




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, January 23, 2018
2:00 p.m.

Board Meeting #04

- 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 #03 – December 19, 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, January 22, 2018, to speak under this item.)
- H. Reports:
 - 2. Third Party Panel Study of Operational Services of School Jurisdictions (Information)
 - 3. Edmonton Student Transportation Authority (ESTA) (Recommendation)
 - 4. Policy Review Committee Annual Work Plan for 2017-2018 (Recommendation)
 - 5. Governance and Evaluation Committee Annual Work Plan for 2017-2018 (Recommendation)
 - 6. Possible Locally Developed Course (Response to Request for Information #004)
 - 7. Career Pathways for the Trades (Response to Request for Information #005)
 - 8. French Immersion Programming Within Edmonton Public Schools (Response to Request for Information #007)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion

AGENDA

**BOARD OF
TRUSTEES**

Michelle Draper
Board Chair

Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

L. Meeting Dates

M. Adjournment

MINUTE BOOK**Board Meeting #03**

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, December 19, 2017 at 2:00 p.m.

Present:**Trustees**

Trustee Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

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.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

A. O Canada 

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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 December 19, 2017, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair reported that she, Trustee Ip and Dr. Parker met with the Minister of Infrastructure on Tuesday, December 12, 2017. She said they spoke about the growth the District is experiencing and thanked the Minister for the recent high school announcement. The Board Chair said they also discussed the pressing need for another high school and the need for an increase in funding to address the District’s deferred maintenance as well as the benefit of having predictable funding in this area as well as overall. She said that there was also a discussion about the District’s Integrated Project Management approach, how successful it is, and the District’s ability to find efficiencies working collaboratively with other districts.

The Board Chair said that concerns were shared with the Minister of Infrastructure over ongoing issues with respect to maintenance at the District’s P3 schools. At the Minister's request, copies of correspondence between Edmonton Public Schools and Alberta Infrastructure relating to this issue will be sent to the Minister.

The Board Chair reported that on Wednesday, December 13, 2017, she attended the Pre-Budget Consultation, education discussions, along with Mr. Burnstad, Chief Financial Officer. She said that the Minister of Finance and Minister of Education spoke about wanting to maintain the quality of the classroom, in terms of buildings and structures, as well as supports for students and that both Ministers stated the government firmly supports education and will do all they can to make sure the District has what is needed. However, the agenda to strengthen education must be seen in the light of the challenges of balancing provincial books.

The Board Chair advised that there was an opportunity by participants to note challenges as well as to offer suggestions for efficiencies, including cost sharing opportunities with other boards.

She said there will be several opportunities for consultation in the coming months and encouraged stakeholders to share their thoughts and feedback to help influence the direction of the provincial budget. The Board Chair advised that additional information is available at budget.alberta.ca.

The Board Chair on behalf of the Board of Trustees wished everyone a safe and happy holiday season. Her wish was that everyone would be able to spend time with their families and friends, and time to celebrate the wonderful accomplishments the District has seen in 2017.

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E. Communications from the Superintendent of Schools

The Superintendent said that given the challenging financial environment in the province of Alberta and the opportunity to share suggestions at the pre-budget consultations around ideas for efficiencies, that Administration is planning to bring a report to the Board in January 2018. He said that on a number of fronts the District is trying to achieve efficiencies not only within the District but in collaboration with other jurisdictions. He shared that there are incredible opportunities for large metro jurisdictions to share services to collaborate not only with staff within the District to find efficiencies but with jurisdictions across the province. The Superintendent said that the District is open to sharing efficiencies whether they are operational efficiencies or the creation of learning supports for the students.

The Superintendent thanked the staff that will be working hard during the winter break maintaining buildings, preparing new schools for opening, and assisting schools that will be moving into their own space in January 2018.

The Superintendent expressed his appreciation to staff throughout the District for their amazing work and support of students. He wished everyone a safe and relaxing holiday season.

F. Minutes

1. Board Meeting #02 – November 28, 2017

MOVED BY Trustee Gibson:

“That the minutes of Board Meeting #02 held November 28, 2017, be approved as printed.”

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Board Chair Discretionary Expense Allowance Report 2016-2017

Information was provided regarding the Board Chair discretionary expense allowance for 2016-2017.

3. Update on Annual Results Review

An update regarding the annual results review was provided to the Trustees.

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4. Strategic Plan Update: Academic Achievement (Literacy, Numeracy and High School Completion)

The Trustees received a detailed overview of District- level results related to literacy, numeracy and high school completion.

Trustee Estabrooks commented on the Edmonton Public Schools Together app, a mobile app for families that includes literacy activities that can be incorporated into daily life at homes of students and asked what work the District is doing to get the message out to parents. The Board Chair requested that Administration provide the Trustees with key messages on how to access the app so that they can promote it when attending school council meetings.

Trustee Gibson referred to page 35 of 70 of the consolidated Board meeting package, District Reading Levels (At, Above or Below Grade Level) for Grades 1-6 and requested that Administration provide information in future reports that would reflect what kind of growth was actually achieved on a year basis by students who were reading below grade level.

Trustee Gibson suggested that it would be useful in future additions of this reports to provide context that the decision around whether students read and or write at grade level is multi-dimensional. He also suggested that a statement explaining that teachers are encouraged to rate students below grade level even if they are only below in one or two dimensions, so that it flags that the student requires additional interventions, would be helpful in setting the context for the reported results.

Trustee Gibson referred to pages 37, 38 and 39 of the consolidated Board meeting package, Highest level of Achievement (HLAT) and noted that the longer a student is in the system that fewer and fewer of them are performing below grade level according to the HLAT measures. He said that given the observation that teachers are rating students below grade level so that they can receive the attention they require explains the spike in students rated below grade.

Trustee Gibson provided feedback that the District measures the entire cohort of students as though all students have been in District schools since Grade 1 and that it would be interesting to know how many students come into the District at different grade levels, as much of the information provided is predicated on the students being in the District for the entire journey which is not the case. The Superintendent requested additional time to discuss this with staff prior to providing a response.

There was a short break in the meeting at this point.

5. Student Assessments – Elementary Aged Students
(Response to Request for Information #002)

Information was provided regarding request for information #002.

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Trustee Gibson thanked the Administration for the report and great learning session regarding student assessments.

6. Bereavement

The Vice-Chair reported on the passing of Ms. Teresa Dalton.

I. Comments for the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Draper said that it was a delight to spend the evening of December 4, 2017, visioning with residents of Pilot Sound about what the McConachie elementary school could be. She said that District staff did a great job of facilitating many interactive exercises that allowed participants to envision the new school and that she looks forward to seeing the preliminary designs in 2018.

Trustee Dunn reported that it was a pleasure to visit staff and students of Youngstown School and La Perle School. She said that she also had the pleasure of attending the opening of Donald R. Getty School and celebrating with Trustees, students, staff and the Getty family.

Trustee Dunn reported that she attended the National Day of Remembrance hosted by the Alberta Federation of Labour and was inspired by Lynne Rosychuk's efforts to establish housing for women leaving domestic violence.

Trustee Dunn reported that on December 6, 2017, she enjoyed celebrating the community and staff accomplishments at the District Recognition event.

Trustee Dunn shared that she enjoyed participating in holiday events including the Infrastructure holiday party, and acknowledged the hard work of the District's maintenance and infrastructure staff.

Trustee Dunn reported that she and Trustee Johner attended the Winter Feast held at amiskwaci Academy and that it was an honour to attend the event with Board Chair Draper.

Trustee Estabrooks reported that she had the pleasure of speaking at McNally High School's Quest day on the topic of women and politics. She thanked Principal Lisa Wright for the invitation and the students in Grades 11 and 12 who asked thought provoking and meaningful questions.

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Trustee Estabrooks shared that she had opportunities to visit a number of schools as they prepared for and celebrated the holiday season and that she was honoured to represent the Board of Trustees at Eastglen High School's winter feast. She thanked the students from Eastglen, Highlands Junior High, and Montrose for attending the event, as well as the two Indigenous dancers and fiddlers from Montrose Elementary school. Trustee Estabrooks said the feast was delicious and a true celebration of community.

Trustee Estabrooks reported that she had the pleasure of attending Riverdale Elementary School's Christmas concert and thanked Principal Cynthia Kelly for the invitation to bring holiday greetings on behalf of the Board of Trustees.

Trustee Estabrooks congratulated the parents in Ward D who have worked hard to advocate for a French Immersion program. She said the parents received great news from the District in that an early French Immersion program for Kindergarten or Kindergarten/Grade 1 at Oliver School in September 2018 will be dependent on demand during pre-enrolment.

Trustee Gibson reported that he was pleased to represent Edmonton Public Schools at the December 12, 2017, Mayor's Economic Development Summit. He said participants emphasized their appreciation for the high quality of public education provided by Edmonton Public Schools, and its importance in attracting and retaining people in the community.

Trustee Gibson said that he and Trustee Dunn appreciated the dialogue between community and the District at the December 18, 2017, accommodation consultation for the Edgemont neighborhood.

Trustee Johner shared that during the month of December, volunteers for the Edmonton Public School Foundation will be wrapping gifts on a donation basis for shoppers at Kingsway Mall and that the Foundation was in need of volunteers on December 24, 2017. Trustee Johner thanked everyone and their families who had already volunteered.

Trustee Johner stated that Edmonton Public Schools aspires to be an employer of choice and as such, hosts the Infrastructure Christmas appreciation luncheon for many District employees. She said that she had the pleasure of attending with Trustees Dunn and Ip.

Trustee Janz reported that he attended the following events on:
December 6, 2017 - District Recognition event and thanked everyone for a wonderful evening.
December 13 and 14, 2017 – Alberta School Boards Association (ASBA) Board of Directors meeting.

Trustee Janz announced the Pretzels and Root Beer with Trustee Janz event that will be held on February 7, 2018, at Harry Ainlay School.

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Trustee Stirling thanked the many community members who participated in the visioning session for the new Larkspur area junior high school on November 29, 2017. She also thanked Ward 12 City Councillor, Mohinder Banga for attending and sharing in the excitement for this new school in the southeast.

Trustee Stirling said she was pleased to join Deputy Speaker Debbie Jabbour at Donnan School on November 30, 2017, for a conversation with Grade 6 students about government and elections at the provincial and local level.

Trustee Stirling reported that she, Trustees Dunn and Estabrooks were in attendance at the National Day of Remembrance and Action on Violence Against Women Commemorative Brunch on December 3, 2017, and that the event was a powerful recognition of the ongoing work to end violence against women in all areas of everyone's lives.

K. Trustee and Board Requests for Information

Trustee Dunn shared that the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) lists the prevalence of specific learning disorders across reading, writing and mathematics as between 5-15% in school-aged children. She said that this is a significant number of children affected by a neurodevelopmental disorder and that these disorders have academic, social and emotional impacts on students and that early identification can help provide evidence-based academic intervention as well as social and emotional supports.

Trustee Dunn requested the following information:

1. How many students currently in the District have been diagnosed with a learning disorder (with impairment in reading, written expression or mathematics)?
2. How does this number compare to the estimated prevalence of a learning disorder?
3. How is the District identifying students with a learning disorder?
4. What screening tools are being used to specifically identify students who have a learning disorder in the areas of reading, written expression or mathematics? At what age or grade level are these tools being used?
5. What evidence-based interventions specific to learning disorders in reading, written expression or mathematics are being used by the District?
6. How do students and parents access these resources?

L. Notices of Motion

MOVED BY Trustee Johner:

**"1. That the Board of Trustees grant waiver of notice of motion to consider Recommendation 2 at the December 19, 2017, Board meeting."
(UNANIMOUSLY CARRIED)**

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**“2. That the Edmonton Public School Board formally ratifies the Public School Board Association of Alberta (PSBAA) special levy.”
(UNANIMOUSLY CARRIED)**

M. Next Board Meeting: Tuesday, January 23, 2018, at 2:00 p.m.

N. Adjournment: 4:20 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: January 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

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

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Angela Anderson, Janice Aubry, Stephanie Galba, Brenda Gummer, Sanaa El-Hassany, Terry Korte, Darwin Martin, Lorne Parker, Natalie Prytuluk, Mark Strembicki, Chris Wright

REFERENCE: [June 6, 2017 Board Meeting \(Trustee Gibson\): Shared Approach to Curriculum Implementation \(Response to Request for Information #218\)](#)

ISSUE

At the June 6, 2017 Board meeting, Trustee Michael Janz submitted a recommendation report for Edmonton Public Schools (Attachment I) to initiate a third party panel to study efficiencies in operational services of school jurisdictions across the province in all education spending to ensure that resources provided to the classroom are maximized and front line staff are protected.

This initiative was delegated to the Audit Committee Chair for discussion at the November 24, 2017 Audit Committee. A previous version of this report was prepared and circulated prior to the November Audit Committee meeting, however, due to a shortage of time, the report was deferred to the January 23, 2018 Board meeting. Information in this report has now been updated to include current events.

BACKGROUND

For purposes of this discussion, the following information includes: efficiencies that have been initiated during the 2016-2017 school year; efficiencies/opportunities currently being investigated; as well as future planned initiatives/opportunities.

1. Edmonton Student Transportation Authority (ESTA)

On February 12, 2013, Trustees approved the following motion: That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be complete by January 31, 2014.

Following the February 2013 motion, administrations in both jurisdictions collaborated to review the feasibility of a joint student transportation system. On March 18, 2014, administration reported to Trustees on the results of the Edmonton Student Transportation Consortium Model Feasibility Study. The study showed that an Edmonton student transportation consortium was feasible and that financial savings and operational improvements could be achieved through the creation of a student transportation consortium model. The following motion was approved at the March 18,

2014 Board meeting: That the Edmonton Public School Board and Edmonton Catholic School District enter into an Agreement in Principle and initiate Phase I of detailed design and implementation, as referenced in the Feasibility Study.

Following the detailed design effort, senior administration from Edmonton Public Schools and Edmonton Catholic Schools are exploring the potential creation of the Edmonton Student Transportation Authority (ESTA).

2. School Technologies Equity Project Initiative (2016-2018)

In conjunction with the fall 2016-2017 budget, the Board approved a multi-year Core Technology Enterprise Management plan. A summary of this plan including cost savings has been included as Attachment II.

3. Participation Under Government of Alberta Standing Offer Agreements (2016-2017)

For many years, the Government of Alberta (GoA) has included provisions in their government-wide standing offer and blanket contracts for a variety of goods and services to allow other Alberta Municipalities, Academic, Schools and Hospitals (MASH) sector entities to 'piggy-back' off of their contracts.

Edmonton Public Schools has used this program for the following:

- Cell phones
- Office supplies
- Task chairs
- BMO District Credit Card Program

4. Association of School Business Officials of Alberta (ASBOA) Information Reporting Committee (2017-2018)

Members of the ASBOA are management oriented and serve in the corporate, financial and business services areas in the K-12 public education system of Alberta and Northwest Territories. The Association is structured in four geographic zones which provide representation to the governing body. Membership in the Association is held by the individual and is on a voluntary basis.

ASBOA's vision is to be responsive to members' needs in a rapidly changing global community, providing leadership and innovation in business process and practices in School Business Management.

Starting in the fall of 2017, Madonna Proulx, Managing Director of Finance, was elected as a member of ASBOA's Internal Reporting Committee (IRC). In this role, Ms. Proulx's goal is to collaboratively share insight, experience, and expertise with Alberta Education to help create business efficiencies across school jurisdictions.

5. Proposed District School Supplies Pilot (2017-2018)

The goal was to reduce the school supply cost to parents (through bulk purchase power) and to standardize the supply list so that Student X in Grade Y at School Z has the same supply list as if they attended School Q. Additional information has been included on Attachment III. Through the course of this work, it was identified that consensus on a standard supply list could not be reached given the diverse needs of each school and the community they support. Although this initiative will

not be moving forward for the time being, it has been included in this report to highlight some of the initiatives that were considered in order to create efficiencies or cost savings.

6. Infrastructure and Technology Supports (2017-2018)

The District is exploring opportunities to provide infrastructure and technology support to other Alberta school jurisdictions. Currently, the District is already providing capital planning support for a regional school district and is in the process of discussing capital planning and project management supports for another district.

District infrastructure staff will continue to explore other opportunities to provide regional support. This initiative has the potential to expand quickly as Edmonton Public Schools already has the requisite expertise well established. Depending on level of demand, the District may be required to expand staff capacity, in the process strengthening the District's expertise.

7. Proposed Electronic Payments at Schools (2018-2019)

The goal is to significantly reduce the amount of physical cash being collected and deposited by schools. Schools currently collect cash and cheques for school fees, transportation fees, etc. (school generated funds). As these funds have to be physically taken to a bank for deposit, many schools have established bank accounts at a bank located near their school.

In order to streamline this process, the District has created an online fee management tool. This tool has the ability to allow parents to make payments on-line through a third party. Some of the larger schools have been using this tool and have reported considerable time savings. There are also benefits from an internal control point of view by not having to accept and process cash transactions. The largest drawback for smaller schools is the transaction fees charged by the third party debit and credit card payment processing vendors.

By entering into a District agreement with a third party vendor, we anticipate being able to significantly reduce the transaction fees. As schools move to accepting payments through this process, we can then consider transitioning schools to a single commercial bank, where we would then be able to negotiate lower bank service fees for the entire District.

The District is currently in the process of finalizing the Request for Proposal (RFP) for a third party vendor.

8. Leadership Development

In the 2017-2018 school year, the District received a grant to lead two projects for College of Alberta School Superintendents (CASS). One is a review of leadership development programs and initiatives in school jurisdictions across the province. The focus is on programs that support staff that possess a teaching certificate and aspire to or are currently in leadership positions at the school or system level. The second project consists of a literature review of best practices in leadership development. Work continues on these two projects. The final project reports will be shared at the CASS conference in March. This work is expected to identify opportunities for increased collaborative work relating to leadership development.

9. Online T4s

As a result of changing federal legislation and the increasing user friendliness of PeopleSoft, as of January 1, 2018, instead of requiring employees to opt in to access T4s online, they will now opt out

if they do not wish to receive their T4 online. This will result in employees receiving their T4 earlier and will save printing, postage and labour costs involved in distributing paper copies of T4s.

10. PeopleSoft Strategic Roadmap

A review of the PeopleSoft Human Capital Management (HCM) product concluded that it is not supporting the current and anticipated future day-to-day work needs of the Human Resources team, the accurate/timely flow of information required for end-to-end business processes within Central decision units, or Enterprise Resource Planning (ERP).

A Three Year Strategic Roadmap for PeopleSoft HCM was developed out of stakeholder conversations, identifying 55 projects to improve the use of system functionalities and maximize the return on investment in the coming years. In June 2017, approval was received to move forward on this Roadmap. This work will ensure the District is better accessing existing capacity in PeopleSoft, enable more efficient processes, support an enterprise approach to core District systems and ensure that the District's Human Resource Information System can support the current and future needs.

11. Staffing Processes

The staffing team is migrating the paper intensive processes used for continuing contract recommendations and other staffing processes to Google Share. This will save on printing and distribution costs and is creating efficiencies and saving time for schools. As the PeopleSoft roadmap work continues there will be further opportunities for streamlining some of these processes.

12. Edmonton Regional Collaborative Service Delivery (ERCSD)

ERCSD delivers services that were previously coordinated under Edmonton Student Health Integrated Program (ESHIP), Children and Youth with Complex Needs (CYCN) and Edmonton Regional Education Consulting Services (ERECS/Inclusive Learning Outreach). Throughout the 2016-2017 school year, Inclusive Learning in partnership with ERCSD, coordinated an enhanced delivery of services and supports to students, families and school staff within their schools. In particular, Inclusive Learning consultants in the areas of Low Vision/Blindness/Braille, Deaf and Hard of Hearing, Psychology, Physical Therapy, Adapted Physical Education and Assistive Technology for Learning provided services to students, families and staff in both the private and charter schools within the Edmonton region. This support continues throughout the present school year.

Formal professional learning sessions for Edmonton region consultant staff were also shared amongst public, private and charter schools within the ERCSD partnership and the District was a frequent host of these learning events. The District also regularly shares work space with our ERCSD partners in order to facilitate collaborative and more efficient services to students, schools and families. These initiatives continue within this present school year.

13. Child, Adolescent and Family Mental Health (CASA)

The District partners with CASA by providing teaching staff for their Mental Health Classrooms/Programs. Students from public, private and charter schools in and around the Edmonton region are eligible to attend.

14. Common Approach: Collaborative Service Delivery for Preschoolers with Severe Disabilities

Human Services Family Support for Children with Disabilities (FSCD) and Edmonton Public Schools Specialized Services work together to provide integrated programming for Pre-Kindergarten and Kindergarten children with severe disabilities and their families. Parents are valued members of a team that includes professionals working together to provide streamlined and integrated services in response to the changing needs and circumstances of children accessing Program Unit Funding (PUF) and their families. Specialized Services teams are located at Scott Robertson and Waverley Pre-Kindergarten sites. Contracts for each location are renewed annually through FSCD to continue this partnership in providing intensive support for eligible children and families in Early Years programs.

15. The Provision of Instructional Support Services to Alberta Education, School Jurisdictions and Organizations

Many District departments annually provide supports to Alberta Education, school jurisdictions and organizations, either through partnership agreements, informal collaboration, enabling access to professional learning services and events or contracted services. Examples of this include:

- Contracted services to Alberta Education for curriculum and resource development for provincial use.
- Contracted services to regional learning consortia for workshop presentations and resource development.
- Collaborative development and/or use of resources such as the Math Intervention Programming Instrument (MIPI) and Highest Level of Achievement Tests (HLAT) with other school jurisdictions.
- District professional learning events (conferences, in-service sessions, etc.) are accessed by other school jurisdictions.

16. A Shared Approach to Curriculum Implementation

At the June 6, 2017 Board meeting, Response to Request for Information #218: A Shared Approach to Curriculum Implementation was provided. This report contained information regarding the possibility for any efficiencies and savings that could be gained from collaborating with other school jurisdictions. There are many efficiencies that could be gained over a multi-year implementation period and through collaboration with other school jurisdictions, via:

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

- collaboration and the easy identification of multi-jurisdiction needs, such as resource licensing, the sharing of teacher and leadership expertise, etc.

17. Student Assessment Collaborative Resource Development

The District Student Assessment team engages collaboratively with jurisdictions across Alberta on an ongoing basis to develop and share assessment resources for mathematics and writing.

- MIPI assessments are currently shared, in PDF and Google Forms, along with administration support documents with 40 jurisdictions across Alberta via a Google Share site. Communication is organized through a key contact at each jurisdiction. This allows for ongoing support for administration in each jurisdiction and reciprocally for the sharing of feedback to our District that is used to inform further improvements of the assessments. Some jurisdictions worked alongside Edmonton Public Schools staff in early refining of the assessments and some external jurisdictions continue to be involved in person by attending the general information session in the fall or requesting an individual information session.
- HLAT development process involves jurisdictions across Alberta at different stages and to different degrees. The jurisdictions involved vary from year to year with some continuity and some new involvement. The HLAT prompt is shared with and administered by each of the participating jurisdictions. The resulting writing samples are collected and used to create the HLAT resource. Teachers from each jurisdiction are invited to participate in standards setting during the exemplar selection and rationale writing. These materials comprise a large part of the HLAT resource, which is released annually in spring and shared with the participating jurisdictions.

18. Research

- In collaboration with Leadership Development, the research team wrote a full report for the CASS that develops a literature review and environmental scan of international leadership development programs for school superintendents. This will provide an evidence-based resource for all jurisdictions across Alberta to consider how they can intentionally develop system leaders in terms of professional standards.
- Potential research project collaborations between the Aurora Academic Charter School, the University of Alberta, and Simon Fraser University, and funded through the Canadian Institutes of Health Research and the Social Science and Humanities Research Council.
- Working with the Aurora Academic Charter School in partnership with University of Alberta and Simon Fraser University, as well as the University of Alberta's Educational Psychology Department, for research proposal submission for the Alberta Research Network.

CURRENT SITUATION

In September 2017, the District became aware of the following Provincial Brokering Model Initiative:

Alberta Education is currently developing a business case to explore options for establishing a Provincial Brokering Model for the procurement of select goods and services, in order to reduce costs and administrative duplication of effort and increase equity among all school authorities (Public, Separate, Francophone, Charter, Private, and First Nations).

Alberta Education has invited ASBOA to provide representation on an advisory committee. The advisory committee will be chaired by Alberta Education with ASBOA taking on the role of Chair for the External Working Group. ASBOA has had several conversations with Alberta Education to clarify the deliverables and are very pleased to be able to work with them on this project.

The External Working group will be made up of representatives from:

- ASBOA
- Alberta Technology Leaders in Education (ATLE)
- Association of Independent Schools and Colleges in Alberta (AISCA)
- CASS

Edmonton Public Schools has an active role in this working committee with Todd Burnstad, CFO, being nominated as the representative for CASS.

The working committee is currently drafting a recommendation report that will be forwarded to the Province detailing what they believe is the most cost efficient and viable solution.

KEY POINTS

As noted above, Edmonton Public Schools has already started collaborating with other jurisdictions, organizations and working committees to not only maximize Provincial education funds, but to also create efficiencies. Sometimes these efficiencies result in cost savings and other times they result in being able to provide better supports and services for all students in the Province.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Board Report - Motion re: Third Party Panel Study of Operation Services of School Jurisdictions
ATTACHMENT II	School Technologies Equity Project Initiative
ATTACHMENT III	Proposed District School Supplies Pilot

TB:ja

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Michael Janz

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

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

ISSUE

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

BACKGROUND

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

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

Rationale:

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

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

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

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

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

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

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

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

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

Here are just a few Ideas that could be explored:

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

RECOMMENDATION

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

NEXT STEPS

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

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

MJ:mj

School Technology Equity Project Summary

Guiding Principles

1. Equity across the District was the focus.
2. Chromebooks: A student to device ratio of 2:1 is the initial target in K-9, 3:1 in high schools, factoring in BYOD and student age levels, existing target funds. (Budget: \$1.6M - 2016-17).
3. Interactive Projection Systems (Epson): All classrooms require an easy to-access (i.e. mounted), working, reliable projection system. (Budget: \$1.35M in 2016-17 + \$1.35M in 2017-18). (Note: The original plan of 50% in 2016-17 and 50% in 2017-18 was revised and fast tracked to a 75%-25% split)
4. Core infrastructure such as network switching gear should be managed for all schools, in order to realize cost savings and ensure equity regardless of school size.

School Switch Project

A school's network provides connectivity for staff and students to use a variety of devices such as PCs, laptops, Chromebooks, telephones, and smartphones to access local services like printers and file sharing, as well as centrally provide services like Internet, Google Apps, youtube, Schoolzone, Peoplesoft and FIS. The school's network also provides services to the District's facilities area for monitoring systems as well as school infrastructure that requires network connectivity.

School selection process

The following points are in consideration when prioritizing which schools to perform network upgrades:

- Number of network switches that are now considered "End of Life" or otherwise unable to deliver sufficient capacity for today's needs.
- Number of switches that will be nearing End of Life during the school year.
- Ability to consolidate smaller switches (those with 24 ports) into larger chassis which in turn make the smaller switches available to use in smaller schools for upgrades.
- Current network design where it does not meet current best practices or otherwise limits capacity.
- Pending Network, renovation, or VoIP upgrades.

It's is also important to ensure we select a distribution that represents schools from each catchment.

Cost Savings Realized

Working with Purchasing, EPSB used the GOA standing agreement as a starting point for discussions with the hardware manufacturer on bulk order pricing. Most discounts are based on small orders thus leaving negotiation room on very large orders. Our bulk order represented \$843K in equipment alone netting a price that was 30% lower than the individual pricing on iProc, which would have totalled \$1.2M, thus netting a savings of \$372K over buying individually. Another way to look at it is that we were able to upgrade 30% more schools with modern network technology using the same budget dollars.

Chromebook Equity Project

School Selection process

- Factors considered included current school budget plans for technology (from Budget Services), infrastructure projects, overall budget situation (from Assistant Superintendents), and the need to adjust allocations to work within the overall budget (for 5000 devices across the entire District).
- 87 schools were identified and provided with carts of Chromebooks.
- All schools were also offered the opportunity to purchase additional Chromebooks at the negotiated rate (bulk price) of \$256 CDN unit (a 20% savings from our negotiated contract price with the approved vendor).

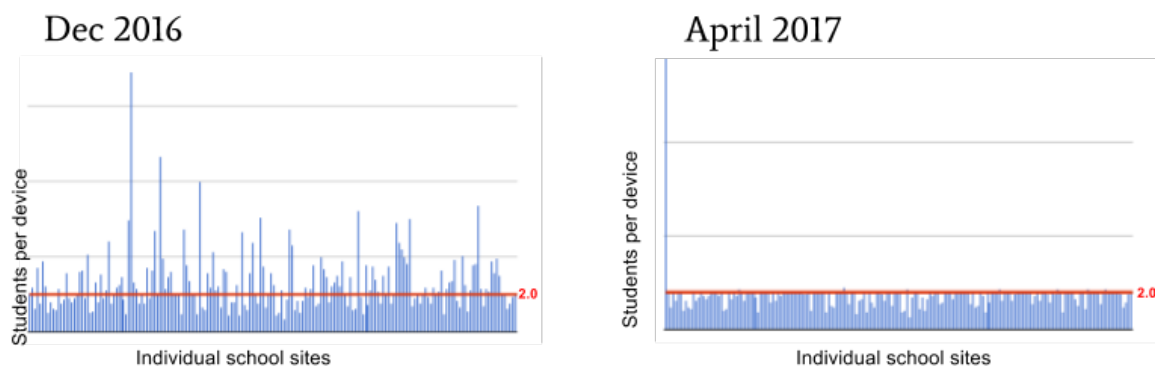
Cost Savings realized

The Chromebook equity project resulted in a savings of \$275K just for procurement. An additional 4798 units were made available to schools at the discounted price, translating to an additional savings of \$259K in acquisition costs (\$534K total).

For support costs through ITS - Chromebooks cost about 80% less than laptops/desktops to support (ITS-TAU charges), so schools replacing Windows devices with Chromebooks saw a significant reduction in tech support costs. The total reduction in support costs to schools will be \$155K on this year's budget, coupled with a dramatic *increase* in the number of devices (+6500) available for students.

Equity of Access achieved

Over 5000 Chromebooks and storage/charging carts were deployed to 87 sites in just over 6 weeks (Jan-Feb 2017).



Projector Equity Project

School Selection process:

- Classrooms *without* a reliable, functional (& permanently mounted) projection system were eligible. ITS Technicians worked with TIPS & school staffs to identify the need.
- Matching funds:
 - In *most* cases schools must provide matching funds to participate in this project which provides the hardware and installation of interactive white-board (IWB) projection systems (Epson 695wi, mount & board) in each identified classroom.
 - Assistant Superintendents have identified some schools where full funding to replace or install interactive classroom projection systems will be provided.
- There were 1,018 IWB systems to be installed at 106 sites between May 2017 and December 2017.

Cost Savings realized

Volume purchasing of the hardware and installation has resulted in significant savings to the district when compared with schools purchasing ad hoc (savings of \$304K).

Equity of Access achieved

When the project is complete, nearly every classroom in the District will have a reliable, mounted interactive display system. These systems are used daily by teachers of all subject areas and technical ability.

Proposed District School Supplies Pilot – 2017 2018

Goal

To reduce the school supply cost to parents (through bulk purchase power) and to standardize the supply list so that Student X in grade Y at School Z has the same supply list as if they attended School Q.

Concept/Proposal

With the support of District schools, a standard school supply list per grade will be developed. Purchasing & Contract Services (PCS) will then negotiate with a supplier, a purchasing agreement which should see significant savings for the District as the supplies would be delivered to one location, the Distribution Centre, during the supplier's non-peak month of July. The Distribution Centre would then be able to deliver the supplies to schools prior to the first day of classes.

With a District purchase agreement with a third party vendor, families would order and pay for the supplies directly through the supplier in June (EPSB would not be recording or collecting the revenue). This initiative is not to generate revenue for the District, but to help reduce the cost to families.

Status

In December 2017, schools from the JP Catchment were contacted to review/update a working copy of a potential standard school supply list that was initially drafted by a group of principals in the Spring of 2017 to act as a guide in conjunction with the roll out of Bill 1.

In order for this initiative to work, consensus would be required on a standard list of supplies per grade. If individual schools had specific/unique requirements, they would have to be prepared to cover these costs out of their school budget rather than sending a second supply list to families. This created challenges for the pilot group of schools based on the individual school programs and teachers. Not only were we unable to get consensus on quantities of the initial list, there were a number of additional supplies that were added to the initial list, again reflecting the differences between schools.

The results of the supply list pilot were presented to DST on December 20, 2017 at which point it was decided to defer this initiative, until such a time that we are able to come up with a single standard school supply list (per grade) that would meet the needs of our individual schools.

DATE: January 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Student Transportation Authority (ESTA)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Christopher Wright

REFERENCE: [February 12, 2013 Board Report – Motion re Joint Transportation Plan Feasibility](#)
[March 18, 2014 Board Report – Edmonton Student Transportation Authority Feasibility Study](#)
[Student Transportation Regulation AR 102/2017](#)
[Bill 1: An Act to Reduce School Fees, 2017](#)
[Bill 28: School Amendment Act, 2017](#)

ISSUE

Through motions in 2013 and 2014, the Board of Trustees requested that administration collaborate with the Edmonton Catholic School District administration to explore the feasibility of a shared student transportation system. Negotiations have progressed and studies have indicated the potential for cost savings and operational efficiencies.

BACKGROUND

On February 12, 2013, Trustees approved the following motion: *That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be complete by January 31, 2014.*

Following the February 2013 motion, administrations in both jurisdictions collaborated to review the feasibility of a joint student transportation system. On March 18, 2014, administration reported to Trustees on the results of the Edmonton Student Transportation Consortium Model Feasibility Study. The study showed that an Edmonton student transportation consortium was feasible and that financial savings and operational improvements could be achieved through the creation of a student transportation consortium model. The following motion was approved at the March 18, 2014 Board meeting: *That the Edmonton Public School Board and Edmonton Catholic School District enter into an Agreement in Principle and initiate Phase I of detailed design and implementation, as referenced in the Feasibility Study.*

Following the detailed design effort, senior administration from Edmonton Public Schools and Edmonton Catholic Schools collaborated to discuss the potential creation of ESTA. The establishment of ESTA will focus solely on the shared transportation of students. ESTA will not grant either school board any authority to govern over the educational and operational services of the other school board.

RELATED FACTS

- On June 5, 2017, Bill 1: *An Act to Reduce School Fees, 2017* was proclaimed into force with the intent to:
“...[reduce] the financial burden that school and transportation fees place on Alberta families; ...”
- On September 1, 2018, section 8 of Bill 28: *School Amendment Act, 2017* comes into force. It will include the following provision:
“Where in the opinion of the Minister it is reasonable to do so, the Minister may direct 2 or more boards to co-operate with respect to the transportation of students, and may, without limiting the foregoing, direct the boards to enter into specific transportation arrangements.”

RECOMMENDATION

That the Edmonton Public School Board authorizes administration to conclude ESTA negotiations with Edmonton Catholic Schools, with the intent to finalize the agreements and implement as much of Phase 1 as possible for the 2018-2019 school year.

OPTIONS

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

1. Approve the recommendation.
2. Not approve the recommendation and continue with the current service delivery model.

NEXT STEPS

Upon approval of this recommendation:

- Administration will contact Edmonton Catholic Schools’ administration to schedule meetings for the purpose of concluding negotiations.

CW:kk

DATE: January 23, 2018

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: Trustee Policy Review Committee Annual Work Plan 2017-2018

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: Trustees' Handbook Section 6.1 – Board Committee Protocols
October 24, 2017 Board Meeting, Item 4
Board Policy CH.BP – Framework for Policy Development and Review

ISSUE

The Policy Review Committee is presenting its 2017-2018 work plan and a projection of work to be completed from 2017-2019 to the Board of Trustees (the Board) for approval.

BACKGROUND

The Policy Review Committee is responsible for assisting the Board by ensuring that policies submitted for Board approval are developed and reviewed in accordance with the Board Policy CH.BP Framework for Policy Development and Review.

On October 24, 2017, the Board elected three Policy Review Committee members for 2017-2018. The Committee has held two meetings, established a Policy Review Work Plan for 2017-2018, and reviewed the Policy Review Plan developed in 2016 that projects work to the end of 2018-2019.

RELATED FACTS

This year's proposed work plan addresses the following areas:

- The Committee initiated work on HAA.BP Aboriginal Education as part of the 2016-2017 Policy Review Work Plan. This work included the developing initial drafts and eliciting stakeholder feedback from an internal principal group and the District's First Nations, Métis, and Inuit External Advisory Committee. This year's work would include further stakeholder engagement to inform the final draft to be brought forward to the Board for approval.
- The Committee initiated work on GGAB.BP Multicultural Education as part of their 2016-2017 Policy Review Work Plan. This work included the development of an initial draft. This year's work would include stakeholder engagement to inform the final draft to be brought forward to the Board for approval.
- AB.BP Appeals requires an extensive review and it is projected that the Committee's work will be completed as part of the 2018-2019 Policy Review Work Plan.
- At the October 24, 2017, public Board meeting, the Board approved a motion to research and create a policy setting out the conditions under which a school would be renamed and the process for doing so. This motion may impact current Board policy EA.BP Infrastructure Planning Principles and/or the related administrative regulation EF.AR Naming of Schools.



- Bill 24 *An Act to Support Gay-Straight Alliances*, Bill 28 *School Amendment Act, 2017* and Bill 30 *Investing in a Diversified Alberta Economy Act* have received Royal Assent, and may require the Board to make changes to policies. These changes would be limited to ensuring compliance with legislation, and would not entail a comprehensive review of the policies.

RECOMMENDATION

That the Policy Review Work Plan for 2017-2018 be approved.

OPTIONS

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

1. Accept the Policy Review Work Plan 2017-2018 as written.
2. Provide feedback and request changes be made to the Policy Review Plan 2017-2018.

CONSIDERATIONS and ANALYSIS

- Several new pieces of provincial legislation have been introduced that require the Committee to review policies to ensure compliance. This has caused the Policy Review Committee to adjust priorities articulated in the Policy Review Plan 2017-2019 that was developed in 2016.

NEXT STEPS

Once the Board has approved the Policy Review Work Plan 2017-2018, the Committee work will proceed.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Policy Review Work Plan 2017-2018
ATTACHMENT II	Policy Review Plan 2017-2019

MB:mb

Policy Review Work Plan 2017-2018

Policies to undergo standard District review process	District Priority Alignment	Scheduled Review Year*
AB.BP Appeals	Priority 2: Provide welcoming, high quality learning and working environments	2008
CHA.BP Board Delegation of Authority	Priority 3: Enhance public education through communication, engagement and partnerships	2014
GGAB.BP Multicultural Education	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2016
HAA.BP Aboriginal Education	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2014

Legislation or Board Motion	Policies that may require changes to ensure compliance:
Bill 24 <i>An Act to Support Gay-Straight Alliances</i>	<ul style="list-style-type: none"> HFA.BP Sexual Orientation and Gender Identity Policies related to Human Resources
Bill 28 <i>School Amendment Act, 2017</i>	<ul style="list-style-type: none"> Policies related to Human Resources Policies related to Student Records
Bill 30 <i>Investing in a Diversified Alberta Economy Act</i>	<ul style="list-style-type: none"> Policies related to Human Resources
Board Motion <i>that the Board of Trustees research and create a policy setting out the conditions under which a school would be renamed and the process for doing so</i> (Tuesday, October 24, 2017 public Board meeting)	<ul style="list-style-type: none"> ER.BP Infrastructure Planning Principles
Proposed <i>Cannabis Act</i> and Bill 26 <i>An Act to Control and Regulate Cannabis</i>	<ul style="list-style-type: none"> Policies related to Facilities Policies related to Human Resources Policies related to Students

Trustee Policy Review Committee Projected Annual Review Plan 2017-2019

2017-2018

Overarching Theme: Fair and Reasonable District Practices	
Policy	Scheduled Review Year*
AB.BP Appeals	2008
CHA.BP Board Delegation of Authority	2014
IJA.BP Electioneering and Politically Motivated Communications ¹	2014

Overarching Theme: Information Governance	
Policy	Scheduled Review Year*
CN.BP Managing District Information	2013

Overarching Theme: District Operations	
Policy	Scheduled Review Year*
GCA.BP Approval of the School Year Calendar	2016
DBC.BP Emergency Plans	2017
DCA.BP Security and Vandalism	2017

¹ Review completed in 2017

Overarching Theme: Student Accommodation	
Policy	Scheduled Review Year*
GE.BP Organization for Instruction	2012
DEA.BP Student Transportation	2014
HED.BP Student Attendance	2018
HH.BP Supervision of Elementary and Junior High Students during Lunch	2017
HC.BP Student Accommodation	2019

Overarching Theme: Supports for Learning	
Policy	Scheduled Review Year*
GGAJ.BP Early Years	2016
DK.BP District Technology	2017
GHHA.BP Tutoring	2017
GD.BP Instructional Time	2018
GIBP.BP Integrated School Library Learning Commons	2018

* The Board is currently undertaking a comprehensive review of board policy to create consistency across all policy. These board policies will have a new format with a purpose statement, definitions, policy statements, expectations and accountability statements. As changes are made to existing board policy, related administrative regulations will be reviewed and revised as needed. The minimum seven year review cycle for existing policies as outlined in the District's Framework for Policy Development and Review has been suspended until the review is complete.

DATE: January 23, 2018

TO: Board of Trustees

FROM: Trustee Trisha Estabrooks, Governance and Evaluation Committee
Trustee Michael Janz, Chair, Governance and Evaluation Committee
Trustee Cheryl Johner, Governance and Evaluation Committee

SUBJECT: Governance and Evaluation Committee Annual Work Plan for 2017-2018

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Shirley Juneau

REFERENCE: [Trustees' Handbook](#), Subsection 6.1.1 – Governance and Evaluation Committee

ISSUE

The Governance and Evaluation Committee is responsible for developing and presenting to the Board of Trustees an annual Work Plan. The 2017-2018 Governance and Evaluation Committee Work Plan is being submitted for Board approval.

BACKGROUND

At the January 17, 2017, public Board meeting the Governance and Evaluation Committee Terms of Reference were approved. The Committee met on November 24, 2017, and determined that no revisions were required to the Terms of Reference for the 2017-2018 year. At the November 24, 2017, committee meeting the Committee developed the proposed 2017-2018 Work Plan and established that it be presented to the Board of Trustees for approval at the first Board meeting scheduled in January 2018.

RECOMMENDATION

That the Board approve the Governance and Evaluation Committee Annual Work Plan for 2017-2018.

OPTIONS

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

1. Approve the proposed the Governance and Evaluation Committee Work Plan for 2017-2018.
2. Provide feedback and request changes be made to the Work Plan.

NEXT STEPS

Following the approval of the 2017-2018 Work Plan, the Committee will work to accomplish the items detailed in the Work Plan.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Governance and Evaluation Committee Terms of Reference
- ATTACHMENT II Governance and Evaluation Committee Annual Work Plan for 2017-2018

KM:sj

Governance and Evaluation Committee

Terms of Reference

Purpose

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to:

- conduct an annual Board self-evaluation to inform the Board's continued development and improved performance
- conduct an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP–Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools Contract in accordance with the [School Act](#)
- identify and develop the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office
- carry out its duties and commitments in relation to the District Priorities by making recommendations on governance-related matters

Terms of Reference

A. Board Self-Evaluation

The Board will undertake an annual Board evaluation to inform the Board's continued development and improved performance.

The Board self-evaluation process should:

- measure Board performance with respect to the Mission, Vision, Values, District Priorities, District Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board
- assist the Board in identifying Board strengths and areas for improvement
- provide an opportunity for Trustees to reflect on how they work collectively and individually with respect to the Board's mandate and role and responsibilities
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development
- provide an opportunity to recognize the Board's accomplishments

The Committee will:

- develop and recommend to Caucus Committee:
 - a plan for the annual evaluation of the Board of Trustees
 - a proposed Board result statement based on an analysis of the Board's self-evaluation
- present the Board evaluation result statement on behalf of the Caucus Committee to public Board for approval
- in the last year of a term, assist Administration in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board

B. Evaluation of the Superintendent of Schools

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school district. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated,
2. ensure the Board understands what to expect of the Superintendent, and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information serve to:

- help to continuously improve the functioning of the District
- recognize areas and trends that are showing positive change or progress
- provide feedback to the Superintendent of Schools regarding his leadership and performance expectations in key areas
- provide ground work for establishing future goals
- allow the Superintendent of Schools to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process
- strengthen the relationship between the Superintendent of Schools and the Board

Process

1. The Committee will:
 - a. recommend the evaluation process to be used to Caucus Committee,
 - b. oversee the approved evaluation process, and
 - c. report the evaluation results to the Caucus Committee and to public Board.
 - d. initiate a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [School Act](#) and provisions of the Superintendent's contract.
2. The evaluation process will provide the Superintendent of Schools with an opportunity to:
 - a. review all pertinent information used in the evaluation,
 - b. discuss the evaluation report with the Trustee subcommittee,
 - c. include a response to the evaluation in the report to Caucus Committee, and
 - d. discuss the evaluation report with the Caucus Committee.
3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations will be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.

4. The Superintendent of Schools will be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
5. The Caucus Committee evaluation report and Board evaluation report must be filed in the Board corporate records. The records will be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

C. Identification and Development of District Priorities

District priorities should fit within the scope of the Board's mandate and be few in number so that District resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the Committee will:

- recommend and facilitate a process for each Board member to contribute to the development of the District Priorities
- seek student, staff, parent and community stakeholder input into the District Priorities
- consider all input received and develop and recommend a District priorities statement to public Board for approval

The Committee will also:

- Develop Board retreat agendas and chair the retreats
- Review and monitor Board Work Plan progress
- Review at least once per term or as required, to ensure they are current and relevant,:
 - the Trustee Protocols
 - the School Board Governance and Operations Section of the Policy Manual (Trustees' Handbook)
 - the Trustee remuneration package
 - the post-election orientation process
- Develop an orientation plan for the next Board
- Seek input from other Board committees to perform this work

Composition

The committee will consist of three Trustees, who will select a chair among themselves. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the Committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested.

DRAFT 2017-2018 Governance and Evaluation Committee Work Plan

Committee	Key Activities - Evaluation
Governance and Evaluation Committee	<p>The Governance and Evaluation Committee is responsible for assisting the Board of Trustees in conducting an annual self-evaluation for continued development and improved performance with respect to the Board's role and responsibilities, and an annual evaluation of the Superintendent of Schools in accordance with Board Policy FGB.BP – Evaluation of Superintendent of Schools.</p> <p>2017-2018 Board Self-Evaluation The Committee will:</p> <ul style="list-style-type: none"> • Review the Board’s Self-Evaluation Instrument to determine if any changes are required. (October 2017–January 2018) • Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (June 2018) • With support from the Director, Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (July 2018) • Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion and determination of how the results will inform the 2018-2019 Strategic Work Plan. (August 2018) • Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2018) <p>2017-2018 Superintendent of Schools’ Evaluation The Committee will:</p> <ul style="list-style-type: none"> • Review the Superintendent’s Evaluation Instrument – any proposed changes to the instrument or process will require Board approval. (October 2017 – January 2018) • Initiate the process for the Superintendent’s Evaluation. (February 2018) • With support from the successful external firm, compile and summarize the individual evaluations and 360-degree feedback. The Superintendent will be provided an opportunity to review the evaluation and discuss implications with the Committee. (April 2018) • Submit the final Superintendent’s Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2018) • Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2018) • Work with the Policy Review Committee on Board-governance-related policy in the Trustee’s Handbook through providing content recommendations to the Policy Review Committee on existing Board Policy FGB.BP - Evaluation of Superintendent of Schools.

Committee	Key Activities - Governance
Governance and Evaluation Committee	<p>The Governance and Evaluation Committee is responsible for assisting the Board in identifying and developing the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office. The Committee makes recommendations to the Board on a range of governance-related matters to assist the Board in carrying out its duties and commitments in relation to the District Priorities.</p> <p>The Committee will:</p> <ul style="list-style-type: none"> • Develop a District Strategic Plan review process that includes: <ul style="list-style-type: none"> ○ a review of the current Vision and Mission statements, and District Priorities that guide the continued work of the District. ○ an engagement plan that identifies ways in which the Board can engage students, parents, staff, and community to get feedback/input into the education of children, and inform Board decision making connected to the development of the District's Vision, Mission, and Strategic Priorities. • Continue to find mechanisms in which the Board can align Board agendas and Board communication/work to the Strategic Plan. • Review and monitor Board Work Plan progress. • Provide input into the questions asked in the District Feedback Survey. • Develop Board off-site meeting agendas and chair the meetings.

DATE: January 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Course to Address Contemporary Problems (Response to Request for Information #004)

ORIGINATOR: Ron MacNeil, Assistant Superintendent, Mike Suderman, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston, Sean Jones, Gail Wozny

REFERENCE: November 7, 2017 Board meeting (Trustee Gibson)
[Guide to Education: ECS to Grade 12, 2017-2018](#)
[Locally Developed Courses: A Guide for Schools](#)
[Social Studies Kindergarten to Grade 12 Program of Studies](#)
[Advanced Governance and Public Policy 15-25-35](#)
[Community Marketplace Pilot](#)
[The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum \(Programs of Study\)](#)
[Ministerial Order on Student Learning \(#001/2013\)](#)

ISSUE

The following information was requested:

That Administration offers an opinion on the value of a locally developed course with the following characteristics, and if there is value, the steps to undertake such development which would:

1. Provide an opportunity for students to extend the social studies curriculum to discuss contemporary problems facing Edmonton, Alberta and Canada that affect the future of District students in support of Edmonton Public Schools District Priorities 1, 2 and 3.
2. Assist students to hone critical thinking skills and supports Ministerial Order on Student Learning #001/2013 in preparing for life beyond school in support of Edmonton Public Schools District Priority 1.
3. Offers an opportunity to engage speakers from outside the Edmonton Public Schools school community, including residents and community organizations in support of Edmonton Public Schools Priority 3.
4. Is more widely accessible than offerings through Advanced Placement (AP) or International Baccalaureate (IB) programs.

BACKGROUND

Locally developed courses (LDCs) are courses that are either District-developed or acquired from other school authorities in order to provide students with learning opportunities that complement, extend and/or expand upon provincial programs of study. All LDCs must emphasize the extension of learning offered to students beyond the scope of existing LDCs or provincial programs of study. As stated in the *Guide to Education: ECS to Grade 12, 2017-2018*, when considering the need for a new LDC, it must be

determined “whether or not existing LDCs or provincially authorized courses could be used to address the identified need” (pg. 64).

Any proposal for a new LDC must identify existing LDCs or provincial programs of study that overlap with the proposed LDC, and provide a detailed rationale as to why a new LDC is necessary. As well, LDCs cannot replace activities that are a normal part of extracurricular or co-curricular programs run by schools or community programs offered either by individuals or organizations.

CURRENT SITUATION

It is the opinion of Administration that there is significant value of a course with the identified characteristics. However, such an LDC would currently overlap with the Alberta *Social Studies Kindergarten to Grade 12* Program of Studies and several current locally developed courses. As well, the identified content is currently incorporated into other subject areas, including English Language Arts.

Administration obtained informal feedback from Alberta Education that the described content appears to have extensive overlap with existing curricula and that a high school LDC would therefore not be provincially authorized. Examples of areas of overlap are identified below:

1. Provincial Programs of Study

The Alberta *Social Studies Kindergarten to Grade 12* Program of Studies takes an issues-focused approach to social studies. Using this approach, students are given opportunities to develop and use active inquiry and critical thinking skills. In the Alberta *Social Studies Kindergarten to Grade 12* Program of Studies (pg. 6), the philosophy regarding current affairs states:

“An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations
- visits from dignitaries
- special events”

There are numerous specific learning outcomes reflecting critical thinking and contemporary issues in the Alberta *Social Studies Kindergarten to Grade 12* Program of Studies (see the identified outcomes in Social Studies 10-1/20-1/30-1 in Attachment I; similar outcomes also exist in Social Studies 10-2/20-2/30-2, for example).

2. Existing Locally Developed Courses

- a. Advanced Governance and Public Policy 15-25-35 has specific learning outcomes that require students to engage in the detailed analysis of contemporary social issues and public policy. Students examine leadership in the contexts of understanding governance structures

within public, private and voluntary sectors, and public policy and societal issues in various communities.

- b. Speech and Debate 15 requires students to examine current issues and become adept at discussing various perspectives on the issues of local, national and global interest.

3. Future Curriculum

Currently, Alberta Education is developing new provincial curriculum which will reflect the Ministerial Order on Student Learning (#001/2013). It is anticipated that several of the identified characteristics will be strengthened in the new curricula. For example, in *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study)*, it states that a key consideration for the design and development of new curriculum is that “[t]eachers and students need to be able to make connections within and outside the school or the subject; provincial curriculum must therefore be created to allow for these connections to emerge” (pg. 5).

As well, resources are available for all schools to engage speakers from outside the District in both face-to-face and technology-mediated environments. For example, the Community Marketplace is a Career Pathways pilot project whose goal is to establish relationships with parents and a variety of community partners in business, industry, civil society. These partners are then available to provide engaging learning opportunities for District students. At present, the Community Marketplace focuses on teacher-facilitated, in-class interactions between community representatives and students. These sessions are designed as hands-on explorations of specific career pathways that are intended to provide students with a broader perspective and exposure to the many opportunities available in their futures. Currently, there are 40 teachers participating in this project. Students in schools across the District also engage in videoconference opportunities to learn from external experts about current issues that have local, provincial, Canadian and often global impacts.

KEY POINTS

- The Administration recognizes the significant value of a course with the identified characteristics.
- Based on the description provided, such an LDC would overlap significantly with existing curricula; a high school LDC would therefore not be authorized by Alberta Education.
- There are currently opportunities for students in many schools across the District to explore social issues and access guest speakers, for face-to-face learning and for learning through technology-mediated interactions.
- New provincial curriculum may contain more outcomes related to the proposed content, and may provide more opportunities for making connections to emergent social issues.

ATTACHMENTS and APPENDICES

ATTACHMENT I Specific Learning Outcomes in Social Studies 10-12 Program of Studies:
Contemporary Issues and Critical Thinking

JA:ha

**Sample Specific Learning Outcomes in Social Studies 10-1, 20-1 and 30-1 Program of Studies:
Contemporary Issues and Critical Thinking**

Course/Grade	Specific Outcomes	
Social Studies 10-1		
	1.1	acknowledge and appreciate the existence of multiple perspectives in a globalizing world
	1.2	appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world
	1.3	appreciate how identities and cultures shape, and are shaped by, globalization
	1.4	explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling)
	1.5	explore understandings and dimensions of globalization (political, economic, social, other contemporary examples)
	1.6	examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification)
	1.7	analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)
	1.8	analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)
	1.9	evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization)
	2.2	exhibit a global consciousness with respect to the human condition
	2.3	accept social responsibilities associated with global citizenship
	2.11	analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife)
	2.12	evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations
	2.13	examine legacies of historical globalization and imperialism that continue to influence globalization
	3.1	recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization
	3.2	recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment
	3.3	explore understandings of contemporary economic globalization
	3.6	analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)
	3.7	explore multiple perspectives regarding the relationship among people,

		the land and globalization (spirituality, stewardship, sustainability, resource development)
	3.9	analyze multiple perspectives on sustainability and prosperity in a globalizing world
	4.1	recognize and appreciate the impact of globalization on the quality of life of individuals and communities
	4.2	recognize and appreciate the importance of human rights in determining quality of life
	4.3	accept political, social and environmental responsibilities associated with global citizenship
	4.4	explore various understandings of quality of life
	4.5	analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity)
	4.6	analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship)
	4.7	evaluate relationships between globalization and democratization and human rights
	4.8	analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues)
	4.9	explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization
	4.10	evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility)
	4.11	develop strategies to demonstrate active, responsible global citizenship
Social Studies 20-1		
	1.3	appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
	1.6	develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
	1.10	evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)
	2.1	appreciate that nations and states pursue national interest
	2.2	appreciate that the pursuit of national interest has positive and negative consequences
	2.3	appreciate multiple perspectives related to the pursuit of national interest
	2.9	analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)
	3.1	appreciate that nations and states engage in regional and global affairs for a variety of reasons

	3.2	appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities
	3.3	demonstrate a global consciousness with respect to the human condition and global affairs
	3.4	analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
	3.5	explore understandings of internationalism
	3.6	analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
	3.7	evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples)
	3.8	analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
	3.9	evaluate the extent to which nationalism must be sacrificed in the interest of internationalism
	4.1	appreciate historical and contemporary attempts to develop a national identity
	4.2	appreciate contrasting historical and contemporary narratives associated with national identity
	4.3	respect the views of others on alternative visions of national identity
	4.4	explore multiple perspectives on national identity in Canada
	4.5	analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)
	4.7	evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism)
	4.8	evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)
	4.9	develop personal and collective visions of national identity
Social Studies 30-1		
	1.1	appreciate various perspectives regarding identity and ideology
	1.2	appreciate various perspectives regarding the relationship between individualism and common good
	1.3	explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)
	1.4	examine historic and contemporary expressions of individualism and collectivism
	1.5	examine the characteristics of ideology (interpretations of history, beliefs

		about human nature, beliefs about the structure of society, visions for the future)
	1.6	explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism)
	1.7	analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)
	1.8	analyze collectivism as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)
	1.9	analyze the dynamic between individualism and common good in contemporary societies
	1.10	evaluate the extent to which personal identity should be shaped by ideologies
	2.1	appreciate Aboriginal contributions to the development of ideologies
	2.2	appreciate how citizens and citizenship are impacted by the promotion of ideological principles
	2.3	appreciate that individuals and groups may adhere to various ideologies
	2.11	analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events)
	2.12	analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism)
	2.13	evaluate the extent to which resistance to the principles of liberalism is justified
	3.1	appreciate various perspectives regarding the viability of the principles of liberalism
	3.2	appreciate various perspectives regarding the promotion of liberalism within political and economic systems
	3.3	explore the extent to which governments should reflect the will of the people
	3.4	explore the extent to which governments should encourage economic equality
	3.5	analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies)
	3.6	analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples)
	3.7	analyze why the practices of governments may not reflect principles of liberalism
	3.8	evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation)

	3.9	evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)
	4.1	appreciate the relationship between citizenship and leadership
	4.2	exhibit a global consciousness with respect to the human condition and world issues
	4.3	accept responsibilities associated with individual and collective citizenship
	4.4	explore the relationship between personal and collective worldviews and ideology
	4.5	explore how ideologies shape individual and collective citizenship
	4.6	analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)
	4.7	analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro- democracy movements, contemporary examples)
	4.8	evaluate the extent to which ideology should shape responses to contemporary issues
	4.9	develop strategies to address local, national and global issues that demonstrate individual and collective leadership
	4.10	explore opportunities to demonstrate active and responsible citizenship through individual and collective action

DATE: January 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Career Pathways for the Trades
(Response to Request for Information #005)

ORIGINATOR: Sanaa El-Hassany, Director, Research and Innovation for Student Learning

RESOURCE STAFF: Carolyn Baker, Barb Cook, Chelsea Erdmann, Husna Foda, Laurie Houston, Sean Jones, Bob Morter, Julian Pacholik, Will Rice

REFERENCE: November 7, 2017 Board Meeting
[Career and Technology Studies \(CTS\), program of studies](#)
[Career and Technology Foundations \(CTF\), program of studies](#)
[CTS Apprenticeship Pathway Program](#)
[Dual credit education](#)

ISSUE

At the November 7, 2017 Board Meeting, Trustee Gibson requested the following information:

In support of Career Pathways for the trades, can the District:

1. summarize by catchment what course streams Edmonton Public Schools offers at the junior and senior high levels, and if the senior high courses offer dual credit with post-secondary institutions such as NAIT.
2. describe the current offering for teaching digital design/virtual reality/augmented reality

In a subsequent conversation, Trustee Gibson specified that he was particularly interested in what course opportunities were available in the District for students who showed an enthusiasm for the construction trades. He also expressed interest in if/how such course streams lead to a career pathway, and if there was a possibility for students, through dual credit courses or other mechanisms, to complete their high school education with equivalencies of first year of post-secondary hours or instruction in a construction trade.

BACKGROUND

At Edmonton Public Schools, Career Pathways resources and learning opportunities encourage students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school. District schools work to embed Career Pathways into teaching and learning with the support of a central Career Pathways unit.

Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) closely align with Career Pathways for students in high school and junior high. CTS courses are designed for high school students wishing to explore their interests and career options and are organized by five clusters:

1. Business, Administration, Finance and Information Technology (BIT)
2. Health, Recreation and Human Services (HRH)
3. Media Design and Communication Arts (MDC)
4. Natural Resources (NAT)
5. Trades, Manufacturing and Transportation (TMT)

The course structure for CTS is unique in that it offers flexible programming using one-credit course modules. The decisions about what clusters and pathways are offered are made by individual schools. These decisions are dependent on a number of factors including school context, student interest, and the availability of qualified staff, facilities and equipment available. Many high schools are experimenting with blending CTS clusters in an attempt to increase engagement and exposure to real world jobs and possible career paths.

CTF is an optional curriculum for students in Grades 5–9. The CTF curriculum is based on learning outcomes that encourage students to explore their interests, skills and passions as they learn about different career possibilities. Although CTF is not a prerequisite for participation in CTS courses, it may assist students in making informed course selections as they enter high school.

CURRENT SITUATION

Course Offerings and Dual Credit

At Edmonton Public Schools, there are many ways that students can explore an interest in the trades. Within the 13 Edmonton Public School catchments, high schools and junior highs offer a variety of CTS and CTF courses to help students explore, develop skills and gain exposure to multiple opportunities. CTS and CTF courses are often cross-disciplinary and incorporate multiple subject areas. Many of the skills acquired within these courses are transferable into the trades but may not be identified as trade-specific courses. CTS teachers use their expertise and innovative instructional techniques to address outcomes within the current construction curriculum, which currently has limited specific technology requirements. Attached is a list of CTS/CTF courses offered at the high school and junior high school level, organized by catchment (Attachment I). Each school that offers construction courses may choose to bundle them in different ways based on equipment, facilities and teacher expertise. A breakdown by school of which construction courses are offered at the introductory, intermediate and advanced level is included in Attachment II.

The Registered Apprenticeship Program (RAP) is another way for students to access trades-related instruction and is supported by a certificated off-campus coordinator within many District high schools. High school students participating in RAP can earn credits toward both an apprenticeship and a high school diploma. Students have the opportunity to gain on-the-job training while acquiring hours toward a designated trade. These hours are one of two components required for most trades. The second component, in most cases, is a requirement that student complete technical training through a post-secondary provider or the Apprenticeship and Industry Training (AIT). The number of hours required for the on-the-job portion for each trade varies based on requirements set by the AIT.

Campus EPSB is an innovative and exciting way of approaching teaching and learning. This opportunity allows students to access specialized programming that may require moving between schools.

Campus EPSB helps students explore and excel in areas of interest while earning industry recognized certifications and credentials. This semestered programming, currently in its second pilot year and has expanded to include four catchments and six different programs. Three of the six Campus EPSB semestered programs are trades-related. One of these programs, Steel Construction, provides students with an opportunity to acquire credentials that can be directly transferred to the construction industry. This program is a combination of CTS modules focusing on design, steel, wood construction and jobsite demands that is delivered by an Edmonton Public Schools teacher and industry experts. The two additional trades-related programs are CTS Apprenticeship Pathway Programs in Cosmetology and Automotive Service Technician, which allow students to write the First Period Apprenticeship and Industry Training exam.

Similar to the Campus EPSB courses, Centre High Campus offers a Carpentry First Period Apprenticeship Pathway Program that is currently supported by an industry partner. This program is offered in second semester and, at the end of the course, students have the opportunity to challenge the first year apprenticeship exam. In addition to the dual credit opportunities in the CTS Apprenticeship Pathways, two Dual Credit courses are available for students. This past summer students from all high schools had an opportunity to complete Business 200 through King's University, where 10 students successfully completed the course. Lillian Osborne High school will be piloting Psychology 1040 with 33 students in the second semester of this school year in partnership with Norquest College. Both of these programs help students earn credits that are transferable to a number of publicly funded post-secondary institutions throughout the province.

District schools continue to work with NAIT in various ways, such as field trips, open houses and workshops. Currently, none of these partnerships are dual credit related learning opportunities. From 2013 to 2016, under the Provincial Dual Credit Strategy, dual credit courses offered by NAIT through the Faculty of Continuing Education made use of an online Moodle platform with significant tuition attached. In November 2017, Alberta Education announced changes to dual credit education. These changes could positively impact potential dual credit opportunities with post-secondary institutions. Career Pathways continues to explore future dual credit opportunities with all post-secondary institutions, including NAIT.

Digital Design/Virtual Reality/Augmented Reality

As our District continues to respond to evolving labour market trends and the economy, schools are working to incorporate evidence-based educational practices and technologies to promote the development of competencies and transferable skills. Instructional practices and learning opportunities around digital design, virtual reality (VR) and augmented reality (AR) are varied within many classrooms.

Digital Design is a broad term that encompasses the areas of print, video, and multimedia. Across all grade levels, schools are integrating digital design into course work. As early as elementary school, students are using design software to operate 3D printers to create prototypes for projects. Many junior high and high schools offer CTF and CTS courses within the Media, Design and Communication cluster. These courses support different applications depending on the school, expertise and resources. CTS one-credit courses or CTF challenges may or may not incorporate trade-specific skills, but can help students to connect what they are learning to various potential pathways. To do this, one high school combines courses from two separate clusters by incorporating design components into the steel and welding program through use of a plasma cutter. Likewise, one of our junior high schools has created a “design—think—build” lab where students explore the design thinking process to solve challenges with a

focus on wood construction. When the space is not in use by school scheduled courses, it can be used by classes from other schools.

Additionally, Locally Developed Courses (LDCs) are developed or acquired and approved by school authorities to provide students with learning opportunities that complement provincial programs of study. We are considering LDCs that are available through other school jurisdictions and continue to work with high schools to determine interest and demand in these areas. Two potential LDCs that directly address the technologies in question are:

1. **Working with Three Dimensional Data 15-25-35 (five credit):** The emphasis of this course is on the student developing a 21st century skill that will become critically important as our manufacturing industry evolves and changes. Students will be able to take physical objects and digitally represent these objects in maps, simulations, modeling, and historical artifact preservation.
2. **Human-Computer Interface 35 (five credit):** The aim of this course is to give students a general understanding of the context and current state of interactive computer technology and allow them to explore those aspects of HCI that most interest them.

VR and AR are not explicitly being taught in one subject or course. Rather, these new technologies are used to enhance learning opportunities. VR primarily incorporates the use of headsets or multi-projected environments to immerse the user in a virtual environment (e.g., [Google Expeditions](#)), whereas AR superimposes digital images over real-world environments, most often using the camera on a person's smartphone (e.g., Pokémon GO).

The District currently has several VR kits (smartphones and headsets) that are available for schools to borrow from the Technology Integration Planning and Support (TIPS) team and a few schools have ordered their own sets. These kits are primarily used for Google Expeditions; a virtual field trip application that allows students to explore with global and career development perspective. Recently, pricing has become more attractive, making school sets more accessible.

At Edmonton Public Schools, through Career Pathways, we continue to support innovative and engaging ways to foster growth and success in students to better prepare them for life beyond school. Recognizing that this is a collective responsibility, we regularly look outward to community organizations who can share their expertise. We continue having conversations with industry stakeholders and schools to look at ways to digitally enhance current course offerings and support teachers with professional learning opportunities.

KEY POINTS

This report provides:

- A summary of CTS/CTF-related course offerings at the junior and senior high level.
- An overview of the trades-related dual credit opportunities in high school.
- An overview of the current offering and teaching of digital design/virtual reality/augmented reality within Edmonton Public Schools.

ATTACHMENTS and APPENDICES

- [ATTACHMENT I](#) 2016-17 CTS/CTF Courses by Catchment
[ATTACHMENT II](#) 2016-17 Construction Courses Offered

CE:BC:SJ

DATE: January 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: French Immersion Programming Within Edmonton Public Schools
(Response to Request for Information #007)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

**RESOURCE
STAFF:** David Evans, Scott Humphrey, Valerie Leclair

REFERENCE: November 28, 2017, Board meeting (Trustee Estabrooks)

ISSUE

The following information was requested:

1. How many early entry, middle entry and late French Immersion programs are currently offered within Edmonton Public?
2. What are the current enrolment numbers for these programs?
3. How many students was the District unable to accommodate within a French Immersion program during the 2017–2018 school year and at which school?
4. Does the District know how many students who currently live within Ward D travel outside of the Ward to attend a French Immersion Program?
5. Does the District maintain a wait list of students who would like to attend French Immersion and if so, how many students are on that wait list?
6. What is the projected enrolment for French Immersion programs within Edmonton Public Schools for the next five years?

BACKGROUND

The French Immersion program is a unique learning environment where French is used as the language of instruction for subjects such as mathematics, science, social studies and physical education for a significant part of the day, other than English Language Arts. In Edmonton Public Schools, French Immersion (Early and Continuing) and Late French Immersion programs are offered as programs of choice or alternative programs to interested students. Currently, the French Immersion program begins in Kindergarten (Early) and continues through to Grade 12 (Continuing). The District also offers the Late French Immersion program which begins in Grade 7 and continues through to Grade 12. Edmonton Public Schools does not offer a middle entry French Immersion program. The goal of French Immersion is to support students in their learning as they develop functional fluency in French by the end of Grade 12.

In 2002, as part of the French Language Renewal Project, the District worked with an external consultant to research the viability of offering either Middle or Late French Immersion to allow further opportunities for District students to access French-language programming. Many avenues of research were undertaken such as a survey of parents and visits to Late French Immersion sites within the province.

The findings were as follows:

- Students who enter in the French Immersion program with a later start tend to show a more solid grounding in their English language skills eliminating most of the concerns about a student's English language development.
- Older children develop strong learning skills and strategies that enable them to transfer these skills easily from one language to another.
- Finally, there appear to be few differences in proficiency between Early French Immersion and Late French Immersion students who have continued through to Grade 12, with the exception of oral fluency.

With these findings, a decision was made to offer the Late French Immersion program at four sites.

The Late French Immersion program allows students to enter at the Grade 7 level to learn French. By the end of Grade 12, students will have practiced the language skills and will have developed a high level of knowledge and skills in French while completing the Alberta programs of study. Late French Immersion was first introduced in the District in September 2003 at four District sites: Laurier Heights, Kenilworth, Dickinsfield and McKernan schools. Within seven years, Kenilworth School was the first site deactivated due to low enrolment, and one year later, the program was deactivated at Dickinsfield School. Laurier Heights School continued to offer the Late French Immersion program until it was also deactivated in 2012. At the three deactivated sites, the remaining students were grandfathered out of the program.

CURRENT SITUATION

Edmonton Public Schools offers the French Immersion program in 17 schools. These schools consist of 10 elementary schools, two elementary-junior high schools, three junior high schools and two senior high schools. All French Immersion programs are offered in dual or triple track schools. Dual track schools have both French Immersion and English programs, with the exception of Rio Terrace which offers French Immersion and German Bilingual programming only. Late French Immersion is offered at one site, McKernan School.

Each year, families pre-enrol in their program of choice. Pre-enrolment enables families to plan for the upcoming school year and allows schools to prepare for the number of students they can expect in the fall. As with other alternative programs, requests for French Immersion occur during the pre-enrolment process. However, if the number of students who want to attend a school or program exceeds the space available, new applicants from outside the school's designated attendance area (but within the City of Edmonton) are chosen by a random selection. The random selection process is conducted by Administration to ensure that all students are provided equal opportunity to attend the school or program. Although the District does not have a waitlist of students requesting French Immersion, since 2015, Administration has maintained information obtained from the random selection, and has used this information as one of the measures to inform the establishment of future alternative program sites. To note, in 2015, there were two Early French Immersion schools (Richard Secord and Rio Terrace schools) that went to random selection at the Kindergarten level. There is no indication of how many students this involved. School Administration at Greenview School also shared that they have been going to random selection since 2013.

In 2016, the following schools went to random selection for the 2016–2017 school year:

- Greenview School:
 - Kindergarten – 10 of 35 students were not provided French Immersion programming.
- Lendrum School:
 - Kindergarten – five of 11 students were not provided French Immersion programming.
- McKernan School:
 - Kindergarten – five of 14 students were not provided French Immersion programming.
 - Grade 1 – six of eight students were not provided French Immersion programming.
 - Grade 7 – five of 13 students were not provided Late French Immersion programming.

The following schools went to random selection for the 2017–2018 school year:

- Greenview School:
 - Kindergarten – four of 26 students were not provided French Immersion programming.
- McKernan School:
 - Kindergarten – four of seven students were not provided French Immersion programming.
 - Grade 1 – There were 10 students in all requesting French Immersion programming at the school. Seven out of attendance area students were not entered into the random selection as they were out of the attendance area. One of three attendance area students was not provided French Immersion programming.

To meet the increased demand for elementary French Immersion programming in the southeast and central Edmonton, the District has approved the establishment of two sites. Effective September 2018, Crawford Plains and Oliver schools will be offering the French Immersion program at the Kindergarten and/or Grade 1 level, dependent upon sufficient pre-enrolment numbers for the 2018–2019 school year.

The current total enrolment in the French Immersion program for the 2017–2018 school year is 3,921 students, 3.96 per cent of the total District population. The current total enrolment in the Late French Immersion program for the 2017–2018 school year is 73 students. From Ward D, there are currently 275 students attending a French Immersion program in the District and eight students attending the Late French Immersion program at McKernan School.

The following table shows the four-year projected enrolment for the French Immersion Program:

French Immersion Projected Enrolment	2018–2019	2019–2020	2020–2021	2021–2022
Total	3,990	4,071	4,106	4,181

KEY POINTS

- Edmonton Public Schools offers the Early French Immersion program in 17 schools. These schools consist of 10 elementary schools, two elementary-junior high schools, three junior high schools and two senior high schools. The District also offers the Late French Immersion program in one school, McKernan School.

- From Ward D there are currently 275 students attending a French Immersion program in the District and eight students attending the Late French Immersion program at McKernan School.
- During the 2017–2018 school year, Greenview School was unable to accommodate four of 26 Kindergarten students in their French Immersion program. McKernan School was unable to accommodate four of seven Kindergarten students and one of three attendance area Grade 1 students. Seven out of attendance area Grade 1 students were not entered into the random selection as they were out of the attendance area and there were not enough spaces offered through the random selection.
- The District does not maintain a wait list of students who would like to attend the French Immersion program. However, phone calls and emails are tracked and this information is used for future establishments.
- To meet the increased demand for elementary French Immersion programming in the southeast and central Edmonton, the District has approved the establishment of two sites. Effective September 2018, Crawford Plains and Oliver schools will be offering the French Immersion program at the Kindergarten and/or Grade 1 level, dependent upon sufficient pre-enrolment numbers for the 2018–2019 school year.
- The projected enrolment indicates an increase of approximately 260 students across the District in the next five years, should all factors remain the same.

ATTACHMENTS and APPENDICES

VL:ks