



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, December 11, 2018
2:00 p.m.

Board Meeting #06

- 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 #05 – November 27, 2018
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, December 10, 2018, to speak under this item.)
- H. Reports:
 - 2. Grandview Heights School Presentation
(Information) *(No Enclosure)*
 - 3. Report #8 of the Caucus Committee (From the meeting held October 9, 2018)
(Information)
 - 4. Board Policy HAA.BP First Nations, Métis, and Inuit Education Policy
Second Reading
(Recommendation)
 - 5. Governance and Evaluation Committee Annual Work Plan for 2018-2019
(Recommendation)
 - 6. Trustee Policy Review Committee Annual Work Plan for 2018-2019
(Recommendation)
 - 7. Mental Health Committee Work Plan for 2018-2019
(Recommendation)
 - 8. Infrastructure Committee Work Plan for 2018-2019
(Recommendation)
 - 9. Results of the 2018 District Feedback Survey
(Information)

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

10. Strategic Plan Update – Success Beyond Schooling
(Information - Presentation)

11. Bereavements
(Information)

I. Other Committee, Board Representative and Trustee Reports

J. Trustee and Board Requests for Information

K. Notices of Motion

L. Meeting Dates

M. Adjournment

MINUTE BOOK**Board Meeting #05**

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, November 27, 2018, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Nathan Ip
Michael Janz

Cheryl Johner
Bridget Stirling

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

Edmonton Public Teachers – Heather Quinn, President
CUPE Local 474 – John Vradenburgh, 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 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.

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A. O Canada 

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

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

C. Approval of the Agenda

MOVED BY Trustee Adams:

**“That the agenda for the November 27, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair advised that the White Ribbon Campaign began on November 25, 2018, and will continue to December 6, 2018. She explained that the White Ribbon Campaign is intended to make the public aware that violence against women happens at home, on the street, and in the workplace, and that it is unacceptable. The Board Chair shared that the Board of Trustees endorsed the campaign in 1994 and urges schools and staff to recognize this initiative. She added that CUPE Local 474 (Custodial Staff) has provided each Trustee and staff members with a white ribbon in recognition of this campaign.

The Board Chair reported that on November 20, 2018, the Board of Trustees spent the day with staff from the Infrastructure and Communications departments to gain a deeper understanding of the District’s needs.

She explained that the day confirmed that the District is running out of classroom space and said that while the District has been fortunate to open 13 schools in the last two years, this really just helped the District catch up. The Board Chair commented that the District has had over 3 per cent enrolment growth every year for the last eight years and that the new schools provided 19,000 seats, but that the District grew by 22,000 students.

The Board Chair explained that the most acute shortage is high school space and even with the announcement of the Dr. Anne Anderson High School in Heritage Valley, the District anticipates being out of high school space by 2022. She said that is only three years away and it usually takes at least two years to build a high school.

The Board Chair confirmed that the District does have room in some mature community schools, but much of Edmonton’s population growth has been in new suburbs, so these schools are quite a distance from the students’ homes and that long bus rides are not ideal for students or families. She acknowledged that transportation costs already far exceed funding and that the Board of Trustees has been implementing more efficient practices wherever possible and subsidizing the cost of transportation to families for several years now. The Board Chair confirmed that the District was able to cover the bus fee increase for families this year, but subsidizing is not

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sustainable and that as student population outpaces new school construction, and as fuel and operating costs continue to rise, transportation costs will continue to grow.

The Board Chair shared that the Board of Trustees also discussed the District's deferred maintenance and said that schools are safe, and we do everything we can to make them welcoming spaces, but in many schools the building components are simply reaching the end of their lifespan. She advised that the bill to fix them is over \$750 million dollars and said that would just to bring things up to working order, not make the schools fully modern learning spaces.

The Board Chair explained that another impact of space shortage discussed was the way it limits the District's ability to provide alternative programs or space for partners who provide child care. She commented that the Board of Trustees is proud to be a District of choice, and that they share the frustrations families feel with not having programs of choice close to their homes.

The Board Chair advised that an advocacy plan is being developed and that the Board of Trustees will be engaging with parents and community to help inform the messaging.

E. Communications from the Superintendent of Schools

The Superintendent advised that the District is in the process of completing the 2018-2019 Results Review and that the Trustees will be having conversations with principals from schools in the their wards. He remarked that parents and community members also join in the conversations as part of the Board's public accountability regarding Edmonton Public Schools and the annual reporting of the results and that the conversations are very informative. He thanked the Board of Trustees for their work and participation in the results review process and shared his appreciation to the administrators and staff for their work and preparation and shared that they are a very important part of the District's accountability system.

The Superintendent reported that towards to the end of October 2019, the District carried out a revised format for conversations regarding catchment work. He explained that schools are organized into high school catchment areas in the District and that catchment principals unite to develop collaborative improvement plans that are yielding improvements in student success. The Superintendent expressed his appreciation to all those involved and thanked the Assistant Superintendents for their leadership in the District's catchment work to ensure that schools are resourced with the tools they need to be successful.

The Superintendent stated that there is excellent work being accomplished in the District that will be shared in the Annual Education Results Review (AERR) report and reminded everyone that detailed Strategic Plan update reports regarding key aspects of the AERR such as literacy will be provided throughout the year.

F. Minutes

1. Board Meeting #04 – November 6, 2018

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MOVED BY Trustee Dunn:

“That the minutes of Board Meeting #04 held November 6, 2018, be approved as printed.”

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Funds for the 2019-2020 Clause 23 Professional Improvement Program

MOVED BY Trustee Ip:

“That an allocation of \$1,300,000 from the 2019-2020 operating budget be approved for the Clause 23 Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to teachers for the 2019-2020 school year.”

(UNANIMOUSLY CARRIED)

3. Funds for the 2019-2020 Exempt Staff Professional Improvement Program

MOVED BY Trustee Johner:

“That an allocation of \$150,000 from the 2019-2020 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting exempt staff professional improvement leaves and/or tuition support for the 2019-2020 school year.”

(UNANIMOUSLY CARRIED)

4. Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions

MOVED BY Trustee Estabrooks:

“That Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the first, second and third time at this meeting.”

(UNANIMOUSLY CARRIED)

“That Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the first time.”

(UNANIMOUSLY CARRIED)

“That Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the second time.”

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(UNANIMOUSLY CARRIED)

“That Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the third and final time and be approved.”

(UNANIMOUSLY CARRIED)

5. 2017-2018 Audited Financial Statements

MOVED BY Trustee Stirling:

“That the 2017-2018 audited financial statements, notes to the financial statements and unaudited schedules be approved.”

(UNANIMOUSLY CARRIED)

6. Proposed Distribution of 2017-2018 District Surplus

MOVED BY Trustee Stirling:

That the proposed distribution of the 2017-2018 surplus be approved as follows:

“1. That the 2018-2019 planned use of surplus funds totalling \$48.6 million released in conjunction with the 2018-2019 fall revised budget be approved.”

(UNANIMOUSLY CARRIED)

Trustee Janz was not present for the vote.

“2. That the additional planned use of capital reserve funds of \$2 million for 2018-2019 be approved.”

(UNANIMOUSLY CARRIED)

Trustee Janz was not present for the vote.

7. Fall Update to the Revised 2018-2019 Budget

MOVED BY Trustee Stirling:

“That the Fall 2018 Update to the 2018-2019 budget be approved.”

(UNANIMOUSLY CARRIED)

Trustee Janz was not present for the vote.

There was a short break in the meeting.

Trustee Johner left the meeting.

8. Alberta Education Results Review (AERR)

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MOVED BY Trustee Janz:

**“That the Edmonton Public Schools’ Combined Three-Year Education Plan (2018-2019 to 2020-2021) and the Annual Education Results Report (2017-2018) be approved.”
(UNANIMOUSLY CARRIED)**

9. Board Chair Discretionary Expense Allowance Report for 2017-2018

A report of the expenses incurred under the Board Chair’s discretionary allowance for the period of September 2017 – August 2018, was provided for information.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams commented that the Superintendent brought messaging to the November 7, 2018, District Leadership meeting about charting the next four years for Career Pathways regarding the importance of how knowing the “why” makes the “what” more clear and becomes more impactful. She said his message also covered catchment work and how collaboration brings better outcomes for kids and opportunities to build capacity.

Trustee Adams submitted the following report in writing:

November 9, 2018 - Trustee Adams thanked the Meyokumin and Michael Strembitsky Schools for invitations to attend their very meaningful Remembrance Day Services. Trustee Adams gave special commendation for the exceptional music played by the students in each school. The time and effort devoted to honour our military personnel who sacrificed so much on our behalf was appreciated.

November 14, 2018 - Trustees Ip, Estabrooks and Adams attended the Chamber of Commerce Leadership luncheon featuring Jason Kenney as the speaker.

November 15, 2018 – The Edmonton Public Schools Foundation luncheon at Tipaskan School was very successful. Current and potential partners attended, as well as university students interested in learning about full-day Kindergarten. There was special time mixing with the Kindergarteners following the presentation.

November 16, 2018 - Members of the Custodial Collective Bargaining Negotiating teams met to formally sign the Custodial Collective Bargaining Agreement. Trustee Estabrooks and Adams had the privilege to serve on the negotiation team over the past year and were honoured to be part of the celebration.

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November 16, 2018 - The Policy Review Committee met to update their extensive work plan for the year and to determine next steps in the engagement plan for the First Nations, Métis and Inuit Education policy.

November 20, 2018 – Trustee Adams shared her appreciation for Trustee Ip and the Infrastructure Committee for the preparation and leadership at the Board Generative discussion. Trustee Adams thanks District leaders who prepared relevant presentations supported with significant data that confirmed the infrastructure challenges the District is facing. The information helped to inform discussions throughout the day and will be a source of advocacy going forward. The District will continue to deliberate and seek innovative solutions for the challenging infrastructure problems in the days ahead.

November 22, 2018 – Trustee Adams attended the CASA Lectures Series, Session 3: Transgender Mental Health, at NAIT.

November 25, 2018 – Trustee Adams congratulated the Dan Knott School for hosting a two-day provincial leadership conference where there were 350 junior high students from 27 schools from across the province. The theme of the conference was Leaders in Training and it was a delight to bring greetings and encouragement to this exceptional group of young leaders who are serving their schools and communities.

November 26, 2018 – Trustee Adams attended Central Units Results Review and noted that it was a delight to hear about all the work that goes on at Central to help make the District as effective as possible. Chair Draper, Trustee Dunn and Trustee Adams were privileged to review the results from the following units: District Information Management, District Technology, Financial Services, Infrastructure, Student Transportation and Student Information. An informative presentation was given regarding the extensive work of each unit including the cohesiveness that brings all this work together.

Trustee Draper reported that on November 7, 2018, she attended a moving presentation at Steele Heights School by Dr. Eva Olson, a holocaust survivor, who shared her experiences of World War II and provided a message of hope, acceptance and love.

On November 7, 2018, Trustee Draper was pleased to spend some time at City Hall School, with the Grade 6 students from McLeod School. She explained that the students learn about local government, have many guest speakers, and better understand poverty and related issues through activities and discussions.

On November 17, 2018, Trustees Draper and Johner were pleased to attend the CUPE Local 784 (Maintenance Staff) Retirement and holiday party and said it was a lovely event and an opportunity to spend time with staff and their family in a social environment. Trustee Draper reported that she attended the Belmont and Bannerman School Council meetings on November

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19 and 21, 2018, and that she enjoyed engaging in great discussion with parents about the District and public education.

Trustee Dunn reported that it was a pleasure to attend the Canadian Council of Muslim Women Edmonton Chapter event that honoured namesakes of Edmonton Public Schools, Dr. Lila Fahlman, Soraya Hafez and Hilwie Hamdon.

Trustee Dunn shared that she enjoyed attending a School Council meeting at Aldergrove School and a School Council meeting with Minister Eggen at Victoria School, and that she remains thankful for the commitment and work of parents and families in shaping District schools.

Trustee Dunn expressed that it was wonderful to meet with principals and District leaders during results reviews and that she is awed by the dedication, perseverance and passion of the team as everyone works towards student success.

Trustee Dunn reported that she had the honour of speaking to a policy position to the Alberta School Boards Association (ASBA) on behalf of the Edmonton Public Schools Board of Trustees and the Greater St. Albert Catholic School Board advocating for increased, dedicated funding for mental health supports in schools as a collaboration between the Education and Health Ministries, which was supported by 95 per cent of Alberta School Boards.

Trustee Estabrooks thanked the Mount Royal School Council for hosting her at their recent meeting. She also thanked Abbott School for inviting her to visit the school last week.

Trustee Estabrooks thanked everyone that attended her Trustee Coffee event earlier in the month for the great conversation about public education and District schools.

Trustee Estabrooks also thanked McNally School and Principal Lisa Wright for including her in the school's Remembrance Day ceremony.

Trustee Estabrooks recognized the Edmonton Chapter of the Canadian Council of Muslim Women for hosting a commemorative event for three Edmonton women, Dr. Lila Fahlman, Soraya Hafez and Hilwie Hamdon that the District has named schools after.

Trustee Stirling reported that on November 9, 2018, she brought greetings and laid a wreath on behalf of the District at the Vimy Ridge Academy Remembrance Ceremony. She said that on the 100th anniversary of the Armistice, it was a moving day to remember and commit to working for peace. Trustee Stirling advised that she and Trustee Ip laid a wreath on behalf of the District at the City of Edmonton Remembrance Day ceremony at the University of Alberta's Butcherdome.

Trustee Stirling advised that she represented the Board of Trustees at the November 14, 2018, table-top conversation consultation meeting for the University of Alberta's strategic plan - For the Public Good. She said she shared the importance of our existing partnerships and relationship with

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the University of Alberta and spoke about how we can improve and strengthen this work for the benefit of all our students, alumni, and communities.

Trustee Stirling reported that on November 19, 2018, she attended the ASBA Fall General Meeting along with Trustees Dunn, Estabrooks and Janz.

On November 21, 2018, Trustee Stirling reported that she joined the Grade 1 class from Escuela Mill Creek School in placing their time capsule inside the wall of the new Mill Creek School building. She remarked that the students were full of energy and enthusiasm for their new school, and they shared their hopes for the future with members of the media who were present.

Trustee Stirling reported that on November 22, 2018, she attended the CASA lecture on transgender youth mental health with Trustee Adams. She explained that it was an excellent learning opportunity and helped increase understanding on how to affirm and support transgender students and ensure District schools are safe and welcoming for every child. Trustee Stirling thanked CASA for their continued partnership in this engaging lecture series on youth mental health.

Trustee Stirling congratulated the award recipients at the 10th Chinese Writing Competition Anniversary Awards on November 23, 2018. She remarked that students' hard work in learning Mandarin was celebrated, and it was great to see the benefit that children in the District gain from learning an additional language and building cross-cultural knowledge and intercultural understanding.

- K. **Trustee and Board Requests for Information** - None
- L. **Notices of Motion** - None
- M. **Next Board Meeting: Tuesday, December 11, 2018, at 2:00 p.m.**
- N. **Adjournment: 4:35 p.m.**

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: December 11, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #8 of the Caucus Committee (From the meeting held October 9, 2018)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendations were approved at the October 9, 2018, Caucus Committee meeting. Reporting of this recommendation was delayed until affected staff could be informed.

That the market adjustment for Speech Language Pathologist Assistants be approved which would entail moving all current 58 employees to the "G" level as opposed to the "F" level they are currently being paid at. Recruiting would commence based on the new grid.

BACKGROUND

The District was experiencing difficulty recruiting and retaining Speech Language Pathologist Assistants (SLPAs). SLPAs are specialized roles, within the Educational Assistant classification, that work under the direction of Speech Language Pathologists. SLPAs work in classrooms with students who have speech delays and speech related diagnoses.

Provision of speech services to children in the Pre-Kindergarten Hubs is critical for the success of the students in that program. The local market is increasingly competitive and qualified staff were expected to be a recruitment challenge without an adjustment to compensation. By implementing a market adjustment for SLPAs, Edmonton Public Schools will be more competitive in a tight external market.

That approval be provided for Exempt Non-Management and Exempt Management salary grids to receive zero per cent adjustments for both the 2017-18 and 2018-19 school years.

BACKGROUND

The recommendation for zero per cent salary increases is consistent with the recent Board-approved negotiations with other staff groups.

KM:sj

DATE: December 11, 2018

TO: Board of Trustees

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

SUBJECT: Board Policy HAA.BP First Nations, Métis, and Inuit Education Policy Second Reading

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Clarice Anderson, Marnie Beaudoin, Nancy Petersen

REFERENCE: [HAA.BP Aboriginal Education Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review June 18, 2018 public Board meeting, item 7](#)

ISSUE

The Policy Review Committee is presenting draft Board Policy HAA.BP First Nations, Métis, and Inuit Education for second reading.

BACKGROUND

- As part of the 2017-2018 Policy Review Committee Work Plan, the Board engaged with a range of stakeholders, including students, staff, community members and parents around the review of Board Policy HAA.BP Aboriginal Education. Feedback from this consultation helped to inform the development of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education.
- On June 19, 2017, the draft policy was brought forward to the Board of Trustees for first reading.
- After first reading an online survey was posted to the District website to obtain stakeholder feedback on the draft policy. The survey was open from June 27 to September 28, 2018, and received responses from the following survey participant groups:
 - District parents (90 responses)
 - District staff members (37 responses)
 - Community members (8 responses)
 - District students (7 responses)
 - Non-District parents (3 responses)
 - Professional organizations (2 responses)

RELATED FACTS

The following is a summary of participant feedback from the online survey:

- The following percentages of respondents indicated that they did not have concerns with the following sections of the policy:
 - The Purpose statement (76.64 per cent)
 - The Definitions (77.32 per cent)
 - The Policy section (65.48 per cent)

- The Expectations (81.25 per cent)
- The Accountability statement (81.25 per cent)
- Written feedback from stakeholders touched on the following areas:
 - Specific suggestions to enhance meaning and clarity related to use of language and terminology.
 - Personal perspectives around the work to review Board Policy HAA.BP Aboriginal Education.
 - Interest in the Board's accountability to support the policy once it is approved.
- Based on this feedback, the following changes have been incorporated into the draft policy:
 - Revision to one of the purpose statements.
 - Changes to the following definitions:
 - Colonization
 - Cultural Advisor
 - Elder
 - First Nations
 - First Nations, Métis, and Inuit Education
 - Intergenerational Trauma
 - Inuit
 - Knowledge Keepers
 - Métis
 - Treaty 6
 - Rewording in Section A. Welcoming, Inclusive, Safe and Healthy Learning Environments and in Section C. Student Success and Achievement.
 - Alterations to the Expectations and Accountability statements.
- Following second reading, the Policy Review Committee is planning further stakeholder engagement to inform the proposed final draft, including reaching out to students, parents, community organizations and District staff. Additionally, there will be another online survey to elicit public feedback.

RECOMMENDATION

That Board Policy HAA.BP First Nations, Métis, and Inuit Education be read for the second time and approved for further stakeholder input.

OPTIONS

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

1. Approve the second reading of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education at the December 11, 2018, meeting.
2. Decline to approve the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education and provide feedback and/or request changes to the Policy Review Committee.

CONSIDERATIONS and ANALYSIS

The current Board Policy HAA.BP Aboriginal Education requires revisions to align it to the District policy template.

Further engagement will be conducted to inform the proposed final draft of the policy intended to come to Board in spring of 2019 for third and final reading.

NEXT STEPS

- Should the second reading of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education be approved, the Policy Review Committee will undertake further stakeholder engagement as outlined in this report.
- Feedback from stakeholder engagement will inform the development of the proposed final draft of Board Policy HAA.BP First Nations, Métis, and Inuit Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HAA.BP First Nations, Métis, and Inuit Education

MB:mb

CODE: HAA.BP	EFFECTIVE DATE: (22-05-2007)
TOPIC: First Nations, Métis, and Inuit Education	ISSUE DATE: (24-05-2007)
	REVIEW YEAR: (2014)

PURPOSE

- To affirm the Board of Trustees' (the Board) responsibility for First Nations, Métis, and Inuit students to thrive within a welcoming, inclusive, safe and healthy learning environment that is respectful and responsive of individual life experiences.
- To support a District culture that fosters the process of reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students through fostering and sustaining collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors, and community members.

DEFINITIONS

Colonization refers to the period of European colonization from Columbus (1492) onwards in the Americas, Oceania, Asia and Africa. Colonizers imposed their institutions and belief systems in the already inhabited lands, which negatively impacted the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This has resulted in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized for their wisdom pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols and spiritual practices. Each group may have their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples of Alberta. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples of Alberta.

Intergenerational Trauma happens when the exchange of knowledge, language, culture and values from one generation to the next is interrupted, for example, by individuals having a familial history of Indian Residential School attendance. Multigenerational, cumulative and chronic trauma, injustices and oppression reverberates through individuals, families and communities resulting in a legacy of loss that persists across generations.

Inuit means ‘the people’ in Inuktitut. Most Inuit live in 53 communities spread across the Inuvialuit Settlement Region (Northwest Territories), Nunavut, Nunavik (Northern Quebec), and Nunatsiavut (Northern Labrador) in the vast region referred to as “Inuit Nunangat”; a Canadian Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals designated or acknowledged by Elders as having knowledge and wisdom related First Nations, Métis, and Inuit cultural practices, customs, history, values and language. Knowledge keepers are sometimes referred to as “cultural advisors”.

Métis refers to a person who self identifies as Métis, is distinct from other Indigenous peoples, and is of historic Métis Nation Ancestry. Métis have a distinct culture, history and traditions with their own language, flag, songs and stories.

Reconciliation is about establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous peoples in this country. Education for Reconciliation is the collective work of ensuring curriculum and the education system support the process of reconciliation.

Treaty 6 refers to the document that was signed in 1876 and includes 50 First Nations. Provisions in the Treaty recognize the medicine chest (healthcare) as well as the right to education. The total area of the Treaty stretches from central Alberta, through Saskatchewan and into Manitoba.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge is of benefit to all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School District resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the agreement and relationship among Treaty people living together.

The Board confirms its commitment and role in actively supporting the process of reconciliation and recognizes that working towards this vision is for the benefit of all students, staff and the broader society.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for First Nations, Métis, and Inuit knowledge, cultures, languages and traditional practices contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the potential and learning aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized and fostered.

The Board recognizes that creating learning and working environments where First Nations, Métis and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, District staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

A. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to nurturing such relationships through:

1. fostering each student's sense of belonging and nurturing a positive sense of self
2. promoting intentional understanding, respect and recognition of diverse First Nations, Métis, and Inuit perspectives, cultural beliefs, traditions, languages and values
3. supporting culturally responsive learning and working environments that weave First Nations, Métis, and Inuit ways of knowing, being and doing.

B. RECONCILIATION

The Board commits to the process of reconciliation and recognizes the importance of pursuing opportunities that foster reconciliation within school communities. The Board acknowledges the harmful impact of systemic racism on First Nations, Métis, and Inuit people, including our students. We are working towards reconciliation through:

1. aligning resources and building organizational capacity to support First Nations, Métis, and Inuit student success and achievement
2. supporting professional learning and capacity building of District staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting students, staff and District leaders to build and apply foundational knowledge about First Nations, Métis, and Inuit perspectives, cultural beliefs, traditions, languages and values
4. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
5. supporting education of the historical, social, economic and political implications of treaties and agreements with First Nations, agreements with Métis, the legacy of residential schools, and the impacts of intergenerational trauma
6. practicing community responsive protocols to foster and develop mutually respectful relationships
7. providing opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

C. STUDENT SUCCESS AND ACHIEVEMENT

The Board commits to strategic efforts in support of the academic achievement of First Nations, Metis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:

1. collaborating with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors and local community members to support students' learning and participation in the school community
2. supporting staff to identify and use culturally responsive resources and instructional and assessment strategies to support First Nations, Métis, and Inuit student achievement

3. identifying and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning
4. using a range of data to support evidence-based decisions to identify students' needs in the learning environment.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of reconciliation, student success and achievement, within a welcoming, inclusive, safe and healthy environment.

The District will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

AE.BP – Welcoming Inclusive, Safe and Healthy Learning and Working Environments

GGAB.BP – Multicultural Education

HAA.AR – Aboriginal Education

Truth and Reconciliation Commission of Canada: Calls to Action

Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada

School Act s. 45.1(1)

DATE: December 11, 2018

TO: Board of Trustees

FROM: Trustee Ken Gibson, Chair, Governance and Evaluation Committee
Trustee Michael Janz, Governance and Evaluation Committee
Trustee Cheryl Johner, Governance and Evaluation Committee

SUBJECT: Governance and Evaluation Committee Annual Work Plan for 2018-2019

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Shirley Juneau

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

ISSUE

The Governance and Evaluation Committee is responsible for developing and presenting to the Board of Trustees an annual Work Plan. The 2018-2019 Governance and Evaluation Committee Work Plan is being submitted for Board approval.

BACKGROUND

At the January 17, 2017, public Board meeting, the Governance and Evaluation Committee Terms of Reference were approved. At the October 29, 2018, committee meeting, the Committee developed the proposed 2018-2019 work plan.

RECOMMENDATION

That the Board approve the Governance and Evaluation Committee Annual work plan for 2018-2019.

OPTIONS

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

1. Approve the proposed the Governance and Evaluation Committee work plan for 2018-2019.
2. Provide feedback and request changes be made to the work plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Governance and Evaluation Committee Terms of Reference
ATTACHMENT II Governance and Evaluation Committee Annual work plan for 2018-2019

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Governance and Evaluation Committee

Terms of Reference

Purpose

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

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

Terms of Reference

A. Board Self-Evaluation

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

The Board self-evaluation process should:

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

The Committee will:

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

B. Evaluation of the Superintendent of Schools

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

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

The evaluation process and supporting information serve to:

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

Process

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

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

C. Identification and Development of District Priorities

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

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

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

The Committee will also:

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

Composition

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

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

2018-2019 Governance and Evaluation Committee Work Plan

Committee	Key Activities - Evaluation
Governance and Evaluation Committee	<p>The Governance and Evaluation Committee is responsible for assisting the Board of Trustees in conducting an annual self-evaluation for continued development and improved performance with respect to the Board's role and responsibilities, and an annual evaluation of the Superintendent of Schools in accordance with Board Policy FGB.BP – Evaluation of Superintendent of Schools.</p> <p>2018-2019 Board Self-Evaluation The Committee will:</p> <ul style="list-style-type: none"> • Review the Board’s Self-Evaluation Instrument to determine if any changes are required. (October 2018–January 2019) • Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (June 2019) • With support from the Director, Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (July 2019) • Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion and determination of how the results will inform the 2019-2020 Strategic Work Plan. (August 2019) • Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2019) <p>2018-2019 Superintendent of Schools’ Evaluation The Committee will:</p> <ul style="list-style-type: none"> • Review the Superintendent’s Evaluation Instrument. Any proposed changes to the instrument or process will require Board approval. (October 2018 – January 2019) • Initiate the process for the Superintendent’s Evaluation. (February 2019) • With support from an external firm, compile and summarize the individual evaluations and 360-degree feedback. The Superintendent will be provided an opportunity to review the evaluation and discuss implications with the Committee. (April 2019) • Submit the final Superintendent’s Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2019) • Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2019) • Work with the Policy Review Committee on Board-governance-related policy in the Trustee’s Handbook through providing content recommendations to the Policy Review Committee on existing Board Policy FGB.BP - Evaluation of Superintendent of Schools.

Committee	Key Activities - Governance
Governance and Evaluation Committee	<p>The Governance and Evaluation Committee is responsible for assisting the Board in identifying and developing the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office. The Committee makes recommendations to the Board on a range of governance-related matters to assist the Board in carrying out its duties and commitments in relation to the District Priorities.</p> <p>The Committee will:</p> <ul style="list-style-type: none"> • Develop a District Strategic Plan review process that includes: <ul style="list-style-type: none"> ○ a review of the current Vision and Mission statements, and District Priorities that guide the continued work of the District (November 2018). ○ an engagement plan that identifies ways in which the Board can engage students, parents, staff, and community to get feedback/input into the education of children, and inform Board decision making connected to the development of the District's Vision, Mission, and Strategic Priorities. • Continue to find mechanisms in which the Board can align Board agendas and Board communication/work to the Strategic Plan. • Review and monitor Board Work Plan progress. • Provide input into the questions asked in the District Feedback Survey. • Oversee, finalize and monitor progress on the Board advocacy plan. • Develop Board off-site meeting agendas and chair the meetings.



DATE: December 11, 2018

TO: Board of Trustees

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

SUBJECT: Trustee Policy Review Committee Annual Work Plan 2018-2019

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: Trustees' Handbook Section 6.1 – Board Committee Protocols
September 11, 2018, Board Meeting, Item 3
Board Policy CH.BP – Framework for Policy Development and Review

ISSUE

The Policy Review Committee is presenting its 2018-2019 work plan to the Board of Trustees (the Board) for approval.

BACKGROUND

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

On September 11, 2018, the Board elected three Policy Review Committee members for 2018-2019. The Committee has held two meetings, reviewed a Policy Review Plan developed in 2016 projecting work to the end of 2018-2019 and established a Policy Review work plan for 2018-2019.

RELATED FACTS

This year's work plan includes the following:

- **HAA.BP Aboriginal Education:** The Committee initiated work on Board Policy HAA.BP Aboriginal Education as part of the 2016-2017 Policy Review work plan. Following consultation with stakeholders, including students, parents and community organizations, draft Board Policy HAA.BP First Nations, Métis, and Inuit Education was approved by the Board for first reading on June 19, 2018, and posted for stakeholder feedback through an online survey. This year's work will include draft Board Policy HAA.BP First Nations, Métis, and Inuit Education being brought to the Board to be considered for second reading. Following further stakeholder engagement, a proposed final draft will be brought forward to the Board for approval.
- **GGAB.BP Multicultural Education:** The Committee initiated work on Board Policy GGAB.BP Multicultural Education as part of their 2016-2017 Policy Review work plan. This year's work will include the establishment of Multiculturalism and Cultural Diversity Advisory Committee to inform a draft of the policy that would be brought forward to the Board for first reading.
- **EA.BP Infrastructure Guidelines:** The Committee will provide Caucus with a Recommendation Report related to Board Policy EA.BP Infrastructure Guidelines. The report will provide background information to form the starting point of a Board dialogue around the renaming of District schools.



- **AD.BP District Vision, Mission, Values, and Priorities:** Board Policy AD.BP District Vision, Mission, Values and Priorities requires updating to reflect the newly approved 2018-2022 District Vision, Mission and Strategic Plan.
- **EM.BP Alcohol, Tobacco and Cannabis:** The Board approved revisions to Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions, in order to comply with federal and provincial legislation enacted in fall 2018. The normally scheduled review year (2019) for this policy remains unchanged.
- **HG.BP Student Behaviour and Conduct:** The Board will review and approve Board Policy HG.BP Student Behaviour and Conduct, as part of an annual legislative requirement.
- **2016 comprehensive policy review:** The Committee has also identified the following policies for review or update as part of their ongoing work in support of the overall policy review process:
 - AB.BP Appeals
 - CHA.BP Board Delegation of Authority
 - DK.BP District Technology
 - GGAJ.BP Early Years
 - GHHA.BP Tutoring
 - GIBD.BP Integrated School Library Learning Commons
- **IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives:** In response to a request from the Board for the Policy Review Committee to look at the length of time permitted for a delegation to speak at a Board meeting, the Committee determined that it would be more appropriate to review the entire policy as part of the 2019-2020 work plan. This decision reflects the policy’s scheduled review date of 2019 and would enable a more comprehensive look at all areas addressed by this policy.

RECOMMENDATION

That the Policy Review work plan 2018-2019 be approved.

OPTIONS

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

1. Accept the Policy Review work plan 2018-2019 as written.
2. Provide feedback and request changes be made to the Policy Review work plan 2018-2019.

CONSIDERATIONS and ANALYSIS

The work of the Policy Review Committee reflects the Committee’s best efforts to balance and be responsive to policy work required for alignment to legislation, work to support the 2016 initiated comprehensive policy review and other emerging policy opportunities or requirements.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Policy Review work plan 2018-2019
- ATTACHMENT II Policy Review plan 2017-2019

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Policy Review Work Plan 2018-2019

Policies	District Priority Alignment	Scheduled Review Year*
AB.BP Appeals	Priority 2: Provide welcoming, high quality learning and working environments	2008
AD.BP District Vision, Mission, Values, and Priorities	Priority 3: Enhance public education through communication, engagement and partnerships	2018
CHA.BP Board Delegation of Authority	Priority 3: Enhance public education through communication, engagement and partnerships	2014
DK.BP District Technology	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2017
EA.BP Infrastructure Guidelines	Priority 2: Provide welcoming, high quality learning and working environments	2020
EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions	Priority 2: Provide welcoming, high quality learning and working environments	2019
GGAB.BP Multicultural Education	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2016
GGAJ.BP Early Years	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2016
GHHA.BP Tutoring	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2017
GIBD.BP Integrated School Library Learning Commons	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2018

HAA.BP Aboriginal Education	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2014
HG.BP Student Behaviour and Conduct	Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond	2024 (Annual Review as per <i>School Act</i>)

Trustee Policy Review Committee Projected Annual Review Plan 2017-2019

2017-2018

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

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

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

¹ Review completed in 2017

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

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

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

DATE: December 11, 2018

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Chair, Mental Health Committee
Trustee Trisha Estabrooks, Mental Health Committee
Trustee Nathan Ip, Mental Health Committee
Vice Chair Bridget Stirling, Mental Health Committee

SUBJECT: Mental Health Committee Work Plan for 2018-2019

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marlene Hanson, Regan Holt

REFERENCE: [Trustees' Handbook](#), Subsection 7 – Ad Hoc Committees and Board Representation

ISSUE

The Mental Health Committee is responsible for keeping the Board of Trustees informed of its work. To that end, the Committee is choosing to submit its 2018-2019 work plan for Board approval.

BACKGROUND

The Board of Trustees approved the formation of a Trustee Mental Health Committee on September 11, 2108. At its October 30 meeting, the Committee confirmed its Terms of Reference and drafted a work plan for 2018-2019.

RECOMMENDATION

That the Board approve the Mental Health Committee work plan for 2018-2019.

OPTIONS

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

1. Approve the proposed the Mental Health Committee work plan for 2018-2019.
2. Provide feedback and request changes be made to the work plan.

ATTACHMENTS and APPENDICES

Attachment I - Draft work plan 2018-2019

KM:km

2018-2019 Mental Health Committee Work Plan

Committee	Key Activities - Evaluation
Mental Health Committee	<p>The focus of the committee is to:</p> <ul style="list-style-type: none"> • Understand the District and provincial landscape of mental health service provisions by accredited mental health professionals accessible by children and families, and how this impacts student learning in the education system. • Collaborate across school boards, governments and community organizations working for increased mental health services for children and families. • Advocate for provincial collaboration and funding for improved access to accredited mental health professionals available to students in schools. <p>To these ends, the Committee will:</p> <ul style="list-style-type: none"> • Conduct an environmental scan to better understand the interplay of partners and services available to students. (October to December 2018) • Develop and implement a strategic advocacy plan. The plan will include the identification of target audiences, tailored key messages, and a calendar of meetings, messaging and monthly goals. It will also detail opportunities and tools for message delivery. (November 2018 to February 2019) • Reach out to other school boards and community organizations to explore joint advocacy opportunities. • Explore the feasibility of hosting an event with key partners

DATE: December 11, 2018

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Infrastructure Committee
Trustee Ken Gibson, Infrastructure Committee
Trustee Nathan Ip, Chair, Infrastructure Committee

SUBJECT: Infrastructure Committee Work Plan for 2018-2019

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Roland Labbe, Lorne Parker, Christopher Wright

REFERENCE: [Trustees' Handbook](#), Subsection 6.1.2 – Infrastructure Committee

ISSUE

The Infrastructure Committee is responsible for developing and presenting to the Board of Trustees an annual work plan. The 2018-2019 Infrastructure Committee work plan is being submitted for Board approval.

BACKGROUND

The Board of Trustees approved the formation of a Trustee Infrastructure Committee on April 10, 2014, to assist Trustees in further understanding the issues, impacts and next steps related to infrastructure over the course of their term. A Terms of Reference was developed and actions were informed through the development of an annual work plan. At the Organizational Board Meeting held on Tuesday, September 11, 2018, the Trustee Infrastructure Committee membership was confirmed. A new work plan for 2018-2019 has been developed.

RECOMMENDATION

That the Board approve the Infrastructure Committee work plan for 2018-2019.

OPTIONS

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

1. Approve the proposed the Infrastructure Committee Work Plan for 2018-2019.
2. Provide feedback and request changes be made to the Work Plan.

ATTACHMENTS and APPENDICES

Attachment I - Draft work plan 2018-2019

KM:km

Infrastructure Committee Advocacy Initiatives for 2018-2019

- The Infrastructure Committee (The Committee) will work with the Infrastructure department on the development of a Board of Trustees advocacy plan to support the District’s Infrastructure Strategy.
 - The intention is to ensure Edmonton Public Schools infrastructure needs and strategic directions are clearly communicated.
- The fundamental driver of this plan is the goal of equal access to high quality learning and working environments for all students, regardless of where they live.
- The Committee will develop a communications plan to support fostering community engagement and advocacy to support infrastructure initiatives and advocacy for funding.
- The Committee work plan will be reviewed annually.

Key Themes	Audience	Context	Objectives	Supportive Actions/Information	Status
<p>Sustainable, predictable capital funding for school districts</p>	<p>Province, City</p>	<ul style="list-style-type: none"> • Unpredictable Provincial commitment to: <ul style="list-style-type: none"> ○ Three-Year Capital Plan priority funding ○ long-term and predictable funding to address deferred maintenance needs ○ consistent modular classroom delivery ○ consistent annual IMR funding ○ funding to meet community hub expectations ○ funding for sustainable facilities • Seek commitment to support alternative capital frameworks and procurement methods 	<ul style="list-style-type: none"> • Demonstrate current and future infrastructure needs • Collaborate with the City and Province 	<ul style="list-style-type: none"> • Continue messaging and dialogue related to District growth and widening gap to fund modernizations and address deferred maintenance • Promote regional collaboration among school districts to deliver services and projects • Explore access to new provisions in <i>The Municipal Government Act (MGA)</i> to fund community facilities using an off-site levy system. • Develop a Scope and Framework for community partnerships in new capital projects. <ul style="list-style-type: none"> ○ Explore block funding to support ○ Host forum/session with key stakeholders 	<ul style="list-style-type: none"> • 168 Building Condition Assessments completed • Deferred Maintenance quantified • Initiate exploration • Initiate advocacy

Key Themes	Audience	Context	Objectives	Supportive Actions/Information	Status
Accommodating students in new and developing neighbourhoods	Province	<ul style="list-style-type: none"> • Enrolment pressures in new neighbourhoods and developing areas • Challenges with accommodating new growth neighbourhoods at existing schools 	<ul style="list-style-type: none"> • Create sufficient space and transportation capacity to accommodate growth in developing areas (timeliness to deliver modulars, new space, etc.) • Help ensure new schools for current and future new neighbourhoods • Create access to 21st Century learning environments for all students 	<ul style="list-style-type: none"> • Establishing designated receiving schools, amending designations and boundaries • Annual submission for modular classrooms • Three-Year Capital Plan 2019-2022 submission • High School Accommodation Plan • Advocate with the City regarding permitting requirements and timelines 	<ul style="list-style-type: none"> • Ongoing/as required • Annual • Annual • Ongoing / In Progress
Mature neighbourhoods / Aging infrastructure	Province, City, community, staff	<ul style="list-style-type: none"> • Utilization: <ul style="list-style-type: none"> ○ Declining student population in mature neighbourhoods ○ Stable populations – some limited growth • Infill development, student enrolment and family friendly housing • Address Deferred Maintenance deficit • End of component lifecycle • Need for more IMR funding • Disposition of surplus property • Community hubs in replacement schools and closed sites 	<ul style="list-style-type: none"> • Revitalize schools in mature neighbourhoods • Increase collaborative planning efforts • Understand what draws families to mature neighbourhoods <ul style="list-style-type: none"> ○ Affordability ○ 21st Century learning environments • Have all infrastructure fully modernized and/or replaced <ul style="list-style-type: none"> ○ ‘Right-size’ District ○ Surplus property funds capital reserve • Run a pilot to test community hub concept 	<ul style="list-style-type: none"> • Mature community school renewal studies and public engagement (Space for Students in Mature Communities) • Utilization report by Sector • Program Reviews • Infrastructure Plan • Development of a Scope and Framework for community partnerships in new capital projects. 	<ul style="list-style-type: none"> • Ongoing • 3-year/10-year plans • Ongoing • Initiate advocacy

Key Themes	Audience	Context	Objectives	Supportive Actions/Information	Status
Schools as community hubs	City, Province, other entities	<ul style="list-style-type: none"> • Opportunity to enhance supports to communities, particularly when building new/replacement schools • Uncertainty of funding from Province, City, other potential partner capital planning processes (timing barriers) • Legislative and land use impediments require clarification/resolution 	<ul style="list-style-type: none"> • Enhance service to students and families, while building connections with and within the community • Accelerate the establishment of key infrastructure in new communities • Create efficiencies for families • Identify and reduce or eliminate impediments, seeking supporting legislation, regulation, zoning, etc. 	<ul style="list-style-type: none"> • Engage stakeholders in a discussion related to schools as community hubs • Develop advocacy plan to encourage potential partners (City, Province) to commit to a funding strategy that will enable partnerships where feasible • Collaborate to identify and reduce or eliminate impediments, e.g., land use challenges • Develop a communications plan to support fostering community engagement and advocacy 	<ul style="list-style-type: none"> • Engage stakeholders in a philosophical discussion around the role of schools in the community • Initiate advocacy
Explore establishing a Metro Boards' School infrastructure charter	Province, CBE, CCSD, EPSB, ECSD	<ul style="list-style-type: none"> • Urban issues in the two major centres are complex; there is a need for consolidated advocacy/support • Precedent set with the Big City Charter 	<ul style="list-style-type: none"> • Raise awareness of the fact that urban issues are unique and require differentiated provincial support • Expand collaboration and enhance support among the major urban boards 	<ul style="list-style-type: none"> • Prepare rationale/proposal for EPSB Board consideration • Take the lead in opening dialogue with urban boards 	<ul style="list-style-type: none"> • Initiate • Advocacy for regional supports

Next Steps:

1. Develop an advocacy strategy. This strategy will include:
 - Short-, medium- and long-term goals
 - A detailed communications plan, which will include the following elements:
 - community engagement tactics
 - presentation kits
 - key messages
 - social media messages
 - A forum with key stakeholders to discuss pivotal infrastructure topics
2. Continue exploring sustainable, predictable funding models.
3. Create an information bank on 21st Century learning spaces to help people understand what it is. This may include presentations, pictures and vocabulary that could be used for public meetings, school council presentations and conversations. It may also extend to articulating a District vision for 21st Century learning.

DATE: December 11, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Results of the 2018 District Feedback Survey

ORIGINATOR: Lisa Austin, Chief Communication Officer

RESOURCE

STAFF: Sonia Boctor, Diane Brunton, Zachary Schoenberger, Rick Stiles-Oldring

ISSUE

From March 12 to April 16, 2018, the 2018 District Feedback Survey was administered as five separate surveys to students (Grades 3 and 5, 8 and 11), staff, families and community. The results from all respondent groups have been compiled to create a District report (Attachment I).

BACKGROUND

The District Feedback Survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2014-2018. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

The survey was initiated as a pilot in 2015. After reviewing and revising the process and survey questions through consultations with principals and central leaders, the first annual administration of the survey began in 2017. The second administration in 2018 saw minimal changes to both the process and the questions in order to support trending analysis beginning in 2019 and continuing through subsequent years.

CURRENT SITUATION

The District received 32,457 responses to the surveys:

- 13,210 students in Grades 3 and 5
- 9,088 students in Grades 8 and 11
- 5,652 staff
- 4,313 families
- 194 community partners and members of the general public

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media and other forms of messaging focused on each particular respondent group. In order to increase participation rates for the Family District Feedback Survey, the District's pre-enrolment process was leveraged as a platform to reach more of our parent population.

During the scheduling of the District Feedback Survey, it came to light that the Strategic Plan Review Survey was slated to coincide with the implementation timeline of the District Feedback Survey. To support efficiencies in data collection, the Strategic Plan Review Survey was included as an addendum to

the District Feedback Survey in the April 2018 administration for families, staff and community. Proceeding in this way streamlined data collection from our stakeholders to meet the various needs of the District. The Strategic Plan Review Survey collected 2,650 completed responses from the Family Survey, 128 from the Community Survey and 4,467 from the Staff Survey.

Reporting results of the District Feedback Survey has been enhanced this year. School and central leaders have been given the ability to access their results on the District Internal Dashboard. The intentional design of the survey reporting on the dashboard provides leaders with a high level, at-a-glance view of their school's/central department's results that allows them to easily see the perceptions of their stakeholders and to identify areas of success and areas for improvement as it pertains to the District Strategic Plan.

In the spirit of continuous improvement, ways to enhance the user experience are being considered. This includes a review of the survey length, development of methodologies to improve participation and completion rates, and identify ways survey data is informing decision-making at the school and catchment levels.

KEY POINTS

- The District Feedback Survey is administered annually to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2014-2018.
- The District Feedback Survey is administered to students in Grades 3, 5, 8 and 11, staff, families of all students, and community members.
- Various communication tactics such as social media campaigns and collaboration with pre-enrolment were employed to promote awareness of the survey and increase participation rates.
- The data gathered through the survey is intended to serve as one of multiple data sources to support the District in monitoring its progress relative to the District Strategic Plan.
- Reporting the District Feedback Survey results to school and central leaders has been moved to the District's Internal Dashboard.
- Enhancements to the user experience are being considered.

ATTACHMENTS and APPENDICES

ATTACHMENT I [2018 District Feedback Survey District Report](#)

SB:sb

2018 District Feedback Survey

District Report

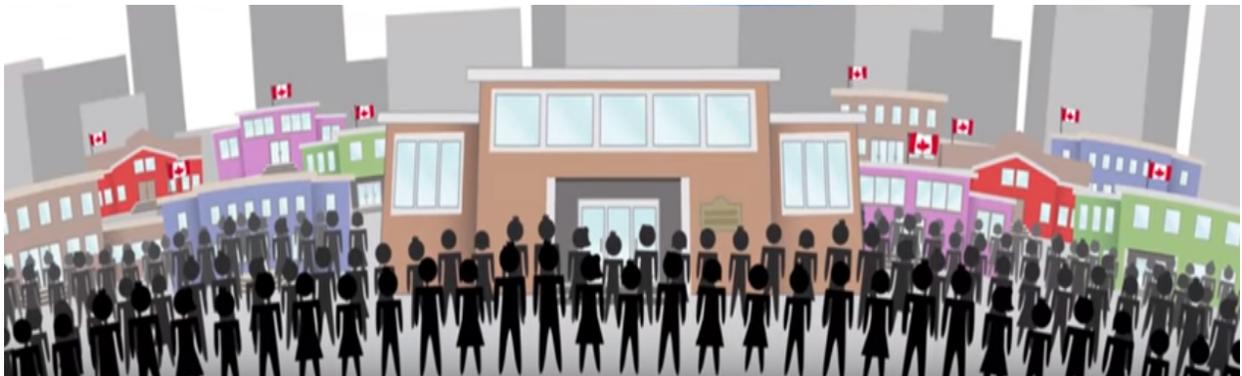


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INTRODUCTION

From March 12 - April 16, 2018, Edmonton Public Schools administered the 2018 District Feedback Survey to students, staff, families, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the [District's Strategic Plan 2014-2018](#). The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District staff
- Families of all students, and
- Community members (District partners and general public)

This report provides compiled results from all respondent groups for the 2017-2018 District Feedback Survey.

2018 RESULTS

The District received 32,457 responses to the surveys, including:

- 13,210 students in Grades 3 and 5
- 9,088 Student in Grades 8 and 11
- 5,652 staff
- 4,313 families
- 194 community partners and members of the general public

Each stakeholder group answered questions relevant to them; however, for some questions, only a subset of particular stakeholder groups were surveyed. For the purpose of the survey, Family surveys were completed by parents or guardians of students who were attending an Edmonton Public School at the time of the survey administration. Community respondents included members of the general public, partners whose organization has a working relationship with Edmonton Public Schools and CEOs/Directors of those organizations. The Staff group includes all permanent staff members as well as those working as substitute/supply staff. The Teaching and Learning Staff group consists of teachers at schools, principals, educational assistants (at schools and working at schools through Inclusive Learning) and exempt staff working with Pre-Kindergarten students (i.e. Speech Language Pathologists, Occupational Therapists, Physiotherapists, Music Therapists, School Family Liaisons). Students were limited to only those in Grades 3, 5, 8 and 11.

METHODOLOGY

The Family Survey was administered from March 12 - April 16, 2018. This year it ran concurrently with student pre-enrolment. Families were encouraged to respond to the survey using a link at the end of the pre-enrolment process for their child. They could also choose to complete the survey at another time and were provided instructions on how to do so. Students, staff and community members were asked to complete the survey throughout April 9 to April 27, 2018. All surveys were administered online via links unique to each survey group.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media and other forms of messaging focused on each particular respondent group.

REPORT STRUCTURE

The report is organized by Priority and Goal as per the District's Strategic Plan. Questions under each Goal have been

organized by themes. Within each theme, common questions asked of more than one survey respondent group are clustered together and provided a category name. The results for these comparable questions are reported together on graphs displaying the degree of agreement on the scale. Most questions were asked based on a five-point response scale (“Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” and “Don’t Know/Unsure”). Other questions utilized a response scale of “Yes”/ “No” or a multiple-selection list. These responses are included in the report and depicted in a slightly different manner from the following illustrations. Below is a sample of how the results are displayed in the report.

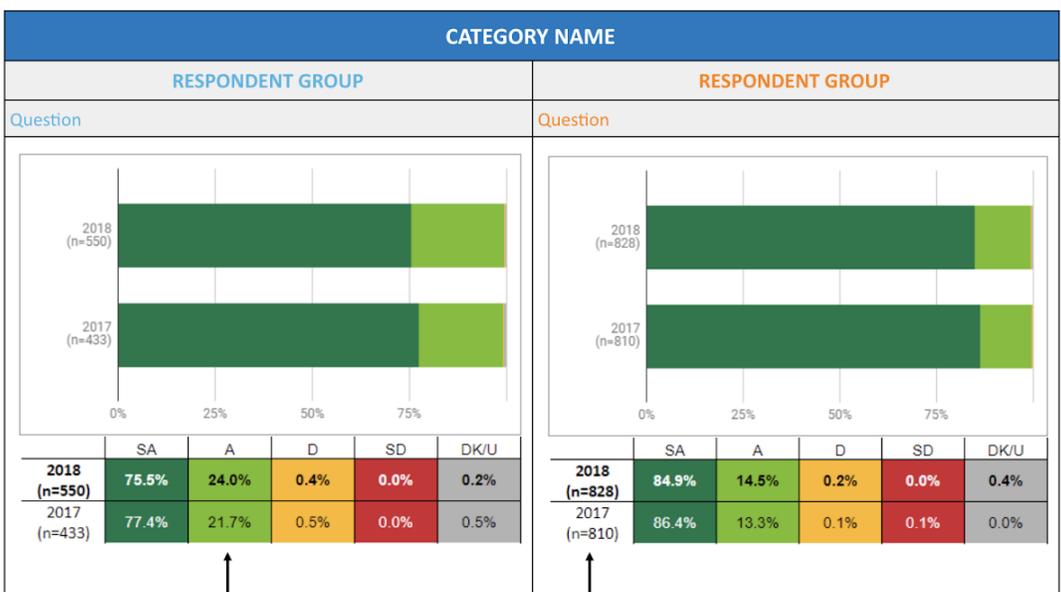
PRIORITY #, GOAL # - Theme: Title of the Theme ← Header for reference

PRIORITY:	
GOAL ONE:	OUTCOME:

Priorities, Goals and Outcomes from the District Strategic Plan 2014–2018

THEME: READINESS FOR GRADE ONE ←

Responses have been organized by Theme



Comparable questions asked of more than one respondent group are clustered under one Category Name

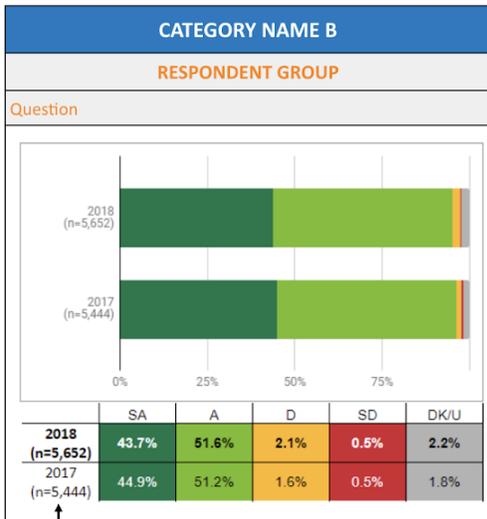
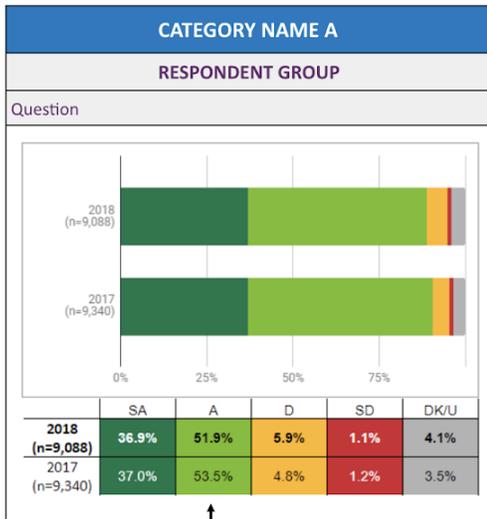
Graphs show results from District Feedback Survey in 2018 and 2017

Legend describes % of respondents for each response option

n = the total number of responses

Questions contained within a theme and which were asked of only one respondent group are reported separately. A sample of non-comparable questions is shown below.

PRIORITY #, GOAL # - Theme: Title of the Theme ← Header for reference



Each non-comparable question is shown individually under one Category Name with respondent group and question

Graphs show results from District Feedback Survey in 2018 and 2017

Legend describes % of respondents for each response option

n = the total number of responses

The number of respondents (n) for each question for each year is provided in the data table (e.g., n=682).

As the survey is intended to measure awareness, the instances in which respondents indicated “Don’t Know / Unsure” are recorded. For one set of questions (Priority Two, Goal One, Professional Development and Growth, Professional Learning Opportunities), respondents were given the option to select “Not Applicable”. These responses are not included in the overall “n” value. In addition, respondents selecting “Other” where that was an option, were given the option to add qualitative responses. These qualitative responses are not included in this report.

CHANGES FOR 2017-18

To maximize the future comparability and trending of data from one year to the next, the goal is to make only minimal changes to the survey instruments and processes as they become necessary. The following are changes instituted in 2017-18:

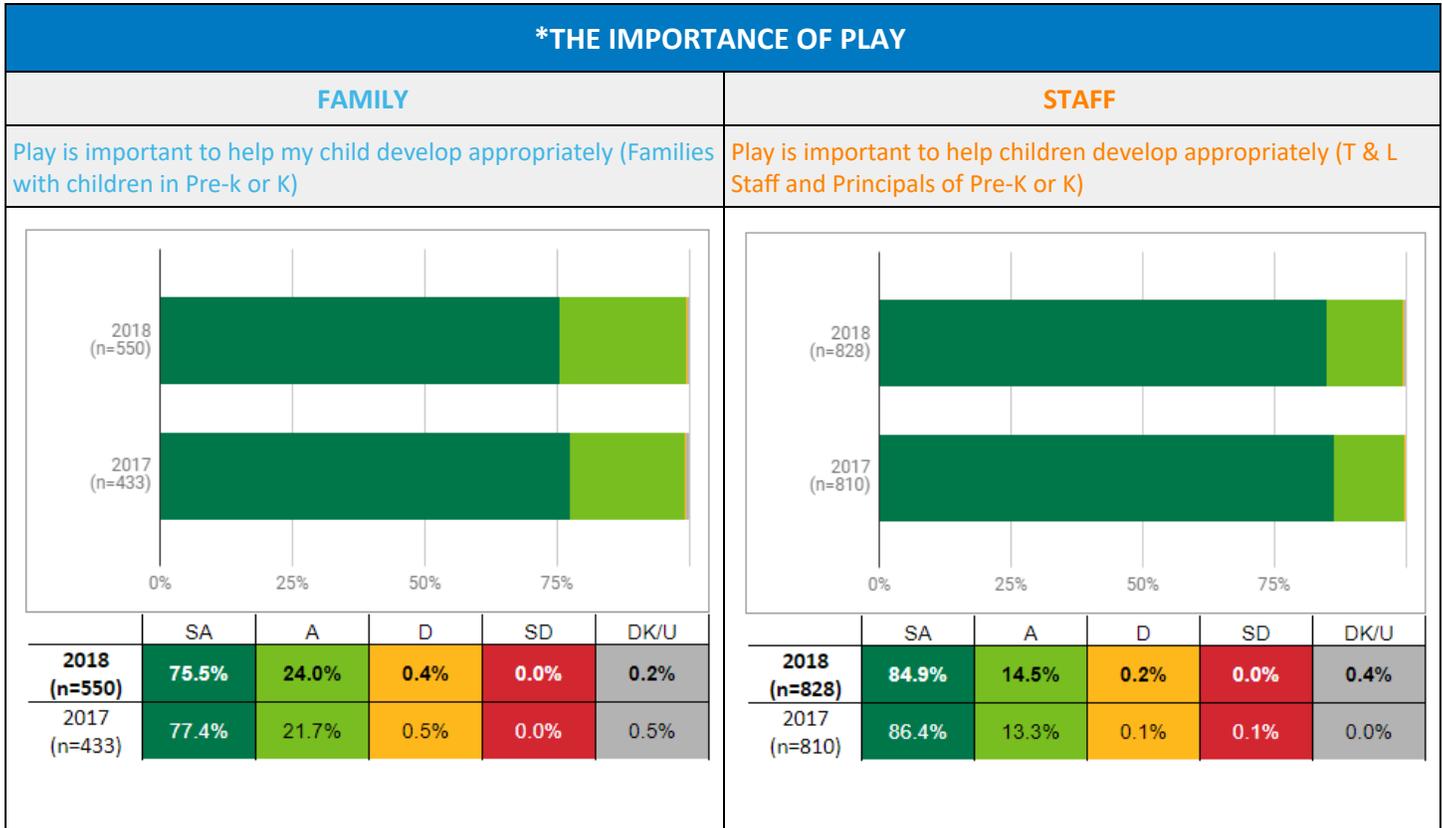
- The Student Grade 3 and 5 Survey response scales were changed to align with the other four surveys. Previously, these students selected their responses by choosing images (happy to sad faces) to provide their input. The bulk of the questions for this group now use a scale of Strongly Agree, Agree, Disagree, Strongly Disagree, Don’t Know/Unsure. The option of selecting Don’t Know/Unsure was new to this group for this year as well.
- Staff across the District working as supply staff (from all applicable staff groups) were included in the invitation to complete the survey this year.
- The question to Grade 8 and 11 Students “My parent(s)/guardian(s) talks with me about my learning” had a scale change to Yes, No, Don’t Know/Unsure in 2018 (Yes, No in 2017).
- Principals receiving the Early Years questions this year include only those indicating that they have Pre-Kindergarten or Kindergarten classes at their school. In 2017, these questions were asked of principals having Pre-Kindergarten or Division I as part of their school.
- Any changes in question wording for 2018 are indicated in the question bar of the graph where applicable. The 2017 version of the question is included in brackets after the 2018 version.

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

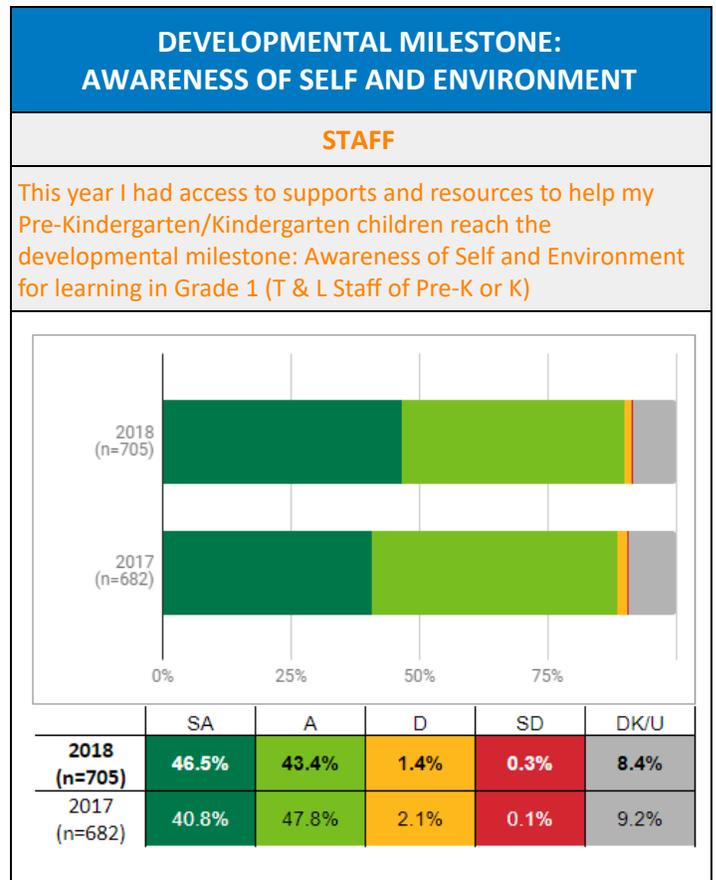
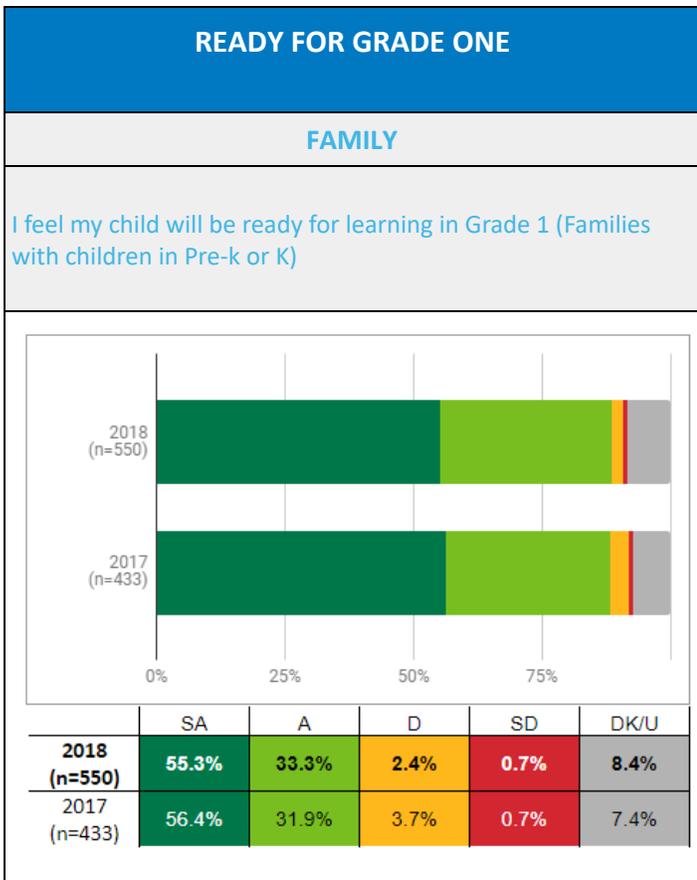
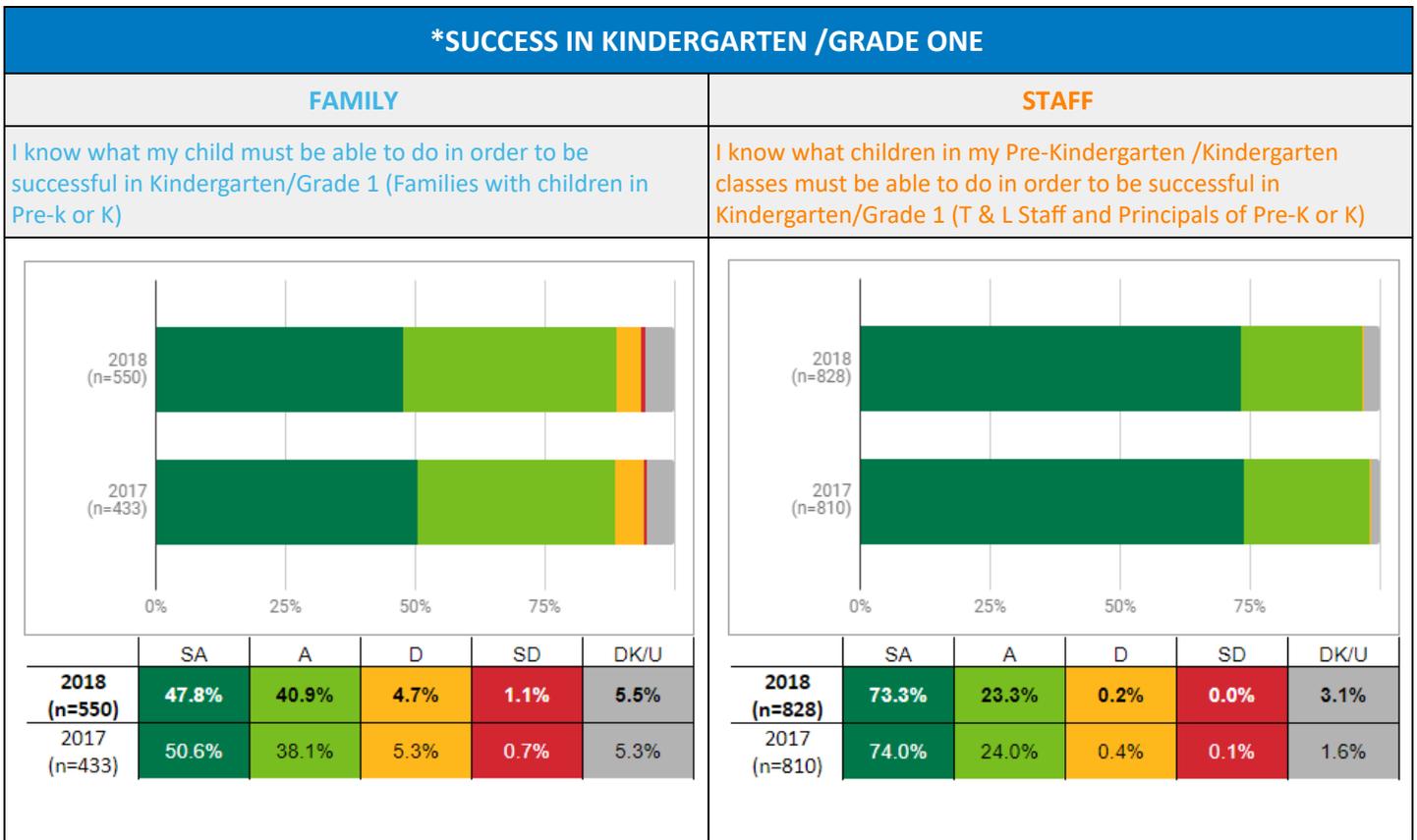
GOAL ONE: An excellent start to learning

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

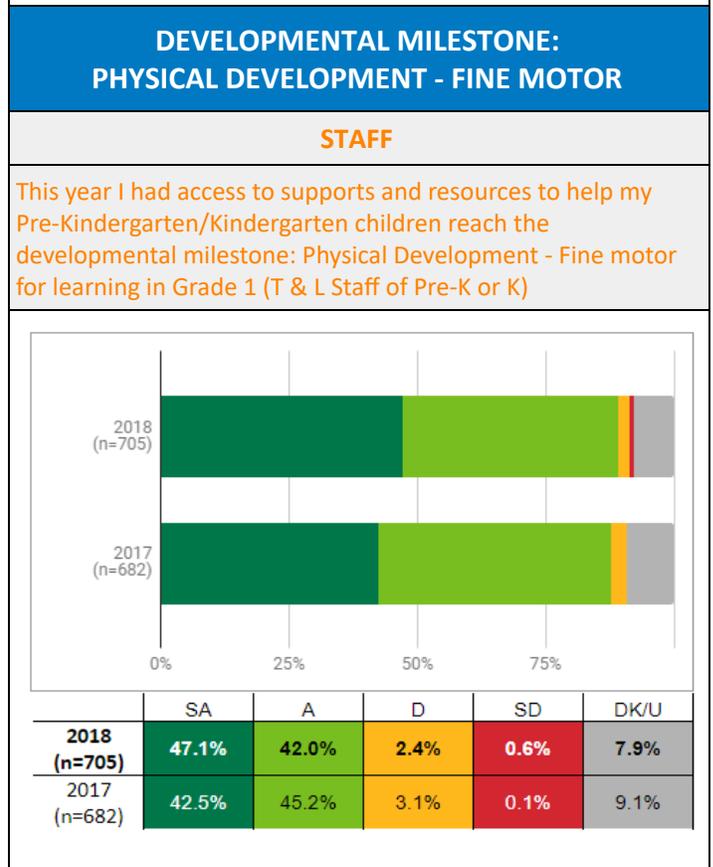
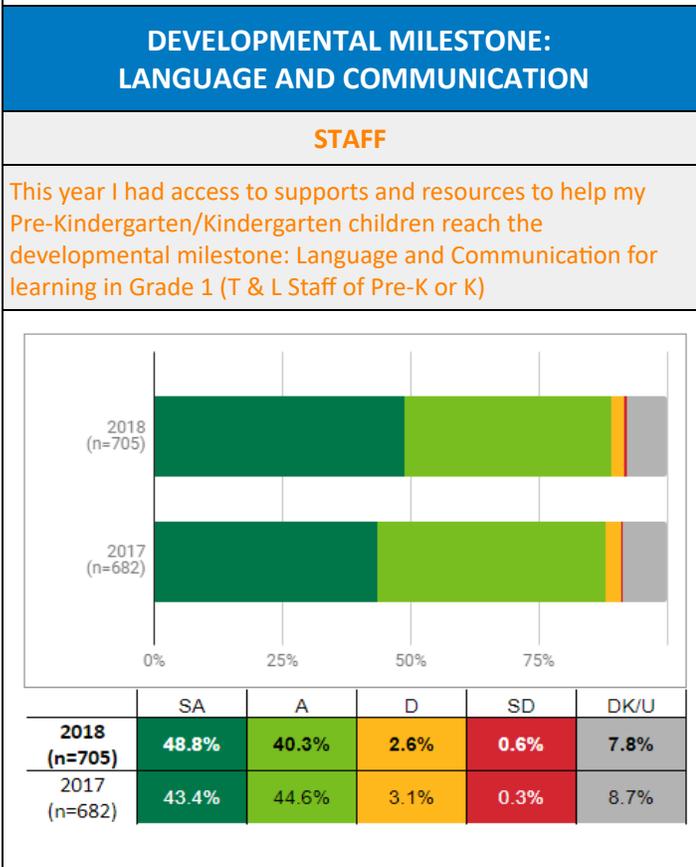
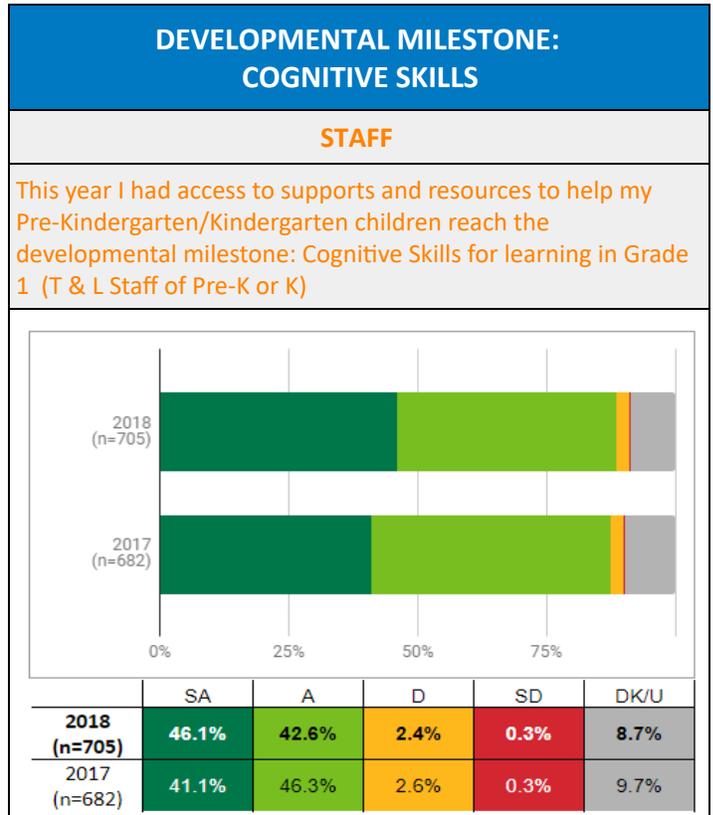
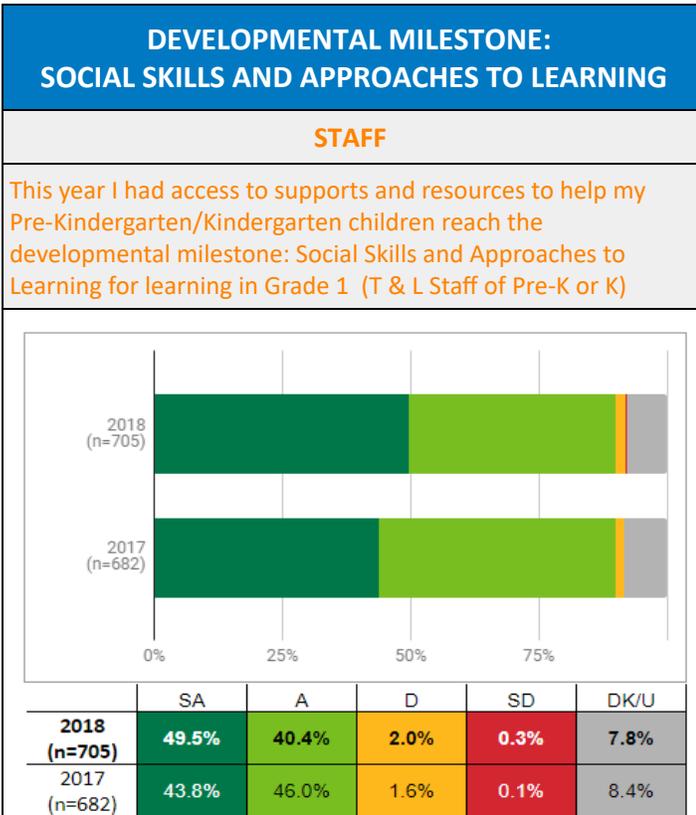
THEME: READINESS FOR GRADE ONE



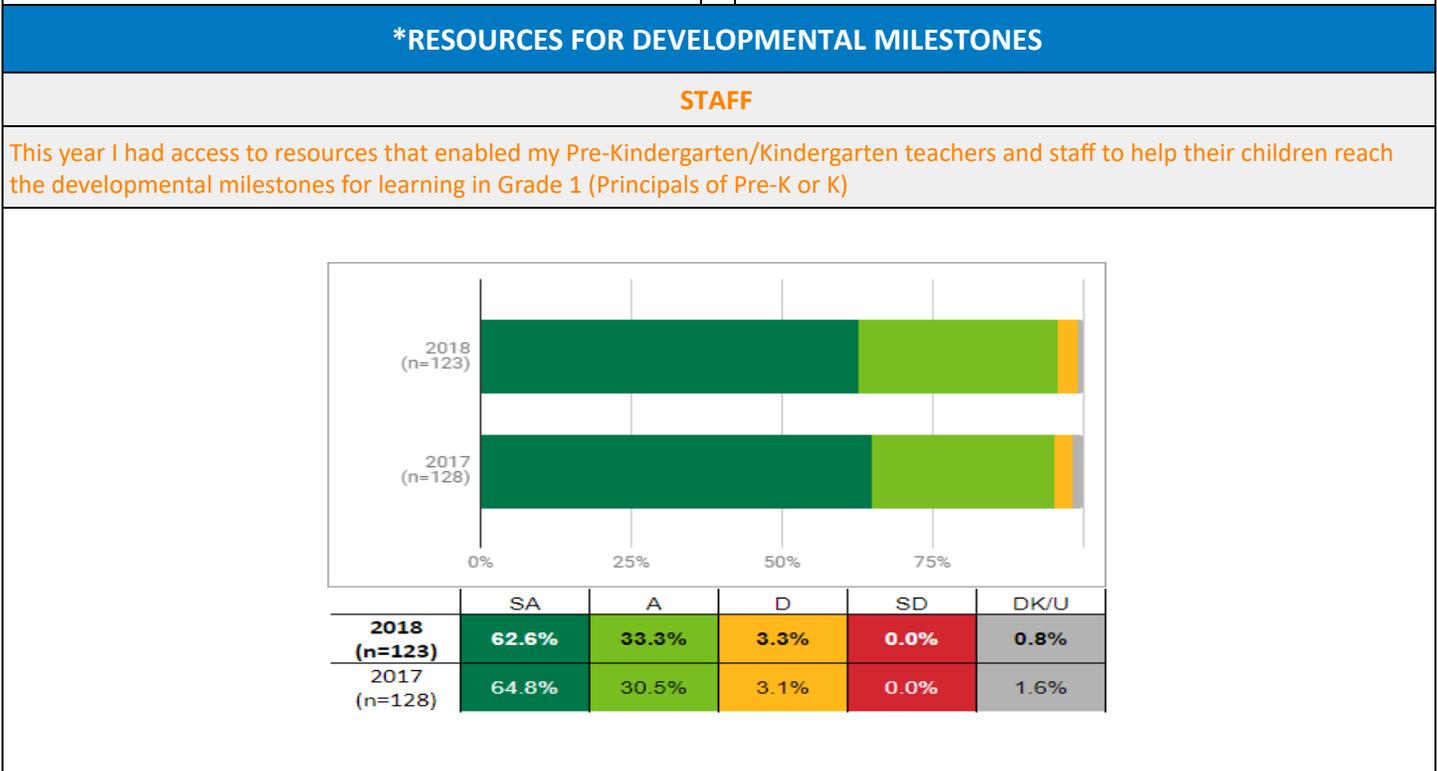
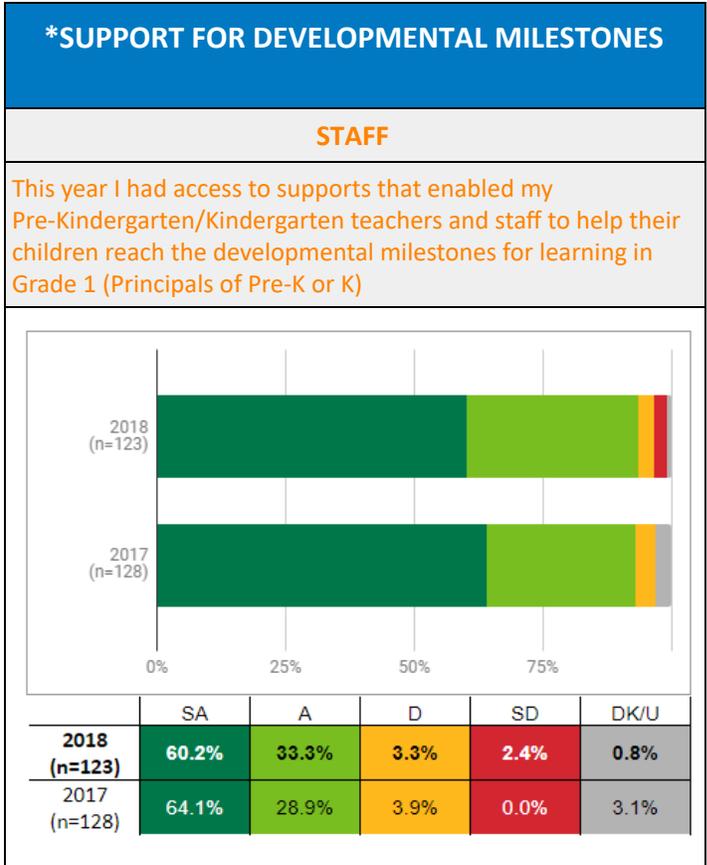
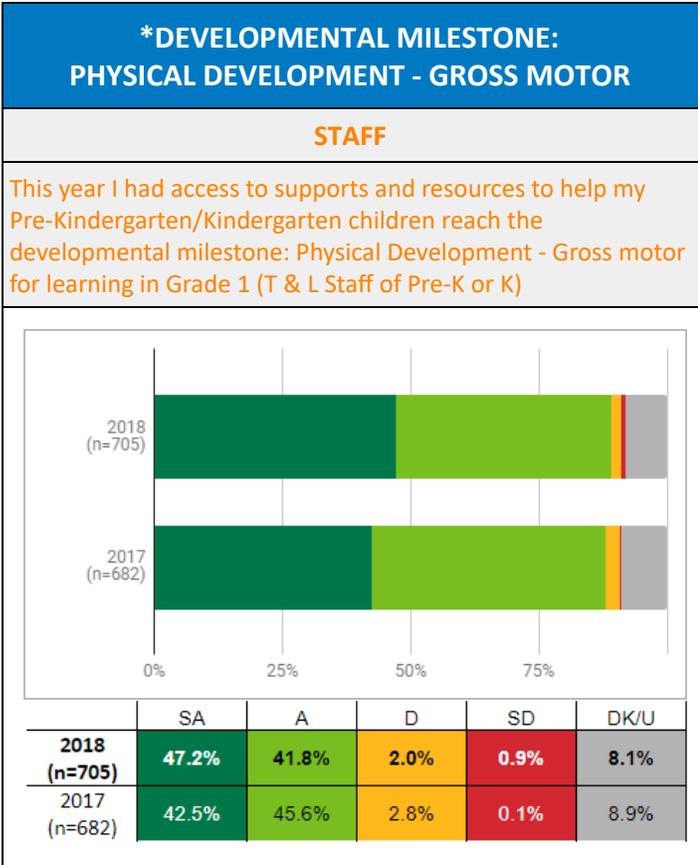
**For all Principal questions in the Theme: Readiness For Grade One: In 2017, Principals responded based on divisions at their school; 2017 responses include principals indicating their school included Pre-Kindergarten and Division I. In 2018, principals could select Pre-K, K, Division I, etc., therefore only responses from principals having Pre-K or K at their school are included in the responses*



PRIORITY 1, GOAL 1 - Theme: Readiness for Grade One



PRIORITY 1, GOAL 1 - Theme: Readiness for Grade One

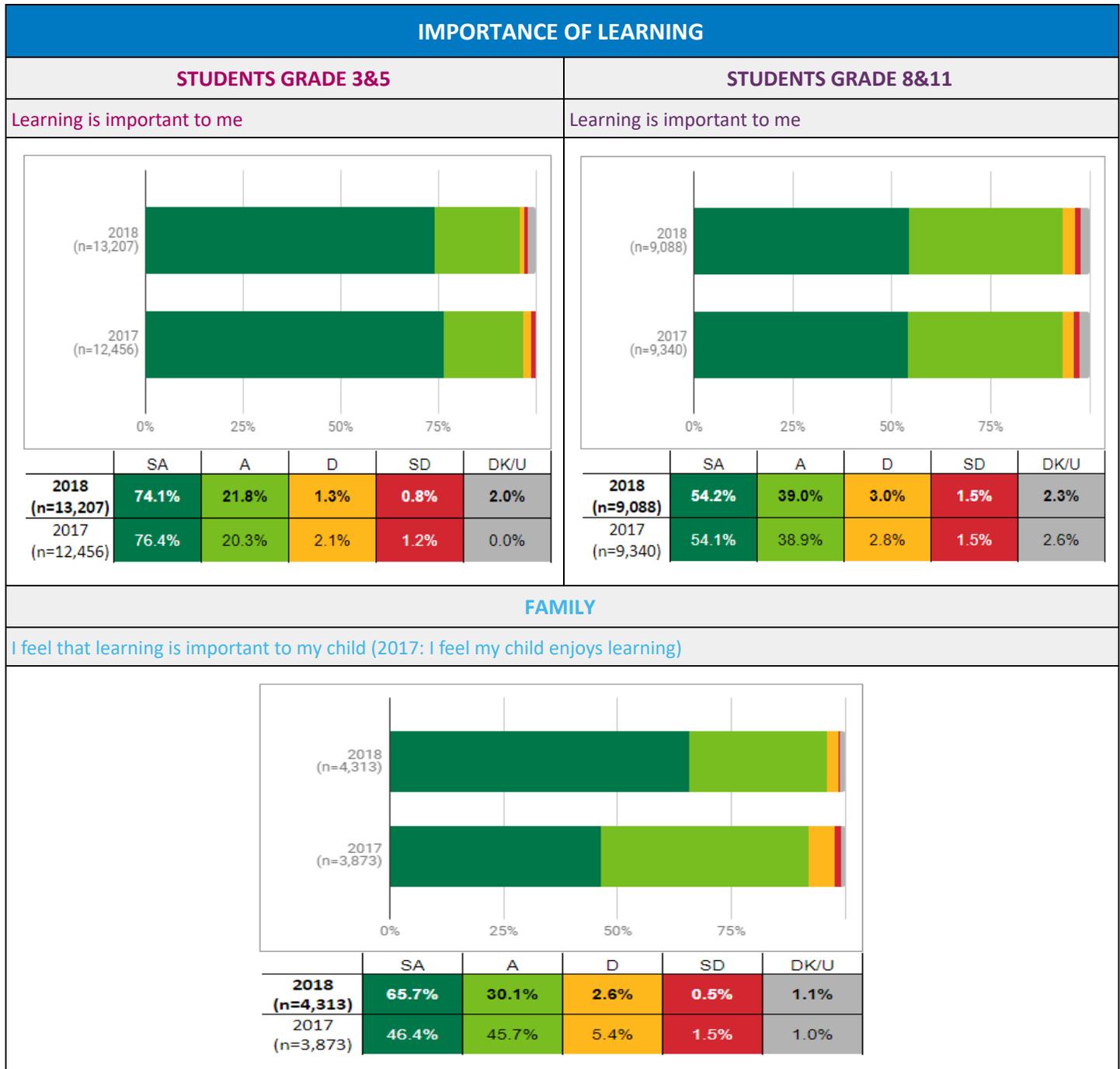


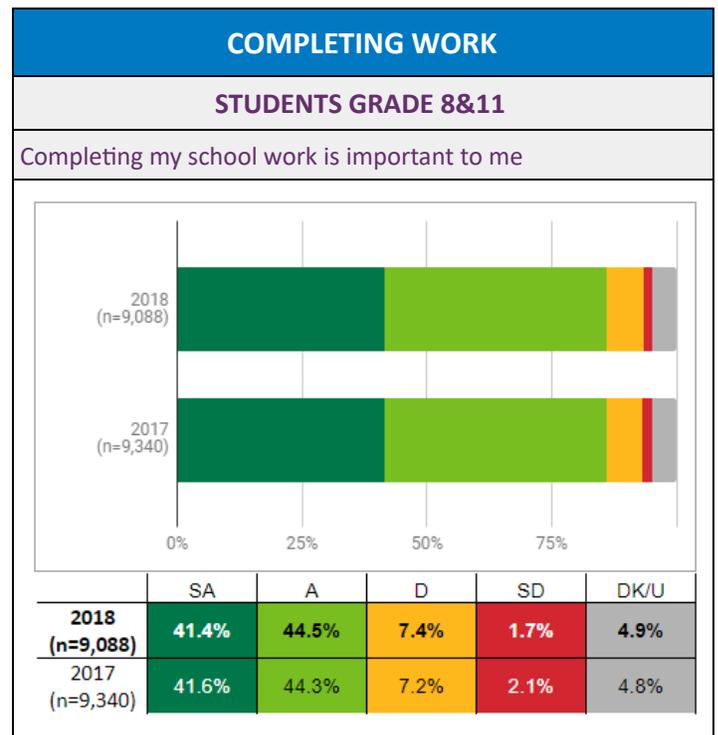
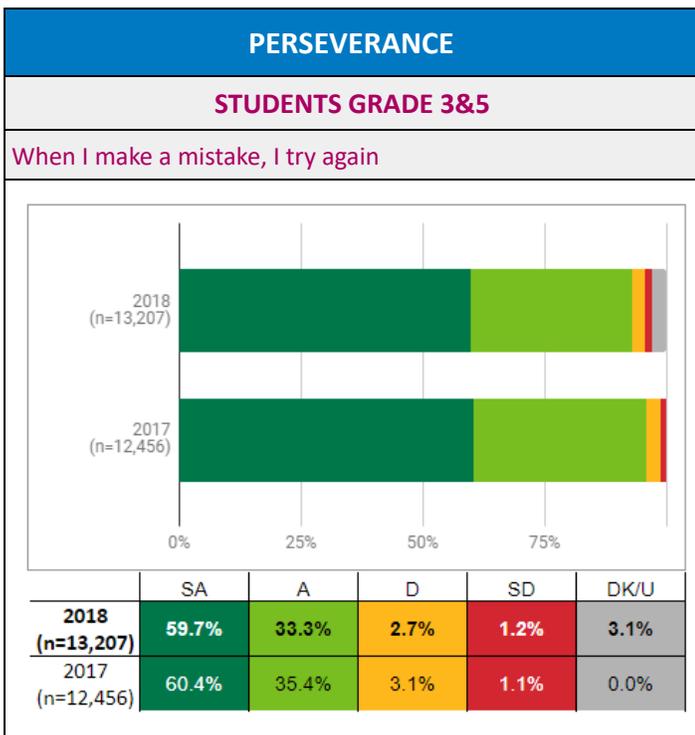
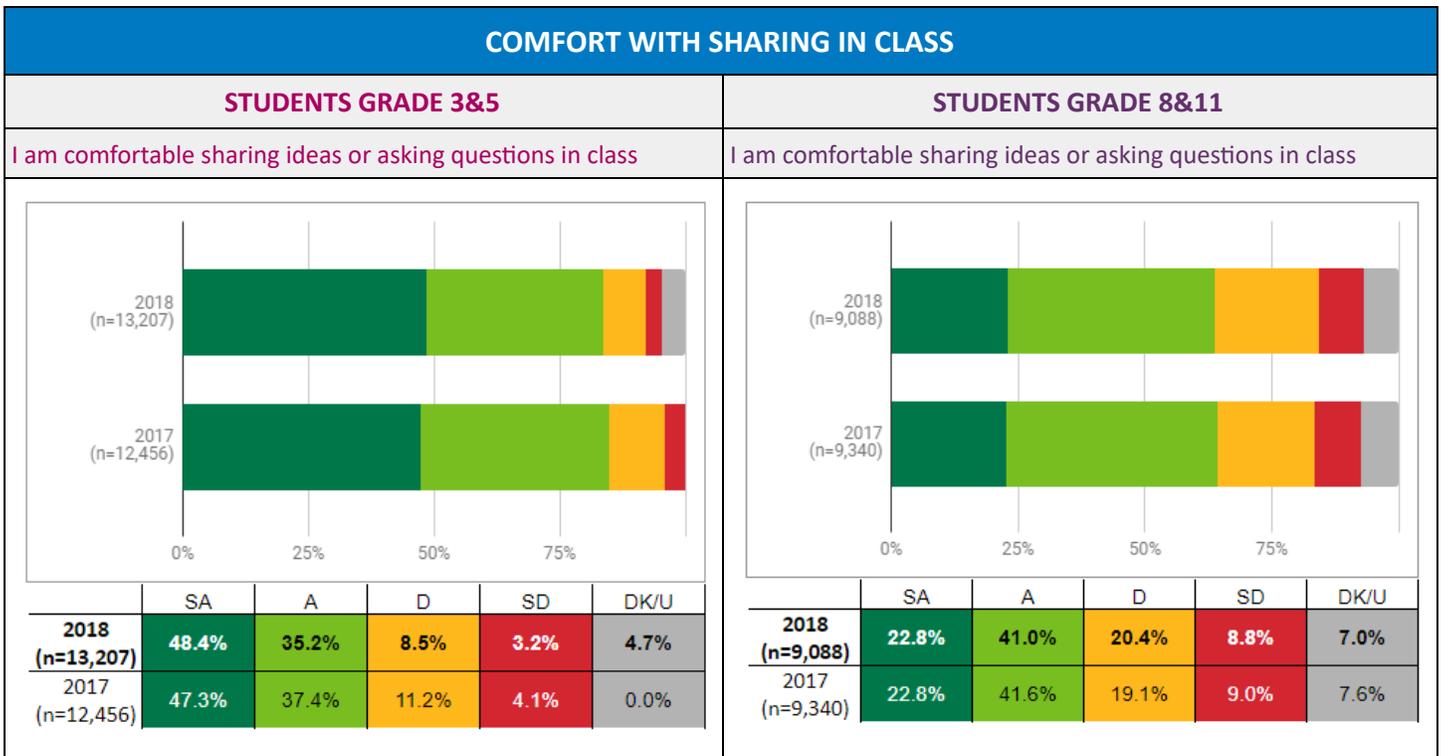
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

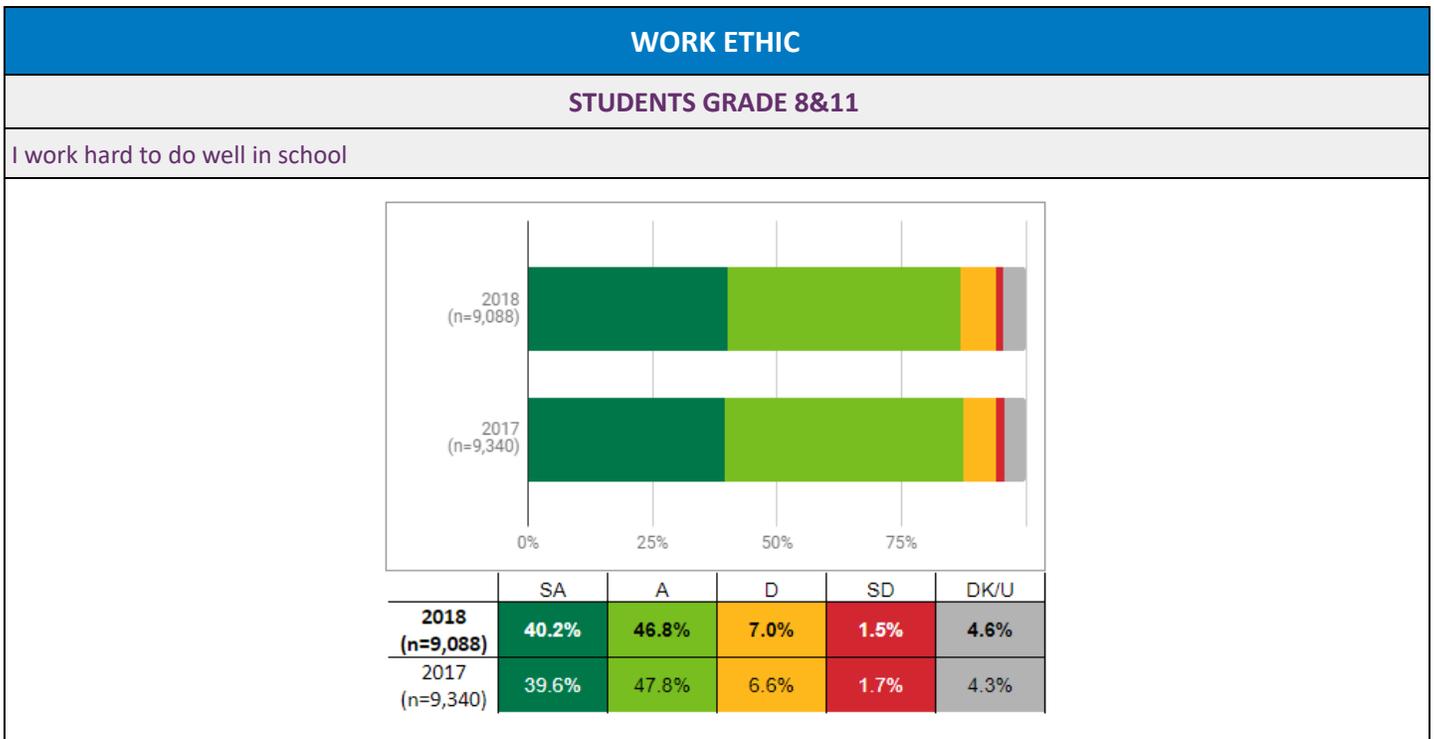
GOAL TWO: Success for every student

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

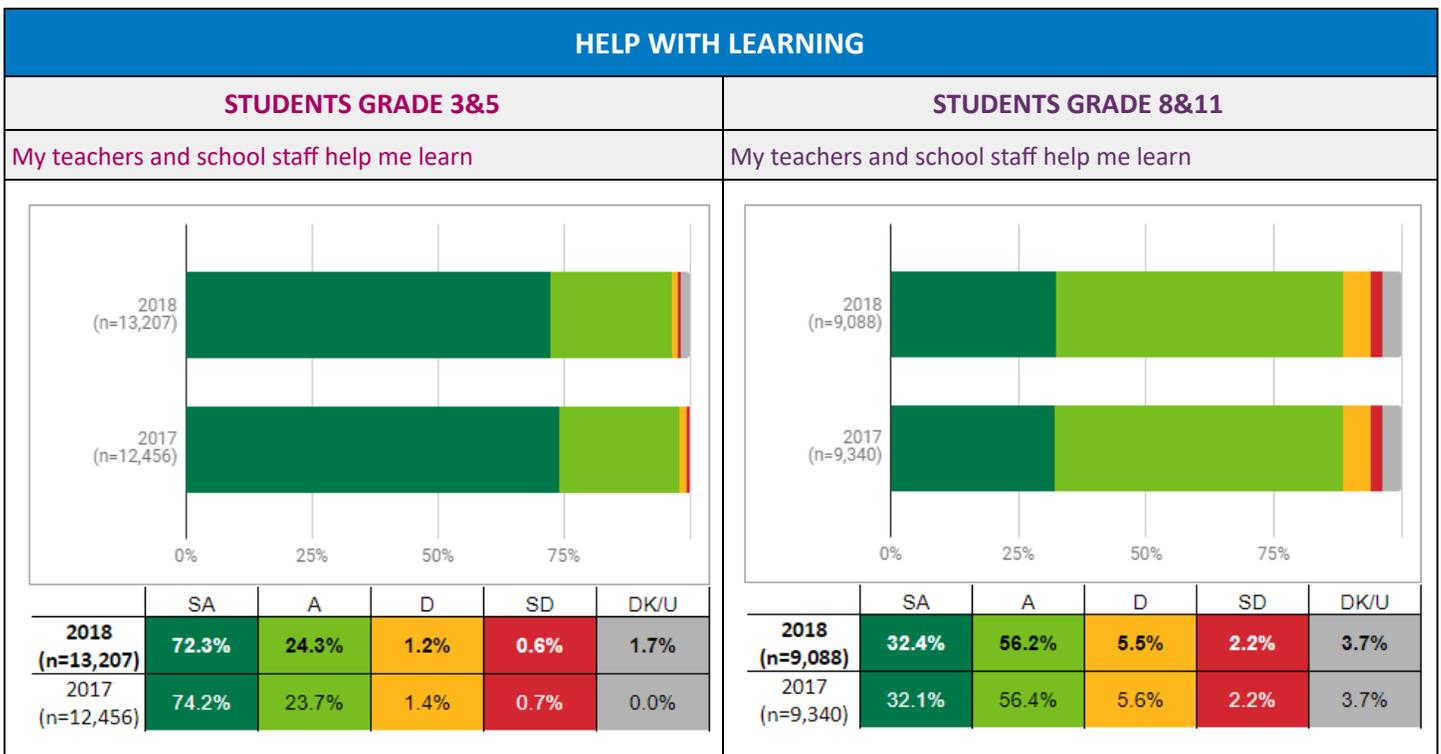
THEME: COMMITMENT TO LEARNING

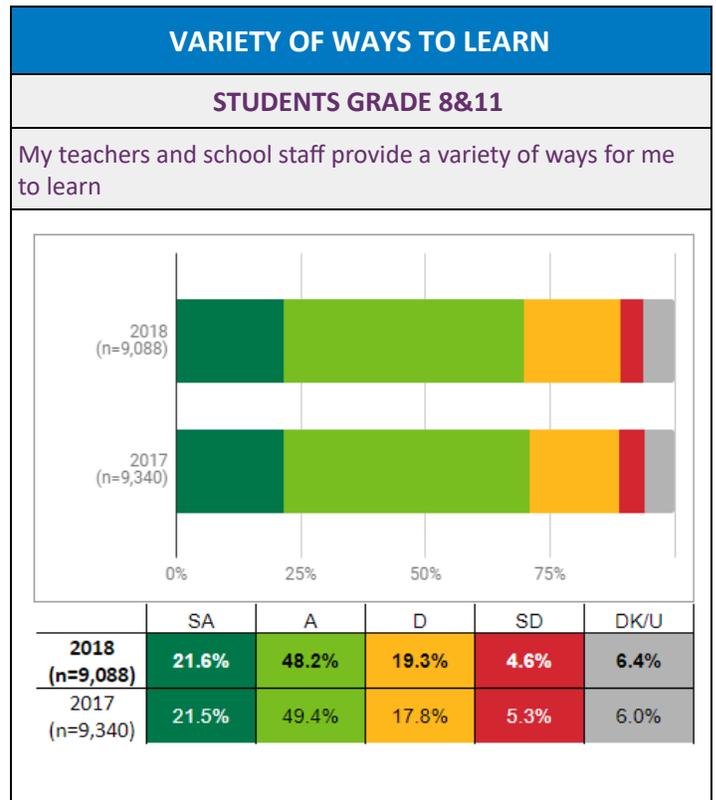
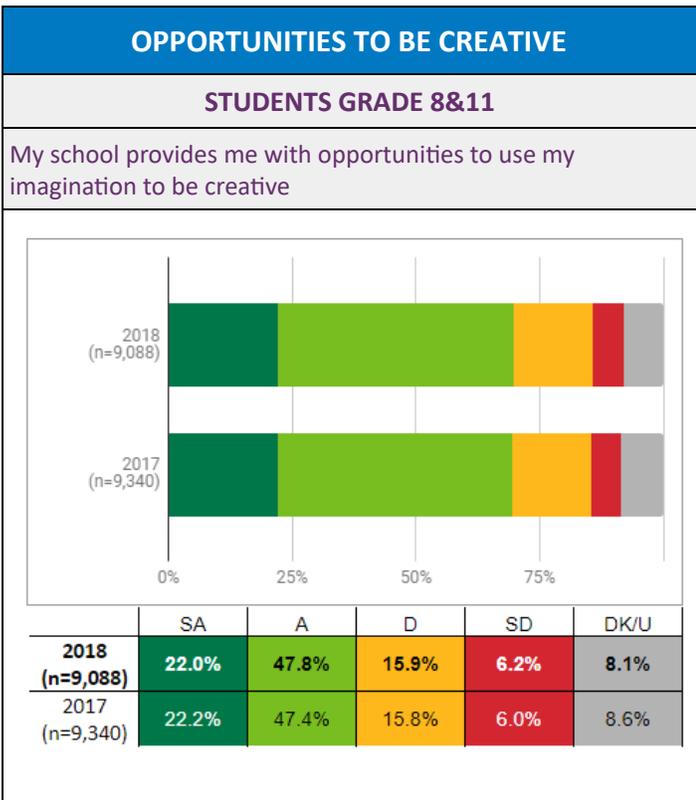
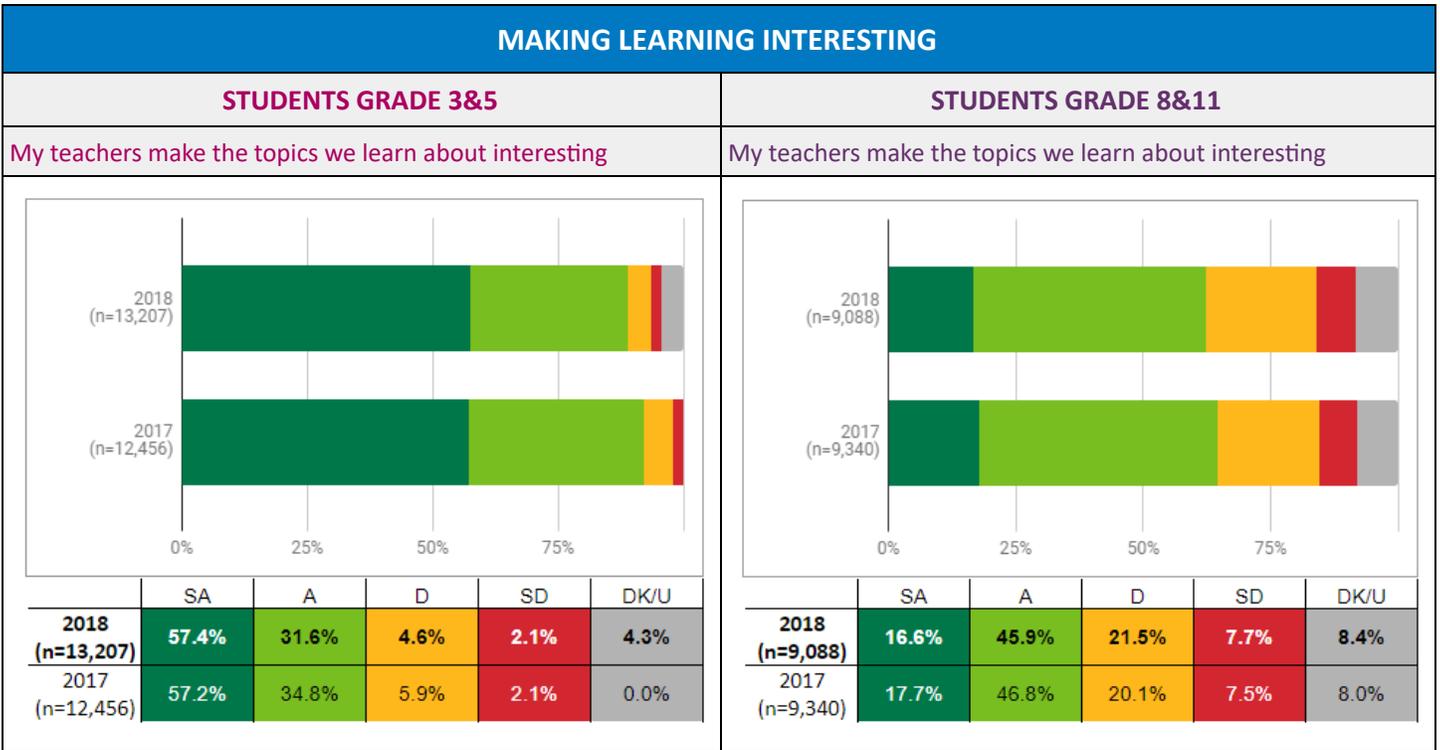


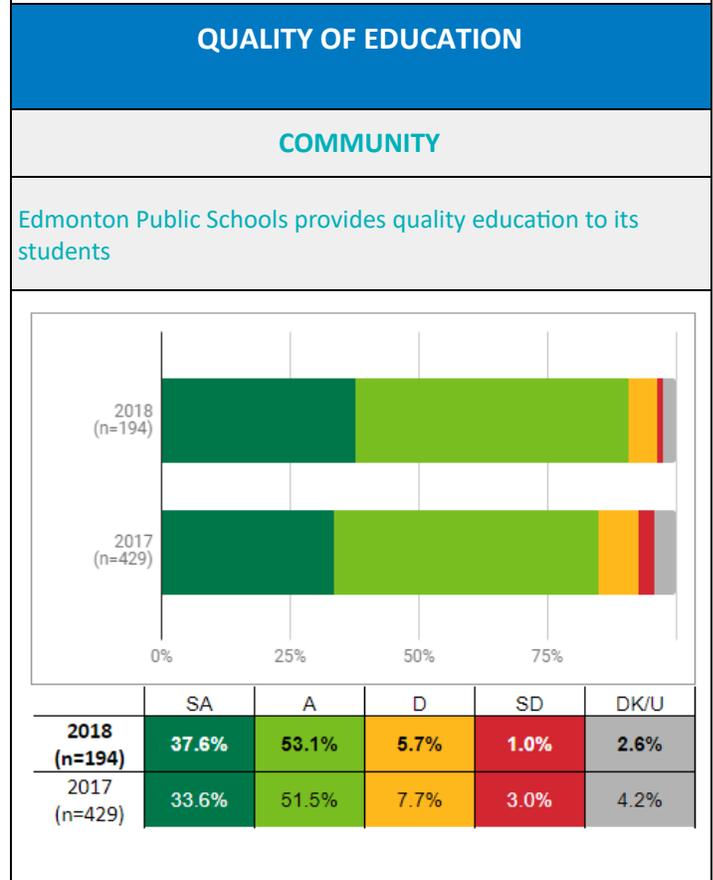
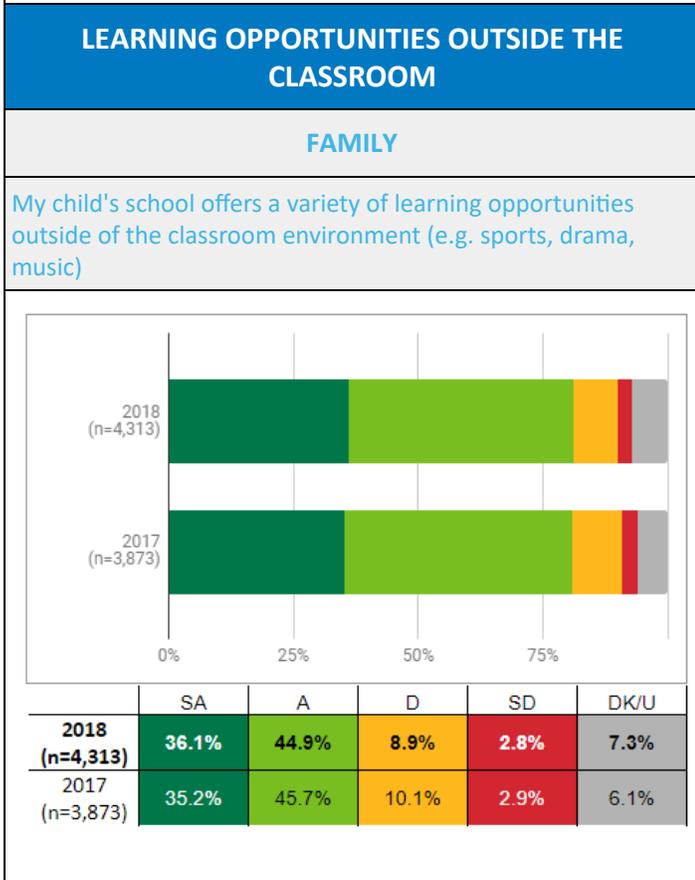
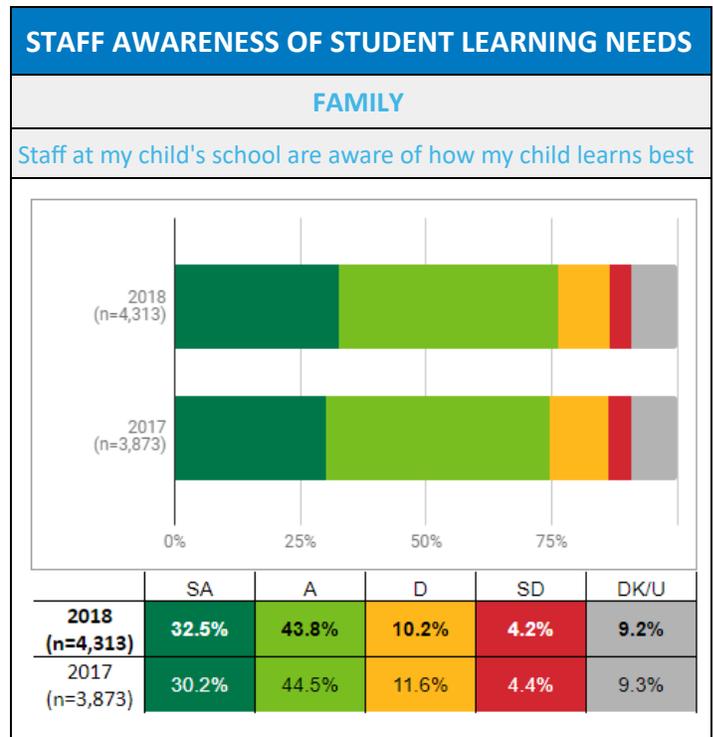
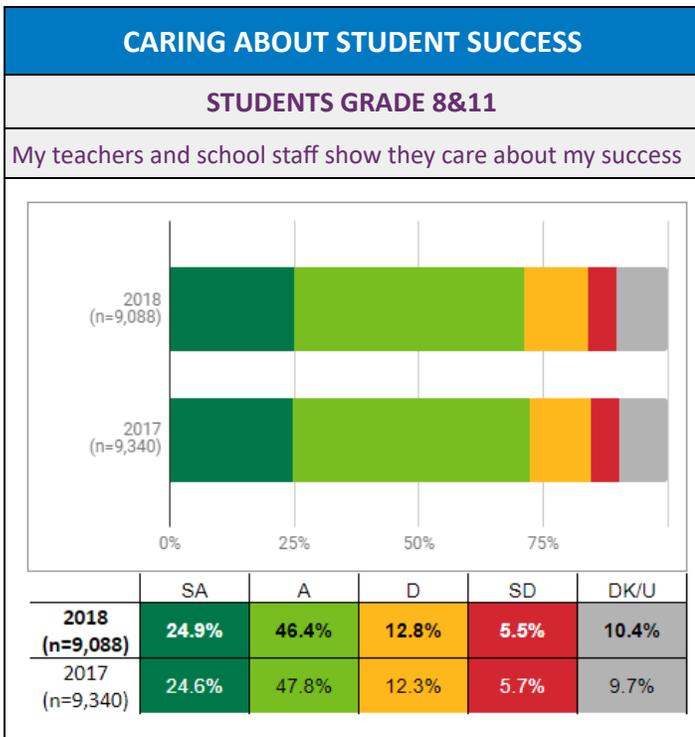




THEME: INSTRUCTIONAL SUPPORTS



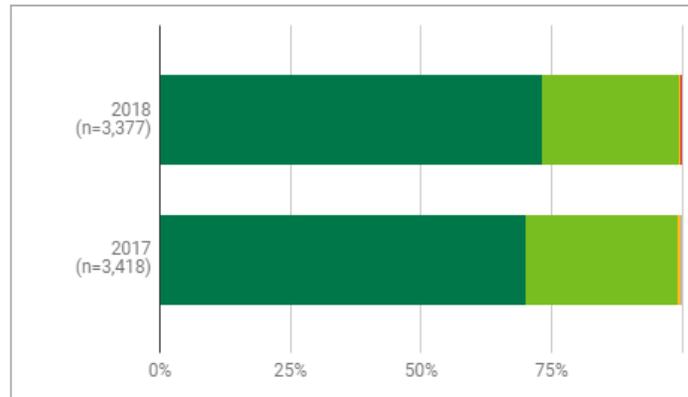




PROVIDE MEANINGFUL LEARNING EXPERIENCES

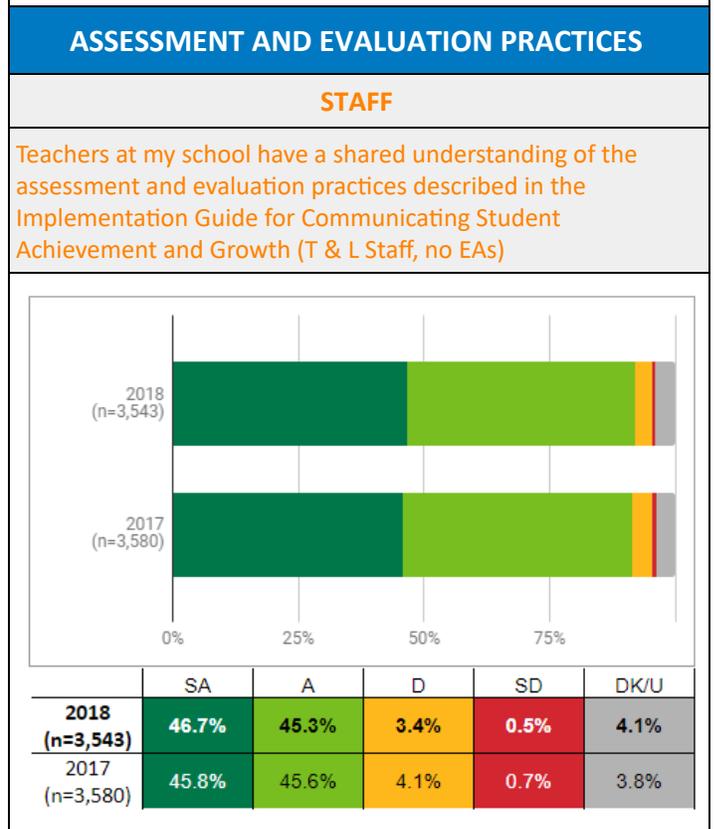
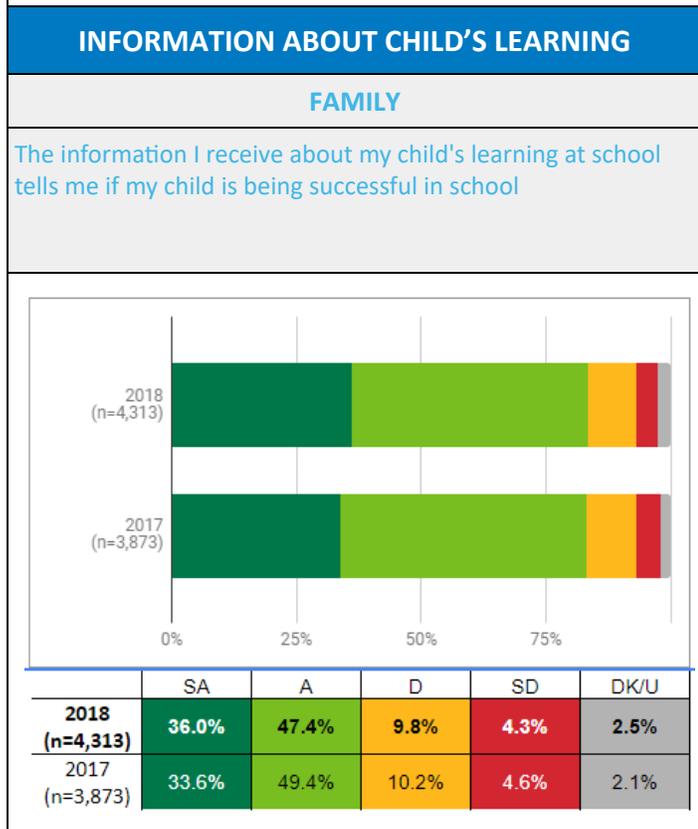
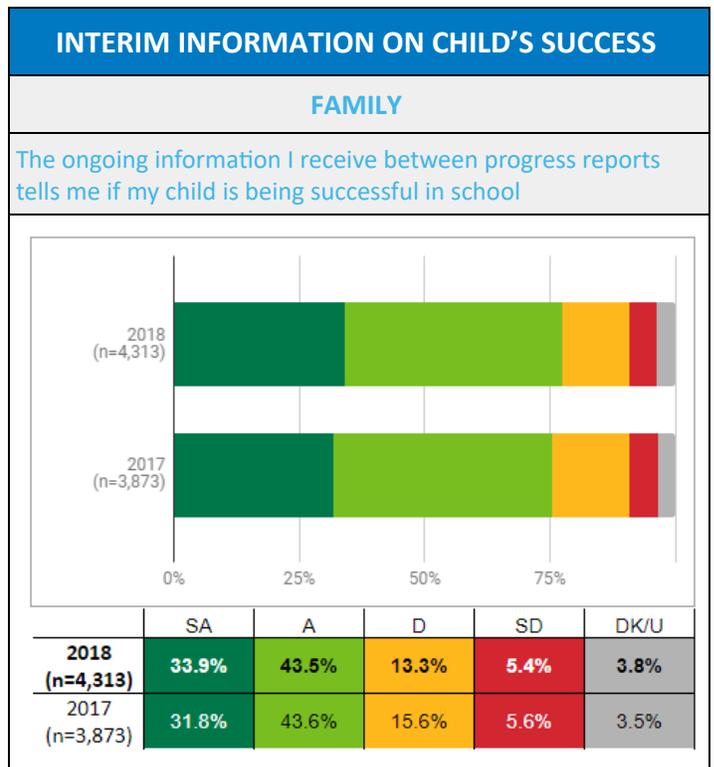
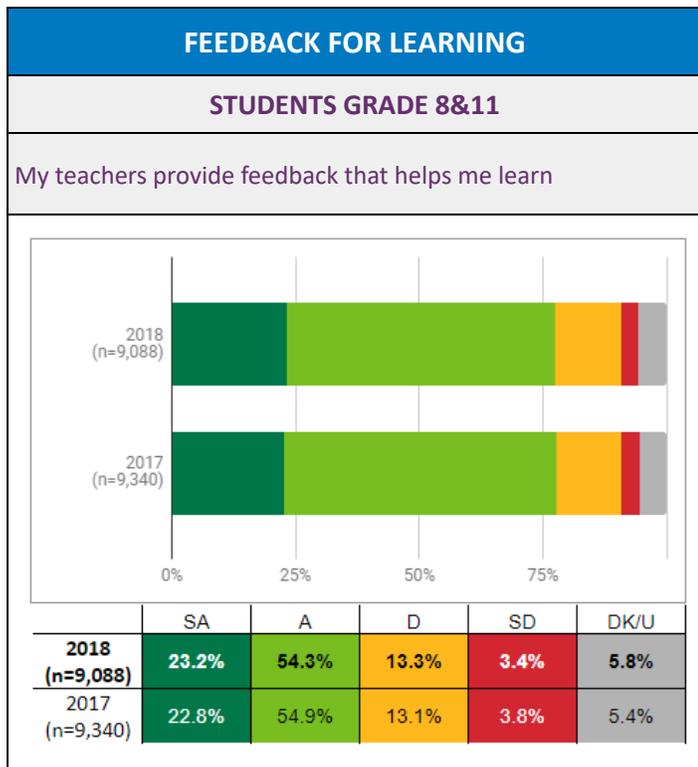
STAFF

I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (Teachers)



	SA	A	D	SD	DK/U
2018 (n=3,377)	73.0%	26.4%	0.4%	0.0%	0.1%
2017 (n=3,418)	69.9%	29.2%	0.6%	0.1%	0.2%

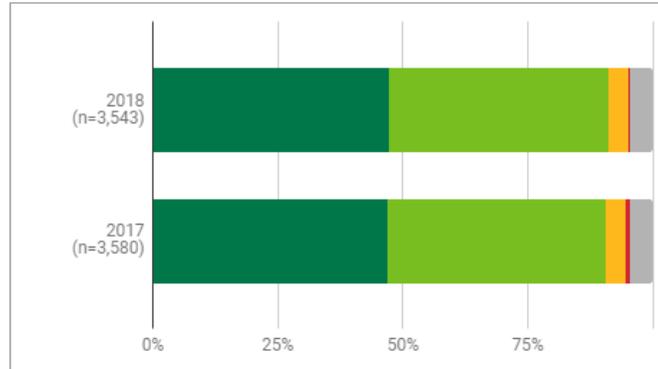
THEME: ASSESSMENT OF/FOR LEARNING



SCHOOL ASSESSMENT PLAN

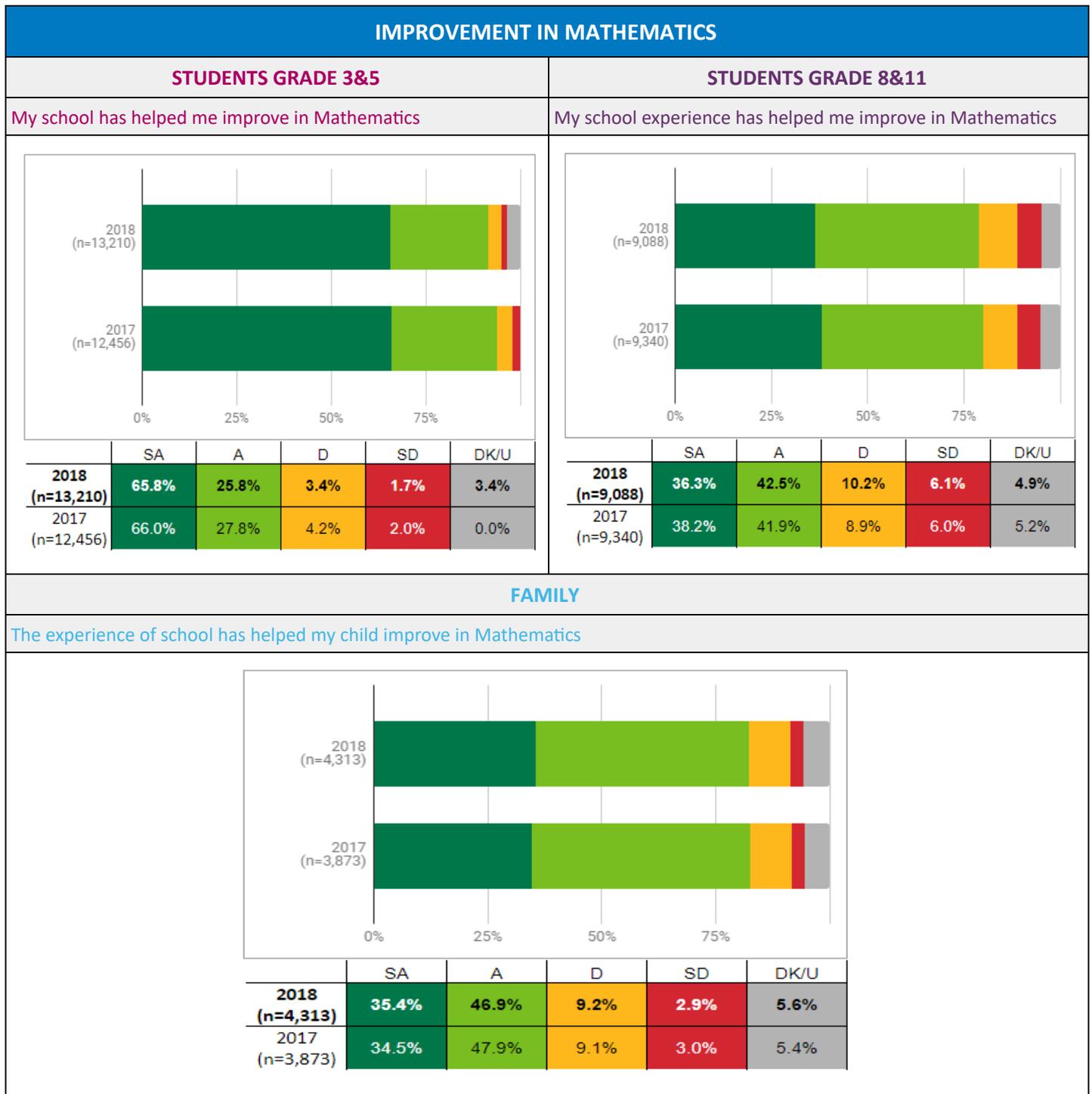
STAFF

Teachers at my school have a shared understanding of the school's annual Assessment Plan (T & L Staff, no EAs)



	SA	A	D	SD	DK/U
2018 (n=3,543)	47.1%	44.1%	3.9%	0.5%	4.5%
2017 (n=3,580)	46.9%	43.7%	3.9%	0.9%	4.6%

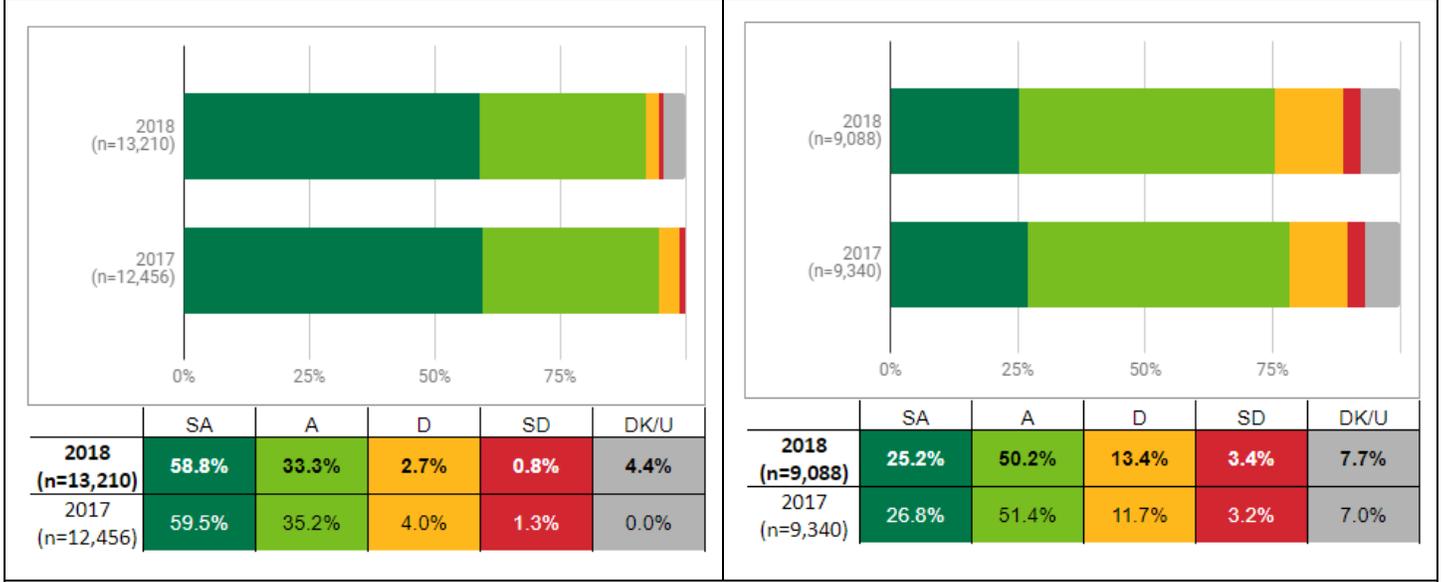
THEME: LITERACY AND NUMERACY



VARIETY IN WRITING

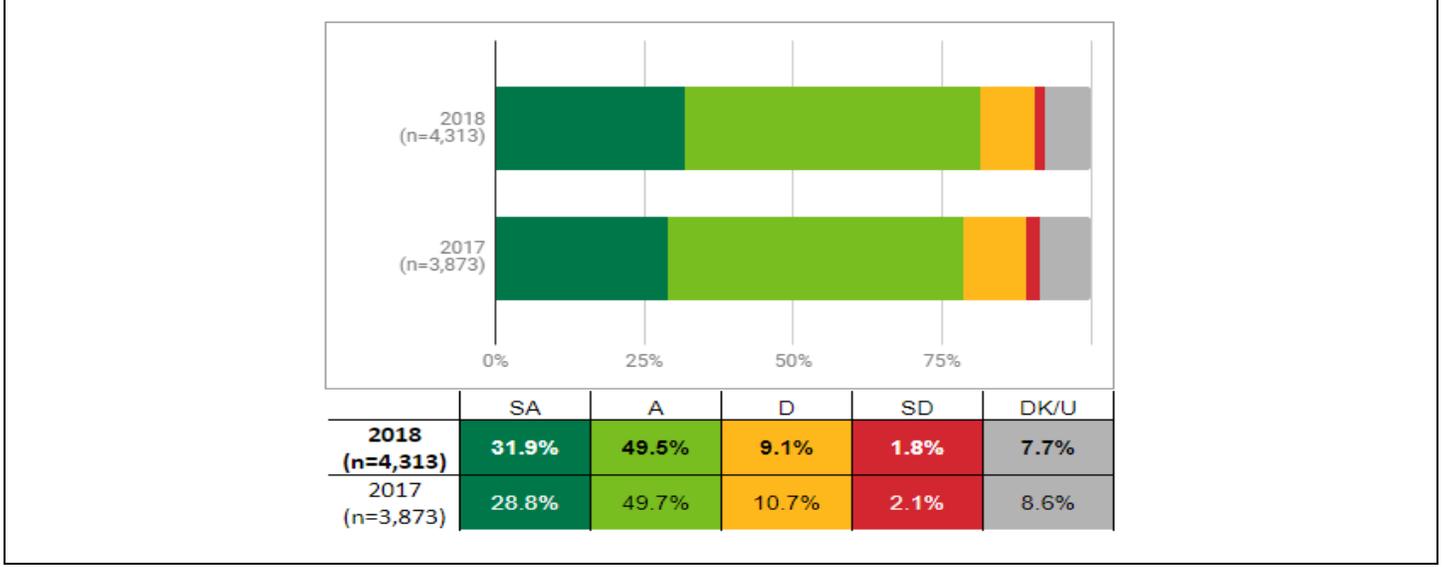
STUDENTS GRADE 3&5	STUDENTS GRADE 8&11
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My school has helped me write for different purposes	My school experience has helped me write for different purposes
--	---



FAMILY

The experience of school has helped my child write in a variety of ways for different purposes



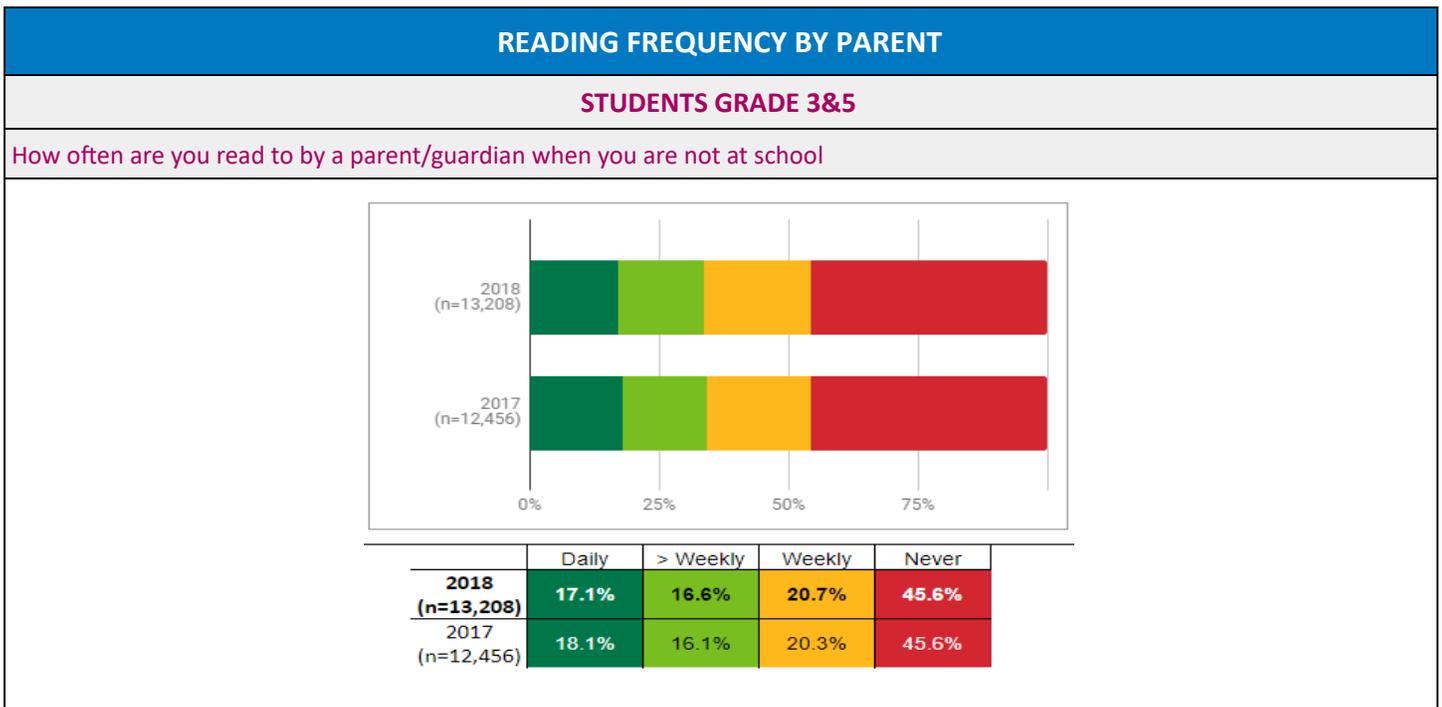
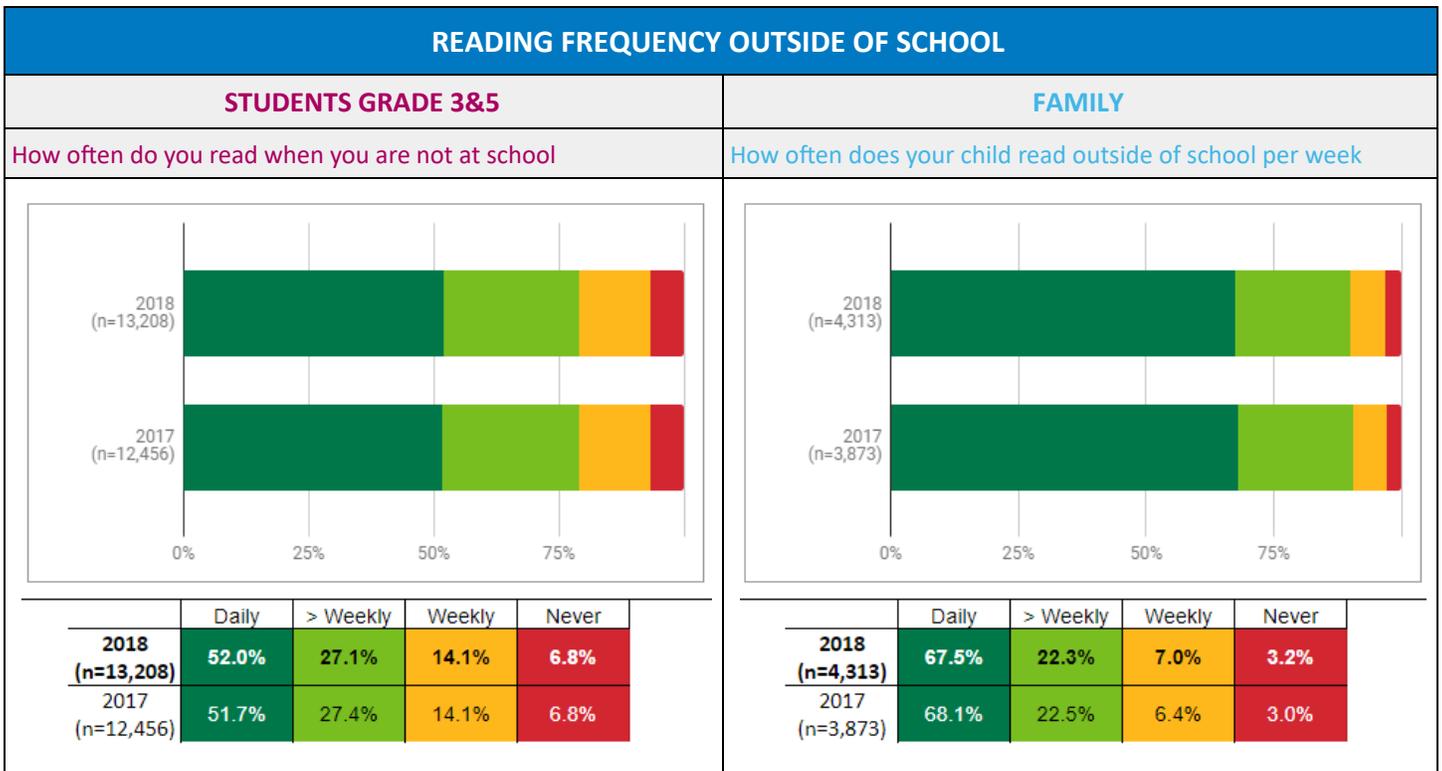
UNDERSTANDING INFORMATION

STUDENTS GRADE 3&5						STUDENTS GRADE 8&11					
My school has helped me understand the information I read						My school experience has helped me understand the information I read					
	SA	A	D	SD	DK/U		SA	A	D	SD	DK/U
2018 (n=13,210)	58.9%	34.3%	2.6%	0.8%	3.3%	2018 (n=9,088)	27.2%	56.4%	7.9%	2.1%	6.4%
2017 (n=12,456)	60.3%	34.7%	3.7%	1.3%	0.0%	2017 (n=9,340)	31.8%	55.1%	6.7%	2.1%	4.3%

FAMILY

The experience of school has helped my child understand the information they read

	SA	A	D	SD	DK/U
2018 (n=4,313)	36.2%	51.4%	6.2%	1.2%	5.1%
2017 (n=3,873)	37.7%	51.5%	5.7%	1.1%	3.9%

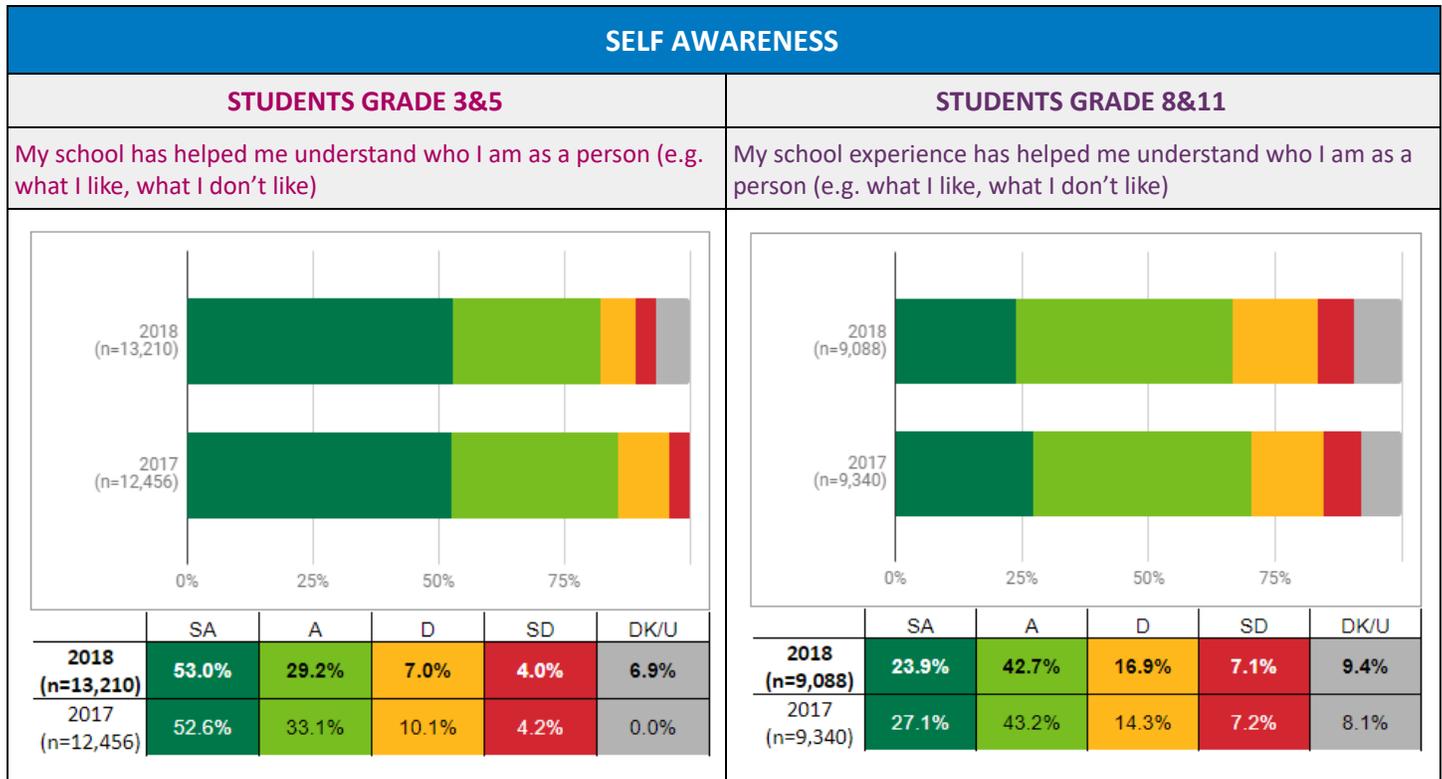


PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL THREE: Success beyond schooling

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

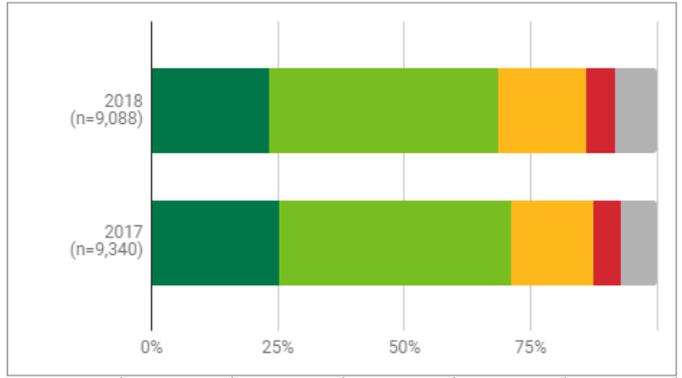
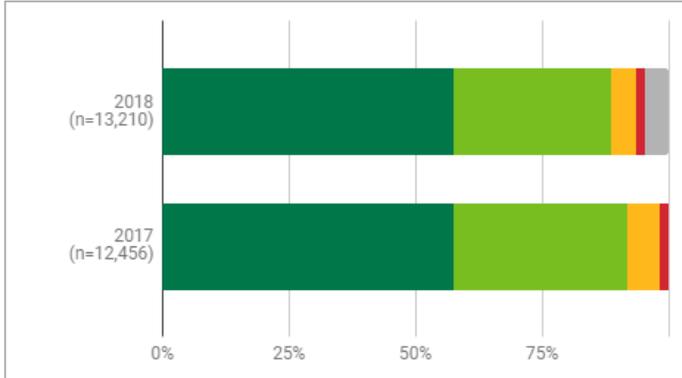
THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING



DEVELOPING RESILIENCY

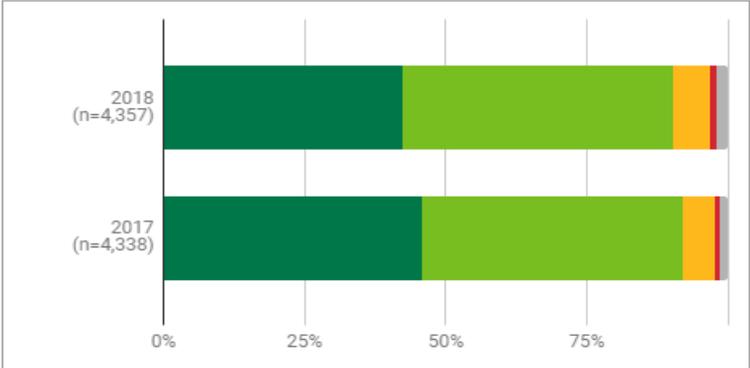
STUDENTS GRADE 3&5	STUDENTS GRADE 8&11
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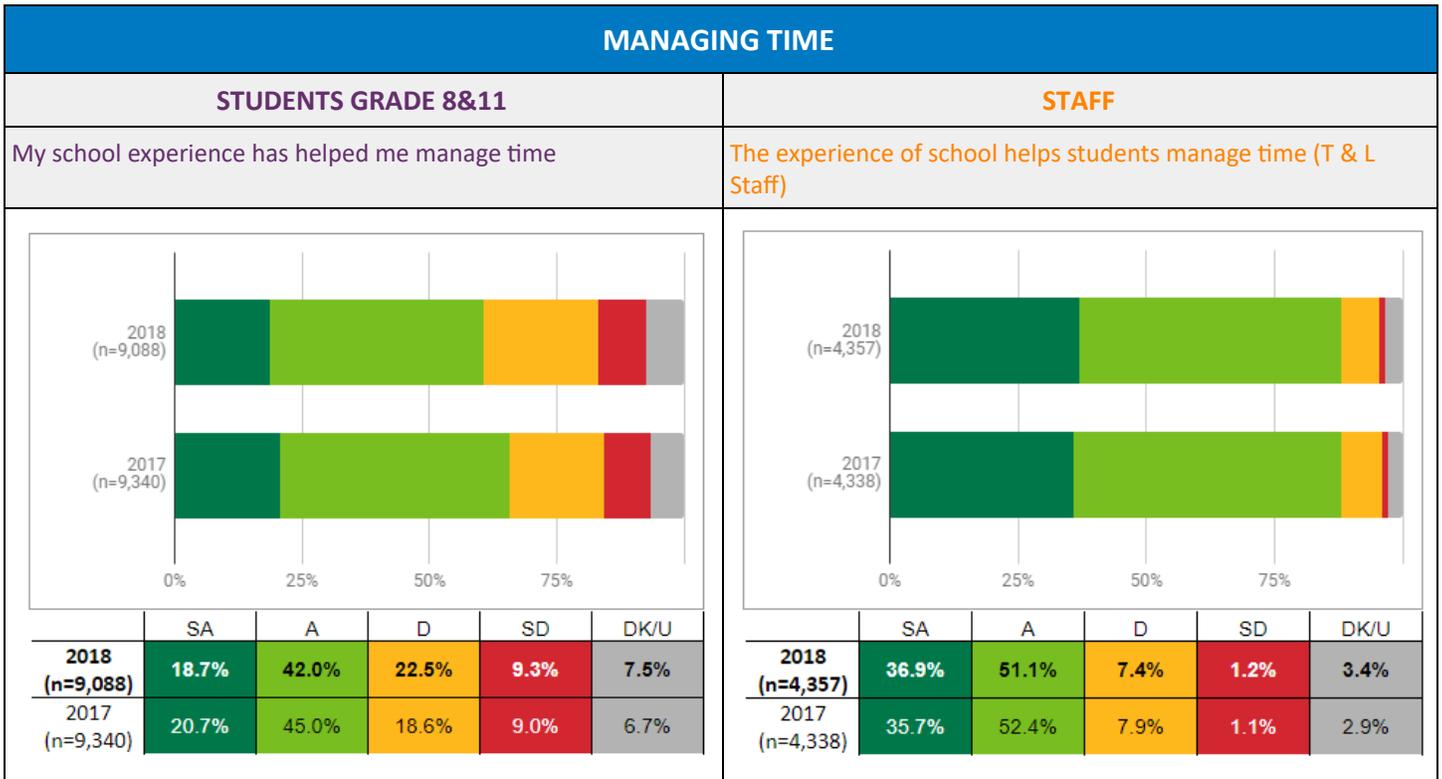
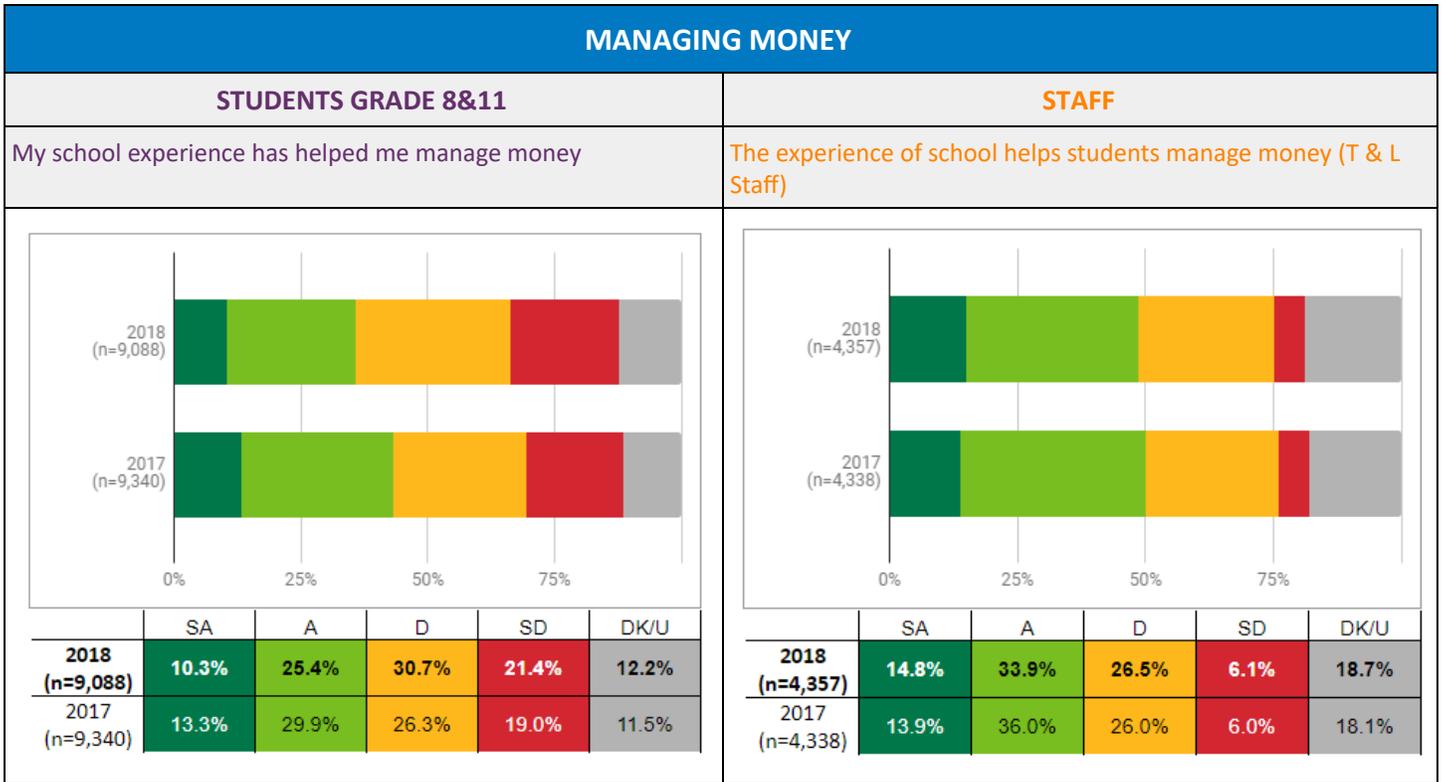
My school has helped me develop resiliency (not giving up)	My school experience has helped me develop resiliency (not giving up)
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STAFF

The experience of school helps students develop resiliency (not giving up) (T & L Staff)

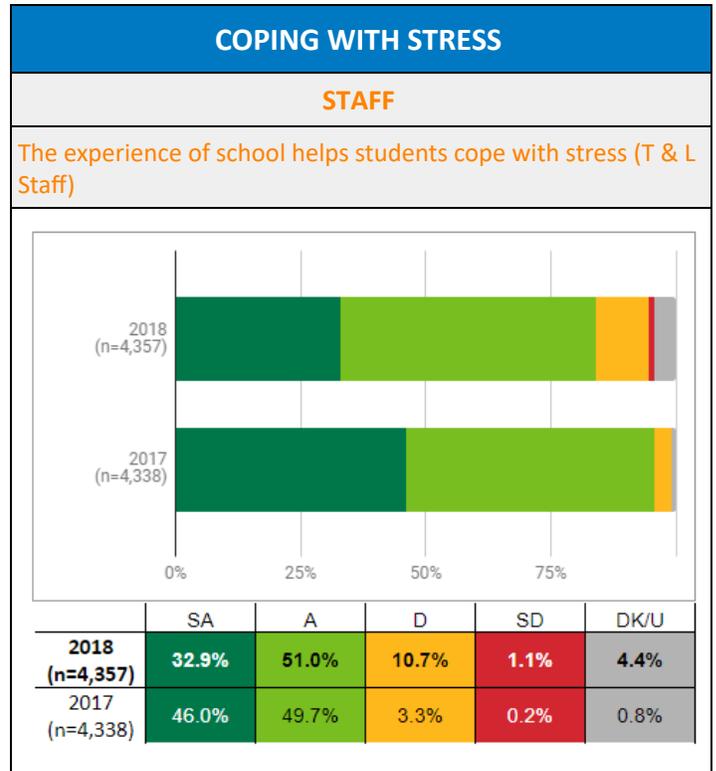
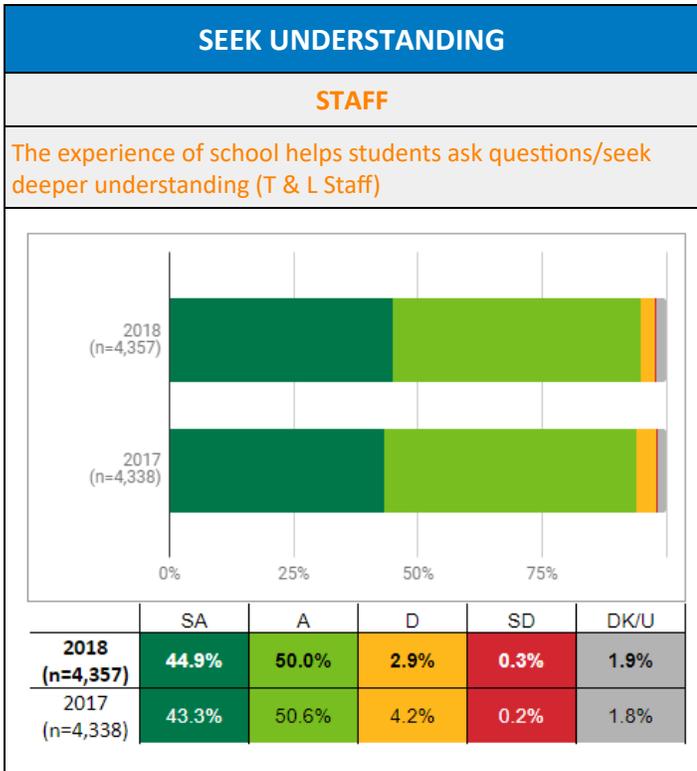




*IMPORTANT SKILLS FOR SUCCESS BEYOND SCHOOLING																																																													
FAMILY	COMMUNITY																																																												
<p>What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (2017: What skills, knowledge and/or attitudes are most important for students to have when entering the workforce)</p>	<p>What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (2017: What skills, knowledge and/or attitudes are most important for students to have when entering the workforce)</p>																																																												
<table border="1"> <caption>Family Skills Data</caption> <thead> <tr> <th>Skill</th> <th>2018 (n=4,313)</th> <th>2017 (n=3,873)</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>87.8%</td><td>79.7%</td></tr> <tr><td>Thinking</td><td>72.9%</td><td>70.8%</td></tr> <tr><td>Working with others</td><td>72.2%</td><td>76.2%</td></tr> <tr><td>Writing</td><td>69.9%</td><td>65.9%</td></tr> <tr><td>Oral communication</td><td>65.6%</td><td>74.7%</td></tr> <tr><td>Numeracy</td><td>48.2%</td><td>39.2%</td></tr> <tr><td>Continuous learning</td><td>46.1%</td><td>40.1%</td></tr> <tr><td>Digital technology</td><td>31.2%</td><td>37.5%</td></tr> <tr><td>Document use</td><td>5.9%</td><td>6.4%</td></tr> </tbody> </table>	Skill	2018 (n=4,313)	2017 (n=3,873)	Reading	87.8%	79.7%	Thinking	72.9%	70.8%	Working with others	72.2%	76.2%	Writing	69.9%	65.9%	Oral communication	65.6%	74.7%	Numeracy	48.2%	39.2%	Continuous learning	46.1%	40.1%	Digital technology	31.2%	37.5%	Document use	5.9%	6.4%	<table border="1"> <caption>Community Skills Data</caption> <thead> <tr> <th>Skill</th> <th>2018 (n=194)</th> <th>2017 (n=429)</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>89.7%</td><td>82.8%</td></tr> <tr><td>Writing</td><td>77.3%</td><td>69.9%</td></tr> <tr><td>Thinking</td><td>71.1%</td><td>67.8%</td></tr> <tr><td>Working with others</td><td>70.1%</td><td>77.9%</td></tr> <tr><td>Oral communication</td><td>61.9%</td><td>71.6%</td></tr> <tr><td>Numeracy</td><td>51.5%</td><td>37.8%</td></tr> <tr><td>Continuous learning</td><td>42.8%</td><td>33.1%</td></tr> <tr><td>Digital technology</td><td>29.9%</td><td>36.4%</td></tr> <tr><td>Document use</td><td>5.7%</td><td>6.8%</td></tr> </tbody> </table>	Skill	2018 (n=194)	2017 (n=429)	Reading	89.7%	82.8%	Writing	77.3%	69.9%	Thinking	71.1%	67.8%	Working with others	70.1%	77.9%	Oral communication	61.9%	71.6%	Numeracy	51.5%	37.8%	Continuous learning	42.8%	33.1%	Digital technology	29.9%	36.4%	Document use	5.7%	6.8%
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*MULTIPLE RESPONSE - one or more options selected per response

PRIORITY 1, GOAL 3 - Theme: Skills for Success Beyond Schooling

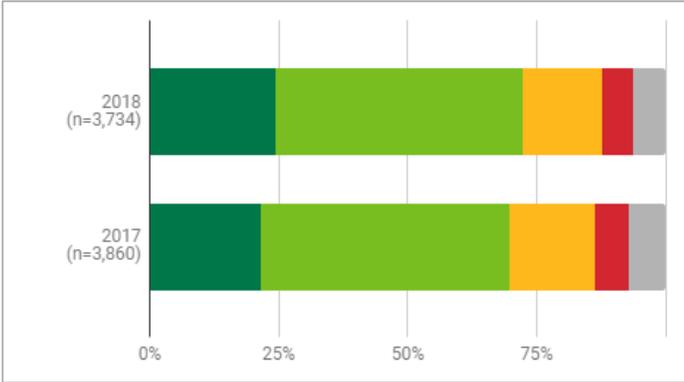
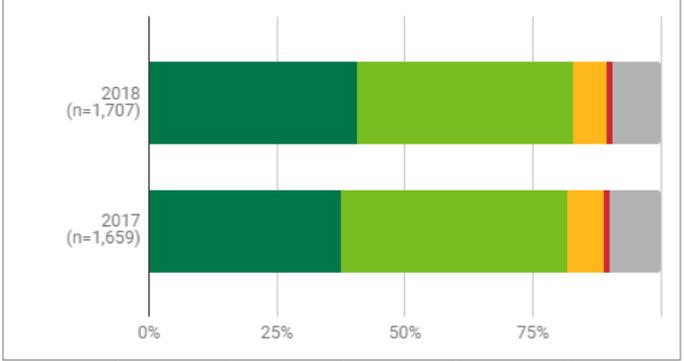


THEME: TRANSITIONS AND CAREER PLANNING

TRANSITION TO NEXT GRADE LEVEL					
STUDENTS GRADE 3&5			STUDENTS GRADE 8&11		
My school prepares me for the next grade/level			My school prepares me for the next grade/level		
	SA	A	D	SD	DK/U
2018 (n=13,210)	67.3%	25.9%	2.0%	1.1%	3.6%
2017 (n=12,456)	70.6%	24.9%	3.2%	1.2%	0.0%
	SA	A	D	SD	DK/U
2018 (n=9,088)	28.0%	51.8%	9.7%	3.2%	7.4%
2017 (n=9,340)	29.6%	52.0%	9.6%	3.5%	5.4%
FAMILY			STAFF		
My child is being prepared at school for a successful transition to the next grade/level			My school prepares students for successful transition to the next grade/level (T & L Staff)		
	SA	A	D	SD	DK/U
2018 (n=4,313)	36.5%	47.0%	7.3%	3.3%	5.8%
2017 (n=3,873)	35.3%	47.6%	7.7%	3.2%	6.2%
	SA	A	D	SD	DK/U
2018 (n=4,357)	47.9%	45.0%	3.6%	0.6%	2.9%
2017 (n=4,338)	48.1%	46.6%	2.5%	0.5%	2.4%

TRANSITION TO POST-SECONDARY					
STUDENTS GRADE 8&11			FAMILY		
My school prepares me for transition to post-secondary			My child is being prepared at school for successful transition to post-secondary (Families of Grades 7 to 12)		
	SA	A	D	SD	DK/U
2018 (n=9,088)	20.0%	43.1%	13.9%	5.1%	17.8%
2017 (n=9,340)	21.6%	44.6%	13.1%	5.5%	15.2%
COMMUNITY			STAFF		
Edmonton Public Schools prepares students for a successful transition to post-secondary			My school prepares students for successful transition to post-secondary (T & L Staff of Grades 7 to 12)		
	SA	A	D	SD	DK/U
2018 (n=194)	21.6%	51.0%	10.8%	3.6%	12.9%
2017 (n=429)	16.6%	52.9%	11.9%	3.7%	14.9%
	SA	A	D	SD	DK/U
2018 (n=1,707)	28.6%	50.0%	7.9%	1.5%	12.0%
2017 (n=1,659)	26.8%	51.4%	8.3%	1.3%	12.2%

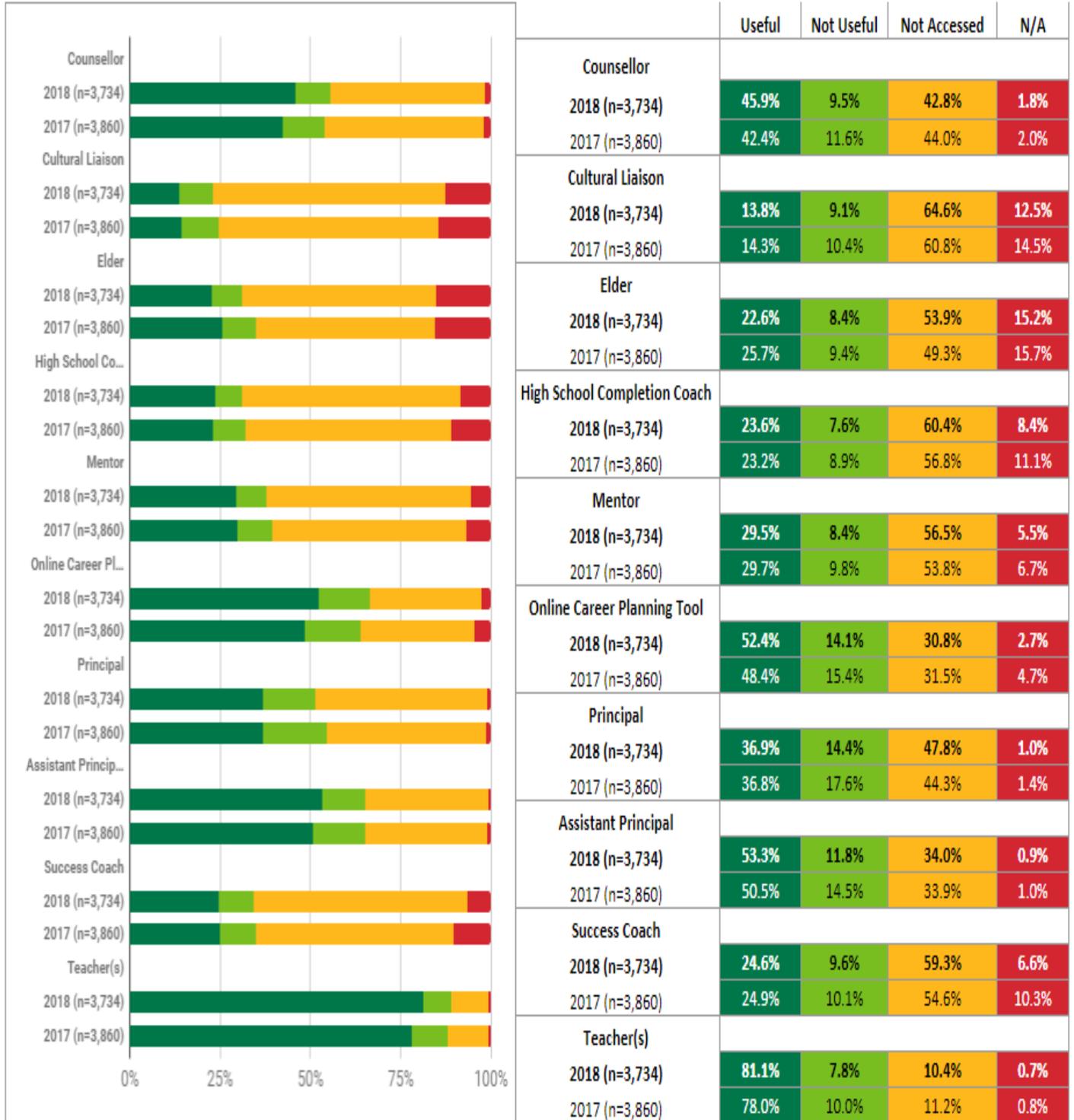
TRANSITION TO THE WORLD OF WORK					
STUDENTS GRADE 8&11			FAMILY		
My school prepares me for transition to the world of work			My child is being prepared at school for successful transition to the world of work (Families of Grades 7 to 12)		
	SA	A	D	SD	DK/U
2018 (n=9,088)	18.2%	38.9%	19.6%	10.0%	13.3%
2017 (n=9,340)	19.3%	39.3%	18.8%	10.4%	12.1%
COMMUNITY			STAFF		
Edmonton Public Schools prepares students for a successful transition to the world of work			My school prepares students for successful transition to the world of work (T & L Staff of Grades 7 to 12)		
	SA	A	D	SD	DK/U
2018 (n=194)	17.5%	46.9%	13.4%	4.6%	17.5%
2017 (n=429)	14.0%	47.3%	17.2%	5.1%	16.3%
	SA	A	D	SD	DK/U
2018 (n=1,707)	25.0%	51.4%	11.9%	1.9%	9.8%
2017 (n=1,659)	21.9%	54.0%	12.5%	1.7%	9.9%

CAREER PLANNING ASSISTANCE					
STUDENTS GRADE 8&11			STAFF		
At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Students Grade 11)			Students can access career planning assistance and resources in my school (T & L Staff Grades 7 to 12)		
					
	SA	A	D	SD	DK/U
2018 (n=3,734)	24.3%	47.9%	15.4%	6.0%	6.3%
2017 (n=3,860)	21.6%	48.3%	16.3%	6.6%	7.2%
	SA	A	D	SD	DK/U
2018 (n=1,707)	40.7%	42.0%	6.6%	1.3%	9.4%
2017 (n=1,659)	37.6%	44.0%	7.3%	1.2%	9.9%

***CAREER SUPPORTS ACCESS AND USEFULNESS**

STUDENTS GRADE 8&11

Of the following supports you may have accessed this year, please indicate whether you found them useful or not useful in relationship to career planning (Students Grade 11)



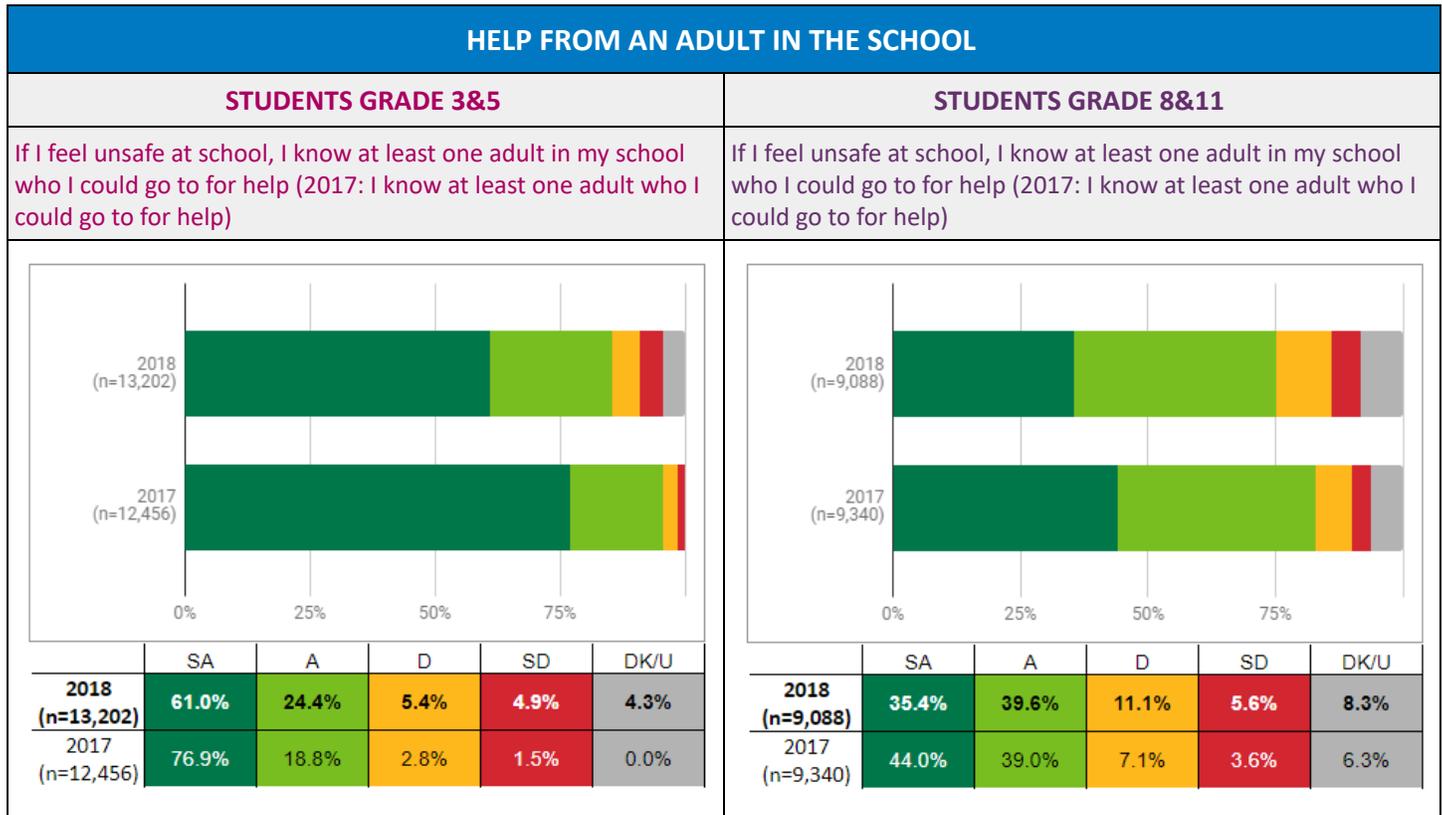
*N/A is "Not available at my school"

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

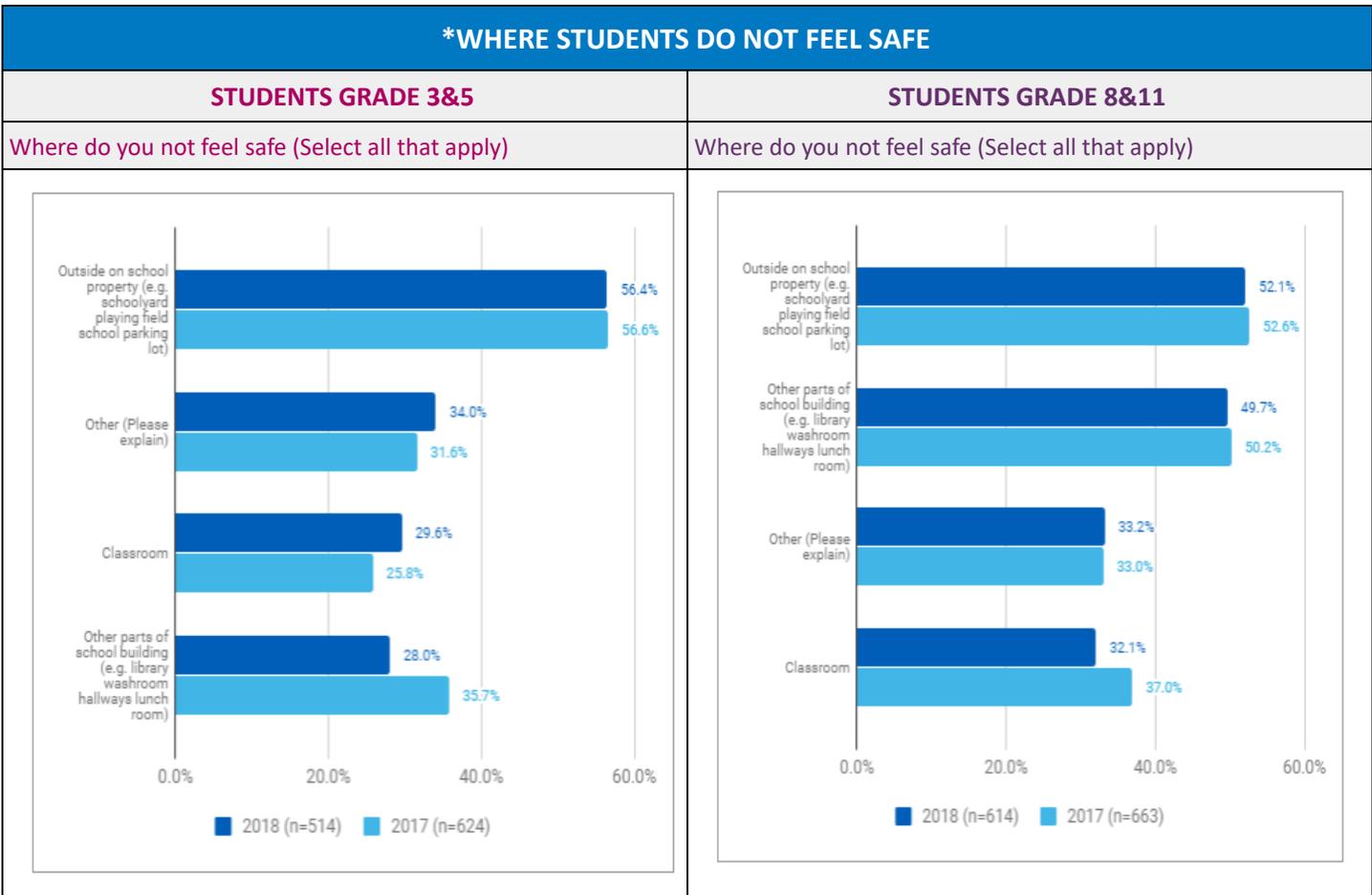
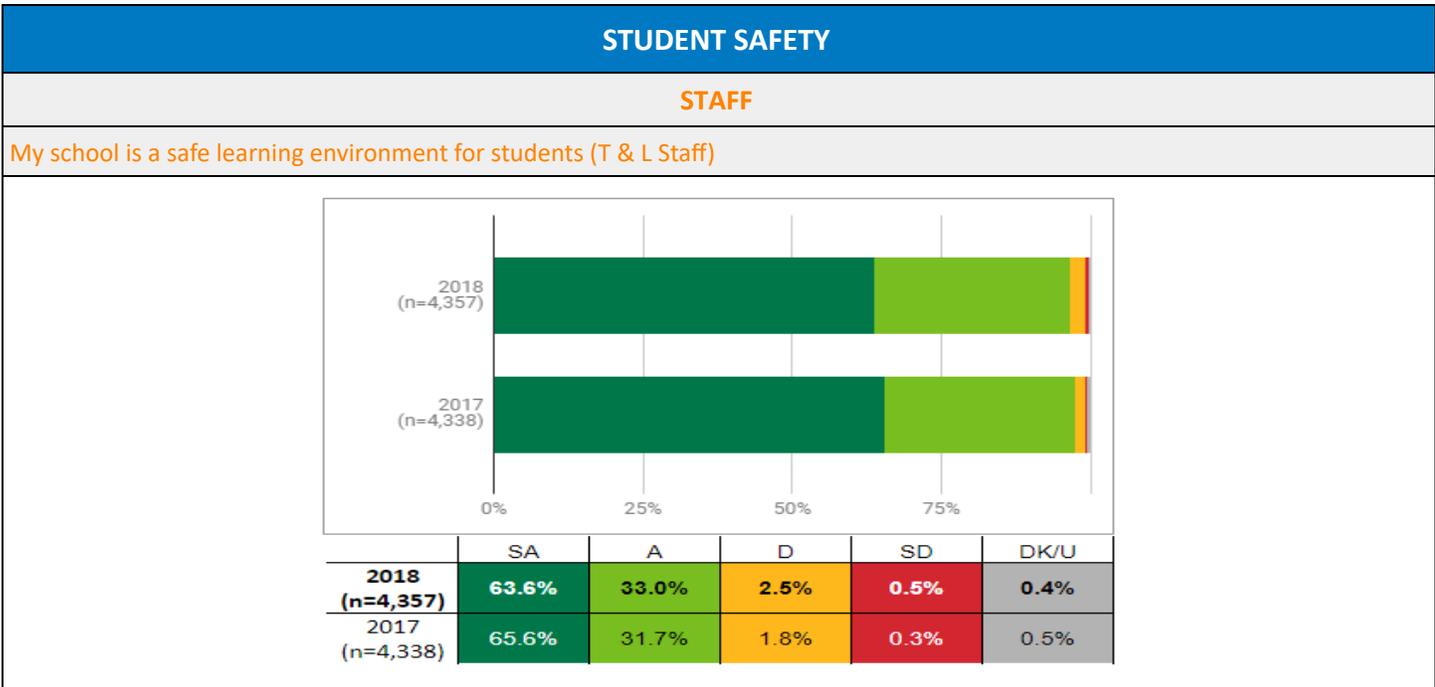
GOAL ONE: A focus on well-being and student citizenship

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

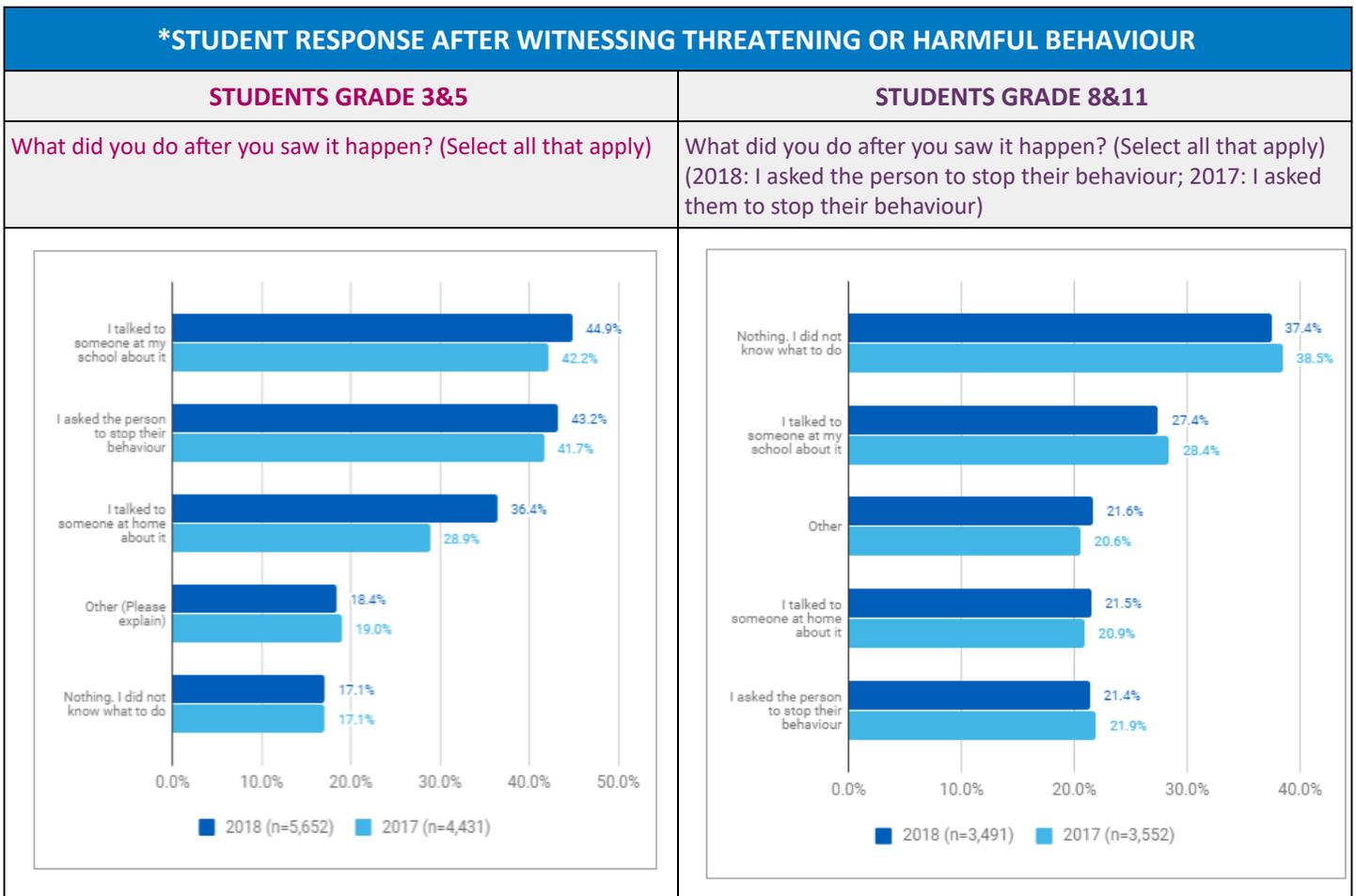
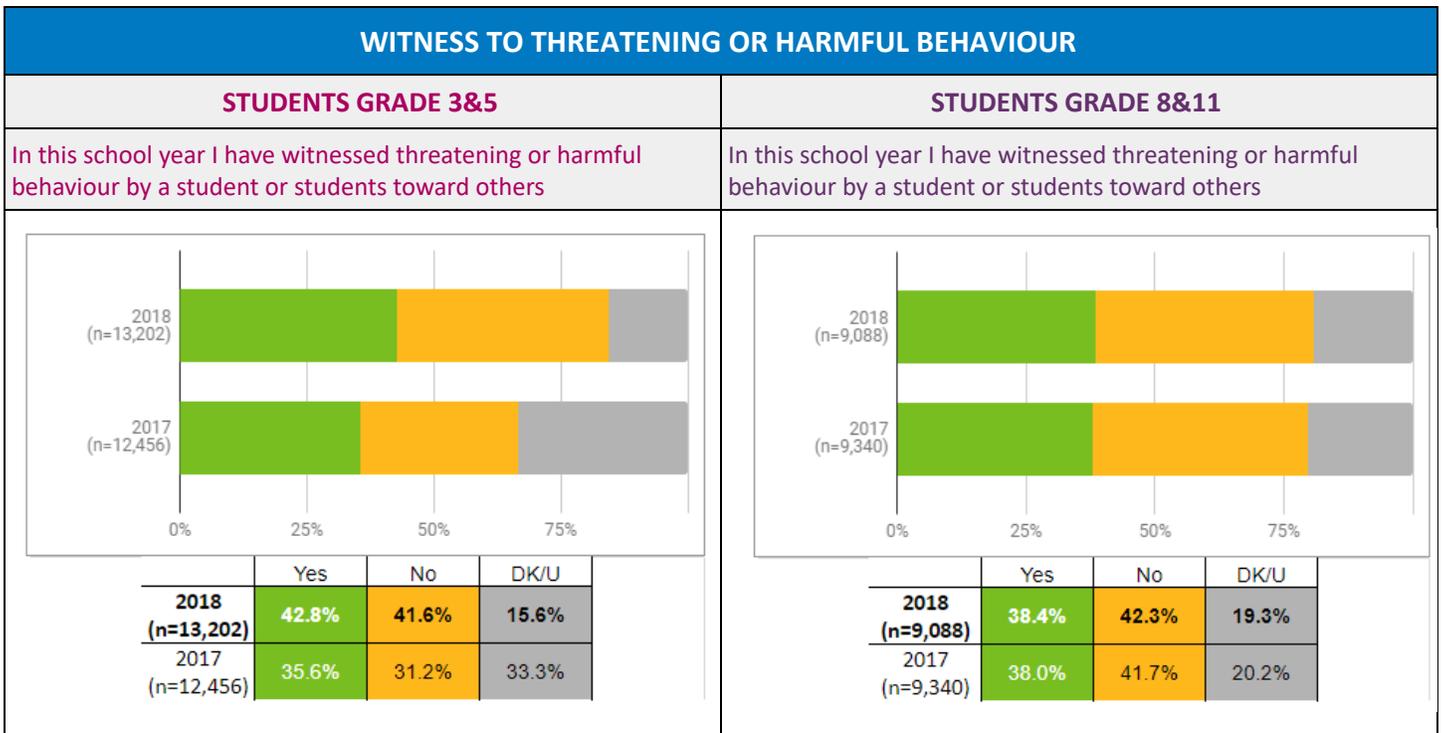
THEME: SAFE ENVIRONMENTS



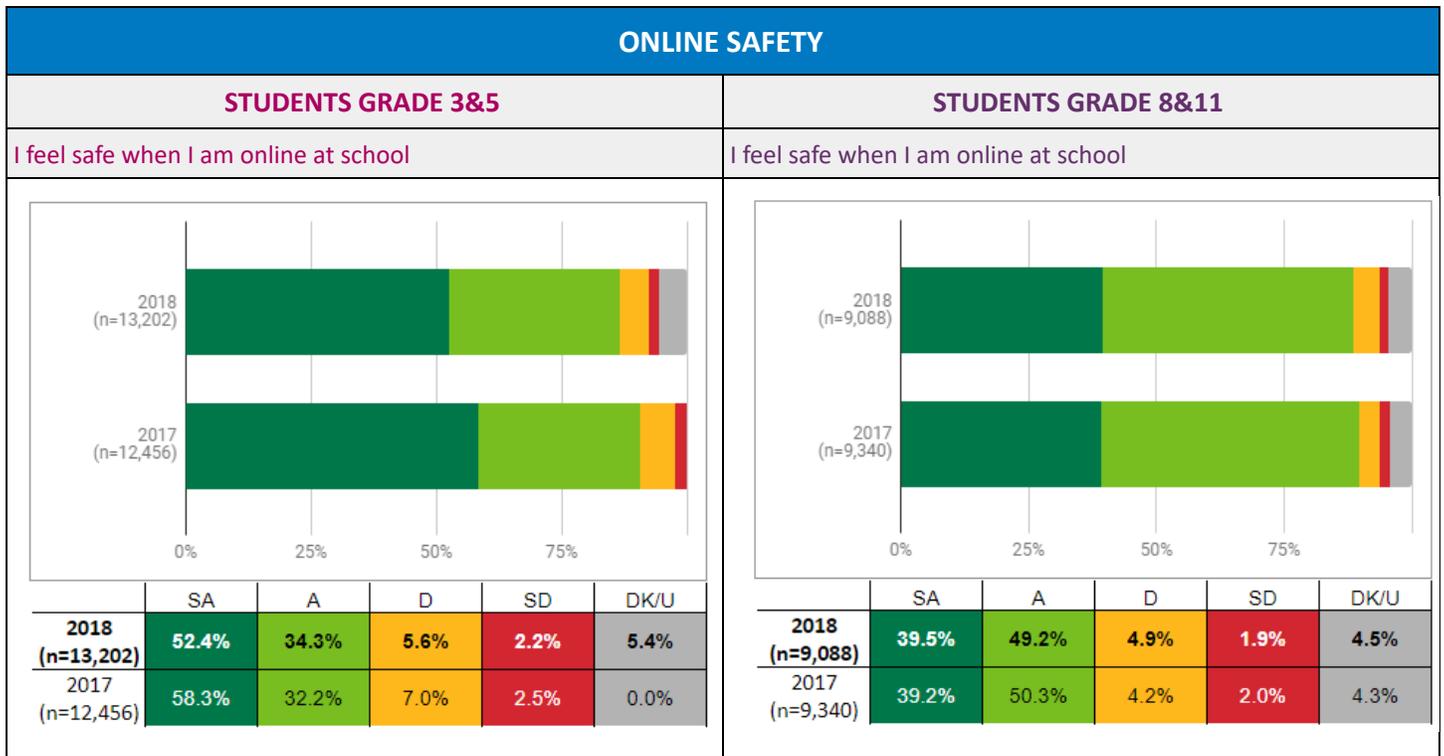


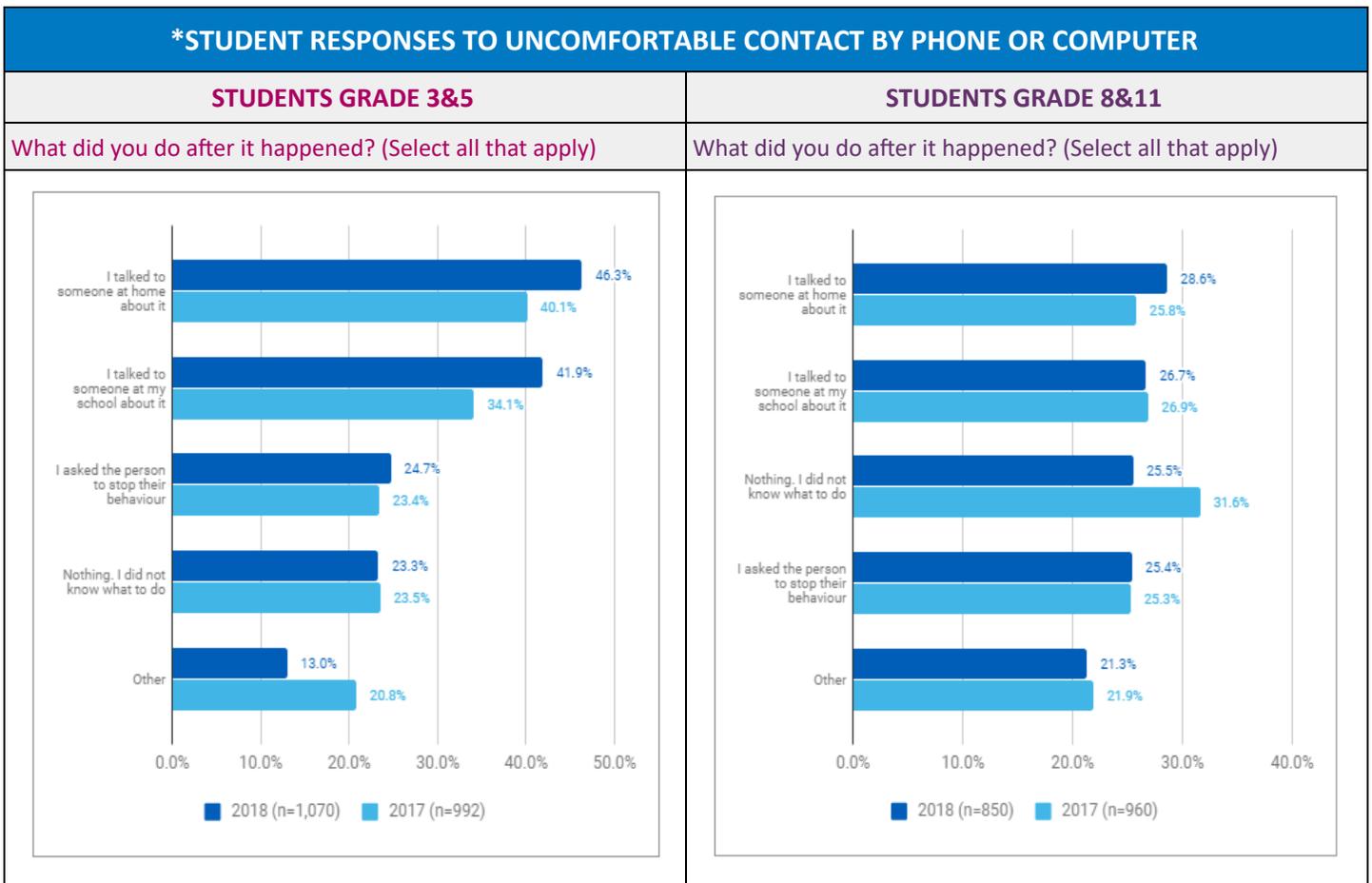
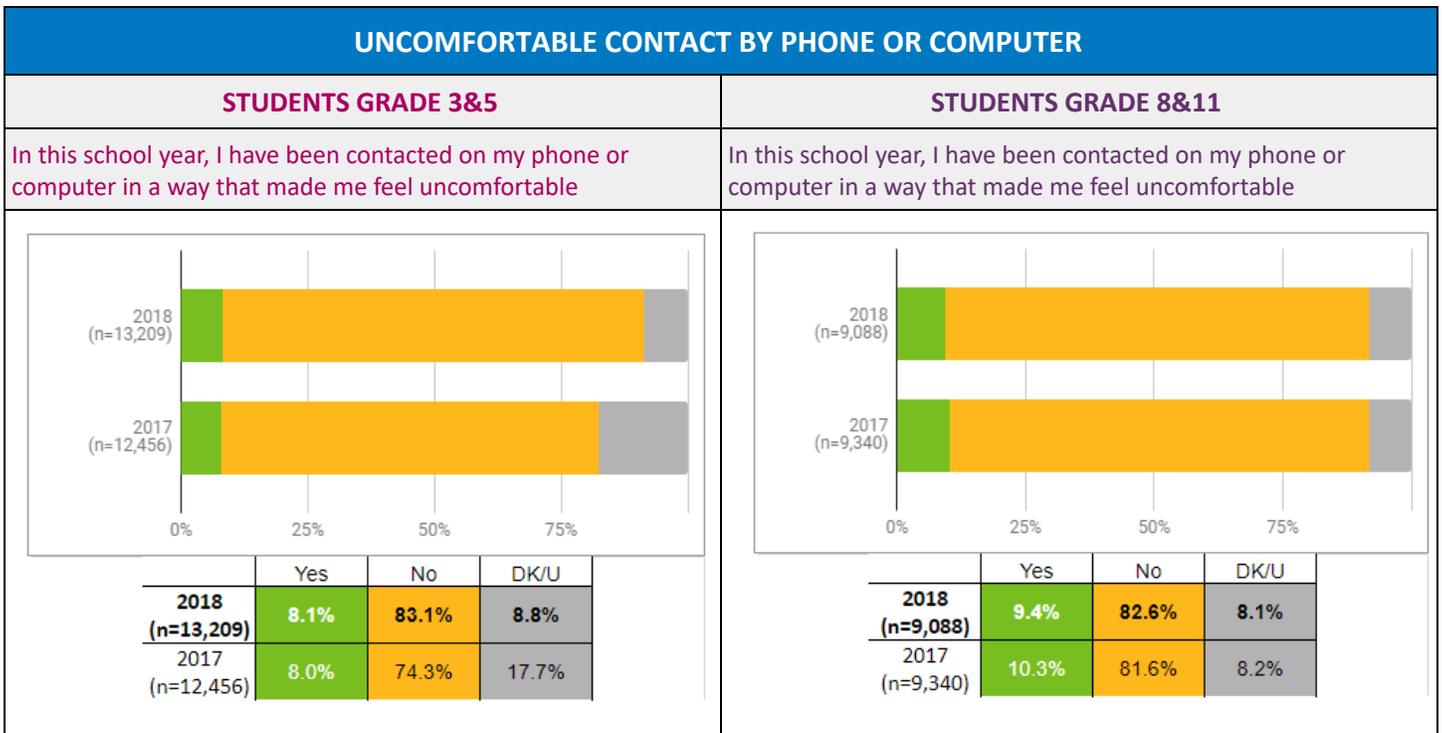


*MULTIPLE RESPONSE - one or more options selected per response. Only those students who indicated that they do not feel safe at school responded to this question

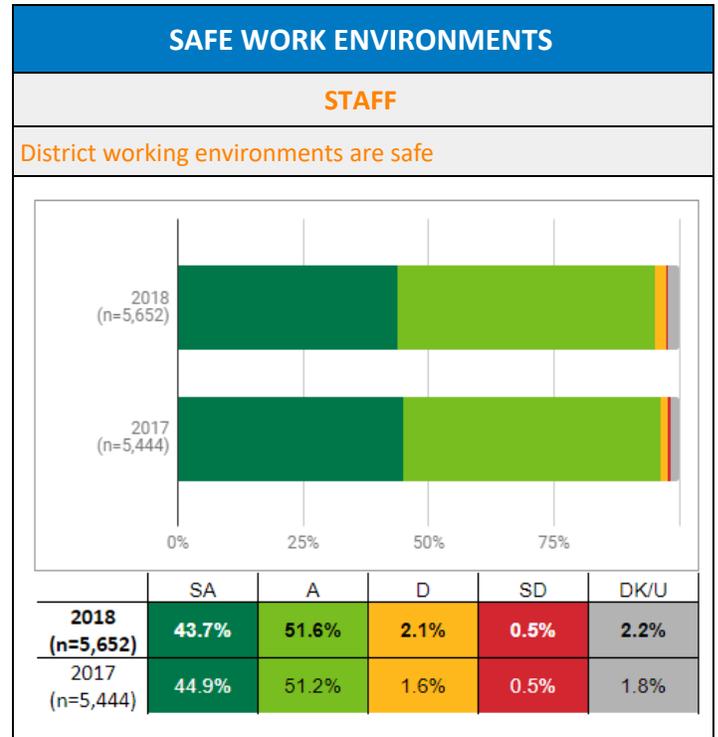
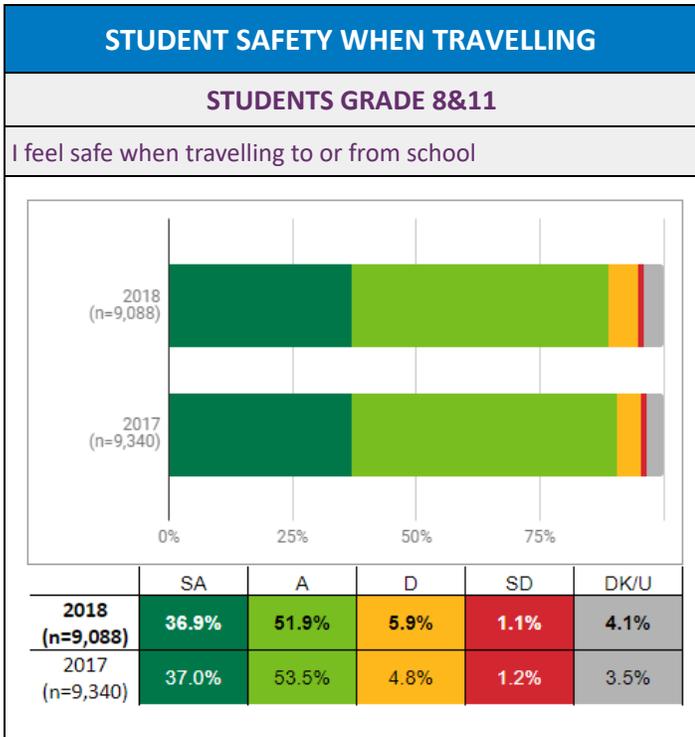


*MULTIPLE RESPONSE - one or more options selected per response. Only those students who indicated that they witnessed threatening or harmful behaviour responded to this question





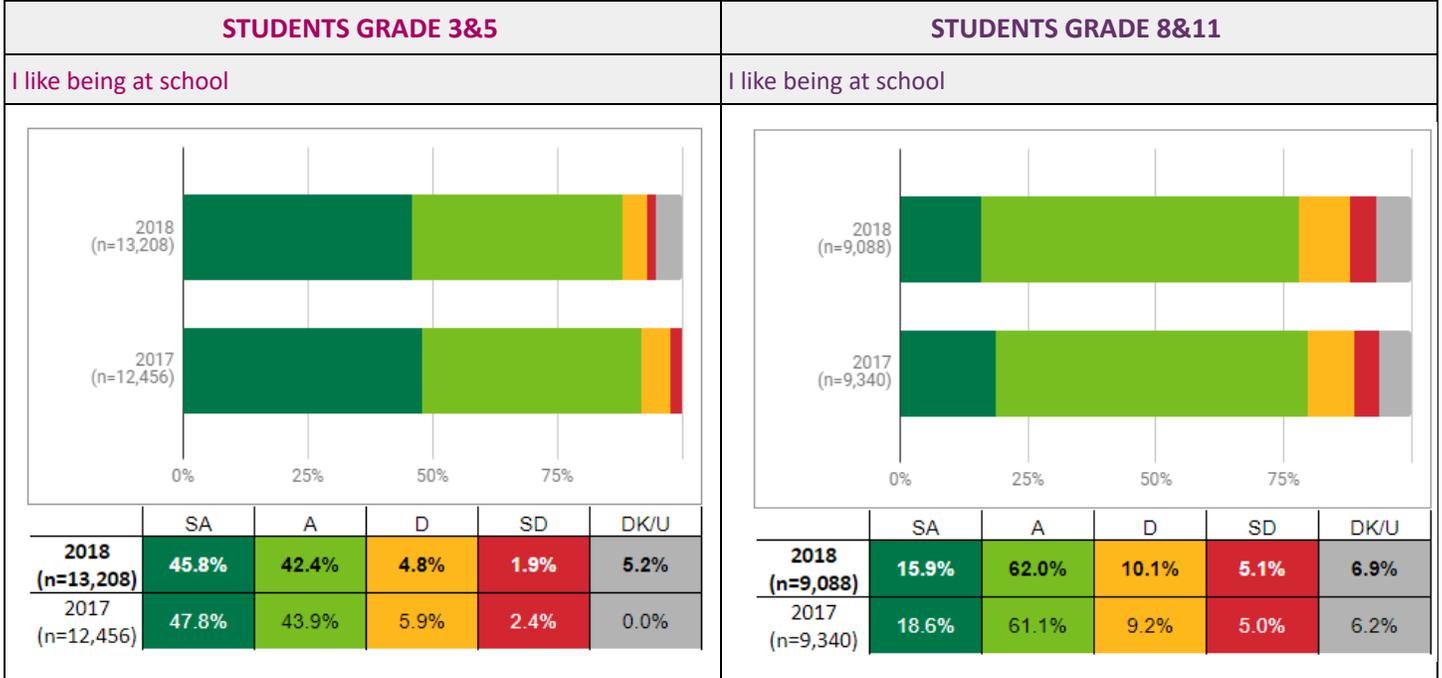
**MULTIPLE RESPONSE - one or more options selected per response. Only those students who indicated that they had been contacted by phone or computer in an uncomfortable way responded to this question*



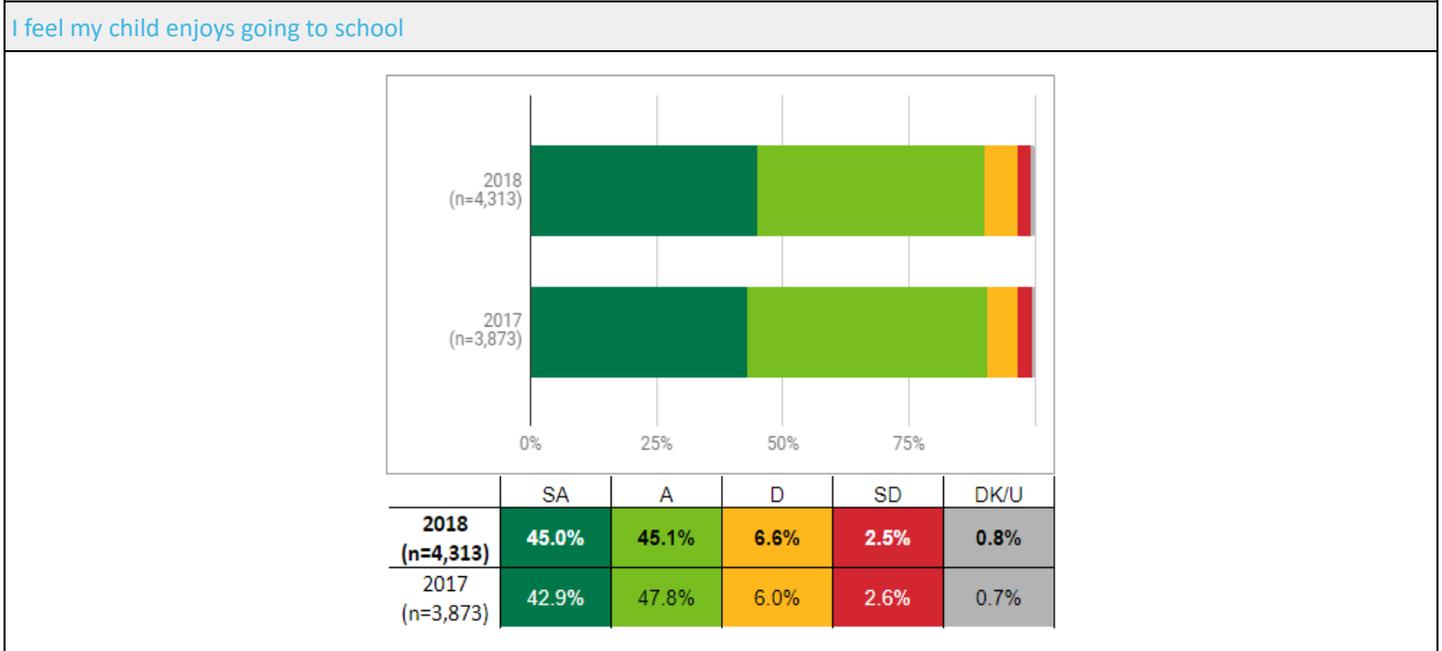
THEME: WELCOMING ENVIRONMENTS



ENJOYMENT OF SCHOOL



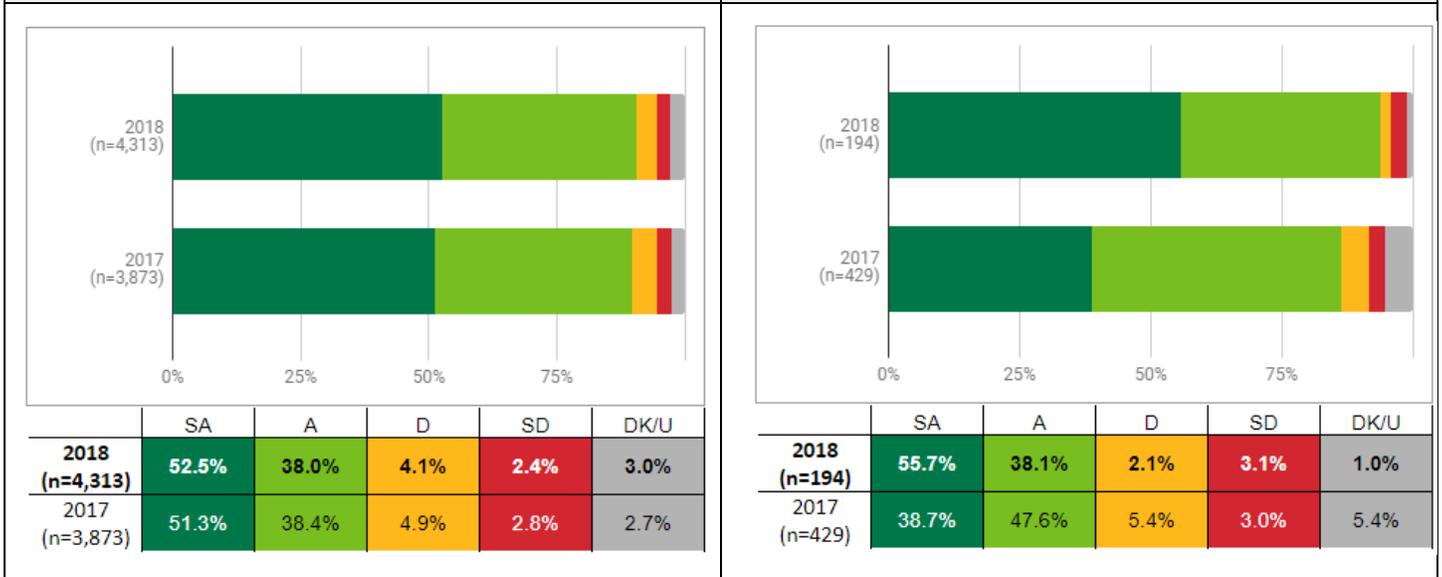
FAMILY



WELCOMING SCHOOLS

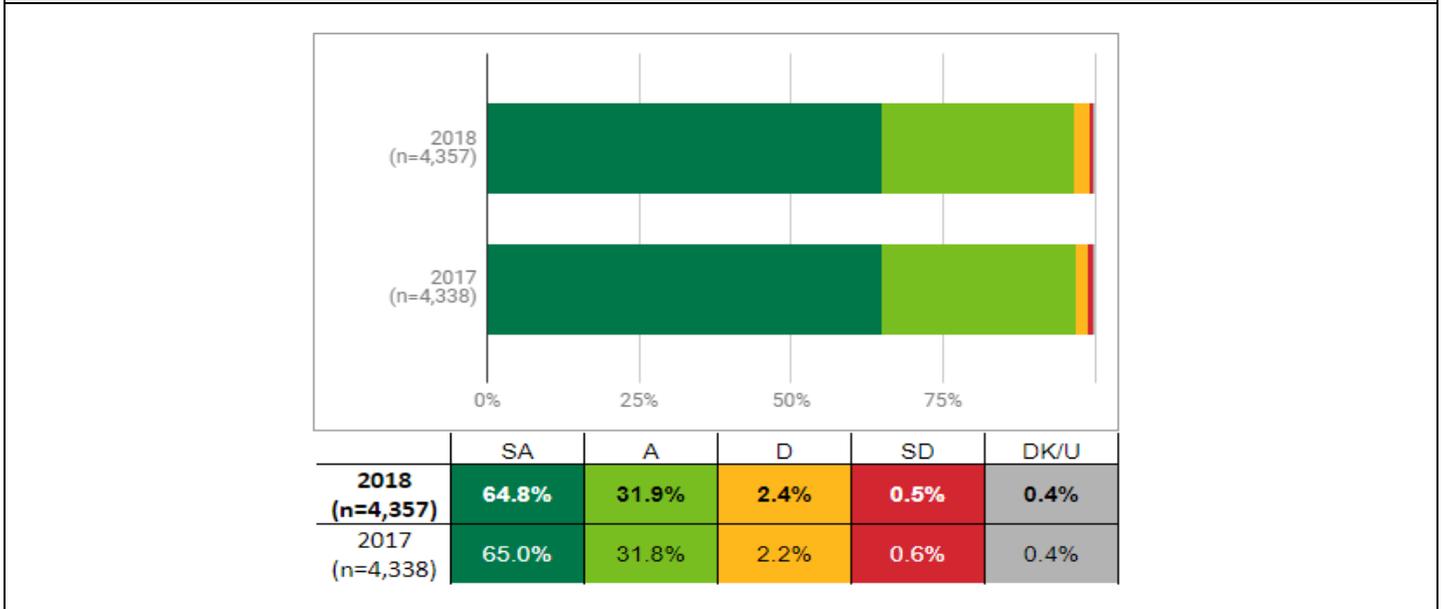
FAMILY	COMMUNITY
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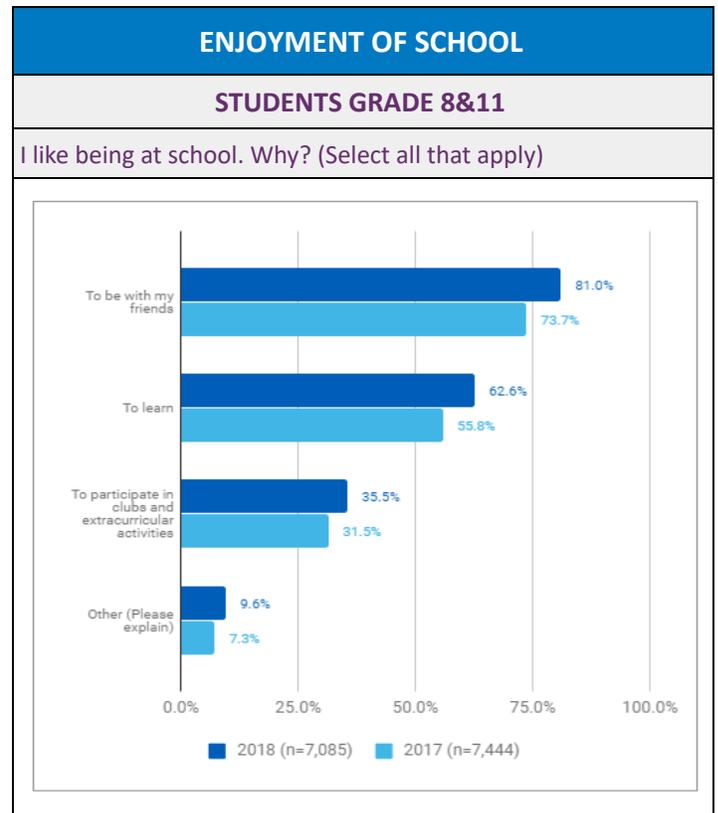
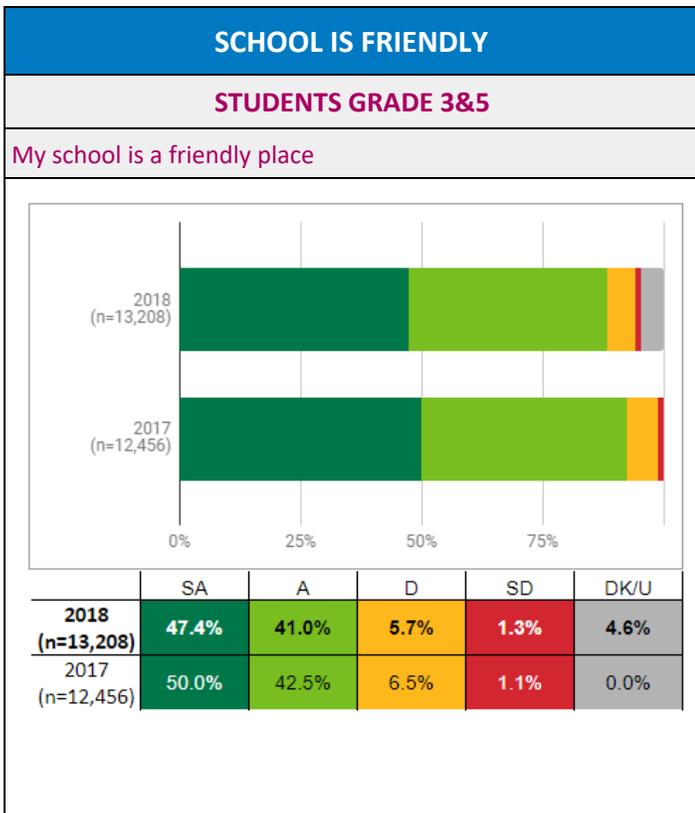
I feel welcome at my child's school	Our schools feel welcoming
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STAFF

My school feels welcoming (T & L Staff)

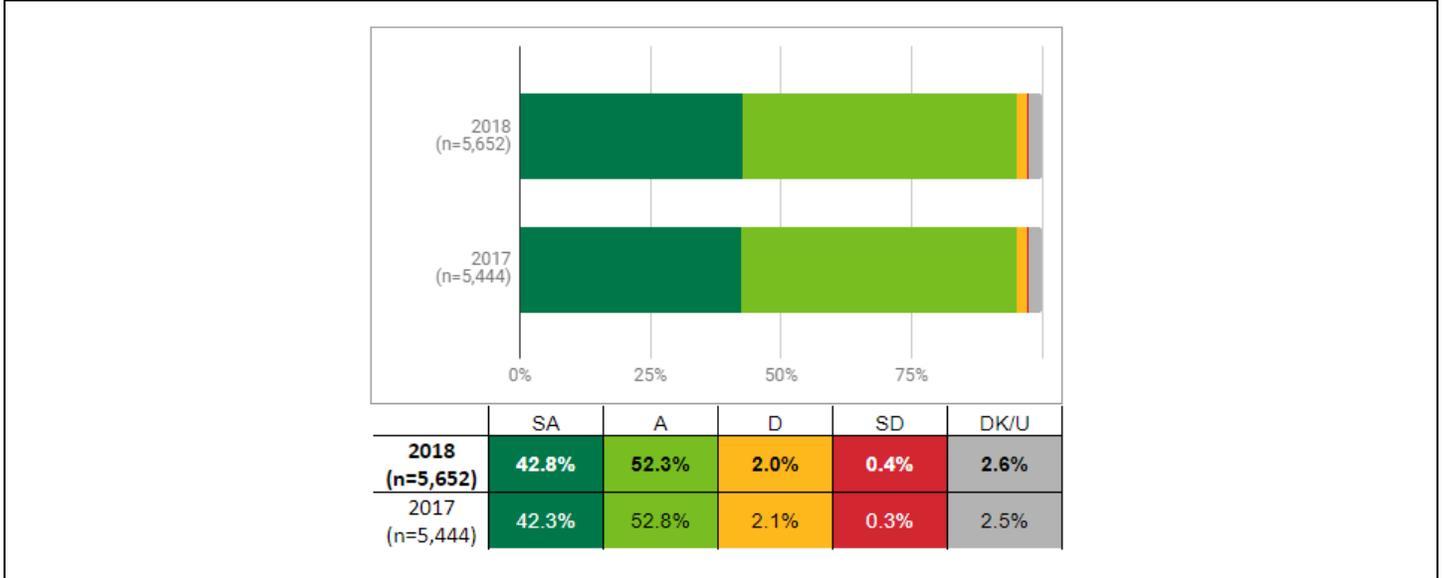




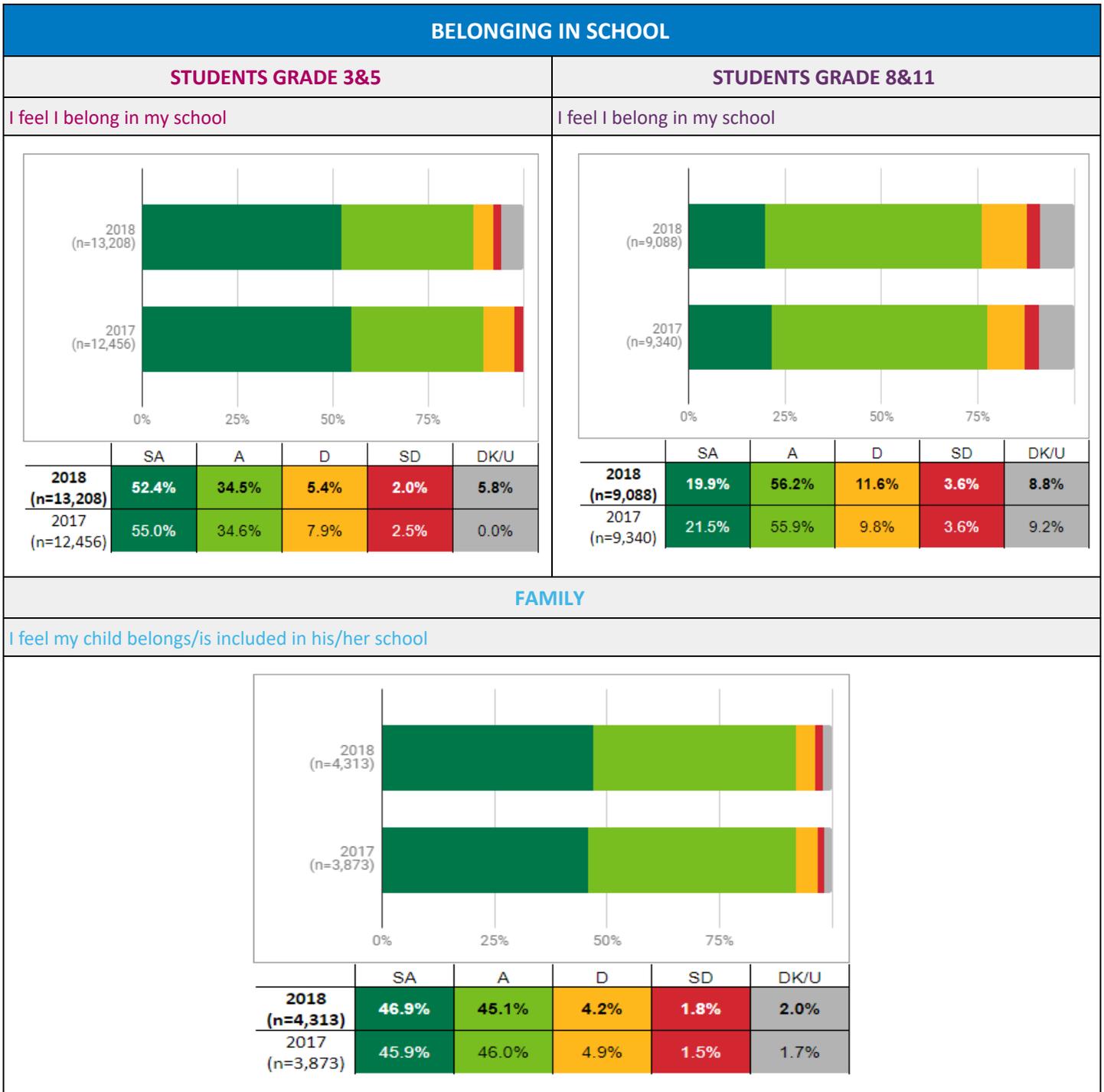
WELCOMING WORK ENVIRONMENTS

STAFF

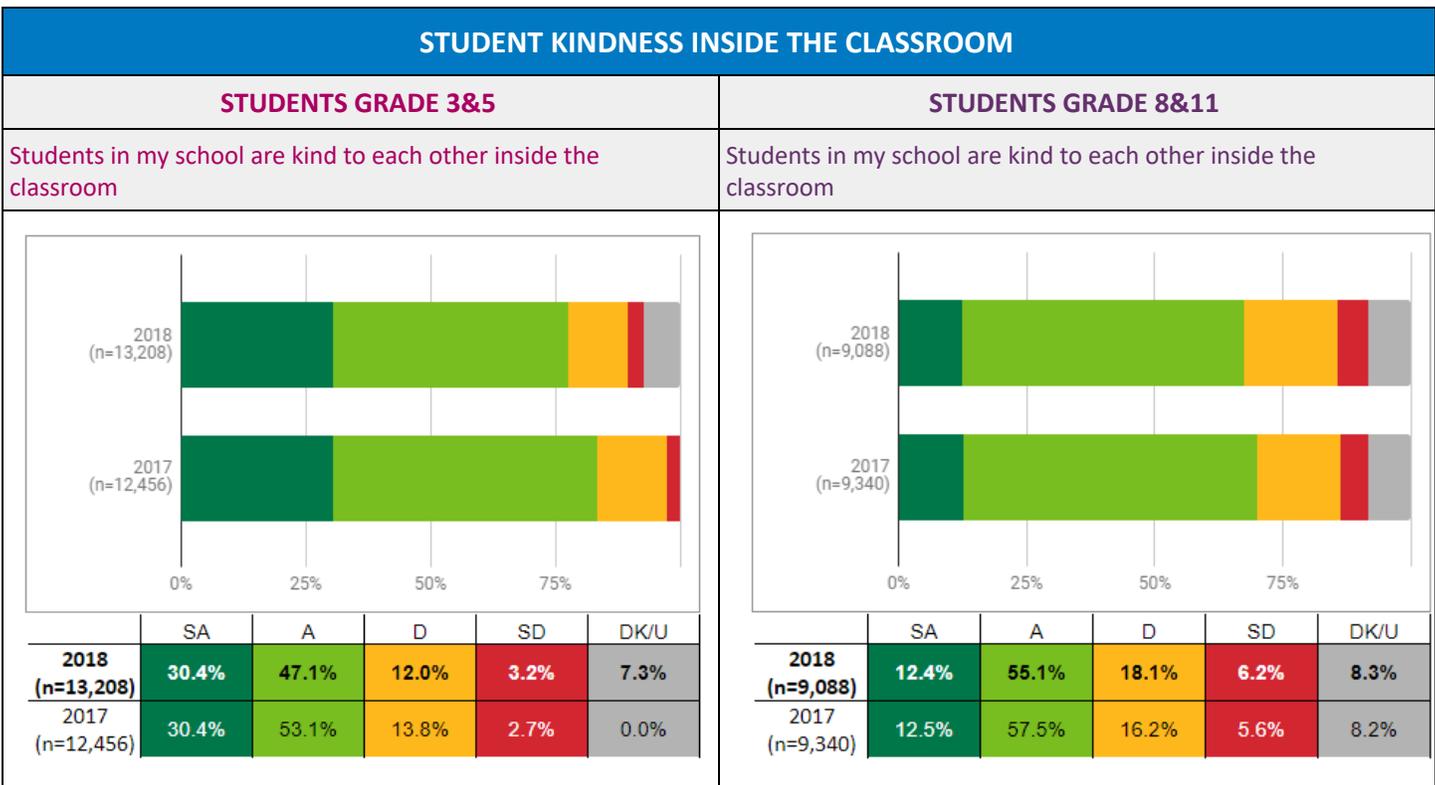
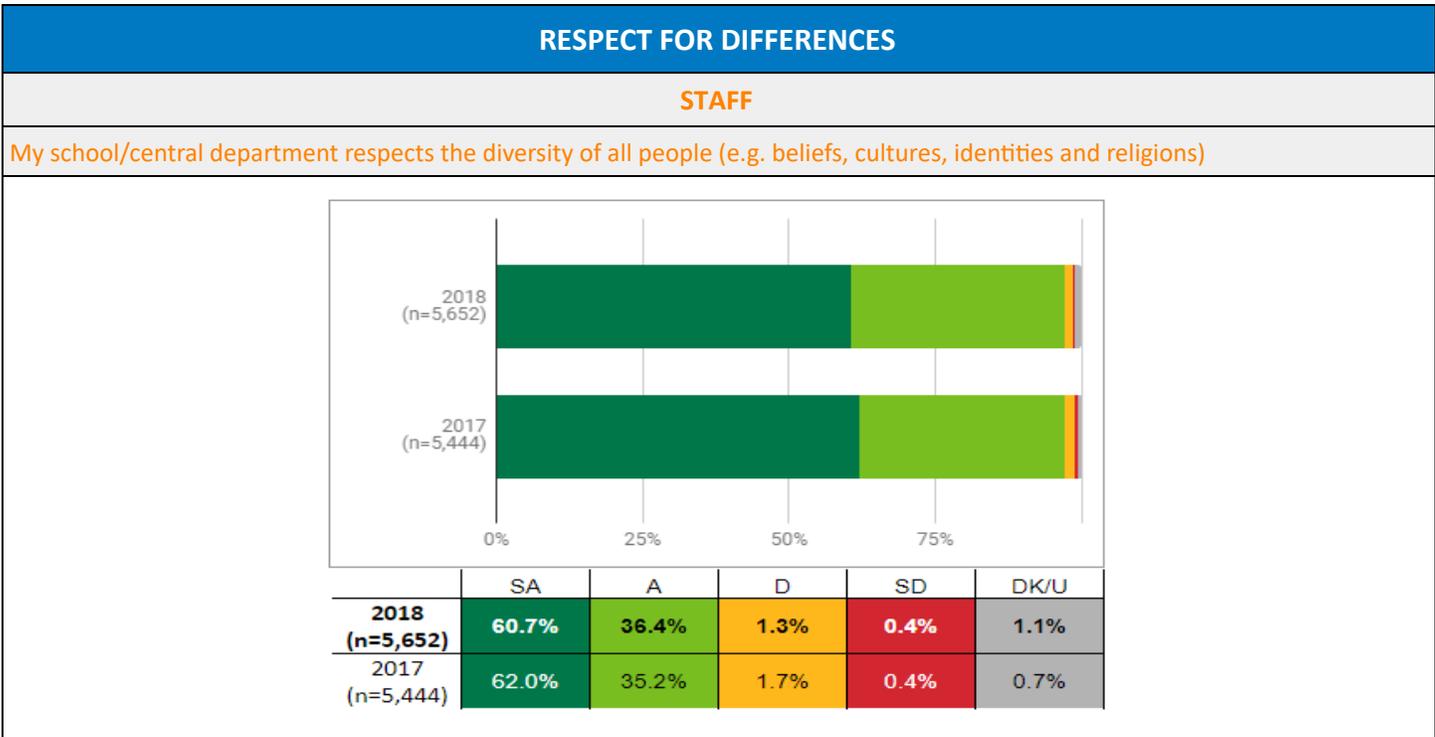
District working environments are welcoming

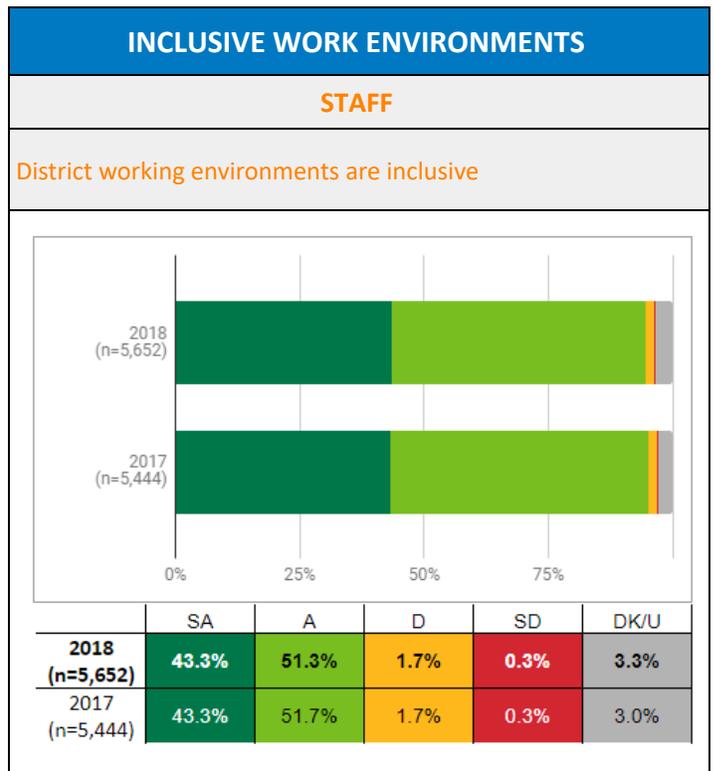
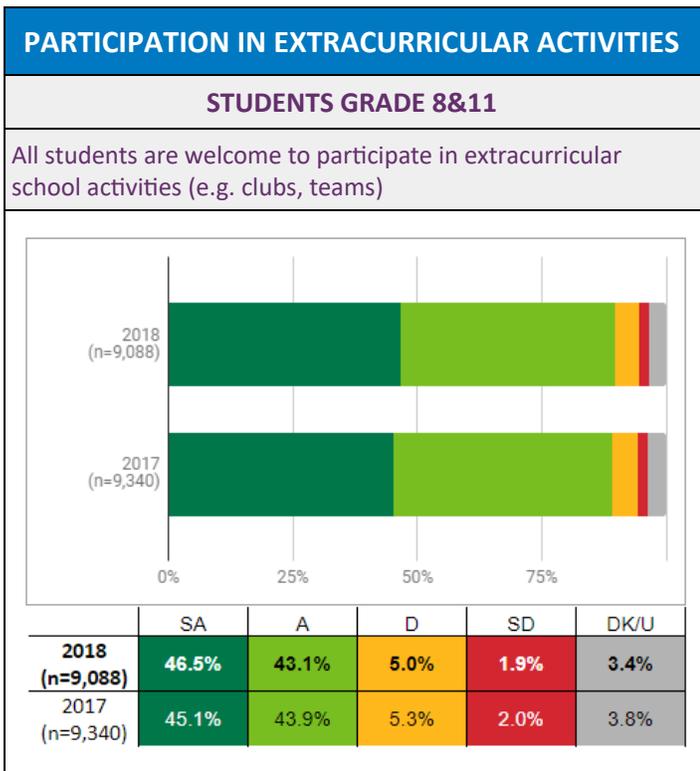
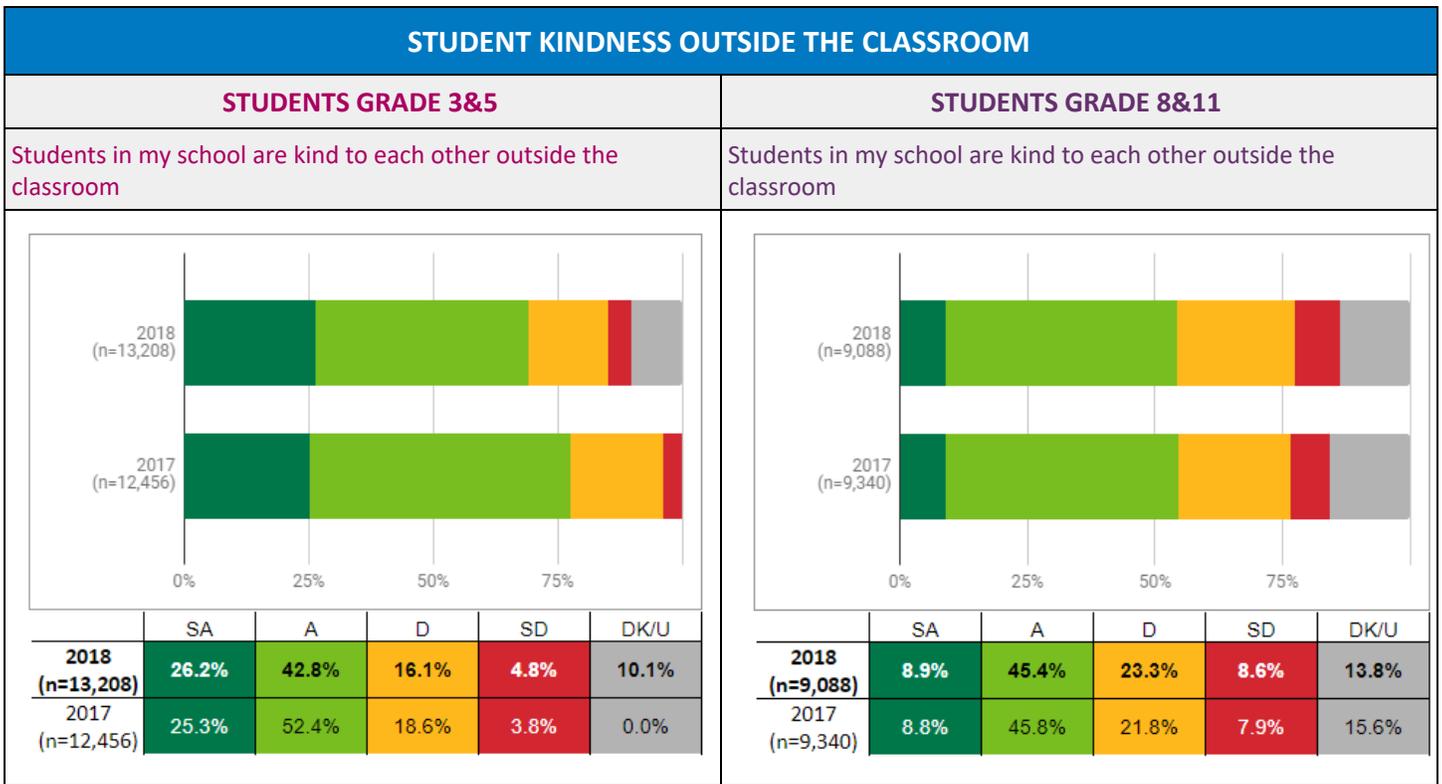


THEME: INCLUSIVE ENVIRONMENTS

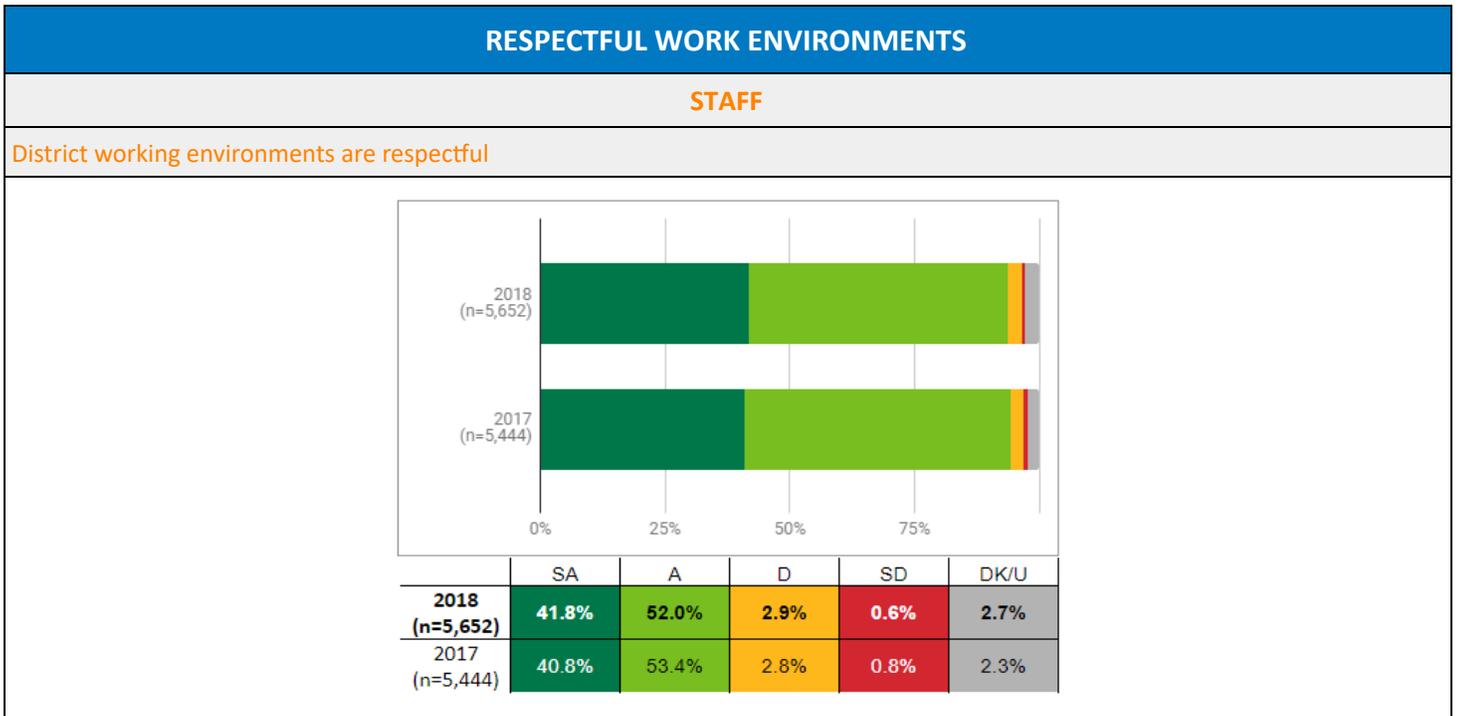


RESPECT FOR DIFFERENCES					
STUDENTS GRADE 3&5			STUDENTS GRADE 8&11		
My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)			My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)		
	SA	A	D	SD	DK/U
2018 (n=13,208)	60.3%	29.6%	3.7%	1.4%	4.9%
2017 (n=12,456)	65.0%	29.0%	4.7%	1.3%	0.0%
FAMILY			COMMUNITY		
My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions)			Our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions)		
	SA	A	D	SD	DK/U
2018 (n=4,313)	53.7%	39.3%	2.4%	1.5%	3.1%
2017 (n=3,873)	51.5%	41.3%	2.6%	1.0%	3.7%
	SA	A	D	SD	DK/U
2018 (n=194)	59.3%	34.5%	2.6%	2.6%	1.0%
2017 (n=429)	45.0%	43.6%	3.0%	3.3%	5.1%



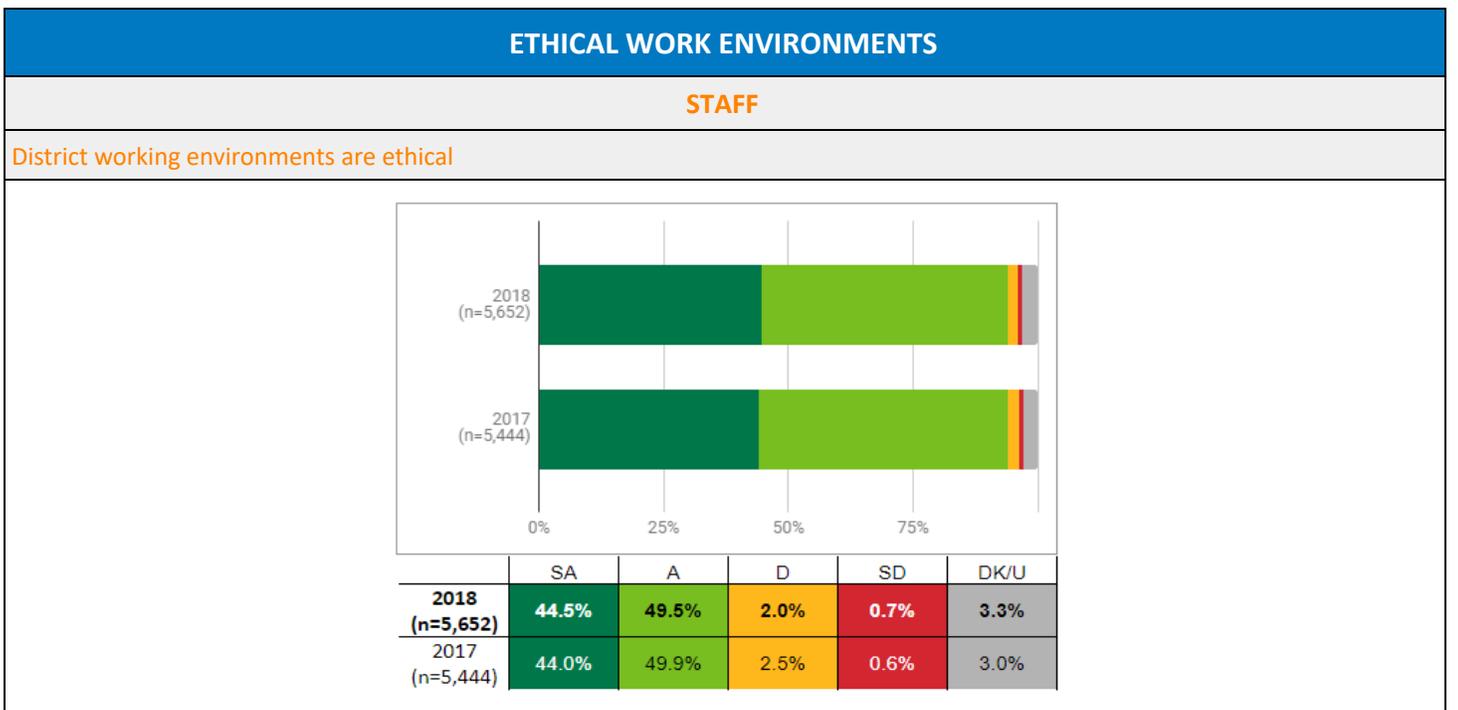


THEME: RESPECTFUL ENVIRONMENTS



PRIORITY 2, GOAL 1 - Theme: Ethical Environments

THEME: ETHICAL ENVIRONMENTS

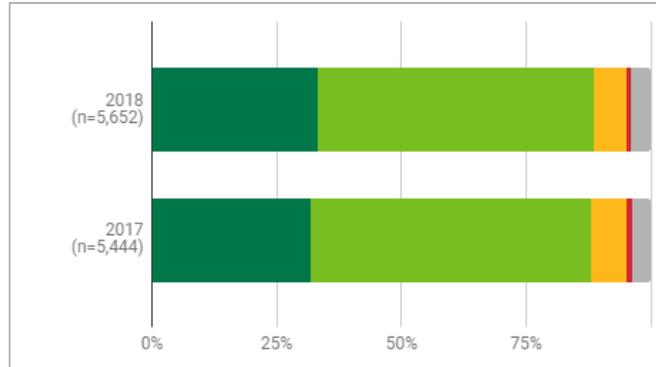


THEME: HEALTHY ENVIRONMENTS

HEALTHY WORK ENVIRONMENTS

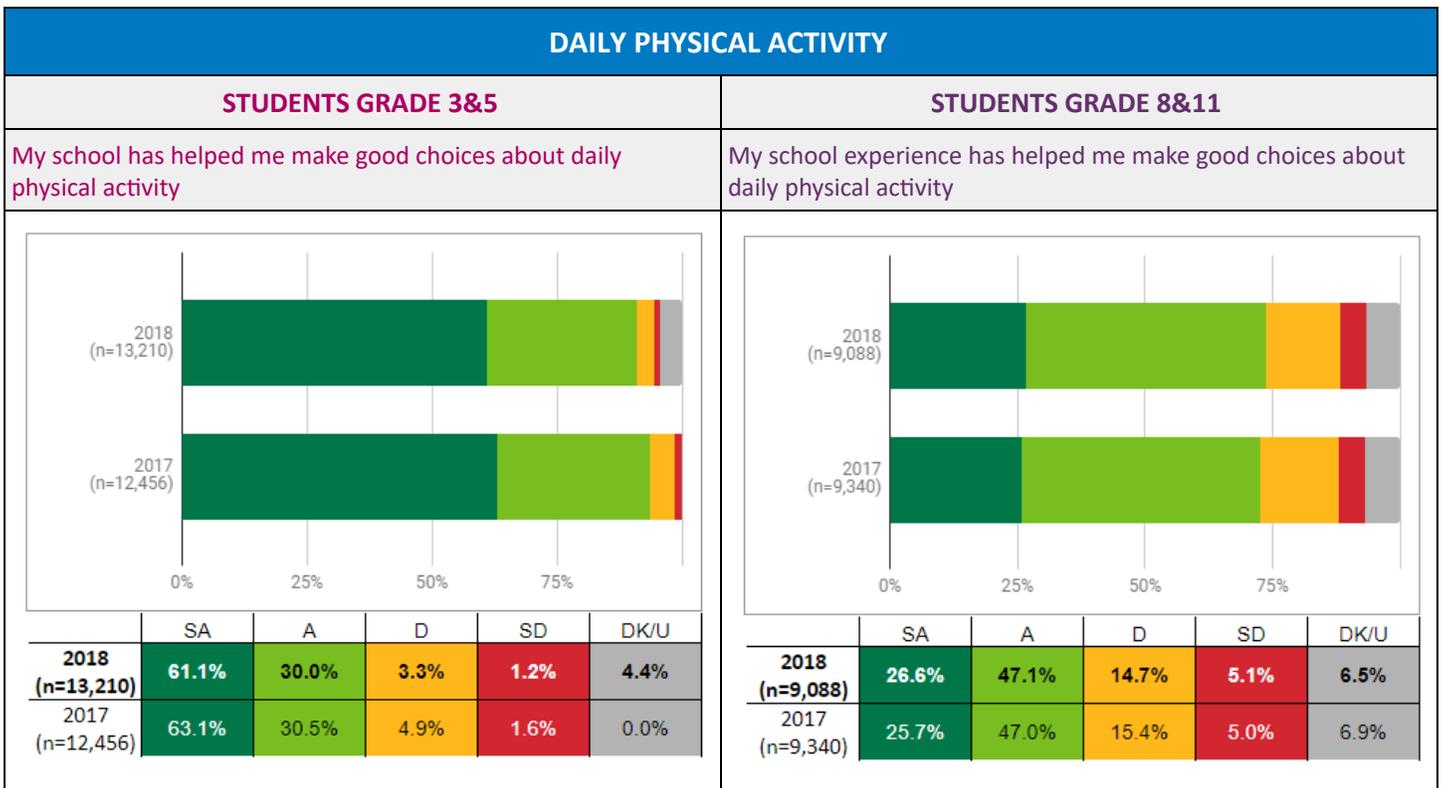
STAFF

District working environments are healthy



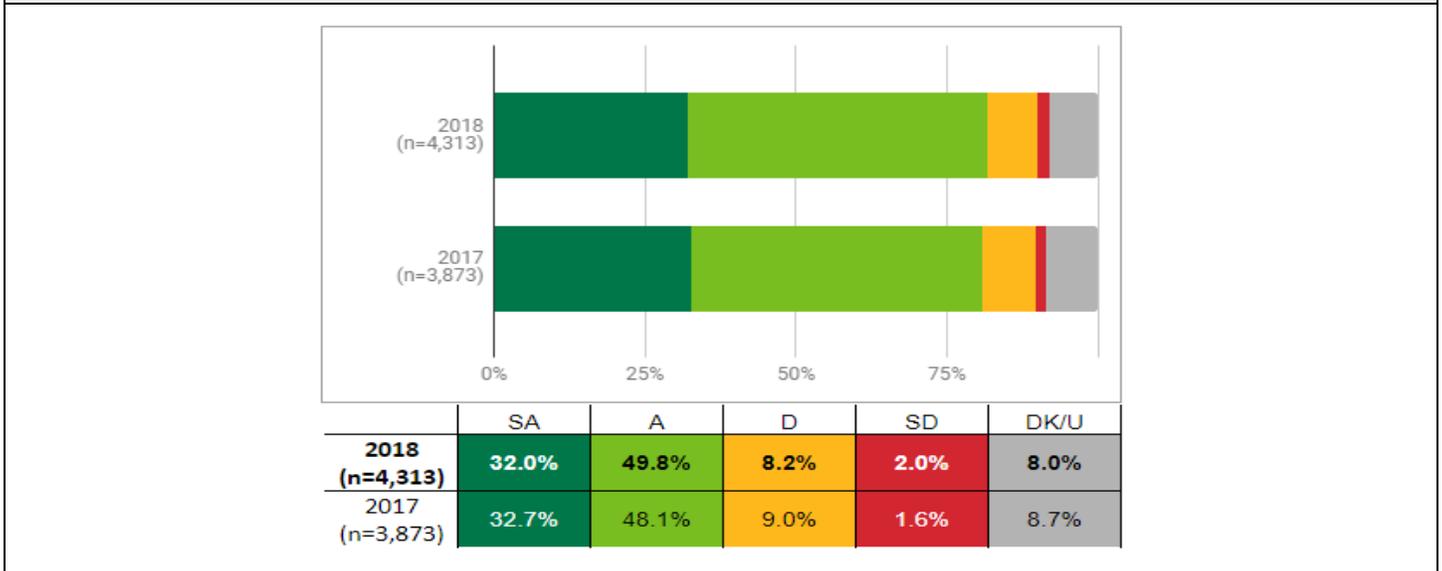
	SA	A	D	SD	DK/U
2018 (n=5,652)	33.3%	55.3%	6.6%	0.9%	4.0%
2017 (n=5,444)	31.7%	56.4%	7.0%	1.2%	3.7%

THEME: HEALTH AND WELL-BEING



FAMILY

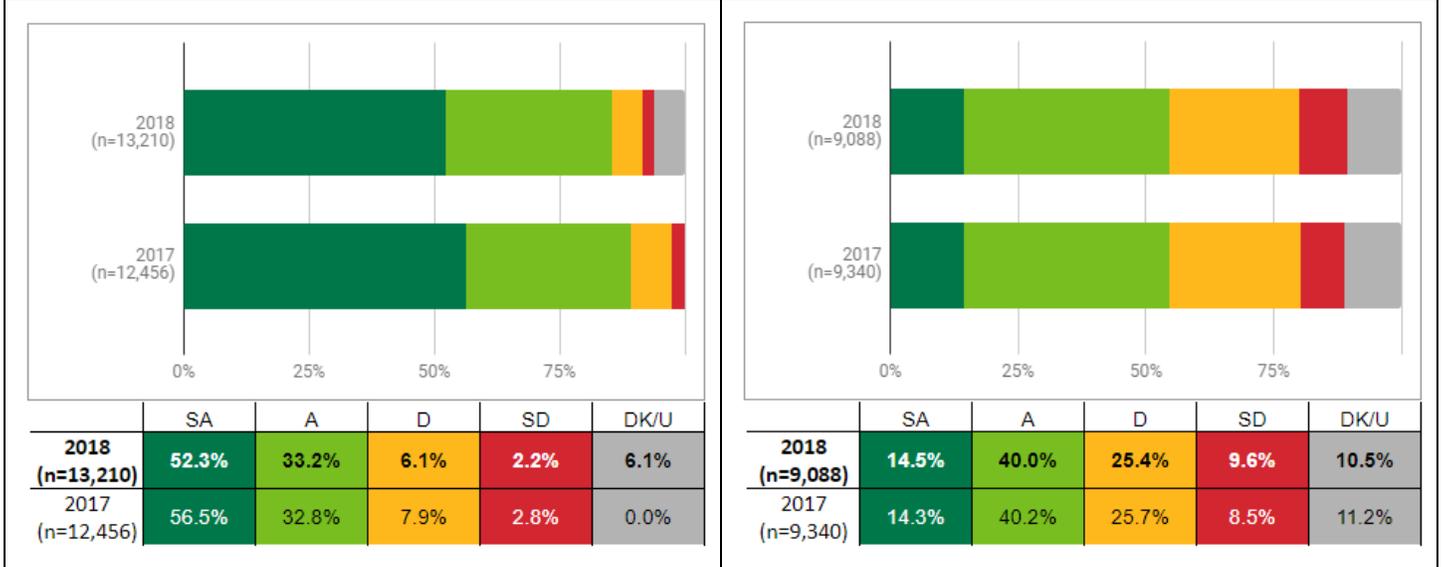
School has helped my child make good choices about daily physical activity



HEALTHY EATING

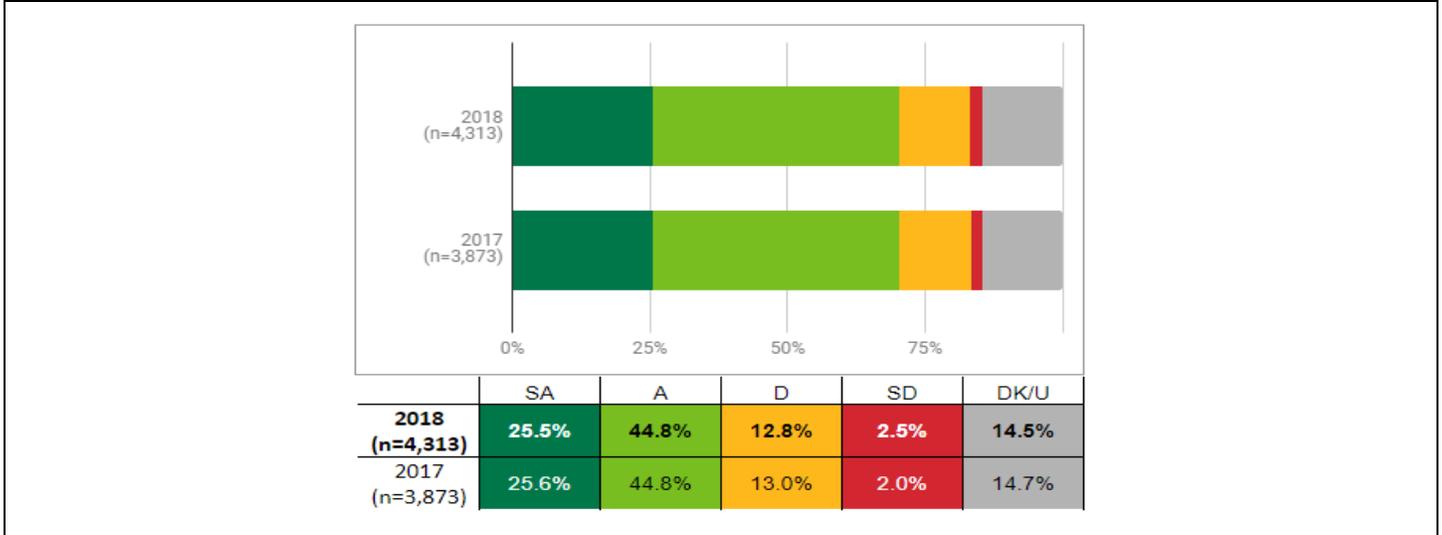
STUDENTS GRADE 3&5	STUDENTS GRADE 8&11
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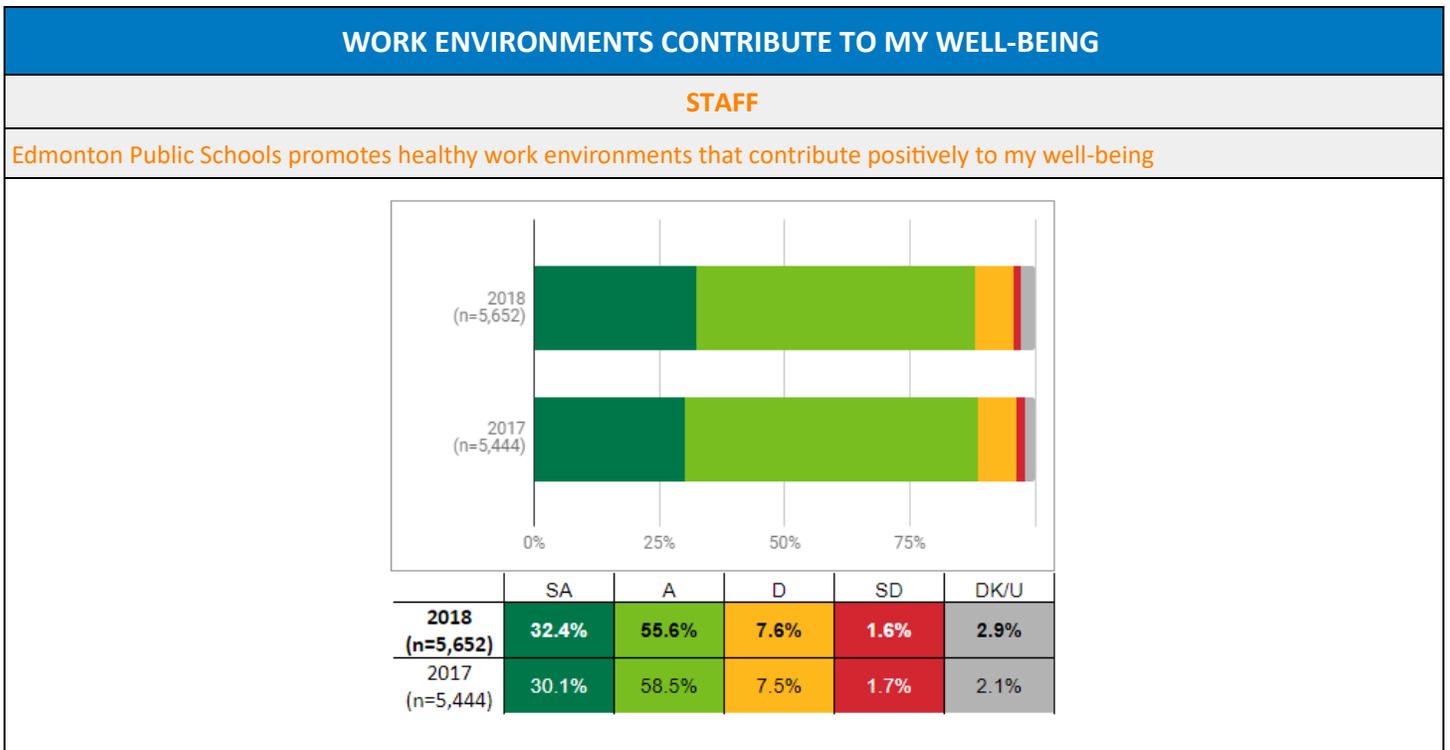
My school has helped me make good choices about healthy eating	My school experience has helped me make good choices about healthy eating
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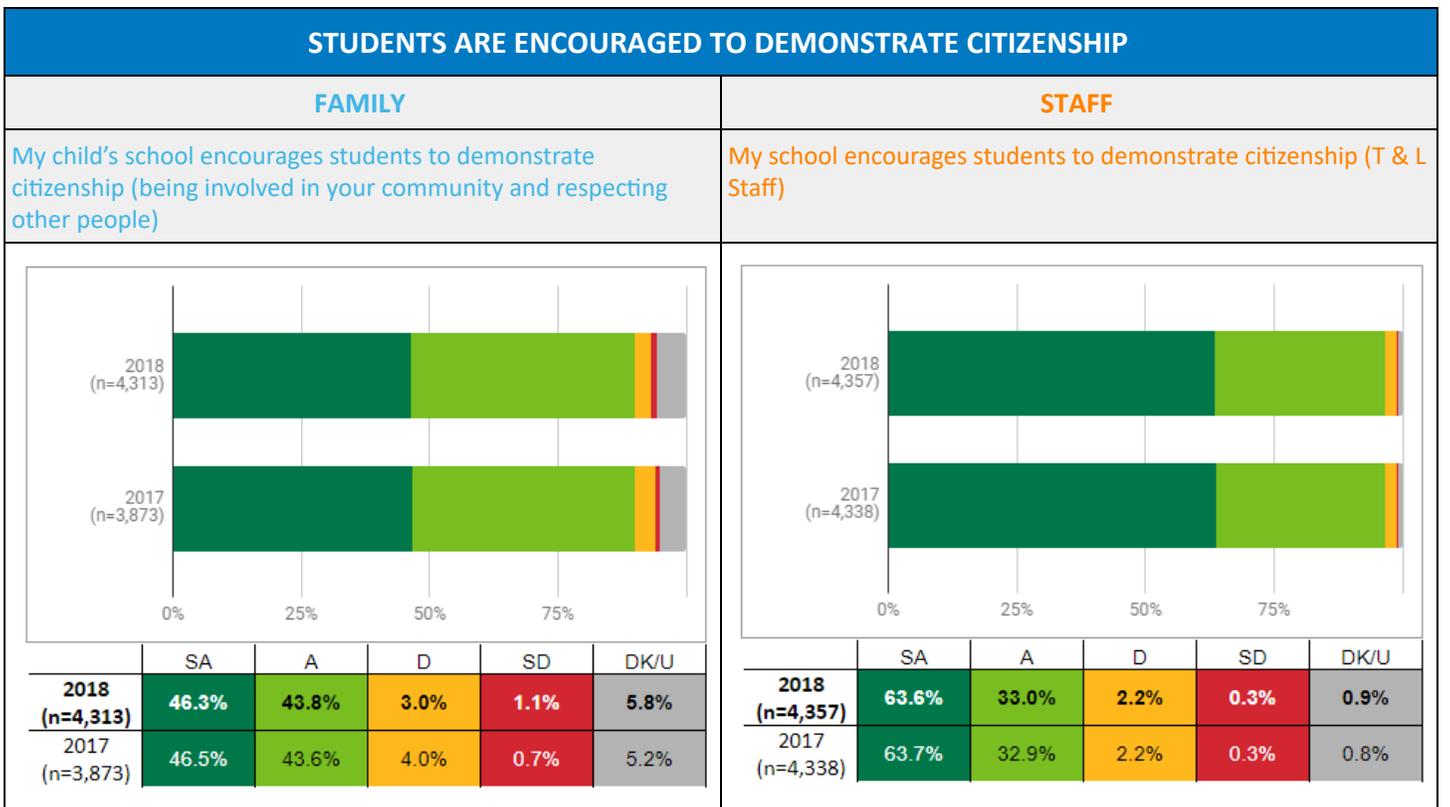
FAMILY

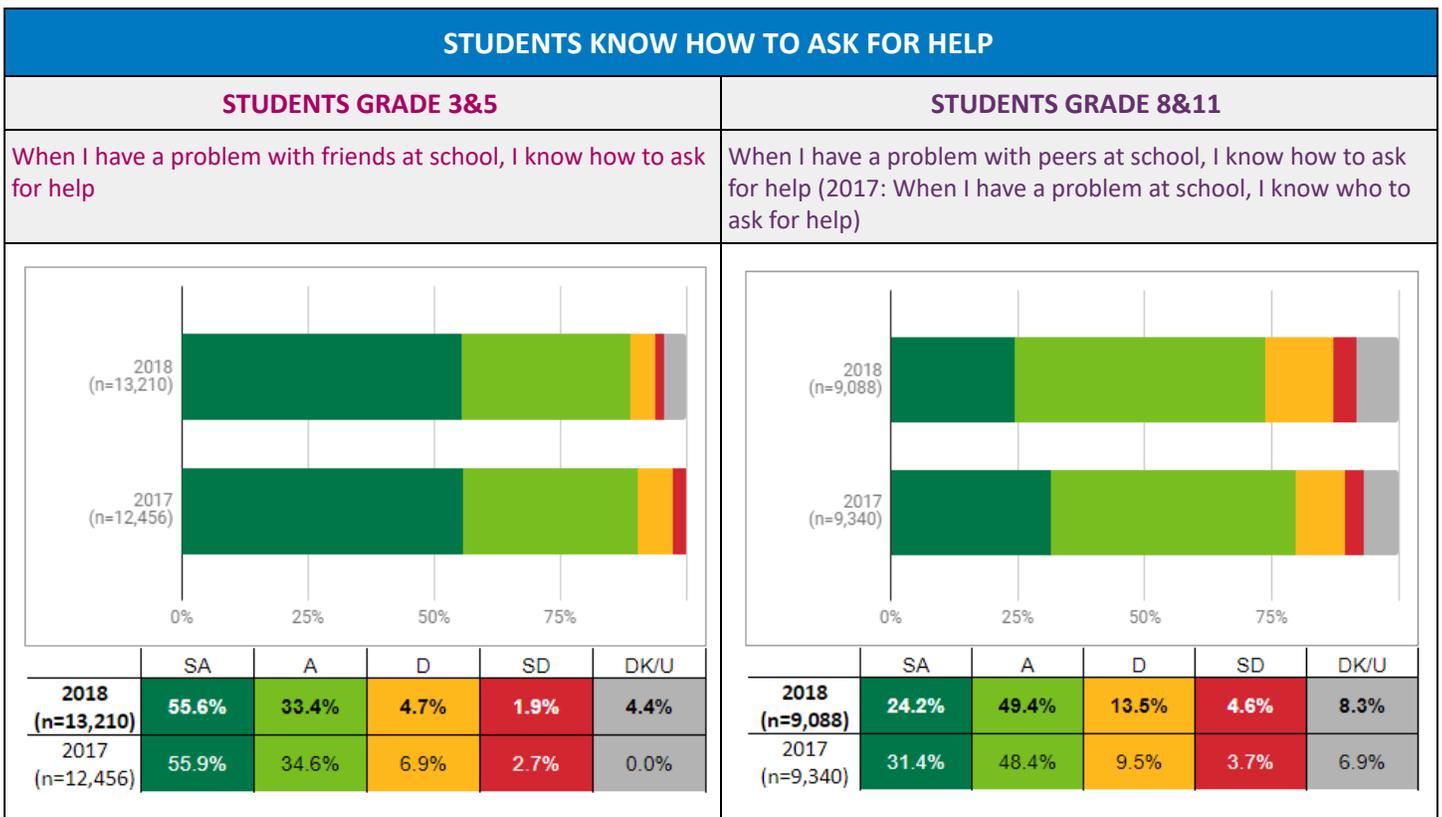
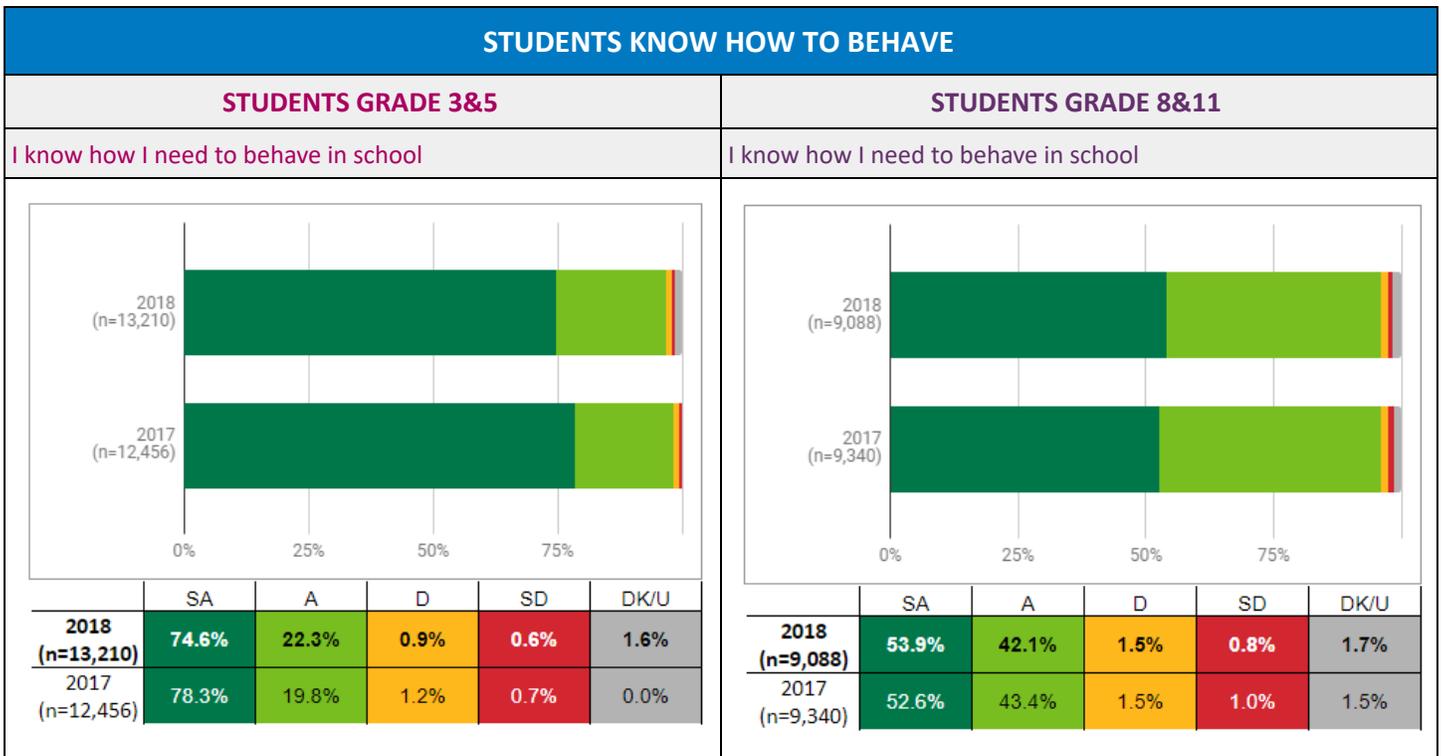
School has helped my child make good choices about healthy eating

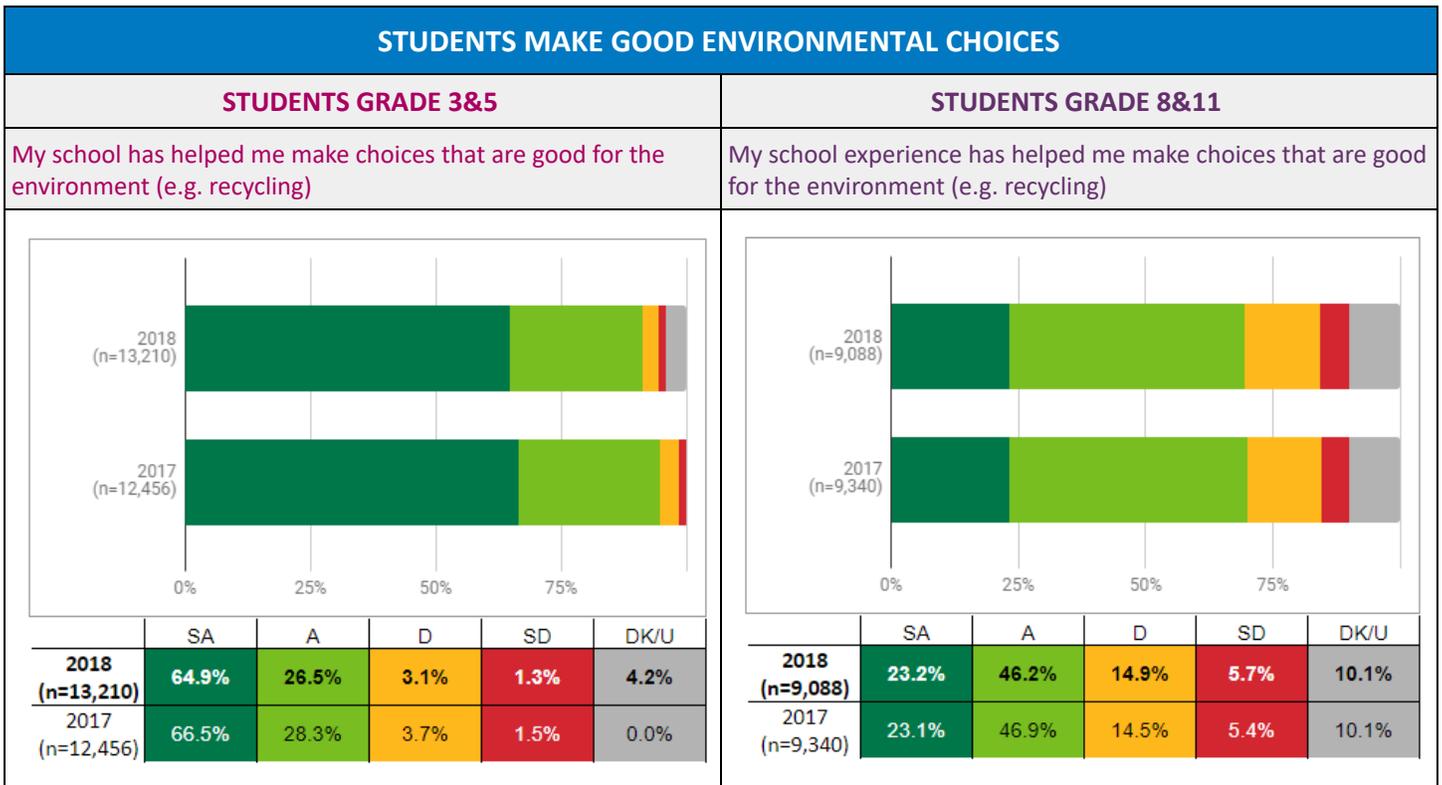
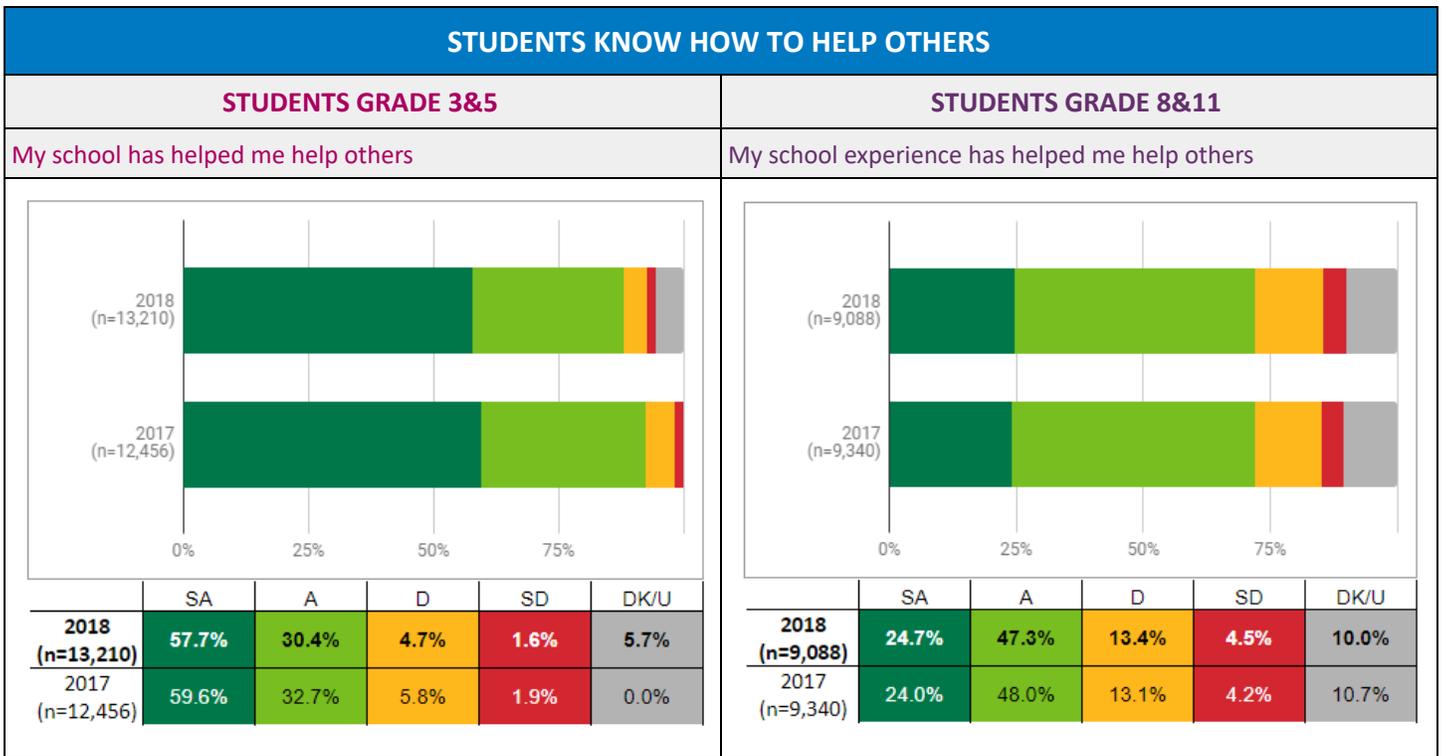




THEME: CITIZENSHIP AND LEADERSHIP







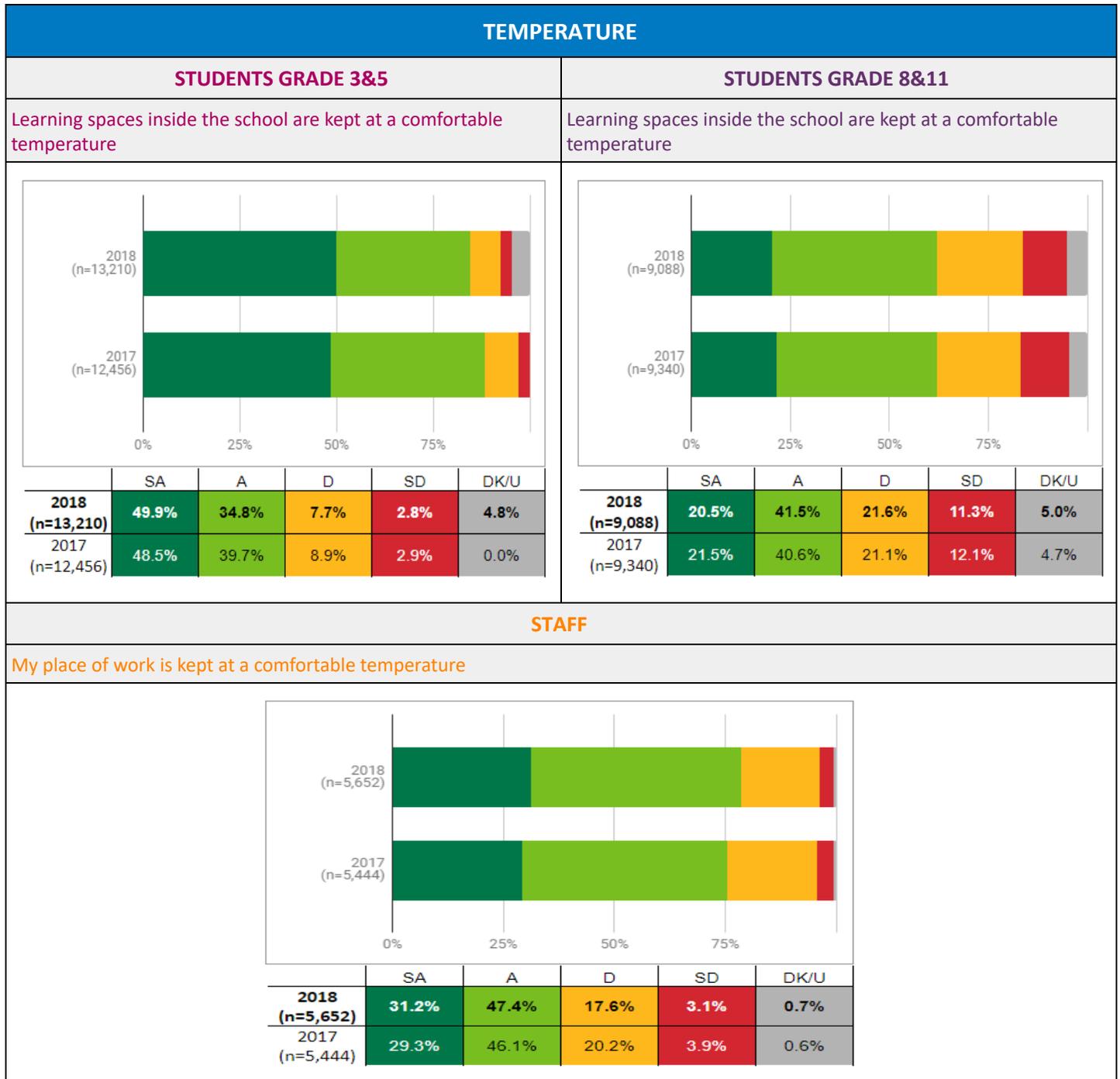
STUDENTS HAVE CHANCES TO BE A LEADER AT SCHOOL					
STUDENTS GRADE 3&5			STUDENTS GRADE 8&11		
I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council)			I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council)		
	SA	A	D	SD	DK/U
2018 (n=13,210)	46.6%	33.8%	7.7%	3.7%	8.2%
2017 (n=12,456)	50.2%	33.4%	10.9%	5.5%	0.0%
	SA	A	D	SD	DK/U
2018 (n=9,088)	27.7%	47.9%	12.4%	4.0%	7.9%
2017 (n=9,340)	26.9%	47.1%	12.5%	4.5%	9.1%
FAMILY			STAFF		
My child's school encourages students to demonstrate leadership			My school encourages students to demonstrate leadership (T & L Staff)		
	SA	A	D	SD	DK/U
2018 (n=4,313)	42.9%	43.1%	5.2%	1.2%	7.5%
2017 (n=3,873)	43.5%	43.0%	4.9%	0.9%	7.8%
	SA	A	D	SD	DK/U
2018 (n=4,357)	64.0%	32.2%	2.5%	0.4%	0.9%
2017 (n=4,338)	64.1%	32.4%	2.3%	0.4%	0.8%

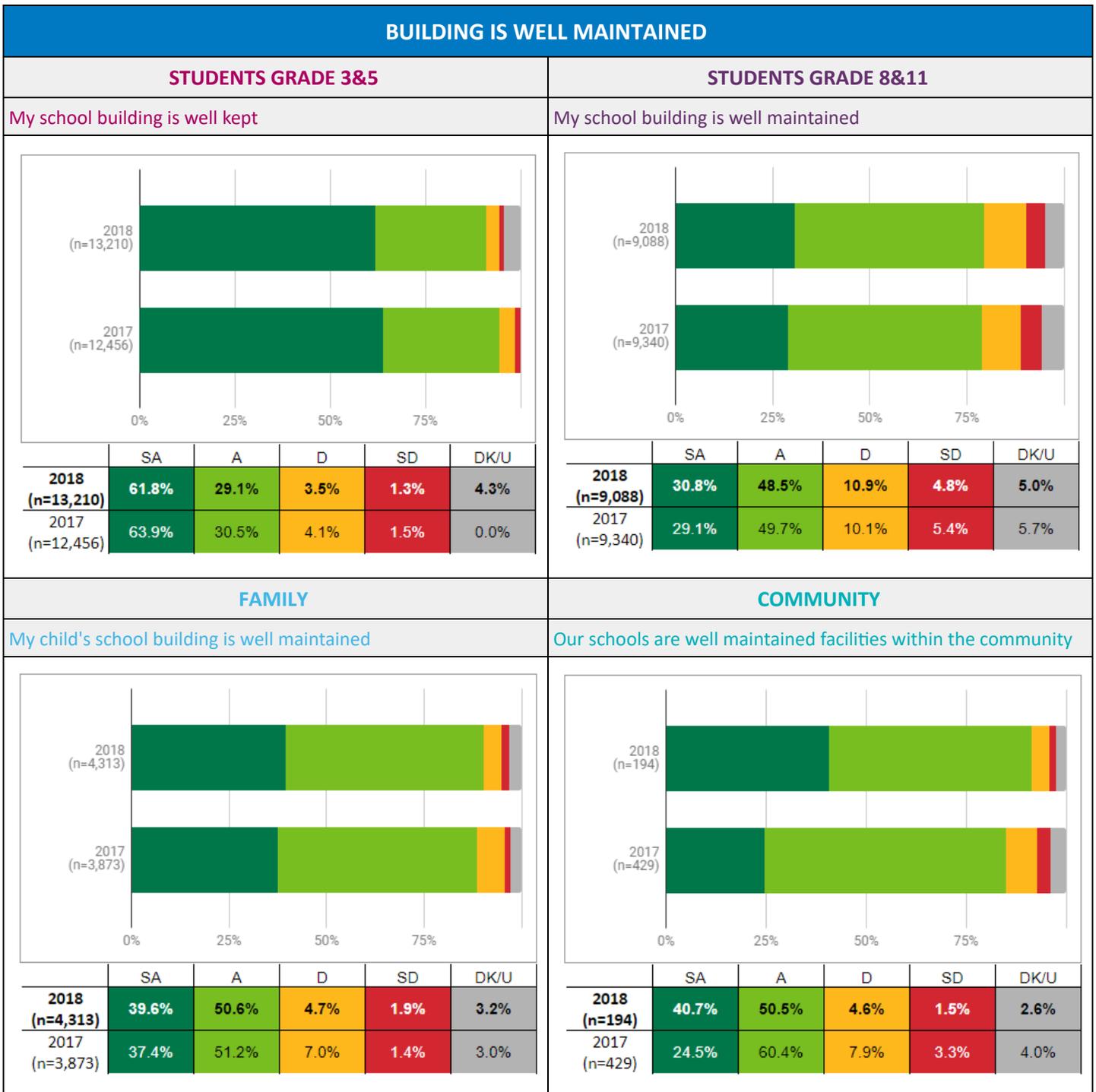
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL TWO: Quality infrastructure for all

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

THEME: LEARNING AND WORKING SPACES

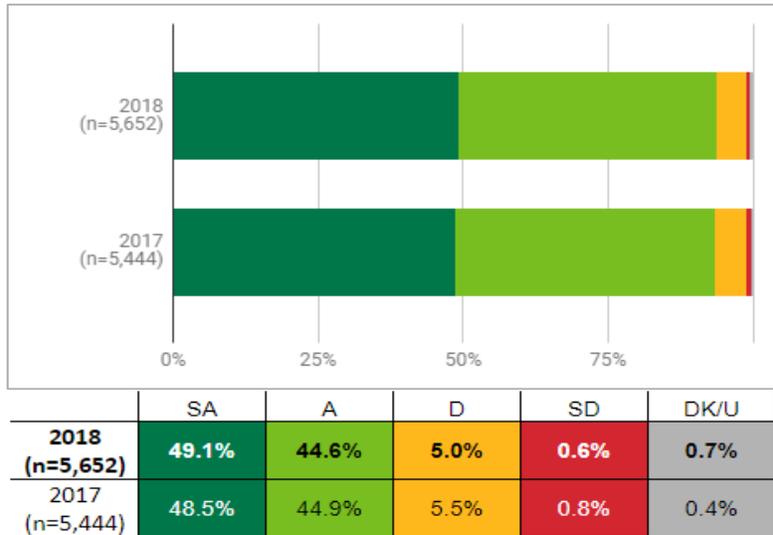




BUILDING IS WELL MAINTAINED

STAFF

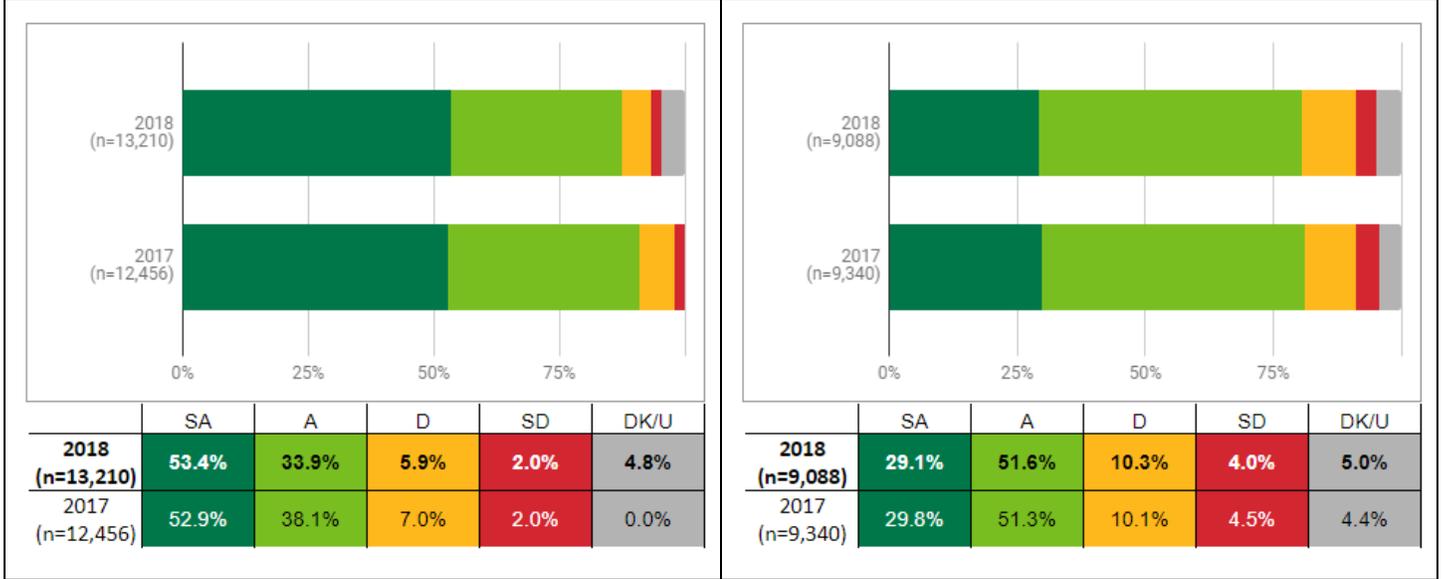
My place of work is well maintained



CLEANLINESS

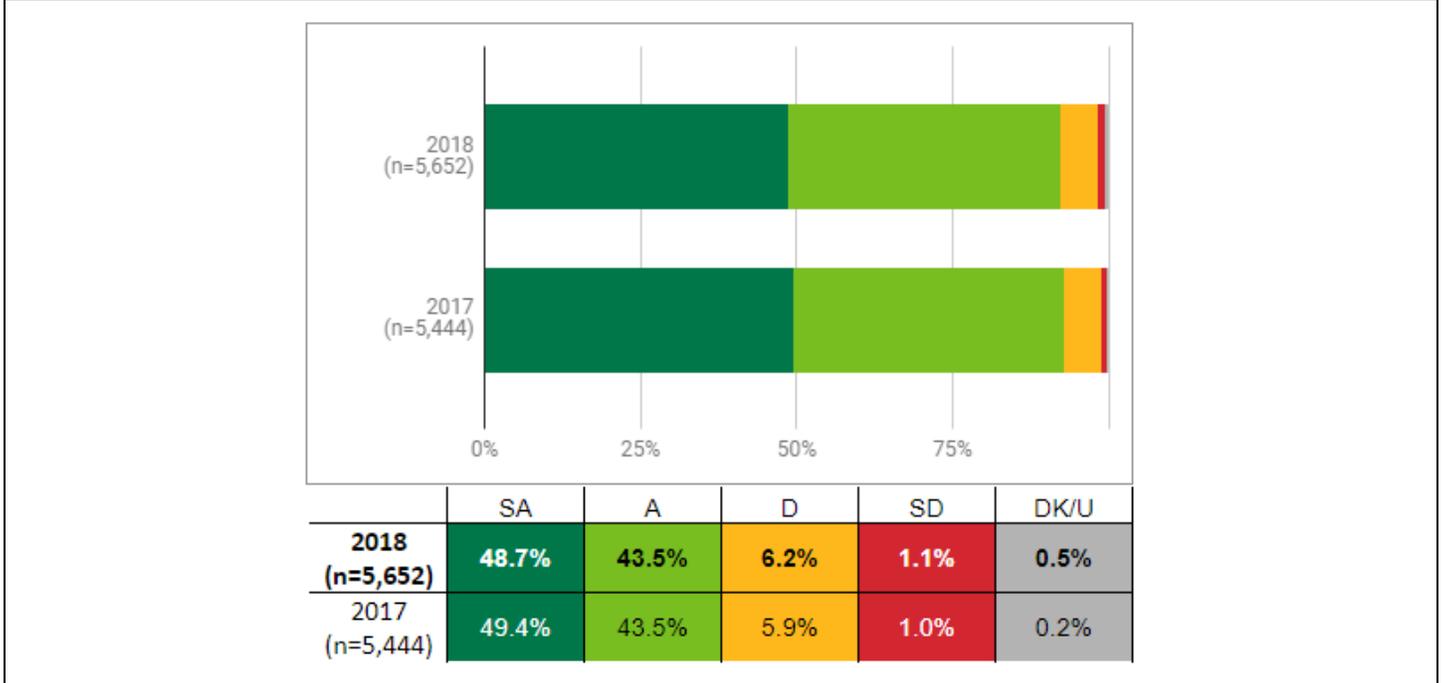
STUDENTS GRADE 3&5	STUDENTS GRADE 8&11
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Learning spaces inside the school are kept clean	Learning spaces inside the school are kept clean
--	--

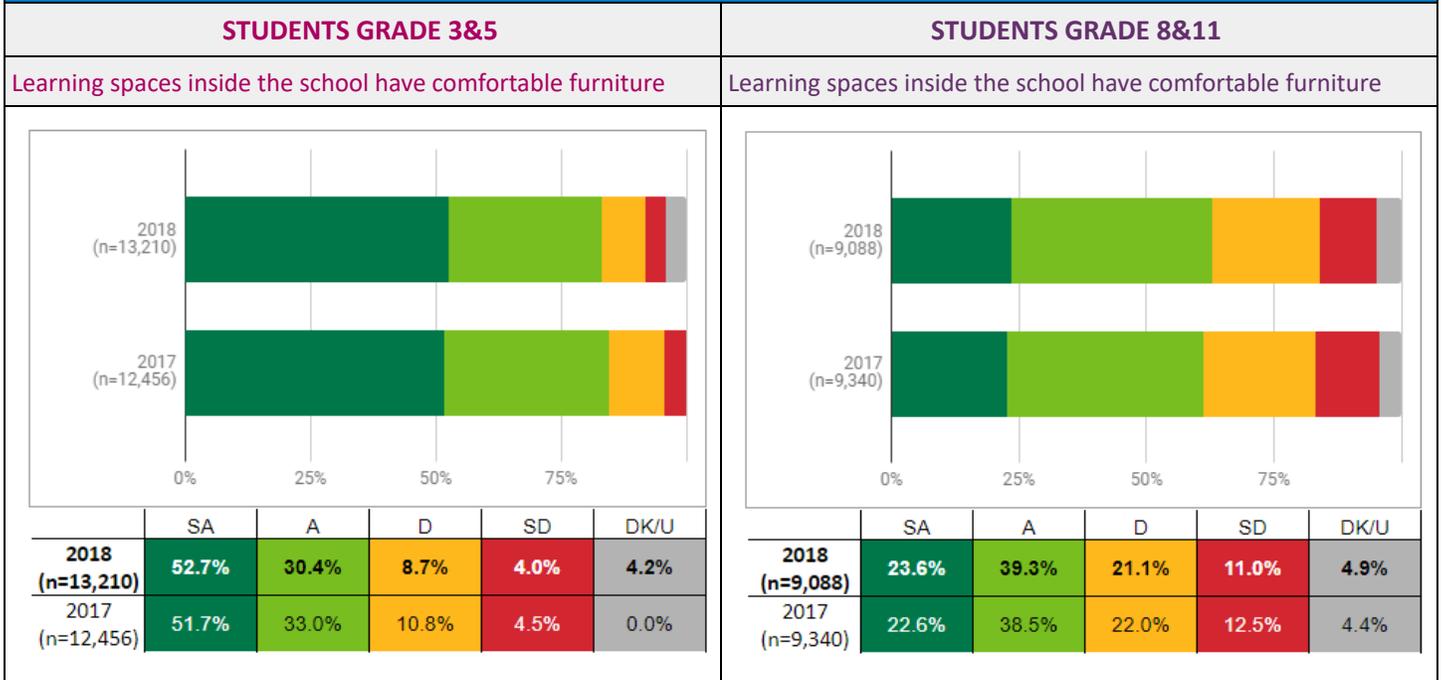


STAFF

My place of work is kept clean

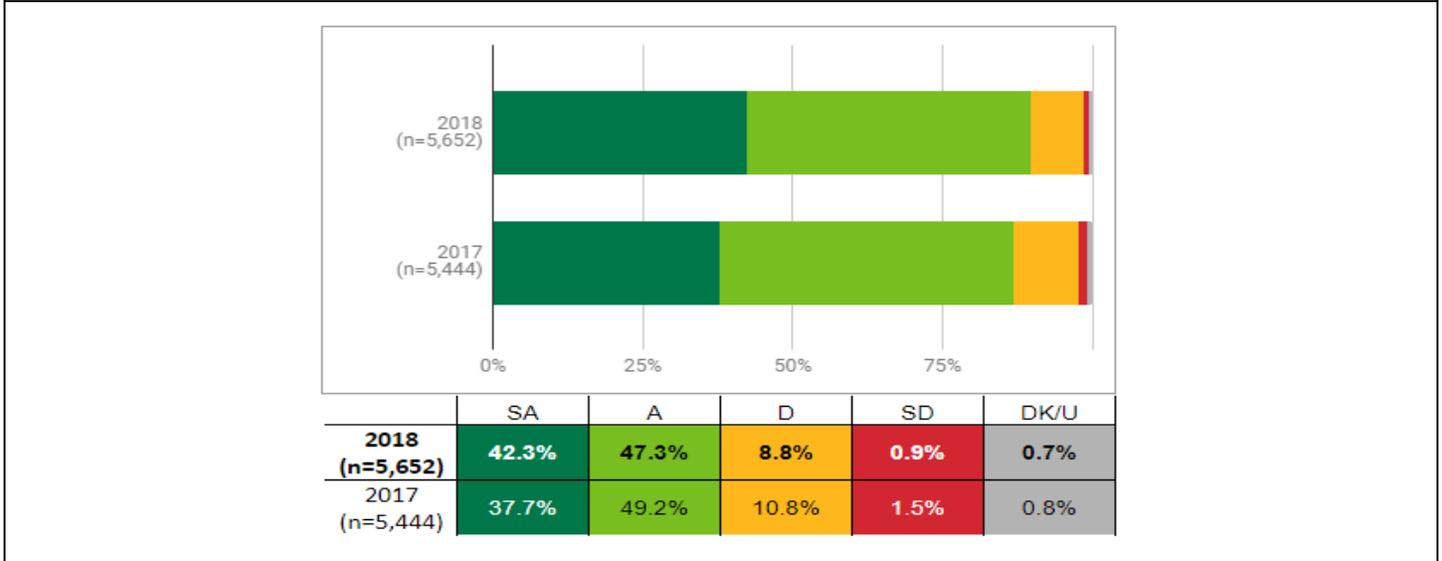


COMFORTABLE FURNITURE



STAFF

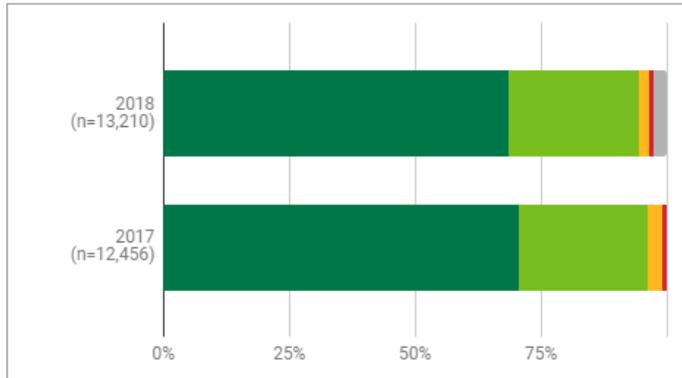
My place of work has comfortable furniture



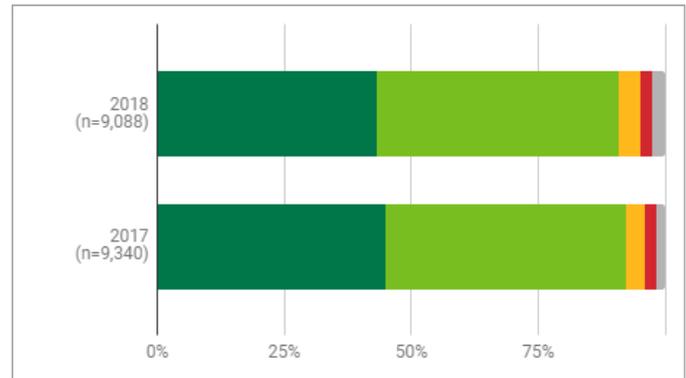
ADEQUATE LIGHTING

STUDENTS GRADE 3&5	STUDENTS GRADE 8&11
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Learning spaces inside the school have enough light for me to do my work	Learning spaces inside the school have enough light for me to do my work
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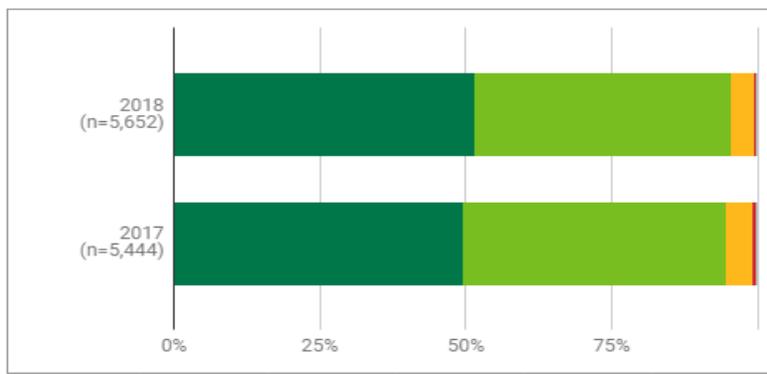
	SA	A	D	SD	DK/U
2018 (n=13,210)	68.6%	25.9%	2.0%	0.8%	2.6%
2017 (n=12,456)	70.6%	25.7%	2.8%	1.0%	0.0%



	SA	A	D	SD	DK/U
2018 (n=9,088)	43.2%	47.6%	4.5%	2.1%	2.6%
2017 (n=9,340)	44.8%	47.5%	3.9%	2.2%	1.7%

STAFF

My place of work has adequate lighting

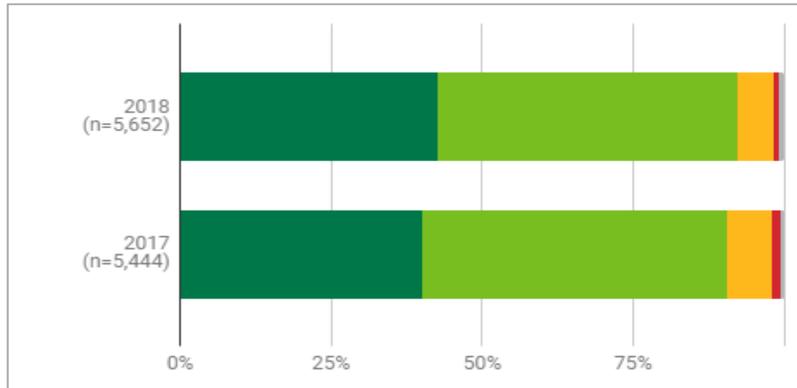


	SA	A	D	SD	DK/U
2018 (n=5,652)	51.6%	43.8%	3.9%	0.5%	0.3%
2017 (n=5,444)	49.5%	45.1%	4.4%	0.8%	0.2%

FREE OF CLUTTER

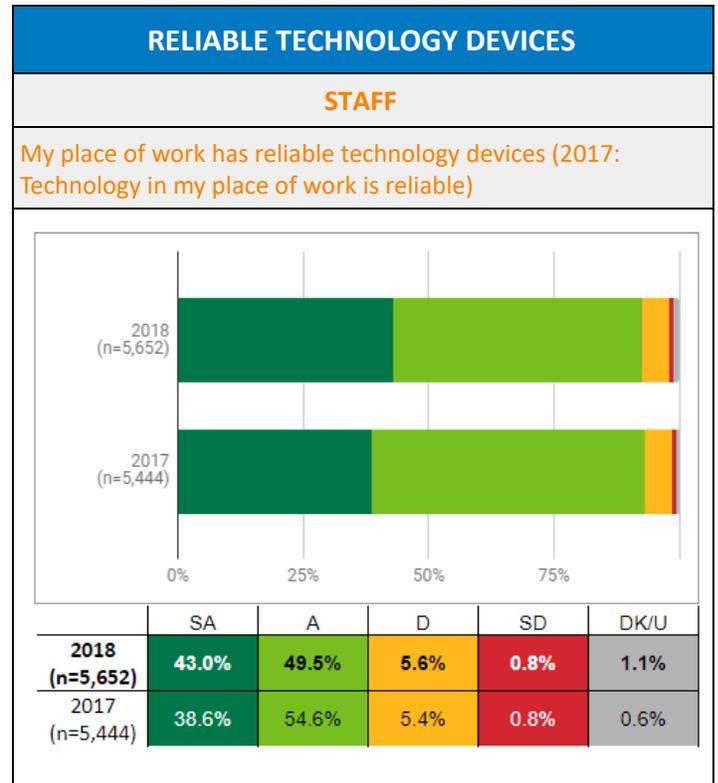
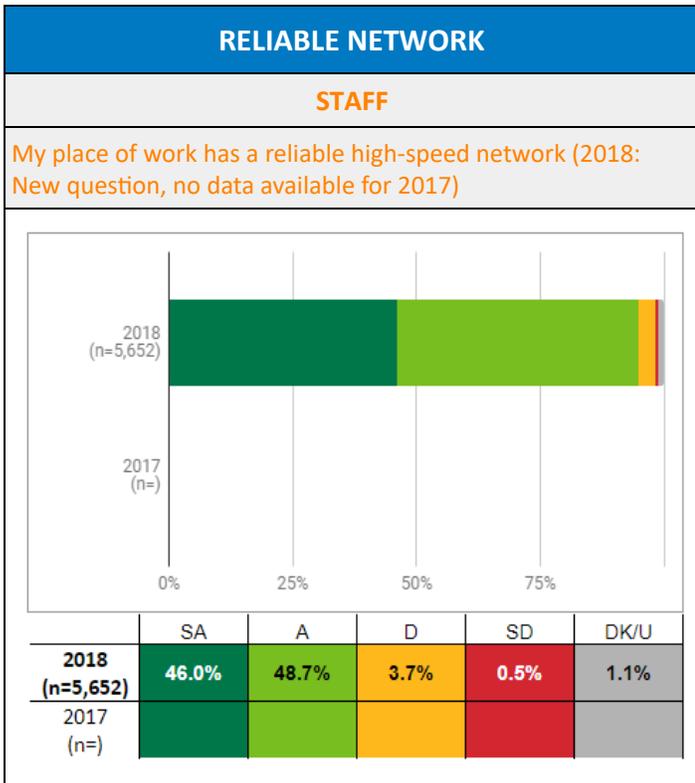
STAFF

My place of work is free of clutter



	SA	A	D	SD	DK/U
2018 (n=5,652)	42.8%	49.6%	6.0%	0.9%	0.8%
2017 (n=5,444)	40.0%	50.5%	7.5%	1.3%	0.7%

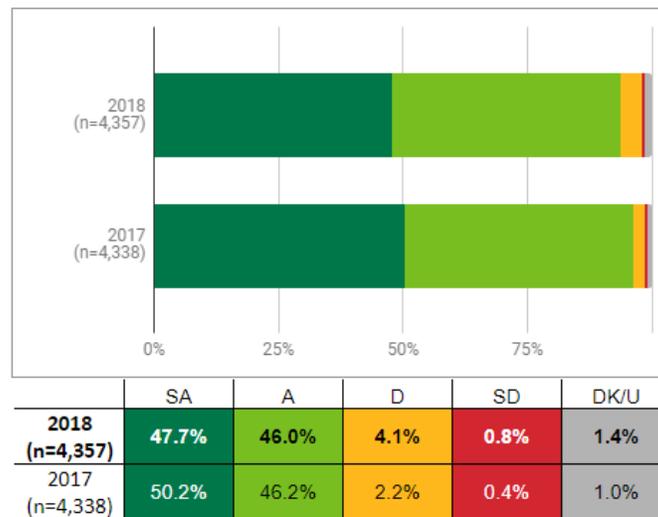
THEME: ACCESS TO TECHNOLOGY



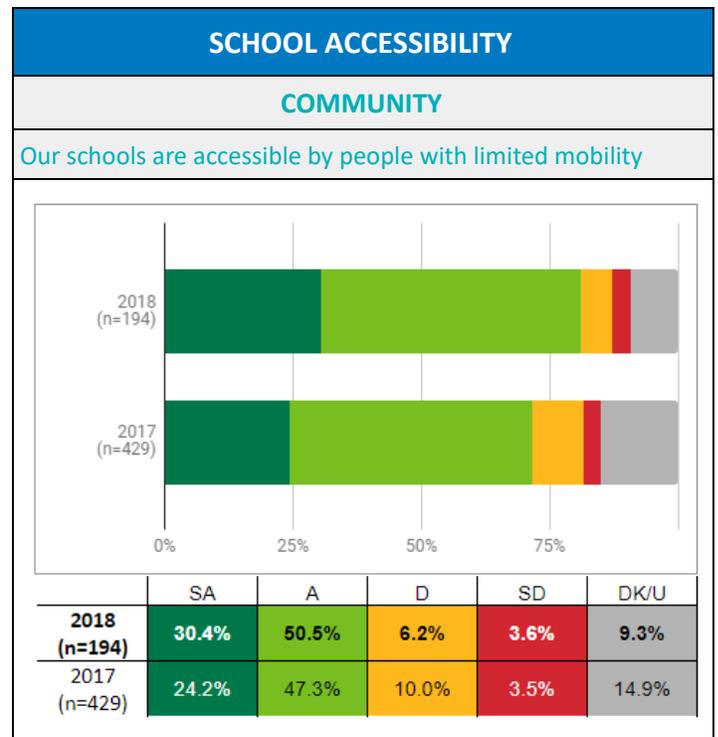
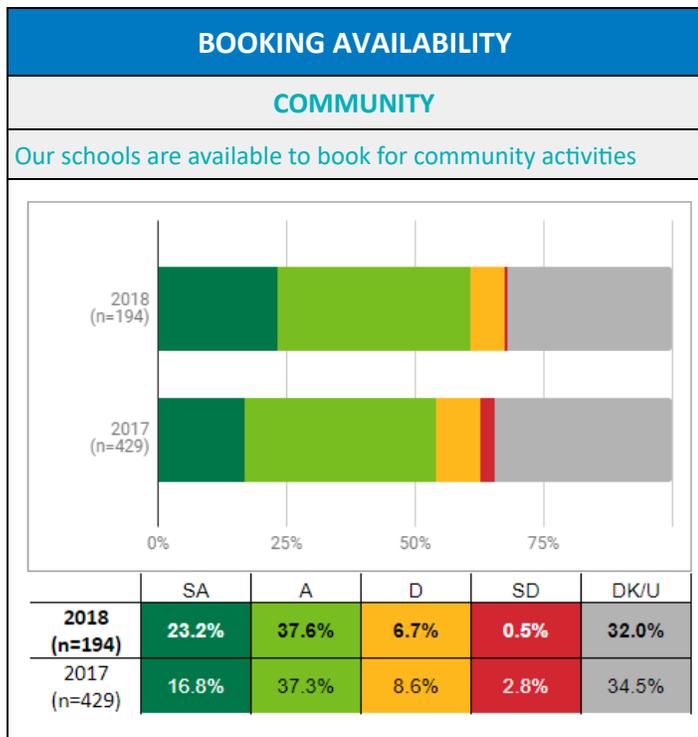
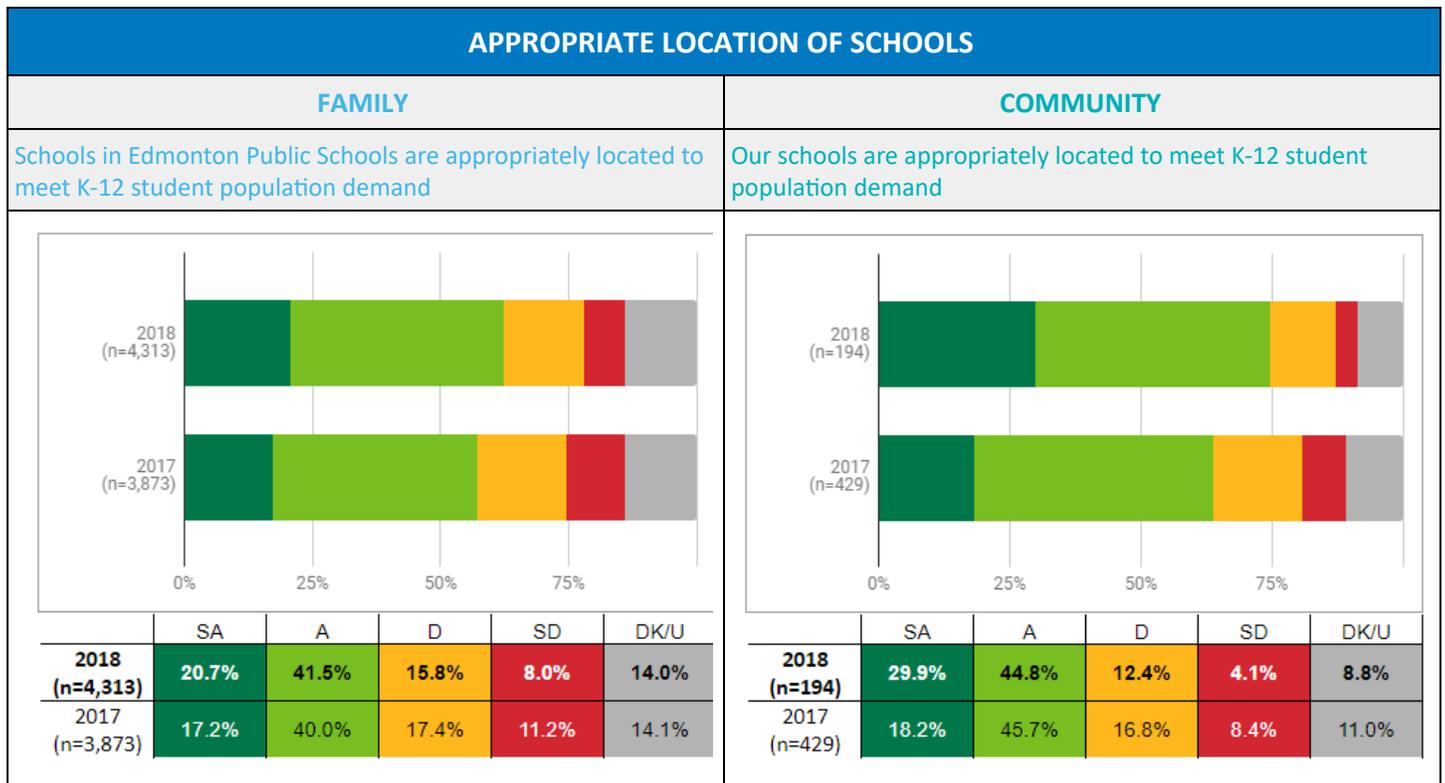
TECHNOLOGY TO SUPPORT STUDENT SUCCESS

STAFF

My school has access to appropriate technology and digital learning environments to support teaching and learning (T & L Staff) (2017: My school has access to technology to support teaching and learning)



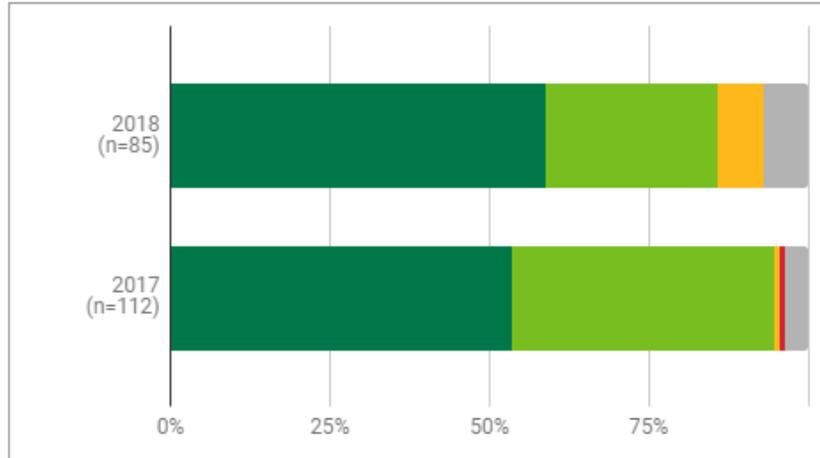
THEME: COMMUNITY ACCESS



REQUIRED SPACE FOR PARTNERS

COMMUNITY

My organization has access to the school space required to support the services and programs we offer (CEOs and Organization Members)



	SA	A	D	SD	DK/U
2018 (n=85)	58.8%	27.1%	7.1%	0.0%	7.1%
2017 (n=112)	53.6%	41.1%	0.9%	0.9%	3.6%

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

GOAL THREE: Building capacity through a culture of collaboration and distributed leadership

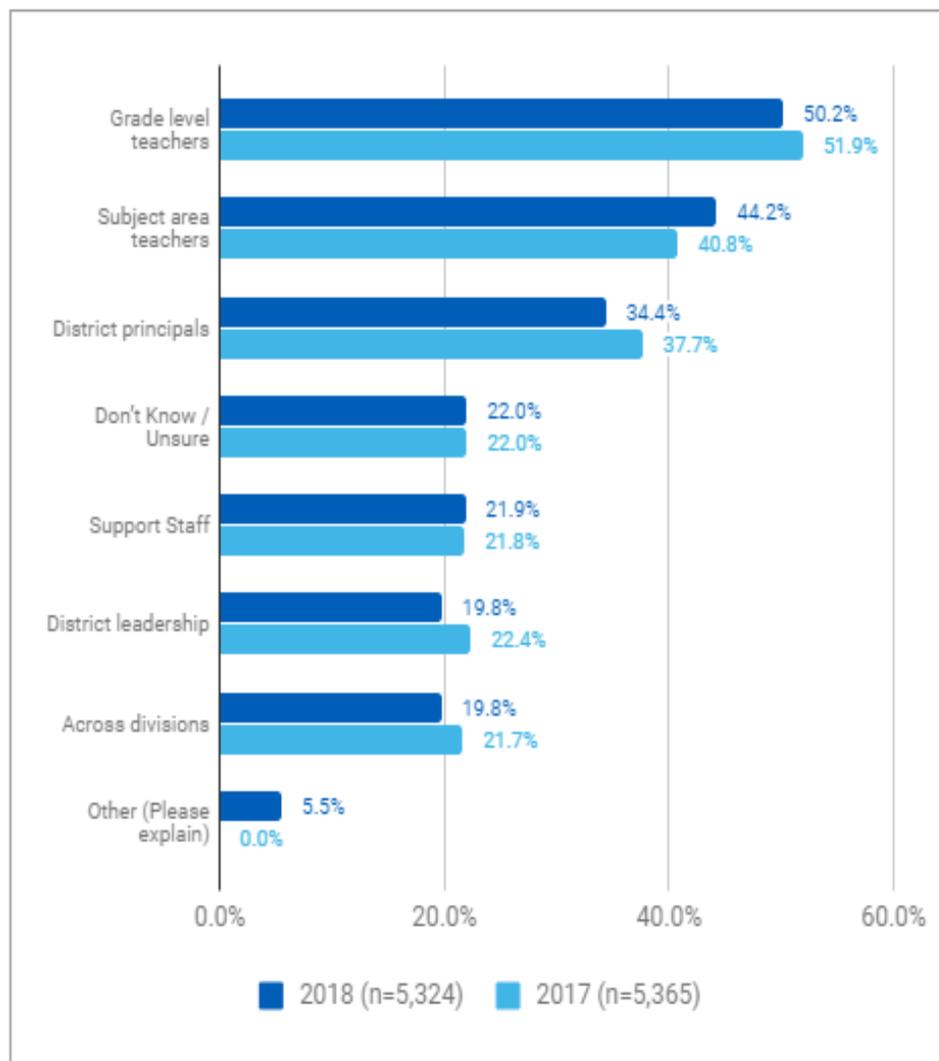
OUTCOME: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

THEME: CATCHMENT WORK

***CATCHMENT WORK HAS IMPROVED COLLABORATION**

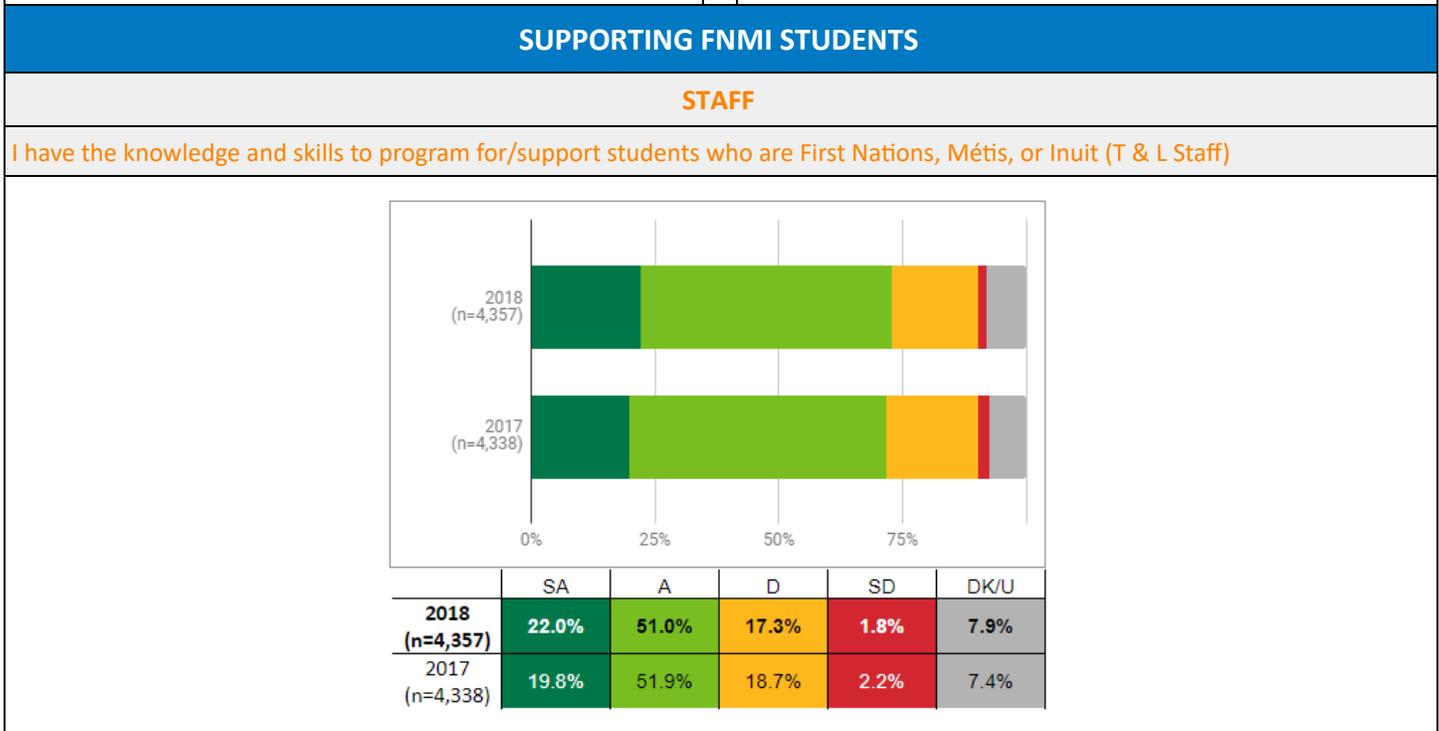
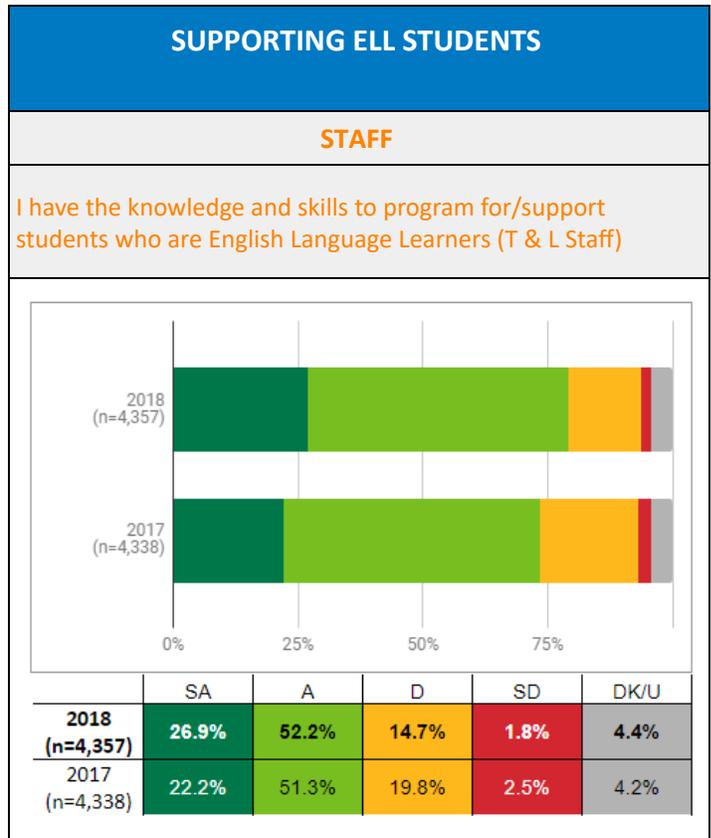
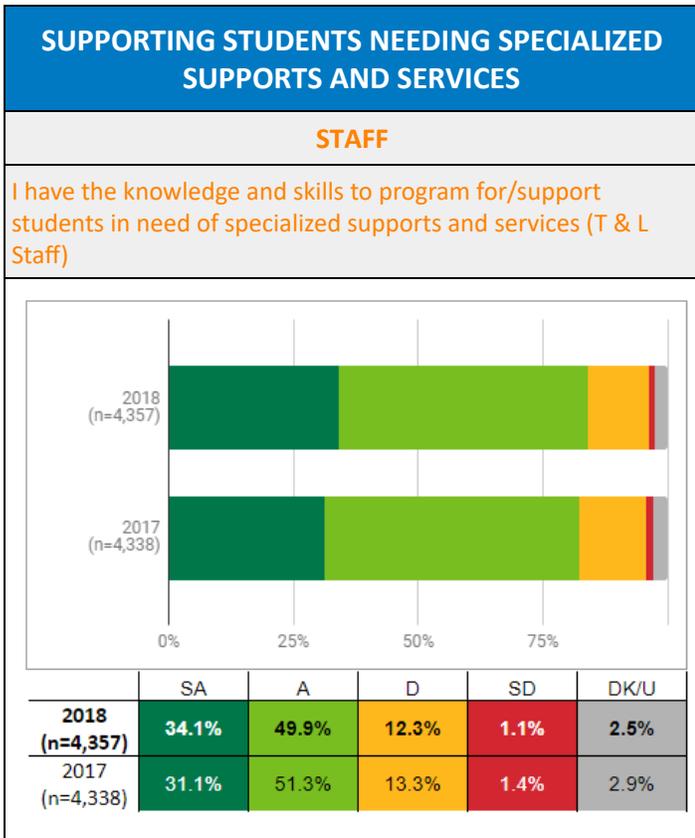
STAFF

Based on your experience, catchment work has improved collaboration among: (Select all that apply) (Excluding Custodial, Maintenance, Supply) (Excluding Custodial only in 2017)

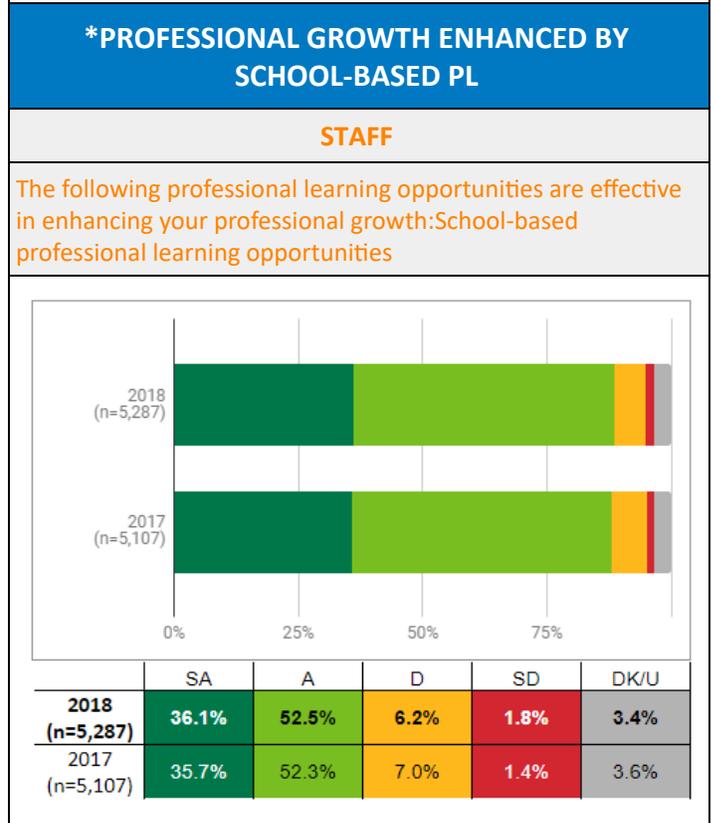
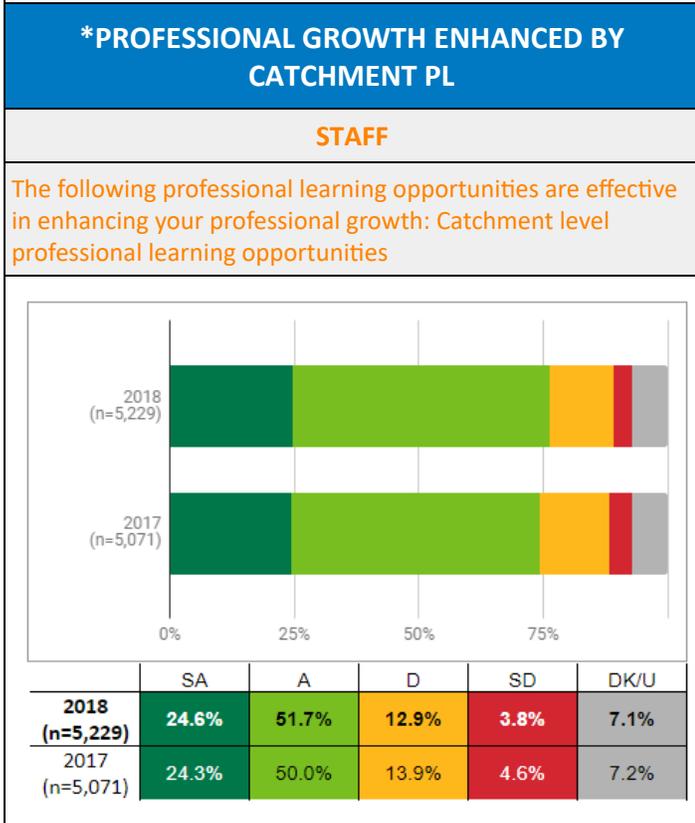
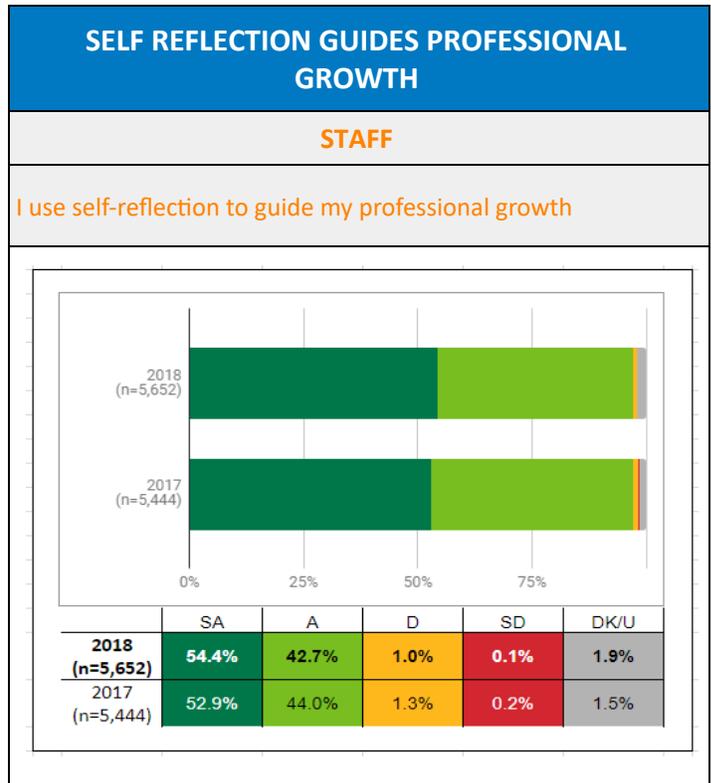
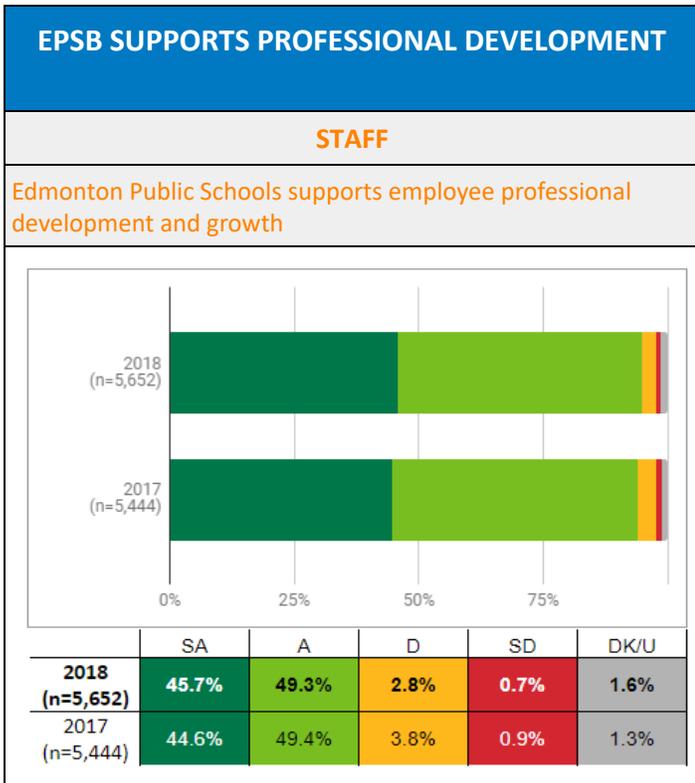


*MULTIPLE RESPONSE - one or more options selected per response

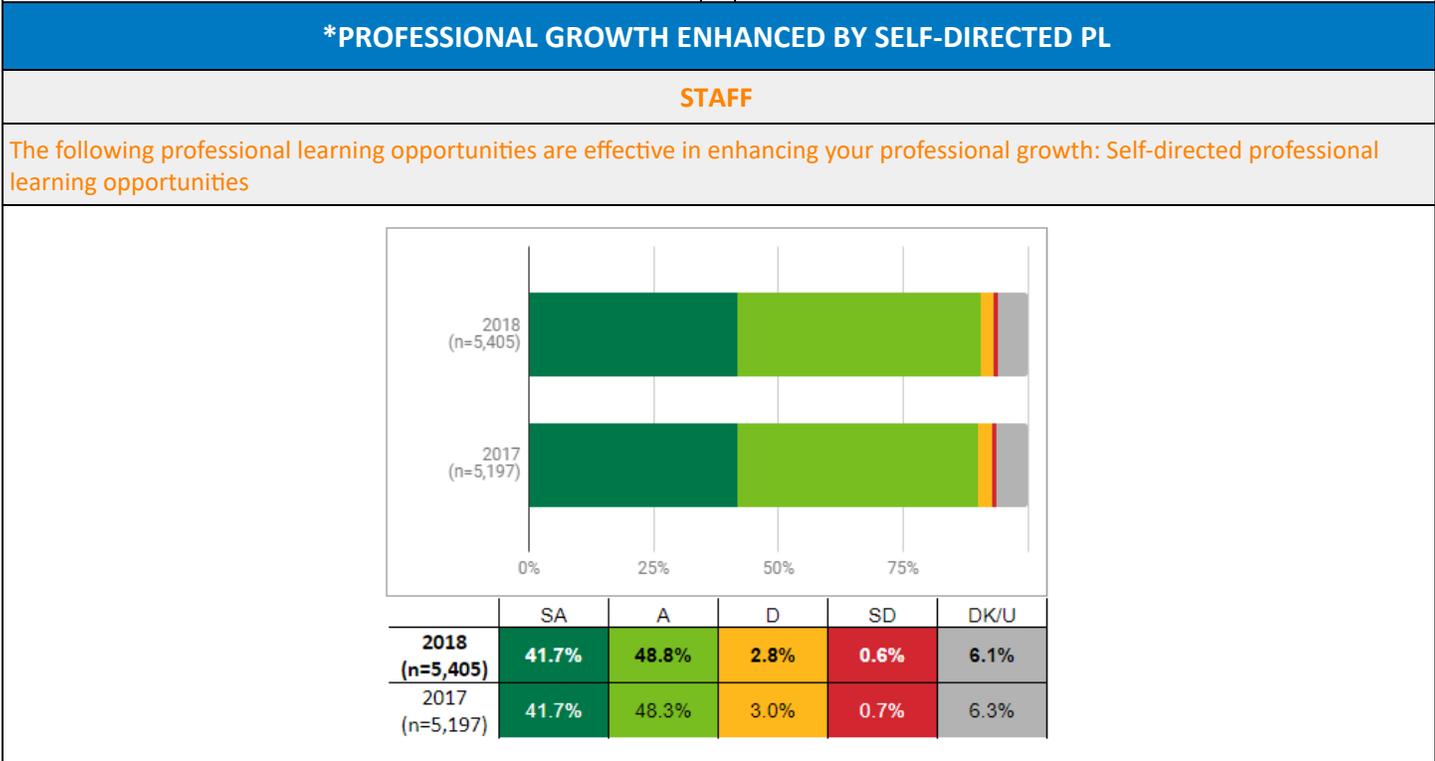
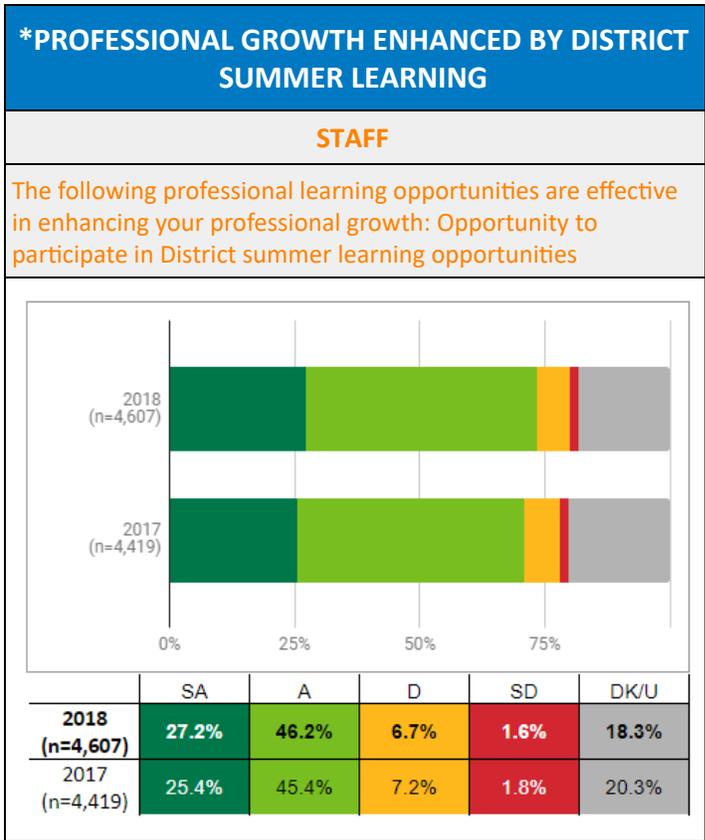
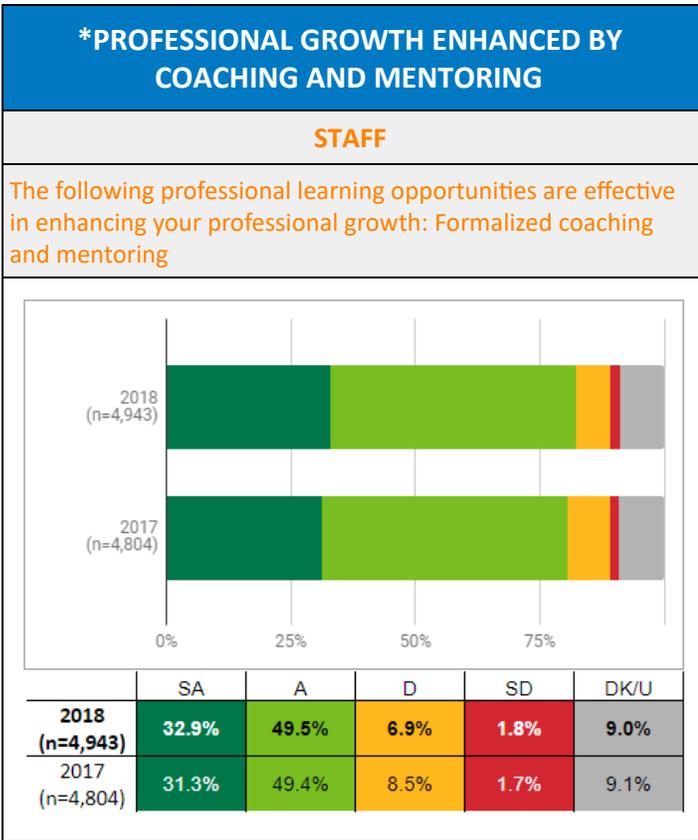
THEME: BUILDING CAPACITY



THEME: PROFESSIONAL DEVELOPMENT AND GROWTH

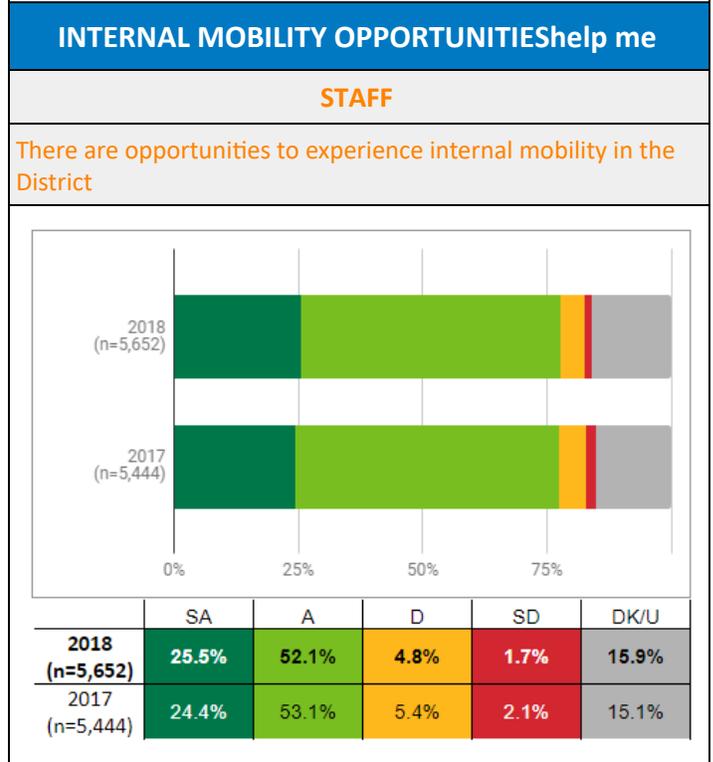
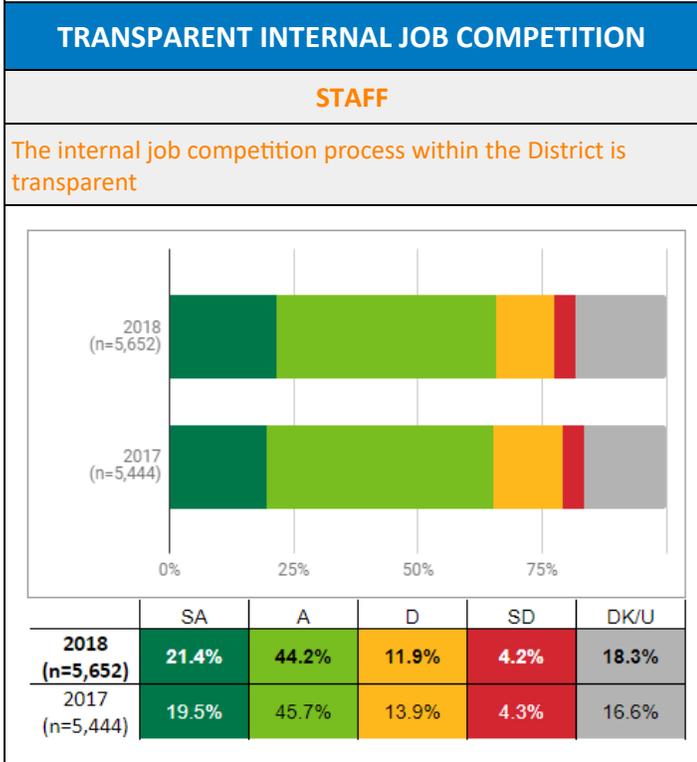
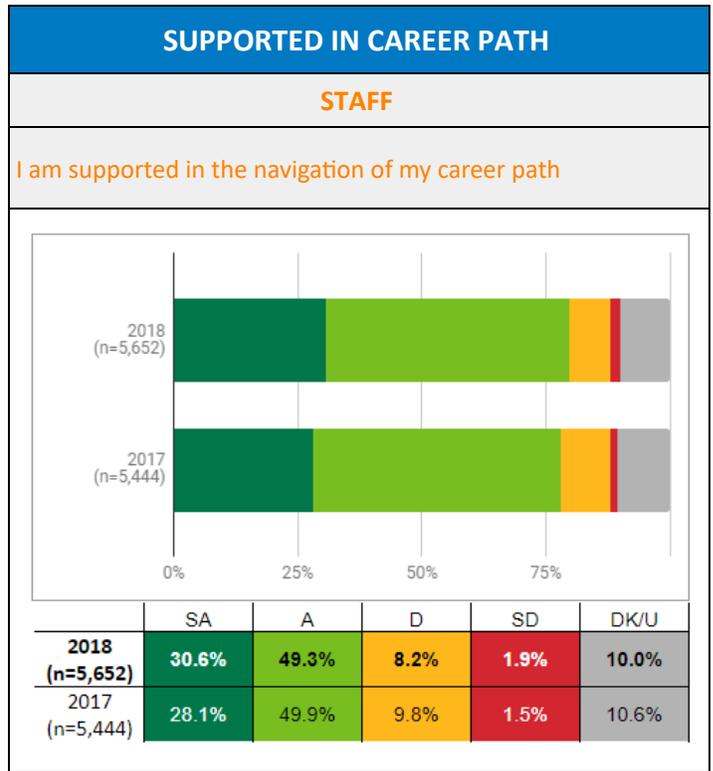
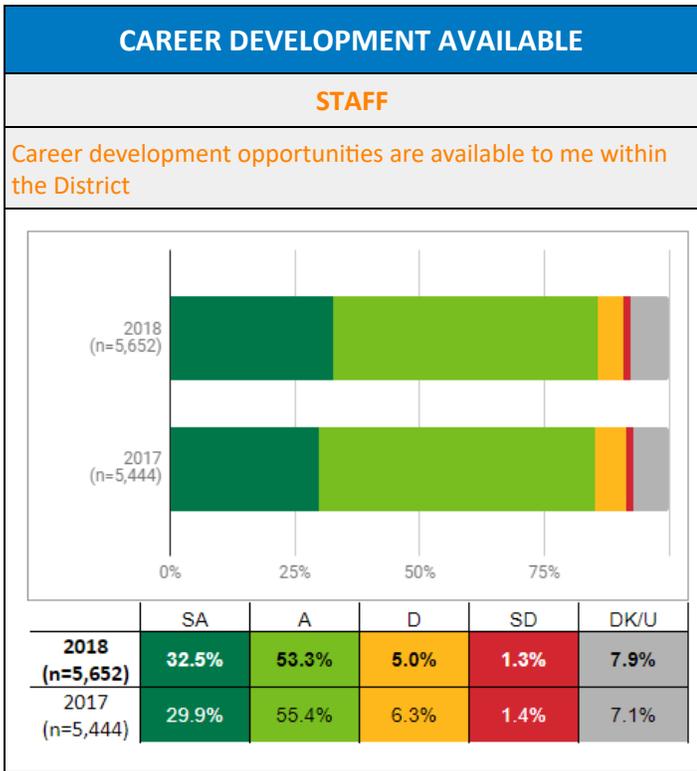


*Note: Respondents who selected N/A were not counted in the responses

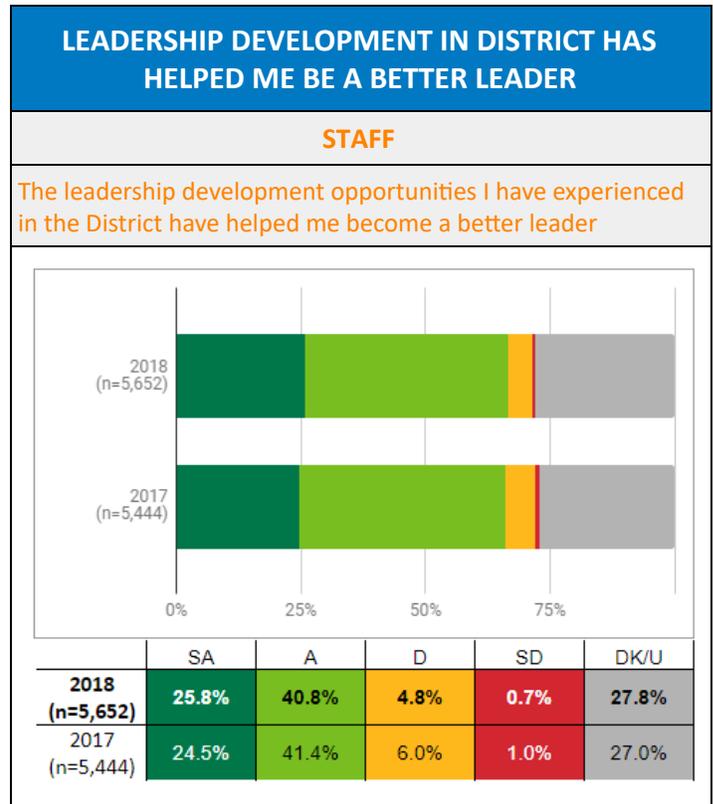
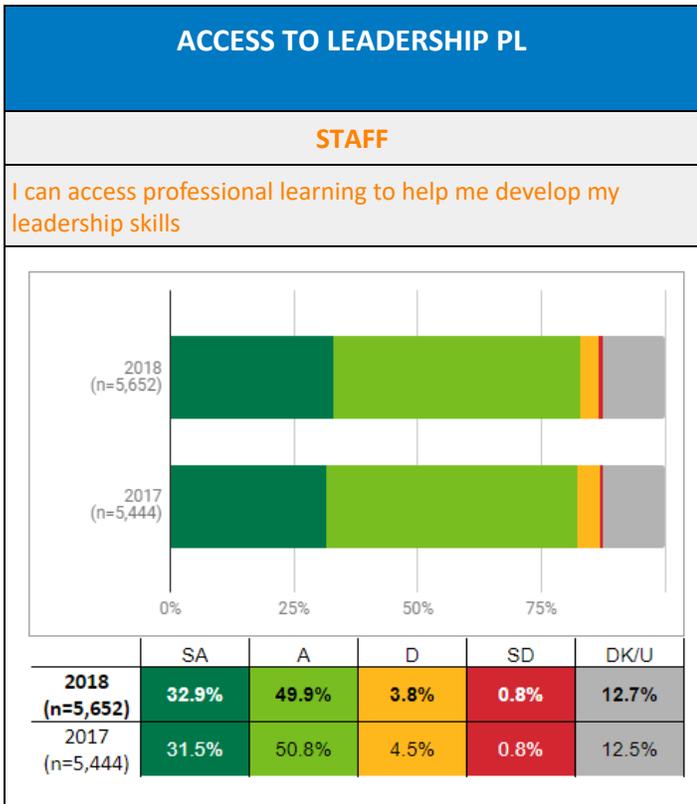


*Note: Respondents who selected N/A were not counted in the responses

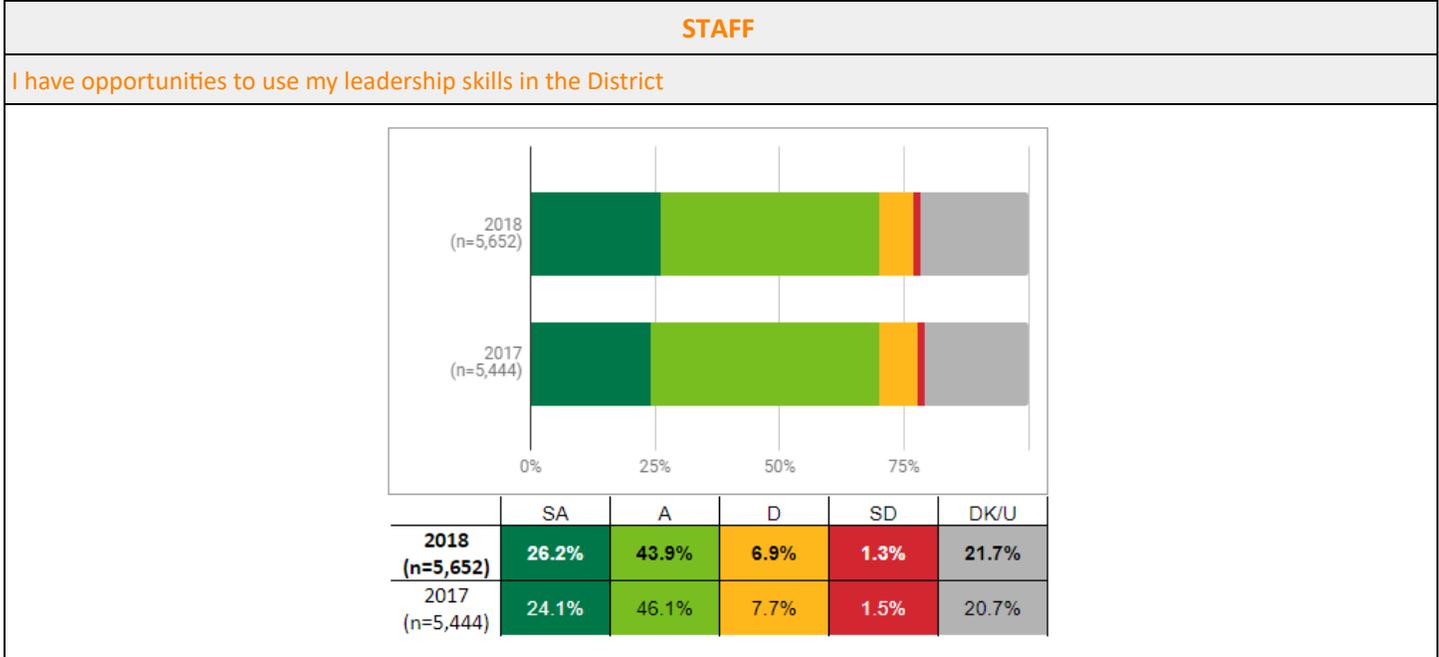
THEME: CAREER DEVELOPMENT



THEME: LEADERSHIP DEVELOPMENT



OPPORTUNITIES TO USE LEADERSHIP SKILLS

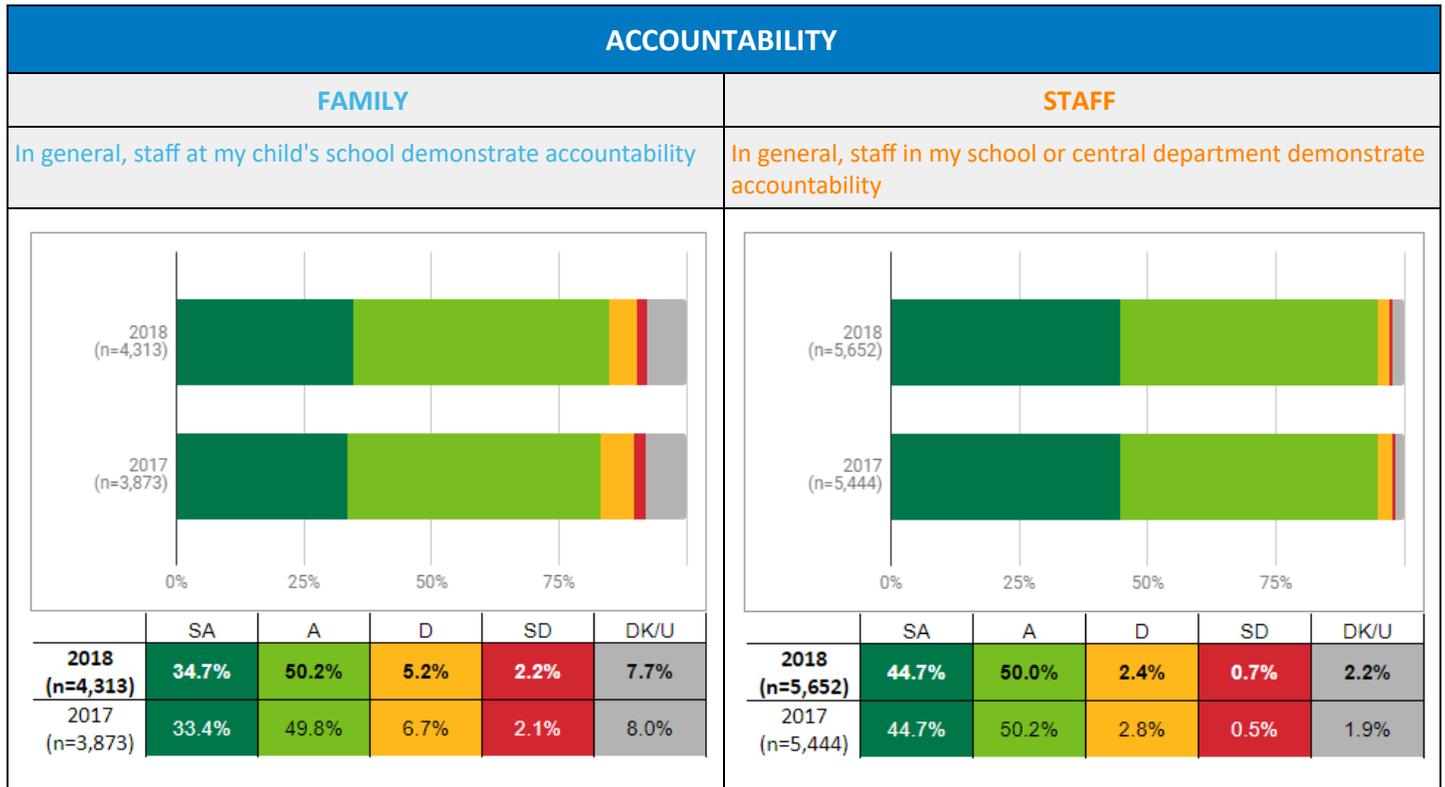


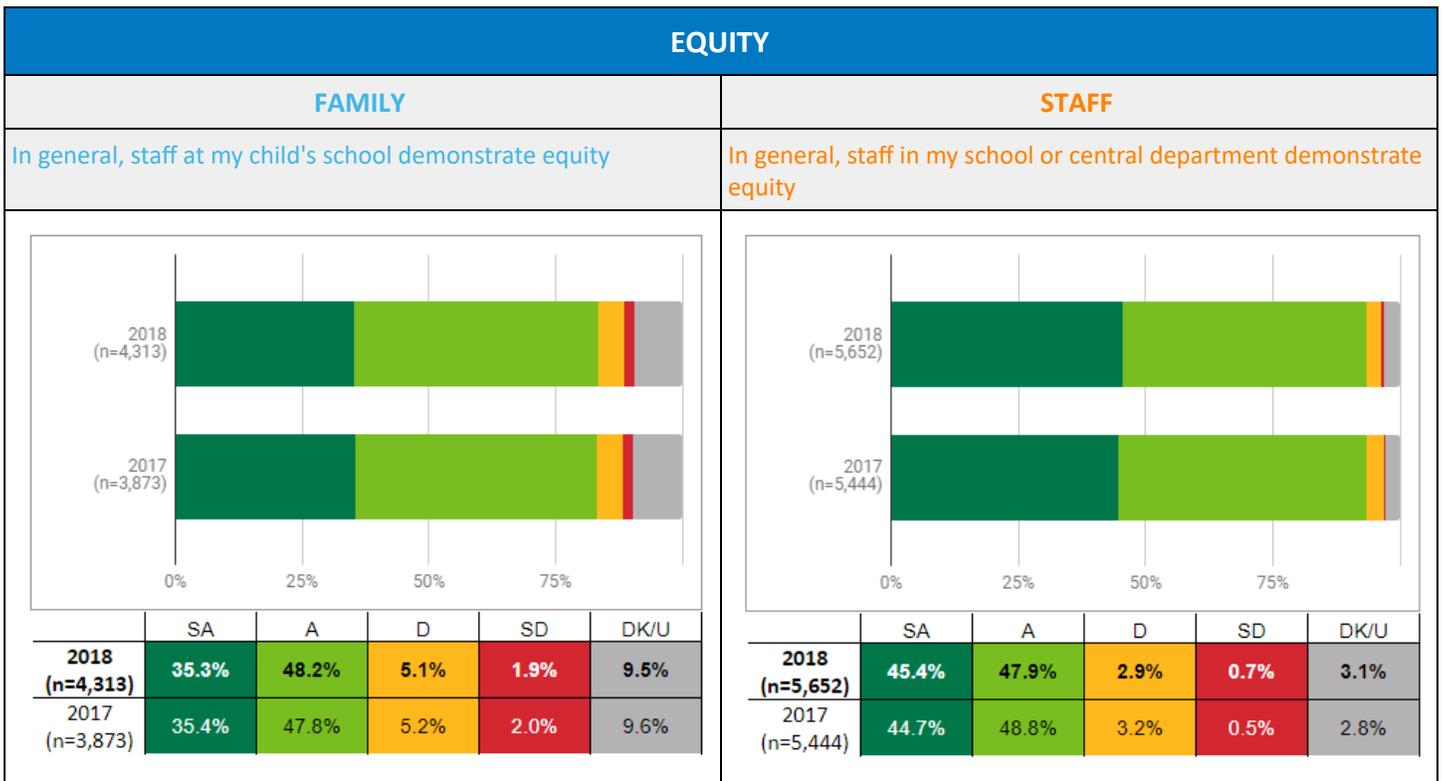
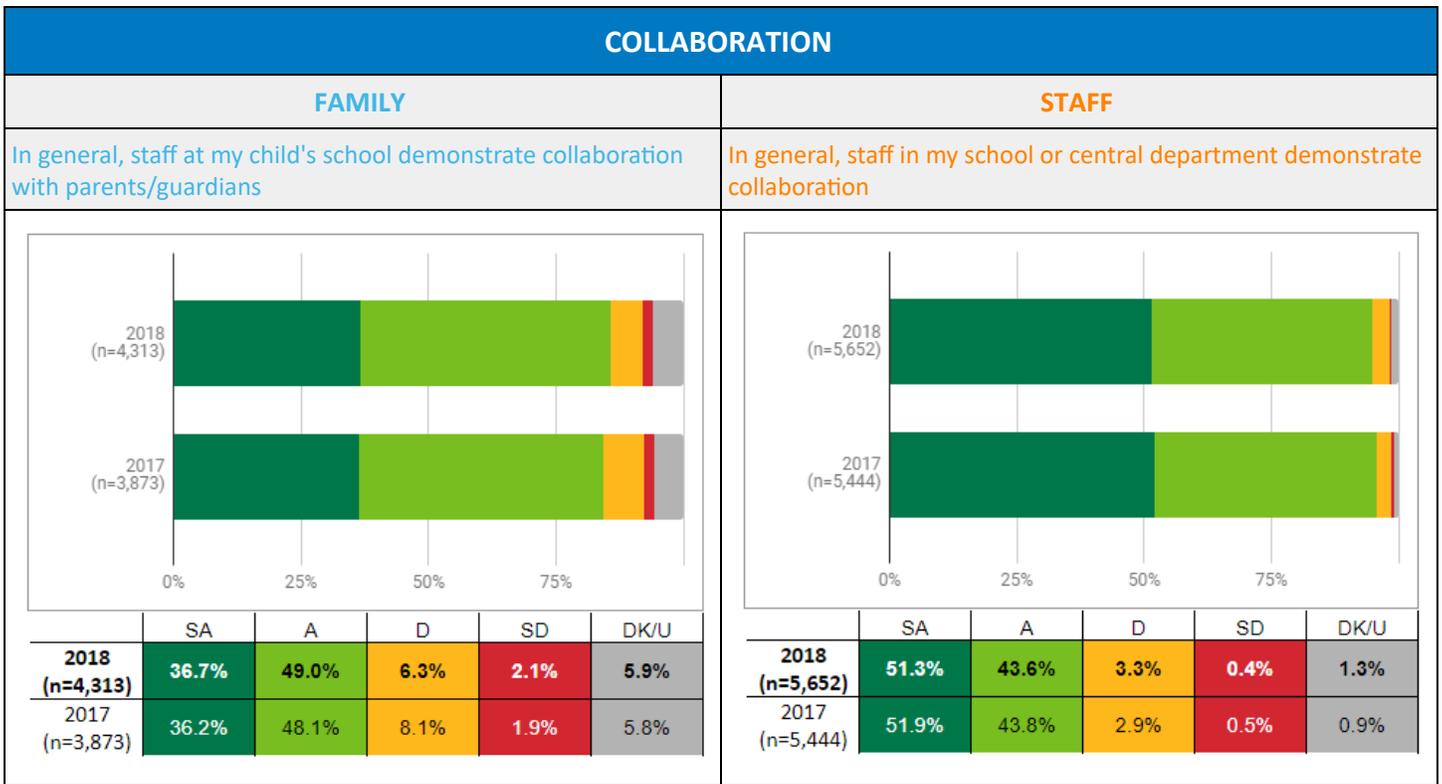
PRIORITY 2: Provide welcoming, high quality learning and working environments.

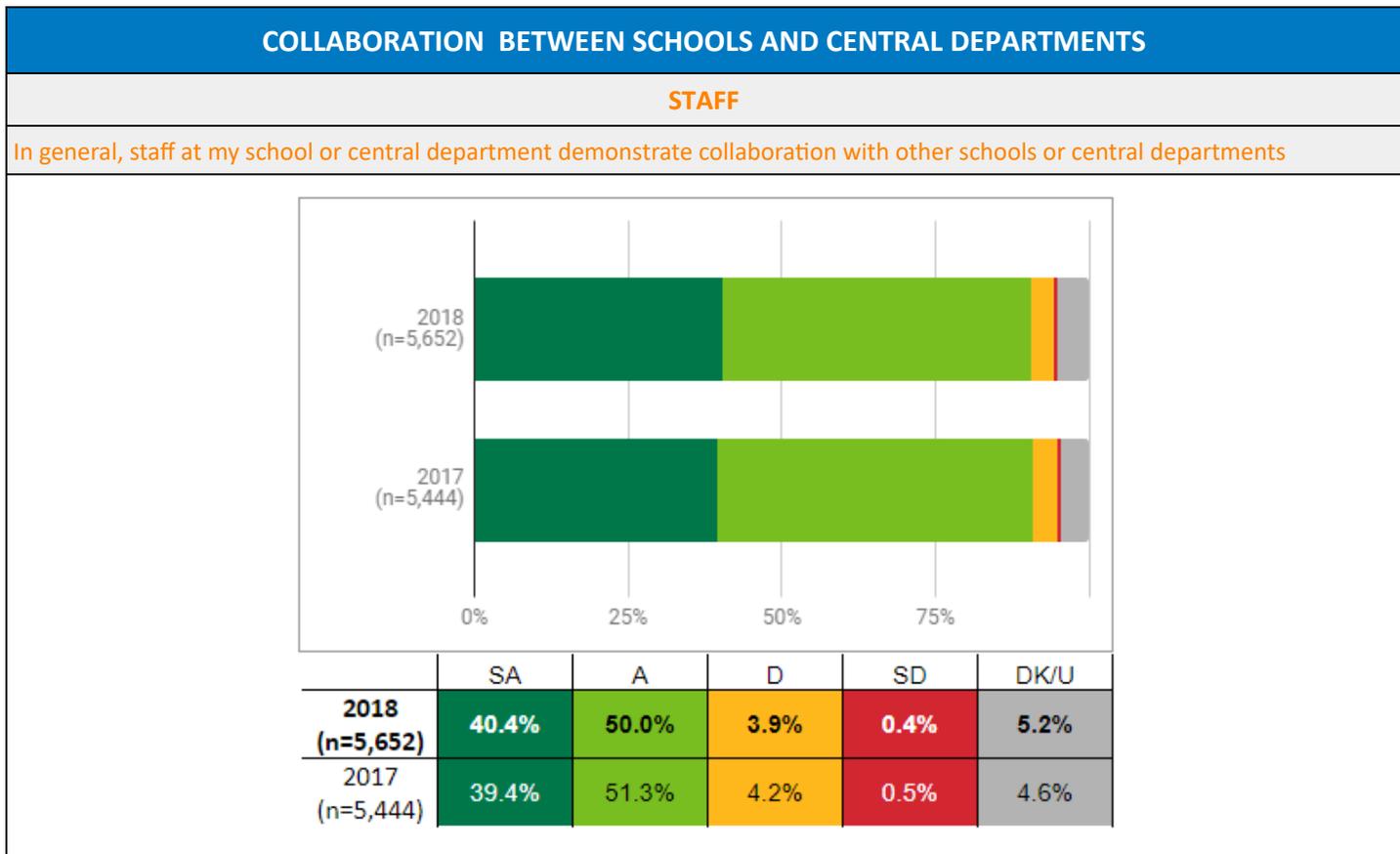
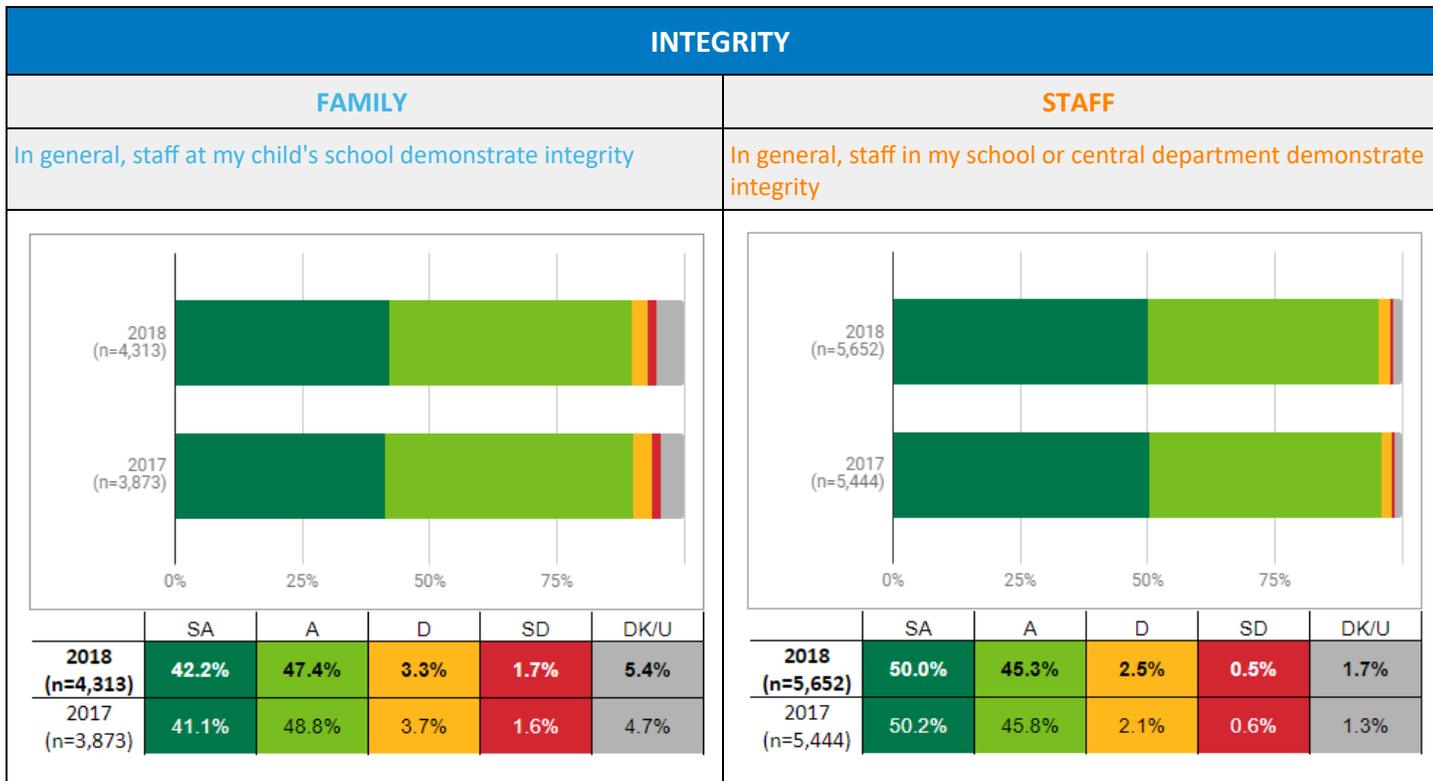
GOAL FOUR: A culture of excellence and accountability

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

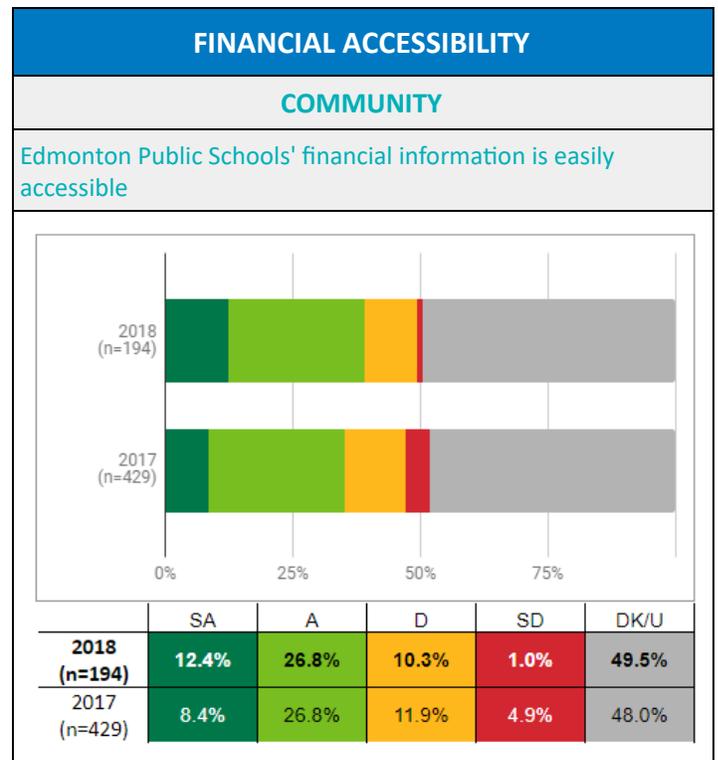
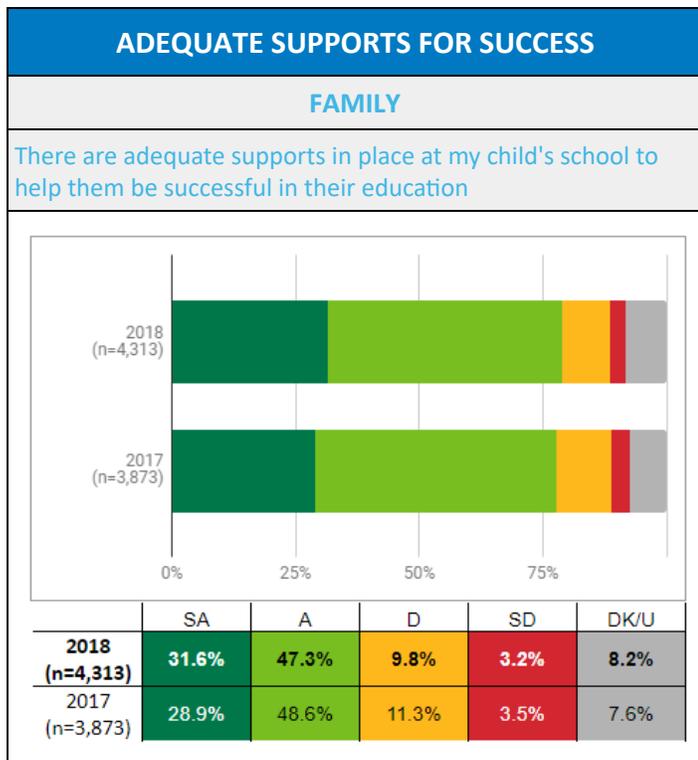
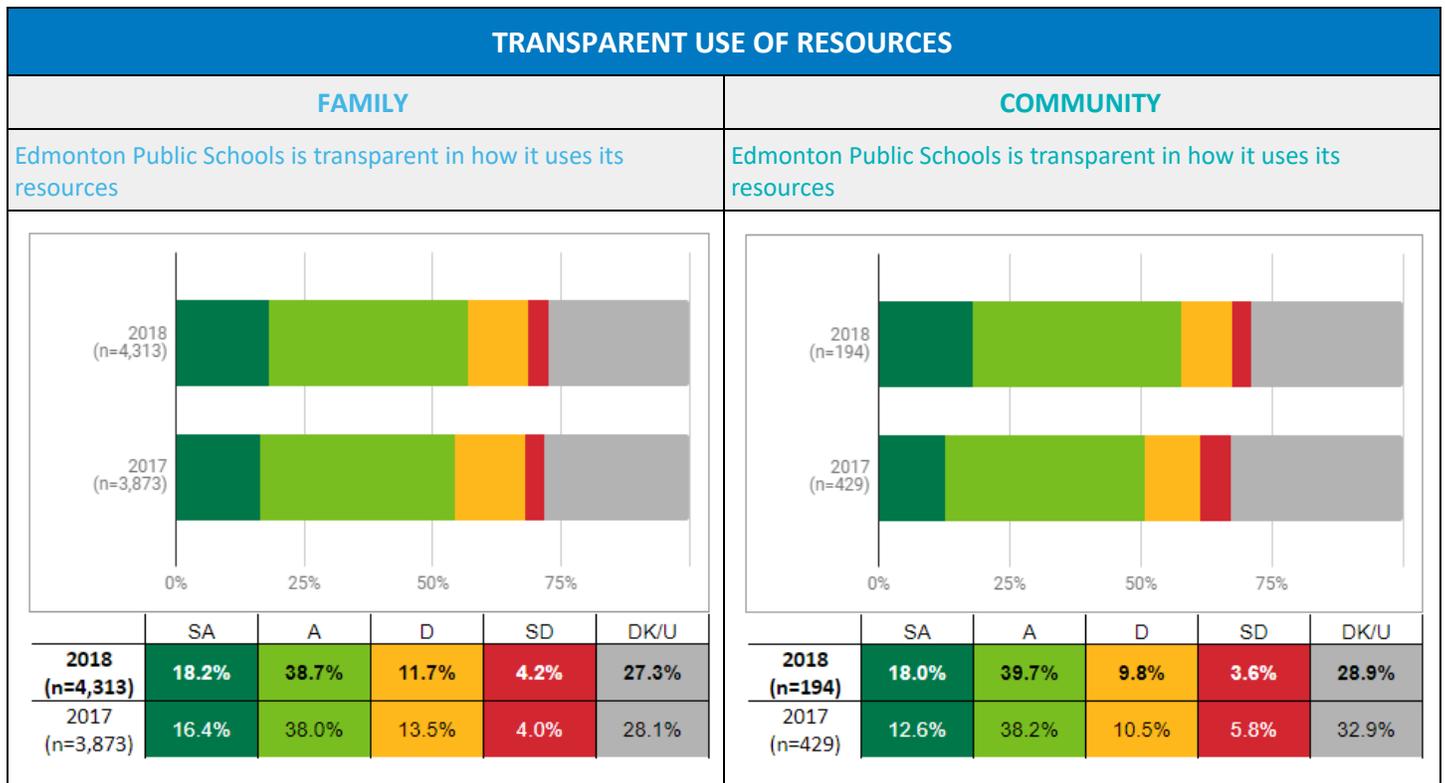
THEME: CORNERSTONE VALUES

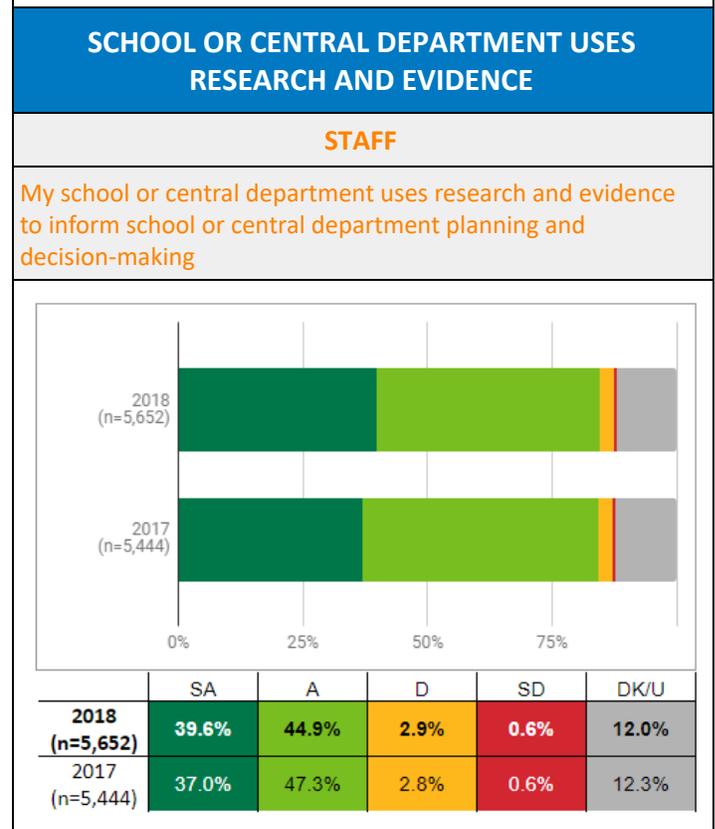
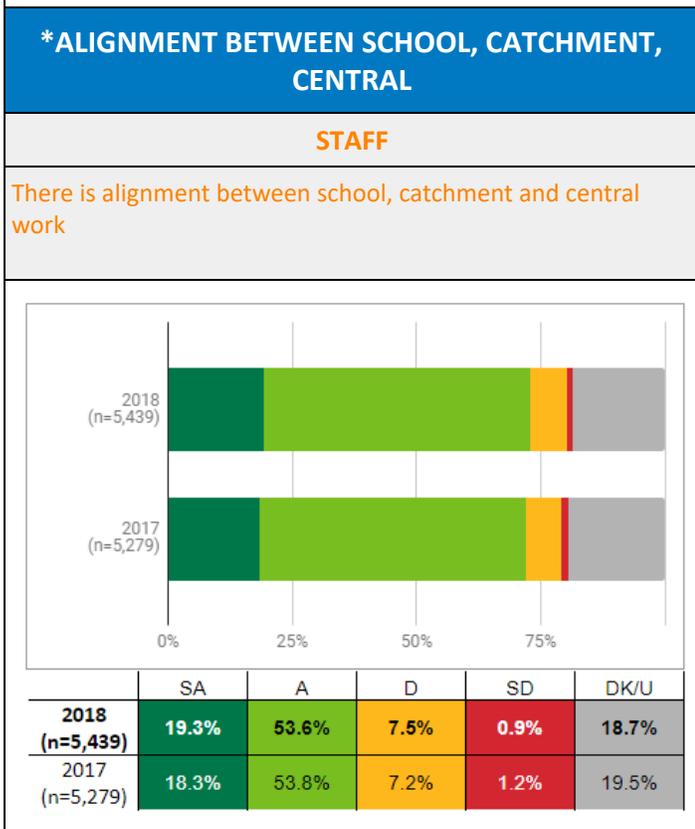
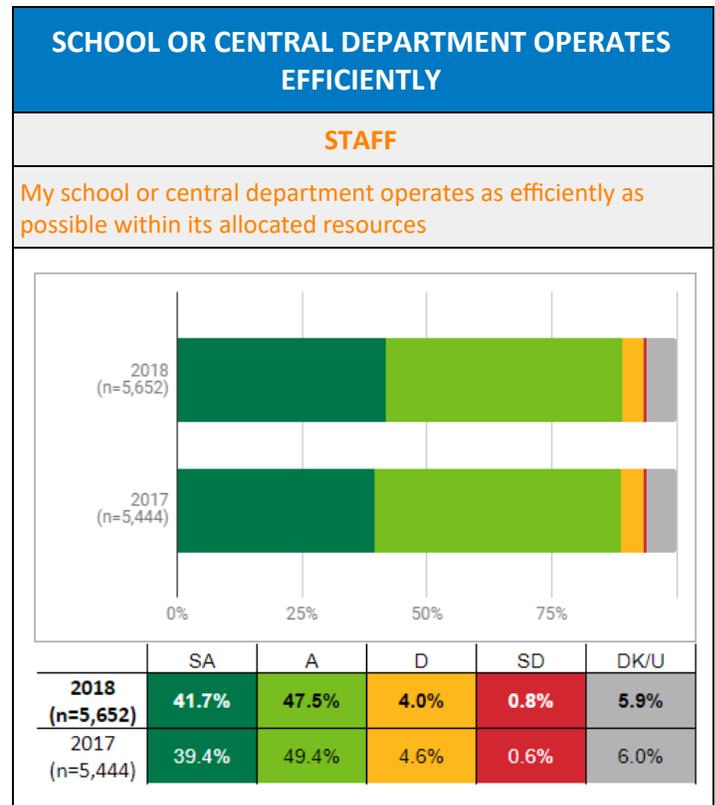
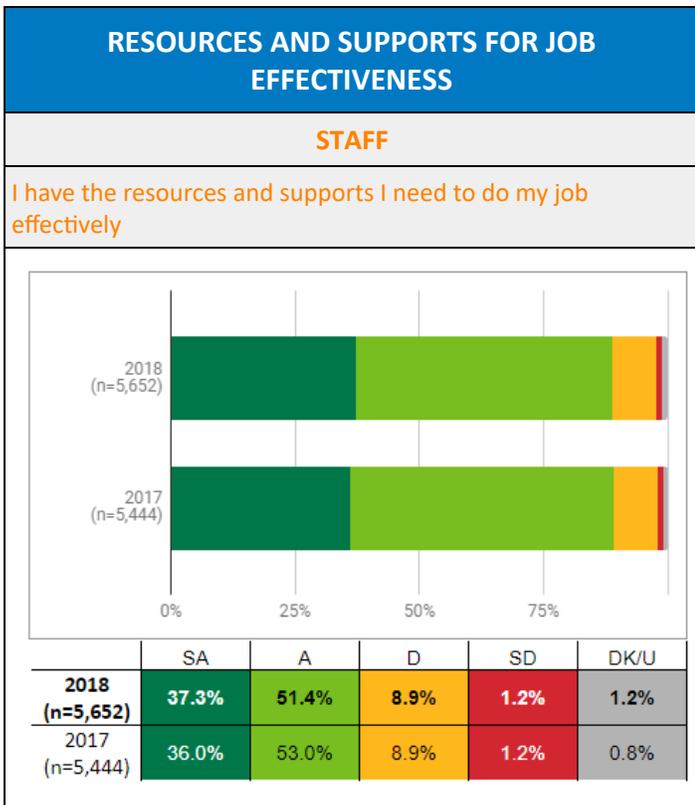




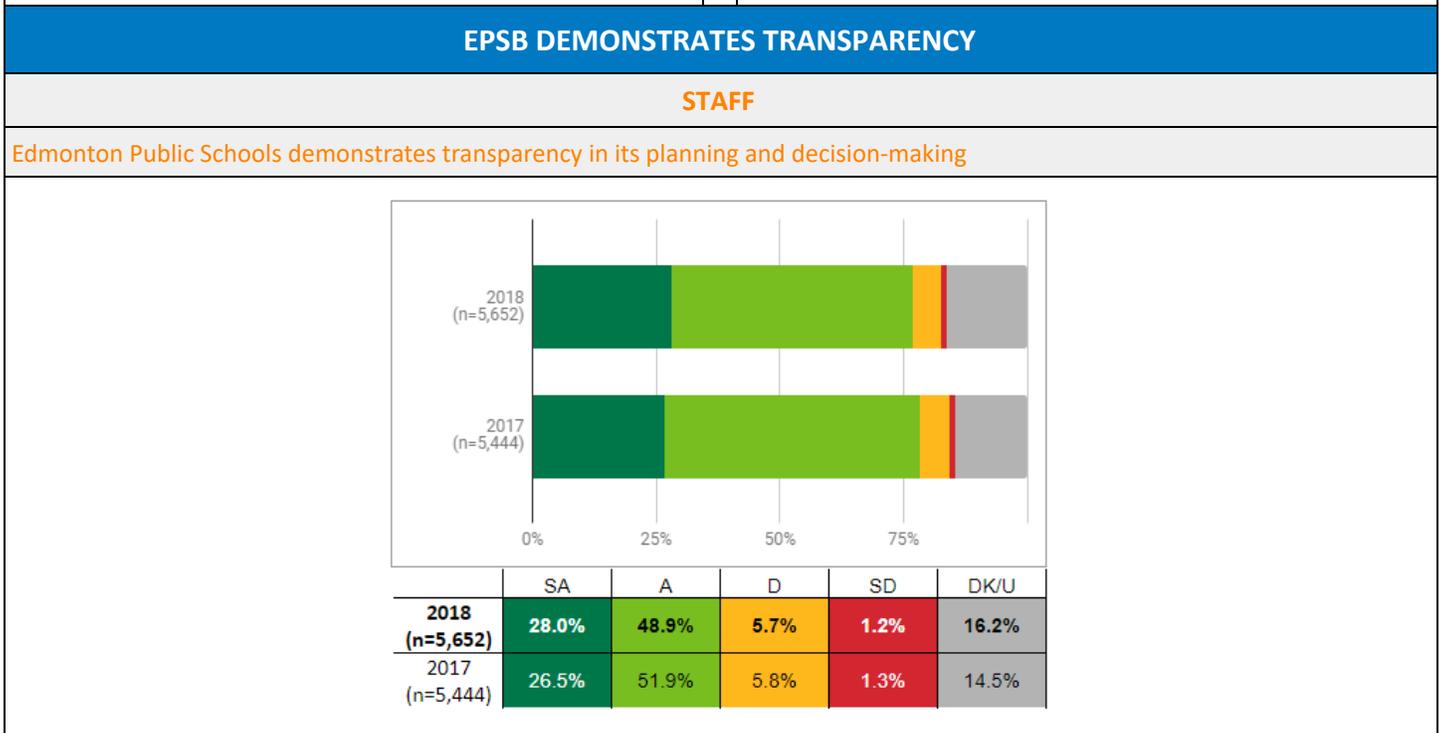
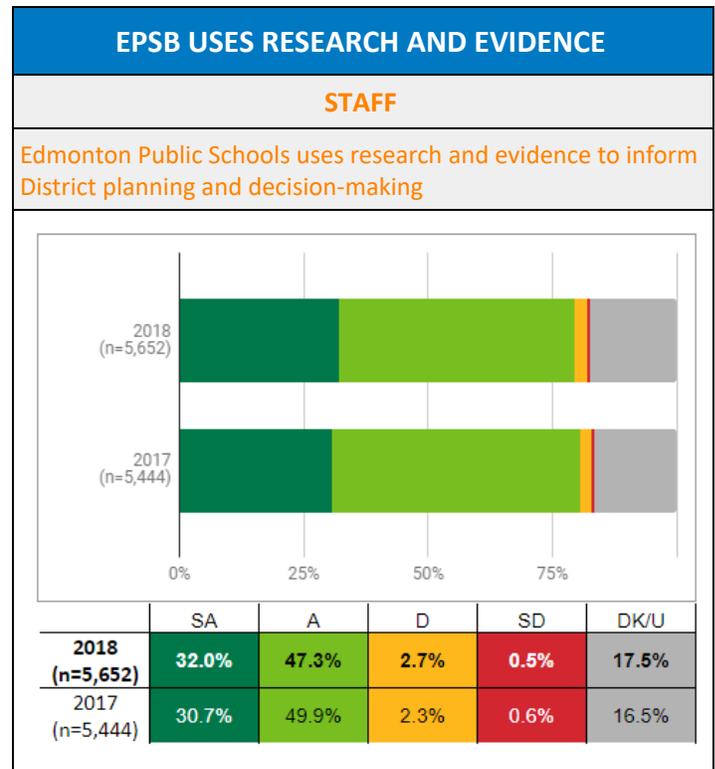
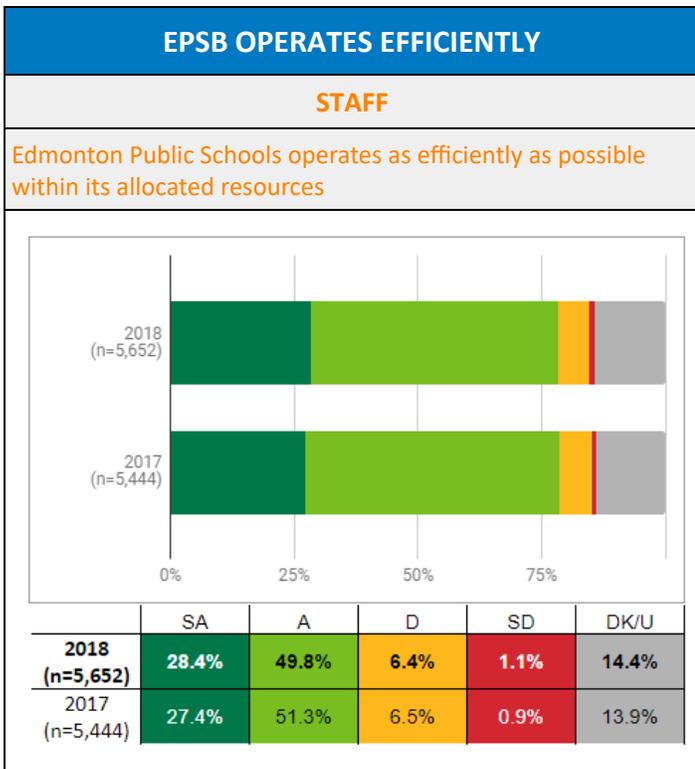


THEME: ACCOUNTABILITY AND EXCELLENCE

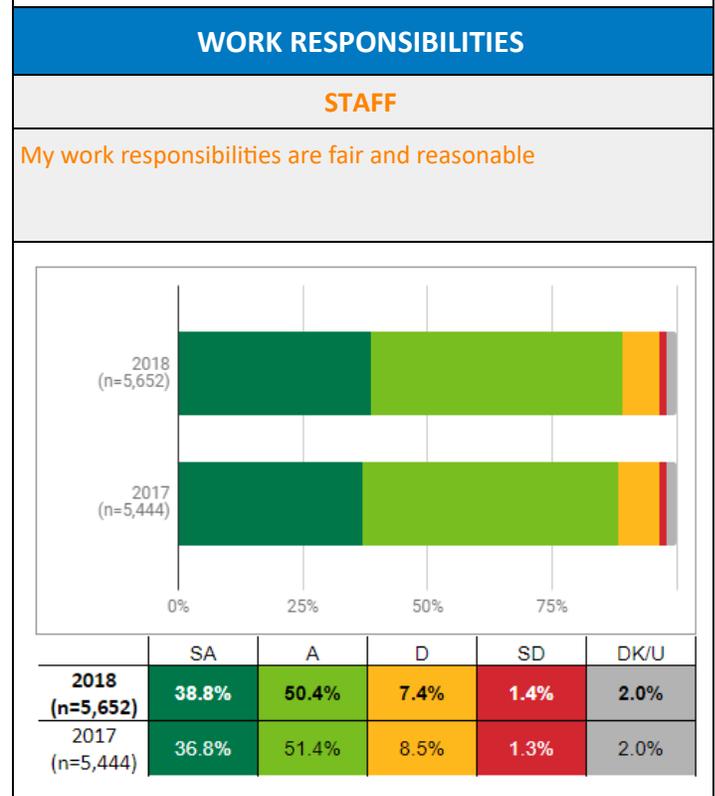
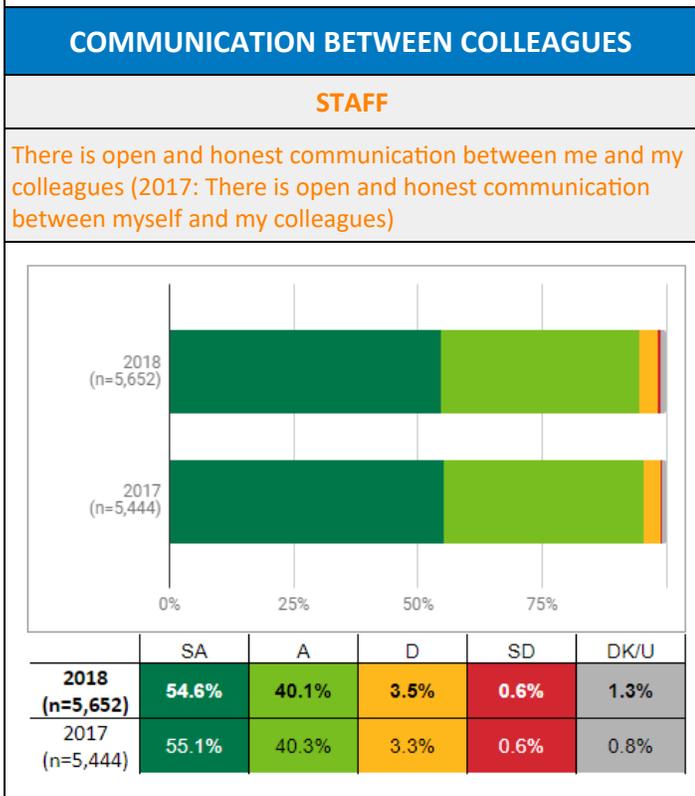
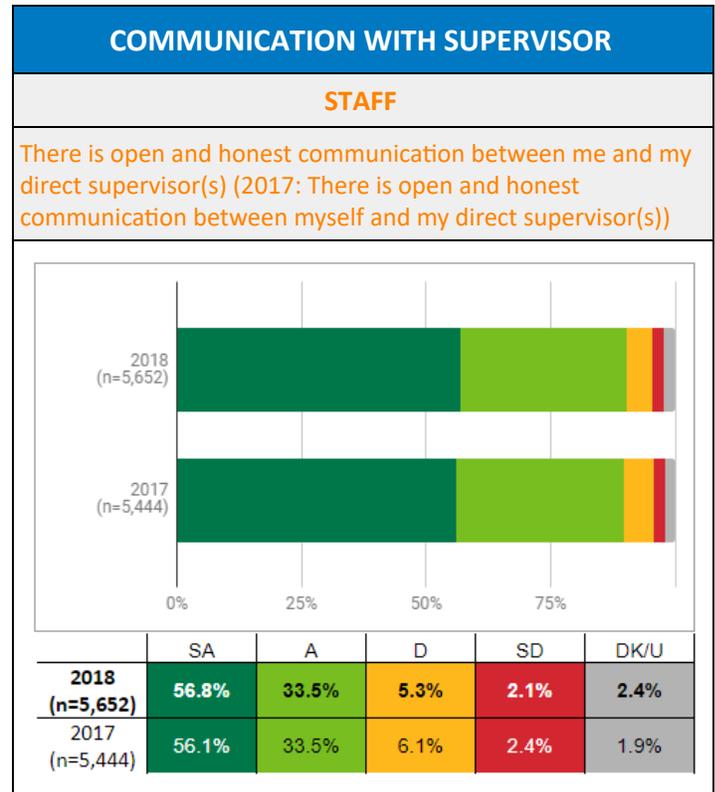
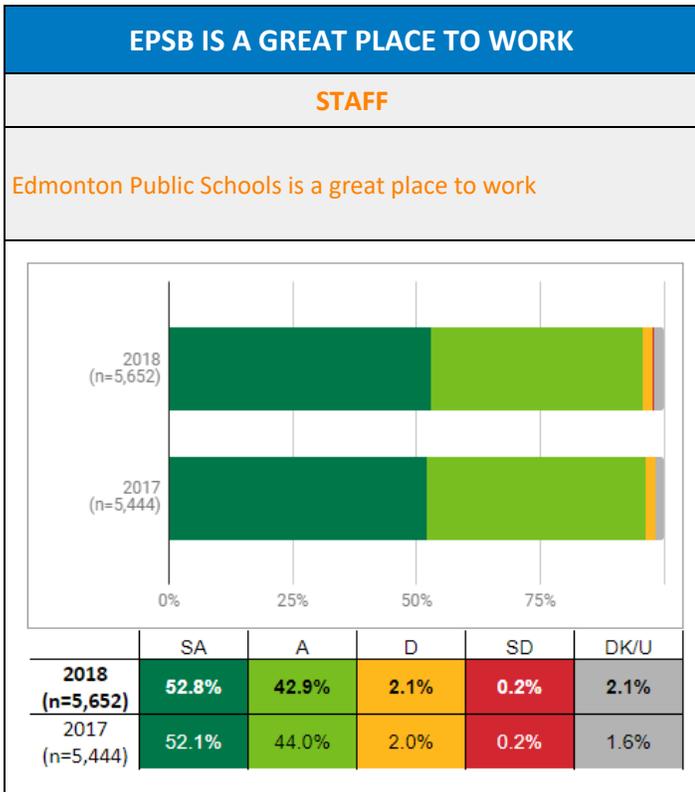


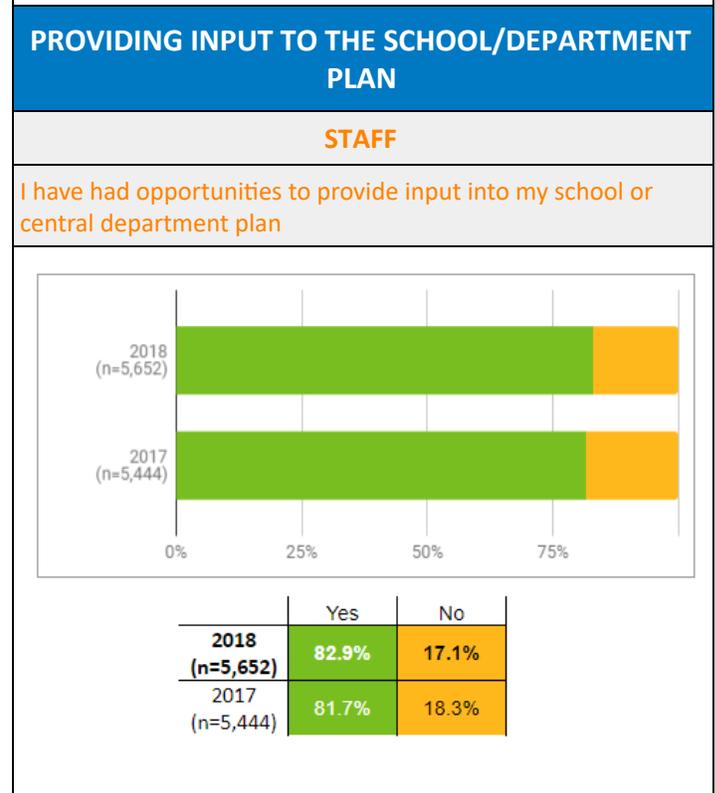
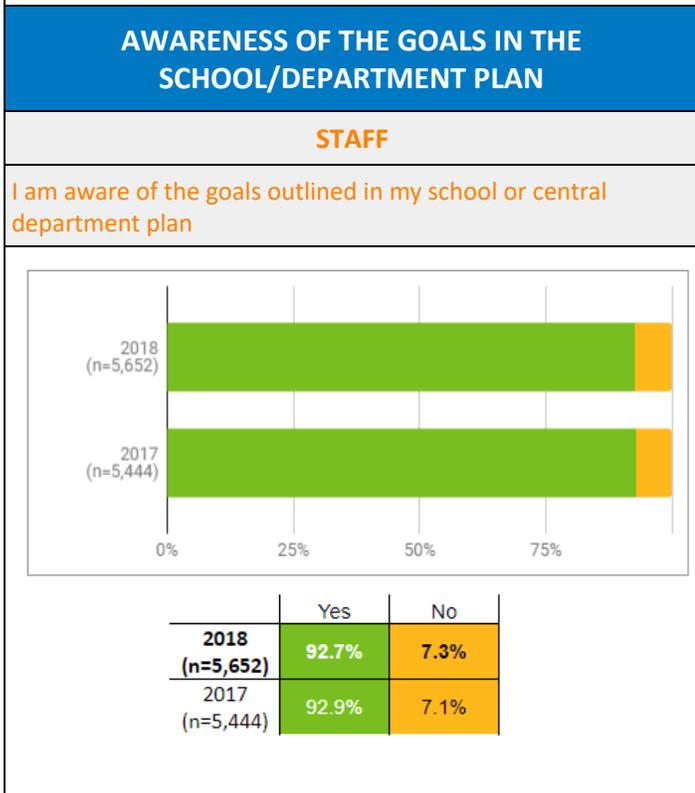
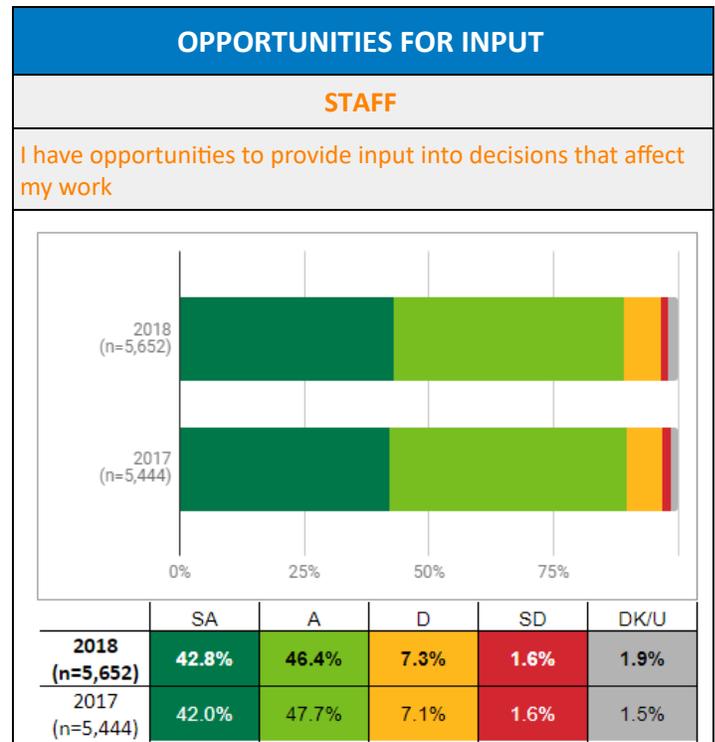
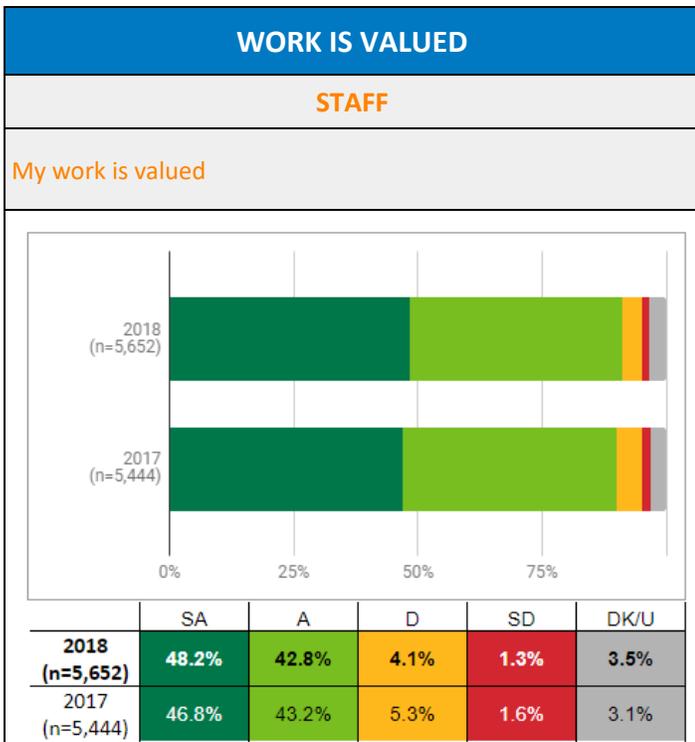


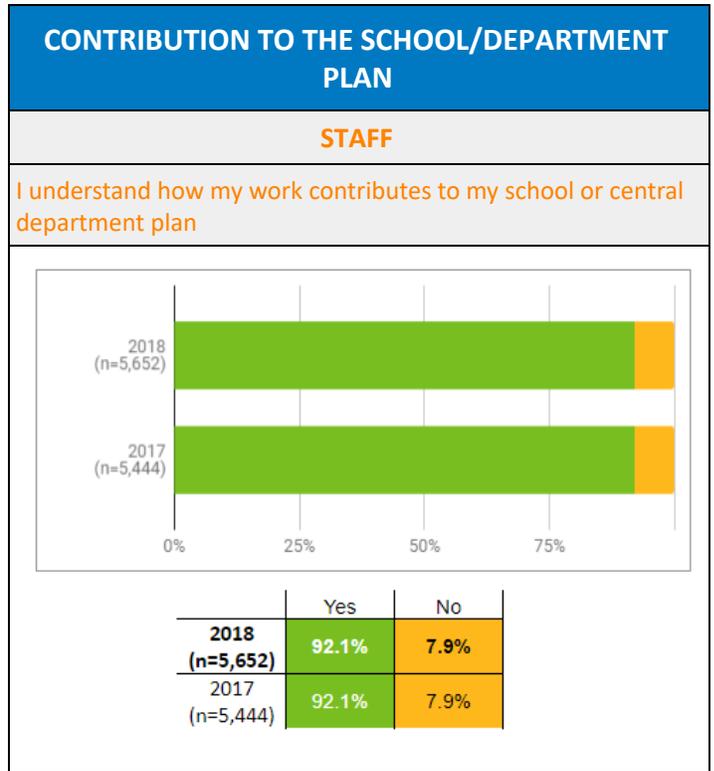
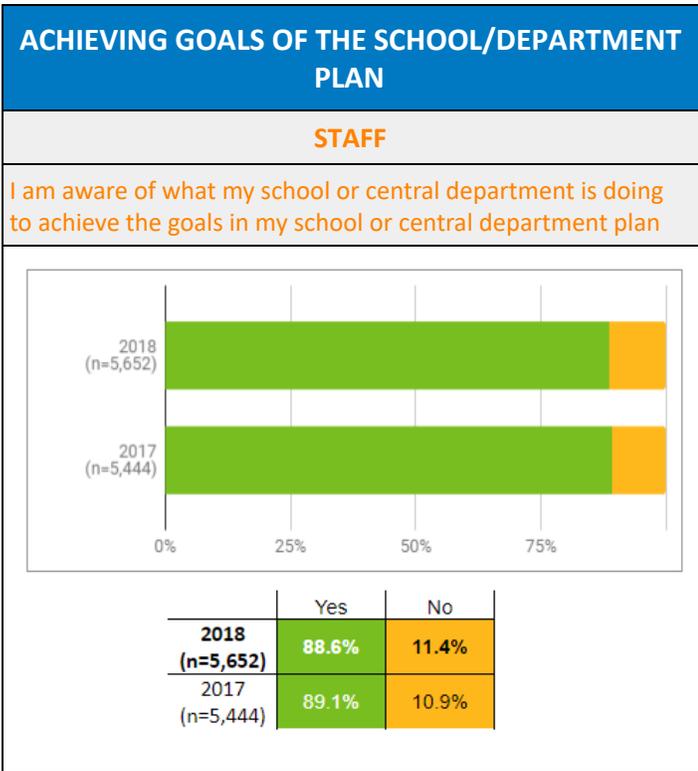
*Note: Respondents who selected N/A were not counted in the responses



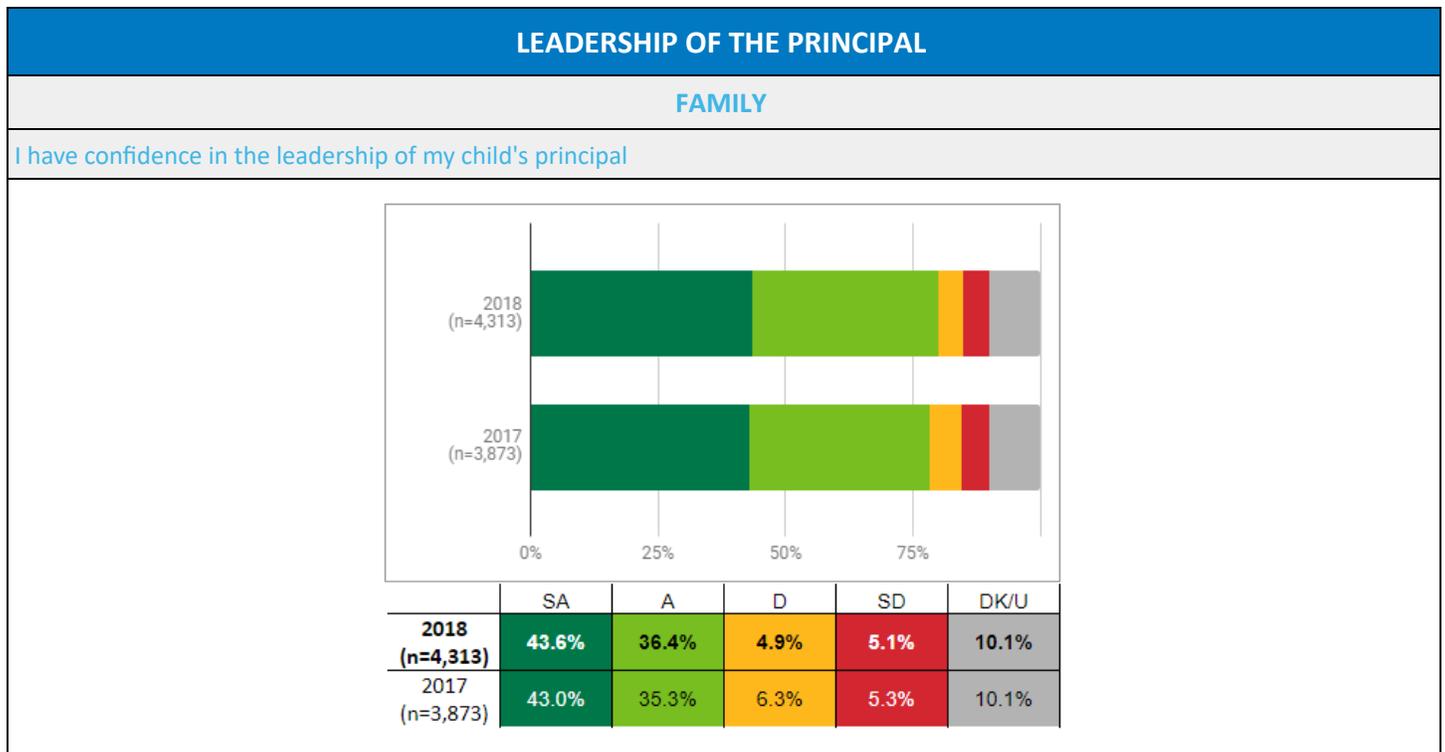
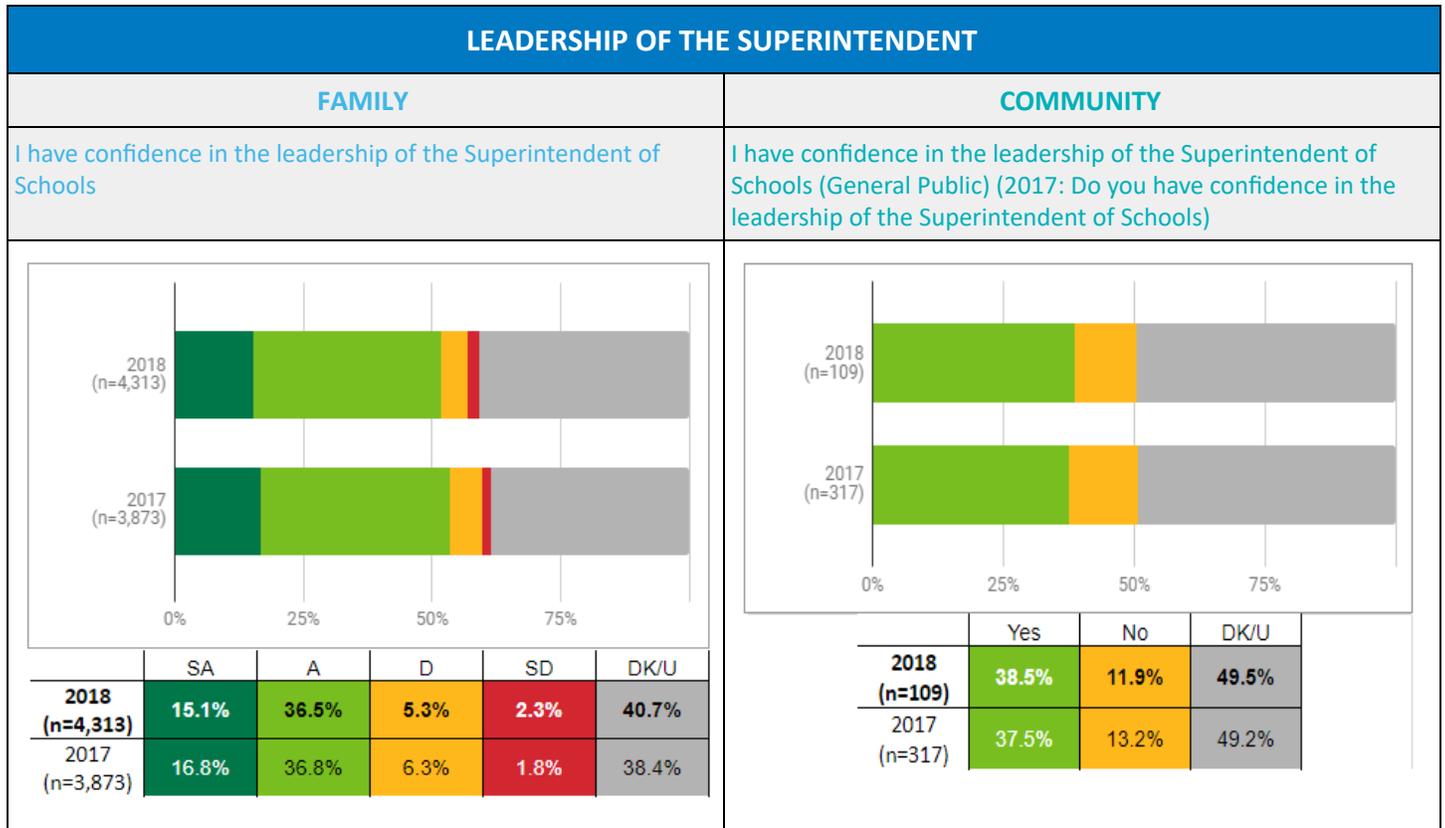
THEME: STAFF ENGAGEMENT







THEME: DISTRICT LEADERSHIP

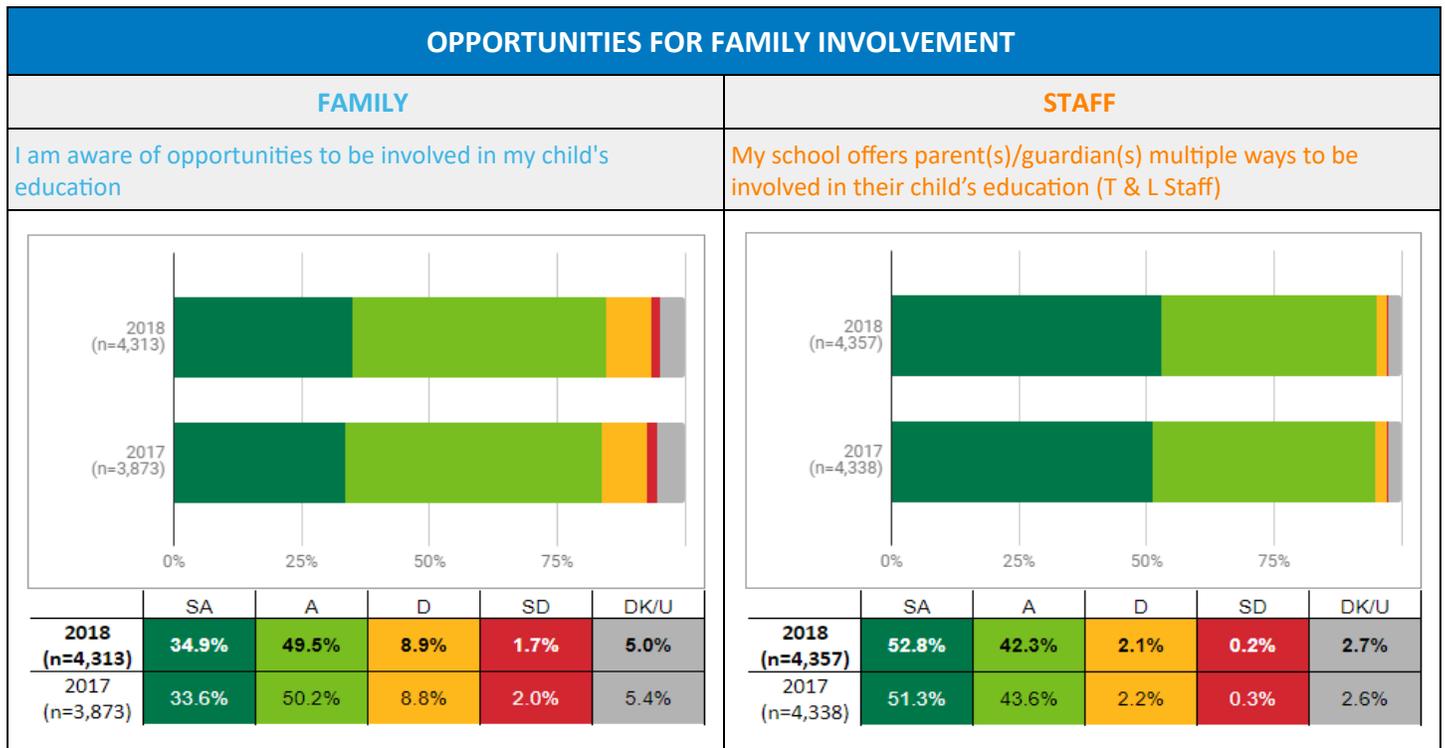
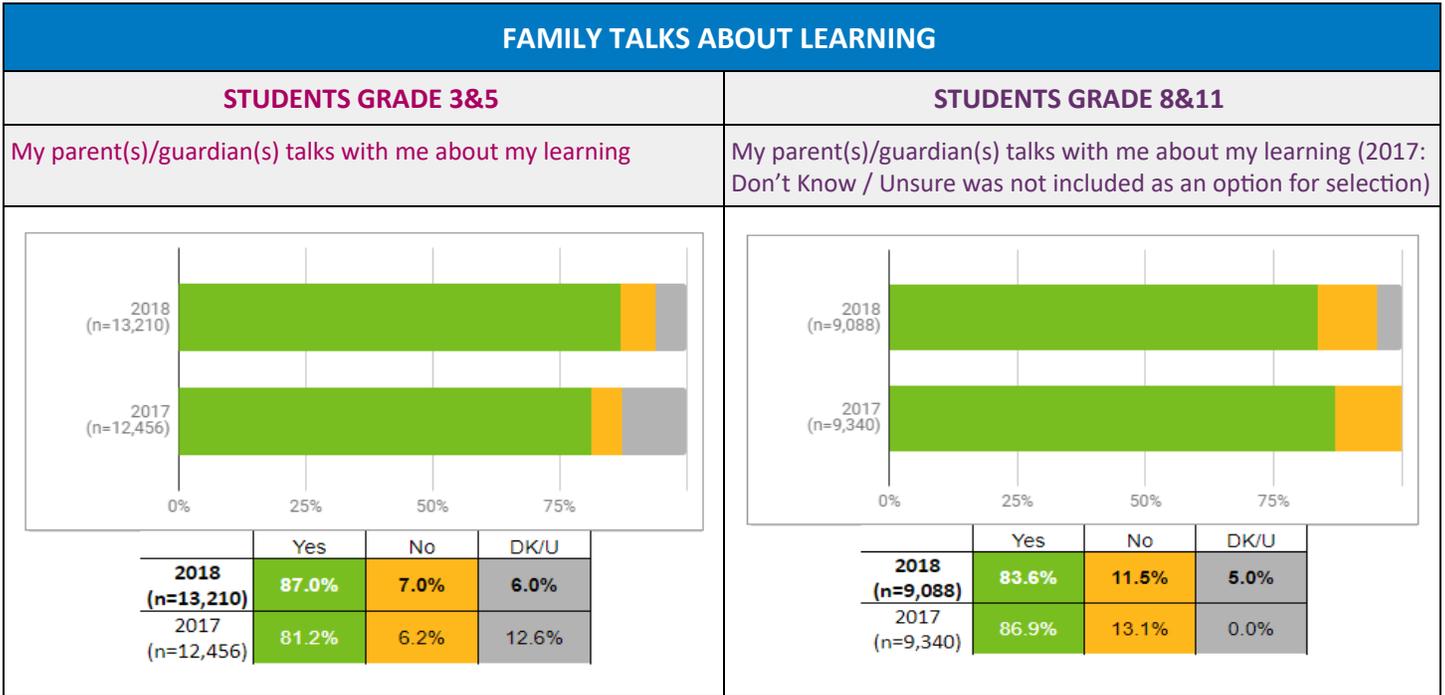


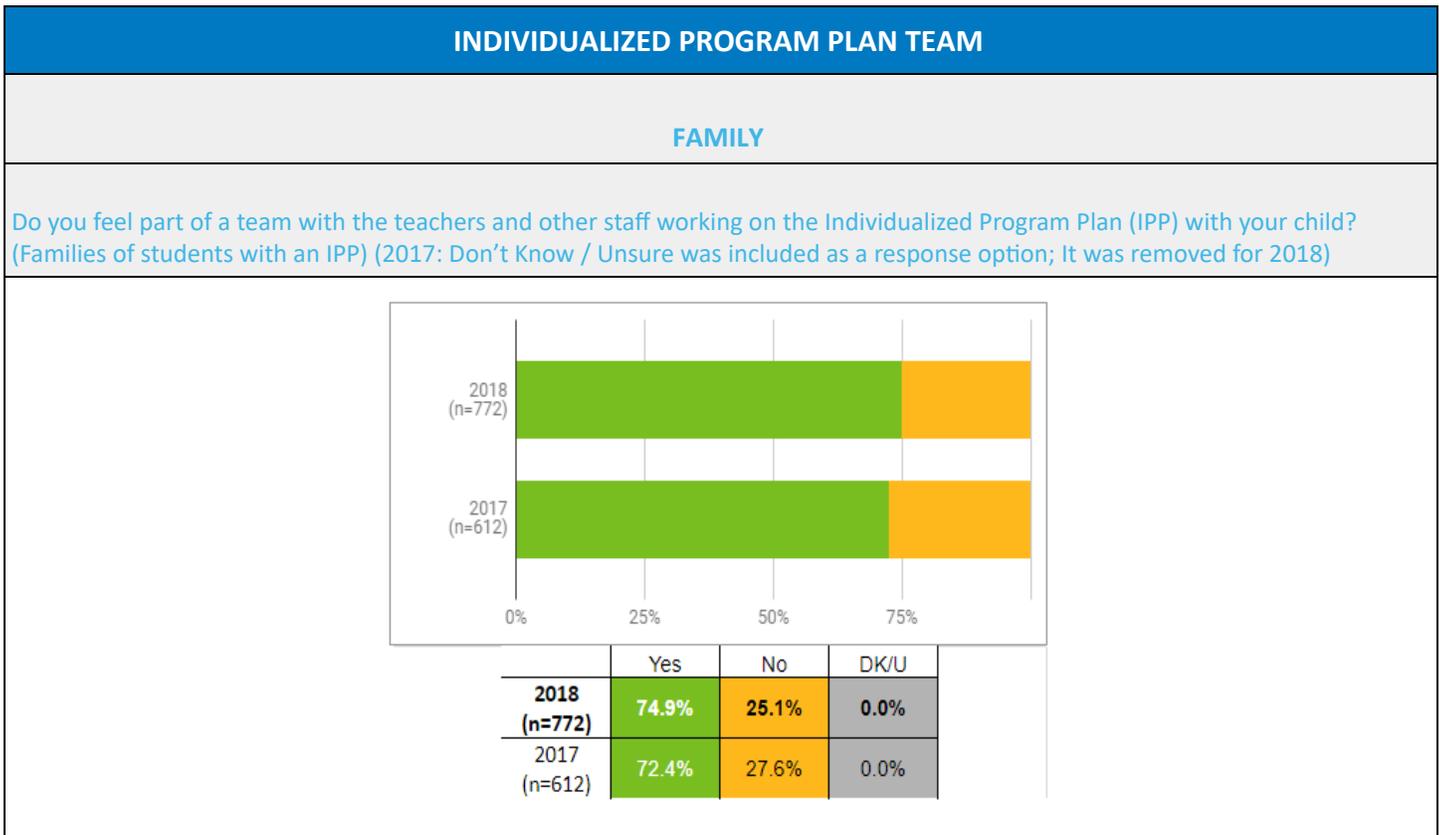
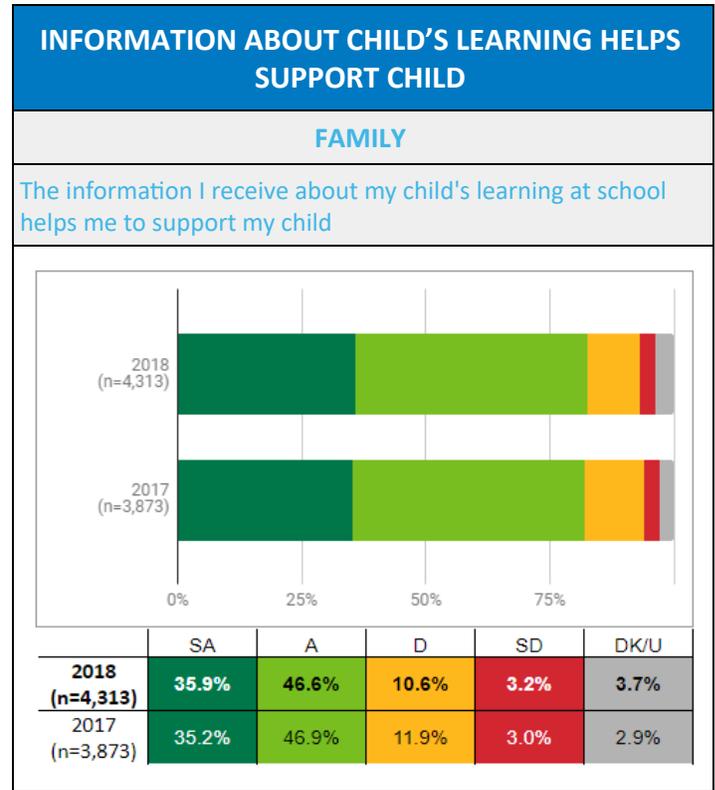
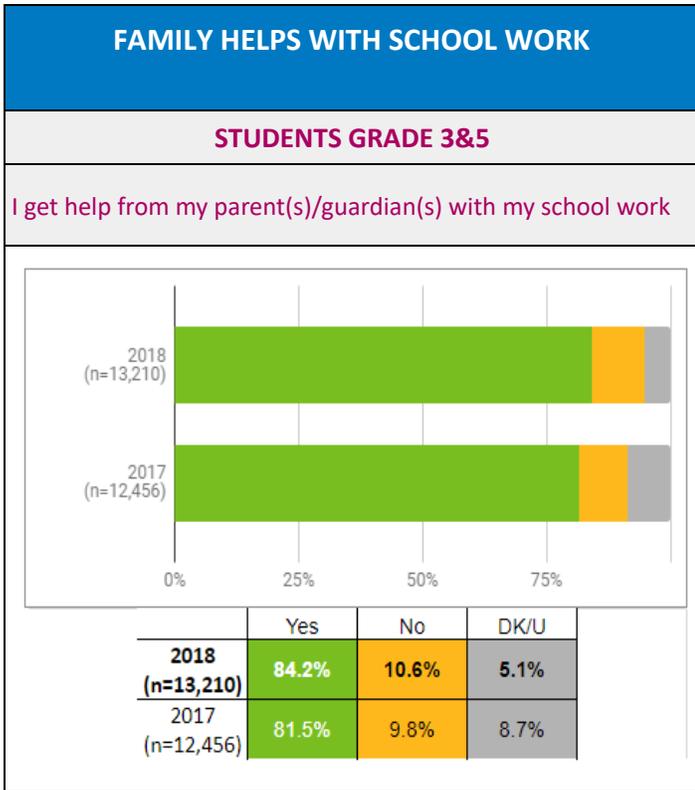
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL ONE: Parents as partners

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

THEME: FAMILY ENGAGEMENT AND INVOLVEMENT

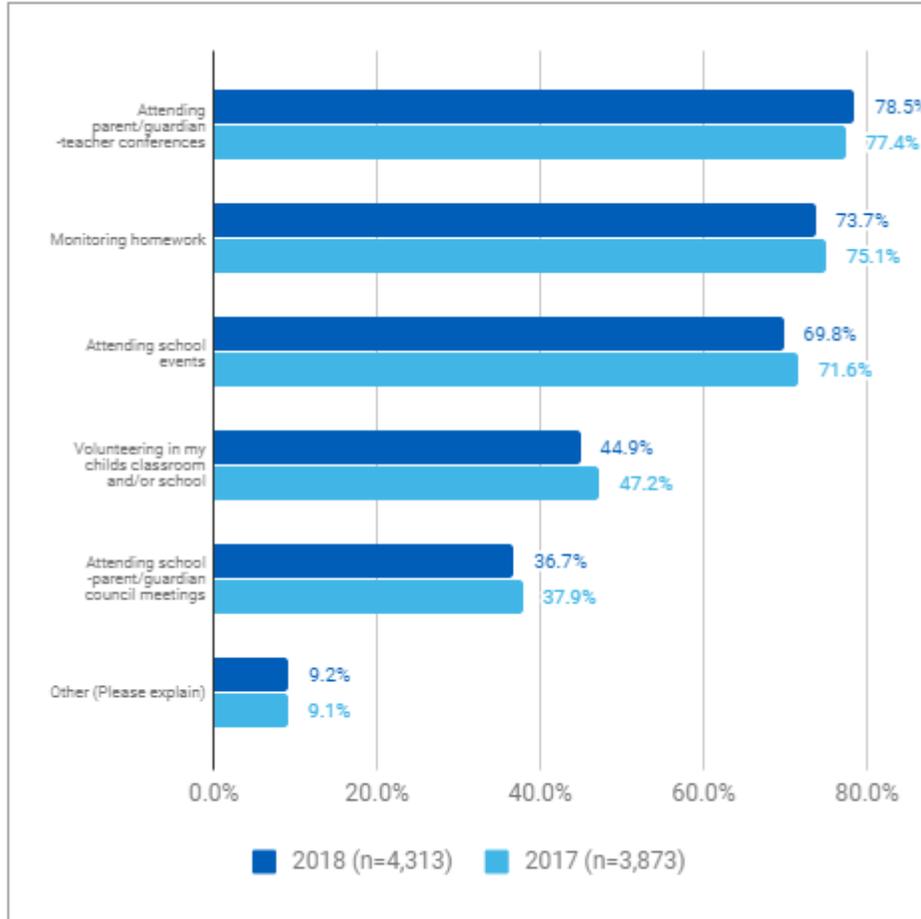




*** AREAS OF INVOLVEMENT IN EDUCATION**

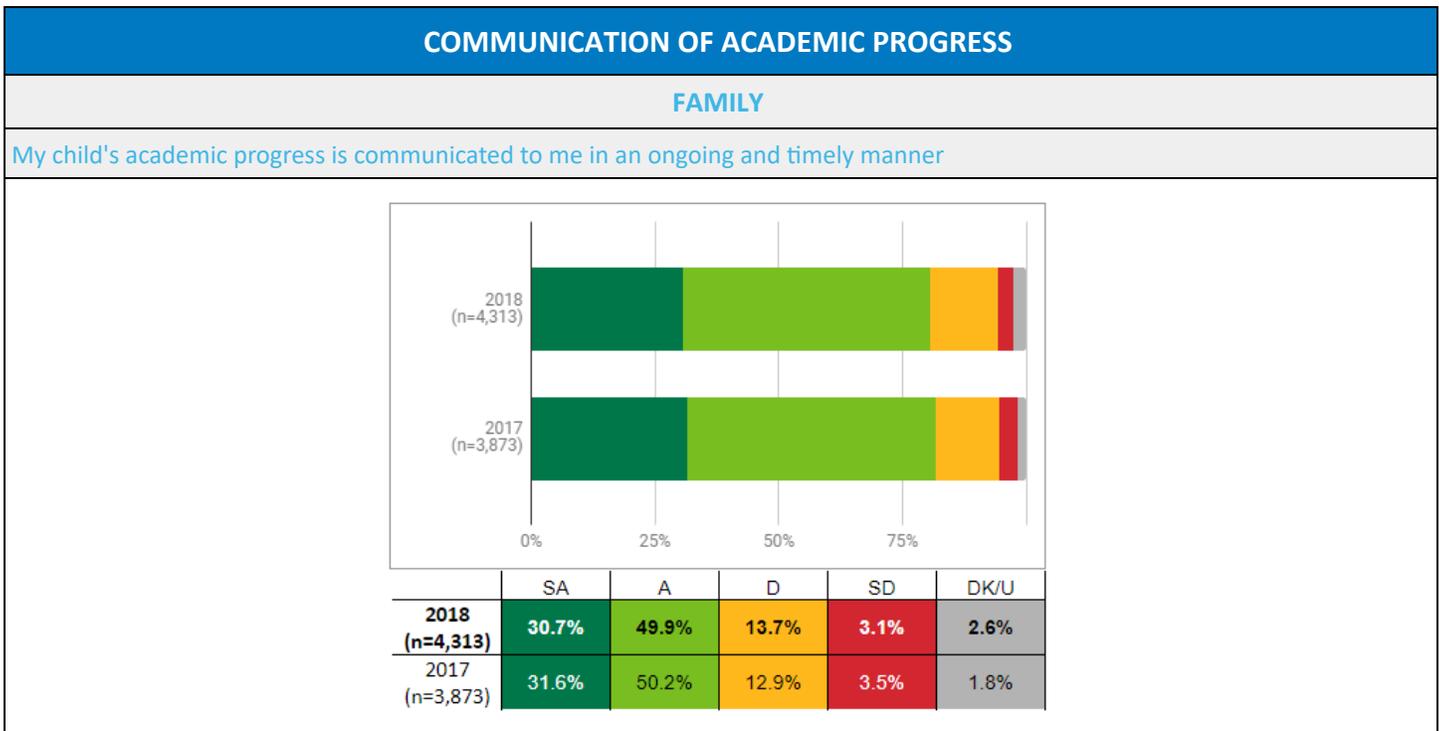
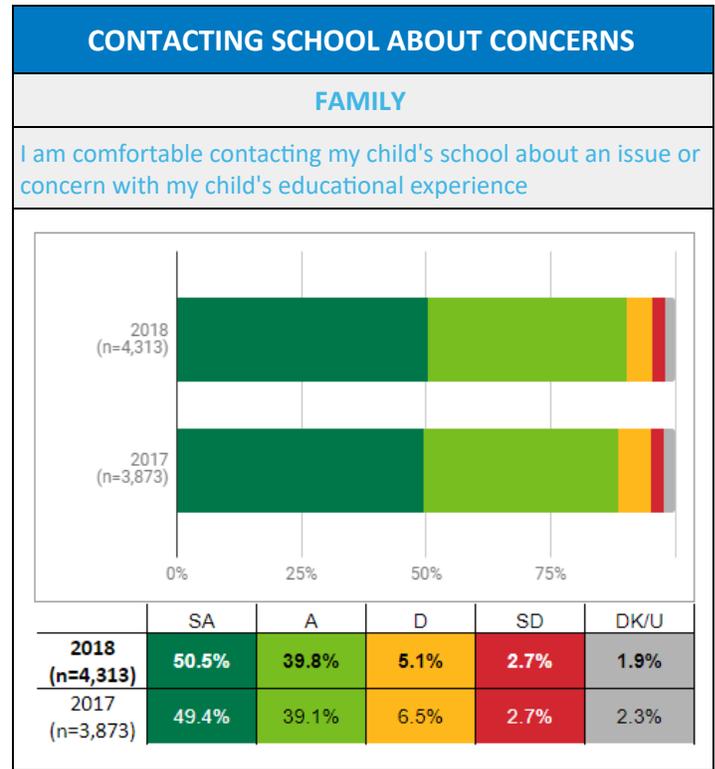
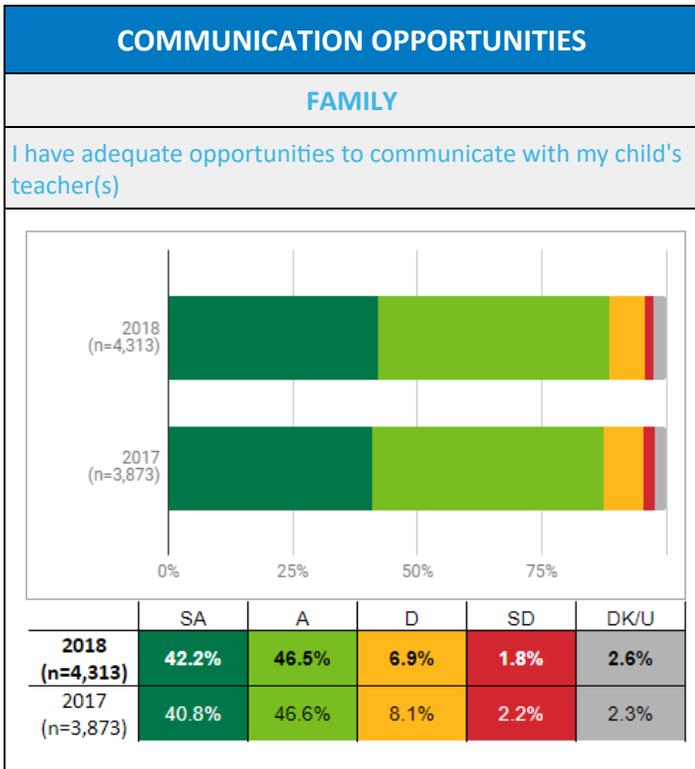
FAMILY

This year I have had the opportunity to be involved in my child's education by: (Select all that apply)



**MULTIPLE RESPONSE - one or more options selected per response*

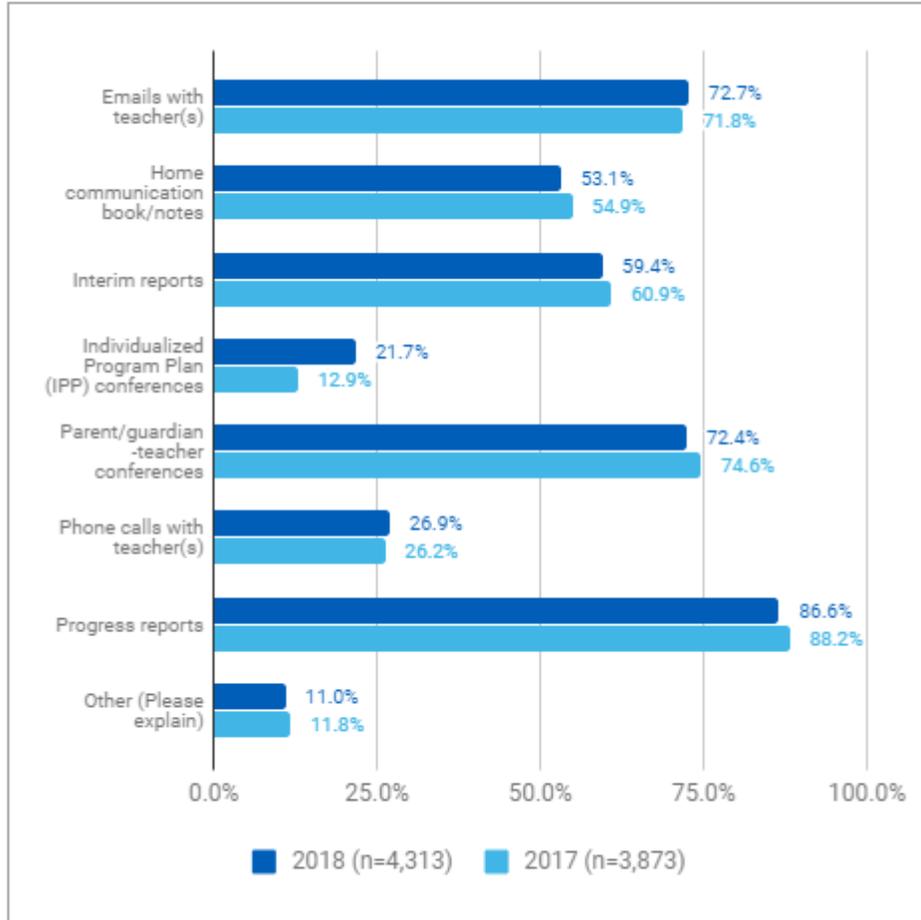
THEME: HOME/SCHOOL COMMUNICATION



***PREFERRED WAYS TO RECEIVE INFORMATION ABOUT LEARNING**

FAMILY

How do you prefer to get information about your child's learning? (Select all that apply)



**MULTIPLE RESPONSE - one or more options selected per response*

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

GOAL TWO: Supports for the whole child

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

THEME: PARTNERSHIPS

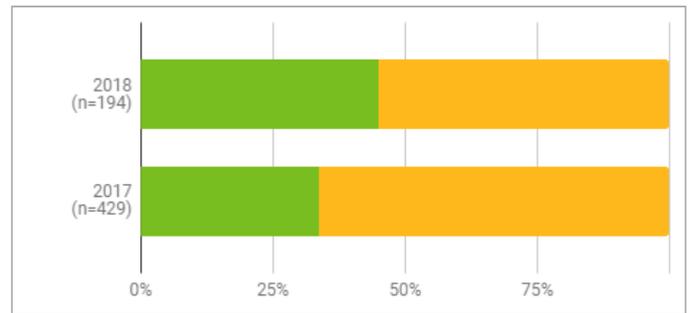
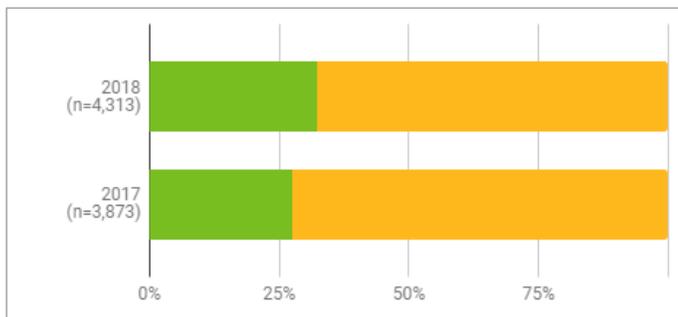
AWARENESS OF EDMONTON PUBLIC SCHOOLS FOUNDATION

FAMILY

COMMUNITY

I am aware of the Edmonton Public Schools Foundation

I am aware of the Edmonton Public Schools Foundation (2017: Are you aware of the Edmonton Public Schools Foundation)

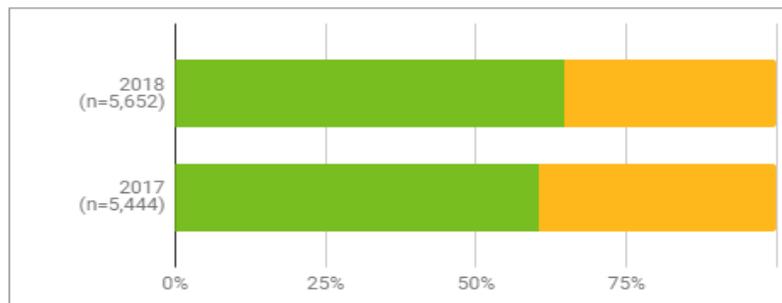


	Yes	No
2018 (n=4,313)	32.4%	67.6%
2017 (n=3,873)	27.5%	72.5%

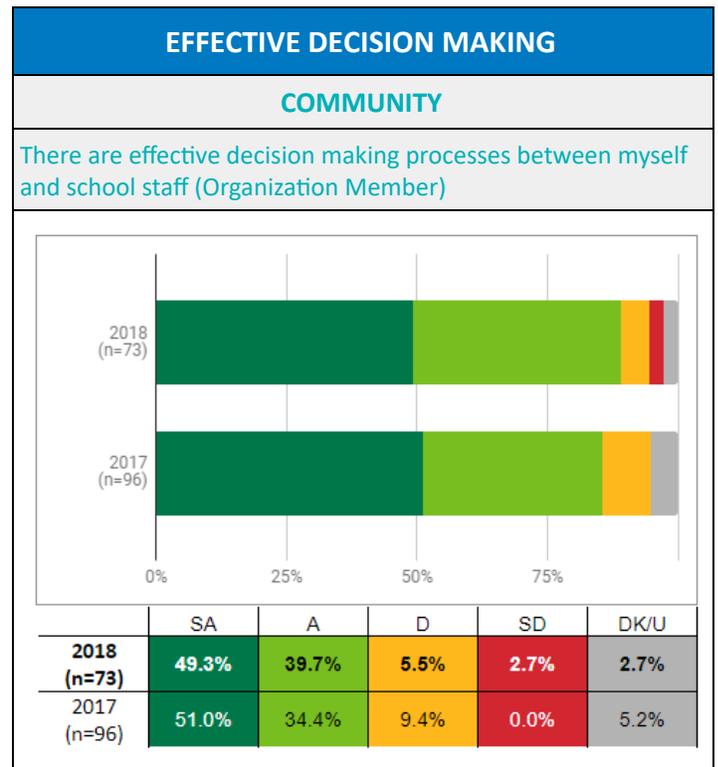
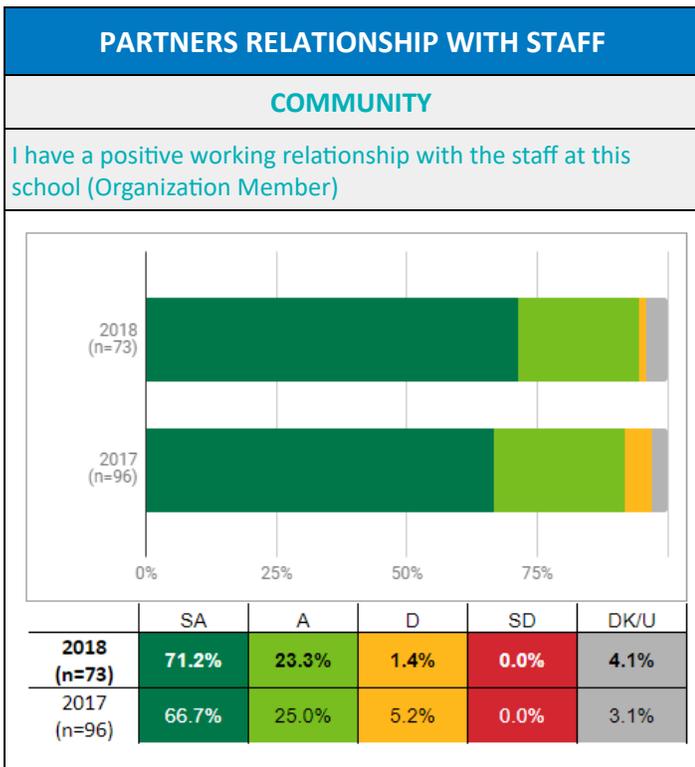
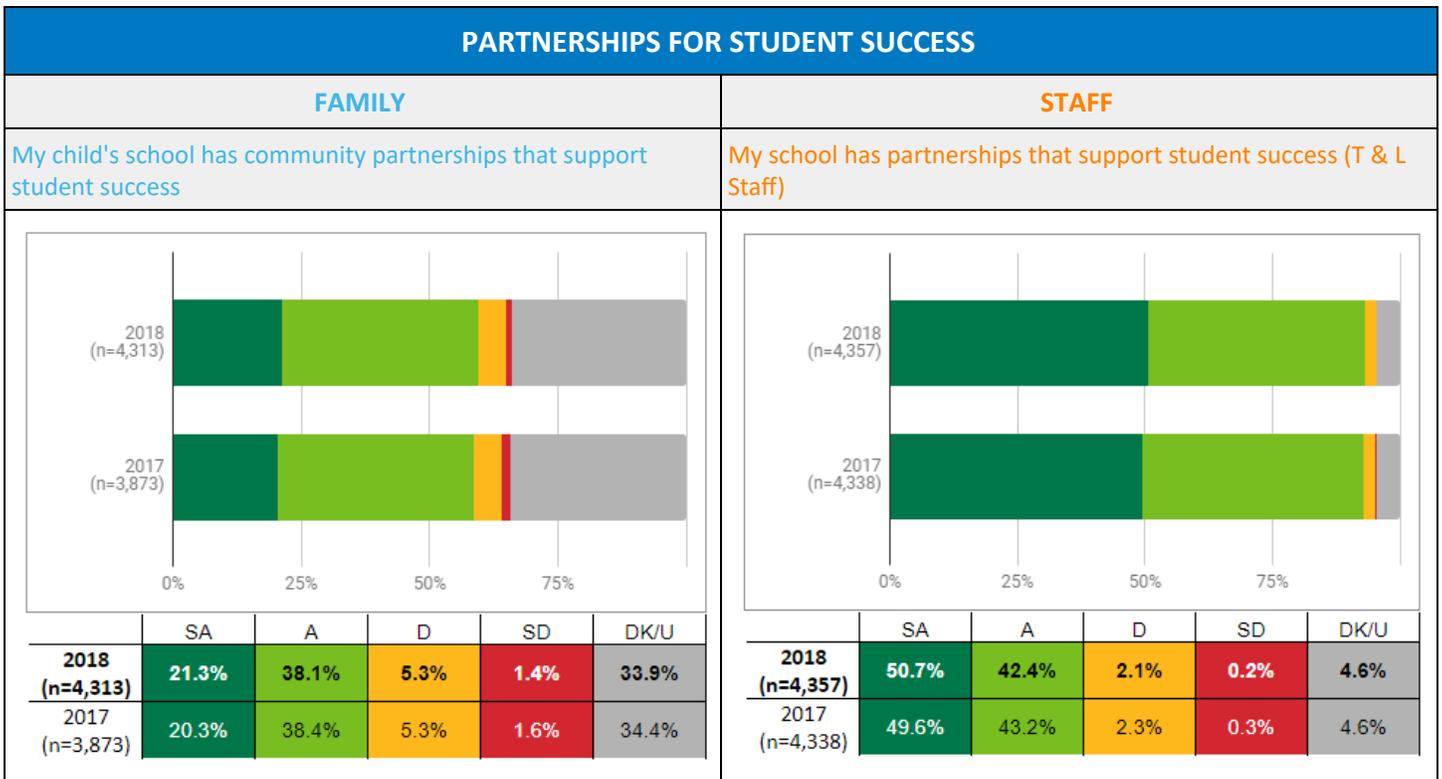
	Yes	No
2018 (n=194)	44.8%	55.2%
2017 (n=429)	33.8%	66.2%

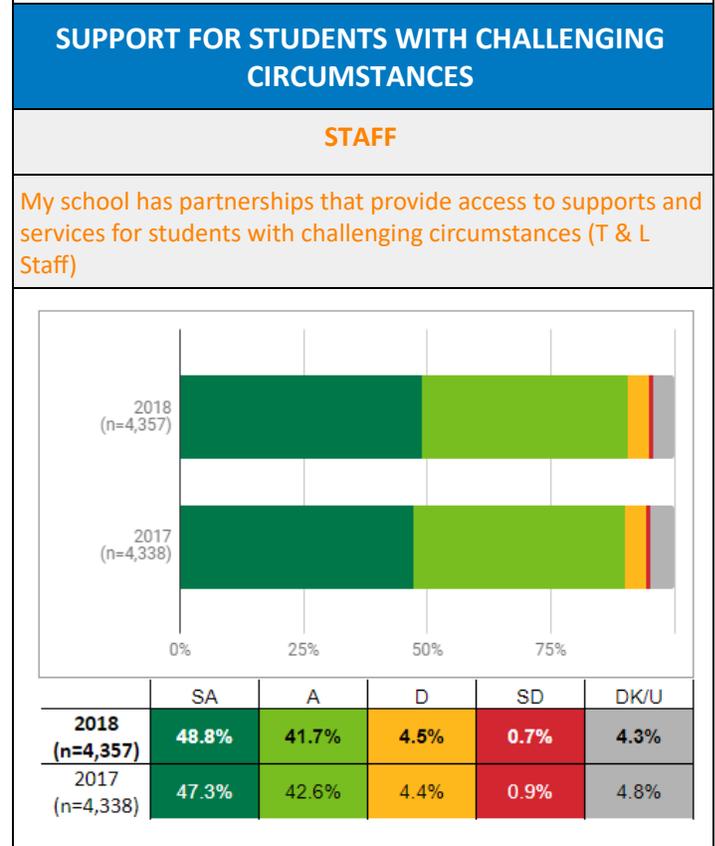
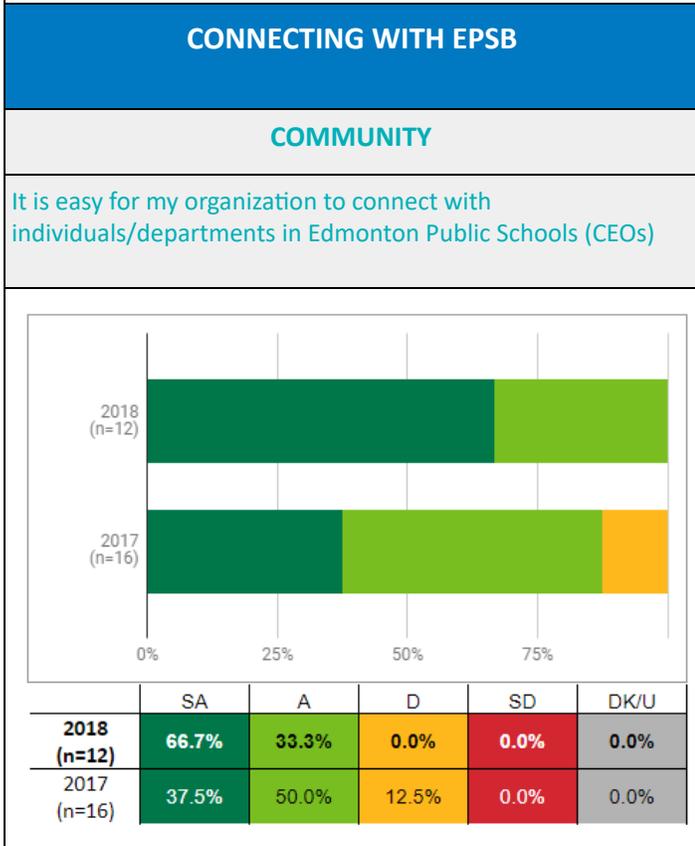
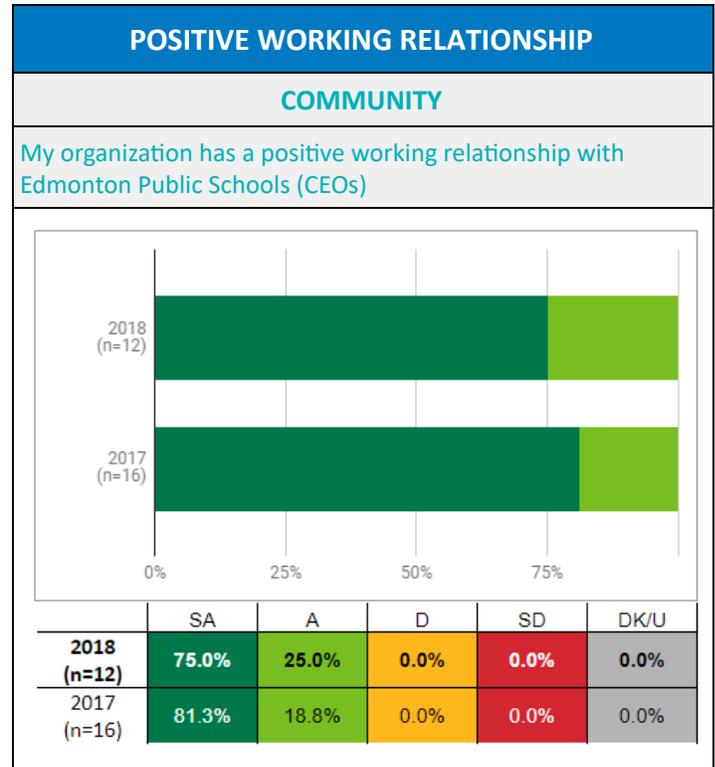
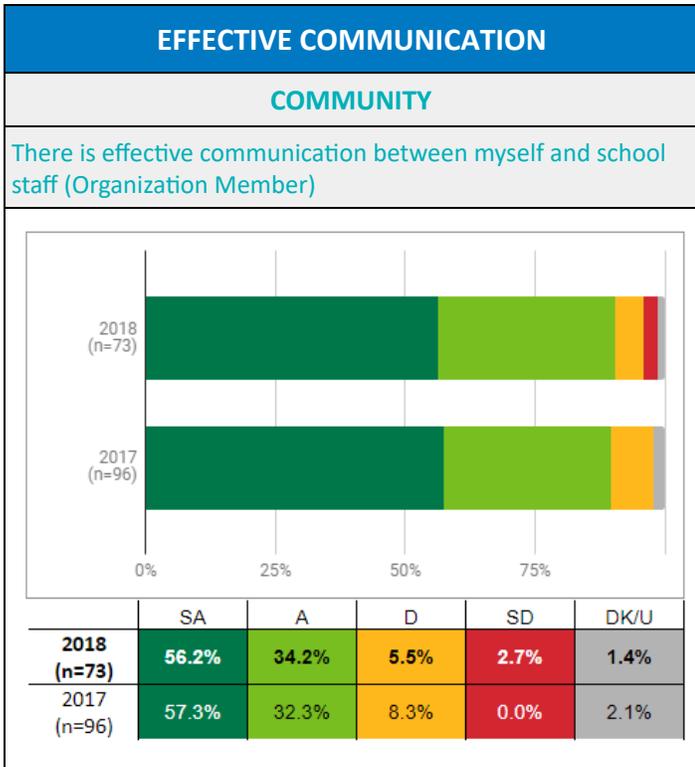
STAFF

I am aware of the Edmonton Public Schools Foundation



	Yes	No
2018 (n=5,652)	64.6%	35.4%
2017 (n=5,444)	60.5%	39.5%

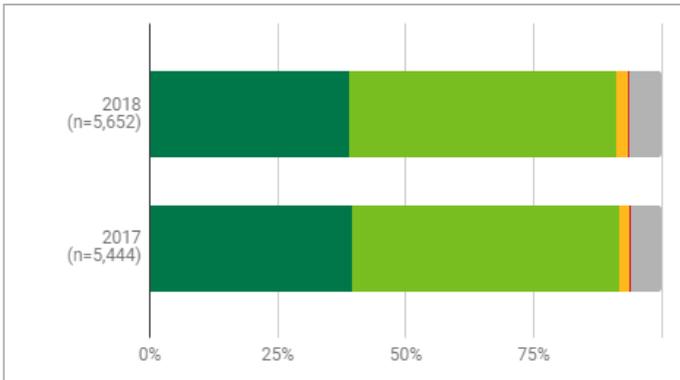




PARTNERSHIPS SUPPORTING STUDENT SUCCESS

STAFF

Edmonton Public Schools as a whole has partnerships that support student success



	SA	A	D	SD	DK/U
2018 (n=5,652)	38.8%	52.4%	2.3%	0.2%	6.3%
2017 (n=5,444)	39.4%	52.2%	2.0%	0.3%	6.1%

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

GOAL THREE: Engaged and effective governance

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

THEME: DISTRICT COMMUNICATION

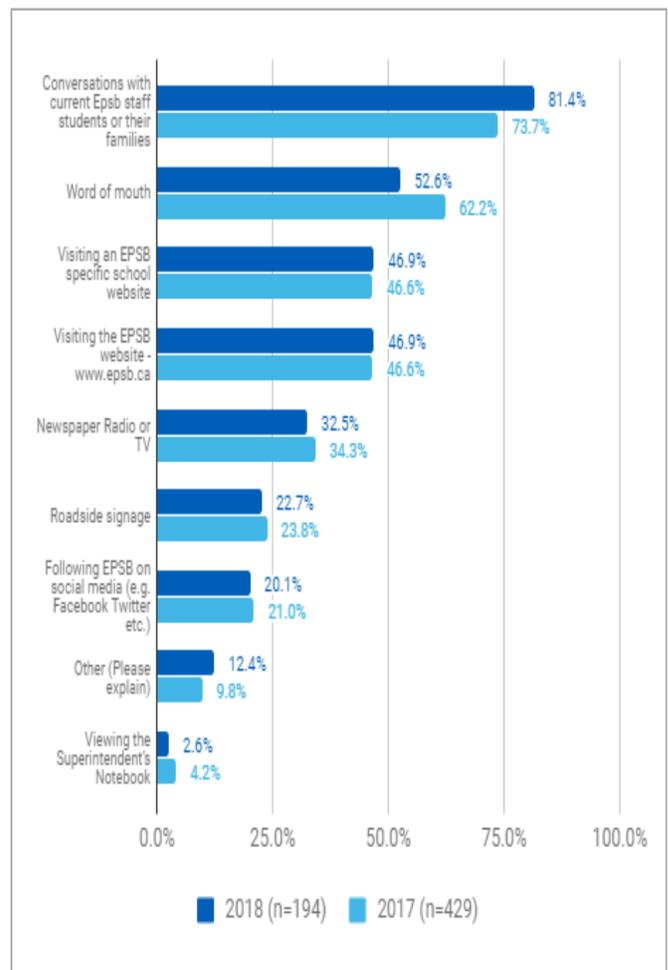
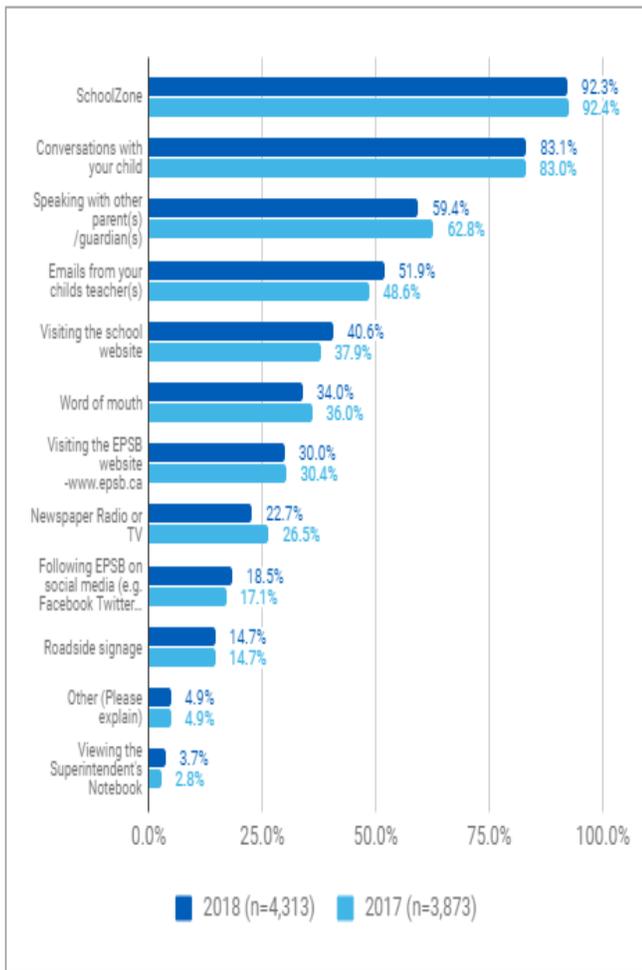
***KEEPING INFORMED ABOUT EPSB**

FAMILY

COMMUNITY

Select the ways you keep informed about EPSB (Select all that apply)

Select the ways you keep informed about EPSB (Select all that apply)

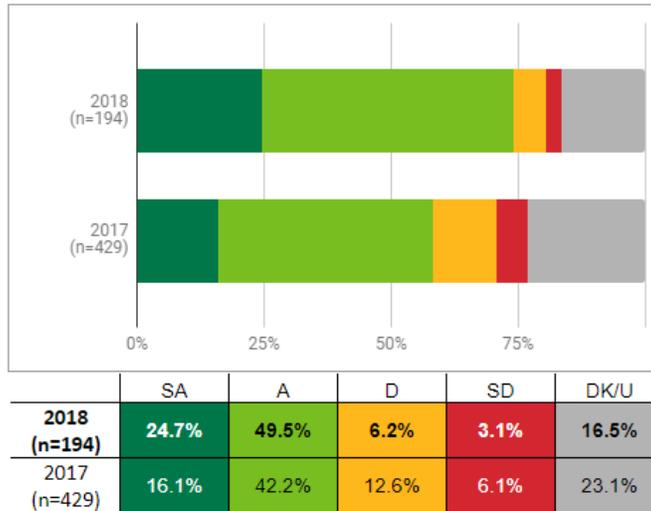


*MULTIPLE RESPONSE - one or more options selected per response

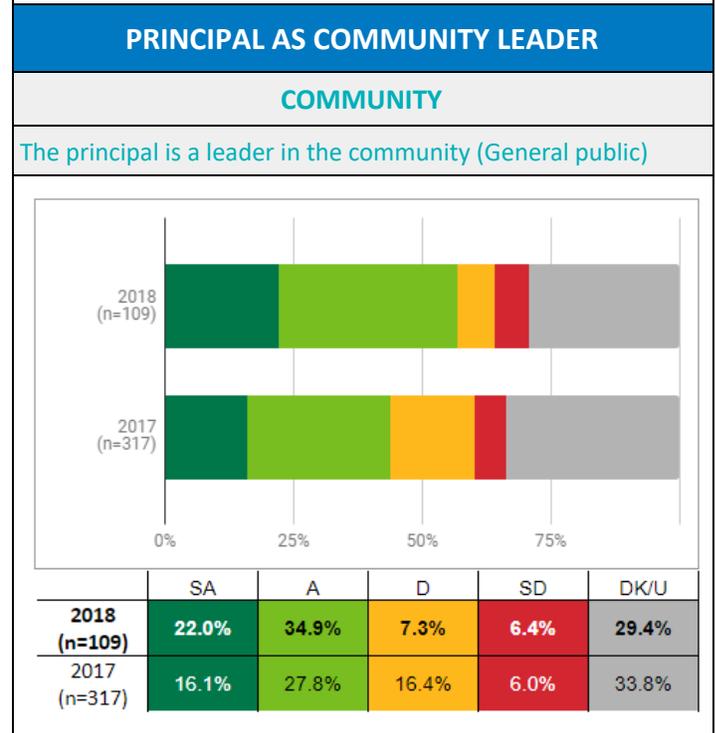
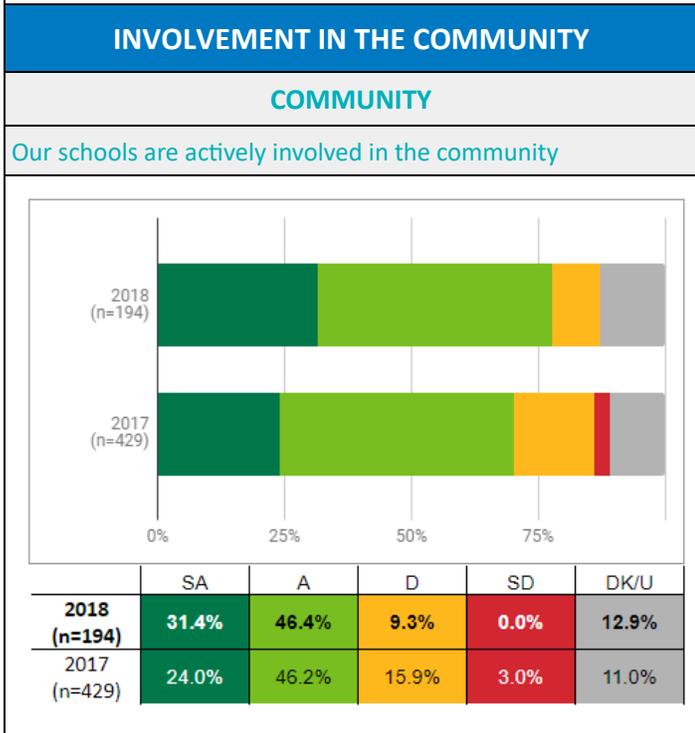
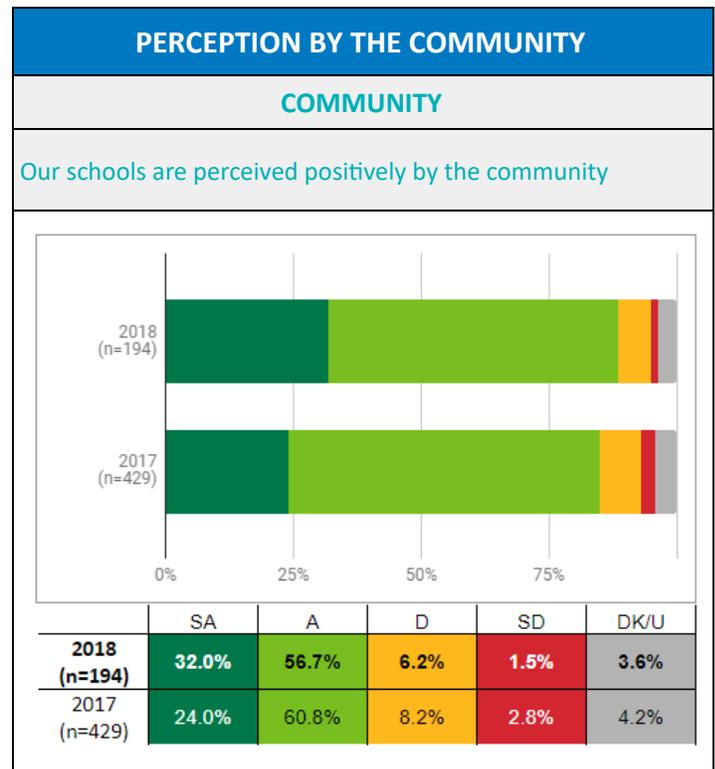
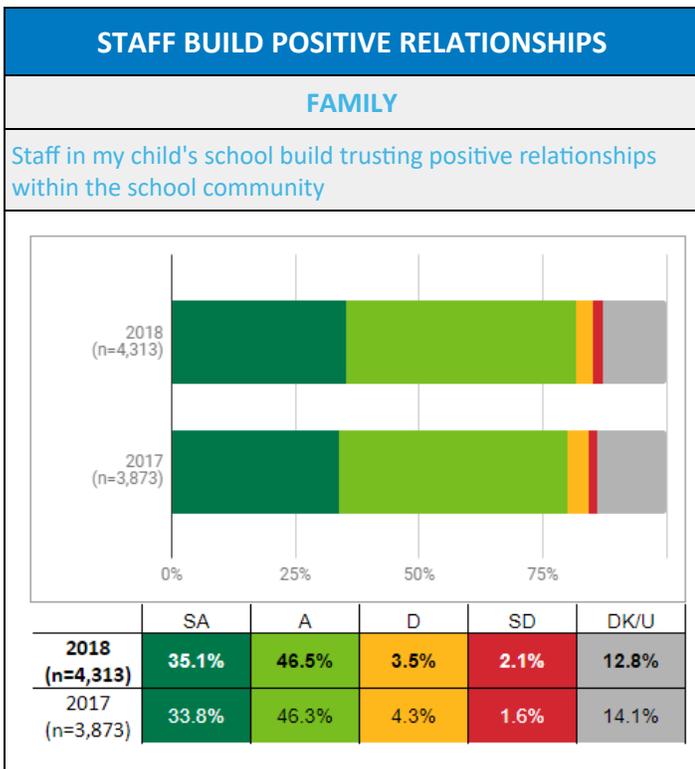
FEEDBACK TO IMPROVE SERVICES

COMMUNITY

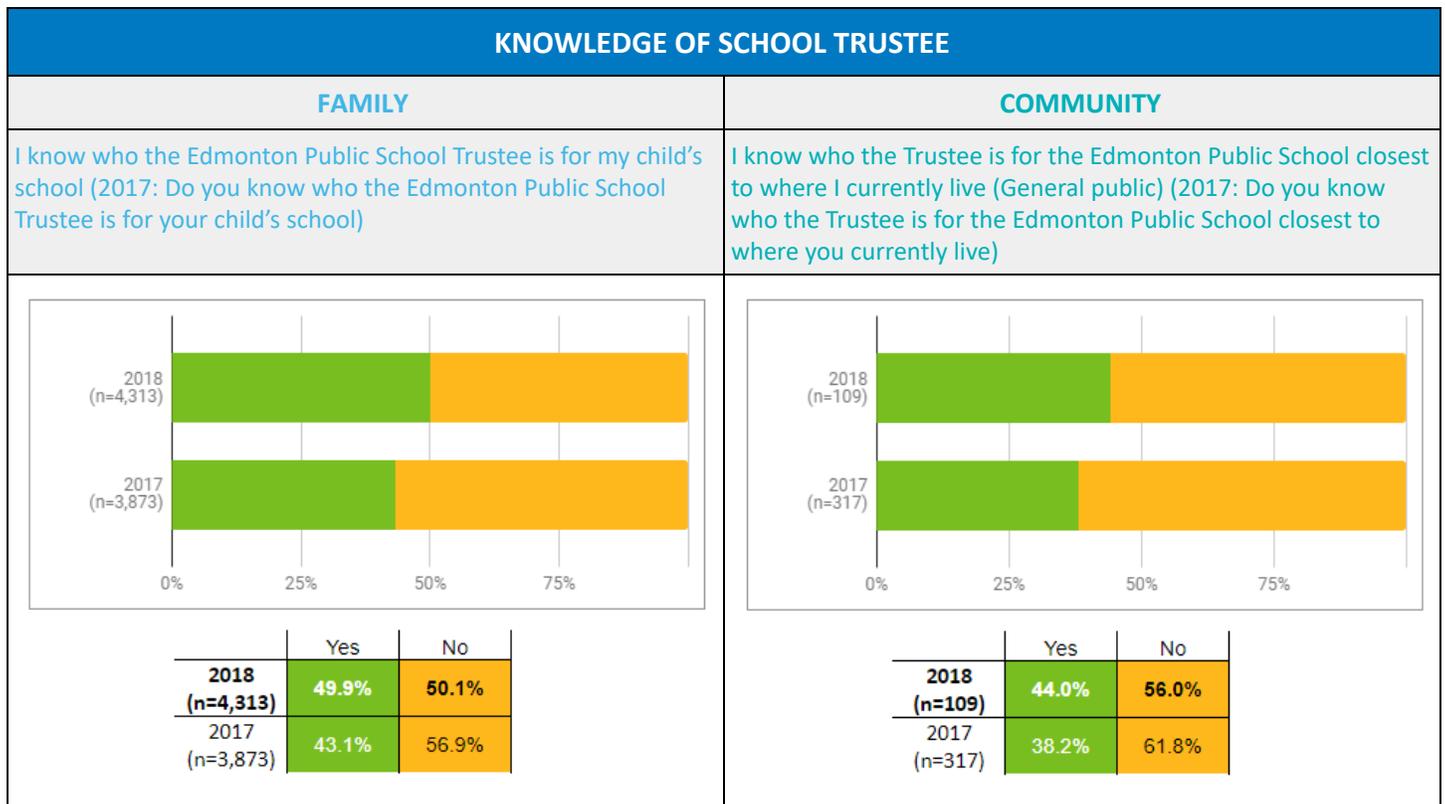
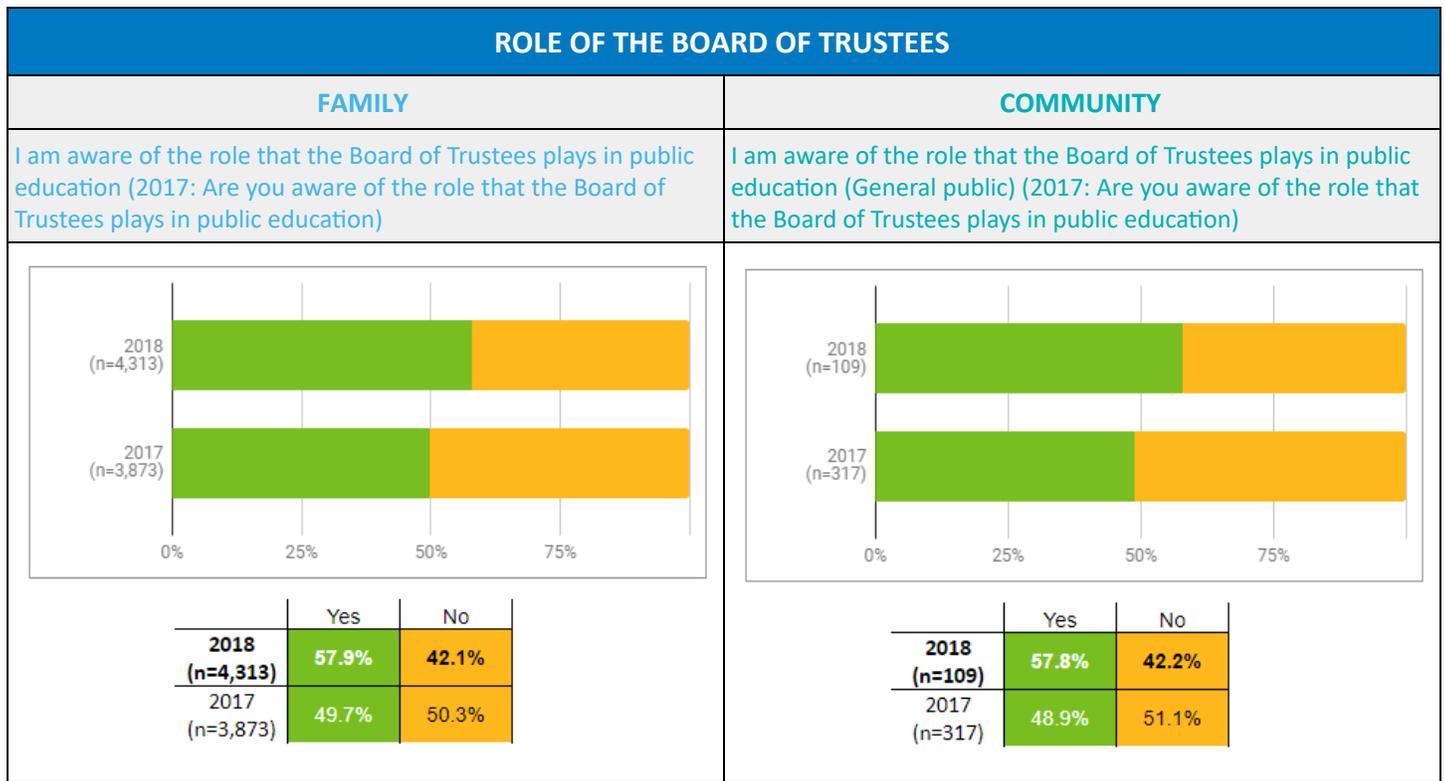
Edmonton Public Schools uses feedback from parent/guardians, students and the broader community to improve services to students and communities



THEME: COMMUNITY INVOLVEMENT

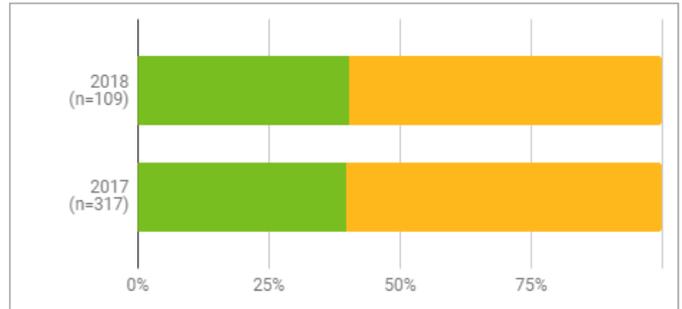
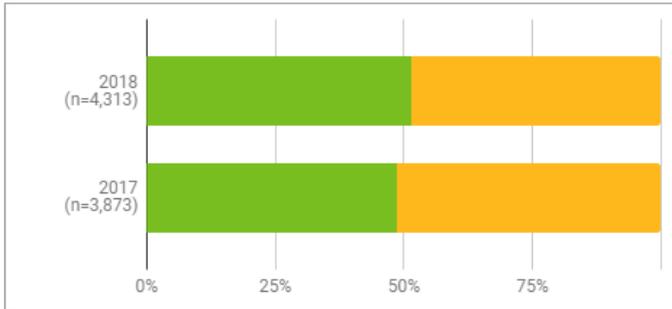


THEME: GENERATIVE GOVERNANCE



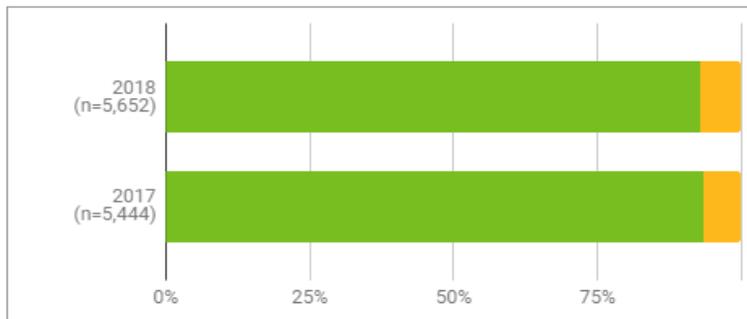
AWARENESS OF EPSB STRATEGIC PLAN

FAMILY	COMMUNITY
I am aware of the Priorities and Goals outlined in the Edmonton Public Schools' Strategic Plan	I am aware of the Priorities and Goals outlined in the Edmonton Public Schools' Strategic Plan (General public) (2017: Are you aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan)

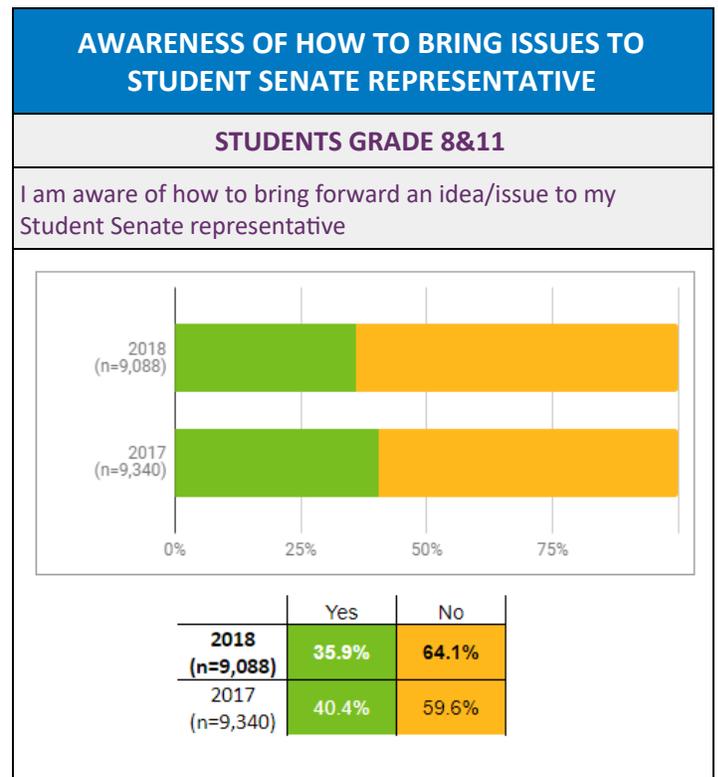
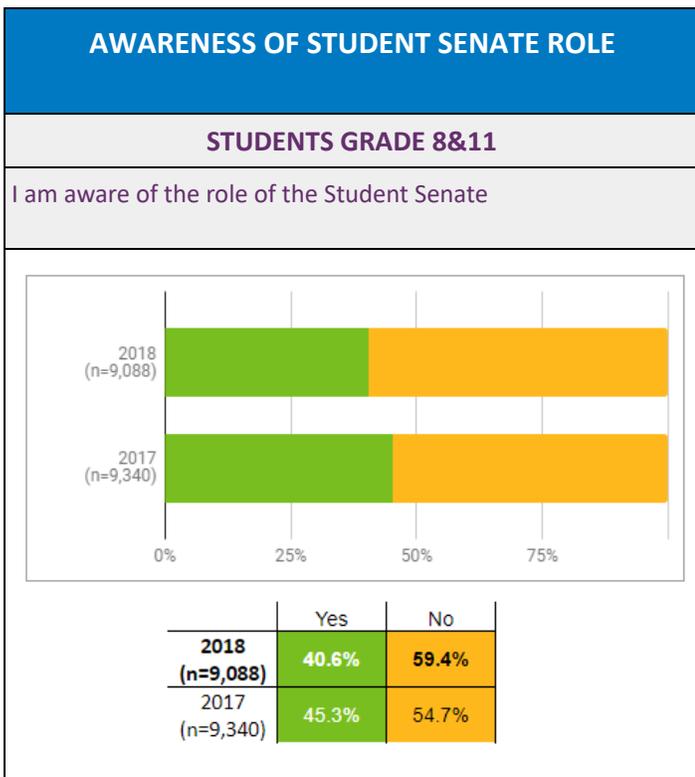
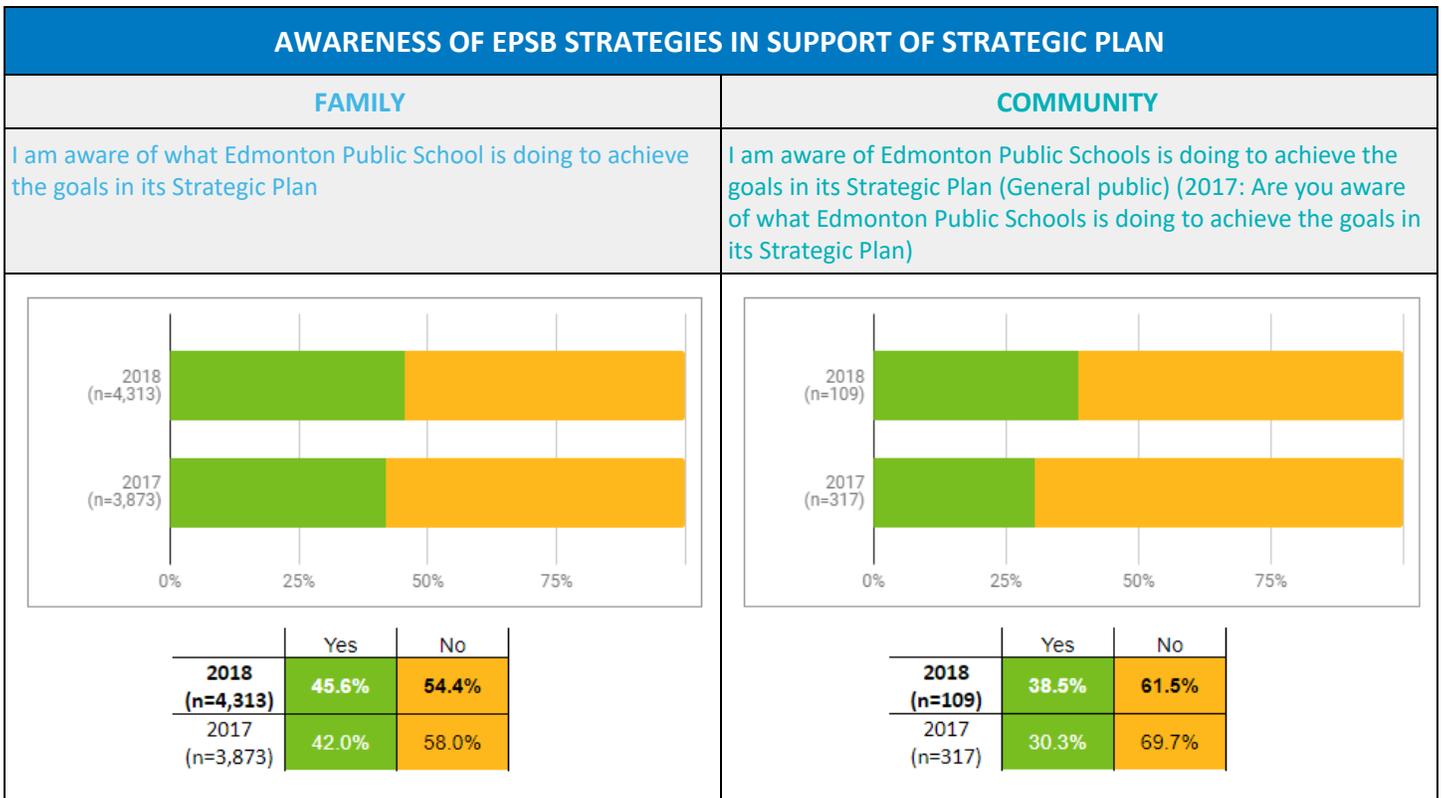


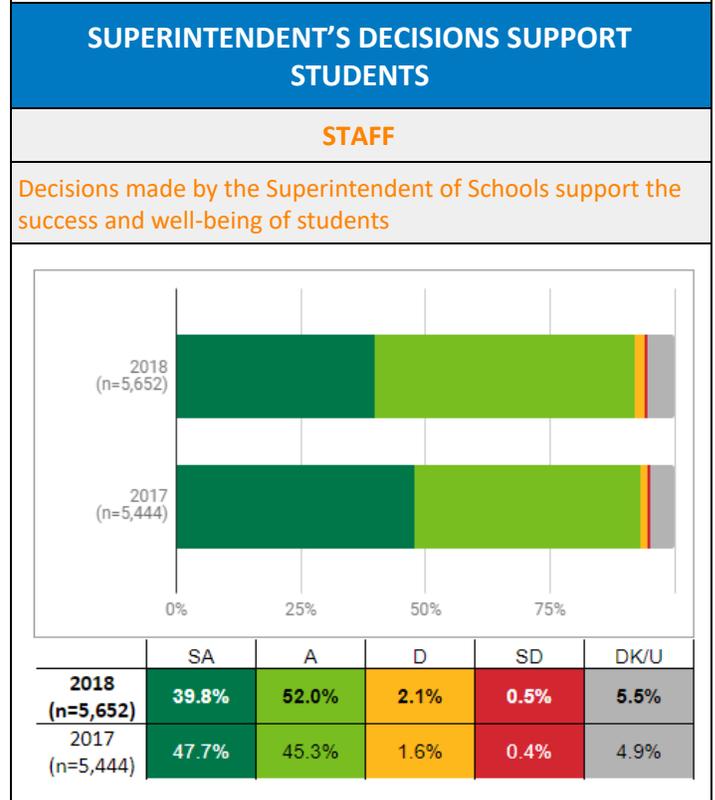
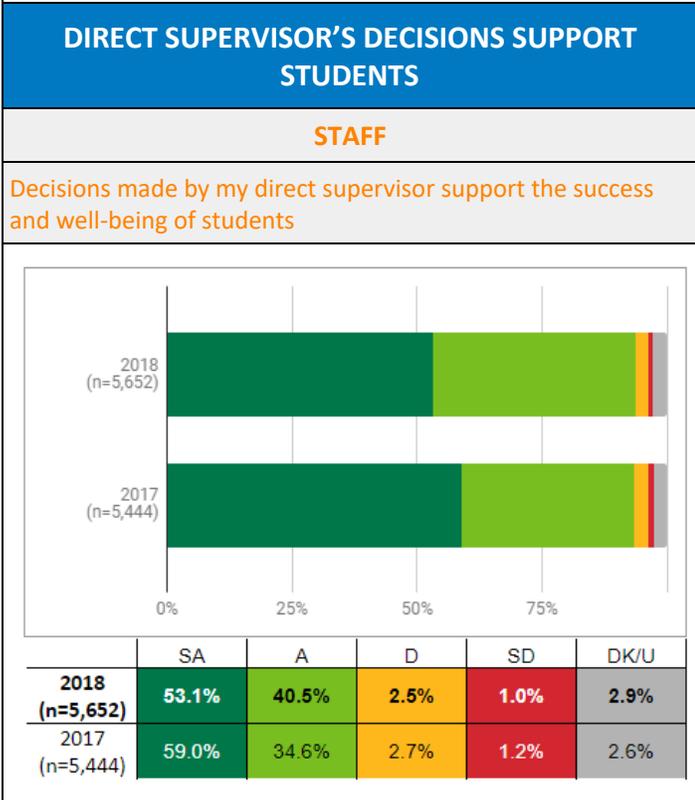
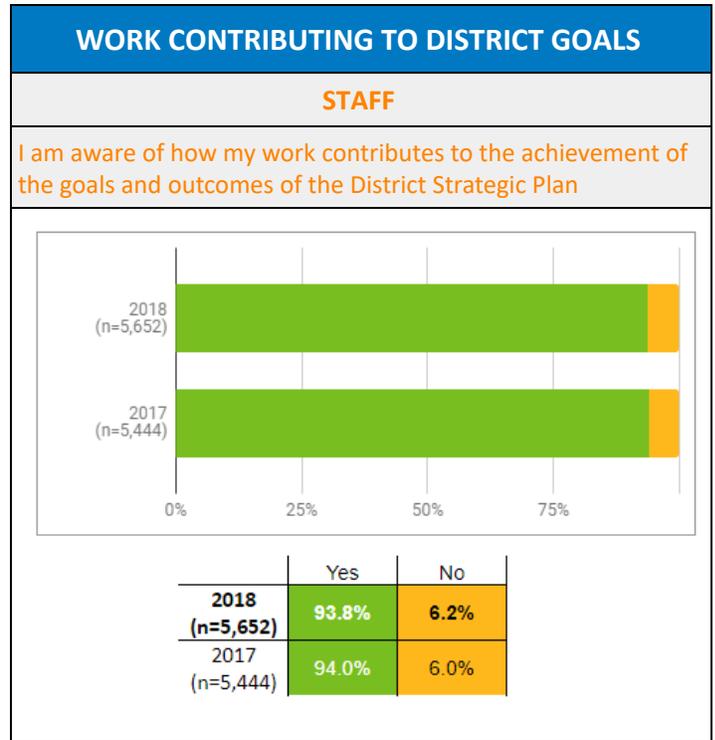
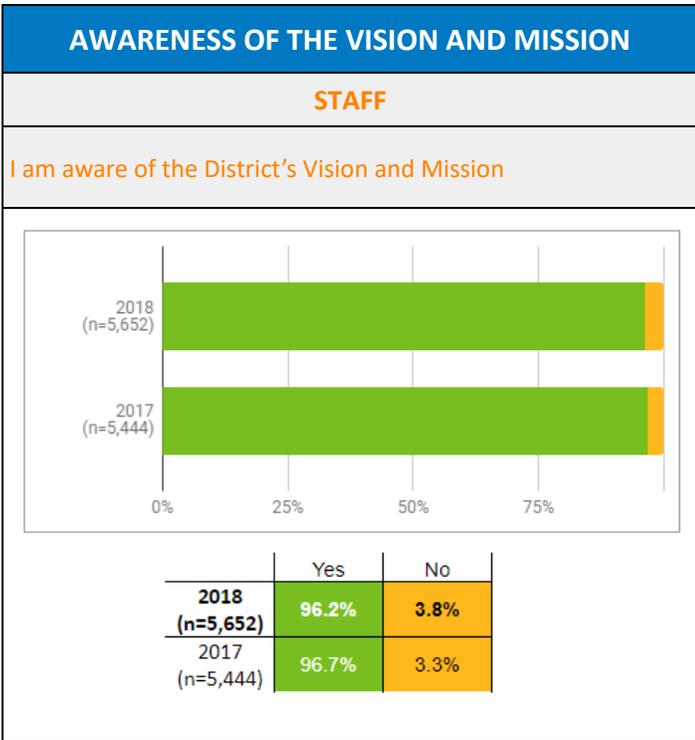
STAFF

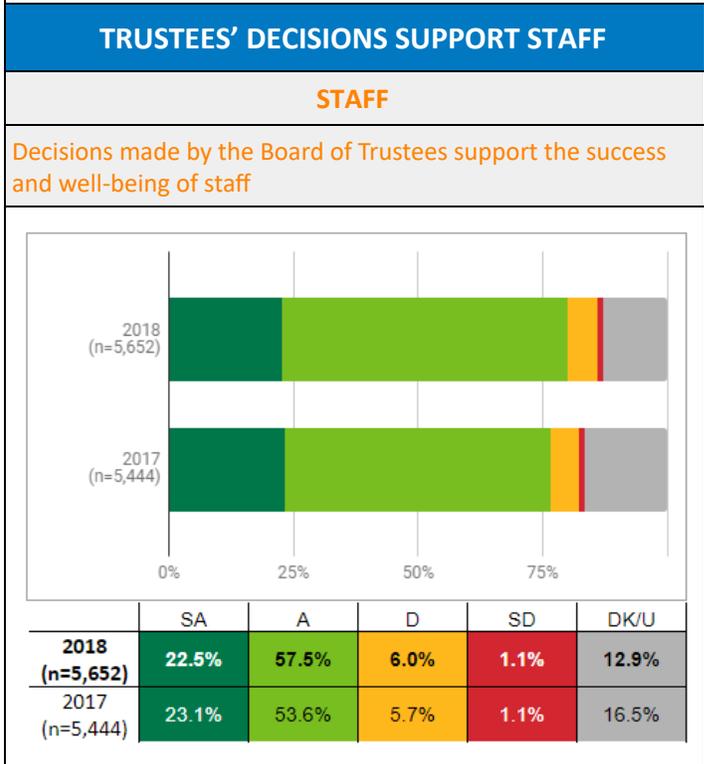
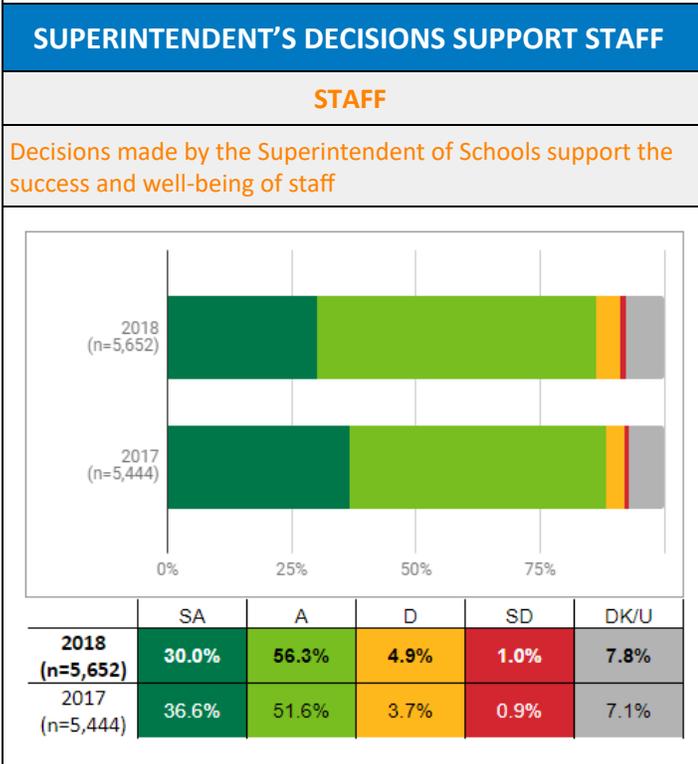
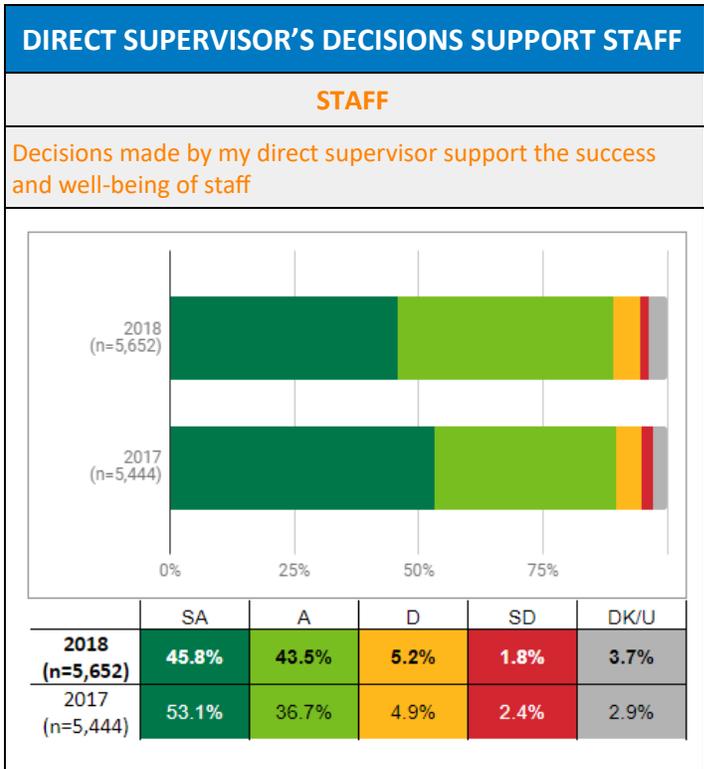
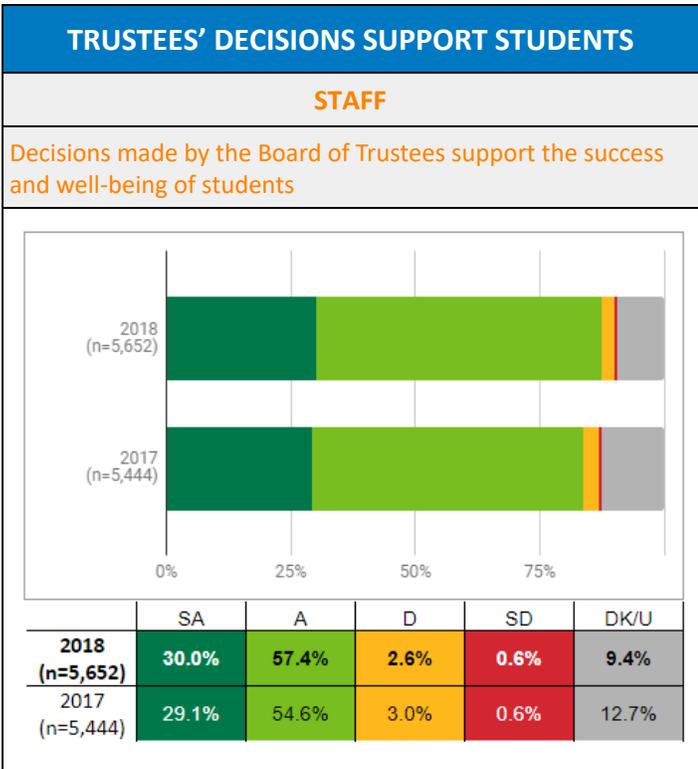
I am aware of the priorities and goals outlined in the District Strategic Plan

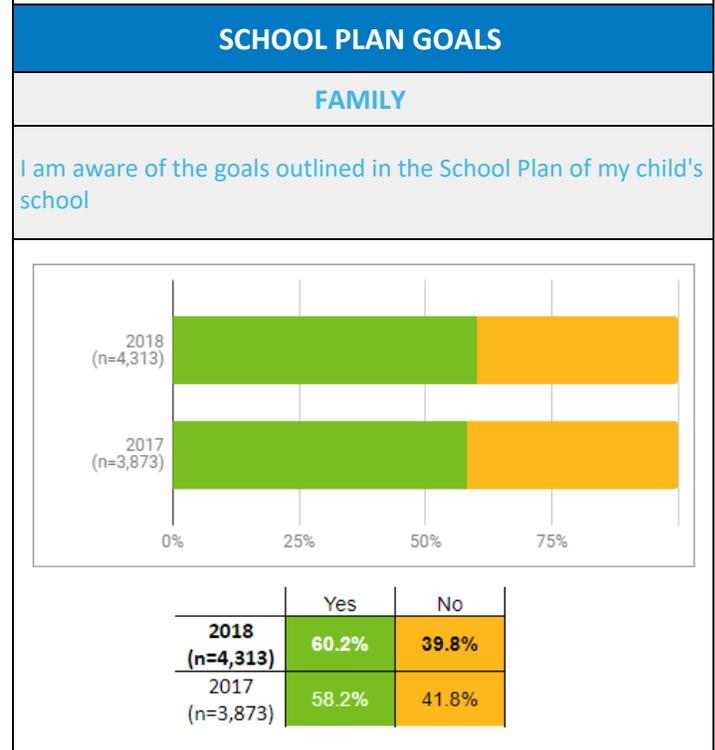
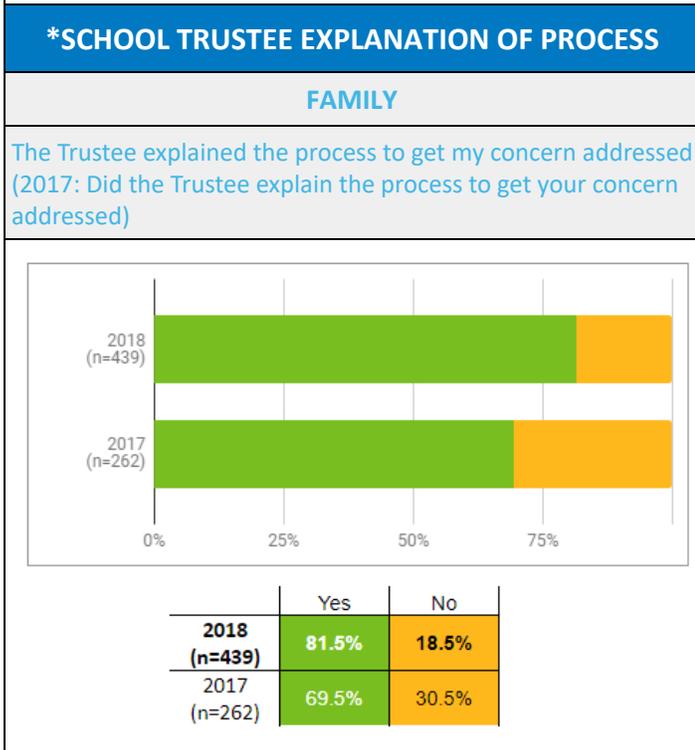
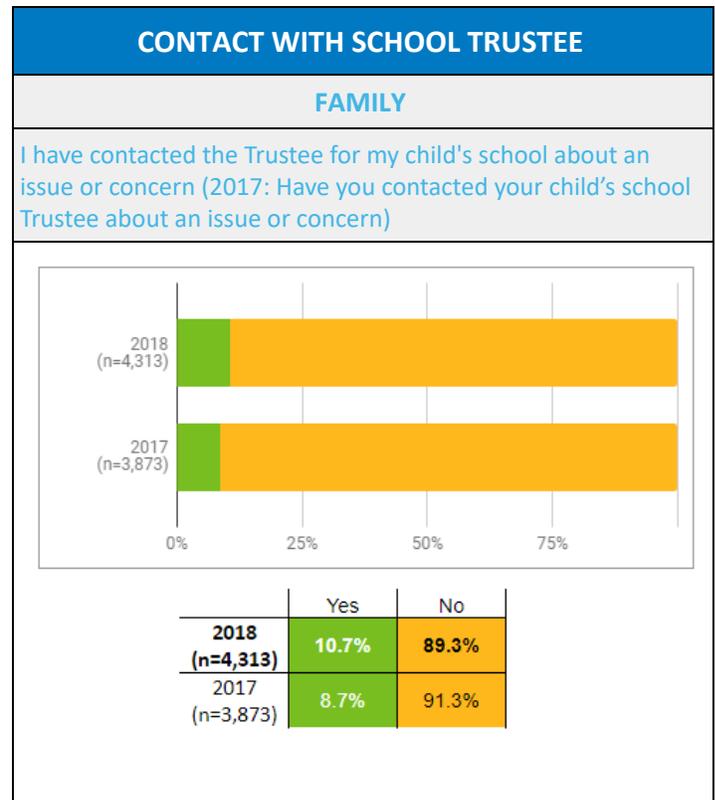
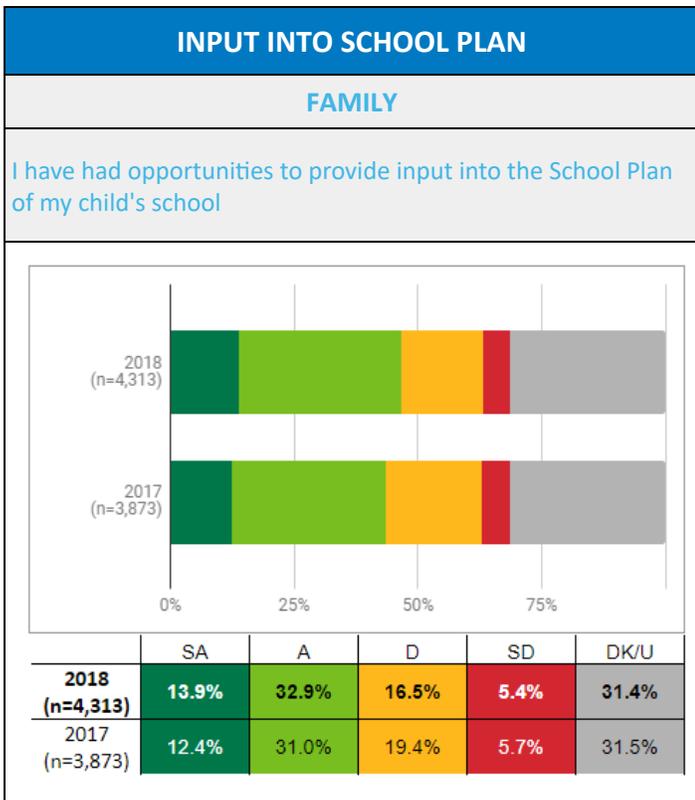


	Yes	No
2018 (n=5,652)	92.7%	7.3%
2017 (n=5,444)	93.3%	6.7%







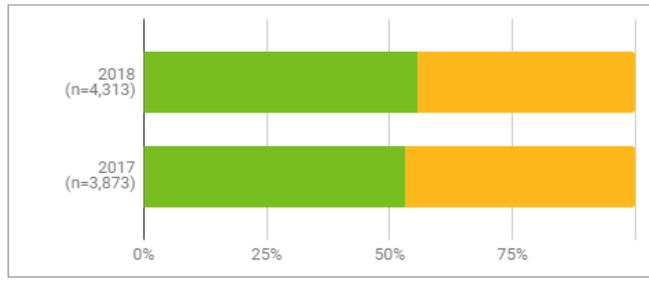


**Only families who indicated that they had contacted their school trustee responded to this question*

ACHIEVEMENT OF SCHOOL PLAN GOALS

FAMILY

I am aware of what my child's school is doing to achieve the goals in its School Plan

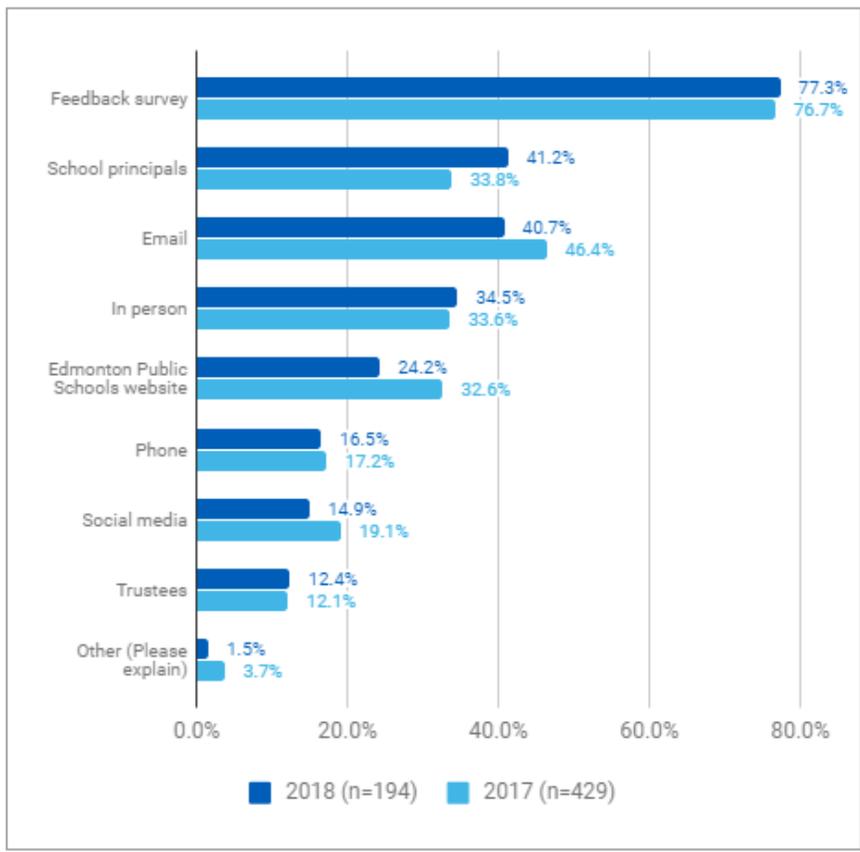


	Yes	No
2018 (n=4,313)	55.7%	44.3%
2017 (n=3,873)	53.1%	46.9%

*WAYS TO PROVIDE FEEDBACK

COMMUNITY

Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply)



*MULTIPLE RESPONSE - one or more options selected per response

DATE: December 11, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Success Beyond Schooling

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE

STAFF: Lisa Beebe, Chelsea Erdmann, Jan Favel, Sean Jones, Amanda Lau, Owen Livermore, Alvina Mardhani-Bayne, Ann Parker

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of the efforts being taken in support of the District Strategic Plan, which is unified by Career Pathways. Student growth and success is fostered through meaningful and engaging learning opportunities. Flexible and responsive learning spaces support student-centered learning activities that connect curricular outcomes to the competencies and skills necessary to prepare students for their futures. The support and involvement of community partners across all divisions provides meaning and relevance to curricular learning. Through these relationships, Career Pathway plans are strengthened to support transition to the world of work or post-secondary learning.

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 Strategic Plan Update report reflects the work of Career Pathways and the data collected from the recent Career Pathways Symposium.

KEY POINTS

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

The attached report is focused on Career Pathways.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Success Beyond Schooling

CE:ce

Strategic Plan Update:

Success Beyond Schooling: Career Pathways

December 11, 2018

epsb.ca

INTRODUCTION

In October 2014, the first Career Pathways Symposium was held. A broad range of stakeholders including staff, students, parents, community and industry partners were invited to engage in a conversation to help shape Career Pathways and provide feedback gathered on the Career Pathways model. The feedback gathered formed the creation and implementation of a plan that shaped the work over the next four years.

Since 2014 Career Pathways has come to life across District schools. Career Pathways is about supporting all students from early learning through to high school completion and beyond. Career Pathways engages students in meaningful and relevant learning opportunities that reduce barriers and open doors. Students develop a curiosity about the world around them through rigorous and relevant projects, activities and experiences that also make important connections to potential Career Pathways. These learning experiences elicit enduring understandings which in turn, help students to become competent, successful, and contributing citizens.

In October 2018, a second Career Pathways Symposium was held. Preparing students for the future is a collective responsibility. The October 2018 Symposium was an important opportunity to honour the voices and engage our stakeholders; staff, students, parents and community partners, in setting the vision for Career Pathways over the next four years in support of the three priority areas of the District's Strategic Plan:

Priority 1 Student Growth and Success

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

Priority 2 Learning and Working Environments

Provide welcoming, high quality learning and working environments.

Priority 3 Communication, Engagement and Partnerships

Enhance public engagement through communication, engagement and partnerships.

Career Pathways embodies the District Strategic Plan. Student growth and success is fostered through meaningful and engaging learning opportunities. Flexible and responsive learning spaces support student-centered learning activities that connect curricular outcomes to the competencies and skills necessary to prepare students for their futures. The support and involvement of community partners across all divisions provides meaning and relevance to curricular learning. Through these relationships, Career Pathway plans are strengthened to support transition to community living, the world of work or post-secondary learning.

2018 CAREER PATHWAYS SYMPOSIUM

On October 24, 2018, 403 stakeholders participated in the Career Pathways Symposium; participants included 256 District staff, 17 family members, 62 students and 68 business representatives and members of the community. In total, 107 schools were represented at the symposium. The purpose of the symposium was to build upon the energy and direction of the work to date and to engage stakeholders in a meaningful conversation about preparing our students for the future. The data collected will help to inform the vision of Career Pathways over the next four years.

The day started with a keynote address to create shared momentum and synergy to serve as the catalyst for the conversations to follow. Following the keynote, participants engaged in two of four focus group sessions. The table below reflects the topics and the number of participants for each session:

Session Topic	Session 1	Session 2
Developing Awareness in Kindergarten to Grade 4	37	35
Shaping Understanding in Grades 5 to 9	113	117
Building Readiness in Grades 10 to 12	109	108
Creating Supportive Learning Environments	123	122

Participants selected sessions of personal interest and were grouped to assigned tables where they were asked to respond to questions pertinent to the session topic. Each table was strategically organized to include a range of stakeholders (District staff, parents, students and community members) to support a rich and diverse conversation. A note taker and a facilitator were assigned to each table. Below is a sampling of questions that participants responded to. A complete list of questions is available [here](#).

Sample Questions:

- Describe or tell a story about a time you had a learning experience that you felt was relevant or meaningful.
- How might families, businesses and community organizations be involved in helping students experience relevant and meaningful learning opportunities?
- Tell us a story about when/how you started to understand how your strengths and interests could be connected to possible career pathways.
- Based on what we have talked about what are some different ways schools can help students in Grades 5-9 to make connections between their strengths and interests and possible career pathways?
- How does your learning environment support and enhance development of “engaged thinkers and ethical citizens with an entrepreneurial spirit?”

To close the day, participants were inspired by a facilitated panel conversation. The panel engaged in a rich and thought provoking dialogue on preparing our students for the future.

WHAT DOES OUR DATA TELL US

Feedback from each of the focus group sessions was themed using a qualitative data analysis tool. This tool categorized the data based on the frequency of similar comments. From the data, themes for each session emerged and have been identified as:

Topic: Developing Awareness (Kindergarten - Grade 4)

- *Partnerships and Connections*

“Different partnerships can help students realize that life is not linear, just take one step at a time.”

Participants spoke about engaging businesses and community organizations, but also spoke about the importance of engaging families and parents to share their passions and expertise.

- *Programming in General*

Participants spoke about the need to have “an alignment between curriculum and student strengths.” As well, there is the need to further teachers’ development to build understanding on “how to intentionally connect learning and teaching students about their success.” A number of participants were hopeful that the new curriculum would help address this need as it “may naturally lend itself to project (based learning) and exploration.”

- *Exploration as a Path*

Participants recalled instances in which they were able to explore their passions, interests and strengths. One participant stated that “starting where students are at is a huge piece in developing (students’) identity,” with another mentioning the importance of “allowing students to choose their learning experience to figure out what their strengths are.”

- *Authentic Experiences*

“You cannot just show students all the list of jobs. You need to engage in experiences to help them understand their strengths. Then they can build an awareness of what they like.” Participants spoke of instances in which they were able to increase the authenticity of learning through project-based learning and partnerships with the community.

- *Exposures as a Result of Parental Influence*

One participant mentioned that their child has a “very narrow view of what careers could be (i.e., the only example their child has is the careers of the participant and their husband) and would love to see this change in curriculum to broaden ideas.” Additionally, an educator wondered how to “help parents understand (different Career Pathways), especially parents who are new to Canada.”

Topic: Shaping Understanding (Grades 5 - 9)

- *Exploration as a Path*

Multiple respondents mentioned that opportunities to “give back to the community” helped to shape their career paths. Comments encouraged exposure to “all aspects of the job” and an emphasis on openness when exploring career paths.

- *Partnerships and Connections*

Respondents generally affirmed that partnerships and connections are always worth pursuing: “When you bring people in from the community, it’s so much more authentic and it expands our capacity to provide authentic opportunities.”

- *Programming in General*
Participants in the breakout sessions underscored the importance of sharing new ideas, opportunities and experiences for students through school programming. Some District staff pointed out that access to information about careers is critical in order to communicate with parents, and that timing is critical, as “during the summer, only some families can find or afford opportunities.”
- *Embedded Programming*
Participants spoke of the need to incorporate opportunities to “help students look at career options,” “explore,” and gain “work experience” during school hours. Comments identified existing tools, initiatives, and partnerships that helped satisfy this need, including myBlueprint, Community Marketplace, Campus EPSB, Career Technology Foundation (CTF), Inquiring Minds and Entrepreneurial Adventures.
- *Personal Experiences*
“It’s important to try things along the way and see if you’re really interested in them.” Participants spoke of the need for choice and “personal connections” to create “meaningful” and “engaging” learning experiences.

Topic: Building Readiness (Grades 10 - 12)

- *Exploration as a Path*
Participants described varied career paths, emphasizing openness “What you do today, will not necessarily be what you will be doing in 20 years. Let life experience evolve and materialize” and being guided by interest “Just follow what you’re into until it becomes the thing that you do”.
- *Partnerships and Connections*
Breakout session discussions touched on the promise of “strong partnerships” with external organizations and stressed the importance of increased communication and removing barriers for increased exposure to career options for students.
- *Programming in General*
Multiple respondents reported a high uptake of myBlueprint in schools and considered Community Marketplace as a promising development. Staff indicated an interest in increasing opportunities for career exploration in school programming and “integrating Career Pathways into core subjects,” while citing a lack of time as a significant challenge.
- *Exposure in General*
Participants described the benefits of opening up “opportunities for students to ‘test out’ things.” Multiple responses also encouraged “listening to the voices of the kids about what they might want to do and learn.” One student expressed some uncertainty about “what the world has to offer,” noting that “everything we learn is in a controlled environment.” Another student indicated that some uncertainty may exist because “students are being directed to look at possibilities that don’t yet exist.”
- *Exposures as a Result of Parental Influence*
Participants outlined the need for “fighting stereotypes” based on parental knowledge and expectations, especially with the privileging of post-secondary education over trades and “academics” over “experiences.” Parents in the breakout sessions signaled that they are in a “relearning stage,” while District staff who are parents developed “empathy and understanding for other parents.”

Creating Environments (all grades)

- *Inclusive Practices*
“Universal design is crucial, varied seating, different ways to relay information, various types of settings.” Participants spoke of the need to have flexible spaces and flexible seating to “meet the needs of students” and help students “feel more connected to their space.”
- *Authentic Experiences*
“Connection to nature is a huge part of the design and impact of the school.” A number of participants spoke of spaces that “bring the outdoors in.”
- *Programming in General*
“The connection between creativity is more organic; (there needs to be) space that provide(s) opportunities for problem-solving; if you can be more creative, the engagement and the work quality increases.”
- *Competencies in General*
“Students are going into a world (with) teamwork and collaboration, so they need these opportunities.” Participants spoke of environments such as “open spaces” and clubs that “bring more students together, for sharing, collaborating, (and) engaging.”
- *Exploration as a Path*
“Open up more opportunities for everyone - space they can learn, explore, try new things, express their thinking.” Participants spoke of spaces that allowed for “freedom,” “choice,” “imagination,” “creativity” and “calculated risk taking.” As one participant said, “opportunities to play (...) gives a more meaningful experience.”

The comprehensive feedback summary report can be found [here](#).

A closer look at the five themes above identified in each session, has resulted in the identification of the following four Career Pathways Guiding Principles. These principles represent the common ideas that emerged from the voice of participants across all session.

Career Pathways Guiding Principles

Programming	Authentic Experiences	Partnerships and Connections	Future Focused
<p>Innovative learning approaches that are embedded across curricula.</p> <p>Skills and competencies are developed through cross-curricular learning activities such as projects, design thinking and inquiry-based opportunities.</p>	<p>Engaging students through meaningful and relevant experiences that connect learning to career pathways.</p> <p>Authentic experiences help students to see the connections between what they are learning and the world around them, through quality infrastructure, hands on experiences, field trips, exploration activities and work experience opportunities.</p>	<p>Building relationships with parents, community and business partners that intentionally connect students to experiences and potential career pathways.</p> <p>Education is a collective responsibility and through collaboration with stakeholders, we can enhance and enrich opportunities for students while utilizing the expertise that exists within our communities.</p>	<p>Adapting to ever-changing environments and realities.</p> <p>The world around us is constantly moving forward and it is important that we prepare our students for the future. Responsive learning opportunities and environments will support the development of competencies and transferable skills.</p>

The Guiding Principles reflect the District’s commitment to fostering growth and success for all students, enhancing partnerships, creating welcoming and engaging learning environments and supporting community involvement and engagement.

Moving forward, the Guiding Principles will foster the conditions necessary to fulfill the District’s Vision—Success: One Student at a Time.

NEXT STEPS

- Centered around the Guiding Principles, schools and central decision units (DUs) will be engaged to inform the development of a multi-year Career Pathways K-12 plan.
- The new provincial curriculum will be reviewed to identify connections between Career Pathways and learning outcomes across subjects. Professional learning opportunities and resources will be provided to support teachers and schools.
- Schools and central DUs will be engaged to create Guiding Principle Tip Sheets. Examples of information in Tip Sheets could include (but may not be limited to):
 - Expanded explanation of the Guiding Principles
 - Supporting research
 - Examples of evidence based high impact instructional practices
- The Career Pathways communications strategy will be enhanced and updated to reflect the 2018-2022 plan.
- Trustees will be provided with an information sheet to help promote awareness and understanding of Career Pathways when communicating with parents, schools and community stakeholders.

DATE: December 11, 2018

TO: Board of Trustees

FROM: Darrel Roberson, Superintendent of Schools

SUBJECT: Bereavement

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

RESOURCE STAFF: Cindy Maksymuik

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

Mrs. Edna McLafferty passed away on September 28, 2018, at the age of 63 years. Mrs. McLafferty was hired to the District in September 2000, and spent her 17-year career working as a braille transcriber specialist with Consulting Services and Inclusive Learning. Mrs. McLafferty was on a leave of absence at the time of her passing. She is survived by her husband Joe and children, Elisa and Bryce. A memorial service celebrating Edna's life was held on October 19, 2018.

Mr. Douglas (Doug) Monsma passed away on October 2, 2018, at the age of 57 years. Mr. Monsma was hired to the District in August 1999, and spent his 18-year career working as a teacher, curriculum coordinator and assistant principal at Edmonton Christian Schools until August 2011. In 2011, he was seconded to The Prairie Centre for Christian Education as Director of Learning from August 2011 to August 2017. Mr. Monsma was on a leave of absence at the time of his passing. He is survived by his wife, Loretta, and children, Tara, Leanne and Erin. A memorial service celebrating Doug's life was held on October 9, 2018.