTHS of Concept “x”?
2. *What are the CHALLENGES of Concept “x”?
3. **Additional comments?

*Each concept developed had the above questions applied.

**Additional comments will be captured at the end of the report.

Concept 1

K–9, 1,100 students at Westlawn site (new)



What are the STRENGTHS of Concept #1?

- **Location of school 27**
- **One building 20**
- **Culture (relationships/mentorship) 19**
- K–9 model 13
- Traffic access and routes 12
- Cost 11
- Green space 9
- School resources (library, gym) 5
- Esthetic (Modernity) 4
- Increased enrolment potential 4
- More curricular options/exposure 4
- Job flexibility 1
- School construction done at once 1

What are the CHALLENGES of Concept #1?

- **Traffic congestion (bus, parking, safety) 45**
- **K–9 model (student population, age diversity) 45**
- **Size of school 29**
- School closures 9
- K–9 bullying 6
- Student displacement 5
- Student needs not met 3
- School resource use (library, gym) 3
- Green space accessibility 5
- Loss of “community” 2
- Walkability issues 2
- Accessibility to amenities (playground) 2
- Community partnerships 2
- Property value 2
- Unused building space 1
- Student safety 1
- Addressing opposition campaigns 1
- School staffing 1
- COE development not meeting community vision 1
- Future LRT 1
- No cost benefit 1

Additional comments

- Confused by layout of concepts on survey 1
- Consider transportation changes from concept to concept
- Walking boundary considerations

K-3, 400-500 students at Afton site (new)



- **Grade configuration 45**
- **Location of schools (includes placement on land) 28**
- **Green Space 22**
- Student population (includes classroom size) 16
- Smaller school community 16
- Traffic and transportation 15
- Community Partnerships 8
- Walkability 8
- Minimum construction student disruption 7
- Arts Core programming 4
- Enrolment 5
- Continue Afton school culture 3

- School resources (gym, library) 3
- Amenities (skating, hall, pool) 3
- Property value 2
- Attractive Afton neighbourhood 2
- New build 2
- Connection to Jasper Place 2
- Dedicated Early Years program 1
- Community Transition 1
- Engaged Afton Parent Advisory Council 1
- Active Afton Community League 1
- Good FACE program 1

What are the CHALLENGES of Concept #2?

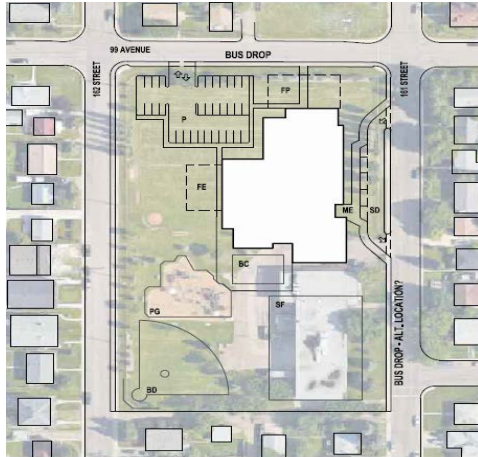
- **Grade configuration issues 24**
- **Traffic and Transportation issues 24**
- **Location of schools 23**
- Operation and Maintenance issues 6
- Walkability issues 3
- Green space concerns 3
- Enrolment issues 3
- School closure issues 3
- Student construction disruption 2
- Investment in outdoor classroom concerns 2
- Staffing issues 1
- Student needs not met 1
- School size issues 1
- School resource issues (gym, library) 1
- Access to amenities (playground) 1
- Outdoor classroom at Afton (funding commitment issue) 1
- Community partnership issues (concerned about losing) 2
- Alignment with the COE planning 1
- Alignment with Jasper Place realignment plan 1
- Student mentorship 1

Additional comments

- Prefer K-9 school 1
- Consider Full Day kindergarten / half day options

Concept 3

K-3, 400-500 students at Glendale site (new)



4-9, 500-650 students at Westlawn site (new)



What are the STRENGTHS of Concept #3?

- **Location of schools 15**
- **Traffic and transportation 13**
- **Grade configuration 12**
- Glendale community 5
- Glendale enrolment (more students there) 5
- Close proximity to LRT 4
- No disruption to students (construction) 4
- Infill families 4
- School community 3
- Balanced student population 2
- Accessible amenities (playground, pool, hall) 3

- Green space 2
- Community partnerships 1
- Student mentorship 1

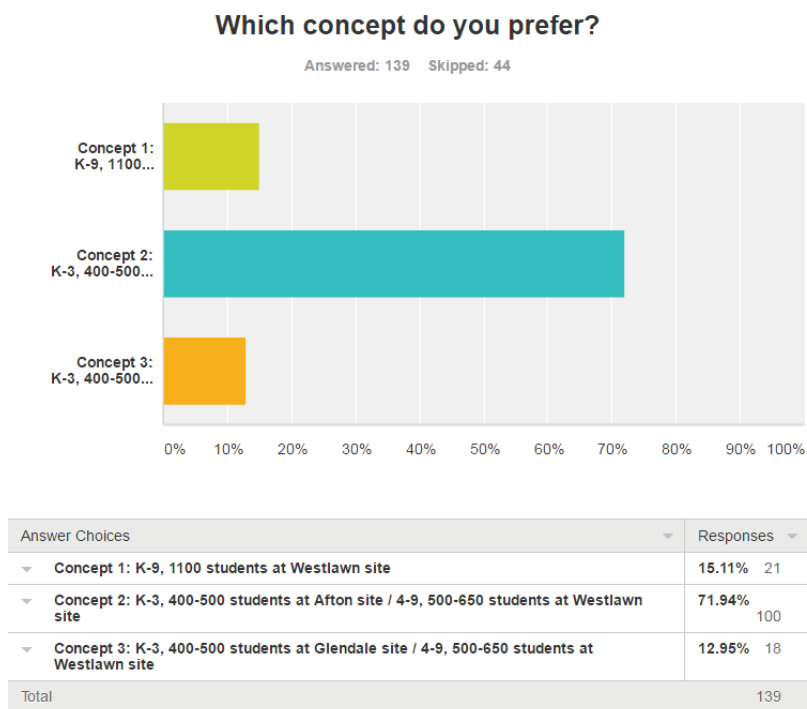
What are the CHALLENGES of Concept #3?

- **Location of schools (distance from each other, orientation on land) 32**
- **Traffic and transportation concerns 22**
- **Green space issues 11**
- Smaller school (Glendale) 6
- Walkability (safety) issues 4
- Grade configuration issues 2
- Programming issues (worried about Arts Core staying) 4
- Location of school on land 2
- LRT issues 3
- Storage concerns 1
- Division of resources (staff, gyms) 1
- Operations and Maintenance Cost 1
- Transitioning schools 1
- School closures 1
- Afton Community Garden not available 1
- More community partnerships 2
- Loss of student mentorship 1
- Far from amenities (pool, rink) 1
- Property values 1

Additional comments

- Consider Jasper Place School renovations 1
- Consider Glendale Revitalization campaign 1
- Consider combining Catholic and Public School systems 1
- Consider other affected communities 1

Preferred concept



Additional comments

- Consider continuing Arts Core programming 5
- Infill considerations in Sherwood 3
- Repurposing of school and land 3
- Sherwood student transportation issues 2
- Public meetings pre-determined decisions 1
- General information on closed school process 1
- Stakeholder comments considered 1
- Consider Grade configuration changes for Afton/Westlawn 1
- Low enrolment with proposed concepts 1
- All school distances for Sherwood Community too far 1
- Suggest Sherwood standalone Pre-K to 3 Aboriginal and ELL focus 1
- Increase partnership space 1
- Closing Sherwood school 1
- Traditional grade groupings 1
- Collaboration with COE on traffic, green space, etc. 1
- No to K-9 schools 1
- Prefer K-6 / 7-9 model 1
- Keep all schools open 1

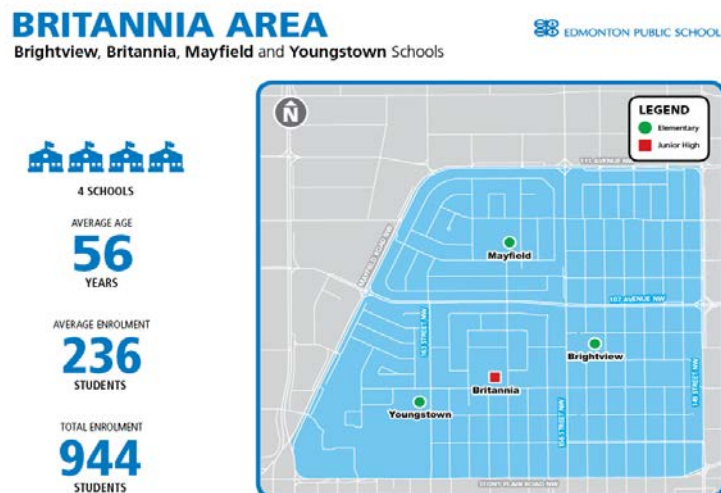
Next Steps

Stakeholder Engagement and Support ensures the process of stakeholder consultation adheres to its principals of practice. The information in this document will help inform a recommendation report for the mature community areas in the *Three-Year Capital Plan 2018-2021*.

Space for Students in Mature Communities

Feedback Review – Britannia Area (Public Meeting #3)

A public meeting was held on March 8, 2017, to continue conversations around the Space for Students in Mature Communities area of Britannia. Thirty public attended and heard a general presentation to learn about the progress and development of school concepts for their area, and were provided the opportunity to give their feedback in small group discussions after the presentation. Discussions were facilitated by principals and other District leadership staff in two breakout rooms where a total of 15 public participated. Infrastructure staff members were also on hand to answer stakeholder questions. A survey was located on www.spaceforstudents.ca and was open from March 8–April 5, 2017 to also collect feedback; there were 103 respondents.



Purpose

This document will serve to provide the reader with an overview of the proposed concepts, and public feedback themes from the survey and the breakout sessions that occurred at the March 8, 2017 public meeting for Britannia area. Themed feedback is also tallied (by times mentioned).

Concept Questions

Each breakout room was asked to provide their feedback specifically pertaining to the developed concepts. The same questions were asked in the public survey:

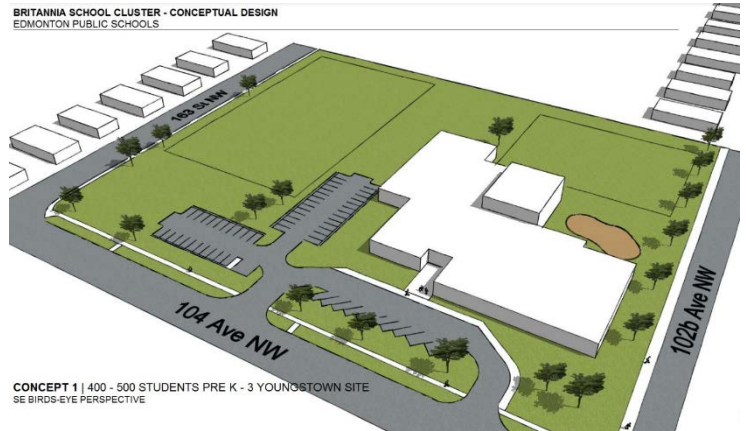
1. *What are the STRENGTHS of Concept “x”?
2. *What are the CHALLENGES of Concept “x”?
3. **Additional comments?

*Each concept developed had the above questions applied.

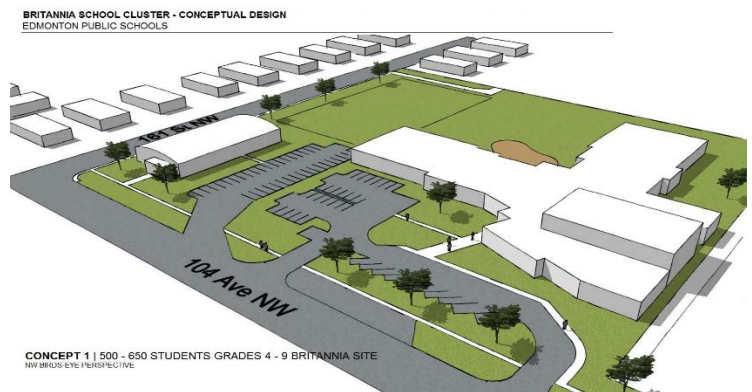
**Additional comments will be captured at the end of the report.

Concept 1

Pre-K to 3, 400–500 students on Youngstown site (new)



4–9, 500–650 students at Britannia site (new)



What are the STRENGTHS of Concept #1?

- **Traffic and transportation 8**
- **K–9 mentorship 7**
- **Close proximity of schools 7**
- **Grade configurations 6**
- **Strong student population 5**
- **Two smaller schools 4**
- **Proximity to Boys and Girls Club 4**

- New build 3
- Access to amenities (playgrounds) 2
- More instructional space 2
- School location 2
- Programming potential 2
- Walkability 2
- Green space 1
- K–9 model 1
- Grade configurations 1
- Consolidation 1
- Less construction disruption to students 2

What are the CHALLENGES of Concept #1?

- **Grade configurations 11**
- **Traffic and transportation issues 9**
- **Issues with location of schools 9**
- Lost community school feeling 4
- Green space issues 3
- Lack of student mentorship 2
- Enrolment issues 2
- School resources (library, gym) 2
- Lack of instructional space 2
- Walkability issues 2
- Loss of partnership spaces 2
- Construction displacement issues 1
- Building cost 1
- LRT 1
- Programming issues (logos retention) 1

Additional Comments

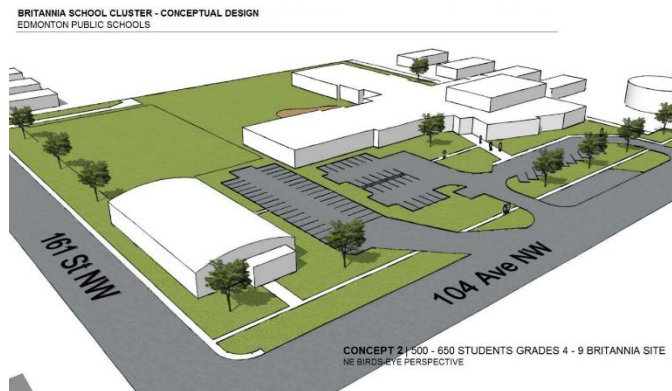
- Expand Logos/Pre-K options 1
- Intro of competitive programming (IB/Cogito) 1
- Consider city census data for future Pre-K students 1
- Infill considerations 1
- Recognition of unique architecture of Brightview 1

Concept 2

Pre-K to 3, 400–500 students at Mayfield site (modernization)



4–9, 500–650 students at Britannia site (new)



What are the STRENGTHS of Concept #2?

- **Location of schools 18**
- **Mayfield amenities (playground) 14**
- **Modernization cost benefit 11**
- Traffic and transportation 8
- Programming 5
- Mayfield neighbourhood 3
- Greenspace 3

- Partnerships 2
- Smaller school community 2
- Modernization (shorter construction time) 1
- Walkability 1
- Grade configurations 1
- Proximity to Boys and Girls Club 1
- Active Mayfield community league 1
- Consolidation 1
- Less construction disruption to students 1

What are the CHALLENGES of Concept #2?

- **Location between schools (too far) 12**
- **Traffic and transportation 8**
- **Grade configurations 7**
- Walkability issues 3
- Green space 2
- Construction disruption of students 2
- Costly modernization 1
- Prefer new schools 1
- Enrolment issues (not enough students) 1
- School playground issues 1
- Lack of student mentorship 1
- Mayfield still an old school 3
- Space issues 1

Concept 3

Pre-K to 9, 1100 students at Youngstown site (new)



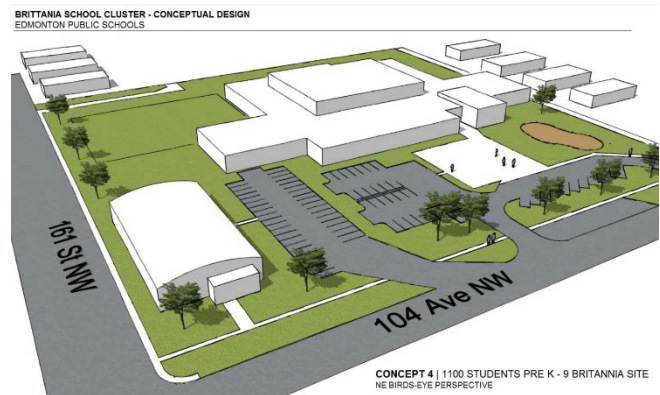
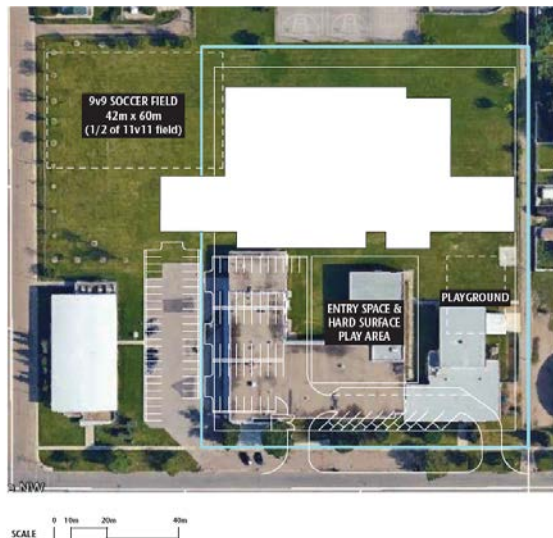
- **K–9 model 5**
- **Student mentorship 7**
- **School location 3**
- **Traffic and transportation 3**
- Green space 2
- Access to better technology / better learning spaces 2
- Increased programming options 1
- Access to better school resources (library, gym) 1
- Access to amenities (playground, pool) 1
- Increased school community feel 1
- Concept cost savings 1
- Grade configuration 1
- LRT 1
- Re-branding opportunities 1

What are the CHALLENGES of Concept #3?

- **Traffic and transportation issues 20**
- **School size 10**
- **Student population 10**
- Grade configuration issues 8
- Green space issues 7
- School location (too far) 6
- Access to amenities (playground, rink, hall) 5
- Lost community feel 4
- Student needs 4
- Increased cost to build 2
- Location of school on land 1
- Walkability 1
- LRT 1

Concept 4

Pre-K to 9, 1100 students at Britannia (new)



What are the *STRENGTHS* of Concept #4?

- **Traffic and transportation 6**
- **Pre-K to 9 model 5**
- **Proximity to Boys and Girls Club 5**
- **Student mentorship 5**
- Location of school 4
- Grade configurations 3
- Access to school resources (library, gym) 3
- Green space 2
- Size of school 1
- Walkability 1
- Less student disruption (construction) 1
- Strong Britannia community league 1
- Better learning spaces 1
- LRT 1
- Sense of community 1
- Re-brand school 1

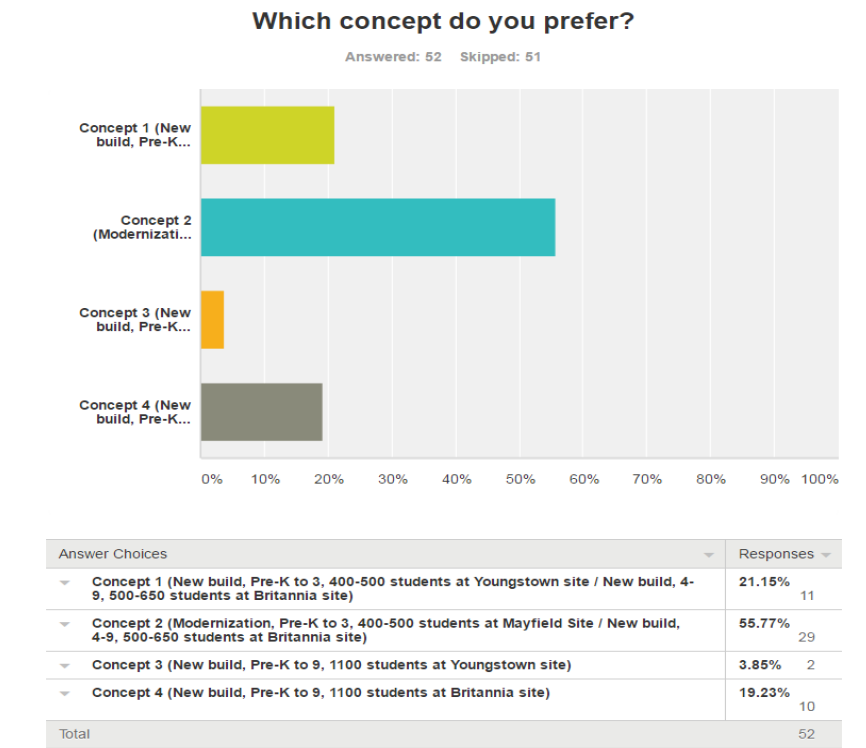
What are the CHALLENGES of Concept #4?

- **Traffic and transportation issues 12**
- **Lack of green space 10**
- **Student population 6**
- Far from amenities (playground) 5
- School size 5
- Grade configurations 4
- Lost community feel 4
- Pre-K to 9 model 3
- Cost benefit of concept 3
- Location of school (too far) 1
- Student needs (not met) 1
- Walkability 1
- Closed school issues (student transition) 1
- LRT 1
- Loss of partnerships 1

Additional comments

- Consider additional programming needs (IB/Cogito) 1

Preferred concept



Additional comments

- Consider alternate grade configurations/locations than presented 3
- Support furthering Logos program 1
- More optional subjects for younger grades 1
- Student needs not met 1
- Concerned closing schools 1
- In fill growth considerations 1

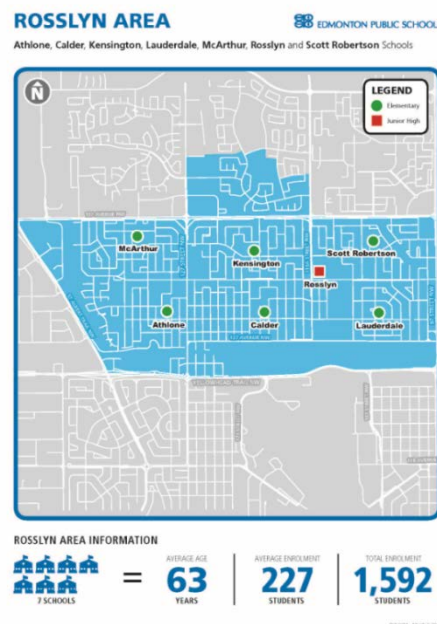
Next Steps

Stakeholder Engagement and Support ensures the process of stakeholder consultation adheres to its principals of practice. The information in this document will help inform a recommendation for the mature community areas in the *Three-Year Capital Plan 2018-2021*.

Space for Students in Mature Communities

Feedback Review – Rosslyn Area (Public Meeting #3)

A public meeting was held on March 22, 2017, to continue conversations around the Space for Students in Mature Community area of Rosslyn. Public attended and heard a general presentation to learn about the progress and development of school concepts for the Rosslyn area, and were provided the opportunity to give their feedback in small group discussions after the presentation. Discussions were facilitated by principals and other District leadership staff in four breakout rooms where a total of 42 public participated. Infrastructure staff members were also on hand to answer stakeholder questions. A survey was located on www.spaceforstudents.ca and was open from March 22–April 12, 2017 to collect feedback; there were 80 respondents.



Purpose

This document will serve to provide the reader with an overview of the proposed concepts, and public feedback themes from the survey and the breakout sessions that occurred at the March 22, 2017 public meeting for Rosslyn area. Themed feedback is tallied (by times mentioned).

Concept Questions

Each breakout room at the public meeting was asked to provide their feedback specifically pertaining to the developed concepts. The same questions were asked in the public survey:

1. *What are the **STRENGTHS** of Concept “x”?
2. *What are the **CHALLENGES** of Concept “x”?
3. **Additional comments?

*Each concept developed had the above questions applied.

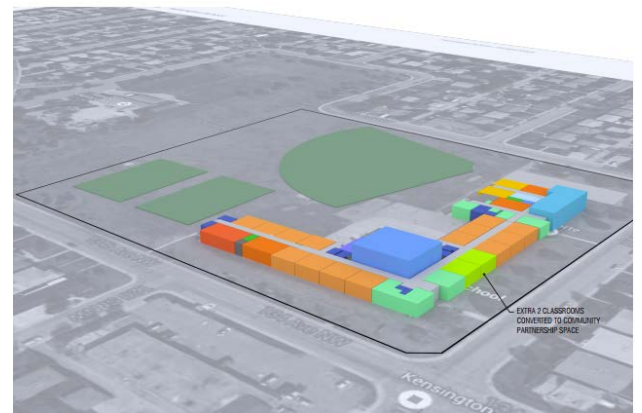
**Additional comments will be captured at the end of the report.

Concept 1

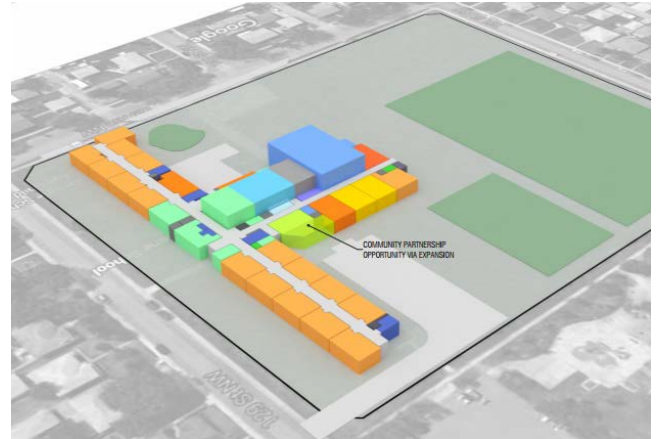
Pre–K to 6, 500–650 students, located at Scott Robertson (New)



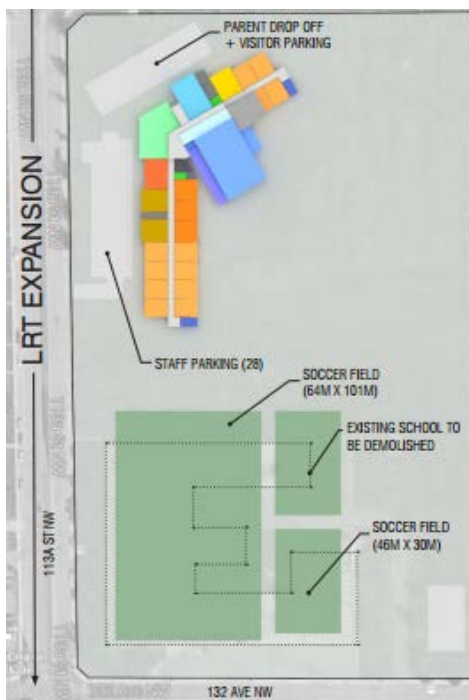
K–6, 400–500 students, located at Kensington (Modernization)



K-6, 400–500 students, located at Athlone (Modernization)



7–9, 500–650 students, located at Rosslyn (New)



What are the STRENGTHS of Concept #1?

- **New builds 12**
- **School locations 8**
- **Traditional grade groupings 8**
- Traffic and transportation 5
- No displacement of students (construction) 3
- Walkability 2
- Green space 2
- School size 2
- Programming 2
- Community partnerships 1
- Student population 1
- School resources (gym, library) 1
- Athlone site retains playground 1
- Keeps community leagues open 1
- Consolidation 1

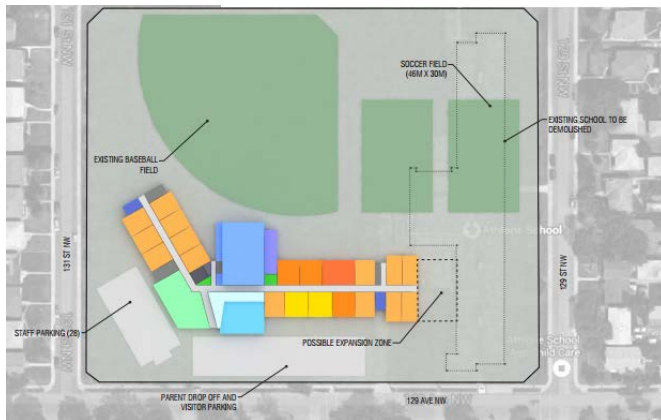
What are the CHALLENGES of Concept #1?

- **Student disruption (construction) 8**
- **Location of schools 6**
- **Traffic and transportation 6**
- School closure issues 3
- Cost of modernization high 3
- LRT line (too close) 3
- Catchment issues 3
- Student needs not met 2
- Student population issues 2
- Junior High enrolment issues 2
- Fewer resources 2
- Changes to schools 2
- Funding viability 1
- Modernization short term fix 1
- Walkability issues 1
- No cost benefit 1
- Size of schools 1
- Traditional grade groupings 1
- Lack of community 1
- K–9 model 1

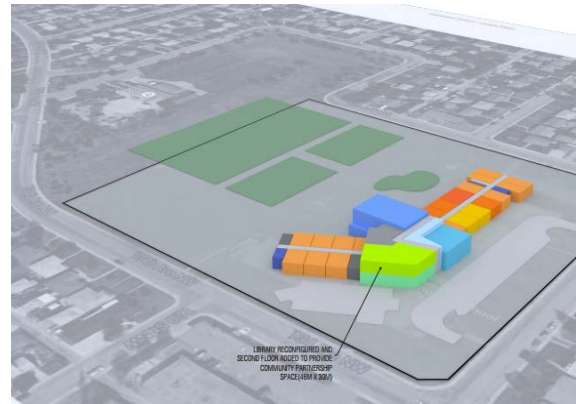
- New build issues 1
- Programming issues 2
- Modernization 1

Concept 2

Pre-K to 6, 500–650 students, located at Athlone (New)



K–6, 500–650 students, located at Kensington (New)



K–9, 1100 students, located at Rosslyn (New)



What are the STRENGTHS of Concept #2?

- **K–9 model 14**
- **Traffic and transportation 10**
- **School locations 8**
- New builds 6
- Greenspace 5
- Grade configurations 5
- School resources (gym, library) 3
- Student population 2
- Amenities (parks, pools, halls) 2
- Student collaboration 1
- Increased feeling of community 1
- Less displacement of students (construction) 1
- LRT 2
- Rosslyn “hub” of community 1
- Programming support 2
- Cost effective 2

What are the CHALLENGES of Concept #2?

- **K–9 model 7**
- **Traffic and transportation 7**
- **School size issues 6**
- LRT issues 5
- Schools locations 5
- School closures 4
- Student population 4
- Programming issues 4
- Displacement of students (construction) 4
- Grade configurations 3
- Student needs not met 2
- New build cost benefit issues 1
- Location of schools 1
- Partnership issues 1
- Green space issues 1
- Loss of community feel 1

Concept 3

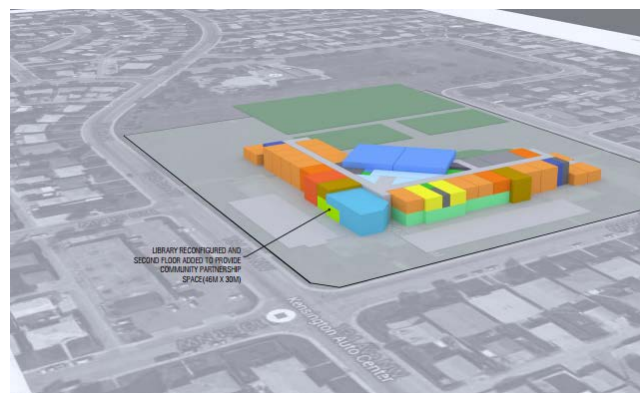
Pre-K to 6, 400–500 students, located at McArthur (New)



K–6, 400–500 students, located at Scott Robertson (New)



K–9, 1100 students, located at Kensington (New)



What are the STRENGTHS of Concept #3?

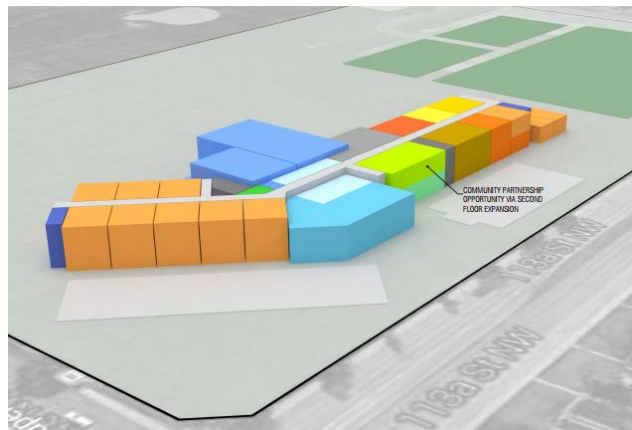
- **Location of schools 4**
- **Traffic and transportation 3**
- **New builds 2**
- No LRT worries 2
- K-9 model 2
- Programming 1
- School resources (gym, library) 1
- Consolidation 1
- Strong McArthur community league 1
- School closure 1
- Further away from LRT 1
- Grade configurations 1

What are the CHALLENGES of Concept #3?

- **Location of schools 12**
- **Traffic and transportation issues 12**
- **Access to green space 10**
- Grade configurations issues 5
- K-9 model 4
- Student displacement (construction) 3
- Program issues 3
- LRT issues 3
- Walkability issues 2
- Partnership issues 1
- New builds cost benefit issues 1
- School closure issues 1
- Property value 1
- Access to amenities (pools, playgrounds, rec centers) 1
- Lack of community feel 1

Concept 4

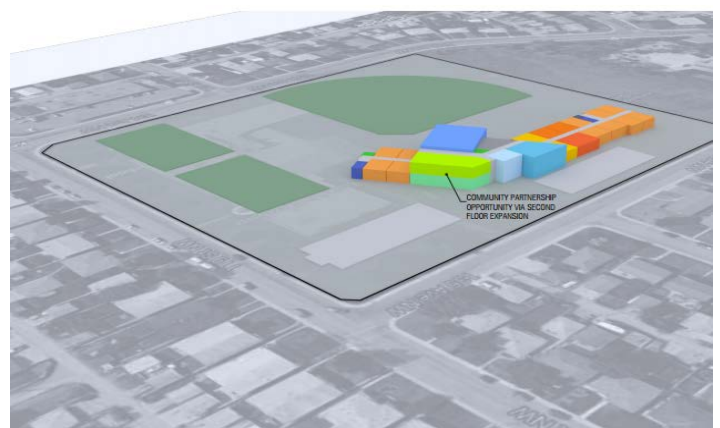
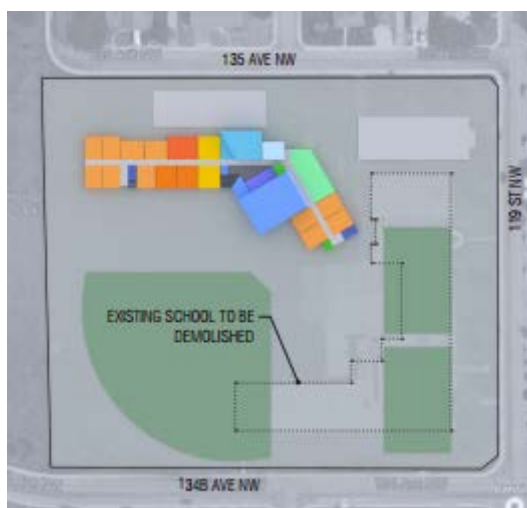
K-9, 800-950 students, located at Rosslyn (New)



Pre-K to 9, 800-950 students, located at Athlone (New)



K-6, 400-500 students, located at Kensington (New)



What are the STRENGTHS of Concept #4?

- **K–9 model 7**
- **School locations 6**
- **New builds 5**
- Student populations 3
- No student displacement (construction) 3
- Programming 2
- School resources (gym, library) 1
- Size of schools 1
- LRT 1
- School partnerships 1
- Consolidation 1
- Access to amenities (African Centre, Public library) 1
- Traffic and transportation 1
- Grade configurations 1
- Community partnerships 1

What are the CHALLENGES of Concept #4?

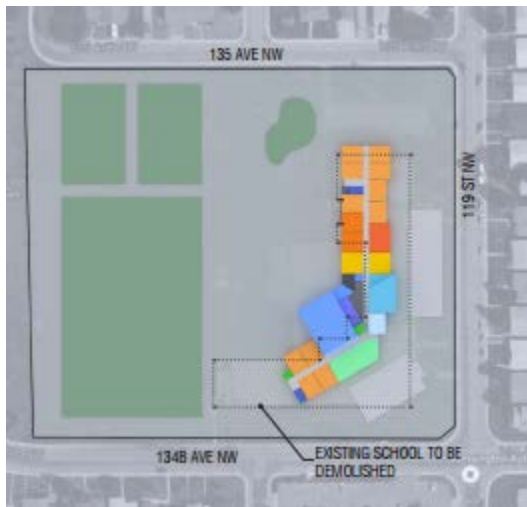
- **Jr. High enrolment issues (will there be enough students) 9**
- **Traffic and transportation issues 7**
- **School location issues 7**
- Limited programming 5
- K–9 model 3
- Grade configurations 3
- School closures 2
- LRT issues 2
- Size of school 2
- Number of schools 1
- School resources (gym, library) 1
- No sense of community 1
- K–9 enrolment issues (will there be enough students) 1

Concept 5

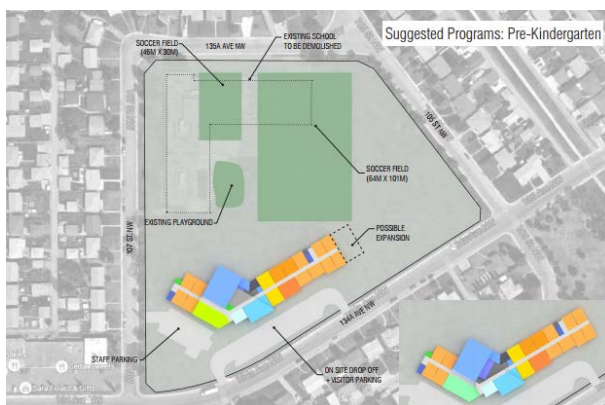
K-9, 500-650 students, located at McArthur (New)



K-6, 400-500 students, located at Kensington (New)



Pre-K to 3, 400-500 students, located at Scott Robertson (New)



Grades 4–9, 500–650 students, located at Rosslyn (New)



What are the STRENGTHS of Concept #5?

- **Grade configurations 19**
- **More school programming 8**
- **Location of schools 8**
- New builds 3
- Traffic and transportation 2
- K–9 model 2
- Consolidation of schools 2
- Partnerships 1
- Size of schools 1
- No student disruption (construction) 1
- Fewer schools closed 1
- Even distribution of students 1
- Walkability 1

What are the CHALLENGES of Concept #5?

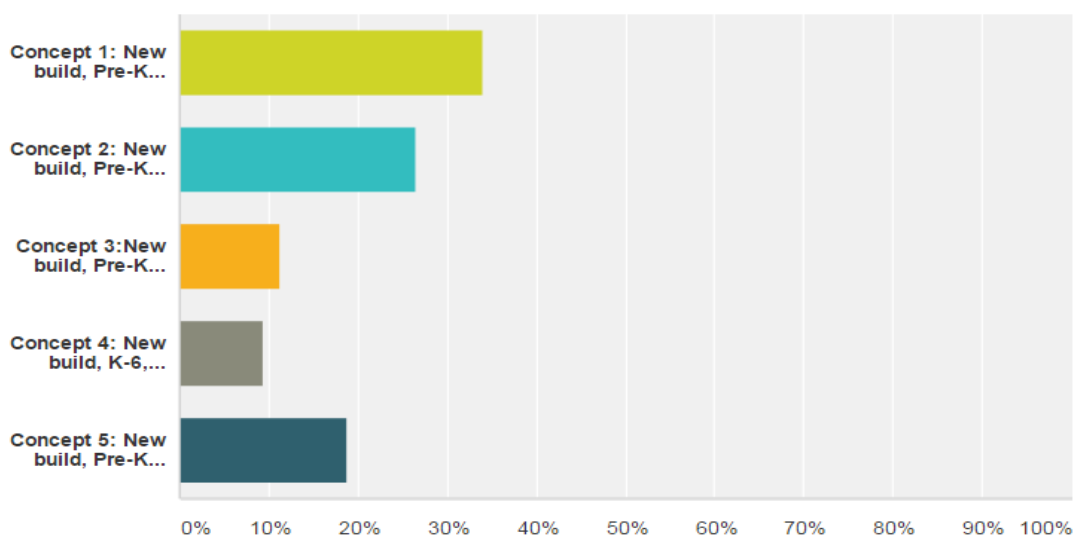
- **Grade configurations 14**
- **Jr. High enrolment issues (will there be enough students) 6**
- **Location of schools 5**
- No cost benefit to concept 3
- Number of schools 2
- Traffic and transportation 3
- New builds 2

- School closures 2
- Community abandonment 1
- Walkability issues 1
- Loss of programming 2
- Other affected communities 1
- Lack of student mentorship 1
- Change affecting other communities 1

Preferred concept

Which concept do you prefer?

Answered: 53 Skipped: 27



Answer Choices	Responses
▼ Concept 1: New build, Pre-K to 6, 400-500 students at Scott RobertsonModernization, K-6, 400-500 students at KensingtonModernization, K-6, 500-650 students at AthloneNew build, 7-9, 500-650 students at Rosslyn	33.96% 18
▼ Concept 2: New build, Pre-K to 6, 500-650 students at AthloneNew build, K-6, 500-650 students at KensingtonNew build, K-9, 1100 students at Rosslyn	26.42% 14
▼ Concept 3:New build, Pre-K to 6, 400-500 students at McArthurNew build, K-6, 400-500 students at Scott RobertsonNew build K-9, 1100 students at Kensington	11.32% 6
▼ Concept 4: New build, K-6, 400-500 students at KensingtonNew build, Pre-K to 9, 800-950 students at AthloneNew build, K-9, 800-950 students at Rosslyn	9.43% 5
▼ Concept 5: New build, Pre-K to 3, 400-500 students at Scott RobertsonNew build, 4-9, 500-650 students at RosslynNew build, K-6, 400-500 students at KensingtonNew build, K-9, 500-650 students at McArthur	18.87% 10
Total	53

Additional comments

- Re-consider keeping Lauderdale in a concept option 3
- Re-consider keeping Calder in a concept option 2
- Property value in Lauderdale community is compromised 1
- Consider keeping all the schools as they are 1
- Consider changing Concept 3 grade configurations 1
- Push for K–9 school 1

Next Steps

Stakeholder Engagement and Support ensures the process of stakeholder consultation adheres to its principals of practice. The information in this document will help inform a recommendation for the mature community areas in the *Three-Year Capital Plan 2018-2021*.

DATE: September 12, 2017

TO: Board of Trustees

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

SUBJECT: Second, and Third and Final Reading of Board Policy HG.BP Student Behaviour and Conduct

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: 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 HG.BP Student Behaviour and Conduct for second, and third and final reading.

BACKGROUND

The Policy Review Committee reviewed HG.BP Student Behaviour and Conduct to ensure it is in compliance with the *School Act*. The draft policy was brought forward for first reading at the June 6, 2017 public Board meeting and then posted for public consultation. The Policy Review Committee considered stakeholder feedback to inform the draft policy coming forward for second and third reading.

RELATED FACTS

HG.BP Student Behaviour and Conduct was scheduled for review in 2013. This review was delayed to enable the new policy to reflect anticipated revision to the *School Act*. To support the intention of the amended *School Act* a new Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments was developed and implemented to serve as a parent policy to a comprehensive set of supporting policies, including HG.BP Student Behaviour and Conduct.

The District invited stakeholders to provide feedback to the policy through an online survey. The survey was open from June 7 to July 5, 2017. The District received 453 responses, representing the following groups:

- parents (187)
- staff members (135)
- students (79)
- principal/decision unit administrators (42)
- community members (9)
- professional organizations (1)

The majority of stakeholders surveyed indicated they did not have concerns with the Purpose statement (91.7%), Definitions (88.0%), Policy section (89.3%), Expectations (76.7%), or Accountability statement (90.1%) of the draft policy.

Several stakeholders provided written feedback on the policy. Themes that emerged from written stakeholder feedback included:

- requests for clarification around the terms “bullying” and “conflict in relationship”
- comments to indicate that student behaviour and conduct is a shared responsibility among students, staff, parents, and relevant stakeholders
- support for the importance of the role of parents in student conduct and behaviour
- statements that express values about consequences for unacceptable student behaviour
- suggestions for simpler wording and phrasing

After reviewing stakeholder feedback, the following changes have been made to HG.BP Student Behaviour and Conduct:

- provision of a reference to the *School Act* in the definition of “Bullying”
- changing the term “Conflict in Relationship” to “Conflict” and redrafting the definition
- edits to ensure consistent use of language throughout the policy
- moving a statement that supports respect for diversity from the Policy section to the Expectations section of the document
- addition of the following elements in Unacceptable Behaviour (Section C):
 - restricted substances
 - replica weapons
 - District administrative regulations and school-based codes of conduct
 - reference to Section 12 of the *School Act*
- changes to Consequences for Unacceptable Behaviour (Section D 3):
 - removal of involvement of police; the opportunity to work with other community supports, such as Edmonton Police Services, is not a consequence, thus not appropriate to be included in this section. Working in partnership with community supports is a key District strategy towards student success
 - removal of meeting with parents; working in collaboration with parents to support student success is a strategy and not a consequence
 - the addition of Attendance Board

Upon revision, HG.BP Student Behaviour and Conduct was reviewed by General Counsel and the District Support Team.

RECOMMENDATION

1. That Board policy HG.BP Student Behaviour and Conduct be read for the second time.
2. That Board policy HG.BP Student Behaviour and Conduct be read for the third time and approved.

OPTIONS

1. Approve the second and third readings of Board policy HG.BP Student Behaviour and Conduct.
2. Decline to approve Board policy HG.BP Student Behaviour and Conduct and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- The current Board Policy HG.BP Student Behaviour and Conduct requires revisions to ensure alignment to the *School Act*.
- The scheduled review year for HG.BP Student Behaviour and Conduct was 2013.

NEXT STEPS

1. Once approved, Board policy HG.BP Student Behaviour and Conduct will be posted on the District website.
2. Once approved, the Superintendent will ensure the policy is provided to all staff, students and parents, in alignment with the *School Act*.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board policy HG.BP Student 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, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging 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 responses 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 also found in a Glossary of Terms (linked in References).

- **Bullying** is defined in the *School Act* as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Academic Integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources, and conduct themselves ethically in the completion of assessments and examinations.

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe 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 positive personal and interpersonal character traits that contribute to the development of productive learning environments.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect, and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of discrimination on the basis of 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.
3. Students and parents will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 12 of the *School Act*. Section 12 states that students will conduct themselves so as to reasonably comply with the following Code of Conduct:
 - a. be diligent in pursuing the student's studies;
 - b. attend school regularly and punctually;
 - c. co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - d. comply with the rules of the school;
 - e. account to the student's teachers for the student's conduct;
 - f. respect the rights of others;
 - g. ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - h. 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; and
 - i. positively contribute to the student's school and community.
2. Furthermore, students are expected to:
 - a. resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice;
 - b. use school and personal technology appropriately and ethically;
 - c. 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

1. Students are accountable for their behaviour whether or not it occurs on school property or within the school day. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:

- a. behaviours that interfere with the learning of others and/or the school environment
- b. behaviours that create unsafe conditions
- c. acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means
- d. physical violence
- e. retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
- f. possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities
- g. any illegal activity such as:
 - i. possession, use or distribution of illegal substances
 - ii. possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
 - iii. possession, use, display, or distribution of offensive messages, videos or images
 - iv. theft or possession of stolen property
- h. any breach of rules and expectations established by District administrative regulations or a school-based code of conduct
- i. failure to comply with Section 12 of the *School Act*

D. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action, and provides the student with 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.
2. 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 must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, consequences may include, but are not limited to:
 - a. temporary assignment of a student to an alternate supervised area within the school
 - b. temporary assignment of a student to an alternate learning location
 - c. short term removal of privileges
 - d. interventions such as positive behaviour supports, contracts, counselling, restorative practices
 - e. replacement or retribution for loss of or damage to property
 - f. in-school or out-of-school suspension;
 - g. referral to Attendance Board; and or
 - h. recommendation for expulsion
4. Consequences for unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with District stakeholders, including staff, students and parents. Furthermore, the Superintendent will 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 publicly available, provided to all staff, students and parents, and will be reviewed annually.

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

School Act s. 1(1)(b.1), 12, 16, 24, 25, 45.1, 126-130

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Highlands School Consolidation Project – Closure of 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 school closures in order to facilitate the Greater Highlands Area consolidation concept.

BACKGROUND

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. These motions were approved at the [June 6, 2017 public Board meeting](#).

A motion was also approved 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 would 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. A letter was sent to the Minister of Education on June 8, 2017 requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (Attachment II).

On July 5, 2017, the Minister of Education granted exemption from Sections 4 through 7 of the *Closure of Schools Regulation* for the permanent closure of Montrose and Mount Royal Schools (Attachment III). The Board may now consider motions for the formal closure of these schools.

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.
- Motions to consider closure of Montrose and Mount Royal schools was approved June 6, 2017 and a letter was sent to the Minister requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation*.
- On July 5, 2017, the Minister of Education granted exemption from Sections 4 through 7 of the *Closure of Schools Regulation*.

RECOMMENDATION

1. That the Board approve a motion to close Montrose School, effective on the last operational day prior to the opening of the newly modernized K-9 Highlands School.
2. That the Board approve a motion to close Mount Royal School, effective on the last operational day prior to the opening of the newly modernized K-9 Highlands School.

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. Not approve motions.

CONSIDERATIONS and ANALYSIS

See [June 6, 2017 Board Report - Highlands School Consolidation Project – Consideration to Close Montrose and Mount Royal Schools](#).

NEXT STEPS

If approved, the Board Chair will communicate, in writing, to the Minister of Education, the Board Motion and the effective date of the closures.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process of Public Consultation
ATTACHMENT II	Letter to Minister of Education
ATTACHMENT III	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.
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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.
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*Copies available upon request



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 Bridget Stirling
 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 8, 2017

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 Highlands, Montrose and Mount Royal schools regarding possible consolidation of the students from Montrose and Mount Royal schools into a modernized Highlands School. At the end of a 15 month consultation process, with the support of the community, Administration approved a preferred consolidation concept and the Board approved its placement in the *Three-Year Capital Plan 2016-2019* and the *Three-Year Capital Plan 2017-2020*. We are so pleased that this project has been approved for provincial funding.

In June 2015, we corresponded with you regarding our desire to seek exemption from the requirements of Sections 4 to 7 of Alberta Regulation 238/97, pursuant to Section 1.2(2) of the regulation, once funding was provided for this project. Now that it has been funded, we are taking the next step of formally closing Montrose and Mount Royal schools.

On June 6, 2017, the Board passed a motion to consider the closure of both Montrose and Mount Royal schools. The full report can be accessed on the District website at: <http://www.epsb.ca/ourdistrict/board/meetings/june62017/>.

The process of consultation (attached) has closely aligned with and exceeded the requirements outlined in Sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97). As the motion to consider the closure of Montrose and Mount Royal schools was initiated upon the conclusion of the consultation, we are respectfully requesting an exemption from Sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97).

Should you grant the exemption, Edmonton Public Schools' administration will recommend that the Board close both Montrose and Mount Royal schools, effective on the last operational day before the modernized Kindergarten through Grade 9 Highlands School is able to accept all students from these schools.

.../2



We are excited about the new learning opportunities that will be available to students at the newly modernized K-9 Highlands School and look forward to your response.

Sincerely,

A handwritten signature in black ink that reads "Michelle Draper". The signature is written in a cursive, flowing style.

Michelle Draper
Board Chair

MD:kh

Enclosure

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.
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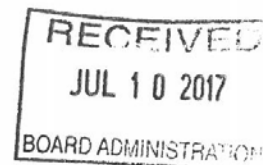
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ALBERTA
EDUCATION

Office of the Minister



JUL 05 2017

AR99054

Ms. Michelle Draper
Board Chair
Edmonton Public Schools
Centre for Education
1 Kingsway NW
Edmonton AB T5H 4G9

Dear Ms. Draper:

Thank you for your June 8, 2017 letter requesting an exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (238/97) pursuant to Section 1.2(2) of the regulation with respect to the closure of Montrose and Mount Royal schools.

I appreciate the information you provided regarding the community engagement that has taken place on the closure of both schools, as well as the opportunity for Edmonton Public Schools to incorporate community ideas into the modernized Highlands School in response to stakeholder feedback. As Minister of Education, I recognize that the consolidation of schools may create efficiencies that improve student learning while getting the best value for Albertans.

As you are aware, the *Closure of Schools Regulation* makes provisions for school boards to be exempted from the requirements outlined in Sections 4 through 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."

Based on your June 6, 2017 notice of motion for the closure of Montrose School and Mount Royal School, and in consideration of the evidence of public engagement and consultation undertaken by the board, I hereby grant the board exemption from Sections 4 through 7 of the *Closure of Schools Regulation* for the permanent closure of Montrose and Mount Royal schools.

Your board may now proceed with the plan for the formal closure of Montrose and Mount Royal schools. Please communicate the effective date of the closure by forwarding the board motion, in writing, to my office.

I wish you success in this undertaking.

Sincerely,

David Eggen
Minister

228 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010 Fax 780-427-5018

Printed on recycled paper

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Shared Approach to Curriculum Implementation to Alberta Education – Next Steps
(Response to Request for Information #218)

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

**RESOURCE
STAFF:** Janice Aubry

REFERENCE: [June 6, 2017 Board Meeting – Shared Approach to Curriculum Implementation
Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-
2020](#)

ISSUE

That the District provide the June 6, 2017, report in response to Request For Information #218 – Shared Approach to Curriculum Implementation to Alberta Education and that Administration identify next steps (e.g., funding request to the Province).

BACKGROUND

Administration provided a response to the Request for Information #218 – Shared Approach to Curriculum Implementation at the June 6, 2017 board meeting. That report included five initial recommendations for efficient and effective use of District and provincial resources to support the implementation of new curriculum, as well as the (Initial Draft) Provincial Curriculum Implementation: District Readiness Plan 2017-2020.

The District is midway through implementation of the first year of the (Initial Draft) Provincial Curriculum Implementation: District Readiness Plan 2017-2020. Through funding provided through 2016-2017 central access to surplus funds, many preparedness activities have been initiated, including:

- The hiring of 14.3 FTE curriculum staff
- The provision of professional learning supports (in-service, professional learning days, materials, etc)
- The opportunity for 140 District staff to gather to review the initial draft curriculum materials and provide feedback to the province
- The training of over 140 teachers on the use of the new District resource selection criteria
- The provision of communications materials and tools to schools
- Collaboration with other school districts to prepare for new curriculum

CURRENT SITUATION

A targeted outcome of the (Initial Draft) Provincial Curriculum Implementation: District Readiness Plan 2017-2020 is to build staff confidence and competence. Work to build staff capacity and readiness for curriculum implementation continues. For example, curriculum consultants are available to schools to support staff in current curriculum and for preparation for new curriculum. Digital materials to support staff, students, parents and stakeholders will continue to be made available, including digital learning professional development modules and face-to-face opportunities for teachers. As we look to the time, resource materials and staff that will be needed to successfully implement the new curriculum, it is apparent that funding above what is normally allotted for resource development and staff support will be required.

The following five recommendations were outlined and provided to Board as part of the June 6, 2017 Response to Request for Information #218 – Shared Approach to Curriculum Implementation. Each recommendation below now includes potential next steps for Board consideration:

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.

NEXT STEPS FOR BOARD CONSIDERATION:

- That the Board urge Alberta Education to meaningfully and in a timely manner:
 - share information with districts
 - engage districts in collaboratively developing an implementation plan, including strategies for staff development and classroom resourcing.
- 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.

NEXT STEPS FOR BOARD CONSIDERATION:

- That the Board advocate for future funding to cover staff release time for learning, planning and collaboration.
 - That the Board advocate for current and future funding for the development of quality digital learning tools that will enable teachers to receive information and support in their school, catchment and classroom environments. The goal is to ensure that teachers can learn collaboratively in their own teaching contexts and are enabled to access knowledge and skill development supports “anytime” and “anywhere”.
 - That the Board advocate for support for the development of quality resources by Alberta school districts, as opposed to the contracting of for-profit publishers or third-party developers.
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).

NEXT STEPS FOR BOARD CONSIDERATION:

- That the Board urge Alberta Education to engage in collaboratively developing an implementation plan, including strategies for staff development, and classroom resourcing.

- That the Board advocate for funding to support the development of resources in preparation for new curriculum (for example, District staff are currently revising key District mathematics resources in preparation for the new curriculum).
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.

NEXT STEPS FOR BOARD CONSIDERATION:

- That the Board urge Alberta Education to collaborate with districts to initiate and fund local action research projects that could inform districts and the province regarding the most effective 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.

NEXT STEPS FOR BOARD CONSIDERATION:

- That the Board urge Alberta Education to engage with districts to identify effective mechanisms for collaboration and sharing among school districts in preparation for curriculum change, then provide support to implement these mechanisms.

KEY POINTS

- The Board Chair sent the Response to Request for Information #218 – Shared Approach to Curriculum Implementation to the Minister of Education.
- The June 6, 2017 Response to Request for Information #218 – Shared Approach to Curriculum Implementation outlined five recommendations for Board consideration
- There are next steps that the Board could consider in its advocacy for curriculum preparedness support. These next steps are based on the five initial recommendations and content from the (Initial Draft) Provincial Curriculum Implementation: District Readiness Plan 2017-2020. The next steps for Board consideration, as outline in this report, include urging Alberta Education to continue to communicate and collaborate with districts, to involve districts in their strategic plans for implementation, to work with districts on action research and to fund resource development and staff release time.

ATTACHMENTS and APPENDICES

JA:ha

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: District Energy and Environment Strategy 2016–2019

ORIGINATOR: Dr. Lorne Parker, Executive Director

RESOURCE STAFF: Maegan Lukian, Garry Padlewski, Christopher Wright

REFERENCE: N/A

ISSUE

Under the umbrella of the District's Infrastructure Plan, a District Energy and Environment Strategy 2016–2019 (Attachment I) has been developed. The Energy and Environment Strategy summarizes ongoing initiatives to reduce the District's impact on the environment and raises awareness of environmental sustainability goals that have been accomplished.

BACKGROUND

Edmonton Public Schools' District Energy and Environment Strategy focuses on four key priorities: sustainable buildings, sustainable operations, sustainable planning and sustainable education. It will be used as a benchmarking and public reporting tool to report on the District's environmental performance. The strategy will be updated every four years to encourage goal setting and achievement. The Infrastructure department and EnviroMatters Office monitors and provides updates on all the initiatives outlined in the report, in partnership with both internal departments and external agencies as required.

Solar Solutions for Schools, one of the District Energy and Environment Strategy goals, is a large-scale concept in development that is focused on reducing our carbon footprint. A feasibility study has been conducted to determine the solar potential across our current facility portfolio. Additionally, six District schools have recently been approved by the Government of Alberta for funding on solar installations.

The District has recently partnered with Eco Ammo, an Edmonton based sustainable consulting firm, to start quarterly reporting of the District carbon footprint. The data from each quarterly report will be combined into an annual report complete with carbon mitigation suggestions. These annual reports will help develop our environmental goals and be another piece that is incorporated into the District Energy and Environment Strategy document review every four years.

CURRENT SITUATION

The District's current environmental initiatives are outlined on the [EnviroMatters website](#). The strategy will be made available to the public via the EnviroMatters website and Edmonton Public Schools' social media channels to show the District's commitment to planning for energy and environmental sustainability. The strategy will also be integrated into planning and used internally to help inform new

school design. The Infrastructure department is working closely with Communications to develop a communication strategy and tiered release of the document, first internally and then publicly, beginning this year. Internal reporting of data and strategy goals will become important components.

Over the past year, the provincial and federal governments have been increasing regulations around carbon emissions with strategies like the Alberta Climate Leadership Plan and Pan-Canadian Framework on Clean Growth and Climate Change. With the increasing focus on emissions and carbon taxes, it is going to become commonplace and potentially an operating requirement for large institutions and building owners to develop mitigation strategies. Climate change strategy discussions are happening at every level of government and it is important for Edmonton Public Schools to be a part of the group that is leading change. As the sixth largest school district in Canada, releasing a comprehensive strategy puts Edmonton Public Schools in a position to influence change and be leaders in the city and across the province.

KEY POINTS

- The District Energy and Environment strategy allows this information to be organized into a concise document for ease of reference and monitoring, both internally and publicly.
- District staff and students will have online access to the strategy containing the entirety of information, initiatives and resources available to them.
- Moving forward, administration will work collaboratively with provincial ministries and industry to advance the Solar Solutions for Schools concept.

ATTACHMENTS and APPENDICES

ATTACHMENT I District Energy and Environment Strategy 2016-2019

GP:kk

Edmonton Public Schools

District Energy and Environment Strategy 2016–2019

Prepared by the EnviroMatters Office in Partnership with Edmonton Public
Schools Infrastructure Department and the District Environmental Advisory
Committee

***“Edmonton Public Schools is committed to environmental stewardship through
continual improvement and modeling best practices of sustainability in
education, conservation, protection and regulation.”***

— Edmonton Public Schools, Environmental Policy, 2010

Date: January 2017

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 - 2.2.1 District Footprint Reporting
 - 2.2.2 Strategy Benchmarking

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 - 4.1.1 Energy Performance Contract
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 - 4.2.2 District Carbon & Sustainability Consultant

5 Acknowledgements

1 INTRODUCTION

The Vision and Mission of Edmonton Public Schools is to transform the learners of today into the leaders of tomorrow and to inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community. Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

Diverse programs of study support the District Mission statement by giving parents and students different paths to achieve academic and personal success. The District believes that all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests.

Through commitment to environmental and social responsibility, as well as inclusive education, Edmonton Public Schools is making a strong statement about the District's ability to address and meet the changing needs of staff and students in 21st Century classrooms. This strategy document serves as an overview of existing sustainability efforts and a framework for upcoming initiatives.

1.1 Environmental Sustainability Commitment

Edmonton Public Schools recognizes the importance of environmental education and sustainable learning environments. The EnviroMatters Office is an initiative of the Infrastructure department and the center of the District's environmental initiative. It was created in the fall of 2008 to:

- Report on past, present and future District environmental initiatives
- Examine the environmental impact of schools and services upon their communities
- Recommend best practices to reduce environmental impacts
- Develop strategies, actions and programs that support sustainable research and innovation within the District
- Track District utility consumption and explore efficiency strategies
- Offer staff, students and community information about initiatives in our District schools
- Provide links to curricular resources, student activities and funding opportunities
- Provide links to local, provincial, federal and international energy and environmental websites

Edmonton Public Schools has been, and will continue to be involved in energy and environmental conservation projects in the areas of waste reduction, recycling, water and energy conservation, naturescapes and alternative and renewable energy sources.

1.2 Current Environmental Policy

Under the District Board Policy [EO.BP-Environment](#), Edmonton Public Schools recognizes that the consumption of resources in the pursuit of teaching and learning impacts the environment. The District is committed to environmental stewardship through continual improvement and modeling best practices of sustainability in the following four areas:

- **Education:** the District shall promote continual awareness of the environmental impact of District operations.
- **Conservation:** the District shall conduct its business in an environmentally responsible manner.

- **Protection:** the District shall encourage attitudes of continual improvement and lifelong care for the environment.
- **Regulation:** the District's environmental practices shall meet or exceed the existing regulations, standards and laws, as set out by the various levels of civic, provincial and federal government.

The application of this policy shall maintain a reasonable balance between sustainability and life cycle costs that ensures the primary role of teaching and learning is upheld. The success of this policy is the responsibility of all Edmonton Public Schools' students, staff and community stakeholders.

1.3 Strategy Framework

The framework for the Edmonton Public Schools Energy and Environment Strategy is guided by District Priorities and the District Board Policy [EO.BP–Environment](#), which was formalized in 2010. It is a comprehensive document that will acclimate to the needs of the District and to the ever changing environmental landscape. The strategy outlines District efforts ranging from small projects working under larger sustainability initiatives, through to District-wide environmental policy and program development.

2 Measuring Performance and Efficiency

Edmonton Public Schools follows the Leadership in Energy and Environmental Design (LEED) silver standard for building new District schools and looks to external consultants and best practice models for environmental program development and for upgrades to existing schools.

2.1 LEED Certification

Alberta recently adopted the Leadership in Energy and Environmental Design (LEED) Silver standard for all new schools. This started with the Alberta Schools Alternative Procurement (ASAP) Phase I project and the construction of 18 LEED schools in Edmonton and Calgary, using a Public-Private Partnership (P3) model. LEED schools provide a healthier learning and working environment through use of natural light, improved air quality, in addition to being more energy-efficient and more cost effective to operate.

ASAP Phase II featured 14 additional new schools in the Edmonton and Calgary regions, built to a minimum LEED Silver standard. This standard accommodates a range of green building strategies, such as: LED (light-emitting diode) lighting, lighting controls, occupancy sensors, high-efficiency boilers, heat recovery displacement ventilation and the use of select building materials such as wood and concrete to augment the 21st Century learning environment. The waste diverted from landfills, recycled materials, local content, low volatile organic materials and paints, and energy and water efficiencies all work to reduce the environmental footprint. Outlets to charge electric vehicles and reserve stalls to encourage carpooling are some other green design features. Edmonton Public Schools' existing green cleaning products and recycling programs also meet LEED requirements that complement the ASAP schools.

Lillian Osborne School was Edmonton Public Schools' first LEED building to officially receive the Silver designation. This school was not part of the P3 project; it was completed with the consultant and general contractor working directly for Edmonton Public Schools. Michael Strembitsky, Major-General Griesbach, Bessie Nichols, Elizabeth Finch, A. Blair McPherson and

Johnny Bright schools have all received LEED Gold designations, with Esther Starkman, Florence Hallock and Dr. Donald Massey schools each receiving LEED Silver designations.

All new District schools are built to achieve a minimum LEED Silver certification, including Dr. Margaret Ann-Armour, Nellie Carlson and Roberta MacAdams, which opened in the fall of 2016. In the fall of 2017, eleven new schools will be opening throughout the city and will be pursuing LEED certification.

2.2 Sustainability Reporting

2.2.1 District Footprint Reporting

For all other Edmonton Public Schools, the District works with external energy and environmental consultants and looks to various best practice models to stay informed of industry trends, in an effort to meet or exceed standards in environmental responsibility.

Edmonton Public Schools waste, recycling and utility monitoring project is designed to provide up-to-date status of waste diversion rates, utility usage and building performance (environmental footprint and efficiency) information to central and school decision units. These systems provide a proactive approach with reporting tools that monitor and report on waste diversion rates and utility use. Baseline usage levels are established and reports are generated to include District and site level data on an annual and quarterly basis.

Since 2008, the EnviroMatters Office has been reporting on the District's environmental footprint and making it available online for staff, students and the public to view. The EnviroMatters Office has recently contracted EcoAmmo, an Edmonton based sustainable consulting firm, to start monitoring the carbon footprint of the District as a whole, with the future goals of investigating the footprint of individual schools. The information gathered through the monitoring process can assist in making informed decisions with regards to retrofitting, renovations and strategic planning for energy, waste, and water reductions.

2.2.2 Strategy Benchmarking

The District Energy and Environment Strategy is a benchmarking tool to track and report on the District's sustainable performance and will be reviewed every four years by the Infrastructure department and EnviroMatters Office to encourage goal setting and achievement. Consultations with external agencies will be ongoing to monitor goals, timelines and key performance measures and track the success of the strategy.

The Infrastructure department and EnviroMatters Office will work to monitor the initiatives outlined in the District Energy and Environment Strategy, in collaboration with both internal departments and external agencies, and adhere to a triple bottom line sustainability approach by focusing equally on environmental, economic and social factors in program and project development.

3 Key Priorities

The District Energy and Environment Strategy focuses on four main areas for implementing environmental initiatives: 1) Environmentally Sustainable Buildings, 2) Environmentally Sustainable Operations, 3) Environmentally Sustainable Planning and 4) Environmentally Sustainable Education. Each area is comprised of multiple sustainability initiatives from which projects are developed.

3.1 Environmentally Sustainable Buildings

3.1.1 New Design

Through sustainable building construction, operation and maintenance practices, Edmonton Public Schools addresses the importance of creating healthy, 21st Century learning spaces while protecting the environment. The District works to meet and exceed industry standards by incorporating new advancements in sustainable design in all projects areas from large scale major maintenance plans and the construction of new schools, to small scale retrofits and operating procedures in existing District schools and administration buildings. Alternative energy projects such as solar PV continue to be investigated for feasibility and sustainability in both new design and upgrades. For all new schools, the Project Management Office (PMO) staff instructs consultants to implement specific, cost effective, and proven energy efficiency measures in their designs and specifications.

Incorporating environmental features and LEED standards into the design and construction of new District schools involves a range of green building strategies, such as; energy-efficient lighting, lighting controls, occupancy sensors, high-efficiency boilers, heat recovery displacement ventilation and the use of select building materials such as wood and concrete. For new school design, the long-term goal of the EnviroMatters Office is to have increasing input into the strategies and LEED credits pursued based on the outcomes of District carbon footprint reporting. Subsequent carbon monitoring of all LEED schools in the District, post-occupancy, would serve to investigate and report on the efficacy of such measures.

The District is currently investigating a new Integrated Project Delivery (IPD) strategy for replacement school projects with a focus on sustainable building design. The IPD process allows the school community, Infrastructure staff and other key stakeholders to be connected from project start to finish. This allows for a more collaborative approach than the current design, bid and build process. The new IPD strategy will be implemented in the upcoming Millcreek School replacement project and the lessons learned from this integrative design project will be used to guide future school replacement projects and the development of a 21st Century school design steering committee.

3.1.2 Retrofit

An Energy Performance contract with Ameresco Canada is near completion for 30 school buildings, which resulted in significant and important infrastructure upgrades while reducing energy and water consumption. The Energy Performance contract is a 15 million dollar program; paid for via energy savings over a twenty-year period.

A similar Infrastructure Optimization project, with Ameresco Canada and a budget of 7.3 million dollars, is also underway over the next three years at 13 District schools. Forecasted annual energy savings are \$135,000 (400,000kWh of electricity and 6,000GJ of natural gas). The Infrastructure Optimization project seeks to apply the successful strategies, best ideas, and components proven in the Energy Performance Contract. The plan includes upgrading a significant amount of deferred infrastructure, aging mechanical systems that are close to failure, while leveraging and optimizing energy and water savings and avoidance of major mechanical failures. The budget has been allocated using a combination of the Energy Conservation Fund and operational reserves.

The District is continuing to identify, work with, and build relationships with consultants such as Ameresco Canada and Relumen Engineering that bring a high level of specialized engineering and project management expertise on robust energy efficient retrofit designs and systems. Much has

been learned from Ameresco and the Energy Performance Contract which has been applied to the design of new schools and modernizations to ensure the best quality and value scenario for energy efficient systems.

For all modernizations, the PMO staff instructs consultants to implement specific, cost effective, and proven energy efficiency measures in their designs and specifications; post construction results are monitored and evaluated. Future goals of the EnviroMatters Office include carbon footprint reporting on select sites before and after upgrades, to monitor and report on success and to ensure that Edmonton Public Schools gets the most value possible from the expenditures of these modernizations.

3.1.3 Maintenance

The Infrastructure department works to ensure the learning and working environments of schools and other District buildings are properly maintained and enhanced. Infrastructure Maintenance plays an integral role in the preservation, renovation and modification of District facilities and grounds. Edmonton Public Schools works to promote productivity in the workplace and classroom by improving ventilation and managing exposure to indoor pollutants. Indoor environment and air quality is addressed with the use of low volatile organic compound paints, green cleaning products, improved air exchangers in new mechanical upgrades, efficient heating systems and controls and scheduled filter cleaning. The District also developed a Green Cleaning Committee to provide leadership for the green cleaning initiative and implementation plan.

Capital maintenance, life cycle replacement and minor retrofits to District facilities are accomplished through the District's Major Maintenance Plan (MMP) which is funded by the Alberta Infrastructure Maintenance & Renewal Fund (IMR). Projects are identified for consideration by receiving input from schools, facilities staff, facilities inspections and regulatory agencies and are completed in accordance with District categories and priorities. Items such as health and safety, special needs or barrier free accommodation, student accommodation and failed equipment are funded through IMR's emergent funding throughout the year. Other projects are reviewed in comparison to the budget for possible implementation immediately or in the planning for the upcoming funding year. The District 2016–2017 MMP is currently being developed.

3.2 Environmentally Sustainable Operations

3.2.1 Energy

Edmonton Public Schools is committed to reducing energy consumption through conservation and efficiency and understands the importance of investigating renewable sources of energy. The importance of energy saving initiatives in the District was realized when Edmonton Public Schools took part in the EPCOR EnVest Stewardship Program for energy conservation in commercial and industrial enterprises. Through the EnVest program, EPCOR provided detailed audits of District buildings to find ways to curb consumption. Engineering teams drew up lighting designs and provided project management to retrofit District buildings in an effort to achieve the environmental benefits and cost savings. That program allowed Edmonton Public Schools to understand the financial and environmental benefits of energy savings, which led to a focus on more complex energy saving initiatives and energy performance contracts in the District.

Since 1982 the District has been replacing, retrofitting and eliminating older lighting systems with energy efficient ones; the life span of the light tubes increases with the newer lights and mercury content decreases, providing less environmental impact when recycling. Recently, LED lighting has

been implemented as costs decrease and technological advances continue. Daylight harvesting is a focus of all new building designs and is encouraged in existing spaces where there is adequate access to daylight. Occupancy sensors are also being implemented to automatically shut off lights during vacant periods.

Fan and pumps with high efficiency motors are being equipped with variable speed drive systems to adjust motor speed according to what is needed while reducing electricity usage. High efficiency boilers and domestic hot water heaters are being installed in older schools as well as all new schools. Building automation systems for controlling heating, ventilation and lighting systems are being continuously being upgraded and optimized for maximum quality school environment and energy efficiency.

Renewable and alternative energy sources also remain a focus for educational purposes within the District as they provide an important resource for 21st century teaching and learning. Several District sites have the potential to become alternative energy centres of excellence through the installation of solar PV, geothermal systems and wind turbines as teaching and learning tools. Rooftop solar modules have been designed and implemented in four District schools: Queen Elizabeth, Hillview, Riverdale and Kate Chegwin. Solar walls have also been explored and will be installed on one or possibly two District schools through the Energy Performance contract. Six district schools have recently been approved by the Government of Alberta for funding on solar installations. Included are the Mill Creek, Caernarvon and Highlands School modernizations as well as three new schools, The Meadows Junior High, Pilot Sound Elementary and the Edmonton Collegiate School for Science/Technology and Trades. The Infrastructure department is actively working on a solar strategy to expand rooftop solar development through feasibility studies and interconnection analysis reports in an effort to determine solar potential across the current facility portfolio.

Edmonton Public Schools also conducts utility monitoring, benchmarking and verification projects, designed to provide up-to-date status of utility costs and building performance (environmental footprint and efficiency) information to central and school decision units. This provides a proactive approach with reporting tools that monitor and report on utility use; baseline usage levels are established and reports are generated to include District and site level data on an annual and monthly basis. This information allows the Infrastructure department to successfully manage and improve on energy conservation initiatives.

3.2.2 Food

The Centre for Education cafeteria employs numerous aspects of environmentally conscious dining services, including the installation of more energy efficient refrigeration and dishwashing systems, reusable container discount programs, compostable paper plates, sustainably manufactured cutlery made from sugarcane, hot tables to reduce packaged foods and packaging waste, in-house baking to reduce emissions from food delivery trucks and a variety of vegan, vegetarian and eat-smart lunch options. Centre for Education departments requiring catered meetings, sessions or workshops are required to purchase from the in-house cafeteria, to promote local and more sustainable food purchasing practices. The Centre also has a recyclable beverage container collection program with bins located throughout the building; all the funds raised through the program go to the Edmonton Public School Foundation to support full-day kindergarten classes.

All District administration cafeterias, school cafeterias and food design classrooms take part in the District wide co-mingled organic waste recycling program through City of Edmonton Waste Management Services, in an effort to reduce the amount of organic waste being sent to the landfill. Both pre-consumer and post-consumer food waste is included in this program. Several District schools employ litter-less lunch programs and litter-less classrooms, where only snacks and beverages in reusable containers can be brought into class. Jasper Place School became Canada's first high school to develop and build an aquaponics system and has since collaborated with Sustainable Food Edmonton to help coordinate the Urban Ag High program, in an effort to promote urban agriculture projects at the secondary school level.

3.2.3 Grounds

District Grounds crews are working within the Integrated Pest Management (IPM) policy and procedures developed and used by the [City of Edmonton](#). The IPM program is used on District sports fields that the City of Edmonton maintains and these procedures include the basic guidelines that chemical products are only used as the last solution when other methods have been tried. District sites have the opportunity to opt-out of herbicide use on school property and under the City of Edmonton IPM program, there are also restrictions on when and where pesticides can be applied around a school site. Since 2012, Edmonton Public Schools has stopped the use of non-essential pesticides on school property that the District maintains, which includes the school building envelope or approximately 10 meters around the school. Maintenance is currently monitoring turf quality and weed growth to determine the success of this program.

Naturescapes and outdoor classrooms are initiatives involving school communities that wish to increase or alter the green space around the school and provide an opportunity to teach outdoors. In collaboration with Evergreen and assistance from the Planning Department and Infrastructure staff, over thirty Edmonton Public Schools have undertaken this initiative. The Outdoor Classroom Institute is offered through Evergreen as a free Professional Development course for teachers to experience hands on, curriculum-based activities in natural outdoor spaces. Evergreen also offers evening workshops twice a year for District teachers to learn more about school greening projects. The EnviroMatters Office is always looking for new opportunities to support schools looking to adopt naturescape and community garden programs and has developed a detailed step-by-step project plan for District schools looking to start these types of initiatives.

The Maintenance department recycles District school leaf and yard waste and strives to utilize native plant species when landscaping green spaces. In an effort to further advance this program, the EnviroMatters Office is introducing a Closed-Loop Composting initiative through the use of Edmonton Public School generated compost in District flower beds and gardens. Maintenance offers a diverse range of services in the District which has led to a wide range of collection and recycling opportunities; including used paint and empty paint can recycling, copper and aluminum wire recycling and construction debris recycling.

The District has also incorporated sustainable practices into playgrounds, by using an asphalt surface treatment called "RePLAY" to extend asphalt life; it is made from recycled material and is non-toxic, biodegradable, and is safe for surrounding plants and animals. Approximately 20 District schools had the asphalt treatment applied while the pilot project was in effect from 2011 to 2012. Maintenance is continuing to monitor these schools to determine program effectiveness and potential expansion to other District sites.

3.2.4 Transportation

Edmonton Public Schools is moving toward more sustainable transportation systems as an important factor in reducing greenhouse gas emissions and other pollutants. As per Board Policy [*DEA.BP–Student Transportation*](#), the Student Transportation department works to create the most efficient routes possible to ensure the shortest ride times and shortest bus routes. The District has a long history of developing all school and administration sites to accommodate bicycle racks, in an effort to make them bicycle friendly and to promote alternate forms of transportation.

Edmonton Public Schools has recently designed a GPS technology initiative that is currently in the implementation phase across the District. This system will allow District departments and drivers to monitor idling time and mechanical service data on transportation vehicles. Governance surrounding vehicle idle times and service notifications will help District transportation fleet run more sustainably and with a reduced environmental footprint.

Edmonton Public Schools and Edmonton Catholic Schools are working on a joint initiative to develop the Edmonton Student Transportation Authority (ESTA), which will consolidate yellow bus transportation services for both jurisdictions. This initiative was brought forward by both the Edmonton Public and Catholic School Board of Trustees and is currently in the detail and design stage. Upon implementation, the ESTA will improve route efficiencies and decrease the number of student transportation vehicles on the road, resulting in a reduced District environmental footprint.

The District Planning department supports the School Travel Planning Initiative for schools in consultation with SHAPE (Safe Healthy Active People Everywhere). School Travel Planning initiatives encourage sustainable travel modes and increase travel awareness for Edmonton Public School students and their families. Several District schools have created active transportation plans as a tool to encourage more students to walk to school. The Planning department is represented at various active transportation committees with stakeholders including the Alberta Motor Association (AMA), Edmonton Police Services, Walkable Edmonton, City of Edmonton Transportation and the Office of Traffic Safety.

The District has worked to develop an idle-free campaign for District school sites, to raise student and staff awareness about the harmful effects of vehicle emissions. Recently, Alberta Environment and Edmonton Public Schools worked to introduce an official Idle Free pilot program to elementary schools, where students are involved in learning about the effects that vehicle idling may have on their health and environment. This program was passed as a Bylaw throughout the District in 2013 and No-Idling Zone signs were placed around the main entrances of elementary schools. These areas restrict stationary vehicles to running for five minutes each half hour and it does not apply to taxis, buses or emergency vehicles.

3.2.5 Waste

The EnviroMatters Office is steadily increasing waste diversion goals by managing and improving programs focused on reducing, reusing, recycling and composting District waste. These efforts provide savings on landfill and hauling service fees as well as engaging District schools with a marked sustainability goal. For four consecutive years the Edmonton Public School District has received certificates of recognition from the City of Edmonton Waste Management Services Branch and Mayor Don Iveson for demonstrating positive environmental stewardship and contributing to Edmonton's future as a sustainable city.

The Edmonton Public Schools Environmental policy [EO.BP–Environment](#) has led to the development of numerous recycling programs, with District wide procedures in place for:

- Co-mingled recycling of paper, cardboard, shredded paper glass, plastics and light metals
- Beverage container recycling
- Electronics, printer and toner cartridge recycling
- Battery and wire recycling
- Organic waste recycling
- Leaf and yard waste composting
- Hazardous waste and used oil recycling
- Paint and paint related material recycling
- Fluorescent tube and lighting ballast recycling
- Construction and demolition waste recycling
- Tire, wood and scrap metal recycling

In the fall of 2013, an organic waste recycling program was made available across the District through a new contract with the City of Edmonton Waste Services branch. This program has allowed the District to move from 14 to 55 per cent waste diversion from the landfill, with the potential to reach up to 90 per cent waste diversion by 2018. The non-source separated organics recycling program allows all District sites to comingle organic waste with regular waste, eliminating the problem of extra organic waste bins and odor on school sites. Service levels and waste weight audits are reviewed annually through service provider reports, to determine optimum bin size and service frequency for each District site. The EnviroMatters Office has also developed a Waste Reduction Work Plan initiative to help District sites manage, reduce and divert waste to their full potential.

All District schools are participating in organics recycling through the City of Edmonton; however, many schools also have outdoor composting programs and vermicomposting bins in their classrooms as a teaching tool and to increase waste diversion rates. District schools can request tutorials and classroom demonstrations for setting up these programs, offered for free through the City of Edmonton program.

Edmonton Public Schools has also implemented recycling programs that work with offices, administration buildings and the treatment of confidential documents. The District currently offers confidential shredded paper recycling programs and the secure computer recycling of confidential hard drives. Edmonton Public Schools has been participating in electronics recycling for over 15 years. Schools can accumulate computers, laptops, cell phones and various other types of electronics to be collected and responsibly recycled through the District electronic waste recycling process.

The District offers an all-inclusive beverage container recycling program, where collected containers can be recycled at bottle depots through the Beverage Container Management Board's (BCMB) recycling programs. Additionally, all District beverage containers can be recycled through the general recycling program with the City of Edmonton.

In the fall of 2016, the District centralized payment of District waste and recycling services. This change helped to reduce the amount of invoices the District receives and processes, saving the District money through reductions in paper waste and administrative work. Centralized payment

also provides the EnviroMatters Office and Infrastructure department with more leverage to curb spending through obligatory enhancements to waste reduction and recycling initiatives at individual school sites.

3.2.6 Water

Edmonton Public Schools is dedicated to conserving water and making efforts to protect water quality. The importance of water saving initiatives in the District was realized when Edmonton Public Schools took part in the EPCOR EnVest Stewardship Program for water conservation in commercial and industrial enterprises. Through the EnVest program, EPCOR provided detailed audits and project management to retrofit District buildings in an effort to curb water consumption. The EPCOR marketing team also developed resources, activities and literature to be distributed through selected schools with the goal to raise awareness and reduce the habits that lead to excess water consumption. That program allowed Edmonton Public Schools to achieve significant water savings and led to a focus on more complex water saving initiatives in the District.

In terms of school upgrades, the District has installed water-bottle filling stations, automated water conservation devices to optimize urinal flushing, low flow toilets and faucets, sensor faucets and waterless urinals. High efficiency domestic hot water heaters are also being installed with regular maintenance and inspection of flush valves to reduce wasted water; regular maintenance and inspection also helps to identify leaking valves for repair.

The Energy Performance contract with Ameresco Canada also implemented water saving retrofits, including conversion of high volume toilets to water saving toilets with auto flush valves, conversion of water-cooled refrigeration systems to air-cooled units for walk-in coolers and freezers at five school buildings, as well as optimized controls for tank-type urinal flushing systems. Total water savings are estimated to be 12 thousand cubic meters per year.

Several District schools have installed rain barrels as low-cost water conservation devices to reduce runoff volume and provide a source of untreated water for gardens and compost. Rainwater harvesting is an effective way for schools to maintain a sustainable landscape and complement existing naturescapes, outdoor classrooms and gardens. The set up and use of rain barrels on school sites has helped to foster environmental stewardship and also acts as a teaching and learning tool for students, teachers and members of the surrounding community.

3.2.7 Purchasing

As a large institution, Edmonton Public Schools has committed to using purchasing power to help influence a more sustainable economy. Demanding higher sustainability standards and vendor codes of conduct from service providers, allows the District to meet higher standards of environmental and social responsibility. The Purchasing and Contract Services (PCS) department employs a triple bottom line approach to business and recognizes the importance of incorporating social, environmental and economic concerns equally.

District Administration policy [*CW.AR–Purchasing and Disposal*](#) strives to ensure that business is conducted with outside agencies that comply with good social, ethical and behavior practices during the manufacturing process. Manufacturers must comply with all applicable laws and regulations in their business activities as well as follow good labor practices based upon the International Labor Conventions and the United Nations universal declaration of human rights. Business is conducted with vendors that can demonstrate environmental responsibility through

recognized certification standards within the industry and the symbol of a tree is placed next to products on the PCS website, to reveal that sustainable and ethical industry standards have been met in the production of that product.

The EnviroMatters Office is working with the PCS department to develop a standard and regular tender review process for District environmental services, to ensure that the District is working with the most ethically and environmentally conscious service providers at the best possible rate. Higher waste diversion standards were set as a requirement in the tender process for general waste and recycling services in 2013, resulting in a 40 per cent increase in District wide waste diversion rates; a similar process is currently being reviewed for the hazardous waste and recyclables tender process.

As per Board Policy [ELA.AR–School Consolidation-Equipment Disposal](#), PCS also manages a Site Asset Management System (SAMS), which allows District schools and departments to notify PCS of any furniture items or related goods that are no longer in use. Useable items in good condition are posted for sale on the SAMS website for other District schools and departments to have the opportunity to obtain. Items are also posted to the External Surplus website and made available for personal purchase by students, community leagues, daycares and non-profit organizations in the area. PCS is also making use of online local classifieds and government surplus auction sites in an effort to make any remaining surplus items available to the general public for reuse.

The District also strives to work with service providers that offer a comprehensive sustainable approach to their services. The Centre for Education is in the process of updating and replacing office furniture across several internal departments. Project leads are working closely with service providers who will be supplying new furniture as well as recycling or storing and redistributing old furniture to various decentralized administration locations in the District.

3.2.8 Technology

Edmonton Public Schools understands the importance of utilizing technology to enhance the learning and performance of students and staff, as per Board Policy [DK.BP–District Technology](#). Technology is also used by the District to reduce impacts on the environment. In 2007 the District Technology (ITS) department provided a study with recommendations for the reduction of paper and print technologies in the District. All District schools and departments can benefit from applying the recommendations to their own print strategies. District Technology has taken on the challenge of looking for ways to reduce energy consumption at each site by changing workstation settings to turn off monitors, Smart boards, projectors and desktop computers automatically after pre-set time periods. Where applicable, ITS recommends lower powered devices and solutions for schools such as laptops, chromebooks and tablets instead of full desktop computers. District Technology is also piloting ways in which to reduce environmental impacts through the reduction of print services and is currently involved in an enterprise print strategy for the Centre for Education; the learning from this initiative can be applied to all District sites.

Edmonton Public Schools has created options for online courses, documents and newsletters and promotes the use of electronic media versus paper media in schools. The District utilizes StaffZone, SchoolZone, Google drive, Google share and other internal share sites to relay information. The Communications department manages an online Bulletin Board where District resources and Need to Know News flashes are sent electronically to Edmonton Public staff.

Edmonton Public Schools' RAMP (Records Appropriately Managed Program) was an initiative started to examine how the District's records, whether student, staff, or administrative, are being managed. The task was to make a more efficient and effective method for tracking and retaining all District records. The work resulted in the creation of an electronic file management program aimed at creating a simplified, easy to access, safe and secure file management system. Staff can now view on line personnel files via remote access without having to travel to the central administrative building to view these documents. Some of the positive environmental impacts this initiative is having include:

- Less paper records; less demand for paper and paper production costs
- Less print devices in use; less electricity used
- Less print toner used; less toner cartridge waste in landfills
- Reduced records storage space; less heating and cooling required for storage buildings
- Greater remote electronic access to documents; reduced travel to, and couriering between, storage locations and District schools.
- Reduced printing, faxing and photocopying; less energy used as well as reduced toner and associated waste.

The District now utilizes electronic report cards and pay slips instead of distributing paper copies and the Centre for Education has also voluntarily reduced the number of phone book sets used. These initiatives have led to the reduction of paper and energy involved in the production, distribution and recycling of these products. Staff has switched to using secure online share sites to access report cards, pay slips and telephone directories as an alternative. Overall, these are further examples of Edmonton Public Schools using technology to reduce resource consumption.

3.3 Environmentally Sustainable Planning

3.3.1 Planning

Establishing the Edmonton Public Schools EnviroMatters Office in 2008 was an important step for the District to move toward institutionalizing sustainability. The EnviroMatters Office provides the infrastructure necessary to influence budgeting and decision making; it also affords proper organization to dedicate resources and staff to sustainability coordination and strategic planning.

To further advocate sustainable changes, Edmonton Public Schools created an Environmental Coordinator position within the Infrastructure Department to provide environmental consulting services to the District. The scope of work for this position includes environmental and sustainable program development and project management across the District. This position led to the development of an Environmental Advisory Committee in 2012, to allow representatives from various departments to discuss environmental concerns and provide advice on existing and proposed sustainable program development.

A three, five and 10 year environmental sustainability strategy was established for the District in June 2012, with an update on current environmental and sustainability actions submitted in September 2013. This information was combined into a formal District Energy and Environment Strategy as a guiding document for the District; to help shape environmental priorities and act as a comprehensive summary of existing initiatives and future goals. As a supplement to the Edmonton Public Schools larger District Energy and Environment Strategy, an EnviroMatters Toolkit has been developed to provide necessary resources and easy to follow steps to help District schools adopt successful environmental practices.

To complement the larger District environmental plans, waste diversion, energy and utility audits are conducted annually to generate comprehensive usage reports. Data findings are used to manage and re-evaluate existing programming and to guide future direction of new sustainable planning. The EnviroMatters Office also uses data reporting to calculate the District environmental footprint, which is available online for staff, students and the public to view. The EnviroMatters Office has recently contracted Eco Ammo, an Edmonton based environmental consulting firm, to report on the District's carbon footprint on an annual basis. Once completed, each annual summary report will be available to view on the EnviroMatters home page.

The Centre for Education also houses the Planning department, which ensures that all students have access to quality learning environments and program choices. Planning leads facility and infrastructure initiatives for managing District space, school site development, capital plan development, portable classroom space, school closure and reopening, and urban development review. This department facilitates mature community discussions around rightsizing District spaces in all areas of the city and creating 21st century learning environments through modernizations and new construction. Planning also supports various government and community relationships, including coordinating community use of the District's facilities and distributing new programs in response to community demand.

3.3.2 Investment

Edmonton Public Schools recognizes the importance of making partnership and investment decisions that promote sustainability. The District works to achieve a transparent and democratic investment processes to uphold accountability, community engagement and to support companies committed to social and environmental responsibility.

The District pursues positive sustainability investments and has contracted the City of Edmonton Waste Services Branch, Eco Ammo Sustainable Consulting and Ameresco Canada to invest in waste diversion, carbon footprint reporting and energy performance contracts, respectively. These investments offer both long and short term gains that will exceed the spending on program development. The District strives to work with and invest in companies with ethically, socially and environmentally sound practices for long term gains and lasting sustainable relationships.

3.3.3 Collaborations

The Edmonton Public School District is committed to giving back to school communities through community service, public engagement and external collaborations. The District is actively engaged in communication and project development with local companies, institutions, non-profit organizations and school boards in an effort to realize sustainable initiatives on District sites.

Several external organizations are tied to sustainable initiatives in the District; including solar PV installations on District schools in collaboration with the Northern Alberta Institute of Technology (NAIT) and annual environmental education conferences and teacher professional development opportunities in association with the Alberta Council for Environmental Education (ACEE) and the Canada Green Building Council (CaGBC). Other programs include community electronic waste collection drives through Shankled Computer Recycling Inc. (SCRI) and Green Living Enterprises, as well as the development of teaching and learning resources in collaboration with the City of Edmonton Environmental Strategies and Parks Operations departments.

The District holds active memberships with ECO Canada, the Recycling Council of Alberta (RCA), the Alberta Energy Efficiency Alliance (AEEA) and the CaGBC on both a national level and through local membership with the CaGBC Alberta Chapter.

3.3.4 Communication

The Edmonton Public Schools EnviroMatters Office works closely with the District Communications department to inform staff, students and the general public of sustainable initiatives taking place in the District. In the spring of 2016 the EnviroMatters Office worked with the Communications department to launch the EnviroMatters Minute initiative, in an effort to recognize District schools for their everyday environmental successes through District social media channels. Additional materials are to be developed as part of the larger Infrastructure Communications Plan.

The EnviroMatters [website](#) is the primary method of communicating District initiatives to students, staff and the general public. The District Energy and Environmental Strategy will be available for viewing on the EnviroMatters homepage along with the Edmonton Public Schools annual Environmental Footprint report. The EnviroMatters Office will work with the Communications department to promote the strategy, both internally and externally, after it is revised and released every four years. Part of the communication plan will encourage schools to provide feedback to help inform the strategy on an ongoing basis.

3.4 Environmentally Sustainable Education

3.4.1 Co-Curricular

Edmonton Public Schools is committed to teaching students and staff to be global citizens and providing the resources necessary to use their knowledge about sustainability to take an active role in their surrounding community. The District offers numerous co-curricular activities, resources and outreach campaigns for schools and administrative buildings to engage in outside the formal curriculum; such as the annual Earth Day Lights Out Challenge, EnviroMatters Lights Out Stickers, Classroom Energy Monitors Program, Green Your Classroom Checklist, Schoolyard Rain Barrel Water Conservation Program, Waste Reduction Work Plan & Recycle Challenge, School Waste Audit Worksheet, Year End Locker Clean-Out Initiative, Classroom Vermicomposting Program and annual Electronic Waste Collection Drives for school communities and District staff.

Many Edmonton Public Schools take the initiative to host leadership and environmental conferences for District students to participate in, as a supplement to the existing curriculum. Several schools have peer-to-peer sustainability outreach programs through Green Clubs and Green Teams that allow students to learn about and take a more active role in sustainable practices at school. District students and teachers continue to be environmental leaders on both a national and global scale. Queen Elizabeth School has presented at the annual Conference of the Parties (COP) United Nations Climate Change Conference to youth delegates in both Qatar (2012) and Peru (2014) and in 2016 was named Canada's Greenest School by the Canada Green Building Council, in recognition of their outstanding environmental education programming.

The District EnviroMatters Office also takes an active role in teaching and engaging students through in-class presentations about sustainable programs and environmental initiatives the District is actively involved in. The EnviroMatters Office has also worked to create environmental educational events such as the Student Environmental Symposium in 2010, which was open to students from across the District and the Youth Environmental Stewardship Conference in 2011

that brought students together from across the province. These types of activities allow for an open discussion of ideas and give both students and staff access to the latest initiatives and technologies available to facilitate sustainability in schools.

In 2015 the EnviroMatters Office joined the Canada Green Building Council Green School Committee to help establish and lead a network of green schools within Alberta and work to develop an annual Green School Summit for leaders of all ages that are interested in Green Schools and Communities. The first Green School Summit took place in the fall of 2015 with plans to continue annually in various locations across Alberta.

3.4.2 Curriculum

Alberta Education works through Edmonton Public Schools to provide formal education programs and curricula that address the environment, as outlined in Board Policy [*GA.BP–Student Programs of Study*](#). Edmonton Public Schools introduces environmental and sustainability issues as part of the Grade 4 curriculum, with heavier integration in the sciences as students approach Junior High and Senior High School. Early introduction and integration of environmentally conscious values helps to equip students to lead society to a sustainable future.

To further aid in environmental education, Edmonton Public Schools reopened the Bennett Centre in 1981 as the Bennett Environmental Education Centre. The main goals of the Bennett Centre are to enhance students learning by providing indoor and outdoor experiences that actively engage students and to provide challenging and stimulating indoor and outdoor learning experiences with opportunities for student initiative and personal success. Hands-on, curriculum-based programs engage students in science and social studies, teach team-building, develop co-operative living skills, and introduce teachers to new teaching practices.

Several District schools such as W.P. Wagner and Jasper Place offer horticulture, aquaponic and permaculture courses as part of the standard curriculum. These courses involve student-built experiments, including an array of herbs, food forests, self-sustaining perennials and outdoor composting, with an emphasis on growing and harvesting sustainable food. These courses also teach students natural methods for insect and pest management. District teachers also take the initiative to develop curriculum materials that supplement the existing core curriculum; such as the unscheduled credit-based Student Led Initiatives for Sustainable Education (SLISE) program offered at Queen Elisabeth School, that uses CTS modules to guide project based learning around real-world issues involving sustainable development.

The EnviroMatters Office is currently working with the City of Edmonton Parks Operations & Sustainable Development departments to assist in the development of environmental programming for use in District classrooms. The Root for Trees yegTreeMap Education Program, Green Energy Toolkit and Energy Transition Teacher's Guide are recent City of Edmonton initiatives being developed and piloted in consultation with District teachers and staff. The goal is to create teaching and learning resources with ties to the curriculum that will help facilitate learning about sustainable issues and initiatives specific to the City of Edmonton.

4 Goals, Budgets and Timeline

Sustainability goals work to support the Key Priorities outlined in the District Energy and Environment Strategy and are developed through consultation with internal departments, as well as external organizations and consultants.

4.1 Energy Initiatives

4.1.1 Energy Performance Contract

The Energy Performance Contract with Ameresco Canada is near completion for 30 school buildings. The contract will be paid for via energy savings over a twenty-year period. The project was initiated in 2013 and is scheduled for completion in August 2017. Forecasted savings are over \$855,000 per year (4 million kWh of electricity per year and 35 thousand GJ of natural gas per year), with savings of \$884,000 achieved in 2015–2016.

- Budget – 15 million dollars
- Timeline
 - 2016–2017 – Detailed reporting and monitoring of performance of existing retrofits, commissioning and tuning of six building automation systems and two smart metering systems, and completion of a solar wall installation. Project is 99 per cent complete.

4.1.2 Infrastructure Optimization Projects I and II

Infrastructure Optimization Project I with Ameresco Canada is underway for 13 District schools, with forecasted annual energy savings of \$135,000 (400,000kWh of electricity and 6,000GJ of natural gas). The project is scheduled for completion in 2018. Project II is in the RFP stages and will involve a minimum of 25 schools. A feasibility study will be conducted to determine energy savings and retrofit measures.

- Budget – 16.7 million dollars (7.7 million for Project I and 9 million for Project II)
- Timeline
 - 2016–2017 – Complete remaining project work including seven LED lighting retrofits, heating and mechanical upgrades at Hardisty School, building automation system upgrades at 13 schools, and tuning and commissioning.
 - 2017–2018 – Complete remaining five per cent of Project I including tuning, commissioning, project documentation and close-out. Conduct measurement and verification of energy savings performance.
 - 2017 – Award RFP, complete feasibility study and initiate Project II on first group of schools.
 - 2017–2019 – Complete Project II to close-out on remaining schools.

4.1.3 District Energy Consultant

For the past 10 years, the District has retained the services of external energy consultants to provide consultation on procurement of energy contracts. The District recently secured a new contract to provide energy consulting services to the District until 2019. Once the contract is executed, the energy consultants will review all existing electricity and natural gas contracts.

- Budget – \$108,000 (\$36,000 annually)
- Timeline

- 2016 – District to go out to tender for energy consultation services and secure a contract to take effect late 2016.
- 2017–2019 – Consultant will continue to review current District energy needs and develop RFP’s for tendering of energy contracts for District requirements up to five years in the future.

4.1.4 Solar Solutions for Schools

Edmonton Public Schools has potential for approximately 20MW of solar power generating assets across the current facility portfolio. To expand rooftop solar development in the District, a portfolio feasibility study and interconnection analysis is underway to determine the most beneficial District sites for solar installations.

- Budget – \$48,000
- Timeline
 - 2017 – Contract external consultants for data collection to conduct subset feasibility tests as well as portfolio feasibility and interconnection analysis reports across select District sites.
 - 2017 – Develop key recommendations for the Board of Trustees showcasing appropriate sites for solar installations.
 - 2017 – Share key recommendations and budget projections with local and provincial government to discuss a funding strategy.
 - 2017–2019 – Initiate construction of solar projects based on approved recommendations.

4.2 Environmental Initiatives

4.2.1 Annual Carbon and Sustainability Report

Annual District-wide Carbon and Sustainability Reporting is an ongoing initiative to formally report the District carbon footprint through carbon and sustainability audits. Annual reports and improvement suggestions will be incorporated into the Energy and Environment Strategy document update every four years.

- Budget – \$20,000 (\$5,000 annually)
- Timeline
 - 2016 – Complete the first verifiable report to capture the 2015 District-wide footprint.
 - 2017 – Initiate a quarterly reporting process to streamline data collection and allow for quarterly improvement measures to be implemented based on current data.
 - 2018–2019 – Continue annual reporting and initiating improvement suggestions.

4.2.2 District Carbon and Sustainability Consultant

The District is in the beginning stages of retaining the services of an external carbon and sustainability consultant to provide consultation on major District carbon mitigation and environmental sustainability projects.

- Budget – \$20,000 (\$5,000 annually)
- Timeline

- 2016 – Secure contract to provide carbon consulting services for a one-year term. Once the contract is executed, carbon and sustainability consultants will review all existing environmental projects and advise on the development of future initiatives.
- 2017–2019 – Continue consultation meetings and initiating improvement suggestions.

5 Acknowledgements

The District Energy and Environment Strategy was developed by the EnviroMatters Office, with contributions from the Environmental Advisory Committee and reviewers across a broad range of departments and services in the Edmonton Public School District, including but not limited to the following:

District Environmental Advisory Committee

- Maegan Lukian Environmental Coordinator, Infrastructure, District Operations
- David Supruniuk Facility Coordinator, Infrastructure, Project Management Office
- Robin Gransch Procurement Agent, Financial Services, Purchasing & Contract Services
- Kelly Littlechilds Grounds Foreman, Infrastructure, Maintenance
- Marvin Bushie Manager, Building Operations
- David Callander Manager, District Technology, ITS
- Greg Hunter Custodial Consultant, Infrastructure, Maintenance
- Wayne Curry Head Custodian, J.A Fife School
- Darryl Fleming Custodian, Supply Services

Internal Contributors and Reviewers

- Christopher Wright Managing Director, Infrastructure
- Garry Padlewski Director, Infrastructure, Operations & Maintenance
- Terri Gosine Director, Infrastructure, Project Management Office
- Fraser Methuen Manager, Distribution Centre
- Jenifer Elliot Planner, Infrastructure, Planning & Land Development

External Contributors and Reviewers

- Andrea Pelland Principal, Process & Operations Manager, EcoAmmo Sustainable Consulting

DATE: September 12, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Governance and Evaluation Committee, Chair
Trustee Nathan Ip, Governance and Evaluation Committee
Trustee Bridget Stirling, Board and Superintendent Evaluation Committee

SUBJECT: 2016-2017 Board Self-Evaluation

RESOURCE STAFF: Karen Mills

REFERENCE: [Trustees' Handbook – Section 6.1.1 \(page 45\) Governance and Evaluation Committee](#)

ISSUE

The Board of Trustees annually provides a summary report of the Board's Self-Evaluation survey results from the previous school year to the public.

BACKGROUND

Each year, the Board conducts a self-evaluation to assess its performance with respect to the Board's roles and responsibilities. The purpose of the self-evaluation is to review the Board's performance with the goal of determining:

- a) what is being done well, and
- b) what aspects of Board activity require improvement and a corporate commitment to Board development

The 2016-2017 Board of Trustees' self-evaluation survey was organized into sections around the Board's role and responsibility statement. The data derived from the survey will be used to inform planning and process improvement.

The survey was open from Wednesday, June 21 until midnight, July 12, 2017. All Trustees completed the survey.

Trustees were asked to rate the Board's overall effectiveness on each key area using a four-point scale.

- 4 - Fully Achieved - The Board is a model of excellence.
- 3 - Mostly Achieved - The Board is very effective and demonstrates an area of strength.
- 2 - Partially Achieved - The Board's performance is satisfactory/demonstrates an area for potential growth.
- 1 - Beginning to Achieve - The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.

CURRENT SITUATION

A copy of the 2016-2017 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of the 11 areas is provided below and is being reported to the public as part of the Board's annual accountability practices.

Mission, Vision, Values and Priorities: This area received a 100 per cent positive rating (33.33 per cent fully achieved and 66.67 per cent mostly achieved). Qualitative comments indicated that the Superintendent, Board, principals and teachers refer to the Vision, Mission, Values and Priorities as a foundation for their work. The Mission, Vision, Values and Priorities are reaffirmed in District Leadership Meetings, prominently displayed in District schools, and guide decision making in the areas of policy, budget and strategic planning. It was noted that the induction of a new Board will provide an opportunity to reaffirm the District's Mission, Vision, Values and Priorities.

Budget: This area received a 100 per cent positive rating (33.33 per cent fully achieved and 66.67 per cent mostly achieved). Qualitative comments noted that the budgets are grounded in evidence and the budget planning and allocation process is clear, responsible, thoroughly reviewed and trustworthy. Opportunities for growth were noted with respect to ensuring there are clear input processes for stakeholders and that budget decisions are clearly communicated to the public.

Climate and Culture: This area received a 100 per cent positive rating (22.22 per cent fully achieved and 77.78 per cent mostly achieved). Qualitative comments indicated the Board has seen improvement in the handling of student discipline. Trustees also noted that honour, transparency and respect are valued in the District, and this has fostered a positive culture. Opportunities for growth included a desire to continue to increase diversity in the District's workforce, more promotion of continuous learning, and improving survey techniques to ensure accurate and timely feedback.

School Board and Superintendent Relationship: This area received a 100 per cent positive rating (66.67 per cent fully achieved and 33.33 per cent mostly achieved). Qualitative comments indicated that an exceptional relationship exists between the Superintendent and Board of Trustees. The Superintendent evaluation process in place is explicit and well designed. Opportunities for growth comments included a desire to see a greater emphasis on assessing the Superintendent's performance in terms of gains in student achievement.

School Board Relationships and Conduct: This area received a 100 per cent positive rating (33.33 per cent fully achieved and 66.67 per cent mostly achieved). Qualitative comments indicated that the Board is a high functioning team grounded in compromise, collaboration and collegiality. Clarity around media relations protocols was noted as an opportunity for growth.

Alignment of Resources: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments cited the Equity Fund as a great example of aligning resources to meet the needs of students and teachers throughout the District. Opportunities for growth included the need to continue learning how to most effectively allocate funds for students with higher needs, and continued advocacy by the Trustees for new schools.

Committee and Representative Work: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated that Board committees are doing well at fulfilling their work plans. Opportunities for improvement exist in reporting committee work to the public so that they are informed of the governance work being done. It was also suggested that the committee evaluation process could be strengthened.

Decision Making: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated that the Board makes decisions founded on the best available information and grounded in what is best for students. It was noted that

competing community interests and rapid population growth in certain communities often makes decision making more complex.

Results Orientated: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated recognition that many of the complexities and challenges faced in the classroom are hard to measure, but initiatives such as the District Results Review and Strategic Plan update reports at Board meetings, along with multiple assessment tool results provide the means by which the Board evaluates and determines success and areas of concern. Opportunities for growth were noted regarding assisting the Trustees to effectively share the Districts' results with the public. The question of how we might measure the success of students in such areas as character, leadership ability, moral intelligence and good relational skills also arose.

Policy Governance: This area received a 77.78 per cent positive rating (22.22 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated that the work toward policy consolidation and coherence is resulting in clearer, more concise policy and a higher level of stakeholder participation. More effective monitoring of policy implementation and effectiveness was cited as an opportunity for growth. Suggestions for improving the policy review schedule were also made.

Community Relations: This area received a 66.66 per cent positive rating (22.22 fully achieved and 44.44 per cent mostly achieved). Qualitative comments indicated that communication and consultation with the community and stakeholders has increased and improved considerably. The Board identified a desire to use social media and other electronic means more effectively to communicate with parents and the public.

At the end of the Board Self-evaluation, a question was asked: *What ways could the Board improve its achievement of goals identified in the Strategic Plan?* Responses cited targeted professional learning, development of a streamlined policy development process, the creation of more opportunities for generative discussion, and reaffirming commitment to the Strategic Plan as way the Board can continue to support the achievement of the District's Strategic Plan goals and the successes of students now and in the future.

NEXT STEPS

The information in the report will be used to inform planning, the development of strategic work plans and Board professional development for the 2017-2018 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2016-2017 Board Self-Evaluation Survey instrument

KM:sj



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

About the Board Evaluation Questionnaire

The questionnaire is organized into 11 sections around the Board's Role and Responsibility statement. The Board has a number of reference/source documents which address board governance and how the Board will carry out its role and responsibilities:

- Province of Alberta School Act
- Board Role and Responsibility Statement
- Principles of Board Operation
- Board Committees
- ASBA – Role of the School Trustee
- Trustee Code of Ethics

District Vision, Mission, Values, and Priorities

Vision

Transforming the learners of today into the leaders of tomorrow.

Mission

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

Values

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

District Priorities 2014-2018

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.



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

Completing the Board Evaluation Questionnaire

For each question, please provide a rating on a four-point scale. You are encouraged to describe one or more examples that illustrate or support your rating. This qualitative data will be helpful during the discussion of the evaluation results and may be used to inform action planning.

Please, complete the evaluation individually using the following rating scale:

4 - Fully Achieved -

(The Board is a model of excellence)

3 - Mostly Achieved -

(The Board is very effective and demonstrates an area of strength)

2 - Partially Achieved -

(The Board's performance is satisfactory/ demonstrates an area for potential growth)

1 - Beginning to Achieve -

(The Board's performance is not satisfactory/demonstrates an area requiring immediate attention)

Each board member is required to complete the evaluation by July 12, 2017, so that the results can be compiled and shared at

the Trustee Retreat.



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

MISSION, VISION, VALUES AND PRIORITIES

Indicators:

- Stakeholder representatives (school Board, executive team, central staff, school staff, employee organizations, students, parents and the community) helped to create the vision, mission, values, and priorities.
- We discussed the core beliefs and values of our school district and community, and ensured these values were reflected in our vision, mission, values, and priorities.
- We have a written vision, mission, values, and priorities that guide decision making and commits the success of all students as the top priority.
- Our vision, mission, values, and priorities are clearly articulated and known to all stakeholders.
- The vision, mission, values, and priority statements are prominently displayed, regularly communicated and referred to often when making decisions.
- We frequently revisit and reaffirm our vision to ensure our constancy of purpose.
- Our vision, mission, values, and priorities form the basis for our strategic planning and policy decisions.
- We base our resource and budget decisions on our vision, mission, values, and priorities.

Please provide your rating on the section *Vision, Mission, Values, and Priorities*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section *Mission, Vision, Values, and Priorities*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

RESULTS ORIENTED

Indicators:

- Our District publishes an annual report of progress (Annual Education Results Report).
- Our annual report includes data on student achievement and District performance related to District priorities and goals.
- The format of our report is consistent from year to year and includes data from prior years.
- The report is shared with stakeholders and used to develop targets around areas for growth.
- We produce a summary of the Annual Education Results Report that provides parents and community members with easy to understand information about the District's progress.
- Our Board compares our data with data from other districts that are similar to ours
- We disaggregate our data to measure the success of all students (Special Needs, ELL, FNMI).
- We use our student achievement data to make decisions and establish District priorities.
- We communicate to the public how our decisions are linked to student achievement data.
- We tie our evaluation of ourselves, as a Board, to our results.
- We tie the evaluation of the Superintendent to the results of our students.
- Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals.
- Annual reports and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.

Please provide your rating on the section *Results Oriented*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Results Oriented*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

ALIGNMENT OF RESOURCES

Indicators:

- We have established a specific and limited set of priorities for improving student learning that gives everyone in the District clear focus.
- We ensure resource equity by providing additional supports to students and schools with higher needs.
- We use the budget as a vehicle to accomplish our vision, mission, values, and priorities.
- Programs and initiatives are added, continued, changed or deleted based on analysis of results, District priorities and available resources.
- We consider the strengths, expertise and capacity of District staff when making resource decisions.
- Plans and actions in the area of infrastructure, (e.g., Three-Year Capital Plan, Infrastructure Strategy, Ten-Year Facilities Plan) clearly support the vision, mission, values, and priorities.

Please provide your rating on the section *Alignment of Resources*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Alignment of Resources*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

BUDGET

Indicators:

- The budget planning and allocation process is clear and communicated to the District and the public.
- The budget planning process involves community input.
- We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.
- Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.
- We report regularly to the public on the District's financial position and future.
- We advocate for adequate, predictable and sustainable funding.

Please provide your rating on the section *Budget*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Budget*.

Strengths:

Opportunities for Growth:

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)**CLIMATE AND CULTURE**

Indicators:

- We model the core values and beliefs of our shared vision and mission.
- We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.
- We are building a diverse workforce that reflects our student population.
- We promote continuous learning in which change, innovation and creativity are embraced..
- We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.
- We ensure periodic assessment of school climate throughout the District through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.
- We ensure a safe, caring and respectful working and learning environment for staff and students.
- We value distributed leadership that results in decisions being made at the level closest to implementation.
- We demonstrate our value of building leadership capacity.
- We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.
- We value transparency.

Please provide your rating on the section *Climate and Culture*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Climate and Culture*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

Indicators:

- We seek to maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.
- Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.
- Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.
- We receive advice from the Superintendent in a respectful manner.
- We are kept informed in a timely fashion on District matters.
- In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision-making.
- Our Board and the Superintendent share a common understanding of the District culture.
- The Superintendent's performance is regularly assessed and communicated in consideration of agreed-upon indicators. The evaluation process for the Superintendent is fair and valid.
- We hold the Superintendent accountable for implementation of the policies (including the vision, mission, values, and priorities) and achievement of the strategic plan.

Please provide your rating on the section *School Board and Superintendent Relationships*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *School Board and Superintendent Relationships*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

SCHOOL BOARD RELATIONSHIPS AND CONDUCT

Indicators:

- We cooperate with each other to get the work done.
- We respect the confidentiality of private conversations.
- We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.
- We model respect and courtesy for all through our choice of words, body language, and actions.
- We endeavor to keep each other well informed as to our actions and comments.
- We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.
- We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.
- When asked about a Board decision, we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.
- The system for addressing divergence from our protocols is clear and followed.
- We share the responsibility of representing the Board at EPSB and partner events.

Please provide your rating on the section *School Board Relationships and Conduct*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *School Board Relationships and Conduct*

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

COMMUNITY RELATIONS

Indicators:

- Our communication with stakeholders and the community is a two-way process.
- We have policies and practices in place to encourage parents to be active partners in their children's education.
- We encourage parents and members of the community to share responsibility for the success of schools and students.
- Our communication with the media is effective.
- We use social media responsibly.
- We provide opportunities for stakeholder and community input into key actions of the Board.
- Our vision and priorities reflect community needs and interests.
- We engage communities before important decisions are made and invite them to keep us informed about emerging issues and opportunities.
- We work to maintain and develop partnerships with organizations, other districts and government to serve the needs and achievement of students and the District.
- We regularly report on student achievement and accomplishment of District priorities to the public.
- We communicate regularly with other elected officials to ensure public education is a top priority for investment and support.
- We actively seek out student voice and perspective.

Please provide your rating on the section *Community Relations*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Community Relations*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

POLICY GOVERNANCE

Indicators:

- Our policy-making process is well-defined and understood.
- Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.
- The policy manual is updated regularly.
- The policies are clearly communicated to stakeholders.
- Board policies are accessible.
- The policy process provides timely guidance for the operation of the school District.
- We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.
- We monitor the implementation of our policies.

Please provide your rating on the section *Policy Governance*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Policy Governance*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

COMMITTEE AND REPRESENTATIVE WORK

Indicators:

- We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.
- The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities.
- Each committees and representatives provides written reports and recommendations to assist us in our work.
- Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.
- We share the responsibility of committee work and Board representation on external committees and boards.
- Each committee uses staff support effectively to achieve its goals.

Please provide your rating on the section *Committee and Representative Work*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Committee and Representative Work*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

DECISION MAKING

Indicators:

- We wait to make decisions until complete information is available.
- Decisions are made based on analysis of risks/benefits/implications.
- Members of the public have opportunities to express their opinions before decisions are made.
- Each Trustee has an opportunity to ask questions and to speak before the Board votes on issues.
- We stay focused on issues and not personalities.
- We explore consequences of potential decisions and engage in “If, then” discussions.
- We make decisions based on what is best for students.
- We make decisions on the basis of facts and evidence, not hearsay.
- All decisions are made or ratified in public.
- We are not involved in decision making if there is a conflict of interest.
- We take responsibility for decisions once they are made.

Please provide your rating on the section *Decision Making*, based on the indicators above.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Decision Making*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

What ways could the Board improve its achievement of goals identified in the Strategic Plan?

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Results of the 2017 District Feedback Survey

ORIGINATOR: Nancy Petersen, Director, Strategic District Supports

RESOURCE

STAFF: Sonia Boctor, Lisa Boston, Diane Brunton, Marlene Hornung, Daniel Rodriguez, Eoin Rouine, Amit Sansanwal, Rick Stiles-Oldring

REFERENCE: N/A

ISSUE

From April 3 to April 30, 2017, the 2017 District Feedback Survey was administered to students, staff, parents and community. The results from the surveys have been compiled into a District summary report (Attachment I) that provides the results for all respondent groups (students Grades 3 and 5; students Grades 8 and 11; staff, parents, and community).

BACKGROUND

To support monitoring progress toward the goals and outcomes of the District Strategic Plan (2014-2018) and support a culture of evidence based decision making the District piloted a District Feedback Survey in spring of 2015. This work was done in collaboration with the University of Alberta and the support of a District Feedback Survey working committee comprised of school principals and staff from central units.

The intention of the pilot was to develop an annual District Feedback Survey that would serve as a tool to:

- Hear what is important from our students, staff, parents, and community.
- Gather information to tell us how we are doing regarding goals and outcomes articulated in the District Strategic Plan.
- Promote a District culture of continuous improvement.
- Foster system improvement through evidence-based decision making.

In April of 2015 the survey was administered as a pilot to parents, students, staff and community members. Results from the 2015 District Feedback Survey were shared with administration, reported to the Board of Trustees and used to inform evidence-based discussions around results and opportunities for growth.

Since that administration of the survey, a comprehensive review of the pilot was undertaken. Principals and Central leaders were consulted to review both the survey questions and the approach used to support implementation of the 2015 District Feedback Survey.

As a result of this review, the main changes related to the implementation process of the District Feedback Survey were:

Process for 2015	Process for 2017 Onwards
Intention for Biennial Survey	Shift to Annual Administration
Student Survey engaging Grades 3-12 inclusive	Student Survey engaging Grades 3, 5, 8 and 11
2 week Administration Period	Extension to a 4 week Administration Period

Survey Questions:

The survey questions were reviewed and revised against the following criteria:

- The question reflects alignment to the Strategic Plan.
- The question asked is not a duplication to other sources of existing feedback data.
- The question wording and structure supports comparability between survey respondent groups (i.e. parents, staff etc.).
- The data provided is actionable at a school, catchment, central department and/or District level.
- The data gathered addresses a gap in reporting.
- The language used reflects accessibility and appropriateness for intended survey participant.

The changes recommended through the review process were incorporated into the 2017 version of the District Feedback Survey that was implemented during the month of April.

In addition, in order to promote awareness of the survey, increase participation rates, and provide assistance to respondents in the completion of the surveys, various communication tactics were employed: online, media relations, face-to-face and a small amount of paid advertising. Numerous tools and resources (such as key messages, checklists for teachers, SchoolZone post, etc.) were also developed to support school and central leaders in the administration of the survey.

CURRENT SITUATION

The District received 31,542 responses to the 2017 District Feedback Survey, including:

- 12,456 Grades 3 and 5 students.
- 9,340 Grades 8 and 11 students.
- 5,444 staff.
- 3,873 parents.
- 429 community members or partners.

In June 2017, school and central department leaders were provided with a preliminary report containing their school/central department's quantitative results. In August, school and central department leaders also received comparative reports that included both quantitative and qualitative data. School reports compared each of their stakeholder groups with District and catchment results, while central department reports compared staff results to the District and other staff in central. The survey data will support District leaders in their work related to Results Review, Budget Planning, the Annual Education Results Report, and catchment collaboration.

Administration of the survey in 2017 reflects the first year using the revised version of the District Feedback Survey, thus the data gathered from this year's implementation represents the District's baseline. Data from subsequent surveys will allow for comparison and meaningful trends to be seen.

KEY POINTS

- In 2015, the District implemented a pilot District Feedback Survey to monitor progress on the District's strategic direction and support a culture of evidence-based decision making.
- The survey approach and questions were reviewed and revised for the 2017 administration.
- The 2017 survey was administered to students in Grades 3, 5, 8 and 11, staff, parents of all students, and community members.
- This is the first year implementing the 2017 version of the District Feedback Survey and therefore this year's data serves as a baseline for the District.
- The data gathered annually through the survey will support and contribute to the following planning and reporting initiatives in the District:
 - Three-Year Education Plan/Annual Education Results Report (3YEP/AERR).
 - Catchment strategic planning sessions.
 - School/community engagement and reporting (Results Review and Budget Planning).

ATTACHMENTS and APPENDICES

ATTACHMENT I 2017 District Feedback Survey District Report

SB:sb



2017 DISTRICT FEEDBACK SURVEY

District Report



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INTRODUCTION

In April 2017, Edmonton Public Schools administered the 2017 District Feedback Survey to students, staff, parents/guardians, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the [District's Strategic Plan 2014-2018](#). The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions, and provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District Staff
- Parents of all students, and
- Community members

This report provides the results for all respondent groups for the 2016/2017 District Feedback Survey.

2017 RESULTS

The District received 31,542 responses to the surveys, including:

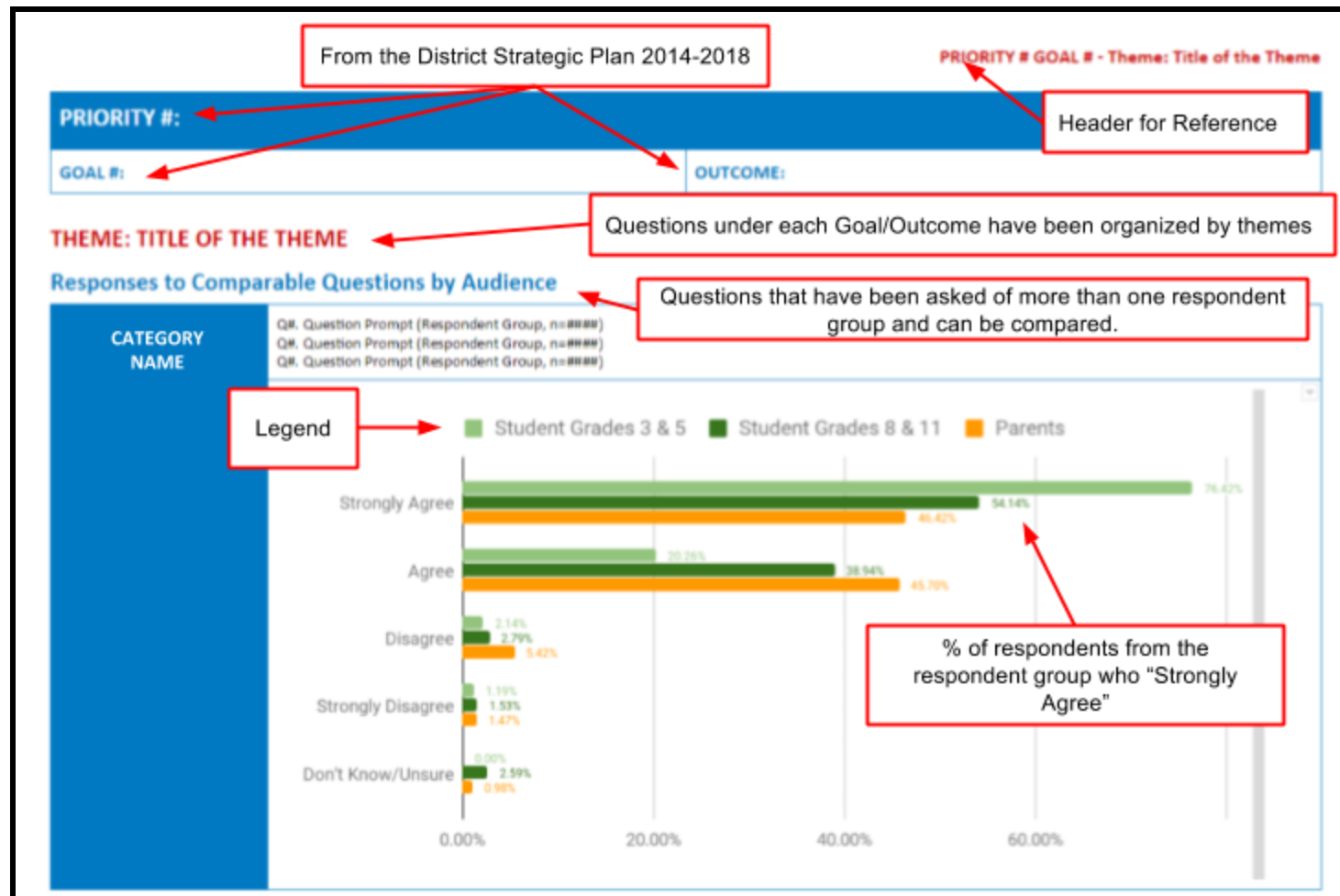
- 12,456 Grades 3 and 5 students
- 9,340 Grades 8 and 11 students
- 5,444 staff
- 3,873 parents
- 429 community members or partners

Each stakeholder group answered questions relevant to them; however, for some questions, only a subset of particular stakeholder groups were surveyed. For example, only Parents of Grade 7-12 Students (n= 1051) were asked "My child is being prepared at school for successful transition to the world of work" as oppose to all Kindergarten to Grade 12 Parents (n=3873). The percentages found in this summary report reflect the responses of all stakeholders within a particular group, unless otherwise stated.

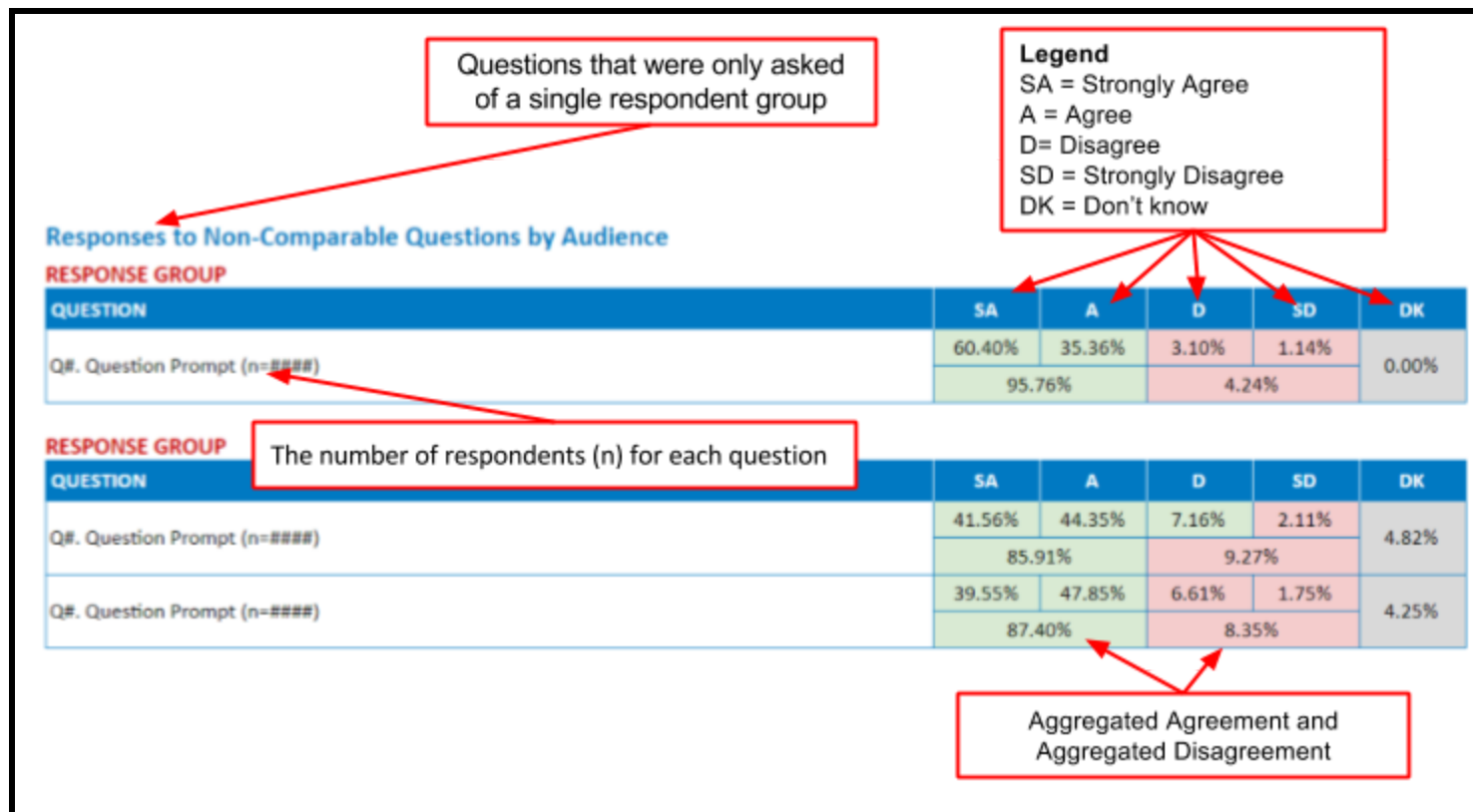
REPORT STRUCTURE

The report is organized by Priority and Goal/Outcome as per the District's Strategic Plan. Questions under each Goal/Outcome have been organized by themes (in red font). Within each theme, common questions asked of more than one survey respondent group are clustered together and provided a category name. The results for these comparable questions are reported together on a graph displaying the degree of agreement on a five-point scale ("Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Don't Know/Unsure/Not Applicable"). Note: The four-point scale used for participants in Grades 3 and 5 was "NO!", "no", "yes", and "YES!". For the purpose of reporting this data, "NO!" will be reported as Strongly Disagree, "No" will be reported as Disagree, "Yes" will

be reported as Agree, and “Yes!” will be reported as Strongly Agree.



Following the graphs displaying comparable results, questions in a theme asked of only one respondent group are reported separately in tables. Each table includes the percentage of responses for each scale category.



The number of respondents (n) for each question is provided at the end of each statement (e.g., n=682). In questions where respondents were able to select one or more options, the total number of responses may add to more than 100%.

As the survey intended to measure awareness, the instances in which respondents indicated “don’t know” or “can’t answer” was recorded. In two instances, respondents were given the option to select “Not Applicable,” which was not included in the *n* value. In addition, respondents who selected “Other” were given the option to add qualitative responses. These qualitative responses are not included in this report.

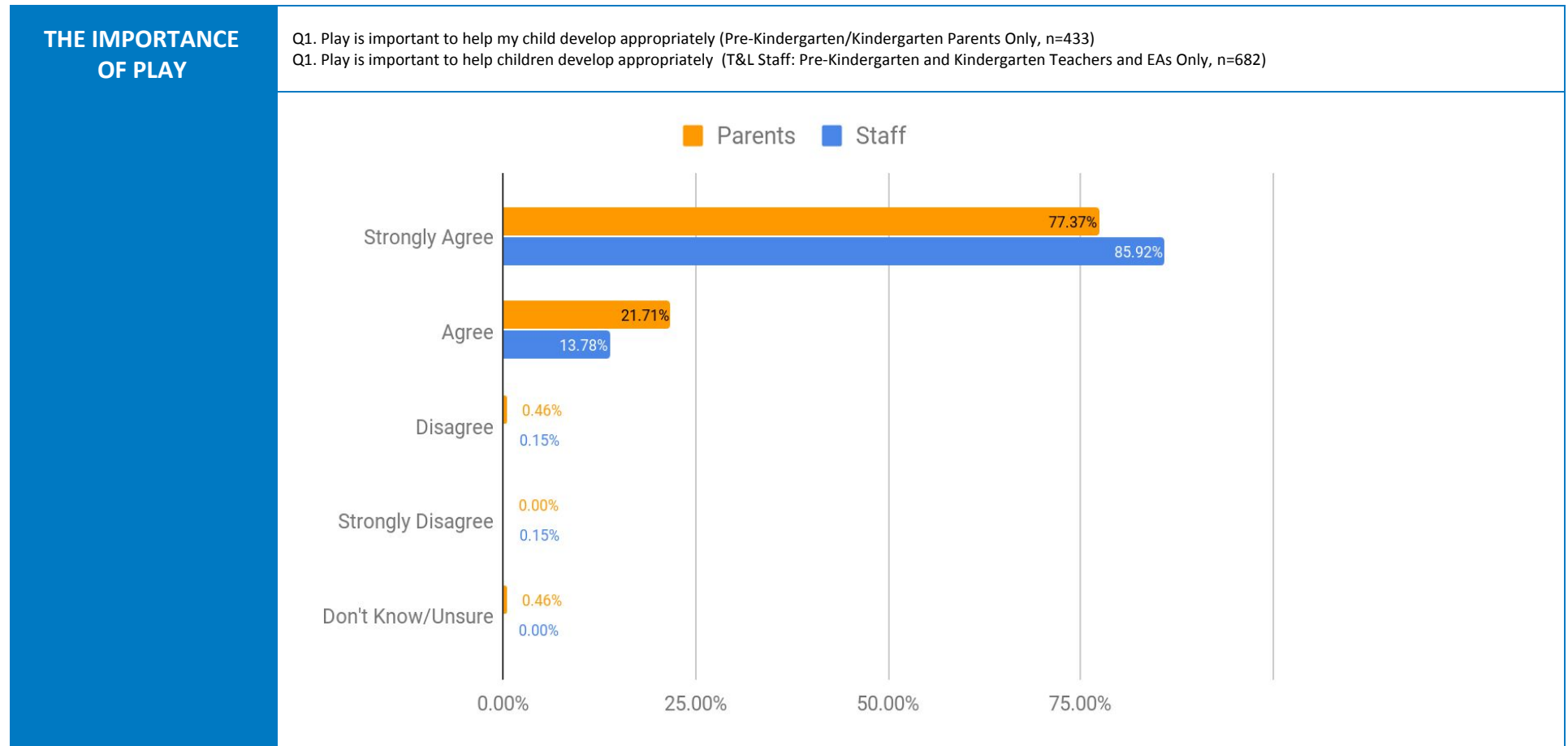
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL ONE: An excellent start to learning

OUTCOME: More children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

THEME: READINESS FOR GRADE ONE

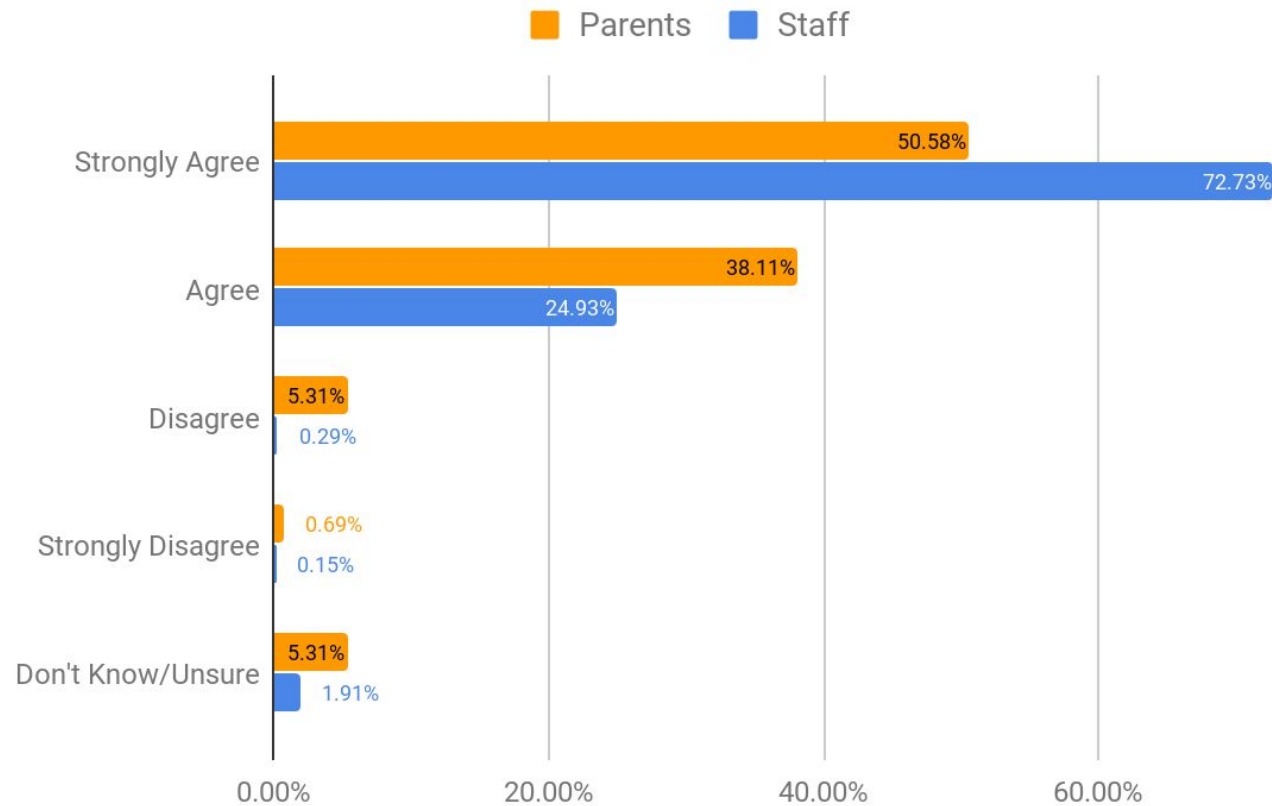
Responses to Comparable Questions by Audience



**SUCCESS IN
KINDERGARTEN
/GRADE1**

Q2. I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)

Q2. I know what children in my Pre-Kindergarten/Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	SA	A	D	SD	DK
Q3. I feel my child will be ready for learning in Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)	56.35%	31.87%	3.70%	0.69%	7.39%
	88.22%		4.39%		

STAFF

QUESTION	SA	A	D	SD	DK
This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone of:					
Q3. Awareness of Self and Environment for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	40.76%	47.80%	2.05%	0.15%	9.24%
	88.56%		2.2%		
Q4. Social Skills and Approaches to Learning for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	43.84%	46.04%	1.61%	0.15%	8.36%
	89.88%		1.76%		
Q5. Cognitive Skills for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	41.06%	46.33%	2.64%	0.29%	9.68%
	87.39%		2.93%		
Q6. Language and Communication for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	43.40%	44.57%	3.08%	0.29%	8.65%
	87.97%		3.37%		
Q7. Physical Development - Fine motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	42.52%	45.16%	3.08%	0.15%	9.09%
	87.68%		3.23%		
Q8. Physical Development - Gross motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	42.52%	45.60%	2.79%	0.15%	8.94%
	88.12%		2.94%		
Q3. This year I had access to supports that enabled my Pre-Kindergarten/Kindergarten teachers and staff to help their children reach the developmental milestones for learning in Grade 1 (T&L Staff: Principals at Elementary Schools Only, n=128)	64.06%	28.91%	3.91%	0.00%	3.13%
	92.97%		3.91%		
Q4. This year I had access to resources that enabled my Pre-Kindergarten/Kindergarten teachers and staff to help their children reach the developmental milestones for learning in Grade 1(T&L Staff: Principals at Elementary Schools Only, n=128)	64.84%	30.47%	3.13%	0.00%	1.56%
	95.31%		3.13%		

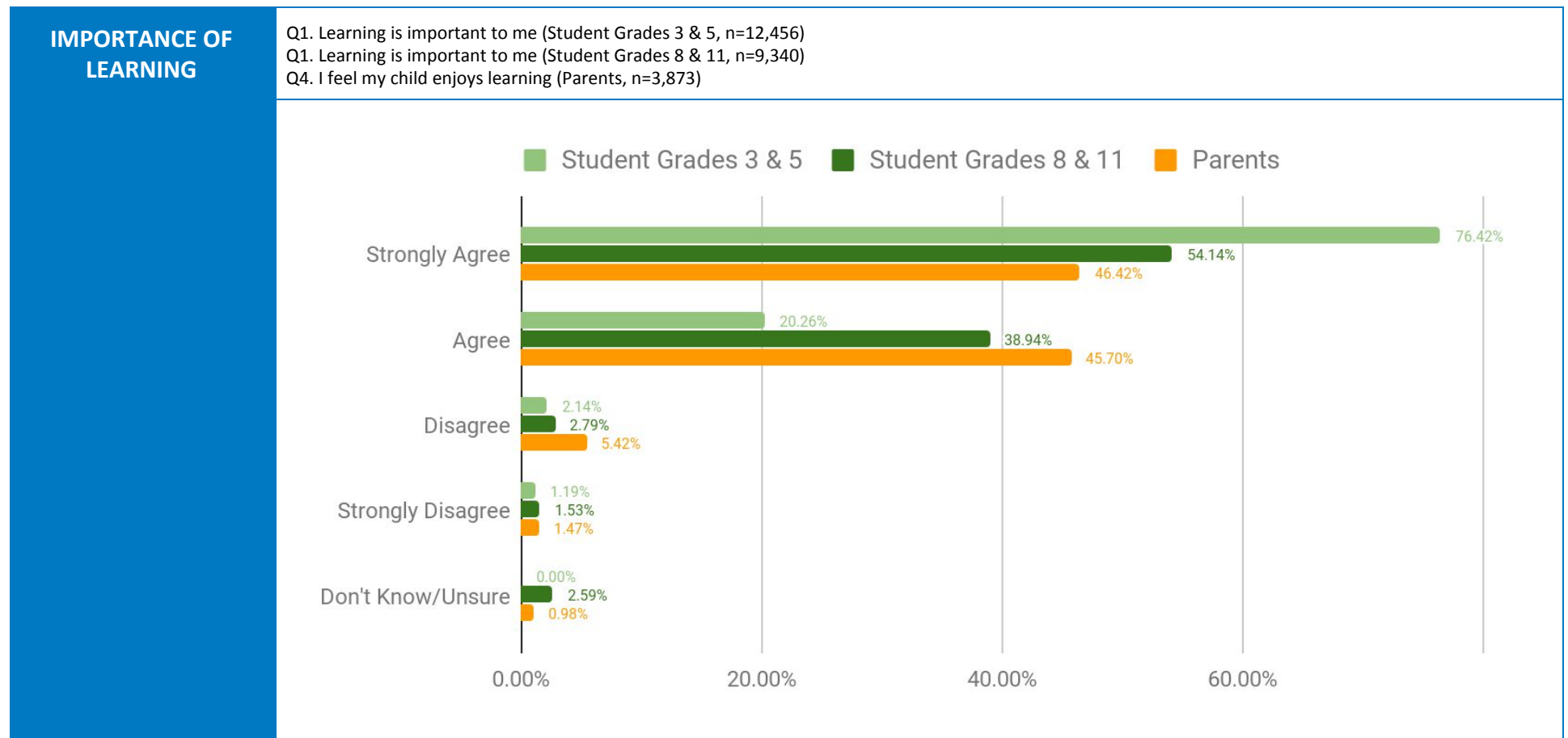
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL TWO: Success for every student

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

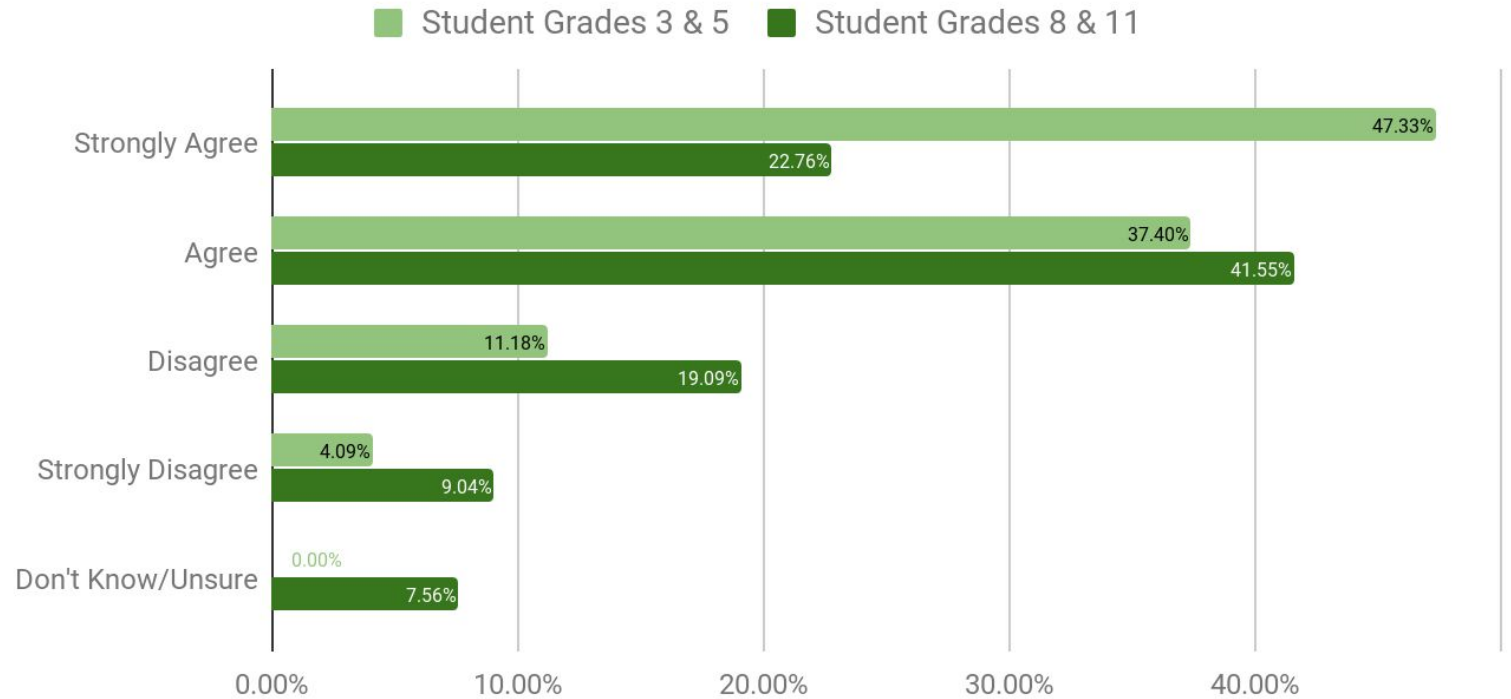
THEME: COMMITMENT TO LEARNING

Responses to Comparable Questions by Audience



**COMFORT WITH
SHARING IN CLASS**

Q2. I am comfortable sharing ideas or asking questions in class (Student Grades 3 & 5, n=12,456)
Q2. I am comfortable sharing ideas or asking questions in class (Student Grades 8 & 11, n=9,340)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

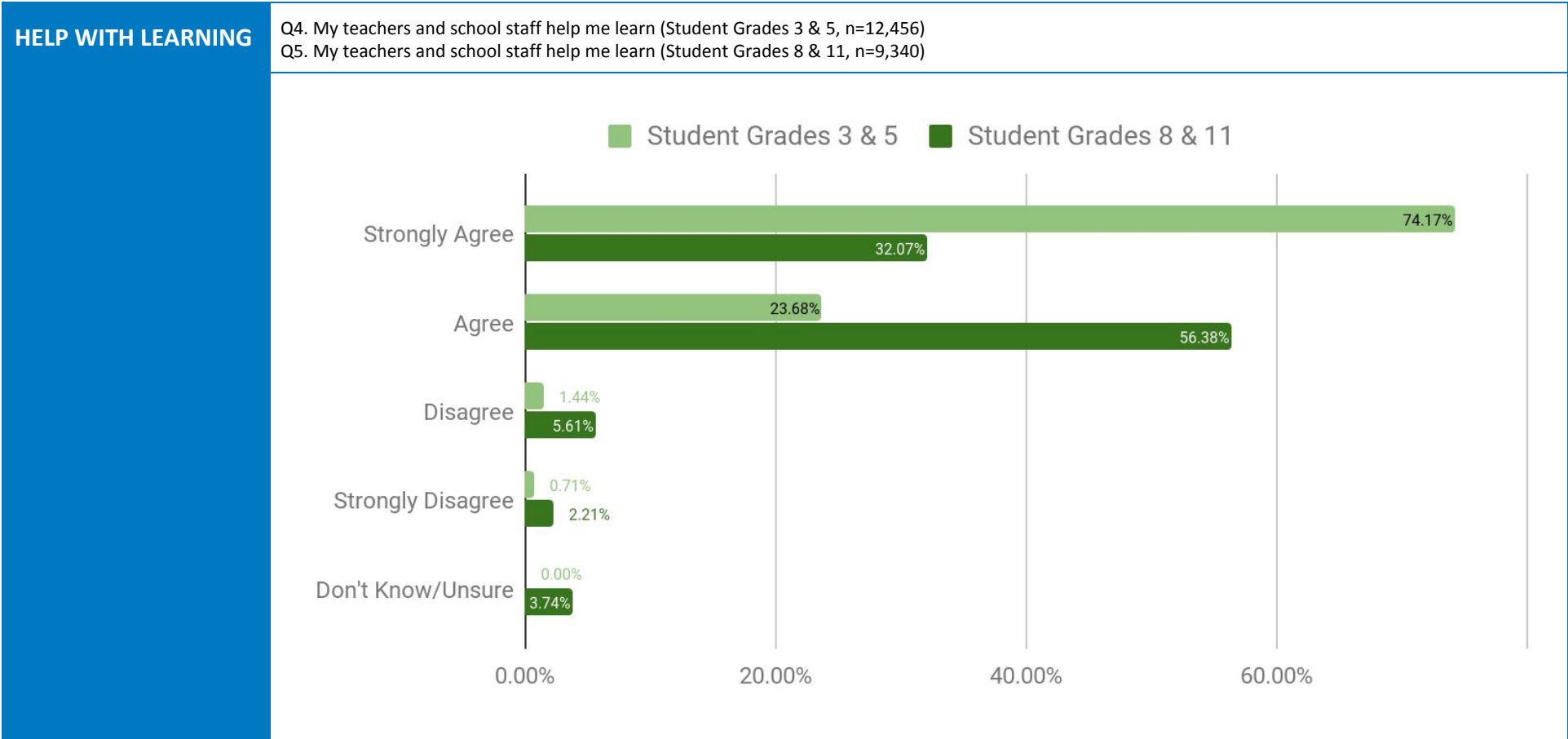
QUESTION	SA	A	D	SD	DK
Q3. When I make a mistake, I try again (n=12,456)	60.40%	35.36%	3.10%	1.14%	0.00%
	95.76%		4.24%		

STUDENT GRADES 8 & 11

QUESTION	SA	A	D	SD	DK
Q3. Completing my school work is important to me (n=9,340)	41.56%	44.35%	7.16%	2.11%	4.82%
	85.91%		9.27%		
Q4. I work hard to do well in school (n=9,340)	39.55%	47.85%	6.61%	1.75%	4.25%
	87.40%		8.35%		

THEME: INSTRUCTIONAL SUPPORTS

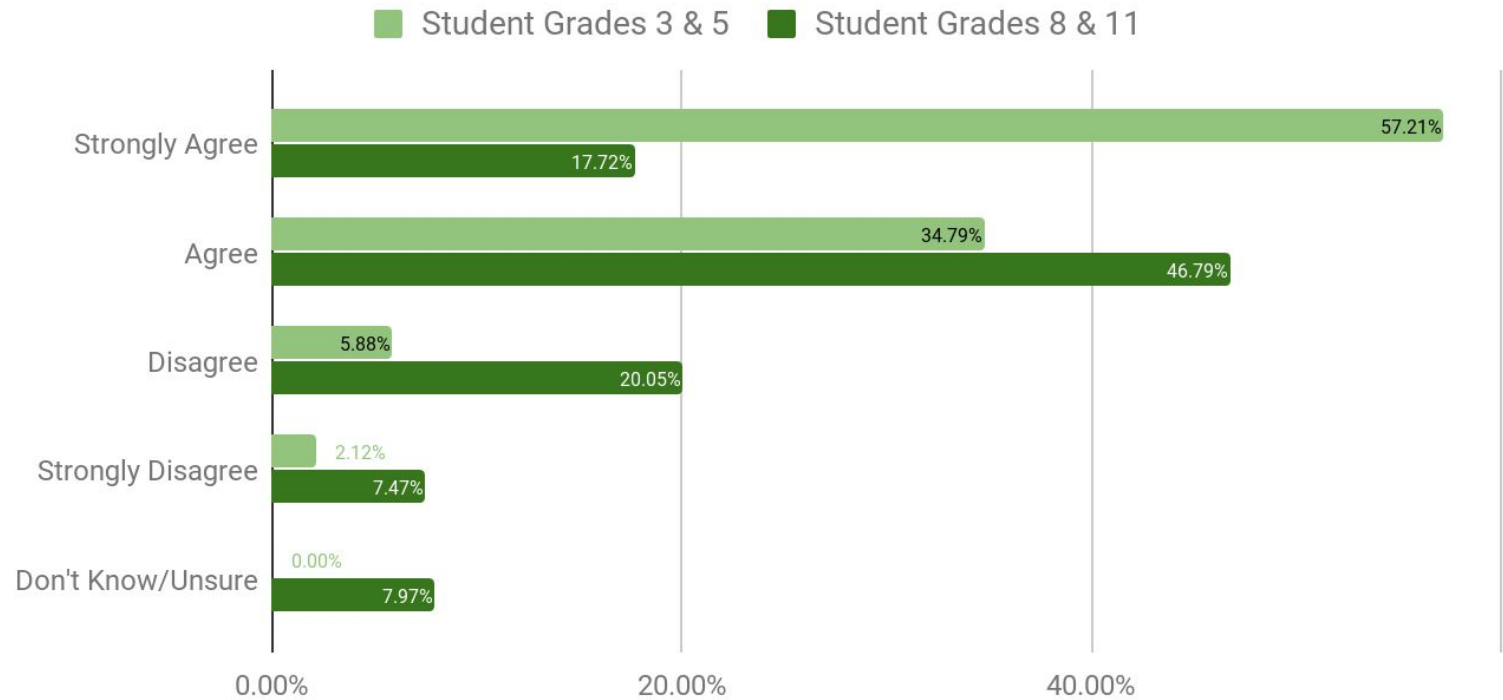
Responses to Comparable Questions by Audience



**MAKING LEARNING
INTERESTING**

Q5. My teachers make the topics we learn about interesting (Student Grades 3 & 5, n=12,456)

Q6. My teachers make the topics we learn about interesting (Student Grades 8 & 11, n=9,340)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 8 & 11

QUESTION	SA	A	D	SD	DK
Q7. My school provides me with opportunities to use my imagination to be creative (n=9,340)	22.17%	47.36%	15.81%	6.04%	8.62%
	69.53%		21.85%		
Q8. My teachers and school staff provide a variety of ways for me to learn (n=9,340)	21.54%	49.42%	17.82%	5.27%	5.95%
	70.96%		23.08%		
Q9. My teachers and school staff show they care about my success (n=9,340)	24.55%	47.83%	12.30%	5.66%	9.66%
	72.38%		17.97%		

PARENTS

QUESTION	SA	A	D	SD	DK
Q5. Staff at my child's school are aware of how my child learns best (n=3,873)	30.18%	44.51%	11.59%	4.42%	9.30%
	74.70%		16.01%		
Q6. My child's school offers a variety of learning opportunities outside of the classroom environment (e.g. sports, drama, music)(n=3,873)	35.17%	45.73%	10.07%	2.94%	6.09%
	80.89%		13.01%		

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q1. Edmonton Public Schools provides quality education to its students (n=429)	33.57%	51.52%	7.69%	3.03%	4.20%
	85.08%		10.72%		

STAFF

QUESTION	SA	A	D	SD	DK
Q9. I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (T&L Staff: Teachers Only, n=3,418)	69.92%	29.23%	0.61%	0.06%	0.18%
	99.15%		0.67%		

THEME: ASSESSMENT OF/FOR LEARNING**No comparable questions for this theme***Responses to Non-Comparable Questions by Audience****STUDENT GRADES 8 & 11**

QUESTION	SA	A	D	SD	DK
Q10. My teachers provide feedback that helps me learn (n=9,340)	22.76%	54.90%	13.15%	3.78%	5.41%
	77.67%		16.93%		

PARENTS

QUESTION	SA	A	D	SD	DK
Q7. The ongoing information I receive between progress reports tells me if my child is being successful in school (n=3,873)	31.81%	43.56%	15.57%	5.60%	3.46%
	75.37%		21.17%		
Q8. The information I receive about my child's learning at school tells me if my child is being successful in school (n=3,873)	33.64%	49.42%	10.17%	4.65%	2.12%
	83.06%		14.82%		

STAFF

QUESTION	SA	A	D	SD	DK
Q10. Teachers at my school have a shared understanding of the assessment and evaluation practices described in the Implementation Guide for Communicating Student Achievement and Growth (T&L Staff: Teachers Only, n=3,580)	45.78%	45.59%	4.08%	0.73%	3.83%
	91.37%		4.80%		
Q11. Teachers at my school have a shared understanding of the school's annual Assessment Plan (T&L Staff: Teachers Only, n=3,580)	46.87%	43.69%	3.94%	0.87%	4.64%
	90.56%		4.80%		

THEME: LITERACY AND NUMERACY

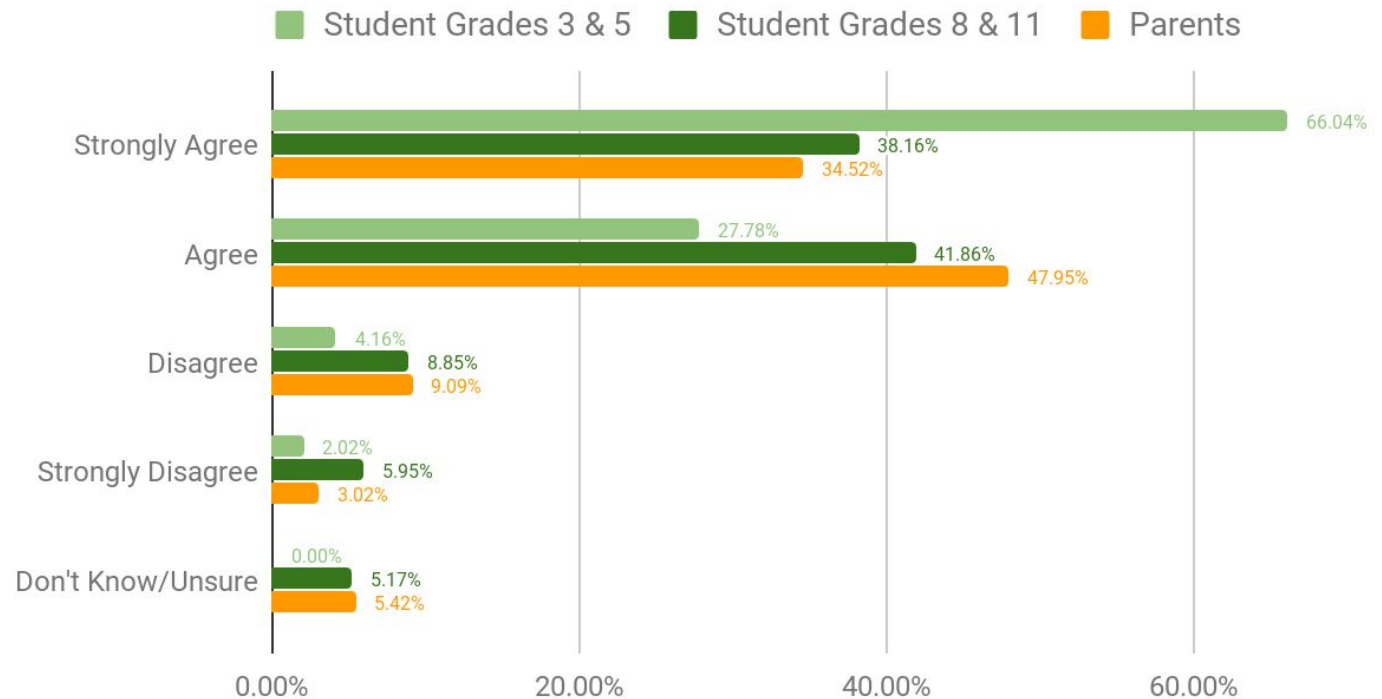
Responses to Comparable Questions by Audience

IMPROVEMENT IN MATHEMATICS

Q8. My school has helped me improve in Mathematics (Student Grades 3 & 5, n=12,456)

Q11. My school experience has helped me improve in Mathematics (Student Grades 8 & 11, n=9,340)

Q9. The experience of school has helped my child improve in Mathematics (Parents, n=3,873)

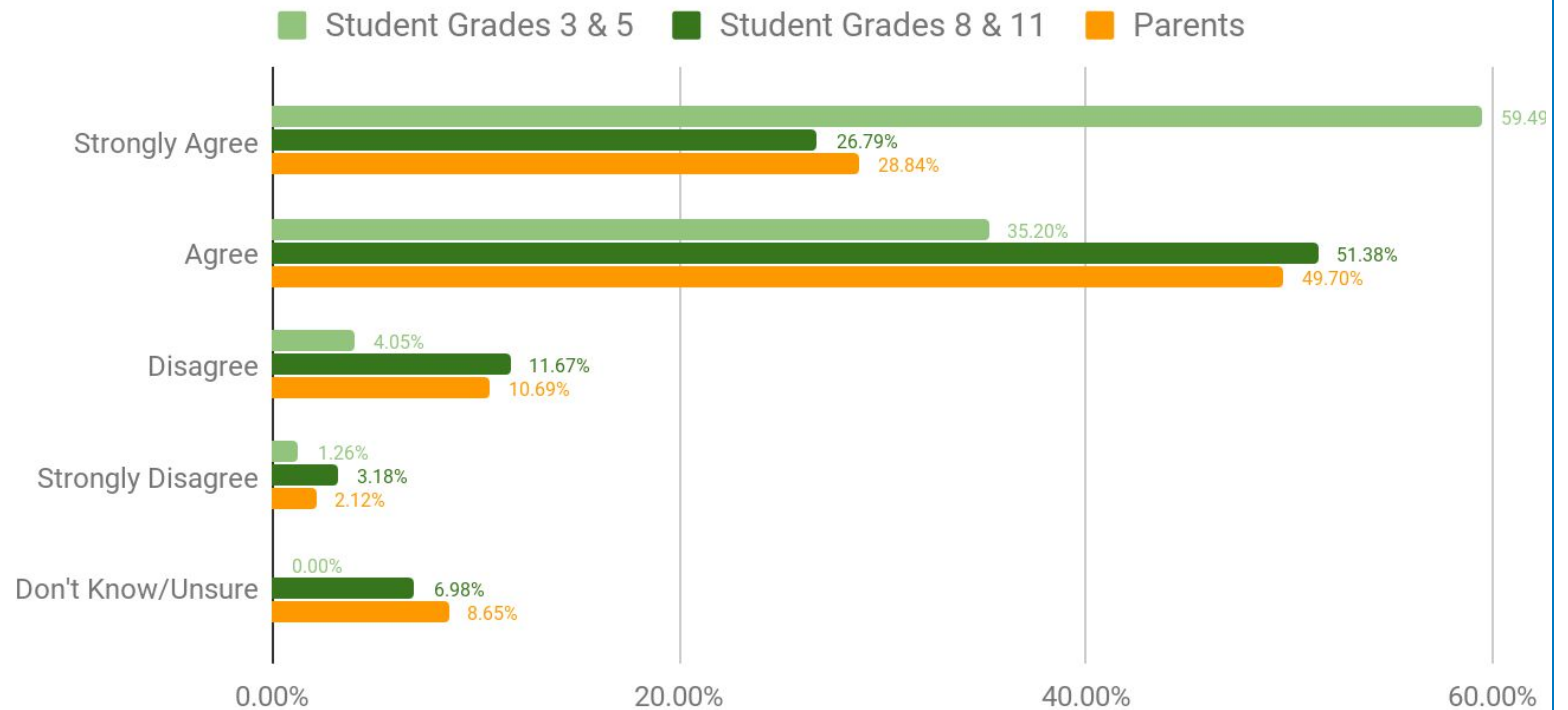


VARIETY IN WRITING

Q9. My school has helped me write for different purposes (Student Grades 3 & 5, n=12,456)

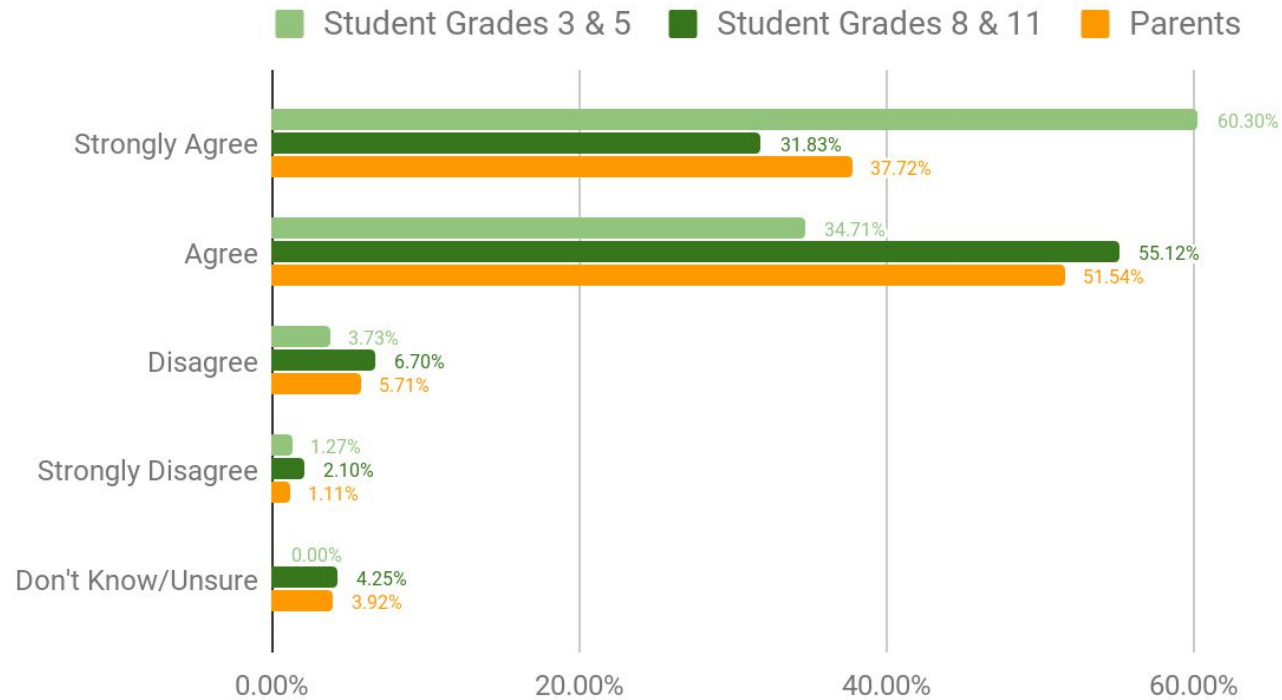
Q12. My school experience has helped me write for different purposes (Student Grades 8 & 11, n=9,340)

Q10. The experience of school has helped my child write in a variety of ways for different purposes (Parents, n=3,873)



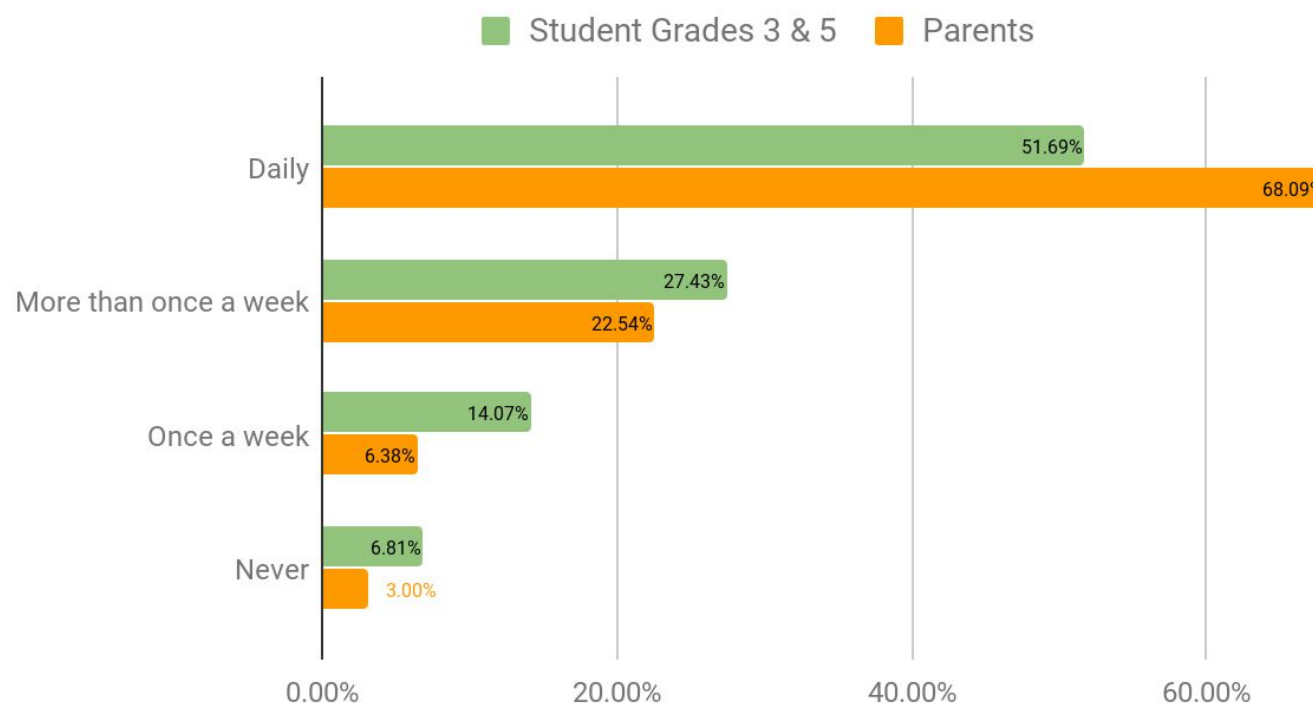
UNDERSTANDING OF INFORMATION

Q10. My school has helped me understand the information I read (Student Grades 3 & 5, n=12,456)
 Q13. My school experience has helped me understand the information I read (Student Grades 8 & 11, n=9,340)
 Q11. The experience of school has helped my child understand the information they read (Parents, n=3,873)



READING FREQUENCY OUTSIDE OF SCHOOL

Q6. How often do you read when you are not at school? (Student Grades 3 & 5, n=12,456)
Q12. How often does your child read outside of school per week? (Parents, n=3,873)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

QUESTION	Daily	More than once a week	Once a week	Never
Q7. How often are you read to by a parent/guardian when you are not at school? (n=12,456)	18.06%	16.11%	20.26%	45.58%

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

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.

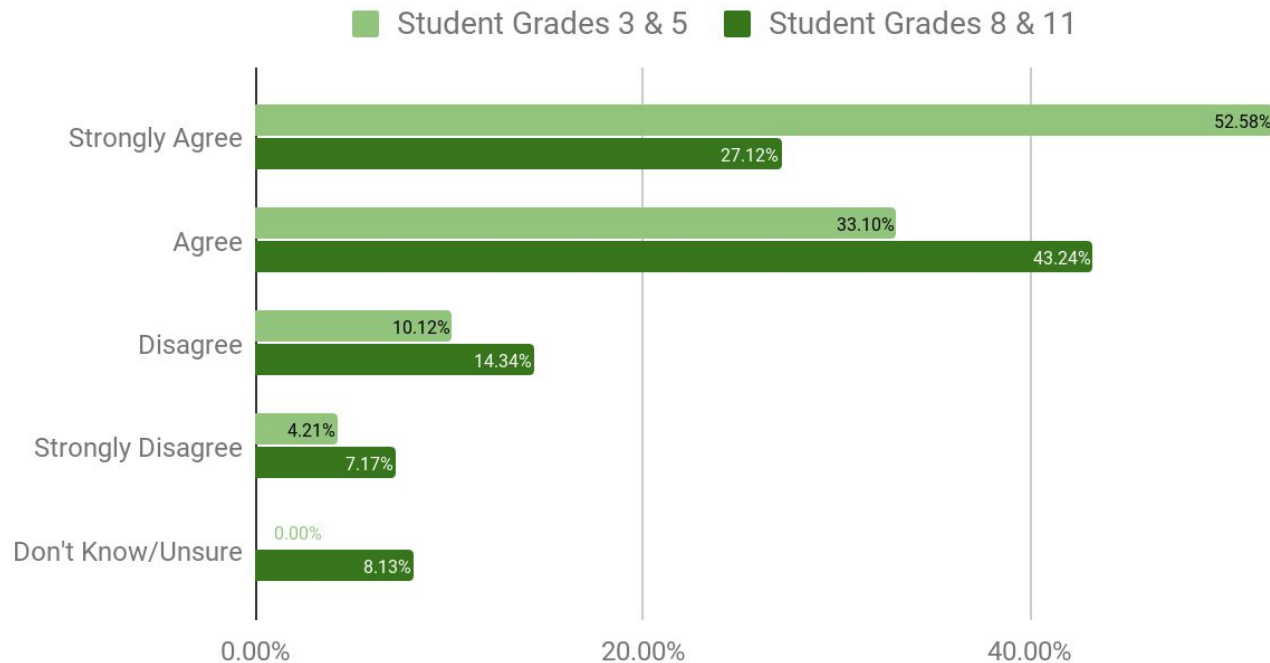
THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING

Responses to Comparable Questions by Audience

**HELP WITH SELF
AWARENESS**

Q11. My school has helped me understand who I am as a person (e.g. what I like, what I don't like) (Student Grades 3 & 5, n=12,456)

Q14. My school experience has helped me understand who I am as a person (e.g. what I like, what I don't like) (Student Grades 8 & 11, n=9,340)

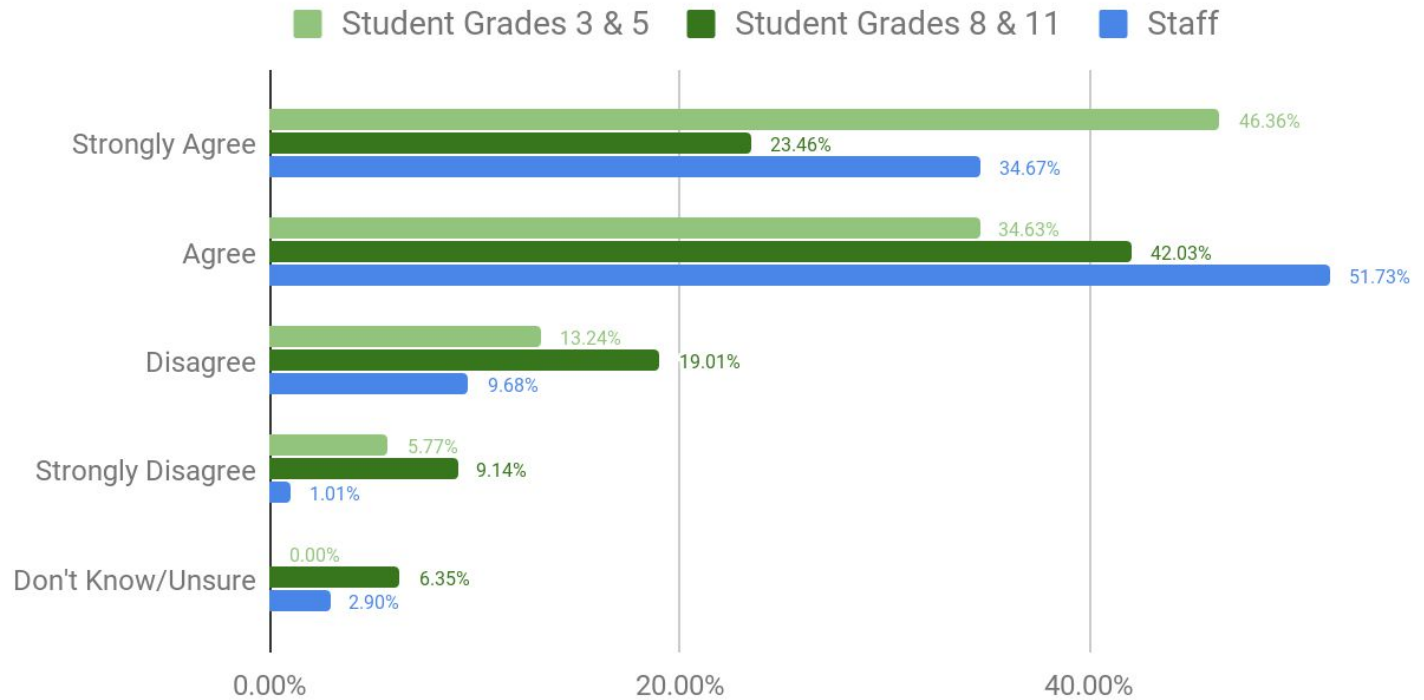


HELP WITH SPEAKING
IN FRONT OF OTHERS

Q12. My school has helped me speak in front of others (Student Grades 3 & 5, n=12,456)

Q16. My school experience has helped me develop my ability to speak in front of others (Student Grades 8 & 11, n=9,340)

Q14. The experience of school helps students speak in front of others (T&L Staff Only, n=4,338)

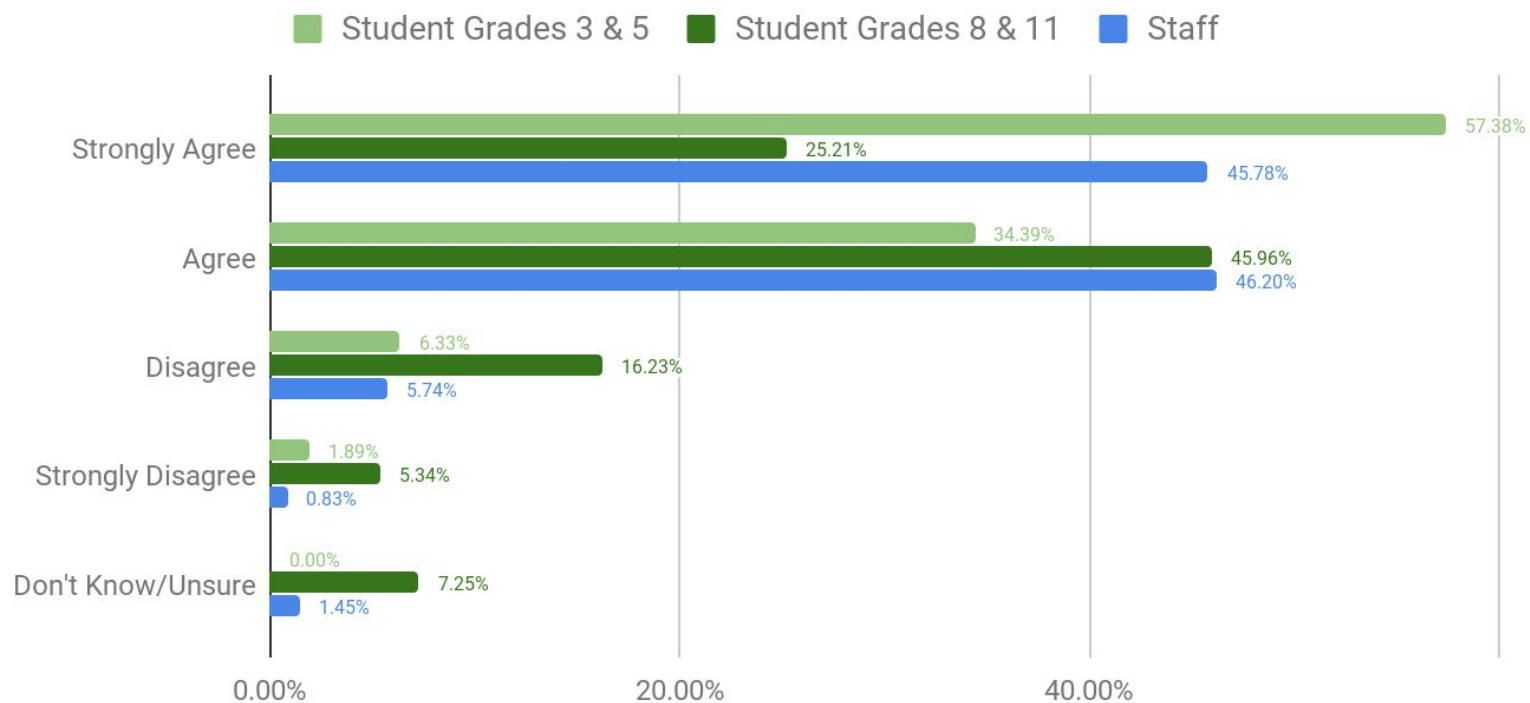


HELP DEVELOPING RESILIENCY

Q13. My school has helped me develop resiliency (not giving up) (Student Grades 3 & 5, n=12,456)

Q15. My school experience has helped me develop resiliency (not giving up) (Student Grades 8 & 11, n=9,340)

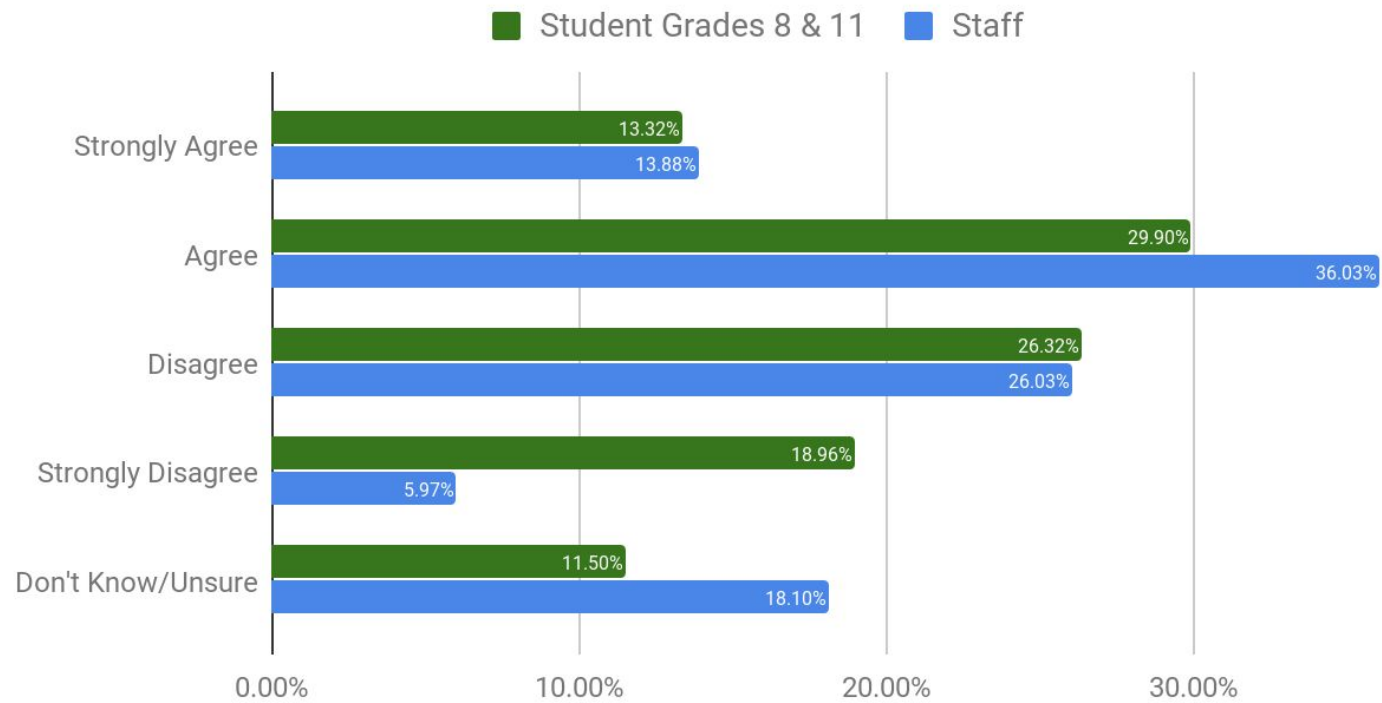
Q13. The experience of school helps students develop resiliency (not giving up) (T&L Staff Only, n=4,338)



HELP MANAGING
MONEY

Q17. My school experience has helped me manage money (Student Grades 8 & 11, n=9,340)

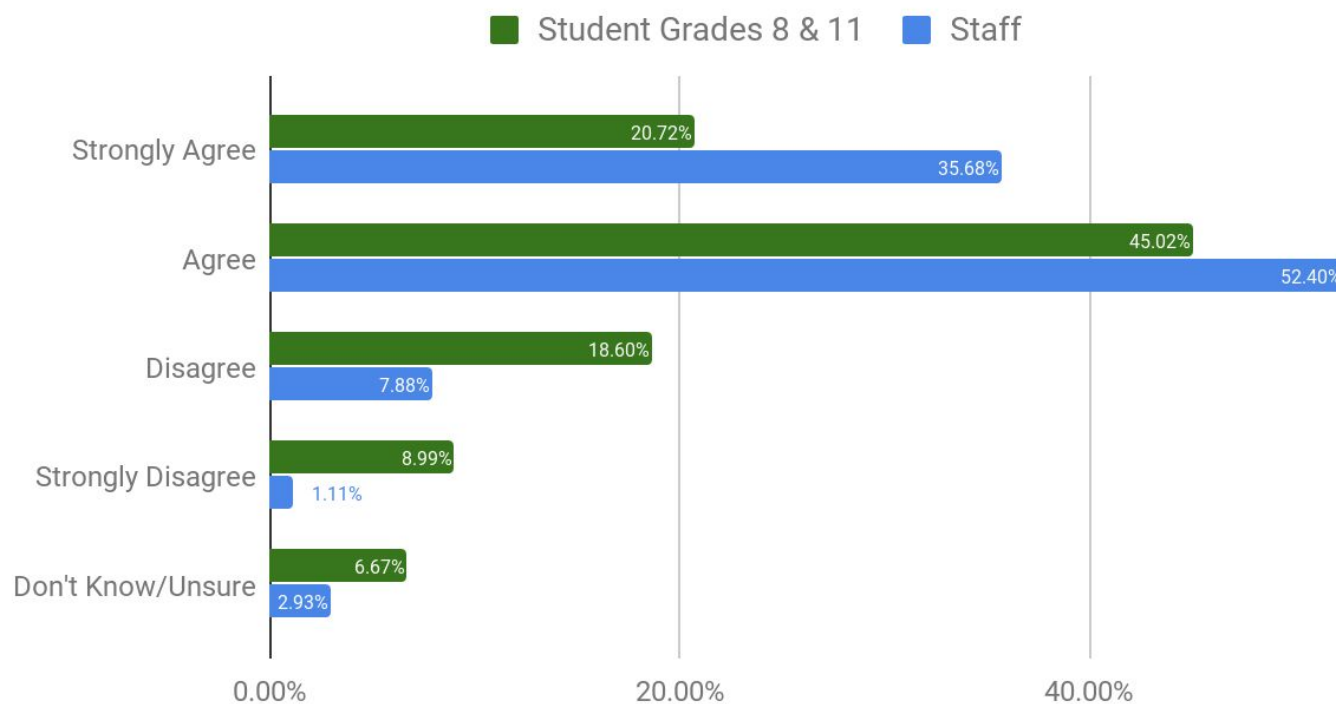
Q17. The experience of school helps students manage money (T&L Staff Only, n=4,338)



HELP MANAGING TIME

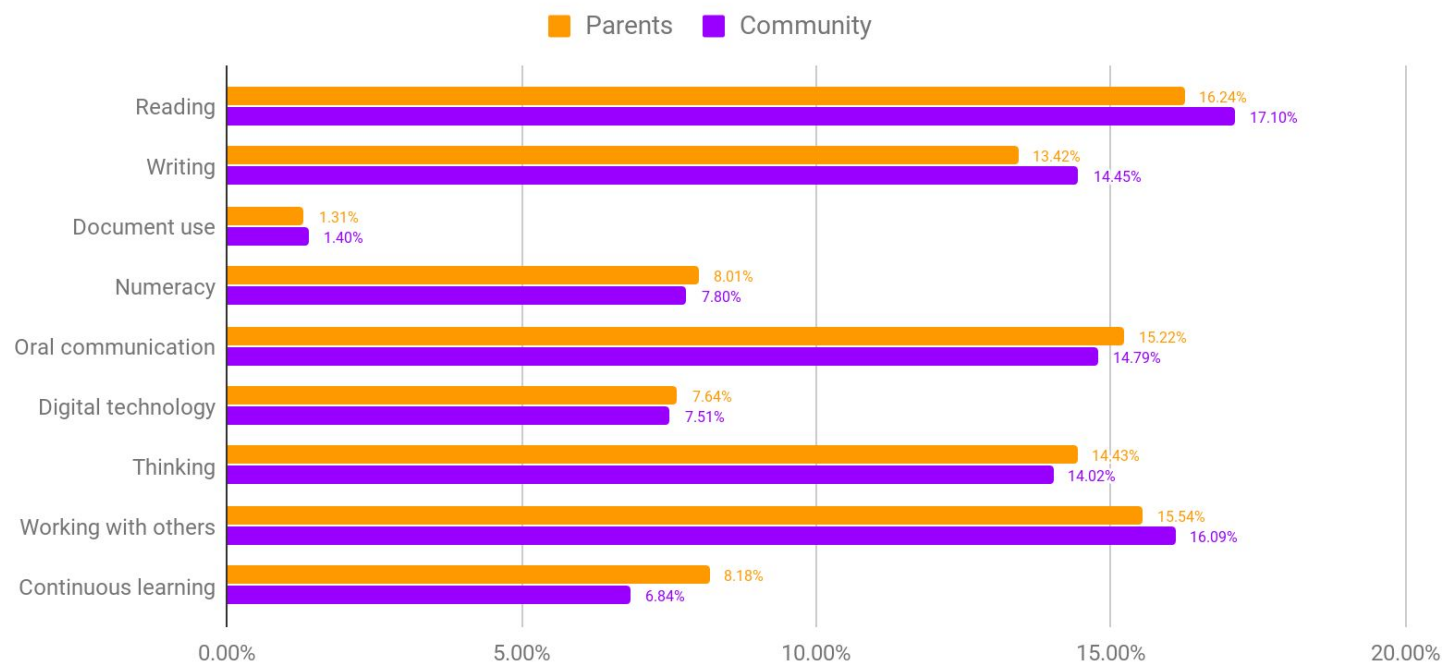
Q18. My school experience has helped me manage time (Student Grades 8 & 11, n=9,340)

Q16. The experience of school helps students manage time (T&L Staff Only, n=4,338)



IMPORTANT SKILLS FOR ENTERING THE WORKFORCE

Q13. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce?(Select your top 5 from the list below)
(Parents, n=3,873)
Q2. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce? (Select your top 5 from the list below)
(Community, n=429)



Responses to Non-Comparable Questions by Audience

STAFF

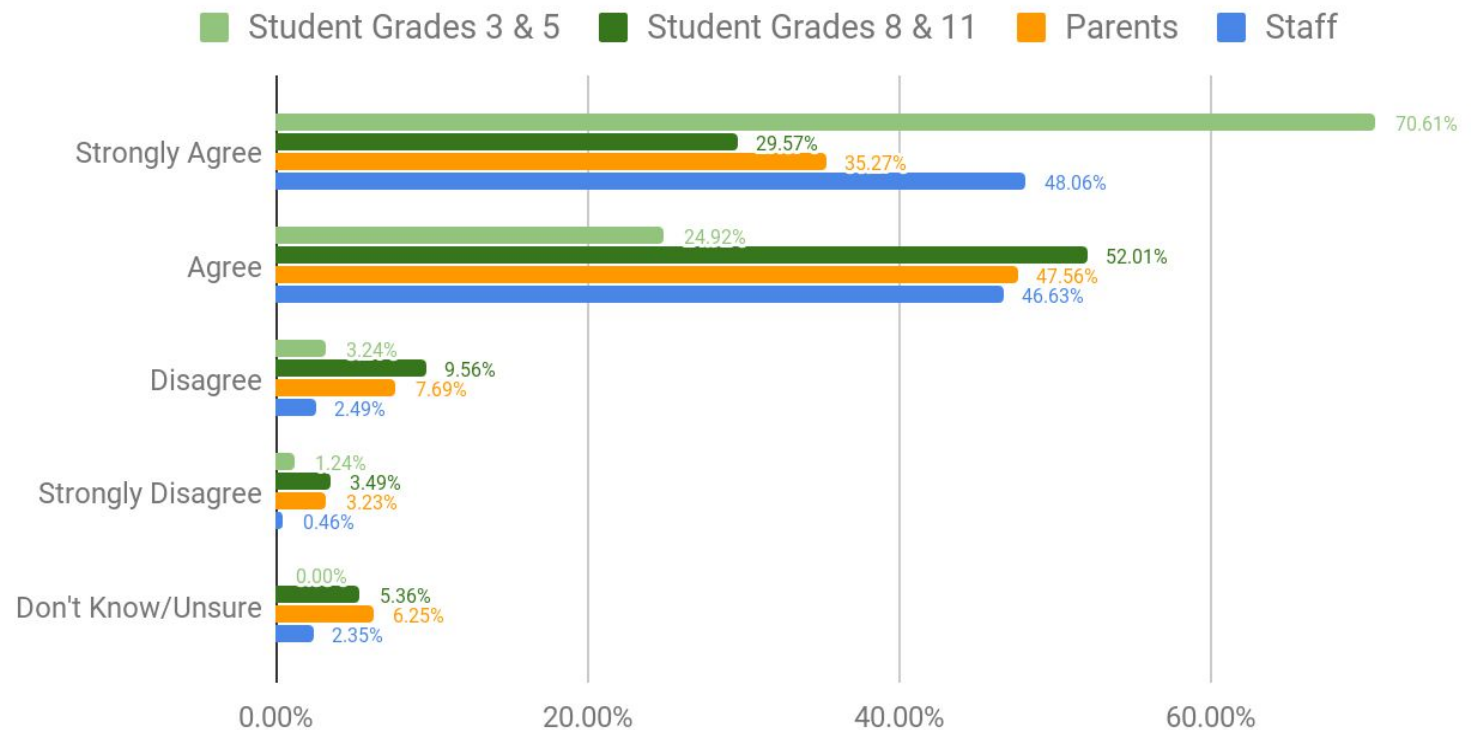
QUESTION	SA	A	D	SD	DK
Q12. The experience of school helps students ask questions/seek deeper understanding (T&L Staff Only, n=4,338)	43.29%	50.58%	4.20%	0.16%	1.78%
	93.87%		4.36%		
Q15. The experience of school helps students cope with stress (T&L Staff Only, n=4,338)	46.01%	49.68%	3.30%	0.23%	0.78%
	95.69%		3.53%		

THEME: TRANSITIONS AND CAREER PLANNING

Responses to Comparable Questions by Audience

TRANSITION TO THE NEXT GRADE LEVEL

Q14. My school prepares me for the next grade/level (Student Grade 3 & 5, n=12,456)
 Q14. My school prepares me for the next grade/level (Student Grade 8 & 11, n=9,340)
 Q14. My child is being prepared at school for a successful transition to the next grade/level (Parents, n=,3873)
 Q18. My school prepares students for successful transition to the next grade/level (T&L Staff Only, n=4,338)



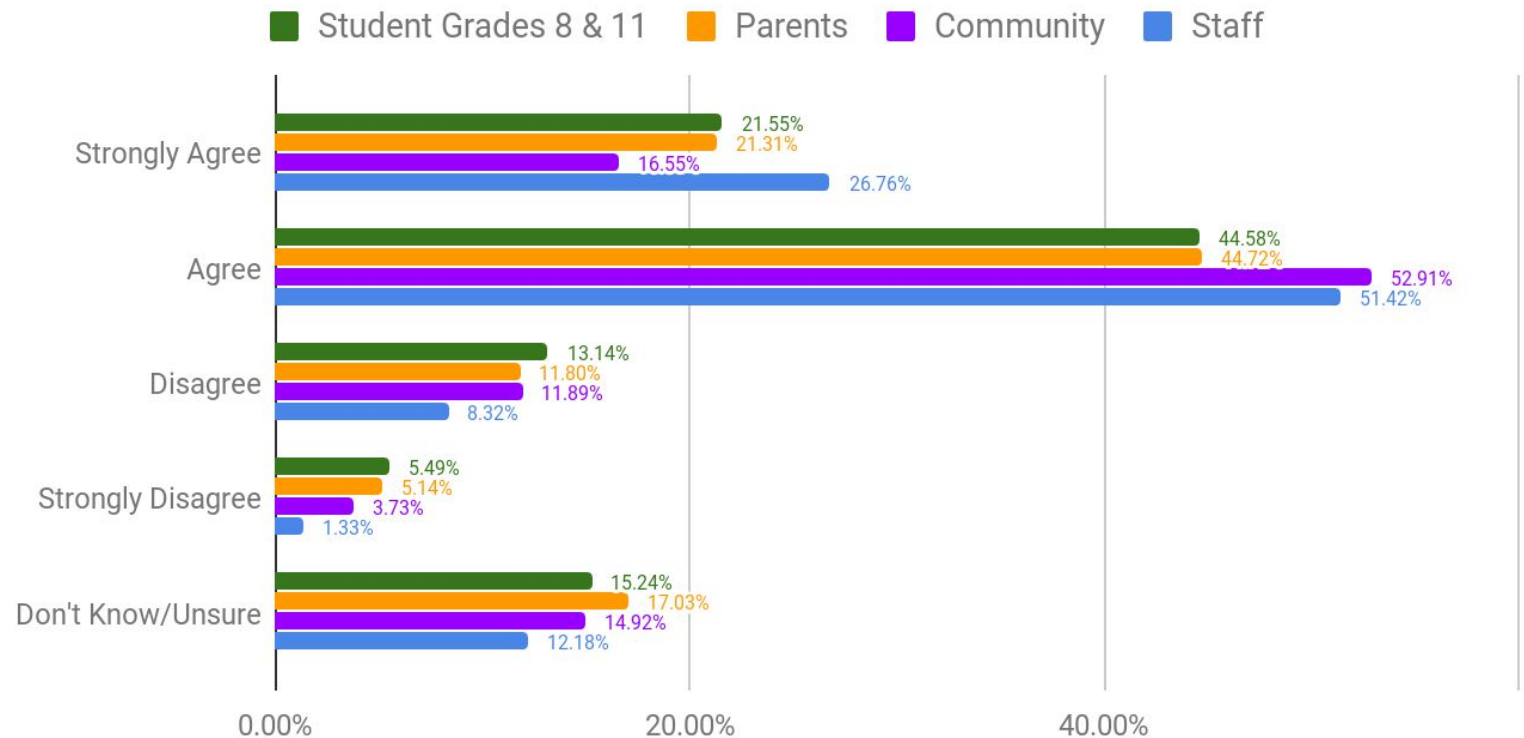
TRANSITION TO
POST-SECONDARY

Q20. My school prepares me for transition to post-secondary (Student Grades 8 & 11, n=9,340)

Q15. My child is being prepared at school for successful transition to post-secondary (Grades 7-12 Parents Only, n=1,051)

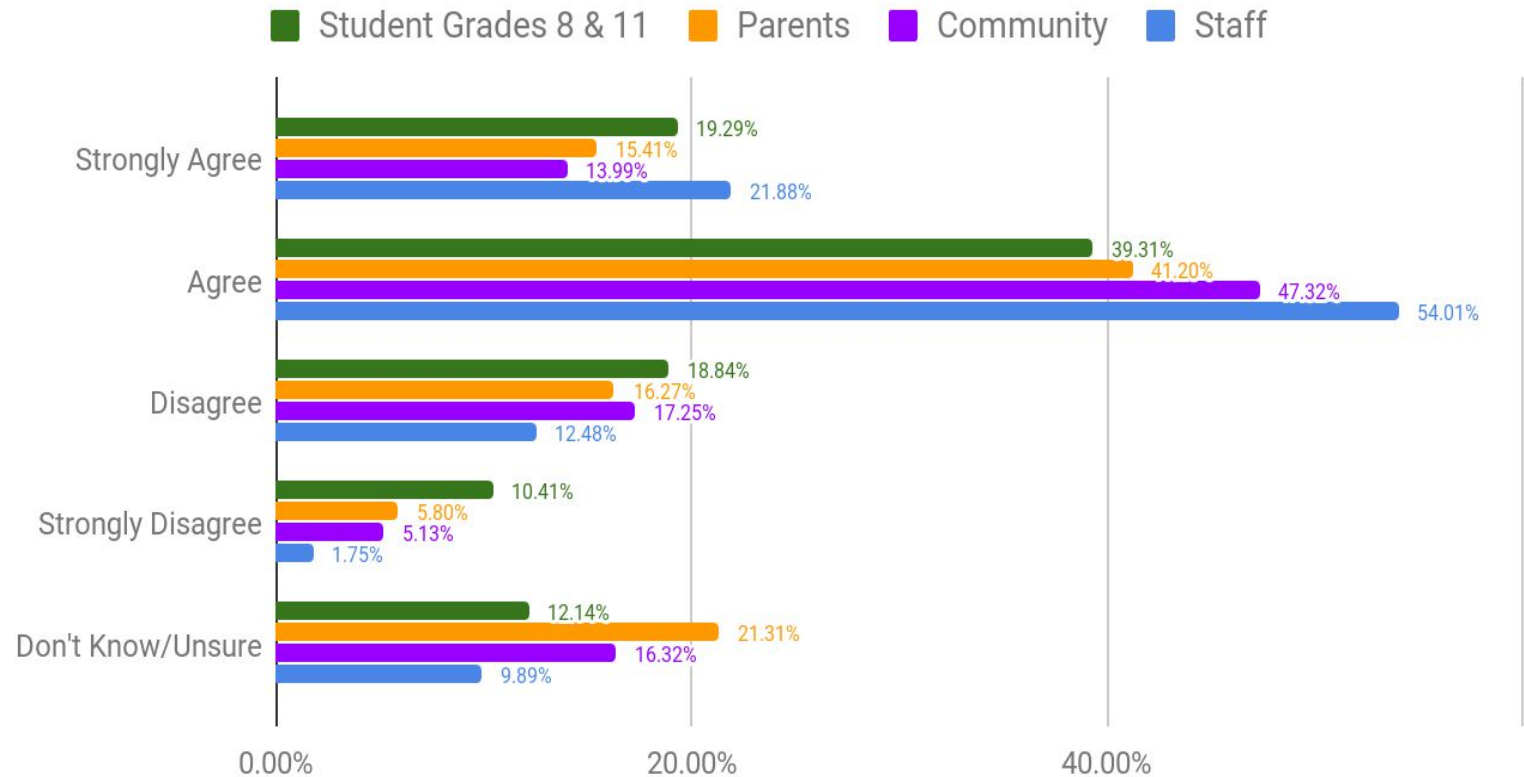
Q3. Edmonton Public Schools prepares students for a successful transition to post-secondary (Community, n=429)

Q20. My school prepares students for successful transition to post-secondary (T&L Staff - Grades 7 - 12 Only, n=1,659)



TRANSITION TO THE
WORLD OF WORK

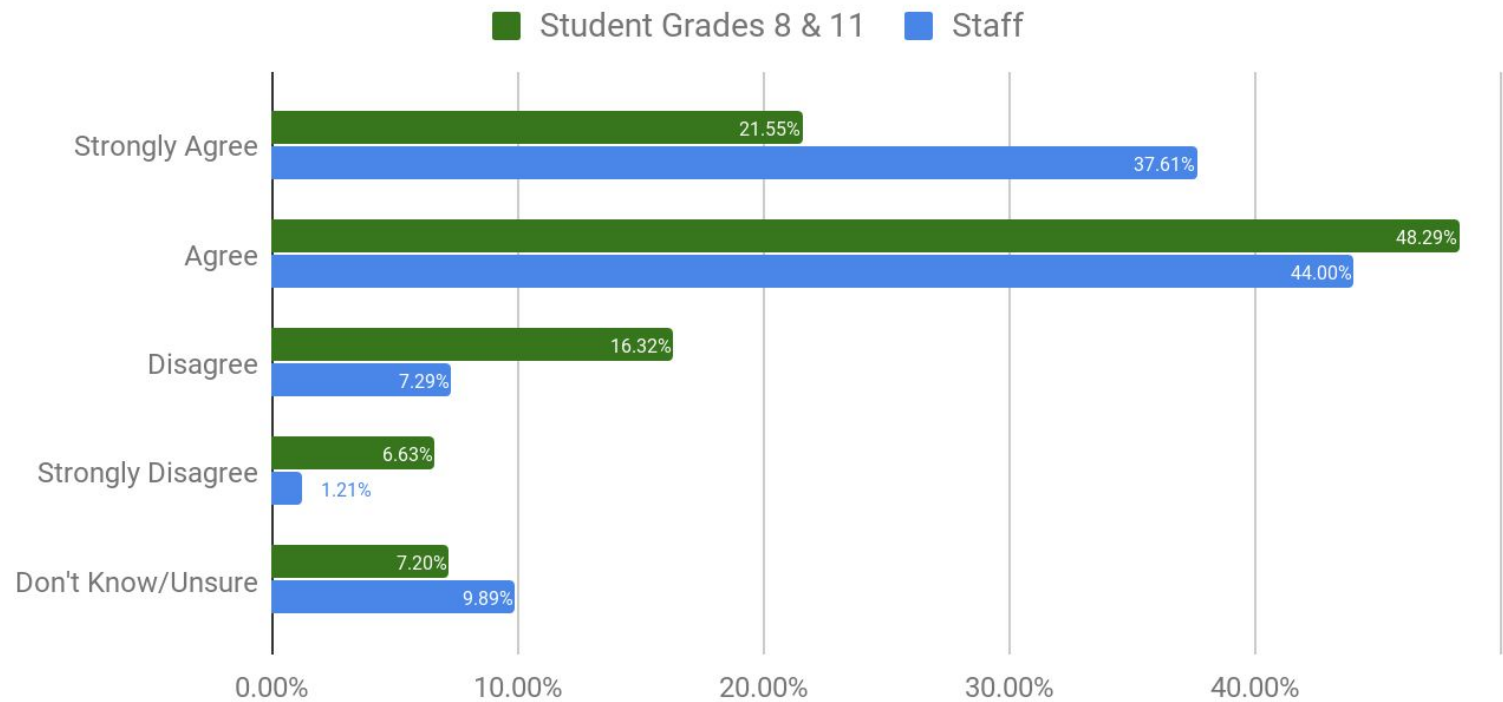
Q21. My school prepares me for transition to the world of work (Student Grades 8 & 11, n=9,340)
 Q16. My child is being prepared at school for successful transition to the world of work (Grades 7-12 Parents Only, n=1,051)
 Q4. Edmonton Public Schools prepares students for a successful transition to the world of work (Community, n=429)
 Q22. My school prepares students for successful transition to the world of work (T&L Staff - Grades 7 - 12 Only, n=1,659)



CAREER PLANNING
ASSISTANCE

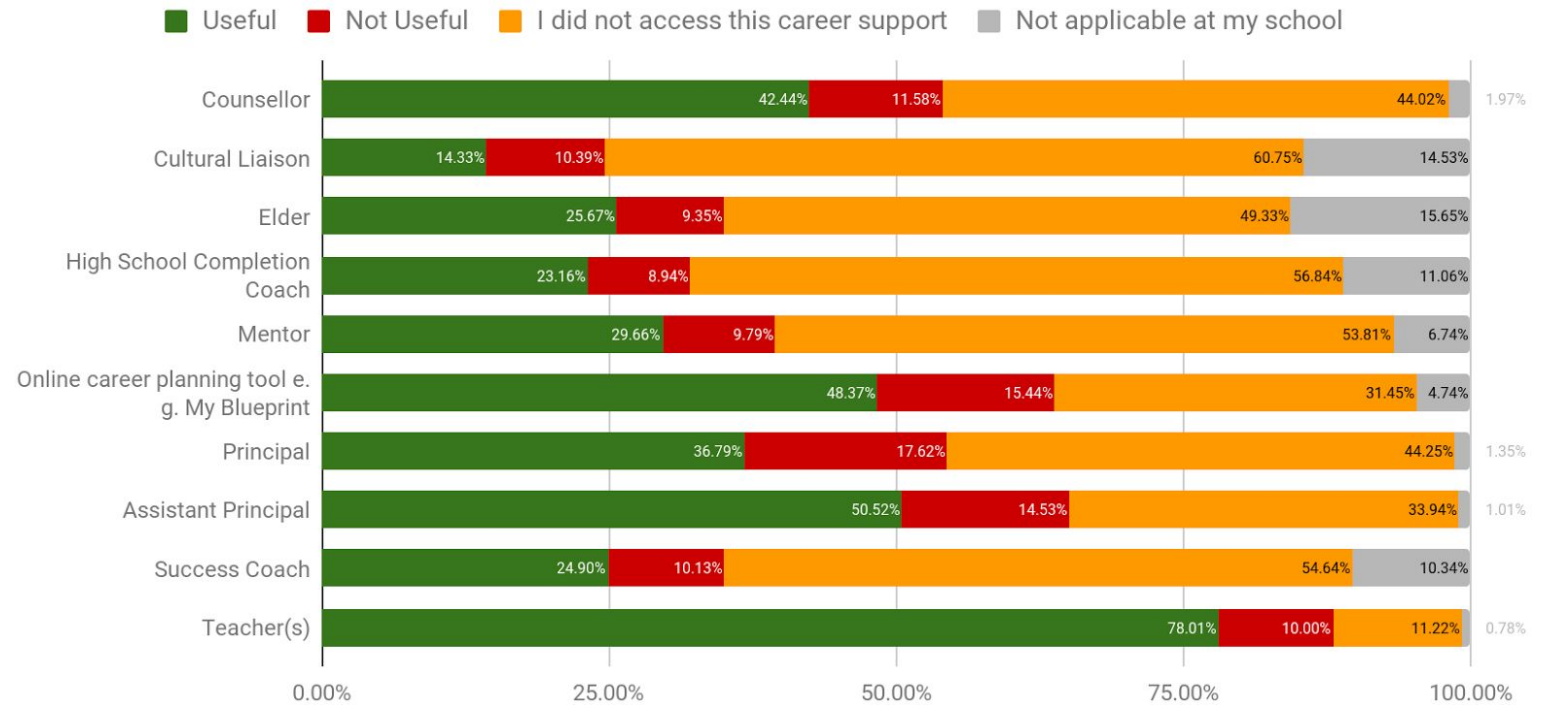
Q22. At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Grade 11 only, n=3,860)

Q24. Students can access career planning assistance and resources in my school (T&L Staff - Grades 7 - 12 Only, n=1,659)



**CAREER SUPPORTS
ACCESS AND
USEFULNESS**

Q23. Of the following supports you may have accessed this year, please indicate whether you found them useful or not useful in relationship to career planning (Grade 11 only, n=3,860)



**No Responses to Non-Comparable Questions by Audience*

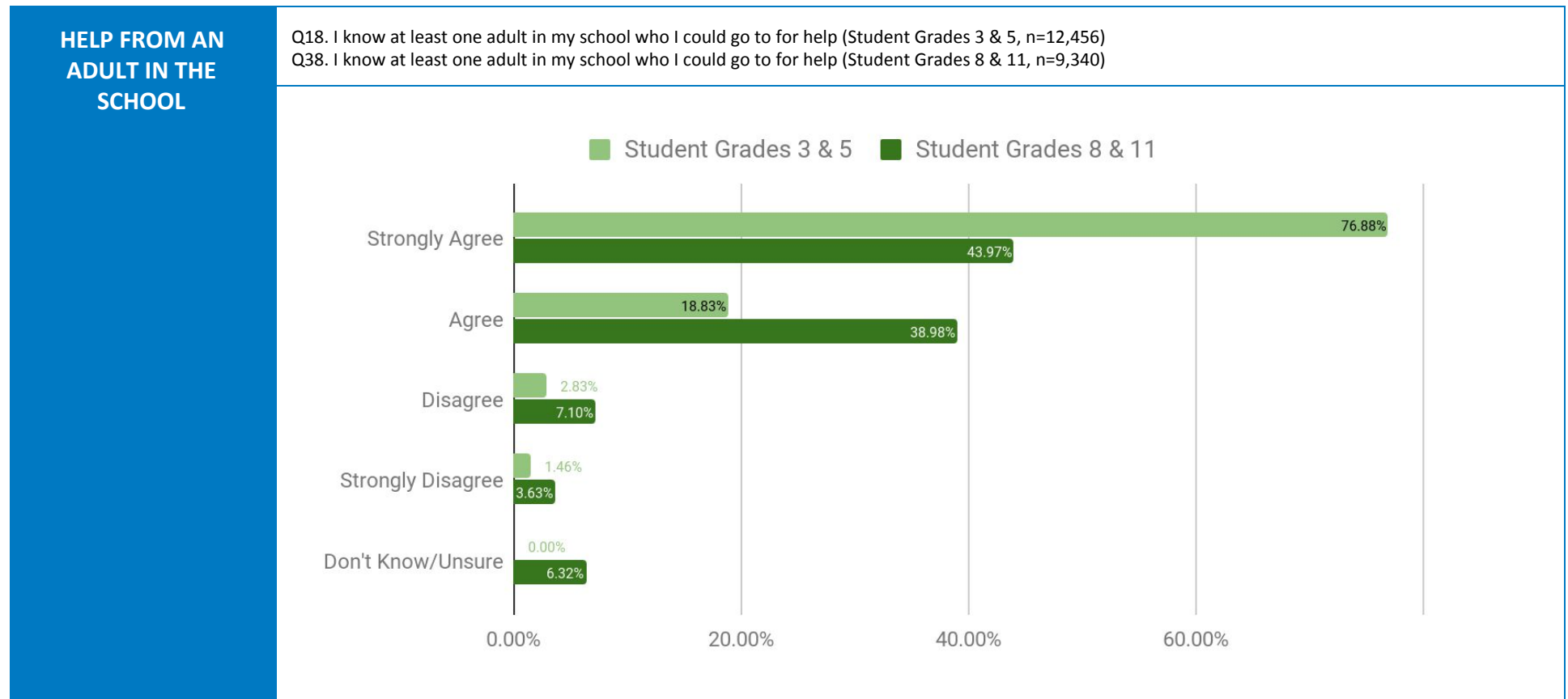
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL ONE: A focus on well-being and student citizenship

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

THEME: SAFE ENVIRONMENTS

Responses to Comparable Questions by Audience



STUDENT SAFETY

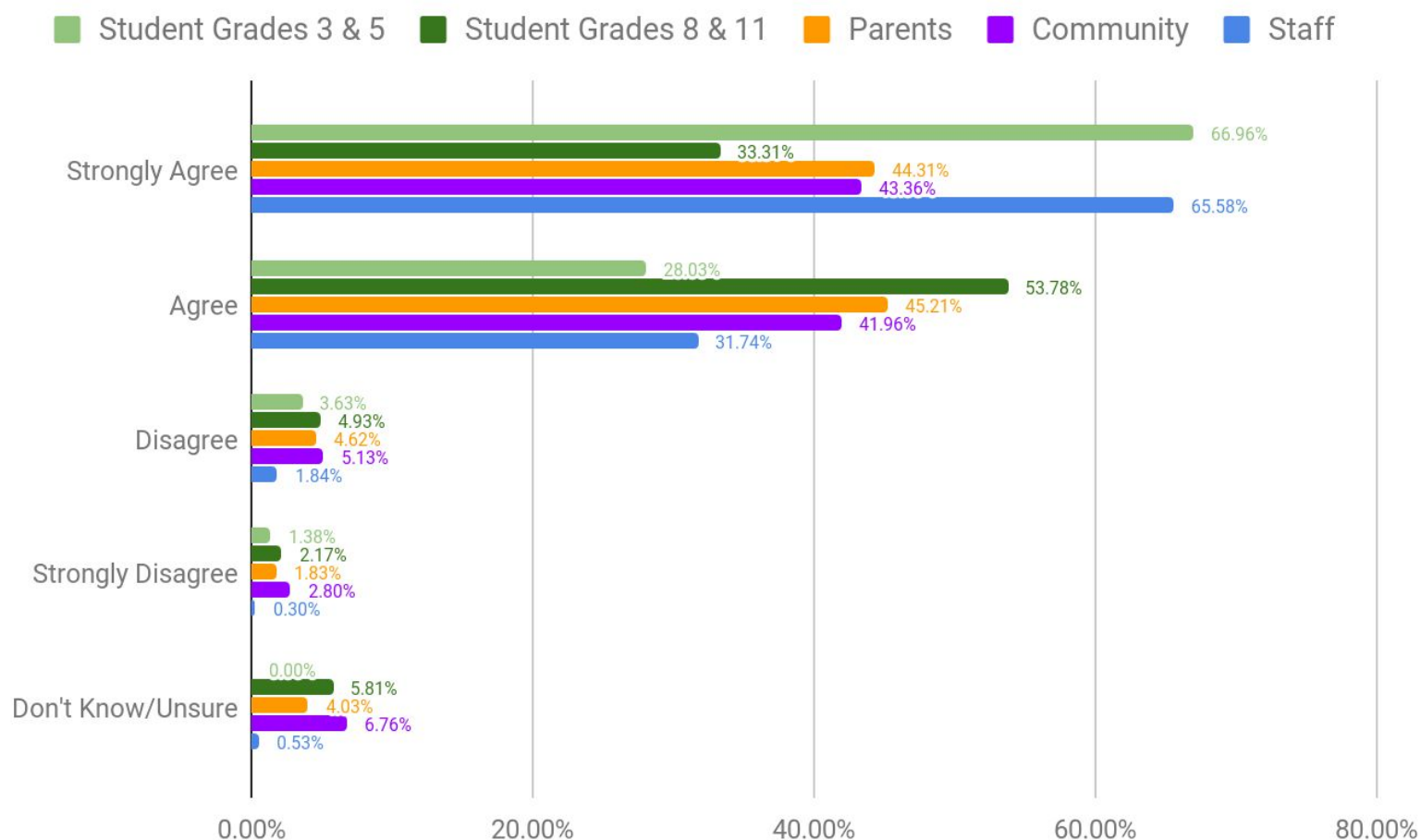
Q15. I feel safe at school (Student Grades 3 & 5, n=12,456)

Q34. I feel safe at school (Student Grades 8 & 11, n=9,340)

Q17. My child's school is focused on student safety (Parents, n=3,873)

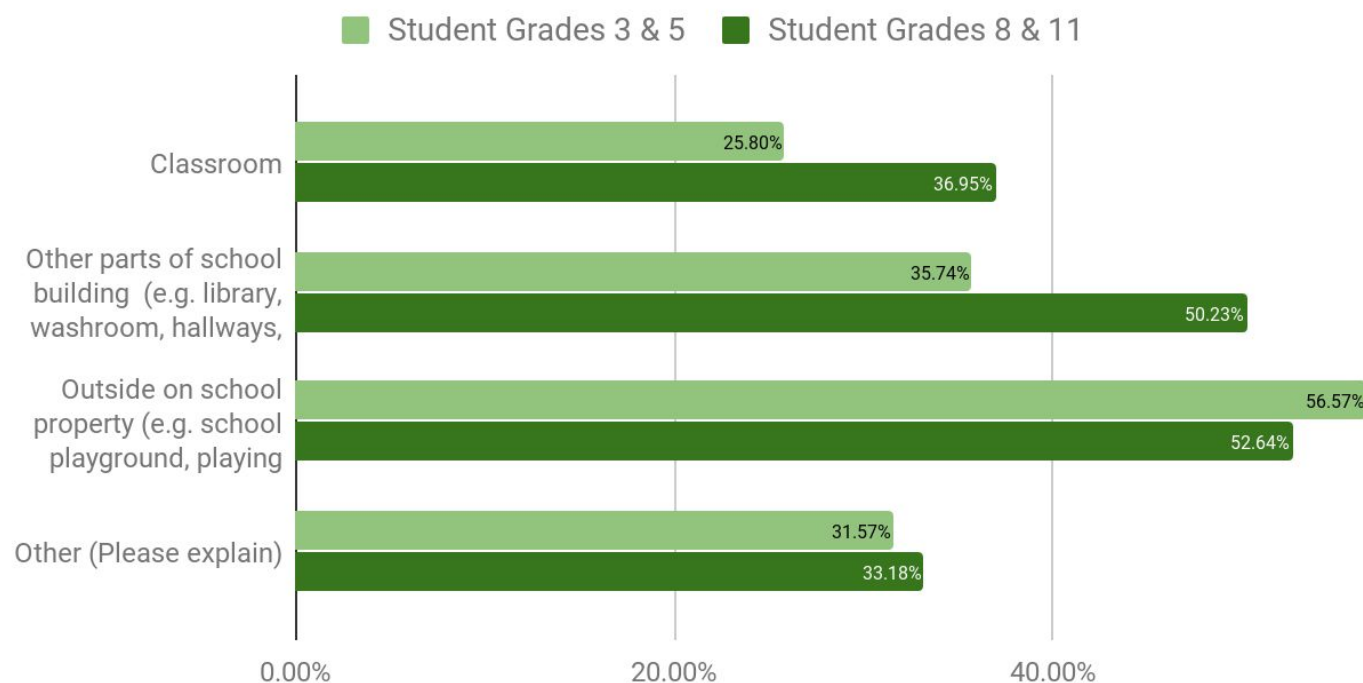
Q5. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools: Are focused on student safety (Community, n=429)

Q25. My school is a safe learning environment for students (T&L Staff Only, n=4,338)



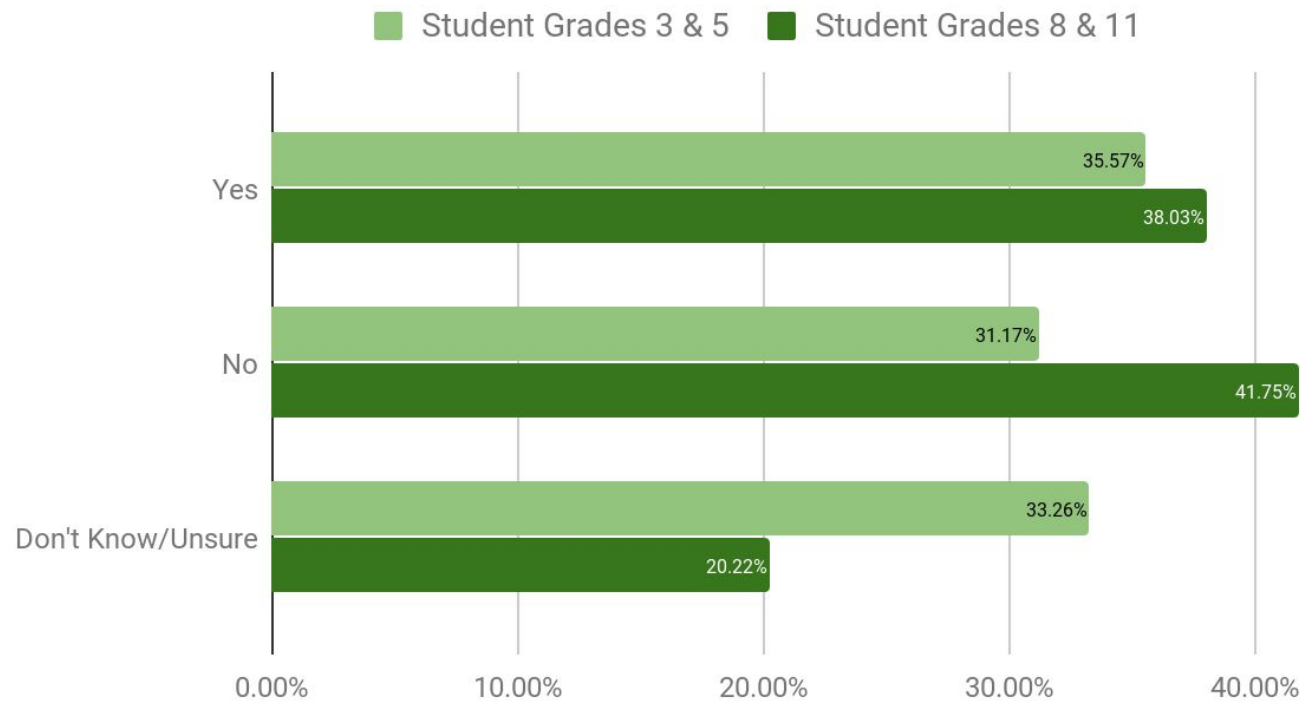
WHERE STUDENTS DO NOT FEEL SAFE

Q16. If Disagree or Strongly Disagree was selected in response to the previous question, respondents were asked: Where do you not feel safe (Select all that apply) (Student Grades 3 & 5, n=624)
Q35. If Disagree or Strongly Disagree was selected in response to the previous question, respondents were asked: Where do you not feel safe? (Select all that apply) (Student Grades 8 & 11, n=663)



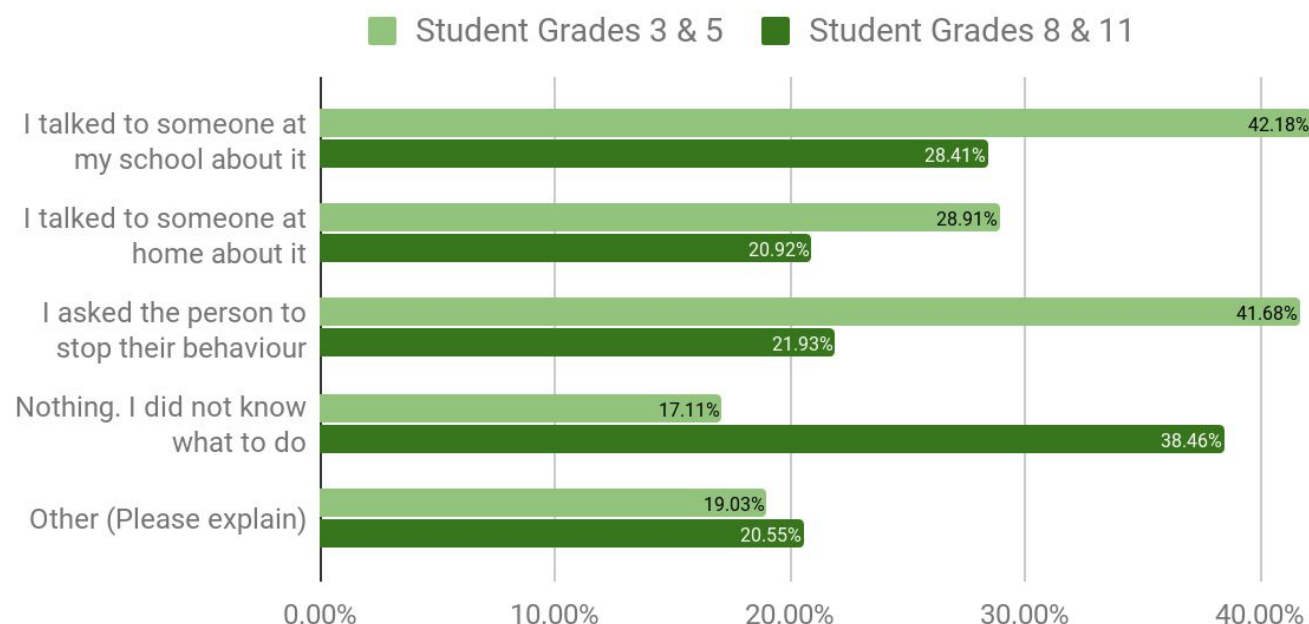
**WITNESS TO
THREATENING OR
HARMFUL
BEHAVIOUR**

Q19. In this school year I have witnessed threatening or harmful behaviour by a student or students toward others (Student Grades 3 & 5, n=12,456)
Q39. In this school year I have witnessed threatening or harmful behaviour by a student or students toward others (Student Grades 8 & 11, n=9,340)



**STUDENT RESPONSES
AFTER WITNESSING
THREATENING OR
HARMFUL
BEHAVIOUR**

Q20. If Yes was selected in response to the previous question, respondents were asked: What did you do after you saw it happen? (Select all that apply)
(Student Grades 3 & 5, n=4,431)
Q40. If Yes was selected in response to the previous question, respondents were asked: What did you do after you saw it happen? (Select all that apply)
(Student Grades 8 & 11, n=3552)

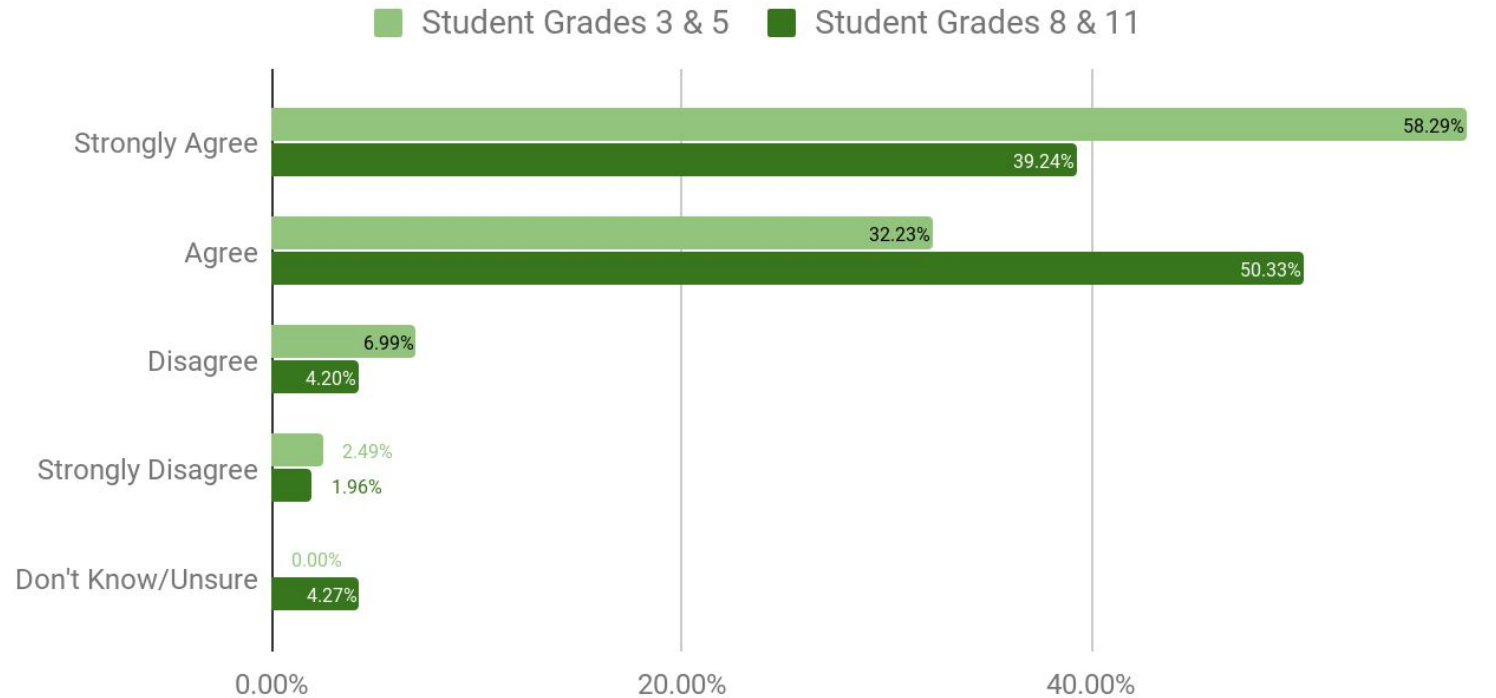


MULTIPLE RESPONSES - one or more options selected per respondent

ONLINE SAFETY

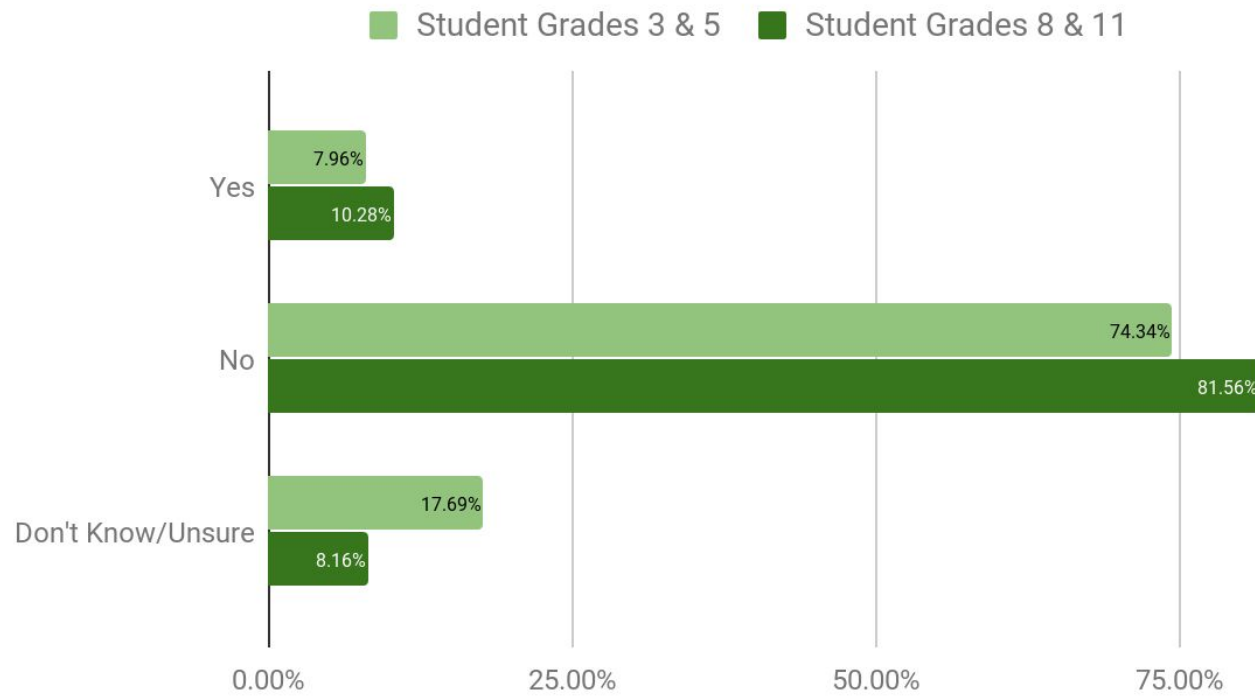
Q17. I feel safe when I am online at school (Student Grades 3 & 5, n=12,456)

Q37. I feel safe when I am online at school (Student Grades 8 & 11, n=9,340)



**UNCOMFORTABLE
CONTACT BY PHONE
OR COMPUTER**

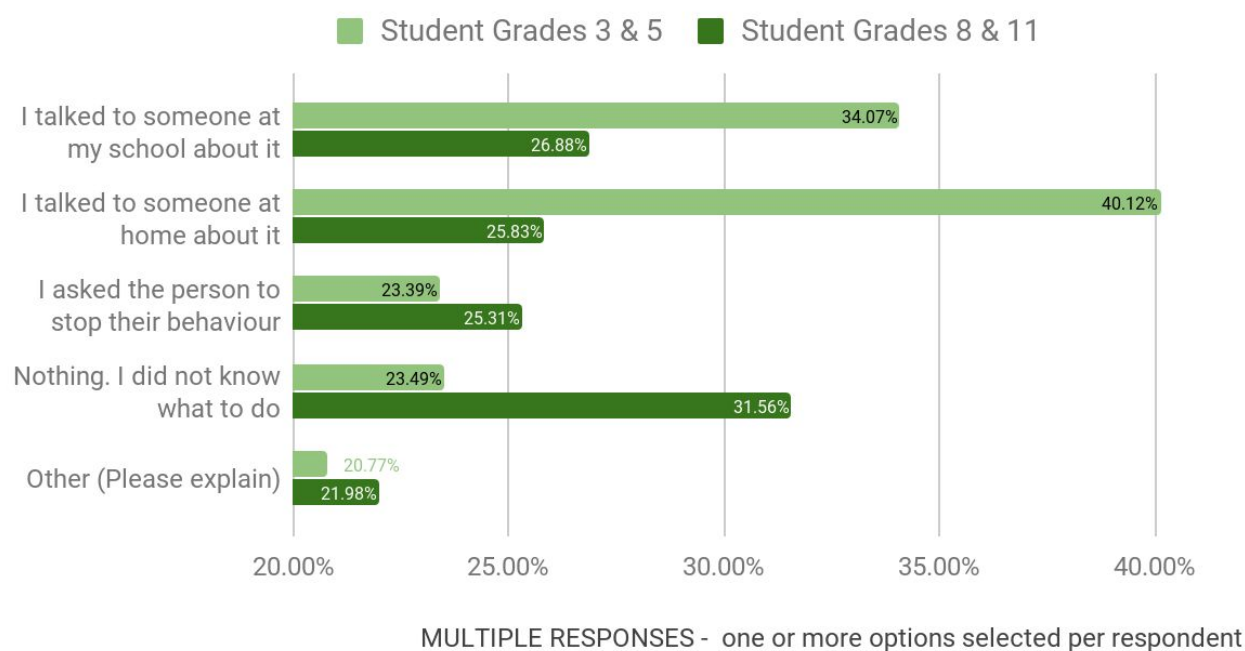
Q21. In this school year, I have been contacted on my phone or computer in a way that made me feel uncomfortable (Student Grades 3 & 5, n=12,456)
Q41. In this school year, I have been contacted on my phone or computer in a way that made me feel uncomfortable (Student Grades 8 & 11, n=9,340)



**STUDENT RESPONSES
TO
UNCOMFORTABLE
CONTACT BY PHONE
OR COMPUTER**

Q22. If Yes was selected in response to the previous question, respondents were asked: What did you do after it happened? (Select all that apply) (Student Grades 3 & 5, n=992)

Q42. If Yes was selected in response to the previous question, respondents were asked: What did you do after it happened? (Select all that apply) (Student Grades 8 & 11, n=960)



Responses to Non-Comparable Questions by Audience

STUDENTS 8 & 11

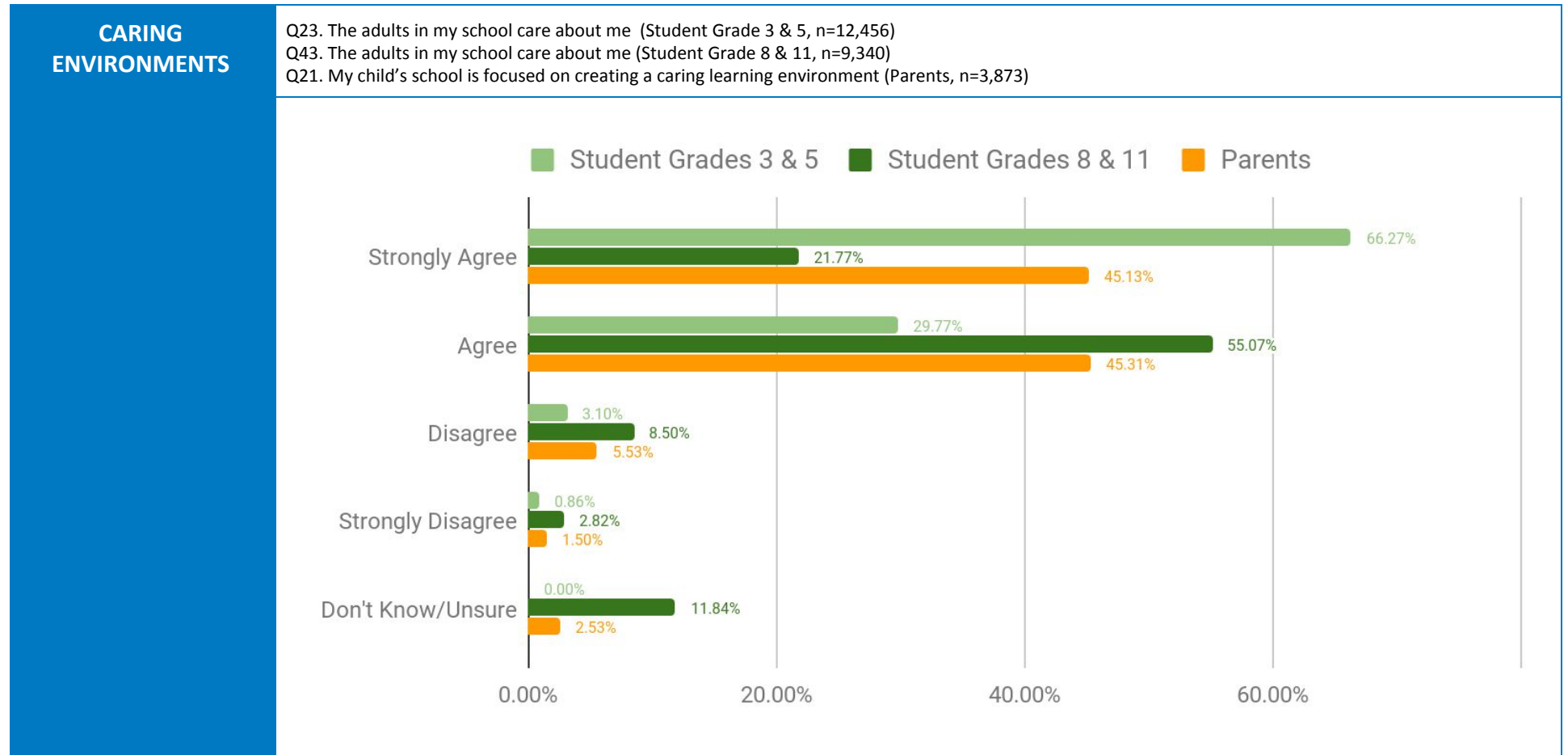
QUESTION	SA	A	D	SD	DK
Q36. I feel safe when travelling to or from school (n=9,340)	37.01%	53.51%	4.84%	1.17%	3.47%
	90.52%		6.01%		

STAFF

QUESTION	SA	A	D	SD	DK
Q26. District working environments are safe (n=5,444)	44.93%	51.23%	1.60%	0.46%	1.78%
	96.16%		2.06%		

THEME: WELCOMING ENVIRONMENTS

Responses to Comparable Questions by Audience

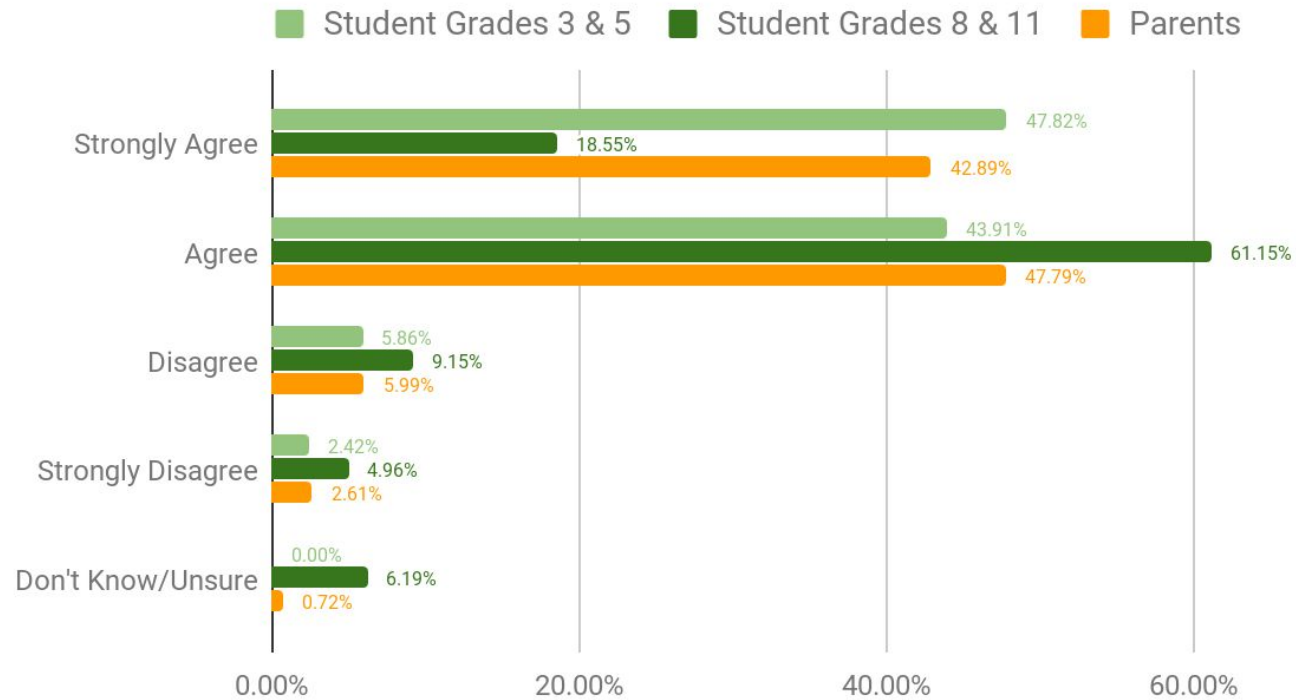


ENJOYMENT OF SCHOOL

Q24. I like being at school (Student Grade 3 & 5, n=12,456)

Q44. I like being at school (Student Grade 8 & 11, n=9,340)

Q20. I feel my child enjoys going to school (Parents, n=3,873)

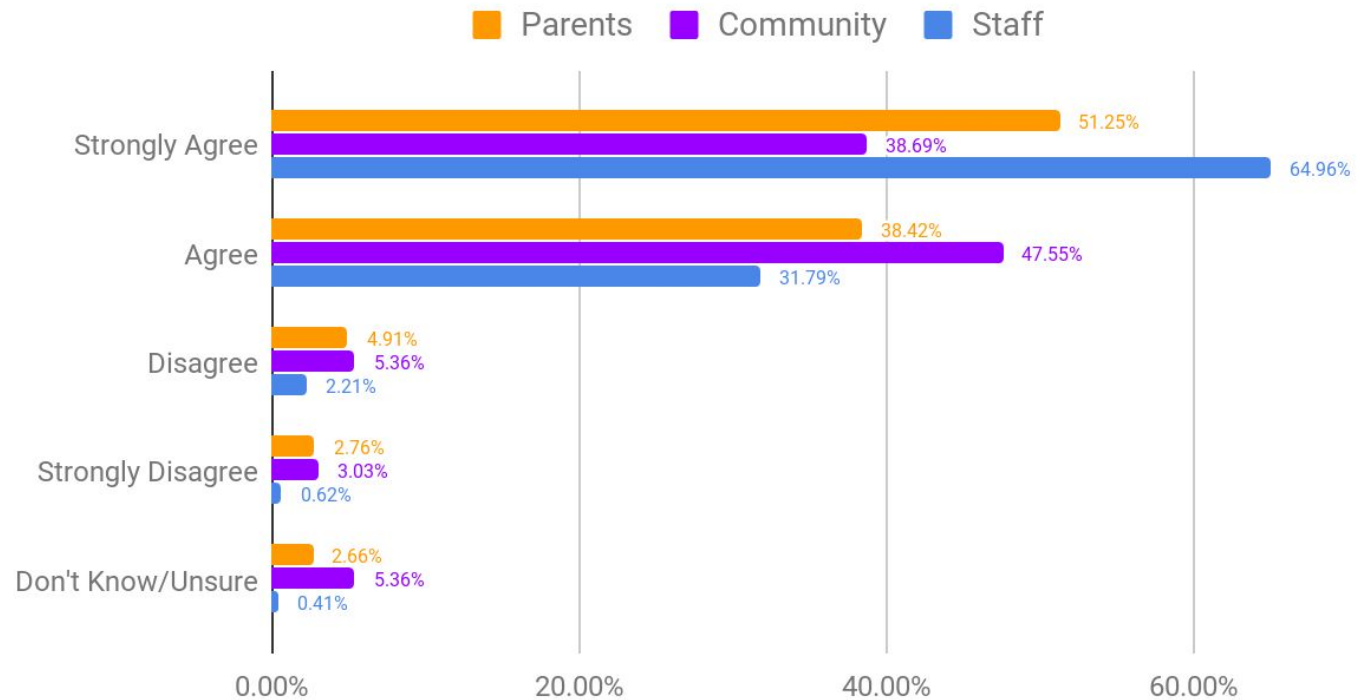


WELCOMING SCHOOLS

Q18. I feel welcome at my child's school (Parents, n=3,873)

Q6. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools feel welcoming (Community, n=429)

Q28. My school feels welcoming (T&L Staff Only, n=4,338)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

QUESTION	SA	A	D	SD	DK
Q25. My school is a friendly place (n=12,456)	49.97%	42.45%	6.46%	1.12%	0.00%
	92.42%		7.58%		

STUDENT GRADES 8 & 11

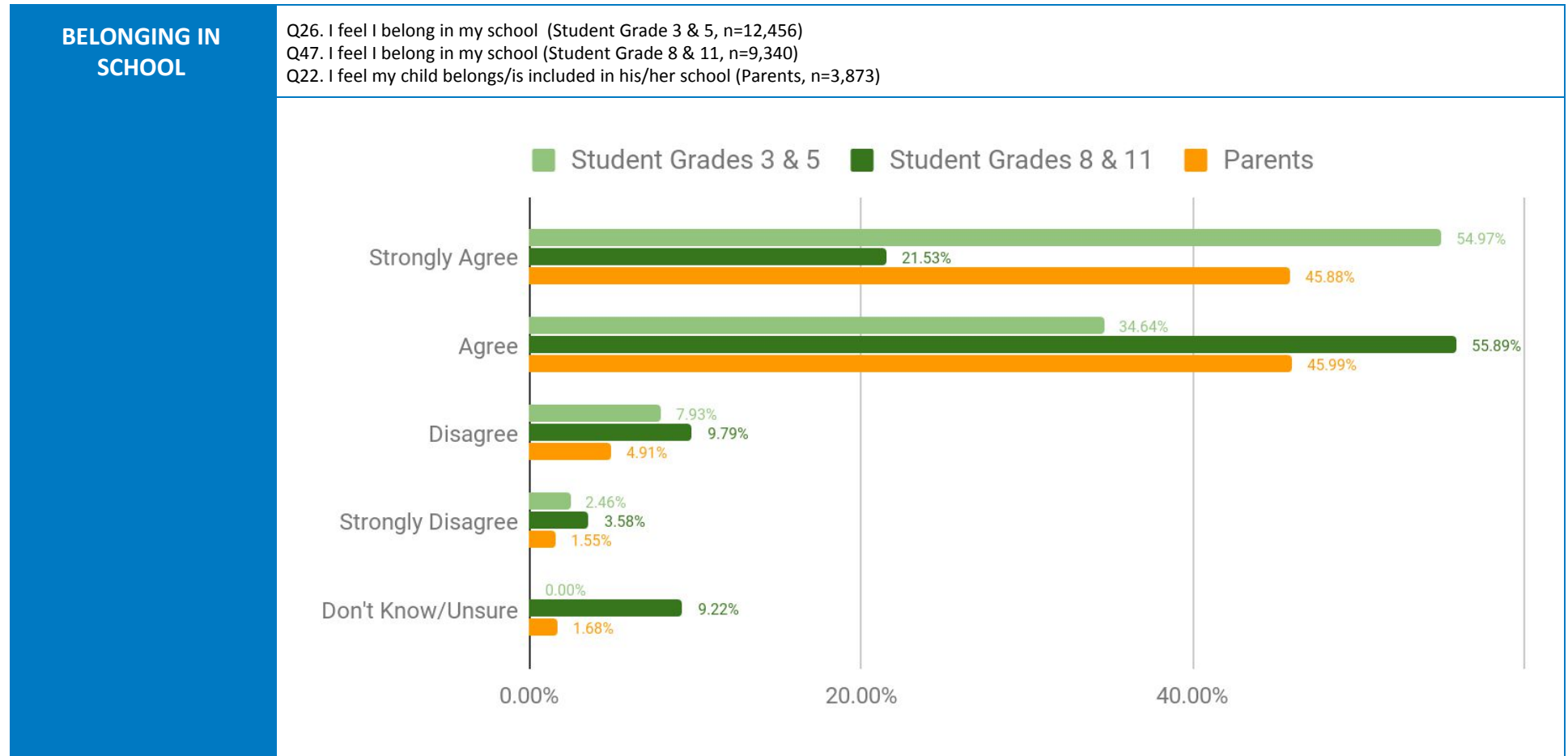
QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q45. If Strongly Agree or Agree was selected in response to Q44, respondents were asked: Why? (Select all that apply)? (n=7,444) * Q44 = I like being at school (yes/no)	
To be with my friends	73.71%
To participate in clubs and extracurricular activities	31.48%
To learn	55.82%
Other (Please explain)	7.28%

STAFF

QUESTION	SA	A	D	SD	DK
Q29. District working environments are welcoming (n=5,444)	42.30%	52.76%	2.09%	0.35%	2.50%
	95.06%		2.44%		

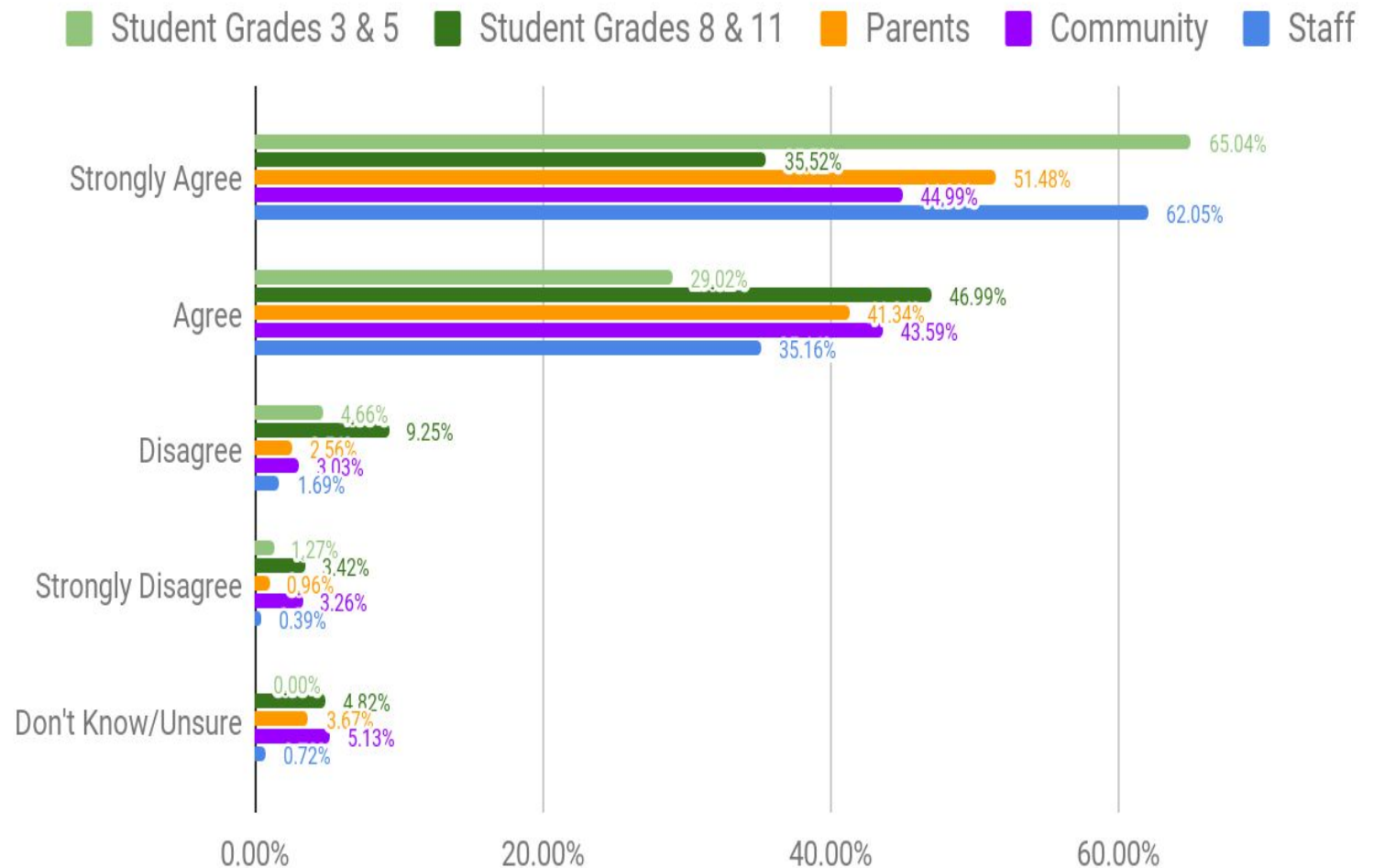
THEME: INCLUSIVE ENVIRONMENTS

Responses to Comparable Questions by Audience



**RESPECT FOR
DIFFERENCES**

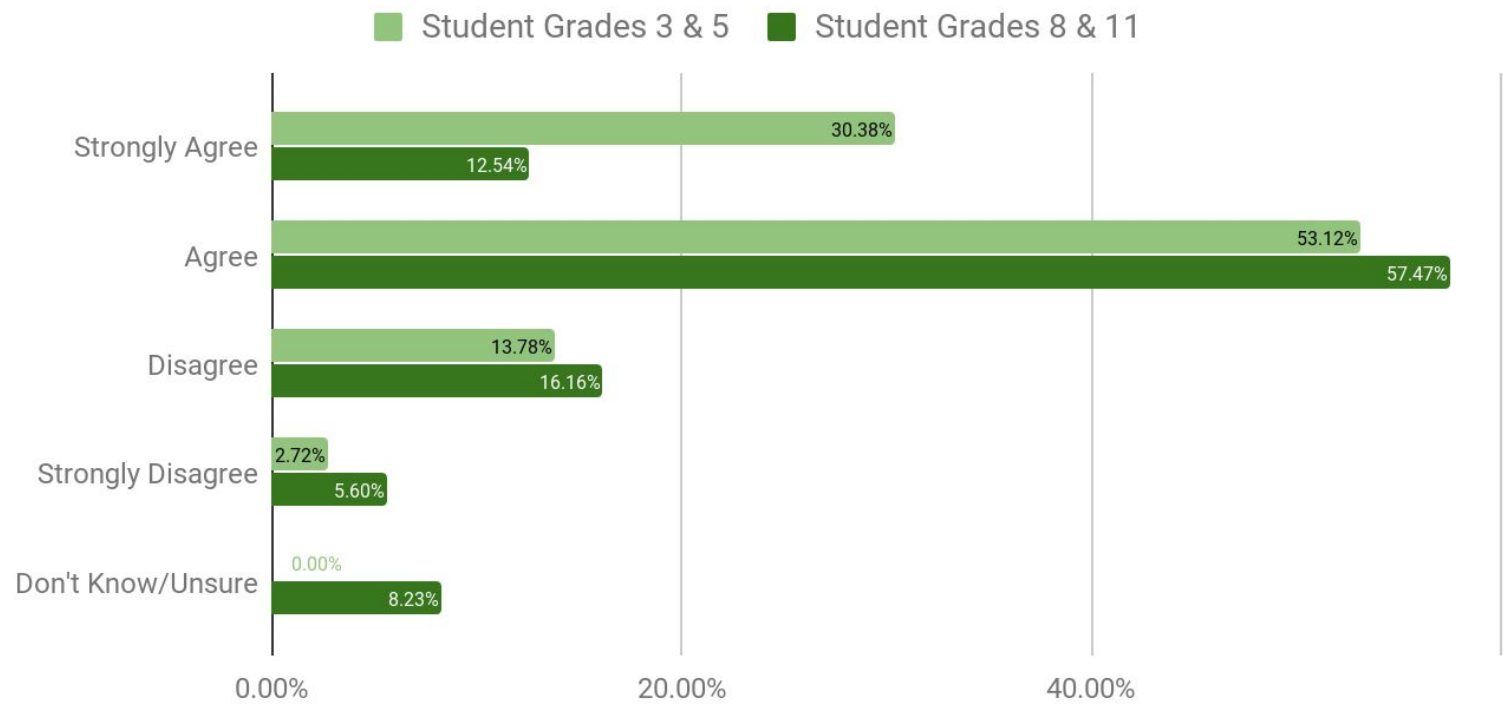
Q27. My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions) (Student Grade 3 & 5, n=12,456)
 Q48. My school is a place where differences are respected (e.g. beliefs, cultures, identities and religions) (Student Grade 8 & 11, n=9,340)
 Q23. My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Parents, n=3,873)
 Q7. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions) (Community, n=429)
 Q31. My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Staff, n=5,444)



**STUDENT KINDNESS
INSIDE THE
CLASSROOM**

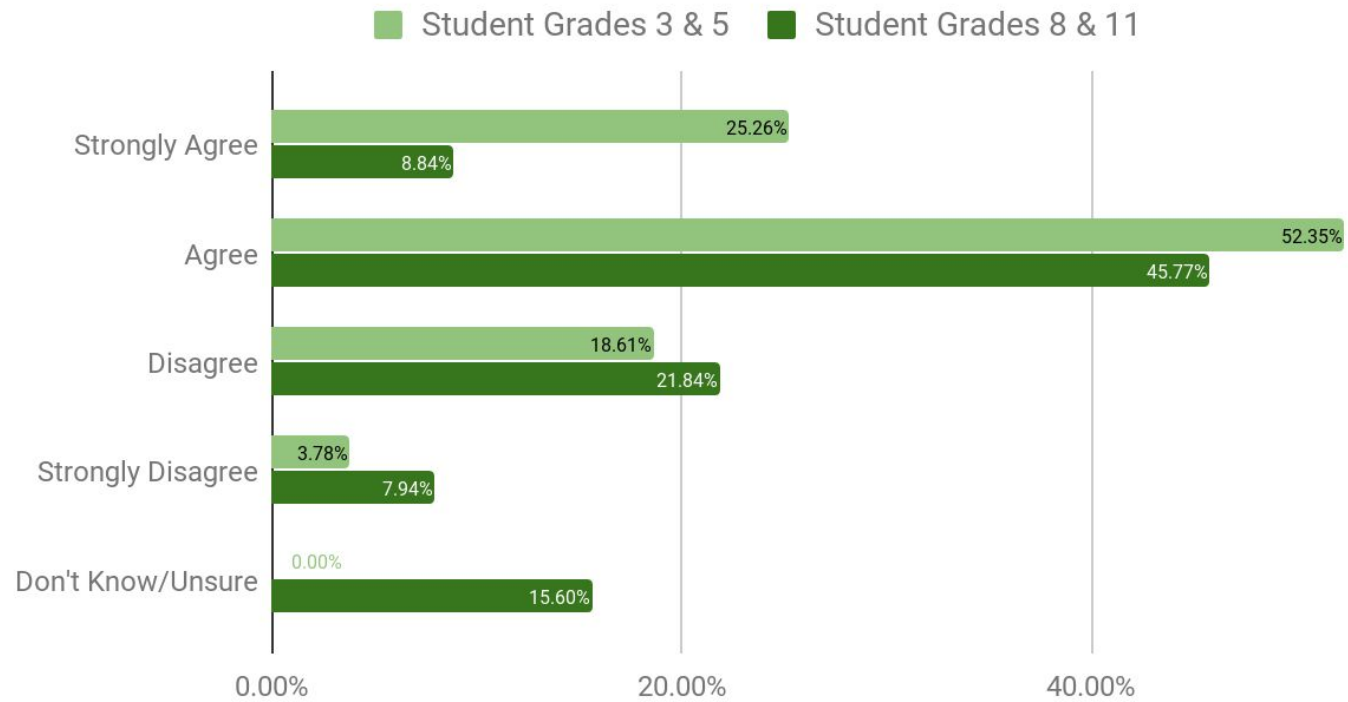
Q28. Students in my school are kind to each other inside the classroom (Student Grade 3 & 5, n=12,456)

Q49. Students in my school are kind to each other inside the classroom (Student Grade 8 & 11, n=9,340)



**STUDENT KINDNESS
OUTSIDE THE
CLASSROOM**

Q29. Students in my school are kind to each other outside the classroom (Student Grade 3 & 5, n=12,456)
Q50. Students in my school are kind to each other outside the classroom (Student Grade 8 & 11, n=9,340)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 8 & 11

QUESTION	SA	A	D	SD	DK
Q51. All students are welcome to participate in extracurricular school activities (e.g. clubs, teams, n=9,340)	45.10%	43.90%	5.27%	1.97%	3.77%
	88.99%		7.24%		

STAFF

QUESTION	SA	A	D	SD	DK
Q32. District working environments are inclusive (n=5,444)	43.33%	51.69%	1.73%	0.28%	2.98%
	95.02%		2.00%		

THEME: RESPECTFUL ENVIRONMENTS**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q34. District working environments are respectful (n=5,444)	40.80%	53.36%	2.77%	0.77%	2.30%
	94.16%		3.55%		

THEME: ETHICAL ENVIRONMENTS**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q36. District working environments are ethical (n=5,444)	44.03%	49.87%	2.48%	0.64%	2.98%
	93.90%		3.12%		

THEME: HEALTHY ENVIRONMENTS**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

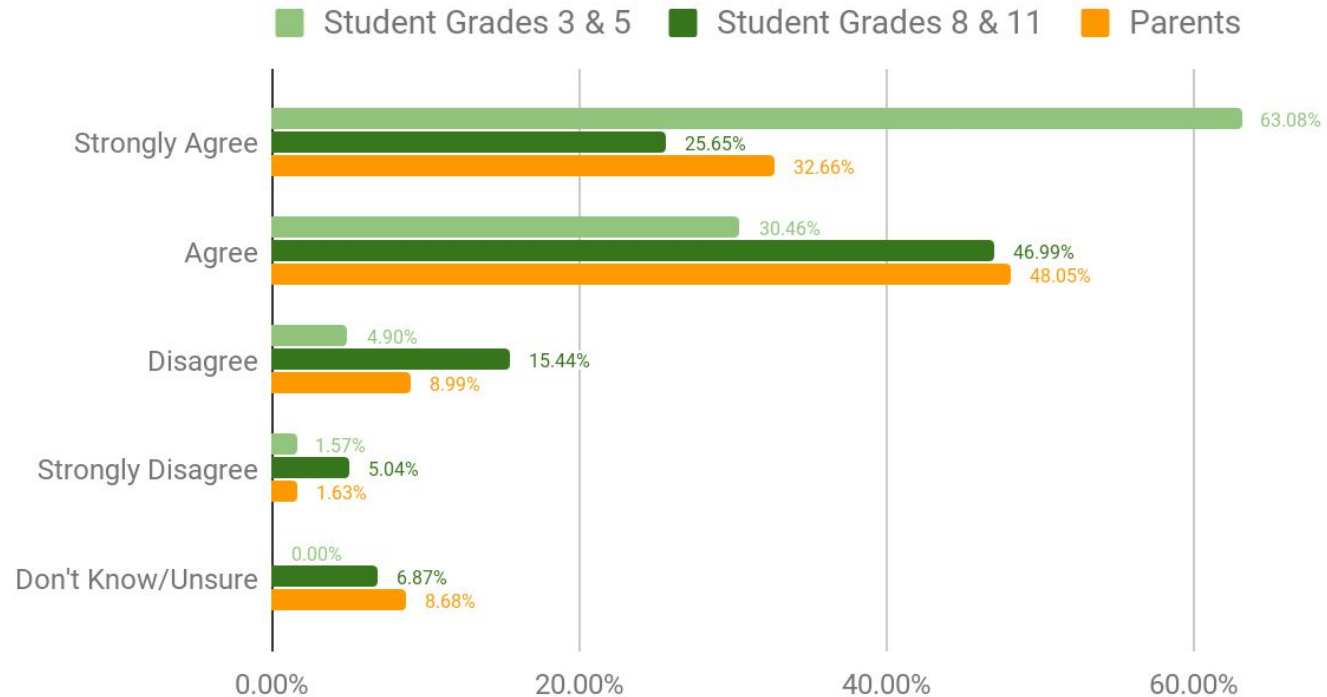
QUESTION	SA	A	D	SD	DK
Q38. District working environments are healthy (n=5,444)	31.67%	56.39%	7.04%	1.21%	3.69%
	88.06%		8.25%		

THEME: HEALTH AND WELL-BEING

Responses to Comparable Questions by Audience

DAILY PHYSICAL ACTIVITY

Q30. My school has helped me make good choices about daily physical activity (Student Grade 3 & 5, n=12,456)
 Q52. My school experience has helped me make good choices about daily physical activity (Student Grade 8 & 11, n=9,340)
 Q24. School has helped my child make good choices about daily physical activity (Parent, n=3,873)

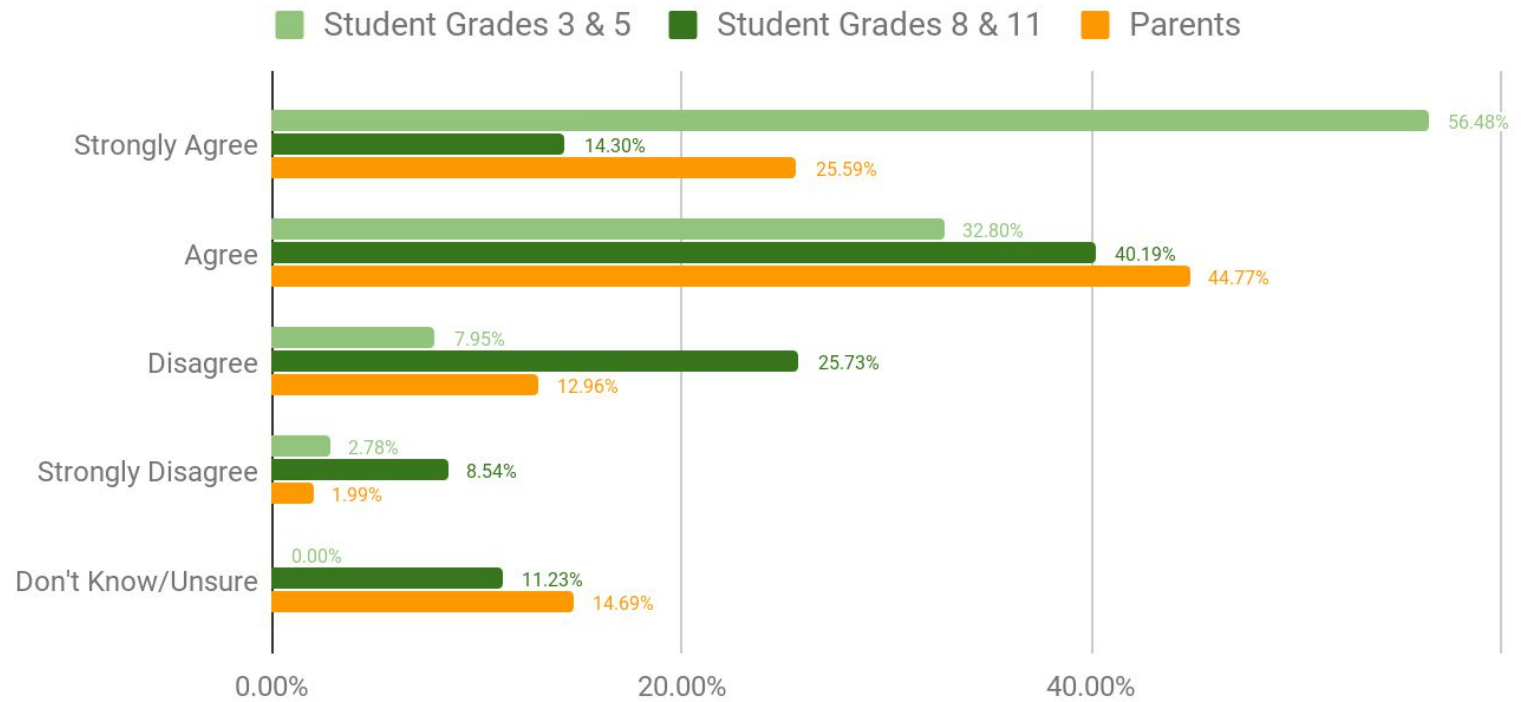


HEALTHY EATING

Q31. My school has helped me make good choices about healthy eating (Student Grade 3 & 5, n=12,456)

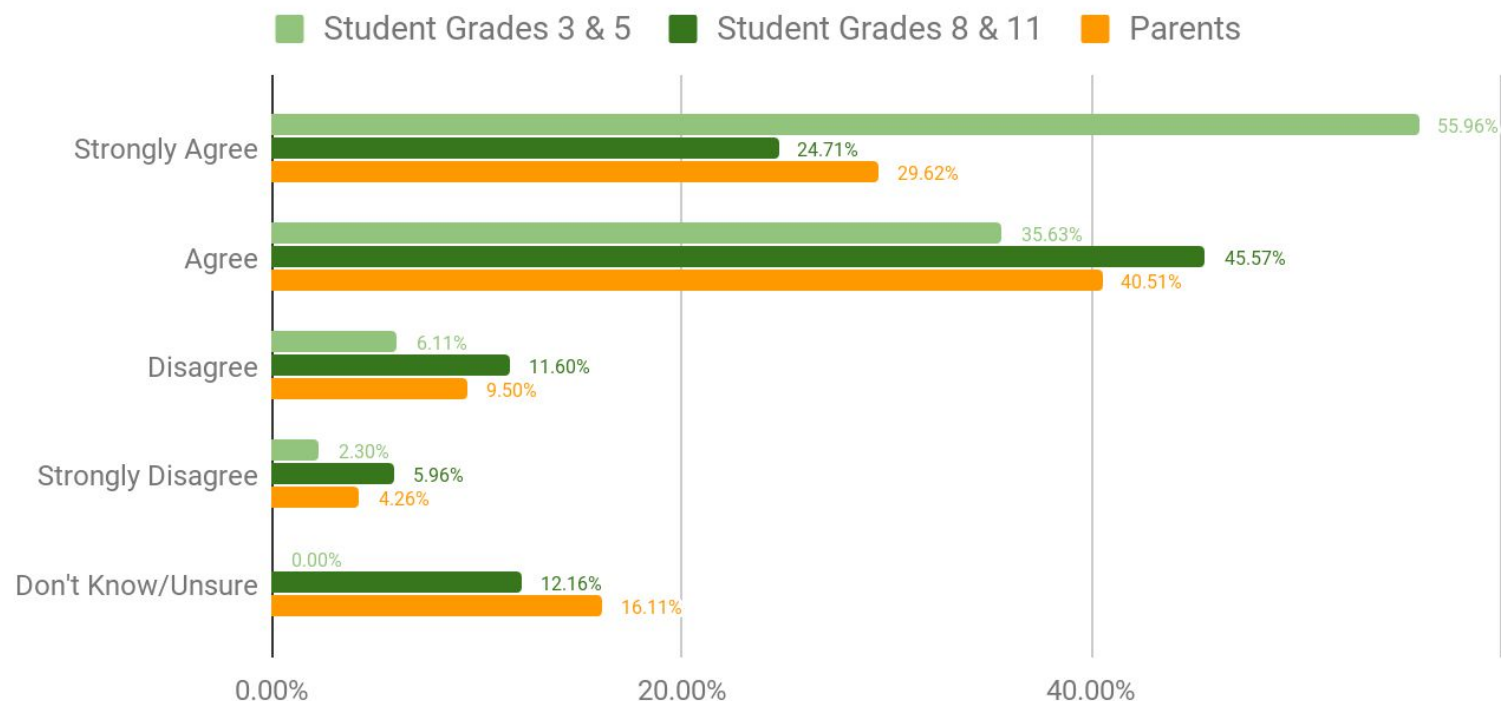
Q53. My school experience has helped me make good choices about healthy eating (Student Grade 8 & 11, n=9,340)

Q25. School has helped my child make good choices about healthy eating (Parents, n=3,873)



**SUPPORT FOR
MENTAL AND
PHYSICAL WELL-BEING**

Q32. In my school, I can get the support I need for my mental and physical well-being (Student Grade 3 & 5, n=12,456)
 Q54. In my school, I can get the support I need for my mental and physical well-being (Student Grade 8 & 11, n=9,340)
 Q26. At school, my child can get the support they need for their mental or physical well-being (Parents, n=3,873)



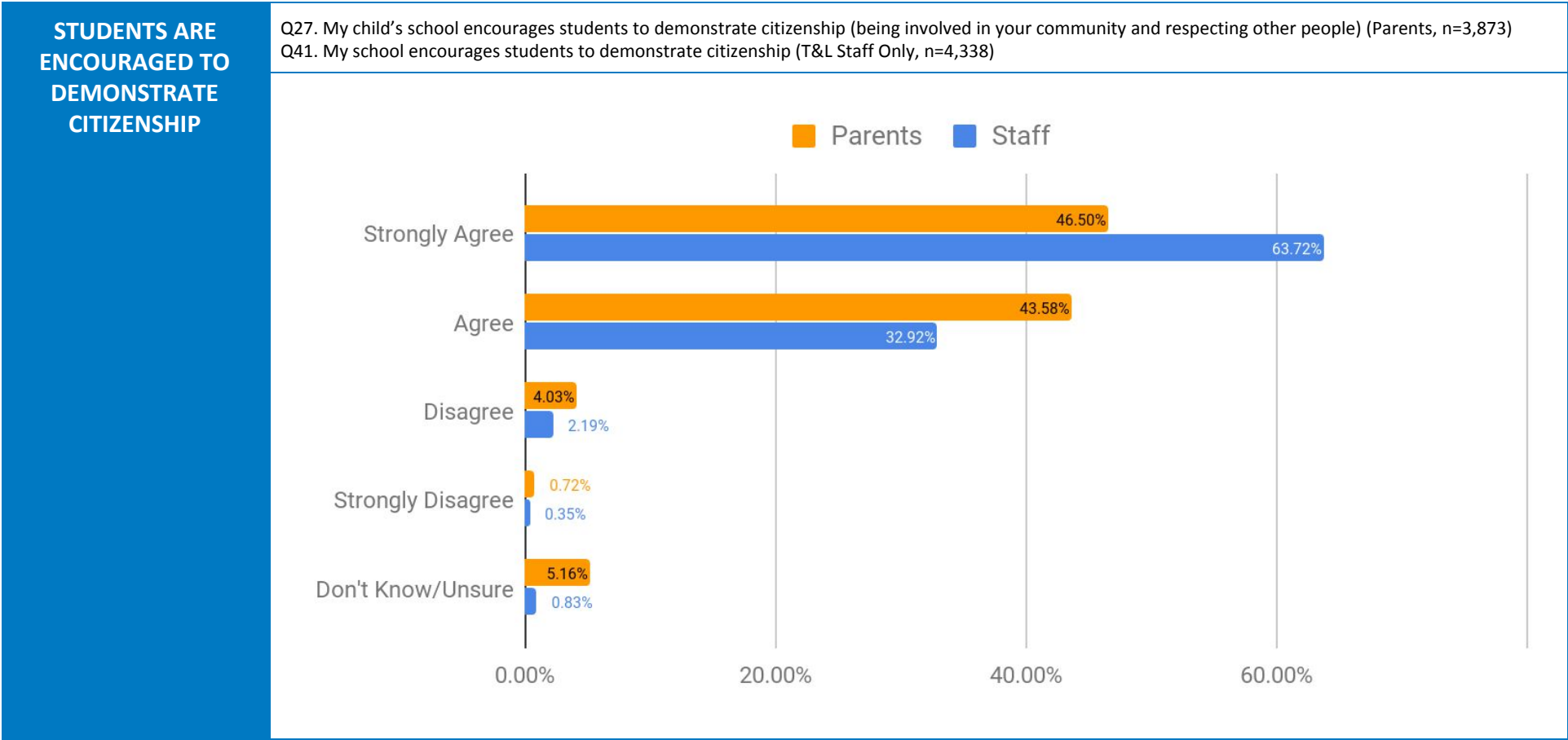
Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q38. District working environments are healthy (n=5,444)	31.67%	56.39%	7.04%	1.21%	3.69%
	88.06%		8.25%		

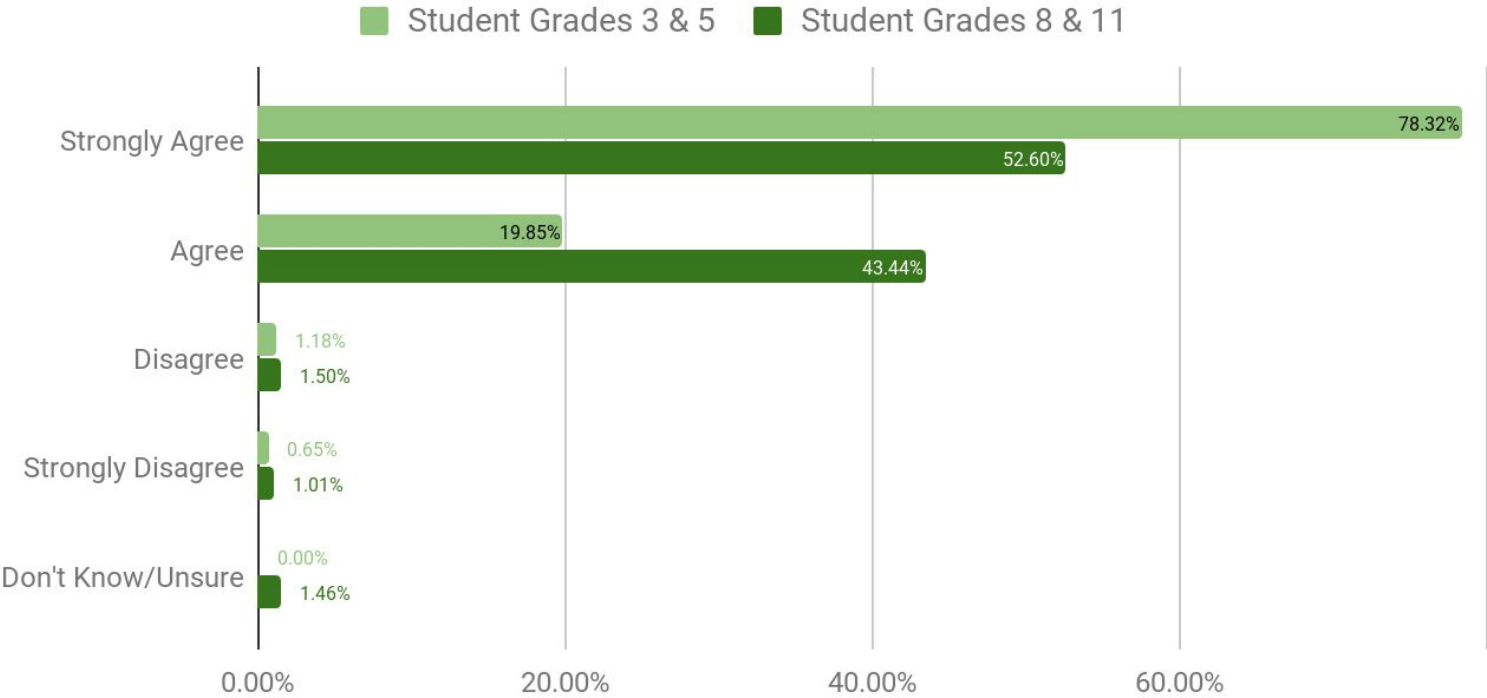
THEME: CITIZENSHIP AND LEADERSHIP

Responses to Comparable Questions by Audience



STUDENTS KNOW
HOW TO BEHAVE

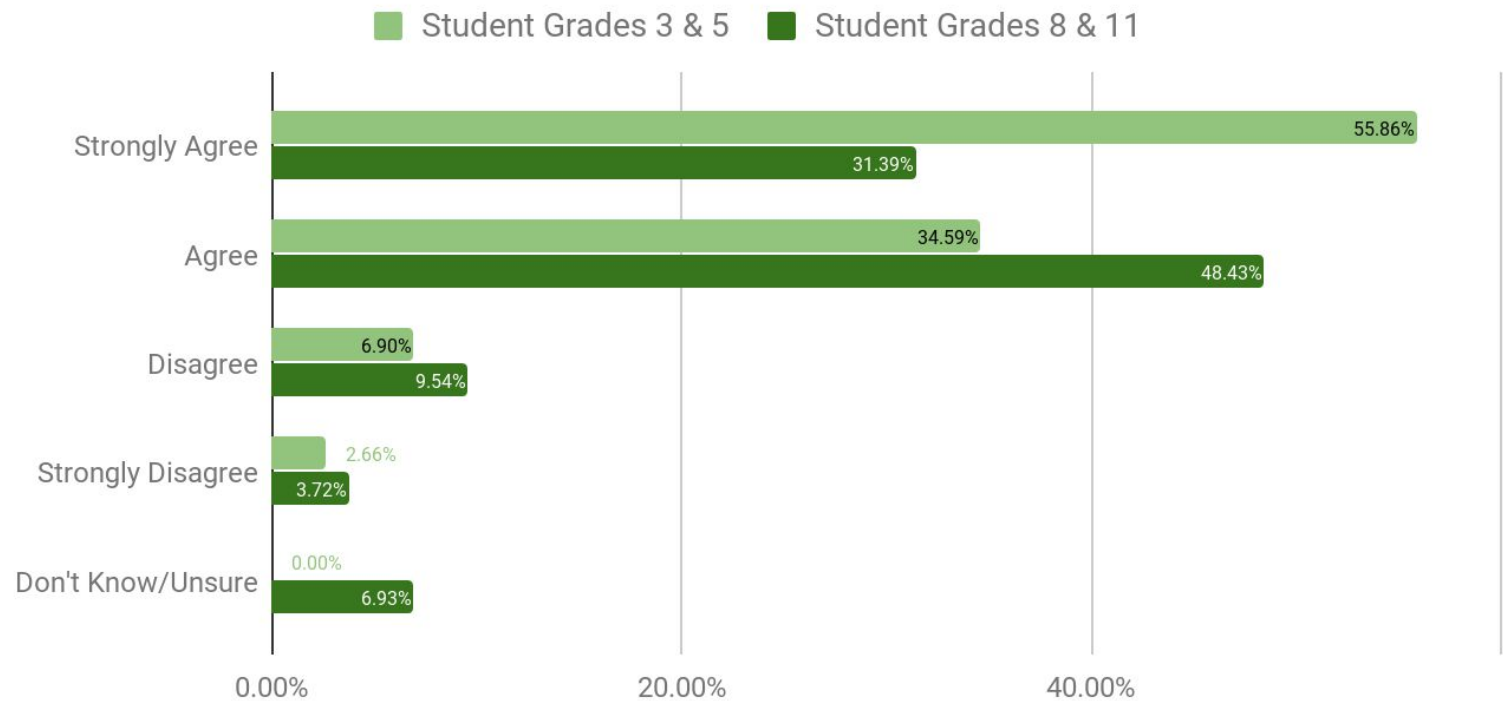
Q33. I know how I need to behave in school (Student Grade 3 & 5, n=12,456)
Q55. I know how I need to behave in school (Student Grade 8 & 11, n=9,340)



**STUDENTS KNOW
HOW TO ASK FOR
HELP**

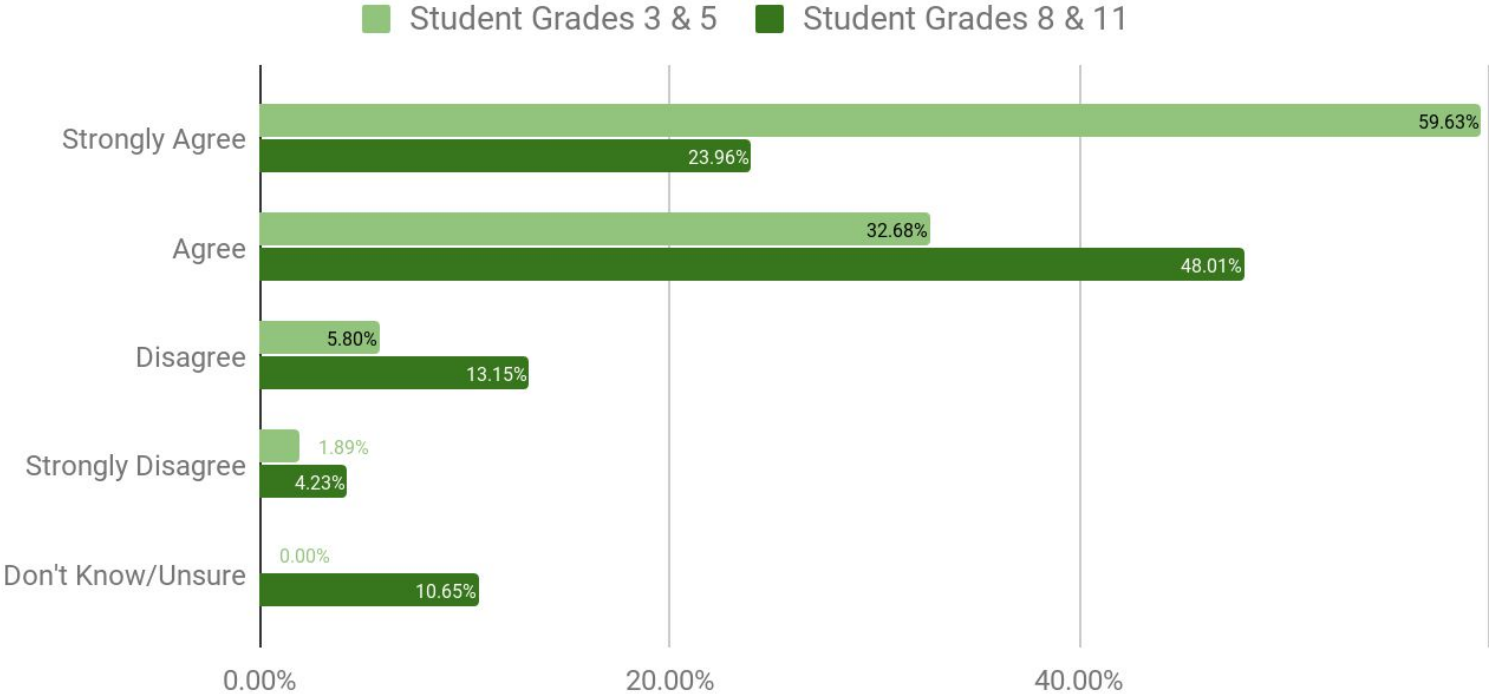
Q34. When I have a problem with friends at school, I know how to ask for help (Student Grade 3 & 5, n=12,456)

Q56. When I have a problem at school, I know who to ask for help (Student Grade 8 & 11, n=9,340)



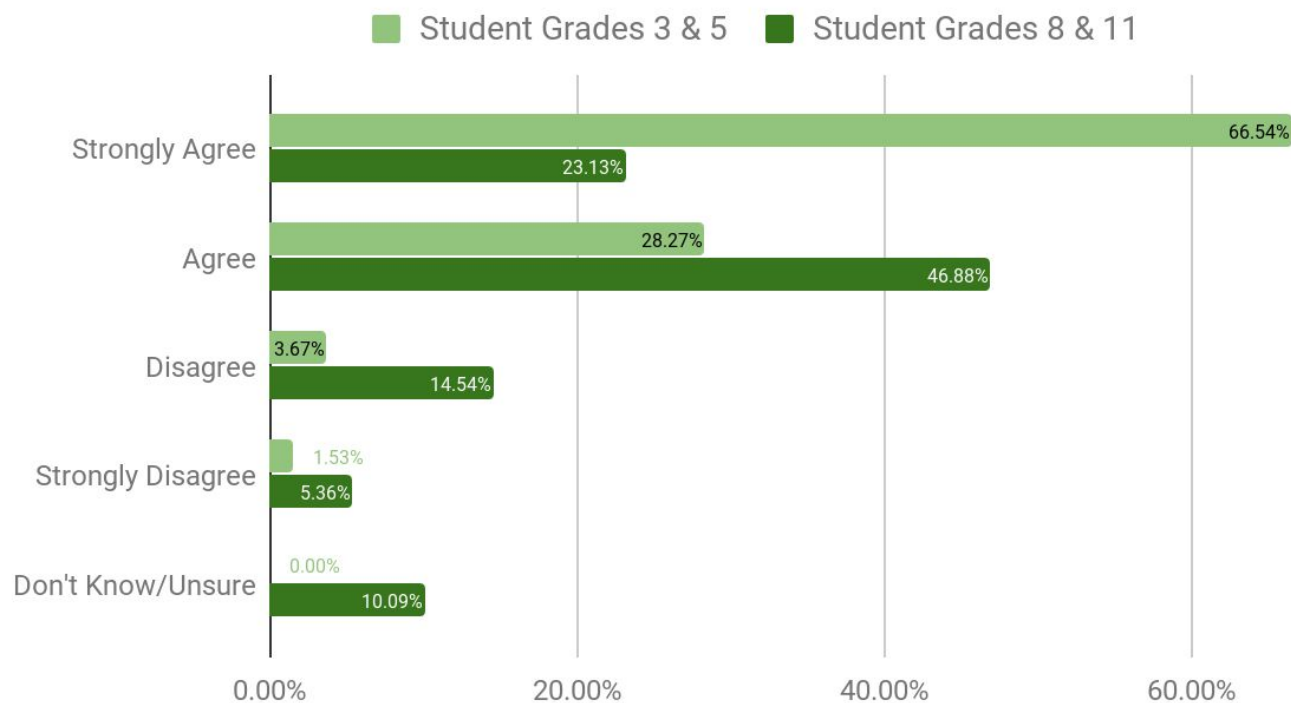
STUDENTS KNOW
HOW TO HELP
OTHERS

Q35. My school has helped me help others (Student Grade 3 & 5, n=12,456)
Q57. My school experience has helped me help others (Student Grade 8 & 11, n=9,340)



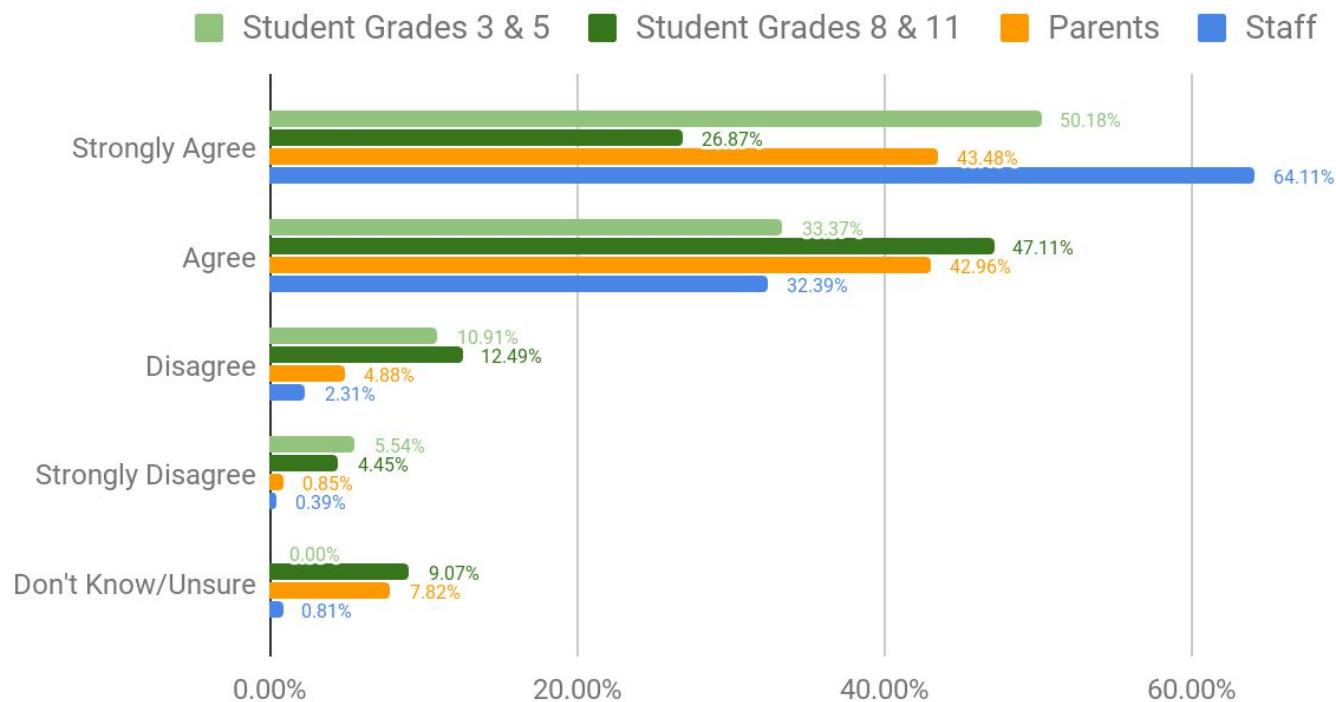
**STUDENTS KNOW
HOW TO MAKE GOOD
CHOICES FOR THE
ENVIRONMENT**

Q36. My school has helped me make choices that are good for the environment (e.g. recycling) (Student Grade 3 & 5, n=12,456)
Q58. My school experience has helped me make choices that are good for the environment (e.g. recycling) (Student Grade 8 & 11, n=9,340)



**STUDENTS HAVE
CHANCES TO BE A
LEADER AT SCHOOL**

Q37. I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council) (Student Grade 3 & 5, n=12,456)
 Q59. I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council) (Student Grade 8 & 11, n=9,340)
 Q28. My child's school encourages students to demonstrate leadership (Parents, n=3,873)
 Q42. My school encourages students to demonstrate leadership (T&L Staff Only, n=4,338)



**No Responses to Non-Comparable Questions by Audience*

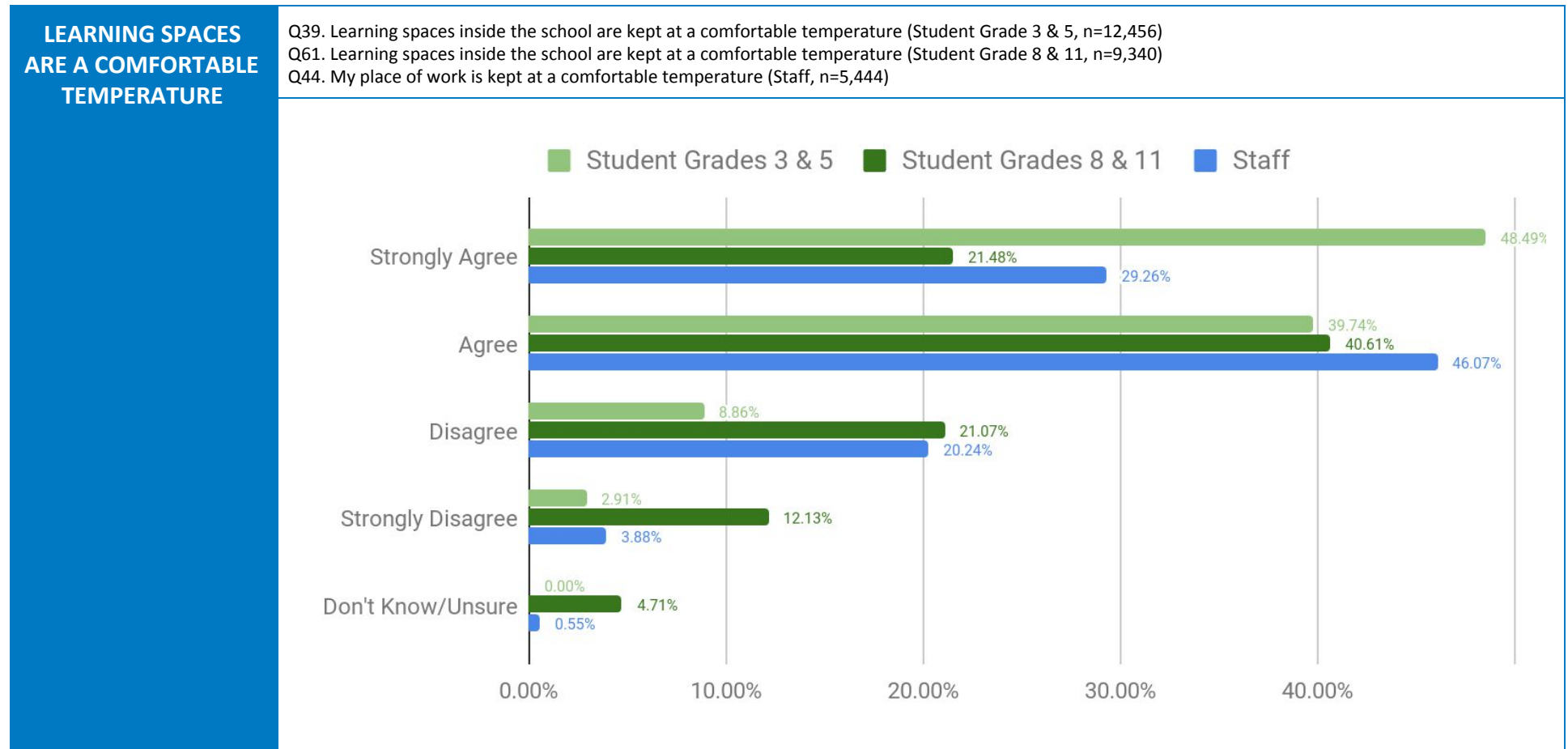
PRIORITY 2: Provide welcoming, high quality learning and working environments.

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.

THEME: LEARNING AND WORKING SPACES

Responses to Comparable Questions by Audience



**BUILDING IS WELL
MAINTAINED**

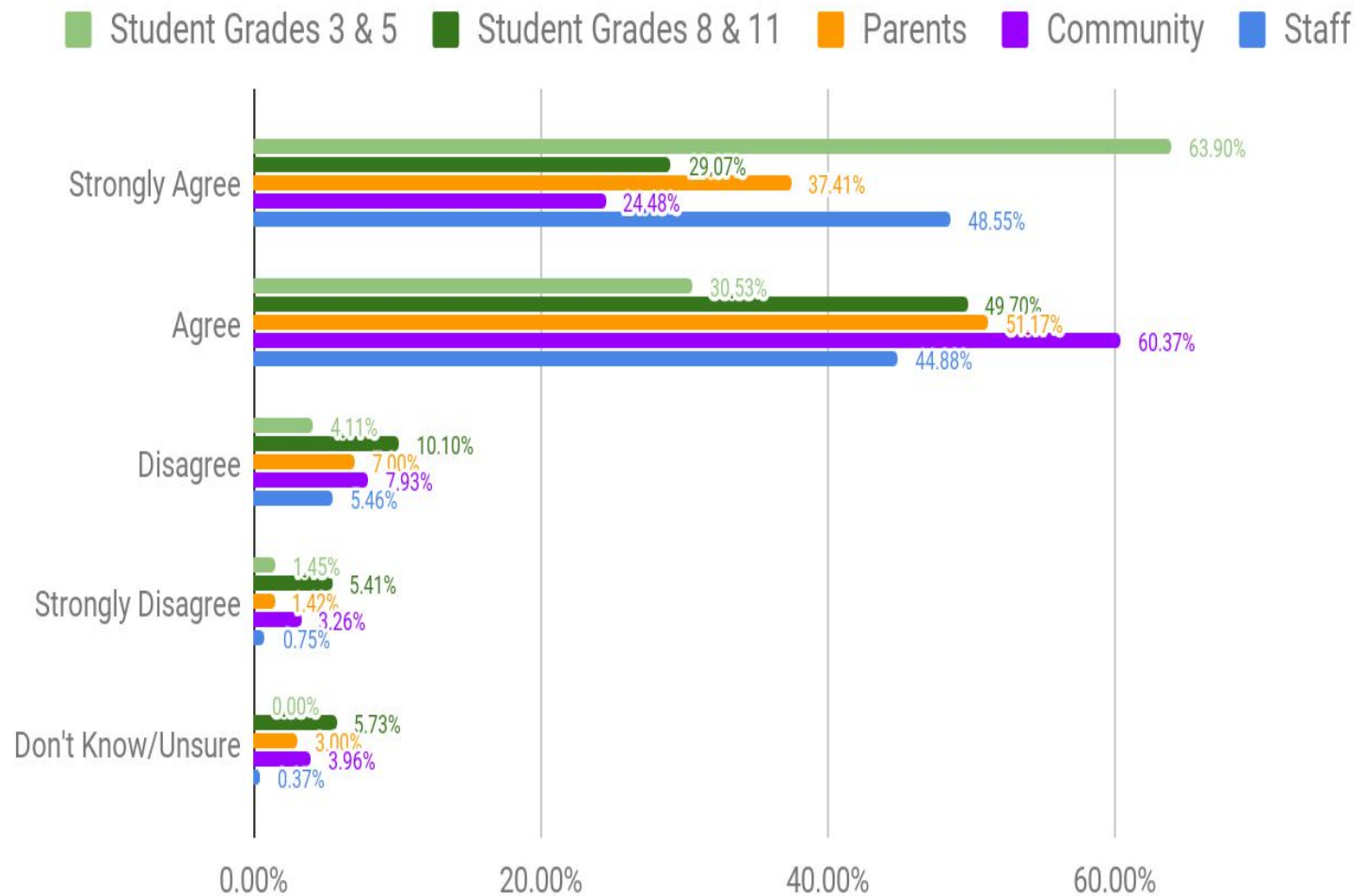
Q38. My school building is well kept (Student Grade 3 & 5, n=12,456)

Q60. My school building is well maintained (Student Grade 8 & 11, n=9,340)

Q29. My child's school building is well maintained (Parents, n=3,873)

Q8. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are well maintained facilities within the community (Community, n=429)

Q43. My place of work is well maintained (Staff, n=5,444)

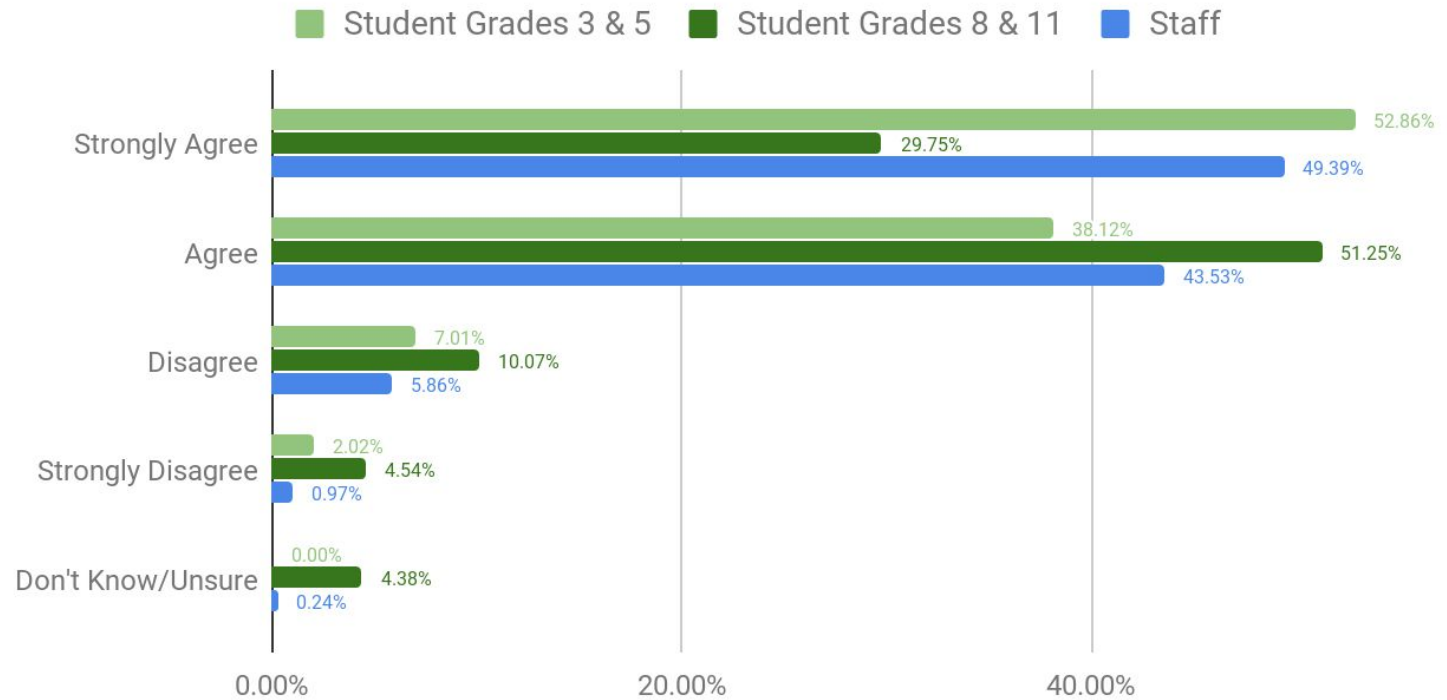


**LEARNING SPACES
ARE CLEAN**

Q40. Learning spaces inside the school are kept clean (Student Grade 3 & 5, n=12,456)

Q62. Learning spaces inside the school are kept clean (Student Grade 8 & 11, n=9,340)

Q45. My place of work is kept clean (Staff, n=5,444)

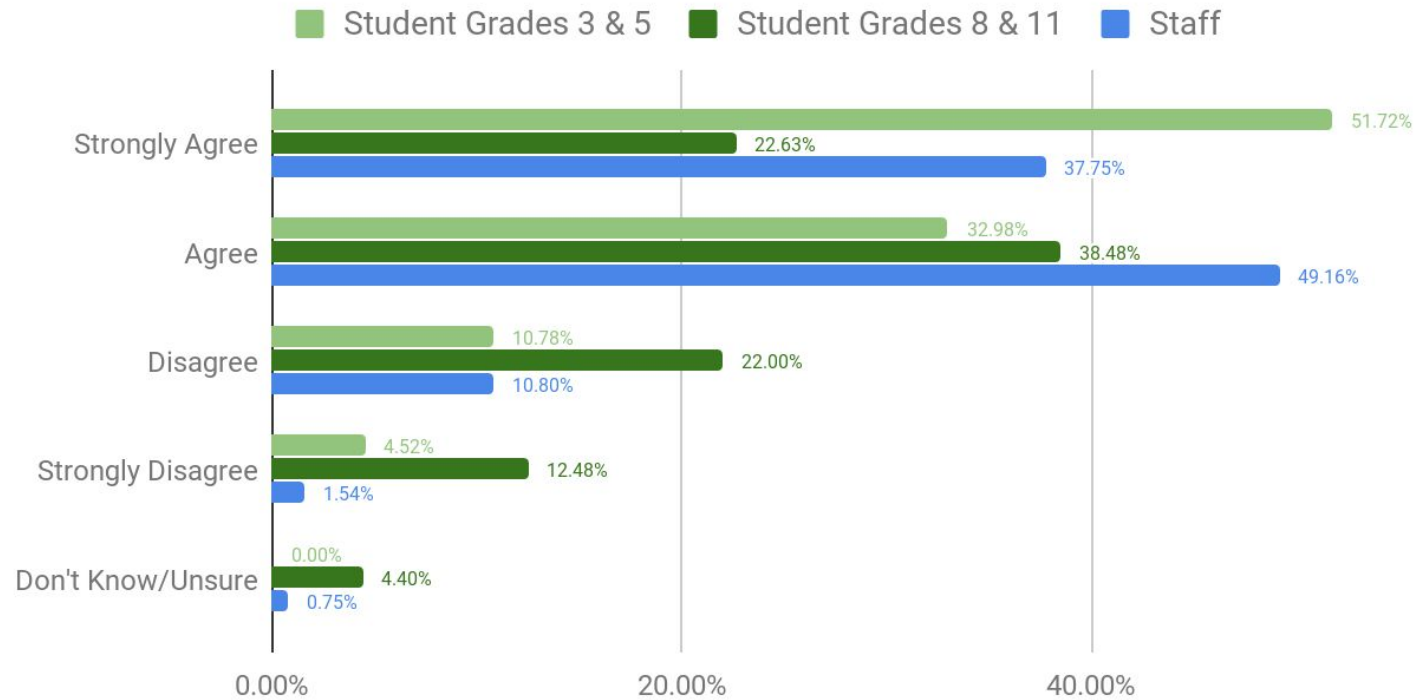


COMFORTABLE FURNITURE

Q41. Learning spaces inside the school have comfortable furniture (Student Grade 3 & 5, n=12,456)

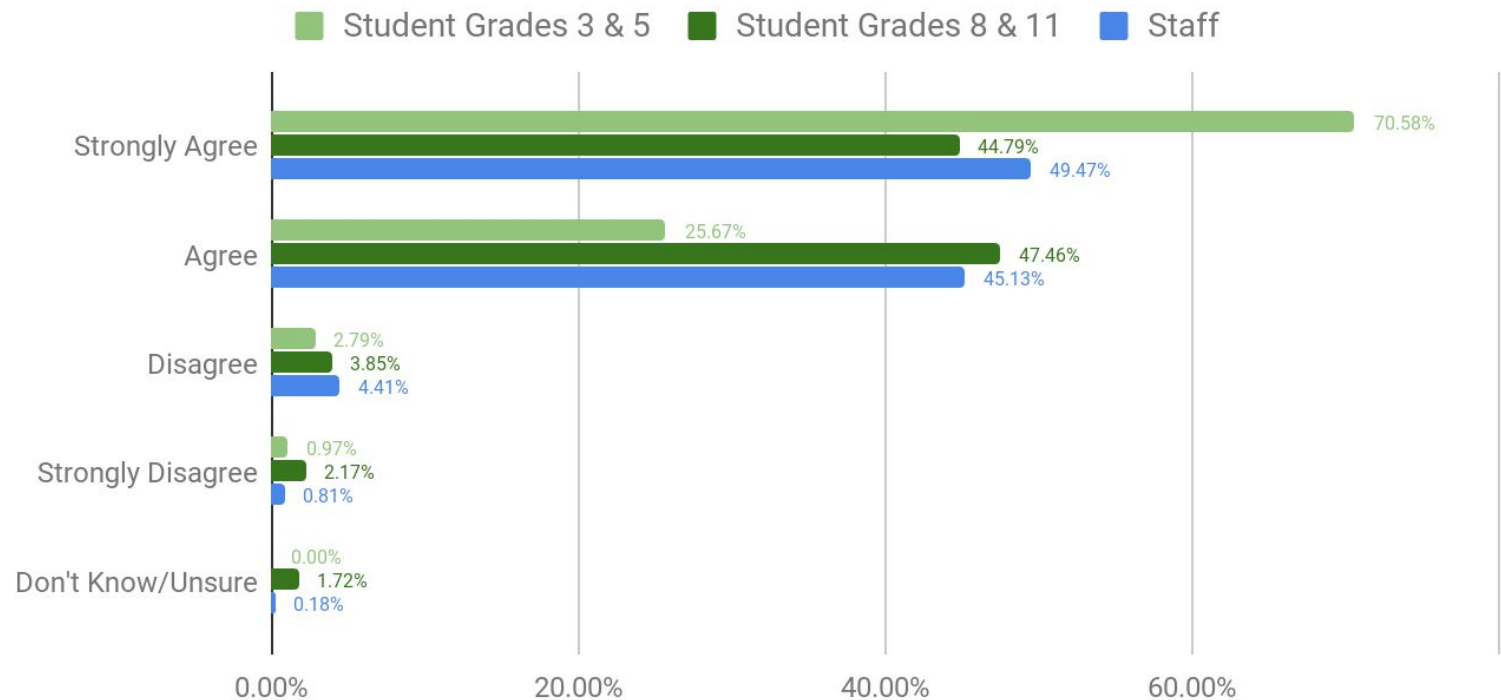
Q63. Learning spaces inside the school have comfortable furniture (Student Grade 8 & 11, n=9,340)

Q46. My place of work has comfortable furniture (Staff, n=5,444)



ADEQUATE LIGHTING

Q42. Learning spaces inside the school have enough light for me to do my work (Student Grade 3 & 5, n=12,456)
 Q64. Learning spaces inside the school have enough light for me to do my work (Student Grade 8 & 11, n=9,340)
 Q47. My place of work has adequate lighting (Staff, n=5,444)



Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q48. My place of work is free of clutter (n=5,444)	39.99%	50.51%	7.46%	1.34%	0.70%
	90.50%		8.80%		

THEME: ACCESS TO TECHNOLOGY**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q49. Technology in my place of work is well maintained (n=5,444)	42.62%	52.04%	3.71%	0.48%	1.16%
	94.65%		4.19%		
Q50. Technology in my place of work is reliable (n=5,444)	38.65%	54.59%	5.40%	0.77%	0.59%
	93.24%		6.17%		
Q51. Technology in my place of work is up to date/current (n=5,444)	39.47%	49.10%	7.84%	1.23%	2.35%
	88.57%		9.07%		
Q52. My school has access to technology to support teaching and learning (T&L Staff Only, n=4,338)	50.18%	46.17%	2.19%	0.44%	1.01%
	96.36%		2.63%		

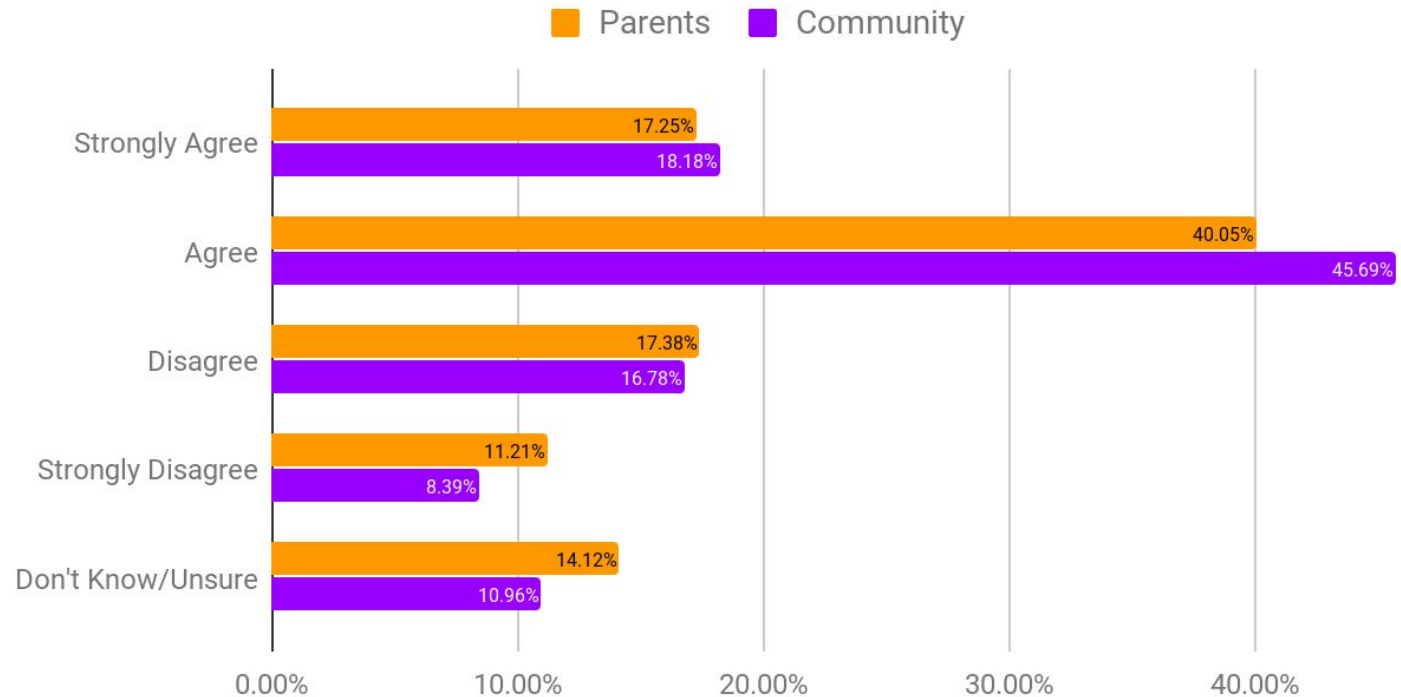
THEME: COMMUNITY ACCESS

Responses to Comparable Questions by Audience

APPROPRIATE LOCATION OF SCHOOLS

Q30. Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand (Parents, n=3,873)

Q10. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are appropriately located to meet K-12 student population demand (Community, n=429)



Responses to Non-Comparable Questions by Audience

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q9. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Available to book for community activities (n=429)	16.78%	37.30%	8.62%	2.80%	34.50%
	54.08%		11.42%		
Q11. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Accessible by people with limited mobility (n=429)	24.24%	47.32%	10.02%	3.50%	14.92%
	71.56%		13.52%		
Q12. My organization has access to the school space required to support the services and programs we offer (CEO/Executive Director/Leader and Member of an Organization only, n=112)	53.57%	41.07%	0.89%	0.89%	3.57%
	94.64%		1.79%		

PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL THREE: Building Capacity Through a Culture of Collaboration and Distributed Leadership

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

THEME: CATCHMENT WORK

**No Comparable Questions by Audience*

Responses to Non-Comparable Questions by Audience**STAFF**

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
<i>Q53. Based on your experience, catchment work has improved collaboration among: (select all that apply) (All Staff except Custodial, n=5,365)</i>	
District leadership	22.39%
District principals	37.67%
Grade level teachers	51.93%
Subject area teachers	40.78%
Support Staff	21.79%
Across divisions	21.66%
Don't Know / Unsure	22.01%

THEME: BUILDING CAPACITY**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q56. I have the knowledge and skills to program for/support students in need of specialized supports and services (T&L Staff Only, n=4,338)	31.07%	51.34%	13.28%	1.43%	2.88%
	82.41%		14.71%		
Q57. I have the knowledge and skills to program for/support students who are English Language Learners (ELL) (T&L Staff Only, n=4,338)	22.15%	51.34%	19.76%	2.51%	4.24%
	73.49%		22.27%		
Q58. I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (FNMI) (T&L Staff Only, n=4,338)	19.76%	51.89%	18.74%	2.21%	7.40%
	71.65%		20.95%		

THEME: PROFESSIONAL DEVELOPMENT AND GROWTH

* No Comparable Questions by Audience

Responses to Non-Comparable Questions by Audience**STAFF**

QUESTION	SA	A	D	SD	DK
Q61. Edmonton Public Schools supports employee professional development and growth (n=5,444)	44.60%	49.41%	3.77%	0.94%	1.29%
	94.01%		4.70%		
Q62. I use self-reflection to guide my professional growth (n=5,444)	52.94%	44.05%	1.34%	0.17%	1.51%
	96.99%		1.51%		
To what extent do you agree or disagree that the following professional learning opportunities are effective in enhancing your professional growth?*					
Q63. Catchment level professional learning opportunities (n=5,071)	24.26%	50.05%	13.92%	4.59%	7.18%
	74.30%		18.52%		
Q64. School-based professional learning opportunities(n=5,107)	35.72%	52.28%	7.01%	1.41%	3.58%
	88.00%		8.42%		
Q65. Formalized coaching and mentoring (n=4,804)	31.31%	49.38%	8.47%	1.71%	9.14%
	80.68%		10.18%		
Q66. Opportunity to participate in District summer learning opportunities (n=4,419)	25.39%	45.39%	7.17%	1.79%	20.25%
	70.79%		8.96%		
Q67. Self-directed professional learning opportunities (n=5,197)	41.72%	48.28%	2.98%	0.67%	6.35%
	89.99%		3.66%		

*Note: Respondents who selected N/A were not counted in the responses.

THEME: CAREER DEVELOPMENT**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
To what extent do you agree or disagree with the following statements? (n=5,444)					
Q69. Career development opportunities are available to me within the District	29.89%	55.38%	6.28%	1.36%	7.09%
	85.27%		7.64%		
Q70. I am supported in the navigation of my career path	28.14%	49.94%	9.79%	1.54%	10.58%
	78.09%		11.33%		
Q71. The internal job competition process within the District is transparent	19.45%	45.68%	13.91%	4.34%	16.62%
	65.14%		18.24%		
Q72. There are opportunities to experience internal mobility in the District	24.36%	53.07%	5.38%	2.06%	15.14%
	77.42%		7.44%		

THEME: LEADERSHIP DEVELOPMENT**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
To what extent do you agree or disagree with the following statements? (n=5,444)					
Q74. I can access professional learning to help me develop my leadership skills	31.47%	50.77%	4.50%	0.75%	12.51%
	82.24%		5.25%		
Q75. The leadership development opportunities I have experienced in the District have helped me become a better leader	24.52%	41.37%	6.04%	1.05%	27.02%
	65.89%		7.09%		
Q76. I have opportunities to use my leadership skills in the District	24.06%	46.05%	7.71%	1.45%	20.72%
	70.11%		9.17%		

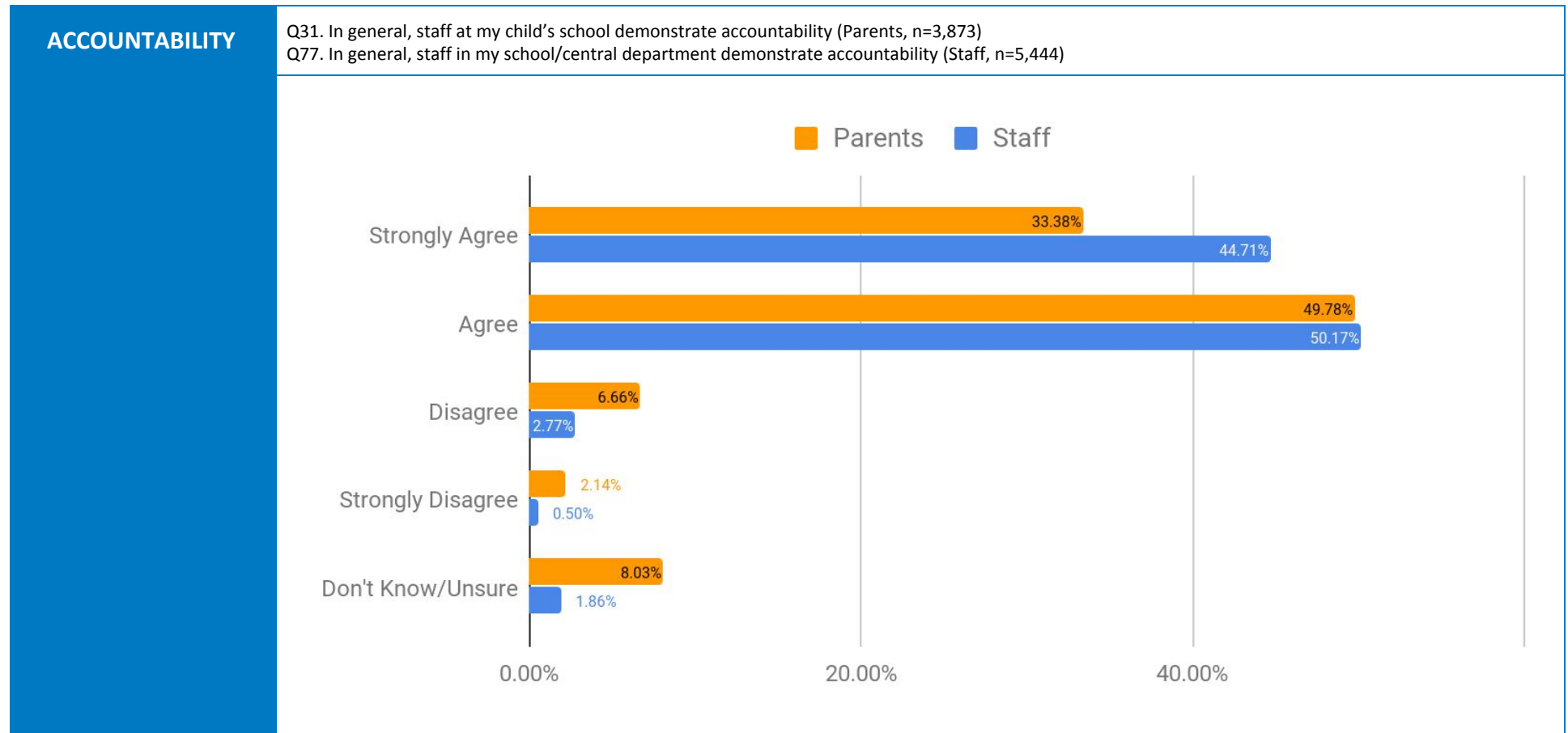
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL FOUR: A Culture of Excellence and Accountability

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

THEME: CORNERSTONE VALUES

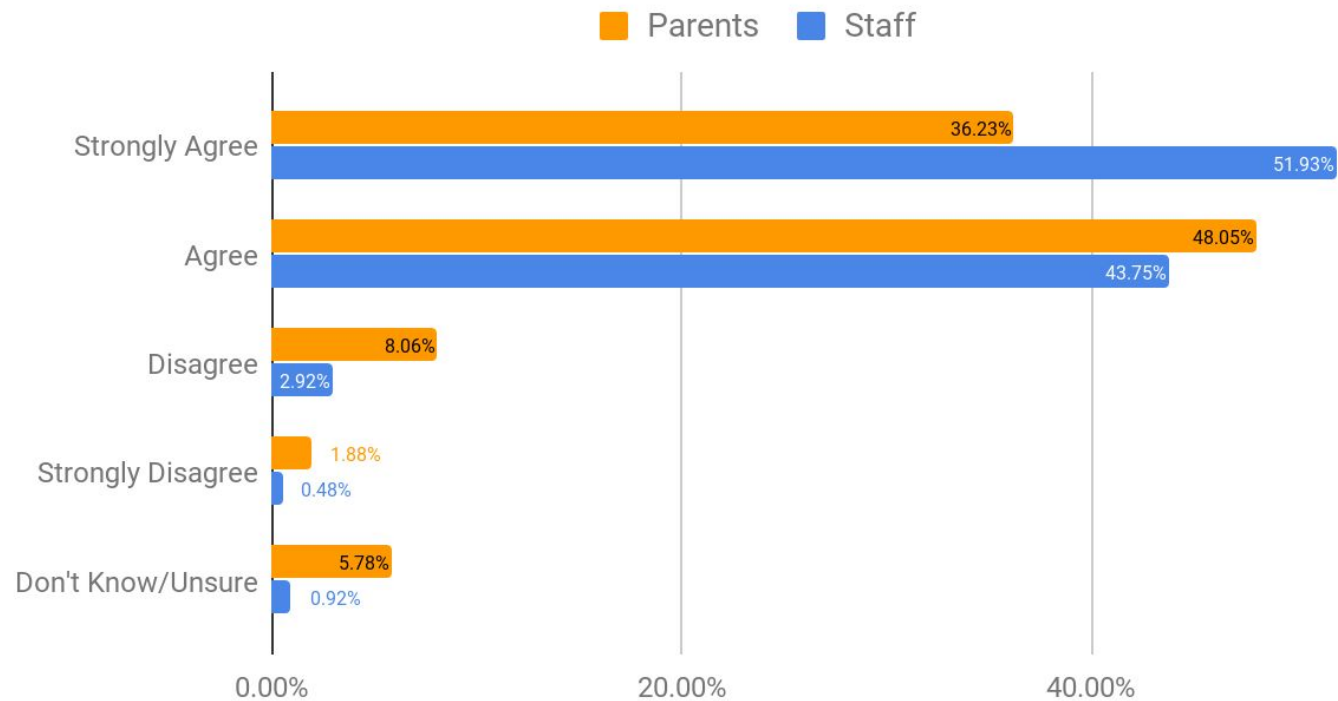
Responses to Comparable Questions by Audience



COLLABORATION

Q33. In general, staff at my child's school demonstrate collaboration with parents/guardians (Parents, n=3,873)

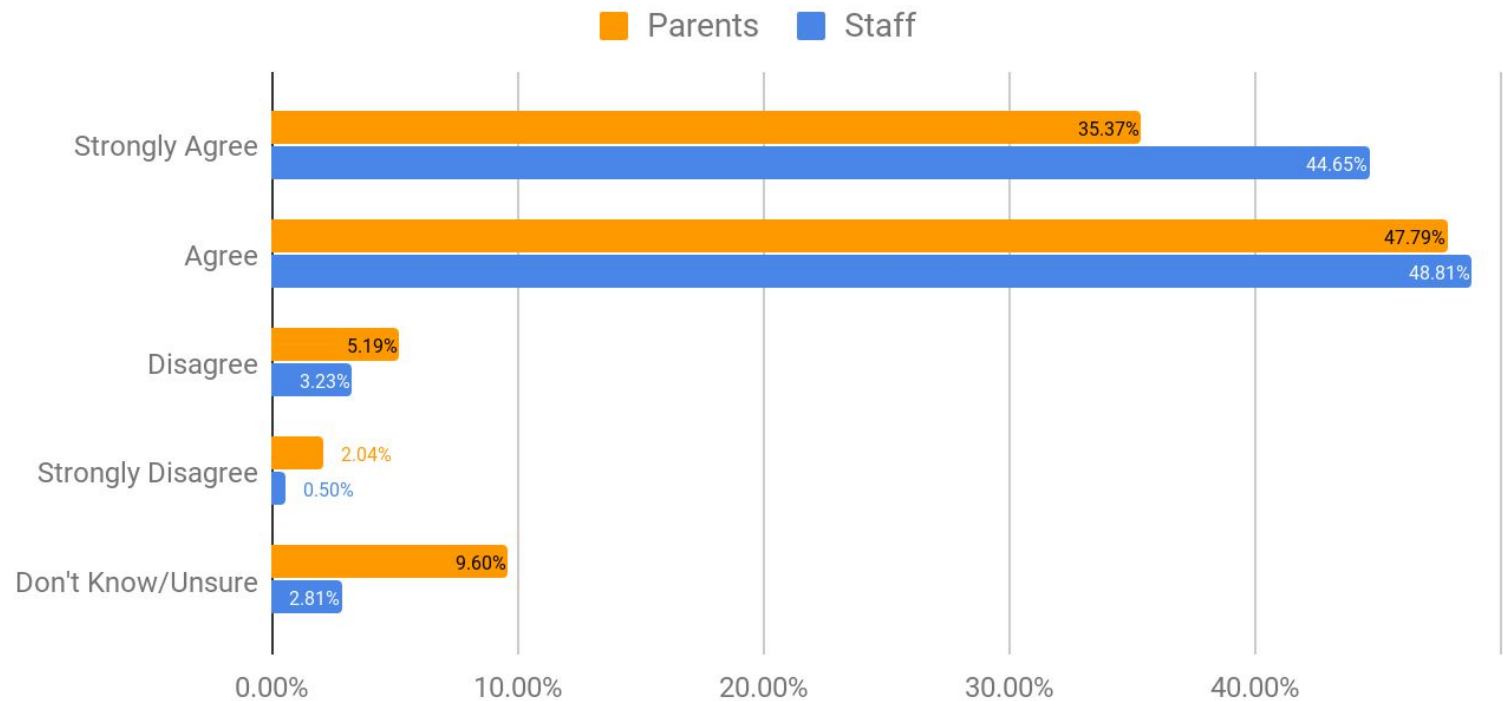
Q79. In general, staff in my school/central department demonstrate collaboration (Staff, n=5,444)



EQUITY

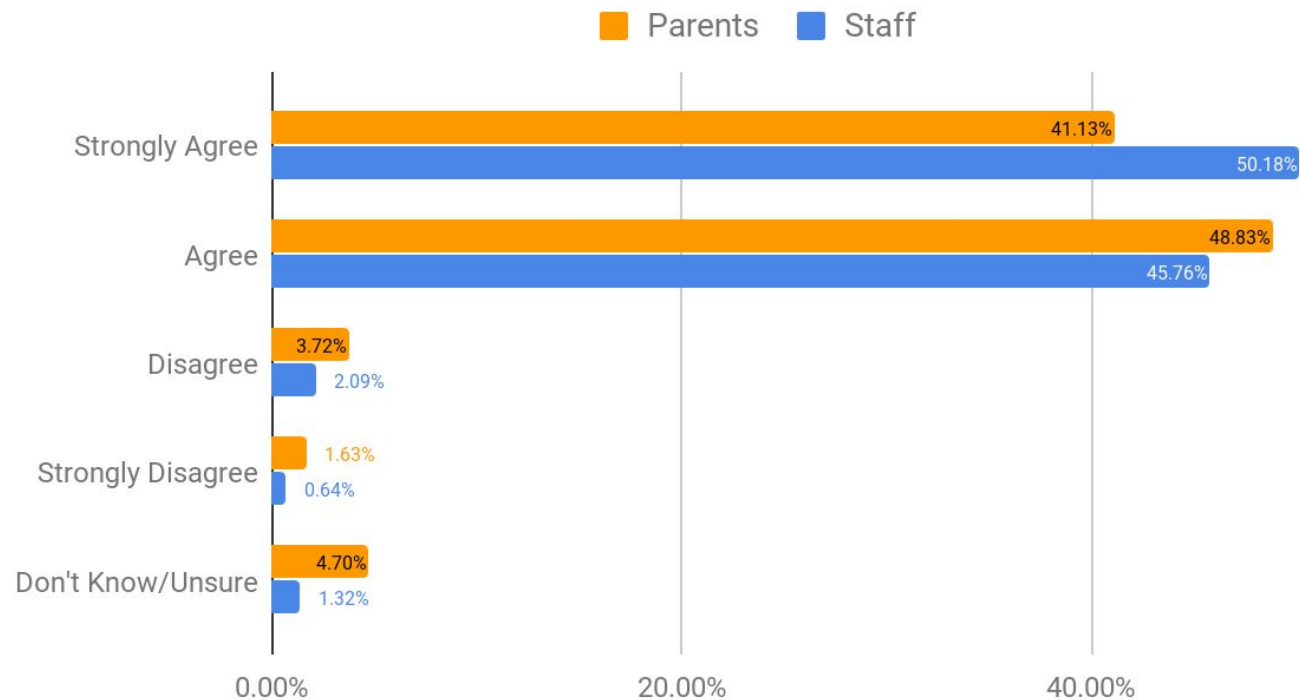
Q35. In general, staff at my child's school demonstrate equity (Parents, n=3,873)

Q83. In general, staff in my school/central department demonstrate equity (Staff, n=5,444)



INTEGRITY

Q37. In general, staff at my child's school demonstrate integrity (Parents, n=3,873)
Q85. In general, staff in my school/central department demonstrate integrity (Staff, n=5,444)



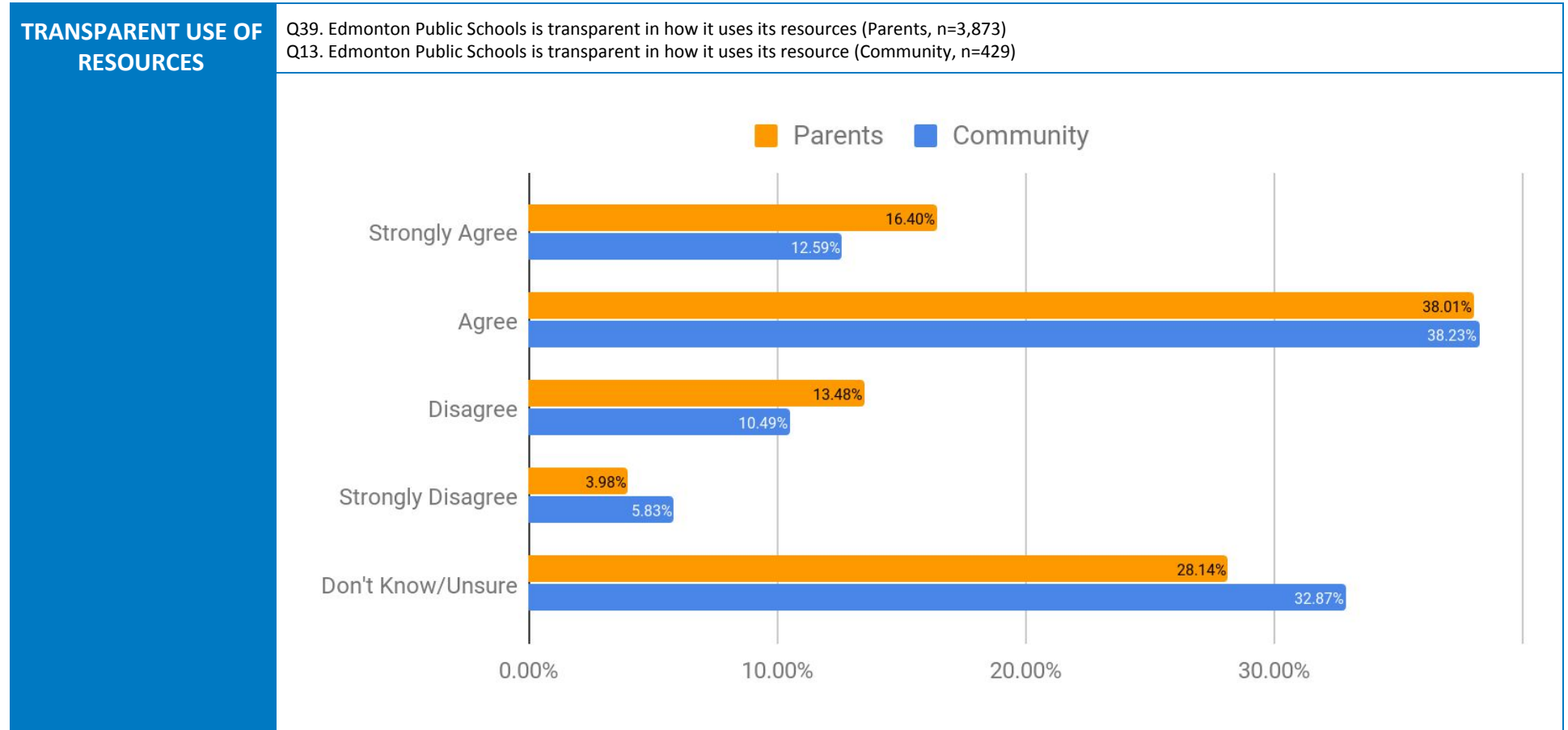
Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q81. In general, staff at my school or central department demonstrate collaboration with other schools or central departments (n=5,444)	39.40%	51.32%	4.17%	0.48%	4.63%
	90.72%		4.65%		

THEME: ACCOUNTABILITY AND EXCELLENCE

Responses to Comparable Questions by Audience



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	SA	A	D	SD	DK
Q40. There are adequate supports in place at my child’s school to help them be successful in their education (n=3873)	28.94%	48.64%	11.31%	3.54%	7.57%
	77.59%		14.85%		

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q15. Edmonton Public Schools' financial information is easily accessible (n=429)	8.39%	26.81%	11.89%	4.90%	48.02%
	35.20%		16.78%		

STAFF

QUESTION	SA	A	D	SD	DK
Q87. I have the resources and supports I need to do my job effectively (n=5,444)	36.04%	53.01%	8.95%	1.25%	0.75%
	89.05%		10.19%		
Q88. My school or central department operates as efficiently as possible within its allocated resources (n=5,444)	39.42%	49.39%	4.63%	0.55%	6.01%
	88.81%		5.18%		
Q89. There is alignment between school, catchment and central work (n=5,279) <i>*Note: Respondents who selected N/A were not counted in the responses.</i>	18.32%	53.76%	7.18%	1.19%	19.55%
	72.08%		8.37%		
Q90. My school or central department uses research and evidence to inform school or central department planning and decision making (n=5,444)	37.05%	47.30%	2.77%	0.62%	12.25%
	84.35%		3.40%		
Q91. Edmonton Public Schools operates as efficiently as possible within its allocated resources (n=5,444)	27.35%	51.34%	6.50%	0.88%	13.92%
	78.69%		7.38%		
Q92. Edmonton Public Schools uses research and evidence to inform District planning and decision making (n=5,444)	30.75%	49.85%	2.31%	0.55%	16.53%
	80.60%		2.87%		
Q93. Edmonton Public Schools demonstrates transparency in its planning and decision making (n=5,444)	26.52%	51.86%	5.79%	1.34%	14.49%
	78.38%		7.13%		

THEME: STAFF ENGAGEMENT

**No to Comparable Questions by Audience*

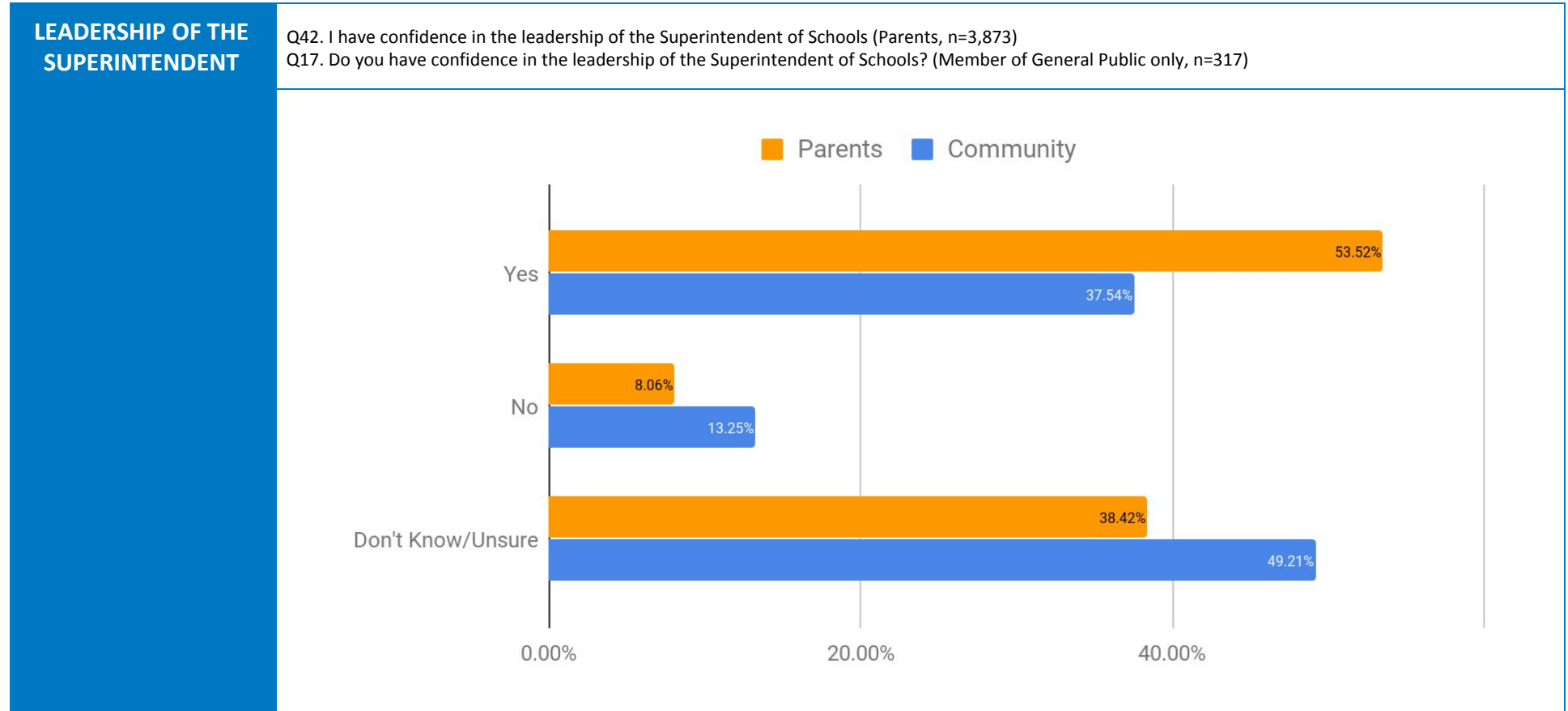
Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q94. Edmonton Public Schools is a great place to work (n=5,444)	52.15%	43.98%	2.00%	0.24%	1.63%
	96.12%		2.24%		
Q97. There is open and honest communication between myself and my direct supervisor(s, n=5,444)	56.08%	33.54%	6.06%	2.39%	1.93%
	89.62%		8.45%		
Q98. There is open and honest communication between myself and my colleagues (n=5,444)	55.05%	40.32%	3.32%	0.55%	0.75%
	95.37%		3.88%		
Q99. My work responsibilities are fair and reasonable (n=5,444)	36.81%	51.38%	8.47%	1.34%	2.00%
	88.19%		9.81%		
Q101. My work is valued (n=5,444)	46.80%	43.19%	5.25%	1.62%	3.14%
	89.99%		6.87%		
Q102. I have opportunities to provide input into decisions that affect my work (n=5,444)	41.97%	47.72%	7.15%	1.62%	1.54%
	89.70%		8.76%		
		YES		NO	
Q103. I am aware of the goals outlined in my school or central department plan (n=5,444)	92.93%		7.07%		
Q104. I have had opportunities to provide input into my school or central department plan (n=5,444)	81.69%		18.31%		
Q105. I am aware of what my school/central department is doing to achieve the goals in my school or central department plan (n=5,444)	89.11%		10.89%		
Q106. I understand how my work contributes to my school or central department plan (n=5,444)	92.08%		7.92%		

THEME: DISTRICT LEADERSHIP

Responses to Comparable Questions by Audience



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	SA	A	D	SD	DK
Q41. I have confidence in the leadership of my child's principal (n=3,873)	43.02%	35.35%	6.27%	5.29%	10.07%
	78.36%		11.57%		

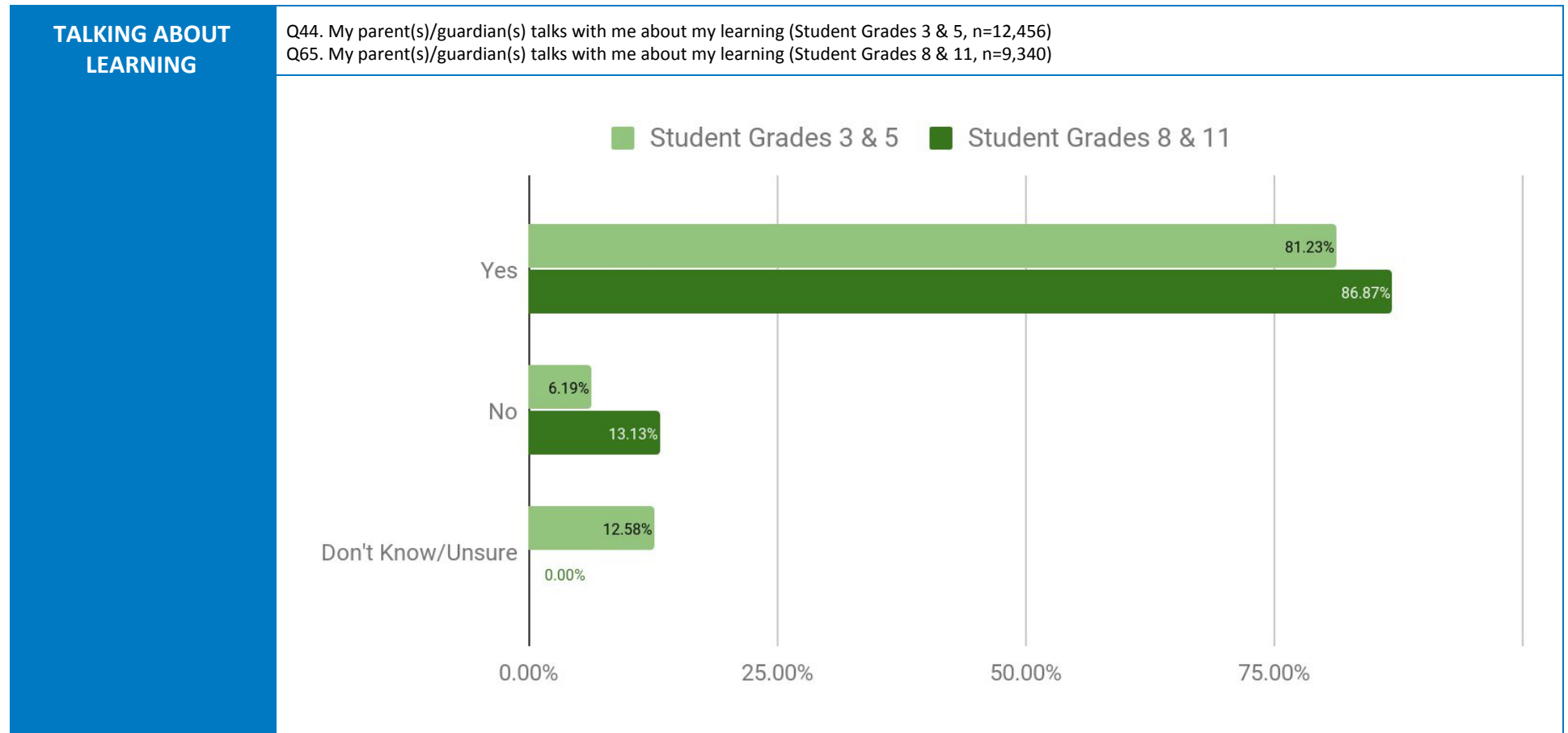
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL ONE: Parents as partners

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

THEME: PARENTAL ENGAGEMENT AND INVOLVEMENT

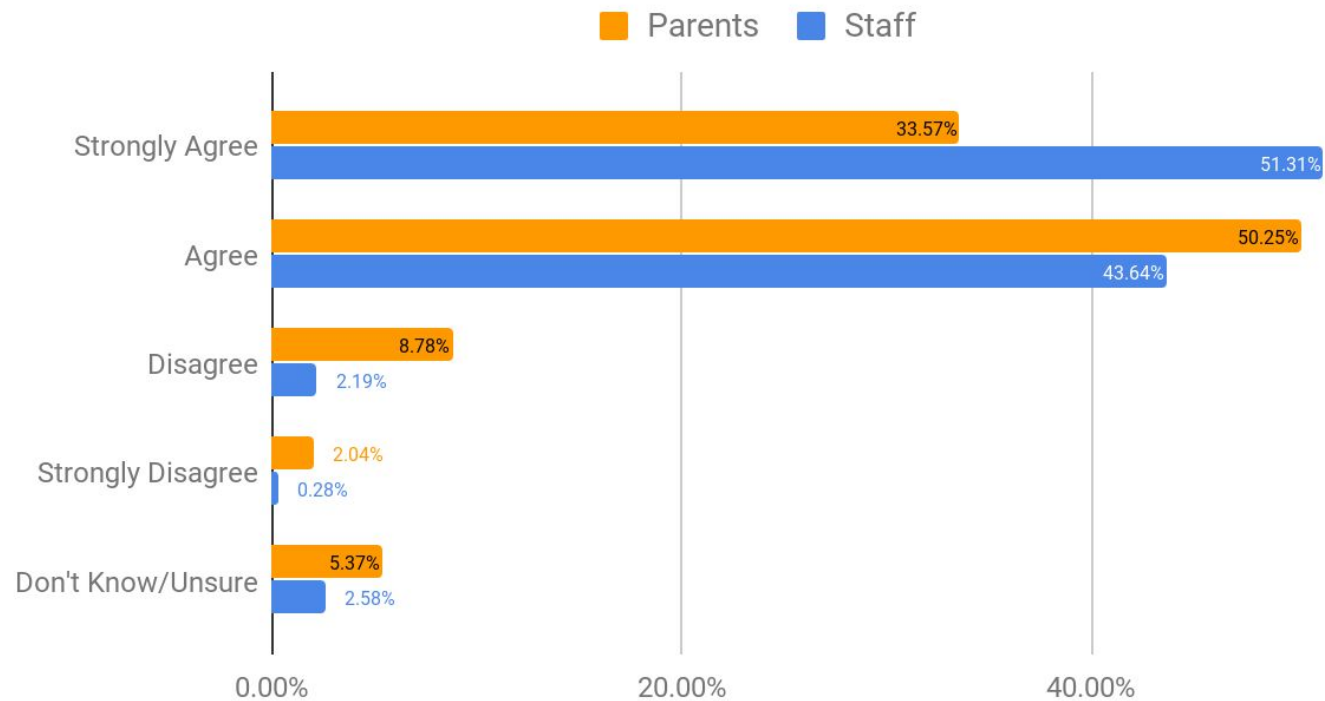
Responses to Comparable Questions by Audience



OPPORTUNITIES TO BE INVOLVED

Q43. I am aware of opportunities to be involved in my child's education (Parents, n=3,873)

Q107. My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T&L Staff Only, n=4,338)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

QUESTION	YES	NO	UNSURE
Q43. I get help from my parent(s)/guardian(s) with my school work (n=12,456)	81.53%	9.82%	8.65%

PARENTS

QUESTION	SA	A	D	SD	DK
Q45. The information I receive about my child's learning at school helps me to support my child (n=3,873)	35.24%	46.89%	11.93%	3.05%	2.89%
Q44. This year I have had the opportunity to be involved in my child's education by: (Select all that apply, n=3,873)	MULTIPLE RESPONSE - one or more options selected per response				
Monitoring homework	75.08%				
Volunteering in my child's classroom and/or school	47.22%				
Attending school events	71.62%				
Attending school-parent/guardian council meetings	37.85%				
Attending parent/guardian-teacher conferences	77.43%				
Other (Please explain)	9.14%				
Q47. Do you feel part of a team with the teacher and other staff working on the Individualized Program Plan (IPP) with your child? (Parents indicating their child has an IPP only, n=612)	YES	NO	UNSURE		
	72.39%	27.61%	0.00%		

THEME: HOME/SCHOOL COMMUNICATION**Responses to Non-Comparable Questions by Audience****PARENTS**

QUESTION	SA	A	D	SD	DK
Q48. I have adequate opportunities to communicate with my child's teacher(s) (n=3,873)	40.80%	46.58%	8.08%	2.22%	2.32%
	87.37%		10.30%		
Q50. I am comfortable contacting my child's school about an issue or concern with my child’s educational experience (n=3,873)	49.42%	39.09%	6.53%	2.66%	2.30%
	88.51%		9.19%		
Q51. My child's academic progress is communicated to me in an ongoing and timely manner (n=3,873)	31.55%	50.19%	12.91%	3.54%	1.81%
	81.75%		16.45%		
Q52. How do you prefer to get information about your child's learning? (Select all that apply, n=3,873)	MULTIPLE RESPONSE - one or more options selected per response				
Progress reports	88.17%				
Interim reports	60.86%				
Parent/guardian-teacher conferences	74.62%				
IPP conferences	12.91%				
Home communication book/notes	54.89%				
Emails with teacher(s)	71.83%				
Phone calls with teacher(s)	26.21%				
Other (Please explain)	11.77%				

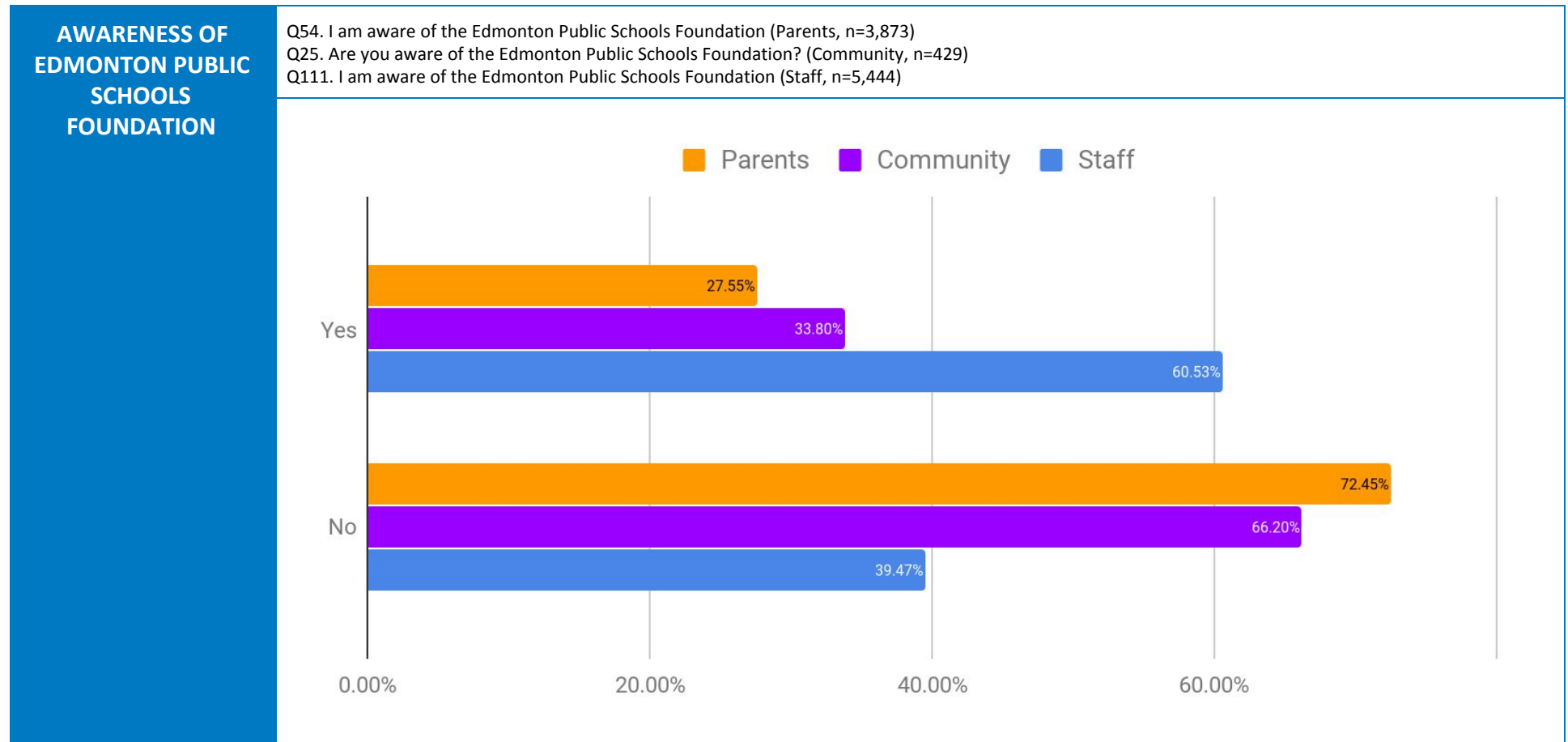
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

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.

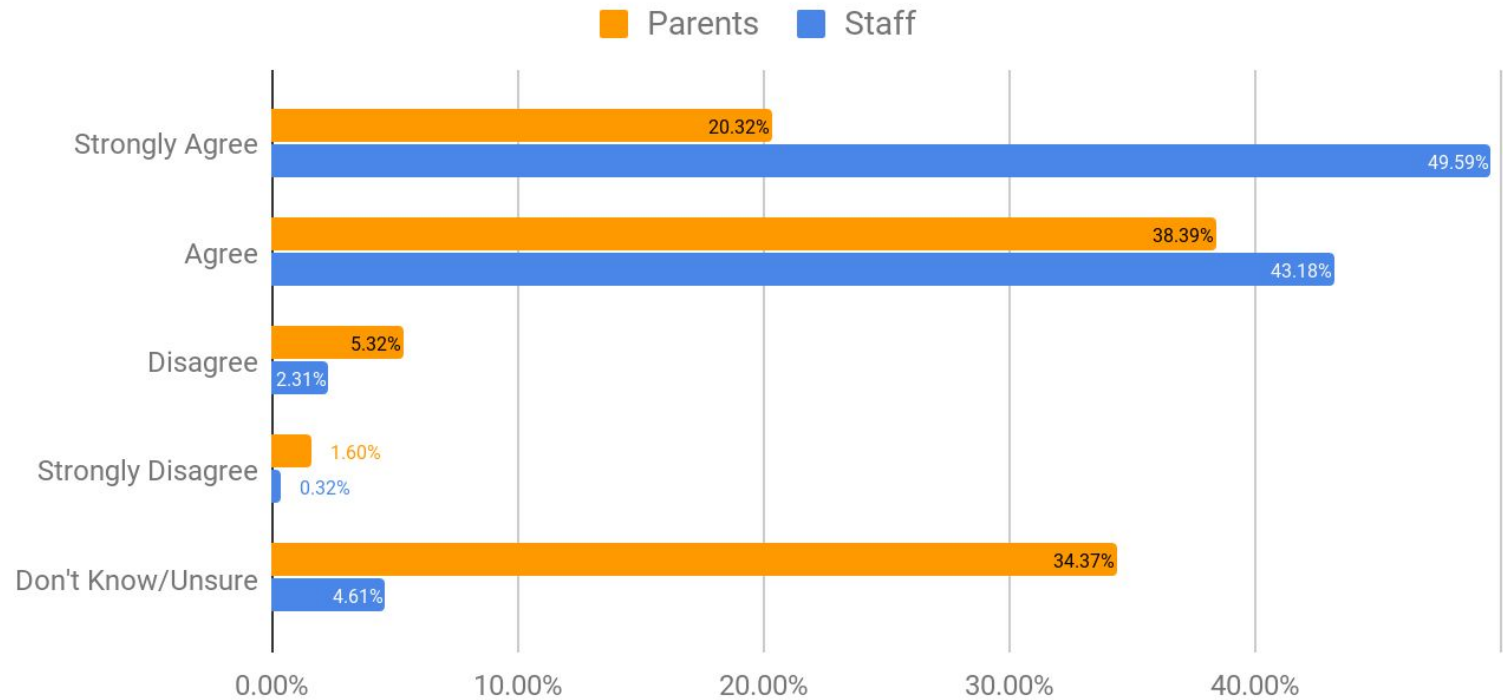
THEME: PARTNERSHIPS

Responses to Comparable Questions by Audience



**PARTNERSHIPS FOR
STUDENT SUCCESS**

Q53. My child's school has community partnerships that support student success (Parents, n=3,873)
Q108. My school has partnerships that support student success (T&L Staff Only, n=4,338)



Responses to Non-Comparable Questions by Audience

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q18. I have a positive working relationship with the staff at this school (Member of an Organization only, n=96)	66.67%	25.00%	5.21%	0.00%	3.13%
	91.67%		5.21%		
Q19. There are effective decision making processes between myself and school staff (Member of an Organization only, n=96)	51.04%	34.38%	9.38%	0.00%	5.21%
	85.42%		9.38%		
Q20. There is effective communication between myself and school staff (Member of an Organization only, n=96)	57.29%	32.29%	8.33%	0.00%	2.08%
	89.58%		8.33%		
Q22. My organization has a positive working relationship with Edmonton Public Schools (CEO/Executive Director/Leader of an Organization only, n=16)	81.25%	18.75%	0.00%	0.00%	0.00%
	100.00%		0.00%		
Q23. It is easy for my organization to connect with individuals/departments in Edmonton Public Schools (CEO/Executive Director/Leader of an Organization only, n=16)	37.50%	50.00%	12.50%	0.00%	0.00%
	87.50%		12.50%		

STAFF

QUESTION	SA	A	D	SD	DK
Q109. My school has partnerships that provide access to supports and services for students with challenging circumstances (T&L Staff Only, n=4,338)	47.28%	42.58%	4.40%	0.95%	4.79%
	89.86%		5.35%		
Q110. Edmonton Public Schools has partnerships that support student success (n=5,444)	39.40%	52.17%	2.02%	0.31%	6.10%
	91.57%		2.33%		

PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL THREE: Engaged and effective governance

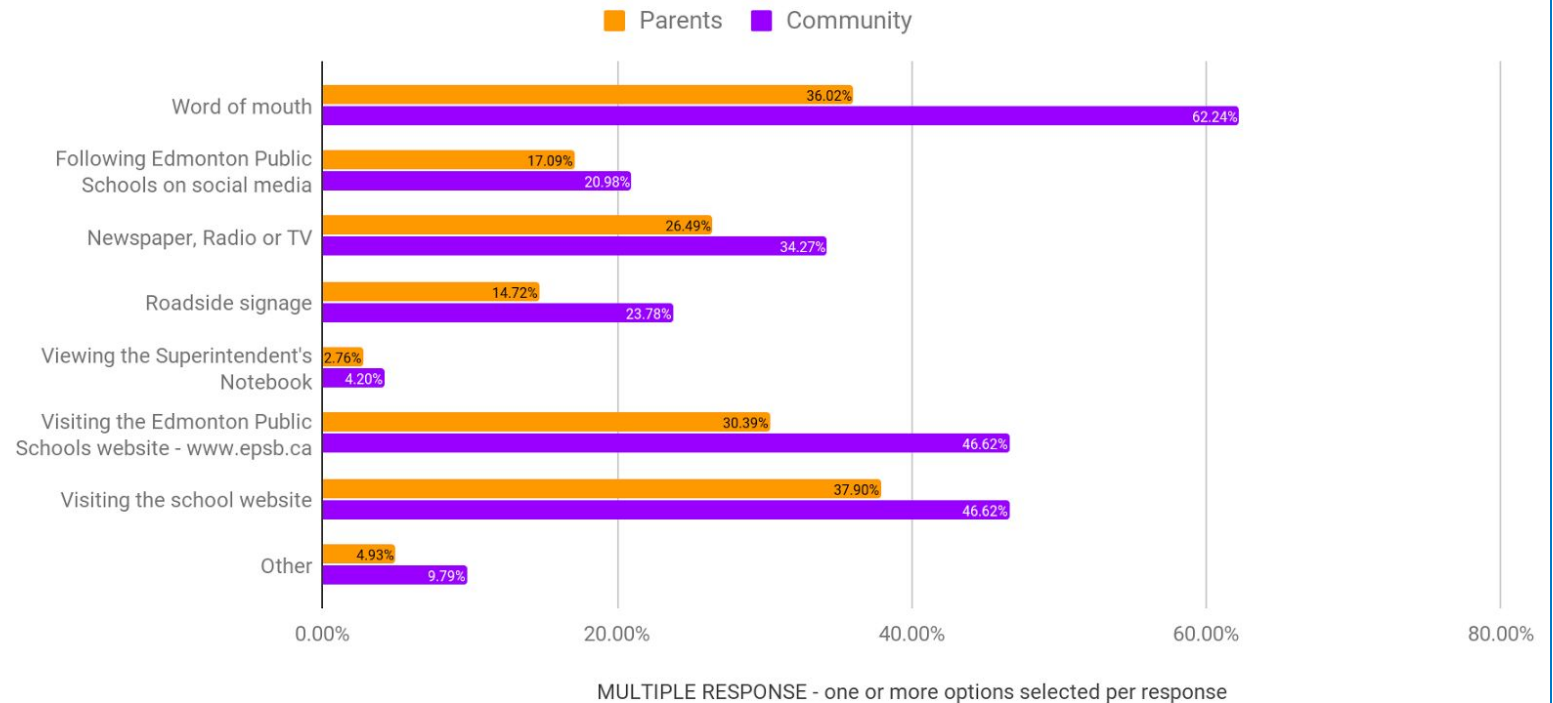
OUTCOME: The District is committed to ongoing communication, participation and engagement that enhances public education.

THEME: DISTRICT COMMUNICATION

Responses to Comparable Questions by Audience

BEING INFORMED ABOUT EPSB

Q55. Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=3,873)
Q26. Select the ways you find information about Edmonton Public Schools (Select all that apply) (Community, n=429)



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q55. Select the ways you keep informed about Edmonton Public Schools (Select all that apply, n=3,873)* *Note - These are options in Q55 that were not presented in Q26 for community and therefore can not be compared in the graph above.	
Conversations with your child	83.01%
Speaking with other parent(s)/guardian(s)	62.77%
Emails from your child's teacher(s)	48.59%
SchoolZone	92.43%

COMMUNITY

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q26. Select the ways you find information about Edmonton Public Schools: (Select all that apply)? (n=429)* *Note - This option in Q26 was not presented in Q55 for parents and therefore can not be compared in the graph above.	
Conversations with current Edmonton Public Schools' staff, students or their families	73.66%

QUESTION	SA	A	D	SD	DK
Q50. Edmonton Public Schools uses feedback from parents/guardians, students, and the broader community to improve services to students and communities (n=429)	16.08%	42.19%	12.59%	6.06%	23.08%
	58.28%		18.65%		

THEME: COMMUNITY INVOLVEMENT**Responses to Non-Comparable Questions by Audience****PARENTS**

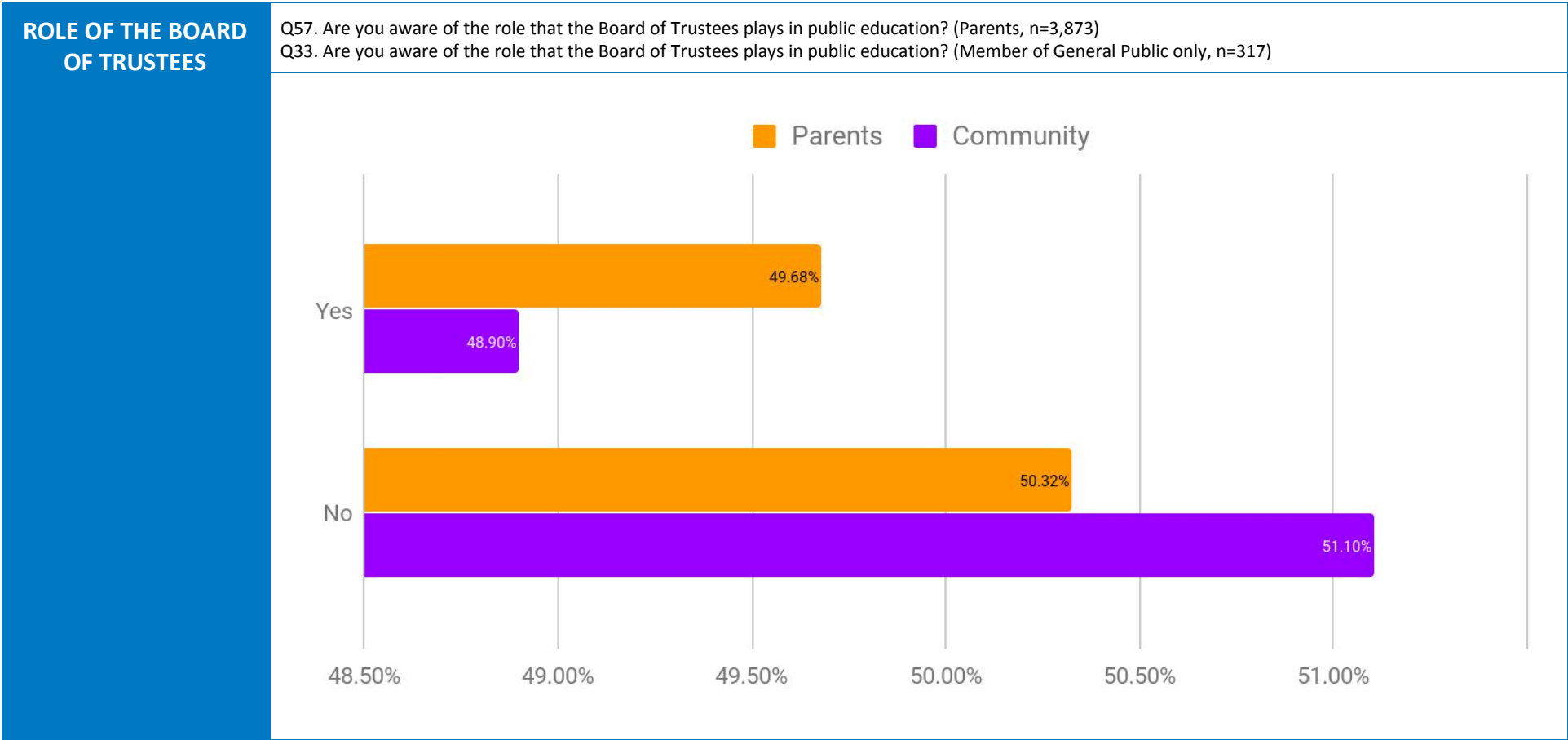
QUESTION	SA	A	D	SD	DK
Q56. Staff in my child's school build trusting positive relationships within the school community (n=3,873)	33.80%	46.27%	4.26%	1.60%	14.07%
	80.07%		5.86%		

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q27. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: (n=429)					
Perceived positively by the community	24.01%	60.84%	8.16%	2.80%	4.20%
	84.85%		10.96%		
Actively involved in the community	24.01%	46.15%	15.85%	3.03%	10.96%
	70.16%		18.88%		
Q29. Based on your experience and knowledge of your neighbourhood school's principal, to what extent do you agree or disagree that the principal is: (Member of General Public only, n=317)					
A leader in the community	16.09%	27.76%	16.40%	5.99%	33.75%
	43.85%		22.40%		

THEME: GENERATIVE GOVERNANCE

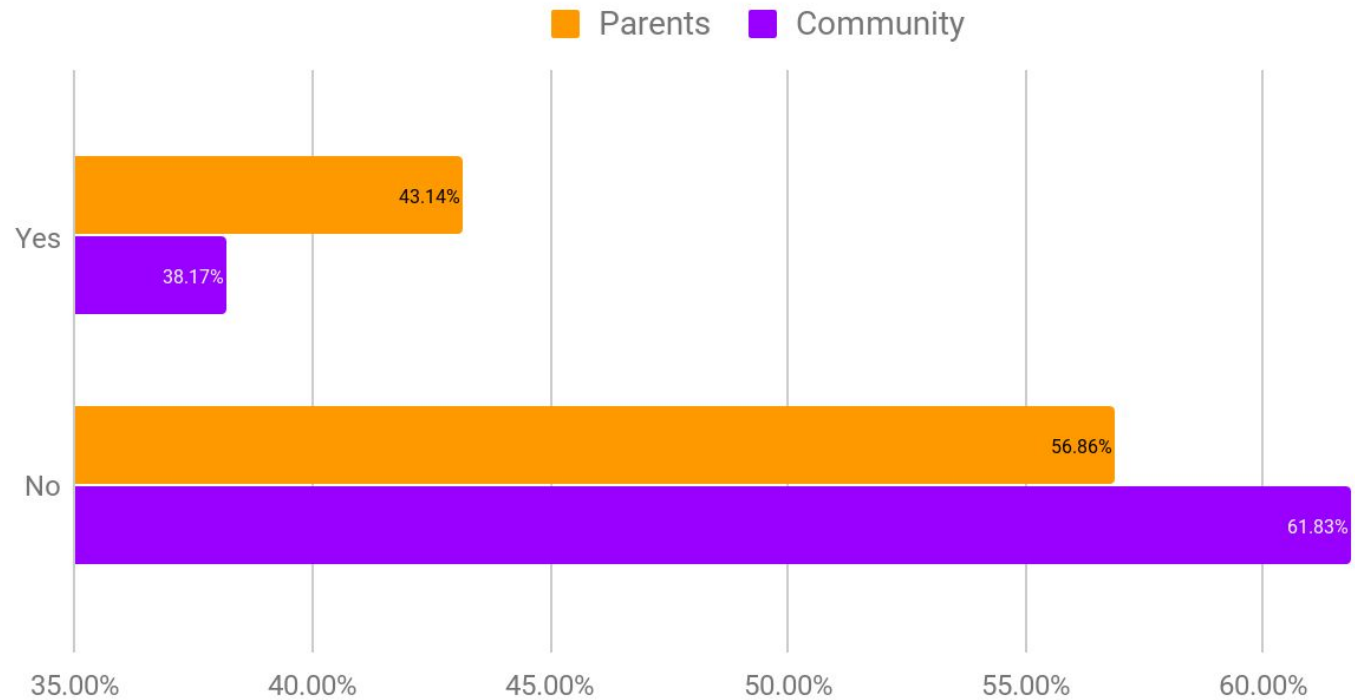
Responses to Comparable Questions by Audience



KNOWLEDGE OF SCHOOL TRUSTEE

Q58. Do you know who the Edmonton Public School Trustee is for your child's school? (Parents, n=3,873)

Q34. Do you know who the Trustee is for the Edmonton Public School closest to where you currently live? (Member of General Public only, n=317)

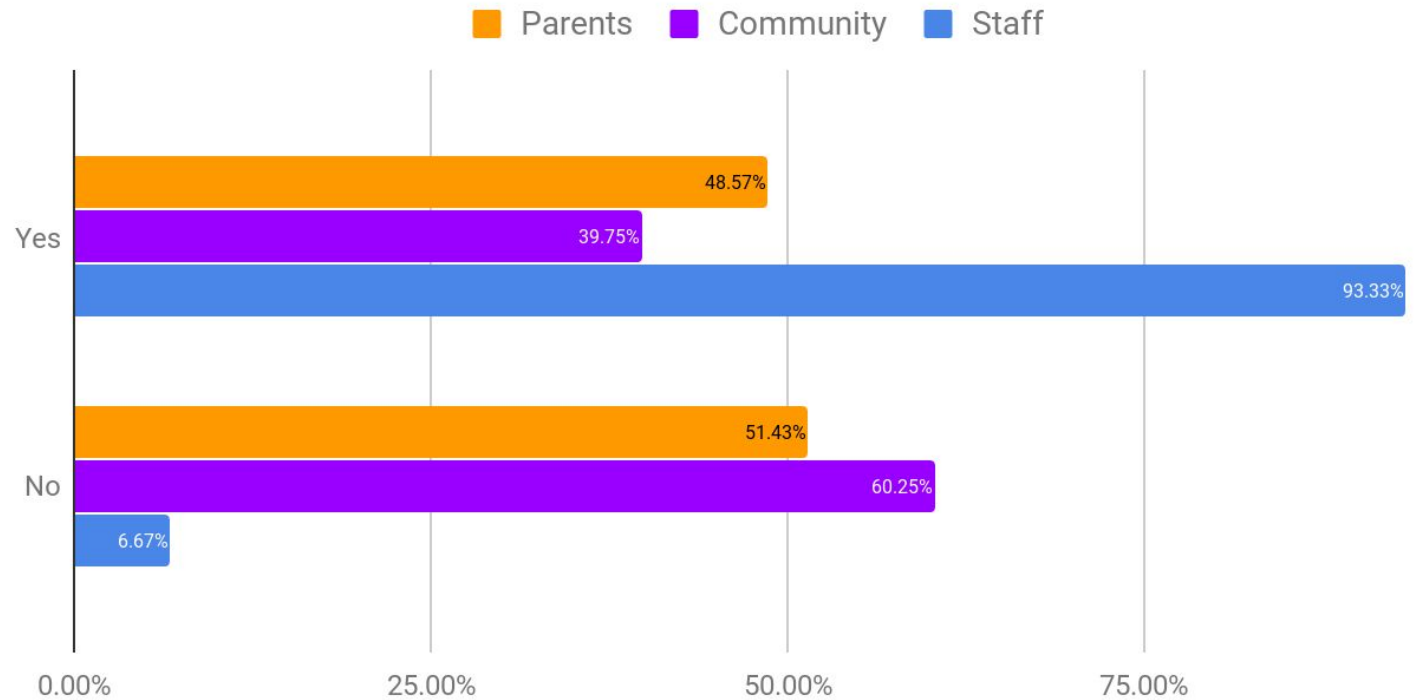


**AWARENESS OF EPSB
STRATEGIC PLAN**

Q64. I am aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan (Parents, n=3,873)

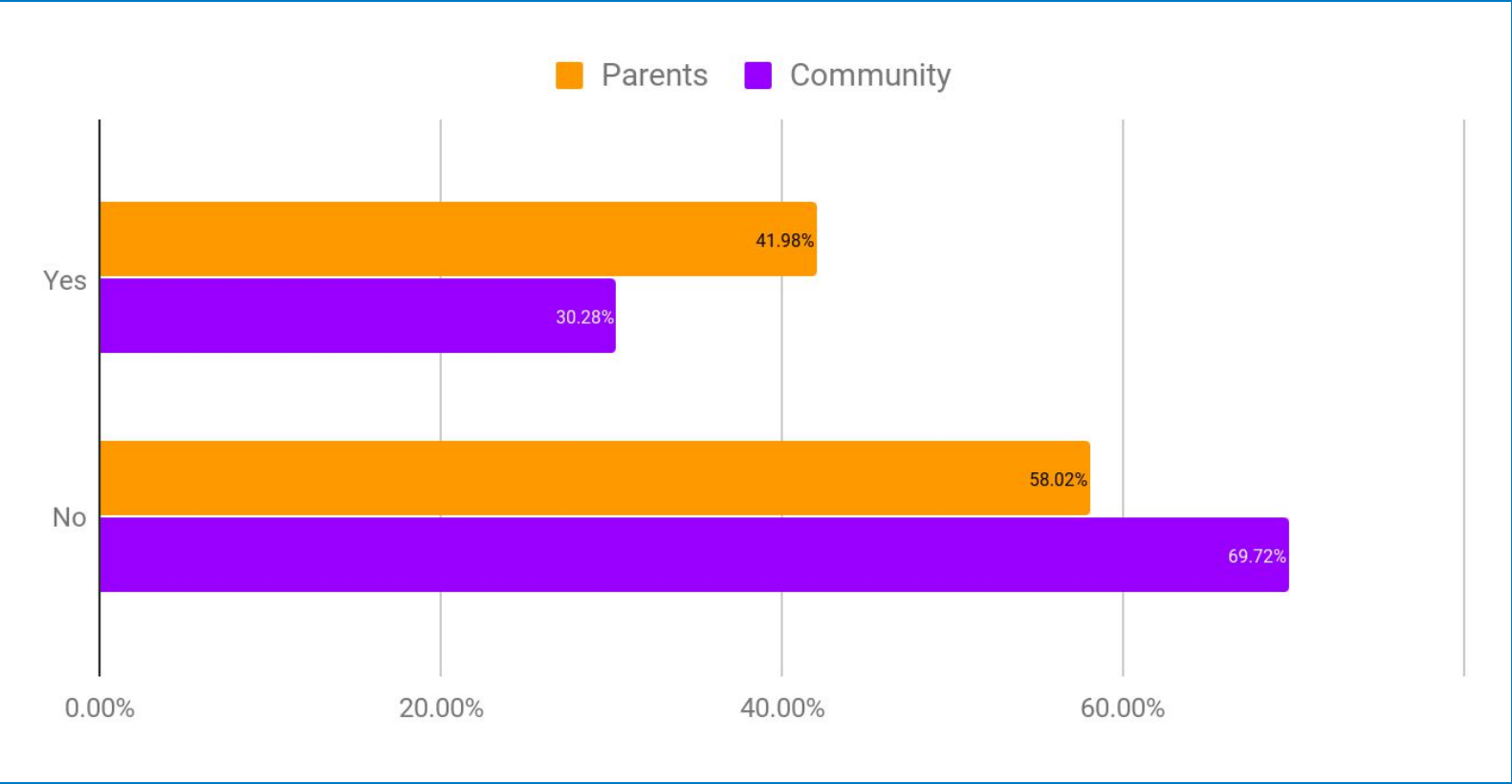
Q35. Are you aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan? (Member of General Public only, n=317)

Q113. I am aware of the Priorities and Goals outlined in the District Strategic Plan (Staff, n=5,444)



**AWARENESS OF EPSB
STRATEGIES IN
SUPPORT OF THE
STRATEGIC PLAN**

Q65. I am aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan (Parents, n=3,873)
Q36. Are you aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan? (Member of General Public only, n=317)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 8 & 11

QUESTION	YES	NO
Q66. I am aware of the role of the Student Senate (n=9,340)	45.27%	54.73%
Q67. I am aware of how to bring forward an idea/issue to my Student Senate representative (n=9,340)	40.39%	59.61%

STAFF

QUESTION	YES	NO
Q112. I am aware of the District's Vision and Mission (n=5,444)	96.75%	3.25%
Q114. I am aware of how my work contributes to the achievement of the goals and outcomes of the District Strategic Plan (n=5,444)	94.01%	5.99%

QUESTION	SA	A	D	SD	DK
Decisions made by the following support the success and well being of students: (n=5,444)					
Q115. My direct supervisor	58.96%	34.55%	2.70%	1.21%	2.57%
	93.52%		3.91%		
Q116. Superintendent of Schools	47.69%	45.32%	1.63%	0.42%	4.94%
	93.00%		2.06%		
Q117. Board of Trustees	29.10%	54.59%	3.05%	0.59%	12.67%
	83.69%		3.64%		
Decisions made by the following support the success and well being of staff: (n=5,444)					
Q118. My direct supervisor	53.14%	36.70%	4.90%	2.35%	2.90%
	89.84%		7.26%		
Q119. Superintendent of Schools	36.59%	51.63%	3.75%	0.94%	7.09%
	88.23%		4.68%		
Q120. Board of Trustees	23.09%	53.58%	5.73%	1.14%	16.46%
	76.67%		6.87%		

COMMUNITY

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q32. Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply, n=429)	
Feedback survey	76.69%
Phone	17.25%
Email	46.39%
Social media	19.11%
Trustees	12.12%
School principals	33.80%
Edmonton Public Schools website	32.63%
In person	33.57%
Other (Please explain)	3.73%

PARENTS

QUESTION	SA	A	D	SD	DK
Q62. I have had opportunities to provide input into the School Plan of my child's school (n=3,873)	12.42%	30.96%	19.42%	5.73%	31.47%
	43.38%		25.15%		
QUESTION	YES			NO	
Q59. Have you contacted your child's school Trustee about an issue or concern? (n=3873)	8.68%			91.32%	
Q60. Did the Trustee explain the process to get your concern addressed? (n=262) <i>*74 respondents who chose yes in Q.59 opted not to respond.</i>	69.47%			30.53%	
Q61. I am aware of the goals outlined in the School Plan of my child's school (n=3,873)	58.25%			41.75%	
Q63. I am aware of what my child's school is doing to achieve the goals in its School Plan (n=3,873)	53.14%			46.86%	

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update – Priority 3, Goal Three: Governance and Engagement

ORIGINATOR: Nancy Petersen, Director, Strategic District Supports

RESOURCE STAFF: Carolyn Baker, Sonia Boctor, Lisa Boston, Sherelyn Caderma, Greg McInulty, Karen Mills, Amit Sansanwal

REFERENCE: District Strategic Plan

ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District's Strategic Plan for Priority 3, Goal Three – Governance and Engagement (Attachment 1). The report provides an overview of the District's governance efforts, a summary of 2017 District Feedback Survey data that relates to governance efforts and identifies opportunities for next steps.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priorities with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent, and District staff. The Strategic Plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability. In 2015 the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes on the 2014–2018 Strategic Plan, which reflects provincial educational priorities while being responsive to local priorities.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30. The 3YEP/AERR reports on results from the previous school year and highlights the District's strategies to advance its strategic priorities over the next three years. With the flexibility afforded through the Assurance Pilot, the District has established an Assurance and Public Board Reporting Cycle in support of completing the 3YEP/AERR. This cycle was developed to achieve the following outcomes:

- Establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions.
- Use evidence to inform programming decisions that promote success for all students.
- Support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting.
- Interpret and report on results in a manner that demonstrates assurance and transparency.

With these outcomes in mind, beginning in the 2016–2017 school year, reporting shifted from a single omnibus report of all results to presentation of high level overviews and an analysis of results for various District Strategic Plan goals and outcomes at public Board meetings throughout the year. Not only does this reporting cycle support the completion of the 3YEP/AERR, it enables meaningful dialogue on results and strategies moving forward.

KEY POINTS

Attachment 1 provides the Board of Trustees with an update of the District's Strategic Plan for Priority 3, Goal Three—Governance and Engagement.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update for Priority 3, Goal Three – Governance and Engagement.

SC:sc

Strategic Plan Update: Governance and Engagement Priority 3, Goal Three

Priority:

Communication, Engagement, and Partnerships

Goal:

Engaged and Effective Governance

Outcome:

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

Introduction

The District is committed to engaged and effective governance, knowing that sound governance is a key means to fostering success for every student.

Governance can be defined as the set of responsibilities and practices exercised by the Board of Trustees, the Superintendent and District Leaders intended to:

- provide strategic direction.
- ensure that objectives are achieved.
- ascertain that risk is managed appropriately.
- verify that the District's resources are used responsibly.

The purpose of this report is to provide an update on what the District has recently been doing to advance engaged and effective governance. The report begins with a high level overview of the structure and function of governance at Edmonton Public Schools and background related to the development and implementation of the District Strategic Plan. Next is a summary of key accomplishments that directly support the District's governance efforts. This is followed by an evidence-based look at the District's governance and engagement model, using the 2017 District Feedback Survey results. The final section of the document contains opportunities for next steps.

Edmonton Public Schools Governance

The Government of Alberta uses the *School Act* to delegate a portion of responsibility for education to locally elected school boards. At Edmonton Public Schools, the Board of Trustees is composed of nine elected members. The Board appoints the Superintendent of Schools, who carries out duties assigned by the Board. The Superintendent's oversight includes responsibility for all District schools and school programs, approximately 98,000 students, central supports and operations, and a staff of over 8,000 full-time equivalents across the organization.

The Board of Trustees' leadership to the District is focused in three areas:

- **Fiduciary** (legal) responsibilities as identified in the *School Act*, provincial regulations, and pertinent legislation.
- **Generative** direction through engaging the community and increasing public education's profile as a community resource.
- **Strategic** vision through setting future direction and long-term planning of the District and making high level decisions about resources, programs, and services.

The Board operates using a policy governance model. As such, its leadership is brought to life through:

- The establishment of the District's strategic direction.
- The use of advocacy and engagement as a means to support communication between the Board of Trustees and levels of government, educational stakeholders and constituents.
- Development and review of policy.

- The establishment of Trustee subcommittees to support targeted areas of work. Currently there are four standing committees:
 - Committee of the Whole (audit)
 - Governance and Evaluation Committee
 - Infrastructure Committee
 - Policy Review Committee

Each committee has a work plan supported by the Board as a whole, and consults with and reports to the entire Board around decisions and key actions.

The Board's work to establish the Vision, Mission and Priorities included the articulation of the District's cornerstone values: accountability, collaboration, equity and integrity. The Board strives to ensure that all actions and decisions of the District reflect the spirit of these values:

- **Accountability** - *We are transparent about and taking responsibility for our actions, decisions, policies and results.*
- **Collaboration** - *We work together to achieve goals, solve problems and overcome challenges.*
- **Equity** - *We strive to meet the needs of all students.*
- **Integrity** - *We follow through on our commitments and treat people with kindness and respect.*

District Strategic Plan

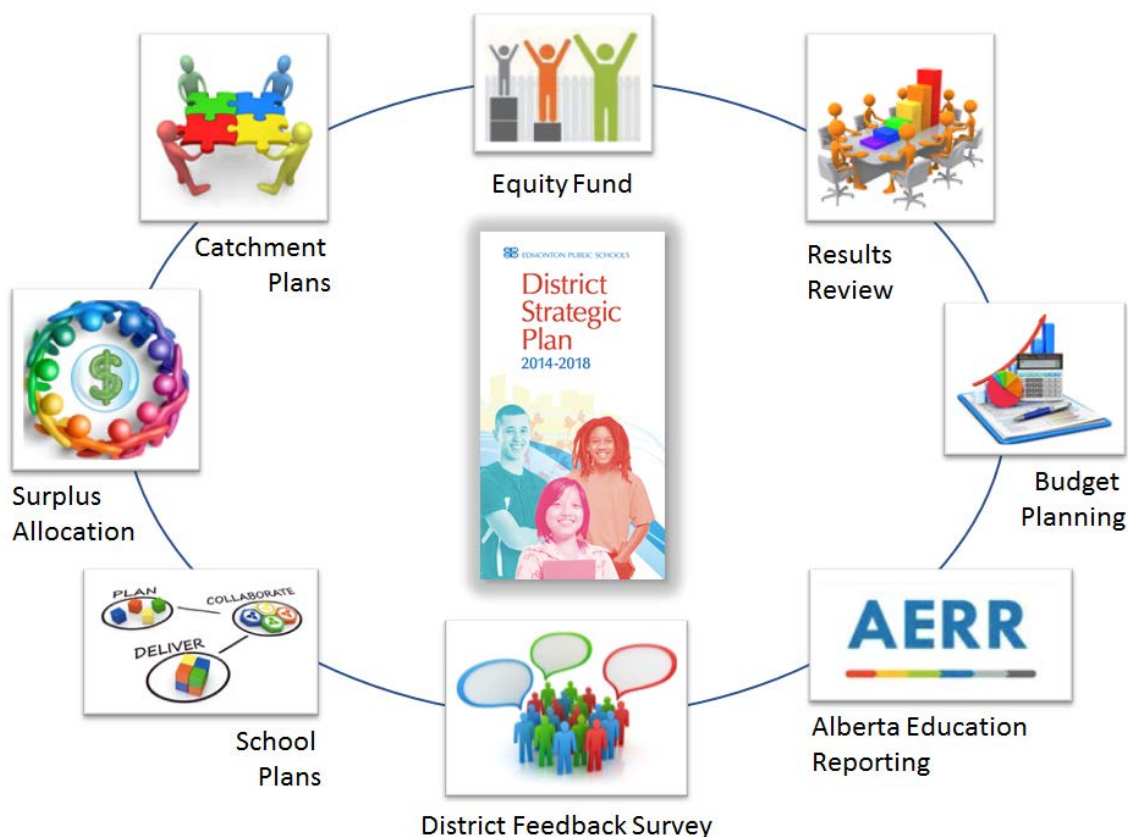
At the heart of District governance is Edmonton Public Schools' Vision, Mission, Values, Cornerstone Values, Priorities and accompanying Goals and Outcomes, known collectively as the District Strategic Plan. These elements come together to form the strategic framework that informs decision making, the annual planning and reporting cycle, and allocation of District resources. Forming the foundation of decision making within the District, the District Strategic Plan 2014-2018 is a living document embedded within the organization's culture.

The Board's work to support the establishment of the Vision, Mission, Values and 2014-2018 District Priorities occurred at the start of their four-year term. This strategic framework was developed following an extensive environmental scan, review of District data, and consultations with staff, students, parents and community, as well as reflecting alignment with our accountability and mandate under the *School Act* and Alberta Education.

A strength of the current strategic framework is the fact that it is jointly shared between the Board of Trustees and District administration. Administration worked alongside the Board to develop ten goals in support of the District Priorities. This shared ownership and accountability to one plan has served as a foundation in progressing the District's efforts towards all students thriving on their Kindergarten to Grade 12 learning journey.

Over the past four years, several deliberate steps have been taken to support the plan genuinely becoming a living document within the District:

- To foster awareness and familiarity with the Strategic Plan and District Priorities, framed copies were provided to all schools and central decision units for display. As well, the plan was made into a brochure and highlighted on the District's website.
- To promote consistency and alignment to the Strategic Plan, all District planning and reporting processes were revised to reflect alignment to the plan. Through the flexibility of the Alberta Education Assurance Pilot, the 2014-2015 and 2015-2016 Annual Education Results Reports (AERs) have been written to reflect the structure of our District Strategic Plan, resulting in a reporting process that more accurately reflects the local conditions of our District and students.
- To enable the Board of Trustees and administration to monitor progress towards the plan, work was done to develop a District Feedback Survey to serve as a source of data directly correlated to the Strategic Plan. As well, an internal dashboard was built as a tool to support ease of access to key data, consistency in presentation of data and data alignment to the Strategic Plan.
- To ensure responsible use of public funds, all District processes supporting the allocation of educational dollars have been deliberately designed to demonstrate alignment to the District Strategic Plan.



Planning, budgeting, and reporting are all aligned to the District Strategic Plan to accelerate progress toward its goals.

This comprehensive plan has served to set direction and at the same time has enabled the District to be innovative and responsive in the implementation of many key initiatives or areas of focus in support of student success. Examples of this flexibility and nimbleness include:

- **Career Pathways:** Career Pathways is fostering an approach to teaching and learning that enables our students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school. The success and progress to date reflects the shared commitment between the District and the various community stakeholders from across the five career pathways who are invested in the positive futures of young Albertans.
- **First Nations, Métis, and Inuit Education:** The District strives to support and enhance the educational experience and achievement of our First Nations, Métis, and Inuit students. The Board and the Superintendent have acknowledged the importance of this work happening through the intention and spirit of Reconciliation and have identified work to eliminate the achievement gap between First Nations, Métis, and Inuit students and other students as a priority focus for the District.
- **Early Years Pilot:** The Early Years Pilot brought together the District's work and learnings around the delivery of Early Education and Early Learning programs. Through the pilot a more equitable, accessible, flexible and financially sustainable approach to pre-Kindergarten programming emerged. This new approach will see pre-Kindergarten programming in 31 District schools for September 2017. This work was done in collaboration with various community stakeholders and included the perspective of parent voice.
- **New Curriculum:** As Alberta Education moves forward in its efforts to develop new curriculum across six subject areas, the Board has encouraged the District to be progressive and a provincial leader in the work required to support an initiative of this scope and complexity.

Key Initiatives and Strategy in Support of District Governance

The following is a high level summary of key initiatives and strategic action taken on by the Board and District administration that supports healthy organizational governance and demonstrates how governance moves forward the District's progress towards achieving the goals and outcomes of the Strategic Plan:

Student Senate: The Board of Trustees values the voice and perspective of all stakeholders in public education. In an effort to support increased inclusion of student voice in the work of the Board, the Student Trustee pilot was initiated in 2014.

- November 2014, the first Student Trustee in the province of Alberta was sworn in at Public Board;
- The pilot showed that the task of providing a representation of student voice on all issues was very onerous for one individual. Therefore, a group of District students was tasked by the Board to explore, develop and bring forward an alternate model of student voice for consideration and approval. The Board approved the implementation of a Student Senate model in spring of 2016.
- The Student Senate model was implemented for the 2016-2017 school year; evaluation of the model indicated it was a viable structure to support meaningful student voice between the Board and District students and to promote student governance within the education system.

Board Policy: As stated in Board Policy CH.BP: Framework For Policy Development and Review, the Board uses policy to articulate *a statement of intent, belief, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.*

- The Board of Trustees consulted on five policies in the 2016-2017 school year:
 - ACB.BP National Anthem and Flag
 - AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 - FBD.PB Designated Holidays
 - HG.BP Student Behaviour and Conduct
 - IJA.BP Electioneering and Politically Motivated Communications

These consultations resulted in more than 1,700 completed responses providing feedback to the development of the various policies. Four of these policies were adopted by the Board within the 2016-2017 operational year. HG.BP Student Behaviour and Conduct is being presented at the public Board meeting on September 12, 2017, for third reading.

Responsible Stewardship of District resources: The Board of Trustees is responsible for ensuring effective and efficient stewardship of District financial resources and assets. The following actions have been taken by the Board of Trustees to reflect strategic or deliberate decision-making regarding the most effective use of District resources.

- Establishment of the Equity Fund. The budget allocation model at Edmonton Public Schools is designed to distribute our provincial funding across schools and central decision units fairly and equitably with the ultimate goal of providing the best educational experience for our students. The model is based on a formula that addresses the intended purpose of how funds are allocated from the province, including several line items that reflect a per student approach to the distribution of funds. This approach supports a method of distribution that reflects the number and composition of students at each school and when applied within the intention of site-based decision making enables the ability for individual schools to make decisions around the use of District funds that are in the best interest of the students they serve. The District values the strengths of this approach to the distribution of resources, however, acknowledges that there will be circumstances that arise that are beyond the capacity of a school's financial resources. To address this reality, the Equity Fund was established in 2014-2015 to help bridge the gap inherent in the budget allocation system by providing resources through equity fund holdback dollars to schools that encounter emergent needs related to supporting the success of their students.
- Approval of central initiatives supported by access to surplus dollars. To support equity among central administrative units, the Board has approved a plan for the past two years whereby central units pool any surplus dollars at the end of a budget cycle. Any unit may then apply for funding for an initiative that supports student success. Allocations are recommended by an all-unit administrative team and presented to the Board for approval.
- Approval of District technology and infrastructure plans.

- The technology plan included the initial central purchase of hardware and equipment to get schools to an equitable level. Central purchasing resulted in greater discounts due to the higher volume.
- The infrastructure investment framework uses operating surplus funds to address inequities around the physical state of the District's school sites. These expenses include repairs and maintenance costs that do not qualify as capital expenditures, and that have typically had to be covered through a school's own budget.
- The Board has supported administration in shared efforts to find a reasonable balance between funds expended and the retaining of a healthy operating surplus.

Reporting: Reporting is a critical component of an effective governance model. The District believes in accountability and transparency, and has several mechanisms with which results are reported to the Board of Trustees and Alberta Education, and made public for sharing with our educational stakeholders and the broader community.

- The Annual Education Results Report (AERR) and the Three-Year Education Plan are reported to Alberta Education annually each fall. This reporting structure provides the District with the opportunity to report on our results, identify strategies and articulate plans to support improved student learning.
- In 2015, the District became a participant in Alberta Education's Assurance Pilot Project. Through the flexibility of the pilot, the AERR has been written to reflect progress towards the goals and outcomes of our District Strategic Plan. This flexibility and focus supports the streamlining of planning and reporting processes and promotes a strengthened awareness of the District's strategic direction.
- Schools and central decision units report on their individual progress through the annual Results Review process. This long standing reporting process enables Trustees to have a dialogue with schools and central decision units about results achieved and plans for the future. To move toward our common purpose, schools and central units identify goals that align with the District's Strategic Plan priorities.
- Alignment and accountability towards the District Strategic Plan extends to the work of catchments as well. Annually, catchments plan and report upon their collaborative work together as it supports student success and progress towards the District's strategic direction. The catchment structure enables schools to monitor their progress and have an evidence-based perspective to their work that extends beyond the context of their individual student cohort. Catchment reporting and planning is a foundation to a shared professional responsibility for growth and improvement.
- Strategic Plan Update reports were introduced in 2016-2017 to provide additional information and analysis on what the District has done to advance its Strategic Plan. The update reports also provide the opportunity for meaningful engagement between the Board of Trustees and District Administration. These reports often highlight the work of schools and bring staff and student voice directly into the dialogue between the Board and administration.
- To bolster transparent and effective reporting, there has been a deliberate effort to build capacity and culture around evidence-based decision-making and ensure narratives are supported by data.

Engagement: Another critical component of an effective governance model is the use of engagement. Communication between the District and those who have a stake in our decisions and actions is critical. It identifies the meaningful ways in which everyone can play a role in student achievement. Both the Board of Trustees and District administration value stakeholder engagement and hold themselves accountable by seeking input prior to action. The following are recent examples of how the District has used engagement to inform understanding, awareness and key decision making.

- District Infrastructure has engaged across several Edmonton communities in their work to address the challenges inherent to aging infrastructure and declining student populations typical of mature communities. This work has seen the District engage a community or group of communities in a conversation around the future of schools in their neighbourhoods. Community participation in this work has been positive and the opportunity to provide feedback early in this process has been well received.
 - Both the Ivor Dent replacement school and Highlands School modernization projects are examples of how community engagement can help to inform key infrastructure decisions. Public engagement has also informed infrastructure priorities in the Britannia, Rosslyn and Westlawn clusters and further work is anticipated across additional mature communities in the coming years.
 - To support community participation in initiatives of this nature, consideration was to be given to the supports that would enable stakeholders to participate in a meaningful manner; this included consideration to translation support, the provision of food or childcare services.
- Teachers are a critical voice in a thriving public education system. The Teacher Collaboration Committee (TCC) was created to provide the Superintendent with the opportunity to engage in a direct dialogue with representatives of the District's teaching professionals. Since being established in the 2015-2016 school year, the TCC has discussed classroom complexity, mental health, strategies to support the success of English Language Learners, literacy, Student Learner Assessments (SLAs), and Assessment and Evaluation. In total approximately 360 teachers participated in these conversations.
- As part of the District's commitment to ongoing engagement and to serve as a source of feedback from staff, parents, students and community members, a District Feedback Survey has been developed. The survey is intended to be implemented annually, has been designed to align with the District Strategic Plan and serves as one source of data to help inform the District how it is doing. The 2016-2017 survey results serve as a baseline for future comparison data.
- Maintaining open and collaborative relationships with staff group representatives is a priority for the District. Ongoing opportunities for dialogue include joint committees, liaison meetings, and our working together meetings. These structures allow us to identify and engage in conversation, idea generation, and problem solving around both emergent issues and long-term opportunities.
- The Board of Trustees engages with stakeholders when developing and reviewing policies. Administration has recently leveraged social media to enhance awareness of the opportunity to provide feedback on a draft policy. This has resulted in a significant increase in the number of people providing feedback. This feedback informs final policy direction.

Governance Assessment

This section provides feedback from the 2017 District Feedback Survey on areas of governance and engagement within the District. The results have been grouped by themes and reflect the voice of District staff, parents, students in Grades 3, 5, 8 and 11 and community members.

The number of respondents that answered each question are identified in the “n=” column and the stakeholder voice for each question is identified in parenthesis at the end of the question stem.

It is important to note that the District Feedback Survey is only one source of data used to monitor governance. The annual Board of Trustees’ self-evaluation and Superintendent of Schools Evaluation also provide feedback in this area.

Fiduciary Leadership

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
Resources				
Edmonton Public Schools operates as efficiently as possible within its allocated resources <i>[staff]</i>	5,444	78.7%	7.4%	13.9%
Edmonton Public Schools is transparent in how it uses its resources <i>[parents]</i>	3,873	54.4%	17.5%	28.1%
Edmonton Public Schools is transparent in how it uses its resources <i>[community]</i>	429	50.8%	16.3%	32.9%
Edmonton Public Schools’ financial information is easily accessible <i>[community]</i>	429	35.2%	16.8%	48.0%

Generative Leadership

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
Perception of Schools in the Community				
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are perceived positively by the community <i>[community]</i>	429	84.9%	11.0%	4.2%
Involvement of Schools in the Community				
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are actively involved in the community <i>[community]</i>	429	70.2%	18.9%	11.0%
Partnerships that Support Staff				
Edmonton Public Schools has partnerships that support student success	5,444	91.6%	2.3%	6.1%

Strategic Leadership

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
Awareness of District Strategic Plan				
I am aware of the District's Vision and Mission <i>[staff]</i>	5,444	96.8%	3.3%	n/a
I am aware of the Priorities and Goals outlined in the District's Strategic Plan <i>[staff]</i>	5,444	93.3%	6.7%	n/a
I am aware of how my work contributes to the achievement of the goals and outcomes of the District Strategic Plan <i>[staff]</i>	5,444	94.0%	6.0/%	n/a
Are you aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan? <i>[general public]</i>	317	39.8%	60.3%	n/a

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
I am aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan <i>[parents]</i>	3,873	48.6%	51.4%	n/a
I am aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan? <i>[parents]</i>	3,873	42.0%	58.0%	n/a
Are you aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan? <i>[members of the general public]</i>	317	30.3%	69.7%	n/a
Board of Trustees Decision-Making				
Decisions made by the Board of Trustees support the success and well-being of students <i>[staff]</i>	5,444	83.7%	3.6%	12.7%
Decisions made by the Board of Trustees support the success and well-being of staff <i>[staff]</i>	5,444	76.7%	6.9%	16.5%
Superintendent Decision-Making				
Decisions made by the Superintendent of Schools support the success and well-being of students <i>[staff]</i>	5,444	93.0%	2.1%	4.9%
Decisions made by the Superintendent of Schools support the success and well-being of staff <i>[staff]</i>	5,444	88.2%	4.7%	7.1%
Transparency				
Edmonton Public Schools is transparent in its planning and decision-making <i>[staff]</i>	5,444	78.4%	7.1%	14.5%

Student Senate

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
I am aware of the role of the Student Senate <i>[students, Grades 8]</i>	5,480	46.1%	53.9%	n/a
I am aware of the role of the Student Senate <i>[students, Grades 11]</i>	3,860	44.1%	55.9%	n/a
I am aware of how to bring forward an idea/issue to my Student Senate representative <i>[students, Grades 8]</i>	5,480	41.7%	58.3%	n/a
I am aware of how to bring forward an idea/issue to my Student Senate representative <i>[students, Grades 11]</i>	3,860	38.6%	61.4%	n/a

General Questions

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
Awareness of the Board of Trustee				
Are you aware of the role that the Board of Trustees plays in public education <i>[parent]</i>	3,873	49.7%	50.3%	n/a
Are you aware of the role that the Board of Trustees plays in public education <i>[members of the general public]</i>	317	48.9%	51.1%	n/a
Do you know who the Edmonton Public School Trustee is for your child's school <i>[parents]</i>	3,873	43.1%	56.9%	n/a
Do you know who the Trustee is for Edmonton Public School closest to where you currently live <i>[members of general public]</i>	317	38.2%	61.8%	n/a
Contact with the Board of Trustees				
Have you contacted your child's school Trustee about an issue or concern <i>[parents]</i>	3,873	8.7%	91.3%	n/a
Did the Trustee explain the process to get your concern addressed <i>[parents]</i>	262	69.5%	30.5%	n/a

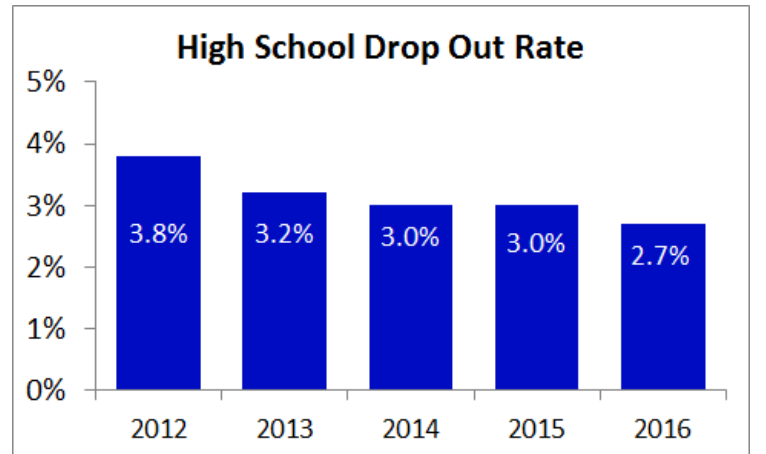
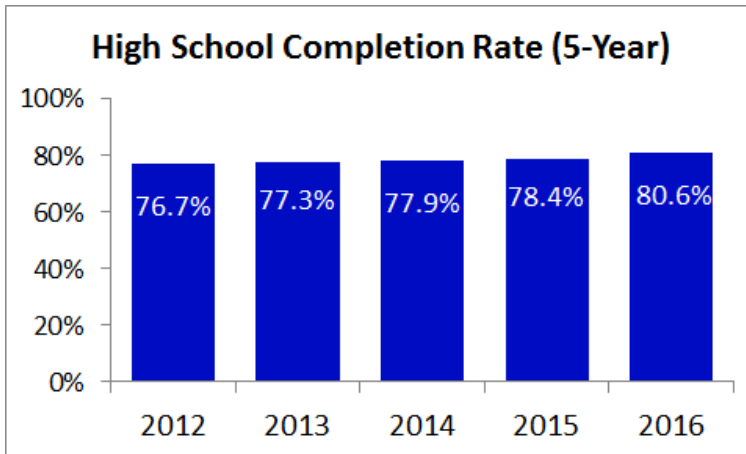
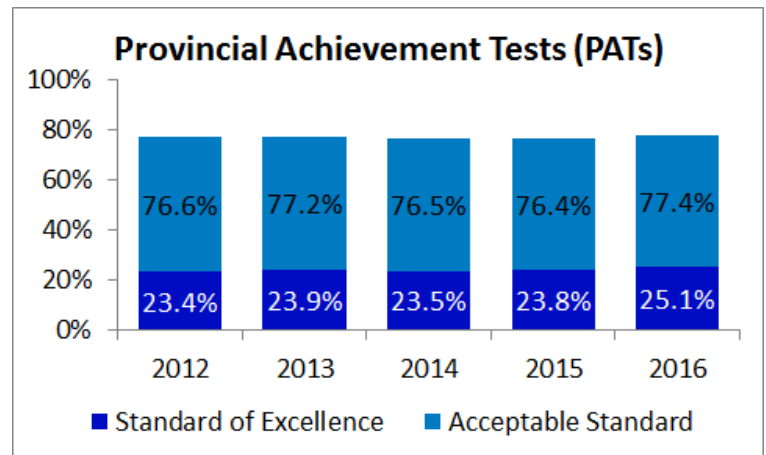
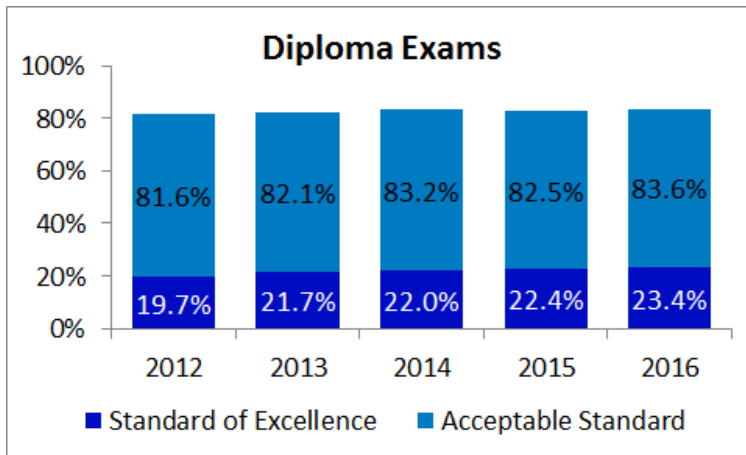
The District has a number of ways it shares information. The chart below reflects various ways in which parents and partners stay informed about Edmonton Public Schools based on responses from District Feedback Survey participants.

Ways to be informed of EPSB	Parents (n=3,873)	Community (n=429)
School website	37.9% (1 st)	46.6% (3 rd)
Word of mouth	36.0% (2 nd)	62.2% (1 st)
EPSB website	30.4% (3 rd)	46.6% (2 nd)
Newspaper, radio, TV	26.5% (4 th)	34.3% (4 th)
Social Media	17.1% (5 th)	21.0% (6 th)
Roadside signage	14.7% (6 th)	23.8% (5 th)
Other	4.9% (7 th)	9.8% (7 th)
Superintendent's Notebook	2.8% (8 th)	4.2% (8 th)

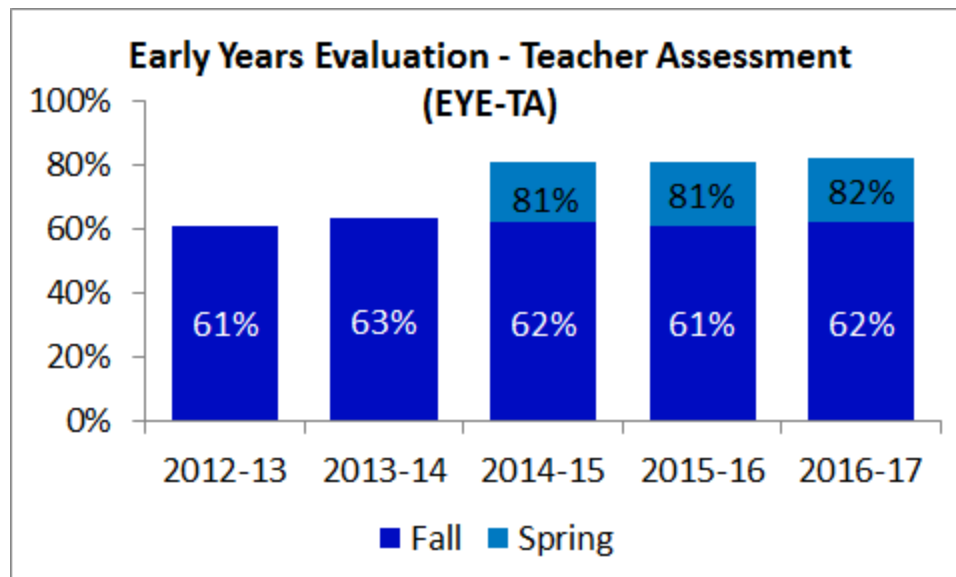
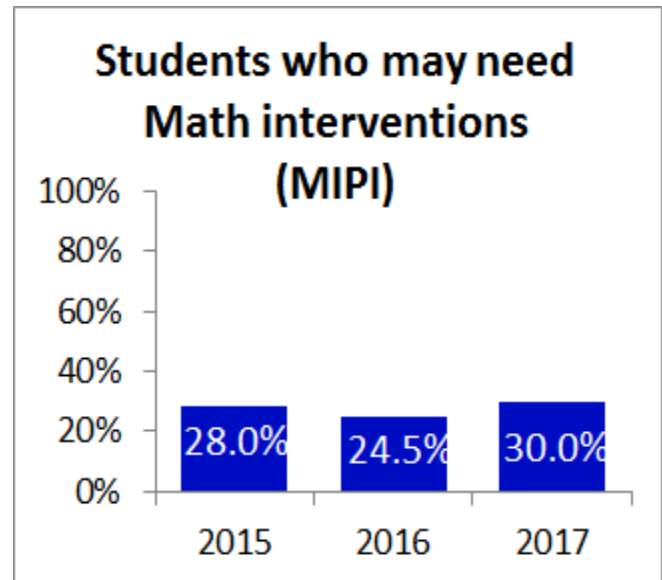
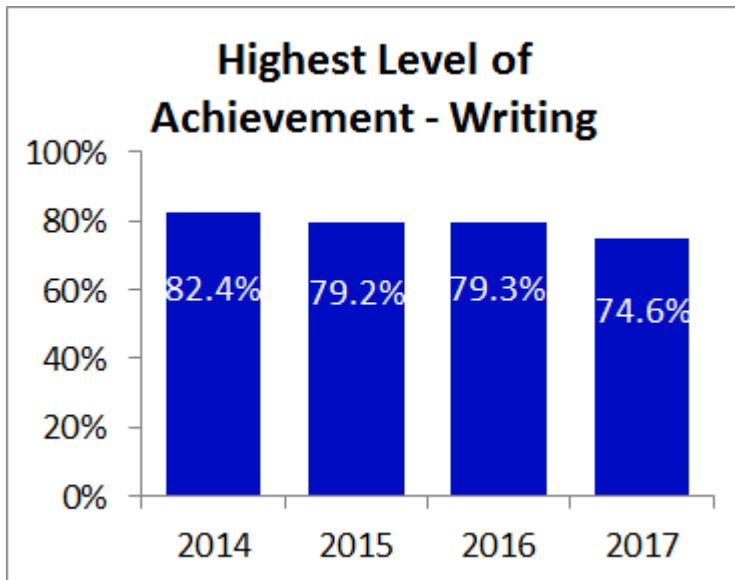
Student Outcomes

Sound governance is a means of fostering the success of every student. The charts below show how well District students are performing in several key areas. The improving results were achieved in the context of a growing student population that is increasingly diverse. From September 2013 to September 2016:

- District enrolment increased 10.6 per cent (from 86,427 to 95,632 students).
- The number of English Language Learners increased 27.7 per cent (from 18,411 to 23,503 students).
- The number of First Nations, Metis, and Inuit students increased 10.4 per cent (from 7,591 to 8,375 students).
- The number of students requiring specialized services increased 8.3 per cent (from 11,035 to 11,953 students).



*Note: The District's Diploma Exams, Provincial Achievement Tests, High School Completion Rate, and High School Drop Out Rate are taken from Alberta Education's Accountability Pillar Results for 3-Year Education Plans, May 2017.



****Note:** The EYE-TA post assessment (spring results) began in the 2014-2015 school year. As such, spring results are not available for the 2012-2013 and 2013-2014 school years.

Next Steps

In the spirit of continuous improvement, the following opportunities exist to build upon the current foundation of District governance:

1. Build upon the success of recent engagement efforts to continue to foster transparent and trusting relationships between the District and our various stakeholders. This would enhance awareness of public education and be intended to strengthen confidence in the District's efforts to support success and academic achievement for all students.
2. Map the alignment of current Board Policies to the Priorities and Goals of the District Strategic Plan. This would serve as the first step towards a more strategic mechanism to measure policy impact against the strategic direction of the District.
3. Continue to examine and revise District reporting and planning processes to reflect effective, efficient and evidence-based approaches. This would serve to inform decision-making in support of progress towards the District Strategic Plan.

References

Edmonton Public Schools. 2017. Trustees' Handbook: 2013-2017. Retrieved from <https://www.epsb.ca/media/epsb/ourdistrict/policies/TrusteesHandbook-June2017.pdf>

Government of Alberta. 2017. Province of Alberta: *School Act*. Retrieved from: <http://www.qp.alberta.ca/documents/Acts/s03.pdf>.

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE STAFF: Mrinalini Mella

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

Ms. Megan Campbell passed away on July 26, 2017, at the age of 27 years. Ms. Campbell was hired to the District as a Bennett Centre instructor in 2013. She served as a supply teacher in the various District schools, then in positions at Thorncliffe, Julia Kiniski, Florence Hallock, and Horse Hills schools. She is survived by her parents, Cathy and James Campbell, her twin sister, Courtney, and brothers, David and Colin. A celebration of her life was held on Friday, August 25, 2017.

Ms. Carla Josephs passed away on June 22, 2017, at the age of 63 years. Ms. Josephs was hired to the District as teacher in 1988. She taught at Eastwood, Queen Mary, Spruce Avenue and Mount Royal schools. Ms. Josephs was on leave of absence at the time of her passing. She is survived by her mother, Johanna, and her brother, Lothar. There will be no funeral service.

Ms. Cheryl Yaremchuk passed away on June 15, 2017, at the age of 58 years. Ms. Yaremchuk was hired to the District as a temporary maintenance worker in June 1997, and became permanent staff in 1998. She has worked with Facilities Maintenance until January 2017, when she took a leave of absence. Ms. Yaremchuk was on a leave of absence at time of her passing. She is survived by her children, Chase, Josh, Jody and Carla. A memorial service was held on June 29, 2017.

AA:mm

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2017 Municipal Election Board Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [School Act](#) Sections 61, 65(2), 65(3), 67(1)

ISSUE

At the conclusion of the September 12, 2017, Board meeting, the Board of Trustees will recess until the October 24, 2017 organizational Board meeting at 2:00 p.m. The Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during this special recess.

BACKGROUND

The first recommendation provides for the calling of special board meetings during the municipal election recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 61 of the *School Act*.

RELATED FACTS

The delegation of authority is effective September 12, 2017, following the last official meeting of the Board.

RECOMMENDATION

1. That in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special board meetings during the 2017 municipal election Board recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That, in accordance with Section 61(1) of the *School Act*, effective September 12, 2017, delegation of authority to the Superintendent of Schools to make decisions during the 2017 municipal election Board recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the October 24, 2017, public board meeting.

CONSIDERATIONS and ANALYSIS

Should a special board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

KM:sj