



AGENDA

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

CFE McCauley Chambers
Tuesday, June 21, 2022
2 p.m.

Board Meeting #15

- A. O Canada
Recognition of National Indigenous Peoples Day
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting #14 – June 7, 2022
- G. Recognition
 - 2. Michael A. Strembitsky Awards
(Information)
- H. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, June 20, 2022, to speak under this item.)
- I. Reports
 - 3. 2022-2026 Division Strategic Plan
(Recommendation)
 - 4. Four-Year Education Plan (2022-2026)
(Recommendation)
 - 5. Governance and Evaluation Committee Work Plan Summary
(Information)
 - 6. Infrastructure Committee Work Plan Summary
(Information)
 - 7. Policy Review Committee Work Plan Summary
(Information)
 - 8. Delegation of Authority – 2022 Summer Recess
(Recommendation)

BOARD OF
TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Dawn Hancock
Marcia Hole
Julie Kusiek
Marsha Nelson
Sherri O’Keefe
Jan Sawyer
Saadiq Sumar

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

MINUTE BOOK**Board Meeting #14**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education, McCauley Chambers on Tuesday, June 7, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order with a land acknowledgement. She said that during school openings, we have heard some meaningful land acknowledgements. She has learned new Cree words such as nitohtmawain (Nee-toe-MA-wane), which means listen. She has heard that the land feeds us, the land holds us up and the importance of Nipi - or water in Cree. And so we listen, we learn and we acknowledge that we are on Treaty 6 territory, we are all treaty people and we acknowledge this land, the history and the current work we have to do on our journey of truth and reconciliation.

A. O Canada

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Board Chair Estabrooks:

**“That the agenda item H-6, Confirmation of Trustee Representation on Committees, be deferred to the June 21, 2022, Board meeting.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

MOVED BY Trustee Sumar:

**“That the agenda for the June 7, 2022, Board meeting be approved as amended.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair reported that the Alberta School Boards Association (ASBA) will host the Honouring Spirit: Indigenous Student Awards. These awards celebrate exceptional students nominated by members of their education communities, based on their exemplary leadership, honour, courage, and commitment to their culture and education paths. On behalf of the Board of Trustees, the Board Chair congratulated the Division’s Honourable Mention recipients:

- Ladainion Manyguns, Grade 10 student at Dr. Anne Anderson
- Khloe Galbraith, Grade 3 student at Bannerman
- Ivy Brandsma, Grade 7 student at Bessie Nichols
- Keaira Marios, Grade 12 student at Braemar
- Chance Carlson, Grade 12 student at J. Percy Page
- Tiara Quinney, Grade 12 student at Ross Sheppard
- Trinity James, Grade 12 student at Ross Sheppard
- Kale Patenaude, Grade 11 student at Victoria

She said that the Board is pleased to celebrate the students’ accomplishments and commitment to their culture that they’ve demonstrated, as well as their contributions to their school communities.

The Board Chair recognized that June is National Indigenous History month. The Division will be taking part in a celebration of this month on June 21, National Indigenous People’s Day, but the Board Chair did want to take a moment to highlight how critical it is that we all learn from and educate ourselves on the history of the first peoples of this land. It’s a month dedicated to the history of Indigenous people, but it is so important to recognize not only the past but the future as well.

The Board Chair also recognized that June is Pride month. For the Division, the week of June 6 to 10th is Pride Week in our schools. She looks forward to seeing more chalk rainbows, guest speakers and celebrations that mark the importance of belonging, and of inclusion for all 2SLGBTQIA+ students and families.

The Board Chair shared that the Division continues to celebrate the opening of new schools and graduations. It has been an incredibly busy time for Division staff, students and families and on behalf of the Board, she would like to thank everyone who has helped organize these significant events - celebrations that are lifting us up.

The Board Chair advised that this past weekend, the Public School Boards' Association of Alberta (PSBAA) and the Alberta School Boards Association (ASBA) held their spring meetings. She said they

MINUTE BOOK

were good, productive meetings, with discussions on issues facing Trustees across the province. Unfortunately, the position statement the Board brought forward on funding for a mental health professional for every school was not considered as emergent. The Board had support from many boards to have the discussion but ultimately it did not receive enough support. The Board will continue to advocate for additional funding to support student mental health in schools so we can meet kids where they're at.

The Board Chair expressed thanks to the Edmonton families and parents who had reached out to ask about the Division budget passed at the last board meeting. She appreciated the interest in how the Division allocates money and questions around the challenges the Division is facing due to a tight budget. The Board of Trustees will continue to advocate for adequate, sustainable funding for the students and families they serve.

E. Communications from the Superintendent of Schools

The Superintendent congratulated Karen Abrahamson, a music specialist at Elizabeth Finch school. Karen received the Stan Morris Excellence in Handbell Teaching Award from the Alberta Guild of English Handbell Ringers. She was recognized for a commitment to developing handbell artistry and instilling the joy of music making in her students. Congratulations to Elizabeth Finch school.

The Superintendent expressed his sincere congratulations to the graduates and how wonderful it is to be attending graduations in person. He thanked staff in our high schools across the Division, acknowledging that graduation is a significant event to put on and many people are involved. Grad councils and students put a lot of hours into making those events so memorable. The Superintendent expressed his appreciation to the Board for making time to attend the celebrations with the graduates across the city. He wished all of the graduates all the best in their journey through their adult lives and he is proud of the many accomplishments that they've made.

The Superintendent announced that the following principals have been confirmed, effective September 1, 2022:

- Colbie Bell, McArthur
- Sheelagh Brown, Oliver
- Linda Derksen, J.A. Fife
- Fatima Dayoub, Malmo
- Nouha El-Ali, Horse Hill
- Elizabeth Fraser, Sakaw
- Suzanne Fuller, Rideau Park
- Eileen George, Malcolm Tweddle
- Shannon Gilson, Princeton
- Shane Grundy, Belmont
- Dao Haddad, Kensington
- Shannon Harwood, Centennial
- Jeff Neilson, Elmwood
- Deanna Neilson, Satoo
- Sharilyn Purych, Daly Grove
- Charlene Roberge, Grovenor
- John Scammell, Glengarry
- Jill Sharun, John Barnett
- Kris Simpson, Spruce Avenue
- Crystal Sinclair, Ormsby
- David Sloan, Calder
- Damian Wilkinson, Overlanders
- Randy Witte, Grace Martin

MINUTE BOOK**F. Approval of the Minutes**

1. Board Meeting #12 – May 17, 2022
2. Board Meeting #13 – May 27, 2022

MOVED BY Vice-Chair Ip:

**“That the minutes of the Board meeting held May 17, 2022, and the Special Board meeting held on May 27, 2022, both be approved as printed.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

G. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from one registered speaker for this item.

H. Reports

3. Student Senate – Summary of Work Accomplished

Student Trustees Ryan Fang, Angelina Raina and Jasmine Virk presented a summary of their work in support of their 2021-2022 Work Plan.

There was a short break in the meeting.

4. Locally Developed Courses

MOVED BY Trustee Nelson:

“That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2026:

- Arabic Language and Culture Twelve-year (12Y)
- Art and Design: Ceramics 7-8-9
- Art and Design: Drawing 7-8-9
- Art and Design: Painting 7-8-9
- Art and Design: Photography 7-8-9
- Exploration of Film 7-8-9
- Indigenous Studies 7-8-9
- Learning Strategies 15-25-35 (3 and 5 credits)”

(UNANIMOUSLY CARRIED)

MINUTE BOOK5. 2023-2024 School Year Calendar**MOVED BY Trustee Hancock:****“That the 2023-2024 School Year Calendar as shown in Attachment I be approved.”****MOVED BY Vice-Chair Ip that the motion be amended:****~~“That the 2023-2024 School Year Calendar as shown in Attachment I be approved.”~~****“Approve the attached 2023-2024 School Year Calendar - Attachment I, and ask that Administration bring back a revised calendar should Alberta Education adjust the 2023-2024 Diploma Exam Schedule by removing April 10, 2024 and/or June 17, 2024 as diploma exam dates.”****The Board Chair called the question on the amendment.****(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

MOVED BY Trustee Sumar that the motion be amended as follows:**“Move to amend the calendar as follows:**

- **September 25th transitions from a Professional Development Day to a Board Approved Non-Instructional Day**
- **November 13th transitions from a Board Approved Non-Instructional Day to a Professional Development Day”**

The Board Chair called the question on the amendment.**IN FAVOUR: Trustees Kusiek and Sumar****OPPOSED: Trustees Estabrooks, Hancock, Hole, Ip, Nelson, O’Keefe and Sawyer****(DEFEATED)****MOVED BY Trustee Kusiek that the motion be amended as follows:****“Move to amend the calendar as follows:**

- **September 25th transitions from a Professional Development Day to a Board Approved Non-Instructional Day**
- **May 22nd transitions from a Board Approved Non-Instructional Day to a Professional Development Day”**

The Board Chair called the question on the amendment.**IN FAVOUR: Trustees Hole, Ip, Kusiek, and Sumar****OPPOSED: Trustees Estabrooks, Hancock, Nelson, O’Keefe and Sawyer****(DEFEATED)**

MINUTE BOOK

The Board Chair called the question on the original amended motion.

IN FAVOUR: Trustees Estabrooks, Hancock, Ip, Kusiek, Nelson, O’Keefe and Sawyer

OPPOSED: Trustees Hole and Sumar
(CARRIED)

There was a short break in the meeting.

MOVED BY Board Chair Estabrooks:

“That the agenda item H-7, Governance and Evaluation Committee Work Plan Summary, be deferred to the June 21, 2022 Board meeting.”
(UNANIMOUSLY CARRIED)

MOVED BY Vice-Chair Ip:

“That the Board meeting be extended beyond 6 p.m.”
(UNANIMOUSLY CARRIED)

6. Confirmation of Trustee Representation on Committees

This report was deferred to the June 21, 2022, Board meeting.

7. Governance and Evaluation Committee 2021-2022 Work Plan Summary

This report was deferred to the June 21, 2022, Board meeting.

8. Annual Seclusion Room Update

An update was provided on the use of seclusion rooms and restraint in Division schools.

9. Rising Utility Costs
(Response to Request for Information #009)

Information was provided regarding the Request for Information #009.

I. Other Committee, Board Representatives and Trustee Reports

Trustee Nelson shared that the Edmonton Public Schools Foundation’s Reading for Life Read-A-Thon was a huge success. The total amount raised was \$28,653 and there were 3,422 books read. She thanked the Trustee team who raised \$4,170. Trustee Hancock, Kusiek, Nelson and O’Keefe were also listed in the Top 10 Fundraisers for the Division. She congratulated everyone on a job well done.

J. Trustees and Board Requests for Information - None

MINUTE BOOK

K. **Notices of Motions** - None

L. **Next Board Meeting**: Tuesday, June 21, 2022, at 2 p.m.

M. **Adjournment**: 6:55 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 21, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Michael A. Strembitsky Award of Excellence

ORIGINATOR: Carrie Rosa, Acting for Director, Communications

RESOURCE STAFF: Cathy MacDonald

REFERENCE: [Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community](#)
[Administrative Regulation HI.AR – Recognition of Students](#)

ISSUE

Every year, each Division high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award’s criteria and selects three recipients.

BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the Division’s longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000 respectively are presented to the three Grade 12 students who best exemplify the award criteria.

CURRENT SITUATION

Each of the following nominees will be acknowledged and receive a plaque.

Name	School
Dustin Edgi	amiskwacy Academy
Reda Alamari	Centre High Campus
Gustavo Marin Trejo	Eastglen School
Ioana Dascalu	Edmonton Christian High School
Cheney Cai	Harry Ainlay School
Laiba Shaikh	J. Percy Page School
Karina Banerji	Jasper Place School
Hannah Liu	Lillian Osborne School
Macy Armstrong	M.E. LaZerte School
Jonathan Afowork	McNally School
Sarah Salami	Millwoods Christian School
Helen Pan	Old Scona School
Ayesha Irfan	Queen Elizabeth School
Jonah Zwaigenbaum	Ross Sheppard School
Juliana Concini	Strathcona School
Grace Tunski	Victoria School
Nicole Li	Vimy Ridge Academy
Jasmine Virk	W.P. Wagner School

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair at the public Board meeting on June 21, 2022.

CR:cm

DATE: June 21, 2022

TO: Board of Trustees

FROM: Governance and Evaluation Committee: Trustee Hole, Trustee Ip, Trustee O'Keefe (chair)

SUBJECT: 2022-2026 Strategic Plan

RESOURCE STAFF: Kelsey Duebel, Karen Mills, Nancy Petersen, Carrie Rosa, Soleil Surette

REFERENCE: Board Policy AD.BP: Vision, Mission, Values and Priorities

ISSUE

The Governance and Evaluation Committee, in collaboration with the Policy Review Committee, is bringing forward for Board approval the 2022-2026 Strategic Plan. The plan serves as direction for the Division and is anchored in Board Policy AD.BP Vision, Mission, Values and Priorities. In support of the new draft Strategic Plan, the Policy Review Committee is presenting Board Policy AD.BP Vision, Mission, Values and Priorities for first, second, third and final readings by the Board of Trustees.

BACKGROUND

At the start of their term, one of the first things a new Board of Trustees undertakes is the review and establishment of the Division's Strategic Plan. The establishment of a strategic plan accomplishes the following objectives:

- Aligns with Alberta Education's assurance framework and serves as a foundation to the Division's planning and reporting.
- Provides clear and consistent direction across the Division.
- Articulates what will be important for student success and well-being.
- Unites, inspires and excites staff, students and families around a shared vision.

To inform the development of the draft 2022-2026 Strategic Plan coming forward for approval, the following occurred:

- Key Division documents were reviewed, including the current [Strategic Plan, 2020-2021 Annual Education Results Report \(AERR\)](#), [2021-2024 Three-Year Education Plan](#), [2020-2021 Division Feedback Survey \(DFS\)](#), [Strategic Plan Update: Governance and Engagement](#), [2021 Strategic Plan Update: Literacy and Numeracy](#), [2021 Strategic Plan Update: First Nations, Métis and Inuit](#), Equity Achievement Project, [Anti-racism and Equity Policy](#) and the [Anti-racism and Equity Action Plan](#).
 - These reports represent a combination of data-driven analysis (e.g., Strategic Plan Updates and the AERR) and student, family and staff engagement results (e.g., DFS report and the Anti-racism and Equity Plan and Policy), where stakeholders identified particular areas the Division should prioritize.
- Trustees heard the voices of staff, families and students through school and central decision unit results review presentations and conversations in the fall of 2021.
- The current context of education was examined to help better understand the needs of students in the future.
- Consideration was given to influences that impact education from the broader community, including research addressing the impact of COVID-19.

- A draft vision, mission and set of priorities and goals was included as part of the 2021-2022 DFS, enabling staff, students and families to provide feedback on the draft strategic direction. While the DFS was open for feedback, focus groups were also hosted with Division leadership, families and students as an additional source of feedback on the first draft of the document.
- Feedback from the DFS and focus groups was analyzed to help inform the final draft of the Strategic Plan. This final draft of the 2022-2026 strategic plan is composed of:
 - A Vision statement
 - A Mission statement
 - Three priorities and seven supporting goal statements
 - The Division's cornerstone values: Accountability, Collaboration, Equity and Integrity
- Division Communications staff enhanced the draft plan through developing a visual identity for the document.

RELATED FACTS

Board Policy AD.BP Vision, Mission, Values and Priorities serves as the carrier to the Strategic Plan's vision, mission and priorities and requires updating to reflect the 2022-2026 Strategic Plan.

To support the approval of the 2022-2026 Strategic Plan, Board Policy AD.BP Vision, Mission, Values and Priorities has been updated to reflect the new vision, mission and priority areas.

As the Board conducted stakeholder engagement to inform the development of the 2022-2026 Strategic Plan, the Board's traditional practice of online stakeholder feedback after first reading is not required.

RECOMMENDATION

That Board Policy AD.BP Vision, Mission, Values and Priorities be read for the first, second, third and final time and be approved.

CONSIDERATIONS and ANALYSIS

The Strategic Plan provides direction across the Division in support of student success and well-being and reflects alignment with Alberta Education's assurance framework.

The Board has conducted extensive stakeholder engagement to establish the strategic direction articulated in the 2022-2026 Division Strategic Plan.

Board Policy AD.BP Vision, Mission, Values and Priorities requires updating to reflect the new 2022-2026 Division Strategic Plan.

NEXT STEPS

Upon approval of the recommendation, the updated policy will be posted to the Division website and the Superintendent of Schools will oversee necessary steps to implement the new 2022-2026 Strategic Plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy AD.BP: Vision, Mission, Values and Priorities

ATTACHMENT II 2022-2026 Strategic Plan

SO:np

CODE: AD.BP

EFFECTIVE DATE: (28-01-2020)

TOPIC: Vision, Mission, Values and Priorities

ISSUE DATE: (21-06-2022)

REVIEW YEAR: (2026)

PURPOSE

To provide a shared philosophical foundation to guide the work, strategic planning and decision making in the Division.

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

DEFINITIONS

Vision is the ideal future state or conditions that the Division aspires to create.

A **Mission** declares the practical commitments and actions that the Division believes are needed to achieve its vision.

Priorities are broad statements that describe long-range desired results based on our Vision, Mission and Values.

Values are what anchor the Division and are foundational; they are not just a way of doing, but a way of being.

POLICY

Vision - Enhancing pathways for student success

Mission - Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility.

Values - Accountability, collaboration, equity and integrity

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

ACCOUNTABILITY

The Superintendent will provide regular reports and feedback at public Board meetings to ensure the work of the Division aligns with the Vision, Mission, Values and Priorities established by the Board.

REFERENCES

Education Act Section 33(1)(d)

2022 – 2026 Strategic Plan

Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility.

Values

Accountability, collaboration, equity and integrity

2022 – 2026 Division Priorities

Priority 1: Build on outstanding learning opportunities for all students.

Goal 1: Recognize and support the diverse learning needs of all students.

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

Goal 3: Promote competencies to empower students to meet the needs of a changing society, workforce and climate.

Priority 2: Advance action towards anti-racism and reconciliation.

Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.

Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

Goal 1: Support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

DATE: June 21, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Four-Year Education Plan (2022-2026)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Directors/Managing Directors, Lee Hodgkinson, Andrea Sands, Soleil Surette

REFERENCE: [Funding Manual for School Authorities 2022/23 School Year](#)

ISSUE

Alberta Education requires school jurisdictions to submit an annually updated Education Plan.

BACKGROUND

School jurisdictions are required to annually report on their results (Annual Education Results Report) and prepare three- to five-year education plans guided by Alberta Education's Assurance Framework.

The Education Plan is legislatively required as per the *Education Act*, Section 67; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 94/2019, *Education Act*, School Councils Regulation; and Alberta Regulation 120/2008, *Government Organization Act*, Education Grants Regulation, Sections 2 and 7.

Edmonton Public Schools' 2022-2026 Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan. The Education Plan is a key piece of the assurance model, integrating stakeholder feedback and results analysis of prior achievement into the development of strategic actions intended to enhance student success and well-being.

Edmonton Public Schools is looking ahead to the 2022-2023 school year with the optimism and energy of a post-pandemic context as the Division continues to work intentionally to advance its priorities in support of high quality teaching and learning.

RELATED FACTS

- Each year the Division submits an Education Plan to Alberta Education.
- The Education Plan serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate assurance.
- The development of the Education Plan is informed by data, engagement and the Division's Strategic Plan.
- The Division will report on progress achieved towards the actions identified in this plan in the fall of 2023.
- The Four-Year Education Plan is reviewed, and may be revised, each year.

RECOMMENDATION

That the Edmonton Public Schools' Four-Year Education Plan (2022-2026) (4YEP) be approved.

CONSIDERATIONS and ANALYSIS

This year's 4YEP was due to the province May 31. To support alignment with the newly established 2022-2026 Strategic Plan, the Division was provided the flexibility to submit their 4YEP to Alberta Education after the establishment of the new Strategic Plan.

NEXT STEPS

The 4YEP will be posted on the Division website upon submission to Alberta Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Four-Year Education Plan (2022-2026)

NP:ss

2022–26
**Four-Year
Education Plan**

*3020 The Edmonton School Division
Submitted to Alberta Education
June 2022*

Contents

Introduction: Assurance	2
Accountability statement	3
Who we are	4
Engagement	5
Results analysis	7
Strategic actions	8
<i>Priority 1: Build on outstanding learning opportunities for all students.</i>	8
<i>Priority 2: Advance action towards anti-racism and reconciliation.</i>	9
<i>Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.</i>	10
Implementation plan	11
Budget and facilities	11

Introduction: Assurance

We look ahead to the 2022-2023 school year with the optimism and energy of a post-pandemic context under the vision and direction of the new 2022-2026 Strategic Plan. Within this context, the Division continues to advance its priorities in support of high quality teaching and learning.

Edmonton Public Schools' 2022-2026 Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan, and those of the Alberta Education 2022-2025 Business Plan. The Education Plan is a key piece of the assurance model, integrating stakeholder feedback and results analysis of prior achievement into the development of strategic actions intended to enhance student success and well-being. Also foundational to this planning and reporting cycle are the Division's vision, mission and values, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

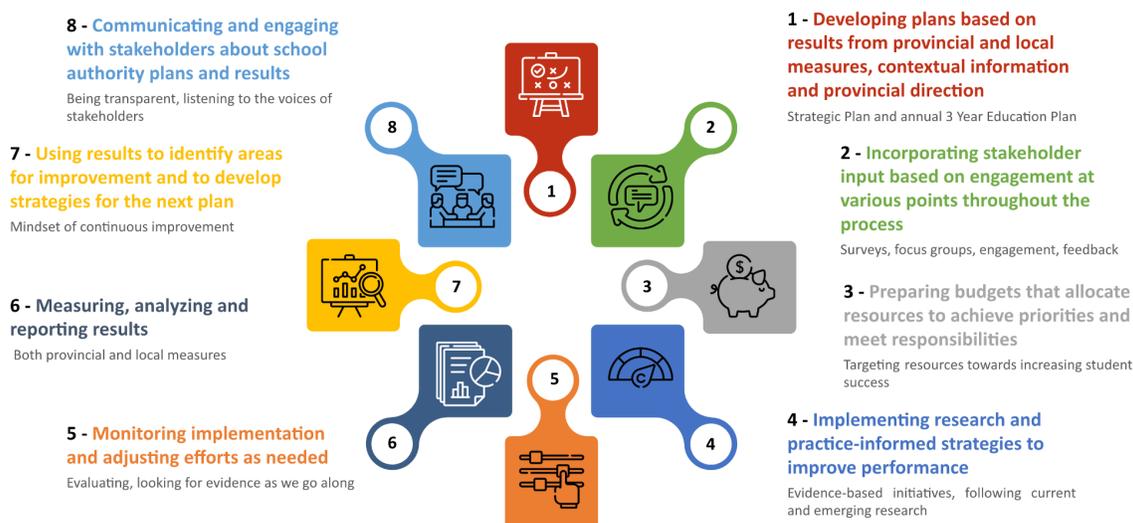
This Education Plan supports the beginning of the new 2022-2026 Strategic Plan for the Division and outlines the intentional strategies, goals and actions developed in response to the Annual Education Results Review (AERR), stakeholder engagement and the current educational landscape. The plan builds upon the work of past years and is intended to support improvement in student growth and achievement through progress towards the priority areas of the Division's new Strategic Plan.

Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. While COVID-19 continued to impact some data gathering used to support and inform our work, the Division focused on exploring alternative data sources, where needed, to continue to inform evidence-based decision-making and monitor for evidence of growth.

Engagement with stakeholders is another key action that informs our planning processes; for a more detailed look at engagement efforts across the Division, refer to page five of this report.

Upon approval from the Board of Trustees, the Education Plan will be submitted to Alberta Education and will be posted on the Division's website at epsb.ca/ourdistrict/results/education-plan/.

Assurance Model



Accountability statement

The Education Plan for the Edmonton School Division commencing September 2022 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2022-2026 on XXX.



Trisha Estabrooks, *Board Chair*

Who we are

As Alberta's second largest school division, Edmonton Public Schools proudly serves over 105,000 students, Pre-Kindergarten to Grade 12, across 212 schools. Edmonton Public Schools is a division of choice offering many [programming](#) options for families and students. These high quality teaching and learning opportunities are supported by over 9,700 staffing positions that all work together in support of the Division's vision, mission and strategic direction. Our Cornerstone Values of accountability, collaboration, equity and integrity inform how this work is carried out.

Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Accountability, collaboration, equity and integrity

2022–26

Division Priorities

Priority 1

Build on outstanding learning opportunities for all students.

Priority 2

Advance action towards anti-racism and reconciliation.

Priority 3

Promote a comprehensive approach to student and staff well-being and mental health.

Engagement

Engaging with our stakeholders – staff, parents, students and community members – serves as a meaningful way in which everyone can have a role in supporting student success and well-being. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. IAP2 provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders.

Engagement occurs through multiple avenues and informs a variety of priorities. Stakeholders are able to provide feedback on a range of issues, concerns and topics, which inform the work of the Division from schools to systemic policies; examples of engagement work includes:

Division Level Engagement

- **Division Feedback Survey (DFS):** Conducted every year for staff, students, family and community, this survey provides perspectives on how the Division is doing regarding the Strategic and Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning at both levels. This year the DFS also included questions seeking feedback to help inform the development of the Board's new 2022-2026 Strategic Plan and a more inclusive Division calendar.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of family and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Composed of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and supports an ongoing dialogue between council members around student success and First Nations, Métis and Inuit education.
- **Equity Advisory Committee (established for 2020-2021 and now being reestablished to support the Anti-racism and Equity Action Plan):** Comprised of community stakeholders, students, families and Trustees, and supported by staff, the committee provides feedback to the Division to help support progress towards the priority areas of the Anti-racism and Equity Action Plan.
- **School Re-Naming Advisory Committee (currently being recruited for the 2022-2023 school year):** Comprised of families, community members and Trustees, and supported by staff, the committee will provide feedback to help inform criteria that considers the potential renaming of a school and supports policy development that addresses school renaming.
- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and administration.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: Literacy and Numeracy Division 1 screening assessments and Anti-racism and Equity.
- **Listening Circles:** The Division invites individuals to participate in conversations and leadership staff have the role of active listening. Understanding of the lived experience of students, staff and families will help the Division's work in support of anti-racism and equity.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central to come together and discuss key topic areas in support of

the Division's strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.

- **Results Review and Catchment Conversations:** These conversations provide school and central leaders with the opportunity to reflect on their results and to share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations inform future planning at the school and Division levels.
- **Community Consultations:** The Division brings members of the community together around key topics and programming areas. These discussions use data to support the conversation and gather stakeholder feedback around such areas as school boundaries and mature community enrolment challenges.

Local School Engagement

- **School Councils:** Schools engage with families through school councils, which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student success and well-being.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school level surveys.

Strategic Plan: Priorities and Goals

To help inform the initial draft of the 2022-2026 strategic plan, the Board of Trustees began with a review of key documents, including the [2020-2021 Annual Education Results Report \(AERR\)](#), [2021-2024 Three-Year Education Plan](#), [2020-2021 Division Feedback Survey \(DFS\)](#), [Strategic Plan Update: Governance and Engagement](#), [2021 Strategic Plan Update: Literacy and Numeracy](#), [2021 Strategic Plan Update: First Nations, Métis and Inuit](#), Equity Achievement Project, [HAAB.BP Anti-racism and Equity Policy](#) and the [2021-2022 Anti-racism and Equity Action Plan](#). These reports represent a combination of data driven analysis (e.g. Strategic Plan Updates and the AERR) and student, family and staff engagement results (e.g. DFS report and the Anti-racism and Equity Plan and Policy), where stakeholders identified particular areas the Division should prioritize. Additionally, Trustees heard the voices of staff, families and students through school and central decision unit results review presentations and conversations in the fall of 2021 and examined the current context of education and the broader society to help better understand the needs of students looking ahead over the next four years.

Using these resources and information, the Board of Trustees identified three draft priorities and nine goals. Families, students and staff were then asked to provide feedback on the draft plan through the 2021-2022 DFS and a variety of focus groups. All feedback was collated, themed and shared back with the Trustees, who used it to inform the final development of the strategic plan. Stakeholder feedback informed clarifying and simplifying of language and the refining of key priority areas and supporting goals. The final three priorities and seven supporting goals form the framework for the 2022-2026 Education Plan.

Results analysis

Education Plan: Actions

Specific actions related to the Strategic Plan's priorities and goals have been developed in response to data from last year's AERR and local work to analyse student achievement data, work undertaken this year in support of the 2021-2022 Education Plan and the ongoing engagement that occurs at various levels across the Division with internal and external stakeholders.

Priority 1: Build on outstanding learning opportunities for all students.

The introduction of the new K-3 curriculum for English language arts and literacy, mathematics and physical education and wellness necessitates an intentional focus on supporting Division 1 teachers in implementation for the 2022-2023 school year.

The 2020-2021 AERR highlighted several ongoing opportunities for supporting student achievement and growth, including Division measures in literacy and mathematics that highlighted the impact of COVID-19 disruption on student learning, particularly for those in socially vulnerable communities. This data was further reinforced by local data collected in 2021-2022, confirming the importance of continuing to focus on supporting all students in their diverse learning needs.

Preparing students for life beyond Grade 12, whether that be a post-secondary experience or the world of work, is a critical aspect of K to 12 learning, as students discover their strengths, develop key transferable skills and explore potential career paths. This is an important area of work as AERR results indicate opportunities for growth, including families' perception of their child's preparation for the world of work.

Priority 2: Advance action towards anti-racism and reconciliation.

The actions developed for Priority 2 goals reflect the results and analysis presented in the 2020-2021 AERR and feedback from many stakeholders over the past two years regarding the need for intentional action in support of anti-racism and equity. Feedback from community, staff and students indicates that the Division has work to do towards anti-racism and equity for all. This feedback informed the development and passing of Board Policy [HAAB.BP Anti-racism and Equity](#) and the development of the [2021-2022 Anti-racism and Equity Action Plan](#), both of which informed the 2022-2026 Education Plan actions.

Alberta Education Assurance Measures indicate there is still work to be done in support of self-identified First Nations, Métis and Inuit student success. This remains an urgent priority for the Division, as reflected in the 2022-2026 Strategic Plan and actions being committed to in the four-year Education Plan.

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

The actions developed for Priority 3 goals reflect the results and analysis presented in the 2020-2021 AERR, along with feedback from the 2020-2021 DFS and results from the 2021-2022 student resilience survey, indicating the effect of the COVID-19 pandemic on students, families and staff and the ongoing need for intentional targeted supports and resources. Principals have also shared family feedback and teacher experience in classrooms that reinforces the timeliness and importance of intentional evidence-based actions that support mental health and well-being.

Strategic actions

Priority 1: Build on outstanding learning opportunities for all students.

Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.

The Division walks alongside students on their Pre-Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfilment through the following actions:

Goal 1. Recognize and support the diverse learning needs of all students

- Provide targeted professional learning and resources that support teachers in the implementation of the new curriculum.
- Refine the Individual Program Planning process as a means to monitor for student growth and enhance collaborative goal setting with families.
- Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

Goal 2. Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes

- Examine data and implement interventions, professional learning and resources that have the greatest impact on student growth.
- Implement Year 2 of the Equity Achievement Project, including an analysis of findings from Year 1 of the project.

Goal 3. Promote competencies to empower students to meet the needs of a changing society, workforce and climate

- Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.
- Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.
- Build students' awareness and understanding of climate change through curriculum, learning resources and experiential learning opportunities.

Measures

Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma exams
- Graduations rates
- Rutherford Scholarships
- 3 & 5 year completion rates
- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey
- Stakeholder voice: Students, families, staff
- CAT4
- Internal assessment measures
- Literacy and Math Readiness Screeners
- Resilience Survey
- myBlueprint information

Priority 2: Advance action towards anti-racism and reconciliation.

Outcome: Authentic and meaningful progress advancing towards anti-racism and reconciliation.

Goal 1. Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change

- Support the Division's intentional efforts towards anti-racism through an annual cycle of goal setting, monitoring and reporting on progress.
- Engage with staff, students, families and members of the community to help support and inform the Division's work and commitment towards anti-racism.

Goal 2. Support and enhance the educational experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis and Inuit families and communities

- Implement evidence-based practices to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students.
 - Active focus on student outcomes, responsive to student needs and resourceful in putting in place the necessary educational provisions.
 - High expectations for all students, respectful relationships with students and relevant and responsive curriculum delivery.
 - Provision of tailored support in needed areas, in addition to (not instead of) regular classroom instruction.
 - Welcome and engage with families to improve student success.
 - Regular monitoring of each child's progress and timely actions in response to this information.
- Evaluate the self-identified First Nations, Métis and Inuit High School Completion Coach model through the lens of student growth and progress towards high school completion.

Measures

Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma exams
- Graduations rates
- Rutherford Scholarships
- 3 & 5 year completion rates
- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey
- Stakeholder voice: Students, families, staff
- Resilience Survey
- Attendance data
- Course Completion

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Outcome: Student and staff well-being is intentionally supported through access to a variety of resources and supports.

Goal 1. Support students and staff in building skills, strategies and relationships that contribute to positive mental health

- Implement evidence-based approaches and practices intended to enhance student and staff well-being.
- Continue to provide opportunities for schools and central units to build upon their capacity to support student resilience.

Goal 2. Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being

- Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success for all students.
- Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.

Measures

Alberta Education Assurance Measures

- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey
- Resilience survey

Implementation plan

The key strategic actions in the 2022-2026 Education Plan are informed by the Division's Strategic Direction, the 2020-2021 AERR, Alberta Education's 2022-2025 Business Plan and ongoing feedback from engagement with educational stakeholders. The strategic actions in the Education Plan are implemented through school, catchment and central unit plans, which are reported on at results review as part of the planning and reporting cycle.

In 2022-2023, key areas of work at the Division will include:

- Addressing anti-racism and equity within the Division informed by feedback from students, families, community and staff and the Anti-racism and Equity Advisory Committee.
- A focus on student and staff well-being and resiliency in response to the disruptions caused by COVID-19. Work will be informed by the resilience survey that was distributed in schools in 2021-2022 to Grades 4-12.
- Supporting student growth and achievement in the areas of literacy and numeracy. This work will be informed by student achievement data and teacher professional judgement.
- Supporting the implementation of the new curriculum.
- Continuing to be intentional in our responsibility to close the achievement gap for First Nations, Métis and Inuit students. This work will continue to reflect evidence-based practices, such as the OECD Promising Practices in Supporting Success for Indigenous Students and the High School Completion Coach model.

In support of this work the Board of Trustees has allocated financial resources to assist in addressing these key areas. The Division also allocates operational resources that can include additional staffing time, training opportunities and grant funding. In 2022-2023, allocations in support of key initiatives include:

- A targeted allocation of resources for anti-racism and equity initiatives.
- Targeted funds toward the continued development of staff capacity in support of student mental health and resilience.
- An allocation for Year 2 of the Equity Achievement Project.
- Resources to support the implementation of the new curriculum.
- Continued funding of the High School Completion Model.

As the Division moves forward post-pandemic, schools, catchments and central units' implementation plans will continue to be innovative and flexible to evolve and shift in response to local level data and engagement as we work to support students achieving a life of dignity and fulfilment.

Budget and facilities

Edmonton Public School Board's 2022-2023 recommended [Distribution of Funds](#) and [2022-2023 Budget](#) can be accessed from [epsb.ca](https://www.edmontonpublicschools.ca). The [Three-Year Capital Plan](#) and [Ten-Year Facilities Plan](#) can be found on [epsb.ca](https://www.edmontonpublicschools.ca).



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DATE: June 21, 2022

TO: Board of Trustees

FROM: Governance & Evaluation Committee: Trustee Hole, Trustee Ip,
Trustee O’Keefe (chair)

SUBJECT: Governance and Evaluation Committee 2021-2022 Work Plan Summary

RESOURCE STAFF: Karen Mills

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. This report provides a summary of the work accomplished by the Committee over the 2021-2022 school year.

BACKGROUND

Given that this was the first year of the current Board’s term, the Governance & Evaluation Committee had a particularly full agenda. Through good planning and collaboration, the Committee successfully completed all activities identified on its work plan.

CURRENT SITUATION

A priority for every new Board of Trustees is the setting of the Division Priorities through the creation of the Division’s four-year Strategic Plan. The Committee began this process with a two-day working session with all Trustees, the Superintendent, the Managing Director Strategic Division Supports, the Director Board and Superintendent Relations and an external facilitator. The session resulted in the creation of a draft Strategic Plan. Staff, students and families were then invited to provide feedback on the draft through the Division Feedback Survey. The comments provided by over 16,000 individuals were collated and considered at a second session with Trustees on May 16. An evaluation plan is being developed in tandem with the Strategic Plan. The final Plan will be introduced at the June 21, 2022 Board meeting.

The other two major undertakings for the Committee this year were revising the Superintendent’s evaluation and facilitating the revision of the Trustees’ Code of Conduct.

The Superintendent’s evaluation consists of a survey of Division leaders and interviews with Trustees and Division Support Team members. The research is conducted by an external organization to ensure neutrality. The evaluation supports the Division’s practice of acknowledging strengths and striving for continuous improvement, and provides valuable feedback for the Superintendent. This year, the Committee revised the Superintendent’s evaluation to align with Alberta Education’s [Superintendent Leadership Quality Standard](#). Input was received from all Trustees during a facilitated session on February 25 and the research was conducted between April 4th and 26th. The final report has been received and the Board will meet with the Superintendent to discuss the results before the end of this school year. A summary of the results will be shared at a Board meeting in the fall of 2022.

The Trustees' Code of Conduct is contained in the Trustees' Handbook, which is the Board's policy on Board governance. The previous Board had recommended that the Code be updated, given the shift from the *School Act* to the *Education Act*, and the broader use of social media and online meetings. To set the parameters for the revisions, the Governance & Evaluation Committee facilitated two all-Trustee sessions (February 8 and March 1) in which Trustees discussed their values, conduct expectations, thoughts on sanctions and complaint process suggestions. The Board then contracted external legal counsel to draft a revised Code of Conduct. The Committee reviewed the draft Code at their meeting on May 26 and asked that the external counsel make further revisions. A final draft is expected by the end of June and will be presented to all Trustees for consideration in September 2022.

The Committee has accomplished or is in the final stages of all other goals set out in their workplan.

After reviewing the existing Board self-evaluation tool, the Committee decided to use it for the current year and then recommend that it be revised next year to align more closely with the new Strategic Plan. The self-evaluation will be sent to Trustees on June 8. Results will be shared with Trustees in September and a summary of the results will be shared at a Board meeting in the fall.

In addition to the sessions around the Code of Conduct and the Strategic Plan, the Committee arranged for the following learning sessions:

- November 9 - Provincial Government Accountability Measures (Annual Education Results Report, Three-Year Education Plan) to prepare Trustees for Results Review
- November 12 – “How We Do Our Jobs” – an orientation session to create common understanding amongst Trustees around communication, time and behaviour expectations and Board meeting procedures and mechanisms
- December 6 – Belbin Team Roles
- December 7 – Understanding the evolution of the SRO Program in Edmonton Public Schools
- February 9 – Budget information
- February 18 – Understanding FOIP
- January 18 – Real Estate Strategy
- February 4 – Capital Planning and Alternative Programs
- February 11 – Pre-enrolment
- March 1 – Public Engagement
- March 11 – Board and Administration Roles and Responsibilities
- March 17 – Budget process information session
- March 25 – Early Years and Program Unit Funding (PUF)
- April 8 – The Use of Physical Restraint and Seclusion Rooms in the Division

The Committee ensured all Trustees were kept up to date on committee work by encouraging the use of a reporting template for updates at Caucus meetings.

The Committee recommends that next year's Governance & Evaluation Committee continue with the same external contractor for the Superintendent's Evaluation. They demonstrated great expertise and an open, collaborative approach.

The Committee also recommends that a schedule for learning sessions and generative discussions be mapped out during the fall planning meeting and put in the Trustees' shared calendar right away as coordinating all Trustee schedules is challenging.

The Committee thanks all Trustees for making time for the many learning sessions, and for actively engaging in the work of creating the Strategic Plan and revising the Superintendent's Evaluation and the Code of Conduct. They also want to thank Board Chair Estabrooks for attending and providing insight and guidance at all the committee's meetings.

KEY POINTS

- The 2022-2026 Division Strategic Plan will be introduced at the June 21, 2022 Board meeting.
- A revised Code of Conduct is expected to be ready for sharing with all Trustees in September 2022.
- As this was the first year of the Board's term, the Committee organized 14 learning sessions about a wide range of topics.
- The Committee recommends that the same firm be retained for the Superintendent's evaluation
- The Committee recommends that the Board self-evaluation be revised to align with the 2022-2026 Strategic Plan
- The Committee recommends that a schedule of learning sessions and generative discussions be set early in the fall for the year
- The Committee thanks all Trustees for their engaged participation in learning sessions and discussions and Board Chair Estabrooks for her guidance.

ATTACHMENT I Governance and Evaluation Committee Terms of Reference
ATTACHMENT II Governance and Evaluation Committee 2021-2022 Work Plan

SO:km

Governance and Evaluation Committee Terms of Reference

Approved [January 17, 2017](#)

Purpose

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

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- 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 [Education Act](#).
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters

Composition

The committee will consist of three Trustees, from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

The Superintendent of Schools will assign a member of the Administration to support the work of the committee. Additional resources may be involved as requested by the Superintendent and/or designate.

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, Division Priorities, Division 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 as individuals 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; and
- 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; and
- 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 division. 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 sources serve to:

- help to continuously improve the functioning of the Division;
- 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; and
- strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The committee will be responsible for:
 - a. recommending the evaluation process to be used by the Caucus Committee;
 - b. overseeing the approved evaluation process; and
 - c. reporting the evaluation results to the Caucus Committee and to public Board.
 - d. initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [Education 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 committee Chair will provide the Board Chair with the Superintendent’s evaluation report for review prior to the report being shared with the Superintendent.
5. The Superintendent of Schools will be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
6. The Caucus Committee evaluation report and Board evaluation report will 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 Division Priorities

Division priorities should fit within the scope of the Board's mandate and be few in number so that Division 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 Division Priorities;
- seek student, staff, parent and community stakeholder input into the Division Priorities;
- consider all input received and develop and recommend a Division 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
 - 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.

Governance and Evaluation Committee 2021-2022 Work Plan

PURPOSE

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

- conduct an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- 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 [Education Act](#);
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters.

ACTIVITIES

Board Self-Evaluation

The Committee will:

- Review the Board's Self-Evaluation Instrument to determine if any changes are required. (February 2022)
- Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (May/June 2022)
- With support from the Director Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (June 2022)
- Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion (August 2022)
- Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2022)

Superintendent of Schools' Evaluation

The Committee will:

- Review and update the Superintendent's Evaluation Instrument to align with the Superintendent Quality Leadership Standard. Any proposed changes to the instrument or process will require Board approval. (December 2021 – February 2022)
- Initiate the process for the Superintendent's Evaluation. (March 2022)
- 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. (May 2022)
- Submit the final Superintendent's Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2022)
- Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2022)
- If needed, 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](#).

Governance

The Committee will:

- Develop schedules for Board off-site meetings, generative discussions and lunch & learn sessions, along with agendas and facilitation plans for each. (December 2021, with updates as needed)
- Oversee the development of the Division Strategic Plan 2022-2026 (January - June 2022)
- Consider the implementation of an evaluation framework for the Board’s Strategic Plan and/or policies (January 2022)
- Review and monitor Board work plan progress. (ongoing)
- Oversee revisions to the Trustees’ Handbook as needed. (ongoing)

REQUESTED RESOURCES

- Staff to assist in the development of the Strategic Plan and Trustees’ Handbook updates will be required. The Committee will have support from the Director Board and Superintendent Relations to define the scope of work and required resources. Funds for stakeholder consultation have been allocated in the current budget.
- Funds for engaging external consultation on revisions to the Superintendent’s evaluation have been allocated in the current budget.

DATE: June 21, 2021

TO: Board of Trustees

FROM: Infrastructure Committee: Trustee Ip, Trustee Kusiek (chair), Trustee Sumar

SUBJECT: Infrastructure Committee 2021-2022 Work Plan Summary

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Roland Labbe, Kathy Muhlethaler, Christopher Wright

REFERENCE: [Trustees' Handbook](#), Section 6.1.2 – Board Committees, Infrastructure Committee

ISSUE

The Infrastructure Committee is responsible for developing and presenting to the Board of Trustees an annual work plan. This report summarizes the committee's accomplishments over this school year.

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 are informed through the development of an annual work plan. The Infrastructure Committee 2021-2022 work plan was approved at the December 14, 2021, Board meeting.

CURRENT SITUATION

As this was the first year of the current Board's term, the committee activity was a mix of gaining a deeper understanding of the Division's infrastructure portfolio and working to ensure high quality learning and working environments for the Division's staff and students. Over the course of the year, the committee completed all four goals set out in their work plan.

By providing input into the Three-Year Capital Plan and Ten-Year Facilities plan, the committee continued advocacy for funding for high-quality, adequate learning environments that keep pace for growing student enrolment, including sustainable, predictable infrastructure funding. The plans highlight the need for both new spaces and modernizations. The committee also reviewed the concept of block funding and saw how it could be a mechanism for providing adequate, sustainable support for the Division's infrastructure needs. The committee asked that staff update the report, based on current information, for presentation to Trustees in fall 2022. The committee also further explored the concept of schools as community hubs in two conversations with City Councillors.

Following a review by the committee, the Division Real Estate Strategy was approved by the Board on February 15, 2022. The Strategy highlights the overarching values the Board feels are important when addressing the Division's closed schools and vacant reserve sites. It also confirms the Board's goal to be

good neighbours and see public lands used for the public good, and its belief that community voice is important in real estate decisions and that public land should not be used for private or charter schools.

A presentation by Infrastructure staff on the Division's environmental initiatives was hosted by the Infrastructure Committee and open to all Trustees. Staff provided updates on work as part of the Corporate Climate Leaders program and the Division's solar strategy. The committee and Division staff met with Ever Active Schools to explore active transportation opportunities in the Division. On April 21, the Infrastructure Committee hosted an online Transportation Forum, inviting Ever Active Schools and a City Councillor to be presenters. The forum was well received by participating constituents and served to create awareness of Division transportation challenges, as well as a better understanding of transportation options.

Through discussions with staff, the committee learned more about playground funding, and the development and renewal processes. They also reviewed and provided feedback on a [playground planning guide](#), which is now available on the Division's website.

The Infrastructure Committee offers the following items for consideration by next year's committee:

- Continue the information sharing sessions with City Council and explore information sharing with the Catholic and Francophone school boards; there is great potential for more collaboration between our organizations
- Work on how Trustees can promote the Division's environmental initiatives
- Continued advocacy for new schools and modernization, with discussion of the positive environmental impacts of school consolidation
- Update the block funding white paper and explore potentials for support of this concept by other partners
- Continue to see what can be done at the committee level to enhance and improve processes for playground development, and advocacy for playground funding
- Participate in the review of EA.BP Infrastructure Planning Principles, with an environmental and active transportation lens

KEY POINTS

The Infrastructure Committee:

- gained a deeper understanding of the Division's infrastructure portfolio and advanced the work to ensure high quality learning and working environments for staff and students
- completed all four goals set out in their work plan
- offered considerations for next year's Infrastructure Committee

ATTACHMENTS

- Attachment I Infrastructure Committee Terms of Reference
Attachment II Infrastructure Committee 2021-2022 Work Plan

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Infrastructure Committee Terms of Reference

Purpose

- Understand the impacts of infrastructure to students, families, communities, and the Division, both positive and negative.
- To assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term.
- Recommend governance direction in matters related to the implementation of the Managing Space for our Students Infrastructure Strategy.
- Advise and provide feedback on strategic infrastructure initiatives, such as the Managing Space for our Students report.
- Consider alternative funding approaches for school infrastructure and outline the feasibility of these approaches.
- Advocate for infrastructure support through multiple interests such as the City of Edmonton, Province of Alberta and other school jurisdictions.

Terms of Reference

The Infrastructure Committee will assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term.

Parameters

- All recommendations arising from the committee will be presented as a recommendation to the Board of Trustees at a public Board meeting.

Outcomes

- Implementation of an advocacy model to support the outcomes of the Infrastructure Strategy
- Increased level of public trust/confidence in the Board
- Increased awareness of current pressures and realities and a focus on issues related to infrastructure
- Broader community interest and involvement in the infrastructure development process

Process/Plan

- Develop Terms of Reference
- Examine the issues around infrastructure
- Develop recommendations for the Board
- Communicate the work of the committee with the public and increase awareness of our Division realities
- Develop/implement advocacy strategy
- Conduct regular progress/effectiveness reviews

Infrastructure Committee 2021-2022 Work Plan

ACTIVITIES

- Continue advocacy for funding for high-quality, adequate learning environments that keep pace for growing student enrolment, including sustainable, predictable infrastructure funding
 - Highlight the need for both new spaces and modernizations
 - Contribute to the development of the Three-Year Capital Plan and 10-Year Facilities Plan submissions
 - Work in partnership with external organizations and government around the idea of schools as community hubs
- Finalize the Division Real Estate Strategy
 - Review the work of the previous Board, in the context of the current funding model and space requirements
 - Finalize positions on closed and surplus school sites
- Explore advocacy opportunities and supportive governance direction for environment-related infrastructure developments
 - Assist with generating targets for the Division, as required by the Corporate Climate Leaders program
 - Review and consider updates to the Division’s solar strategy
 - Work in collaboration with the City of Edmonton and other partners to improve active transportation options for students and staff to Division buildings
- Champion improvements to the playground construction and renewal process
 - Work with the partners including parent groups, the City of Edmonton, Province of Alberta and advice of Division staff to streamline processes and overcome challenges to the current playground construction and renewal process

SUPPORTING ACTIONS/INFORMATION REQUESTED FROM ADMINISTRATION

- Three-Year Capital Plan
- Transportation reports
- Technology status reports
- Playground infrastructure reports

REQUESTED RESOURCES

- Continued support of the Infrastructure unit and Director Board and Superintendent Relations
- No funding needs are anticipated at this time.

DATE: June 21, 2022

TO: Board of Trustees

FROM: Policy Review Committee: Trustee Nelson, Trustee Sawyer (chair), Trustee Sumar

SUBJECT: Policy Review Committee 2021-2022 Work Plan Summary

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Nancy Petersen

REFERENCE: [Trustees' Handbook](#), Section 6.1.3 - Board Committees, Policy Review Committee

ISSUE

The Policy Review Committee (PRC) is responsible for developing and presenting to the Board of Trustees (the Board) an annual work plan. This report summarizes the committee's accomplishments over the 2021-2022 school year.

BACKGROUND

The Board approved the membership of the Trustee Policy Review Committee at the October 26, 2021, Board meeting to assist the Board in the review, revision and development of Board policy by ensuring that Board policies submitted for Board approval are in accordance with Board Policy CH.BP Framework for Policy Development and Review. The [PRC 2021-2022 work plan](#) was approved at the December 14, 2021, Board meeting.

CURRENT SITUATION

As this was the first year of the current Board's term, the committee began by familiarizing itself with the Board's policies as well as the policy development and review processes. Over the course of the year, the committee has undertaken the following work to accomplish its goals as set out in its 2021-2022 work plan.

Completion of New Policy Development and Review and Revision of Existing Policies

- **Development and suspension of Board Policy CI.BP Vaccination Policy for Trustees.** The PRC led the development of this policy to support safe learning and working environments by outlining expectations to ensure Trustees were vaccinated or participating in rapid testing, in alignment with provincial direction and the Division's administrative regulation for staff vaccination requirements. As the pandemic evolved and provincial direction shifted, the PRC recommended to suspend this policy. The Board suspended the policy on March 22, 2022.
- **Review and update of Board Policy CO.BP Fiscal Oversight and Accountability.** This policy required an administrative update to align with the *Education Act*. While reviewing the policy, the PRC identified additional opportunities to revise the policy. These revisions improved the policy in a range of ways, including clarifying the intent, values and language in the policy and reflecting more efficient practices.

- **Annual review of Board Policy HG.BP Student Behaviour and Conduct.** An annual review of this policy is required by Section 33 of the *Education Act*. The PRC recommended no changes to the policy this year given the substantive nature of the changes made to the policy in the previous year's annual review, the potential to overburden stakeholders with frequent rounds of engagement and the opportunity for the collection of extended student demographic data to inform a more fulsome review of the policy in the upcoming years.

Progress on New Policy Development and Review of Existing Policies

- **Review of Board Policy AB.BP Appeals and development of a dispute resolution policy.** Board Policy AB.BP Appeals requires revisions to align with the *Education Act*. In addition, Section 41 of the *Education Act* requires the Board to establish a dispute resolution policy. The PRC engaged in several fulsome discussions over the course of this school year to consider potential revisions to Board Policy AB.BP Appeals and the development of a new dispute resolution policy. It is anticipated that a first draft addressing these areas of policy will be put forward for first reading by the Board in fall 2022.
- **Scan of Board policies through the lens of anti-racism and equity.** The Division's [2021-2022 Anti-racism and Equity Action Plan](#) includes the commitment to continue to update Board policies through the lens of anti-racism and equity. A scan of all Board policies has been conducted to identify and prioritize policies in need of review through the lens of anti-racism, equity and reconciliation in alignment with [Board Policy HAAB.BP Anti-racism and Equity](#). Based on this year's review, a plan is under development to support the ongoing review and updating of Board policies through an anti-racist lens over the remainder of the Board's term.
- **Formation of an advisory committee to inform the development of a new policy on renaming schools** (which is anticipated to also involve an update to Board Policy EA.BP Infrastructure Planning Principles). A rapid environmental scan was conducted to learn from up-to-date policies and practices for school and public spaces renaming within other educational institutions and communities across Canada. Recruitment for the advisory committee was initiated in June and will be completed by July 2022, with committee work commencing in fall 2022.
- **Review of policies related to the school year calendar and scheduling** (i.e., Board Policy GCA.BP Approval of the School Year Calendar, Board Policy GD.BP Instructional Time and Board Policy GE.BP Organization for Instruction). The PRC engaged in a guided conversation to consider the current calendar policies and opportunities for clarification, improvement and modernization. Public feedback on diverse days of significance in the school calendar was collected through the Division Feedback Survey, which will inform the review and update of calendar policies in the next school year.

Initiation of Review of Existing Policies and Deferral to 2022-2023 School Year

- **Review of Board Policy HC.BP Student Accommodation and Board Policy HEC.BP Student Admission to the District.** The PRC familiarized itself with these policies and decided to defer their review and update to the following school year, after the Board has gained first-hand experience of the pre-enrolment and enrolment periods in the 2021-2022 school year. This knowledge will help to more accurately inform the review of these policies.
- **Review of Board Policy HFA.BP Sexual Orientation and Gender Identity.** Division staff responsible for the implementation of this policy were consulted on potential revisions to this policy. Staff indicated that this policy is highly valuable and functional in its current state and that no major revisions are required; however, feedback did indicate that there is the opportunity to review and update some language in the policy. Given the low level nature of potential revisions to this policy (i.e., minor language updates), continued review is deferred to the following school year.

KEY POINTS

- Completed policy development and review during the 2021-2022 school year involved:
 - The development and suspension of Board Policy CI.BP COVID-19 Vaccination Policy for Trustees.
 - The review and update of Board Policy CO.BP Fiscal Oversight and Accountability.
 - The annual review of Board Policy HG.BP Student Behaviour and Conduct.
- Progress on policy development and review in the 2021-2022 school year involved progress on:
 - The review of Board Policy AB.BP Appeals and development of a dispute resolution policy.
 - A scan of all Board policies through the lens of anti-racism, equity and reconciliation.
 - Formation of an advisory committee to inform the development of a school renaming policy.
 - The review of policies related to the school year calendar and scheduling.
- Reviews of Board Policy HC.BP Student Accommodation, Board Policy HEC.BP Student Admission to the District and Board Policy HFA.BP Sexual Orientation and Gender Identity were initiated and deferred to the 2022-2023 school year.

ATTACHMENTS and APPENDICES

APPENDIX I [Policy Review Committee Terms of Reference \(Trustees' Handbook, p. 49\)](#)

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- Communicate the work of the committee with the public and increase awareness of our Division realities
- Develop/implement advocacy strategy
- Conduct regular progress/effectiveness reviews

6.1.3 Policy Review Committee

(Revised Terms of Reference approved [June 17, 2014, Board meeting](#))

Purpose

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

Composition

The committee will consist of three Trustees, from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

The Superintendent of Schools will assign a member of the Administration to support the work of the committee. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

The committee will:

- recommend an annual plan for policy reviews to the Board that will address the complete review of all Board policy over the Board's term and accommodate the need for any emergent reviews;
- fulfill the annual plan for policy reviews by working with the support of the Superintendent of Schools/designate and Administration subject matter experts to review, consolidate and develop policy using the standard framework for process, content development, structure and format outlined in Board Policy [CH.BP - Framework for Policy Development and Review](#)
- recommend to Board for approval those policies that meet the Board's policy criteria as outlined in Board Policy [CH.BP - Framework for Policy Development and Review](#)

NOTE: On January 31, 2012, the Board approved the following motion: *That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.*

6.2 ASBA Issues and Resolutions Committee

Purpose

To advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association Zone and General Meetings.

Composition

The Board assigns three Trustees to the committee:

- the Board Chair (or Vice-Chair if the Chair already sits on the provincial Board of Directors)

DATE: June 21, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2022 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [Board Procedures Regulation](#)
[Education Act](#)

ISSUE

Each year, at the conclusion of the last scheduled public Board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

BACKGROUND

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

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

RELATED FACTS

- The delegation of authority is effective immediately following the June 21, 2021 Organizational Board meeting.
- The next scheduled public Board meeting is Tuesday, September 20, 2022.

RECOMMENDATION

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2022 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 21, 2021, Organizational Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2022 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2022.

CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

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