



McCauley Chambers
Tuesday, March 6, 2018
2:00 p.m.

Board Meeting #07

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**

- 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 #06 – February 20, 2018
- G. Recognition
2. Edwin Parr Teacher Award
(Information)
Note: 30 minutes is required for this item.
- H. 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, March 5, 2018, to speak under this item.)
- I. Reports:
3. Strategic Plan Update – Curriculum
(Information)
Note: 30 minutes is required for this item.
 4. Motion re Solar Energy Strategy
(Recommendation)
 5. Staff Group Budget Presentations re 2018-2019 Budget
(NO ENCLOSURE)
Note: 45 minutes is required for this item.
 - Exempt Staff 3:00 – 3:15 p.m.
 - CUPE Local 474 (Custodial) 3:15 – 3:30 p.m.
 - Edmonton Public Teachers 3:30 – 3:45 p.m.
 - CUPE Local 3550 (Support Staff) 3:45 – 4:00 p.m.
 6. Process and Timeline for the 2018-2019 Budget and for the Fall Review of the 2017-2018 Results and Plans for 2018-2019
(Recommendation)

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

MINUTE BOOK**Board Meeting #06**

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, February 20, 2018 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Student Trustees

Farzeen Ather

Zachary Flynn

Astrid Krueger

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Janice Kube, Administrative Assistant and Janis Zielke, Vice-President

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

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

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

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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 

B. Roll Call: (2:05 p.m.)

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Stirling:

**“That the agenda for the February 20, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair attended the Edmonton Chinese New Year Singing and Dancing Gala on February 18, 2018, along with Trustee Ip, the Master of Ceremonies, and Dr. Parker to mark the Lunar New Year. The Board Chair explained that the Confucius Institute plays an important role in supporting the District’s Chinese Bilingual program, which celebrated its 35th anniversary last year. She said this year holds special significance because it is the 10th anniversary of the Confucius Institute in Edmonton and that this successful program began in 1982 with a class of 33 Kindergarten students. The Board Chair remarked that it has flourished, thanks to support and hard work from Edmonton’s Chinese community, including the Confucius Institute. The Board Chair thanked the Director, Dr. Wei Li for all his great work.

The Board Chair reported that on February 15, 2018, the Metro Chairs met with the Minister of Education to discuss transportation, ways to improve the bus system for students and the importance of public consultation. She said they also discussed mental health, supports for First Nations, Métis, and Inuit students and early learning.

The Board Chair shared that February 15, 2018, marked the last of the District’s school opening celebrations with the opening of Shauna May Seneca School. She added that it was a wonderful testament to a strong leader whose contributions have served to make the world a better place.

The Board Chair thanked the Government of Alberta for funding of the 11 new schools the District opened this year, her colleagues on the Board of Trustees for their tireless advocacy efforts, and the staff and community of Edmonton Public Schools for all the hard work to make these amazing learning environments a reality.

The Board Chair reported that the District is engaged in ongoing discussions with the Edmonton Catholic School Board to extend the District’s shared bussing services. She said that both Administrations are working together and have identified 11-12 routes where buses can be shared

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by both jurisdictions in the 2018-2019 school year and going forward. The Board Chair advised that transportation staff from both districts, are continuing to identify additional efficiencies for September 2018 and work is ongoing.

The Board Chair advised that Pink Shirt Day is on Wednesday, February 28, 2018. She explained that Pink Shirt Day started following an anti-bullying stand of two Grade 12 Nova Scotia students in 2007. The Board Chair said that the students took action after witnessing two Grade 9 students being bullied for wearing pink to school and encouraged their schoolmates to wear pink to send a message against bullying. Since then, the Pink Shirt Day Campaign has sent a powerful message that *Bullying Stops Here*. She remarked that everyone has a role to play in promoting healthy relationships and preventing bullying in schools, homes and communities.

E. Communications from the Superintendent of Schools

The Superintendent shared his appreciation of the Board of Trustees for their advocacy not only pertaining to the new schools and builds that are happening within the District but their advocacy for quality learning environments for all students. He commented that there are many things to celebrate with new schools openings and that there are many challenges and opportunities in the future. The Superintendent said that it is a pleasure to serve a Board that has this kind of vision in mind for all the students in the District.

The Superintendent congratulated Kim Hung and Shauna May Seneca Schools on their grand openings. The Superintendent thanked not only the staff of Edmonton Public Schools who have worked hard to open the new buildings but also thanked the communities and parents. He said there is a lot of work happening to organize and create new parent councils, along with exciting fundraisers to support initiatives in their local communities.

The Superintendent reminded everyone that Hockey Helps Kids is still in progress and that this is the last week to vote. He encouraged everyone to go to the Hockey Helps Kids website, watch the amazing videos and to vote.

The Superintendent thanked everyone for their patience and understanding. He shared that the month of February historically is a tough month due to the long days and winter and that people's tempers can start to wear thin on occasion. The Superintendent remarked that staff in schools and in Central are doing an incredible job of showing kindness and understanding in assisting people through some difficult times.

The Superintendent highlighted a few things that are happening in the District in the month of February. He shared that school staff have come up with creative ways to handle indoor recesses during the cold days, and that Central staff continue to do an outstanding job of supporting schools and families through these times. The Superintendent shared that Riverbend School raised fund for the Canadian Cancer Society, at their invitational basketball tournament, students from L.Y. Carins and McKee Schools made Valentine's Day cookies, cards and healthy lunches for

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some of the city's less fortunate, amiskwacy Academy students read with the Grade 1 class at Lorelei School every Thursday; students from Roberta MacAdams School handed out wooden hearts to community members on Valentine's Day; and Calder School students made Valentine's Day cards for women accessing the services of local women's shelters. The Superintendent said that these are just a fraction of the acts of kindness that District schools have demonstrated in communities throughout the city during the month of February.

The Board Chair acknowledged Student Trustee Ather and members of the Student Senate that were present.

F. Minutes

1. Board Meeting #05 – February 6, 2018

MOVED BY Trustee Janz:

"That the minutes of Board Meeting #05, held February 6, 2018, be approved as amended."

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from Mr. Bashir Mohamed regarding the Edmonton Public Schools School Resource Officer program.

H. Reports

2. Report # 2 of the Caucus Committee (From the meeting held February 6, 2018)

Information was received regarding actions taken at the February 6, 2018, Caucus Committee meeting.

3. Motion re Phasing Out Public Funding of Private Schools

MOVED BY Trustee Estabrooks:

"That the Edmonton Public Schools Board of Trustees continue its strong commitment to public education and advocate the provincial government begin phasing out public funding of private schools and reinvest that money in public classrooms."

IN FAVOUR: Trustees Dunn, Draper, Estabrooks, Gibson, Ip, Janz, Johner and Stirling

OPPOSED: Trustee Adams

The Motion was CARRIED

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Trustee Gibson suggested that next steps also include ways to engage and inspire communities and parents ensuring they are aware of the limited resources available to public schools.

Trustee Stirling left the meeting at this point.

4. Locally Developed Courses

MOVED BY Trustee Gibson:

“That the following LDCs be approved for use in Edmonton Public Schools:

- **Academic Achievement through English Language Development 15-25-35 (3)**
- **American Sign Language and Deaf Culture (3Y) 15-25-35**
- **Design Thinking for Innovation 15-25-35 (3 and 5)**
- **Drawing (Advanced Techniques) 15-25-35**
- **Exploration of Film 7-8-9**
- **Forensic Studies 25-35 (3)**
- **Global Perspectives 25-35**
- **Learning to Lead 7-8-9**
- **Punjabi Language and Culture K-3**
- **Speech and Debate 15 (3)”**

(UNANIMOUSLY CARRIED)

Trustee Ip requested that Administration explain how the Academic Achievement through English Language Development 15-25-35 locally developed course series complements and works with the District’s existing ESL offerings.

The response to this request for information will be provided to the Board of Trustees in a Transmittal Memorandum (TM).

5. Infrastructure Committee Work Plan for 2017-2018

MOVED BY Trustee Ip:

“That the Board approve the Infrastructure Committee Annual Work Plan for 2017-2021.”

(UNANIMOUSLY CARRIED)

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

6. Strategic Plan Update – First Nations, Métis and Inuit Students

An overview of the District’s First Nations, Metis, and Inuit students, along with what the District is doing to support their academic achievement was provided to the Board of Trustees.

Trustee Stirling returned to the meeting at 4:07 p.m.

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7. Student Senate 2017-2018 Work Plan

The Student Senate presented to the Board of Trustees an update of their progress towards the completion of their 2017-2018 work plan.

The Superintendent suggested that brochures being created by the Student Senate regarding Mental Health Awareness, Time Management and Workload and Transitioning to Post-secondary School be issued to principals for distribution to students throughout the District.

8. Solar Energy Strategy

In alignment with the Provincial focus on sustainable infrastructure and renewable energy, Edmonton Public Schools is proposing a strategic, achievable approach to installing roof-top solar systems on District facilities.

Trustee Dunn left the meeting at 5:45 p.m.

9. Learning Disorders – Reading, Writing and Mathematics (Response to Request for Information #009)

Information was provided regarding request for information #009.

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

10. Maintenance of Schools during Extreme Weather (Response to Request for Information #011)

Information was provided regarding request for information #011.

I. Comments from the Public and Staff Group Representatives

The Board of Trustees received feedback from Ms Ufuoma Odebala-Fregene regarding the Strategic Plan Update – First Nations, Métis and Inuit Students and the Student Senate 2017-2018 Work Plan reports.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams reported that she had a very interesting and engaging night at the Ekota Parent Council meeting on February 7, 2018. She said that she was asked to share information about the role of a Trustee. She added that due to the keen interest to discuss the Board's policy regarding children with learning and development challenges, a joint Millwoods area information session is being planned for April 2018 with herself and Trustee Stirling. Trustee Adams advised the joint meeting will be hosted by the Ekota Parent Council.

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Trustee Adams shared that on February 9, 2018, she attended the Millwoods Early Childhood Coalition (MWECC) and that it was a great opportunity to connect with the directors and the various community organizations. She shared that the MWECC partners with the Edmonton Public School and Edmonton Catholic districts to host the “Helping Your Child Succeed in Kindergarten” workshop that was held on February 10, 2018 and was open to parents and caregivers with children entering Kindergarten in September.

Trustee Adams reported that she attended the Edmonton Chinese New Year Singing and Dancing Gala on February 18, 2018, with Trustees Dunn and Ip, Dr. Lorne Parker and a large number of dignitaries. Trustee Adams also attended the Chinese New Year Celebration at Meyonokh School. She said that Principal Patterson and staff worked very hard to present a plethora of impressive performances by students from Kindergarten to Grade 6.

Trustee Adams shared that it was a privilege to attend the special night of honour for the opening of Shauna May Seneca School as Ms Seneca was the founder of The Bent Arrow Society. She added that special honour was given to the Aboriginal community throughout the celebration. She remarked that Principal Carter and staff brought this amazing round of school openings to a close with a very fitting, energetic and passionate performance by the students titled, “We are the ones to make it happen, we are the agents of change.”

Trustee Dunn was pleased to be able to visit Spruce Avenue School and see the wonderful work being done by Principal Markwart. She mentioned that it was also a pleasure to be able to attend the Coronation Parent Council meeting, along with Minister Eggen, and discuss parent concerns about infrastructure, funding for refugee students, and the need to partner with the Health Ministry for increased mental health services for students in District schools. She remarked that it was great to see parents from the new Right at Home Housing project across the street which has seen 38 new students at the school.

Trustee Dunn was pleased to join the Westminster Parent Council at their school. She was also delighted to attend Chinese New Year celebrations at Dovercourt School and celebrate the 35th anniversary of the Chinese Bilingual Program at Bonnie Doon Mall with Trustees Adams and Ip. She was honoured to join a Pipe Ceremony and Round Dance at Prince Charles School along with many members of the community, and she was thankful to be able to bring her family to this event.

Trustee Draper reported that on February 14, 2018, she and the Chair of the School Council welcomed the Lieutenant Governor of Alberta, Lois Mitchell, at Dr. Donald Massey School, where she read to the Grade 2 students and then toured a Grade 6 classroom.

Trustee Ip reported he attended the Kim Hung School opening and that the occasion was a wonderful celebration honouring the work of Kim Hung and the Chinese community. Trustee Ip thanked the hard work of District staff for putting on the event.

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Trustee Ip shared that he attended the Winter Walk Day at Nellie Carlson School on February 7, 2018. He commented that it was a day to promote active transportation at the school where parents were encouraged to walk their children to school. He remarked that the event was a big success and traffic was reduced by over 50 per cent. He congratulated the Nellie Carlson School.

Trustee Ip reported that on February 9, 2018, he and Trustee Janz met with southwest elected officials including Councilors Cartmell and Walters, MLA Dang, MP Jeneroux and Catholic Trustee Turchansky to discuss issues of importance to education and the southwest.

Trustee Ip had the opportunity to bring greetings on behalf of the Board at the Chinese New Year celebration on February 9, 2018, at Bonnie Doon Mall. He thanked the Edmonton Chinese Bilingual Education Association and the many volunteers for putting on a great event.

Trustee Ip thanked the George P. Nicholson School Council and Principal Becker for hosting him at the school for a coffee with the community on February 14, 2018. He said It was a chance to share news from the Board and discuss issues of importance to the school community.

Trustee Ip reported that on February 18, 2018, he was the Master of Ceremonies at the Chinese New Year's Gala hosted by the Confucius Institute of Edmonton. He explained that it was a celebration of Chinese traditional performing arts and many Edmonton Public School students were showcased. Trustee Ip shared that the event was attended by local dignitaries including Deputy Premier Hoffman, Chair Draper, and the Vice Consul General Xiao Jun of the Consulate of the People's Republic of China in Vancouver. Trustee Ip thanked Dr. Wei Li and his staff for all of their hard work in putting on the event.

Trustee Janz thanked the Harry Ainlay School council for hosting the "Pretzels and Root Beer" event with Trustee Janz. He said that there was great conversation and many fantastic questions to inform his work going forward.

Trustee Janz commented on a play that he recently attended and shared the following statistics that framed the play:

- The retail industry is the single largest jobs category in the country, employing 1.96 million people in 2016, according to Statistics Canada.
- Target's closure two years ago left nearly 18,000 low-income Canadian workers without jobs.
- Hudson's Bay Co. will reportedly cut 2,000 jobs by 2018.
- In April, the number of 2017 bankruptcies in the US had already equaled the bankruptcy total in all of 2016.

Trustee Janz commented that he found the play powerful, and most enjoyable, and said what stuck with him was the context for future graduates. He said for the students who are graduating in 2018 this is their new reality, but what about the students who will be graduating in 2030?

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Trustee Janz said as the reality changes and automation becomes more prevalent, aspects of education are going to have to change. He questioned if the District is prepared, not just for the changes to students but to the changes to schools and the teaching profession.

Trustee Janz shared that parents have raised these concerns with him and as we look ahead to our work readiness and career pathways conversations, these changes need to be kept in mind.

K. Trustee and Board Requests for Information - None

L. Notices of Motion

Trustee Draper served notice that she will make a motion that the Board of Trustees submits the District's Solar Energy Strategy to the province and advocates for funding for implementation of the plan.

M. Next Board Meeting: Tuesday, March 6, 2018, at 2:00 p.m.

N. Adjournment: 6:10 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: March 6, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edwin Parr Teacher Award

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE STAFF: Trish Kolotyluk, Kevin Carson

ISSUE

Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected to represent the District at the zone level.

BACKGROUND

Seven first year teachers were nominated by their principals for the 2018 ASBA Edwin Parr Teacher Award. A committee of District leadership staff met on Friday, February 2, 2018, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, four semi-finalists were selected and invited to a luncheon with the District Support Team.

CURRENT SITUATION

Each of the following nominee semi-finalists will be introduced:

Nominee	Principal
Jake Ferbey	Christina Jones, Balwin School
Evan Lock	Greg Kushnir, Esther Starkman School
Chantal Moquin	Gane Olsen, Harry Ainlay School
David Hamblin	Errol Johnson, Delton School

KEY POINTS

The District nominee for the Zone 2/3 2018 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

TK:cm

DATE: March 6, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update Report: Curriculum

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Janice Aubry, Sanaa El-Hassany, Brenda Gummer, Marlene Hanson, Natalie Prytuluk

REFERENCE: [2016-2017 Annual Education Results Report and Three-Year Education Plan](#)

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of efforts being taken in support of curriculum through the strategic use of surplus funds.

BACKGROUND

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

To demonstrate the District’s commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017, as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This report focuses specifically on the various projects that support or enable the delivery of quality curriculum taken on by the Central Instructional Supports units (Diversity and Comprehensive School Health, Early Years, Specialized Supports, Research and Innovation, and Curriculum and Resource Support) through the opportunity of surplus funds. These central initiatives are complementary to the curricular-related efforts supported by the use of school-based allocations and catchment initiatives funded through the equity dollars.

KEY POINTS

Strategic Plan Update reports, introduced in 2016–2017, provide an extension of the AERR.

The attached report is focused on the District's work in support of quality curriculum through the strategic use of surplus funds.

ATTACHMENT I Strategic Plan Update: Curriculum

NP:np



Strategic Plan Update Report Curriculum

March 6, 2018

epsb.ca

Introduction

This Strategic Plan Update Report is providing the Board of Trustees with an overview of efforts being taken in support of curriculum through the strategic and targeted use of surplus funds. Both central units and schools have taken deliberate action to use the opportunity presented by surplus funds to advance the District's efforts in support of quality curricular programming.

This report focuses specifically on the various initiatives that support or enable the delivery of quality curriculum being conducted by the Central Instructional Supports units: Diversity and Comprehensive School Health, Early Years, Specialized Supports, Research and Innovation and Curriculum and Resource Support. These central initiatives are complementary to the curricular work implemented by schools and catchments that are funded through school-based allocations and equity dollars.

The initiatives highlighted in the report reflect work from both the 2016-2017 and current school years. Many of the projects are progressive and fall across multiple school years. This work enables the District to build upon current curriculum-related resources, competencies and programs that reflect 21st Century learning needs to support student achievement.

The work highlighted in this report reflects the opportunity presented through the availability of surplus funds to provide additional resources above and beyond the core work already in place related to the delivery of quality curriculum. In some instances, these additional efforts reflect an extension of core work and in other instances, surplus-funded projects have enabled the District to take on new work intended to enhance or strengthen existing efforts.

Surplus funds are not a long-term sustainable means of funding. Therefore, it is the intention that these projects enable the District to build capacity, leave a legacy of available resources or complete a one-time initiative that does not require ongoing funding.

Why This Work is Important

Through the *Programs of Study*, Alberta Education has defined the content or the *what* of our provincial curriculum. At the classroom level, teachers are responsible to determine *how* best to engage their students in this content. Together, the *what* and *how* serve as a road map to guide teachers and students to academic success and achievement, with the intention that students will leave their Kindergarten to Grade 12 learning experience with the attitudes, skills and knowledge necessary for them to lead fulfilling and contributing lives.

Once the province has set curriculum direction through the *Programs of Study*, there are additional key factors that contribute to quality curriculum. These include:

- Focused efforts in support of literacy and numeracy.
- Delivery of curriculum that reflects First Nations, Métis, and Inuit content and the inclusion of Francophone cultures and perspectives.
- Learning experiences that promote the development of core competencies.
- Ongoing building of teacher capacity.
- Access to relevant and engaging materials and resources.
- Quality assessment practices to inform evidence-based programming and evaluation of learning.
- Content and context that is meaningful, inclusive, relevant and engaging for all students.
- Differentiated programming that will prepare students for their futures.

The projects highlighted in this report reflect the District's efforts to support curriculum, high quality teaching and learning and ultimately student success.

Central Services Instructional Supports

This section of the report contains an overview of the various central projects funded through surplus dollars that enhance the District's core work in support of quality curriculum. Information regarding each curriculum-focused project is presented in a template which includes the following information:

- The name of the project.
- An overview of the intention of the project.
- A summary of work completed to date, including quantitative impact where data is available.
- Next steps in this work.
- The anticipated benefit to the District as a result of this work.

The central projects have been organized around the following themes:

- Provincial Curriculum Readiness.
- Literacy and Numeracy.
- Teacher Capacity Building and Resource Development.
- Curricular Content.
- Student Leadership and Engagement.
- Assessment and Evidence-Based Approaches to Inform Programming.

Project in Support of Provincial Curriculum Readiness

Project Title	Building Capacity in Provincial Curriculum Implementation 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> • Provide consultant support for staff in key curricular areas to: <ul style="list-style-type: none"> ○ Examine achievement data and design professional learning (PL) to support improved teacher practice. ○ Provide curriculum PL sessions. ○ Review, identify, revise and develop teaching, learning and professional learning resources (including on line professional development resources). ○ Support teachers directly in classrooms. • Provide consultant support for readiness for the new provincial curriculum implementation.
Work Completed	<ul style="list-style-type: none"> • Twelve consultants provided supports for schools and central services for current provincial curriculum implementation and in preparation for new provincial curriculum. This included: <ul style="list-style-type: none"> ○ Examining achievement data and designing professional learning to support improved teacher practice. ○ The provision of in-services, consultations and coaching. ○ Development of materials to support curriculum change. ○ Updating of new locally developed courses, administrative regulations and support materials in preparation for new curriculum. ○ Review, identification, revision and development of teaching and learning resources. ○ Development of parent support materials. ○ Provision of members to the provincial Curriculum Working Groups. ○ Development of online learning modules for staff to learn about the new curriculum architecture and content. • Through this work, 3,258 teachers and leadership staff have participated in in-servicing, consultations or coaching related to preparation and awareness of the new provincial curriculum since September 2016.
Next Steps	<ul style="list-style-type: none"> • Continue to provide supports for schools and central services for current provincial curriculum implementation and in preparation for new provincial curriculum. • Support the piloting of new draft outcomes for Kindergarten to Grade 4.
Anticipated Benefits	<ul style="list-style-type: none"> • Having curriculum consultants available to support staff in effective curriculum-based teaching and learning benefits new teachers, existing teachers and District school and central leaders. These consultants are establishing key professional learning tools, opportunities and resources to ensure our teachers are confident and competent in delivering the existing curriculum and in implementing the new provincial curriculum.

Projects in Support of Literacy and Numeracy

Project Title	Building Capacity in Literacy Interventions 2016-2017
Project Overview	<ul style="list-style-type: none"> • Offer a range of supports to build District capacity in literacy classroom practices, intervention supports and literacy leadership.
Work Completed	<p>Support was provided to schools in the following areas:</p> <ul style="list-style-type: none"> • Targeted support for junior high schools related to the District-wide Focus on Reading Initiative, including expanded consultant support, lead teacher development, resources for administrators, development of literacy materials, teacher professional learning and resources. • Support for Columbia University Teachers College Reading and Writing Workshop leadership days, professional learning sessions, coaching and one-day conferences from external presenters. • Increased supports (consultant support, teacher supply coverage for professional learning, etc.) for formal literacy interventions, including supports for Levelled Literacy Intervention, Middle Years Literacy Intervention, High School Literacy Intervention and Reading Recovery. • The Curriculum and Resource team provided intervention professional learning support for 170 teachers; data gathered from leadership groups demonstrated that at minimum 849 students received literacy intervention supports as a result of this work.
Next Steps	<ul style="list-style-type: none"> • Continue to provide targeted support for junior high schools related to the District-wide Focus on Reading Initiative, including expanded consultant support, teacher development, development of junior high literacy materials, teacher professional learning and resources. • Continued consultant support for Reading and Writing Workshop teacher professional learning, lead teacher and administrator development, professional learning sessions and coaching. • Continued increased supports (consultant support, teacher supply coverage for professional learning, etc.) for formal literacy interventions.
Anticipated Benefits	<ul style="list-style-type: none"> • The targeted building of junior high teacher capacity to support reading development and identify which students are demonstrating at, above or below grade level reading is anticipated to result in a significant positive impact on reading achievement levels for junior high students. • The targeted support for professional development for teachers in the Reading and Writing Workshop is anticipated to increase student achievement results from Kindergarten to Grade 8 in the schools in which it is delivered. • The increased supports for professional development for teachers in formal literacy interventions is anticipated to impact those students who are reading below grade level or are at risk of reading below grade level. • Supporting quality literacy instruction prepares teachers to demonstrate a professional body of knowledge to “enable all students to develop and

	enhance skills in literacy and numeracy” as per the Teaching Quality Standard which will be effective in September 2019.
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Project Title	District-wide Focus on Reading 2016-2017
Project Overview	<ul style="list-style-type: none"> Employ a 1.0 FTE secondary consultant position to coordinate the District-wide Focus on Reading Kindergarten to Grade 12 and funds to support secondary development work (supply teacher coverage, admin support, etc.); supply teacher coverage for 20 junior high and high school lead teachers.
Work Completed	<ul style="list-style-type: none"> Coordination of the District-wide Focus on Reading Kindergarten to Grade 12 work continued. Targeted, expanded professional learning supports were provided for junior high and high school teachers and principals. New junior high and high school resources were developed or reviewed by District teacher consultants and teachers, including new assessments as well as new curriculum-based reading support resources. Literacy professional learning (in-servicing, coaching or consultation) for 3,333 teachers and leadership staff has been provided.
Next Steps	<ul style="list-style-type: none"> Continue coordination of the District-wide Focus on Reading Kindergarten to Grade 12. Expanded professional learning supports will be provided for junior high and high school teachers and principals. New junior high and high school resources will continue to be developed or reviewed by District consultants and teachers, including new assessments and new curriculum based reading support resources.
Anticipated Benefits	<ul style="list-style-type: none"> The 1.0 FTE position ensures that there is continuing coordination and support for the District-wide Focus on Reading for Kindergarten to Grade 12, with a special focus on ensuring that teachers are confident in identifying and supporting students who may be achieving below grade level in Grade 7. The engagement of teachers in the development, identification and/or review of resources that support students in improving their reading achievement is key to building teacher capacity and leadership and ensuring quality curriculum-based teaching and learning resources are available. Supporting quality literacy instruction prepares teachers to demonstrate a professional body of knowledge to “enable all students to develop and enhance skills in literacy and numeracy” as per the Teaching Quality Standard which will be effective in September 2019.

<p>Project Title</p>	<p>Math/Numeracy Support 2016-2017</p>
<p>Project Overview</p>	<ul style="list-style-type: none"> • Employ 3.0 FTE Math/Numeracy consultants to ensure each leadership group has an assigned Math/Numeracy consultant. Hire an additional 1.0 FTE consultant to support bilingual and French immersion delivery of math interventions, resource development and professional learning support.
<p>Work Completed</p>	<ul style="list-style-type: none"> • The 4.0 FTE Math/Numeracy consultants have enabled expanded access to key professional learning supports for teachers and principals in math and numeracy (such as Foundations of Mathematics sessions, A Guided Approach to Math, etc.). Year One of the Numeracy Guiding Document and Action Plan was implemented, including the development of draft parent support resources, new teaching resources and the initial exploration of key resources and research to support math interventions. • Through this project, the District provided numeracy and math professional learning (in-servicing, coaching or consultation) for 2,063 teachers and leadership staff.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Continue to provide key and expanding professional learning supports for teachers and principals. Year Two of the Numeracy Guiding Document and Action Plan is underway. • Continue to develop new parent support resources, new teaching resources and prepare for field testing of a formal math intervention in schools. • Develop online professional learning supports for teachers of math.
<p>Anticipated Benefits</p>	<ul style="list-style-type: none"> • The provision of professional learning for teachers of math and the building of capacity to support numeracy across all curricular areas is anticipated to have a significant positive impact on math achievement results over time. • The development of a formal math intervention and increased supports for teacher professional learning to support students who are struggling in math is anticipated to positively impact those students that are achieving below grade level, or are at risk of achieving below grade level, in math. • The support of quality numeracy instruction prepares teachers to demonstrate a professional body of knowledge to “enable all students to develop and enhance skills in literacy and numeracy” as per the Teaching Quality Standard which will be effective in September 2019.

Project Title	Evidence-based Decision Making Highest Level of Achievement Test (HLAT) and Math Intervention and Programming Instrument (MIPI) Development and Support 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> ● Support ongoing work around the development and revision of the MIPI. ● Support ongoing work around the development of the HLAT for Grades 1-9 students. ● Provide ongoing support of the implementation of the Administrative Regulation GKB.AR Standards for Evaluation.
Work Completed	<ul style="list-style-type: none"> ● HLAT prompts are developed annually in consultation with staff from instructional supports Decision Units (DUs). ● HLAT prompts are shared annually with external districts to administer and provide exemplars and writing samples. Surplus funds have provided the opportunity to extend work related to the development of exemplars and resources. ● MIPI is reviewed and revised annually to ensure that teachers’ feedback is used to improve the District-created screening tool.
Next Steps	<ul style="list-style-type: none"> ● The assessment team continues to work with Instructional Supports consultants and external districts to improve the utilization of MIPI as a mathematics screening tool. ● Build teacher capacity through HLAT collaborative marking sessions. ● Ensure consistency in administration procedures. ● Build value of the HLAT as a tool in support of writing standards and teacher professional judgment and the use of interim measures to track and demonstrate growth.
Anticipated Benefits	<ul style="list-style-type: none"> ● Continued improvement, coordination and support for the District MIPI as a screening tool to support quality teaching, learning and programming for success in mathematics. ● Continued building of teacher capacity in literacy teaching and learning with a focus on writing skills in Grades 1-9. Capacity development will ensure that teachers are skilled and confident in identifying and supporting students who may be achieving below grade level in writing.

Projects in Support of Teacher Capacity Building and Resource Development

Project Title	First Nations, Métis, and Inuit Consultants 2016-2017 and 2017-2018
Project Overview	<p>Increase capacity to:</p> <ul style="list-style-type: none"> ● Support First Nations, Métis, and Inuit lead teachers and administrators through professional learning sessions. ● Support readiness for curriculum implementation, especially in the area of First Nations, Métis, and Inuit foundational knowledge, perspective and world views. ● Support to build teacher capacity and readiness for weaving First Nations, Métis, and Inuit content and readying teachers and schools for the implementation of the new curriculum as set by Alberta Education. ● Plan for readiness to the changes in the Teacher Quality Standards (TQS) through professional learning, resource development, cross-unit collaboration and the engagement of Elders, Knowledge Keepers and Cultural Advisors.
Work Completed	<ul style="list-style-type: none"> ● First Nations, Métis, and Inuit unit staff continue to develop and share literacy resources and review resources for use on the First Nations, Métis, and Inuit website and the District-wide Focus on Reading teacher support materials. Recommended First Nations, Métis, and Inuit novel studies and a literacy seed kit were developed and accessed by 28 District schools. ● Ongoing support of an annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature and resources on the District book reviews website. ● Culturally responsive edukits and edusites continue to be developed. Edukits and edusites contain literature, cultural items, lesson plans and background information for educators. The kits were borrowed by 41 schools and support was provided to schools to duplicate a kit. ● Professional learning sessions were offered at First Nations, Métis, and Inuit lead teacher sessions, catchments, schools, District literacy days. ● Strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports with curriculum were shared.
Next Steps	<ul style="list-style-type: none"> ● Continue to collaborate with central units, such as Inclusive Learning and Curriculum and Resource Support, and engage in research-based practices to improve and design professional learning resources, supports and service to increase achievement of First Nations, Métis, and Inuit students. ● Continue to review and develop culturally responsive literacy resources to share with District staff and central decision units.

Anticipated Benefits	<ul style="list-style-type: none"> ● Building teacher and leadership capacity in support of closing the achievement gap for First Nations, Métis, and Inuit students. ● Enhance collaboration across central units, schools and catchments to improve the success of First Nations, Métis, and Inuit students and all District students.
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Project Title	<p>Physical Literacy Presentation—Operationalizing Physical Literacy into Everyday Teaching Practices: Moving Past the ‘What’ and into the ‘How’ 2017-2018 <i>(Cost sharing between four Boards)</i></p>
Project Overview	<ul style="list-style-type: none"> ● Support shared cost to bring Dr. Dean Dudley from Australia to speak to District staff and parents. Dr. Dudley is the Senior Lecturer and Researcher of Health and Physical Education at Macquarie University, Sydney, Australia. He was an Expert Consultant on the Quality Physical Education Guidelines for Policymakers published by UNESCO in 2015. ● The aim of this presentation is to recognize and navigate physical literacy policy considerations for key decision makers in the field of education. The model hopes to assist teachers and administrators with implementation and curriculum delivery and to help establish common pillars of physical literacy. ● A parent evening is also being planned.
Work Completed	<ul style="list-style-type: none"> ● Dr. Dudley is confirmed for April 24, 2018. He will be speaking to up to 250 District leaders and teachers about the importance of physical literacy and health, and shifts toward emerging new curriculum. His presentation will focus on policy considerations and classroom implementation.
Next Steps	<ul style="list-style-type: none"> ● Invite Trustees, schools and central leaders to attend this speaking engagement. Travel details are currently being finalized; communication date will be the week of March 5. ● A presentation for up to 100 parents is being finalized for April 24 and will be communicated in early March through school councils.
Anticipated Benefits	<ul style="list-style-type: none"> ● Capacity building for teachers, school administrators and parents toward understanding emergent curriculum in physical and health literacy. ● Inform District Wellness guidelines and practices.

Project Title	Summer Institutes 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> As part of Edmonton Public Schools' commitment to building teacher capacity, Summer Institutes are developed as a series of sessions for teachers that will be delivered the week of August 20-24, 2018. These sessions are designed to help teachers dive deeper into a variety of topics and to equip teachers to bring the strategies they learn into their classroom to support the complex needs of students.
Work Completed	<ul style="list-style-type: none"> Thirteen Summer Institute professional learning series were provided in 2016-2017 to 312 teachers and administrators. Series ranged from three to five full days each. These sessions were provided at no cost to participants and related resources were provided to each participant.
Next Steps	<ul style="list-style-type: none"> Nineteen Summer Institute professional learning series are planned to be offered for summer 2018. The series range from three to five full days.
Anticipated Benefits	<ul style="list-style-type: none"> The provision of professional learning for teachers and administrators and the building of teacher and leadership capacity in key areas such as mathematics, writing, curriculum, mental health and supporting English language learners is anticipated to positively impact student achievement.

Project Title	Building Capacity for Mental Health Literacy 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> Employ a 1.0 FTE (10 month) Mental Health Literacy Consultant (Comprehensive School Health) to support increased professional learning demands related to mental health and wellness. Support a 0.5 FTE increase to Administrative Assistant time to support mental health needs. Cover substitute teacher costs and catering costs for collaborative work by lead teachers. Cover training costs for additional Mental Health First Aid Trainer.
Work Completed	<ul style="list-style-type: none"> Completion of draft Mental Health Framework. Participation in provincial dialogue around mental health. Provision of professional learning sessions for schools and catchments. Introduction of Go-To Educator Train the Trainer program (based on the work of Dr. Stan Kutcher, Dalhousie University). Five Go-To Educator training sessions have been offered. To date, 98 District staff received certification as a Go-To Educator, 10 District staff have been trained as "train the trainers" and 43 District staff are certified as trainers to support catchment learning. Support for Mental Health Literacy summit by Student Senate. Focus groups to review Mental Health Framework with the District Support Team, Principal Committee on Instructional Supports to Schools, Guidance Counsellors' Community of Practice.

Next Steps	<ul style="list-style-type: none"> • Continue focus group reviews of the Mental Health Framework. • Finalize Framework and develop communication plan to share it with all schools. • Develop District professional learning plan for communicating mental health plans to schools via lead teachers in Comprehensive School Health.
Anticipated Benefits	<ul style="list-style-type: none"> • Increased capacity across the District for understanding language, core concepts and pathways in and out of care, related to mental health.

Project Title	<p>Early Years Strategy: Support for Students Entering Grade 1 at Risk for Literacy Success 2015-2016 (project start date), 2016-2017, 2017-2018</p>
Project Overview	<ul style="list-style-type: none"> • The intent of this project is to provide a research-based, evidence-informed process for enhancing teacher practice to provide targeted (Tier 2) support for children entering Grade 1 at risk for literacy difficulties based on post-EYE-TA results and/or those who are identified as having speech, language or communication needs. • Using research and expertise from the fields of speech language pathology (SLP), reading specialization and English as a second language (ESL), five key areas to enhance teacher practice were identified: vocabulary development, oral language, phonological awareness, reciprocal teaching and print awareness.
Work Completed	<ul style="list-style-type: none"> • In 2015-2016, the program prototype was developed to build teacher capacity and support children entering Grade 1 and identified as at risk for later literacy challenges. • In 2016-2017, 10 schools and 31 teachers in Grade 1 participated in the project. They attended three full-day professional development sessions, engaged in classroom visitations and received coaching from a speech language pathologist (SLP), ESL consultant and reading specialist. • Four videos and tip sheets were created to support vocabulary, phonological awareness, oral language development and reciprocal teaching. • For 2017-2018, the implementation strategy was broadened to include more schools and teachers. An Inclusive Learning Speech Language Pathologist (SLP) and an ESL consultant were reassigned as project staff and their school-linked team positions with Inclusive learning were back-filled. • The project staff have implemented a plan that broadens grade level, number of schools and number of teachers participating while continuing to mentor teachers currently using these practices. • Currently, 22 schools and 76 Kindergarten to Grade 5 teachers are participating in this project. Eleven schools and 45 teachers are new to the project for 2017-2018. • Teachers new to the project receive three full-day professional development sessions, and opportunities for classroom visitations,

	<p>collaboration and mentoring. Release time is provided.</p> <ul style="list-style-type: none"> • Alumni teachers continue to receive coaching and mentoring, share their classrooms for demonstrations and visitations, and provide support for professional development and communities of practice. • Qualitative data has been gathered showing positive impact to classroom practice and increased teacher confidence in using evidence and research-based strategies to support their teaching. Teacher feedback indicated that using these strategies had significant impact on student success in literacy.
Next Steps	<ul style="list-style-type: none"> • Cross-department work is underway to involve Curriculum and Resource literacy consultants, New Teacher Induction consultants, First Nations, Métis, and Inuit education and Research and Innovation Support for Student Learning. • A research study is being developed to measure impact on student growth and teacher efficacy in literacy.
Anticipated Benefits	<ul style="list-style-type: none"> • Teachers feel confident, supported and engaged in teaching literacy to all students and in particular, are able to use evidence and research-based strategies to support students at risk. • Increased collaboration with Inclusive Learning consultants and other department consultants will occur. • More students identified as at risk will reach grade level of achievement in reading and writing.

Project Title	Early Years Expansion 2017-2018
Project Overview	<ul style="list-style-type: none"> • Provide District-level supports for schools participating in Phase Three of Early Years expansion. • Implementation of the Early Years pathways resources (inquiry and play) to support professional learning for teachers, educational assistants (EAs) and leaders.
Work Completed	<ul style="list-style-type: none"> • Screening tools and advertising campaign for screening sessions is underway. (Includes social media, radio ads, posters, flyers, web page updates). • Multicultural health broker contract established to provide coordination and support for English language learner families during screening, orientation and registration. • Early Years pathways online and print resource is completed and multiple professional learning sessions are being offered for teachers, EAs and District leaders. • 0.6 FTE teacher consultant secured to support development and implementation of professional learning and resources. • Forest and Nature school project at Roberta MacAdams Kindergarten to support positive mental health and physical literacy through daily outdoor

	<p>play and inquiry. Professional learning sessions for teachers are ongoing. Educational assistant has received Forest and Nature school certification.</p>
Next Steps	<ul style="list-style-type: none"> • Gather data on effectiveness of Pre-Kindergarten advertising campaign (i.e., How did you hear about Pre-Kindergarten?). • Continue to gather data on impact of professional learning on teaching practice in Pre-Kindergarten and Kindergarten programs. • Continue to gather data on Forest and Nature school impact on children’s mental health and success in school. • Provide two Summer Institutes for early childhood pathways: Play and Inquiry; Building Cultural Identity in the Early Years.
Anticipated Benefits	<ul style="list-style-type: none"> • More teachers and educational assistants demonstrating confidence and understanding to effectively implement play and inquiry pedagogy in early years classrooms. • More leaders (principals, assistant principals and consultants) demonstrating confidence and understanding of early childhood pedagogy with regard to supervision, coaching and support for teachers and educational assistants in early years classrooms. • More children reaching developmental milestones including increased well-being, social emotional development and joyful participation.

Project Title	<p>Early Years Evaluation—Teacher Assessment (EYE-TA) 2016-2017 and 2017-2018</p>
Project Overview	<ul style="list-style-type: none"> • The District administers the Early Years Evaluation—Teacher Assessment (EYE-TA) to all District Kindergarten students in the fall (pre) and again in the spring (post). Information from the EYE-TA is used to measure developmental milestones so staff can provide children with the supports and services they need to help them grow. The EYE-TA measures five domains of early learning that show how ready a child is to learn: Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development. • This project allows for a more deliberate, strategic analysis and use of EYE-TA results.

<p>Work Completed</p>	<ul style="list-style-type: none"> • A yearly contract with the Learning Partnership provides the EYE-TA tools and resources for implementation, and maps and reports for individual, classroom and District data. • Kindergarten teachers receive half a day of release time per class to enter data, observe children or meet with the Inclusive Learning school-linked team. • In fall 2016, 7,424 children were assessed using the EYE-TA. • In spring 2017, 2,970 children were reassessed.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Continue to implement the pre and post EYE-TA to support teachers, principals, catchments and the District to respond to, develop and implement strategies and supports using the Pyramid of Intervention in relation to individual, classroom and school EYE-TA results. • Data indicates that more work to support children in the areas of “social skills and approaches to learning”, “cognitive skills” and “language and communication” is needed. Continuing to provide resources and professional learning may build teacher capacity in these areas. • Now that Pre-Kindergarten programming is District wide, begin to measure how many children entering Kindergarten had a Pre-Kindergarten program with EPSB.
<p>Anticipated Benefits</p>	<ul style="list-style-type: none"> • Ability of Inclusive Learning, school staff and families to better target areas for growth and provide high quality programming and supports necessary to help children reach their full potential. • Use as a screening tool to assist Inclusive Learning school-linked teams in collaboration with the Kindergarten teacher to identify children who may benefit from additional supports through Early Childhood Services funding.

Projects in Support of Quality Curriculum

Project Title	Research Development Supports Resource Strategy 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> • Employ a 1.0 FTE teacher consultant and funds to support implementation of the Research Development Supports Resource Strategy. This project enhances the District’s capacity to meet its responsibility to ensure resources used to support teaching and learning are current and appropriate.
Work Completed	<ul style="list-style-type: none"> • Developed a draft update to Administrative Regulation GI.AR Teaching and Learning Resources and developed accompanying teacher handbook for resource selection. • Continued engaging teachers and consultants in reviews of curriculum resources, classroom library resources, etc. to ensure sample lists of quality classroom resources met District and provincial standards. • Provided professional learning sessions to teachers, consultants and administrators to support them in their responsibility for selecting current, appropriate resources. • Managed the updating process for the selected District-developed resources currently being sold through the Distribution Centre.
Next Steps	<ul style="list-style-type: none"> • Complete work on draft Administrative Regulation GI.AR Teaching and Learning Resources and draft handbook. • Continue to provide professional learning to staff related to resource selection, including the development of an online learning module to support teachers in selecting quality resources. • Support staff in preparing for resourcing for new provincial curriculum implementation. • Continue to manage the updating of existing resources being sold through the Distribution Centre.
Anticipated Benefits	<ul style="list-style-type: none"> • Ensuring key District-developed resources are maintained and updated to support preparation for new provincial curriculum. • The updating of the administrative regulations to align with District and provincial requirements and to provide schools with clarity through supporting materials is key to ensuring our teachers are skilled in resource selection to support the diversity of students and their needs. • Ensuring that schools have access to quality, curriculum-aligned, reviewed resources supports student achievement. • The provision of professional learning supports related to resource selection is key to ensuring quality curriculum-aligned resources are selected for classroom use. This is anticipated to support improved student achievement.

Project Title	Career Pathways 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> ● Enhance implementation of Career Pathways in partnership with parents and community to enable students to discover their interests, understand opportunities available to them and prepare for a pathway that helps them find dignity and fulfillment in life.
Work Completed	<ul style="list-style-type: none"> ● In core and key subject areas, the Curriculum Connections working group developed a curriculum resource for school leaders and teachers that identifies the learner outcomes from the programs of study that directly connect to competencies and career planning. ● Career Pathways staff supported the development of curriculum resources, to support the implementation of the Career and Technology Foundation (CTF) and Career and Technology Studies (CTS) courses and to build teacher capacity in the integration of Career Pathways in CTF and CTS. ● The Career Pathways CTF consultants created a CTF Guiding Document in collaboration with Curriculum and Resource Support, Communications and Alberta Education. ● The Career Pathways team took the lead in developing a series of professional learning sessions over the course of the year, which address current areas of interest for CTF and CTS instruction. ● Increased opportunities for students to obtain post-secondary credits, international certification and exposure, workplace certifications and/or post-secondary credentials through dual credit, off-campus opportunities and locally developed courses in cooperation with community and parent partnerships. ● Provided 79 learning opportunities that engaged staff, students and external stakeholders; these experiences included professional learning, dual-credit course, financial literacy and extended Inquiring Mind opportunities.
Next Steps	<ul style="list-style-type: none"> ● Develop a series of opportunities for external skills-specific training for teachers. ● Initiate accredited Career Pathways training for teachers in collaboration with post-secondary (Masters level). ● Make available professional learning opportunities for teachers and schools in the areas of Financial Literacy, Core Competencies and Career and Life Readiness. ● Increase opportunities for students to obtain post-secondary credits, workplace experience or certification and post-secondary credentials. ● Continue to explore dual credit opportunities with post-secondary institutions in the Edmonton area. ● Campus EPSB opportunities will be expanded. This work will be informed by learnings from the pilot and the work of the Campus EPSB Steering Committee.

Anticipated Benefits	<ul style="list-style-type: none"> ● Support students in the development of greater understanding of personal strengths, passions, values, interests and areas of growth potential. ● Increased readiness to successfully transition to high school and beyond. ● Increased awareness of opportunities for experiences in work, life and community as well as the corresponding demands. ● Improved knowledge, skills/competencies and attitudes/dispositions necessary for developing multiple pathways towards a dignified and fulfilling life.
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Project Title	Locally Developed Courses (LDCs) Management and Development 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> ● Employ a 1.0 FTE teacher consultant, a 0.2 FTE admin support and funds for teacher supply coverage for the review, management and development of locally developed courses (LDCs).
Work Completed	<ul style="list-style-type: none"> ● Forty-eight LDCs have been reviewed, acquired, developed and/or revised to date since September 2016. These processes include consultant and administrative support work, teacher reviews and development and principal committee work. ● The consultant managed the requests and granting of approvals for acquisitions of the District-developed LDCs by other school authorities. ● The <i>Locally Developed Courses: Guide for Schools</i> is updated annually to align with annual changes to provincial requirements.
Next Steps	<ul style="list-style-type: none"> ● Prepare for application of the newly announced changes to the requirements for LDCs, intended to begin alignment of locally developed course architecture to the new provincial curriculum architecture beginning 2018-2019. ● Complete 2017-2018 reviews, revisions, development and acquisitions, involving teachers and administrators. ● Continue to manage the requests and granting of approvals for acquisitions of the District-developed LDCs by other school authorities. ● Update the <i>Locally Developed Courses: Guide for Schools</i> during the summer to align with changes to provincial requirements.
Anticipated Benefits	<ul style="list-style-type: none"> ● This works enables District schools to access LDCs to be able to meet their alternative program delivery requirements (such as International Baccalaureate, bilingual programs, faith-based alternative programs, etc.) or to complement existing programming.

Projects in Support of Student Leadership and Engagement

Project Title	First Nations, Métis, and Inuit High School Completion Coach Initiative 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> • Develop and implement the First Nations, Métis, and Inuit High School Completion Coach project at two District high schools. • First Nations, Métis, and Inuit Education Unit will support high school entrance and exit surveys/data collection for self-identified Grades 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information.
Work Completed	<ul style="list-style-type: none"> • Implemented the First Nations, Métis, and Inuit High School Completion Coach Project at two District high schools. • Tracked First Nations, Métis, and Inuit student progress and achievement to provide supports, resources and information to increase student success. • Supported high school entrance and exit surveys/data collection for self-identified Grades 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information.
Next Steps	<ul style="list-style-type: none"> • Continue to foster and develop positive working relationships amongst school staff, students and families. • Support collaboration with other staff within the school community including educational staff, family liaison workers, success coaches, school resource officers and mental health therapists. • Continue to monitor student attendance and the high school course credits toward the goal of high school completion. • Continue to support students through key transitions time from junior high to high school and from high school to post-secondary institutions or the world of work. • Provide additional support to students such as mentoring and tutoring.
Anticipated Benefits	<ul style="list-style-type: none"> • Supports the academic success of First Nations Métis, and Inuit students. • Increased understanding of First Nations, Métis, and Inuit students’ school experience to enable schools to more effectively support student success.

Project Title	English Language Learners (ELLs) and Intercultural Support for Newcomers 2016-17 and 2017-18
Project Overview	<p>In response to recent increases of newcomer families:</p> <ul style="list-style-type: none"> • Increase central supports to schools to support the learning needs of ELLs and newcomers. • Help newcomer families understand the Edmonton Public School system, including information about the Alberta curriculum and high school completion requirements.
Work Completed	<ul style="list-style-type: none"> • Increase of intercultural consultants by 4.0 FTE to support the following languages - Arabic, Somali and East Indian languages. • Increase teacher consultant staff (two English as a second language [ESL] consultants) to support increased assessment requests in ESL Reception Centres.
Next Steps	<ul style="list-style-type: none"> • Review current Reception Centre data on assessment referrals for English language learners. • Review languages requested, to inform staffing decisions.
Anticipated Benefits	<ul style="list-style-type: none"> • Improved capacity to respond to school referrals for ESL assessments and family conferences. • Improved integration of ELLs and their families into the schools.

Project Title	myBlueprint E. Portfolio - Education and Career Planning Tool 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> • Support the implementation of myBlueprint Education Planner tool across the District that includes the following: <ul style="list-style-type: none"> ○ All About Me Portfolio Kindergarten to Grade 6. ○ Education Planner Grades 7-12 (Alberta Edition). ○ Data Services. ○ PowerSchool API, SSO, Staff Portal Training, Proactive Support and Dedicated Service. ○ Resource Centre, Lesson Plans and Tutorial Videos.
Work Completed	<ul style="list-style-type: none"> • Piloted and evaluated the career planning portfolio tools. • Provide schools and teachers an opportunity to use and experiment with the tool to support the work currently being done in the classroom. • District-wide support for the use of this career portfolio planning tool and processes. • Created and piloted ways parents can be engaged in career conversations at key milestones during their child’s Career Pathways journey. • Developed a phased implementation plan of myBlueprint with a training and support plan. • myBlueprint took on a life of its own through the pilot last year. The benchmark for school participation, set July 1, 2016, was to have 67

	<p>schools participating. A 50 per cent increase would have meant approximately 100 schools participating. By July 1, 2017, 134 schools had registered at least one login, a 100 per cent increase.</p> <ul style="list-style-type: none"> As the work to build awareness and capacity around myBlueprint continues, student logins have increased from 57,075 for all of 2016-2017 to 92,997 to date in 2017-2018.
Next Steps	<ul style="list-style-type: none"> Make myBlueprint available to all District schools. Explore the idea of using myBlueprint as a junior high/high school registration tool, including transition plans for students. Create a Career Pathways parental engagement plan that uses myBlueprint as a tool parents and teachers could use. Explore how scholarship/bursary resources can be included or tied to myBlueprint.
Anticipated Benefits	<ul style="list-style-type: none"> Support students in the development of greater understanding of personal strengths, passions, values, interests and areas of growth potential. Increased readiness to successfully transition to high school and beyond. Increased awareness of opportunities for experiences in work, life and community as well as the corresponding demands. Improved knowledge, skills/competencies and attitudes/dispositions necessary for developing multiple pathways towards a dignified and fulfilling life.

Project Title	Diversity Day 2018 (<i>Sharing Stories, Building Hope</i>) 2017-2018
Project Overview	<ul style="list-style-type: none"> In partnership with the Phoenix Society for Interfaith Harmony, this one-day event will bring together up to 120 youth, Grades 8-11, for a day of speakers, workshops and dialogue about intercultural relations, dealing with discrimination and prejudice and building hope through student narratives. Kickstart funding for student-led initiatives in schools. Costs also cover hiring a 0.40 FTE consultant to lead the project.
Work Completed	<ul style="list-style-type: none"> Logistics confirmed - <i>Sharing Stories, Building Hope</i> will be held March 6, 2018, 9:00 a.m. - 2:30 p.m., McKay Avenue (Edmonton Public Schools Museum and Archives). Planning meetings with Phoenix Society have occurred and student leadership team has been created to support the planning. Speakers and workshops being finalized.
Next Steps	<ul style="list-style-type: none"> Consultant support being provided to schools for school initiatives. An assessment tool is being used to help student leadership teams identify areas for student initiatives.

	<ul style="list-style-type: none"> • A reflective journal is being designed and printed for use by students.
Anticipated Benefits	<ul style="list-style-type: none"> • Increased understanding of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments. • Improved intercultural relationships between students. • Strengthened community partnerships.

Project Title	Connections Program (www.connectionsprogram.org) 2017-2018
Project Overview	<ul style="list-style-type: none"> • Five-credit high school CTS course acquired from Calgary Board of Education via Seeds Connections™ (https://seedsconnections.org/) • Covers outcomes on Diversity, Leadership, Multiculturalism and Environmentalism. • Five modules include Perspectives on Interpersonal Relationships, Leadership fundamentals, Introduction to Stewardship, Speaking and Presenting and a Project Module. • Course includes four weeks of online intercultural communication between students across Alberta; a four-day intensive provincial camp and a seven-to eight-week follow up initiative created in the school. • Funding provides support for two high schools to participate in this pilot year, busing costs, substitute teacher costs and student sponsorship.
Work Completed	<ul style="list-style-type: none"> • Selection of participating schools (amiskwaciy Academy and Queen Elizabeth Schools are participating), with a small group of student leaders from each school. • Program coordinator has made presentations to the staff and students at the participating schools.
Next Steps	<ul style="list-style-type: none"> • Gather feedback from participating students and teachers about their experiences in the program to inform decisions about future years. • Work with the coordinator to access business sponsorship dollars for participating schools in potential future years.
Anticipated Benefits	<ul style="list-style-type: none"> • Increased benefits for student leadership, healthy relationships, improved skills in cross-cultural understanding, dealing with racism, discrimination and stereotyping and environmental stewardship.

Projects in Support of Assessment and Evidence-based Approaches to Inform Programming

Project Title	Provision of Psychological and Academic Assessment 2017-2018
Project Overview	<ul style="list-style-type: none"> • Contract external vendors to assist in meeting the demands of schools for specialized psycho-educational assessments. • As in past years and with increased enrolment, the demands are expected to exceed the school-link teams’ capacity. • Assessment results and recommendations assist teachers in adapting curriculum to meet students’ learning needs.
Work Completed	<ul style="list-style-type: none"> • Reading specialists and psychologists have been contracted for support throughout the 2017-2018 school year. • Requests for these supports are accessed through the Inclusive Learning Supervisors.
Next Steps	<ul style="list-style-type: none"> • With increasing enrolment and student need, anticipate the need for these supports to be increasing. • Continue to monitor and prioritize specialized assessment needs in collaboration with schools. • Continue to build teacher knowledge of inclusive programming and differentiated instruction.
Anticipated Benefits	<ul style="list-style-type: none"> • Specialized psycho-educational assessments to identify student learning needs and inform programming. • Specialized assessments support the allocation of funding to provide ongoing specialized services. • Instruction will be differentiated to meet the identified needs of learners. • Anticipate that an additional 160 assessments will be completed across the District.

Project Title	Mental Health Transition Team 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> • Create a mental health team to support schools and students when students transition between school and third-party mental health supports and facilities. • Serve as a liaison between home and school. • Work collaboratively with community health partners to support students and families so that they can successfully re-integrate back into the school setting. • Provide evidence-based strategies to help differentiated programming.

	<ul style="list-style-type: none"> • This work is done in collaboration with the Critical Incident Support Team, as required. • The team provides a variety of professional learning opportunities to build staff capacity including Mental Health First Aid and Summer Institute learning.
Work Completed	<ul style="list-style-type: none"> • The initiative is mid-way through the second full year of support. • The team continues to be comprised of three full-time consultants including a psychologist, clinical social worker and a mental health nurse. • Medical, emotional, behavioural and academic needs of students are used to inform programming. • In 2016-2017, a total of 41 students received these targeted supports; to date this year, 35 students have received services.
Next Steps	<ul style="list-style-type: none"> • Continue to monitor need and consider expansion of staffing as student enrolment and complexity increases.
Anticipated Benefits	<ul style="list-style-type: none"> • Improved outcomes for students and families in the area of mental health and school success. • Increased capacity of school staff to support students with mental illness.

Project Title	Evidence-based Decision-making Data Analysis Protocol 2016-2017 and 2017-2018
Project Overview	<p>This project provided the team the opportunity to expand their scope of work to include the following:</p> <ul style="list-style-type: none"> • Supporting all District priorities through a foundation of data analysis and interpretation to identify strengths and areas for growth. • Supporting catchment strategic planning through the use of data analysis protocols. • Supporting schools and catchments in working with provincial achievement data to make it actionable especially in the area of building teacher capacity to provide quality teaching and learning that meets the needs of diverse student population.
Work Completed	<ul style="list-style-type: none"> • In collaboration with the Research team, pre-District Leadership Meeting (DLM) sessions (Got Data, Now What?) on analyzing data and engaging in action research were facilitated to build leadership capacity in the area of data analysis and interpretation. • Expanded support to schools to analyze their Provincial Achievement Test or Diploma Exam results, support on the topic of school-wide continuous improvement has been provided to individual schools. This support includes discussions around how to best measure the effectiveness of implementation of various initiatives. • Facilitated diploma results review and blueprinting sessions. A focus was put on building capacity in the area of student achievement and growth

	<p>reporting, short-term data cycles and assessment practices.</p> <ul style="list-style-type: none"> Working with teachers on the development of standards to support them in their professional judgement around student achievement and determining and reporting Grade Level of Programming.
Next Steps	<ul style="list-style-type: none"> Ongoing work to support schools and catchments in building capacity around using data to inform quality teaching, learning and assessment practices. Continue to develop standards based on the learning outcomes as set in the Programs of Study for all subject areas.
Anticipated Benefits	<ul style="list-style-type: none"> Identify best practices. Ensure collaboration to share and implement best practices and strategies to improve student success. Increased teacher and school leader capacity. Support quality curriculum delivery.

Project Title	Additional Multi-disciplinary School-linked Team 2017-2018
Project Overview	<ul style="list-style-type: none"> Hire additional consultant staff to support the opening of 11 new schools and growing District enrolment. The school-linked team will support inclusive and differentiated programming strategies through consultation and/or assessment. Through collaboration and the implementation of Tier Two and Three interventions, students will be better able to achieve identified curricular outcomes.
Work Completed	<ul style="list-style-type: none"> Consultant staff were hired and in place for the beginning of the school year. A ninth supervisor was also hired to support the work of the school-linked team. Providing comprehensive support to students and staff in approximately 23 schools.
Next Steps	<ul style="list-style-type: none"> With the opening of additional schools and anticipated increased demands and complexity, we need to continuously monitor needs and adjust supports as necessary.
Anticipated Benefits	<ul style="list-style-type: none"> Assessment and support for Kindergarten children identified with both mild-moderate and severe needs (Program Unit Funding). Sharing evidence-based strategies for students in all grades. Capacity-building for school staff through professional learning.

Project Title	Evidence-based Decision-making Research, Evaluation and Data Analysis to Inform Decisions 2016-2017 and 2017-2018
Project Overview	<ul style="list-style-type: none"> • Enhance ability to build central staff capacity by the development of protocols and practices for evaluation, data analysis and reporting. • Increase staffing by hiring four research consultants, including a data analyst, to meet the District demands for program evaluations and evidence-based decision making around the implementation and delivery of curriculum.
Work Completed	<ul style="list-style-type: none"> • Literature searches for schools and central departments in support of our strategic direction. To date this work has resulted in 20 literature reviews being completed. • Action Research projects at schools and catchments. • Composing surveys, conducting interviews and organizing focus groups to support a Technology-Mediated Professional Learning project in collaboration with Curriculum and Resource Support. • Supporting lead teachers, principals and teachers with the Inquiry-Based Professional Growth Plan pilot in the North Central Catchment. • Offering seven professional learning sessions on analyzing and interpreting data to inform teaching and learning. • Completed research with 17 schools in the McNally catchment to support whole school approaches to mental health.
Next Steps	<ul style="list-style-type: none"> • Ongoing work to research, gather evidence and inform decisions around programs and curriculum delivery. • Offer further professional learning on data-based decision making.
Anticipated Benefits	<ul style="list-style-type: none"> • Identify best practices. • Ensure collaboration to share and implement best practices and strategies to improve student success. • Build teacher, central staff and District leadership capacity in evidence-based decision-making. • Support collaboration to share and implement best practices and strategies to improve student success. • Improve District-wide expertise in data, evidence and research.

DATE: March 6, 2017

TO: Board of Trustees

FROM: Board Chair Michelle Draper

SUBJECT: Motion re: District Solar Strategy

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[EA.BP - Infrastructure Planning Principles](#)

ISSUE

Notice of motion was served at the February 20, 2018, Board meeting.

BACKGROUND

In alignment with the Provincial focus on sustainable infrastructure and renewable energy, Edmonton Public Schools is proposing a strategic, achievable approach to installing roof-top solar arrays on District facilities.

The District Solar Strategy will provide programming opportunities for students and complement facility design efforts that promote energy efficiency and sustainability.

The Government of Alberta established the Climate Leadership Plan following recommendations made by the Climate Change Advisory Panel in 2015. Central to the Climate Leadership Plan is a focus on the use of renewable energy and a carbon levy – the proceeds from which are intended to support energy efficiency initiatives.

In alignment with the Government of Alberta's Climate Leadership Plan, the District has an opportunity to advance our focus on sustainable energy practices through the installation of roof-top solar arrays on a number of schools. A 2017 feasibility study commissioned by administration suggests that installing roof-top arrays on approximately 25 per cent of our schools will generate in excess of 40 per cent of the District's electricity needs and reduce carbon emissions by over 40 per cent. Administration has developed a multi-year strategic plan to address upgrades to roof structures and install solar arrays on 52 schools across the District.

Embedded in the Government of Alberta's 2017-2020 provincial budget is a total of approximately \$5.4 billion in support for the Climate Leadership Plan, with over \$1.8 billion identified in support for 'green infrastructure' and projects related to energy efficiency. Access to a portion of these funds will be instrumental in a successful District Solar Strategy.

RELATED FACTS

A retro-fit installation of solar arrays on select school roof-tops will model leadership in energy awareness and environmental literacy for generations. Solar arrays will place the Province's Climate Leadership Plan in the heart of Edmonton communities.

- Students will benefit from curricular ties, enhanced environmental literacy, and project-based learning opportunities.
- Communities will be able to tangibly experience the Government's Climate Leadership Plan in action.
- The District will be able to realize solar project cost efficiencies by allocating funds based on project needs, rather than using lump-sum blanket funds on a per-school basis.
- Carbon levy proceeds will be targeted for re-investment in energy efficiency initiatives.
- Provincial education funds are currently used to offset the District's plant operation and maintenance costs. Financial efficiencies as a result of the Solar Strategy—expected to be at least \$4 million annually—will be re-directed back into classrooms.

RECOMMENDATION

That the Board of Trustees presents the District's Solar Strategy to the Province and requests funding for implementation of the plan.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for consideration.

CONSIDERATIONS and ANALYSIS

A strategic solar installation program will allow the District to be more intentional and efficient in the design and installation of solar arrays on schools.

The District's annual electrical utility costs are approximately \$8 million. Full implementation of the District solar strategy is projected to reduce electricity utility costs by approximately 40 per cent. Given that plant operation and maintenance (PO&M) costs for the District exceed annual PO&M funding, any savings on electrical utility costs will allow funds to be re-directed back into the District.

NEXT STEPS

Should the Board of Trustees approve the recommendation, the Board Chair will send a letter to the Minister of Education and the Minister of Environment and Parks requesting a meeting to present the strategy and discuss the funding required to support it.

MD:km

DATE: March 6, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2018-2019 Budget and for the Fall Review of the 2017-2018 Results and the Plans for 2018-2019

ORIGINATOR: Todd Burnstad, Chief Financial Officer, Financial Services

RESOURCE STAFF: Krista Brandon, Karen Robinson

REFERENCE: [Province of Alberta School Act](#)

ISSUE

School boards are required to prepare and submit to the Minister of Education a budget by May 31 of each year, for the fiscal year beginning on the following September 1 of a given year. Over the last few years, an extension until June 30 has been provided to school boards. The spring proposed budget is based on projected enrolment and the fall revised budget is updated in the fall based on the actual September 30 enrolment.

In conjunction with the annual budget process, the Board of Trustees is required to meet government policy and requirements for school board planning and results reporting no later than November 30.

BACKGROUND

The date of the 2018-2019 Provincial Budget announcement has not yet been confirmed. For purposes of this report, it is anticipated to be released on March 22, 2018; however, the actual date could be later into March which may impact when the Distribution of Funds comes to Board for approval. To accommodate site-based budgeting, the Process and Timeline for the approval of the 2018-2019 Budget has been developed (Attachment I).

Each school year, the Board of Trustees approves the process and timeline for review of the previous year's results as well as the review of the plans established for the current school year. Through discussions, Trustees have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2018-2019 plans. The Board of Trustees will also gain an understanding of how schools and central departments will develop their plans in support of the District priorities.

Schools and central decision units will report on their results (Attachment II) achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2017-2018 as well as identify the biggest challenges and improvement opportunities that will impact their 2018-2019 plans. The Plans document details priority, high impact SMART goals for the upcoming school year (Attachment III).

RELATED FACTS

- The proposed budget is based on projected enrolment, proposed revenue and funding assumptions to schools and decision units and the basis of allocation, which are developed in tandem.
- The proposed budget is then updated in the fall based on September 30 enrolment. The process and timeline outlines key dates and specific information requirements necessary to meet the target date for the approval of both the spring proposed and the fall revised budget which in tandem represent the 2018-2019 budget. In order to allow sufficient time for planning, the Distribution of Funds report will be presented at the Caucus meeting on April 10, 2018 prior to public board on April 24, 2018. The Board of Trustees will then have an opportunity to review the proposed budget, prior to seeking approval at public board on June 19, 2018.
- Central subcommittee meetings have been scheduled to take place November 26, 2018. There will be three central subcommittee meetings scheduled for a maximum of three hours per session. This reflects an increase of one-half hour compared to prior years, based on feedback received during the past year. The Superintendent will present his decision unit results review and plans as part of the Annual Education Results Review at public board on November 27, 2018.
- During the school subcommittee meetings, Trustees, in collaboration with assistant superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment IV. Attachment V identifies the proposed groupings (based on Trustee ward) for Trustee subcommittee reviews.
- As in previous years, the school decision units with first- and second-year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2018.
- District priorities used for the Plans document will be updated once the new priorities for 2018-2022 have been finalized.

RECOMMENDATION

1. **That the Process and Timeline for the 2018-2019 Spring Budget and the 2018-2019 Fall Revised Budget, as outlined in Attachment I, be approved.**
2. **That the Process and Timeline for Review of the 2017-2018 Results and the 2018-2019 Plans, as outlined in this report be approved.**

NEXT STEPS

- If approved by the Board of Trustees, the 2018-2019 budget process and timeline will be communicated to principals and central decision unit leaders.
- Consistent with prior years, a draft budget report will be sent to Alberta Education on May 31, 2018 with the final report being submitted following Board approval on June 19, 2018.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process and Timeline for the 2018-2019 Budget (Calendar)
ATTACHMENT II	2017-2018 Results Review - document template
ATTACHMENT III	2018-2019 Plans - document template
ATTACHMENT IV	Proposed Agendas
ATTACHMENT V	School and Central Groups for review of 2017-2018 results and 2018-2019 plans – Trustees Subcommittee Review

TB:ja

Spring Proposed 2018-2019 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
MAR	4	5	6 BOARD 2:00pm Process & Timeline Recommendation MARS #14277	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20 BOARD 2:00pm	21	22 Estimated Provincial Budget Release	23	24
	25	26 SPRING RECESS (March 26-29)	27	28	29	30 GOOD FRIDAY	31
APR	1	2 EASTER MONDAY	3	4	5	6	7
	8	9	10 BOARD 2:00pm Caucus-Distribution of Funds Feedback MARS #14280	11	12	13	14
	15	16	17	18	19	20	21
	22 Enrolment File	23	24 BOARD 2:00pm Distribution of Funds Recommendation MARS #14259	25	26	27	28
MAY	29	30 DISTRICT PD DAY (No Classes)	1 Budget Opens	2	3	4	5
	6	7	8 BOARD 2:00PM	9	10	11 Budget Due	12
	13	14	15	16	17 Bill 1 Fee Template Due	18 Non-Instructional Day	19
	20	21 VICTORIA DAY	22 BOARD 2:00pm Teacher's Day in Lieu	23	24	25	26
JUN	27	28	29	30	31 Trustees Off-site Meeting Draft Budget & Bill 1 to Province w/o extension	1	2
	3	4	5 BOARD 2:00pm Caucus-Intro. Of 2018-2019 Spring Budget Feedback MARS #14279	6	7	8	9
		ASBA SPRING MTG	ASBA SPRING MTG				
	10	11	12	13	14	15	16
17	18	19 BOARD 2:00PM Approval 2018-2019 Budget Recommendation MARS#14288	20	21	22	23	
24	25	26 BOARD 2:00PM	27	28 Last Day of Instruction	29 Last Operational Day Budget & Bill 1 to Province w/extension	30	

Fall Revised 2018-2019 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							1
SEP	2	3 Labour Day	4 FIRST DAY OF INSTRUCTION	5	6	7	8
	9	10	11 BOARD 2:00PM	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25 BOARD 2:00PM	26	27	28 BPS Results/Planning Modules Open	29
OCT	30	1	2	3	4	5 Enrolment Files Due to Budget Services	6
	7	8 Thanksgiving	9	10	11 Principal Allowance Calc due to HR	12 Results Review & Planning Doc's Due	13
	14	15	16 Revised Budget Open - Allocations to Schools & Central	17	18	19 DISTRICT PD DAY	20
	21	22	23	24	25	26	27
NOV	28	29 Revised Budget Due	30	31	1	2	3
	4	5	6 BOARD 2:00PM	7	8	9	10
	11 Remembrance Day	12 BOARD APPROVED NON-INSTRUCTIONAL	13 BOARD APPROVED NON-INSTRUCTIONAL	14 DAY IN LIEU	15 Target Date to Distribute Results Review + Plans to Trustee's & Assistant Superintendents	16	17
	18	19 ASBA	20 ASBA	21 School Results Reviews	22 School Results Reviews	23 Audit Committee Fall Budget Update to Caucus	24
25	26 DISTRICT PD DAY Central Results Reviews	27 BOARD Fall Budget Update presented at Board MARS (TBD)	28 School Results Reviews	29 School Results Reviews	30 School Results Reviews Fall Budget Update due to the Province		

**PROCESS AND TIMELINE FOR THE 2018-2019 SPRING PROPOSED
BUDGET (DETAIL)**

Spring/Planning Timeline	Process
March 6, 2018	<ul style="list-style-type: none"> • Process and Timeline for 2018-2019 Spring Proposed Budget is recommended to Board
April 10, 2018	<ul style="list-style-type: none"> • Distribution of Funds report is presented to Caucus (if March 22 Provincial budget release)
April 24, 2018	<ul style="list-style-type: none"> • Distribution of Funds is recommended to Board (if March 22 Provincial budget release)
May 1, 2018	<ul style="list-style-type: none"> • Schools and central departments receive projected allocations and budget requirements
May 11, 2018	<ul style="list-style-type: none"> • Schools and Central departments proposed budgets due and uploaded in the Budget Planning System (BPS)
June 5, 2018	<ul style="list-style-type: none"> • Introduction of 2018-2019 Spring Budget to Caucus
June 19, 2018	<ul style="list-style-type: none"> • Approval of 2018-2019 Spring Proposed Budget to Board

**PROCESS AND TIMELINE FOR THE 2018-2019 FALL REVISED
BUDGET (DETAIL)**

Timeline	Process
September 28, 2018	<ul style="list-style-type: none"> • BPS Results/Planning Modules Open
October 2018	<ul style="list-style-type: none"> • Schools to invite the chairperson of the school council and other parents to attend the subcommittee review • School council members will be invited to the review of central department results
October 12, 2018	<ul style="list-style-type: none"> • The 2017-2018 Results Review document is due • The 2018-2019 Plans document is due
October 16, 2018	<ul style="list-style-type: none"> • Schools receive 2018-2019 allocations based on September 30 enrolment • Central decision units receive 2018-2019 allocations
October 29, 2018	<ul style="list-style-type: none"> • 2018-2019 Fall Revised Budget is due
November 15, 2018	<ul style="list-style-type: none"> • Copies of 2017-2018 results review documentation will be made for all Trustees • Copies of 2018-2019 planning documentation and revised budgets will be made for all Trustees
November 21 to 30, 2018	<ul style="list-style-type: none"> • School Trustee Subcommittees • Each group of principals presents their results at a public meeting to designated Trustees
November 23, 2018	<ul style="list-style-type: none"> • 2018-2019 Fall Budget update to Caucus
November 26, 2018	<ul style="list-style-type: none"> • Central Trustee Subcommittees • Each central department presents their results at a public meeting to designated Trustees
November 27, 2018	<ul style="list-style-type: none"> • 2018-2019 Fall Budget Update to Board • Superintendent of Schools' DU to be presented at Board as part of the Annual Education Results Review (AERR).
Prior to November 30, 2018	<ul style="list-style-type: none"> • Assistant Superintendent Subcommittees • First- and-second year principals present their results to designated Assistant Superintendents • Review of remaining schools from assistant superintendents' catchment areas
November 30, 2018	<ul style="list-style-type: none"> • 2018-2019 Fall Budget Update submitted to the Province

2017-2018 Results Review**School Name – DU #****District Priorities 2014-2018**

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

Based on the three SMART goals that were established for 2017-2018 report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2017-2018 Budget*

Results Achieved:

SMART Goal #2: *goal will be imported from the 2017-2018 Budget*

Results Achieved:

SMART Goal #3: *goal will be imported from the 2017-2018 Budget*

Results Achieved:

Challenges:

What were the biggest challenges encountered in 2017-2018?

Improvement Opportunities:

What are the opportunities for improvement from 2017-2018 that will inform your plan for 2018-2019?

**2018-2019 Plans****School/Central Name: DU #****District Priorities 2014-2018**

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

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2018-2019 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

SMART Goal #1:**SMART Goal #2:****SMART Goal #3:**

TRUSTEE SUBCOMMITTEE MEETINGS**AGENDA**

1. Welcome by the Trustee, and introductions by the Assistant Superintendent or Executive Director. (3 min.)
2. Introductions by Principals/(Central DU) of any staff, students, parents or community members in attendance. (4 min)
3. Introductory remarks by the Chairperson (5 min.)
4. Group discussion facilitated by Chairperson and Assistant Superintendent/Executive Director. (2 hours)
5. Break where appropriate. (10 min)
6. Final remarks and closing of the meeting by the Chairperson. (5 min.)

LUNCH

- There will be a 1 ½ hour break between the a.m. and p.m. sessions to allow time for lunch and travel time to the host school for the afternoon session.
- There is no expectation that schools provide lunch for Trustees or Assistant Superintendents



**SCHOOL/CENTRAL REVIEW 2017-2018 RESULTS
& 2018-2019 PLANS
POTENTIAL SPEAKING NOTES FOR THE
CHAIRPERSON, TRUSTEE SUBCOMMITTEE**

Suggested Trustee Welcome and Introductions

My name is () and I am pleased to welcome each of you to the Trustee subcommittee review of the 2017-2018 results and the 2018-2019 plans. I am going to begin by calling upon the Assistant Superintendent (or Executive Director) to introduce each principal (or Central Decision Unit) who will in turn introduce staff, students, parents as well as any community members who are with us today.

Suggested Trustee Opening Remarks

The Board of Trustees is elected to represent the public and is responsible and accountable to that public and to the Provincial Government for the expenditure of the District's billion plus annual budget.

In collaboration with staff, students, parents and the general public, the Board established the District's vision, mission and priorities. A District plan was then developed to align with, and support these priorities.

As part of the accountability process, Trustees have the opportunity to review the results of schools from the previous year, and to learn about the plans for the current school year - both of which should be in support of the overall District Priorities. This helps us formulate a better picture of what is happening not only in your school but in all schools across the District. These meetings allow Trustees to hear about:

- Each school's biggest success/achievement from the SMART goals that were set last year,
- If there were any challenges that were encountered and;
- What the plans/goals are for the current school year?

I would now like to call upon the principal of each school to start the discussion by referring to the goal that they established last year in their school plan around Priority 1. Reflecting on the Accountability Pillar Data, the District Feedback Survey and any other local measures discuss your greatest success.

If you are at a central results review: I would now like to call upon the Director of each decision unit to start the discussion by referring to a goal that they established last year in their central plan. Reflecting on your data, discuss your greatest success.

SCHOOLS – SUGGESTED FORMAT

Please note: the purpose of this suggested format is to provide consistency among all the results review meetings taking place.

Environment

- More conversation-based rather than presentation-based.
- Safety/openness to sharing both successes and challenges.
- No additional documentation will be required (other than the BPS modules).

While Trustees are allowed to ask any questions/clarify any responses; schools requested consistency in process. As such, suggested common questions that could be asked by Trustees are highlighted below. Once approved by the Board, these questions will be shared with schools to support them in being adequately prepared to respond.

Format 2017-2018 Results Review

1. Principals are asked to refer to the goal that they established last year in their school plan related to Priority 1.
 - Reflecting on your Accountability Pillar data, the District Feedback Survey results and any other local measures, discuss your greatest success.
 - What strategies did you use to achieve this success?
 - What are some potential next steps?
2. Principals are asked to refer to any of the goals established last year in their school plan.
 - Reflecting on your Accountability Pillar data, and/or the District Feedback Survey results and/or any other local measures, what does the data indicate is your greatest opportunity for growth?
 - How does this opportunity for growth connect to the goals outlined in your 2018-2019 school plan?
 - What strategies will you use to achieve your goal?
 - What evidence will be used to demonstrate success in achieving this goal?
3. Part of our role as a Trustee is to determine if there are common areas of challenge across the District and to advocate for potential solutions.
 - Discuss a challenge you encountered during the 2017-2018 school year.
 - How was it handled? What did you learn?
 - Will this challenge impact the 2018-2019 school year?
 - After hearing from other schools today, are there any supports or strategies you could have used to address your challenge?
4. Other Attendees
 - If time allows, direct limited questions to parents/other parties in attendance; possibly tie back to a District Feedback Survey question (e.g., How has the school provided you opportunities to be involved in (your child's) education)? Keep responses to a limited time to allow all parties in attendance an opportunity to contribute.

**School and Central Groups for Review of 2017-2018 Results
and 2018-2019 Plans
Trustee Subcommittee Review**

Wednesday, November 21, 2018

WARD E	WARD F	WARD I
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Ken Gibson Assistant Superintendent Kent Pharis	Trustee Michael Janz Assistant Superintendent Kathy Muhlethaler	Trustee Sherry Adams Assistant Superintendent Liz Yule
James Gibbons Lynnwood Meadowlark Stratford	Academy at King Edward Garneau King Edward Windsor Park	Ellerslie J. Percy Page Michael Strembitsky Tipaskan

WARD E	WARD F	WARD I
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Ken Gibson Assistant Superintendent Kent Pharis	Trustee Michael Janz Assistant Superintendent Mike Suderman	Trustee Sherry Adams Assistant Superintendent Liz Yule
Centennial Lymburn Talmud Torah	Earl Buxton Greenfield L.Y. Carins Rideau Park	Ekota Menisa Satoo

**School and Central Groups for Review of 2017-2018 Results
and 2018-2019 Plans
Trustee Subcommittee Review**

Thursday, November 22, 2018

WARD E	WARD F
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Ken Gibson Assistant Superintendents Kent Pharis Leona Morrison	Trustee Michael Janz Assistant Superintendents Kathy Muhlethaler Mike Suderman
Crestwood Parkview Sherwood Westlawn	Grandview Heights McKernan Old Scona Parkallen

WARD G	WARD F
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Bridget Stirling Assistant Superintendents Kent Pharis Liz Yule	Trustee Michael Janz Assistant Superintendents Kathy Muhlethaler Mike Suderman
Braemar Clara Tyner Holyrood	Lendrum Malmo Mount Pleasant Strathcona

**School and Central Groups for Review of 2017-2018 Results
and 2018-2019 Plans**

Trustee Subcommittee Review

****Superintendent of Schools DU to be reviewed at Board November 27, 2018**

**Monday, November 26, 2018
9:00 am to 12:00 pm**

Trustee
Trustee
Trustee
Conference Room TBD
<i>Darrel Robertson, Superintendent</i>
Communications District Foundation District Support Services General Counsel Human Resources

1:00 to 4:00 pm

Trustee
Trustee
Trustee
Conference Room TBD
<i>Darrel Robertson, Superintendent</i> <i>Lorne Parker, Assistant Superintendent</i> <i>Todd Burnstad, Chief Financial Officer</i>
District Information Management District Technology Financial Services Infrastructure Student Information Student Transportation

Trustee
Trustee
Trustee
McCauley Chambers
<i>Assistant Superintendents:</i> <i>Kathy Muhlethaler</i> <i>Kent Pharis</i> <i>Leona Morrison</i> <i>Liz Yule</i> <i>Mike Suderman</i> <i>Ron MacNeil</i>
Curriculum & Resource Support Diversity Education First Nations Metis and Inuit Education Inclusive Learning International Programs Research & Innovation Strategic District Supports

**School and Central Groups for Review of 2017-2018 Results
and 2018-2019 Plans
Trustee Subcommittee Review**

Wednesday, November 28, 2018

WARD A	WARD B	WARD C
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Cheryl Johner Assistant Superintendents Kathy Muhlethaler Kent Pharis	Trustee Michelle Draper Assistant Superintendent Ron MacNeil	Trustee Shelagh Dunn Assistant Superintendent Leona Morrison
Calder Kensington Killarney Outreach	Delwood J.A. Fife John Barnett York	Brightview Glenora Grovenor Mayfield

WARD A	WARD B	WARD C
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Cheryl Johner Assistant Superintendent Kathy Muhlethaler	Trustee Michelle Draper Assistant Superintendent Ron MacNeil	Trustee Shelagh Dunn Assistant Superintendent Leona Morrison
Caernarvon Evansdale Major General Griesbach	Balwin Homesteader Princeton Sifton	Prince Charles Ross Sheppard Westglen

**School and Central Groups for Review of 2017-2018 Results
and 2018-2019 Plans
Trustee Subcommittee Review**

Thursday, November 29 2018

WARD C	WARD D	WARD G
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Shelagh Dunn Assistant Superintendent Kent Pharis	Trustee Trisha Estabrooks Assistant Superintendent Ron MacNeil	Trustee Bridget Stirling Assistant Superintendents Kathy Muhlethaler Liz Yule
Aldergrove Belmead LaPerle Thornccliffe	Delton Montrose Norwood	Donnan Kenilworth Millcreek

WARD D	WARD I	WARD H
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Trisha Estabrooks Assistant Superintendents Kathy Muhlethaler Kent Pharis	Trustee Sherry Adams Assistant Superintendents Leona Morrison Liz Yule	Trustee Nathan Ip Assistant Superintendent Mike Suderman
Centre High Riverdale *TBD	Daly Grove Sakaw T.D. Baker	Dr. Margaret-Ann Armour Esther Starkman Nellie Carlson Roberta MacAdams

(*Will be updated in the fall based on principal assignments)

**School and Central Groups for Review of 2017-2018 Results
and 2018-2019 Plans
Trustee Subcommittee Review**

Friday, November 30, 2018

WARD C	WARD A
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Shelagh Dunn Assistant Superintendents Kent Pharis Leona Morrison Ron MacNeil	Trustee Cheryl Johner Assistant Superintendent Kathy Muhlethaler
amiskwaciy Academy Inglewood John A. McDougall	Baturyn Dunluce Florence Hallock

WARD G
1:00 to 3:30 pm Host School: TBD
Trustee Bridget Stirling Assistant Superintendents Kathy Muhlethaler Leona Morrison Liz Yule
Grace Martin Hazeldean W.P.Wagner