




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, December 15, 2015
2:00 p.m.

Board Meeting #5

- 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 #4 – November 24, 2015
- 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 14, 2015 to speak under this item.)
- H. Reports:
 - 2. Report #2 of the Caucus Committee (From the Meeting Held December 1, 2015)
(Information)
 - 3. Update on Numeracy and Mathematics
(Information)
(NOTE: There will be a 30-minute presentation for this item.)
 - 4. Board Policy FA.BP – Human Resources Framework
(Recommendation)
 - 5. Vacant School Sites – Surplus Declaration
(Recommendation)
 - 6. Review of the 2014-2015 Results and the 2015-2016 Plans and Revised Budgets
(Information)

**BOARD OF
TRUSTEES**

Michael Janz
Board Chair

Michelle Draper
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Cheryl Johnner
Ray Martin
Bridget Stirling

7. Board Chair Discretionary Expense Allowance Report 2014-2015
(Information)
8. 2015 District Feedback Survey
(Information)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by
4:30 p.m. on Monday, December 14, 2015 to speak under this item.)*
- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

MINUTE BOOK**Board Meeting #4**

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 24, 2015 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Ray Martin
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Jim Davies
Jonah Lempogo

Ron MacNeil
Kathy Muhlethaler
Lorne Parker
Kent Pharis

Heather Raymond
Darrel Robertson
Sandra Stoddard
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 3550 – Janis Zielke, 1st Vice President, and Linda Harris, Treasurer

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.

A. O Canada 

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

The Superintendent advised that all Trustees were present.

MINUTE BOOK**C. Approval of the Agenda**

MOVED BY Trustee Draper:

“That the agenda for the November 24, 2015 Board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

D. Communications from the Board Chair

The Board Chair provided verbal communications.

E. Communications from the Superintendent of Schools

The Superintendent provided verbal communications.

F. Minutes

1. Board Meeting #3 - November 3, 2015

MOVED BY Trustee Ip:

“That the minutes of Board Meeting#3 from the meeting held November 3, 2015 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. Report #1 of the Caucus Committee (From the Meeting Held November 3, 2015)

Information was received regarding actions taken at the November 3, 2015 Caucus Committee meeting.

3. Report #1 of the Audit Committee (From the Meeting Held November 13, 2015)

Information was received regarding actions taken at the November 13, 2015 Audit Committee meeting.

MINUTE BOOK

4. Superintendent of Schools' Results Review for the 2014-2015 School Year
5. Edmonton Public Schools' Combined Three-Year Education Plan (2015-2018) and Annual Education Results Report (2014-2015)

The Superintendent provided a presentation with respect to reports four and five.

MOVED BY Trustee Gibson:

"That Edmonton Public Schools' Combined 2015-2018 Three-Year Education Plan and 2014-2015 Annual Education Results Report be approved."

There was a short break at this point.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

6. 2014-2015 Audited Financial Statements

MOVED BY Trustee Chubb:

"That the 2014-2015 audited financial statements, notes to the financial statements, and unaudited schedules be approved."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

7. Proposed Distribution of the 2014-2015 District Surplus

MOVED BY Trustee Martin:

"That the following recommendations be approved:

1. **Access to surplus funds list totaling \$39.3 million released in conjunction with the 2015-2016 fall revised budget.**
2. **The District establishes a reserve balance of \$20 million for the 2015-2016 school year, which represents 1.9% of the 2015-2016 approved budget and equals approximately five days of operations.**

MINUTE BOOK

3. Sustainability Funds be established to offset expenses beyond 2015-2016 by targeting resources in the following areas:
- Equity Fund
 - Price Stabilization
 - Transportation
 - School Building Equity
 - Growth Accommodation/Programming
 - Energy Conservation
 - Property Management Capital (i.e., for non-operating schools and central services' buildings)
 - Enterprise Systems (i.e., purchase, installation, upgrade of key enterprise systems, e.g., Oracle Financials, PeopleSoft HR, PowerSchool, Archibus, Intranet, etc.)."

Trustee Johner left at this point in the meeting.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

Trustee Johner was absent for this vote.

Trustee Johner returned to the meeting at this point.

8. Fall Update to the Revised 2015-2016 Budget

MOVED BY Trustee Stirling:

**"That Fall 2015 update to the 2015-2016 Budget be approved."
(UNANIMOUSLY CARRIED)**

9. Amendment to the *Three-Year Capital Plan 2016-2019*

MOVED BY Trustee Johner:

"That the proposed amendment to the *Three-Year Capital Plan 2016-2019*, to specifically include 'Highlands Modernization Concept 2' in place of the current 'K-9 Greater Highlands Area Consolidation/Replacement School Construction Funding' in Year 1 be approved."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK10. **Bereavement**

Vice-Chair Draper reported on the passing of Mr. Elwin “Sonny” Kalynchuk.

I. Comments from the Public and Staff Group Representatives – 5:00 p.m.

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

K. Trustee and Board Requests for Information

Trustee Gibson advised that he had submitted a written request to the Administration for information with respect to the First Nations, Métis and Inuit (FNMI) student achievement.

L. Notices of Motion – None.**M. Next Board Meeting Date:**

The Superintendent advised that the Tuesday, December 1, 2015 Board meeting was cancelled. The next Board meeting will be held Tuesday, December 15, 2015 at 2:00 p.m.

N. Adjournment (5:30 p.m.)

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

Dr. Sandra Stoddard, Executive Director
Governance and Strategic Support
Services/Corporate Secretary

DATE: December 15, 2015

TO: Board of Trustees

FROM: Trustee Michelle Draper, Caucus Committee Chair

SUBJECT: Report #2 of the Caucus Committee (From the Meeting Held December 1, 2015)

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

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

ISSUE

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

The following recommendation was approved at December 1, 2015 Caucus Committee meeting:

Board of Trustees' 2015-2016 Strategic Work Plan

That the Board of Trustees' 2015-2016 Strategic Work Plan be approved as detailed in Attachment I.

BACKGROUND

The Board recognizes that an important component of effective governance includes the development of areas of focus for the Board, supported by a Work Plan which helps to:

- focus the work of the Board; and
- clearly articulate the Board's expectations of its own contributions to the achievement of the [District Priorities](#).

As per its Terms of Reference ([Trustees' Handbook](#) – Section 6.1.2 – Page 57), the District Priorities and Governance Committee makes recommendations to the Board on a range of governance-related matters to assist the Board in carrying out its duties and commitments. The Committee is also responsible for reviewing and monitoring Board Work Plan progress, and for seeking input from other Board Committees in performance of the responsibilities of this committee.

On October 13-14, 2015, the District Priorities and Governance Committee chaired and facilitated a Board of Trustees off-site meeting in which performance results related to the goals and outcomes in the District Strategic Plan were reviewed to identify key initiatives that would inform development of the Board's 2015-2016 Strategic Work Plan.

Subsequent to the off-site meeting, each of the Committees met to review, once again, the summary document to finalize their Committee Work Plan for inclusion in the Board of Trustees' 2015-2016 Strategic Work Plan (Attachment I).

The District Priorities and Governance Committee brought forward the recommended 2015-2016 Work Plan (Attachment I) to the December 1, 2015 Caucus Committee where it was approved. The Committee believes the 2015-2016 Work Plan will ensure that the Board's work and efforts are aligned with the Board's mandate and the [District Priorities](#), thereby ensuring the Board and the District's success. The Committee also believes the recommended Work Plan will support the Board in conducting their work in an effective and efficient manner.

ATTACHMENTS & APPENDICES

- ATTACHMENT I - Board of Trustees' Strategic Work Plan
- ATTACHMENT II - Detailed Policy Review Committee Work Plan

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2015-2016 Board of Trustees' Strategic Work Plan

The following chart displays the existing Board Standing Committee structures for 2015-2016 and the activities that define the Board of Trustees' Strategic Work Plan.

Committee	Key Activities
Board and Superintendent Evaluation Committee	<p>The Board and Superintendent of Schools Evaluations Committee is responsible for assisting the Board of Trustees in conducting an annual Board self-evaluation for continued Board development and improved Board 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><u>2015-2016 Board Self-Evaluation</u> 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–December 2015) • Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (June 2016) • With support from the Executive Director, Governance, Strategic Services and Support for Schools, compile and summarize the individual evaluations for reporting purposes. (July 2016) • Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion and determination of how the results will inform the 2016-2017 Strategic Work Plan. (August 2016) • Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2016) <p><u>2015-2016 Superintendent of Schools' Evaluation</u> 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 –December 2015) • Initiate an RFP and hire an external firm to conduct the Superintendent Evaluation. The cost of the external contract will come out of the Board Initiative Fund. (December-January 2016) • Initiate the process for the Superintendent's Evaluation. (February 2016) • With support from the successful external firm, compile and summarize the individual evaluations and 360-degree feedback. The Superintendent will be provided an opportunity to review the evaluation and discuss implications with the Committee. (April 2016) • Submit the final Superintendent's Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2016) • Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2016) • Review the process used for initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the

	<p><u>School Act</u> and provisions of the Superintendent's contract. (December 2015)</p> <ul style="list-style-type: none"> • Review and recommend a process for the evaluation of General Counsel. (December 2015-January 2016) • Work with the Policy Review Committee on Board-governance-related policy in the <u>Trustee's Handbook</u> through: <ul style="list-style-type: none"> ○ providing content recommendations to the Policy Review Committee on existing Board Policy <u>FGB.BP - Evaluation of Superintendent of Schools</u>. (TBD)
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Committee	Key Activities
District Priorities and Governance Committee	<p>The District Priorities and Governance 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"> • Review and update the School Board Governance and Operations section of Board Policies to reflect the heightened component of <i>Assurance and Generative Governance</i> in the proposed Education Act. <ul style="list-style-type: none"> ○ work with the Policy Review Committee on Board governance related policy in the Trustees' Handbook and develop a policy to address the Board's responsibilities under Education Act S33(1)(k) to “<i>develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order</i>”. All Trustees will have an opportunity to be engaged in developing the content. The policy will be housed in the Trustees' Handbook. • Develop an engagement plan that includes: <ul style="list-style-type: none"> ○ ways in which the Board can engage parents and get feedback/input into the education of their children, broaden their knowledge of the role of Trustee and to inform Board decision making connected to the Board cycle (development of priorities, distribution of funds, strategic planning, capital planning, etc.) ○ ways in which the Board can work with industry and post-secondary institutions to gather feedback on how well we are doing with respect to preparing students for success beyond high school. • Following the approval of the Annual Education Results Report (AERR), develop recommendations for evidence-based items for consideration when making Distribution of Funds decisions. These recommendations could come to Caucus Committee and highlight areas in which funds could be targeted to areas of greatest need and areas of greatest return. This information will be used to align administrative recommendations that come to Board for approval of the Distribution of Funds. • Continue to find mechanisms in which the Board can align Board agendas and Board communication/work to the Strategic Plan • Review and monitor Board Work Plan progress • Provide input into the questions asked in the District Feedback Survey • Develop Board off-site meeting agendas and Chair the meetings

Committee	Key Activities
Infrastructure	<p>The Infrastructure Committee will support Trustees in fulfilling their role of governance as it pertains to District's accommodation of students and managing of our space and facility assets. The purpose of the Committee is to:</p> <ul style="list-style-type: none"> • Assist Trustees in furthering their understanding of the issues, impacts and potential next steps related to the District's infrastructure over the course of their term. • Recommend governance direction in matters related to the implementation of the <i>Managing Space for our Students Infrastructure Strategy</i>. • Advise and provide feedback to administration on strategic infrastructure initiatives, such as the <i>Managing Space for our Students</i> report. • Increase awareness amongst education stakeholders of the current pressures, realities and issues related to the District's infrastructure. • Engage the broader community's interest and involvement in the infrastructure development process. <p>The Committee will:</p> <ul style="list-style-type: none"> • Work with the Administration on the development of key communication packages for Trustees to use while engaging with parents. These key messages will support increased parent awareness and support consistency of messaging around the District's current pressures and realities related to infrastructure specifically tied to the <i>Infrastructure Strategy</i> (high school accommodation, program reviews and growth accommodation). • Both the Infrastructure and District Priorities and Governance Committees will work with the Administration to develop consultation/engagement strategies for parents and community. These processes will be designed to generate feedback around infrastructure-related issues that will help to inform infrastructure-related decisions the Board has to make. The strategies developed, will be incorporated into the Board's broader engagement plan. • Develop key advocacy messages for the Board to use in their strategy to gain support at multiple levels of government investment: City of Edmonton, Province of Alberta and federally as appropriate. These messages will support, align with and reflect the key desired outcomes and requests of both the <i>Infrastructure Strategy</i> and the District's Three-Year Capital Plan. • Advocate to the City of Edmonton and the Province of Alberta for the District to be a stakeholder at the table in key discussions involving infrastructure as it pertains to schools and the capital-planning process. • Work with the Administration around <i>community centre</i> approaches to a school facility where schooling and community services are co-located within the same structure. Included in these opportunities may be models that reflect alternative funding approaches for school infrastructure; bring forward to Caucus Committee a report outlining what these are and the feasibility of these approaches. • Continue to use both internal District data and external community data to forecast future student growth patterns as they pertain to the use of District space and program accommodations.

Committee	Key Activities
Policy Review Committee	<p>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.</p> <p>Four policy themes have been identified for policy development and consolidation where appropriate – a more detailed report on the Policy Review Committee Work Plan is included in Attachment II.</p> <ol style="list-style-type: none"> 1. Inclusive education and the provision of a continuum of specialized supports and services: parameters and expectations for the provision of educational programs and supports so that all children and students – regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, socio-economic status, or any other factor(s) – have access to meaningful and relevant learning experiences and a quality education. 2. Respectful (welcoming, caring and safe) learning and working environment: parameters and expectations for the creation and maintenance of respectful learning and working environments, including requirements for appropriate dispute resolution processes, and a student code of conduct that addresses bullying behavior. 3. Governance of District information which includes parameters and expectations for information management, information technology and information security. 4. Organization for and delivery of instruction and programming which includes parameters and expectations for: <ul style="list-style-type: none"> • the establishment of the school year calendar for Board approval, • student admission to the District and accommodation in a school, and • provision of transportation services. <p>In addition to the four board policy themes, the Policy Review Committee will take the lead and provide a recommendation to the District Priorities and Governance Committee for Board-governance-related policy on behalf of the Board:</p> <ul style="list-style-type: none"> • reviewing existing Board Policy FGB.BP - Evaluation of Superintendent of Schools and will consult with the Board and Superintendent’s Evaluation Committee on content. • developing a policy to address the Board’s responsibilities under Education Act S33(1)(k) to “<i>develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order</i>”. All Trustees will have an opportunity to be engaged in developing the content. The policy will be housed in the Trustees’ Handbook. <p>By request of the Board at the November 24, MST meeting, a review of Board Policy GA.BP Student Programs of Study will also be conducted, specifically as it relates to instruction in a second language, and a report brought to Caucus Committee for further discussion.</p>

Committee	Key Activities
ASBA Issues and Resolutions	<p>The ASBA Issues and Resolutions Committee exists to advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association (ASBA) Zone and General Meetings. As involvement in ASBA is still under discussion, this Committee's mandate has been broadened to include other issues and advocacy items.</p> <p>The Committee will:</p> <ul style="list-style-type: none"> • Establish Guiding Principles that align to the District's Cornerstone Values and the Strategic Plan, to guide all future decision making done by the Committee on behalf of the Board of Trustees at ASBA Board of Directors, Zones, and submissions to the ASBA Strategic Plan and Budget to be debated at the Fall General Meeting and the Spring General Meetings. The Committee is recommending that this be the mandate by which the District's ASBA representatives will be empowered to make decisions and to respond to any emergent motions or amendments on the floor of the assembly. <p>*This work was completed by the Committee and approved at the November 3, 2015 Caucus Committee Meeting. The following Guiding Principals were established:</p> <ul style="list-style-type: none"> ○ Does the proposed policy or resolution support Success for Every Student? ○ Does the proposed policy or resolution support A Focus on Well-being and Student Citizenship? ○ Does the proposed policy or resolution support a Culture of Excellence and Accountability? For example is it effective, efficient, equitable and fiscally responsible? ○ Does the proposed policy or resolution support Engaged and Effective Governance? For example does it support local autonomy? <ul style="list-style-type: none"> • Advocate to the Ministry of Health for supports to students specifically as they relate to mental health. • Advocate for cross-Ministry funding and involvement of other agencies/volunteers to meet the complex needs of students. This could include Board-to-Board conversations about the importance of shared responsibility for education and well-being of children, youth and families. This advocacy also should to consider the anticipated increase in Refugees coming to the District. • Advocate to address the issues and trends identified in the Annual Education Results Report. • Carry out advocacy-related to issues that emerge and are identified as priorities of the Board.

Committee	Key Activities
Audit Committee	<p>The purpose of the Audit Committee is to assist the Board of Trustees in ensuring the assets of the corporation are preserved and resources utilized effectively. The Audit Committee is part of a system of checks and balances and as guardian of the District's interests, assesses whether the organization is appropriately administering public funds.</p> <p>The Committee will:</p> <ul style="list-style-type: none"> • Coordinate professional development around the analysis of budget. • Appoint a new Audit Committee member based on the expiration of term. <i>(a recommendation report came to the November 13, 2015 Caucus Committee meeting for approval)</i> • Recommend the appointment and subsequent evaluation of the external Board auditor in accordance with Board Policy CO.BP - Fiscal Oversight and Accountability and the School Act. • Meet with the external auditor prior to commencement of audit to review the engagement letter, assure independence from management and discuss and approve the audit plan. • Review external auditors assessment of the District's system of internal controls and accounting policies, the draft annual audit report, accept receipt of the external auditor's independence letter, the audit findings report and the accompanying draft management letter. • Make a recommendation to Board whether to accept the annual audit report and financial statements for forwarding to the Minister. • Develop understanding of new responsibilities with the new Education Act <ul style="list-style-type: none"> ○ Value for money audits ○ Potential liabilities – teacher effectiveness, program of studies for every student, inclusive education supports

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN 2015--2016

Policy Theme	Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Review Year	STATUS
Principles of inclusive education and continuum of specialized supports and services	<p>33(1) A board, as a partner in education, has the responsibility to:</p> <ul style="list-style-type: none"> (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success, (e) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education, (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources; (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education; (i) ensure effective stewardship of the board's resources, [and] (l) comply with all applicable Acts and regulations 	<p>AA.BP – Stakeholder Relations AE.BB.BP – Wellness of Students and Staff AD.BP – District Vision, Mission, Values and Priorities CNA.BP – Information Security CO.BP – Fiscal Oversight and Accountability DEA.BP – Student Transportation E.A.BP – Infrastructure Planning Principles GA.BP – Students Programs of Study GAA.BP – Delivery of Student Programs of Study GGAB.BP – Multicultural Education GGAJ.BP – Early Years GHHA.BP – Tutoring GIBD.BP – Integrated School Library Learning Commons GK.BP – Student Assessment, Achievement and Growth HA.BP – Inclusive Education HAA.BP – Aboriginal Education HF.BP – Safe, Caring, and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity</p>	2015-2016	

Policy Theme	Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Review Year	STATUS
<p>Respectful (Welcoming, Caring and Safe) Learning and Working Environment</p> <p>Appropriate dispute resolution processes</p> <p>Student Code of Conduct</p>	<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p> <p>(l) comply with all applicable Acts and regulations, [and],</p> <p>(m) establish appropriate dispute resolution processes.</p> <p>33(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) that includes the establishment of a code of conduct for students that addresses bullying behaviour.</p> <p>33(3) A code of conduct established under subsection (2) must:</p> <p>(a) be made publicly available,</p> <p>(b) be reviewed every year,</p> <p>(c) be provided to all staff of the board, students of the board and parents of students of the board,</p> <p>(d) contain the following elements: (see (i) –(iv))</p>	<p>AA.BP – Stakeholder Relations ACB.BP – National Anthem and Flag AD.BP – District Vision, Mission, Values and Priorities AGA.BP – Recognition of Students, Staff, Parents, and the Community GGAB.BP – Multicultural Education FAA.BP – Human Resources Framework HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity HA.BP – Inclusive Education HIAA.BP – Aboriginal Education</p> <p>AB.BP – Appeals</p> <p>DK.BP – District Technology DDC.BP – Security and Vandalism HED.BP – Student Attendance HG.BP – Student Behaviour and Conduct HGD.BP – Student Suspension and Expulsion</p>		

Policy Theme	Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Review Year	STATUS
Governance of District Information	<p>33(1) A board, as a partner in education, has the responsibility to:</p> <ul style="list-style-type: none"> (h) establish and maintain governance and organizational structures that promote student (and staff) well-being and success, and monitor and evaluate their effectiveness, (i) ensure effective stewardship of the board's resources, (j) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes, 	<p>CN.BP – Managing District Information DK.BP – Information Technology CNA.BP – Information Security</p>	2015-2016	
Safety and Security	<p>33(1) A board, as a partner in education, has the responsibility to:</p> <ul style="list-style-type: none"> (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, 	<p>CNA.BP – Information Security DBC.BP – Emergency Plans DCA.BP – Security and Vandalism EA.BP – Infrastructure Planning Principles EM.BP –Alcoholic Beverages & Smoking on District Premises... EO.BP – Environment FBB.BP – Community Funded Personnel FBCB.BP – District Staff Code of Conduct; FBCD.BP – Mandatory Records Checks for Employees FBCE.BP – Volunteers- Registration and Record Checks GA.BP – Students Programs of Study GHHA.BP – Tutoring HED.BP – Student Attendance HG.BP – Student Code of Conduct HGD.BP – Student Suspension and Expulsion HH.BP – Supervision of Elementary and Junior High Students during Lunch AA.BP – Stakeholder Relations IJA.BP – Electioneering and Politically motivated Communications</p>	2014-2016	

Policy Theme	Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Review Year	STATUS
Organization for and delivery of programming: <ul style="list-style-type: none"> • The School Year Calendar • Accommodation • Requirements for student admission to the District • Transportation Service 	33(1) A board, as a partner in education, has the responsibility to: <ul style="list-style-type: none"> (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success, (c) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education, (j) ensure effective stewardship of the board's resources, [and] (l) comply with all applicable Acts and regulations 	GD.BP – Instructional Time GCA.BP – Approval of the School Year Calendar FBD.BP – Vacations and Holidays GAA.BP – Delivery of Student Programs of Study GGA.BP – Organization for Instruction HC.BP – Student Accommodation HEC.BP – Student Admission to the District DEA.BP – Transportation EA.BP – Infrastructure Planning Principles	2015-2016	
Superintendent Role and Responsibilities and Evaluation	33(1) A board, as a partner in education, has the responsibility to: <ul style="list-style-type: none"> (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent, 	CH.BP – Framework for Policy Development and Review CHA.BP – Board Delegation of Authority FGB.BP – Evaluation of Superintendent Trustees' Handbook – Terms of Reference for the Board and Superintendent of Schools Evaluation Committee	2014-2016 2014-2016	

Policy Theme	Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Review Year	STATUS
Board and Trustee Code of Conduct and Sanctions* (see also 33(4)). (may be impacted by Ministerial Order)	33(1) A board, as a partner in education, has the responsibility to: (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,	Trustees' Handbook – Board Governance	2014-2016	

Plan for Comprehensive Review of Board Policy
Board Responsibilities in the *Education Act* vis-à-vis Board Policy

This document is an outline of the proposed sequencing for the comprehensive review of Board Policy.

BACKGROUND

The Board's power to delegate authority (Section 52) and legislated board responsibilities (Section 33) in the new, yet to be proclaimed, *Education Act* are key considerations in the review of existing board policy. Like the *School Act*, the *Education Act* delegates administrative and legislative powers and obligations to school boards. Part 4 Division 1 addresses Board Powers similar to section 60 of the *School Act* and is the primary reference for administrative and legislative powers and obligations. Other powers and obligations have been delegated in a variety of sections of the *Education Act*.

Section **52** (61) **Delegation of power**, similar to Section 61 of the *School Act*, enables the Board to delegate by board resolution its authority.

52(1) Subject to subsections (4) and (5), a board may authorize ... any of its employees, a committee, a school councilto do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

(4) A board shall not delegate

- (a) the power to make a bylaw under this Act,
- (b) the power to close a school or school building under section 62,
- (c) the power to requisition from a municipality that the board may have from time to time, or
- (d) the power to hold a hearing under section 212.

(5) A board shall not delegate, except to a superintendent employed by the board,

- (a) the power to suspend the services of a teacher, or
- (b) the power to terminate the services of a teacher.

General powers of boards

Section: **53**; 60

“53(1) *A board shall*

- (a) establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,*
- (b) ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies,*
- (c) in co-operation with school councils, provide for parental and community engagement in schools, and*
- (d) maintain, repair, furnish and keep in good order all its real and personal property.*

(2) A board may

(a) subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,

(b) subject to section 18 and any regulations under this Act, develop or acquire instructional materials for use in courses or programs or in schools, and

(c) **make policies, subject to any regulations under this Act, respecting the establishment, administration, management and operation of**

(i) schools operated by the board, or

(ii) school buses and other vehicles used for the purposes of the board.”

What follows is a chart, listing Board responsibilities as laid out in Section 33, a preliminary identification of responsive existing board policies, suggested topics for corresponding broad overarching policies and the expected review year. Policies may appear under more than one responsibility/theme.

Note: Policies that have been rescinded are noted by strikeout; new policies are indicated in bold.

Green highlighted items indicate these items currently under review for revision, consolidation and/or development.

COMPREHENSIVE POLICY DEVELOPMENT AND REVIEW PLAN 2012-2017

Board Responsibilities (as per Education Act)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,	HA.BP – Student Programs GA.BP – Student Programs of Study GAA.BP – Delivery of Student Programs of Study GGAB.BP – Multicultural Education GGAJ.BP – Early Years HA.BP – Inclusive Education HAA.BP-Aboriginal Education HFA.BP-Sexual Orientation and Gender Identity HGA.BP – Basic Instructional Program (GGA.BP) HGAF.BP – Second Language Education, GGA.F.BP HG.BP – Student Behaviour and Conduct HGD.BP – Student Suspension and Expulsion EO.BP – Environment HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts (GGDD.BP) HGDJ.BP – Participation in interschool Athletic Activities (GGDJ.BP) HGE.BP – Continuing Education (GGE.BP) GJ.BP – Comprehensive Guidance and Counseling Programs and Services HI.BP – Teaching and Learning Resources (GI.BP) HICA.BP – Field Trips (GICA.BP) HKB.BP – Homework (GK.BP) GIAA.BP – Health Instruction Materials AEBB.BP – Wellness of students and Staff FBD.BP – Vacations and Holidays GCA.BP – Approval of the School Year Calendar GD.BP – Instructional Time GGA.BP – Organization for Instruction	Appropriate programming to meet needs of all students.	2012-2013	Revised (new) GA.BP - Student Programs of Study New (revised former HA.BP) GAA.BP Delivery of Student Programs of Study
	FBD.BP – Vacations and Holidays GCA.BP – Approval of the School Year Calendar GD.BP – Instructional Time GGA.BP – Organization for Instruction	Organization for and Delivery of Instruction/Program ming:	2014-2016	Pilot Project on School Calendar
	EA.BP – Infrastructure Planning Principles FED.BP – Capital Planning (EED.BP) DK.BP - Technology FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff HC.BP – Student Accommodation HEC.BP – Student Admission to the District DEA.BP - Transportation	Organization for delivery of programming: Infrastructure, Staffing, Accommodation, Technology, Transportation (see 33(1)(i))	2013-2014 2014-2015 2015-2016	New EA.BP – Infrastructure Planning Principles Policy Review Committee

Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,	GK.BP – Student Assessment, Achievement and Growth CO.BP – Fiscal Oversight and Accountability GD.BP – Instructional Time IBC.BP – Communications Framework AA.BP – Stakeholder Relations CN.BP – Managing District Information GCA.BP – Approval of the School Year Calendar HAA.BP – Aboriginal Education GGAB.BP – Multicultural Education	Assessment of achievement of learning outcomes and reporting thereof	2012-2013	Revised and Expanded GK.BP – Student Assessment, Achievement and Growth
33(1) A board, as a partner in education, has the responsibility to: (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,	AA.BP – Stakeholder Engagement AA.BP – Stakeholder Relations IBC.BP – Communications Framework IBD.BP – Protocol for Trustee Recognition at School or Public Events IAB.BP – Comment, Delegations and Presentations at Board Meeting.... IA.BP – Parent and Community Involvement IAA.BP – Educational Partnerships and Sponsorships IJ.BP – Assisting Community Organizations CH.BP – Framework for Policy Development and Review HA.BP – Inclusive Education FAA.BP – Human Resources Framework FBC.BP Liaison Committees GGAB.BP – Multicultural Education EA.BP – Infrastructure Planning Principles FB.BP – School Reopening (EB.BP) FL.BP – School Closure (EL.BP) HAA.BP – Aboriginal Education AGA.BP – Recognition of Students, Staff, Parents, and the Community CO.BP – Fiscal Oversight and Accountability	(see also 33(1)(f) Continuum of Relationships with community: <ul style="list-style-type: none"> • Stakeholder engagement • Social capital • Volunteers • Sponsorship • Collaboration • Shared service/client • Legal partnerships • Informal partnerships 	2013-2015 2014-2015	Theme Identification Revised and Expanded AA.BP – Stakeholder Relations

[illegible]

Board Responsibilities (as per Education Act)	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(e) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education,</p>	<p>GA.BP – Student Programs of Study GAA.BP – Delivery of Student Programs of Study GGAB.BP – Multicultural Education GGAJ.BP – Early Years IA.BP – Parent and Community Involvement AA.BP – Stakeholder Relations HI.BP – Teaching and Learning Resources (GI.BP) GHHA.BP – Tutoring GIBD.BP – Integrated School Library Learning Commons FJ.BP – Staff Leaves of Absence HA.BP – Inclusive Education HAA.BP – Aboriginal Education HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity</p> <p>DEA.BP – Student Transportation DK.BP – District Technology EA.BP – Infrastructure Planning Principles HGDJ.BP – Participation in Interschool Athletic Activities (GGDJ.BP) IAA.BP – Educational Partnerships and Sponsorships GE.BP – Organization for Instruction HGE.BP – Continuing Education (GGE.BP)</p>	<p>Inclusive Education and continuum of specialized supports/services; life and career pathways</p> <p>Organization for and Delivery of Programming: Accommodation, Transportation</p>	<p>2013-2015</p> <p>2015-2016</p>	<p>Theme Identification</p>

Board Responsibilities (as per Education Act)	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,</p>	<p>HA.BP – Inclusive Education FJ.BP – Staff Leaves of Absence HAA.BP – Aboriginal Education GGAB.BP – Multicultural Education GGAJ.BP – Early Years IA.BP – Parent and Community Involvement IAA.BP – Educational Partnerships and Sponsorships IJ.BP – Assisting Community Organizations AA.BP – Stakeholder Relations EA.BP – Infrastructure Planning Principles FBB.BP – Community Funded Personnel GIBD.BP Integrated School Library Learning Commons IJA.BP – Electioneering and Politically motivated Communications CO.BP – Fiscal Oversight and Accountability IBD.BP – Protocol for Trustee Recognition... FBCE.BP – Volunteers- Registration and Record Checks IH.BP – Public Gifts CNA.BP Information Security Trustees' Handbook – Elections</p>	<p>See also 33(1)(c)(e)</p> <p>Continuum of Relationships with community:</p> <ul style="list-style-type: none"> • Stakeholder engagement • Social capital • Volunteers • Sponsorship • Collaboration • Shared service/client • Legal partnerships • Informal partnerships <p>(to address District Priorities/Board focus areas)</p>	<p>2013-2015</p> <p>2014-15</p>	<p>Theme Identification</p> <p>Revised and Expanded AA.BP – Stakeholder Relations</p>

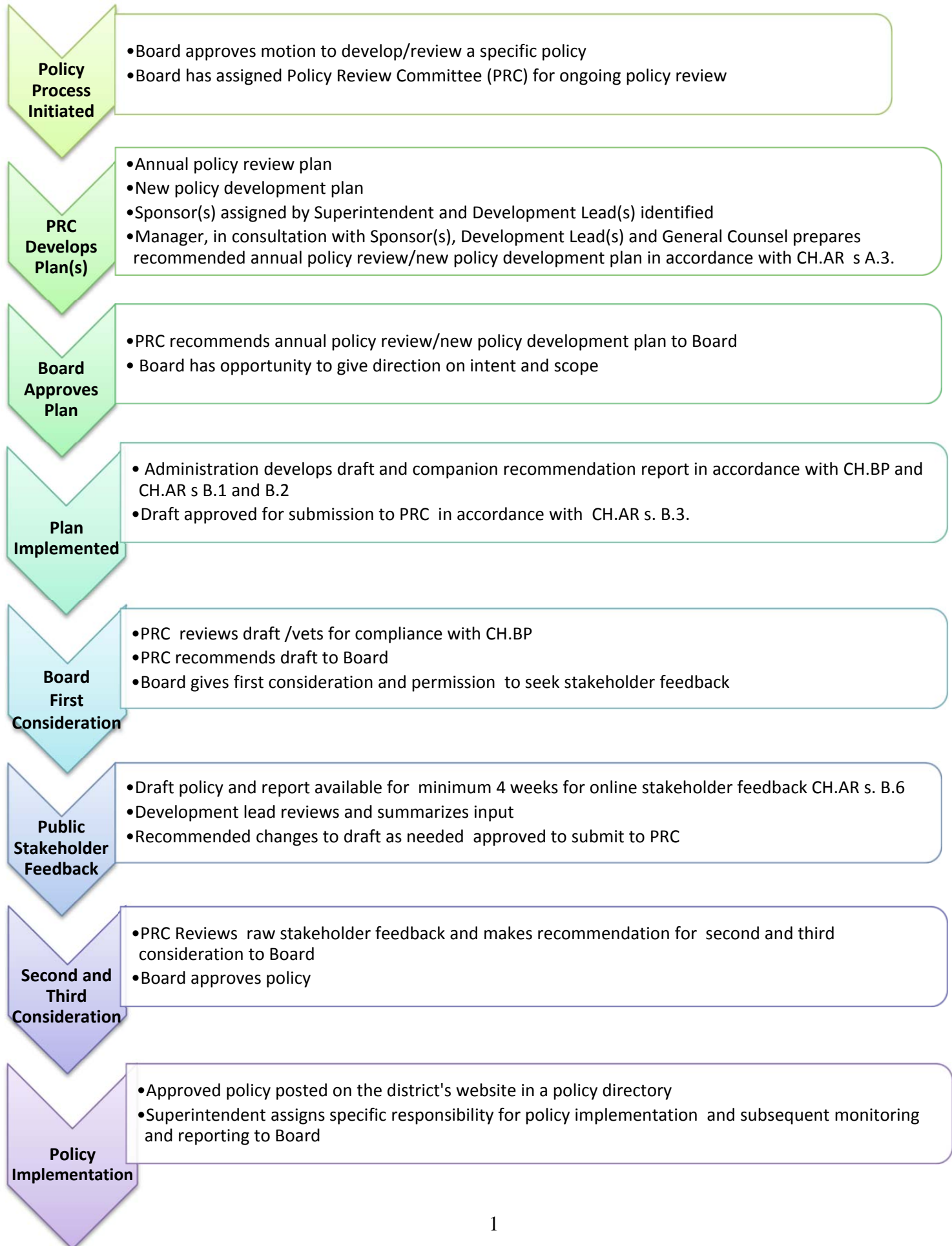
Board Responsibilities (as per Education Act)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (h) establish and maintain governance and organizational structures that promote student (and staff) well-being and success, and monitor and evaluate their effectiveness,	FBE.BP – Health and Wellness of Staff and Students AEBB.BP – Wellness of Students and Staff HF.BP – Safe, Caring, and Respectful Learning Environments CH.BP – Framework for Policy Development and Review CHA.BP – Delegation of Authority AD.BP – District Vision, Mission, Values and Priorities AD.BP – District Priorities AE.BP – District Vision and Mission FIC.BP – Employee Assistance GJ.BP – Comprehensive Guidance and Counseling Programs and Services FAA.BP – Human Resources Framework FB.BP – Authority for Human Resources Decisions FGB.BP – Evaluation of Superintendent of Schools Trustees’ Handbook – Trustee Committees CN.BP – Managing District Information DK.BP – Information Technology CNA.BP – Information Security	Throughout all policy – metrics Human Resources Framework Evaluation of Superintendent* Respectful Learning Environments Governance of Information, Data, Technology	2013-2015 2013-2014 2014-2015 2014-2016 2015-2016 2015-2016	New AEBB.BP- Wellness of Students and Staff New AD.BP – District Vision, Mission, Values and Priorities Policy Review Committee *Superintendent and Board Evaluation Committee

Board Responsibilities (as per Education Act)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: <ul style="list-style-type: none"> (i) ensure effective stewardship of the board's resources, 	EA.BP – Infrastructure Planning Principles FED.BP – Capital Projects (EAD.BP) FL.BP – School Closure (FL.BP) JG.BP – Community use of District Buildings (IG.BP) FEE.BP – Site Acquisition and Disposal (EEE.BP) FECA.BP – Identification of a Building as a Historic Resource (EECA.BP) FF.BP – Naming of Schools (EE.BP) EO.BP – Environment DCA.BP – Security and Vandalism	Capital (buildings and real property)	2012-2013	Theme Identification
	IAC.BP – Funding and Endorsement Requests from External Agencies CO.BP – Fiscal Oversight and Oversight CT.BP – Appointment of Principal Banker CVE.BP – Auditor CW.BP – Purchasing IH.BP – Public Gifts HNB.BP – School Assessed Fees Trustees' Handbook – Expense Reporting DEA.BP – Student Transportation DK.BP – District Technology	Financial (Public Expense Reporting) SES: supplies, equipment, services	2012-2013	New EA.BP Infrastructure Planning Principles
	FAA.BP – Human Resources Framework FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff FBCB.BP – District Staff code of Conduct FB.BP - Authority for Human Resource Decisions FBB.BP – Community Funded Personnel FBCE.BP – Volunteers- Registration and Record Checks FGC.BP – Staff Performance FJ.BP – Staff Leaves of Absence FJD.BP – Administrative Recognition	Human Resources (see S33(1)(d) also)	2013-2014	New CO.BP – Fiscal Oversight and Accountability
	CN.BP – Managing District Information	Information and data (collected or created)	2014-2015	Policy Review Committee
	CN.BP – Managing District Information	Information and data (collected or created)	2012-2013	New CNA.BP – Information Security
	DK.BP – Information Technology CNA.BP – Information Security	Governance of Information, Data, Technology	2015-2016	

Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,	FGB.BP – Evaluation of Superintendent CHA.BP – Board Delegation of Authority CH.BP – Framework for Policy Development and Review FB.BP – Authority for Human Resources Decisions FCA.BP – Qualifications for Teacher Continuing Contracts	Superintendent Role and Responsibilities and Evaluation Delegation of Authority	2012-2013 2014-2015 2014-2016	Superintendent Hired *Board and Superintendents Evaluation Committee
33(1) A board, as a partner in education, has the responsibility to: (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,	Trustees' Handbook – Board Governance	Board and Trustee Code of Conduct and Sanctions* (see also 33(4)). (may be impacted by Ministerial Order)	2012-2013 2014-2016	Trustees' Handbook *District Priorities and Governance Committee
33(1) A board, as a partner in education, has the responsibility to: (l) comply with all applicable Acts and regulations,	CH.BP – Framework for Policy Development and Review CHA.BP – Board Delegation of Authority EM.BP – Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions FCA.BP – Qualifications for Teacher Continuing Contracts FIA.BP – Pensions (All policy and administrative regulations)	Delegation of Authority Applicable to all policy and administrative regulation – some HR policies may be redundant	2014-2016 2014-2015	Policy Review Committee
33(1) A board, as a partner in education, has the responsibility to: (m) establish appropriate dispute resolution processes, and	AB.BP – Appeals AA.BP – Stakeholder Relations	Dispute resolution processes	2014-2015 2014-2016	

Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: <p>(n) carry out any other matters that the Minister prescribes.</p>	CHA.BP – Board Delegation of Authority	Delegation of Authority	2014-2016	
33(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour. <p>(3) A code of conduct established under subsection (2) must:</p> <p>(a) be made publicly available,</p> <p>(b) be reviewed every year,</p> <p>(c) be provided to all staff of the board, students of the board and parents of students of the board,</p> <p>(d) contain the following elements:</p> <p>(i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;</p> <p>(ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act;</p>	AA.BP – Stakeholder Relations AB.BP – Appeals ACB.BP – National Anthem and Flag AD.BP – District Vision, Mission, Values and Priorities AEBB.BP – Wellness of Students and Staff AGA.BP – Recognition of Students, Staff, Parents, and the Community GGAB.BP – Multicultural Education FAA.BP – Human Resources Framework HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual orientation and Gender Identity HA.BP – Inclusive Education HIAA.BP – Aboriginal Education <p>DK.BP – District Technology DDC.BP – Security and Vandalism HED.BP – Student Attendance HG.BP – Student Behaviour and Conduct HGD.BP – Student Suspension and Expulsion</p>	Welcoming, caring, respectful and safe learning and working environment s.33(1)d <p>Requirements for a Student Code of Conduct (see also 33(4))</p> <p>(impacted by Ministerial regulations)</p>	2014-2016	

Board Responsibilities (as per <i>Education Act</i>)	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>(iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;</p> <p>(iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and</p> <p>(e) be in accordance with any further requirements established by the Minister by order.</p>				
<p>33(4) An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.</p>	<p>EA.BP – Infrastructure Planning Principles</p>		<p>2014-2016</p>	



DATE: December 15, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Update on Numeracy and Mathematics

ORIGINATOR: Dr. Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE STAFF: Janice Aubry, Amanda Forster, Phillip Grehan, John Hrdlicka, Carolyn Jones, Valerie Leclair, Kathleen Marzolf, Dean Michailides, Debbie Petkau, Darrel Sush, Greg Wondga

REFERENCE: [Ministerial Order on Student Learning \(#001/2013\)](#)

ISSUE

This report and presentation highlights the District's Numeracy Guiding Document and Action Plan 2015-2019, developed by the Numeracy and Mathematics Principal Advisory Committee.

BACKGROUND

Numeracy and mathematics teaching and learning are fundamental to student success. Mathematics in Alberta programs of study encourages learning through problem-solving, incorporating the mathematical processes to achieve an understanding of the nature of mathematics through the development of specific knowledge, skills and attitudes. Numeracy is the confidence and habits of mind to engage with, critically assess, reflect upon, and apply quantitative and spatial information when making judgments and decisions or taking actions in all aspects of daily living. Much of the explicit teaching of numeracy skills occurs in the mathematics class, and numeracy is fundamentally the application of these skills across all subject areas and in daily life.

The District Strategic Plan 2014-2018, District Priority 1, Goal Two: Success for Every Student identifies the outcome of ensuring that "more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy." An outcome identified in the Ministerial Order on Student Learning (#001/2013) is "to enable all students [to] employ literacy and numeracy to construct and communicate meaning".

Key District projects and activities were initiated in 2015 to support numeracy and mathematics teaching and learning:

- Following the completion of the MIPI administration in the fall of 2014, and after receiving feedback from the schools, the MIPI development team met in March 2015 to incorporate this feedback and to create vertical alignment for Grades 2 to 9 of the Section 1 instrument. A

Grade 10 MIPI was also developed and in September 2015, the MIPI was again administered in all District schools Grades 2 to 9.

- A Numeracy and Mathematics Principal Advisory Committee was formed to produce the Numeracy Guiding Document and Action Plan 2015-2019. This document contains definitions of numeracy and mathematics, and is designed primarily as a plan to guide the numeracy and mathematics work of central departments, schools, leadership groups and catchment groups toward common, District-wide outcomes in support of our District Priorities, Strategic Goals and Outcomes. This document was provided to all principals at the December 2, 2015 District Leadership Meeting.
- This principal committee also developed a draft supporting document, the Support for Numeracy Guiding Document and Action Plan Year One. This document is designed as a tool for District staff to reflect on their work in numeracy and mathematics, and to enable planning for and documenting the implementation of elements of the Numeracy Guiding Document and Action Plan 2015-2019. This document will be finalized for distribution in January 2016.
- A Numeracy Best Practices Day was successfully provided to District teachers and administrators October 6, 2015.

CURRENT SITUATION

Key activities and initiatives are in progress to support numeracy and mathematics:

- The Numeracy and Mathematics Principal Advisory Committee for the 2015-2016 school year continues to guide key District work in this area. This committee will review the Numeracy Guiding Document and Action Plan 2015-2019 annually, and revise it as needed.
- The Numeracy Guiding Document and Action Plan 2015-2019 provides direction for the development of many key numeracy and mathematics supports for schools, such as: a numeracy website to serve as an information hub for District staff; supports for parents; new professional learning opportunities, including Numeracy Best Practices Days and numeracy leadership development opportunities; the gathering of research, information and data; new videos; new lists of recommended professional resources; collaboration with external experts, such as post-secondary academics; the exploration of new mathematics interventions used in other school authorities, etc. Many of these supports have been developed this year or are currently under development.
- All principals, accompanied by one teacher from each school, will attend one Principal and Lead Teacher Numeracy Day in January (January 12 or January 19). This day is intended to assist schools in building further leadership capacity in numeracy and to foster a consistent understanding of numeracy and numeracy practices and supports across the District. Participants will have opportunities to learn more about the elements of the *Numeracy Guiding Document and Action Plan 2015-2019*, and will be provided the Support for Numeracy Guiding Document and Action Plan Year One to support planning implementation of the new numeracy and mathematics supports.
- Curriculum and Resource Support has established a support team for numeracy and mathematics; consultants currently provide professional learning support to leadership groups, catchments and schools. Parent information sessions are also occasionally provided.
- External professional learning providers such as the Edmonton Regional Learning Consortium and the University of Alberta are providing quality professional learning supports to District staff. Teachers continue to be eligible to receive financial support for

learning related to numeracy and mathematics teaching and learning through the Human Resources Teacher Development Program, Clause 23 Professional Improvement Program and through the Pilot Project - Staff Development Fund.

KEY POINTS

- The MIPI continues to provide valuable information to teachers and principals to strengthen mathematics programming and interventions.
- The Numeracy Guiding Document and Action Plan 2015-2019 is now available to District staff; this document and the Support for Numeracy Guiding Document and Action Plan Year One will be presented in depth to District teachers and principals at the Principal and Lead Teacher Numeracy Days (January 12 and January 19).
- The Numeracy Guiding Document and Action Plan 2015-2019 is a plan that will guide central departments, schools, leadership groups and catchment groups toward common, District-wide outcomes in support of District Priorities, Strategic Goals and Outcomes.
- Professional development supports are in place for District staff.

ATTACHMENTS & APPENDICES

ATTACHMENT I Numeracy Guiding Document and Action Plan 2015-2019

JA/jg



2015-2019

NUMERACY GUIDING DOCUMENT AND ACTION PLAN

DECEMBER 2015





VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

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

VALUES

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



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

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 One reaching emotional, social, intellectual and physical developmental milestones.

Goal Two Success for Every Student

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

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.

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.

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.

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 within a culture of collaboration.

Goal Four A Culture of Excellence and Accountability

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

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.

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.

Goal Three Engaged and Effective Governance

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

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Introduction

Background

In spring 2015, a Mathematics and Numeracy Principal and Central Working Group was established with a vision of developing a numeracy guiding document and action plan that would:

- Support the development of a District-wide shared understanding of numeracy and mathematics
- Guide the development of additional supports for schools as they work toward improving student achievement in mathematics and toward improving the supports for numeracy across the curriculum
- Support the implementation of the elements of the *Ministerial Order on Student Learning (#001/2013)*

As a result, three documents were created:

- *Numeracy Guiding Document and Action Plan 2015–2019*
- *Support for Numeracy Guiding Document and Action Plan Year One*
- *Central Activity Planner 2015–2016: Numeracy Guiding Document and Action Plan*

Purpose

The *Numeracy Guiding Document and Action Plan 2015–2019* has been created fundamentally to support and strengthen the development and implementation of numeracy and mathematics in schools across the District. This document is designed as a plan that will guide mainly central departments but also schools, catchments and leadership groups toward common, District-wide outcomes in support of our District Priorities and Strategic Goals.

The *Ministerial Order on Student Learning (#001/2013)* identifies numeracy as foundational to students from Kindergarten to Grade 12. This document also illuminates the work in which multiple stakeholders may engage to improve student achievement in the areas of numeracy and mathematics.

In addition to the *Numeracy Guiding Document and Action Plan 2015–2019*, schools may wish to refer to the following resources:

- Numeracy: <https://sites.google.com/a/epsb.ca/curriculum-and-resource-support-numeracy/>
- Mathematics: <https://sites.google.com/a/epsb.ca/curriculum-and-resource-support-math/>

Definitions of Numeracy and Mathematics

- **Numeracy:** “Numeracy is the confidence and habits of mind to engage with, critically assess, reflect upon and apply quantitative and spatial information when making judgments and decisions or taking action in all aspects of daily living.” ([Alberta Provincial Student Learning Assessment, Grade 3: Literacy and Numeracy, Information Bulletin 2014–2015](#), pg. 12)
- **Mathematics:** “Mathematics is one way of trying to understand, interpret and describe our world. There are a number of components that define the nature of mathematics.... These components include change, constancy, number sense, patterns, relationships, spatial sense and uncertainty.” ([Mathematics K–9 Program of Studies](#), updated 2014, pg. 7)

Key References

- [The Ministerial Order on Student Learning \(#001/2013\)](#)
- [2013 Learning and Technology Policy Framework](#)
- [Redesigning High School](#)
- [High School Completion Strategic Framework](#)

Planned Outcomes, Strategies and Activities

TARGETED GENERAL OUTCOME

Each student, from early learning through high school completion and beyond, will demonstrate his or her full potential in numeracy.

TARGETED SPECIFIC OUTCOMES

1. DEVELOP SHARED UNDERSTANDING

A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.

2. CONDUCT RESEARCH AND EVALUATE DATA

Current foundational research and data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.

3. IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY

District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

4. DEVELOP CAPACITY

Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.

5. REVIEW DISTRICT PLAN

District-wide implementation plans, processes and activities will be continuously developed, assessed, evaluated and communicated through a collaborative approach between District schools and central units.

SPECIFIC OUTCOME 1: DEVELOP SHARED UNDERSTANDING A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.	
Strategy	Activities
1a) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to all District staff.	<ul style="list-style-type: none"> • Develop a District-wide communications plan • Create a video tool with conversation guide to develop a common understanding of numeracy and mathematics • Facilitate ongoing cross-District sessions with school leaders • Facilitate ongoing cross-District sessions with lead teachers to: <ul style="list-style-type: none"> ○ Share updated information regarding numeracy plan ○ Acquire current research and data • Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics • Develop and use: <ul style="list-style-type: none"> ○ District numeracy websites ○ Share sites ○ Online forums • Produce a final numeracy and mathematics guiding document
1b) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.	<ul style="list-style-type: none"> • Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: <ul style="list-style-type: none"> ○ Flyers, newsletters, bulletins ○ SchoolZone, webcasts, podcasts ○ Posters ○ Cards

SPECIFIC OUTCOME 1: DEVELOP SHARED UNDERSTANDING A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.	
Strategy	Activities
1c) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to external stakeholders.	<ul style="list-style-type: none"> • Develop a shared understanding of numeracy and mathematics by collaborating with external experts • Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics
1d) All schools will develop and communicate a numeracy action plan.	<ul style="list-style-type: none"> • Use the <i>Numeracy Guiding Document and Action Plan 2015–2019</i> to develop an action plan specific to school and catchment needs

SPECIFIC OUTCOME 2: CONDUCT RESEARCH AND EVALUATE DATA Current foundational research and data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	
Strategy	Activities
2a) Current foundational research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Acquire and review current research on numeracy and mathematics and provide an editorial summary • Develop and implement the <i>District Numeracy Guiding Document and Action Plan 2015–2019</i> based on relevant research and staff feedback • Communicate key research findings through the numeracy guiding document • Develop and maintain a research share site that contains current articles and summaries • Develop professional learning opportunities for District staff based on relevant research, using data to drive decisions • Share current research information with school leaders and lead teachers
2b) Current data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Acquire, review and analyze current data on numeracy and mathematics • Develop processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI) • Develop processes to support schools in developing, communicating and implementing an action plan based on key data findings • Develop professional learning opportunities for District staff based on key data findings
2c) Current evidence and action research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Acquire, review and analyze current evidence and action research on numeracy and mathematics • Create and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics • Provide opportunities for educators to share practices that meet established criteria • Provide opportunities for educators from other school districts to share practices that meet established criteria • Engage staff in professional learning opportunities regarding how to gather meaningful, valid and reliable evidence of student learning • Support schools in implementing evidence-based practices • Support schools in assessing effectiveness of practices

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	
Strategy	Activities
3a) District leaders will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Invite District leaders, including principals and central staff, to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics • Develop, share and maintain an updated list of District leaders who can provide numeracy and mathematics support • Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools • Maintain communication with Alberta Education and attend meetings to keep informed about curricular changes and developments • Attend Edmonton Regional Learning Consortium meetings to keep informed about curricular changes and developments • Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website • Pilot provincial changes and developments related to K-12 numeracy and mathematics

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	
Strategy	Activities
3b) District teacher capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team) • Acquire and review lists of staff who have gained professional expertise in numeracy or mathematics through professional improvement supports • Create a directory of lead teachers with numeracy or mathematics expertise • Create a directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills • Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc. • Develop criteria for potential presenters, facilitators, mentors and coaches • Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities • Communicate the directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.
3c) District resources will be identified and used to support numeracy and mathematics across all curricula and to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Identify, review and evaluate existing District-developed resources • Identify high-impact curricular resources and develop plans to incorporate supports for numeracy • Establish District criteria for identifying and reviewing recommended resources to determine suitability for distribution • Establish a recommended list of existing quality District numeracy support materials • Implement the District-wide Math Intervention Programming Instrument (MIPI) • Explore existing financial resources (e.g., Equity Fund) to support numeracy

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	
Strategy	Activities
3d) Current external leadership capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles	<ul style="list-style-type: none"> • Establish criteria for identifying current external stakeholder support or partnerships • Identify current external leaders who possess significant expertise and experience in numeracy or mathematics • Create and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics • Identify and engage key stakeholders who possess strengths, significant expertise and experience in numeracy or mathematics to provide support
3e) Current external resources, including digital resources, will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	<ul style="list-style-type: none"> • Establish criteria for identifying and evaluating current external resources for supporting numeracy across the curricula • Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources • Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula • Establish and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials • Explore opportunities to acquire District licensing for high-impact resources • Explore existing financial resources (e.g., Equity Fund) to support numeracy

SPECIFIC OUTCOME 4: DEVELOP CAPACITY Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.	
Strategy	Activities
4a) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders.	<ul style="list-style-type: none"> • Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers • Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity • Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics
4b) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in teachers.	<ul style="list-style-type: none"> • Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers • Develop professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies • Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities • Identify and communicate funding opportunities to support teachers in professional improvement • Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise
4c) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in educational support staff.	<ul style="list-style-type: none"> • Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants • Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)

SPECIFIC OUTCOME 4: DEVELOP CAPACITY Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.	
Strategy	Activities
4d) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in parents and guardians.	<ul style="list-style-type: none"> • Provide opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics • Develop and provide sessions and online information for parents and guardians to help them: <ul style="list-style-type: none"> ○ Increase their understanding of numeracy and mathematics ○ Support their child(ren) in numeracy and mathematics learning
4e) Locally developed courses (LDCs) and locally developed resources (LDRs) supporting K-12 numeracy and mathematics will be reviewed, developed and modified as needed.	<ul style="list-style-type: none"> • Review existing LDCs that support K-12 numeracy and mathematics and revise as needed • Identify needs, if any, for new LDCs to support numeracy and mathematics; develop new LDCs if needed • Review existing LDRs that support K-12 numeracy and mathematics and revise as needed • Identify needs, if any, for new LDRs to support numeracy and mathematics; develop new LDRs if needed

SPECIFIC OUTCOME 5: REVIEW DISTRICT PLAN District-wide implementation plans, processes and activities will be continuously developed, assessed, evaluated and communicated through a collaborative approach between District schools and central units.	
Strategy	Activities
5a) District-wide implementation plans, processes and activities will be continuously assessed, evaluated and revised if needed based on: <ul style="list-style-type: none"> • District needs • Current research on numeracy and mathematics • Provincial changes or developments related to K-12 numeracy and mathematics 	<ul style="list-style-type: none"> • Develop and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities • Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement • Review implementation plans, processes and activities annually • Monitor implementation plans, processes and activities
5b) District-wide implementation plans, processes and activities will be continuously communicated.	<ul style="list-style-type: none"> • Develop a four-year communications plan that includes: <ul style="list-style-type: none"> ○ Updates to assistant superintendents ○ Communications to central leadership, school administrators, educational staff, and parents and guardians ○ Communications to external stakeholders, through websites, share sites, SchoolZone, etc.

Four-Year Scope and Sequence 2015–2019

SPECIFIC OUTCOME 1: DEVELOP SHARED UNDERSTANDING

A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.

1a) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to all District staff.

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Develop a District-wide communications plan 			
<ul style="list-style-type: none"> Create, distribute and use video tools with conversation guides to develop a common understanding of numeracy and mathematics 	<ul style="list-style-type: none"> Update or create and implement video tools, as required; use video tools and conversation guides 	<ul style="list-style-type: none"> Update or create and implement video tools, as required; use video tools and conversation guides 	<ul style="list-style-type: none"> Update or create and implement video tools, as required; use video tools and conversation guides
<ul style="list-style-type: none"> Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics 	<ul style="list-style-type: none"> Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics 	<ul style="list-style-type: none"> Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics 	<ul style="list-style-type: none"> Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics
<ul style="list-style-type: none"> Facilitate sessions with school administrators 	<ul style="list-style-type: none"> Facilitate ongoing District sessions with school administrators 	<ul style="list-style-type: none"> Facilitate ongoing District sessions with school leaders 	<ul style="list-style-type: none"> Facilitate ongoing District sessions with school leaders

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Design and facilitate a District lead teacher session to: <ul style="list-style-type: none"> Share updated information regarding the numeracy action plan Share current research and data 	<ul style="list-style-type: none"> Design and facilitate a District lead teacher session 	<ul style="list-style-type: none"> Design and facilitate a District lead teacher session 	<ul style="list-style-type: none"> Design and facilitate a District lead teacher session
<ul style="list-style-type: none"> Develop and make available various communications and information access points: <ul style="list-style-type: none"> District numeracy websites Share sites Online forums 	<ul style="list-style-type: none"> Review, revise and make available various communications and information access points: <ul style="list-style-type: none"> District numeracy websites Share sites Online forums 	<ul style="list-style-type: none"> Review, revise and make available various communications and information access points: <ul style="list-style-type: none"> District numeracy websites Share sites Online forums 	<ul style="list-style-type: none"> Review, revise and make available various communications and information access points: <ul style="list-style-type: none"> District numeracy websites Share sites Online forums
<ul style="list-style-type: none"> Produce, publish and distribute the <i>Numeracy Guiding Document and Action Plan 2015–2019</i> 	<ul style="list-style-type: none"> Review the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>; revise and distribute, if needed 	<ul style="list-style-type: none"> Review the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>; revise and distribute, if needed 	<ul style="list-style-type: none"> Review the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>; revise and distribute, if needed
1b) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.			
<ul style="list-style-type: none"> Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: <ul style="list-style-type: none"> Flyers, newsletters, bulletins SchoolZone, webcasts, podcasts 	<ul style="list-style-type: none"> Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: <ul style="list-style-type: none"> Flyers, newsletters, bulletins SchoolZone, webcasts, podcasts 	<ul style="list-style-type: none"> Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: <ul style="list-style-type: none"> Flyers, newsletters, bulletins SchoolZone, webcasts, podcasts 	<ul style="list-style-type: none"> Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: <ul style="list-style-type: none"> Flyers, newsletters, bulletins SchoolZone, webcasts, podcasts

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> o Posters o Cards 	<ul style="list-style-type: none"> o Posters o Cards 	<ul style="list-style-type: none"> o Posters o Cards 	<ul style="list-style-type: none"> o Posters o Cards
1c) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to external stakeholders.			
<ul style="list-style-type: none"> • Develop a shared understanding of numeracy and mathematics by collaborating with external experts 	<ul style="list-style-type: none"> • Develop a shared understanding of numeracy and mathematics by collaborating with external experts 	<ul style="list-style-type: none"> • Develop a shared understanding of numeracy and mathematics by collaborating with external experts 	<ul style="list-style-type: none"> • Develop a shared understanding of numeracy and mathematics by collaborating with external experts
<ul style="list-style-type: none"> • Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics 	<ul style="list-style-type: none"> • Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics 	<ul style="list-style-type: none"> • Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics 	<ul style="list-style-type: none"> • Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics
1d) All schools will develop and communicate a numeracy action plan.			
<ul style="list-style-type: none"> • Use the <i>Numeracy Guiding Document and Action Plan 2015–2019</i> to develop an action plan for 2016–2017 specific to school and catchment needs 	<ul style="list-style-type: none"> • Implement the action plan • Review and refine the action plan 	<ul style="list-style-type: none"> • Implement the action plan • Review and refine the action plan 	<ul style="list-style-type: none"> • Implement the action plan • Review and refine the action plan

SPECIFIC OUTCOME 2: CONDUCT RESEARCH AND EVALUATE DATA Current foundational research and data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.
2a) Current foundational research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Acquire and review current research on numeracy and mathematics and provide an editorial summary 	<ul style="list-style-type: none"> Revisit current research on numeracy and mathematics and update editorial summary if needed 	<ul style="list-style-type: none"> Revisit current research on numeracy and mathematics and update editorial summary if needed 	<ul style="list-style-type: none"> Revisit current research on numeracy and mathematics and update editorial summary if needed
<ul style="list-style-type: none"> Communicate key research findings through the numeracy guiding document 	<ul style="list-style-type: none"> Communicate key research findings through the numeracy guiding document 	<ul style="list-style-type: none"> Communicate key research findings through the numeracy guiding document 	<ul style="list-style-type: none"> Communicate key research findings through the numeracy guiding document
<ul style="list-style-type: none"> Develop and maintain a research share site that contains current articles and summaries 	<ul style="list-style-type: none"> Review and maintain a research share site that contains current articles and summaries 	<ul style="list-style-type: none"> Review and maintain a research share site that contains current articles and summaries 	<ul style="list-style-type: none"> Review and maintain a research share site that contains current articles and summaries
<ul style="list-style-type: none"> Develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions 	<ul style="list-style-type: none"> Review, develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions 	<ul style="list-style-type: none"> Review, develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions 	<ul style="list-style-type: none"> Review, develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions
<ul style="list-style-type: none"> Communicate current research information to District staff 	<ul style="list-style-type: none"> Communicate current research information to District staff 	<ul style="list-style-type: none"> Communicate current research information to District staff 	<ul style="list-style-type: none"> Communicate current research information to District staff

2015–2016	2016–2017	2017–2018	2018–2019
2b) Current data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.			
<ul style="list-style-type: none"> Acquire, review and analyze current data on numeracy and mathematics 	<ul style="list-style-type: none"> Revisit current data on numeracy and mathematics 	<ul style="list-style-type: none"> Revisit current data on numeracy and mathematics 	<ul style="list-style-type: none"> Revisit current data on numeracy and mathematics
<ul style="list-style-type: none"> Develop processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI) 	<ul style="list-style-type: none"> Review and revise processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI) 	<ul style="list-style-type: none"> Review and revise processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI) 	<ul style="list-style-type: none"> Review and revise processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI)
<ul style="list-style-type: none"> Develop processes to support schools in developing, communicating and implementing an action plan based on key data findings 	<ul style="list-style-type: none"> Review and revise processes to support schools in developing, communicating and implementing an action plan based on key data findings 	<ul style="list-style-type: none"> Review and revise processes to support schools in developing, communicating and implementing an action plan based on key data findings 	<ul style="list-style-type: none"> Review and revise processes to support schools in developing, communicating and implementing an action plan based on key data findings
<ul style="list-style-type: none"> Develop professional learning opportunities for District staff based on key data findings 	<ul style="list-style-type: none"> Review, develop and implement professional learning opportunities for District staff based on key data findings 	<ul style="list-style-type: none"> Review, develop and implement professional learning opportunities for District staff based on key data findings 	<ul style="list-style-type: none"> Review, develop and implement professional learning opportunities for District staff based on key data findings
2c) Current evidence and action research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.			
<ul style="list-style-type: none"> Acquire, review and analyze current evidence and action research on numeracy and mathematics 	<ul style="list-style-type: none"> Acquire, review and analyze current evidence and action research on numeracy and mathematics 	<ul style="list-style-type: none"> Acquire, review and analyze current evidence and action research on numeracy and mathematics 	<ul style="list-style-type: none"> Acquire, review and analyze current evidence and action research on numeracy and mathematics

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Create and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics 	<ul style="list-style-type: none"> Review and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics 	<ul style="list-style-type: none"> Review and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics 	<ul style="list-style-type: none"> Review and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics
<ul style="list-style-type: none"> Provide opportunities for educators to share practices that meet established criteria 	<ul style="list-style-type: none"> Provide opportunities for educators to share practices that meet established criteria 	<ul style="list-style-type: none"> Provide opportunities for educators to share practices that meet established criteria 	<ul style="list-style-type: none"> Provide opportunities for educators to share practices that meet established criteria
<ul style="list-style-type: none"> Provide opportunities for educators from other school districts to share practices that meet established criteria 	<ul style="list-style-type: none"> Provide opportunities for educators from other school districts to share practices that meet established criteria 	<ul style="list-style-type: none"> Provide opportunities for educators from other school districts to share practices that meet established criteria 	<ul style="list-style-type: none"> Provide opportunities for educators from other school districts to share practices that meet established criteria
<ul style="list-style-type: none"> Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement 	<ul style="list-style-type: none"> Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement 	<ul style="list-style-type: none"> Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement 	<ul style="list-style-type: none"> Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement
<ul style="list-style-type: none"> Support schools in implementing evidence-based practices and assessing effectiveness of practices 	<ul style="list-style-type: none"> Support schools in implementing evidence-based practices and assessing effectiveness of practices 	<ul style="list-style-type: none"> Support schools in implementing evidence-based practices and assessing effectiveness of practices 	<ul style="list-style-type: none"> Support schools in implementing evidence-based practices and assessing effectiveness of practices

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY

District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

3a) District leaders will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics 	<ul style="list-style-type: none"> Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics 	<ul style="list-style-type: none"> Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics 	<ul style="list-style-type: none"> Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics
<ul style="list-style-type: none"> Develop, share and maintain an updated list of District leaders who can provide numeracy and mathematics support 	<ul style="list-style-type: none"> Review, share and maintain an updated list of District leaders who can provide numeracy and mathematics support 	<ul style="list-style-type: none"> Review, share and maintain an updated list of District leaders who can provide numeracy and mathematics support 	<ul style="list-style-type: none"> Review, share and maintain an updated list of District leaders who can provide numeracy and mathematics support
<ul style="list-style-type: none"> Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools 	<ul style="list-style-type: none"> Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools 	<ul style="list-style-type: none"> Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools 	<ul style="list-style-type: none"> Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments 	<ul style="list-style-type: none"> Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments 	<ul style="list-style-type: none"> Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments 	<ul style="list-style-type: none"> Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments
<ul style="list-style-type: none"> Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website 	<ul style="list-style-type: none"> Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website 	<ul style="list-style-type: none"> Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website 	<ul style="list-style-type: none"> Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website
<ul style="list-style-type: none"> Pilot provincial changes and developments related to K-12 numeracy and mathematics 	<ul style="list-style-type: none"> Pilot provincial changes and developments related to K-12 numeracy and mathematics 	<ul style="list-style-type: none"> Pilot provincial changes and developments related to K-12 numeracy and mathematics 	<ul style="list-style-type: none"> Pilot provincial changes and developments related to K-12 numeracy and mathematics
3b) District teacher capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.			
<ul style="list-style-type: none"> Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team) 	<ul style="list-style-type: none"> Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team) 	<ul style="list-style-type: none"> Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team) 	<ul style="list-style-type: none"> Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team)

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Acquire and review lists of staff who have gained professional expertise in numeracy or mathematics through professional improvement supports and create a directory 	<ul style="list-style-type: none"> Review and maintain the directory of lead teachers with numeracy or mathematics expertise 	<ul style="list-style-type: none"> Review and maintain the directory of lead teachers with numeracy or mathematics expertise 	<ul style="list-style-type: none"> Review and maintain the directory of lead teachers with numeracy or mathematics expertise
<ul style="list-style-type: none"> Create a directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills 	<ul style="list-style-type: none"> Maintain the directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills 	<ul style="list-style-type: none"> Maintain the directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills 	<ul style="list-style-type: none"> Maintain the directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills
<ul style="list-style-type: none"> Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc. 	<ul style="list-style-type: none"> Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc. 	<ul style="list-style-type: none"> Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc. 	<ul style="list-style-type: none"> Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc.
<ul style="list-style-type: none"> Develop criteria for potential presenters, facilitators, mentors and coaches 	<ul style="list-style-type: none"> Review and revise criteria for potential presenters, facilitators, mentors and coaches 	<ul style="list-style-type: none"> Review and revise criteria for potential presenters, facilitators, mentors and coaches 	<ul style="list-style-type: none"> Review and revise criteria for potential presenters, facilitators, mentors and coaches
<ul style="list-style-type: none"> Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities 	<ul style="list-style-type: none"> Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities 	<ul style="list-style-type: none"> Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities 	<ul style="list-style-type: none"> Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc. 	<ul style="list-style-type: none"> Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc. 	<ul style="list-style-type: none"> Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc. 	<ul style="list-style-type: none"> Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.
3c) District resources will be identified and used to support numeracy and mathematics across all curricula and to support successful District-wide implementation of core numeracy principles.			
<ul style="list-style-type: none"> Identify existing District-developed resources 	<ul style="list-style-type: none"> Review and revise existing District-developed resources 	<ul style="list-style-type: none"> Review and revise existing District-developed resources 	<ul style="list-style-type: none"> Review and revise existing District-developed resources
<ul style="list-style-type: none"> Identify high-impact curricular resources and develop plans to incorporate supports for numeracy 	<ul style="list-style-type: none"> Revisit and monitor high-impact curricular resources and revisit plans to incorporate supports for numeracy 	<ul style="list-style-type: none"> Revisit and monitor high-impact curricular resources and revisit plans to incorporate supports for numeracy 	<ul style="list-style-type: none"> Revisit and monitor high-impact curricular resources and revisit plans to incorporate supports for numeracy
<ul style="list-style-type: none"> Establish District criteria for identifying and reviewing recommended resources to determine suitability for distribution 	<ul style="list-style-type: none"> Establish and monitor a recommended list of existing quality District numeracy support materials 	<ul style="list-style-type: none"> Establish and monitor a recommended list of existing quality District numeracy support materials 	<ul style="list-style-type: none"> Establish and monitor a recommended list of existing quality District numeracy support materials
<ul style="list-style-type: none"> Implement the District-wide MIPI 	<ul style="list-style-type: none"> Implement the District-wide MIPI 	<ul style="list-style-type: none"> Implement the District-wide MIPI 	<ul style="list-style-type: none"> Implement the District-wide MIPI
<ul style="list-style-type: none"> Explore existing financial resources (e.g., Equity Fund) to support numeracy 	<ul style="list-style-type: none"> Explore existing financial resources (e.g., Equity Fund) to support numeracy 	<ul style="list-style-type: none"> Explore existing financial resources (e.g., Equity Fund) to support numeracy 	<ul style="list-style-type: none"> Explore existing financial resources (e.g., Equity Fund) to support numeracy

2015–2016	2016–2017	2017–2018	2018–2019
3d) Current external leadership capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.			
<ul style="list-style-type: none"> Establish criteria for identifying current external stakeholder support or partnerships 	<ul style="list-style-type: none"> Review and re-evaluate criteria for identifying current external stakeholder support or partnerships 	<ul style="list-style-type: none"> Review and re-evaluate criteria for identifying current external stakeholder support or partnerships 	<ul style="list-style-type: none"> Review and re-evaluate criteria for identifying current external stakeholder support or partnerships
<ul style="list-style-type: none"> Identify current external leaders who possess significant expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Identify current external leaders who possess significant expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Identify current external leaders who possess significant expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Identify current external leaders who possess significant expertise and experience in numeracy or mathematics
<ul style="list-style-type: none"> Create and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Review and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Review and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Review and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics
<ul style="list-style-type: none"> Identify and engage key stakeholders who possess strengths, significant expertise and experience in numeracy or mathematics to provide support 	<ul style="list-style-type: none"> Review and maintain a directory of current key stakeholders with expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Review and maintain a directory of current key stakeholders with expertise and experience in numeracy or mathematics 	<ul style="list-style-type: none"> Review and maintain a directory of current key stakeholders with expertise and experience in numeracy or mathematics

2015–2016	2016–2017	2017–2018	2018–2019
3e) Current external resources, including digital resources, will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.			
<ul style="list-style-type: none"> Establish criteria for identifying and evaluating current external resources for supporting numeracy across the curricula 	<ul style="list-style-type: none"> Review and re-evaluate criteria for identifying and evaluating current external resources for supporting numeracy across the curricula 	<ul style="list-style-type: none"> Review and re-evaluate criteria for identifying and evaluating current external resources for supporting numeracy across the curricula 	<ul style="list-style-type: none"> Review and re-evaluate criteria for identifying and evaluating current external resources for supporting numeracy across the curricula
<ul style="list-style-type: none"> Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources 	<ul style="list-style-type: none"> Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources 	<ul style="list-style-type: none"> Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources 	<ul style="list-style-type: none"> Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources
<ul style="list-style-type: none"> Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula 	<ul style="list-style-type: none"> Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula 	<ul style="list-style-type: none"> Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula 	<ul style="list-style-type: none"> Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula
<ul style="list-style-type: none"> Establish and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials 	<ul style="list-style-type: none"> Review and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials 	<ul style="list-style-type: none"> Review and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials 	<ul style="list-style-type: none"> Review and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Explore and evaluate opportunities to acquire District licensing for high-impact resources 	<ul style="list-style-type: none"> Explore and evaluate opportunities to acquire District licensing for high-impact resources 	<ul style="list-style-type: none"> Explore and evaluate opportunities to acquire District licensing for high-impact resources 	<ul style="list-style-type: none"> Explore and evaluate opportunities to acquire District licensing for high-impact resources

SPECIFIC OUTCOME 4: DEVELOP CAPACITY

Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.

4a) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders.

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers 	<ul style="list-style-type: none"> Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers 	<ul style="list-style-type: none"> Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers 	<ul style="list-style-type: none"> Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers
<ul style="list-style-type: none"> Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity 	<ul style="list-style-type: none"> Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity 	<ul style="list-style-type: none"> Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity 	<ul style="list-style-type: none"> Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity
<ul style="list-style-type: none"> Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics 	<ul style="list-style-type: none"> Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics 	<ul style="list-style-type: none"> Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics 	<ul style="list-style-type: none"> Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics

2015–2016	2016–2017	2017–2018	2018–2019
4b) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in teachers.			
<ul style="list-style-type: none"> • Collaboratively develop and implement numeracy and mathematics resources as professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers 	<ul style="list-style-type: none"> • Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers 	<ul style="list-style-type: none"> • Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers 	<ul style="list-style-type: none"> • Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers
<ul style="list-style-type: none"> • Develop professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies 	<ul style="list-style-type: none"> • Review and implement professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies 	<ul style="list-style-type: none"> • Review and implement professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies 	<ul style="list-style-type: none"> • Review and implement professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities 	<ul style="list-style-type: none"> Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities 	<ul style="list-style-type: none"> Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities 	<ul style="list-style-type: none"> Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities
<ul style="list-style-type: none"> Identify and communicate funding opportunities to support teachers in professional improvement 	<ul style="list-style-type: none"> Review and communicate funding opportunities to support teachers in professional improvement 	<ul style="list-style-type: none"> Review and communicate funding opportunities to support teachers in professional improvement 	<ul style="list-style-type: none"> Review and communicate funding opportunities to support teachers in professional improvement
<ul style="list-style-type: none"> Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise 	<ul style="list-style-type: none"> Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise 	<ul style="list-style-type: none"> Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise 	<ul style="list-style-type: none"> Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise
4c) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in educational support staff.			
<ul style="list-style-type: none"> Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants 	<ul style="list-style-type: none"> Collaboratively review and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants 	<ul style="list-style-type: none"> Collaboratively review and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants 	<ul style="list-style-type: none"> Collaboratively review and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants


2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions) 	<ul style="list-style-type: none"> Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions) 	<ul style="list-style-type: none"> Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions) 	<ul style="list-style-type: none"> Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)
4d) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in parents and guardians.			
<ul style="list-style-type: none"> Provide opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics 	<ul style="list-style-type: none"> Provide opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics 	<ul style="list-style-type: none"> Provide opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics 	<ul style="list-style-type: none"> Provide opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics
<ul style="list-style-type: none"> Develop and provide sessions and online information for parents and guardians to help them: <ul style="list-style-type: none"> Increase their understanding of numeracy and mathematics Support their child(ren) in numeracy and mathematics learning 	<ul style="list-style-type: none"> Develop and provide sessions and online information for parents and guardians to help them: <ul style="list-style-type: none"> Increase their understanding of numeracy and mathematics Support their child(ren) in numeracy and mathematics learning 	<ul style="list-style-type: none"> Develop and provide sessions and online information for parents and guardians to help them: <ul style="list-style-type: none"> Increase their understanding of numeracy and mathematics Support their child(ren) in numeracy and mathematics learning 	<ul style="list-style-type: none"> Develop and provide sessions and online information for parents and guardians to help them: <ul style="list-style-type: none"> Increase their understanding of numeracy and mathematics Support their child(ren) in numeracy and mathematics learning

2015–2016	2016–2017	2017–2018	2018–2019
4e) Locally developed courses (LDCs) and locally developed resources (LDRs) supporting K-12 numeracy and mathematics will be reviewed, developed and modified as needed.			
<ul style="list-style-type: none"> Review existing LDCs that support K-12 numeracy and mathematics and revise as needed 	<ul style="list-style-type: none"> Review and revise LDCs as needed 	<ul style="list-style-type: none"> Review and revise LDCs as needed 	<ul style="list-style-type: none"> Review and revise LDCs as needed
<ul style="list-style-type: none"> Identify needs, if any, for new LDCs to support numeracy and mathematics; develop new LDCs if needed 	<ul style="list-style-type: none"> Develop new LDCs if needed 	<ul style="list-style-type: none"> Develop new LDCs if needed 	<ul style="list-style-type: none"> Develop new LDCs if needed
<ul style="list-style-type: none"> Review existing LDRs that support K-12 numeracy and mathematics and revise as needed 	<ul style="list-style-type: none"> Review and revise LDRs as needed 	<ul style="list-style-type: none"> Review and revise LDRs as needed 	<ul style="list-style-type: none"> Review and revise LDRs as needed
<ul style="list-style-type: none"> Identify needs, if any, for new LDRs to support numeracy and mathematics; develop new LDRs if needed 	<ul style="list-style-type: none"> Develop new LDRs if needed 	<ul style="list-style-type: none"> Develop new LDRs if needed 	<ul style="list-style-type: none"> Develop new LDRs if needed

SPECIFIC OUTCOME 5: REVIEW DISTRICT PLAN District-wide implementation plans, processes and activities will be continuously developed, assessed, evaluated and communicated through a collaborative approach between District schools and central units.
5a) District-wide implementation plans, processes and activities will be continuously assessed, evaluated and revised if needed based on: <ul style="list-style-type: none"> • District needs • Current research on numeracy and mathematics • Provincial changes or developments related to K-12 numeracy and mathematics

2015–2016	2016–2017	2017–2018	2018–2019
<ul style="list-style-type: none"> • Develop and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities 	<ul style="list-style-type: none"> • Review and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities 	<ul style="list-style-type: none"> • Review and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities 	<ul style="list-style-type: none"> • Review and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities
<ul style="list-style-type: none"> • Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement 	<ul style="list-style-type: none"> • Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement 	<ul style="list-style-type: none"> • Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement 	<ul style="list-style-type: none"> • Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement
<ul style="list-style-type: none"> • Review and monitor implementation plans, processes and activities annually 	<ul style="list-style-type: none"> • Review and monitor implementation plans, processes and activities annually 	<ul style="list-style-type: none"> • Review and monitor implementation plans, processes and activities annually 	<ul style="list-style-type: none"> • Review and monitor implementation plans, processes and activities annually

2015–2016	2016–2017	2017–2018	2018–2019
5b) District-wide implementation plans, processes and activities will be continuously communicated.			
<ul style="list-style-type: none"> • Develop a four-year communications plan that includes: <ul style="list-style-type: none"> ○ Updates to assistant superintendents ○ Communications to central leadership, school administrators, educational staff, and parents and guardians ○ Communications to external stakeholders, through websites, share sites, SchoolZone, etc. 	<ul style="list-style-type: none"> • Review the four-year communications plan, which includes: <ul style="list-style-type: none"> ○ Updates to assistant superintendents ○ Communications to central leadership, school administrators, educational staff, and parents and guardians ○ Communications to external stakeholders, through websites, share sites, SchoolZone, etc. 	<ul style="list-style-type: none"> • Review the four-year communications plan, which includes: <ul style="list-style-type: none"> ○ Updates to assistant superintendents ○ Communications to central leadership, school administrators, educational staff, and parents and guardians ○ Communications to external stakeholders, through websites, share sites, SchoolZone, etc. 	<ul style="list-style-type: none"> • Review the four-year communications plan, which includes: <ul style="list-style-type: none"> ○ Updates to assistant superintendents ○ Communications to central leadership, school administrators, educational staff, and parents and guardians ○ Communications to external stakeholders, through websites, share sites, SchoolZone, etc.



Edmonton Public Schools is helping to shape
the future in every one of our classrooms.
We're focused on ensuring each student learns
to their full potential and develops the ability,
passion and imagination to pursue their dreams
and contribute to their community.

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DATE: December 15, 2015

TO: Board of Trustees

FROM: Trustee Michelle Draper, Policy Review Committee
Trustee Nathan Ip, Chair Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: Board Policy FA.BP – Human Resources Framework

ORIGINATOR: Sandra Stoddard, Executive Director Governance and Strategic Support Services

RESOURCE STAFF: Angela Anderson, Sue Richard, Anne Sherwood

REFERENCE: [December 2, 2014 Board Meeting Item 1 - Annual Policy Development and Review Plan 2014-2015](#)
[October 20, 2015 Board Meeting Item 2 – Draft Board Policy FA.BP – Human Resources Framework](#)

ISSUE

Policy is required to address the Board of Trustees' (Board) responsibilities with respect to human resources under the *Education Act* S. 33 (1). "A board, as a partner in education, has the responsibility to:

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (h) establish and maintain governance and organizational structures that promote student [and staff] well-being and success, and monitor and evaluate their effectiveness,
- (i) ensure effective stewardship of the board's resources, [and]
- (l) comply with all applicable Acts and regulations..."

BACKGROUND

The Board gave first consideration to a new draft Board Policy FA.BP – Human Resources Framework on October 20, 2015 which was subsequently posted for stakeholder feedback from October 23, 2015 to noon, November 20, 2015.

Using Board responsibilities outlined in the *Education Act* as the organizing principle for a comprehensive review of board policy, the Policy Review Committee identified a human resources framework as a theme for policy development in its annual work plan, approved by the Board on December 2, 2014.

The Human Resources function within an organization facilitates the effective use of human resources to achieve organizational goals and objectives. The Policy Review Committee believes that providing a human resources framework policy will help guide a comprehensive strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

Staff from Governance and Strategic Support Services and Human Resources assisted with identifying and analyzing existing policies responsive to the human resources theme. They also provided content expertise with respect to legislated requirements, collective agreements, terms and conditions of employment, and standards of practice for human resource management.

Appendix I outlines the relationship of human resources policy concepts in current board policies that informed the draft Human Resources Framework policy. These policies were reviewed to identify connections, redundancies and omissions.

RELATED FACTS

- The new *Education Act* reflects a significant shift in expectation for collaboration with and engagement of stakeholders, including staff.
- There is an increased focus in the human resource profession on:
 - Knowledge, learning and culture as sources of competitive advantage in attracting and retaining staff; and
 - engagement as an approach to creating the workplace conditions that support and promote:
 - staff commitment to their organization's goals and values;
 - staff motivation to contribute to organizational success; and
 - a staff member's own sense of well-being.
- The District focus on collaborative work and learning aligns with and supports the District Vision, Mission, Values, and Priorities.

RECOMMENDATION

- 1. That draft Board Policy FA.BP – Human Resources Framework (Attachment I) be considered for the second time.**
- 2. That draft Board Policy FA.BP – Human Resources Framework be considered for the third time and approved.**
- 3. That, Board Policy FA.BP – Human Resources Framework having been approved, the following board policies in Attachment II be rescinded:**
 - a) FAA.BP – (current) Human Resources Framework
 - b) FB.BP – Authority for Human Resources Decisions
 - c) FBB.BP – Community Funded Personnel
 - d) FBC. BP – Liaison Committees
 - e) FBCA.BP – Respectful Working Environments
 - f) FBCB.BP – District Staff Code of Conduct
 - g) FBCE.BP – Mandatory Records Checks for Employees
 - h) FBCE.BP – Volunteers – Registration and Records Checks
 - i) FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff
 - j) FCA.BP – Qualifications for Teacher Continuing Contracts

- k) FBD.BP – Terms and Conditions of Employment for Exempt Staff
- l) FFA.BP – Reduction of Staff
- m) FGC.BP – Staff Performance
- n) FIA.BP – Pensions
- o) FJ.BP – Staff Leaves of Absence
- p) FJD.BP – Administrative Recognition
- q) FM.BP – Acknowledgment of Deaths and Bereavements

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve draft Board Policy FA.BP – Human Resources Framework as written.
2. Request the Policy Review Committee consider changes to draft Board Policy FA.BP – Human Resources Framework and bring back to Board for approval.

CONSIDERATIONS & ANALYSIS

There were a total of 139 stakeholder respondents to the survey on draft Board Policy FA.BP – Human Resources Framework, 100 of which completed the full survey: 47 Edmonton Public School Board (EPSB) parents, 1 Non-EPSB parents, 5 EPSB Students, 1 Non-EPSB Student, 83 EPSB staff members, and two community members. Ninety to 95 percent of all respondents, depending on the section of the policy being reviewed, support the proposed policy as written. Five to 11 comments were received, depending on the section of the policy being reviewed. The Committee considered the stakeholder input received and made some minor wording changes for clarity as noted by shading and strike-out in Attachment I. Although there were a limited number of comments received, the need to clarify staff code of conduct/ethics expectations and in particular conflict of interest presented as a common theme. This will be addressed in an administrative regulation for staff code of conduct and through staff communication and development.

When reviewing the existing body of human resource policies, the Committee noted that many of the policies addressed administrative matters and were developed at various points in time in response to changes in legislation and, or standards of practice for public bodies outside of the *School Act*. For example, the policies regarding authorization for employee and volunteer records checks which address a specific administrative process to address student and staff safety. The Superintendent of Schools' authority to act in areas outside of those delegated under the *School Act* may have been unclear, and because records checks were a substantive change in practice, it may have been perceived that a policy was necessary to both effect and communicate the change of practice.

The Committee believes that communication of administrative changes in practice has been addressed through the comprehensive review of board policy. Under Board Policy CH.BP – Framework for Policy Development and Review, there is an expectation that the Board be informed of new administrative regulations or substantive changes to existing administrative regulations and practices related to implementation of a policy prior to these regulations being made public. As well, there is an expectation under Board Policy AA.BP – Stakeholder Relations that stakeholders be appropriately engaged and informed of changes that directly affect them.

With respect to the delegation of authority to the Superintendent of Schools, the draft policy recognizes that “in addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices.” The draft policy provides a clear delegation of authority and responsibility to the Superintendent of Schools, or designates, for all human resource management decisions subject to specific limitations outlined in the policy, e.g., those matters which cannot by legislation be delegated.

The Board retains authority to approve all collective agreements and conditions of employment for staff not covered by a collective agreement. As well the Board retains authority for approval of the designation or appointment of Superintendent of Schools and General Counsel.

It should be noted that the Committee is recommending that the Superintendent of Schools be responsible for the approval of the designation or appointment of assistant superintendents and executive directors. The Superintendent of Schools is expected to inform the Board of all designations and appointments to senior leadership positions of principal/director and up. In addition, an expectation has been added to the draft policy that the Board be provided the opportunity to identify desired competencies for positions that work directly with the Board on a regular basis. This will ensure that the needs of the Board are met and avoid potential conflicts of interest or a perception of political interference in staff assignments.

The intent of the draft policy is to create a framework, which provides sufficient guidance as well as flexibility to address diverse situations while ensuring consistency across the system, within which the Superintendent of Schools and designates can exercise professional judgment in discharging responsibility for district human resource management and administration.

Key principles, values and expectations from 17 existing policies directly related to human resources were incorporated into the draft policy and will be recommended for rescission should the draft policy be given final approval. Relevant concepts from another eight policies were also identified, and have either been reflected in the draft policy or added as references.

Appendix II is a copy of the draft policy referencing where policies have been consolidated or reflected within the policy. Attachment II is a listing of the 17 policies that will be recommended for rescission subject to approval of draft Board Policy FA.BP – Human Resources Framework.

Appendix III, Summary of Human Resource Management Policy Concepts Derived from Existing Policy, provides further details on the relevant values and concepts that have informed the development of the new policy as well as the considerations and rationale for policy consolidation.

The Policy Review Committee believes that the draft policy provides a solid framework of principles and parameters to guide the development of a district strategy and consistent approach to human resource management practices that will assist district leaders and staff in creating the desired workplace conditions and culture to support the District Vision, Mission, Values, and Priorities.

NEXT STEPS

1. Should the Board approve Board Policy FA.BP – Human Resources Framework, the board policies listed in Attachment II will be rescinded
2. Implementation of the new policy will require review, revision and or development and communication of administrative regulations, processes and tools to support district leaders and staff in their relationships and respective roles.
3. Human Resources will be conducting a comprehensive review and re-development of all administrative regulations and processes related to implementation of this policy over 2015-2016 and 2016-2017. The Policy Development unit of Governance, Strategic Services and Supports for Schools will assist in this work.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft Board Policy FA.BP – Human Resources Framework
ATTACHMENT II	Policies Recommended for Rescission Subject to Approval of Board Policy FA.BP – Human Resources Framework
APPENDIX I	Diagram of Content for a Human Resources Framework Policy
APPENDIX II	Marked Copy Draft Board Policy FA.BP- Human Resources Framework (noting consolidation of existing policy concepts)
APPENDIX III	Summary of Human Resource Management Policy Concepts Derived from Existing Board Policy

AS: lb

CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide a **human resources** framework that guides a comprehensive **human resource** strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

A human resources framework **policy** supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential **legal, operational, or financial risk**.

DEFINITIONS

Conflict of Interest refers to a situation in which private interests or personal considerations can or may appear to affect a staff member's judgment in acting in the best interest of the District. It includes using a staff member's position, confidential information or corporate time, material or facilities for private gain or advancement. A conflict **may occur when a situation benefits or appears to benefit** any staff member or their family, friends or business associates.

Human Resource Strategy is designed to build and develop the skills, attitudes, and behaviours among staff that will help the District meet its goals in a manner aligned with its values. It covers the various areas of human resource functions such as recruitment, compensation, performance management, reward and recognition, employee relations, training, and information management.

Internal Controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of human resource reporting, effectiveness and efficiency of operations, safeguarding of information, and compliance with applicable laws and regulations.

Organizational Capability is the ability and capacity of the District expressed in terms of culture, system, processes, and resources that support our collective efforts to **improve foster** student **achievement growth and success**.

Wellness is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables individuals to reach their full potential (as defined in Board Policy AEBC.BP – Wellness of Students and Staff).

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the District Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of district

staff that are committed and engaged in supporting and advancing student learning and achievement, the District's reputation, and public support for education.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future district needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District;
- ensure continuity of instruction and district services are maintained while supporting staff in balancing work and personal needs;
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that district management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a district culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the District behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the District and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both district and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;

- be careful stewards of district resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- Section 61 of the *School Act* except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the *School Act* section 105(1) and 105(2); and
- terminate the services of a teacher pursuant to section 107 of the *School Act*.

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the District, and confirmation of new principal designations.
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The **Superintendent of Schools Administration** shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
 AD.BP - District Vision, Mission, Values and Priorities
 AEBB.BP - Wellness of Students and Staff

AGA.BP - Recognition of Students, Staff, Parents, and the Community
 CH.BP - Framework for Policy Development and Review
 CHA.BP – Board Delegation of Authority
 CN.BP - Managing District Information
 CNA.BP - Information Security
 CO.BP - Fiscal Oversight and Accountability
 FBA.AR - Designation, Appointment and Assignment to Leadership Positions
 FBCA.AR - Respectful Working Environments
 FBCB.AR - District Staff Code of Conduct
 FBCE.AR - Mandatory Records Checks for Employees
 FBCE.AR - Volunteers - Registration and Records Checks
 FBE.AR - Health and Wellness of Staff and Students
 FBFA.AR - Health and Safety Roles and Responsibilities
 FBEB.AR - Workplace Violence
 FBEC.AR - Public Interest Disclosure (Whistleblower Protection)
 FBM.AR - Grievance Process
 FCA.AR - Staff Qualifications Targets
 FCAA.AR - Teacher Contracts
 FCAB.AR - Intern Teachers
 FCAC.AR - Substitute Teachers Affiliation with Schools
 FCB.AR - Staffing Procedures Document
 FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
 FGB.BP - Evaluation of Superintendent of Schools
 FGCA.AR - Supervision and Evaluation of Teachers
 FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff
 FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff
 FIA.AR - Pensions
 FJA.AR - Staff Participation in Alberta Education Activities
 FJB.AR - Staff Out-of-District Exchanges
 FJC.AR - Staff Secondment to External Agencies
 FJD.AR - Leaves of Absence - Community Service
 FJE.AR - Leaves of Absence - Military Service
 FJF.AR - Leaves of Absence - Personal
 FLC.AR - School Professional Development Days
 FM.AR - Deaths and Bereavements
 HF.BP - Safe, Caring and Respectful Learning Environments
 HFA.BP - Sexual Orientation and Gender Identity
[*Alberta Employment Standards Code and Regulations*](#)
[*Alberta Human Rights Act*](#)
[*Alberta Occupational Health and Safety Act*](#)
[*Canadian Charter of Rights and Freedoms*](#)
[*Freedom of Information and Protection of Privacy Act*](#)
[*School Act*](#)

POLICIES RECOMMENDED FOR RESCISSION

Subject to approval of draft Board Policy FA.BP – Human Resources Framework

- a) FAA.BP – (current) Human Resources Framework
- b) FB.BP – Authority for Human Resources Decisions
- c) FBB.BP – Community Funded Personnel
- d) FBC.BP – Liaison Committees
- e) FBCA.BP – Respectful Working Environments
- f) FBCB.BP – District Staff Code of Conduct
- g) FBCD.BP – Mandatory Records Checks for Employees
- h) FBCE.BP – Volunteers – Registration and Records Checks
- i) FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff
- j) FCA.BP – Qualifications for Teacher Continuing Contracts
- k) FBD.BP – Terms and Conditions of Employment for Exempt Staff
- l) FFA.BP – Reduction of Staff
- m) FGC.BP – Staff Performance
- n) FIA.BP – Pensions
- o) FJ.BP – Staff Leaves of Absence
- p) FJD.BP – Administrative Recognition
- q) FM.BP – Acknowledgment of Deaths and Bereavements

CODE: FAA.BP**EFFECTIVE DATE:** (08-12-2009)**TOPIC:** Human Resources Framework**ISSUE DATE:** (17-09-2014)**REVIEW YEAR:** (2016)

POLICY

The Board of Trustees believes that:

- its most important resources are its people;
- our values of respect, integrity, transparency, excellence, and resilience form the foundation of our organizational capability;
- each staff member's performance contributes to the improvement of student learning.

The Board of Trustees is committed to:

- a. being a learning organization in which:
 - people are treated with respect and supported;
 - diversity is valued, embraced and promoted;
 - workplaces are safe, functional and well-kept;
 - staff are recognized for their contributions;
 - innovation and collaboration are encouraged;
 - opportunities for growth and professional development are provided;
 - resources are treated with care;
- b. having staff who:
 - are engaged in their work and committed to excellence;
 - provide exemplary service and leadership;
 - are respectful, satisfied, healthy and trustworthy;
 - are innovative, effective and committed to professional growth;
 - feel they are valued, respected, supported and trusted by the District and who will communicate this feeling to students, colleagues and the community;
- c. engaging in employment practices which:
 - are free of bias resulting from any prejudice, particularly prejudice related to race, colour, religious beliefs, gender, physical or mental disability, sexual orientation, marital status, family status, age, ancestry, place of origin or source of income;
 - promote the attraction, development, engagement and retention of qualified, high-performing staff to support the District's Mission, achieve the District Priorities, and meet the diverse needs of our students;
 - build organizational and employee capacity;
 - provide positive growth in organizational health;
 - foster involvement of staff in decision making which affects their work;
 - ensure equal opportunity for employment and advancement;
 - ensure due process and fairness.

REFERENCES

AD.BP – District Vision, Mission, Values, and Priorities

AEBB.BP – Wellness of Students and Staff

FB.BP - Authority for Human Resources Decisions

FBA.AR - Designations, Appointment and Assignment to Leadership Positions
FBCA.BP - Respectful Working Environments
FBCA.AR - Respectful Working Environments
FBCB.BP - District Staff Code of Conduct
FBCB.AR - District Staff Code of Conduct
FBE.AR - Health and Wellness of Staff and Students
FC.BP - Recruitment, Employment, Qualifications and Deployment of Staff
FDB.BP - Terms and Conditions of Employment for Exempt Staff
FFA.BP - Reduction of Staff
FGB.BP - Evaluation of Superintendent of Schools
FGC.BP - Staff Performance
FJD.BP - Administrative Recognition

CODE: FB.BP**EFFECTIVE DATE:** (17-01-2012)**TOPIC:** Authority for Human Resources Decisions**ISSUE DATE:** (18-01-2012)**REVIEW YEAR:** (2019)

POLICY

- A. Under the Board of Trustees' general delegation of authority to the Superintendent of Schools, which includes the power to sub-delegate to members of the Administration, and subject to section B of the policy, the Superintendent of Schools will establish, approve and review annually, a document which outlines the authority to employ, appoint, determine grid placement, suspend, demote, terminate employment, terminate designation, accept resignations and retirements and approve leaves of absences for all district staff.
- B. The Board of Trustees retains the authority for the designation or appointment of Assistant Superintendents, Executive Directors and General Counsel. The Superintendent of Schools will inform the Board of Trustees annually of all designations of Director and Managing Director.
- C. The Board of Trustees recognizes and values the important role that principals have in achieving the Vision, Mission and Priorities of the District. The Superintendent of Schools will ensure the attraction, designation, assignment, ongoing development, and retention of principals who demonstrate the professional practice competencies of an effective principal.
- D. The Superintendent of Schools will inform the Board of Trustees annually of all designations of principals to the District and the confirmation of principals in their designation.

REFERENCES

CHA.BP - Board Delegation of Authority

FBA.AR - Designation, Appointment and Assignment to Leadership Positions

FCAA.AR - Teacher Contracts

CODE: FBB.BP**EFFECTIVE DATE:** (See Item)**TOPIC:** Community Funded Personnel**ISSUE DATE:** (05-11-1991)**REVIEW YEAR:** (Pending)

POLICY

Community organizations are allowed to supplement personnel assigned to schools through direct financial contributions to the Board of Trustees, provided that:

- a. all costs including fringe benefits are borne by the sponsoring organization.
- b. the terms of employment are according to the appropriate salary agreement.
- c. the identification and selection of candidates is carried out by the School Board Administration.
- d. any personnel so funded are placed in a school, subject to the approval, direction and authority of the Principal.
- e. no student is denied entry into a program because parents do not contribute funds.

Community organizations wishing to supplement personnel allocated to schools, but do not provide direct financial contributions to the Board of Trustees, will be allowed to do so provided that:

- a. all costs including fringe benefits are borne by the sponsoring organization.
- b. any personnel so funded are placed in a school subject to the approval, direction and authority of the Principal.
- c. the sponsoring organization assumes full responsibility for administrative details concerning the payment of salary and fringe benefits.
- d. no student is denied entry into a program because parents do not contribute funds.

REFERENCES

Board Reports - June 20, 1972; April 26, 1977

CODE: FBC.BP**EFFECTIVE DATE:** (27-01-2009)**TOPIC:** Liaison Committees**ISSUE DATE:** (29-01-2009)**REVIEW YEAR:** (2016)

POLICY

The Board of Trustees supports the establishment and maintenance of committees to facilitate liaison between the Administration and each staff group for the discussion of issues that are separate from contract negotiations or that are unrelated to collective agreements.

REFERENCES

FAA.BP - Human Resources Framework
EPSB CUPE 474 Custodial Collective Agreement
EPSB CUPE 3550 Support Staff Collective Agreement
EPSB ATA Local 37 Teachers' Collective Agreement
Exempt Staff Non-Management Employment Information Document

CODE: FBCA.BP**EFFECTIVE DATE:** (10-04-2007)**TOPIC:** Respectful Working Environments**ISSUE DATE:** (11-04-2007)**REVIEW YEAR:** (2014)

POLICY

Edmonton Public Schools is committed to providing and promoting working environments that foster respectful and responsible behaviour. It is the responsibility of Board of Trustees, staff members, parents, volunteers and contract workers to contribute to creating a positive work environment.

The Board is obligated to protect all employees of Edmonton Public Schools from harassment, discrimination, and personal harassment during EPS work and school-related activities. The Board prohibits harassment, personal harassment, and discrimination and expects the reporting of allegations of harassment or discrimination to be investigated in a timely and respectful manner. Appropriate action will be taken against those whose behaviour contravenes this policy.

The Board of Trustees expects the Superintendent of Schools, principals and district administrators to:

- inform and educate all parties about the Respectful Working Environments Policy and associated policies and regulations;
- be proactive in preventing harassment, personal harassment, or discrimination;
- to assist parties in resolving issues in the early stages, and
- to advise parties of the process regarding complaints under this policy.

In the case of alleged harassment of an employee by a parent or other community member, the parties are to attempt to reach resolution through the usual channels of discussion, clarification and negotiation. If this is not successful, a variety of options may be considered by the principal, decision unit supervisor, leadership services or other member of the administration, including but not limited to:

- communicating in person, in writing or other to further investigate and attempt to reach resolution;
- restricting access to district property and/or advising the individual to cease and desist certain actions;
- taking legal action including a report to the police.

REFERENCES

AB.BP - Appeals

AB.AR - Appeal Processes

FBCA.AR - Respectful Working Environments

*Alberta Human Rights, Citizenship and Multiculturalism Act**Occupational Health and Safety Act**Canadian Charter of Rights and Freedoms*

CODE: FBCB. BP**EFFECTIVE DATE:** (28-10-2008)**TOPIC:** District Staff Code of Conduct**ISSUE DATE:** (30-10-2008)**REVIEW YEAR:** (2015)

POLICY

Edmonton Public Schools maintains high standards for the ethical conduct of its staff members. Such standards contribute to making our organization healthy, respectful and effective. The manner in which staff members carry out their work reflects on the District as a whole. The District Staff Code of Conduct is intended to provide staff members with clarity in these matters, and to be a guide for conduct in specified areas. It is not intended to be exhaustive, or to provide specific guidance in every circumstance. Common sense, good judgment and discretion shall prevail in application of this policy; if staff are in doubt about a situation, they should seek clarification from their supervisor or the Director Staff Relations.

1. Staff members shall:
 - a. adhere to the policies, regulations and guidelines of the board and the administration
 - b. fulfill their responsibilities within Edmonton Public Schools in an honest, diligent and lawful manner
 - c. treat all people with dignity, respect and consideration in carrying out their duties.
2. Staff members shall adhere to the legal agreements between the District and other organizations e.g., CUPE Locals 3550, 474, 784, Alberta Teachers' Association, City of Edmonton, Provincial Government, etc.
3. Staff members shall not engage in any activity which they know or ought to know undermines the good faith that must exist between the staff member and the District, or which is dishonest, abusive or detrimental to the interests or reputation of the District.
4. Staff members who engage in activities or employment external to the District shall not knowingly conduct themselves in a manner which would result in ethical, legal or financial conflict of interest.
5. Breach of the policy or administrative regulation relating to the District Staff Code of Conduct may result in a range of sanctions being imposed on the staff member, up to and including termination of employment.
6. The Superintendent of Schools' decision in the matter shall be final.

REFERENCES

AE.AR - Basic Beliefs, Commitments and Expectations

CSGA.AR - School Generated Funds

CSGB.AR - Administration of School-Collected Funds

CWA.AR - Expenditure of Public Funds

DDC.AR - Publication and Authorization for Use of District Owned Material

DFA.AR - School Cafeteria Services
DKB.AR - Appropriate Use of District Technology
EM.BP - Alcoholic Beverages and Smoking on District Premises and at District-Sponsored Functions
FBCA.BP - Respectful Working Environments
FBCA.AR - Respectful Working Environments
FBCB.AR - District Staff Code of Conduct
Principles of Board Operation
School Act

CODE: FBCD. BP**EFFECTIVE DATE:** (24-02-2009)**TOPIC:** Mandatory Records Checks for Employees**ISSUE DATE:** (25-02-2009)**REVIEW YEAR:** (2016)

POLICY

The Board of Trustees recognizes that the safety of the District's students and staff is paramount.

Under the Board of Trustees' general delegation of authority to the Superintendent of Schools, the Superintendent of Schools will establish procedures for securing a criminal records check for every person offered employment with the District.

At the discretion of the Superintendent of Schools, or designate, where information contained in a criminal records check brings into question the suitability of the person to work for a school district, an offer of employment may be rescinded or employment may be terminated.

REFERENCES

FBCD.AR - Mandatory Records Checks for Employees

CODE: FBCE.BP**EFFECTIVE DATE:** (08-05-2007)**TOPIC:** Volunteers - Registration and Records Checks**ISSUE DATE:** (15-05-2007)**REVIEW YEAR:** (2014)

POLICY

The Board of Trustees recognizes that the safety of the District's students and staff is paramount.

The Superintendent of Schools will establish procedures, to be effective September 1, 2007, for registering all volunteers in district schools and for securing police records checks from all volunteer coaches, volunteer chaperones of overnight field trips, and volunteer drivers who transport students.

The Superintendent of Schools shall have the authority to request a police records check of any volunteer where the Superintendent of Schools is of the opinion that to do so would be in the best interest of students and staff.

At the discretion of the Superintendent of Schools, or designate, where information contained in a police certificate suggests conduct that brings into question the suitability of the individual to volunteer in a school, the individual may not be allowed to volunteer.

REFERENCES

DIBA.AR - Liability Insurance

FBCE.AR - Volunteers - Registration and Records Checks

GA.BP – Student Programs of Study

GICA.AR - Field Trips

CODE: FC.BP**EFFECTIVE DATE:** (10-05-2005)**TOPIC:** Recruitment, Employment, Qualifications, and
Deployment of Staff**ISSUE DATE:** (11-05-2005)**REVIEW YEAR:** (2012)

POLICY

The Board of Trustees recognizes the need to recruit and hire the very best individuals available for positions, based on their qualifications, and to effect this while maintaining a focus on student achievement and success. Recruitment and hiring practices shall consider legal requirements including collective agreements, district needs, fiscal responsibility, and market conditions.

While maintaining a focus on student achievement and success and adhering to collective agreement requirements, the deployment of district staff shall recognize the need to select the very best candidates for positions by giving preference to those candidates that best meet district qualifications targets.

REFERENCES

GE.BP - Organization for Instruction

CODE: FCA.BP**EFFECTIVE DATE:** (24-02-2009)**TOPIC:** Qualifications for Teacher Continuing Contract**ISSUE DATE:** (25-02-2009)**REVIEW YEAR:** (2016)

POLICY

A teacher must hold an Alberta professional teaching certificate to be eligible for a continuing contract.

Notwithstanding the above, and in exceptional circumstances, where a teacher holds valid Alberta teaching authority but does not meet the requirements for either an Interim Professional Certificate or a Permanent Professional Certificate, the Superintendent of Schools may issue a continuing contract limited to a specific assignment.

REFERENCES

School Act Section 92

CODE: FDB.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Terms and Conditions of Employment for
Exempt Staff**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)

POLICY

The Board will establish, for each school year, remuneration and terms and conditions of employment for staff not covered by collective agreement.

CODE: FFA.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Reduction of Staff**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)

POLICY

The Board of Trustees recognizes that a reduction in staff may be necessary in certain circumstances and favours the principle of natural attrition, where practical, to effect this reduction. If the Superintendent of Schools determines that natural attrition is insufficient to meet the need for staff reduction, the Superintendent of Schools or designate shall identify staff to be laid off in accordance with the applicable collective agreement. With respect to teachers and exempt staff, the Superintendent of Schools shall make all reasonable attempts to retain an overall staff complement that best meets program and district needs.

REFERENCES

FC.BP - Recruitment, Employment and Deployment of Staff

School Act Sections 104, 107, 109, 110, 111(6,7,8), 132, 133, 138

Collective Agreement with Edmonton Public Teachers, Local 37 of the Alberta Teachers' Association

Collective Agreements with Canadian Union of Public Employees Local 474, Local 784, and Local 3550

CODE: FGC.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Staff Performance**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)

POLICY

The Board of Trustees believes that an ongoing process of continuous growth, supervision and evaluation for improved staff performance is essential in achieving the mission of the District.

The Board of Trustees believes that all staff are responsible and accountable for meeting the performance standards of their positions.

The Superintendent of Schools shall be responsible for providing information, which summarizes the application of this policy to the public through the District's annual review of its results.

REFERENCES

FAA.BP - Human Resources Framework

FGCA.AR - Supervision and Evaluation of Teachers

FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff

FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff

Alberta Education - Teacher Growth, Supervision and Evaluation Policy

Ministerial Order 016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

Freedom of Information and Protection of Privacy Act

School Act Sections 18 and 20

CODE: FIA.BP**EFFECTIVE DATE:** (27-01-2009)**TOPIC:** Pensions**ISSUE DATE:** (29-01-2009)**REVIEW YEAR:** (2016)

POLICY

As per the Local Authorities Pension Plan (LAPP) regulations all eligible staff of the Board will be enrolled in the Local Authorities Pension Plan unless they are contributing members of another pension plan with the Board.

REFERENCES

FIA.AR - Pensions

Local Authorities Pension Plan Regulations

CODE: FJ.BP**EFFECTIVE DATE:** (27-01-2009)**TOPIC:** Staff Leaves of Absence**ISSUE DATE:** (29-01-2009)**REVIEW YEAR:** (2016)

POLICY

The Board of Trustees supports the granting of exchanges, secondments, and leave to staff for professional improvement, community services, and personal reasons provided that continuity of instruction and district services are maintained.

The Board of Trustees shall approve the criteria for the granting of professional improvement leaves.

The Board of Trustees delegates authority to the Superintendent of Schools to approve leaves for staff members in accordance with the policies, regulations, and practices of the Board, and staff collective agreements.

REFERENCES

FJA.AR - Staff Participation in Alberta Education Activities

FJB.AR - Staff Out-of-District Exchanges

FJC.AR - Staff Secondments to External Agencies

FJD.AR - Leaves of Absence - Community Service

FJE.AR - Leaves of Absence - Military Service

FJF.AR - Leaves of Absence - Personal

Collective Agreement with Edmonton Public Teachers, Local 37 of the Alberta Teachers' Association

Collective Agreements with the Canadian Union of Public Employees Local 474, Local 784 and Local 3550

CODE: FJD.BP**EFFECTIVE DATE:** (13-06-2006)**TOPIC:** Administrative Recognition**ISSUE DATE:** (23-06-2006)**REVIEW YEAR:** (2013)

POLICYAbsences of Personnel

The Board of Trustees authorizes the Superintendent of Schools to free a senior administrator from duties for a reasonable time if that official has carried an undue load over a considerable period, and if in the opinion of the Superintendent of Schools, the efficient operation of that person's office warrants such consideration.

CODE: FM.BP**EFFECTIVE DATE:** (27-01-2009)**TOPIC:** Acknowledgement of Deaths and Bereavements**ISSUE DATE:** (29-01-2009)**REVIEW YEAR:** (2016)

POLICY

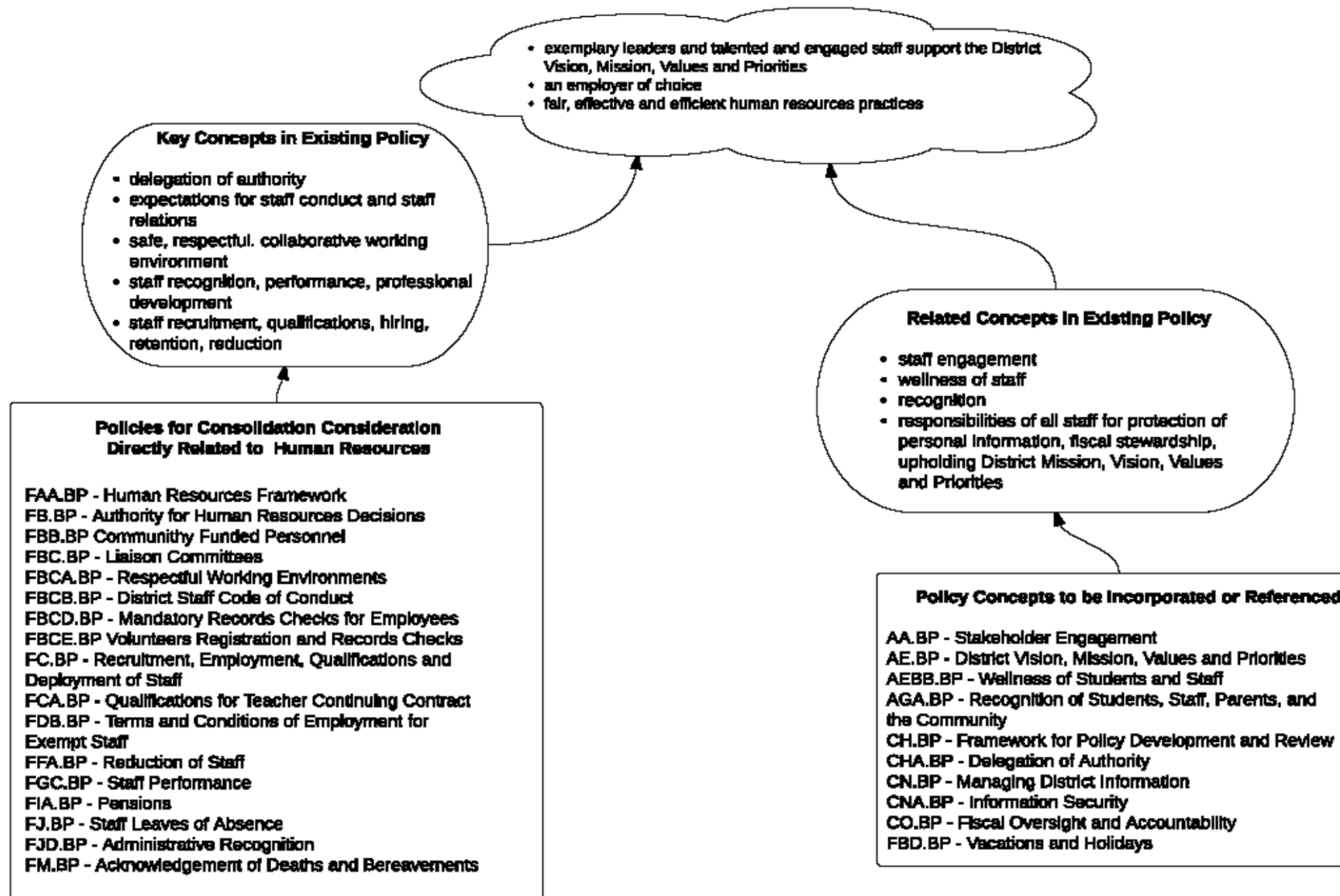
The Superintendent of Schools, on behalf of the Board of Trustees, shall acknowledge the death or bereavement of a current staff member or Trustee.

The Superintendent of Schools, on behalf of the Board of Trustees, shall acknowledge the death of a former staff member or Trustee.

REFERENCES

FM.AR - Deaths and Bereavements

Content for Human Resources Framework Policy



CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

A human resources framework supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational or financial risk.

DEFINITIONS

Conflict of Interest refers to a situation in which private interests or personal considerations can or may appear to affect a staff member's judgment in acting in the best interest of the District. It includes using a staff member's position, confidential information or corporate time, material or facilities for private gain or advancement. A conflict occurs when a situation benefits or appears to benefit any staff member or their family, friends or business associates.

Human Resource Strategy is designed to build and develop the skills, attitudes, and behaviours among staff that will help the District meet its goals in a manner aligned with its values. It covers the various areas of human resource functions such as recruitment, compensation, performance management, reward and recognition, employee relations, training, and information management.

Internal Controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of human resource reporting, effectiveness and efficiency of operations, safeguarding of information, and compliance with applicable laws and regulations.

Organizational Capability is the ability and capacity of the District expressed in terms of culture, system, processes, and resources that support our collective efforts to foster student growth and success.

Wellness is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables individuals to reach their full potential. (as defined in Board Policy AE.BB.BP – Wellness of Students and Staff)

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the District Vision, Mission, Values, and Priorities. (**Reference: AA.BP, AE.BP**) The Board values the dedication, professional contributions,

***Bold** text policy references imbedded in the document indicate where a concept from that policy has been addressed, i.e. referenced or consolidated for rescission.*

achievements, and performance of district staff that are committed and engaged in supporting and advancing student learning and achievement, the District's reputation, and public support for education.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future district needs, fiscal responsibility, market conditions, and organizational health; **(Consolidate: FBB.BP – Community Funded Personnel, FC.BP –Recruitment, Employment, Qualifications, and Deployment of Staff)**
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District; **(Consolidate: FBB.BP – Community Funded Personnel, FC.BP –Recruitment, Employment, Qualifications, and Deployment of Staff)**
- ensure continuity of instruction and district services are maintained while supporting staff in balancing work and personal needs; **(Consolidate: FJ.BP – Staff Leaves of Absence, FJD.BP – Administrative Recognition)**
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement; **(Consolidate: current FAA.BP – Human Resources Framework, FBB.BP – Community Funded Personnel)**
- promote positive, safe, and respectful working environments that foster collaborative and responsible behavior and reflects the diversity of our community; **(Consolidate: FBCA.BP – Respectful Working Environments, FM.BP – Acknowledgement of Deaths and Bereavements)**
- consider the impact on student and staff wellness and safety when making and implementing decisions; and **(Reference: AE.BB.BP) (Consolidate: FBCD.BP – Mandatory Records Checks for Employees, FBCE.BP – Volunteers - Registration and Records Checks, FFA.BP – Reduction of Staff, FM.BP Acknowledgement of Deaths and Bereavements)**
- achieve desired outcomes in an ethical, efficient and effective manner. **(Reference AE.BP)**

The Board believes that district management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging; **(Consolidate: FBCA.BP – Respectful Working Environments)**
- a district culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking; **(Consolidate: FAA.BP – Human Resources Framework)**
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity; **(Reference: AA.BP, CH.BP, CO.BP) (Consolidate: FAA.BP – Human Resources Framework)**
- staff who are valued, supported, and trusted by the District behave accordingly in interactions with students, colleagues, and other education stakeholders; **(Consolidate: FAA.BP – Human Resources Framework)**
- positive working relationships between the District and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both district and staff needs; and **(Consolidate: FBC.BP – Liaison Committees, FAA.BP – Human Resource Framework)**

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- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning. **(Consolidate: FGC.BP – Staff Performance, AGA.BP – Recognition of Students, Staff, Parents, and the Community)**

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to: **(Consolidate: FBCB.BP – District Staff Code of Conduct)**

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of district resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools. **(Reference: CO.BP, CN.BP, CNA.BP)**

In addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with: **(Reference: CHA.BP)**

- federal and provincial legislation; **(Consolidate: FIA.BP – Pensions)**
- Section 61 of the *School Act* except those matters which the Board cannot delegate; and **(Consolidate: FCA.BP – Qualifications for Teacher Continuing Contracts)**
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the *School Act* section 105(1) and 105(2); and
- terminate the services of a teacher pursuant to section 107 of the *School Act*.

(Consolidate: FB.BP - Authority for Human Resource Decisions)

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and **(Consolidate: FB.BP Authority for Human Resource Decisions)**
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement. **(Consolidate: FDB.BP – Terms and Conditions of Employment for Exempt Staff, FB.BP Authority for Human Resource Decisions)**

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.

2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the District, and confirmation of new principal designations. (**Consolidate: FB.BP – Authority for Human Resources Decisions**)
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
 AD.BP - District Vision, Mission, Values and Priorities
 AE.BB.BP - Wellness of Students and Staff
 AGA.BP - Recognition of Students, Staff, Parents, and the Community
 CH.BP - Framework for Policy Development and Review
 CHA.BP – Board Delegation of Authority
 CN.BP – Managing District Information
 CNA.BP - Information Security
 CO.BP - Fiscal Oversight and Accountability
 FBA.AR - Designation, Appointment and Assignment to Leadership Positions
 FBCA.AR - Respectful Working Environments
 FBCB.AR - District Staff Code of Conduct
 FB.CD.AR - Mandatory Records Checks for Employees
 FBCE.AR - Volunteers - Registration and Records Checks
 FBE.AR - Health and Wellness of Staff and Students
 FB.EA.AR - Health and Safety Roles and Responsibilities
 FBEB.AR - Workplace Violence
 FBEC.AR - Public Interest Disclosure (Whistleblower Protection)
 FBM.AR - Grievance Process
 FCA.AR - Staff Qualifications Targets
 FCAA.AR - Teacher Contracts
 FCAB.AR - Intern Teachers
 FCAC.AR - Substitute Teachers Affiliation with Schools
 FCB.AR - Staffing Procedures Document
 FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
 FGB.BP - Evaluation of Superintendent of Schools
 FGCA.AR - Supervision and Evaluation of Teachers
 FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff
 FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff
 FIA.AR - Pensions
 FJA.AR - Staff Participation in Alberta Education Activities
 FJB.AR - Staff Out-of-District Exchanges

Bold text policy references imbedded in the document indicate where a concept from that policy has been addressed, i.e. referenced or consolidated for rescission.

FJC.AR - Staff Secondment to External Agencies
FJD.AR - Leaves of Absence - Community Service
FJE.AR - Leaves of Absence - Military Service
FJF.AR - Leaves of Absence - Personal
FLC.AR - School Professional Development Days
FM.AR - Deaths and Bereavements
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
[Alberta Employment Standards Code and Regulations](#)
[Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#)
[Canadian Charter of Rights and Freedoms](#)
[Freedom of Information and Protection of Privacy Act](#)
[School Act](#)

Summary of Human Resources Concepts Derived from Existing Board Policy

Responsive to Board Responsibilities Under the Education Act s. 33. 1

“A board, as a partner in education, has the responsibility to:

- (b) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (e) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (i) establish and maintain governance and organizational structures that promote student [and staff] well-being and success, and monitor and evaluate their effectiveness,
- (j) ensure effective stewardship of the board’s resources, [and]
- (m) comply with all applicable Acts and regulations”

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
<p>AA.BP – Stakeholder Relations approved June 23, 2015)</p>	<p>POLICY...</p> <p>In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in ... supporting the District Vision, Mission, Values and Priorities;</p> <p>...</p> <p>Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust.</p> <p>C. The Board holds the District accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.</p> <p>D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:</p> <p>Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.</p> <p>Appreciative: Acknowledge stakeholder contributions and collaboration.</p> <p>Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.</p> <p>Inclusive: Respect the diversity within school communities.</p> <p>Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the District by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.</p> <p>Relevant: The level and extent of stakeholder engagement should be aligned with: the scope and complexity of the issue or decisions being made; how the issue or decision may affect stakeholders; and</p>	<p>Policy: Human resources are critical in meeting the diverse needs of students...</p> <p>Staffing is the major portion of operating budget. Staff talent combined with engagement gives maximum return on human resource investment for education.</p> <p>Policy: management practices and the development of leadership competencies that encourage and support staff involvement are critical to building respectful, productive and trusting relationships with staff and high levels of staff engagement.</p> <p>Processes and practice for engagement and communication with staff should align to the principles outlined in Board Policy AA.BP – Stakeholder Relations section D.</p> <p>Content and Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>available District resources (time, funding, people).</p> <p>Respectful: Honour stakeholders’ experience, skills, talents, knowledge, expertise and authority.</p> <p>Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.</p>	
<p>AE.BP – District Vision and Mission</p>	<p>POLICY</p> <p>Our Vision - Transforming the learners of today into the leaders of tomorrow.</p> <p>Our Mission - We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.</p> <p>Our Values - Supporting the Vision, Mission and Priorities are the District’s core values of accountability, collaboration, equity and integrity.</p> <p>District Priorities 2014-2018</p> <ol style="list-style-type: none"> 1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. 2. Provide welcoming, high quality learning and working environments. 3. Enhance public education through communication, engagement and partnerships. 	<p>Why do we need an HR Framework? Through staff we deliver appropriate programming, enable students success and</p> <p>“inspire students through high quality learning opportunities”.</p> <p>We operate in accordance with our values of Accountability, Collaboration, Equity and Integrity</p> <p>Policy: The Board values the contributions of staff that are committed and engaged in supporting and advancing student achievement.</p> <p>Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
<p>AEBB.BP – Wellness of Students and Staff</p>	<p>PURPOSE</p> <p>... Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals.</p> <p>DEFINITIONS</p> <p>Comprehensive School Health (CSH) .. four pillars of CSH as defined by the Joint Consortium for School Health:</p> <ul style="list-style-type: none"> • Social and Physical Environments includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school. • Healthy School Policy includes management practices, decision-making processes, policies and procedures that promote and support health and wellness. <p>Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. ...</p> <p>POLICY</p> <p>The Board recognizes that wellness is both an individual and collective responsibility. ...</p> <p>..... The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating</p>	<p>Positive and supportive social and physical working environments are an important part of respecting the diversity within our staff population.</p> <p>...Quality of relationships has a significant impact on the emotional well-being of everyone.</p> <p>Proactive and purposeful management practices, and decision making processes, can help promote and support wellness and a welcoming, safe and inclusive working environment.</p> <p>Wellness enables individuals to reach their full potential.</p> <p>Staff wellness enables the organization to reach its full potential. (Organizational Health)</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>positive and supportive environments that contribute to the well-being of self and others.</p> <p>EXPECTATIONS</p> <ol style="list-style-type: none"> 1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach. 2. The District shall: <ol style="list-style-type: none"> a. consider student and staff health and safety in the planning, implementation and evaluation of district services; b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program. <p>...</p>	<p>Policy: Consider the impact on student and staff health and safety when making and implementing decisions Base processes and supports for staff wellness on research and standards of HR practice for public bodies.</p> <p>Content and Reference</p>
<p>AGA.BP Recognition of Students, Staff, Parents, and the Community</p>	<p>POLICY</p> <p>The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staffit is also important to acknowledge the outstanding contributions, achievements and performance of district students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the District's reputation and strengthening support for public education.</p>	<p>Policy: Recognize staff for their contributions and performance.</p> <p>Content and Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
CH.BP – Framework for Policy Development and Review	<p>PURPOSE</p> <p>... Policies provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, students, electors and others with respect to Edmonton Public Schools.</p> <p>...</p> <p>POLICY</p> <p>... The Board believes that the development and review of policy is enhanced when the process allows for the meaningful involvement of staff, parents, students and other interested groups and persons.</p> <p>...</p> <p>EXPECTATIONS</p> <p>...The Superintendent of Schools shall ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the District's website.</p>	<p>Policy: Staff actions are governed by board policy and administrative regulations.</p> <p>Staff should be provided opportunity to have meaningful involvement/input to policy and be informed of board policy and administrative regulations.</p> <p>Content and Reference</p>
CHA.BP – Board Delegation of Authority	<p>POLICY</p> <p>The Board authorizes the Administration, under the direction of the Superintendent of Schools, to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters which, in accordance with Section 61(1) of the School Act, cannot be delegated.</p> <p>In accordance with Section 105(2) of the School Act, the Board authorizes the Superintendent of Schools to suspend the services of a teacher when the Superintendent of Schools is of the opinion that the welfare of students is threatened by the presence of the teacher.</p> <p>In accordance with Section 61(1) of the School Act, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Section 105(1) of the School Act.</p>	<p>Policy: clarify the Superintendent's authority for all matters related to human resources management -- extends to powers that the Board may or is required to do or exercise under other legislation such as employment standards, occupational health and safety etc.</p> <p>Policy: incorporate specific Superintendents authorization for those matters that the Board may only delegate to the Superintendent of Schools under 61(1) and 105.1 and 105.2 of the <i>School Act</i>.</p> <p>CHA.BP – Delegation of Authority will</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>In accordance with Section 61(1) of the School Act, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.</p> <p>A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.</p> <p>Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with board policies and practices</p>	<p>be reviewed and revised on completion of the comprehensive policy review to clearly identify in which policies the board has reserved authority to itself.</p> <p>Content and Reference</p>
CN.BP – Managing District Information	<p>POLICY</p> <p>The Board believes that:</p> <ul style="list-style-type: none"> • District records are a vital district resource that must be managed effectively and efficiently; • staff should have access to the information necessary for them to carry out their work; • the District is responsible for documenting the activities and results for which the District is accountable; • parents, staff, students and the public have the right of access to records held by the District except where district or legislated requirements prevent. <p>The Board expects that district records management practices and processes shall ensure:</p> <ul style="list-style-type: none"> • ... • accountability for managing and maintaining information is clear and well-defined; • 	<p>Policy: information is a vital district resource and staff must be accountable for stewardship of those resources.</p> <p>Content and Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
CNA.BP – Information Security	<p>POLICY</p> <p>...</p> <p>Accountability - The responsibilities and accountability of the District, its staff and all users of district information systems should be explicit.</p> <p>Awareness - The District, its staff and all users of district information should be aware of the need for the security of information systems and what they can do to enhance security.</p> <p>Ethics - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.</p> <p>...</p>	<p>Policy: responsibilities and accountability of staff should be explicit.</p> <p>Content and Reference</p>
CO.BP – Fiscal Oversight and Accountability	<p>Site-Based Decision Making, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District’s Vision, Mission, Priorities, board policies, administrative regulations and procedures establish the parameters within which all decisions must be made.</p> <p>...</p> <p>POLICY</p> <p>...The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results.</p> <p>The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all</p>	<ul style="list-style-type: none"> • security of assets and resources through oversight/supervision • staff comply with internal controls • staff participate in site based decision making • staff should know the parameters under which they operate <p>Staff onboarding and professional development.</p> <p>Integrity : All staff share responsibility for modelling (stewardship)</p> <p>All staff should know and understand their authority, responsibility and accountability.</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.</p> <p>...</p>	<p>Content and Reference</p>
<p>FAA.BP – Human Resources Framework</p>	<p>POLICY</p> <p>The Board of Trustees believes that:</p> <ul style="list-style-type: none"> • its most important resources are its people; • our values of respect, integrity, transparency, excellence, and resilience form the foundation of our organizational capability; • each staff member's performance contributes to the improvement of student learning. <p>The Board of Trustees is committed to:</p> <ol style="list-style-type: none"> a. being a learning organization in which: <ul style="list-style-type: none"> • people are treated with respect and supported; • diversity is valued, embraced and promoted; • workplaces are safe, functional and well-kept; • staff are recognized for their contributions; • innovation and collaboration are encouraged; • opportunities for growth and professional development are provided; • resources are treated with care; b. having staff who: <ul style="list-style-type: none"> • are engaged in their work and committed to excellence; • provide exemplary service and leadership; • are respectful, satisfied, healthy and trustworthy; • are innovative, effective and committed to professional growth; • feel they are valued, respected, supported and trusted by the District and who will communicate this feeling to 	<p>Current Human Resources Framework Policy.</p> <p>Consolidate Content, Replace under new code</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>students, colleagues and the community;</p> <p>c. engaging in employment practices which:</p> <ul style="list-style-type: none"> • are free of bias resulting from any prejudice, particularly prejudice related to race, colour, religious beliefs, gender, physical or mental disability, sexual orientation, marital status, family status, age, ancestry, place of origin or source of income; • promote the attraction, development, engagement and retention of qualified, high-performing staff to support the District's Mission, achieve the District Priorities, and meet the diverse needs of our students; • build organizational and employee capacity; • provide positive growth in organizational health; • foster involvement of staff in decision making which affects their work; • ensure equal opportunity for employment and advancement; • ensure due process and fairness. 	
<p>FB.BP – Authority for Human Resources Decisions</p>	<p>POLICY</p> <p>A. Under the Board of Trustees’ general delegation of authority to the Superintendent of Schools, which includes the power to sub-delegate to members of the Administration, and subject to section B of the policy, the Superintendent of Schools will establish, approve and review annually, a document which outlines the authority to employ, appoint, determine grid placement, suspend, demote, terminate employment, terminate designation, accept resignations and retirements and approve leaves of absences for all district staff.</p> <p>B. The Board of Trustees retains the authority for the designation or appointment of Assistant Superintendents, Executive Directors and</p>	<p>Expectation – Superintendent of Schools responsibility to establish the organizational structure for administration of the District, assign roles, responsibilities and delegation of authority for all functions including human resource functions.</p> <p>Policy – Only the Board of Trustees has authority to designate Superintendent of Schools. The Board should retain authority for appointment of General</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>General Counsel. The Superintendent of Schools will inform the Board of Trustees annually of all designations of Director and Managing Director.</p> <p>C. The Board of Trustees recognizes and values the important role that principals have in achieving the Vision, Mission and Priorities of the District. The Superintendent of Schools will ensure the attraction, designation, assignment, ongoing development, and retention of principals who demonstrate the professional practice competencies of an effective principal.</p> <p>D. The Superintendent of Schools will inform the Board of Trustees annually of all designations of principals to the District and the confirmation of principals in their designation.</p>	<p>Counsel because the position may act directly on behalf of the Board.</p> <p>Policy – All positions should be filled by the most qualified staff based on requirements of each position and the needs of the District.</p> <p>Expectation: The Board has expressed interest in having involvement with identifying the desired competencies for positions that work directly with the Board on a regular basis.</p> <p>Expectation –Trustees should know when there is a change of assignment to school principal and senior staff positions as it can impact the community and have political implications.</p> <p>Consolidate and add reference to administrative regulation FBA.AR – Designation, Appointment and Assignment to Leadership Positions</p>
FBB.BP – Community Funded Personnel	<p>POLICY</p> <p>Community organizations are allowed to supplement personnel assigned to schools through direct financial contributions to the Board of Trustees, provided that:</p> <ol style="list-style-type: none"> all costs including fringe benefits are borne by the sponsoring organization. the terms of employment are according to the appropriate 	<ul style="list-style-type: none"> Should be addressed in administrative regulations for community contributions of time, funds and resources to support student success (can be volunteers, financial support, or physical or human resources).

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>salary agreement.</p> <ul style="list-style-type: none"> c. the identification and selection of candidates is carried out by the School Board Administration. d. any personnel so funded are placed in a school, subject to the approval, direction and authority of the Principal. e. no student is denied entry into a program because parents do not contribute funds. <p>Community organizations wishing to supplement personnel allocated to schools, but do not provide direct financial contributions to the Board of Trustees, will be allowed to do so provided that:</p> <ul style="list-style-type: none"> a. all costs including fringe benefits are borne by the sponsoring organization. b. any personnel so funded are placed in a school subject to the approval, direction and authority of the Principal. c. the sponsoring organization assumes full responsibility for administrative details concerning the payment of salary and fringe benefits. d. no student is denied entry into a program because parents do not contribute funds. 	<ul style="list-style-type: none"> • Conditions under which contribution of human resources by the Community can be accepted determined by Superintendent of School in alignment with Human Resources Framework policy (i.e. meet all legislated requirements, not contravene collective agreements, , CRA, requirements for safety etc.). <p>Principals have the authority and responsibility to oversee all activities in a school for the safety of the occupants and the security of district assets, e.g. volunteers, visitors.</p> <p>Rescind as policy and address in administrative regulations and procedures for stakeholder relations.</p>
FBC.BP Liaison Committees	<p>POLICY</p> <p>The Board of Trustees supports the establishment and maintenance of committees to facilitate liaison between the Administration and each staff group for the discussion of issues that are separate from contract negotiations or that are unrelated to collective agreements.</p>	<p>Staff liaison committees are a means of collaboration and engagement. Means are not policy objectives.</p> <p>Policy: value positive working relationships between the District and staff group representatives. Believe in regular communication and consultation using a collaborative, interest-based approach to meet everyone's needs.</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
		Consolidate
FBCA.BP – Respectful Working Environments	<p>POLICY</p> <p>Edmonton Public Schools is committed to providing and promoting working environments that foster respectful and responsible behavior. It is the responsibility of Board of Trustees, staff members, parents, volunteers and contract workers to contribute to creating a positive work environment.</p> <p>The Board is obligated to protect all employees of Edmonton Public Schools from harassment, discrimination, and personal harassment during EPS work and school-related activities. The Board prohibits harassment, personal harassment, and discrimination and expects the reporting of allegations of harassment or discrimination to be investigated in a timely and respectful manner. Appropriate action will be taken against those whose behavior contravenes this policy.</p> <p>The Board of Trustees expects the Superintendent of Schools, principals and district administrators to:</p> <ul style="list-style-type: none"> • inform and educate all parties about the Respectful Working Environments Policy and associated policies and regulations; • be proactive in preventing harassment, personal harassment, or discrimination; • to assist parties in resolving issues in the early stages, and • to advise parties of the process regarding complaints under this policy. <p>In the case of alleged harassment of an employee by a parent or other community member, the parties are to attempt to reach resolution through the usual channels of discussion, clarification and negotiation.</p>	<p>Policy: all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging. <i>Education Act</i> S33(1)(d))</p> <p>Management practices that promote and support staff wellness</p> <p>Consolidate and add reference to FBCA.AR – Respectful Working Environments</p> <p>Address complaint resolution process in stakeholder and partner related administrative regulations aligned with appeal processes.</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>If this is not successful, a variety of options may be considered by the principal, decision unit supervisor, leadership services or other member of the administration, including but not limited to:</p> <ul style="list-style-type: none"> • communicating in person, in writing or other to further investigate and attempt to reach resolution; • restricting access to district property and/or advising the individual to cease and desist certain actions; • taking legal action including a report to the police. 	
FBCB.BP – District Staff Code of Conduct	<p>POLICY</p> <p>Edmonton Public Schools maintains high standards for the ethical conduct of its staff members. Such standards contribute to making our organization healthy, respectful and effective. The manner in which staff members carry out their work reflects on the District as a whole. The District Staff Code of Conduct is intended to provide staff members with clarity in these matters, and to be a guide for conduct in specified areas. It is not intended to be exhaustive, or to provide specific guidance in every circumstance. Common sense, good judgment and discretion shall prevail in application of this policy; if staff are in doubt about a situation, they should seek clarification from their supervisor or the Director Staff Relations.</p> <ol style="list-style-type: none"> 1. Staff members shall: <ol style="list-style-type: none"> a. adhere to the policies, regulations and guidelines of the board and the administration b. fulfill their responsibilities within Edmonton Public Schools in an honest, diligent and lawful manner c. treat all people with dignity, respect and consideration in carrying out their duties. 2. Staff members shall adhere to the legal agreements between the District and other organizations e.g., CUPE Locals 3550, 474, 784, 	<p>Policy: create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership (modelling).</p> <p>Policy: 1 -4 expectation for all staff</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>Alberta Teachers' Association, City of Edmonton, Provincial Government, etc.</p> <p>3. Staff members shall not engage in any activity which they know or ought to know undermines the good faith that must exist between the staff member and the District, or which is dishonest, abusive or detrimental to the interests or reputation of the District.</p> <p>4. Staff members who engage in activities or employment external to the District shall not knowingly conduct themselves in a manner which would result in ethical, legal or financial conflict of interest.</p> <p>5. Breach of the policy or administrative regulation relating to the District Staff Code of Conduct may result in a range of sanctions being imposed on the staff member, up to and including termination of employment.</p> <p>6. The Superintendent of Schools' decision in the matter shall be final.</p>	<p>Administrative regulations and staff communication vehicles (brochures, website, contracts of employment).</p> <p>Policy: delegation of authority for all human resource management decisions under the <i>School/Education Acts</i> and other federal and provincial legislation.</p> <p>Consolidate and add reference to administrative regulation FBCB.AR District Staff Code of Conduct</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FBCD.BP – Mandatory Records Checks for Employees	<p>POLICY</p> <p>The Board of Trustees recognizes that the safety of the District's students and staff is paramount.</p> <p>Under the Board of Trustees' general delegation of authority to the Superintendent of Schools, the Superintendent of Schools will establish procedures for securing a criminal records check for every person offered employment with the District.</p>	<p>Policy: promote positive, safe and respectful working environments</p> <p>Rescind: responsibility of Superintendent of Schools to establish procedures in response to changes to labour legislation and practices for the public sector (working with vulnerable populations).</p> <p>Add Reference: administrative regulation FBCD.AR</p> <p>Link to Safety and Security Theme</p>
FBCE.BP Volunteers - Registration and Records Checks	<p>POLICY</p> <p>The Board of Trustees recognizes that the safety of the District's students and staff is paramount.</p> <p>The Superintendent of Schools will establish procedures, to be effective September 1, 2007, for registering all volunteers in district schools and for securing police records checks from all volunteer coaches, volunteer chaperones of overnight field trips, and volunteer drivers who transport students.</p> <p>The Superintendent of Schools shall have the authority to request a police records check of any volunteer where the Superintendent of Schools is of the opinion that to do so would be in the best interest of students and staff.</p> <p>At the discretion of the Superintendent of Schools, or designate, where information contained in a police certificate suggests conduct that brings</p>	<p>Policy: promote positive, safe and respectful working environments</p> <p>Rescind: responsibility of Superintendent of Schools to establish procedures in response to changes to labour legislation and practices for the public sector (working with vulnerable populations).</p> <p>Add Reference: administrative regulation FBCE.AR</p> <p>Link to Safety and Security Theme</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	into question the suitability of the individual to volunteer in a school, the individual may not be allowed to volunteer.	
FBD.BP – Vacations and Holidays	<p>1. <u>Christmas and New Year's</u> When any of the holidays occur at the point in the week where there is only one working day between the holiday and the weekend, this working day will be declared as an additional holiday.</p> <p>The afternoons of December 24th and December 31st will be declared as holidays for the staff scheduled to work those days.</p> <p>2. <u>Canada Day</u> In years when Canada Day occurs on a weekend, the Monday immediately following that weekend will be declared as a holiday for staff normally scheduled to work on that day.</p> <p>In years when Canada Day occurs at a point in the week where there is only one working day between the holiday and the weekend, this working day will be declared as a holiday for those employees normally scheduled to work on that day.</p>	Retain and move to GCA.BP – Approval of the School Year Calendar when it is reviewed/revised
FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff	<p>POLICY</p> <p>The Board of Trustees recognizes the need to recruit and hire the very best individuals available for positions, based on their qualifications, and to effect this while maintaining a focus on student achievement and success. Recruitment and hiring practices shall consider legal requirements including collective agreements, district needs, fiscal responsibility, and market conditions.</p> <p>While maintaining a focus on student achievement and success and</p>	<p>Policy: all human resource management practices shall meet legislated requirements..... ..attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District.</p> <p>Consolidate and add references to</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	adhering to collective agreement requirements, the deployment of district staff shall recognize the need to select the very best candidates for positions by giving preference to those candidates that best meet district qualifications targets.	administrative regulation FCA.AR – Staff Qualifications Targets; FCAA.AR – Teacher Contracts; FCAB.AR – Intern Teachers; FCAC.AR – Substitute Teachers Affiliation with Schools; FCB.AR – Staff Procedures Document
FCA.BP – Qualifications for Teacher Continuing Contracts	<p>POLICY</p> <p>A teacher must hold an Alberta professional teaching certificate to be eligible for a continuing contract.</p> <p>Notwithstanding the above, and in exceptional circumstances, where a teacher holds valid Alberta teaching authority but does not meet the requirements for either an Interim Professional Certificate or a Permanent Professional Certificate, the Superintendent of Schools may issue a continuing contract limited to a specific assignment.</p>	<p>Both current <i>School Act</i> and <i>Education Act</i> state requirements to be offered teaching employment. Superintendent is responsible for ensuring District is operating within the confines of legislation.</p> <p><i>S 92, 106 School Act</i> <i>S 198, 201, 214 Education Act</i></p> <p>Redundant, rescind and add references to Act</p>
FDB.BP – Terms and Conditions of Employment for Exempt Staff	<p>POLICY</p> <p>The Board will establish, for each school year, remuneration and terms and conditions of employment for staff not covered by collective agreement.</p>	<p>Policy: Board retains authority for approval of all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.</p> <p>Consolidate</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FFA.BP – Reduction of Staff	<p>POLICY</p> <p>The Board of Trustees recognizes that a reduction in staff may be necessary in certain circumstances and favours the principle of natural attrition, where practical, to effect this reduction. If the Superintendent of Schools determines that natural attrition is insufficient to meet the need for staff reduction, the Superintendent of Schools or designate shall identify staff to be laid off in accordance with the applicable collective agreement. With respect to teachers and exempt staff, the Superintendent of Schools shall make all reasonable attempts to retain an overall staff complement that best meets program and district needs.</p>	<p>Policy: meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future district needs, fiscal responsibility, market conditions and organizational health.</p> <p>Policy: consider the impact on staff wellness and safety making and implementing decisions.</p> <p>Consolidate</p>
FGC.BP – Staff Performance	<p>POLICY</p> <p>The Board of Trustees believes that an ongoing process of continuous growth, supervision and evaluation for improved staff performance is essential in achieving the mission of the District.</p> <p>The Board of Trustees believes that all staff are responsible and accountable for meeting the performance standards of their positions.</p> <p>The Superintendent of Schools shall be responsible for providing information, which summarizes the application of this policy to the public through the District's annual review of its results.</p>	<p>Policy: ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth and improved staff performance.</p> <p>Accountability</p> <p>Consolidate and reference administrative regulations: FGCA.AR – Supervision and Evaluation of Teachers; FGCB.AR – Supervision and Evaluation of Exempt Non-Management Staff FGCC.AR – Supervision an Evaluation of Custodial, Maintenance and Support Staff</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FIA.BP - Pensions	<p>POLICY</p> <p>As per the Local Authorities Pension Plan (LAPP) regulations all eligible staff of the Board will be enrolled in the Local Authorities Pension Plan unless they are contributing members of another pension plan with the Board.</p>	<p>A legal requirement</p> <p>Rescind and reference administrative regulation FIA.AR - Pensions</p>
FJ.BP: Staff Leaves of Absence	<p>POLICY</p> <p>The Board of Trustees supports the granting of exchanges, secondments, and leave to staff for professional improvement, community services, and personal reasons provided that continuity of instruction and district services are maintained.</p> <p>The Board of Trustees shall approve the criteria for the granting of professional improvement leaves.</p> <p>The Board of Trustees delegates authority to the Superintendent of Schools to approve leaves for staff members in accordance with the policies, regulations, and practices of the Board, and staff collective agreements.</p>	<p>Policy: support staff in balancing work and personal needs while ensuring continuity of instruction and district services are maintained.</p> <p>Delegation of all human resource management decisions to the Superintendent of Schools in accordance with direction in the Human Resources Framework policy</p> <p>Consolidate and add references to FJA.AR – FLC.AR</p>
FJD.BP – Administrative Recognition	<p>POLICY</p> <p><u>Absences of Personnel</u></p> <p>The Board of Trustees authorizes the Superintendent of Schools to free a senior administrator from duties for a reasonable time if that official has carried an undue load over a considerable period, and if in the opinion of the Superintendent of Schools, the efficient operation of that person's office warrants such consideration.</p>	<p>Policy: value statement that speaks to working conditions that attract and retain staff, and supports wellness and balance</p> <p>Consolidate</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FM.BP – Acknowledgement of Deaths and Bereavements	<p>POLICY</p> <p>The Superintendent of Schools, on behalf of the Board of Trustees, shall acknowledge the death or bereavement of a current staff member or Trustee.</p> <p>The Superintendent of Schools, on behalf of the Board of Trustees, shall acknowledge the death of a former staff member or Trustee.</p>	<p>Policy: value statement that speaks to a working environment that fosters a sense of belonging...</p> <p>Demonstrate respect for staff</p> <p>Consolidate and reference Administrative Regulation FM.AR – Deaths and Bereavements</p>

DATE: December 15, 2015
TO: Board of Trustees
FROM: Darrel Robertson, Superintendent of Schools
SUBJECT: Vacant School Sites – Surplus Declaration
ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

RESOURCE

STAFF: Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Constantine Kastrinos, Roland Labbe, Jim Ray, Aaron Seltz, Jennifer Thompson

REFERENCE: [Joint Use Agreement: Land](#)
[Board Policy EA.BP – Infrastructure Planning Principles](#)

ISSUE

Every three years, in accordance with the *Joint Use Agreement: Land (JUA: Land)*, school districts in Edmonton are required to review all vacant reserve school sites and identify which sites, if any, are no longer required for educational purposes. Administration has initiated a review on behalf of the District.

BACKGROUND

On May 12, 2009, the Board of Trustees approved the *JUA: Land*. A key issue for the City of Edmonton in the *JUA: Land* negotiations was a desire for regular reviews of vacant school sites by school districts. To fulfill the commitment, as stated in Section 11 of the *JUA: Land* (Attachment I), the District declared surplus – 18 vacant sites on October 13, 2009, and one vacant site on May 7, 2013. Administration has recently completed an initial review of 20 vacant school sites in suburban plan areas. A detailed review of 13 sites in plan areas was subsequently conducted of which only four currently meet the criteria for surplus declaration.

RELATED FACTS

- School districts retain sole authority and responsibility to determine whether land is required for a future school.
- To fulfill the commitment as stated in Section 11 of the *JUA: Land*, a decision regarding surplus sites must be met before December 31, 2015.
- Lands dedicated for school sites do not accrue value through disposition, as do non-reserve designated lands acquired prior to the requirements for land dedication for school and park sites.
- Disposition of district land and property must respect the provincial *Disposition of Property Regulation 181/2010* (Attachment II) and Section 6 of the *JUA: Land* (Attachment III).
- City of Edmonton plans for the repurposing of vacant school sites declared surplus by school jurisdictions can be a matter of controversy with local communities.
- The presidents of the respective community leagues and the Executive Director of the Edmonton Federation of Community Leagues (EFCL) will have been informed of the

proposed surplus declaration prior to a recommendation being posted as part of the board meeting agenda.

RECOMMENDATION

That the declaration of the following vacant reserve school sites as surplus to district need, be approved:

- 1. Klarvatten elementary/junior high;**
- 2. Elsinore elementary;**
- 3. Oleskiw elementary/junior high; and**
- 4. Ozerna elementary.**

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the declaration of all the sites as surplus to district need as recommended.
2. Approve the declaration of selected sites as surplus to district need.
3. Do not approve the declaration of any sites as surplus to district need.

CONSIDERATIONS & ANALYSIS

Future use of vacant school sites declared surplus by a school district is determined on the following basis:

- Assessment of potential provincial interest in the property is coordinated by Alberta Education.
- Edmonton Catholic Schools and the francophone school district (Conseil scolaire Centre-Nord) assess their potential interest in the property.
- If the Province and school jurisdictions party to the *JUA: Land* do not express interest in the property, the property reverts to the City of Edmonton.
- The City of Edmonton would hold sole responsibility and authority over the future use of land no longer required for a future school.
- No further sites are recommended for surplus, as they could be required to accommodate student growth in developing areas.

The next review of vacant sites is scheduled to be conducted prior to December 31, 2018 as per the *JUA: Land*.

The following vacant reserve school sites are proposed for surplus declaration based on the criteria outlined in Appendix I:

- Klarvatten elementary/junior high;
- Elsinore elementary;
- Oleskiw elementary/junior high; and
- Ozerna elementary.

Further analysis and rationale for each site proposed to be surplus is provided in Appendices II to VI.

NEXT STEPS

The presidents of the respective community leagues and the Executive Director of the EFCL, as well as City of Edmonton administration, will have been informed prior to the posting of the recommendation report. If the surplus declaration is approved by the Board of Trustees, district administration will notify the Ministry of Education and follow Section 6 of the *JUA: Land* and notify Edmonton Catholic Schools and the Conseil scolaire Centre-Nord of their first-right-of-refusal. If the Province or other *JUA: Land* school jurisdictions express no interest in the sites, jurisdiction over the future use of the land would revert exclusively to the City of Edmonton as per the *JUA: Land* Section 11.7.

ATTACHMENTS & APPENDICES

ATTACHMENT I	<i>Joint Use Agreement: Land</i> - Section 11 - Surplus Reserve Land With No School Building
ATTACHMENT II	Reference to <i>School Act</i> Disposition of Property Regulation 181/2010
ATTACHMENT III	<i>Joint Use Agreement: Land</i> - Section 6 - Boards' First Right to Purchase
ATTACHMENT IV	Map of New Schools - Planned and Under Construction
APPENDIX I	Surplus Review Criteria
APPENDIX II	Map of Reserve Sites
APPENDIX III	Klarvatten Site Area and Information
APPENDIX IV	Elsinore Site Area and Information
APPENDIX V	Oleskiw Site Area and Information
APPENDIX VI	Ozerna Site Area and Information

AS:ks

Joint Use Agreement: Land

SECTION 11
SURPLUS RESERVE LAND WITH NO SCHOOL BUILDING

11.1 **List of Vacant Joint Use Sites** - The City shall maintain and provide to the Boards at least once a year a list of all Joint Use Sites that do not contain a School Building that it has assembled or is in the process of assembling under the previous Agreements or this Agreement.

11.2 **Review of Inventory** - Within 60 days of execution of this Agreement, each Board shall cause its administration to review that Board's inventory of all Joint Use Sites on Reserve Land that do not contain a School Building for the purpose of identifying which of the Joint Use Sites that Board no longer requires for educational needs, and such administration shall commence the decision making process by making a recommendation report to its respective Board. To the extent possible, each of the parties will share information and progress with the other parties.

11.3 **Criteria for Evaluation of Vacant School Sites** - Within six months of execution of this Agreement, each Board, in consultation with the Steering Committee, and on an ongoing basis, shall identify the criteria that it from time to time uses in evaluation of their inventory to determine which Joint Use Sites on Reserve Lands can be declared.

11.4 **Periodic Review** - The Boards shall prior to **December 31, 2011** and every three years thereafter undertake a review of their projected need to construct schools on the sites listed in subsection 11.1 and notify the other Parties which, if any of the sites are now surplus to their needs.

11.5 **Consultation with Steering Committee** - In undertaking the work identified in subsections 11.2, 11.3 and 11.4 the Boards shall consult with the Steering Committee and shall have regard to the comments of the Steering Committee regarding among other things demographic projections and potential alternate municipal uses for School Building Land.

11.6 **Boards' Discretion** - Notwithstanding the provisions of subsections 11.2 to 11.5 above, inclusive the parties recognize that each Board retains sole discretion as to when, and if, to declare a site surplus to their needs.

11.7 **Transfer Title or Quit Claim** - If no other Board expresses interest in having the site allocated for a future school the City may remove the site from the list referred in subsection 11.1 and the Board, upon the written request of the City and subject to the ***School Act***, shall transfer (or quit claim) title to the site to the City for \$1.00 plus any direct Servicing Costs or development costs that the Board has paid with respect to the Land being returned to the City. The City may then designate the portion in accordance with the relevant provisions of the *Municipal Government Act*.

Appendix E: Closure of Schools and Disposition of Schools and Land

Terms and Conditions – Closure of Schools

- A school board may close schools permanently, subject to the *Closure of Schools Regulation*, and may dispose of any of its property subject to *section 200 (2) of the School Act and the Disposition of Property Regulation*.
- Procedures to be followed by a school board in seeking to close a school or to dispose of personal or real property must be in accordance with the regulations.

Terms and Conditions – Disposition of Schools and Land

When a school jurisdiction declares a school building surplus to its needs, consideration should be given to other public education purposes and community services. The *Disposition of Property Regulation*, addresses issues pertaining to the sale and lease of school and non school buildings and land.

Sale

Jurisdictions are requested to notify Capital Planning, Education of their intent to dispose of property prior to making a formal request for ministerial approval. Receiving the notification of intent in advance of the formal request will allow government to identify any interest in the property prior to the school jurisdiction's seeking appraisals and engaging a potential buyer.

This two-stage process allows Capital Planning staff to first conduct the relevant background checks necessary to make a recommendation to the Minister of Education. These checks will include identification of potential alternative uses for the property, identification of potential government uses and verification of land title. Once this notification is given the jurisdiction may begin fulfilling any applicable Disposition of Property Regulation AR181/2010 requirements.

The initial notification of intent to dispose can be made in writing to the designated Capital Planning contact. After Capital Planning has notified the school jurisdiction that the checks are complete and has identified no obstacles to disposition, the school jurisdiction may proceed with gathering the required appraisals and tendering of the property. Once a buyer has been identified, a written request for ministerial approval, including legal land description, buyer information, selling price, number of bids and appraisal values (if required by the Regulation) should be made to the Executive Director, Capital Planning, Education.

The use of the proceeds from the sale of school facilities is determined according to a formula described in the *Disposition of Property Regulation*. The Regulation describes the requirements associated with the sale of the property.

Lease

- Vacant school space should be directed toward use intended for community and public needs whenever possible and feasible.
- Individuals or corporations entering into a lease agreement with a school board must have legal status acceptable to Education.
- Under section 2(2)(b) of the *Disposition of Property Regulation*, a board leasing a school building, or a portion thereof, shall complete the "Leasing of School Space" form.
- Lease of school property does not require Ministerial approval, however, if the lease is for a period of one year or longer, the agreement must include a 12 month termination clause.

Land

In accordance with section 200 (2) of the *School Act*, a board may, with prior written approval of the Minister, sell , lease, rent or otherwise dispose of any of its real property. Sections 671 to 677 of the *Municipal Government Act* address the terms and conditions of the use and disposal of Reserve Land.

SECTION 6 BOARDS' FIRST RIGHT TO PURCHASE

6.1 **Notice to Other Parties** — If a Selling Board declares that one of its School Sites located on Non-Reserve Land or on Reserve Land (the “Surplus School Site”) is surplus to its needs and determines, in its sole discretion, to sell the Surplus School Site and it has received the approval of the Minister pursuant to the *School Act*, then, it shall provide written notice to that effect to each of the other Parties (the “Surplus Notice”).

6.2 **Boards' First Right to Purchase** — Each of the Boards shall have 90 days after receipt the Surplus Notice to indicate its intention to pursue the purchase of the Surplus School Site by notice in writing to that effect given to the Selling Board (the “Purchase Notice”).

6.3 **Francophone Board Priority** — If more than one Board indicates its desire to purchase the School Site by issuing a Purchase Notice, the Francophone Board shall have the first right to purchase the subject Surplus School Site.

6.4 **Notify Minister** — In the event a Board (the “Purchasing Board”) indicates an interest in purchasing the Surplus School Site, the Selling and Purchasing Boards, shall immediately notify the Minister and request direction from the Minister with respect to the possible sale, purchase and transfer of the said Surplus School Site.

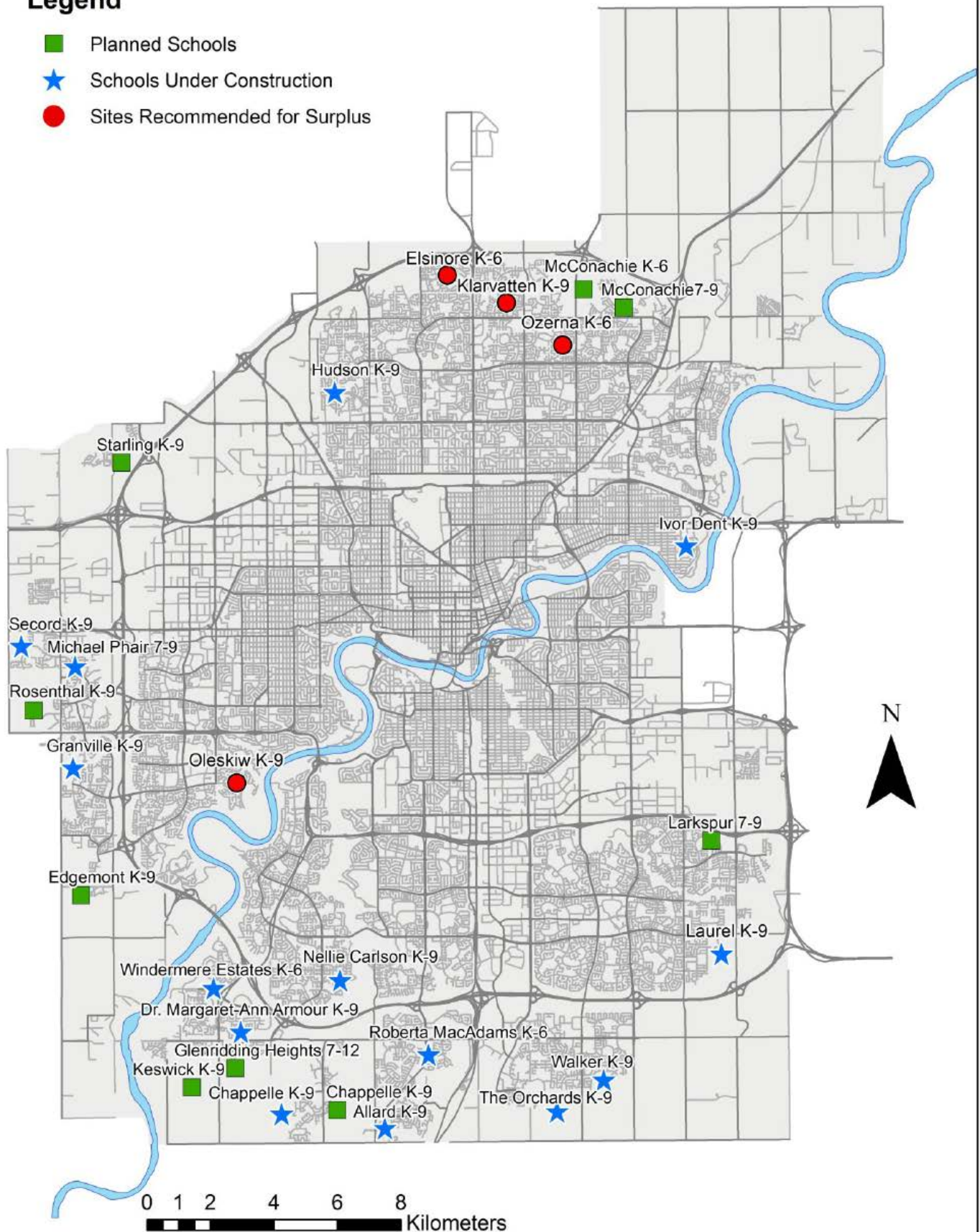
6.5 **Decision Not to Purchase** — If it is determined by one or both of the involved Boards or by the Minister that the Surplus School Site will not be sold or transferred by the Selling Board to the Purchasing Board, then the Surplus School Site shall become available to the City as contemplated in either Section 7 or Section 8, as applicable.

6.6 **Closing Procedures** — If it is determined that the Surplus School Site will be sold or transferred by the Selling Board to the Purchasing Board, the transaction shall be completed in accordance with the *School Act* at the price and on the terms and conditions determined pursuant thereto by the Minister and the two involved School Boards.

New Schools -- Planned and Under Construction

Legend

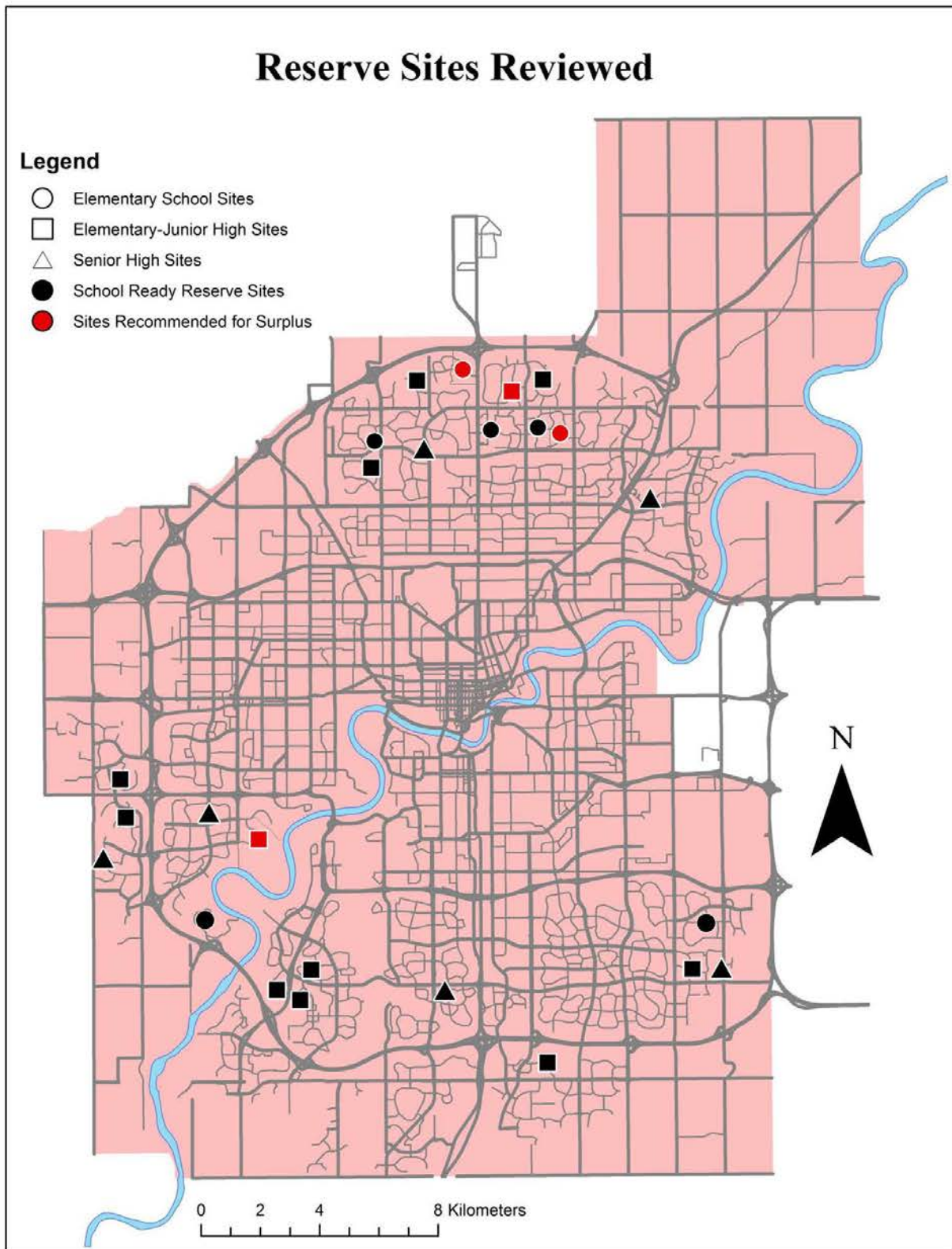
- Planned Schools
- ★ Schools Under Construction
- Sites Recommended for Surplus



VACANT SCHOOL SITES – SURPLUS REVIEW CRITERIA

The vacant sites under review are evaluated by the following criteria:

1. existing student population;
2. peak student growth;
3. potential for future development;
4. potential for program need; and
5. sector capacity.

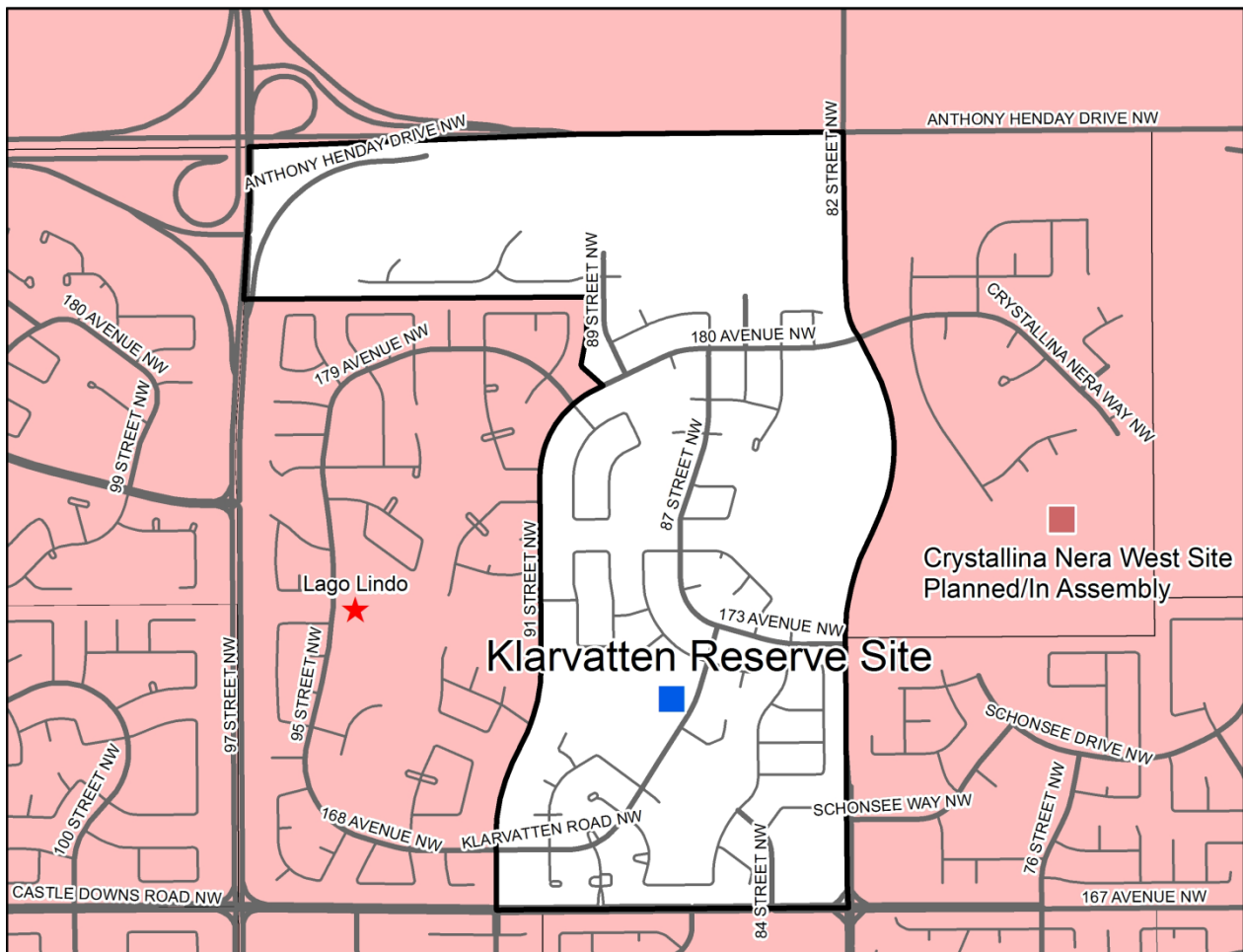


Klarvatten – Vacant Elementary/Junior High Site

Klarvatten neighbourhood is located within the Edmonton North (Lake District) plan area. It is bound by Anthony Henday Drive to the north, 91 Street to the west, 82 Street to the east, and 167 Avenue to the south. Residential construction began in the 1980s but the majority of construction, consisting primarily of single detached homes, occurred in the 2000s. While the overall population of 5509 is nearing the projected 5735, the current K-9 population of 379 is well below the 1267 projected in 1984, when the plan was first adopted. Klarvatten neighbourhood's current designated elementary and junior high schools are capable of accommodating additional students, at 72 per cent and 60 per cent utilization, respectively. Furthermore, existing reserve sites in the Edmonton North area, such as the K-9 site in Crystallina Nera West, would be better suited to accommodate future growth in this area. As Sturgeon County possesses the land directly to the north, no future development will occur that could require temporary accommodation in Klarvatten neighbourhood.

Plan Adopted: Klarvatten NSP Amendment 1984

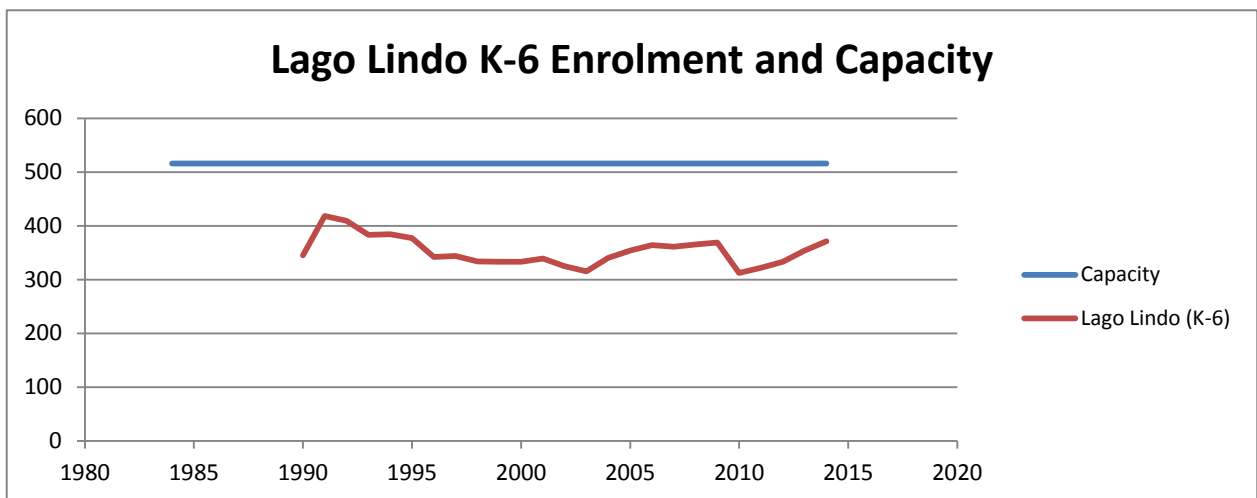
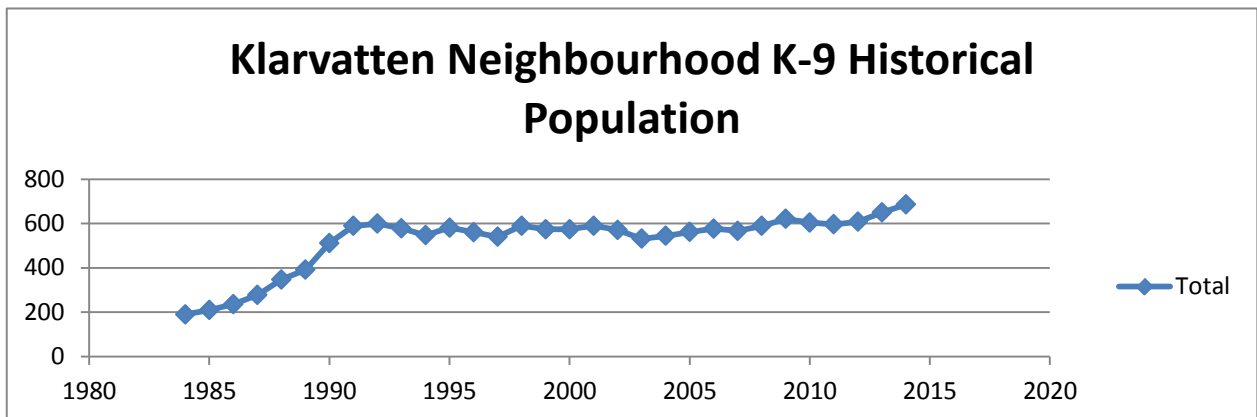
Neighbourhood	Klarvatten
City of Edmonton Plans in Effect	Klarvatten NSP, Edmonton North ASP
Address	200 Klarvatten RD NW
Legal Description	Lot 51MR, Block 2, Plan 0023079
Grade Configuration	K-9

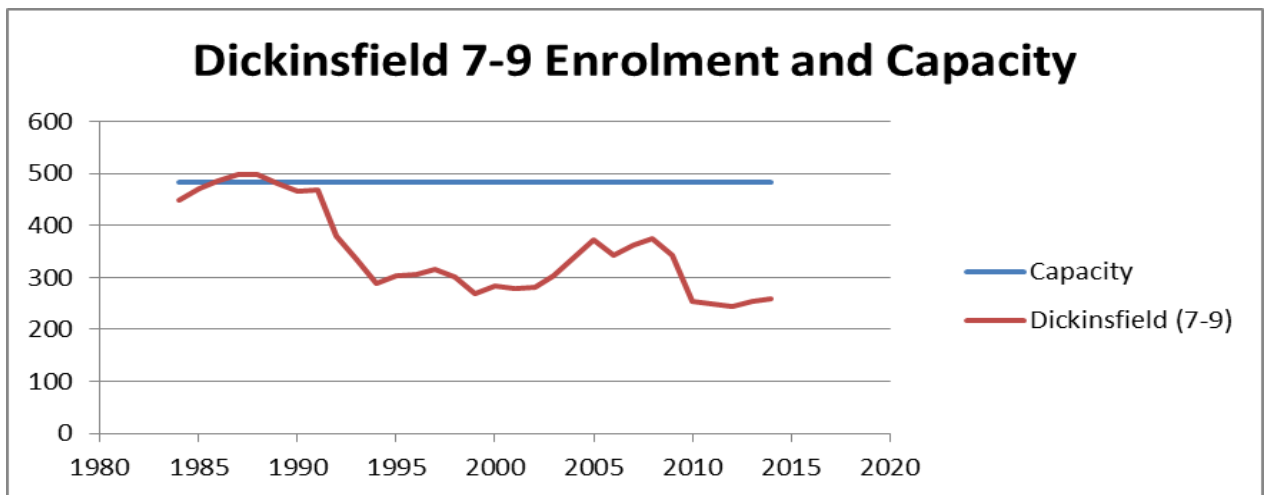


Population	Projected (1984)	Current (2014)
Klarvatten Neighbourhood	5735	5509

Klarvatten Neighbourhood K-9 Student Population			
	Projected (1984)	Peak (2014)	Current (Sept 2014)
K-9	1267	379	379

Reserve School Site Neighbourhood	Current Designated Receiving Schools	Adjusted Enrolment	IAM Capacity	Utilization Rate
Klarvatten	Dickinsfield (7-9)	290	484	60%
	Lago Lindo (K-6)	369	516	72%



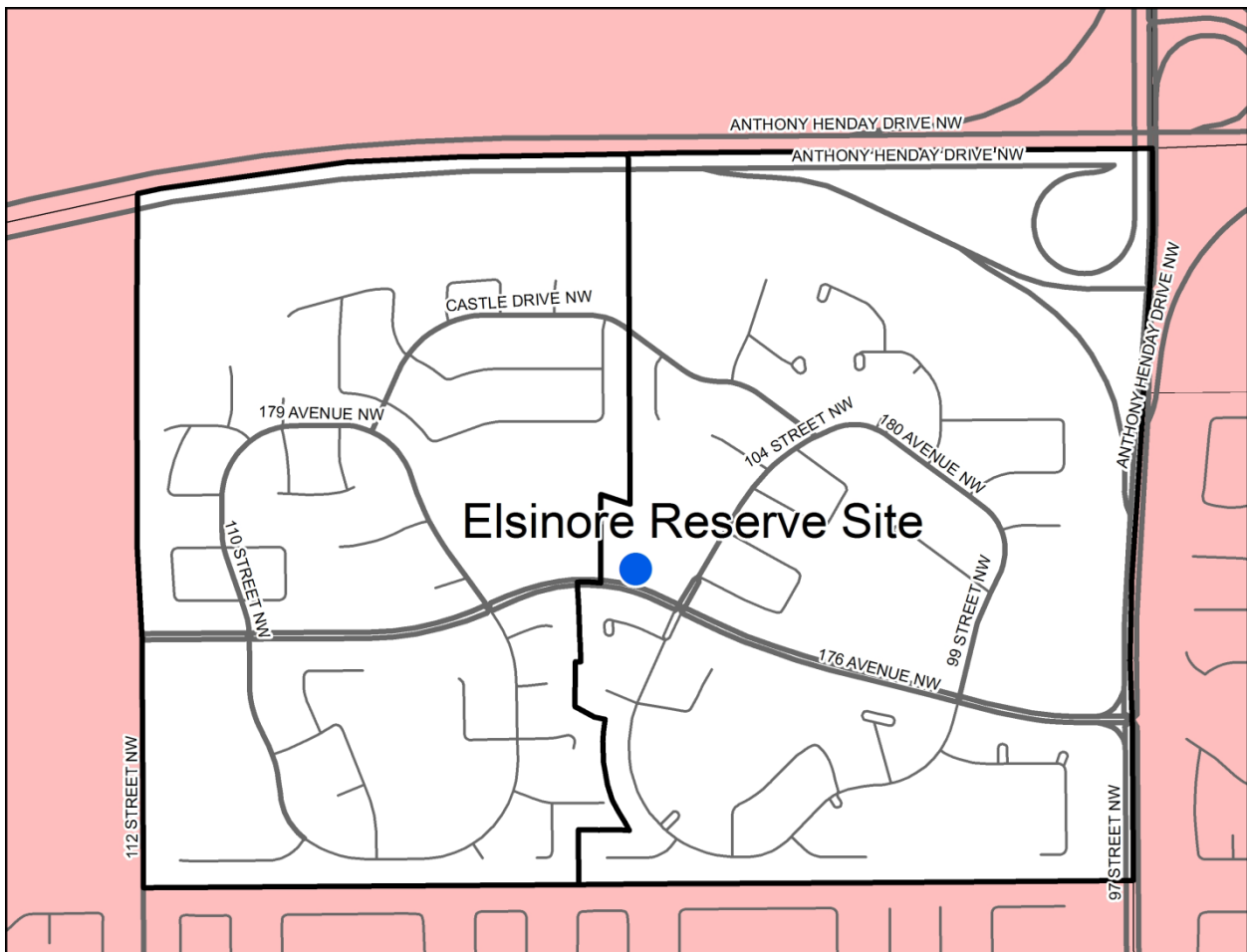


Elsinore – Vacant Elementary Site

The vacant reserve site is located in the Elsinore neighbourhood; however, it was originally planned to serve both the Chambery and Elsinore neighbourhoods, so this combined area was chosen for the site analysis. The Chambery and Elsinore neighbourhoods are located within the Castle Downs Extension area, bound by the Anthony Henday to the north, 97 Street to the east, 112 Street to the west, with its southern boundary at 173 Avenue. Residential development is low density in nature consisting primarily of single detached homes, with the majority having been constructed during the 1990s. Despite an increase in students last year, the Elsinore and Chambery neighbourhoods are far below the 706 K-6 students projected in 1982, with 179. Moreover, Elsinore neighbourhood's current designated K-6 school, Baturyn School, has room to accommodate additional growth at 73 per cent utilization. Furthermore, Sturgeon County possesses the land directly to the north, so no future development will occur that could require temporary accommodation in Elsinore and Chambery neighbourhoods.

Plan Area: Castle Downs Extension ASP 1982

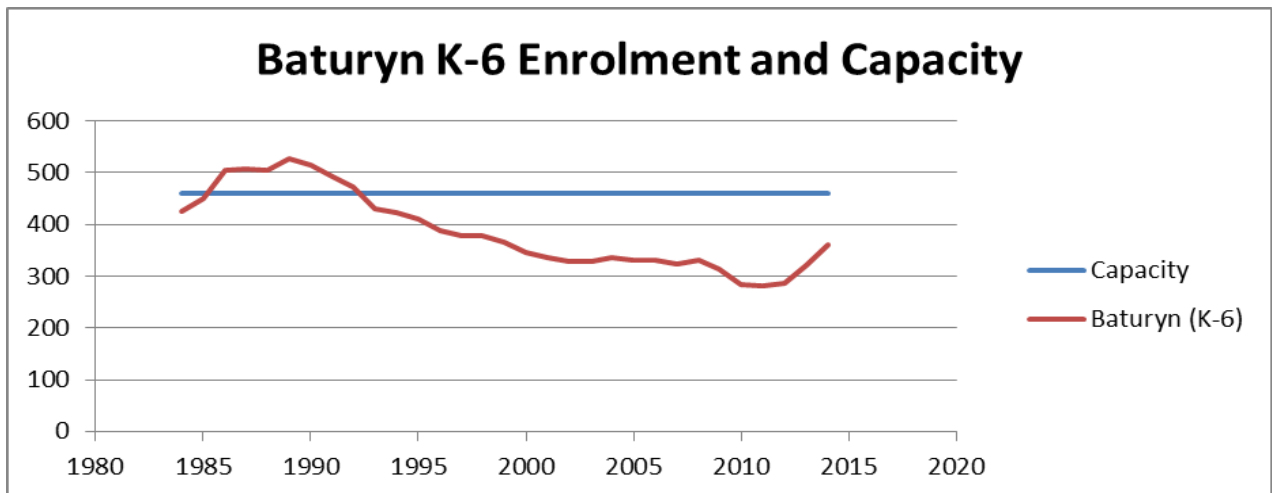
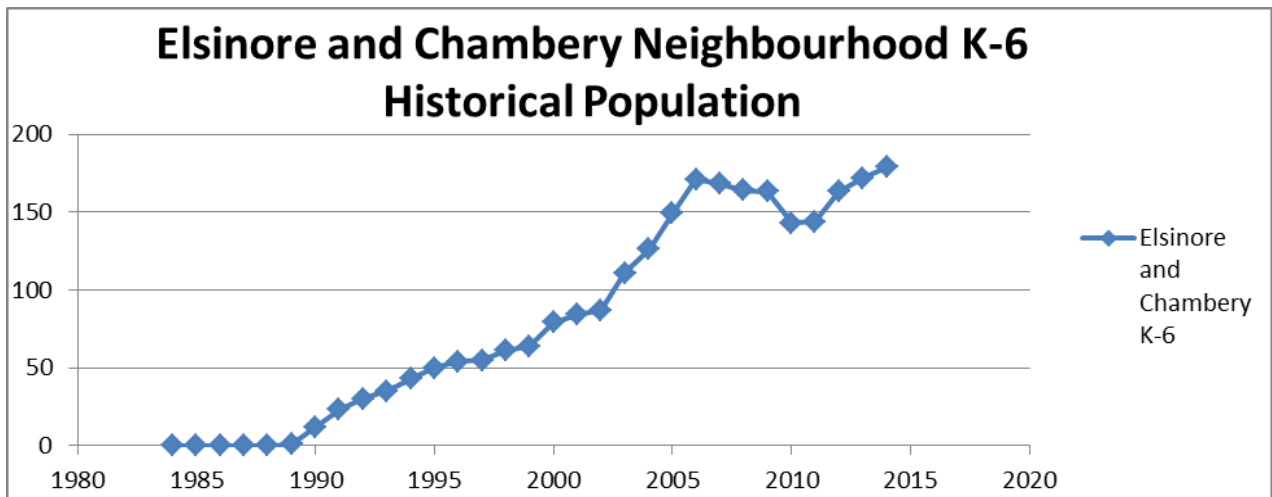
Neighbourhood	Elsinore NSP, Chambery NSP
City of Edmonton Plans in Effect	Castle Downs Extension ASP
Address	17604 104 Street NW
Legal Description	Lot 1MR, Block 78, Plan 9123296
Grade Configuration	Elementary



Population	Projected (1982)	Current (2014)
Elsinore & Chambery Neighbourhoods	7985	4533

Elsinore & Chambery Neighbourhoods K-6 Student Population			
	Projected (1982)	Peak (2014)	Current (Sept 2014)
K-6	706	179	179

Reserve School Site Neighbourhoods	Current Designated Receiving School	Adjusted Enrolment	IAM Capacity	Utilization Rate
Elsinore and Chambery	Baturyn	337	461	73%

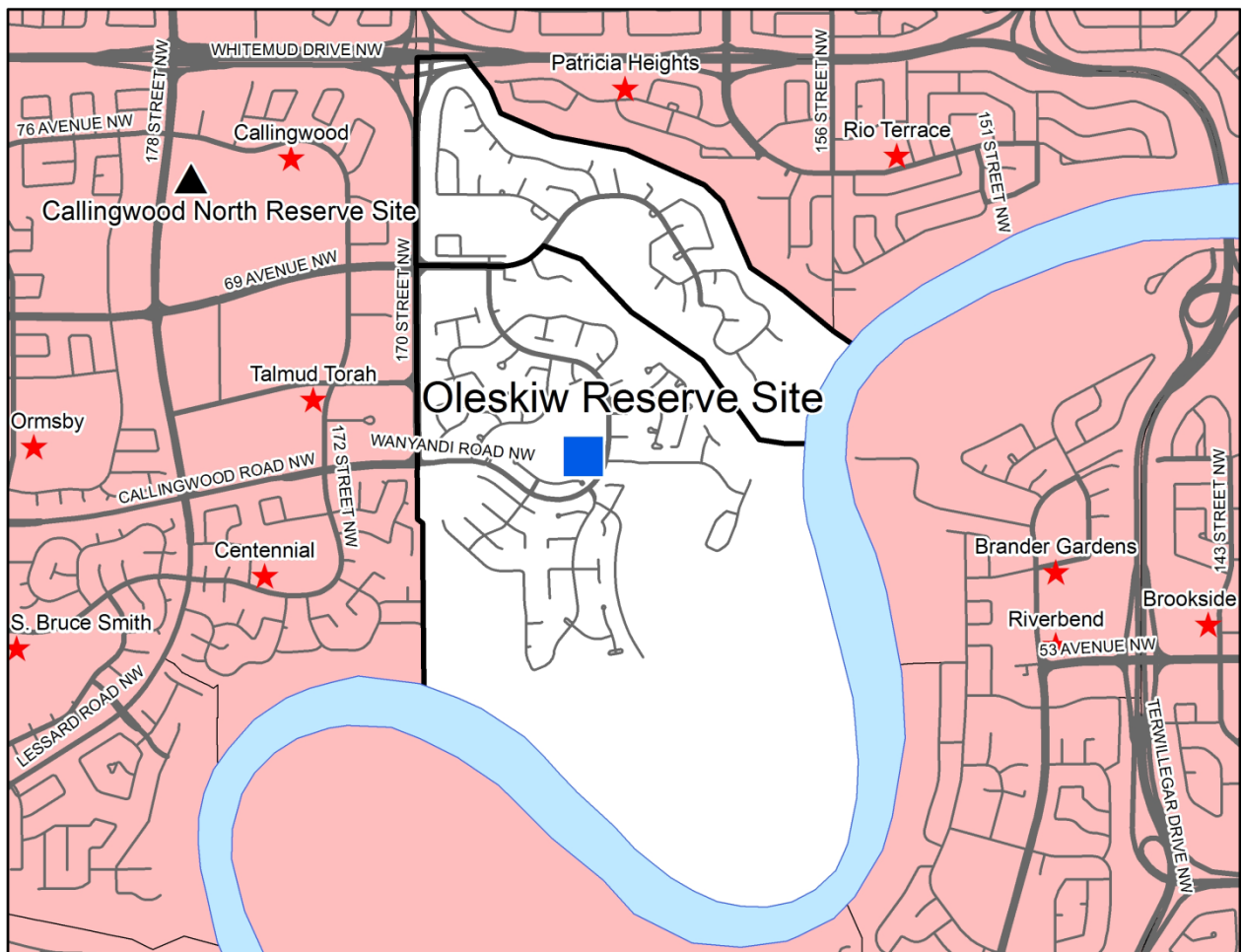


Oleskiw– Vacant Elementary/Junior High Site

The vacant reserve site is located in the neighbourhood of Oleskiw; however, the study area includes the neighbourhood of Westridge. Oleskiw and Westridge are located within the West Jasper Place plan area, south of Patricia Ravine and east of 170 Street, with its eastern and southern boundaries defined by the North Saskatchewan River. Residential construction began in the 1970s, but the majority of construction occurred in the 1980s and consists primarily of single-detached homes. K-9 student growth peaked in 1992 with 582 students but has since declined and remained stable at approximately 330 students over the last six years. The area's current designated elementary and junior high schools are capable of accommodating future growth at 67 and 68 per cent utilization, respectively.

Plan Adopted: West Jasper Outline Plan 1972

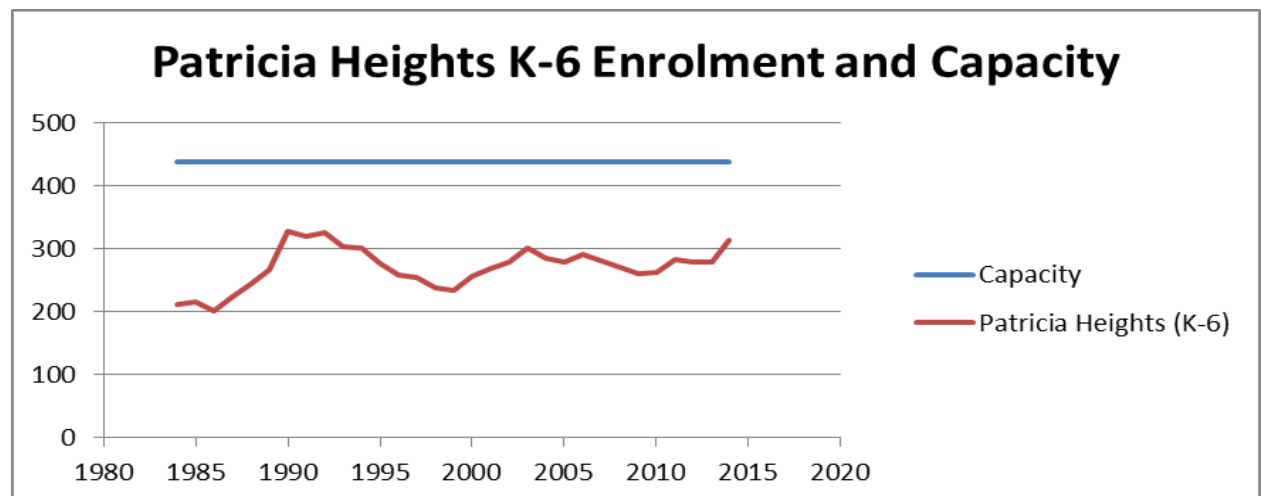
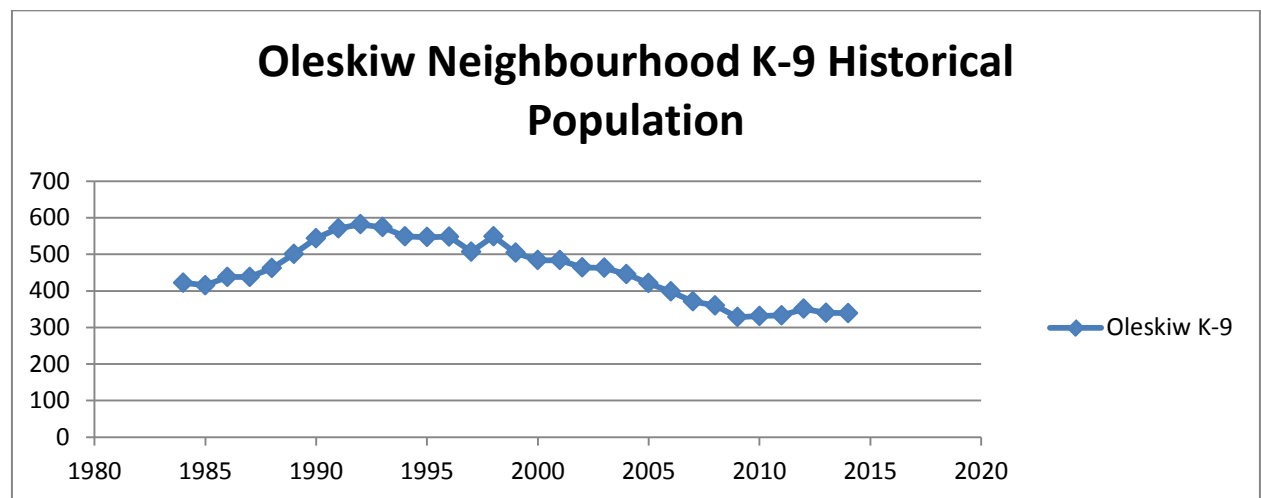
Neighbourhoods	Oleskiw NSP, Westridge NSP
City of Edmonton Plans in Effect	West Jasper Place OP
Address	Intersection of Wanyandi Road and Wanyandi Way
Legal Description	Lot 2R, Block 7, Plan 7820382
Grade Configuration	K-9

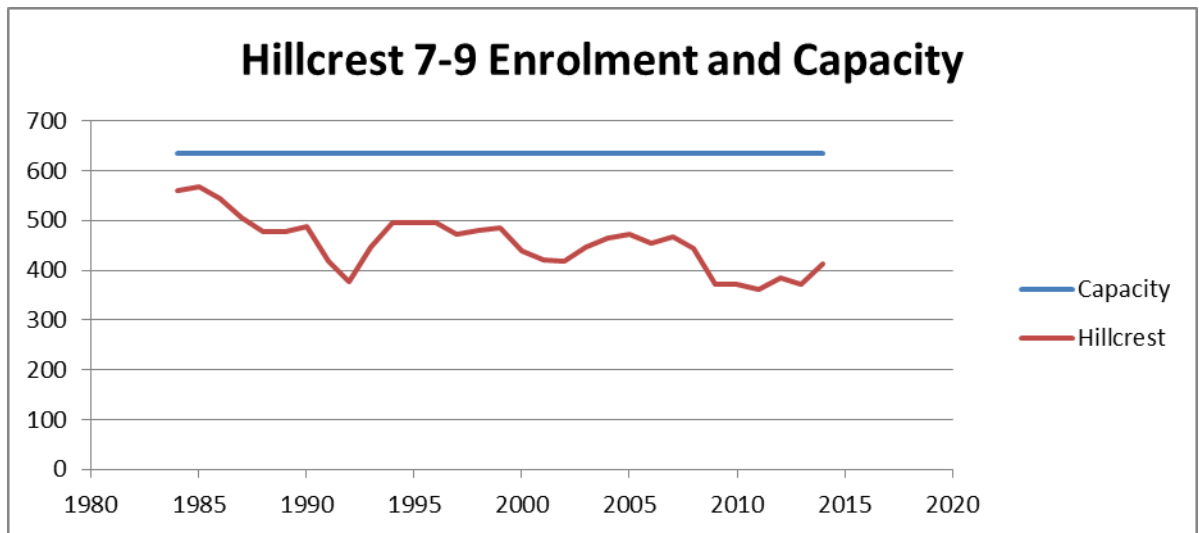


Population	Projected (1972)	Current (2014)
Oleskiw Neighbourhood *Includes Westridge	9704*	4421*

Oleskiw Neighbourhood K-9 Student Population (1972)			
	Projected (1972)	Peak (1992)	Current (Sept 2014)
K-9	1574*	582*	339*

Reserve School Site Neighbourhood	Current Designated Receiving Schools	Adjusted Enrolment	IAM Capacity	Utilization Rate
Oleskiw	Patricia Heights (K-6)	292	439	67%
	Hillcrest (7-9)	434	634	68%



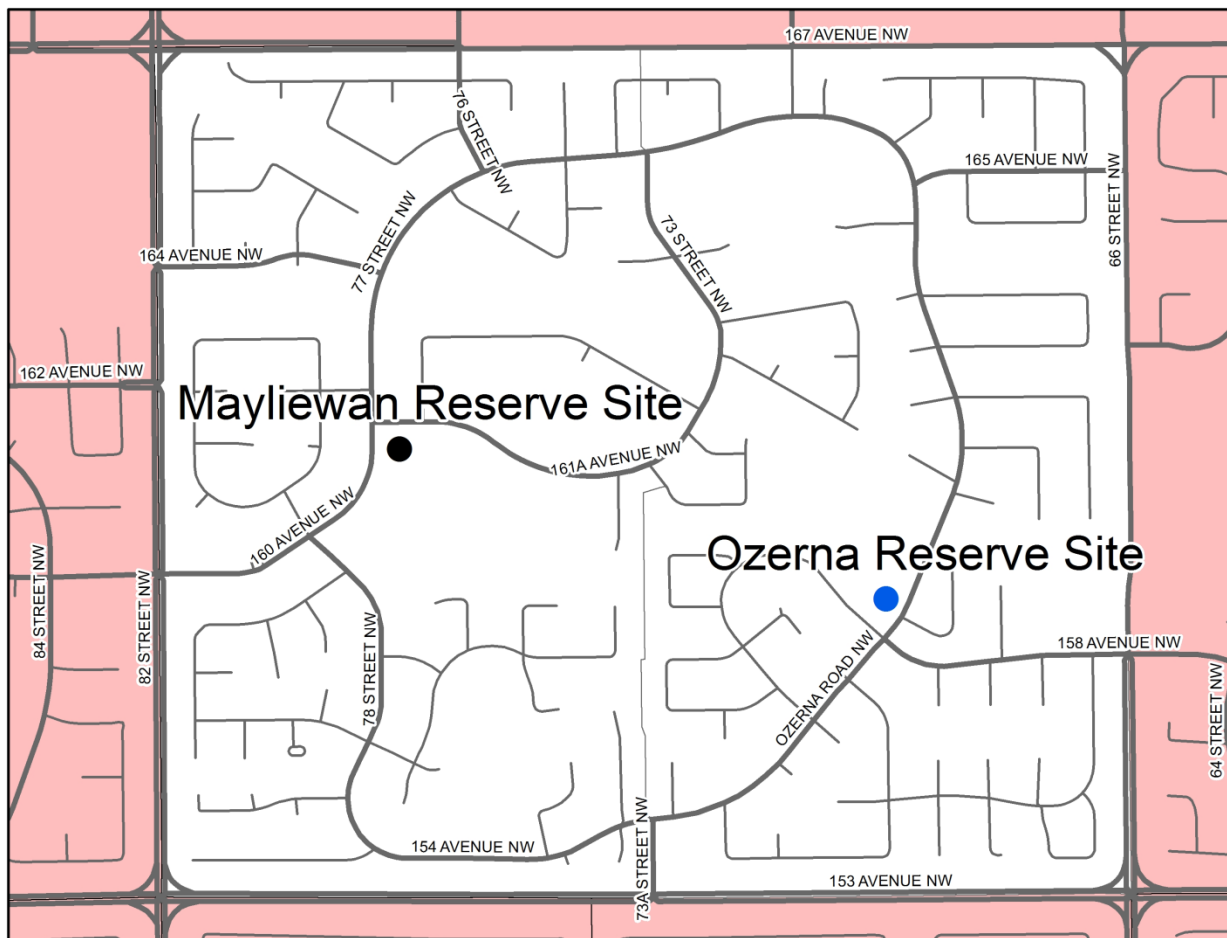


Ozerna – Vacant Elementary Site

Ozerna neighbourhood is located within the Edmonton North (Lake District) plan area. It is bounded to the north by 167 Avenue, 73 Street to the west, 66 Street to the east and 153 Avenue to the south. Residential development occurred primarily in the 1990s and mostly consists of low density single-detached homes, but also includes some apartment dwellings and row housing. While Ozerna neighbourhood has seen some elementary student population growth over the last several years, it has yet to exceed its peak of 245 students reached in 2005 and is well below its projected 604 elementary students. Ozerna neighbourhood is within the attendance area of Florence Hallock School. Furthermore, poor site conditions and siting make Ozerna neighbourhood a less favourable location for construction when compared to the site in Mayliewan neighbourhood, immediately west of Ozerna neighbourhood. Two sites will not be required in the southeast quadrant of the plan area.

Plan Adopted: Edmonton North Area Structure Plan 1979

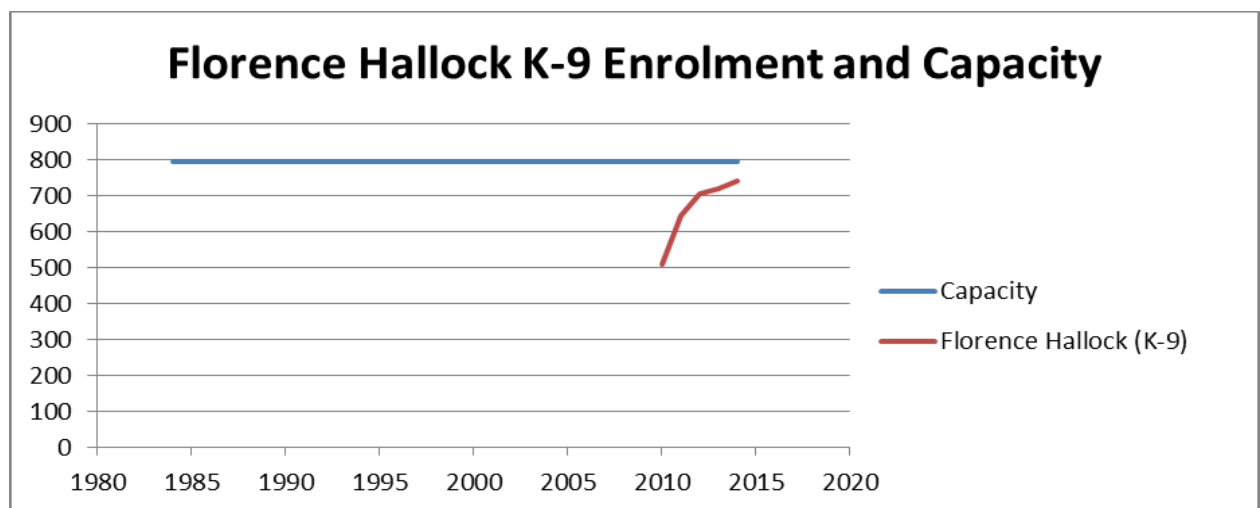
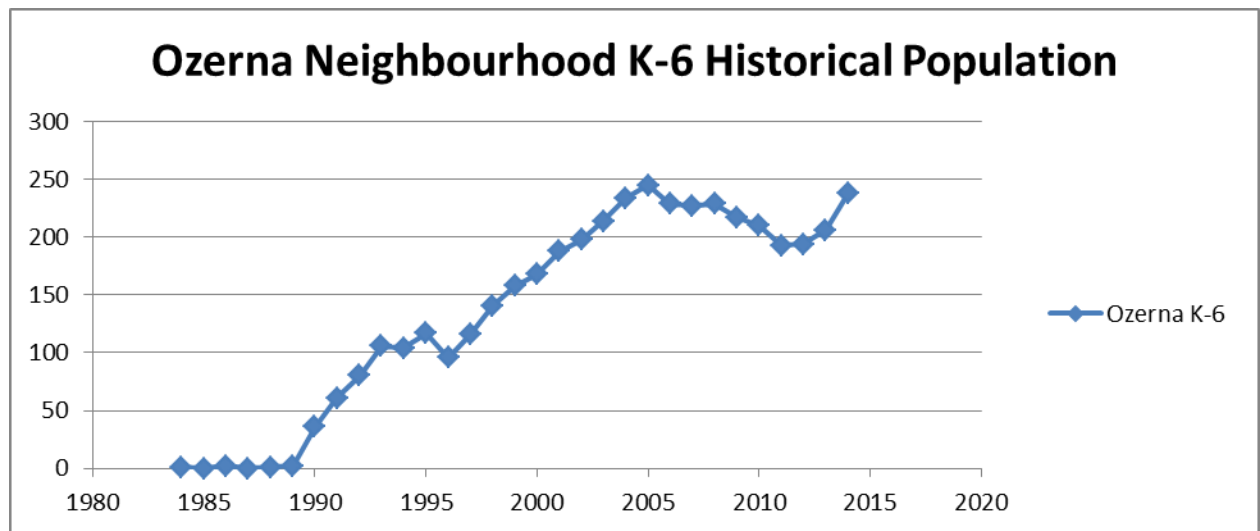
Neighbourhood	Ozerna
City of Edmonton Plans in Effect	Ozerna NSP, Edmonton North ASP
Address	160 – Ozerna Road NW
Legal Description	Lot 1MR, Block 1, Plan 1521733
Grade Configuration	Elementary



Population	Projected (1980)	Current (2014)
Ozerna Neighbourhood	8187	4499

Ozerna Neighbourhood K-6 Student Population			
	Projected (1980)	Peak (1993)	Current (Sept 2014)
K-6	604	245	238

Reserve School Site Neighbourhood	Current Designated Receiving School	Adjusted Enrolment	IAM Capacity	Utilization Rate
Ozerna	Florence Hallock	745	795	94%



DATE: December 15, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Review of the 2014-2015 Results and the 2015-2016 Plans and Revised Budgets

ORIGINATOR: Jonah Lempogo, Treasurer & Managing Director, Financial Services

RESOURCE

STAFF: Todd Burnstad

REFERENCE: N/A

ISSUE

The Board of Trustees is required to meet government policy and requirements for school board planning and results reporting no later than November 30, 2015.

BACKGROUND

The results review, plans and revised budget documentation for all schools and central decision units are posted annually on the district website. The Board of Trustees will be provided with the opportunity to comment on the results review meetings they attended.

CURRENT SITUATION

During the period of November 18 to 25, 2015, members of the Board of Trustees reviewed the 2014-2015 results and the 2015-2016 plans and revised budgets.

KEY POINTS

- The Superintendent of Schools' results review was presented through the Annual Education Results Report (AERR) at the November 24, 2015 board meeting.
- Eighty-three schools were reviewed through Trustee subcommittees based on a four year cycle to review all schools twice during the Trustees four year term.
- The four Assistant Superintendents responsible for schools met with first and second year principals from 27 schools.
- All Central Services decision units are reviewed annually by the Board of Trustees.
- As part of the ongoing work of Assistant Superintendents with schools, the remaining results and plans will be reviewed as part of one-on-one or catchment meetings.

ATTACHMENTS & APPENDICES

N/A

JAL:ja

DATE: December 15, 2015

TO: Board of Trustees

FROM: Michael Janz, Board Chair

SUBJECT: Board Chair Discretionary Expense Allowance Report 2014-2015

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance, Strategic Services and Support for Schools

REFERENCE: [Trustees' Handbook](#) – Section 11.5 Board Chair Discretionary Allowance

ISSUE

In accordance with the Board's procedures, the Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of Board Chair. The Board Chair is required to provide a written annual report outlining the nature and purpose of expenses incurred under the Board Chair Discretionary Expense Allowance.

BACKGROUND

On September 14, 2010 the Board approved granting the Board Chair an annual discretionary expense allowance of \$2,153.80 to cover expenses incurred related to the role of Board Chair. These funds were allocated to support additional business that may arise from the duties associated with the Board Chair position. As per the Trustees' Handbook, any unused portion from the previous year is not be carried forward into the following school year. All expenses from the Board Chair's discretionary allowance are required to be signed off by the Board Vice-Chair prior to reimbursement.

CURRENT SITUATION

Due to the fact that two Board Chairs served during the 2014-2015 school year, two charts summarizing expenses incurred by Board Chair Hoffman (Attachment I) and Board Chair Janz (Attachment II) are provided.

KEY POINTS

- There were a total of 2 transactions incurred by Board Chair Hoffman for the period September 1, 2014 to January 19, 2015 amounting to \$95.
- There was one transaction that was incurred by Board Chair Janz for the period January 20, 2015 to August 31, 2015 amounting to \$20.
- The ending balance for the Board Chair discretionary allowance for 2014-2015 was \$2,038.80. In accordance with the Trustees' Handbook, the unused portion of the Board Chair Discretionary Allowance was not carried into 2015-2016 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I – Board Chair Hoffman Discretionary Expense Allowance 2014-2015

ATTACHMENT II - Board Chair Janz Discretionary Expense Allowance 2015

SS:mmf

BOARD CHAIR HOFFMAN DISCRETIONARY EXPENSE ALLOWANCE 2014-2015				
Expense Summary for the Period September 1, 2014 to January 19, 2015				
			Opening Balance:	\$ 2,153.80
Date of Expense	Vendor/Location	Purpose	Amount	Balance
26-Sep-14	Women's Legal Education and Action Fund (LEAF)	Ticket for Board Chair Hoffman and student guest to attend Edmonton 2014 <i>Persons Day</i> Breakfast	75	\$ 2,078.80
28-Oct-14	Women's Legal Education and Action Fund (LEAF)	Additional ticket for low-income person to attend Edmonton 2014 <i>Persons Day</i> Breakfast with Board Chair Hoffman and student guest	20	\$ 2,058.80
			Closing Balance:	\$ 2,058.80

BOARD CHAIR JANZ DISCRETIONARY EXPENSE ALLOWANCE 2015				
Expense Summary for the Period January 20, 2015 to August 31, 2015				
			Opening Balance:	\$ 2,058.80
Date of Expense	Vendor/Location	Purpose	Amount	Balance
27-Mar-15	Public Interest Alberta	Attend Keynote Speaker - Avi Lewis	20	\$ 2,038.80
			Closing Balance:	\$ 2,038.80

DATE: December 15, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2015 District Feedback Survey

ORIGINATOR: Dr. Sandra Stoddard, Executive Director, Governance and Strategic Support Services

RESOURCE

STAFF: Sonia Boctor, Shereelyn Caderma, Diane Brunton, Amit Sansanwal

ISSUE

From April 22 to May 8, 2015, the 2015 District Feedback Survey was administered to staff, students, parents, and community. The results from all five surveys have been compiled into a report (Attachment I) and a high-level summary of the District's results (Attachment II) provides information about areas of success and areas for growth to inform direction and decision making in support of the District Strategic Plan for the 2015-2016 operational year.

BACKGROUND

In 2014, Edmonton Public Schools formally launched a new District Strategic Plan naming three priorities and related goals and outcomes. The District Strategic Plan is foundational to a District culture of evidence-based decision making, assurance, and accountability. The District Strategic Plan is being used to inform decision making and the work efforts for Trustees, the Superintendent of Schools, and staff to ensure they align to common priorities.

Between January 2015 and April 2015, to support the District in monitoring its progress in achieving its priorities, various central and school-based staff began the development of a tailored District survey that would draw upon key data relative to the perceptions, feelings, and attitudes of all its stakeholders – students, parents, staff, and community. The data gathered through the survey will support a data-driven culture and has informed the following District planning and reporting processes:

- District Strategic Plan Dashboard (internal and external)
- Three-Year Education Plan/Annual Education Results Report (3YEP/AERR)
- catchment strategic planning sessions
- school/community engagement and reporting (Results Review and Budget Planning)

The data gathered through the survey will serve as one source of data among many others that will be used by the District to support and inform decisions in support of student success.

Recognizing that District performance and improvement is a reflection of the actions of each individual school and central decision unit, the survey was developed to consider school, central,

and District-level needs and performance data. Principals and central leaders were consulted to identify recommended data requirements.

From January 2015 until April 2015, the following activities occurred to support the development of the 2015 District Feedback Survey:

- a working group of 24 principals and central leaders was established; the group met weekly from January 28, 2015 until March 25, 2015, to collaboratively design the survey questions
- Dr. Stanley Varnhagen, Academic Director, Evaluation and Research Services, Faculty of Extension, University of Alberta was contracted to serve as a critical friend to this work
- existing educational surveys were reviewed to identify commonalities and gaps
- survey questions were designed to:
 - gain educational stakeholders' insight and feedback in relationship to the District's delivery of its core mandate
 - collect data to support an evidence-based decision making approach in support of student success that will help to inform decision making, policy development, and budget allocations
 - build and sustain a positive organizational culture grounded in assurance and accountability
 - support the District in monitoring progress relative to the District Strategic Plan
- five draft surveys were developed:
 - Grade 3-6 student survey
 - Grade 7-12 student survey
 - staff survey
 - parent survey
 - community and partner survey
- the draft surveys were taken out for consultation to gather feedback and validation from the following key stakeholders:
 - parents, community, staff, and junior high students
 - Student Advisory Council
 - staff group liaisons
 - District Support Team (DST)
 - District Leadership Meeting (DLM)
 - Board of Trustees

CURRENT SITUATION

The District received approximately 57,000 responses to the survey, representing:

- 5,589 staff
- 22,249 Grades 3 to 6 students
- 25,813 Grades 7 to 12 students
- 3,107 parents
- 305 community members or partners

To support reporting of survey results, the survey questions were organized to reflect alignment to the District Strategic Plan.

To support improvement planning conversations, school and decision unit leaders received reports reflecting each of their stakeholder groups with comparisons to the District results and their catchment results. The reports included both quantitative and qualitative data.

Questions under each goal were organized by key themes to support effective and consistent interpretation of the data. This was done to assist schools in the most effective use of their survey data, including supporting the fall budget and planning processes. In addition, schools were also provided with school-to-District comparison and school-to-catchment comparison data, while central decision units were provided with decision unit-to-District comparison and decision unit-to-central comparison data. Furthermore, to support schools and decision units in their analysis of the 2015 District Feedback Survey, a user's guide was also developed and provided to all leaders.

Evaluation and Research Services, Faculty of Extension, University of Alberta was contracted to analyze survey data to identify high-level themes at the District level and at each catchment level to inform improvement planning; additionally, the catchment level analysis will serve to inform work related to the Equity Fund projects and to support catchments in strategic planning to further develop/refine catchment goals, strategies, and measures.

While the survey findings may be helpful in understanding success in implementing the District Strategic Plan, we must remember that these findings will not be representative of the entire student, staff, parent, and community population. The results represent a snapshot of the different groups that were surveyed.

In addition, this was the first year of implementing the District Feedback Survey and the data represents a baseline. Data from subsequent surveys will allow meaningful trends to be seen. This is especially important to remember for those priorities and goals that address change or relative assessments.

Also, care must be taken when comparing across the different stakeholder surveys (e.g., Grades 3-6 with parents). There are varying factors that go into answering these questions by the individual stakeholder group and, often, the wording of the questions themselves are somewhat different; therefore, differences between groups may reflect differences in question structure and interpretation, rather than specific differences of stakeholder perspective on a topic between groups.

KEY POINTS

- The purpose of this survey is to:
 - hear what is important from our students, staff, parents, and community
 - gather information that tells us how we are doing in relationship to goals and outcomes articulated in the District Strategic Plan
 - provide information that will help to guide District and school level decision making on the go forward
 - promote a District culture of continuous improvement and to foster system improvement through evidence-based decision making.

- The data gathered through the survey is intended to serve as one source of data will continue to support the District in monitoring its progress relative to the District Strategic Plan.
- The survey that has been developed is intended to be complementary to existing information, data and surveys.
- The data we have gathered through the survey will support and contribute to the following reporting initiatives in the District:
 - District Strategic Plan Dashboard
 - Three-Year Education Plan/Annual Education Results Report (3YEP/AERR)
 - catchment strategic planning sessions
 - school/community engagement and reporting (Results Review and Budget Planning)
- In the 2015-2016 school year, a group of central and school-based leaders will be undertaking a review of this survey to identify any gaps and redundancies in data collection. In addition, questions will be refined to ensure they are accurately capturing the data that they were intended to capture. The review will also consider ways to increase parental and community engagement in the survey.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2015 District Feedback Survey Report

ATTACHMENT II 2015 District Feedback Survey: High Level Summary

SB:mf



UNIVERSITY OF
ALBERTA

Evaluation & Research Services
Faculty of Extension

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2015 District Feedback Survey: District

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Background

In 2013-2014, Edmonton Public Schools formally launched a new District Strategic Plan naming three priorities and related goals and outcomes. In 2014-15, five surveys were developed to provide the District with feedback to measure its progress toward attaining its goals and outcomes. The District Feedback Survey is intended to serve as one source of data and complements Alberta Education's Accountability Pillar results and internal District data such as the District's Highest Level of Achievement (HLAT) results. The surveys were developed for the following respondent groups; Grades 3-6 students, Grades 7-12 students, staff, parents, and community and partners. The surveys were comprised of questions intended to inform performance measures related to the priorities, goals and outcomes of the District.

The three priorities are:

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

Method and Presentation of Results

Researchers from Evaluation & Research Services (ERS) at the Faculty of Extension, University of Alberta analyzed the data. As the survey intended to measure awareness, all of the responses received from the survey were included in the reporting of results, including those instances in which respondents indicated "don't know" or "can't answer".

Questions under each goal were organized by key themes and by stakeholder group within each theme. Under each theme and for each stakeholder group, questions were reported in order, from highest level of agreement to lowest level of agreement. The total number of potential respondents for each question is indicated in parenthesis next to the question.

Percentages of responses for each question were reported as whole numbers. For reporting purposes, response rates of less than 2% are not shown. Data from CEOs/leaders of organizations was only included when reporting for Q7 of the Community Survey.

The scale used for participants in Grades 3-6 was "NO!", "no", "yes", and "YES!". For the purpose of reporting this data, "NO!" will be reported as Strongly Disagree, "no" will be reported as Disagree, "yes" will be reported as Agree, and "Yes!" will be reported as Strongly Agree. While this scale has been revised for reporting purposes, it should be remembered that the scales should be considered similar, but not identical.

In general, Grades 7-12 students were less likely to respond using "Strongly Agree" (or "Strongly Disagree") than the Grades 3-6 students. This may reflect a different way of responding to the items, and not a major difference in the way the item is viewed between the two groups. When collapsing

agreement (adding Strongly Agree and Agree) and disagreement, comparisons may be more valid. However, comparisons between items within the same survey can be considered reasonable.

Limitations

While these findings may be helpful in understanding Edmonton Public Schools' (EPSB) success in implementing the District's Strategic Plan, given the fact that a large number of the respondents were self-selected, results should be interpreted with caution. These findings may not be representative of the entire student, staff, parent, and community population.

The results presented in this report also represent a snapshot in time of the different groups that were surveyed. With just the single data points from these surveys, the data represents a baseline. Data from subsequent surveys will allow meaningful trends to be seen. This is especially important to remember for those priorities and goals that address change or relative assessments. What can be examined are what items show relative to similar items on the same survey. So, for example, more Grade 3-6 respondents indicated that they were good at reading, than had a favorite author.

Also, care must be taken when comparing different surveys (e.g., Grades 3-6 responses with parent responses, or even 7-12 students). There are different factors that go into answering these questions by the different groups, and often the wording of the questions themselves was somewhat different. Therefore, differences between groups may reflect differences in interpreting the question, rather than specific differences on the topic between groups.

Responses and Response Rates

The number of participants received for each stakeholder group are provided in Table 1. Table 2 further highlights the response rates for the two student groups and the staff group only as for these two groups, the number of individuals receiving the survey as well as the number of returned surveys for each group is known. For the parent and community and partner group, it is not possible to know how many received the survey, so response rates cannot be calculated for these groups.

Table 1 – Number of Participants

Survey	Number of Participants
Students, Grades 3-6	22,249
Students, Grades 7-12	25,798
Parents	3105
Community and Partners	243
Staff	5,618

Table 2 – Response Rates

Survey Group	Population*	Number of Returned Surveys	Response Rate
Students, Grades 3-6	25,843	22,249	86%
Students, Grades 7-12	40,558	25,798	64%
Staff	7,036	5,618	80%

*As of March 31st 2015.

2015 District Feedback Survey: District

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

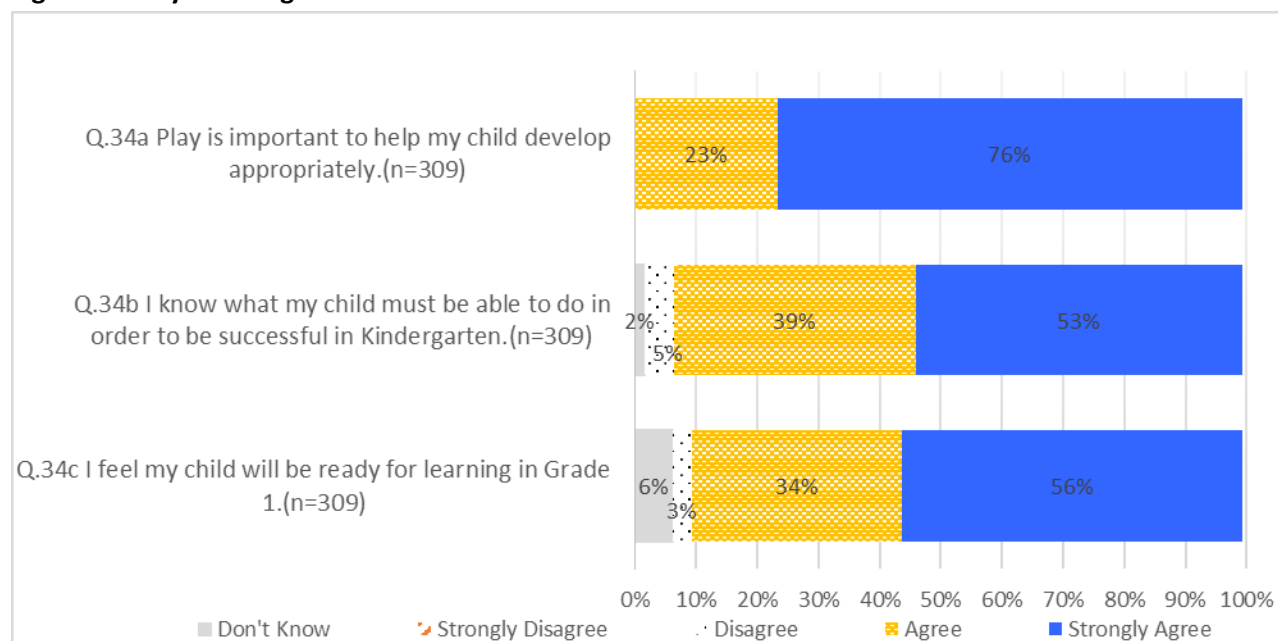
Goal One: An Excellent Start to Learning

Outcome: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

Early Learning

Early Learning – Parents

Figure 1. Early Learning - Parents



Note: Q.34a, Q.34b and Q.34c were asked of parents with children in Early Childhood Programs.

Goal Two: Success for Every Student

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

Literacy and Numeracy

Literacy and Numeracy – Grades 3-6

Figure 2. Self-Rating Skills – Grades 3-6

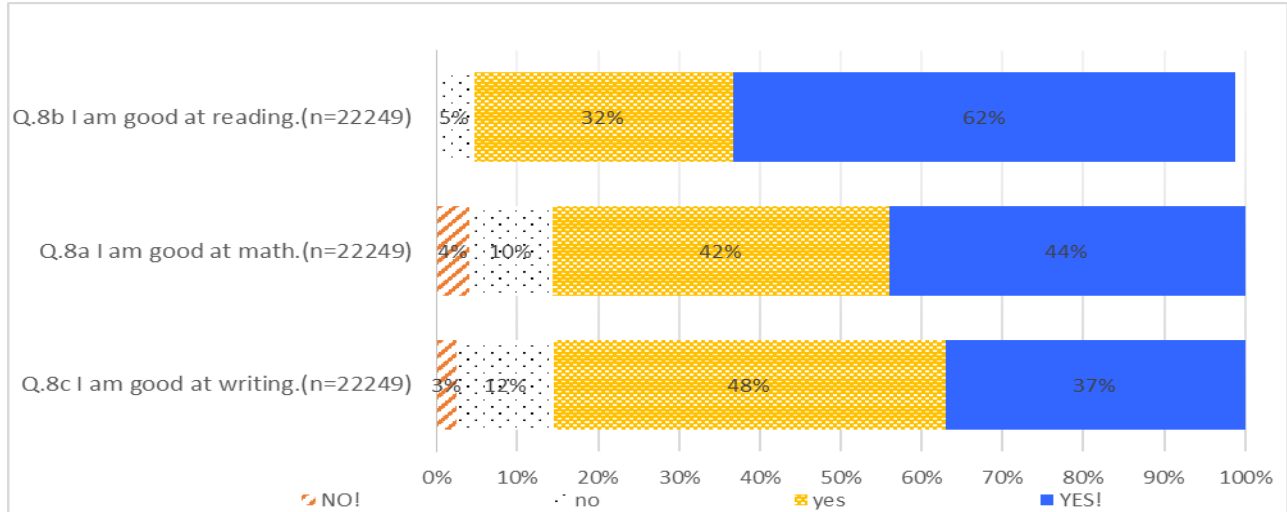


Figure 3. Literacy and Numeracy (1) – Grades 3-6

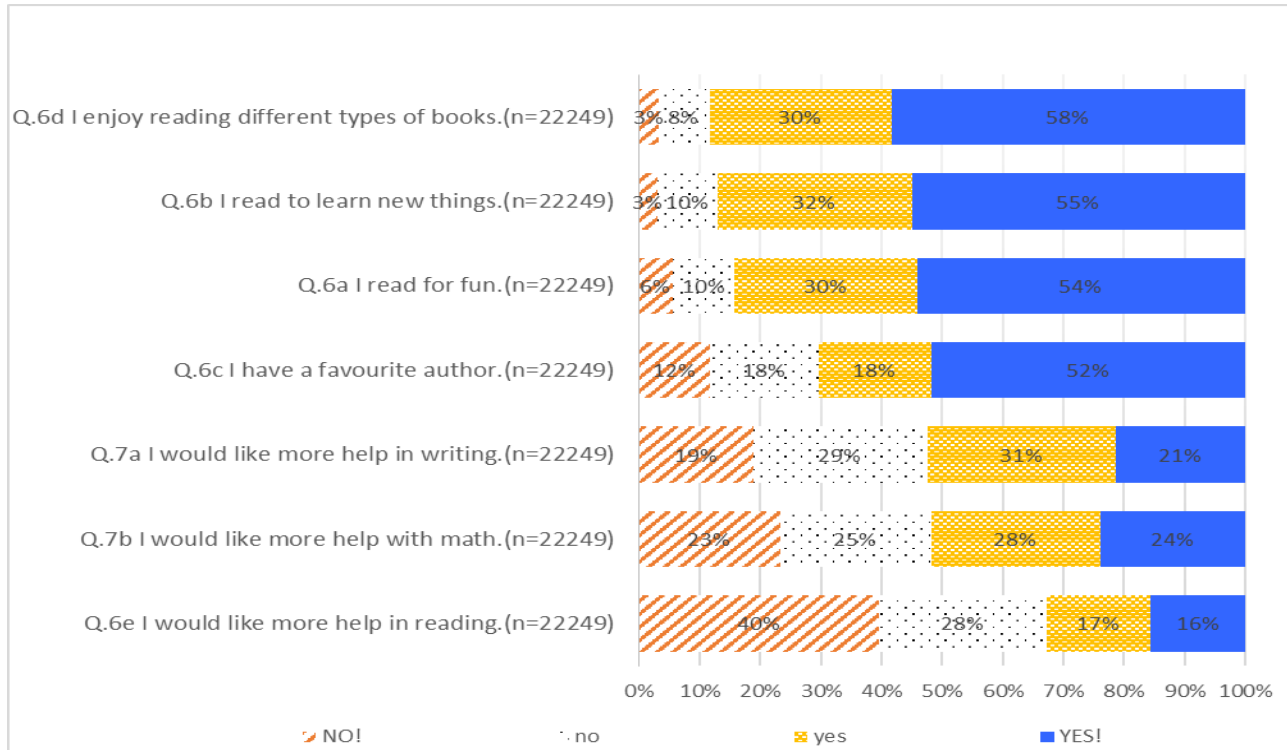
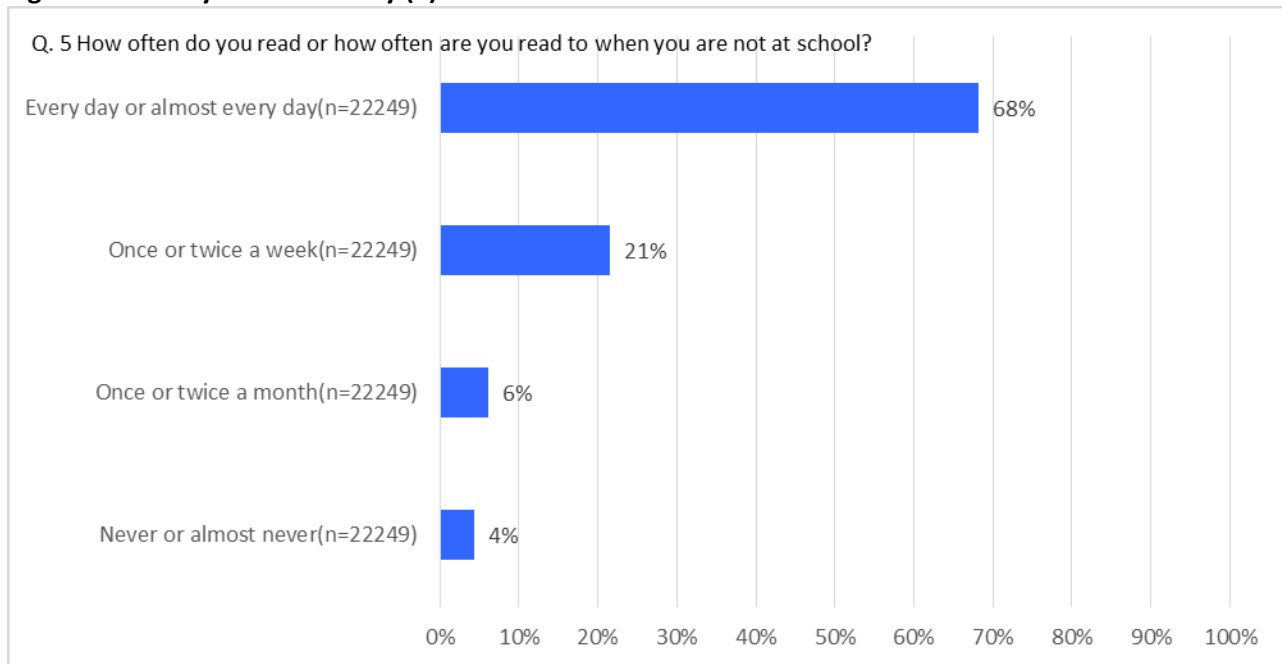


Figure 4. Literacy and Numeracy (2) – Grades 3-6



Literacy and Numeracy – Grades 7-12

Figure 5. Reading for Information – Grades 7-12

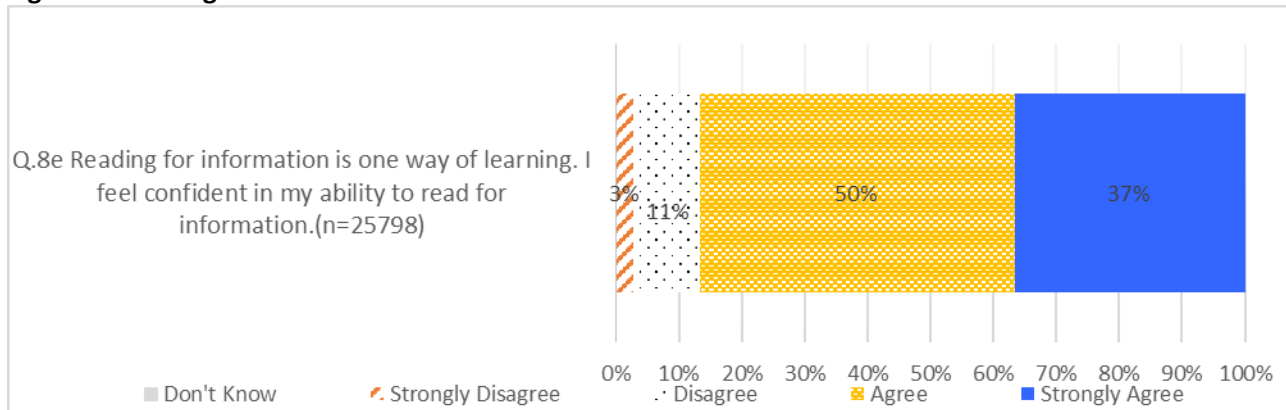
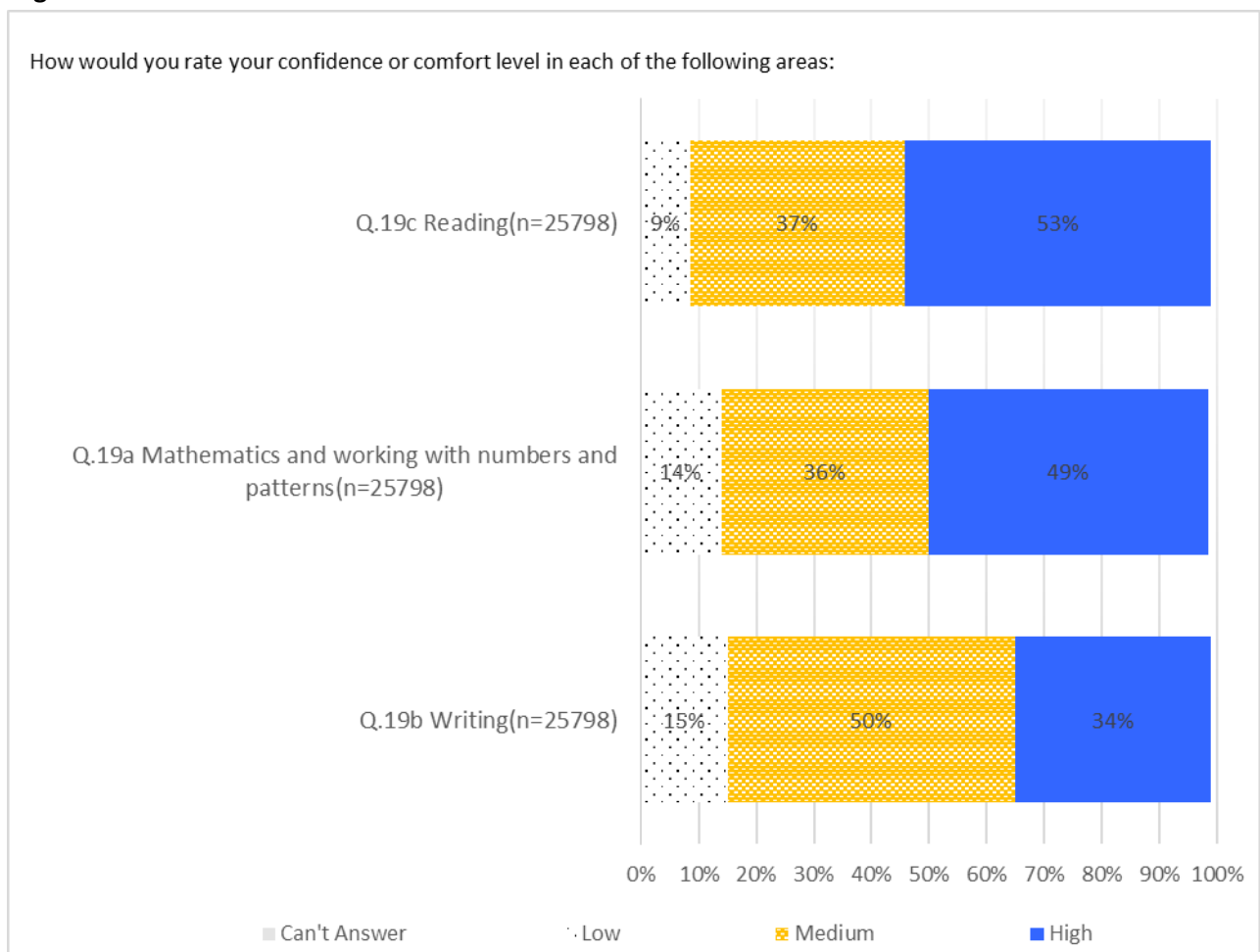


Figure 6. Confidence or Comfort Level – Grades 7-12



2015 District Feedback Survey: District

Literacy and Numeracy – Parents

Figure 7. Child's Skill Growth – Parents

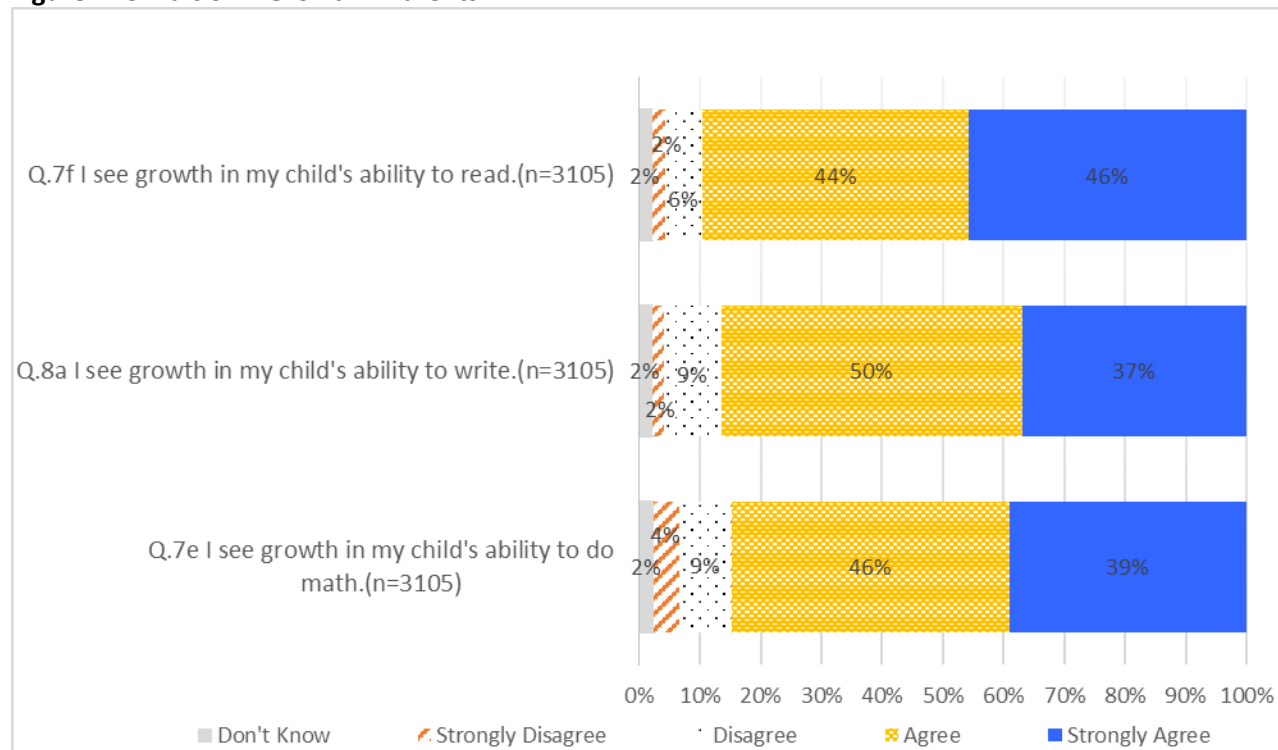


Figure 8. Read Outside of School – Parents

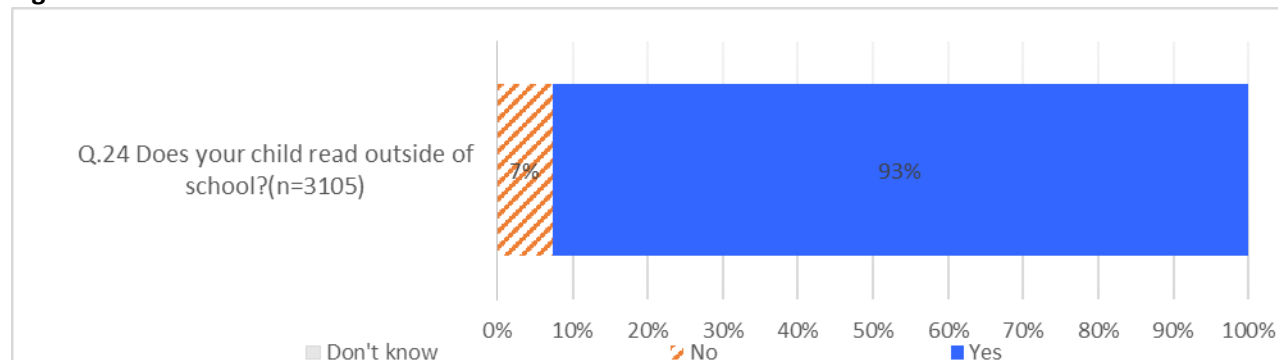
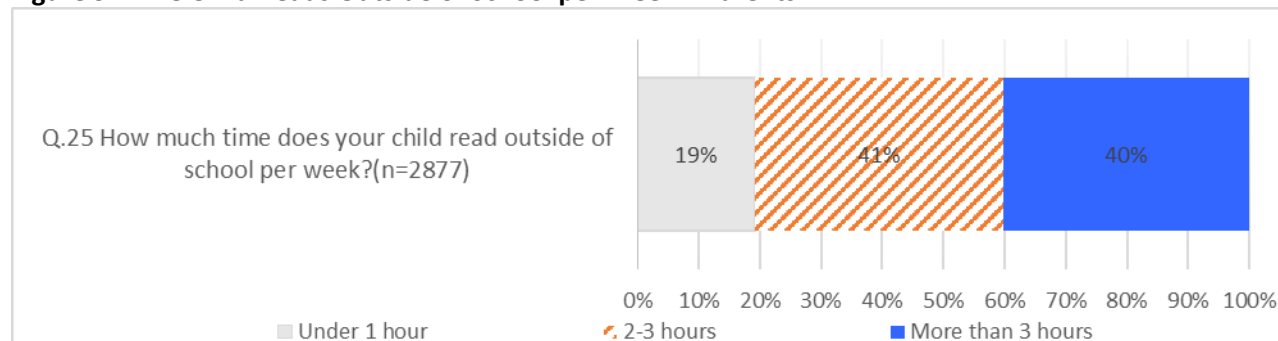


Figure 9. Time Child Reads Outside of School per Week – Parents

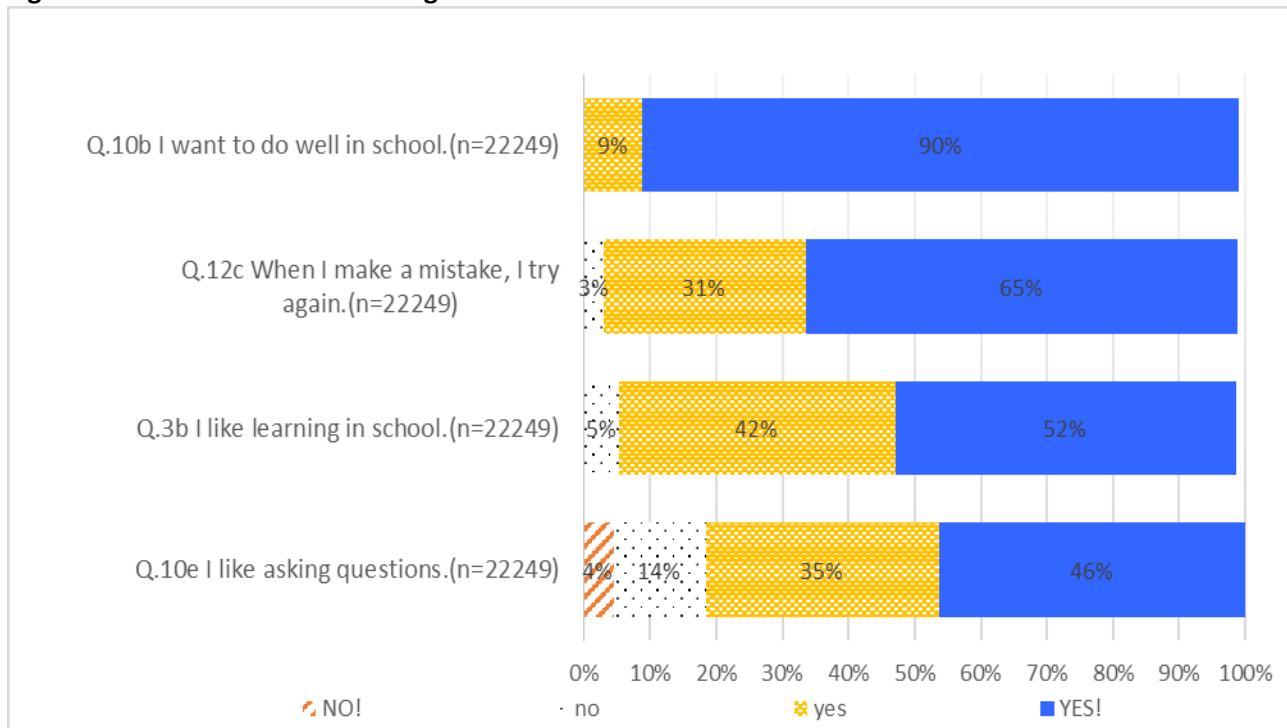


Note: Q.25 was asked of those parents that responded "yes" to Q.24 (refer to figure 8).

Commitment to Learning

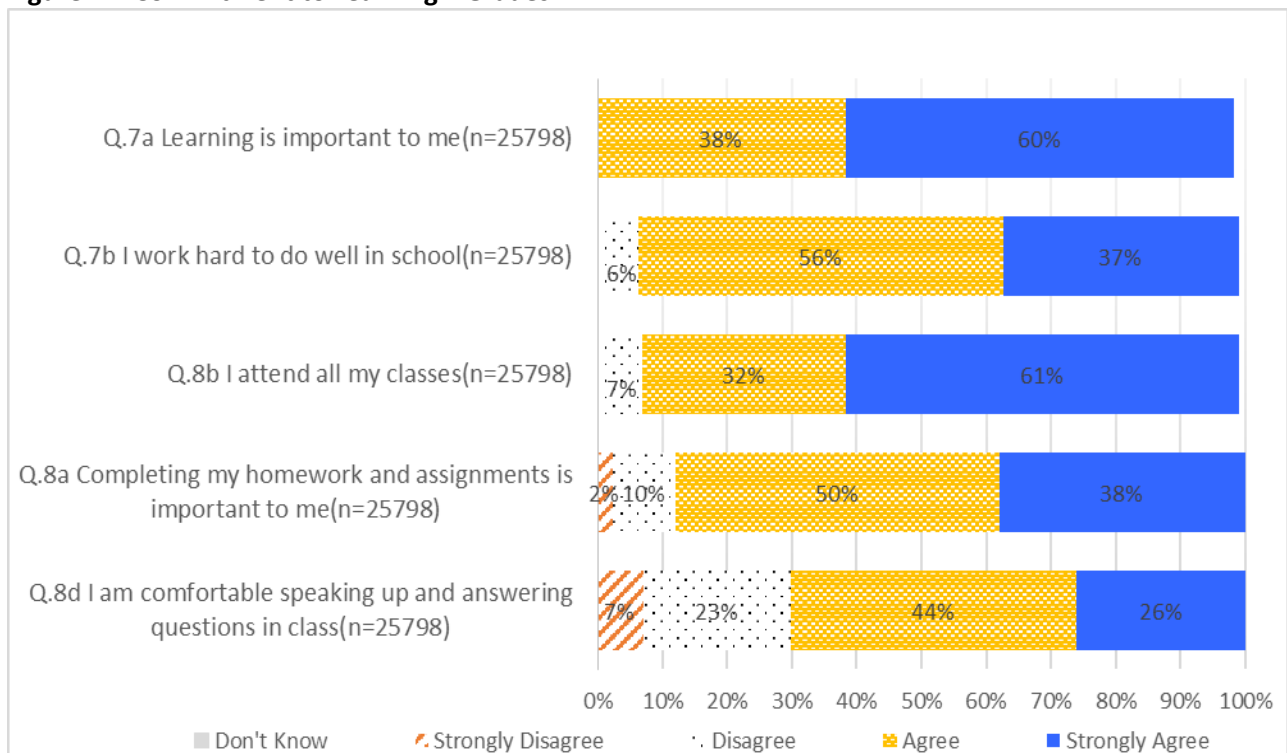
Commitment to Learning – Grades 3-6

Figure 10. Commitment to Learning – Grades 3-6



Commitment to Learning – Grades 7-12

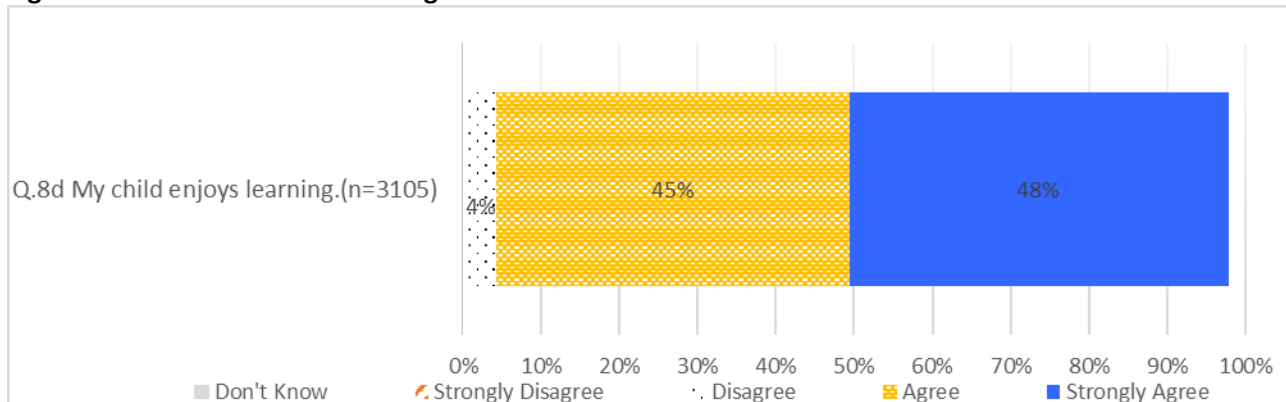
Figure 11. Commitment to Learning – Grades 7-12



2015 District Feedback Survey: District

Commitment to Learning – Parents

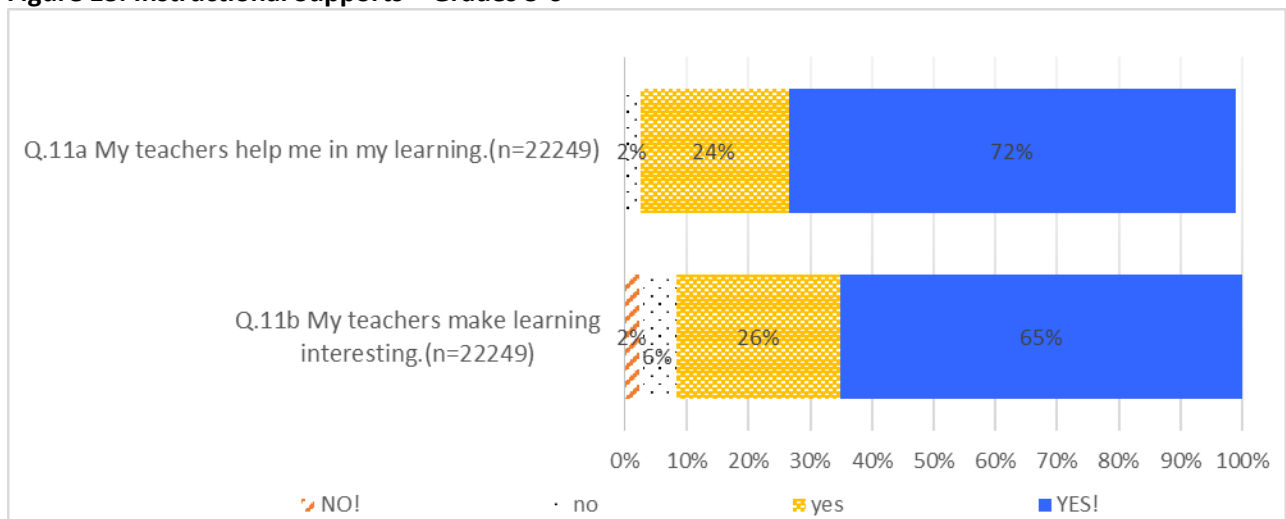
Figure 12. Commitment to Learning – Parents



Instructional Supports

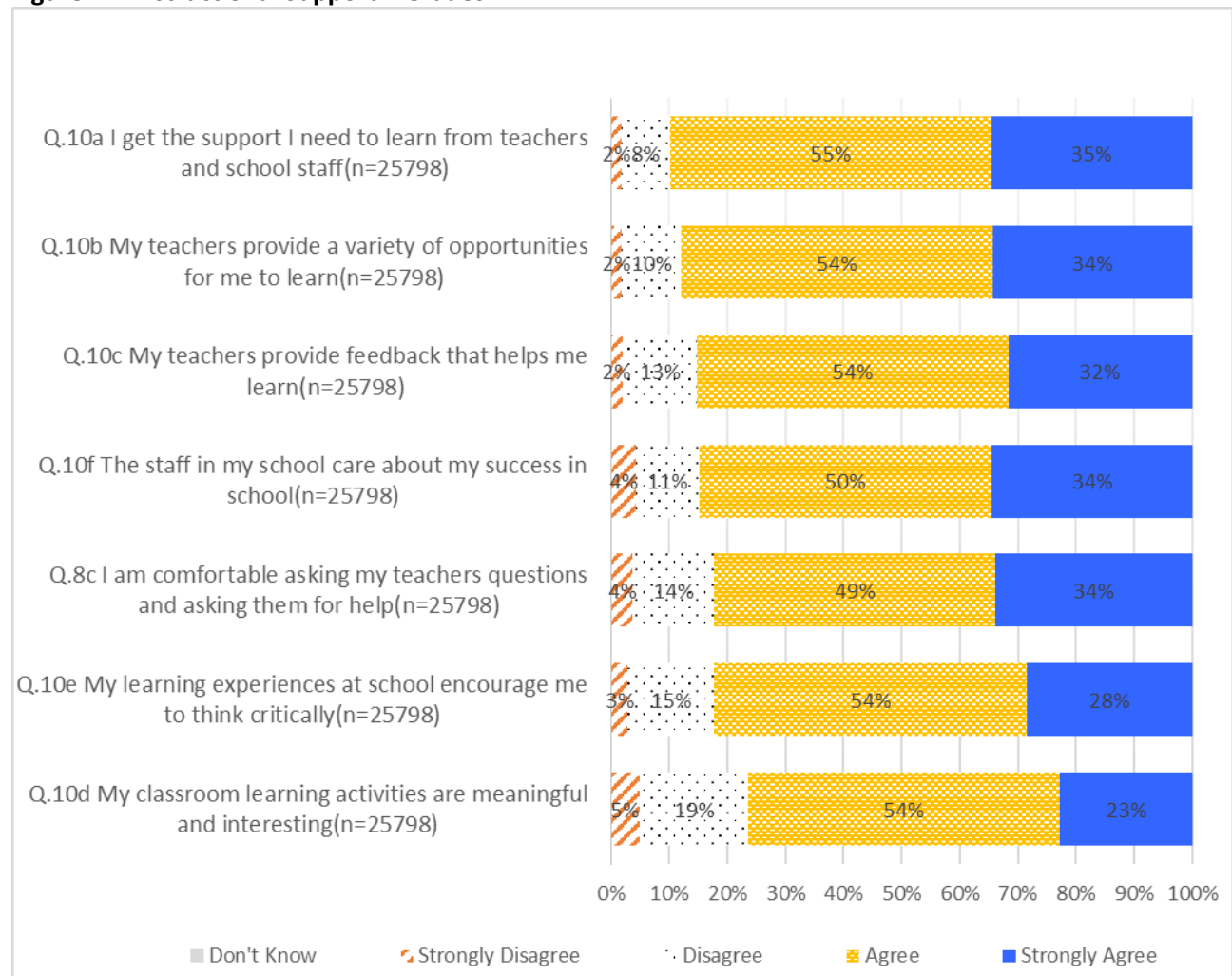
Instructional Supports – Grades 3-6

Figure 13. Instructional Supports – Grades 3-6



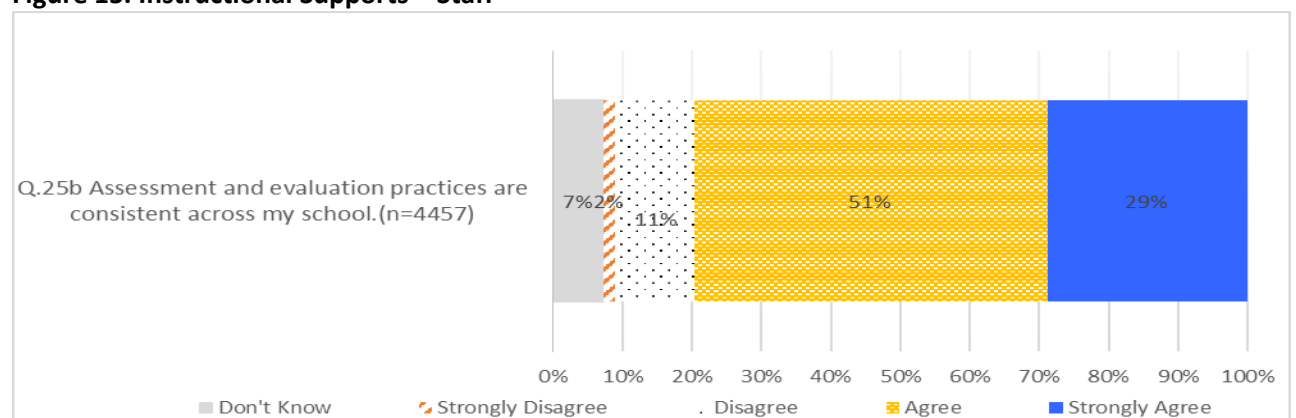
Instructional Supports – Grades 7-12

Figure 14. Instructional Support – Grades 7-12



Instructional Supports – Staff

Figure 15. Instructional Supports – Staff



Note: Q.25b was asked of Teaching and Learning Staff only.

2015 District Feedback Survey: District

Instructional Supports - Parents

Figure 16. Instructional Supports – Parents

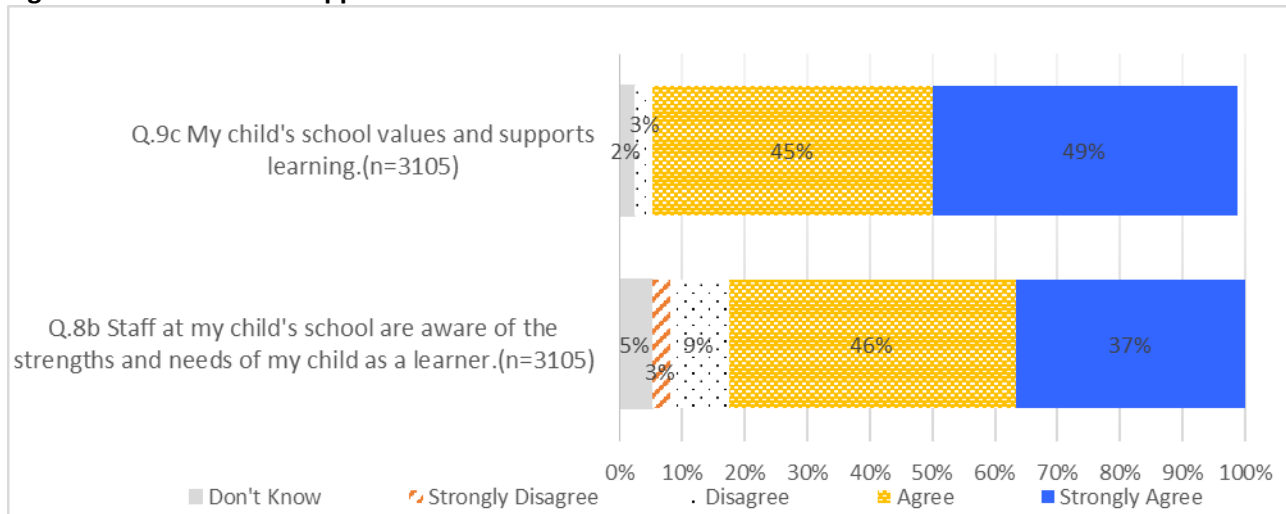
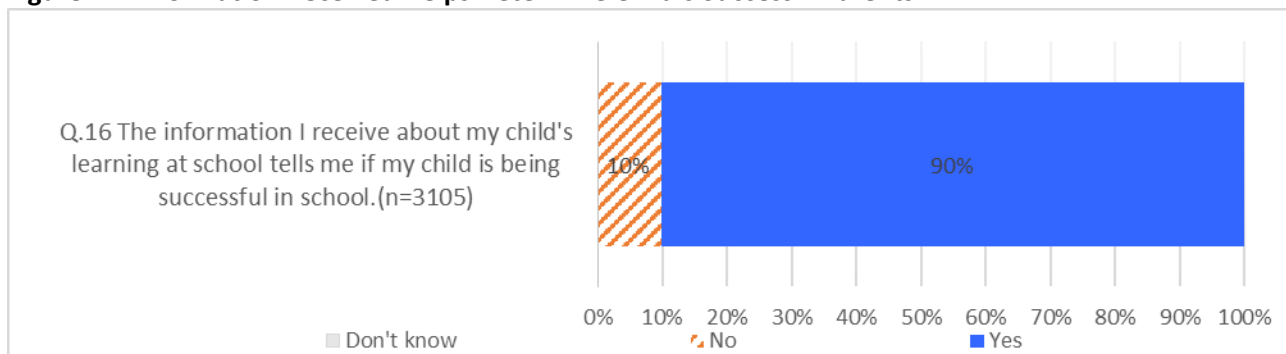
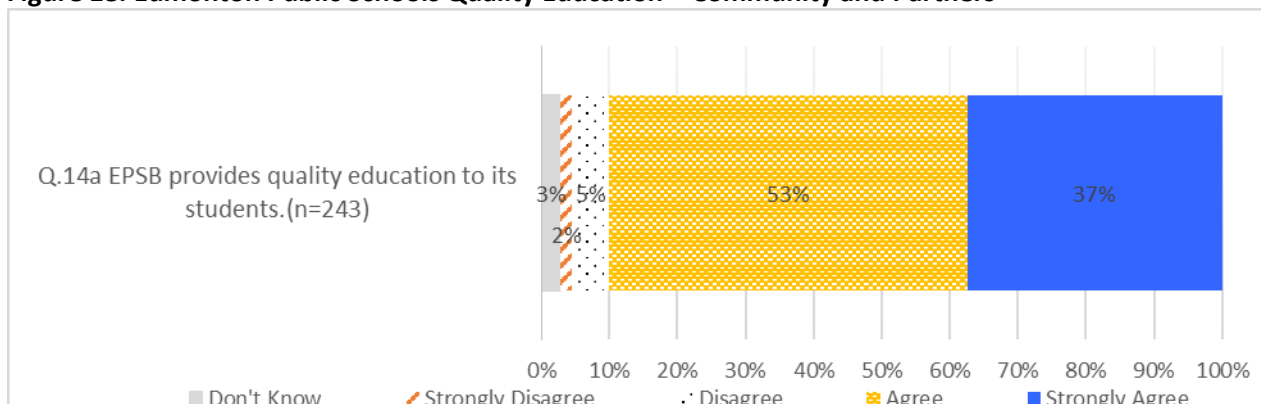


Figure 17. Information Received Helps Determine Child's Success – Parents



Instructional Supports - Community and Partners

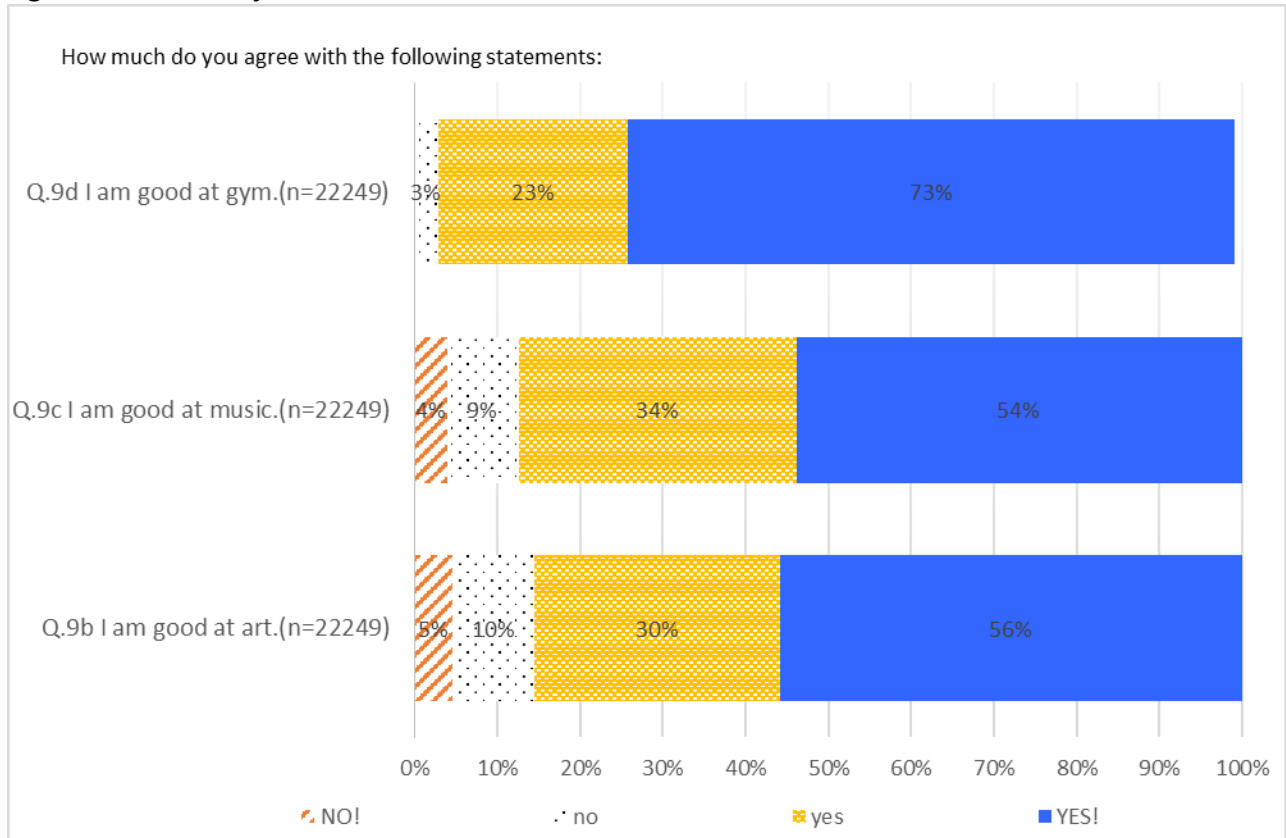
Figure 18. Edmonton Public Schools Quality Education – Community and Partners



Other Subjects

Other Subjects – Grades 3-6

Figure 19. Other subjects – Grades 3-6



2015 District Feedback Survey: District

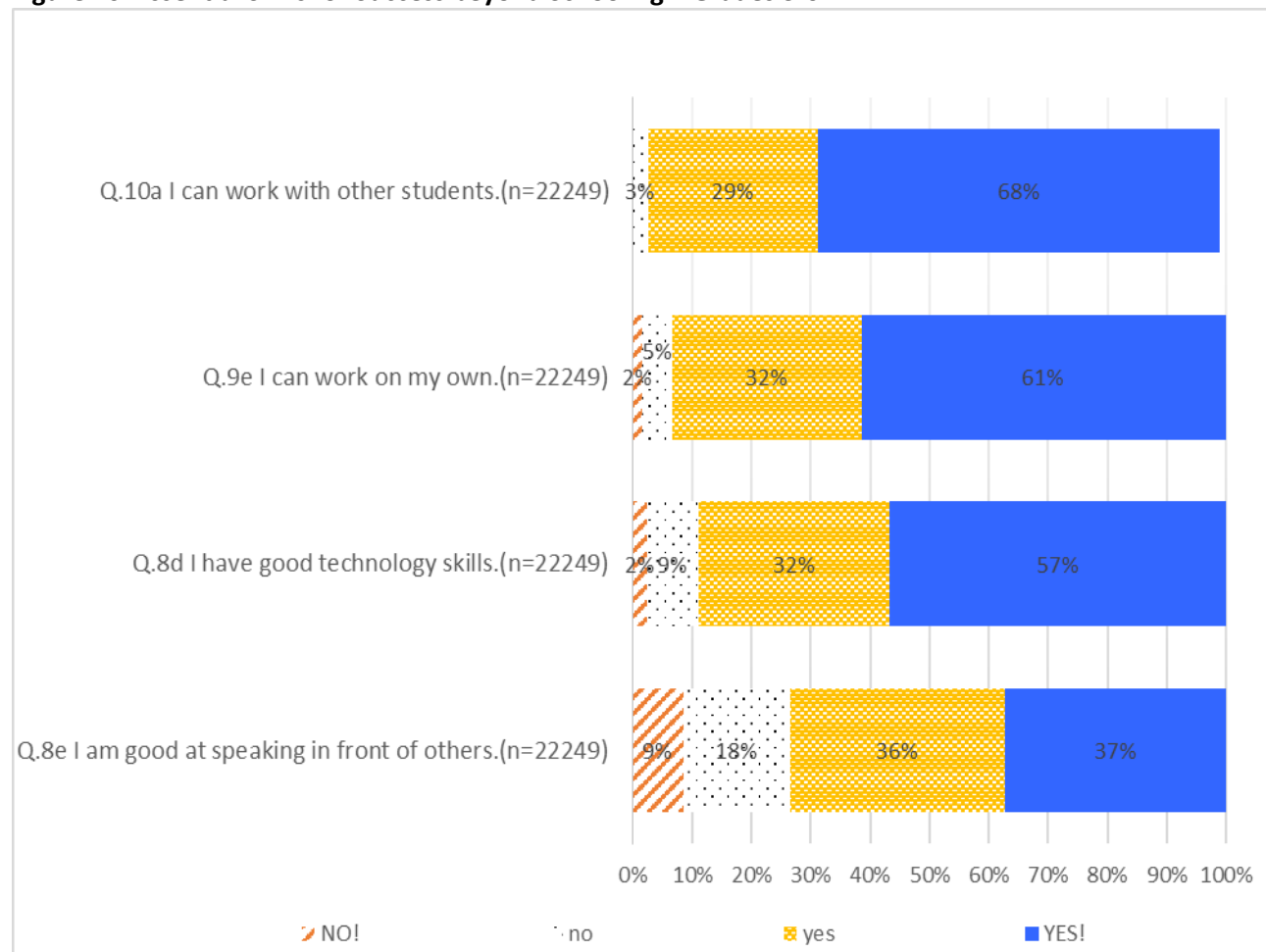
Goal Three: Success beyond Schooling

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.*

Essential Skills for Success beyond Schooling

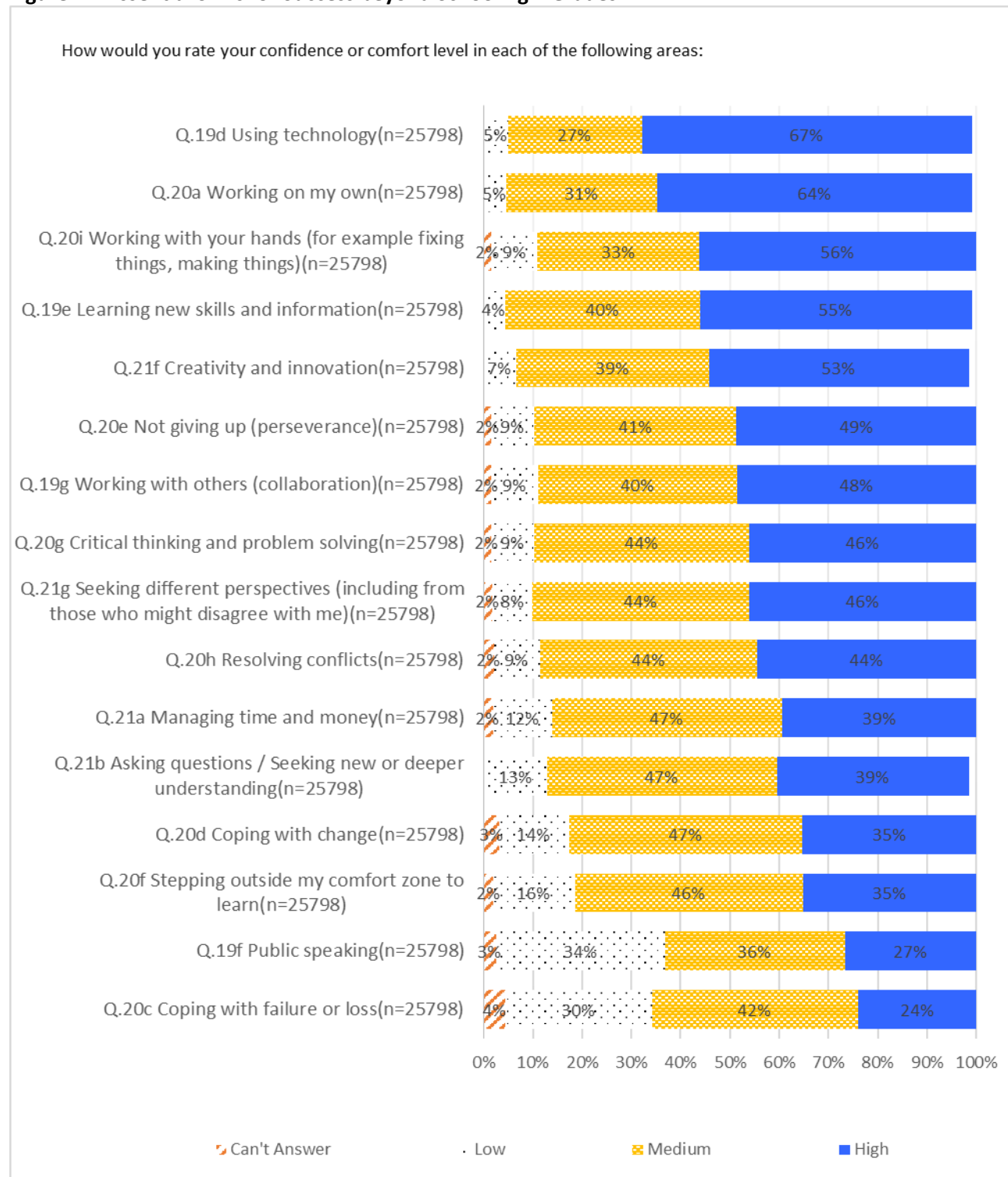
Essential Skills for Success beyond Schooling – Grades 3-6

Figure 20. Essential Skills for Success beyond Schooling – Grades 3-6



Essential Skills for Success beyond Schooling – Grades 7-12

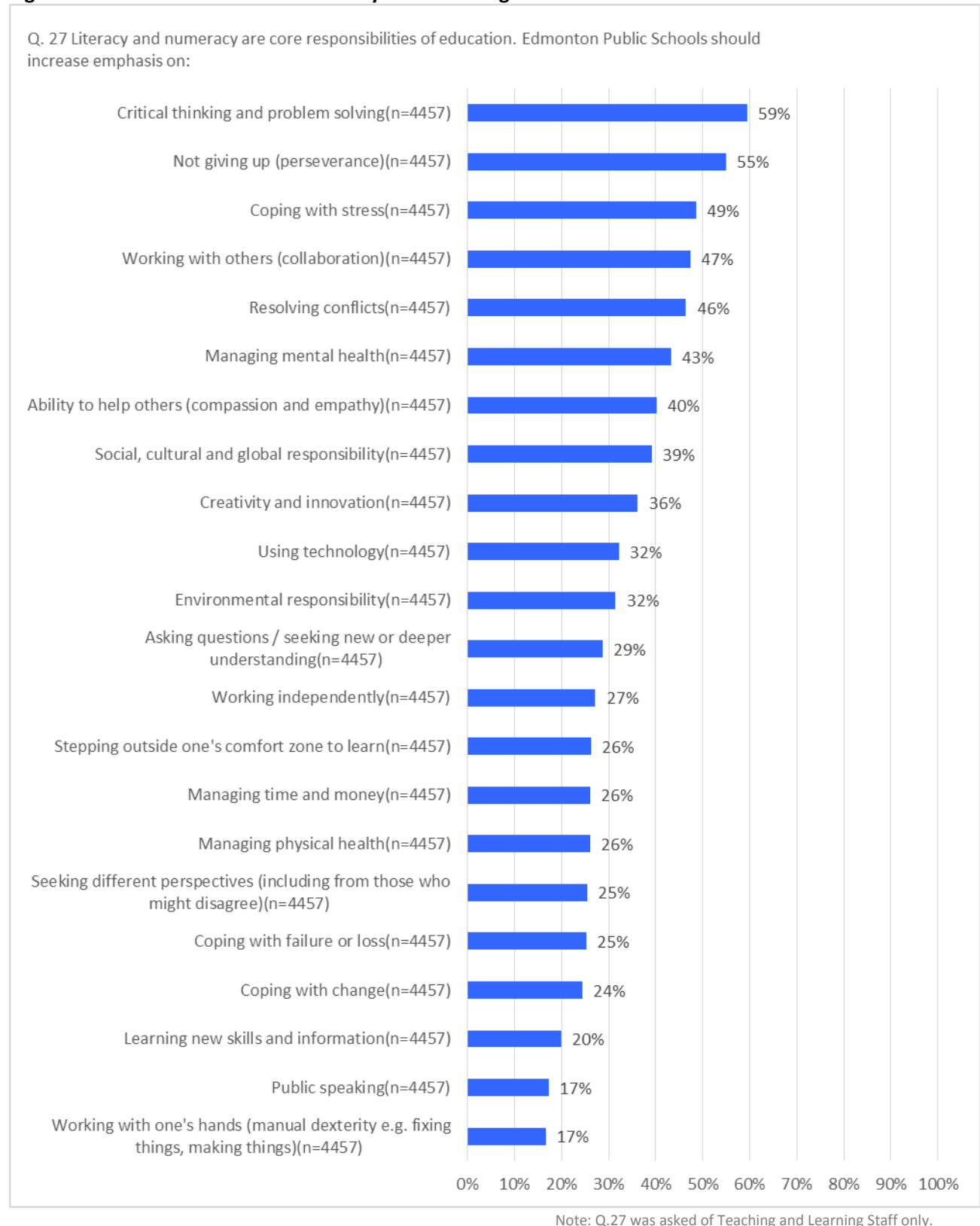
Figure 21. Essential Skills for Success beyond Schooling – Grades 7-12



2015 District Feedback Survey: District

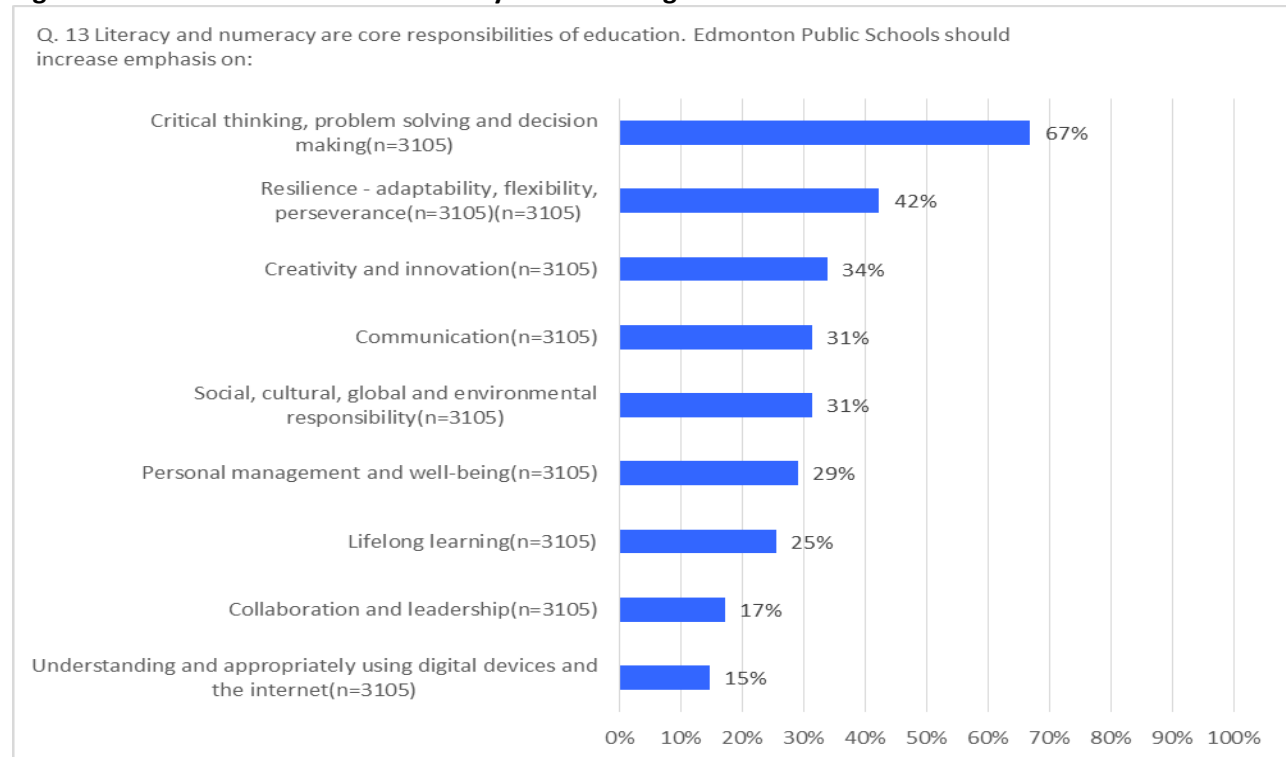
Essential Skills for Success beyond Schooling – Staff

Figure 22. Essential Skills for Success beyond Schooling – Staff



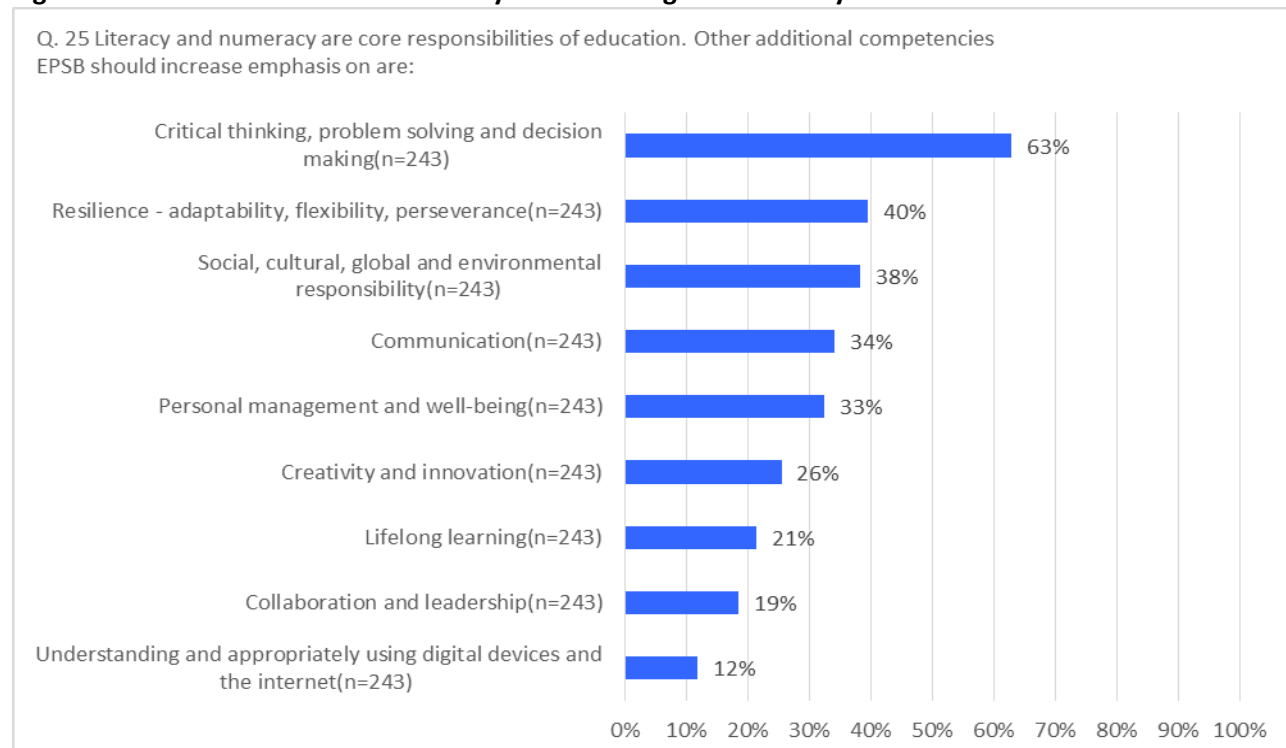
Essential Skills for Success beyond Schooling – Parents

Figure 23. Essential Skills for Success beyond Schooling – Parents



Essential Skills for Success beyond Schooling – Community and Partners

Figure 24. Essential Skills for Success beyond Schooling – Community and Partners

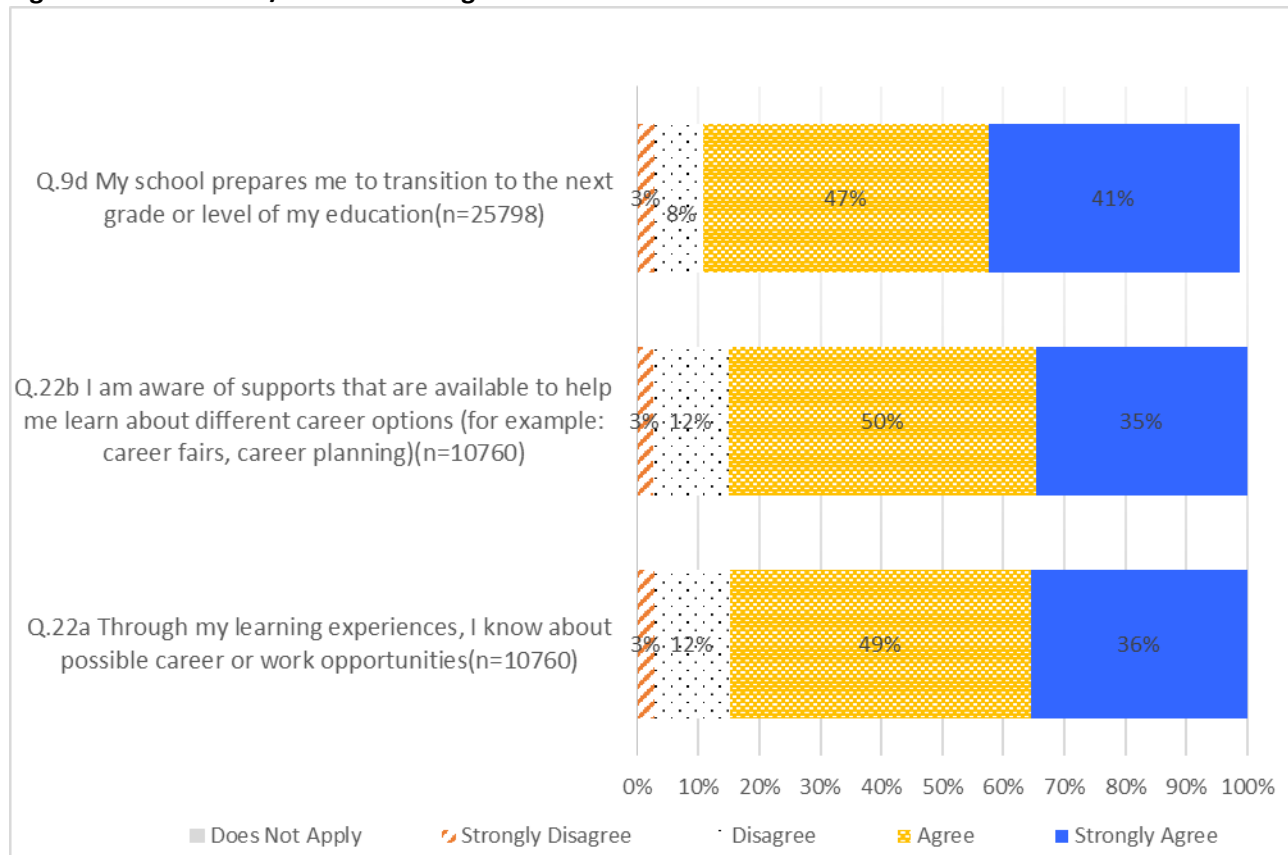


2015 District Feedback Survey: District

Transitions/Career Planning

Transitions/Career Planning – Grades 7-12

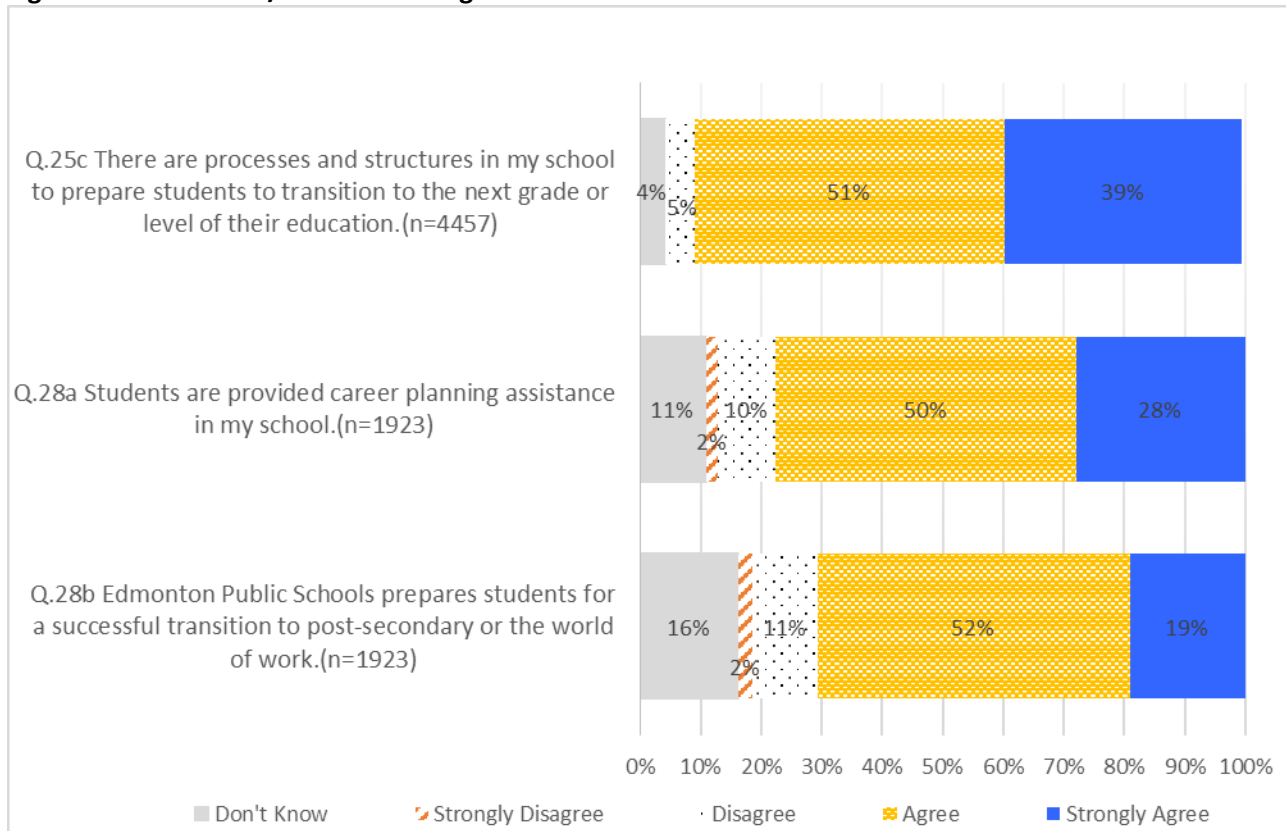
Figure 25. Transitions/Career Planning – Grades 7-12



Note: Q.22a and Q.22b were asked of High School Students only.

Transitions/Career Planning – Staff

Figure 26. Transitions/Career Planning – Staff

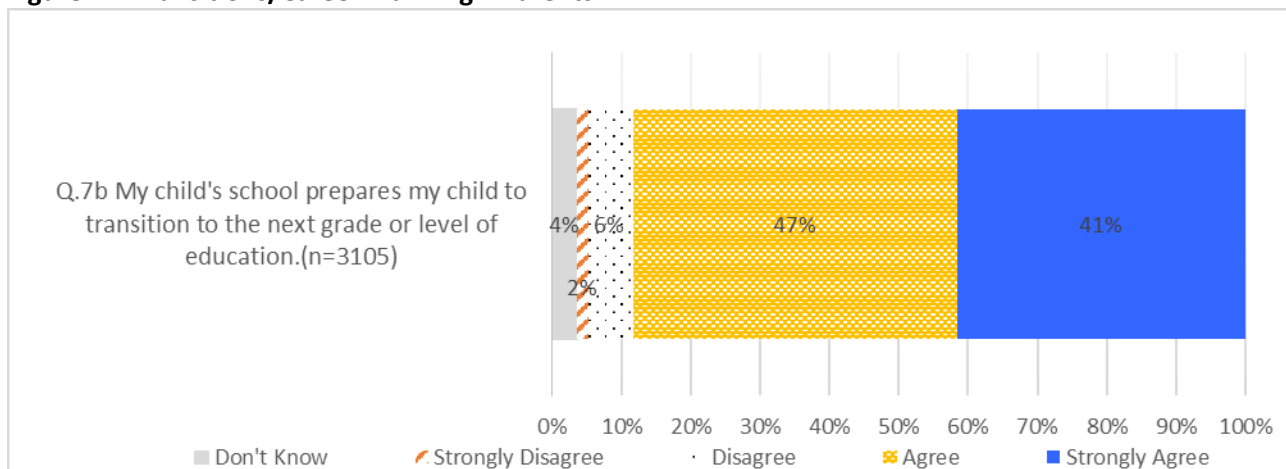


Note: Q.25c was asked of Teaching and Learning Staff only.

Note 2: Q.28a and Q.28b were asked of High School Teaching and Learning Staff only.

Transitions/Career Planning – Parents

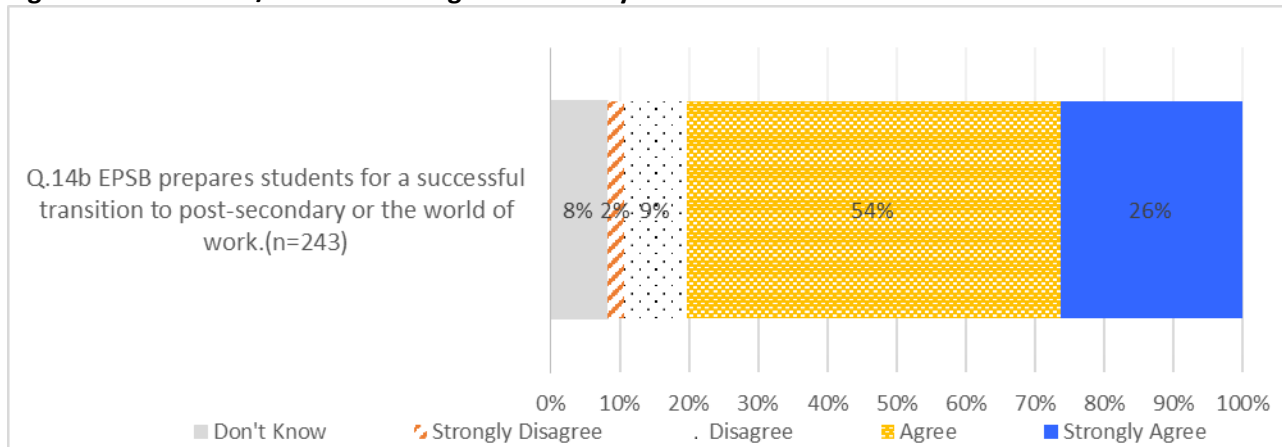
Figure 27. Transitions/Career Planning – Parents



2015 District Feedback Survey: District

Transitions/Career Planning – Community and Partners

Figure 28. Transition/Career Planning – Community and Partners



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

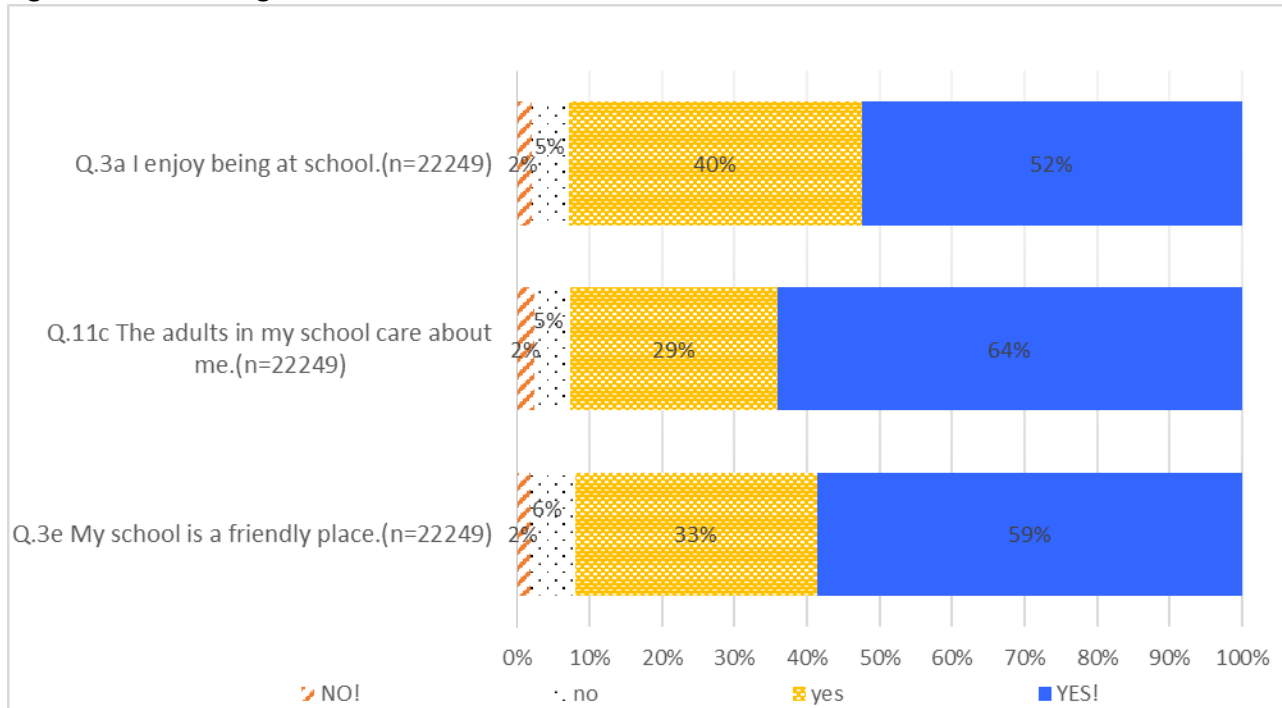
Goal One: A Focus on Well-being and Student Citizenship

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

Welcoming

Welcoming – Grades 3-6

Figure 29. Welcoming – Grades 3-6



Welcoming – Grades 7-12

Figure 30. Respected by Adults in School – Grades 7-12

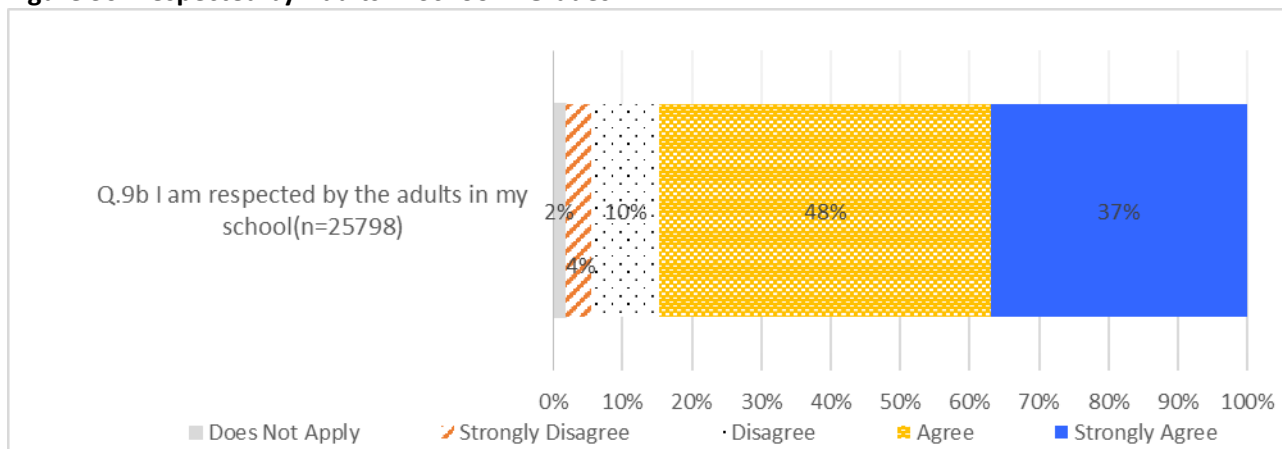


Figure 31. Enjoyment of Going to School – Grades 7-12

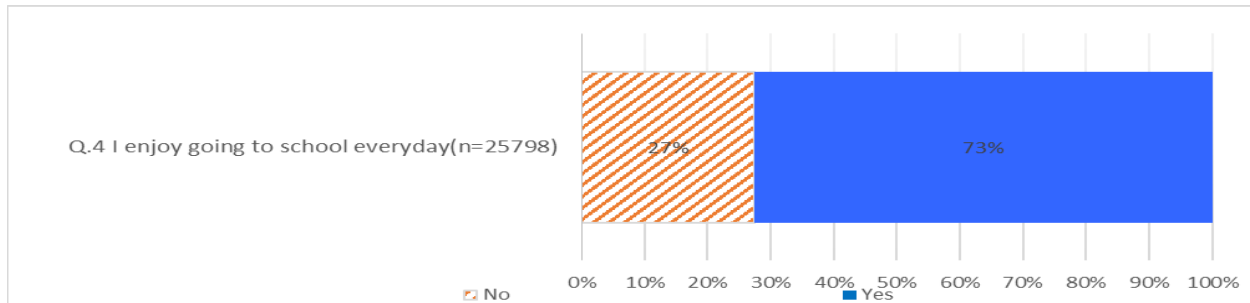
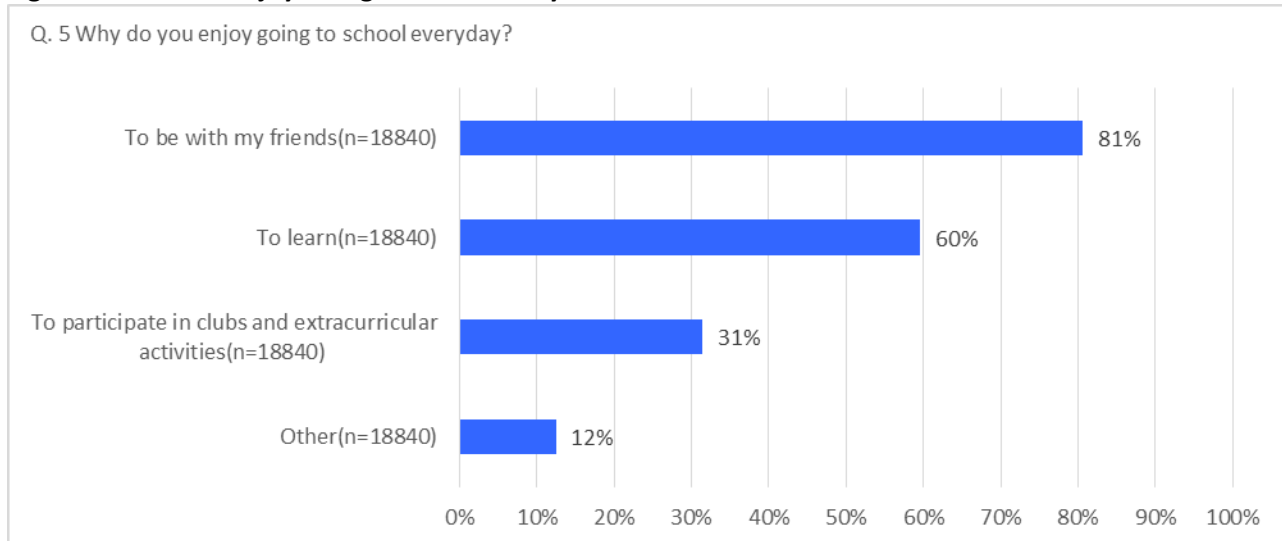


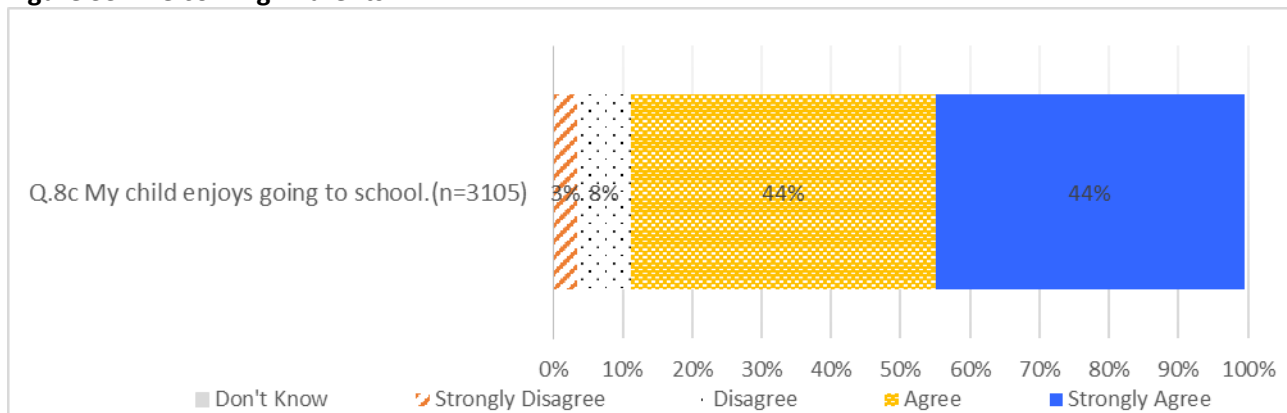
Figure 32. Reason Enjoy Going to School Daily – Grades 7-12



Note: Q.5 was asked of those students that responded "Yes" to Q.4 (refer to Figure 30).

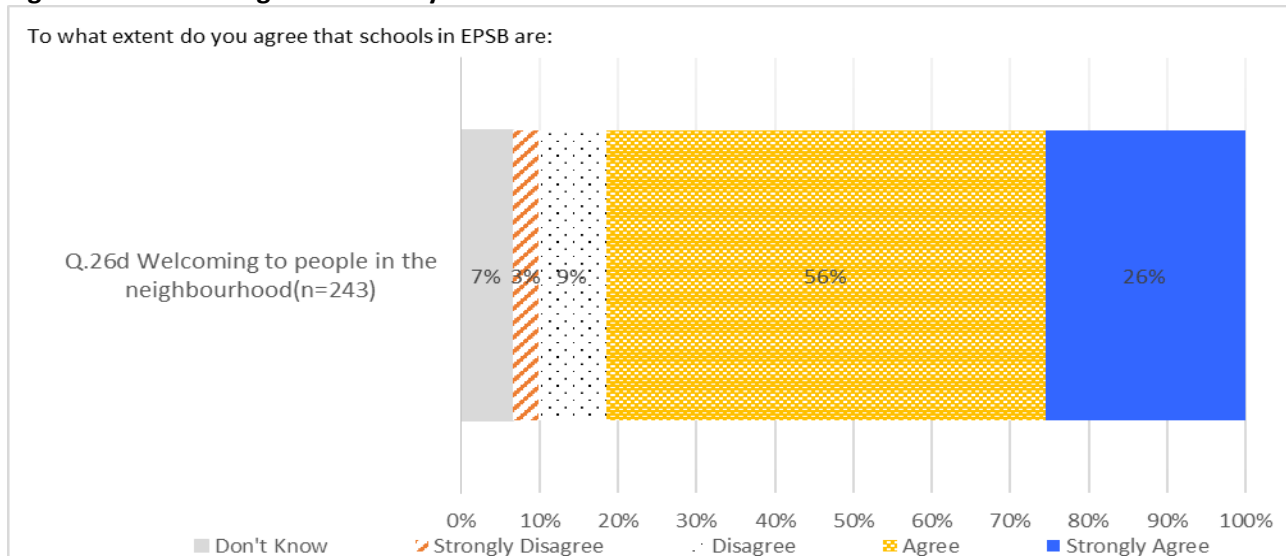
Welcoming – Parents

Figure 33. Welcoming - Parents



Welcoming – Community and Partners

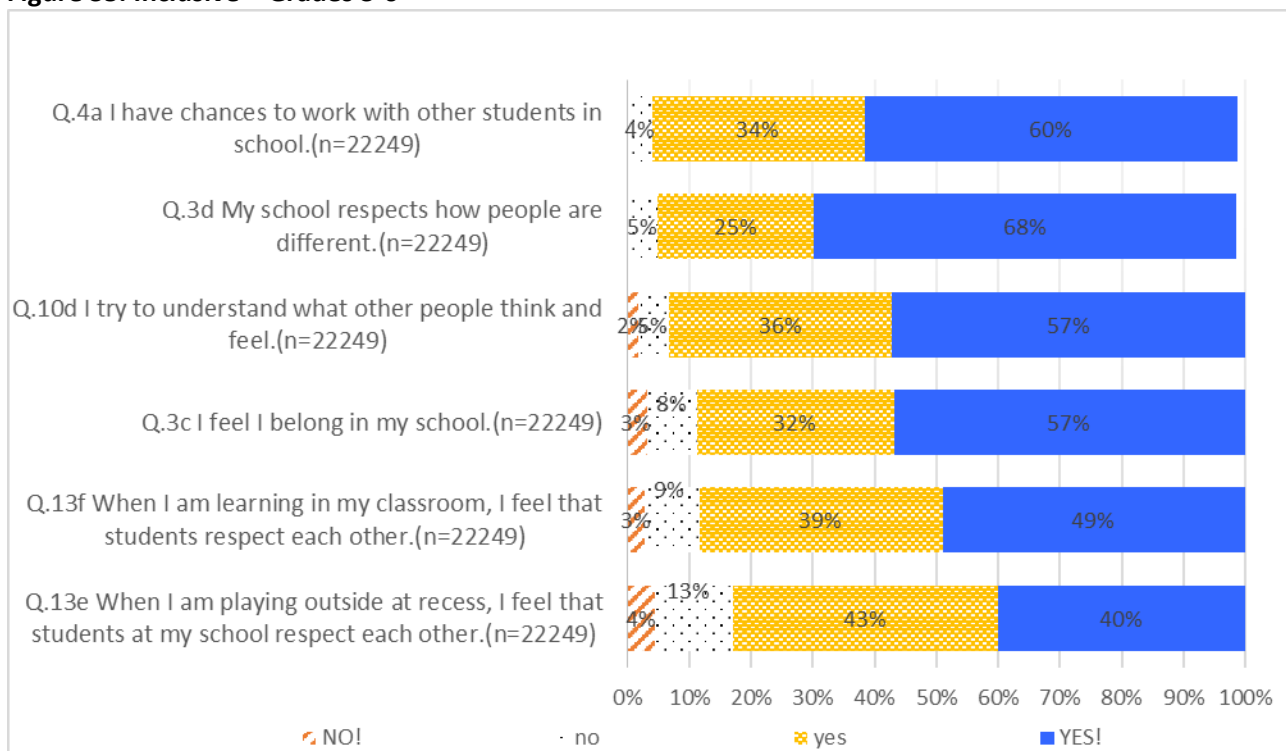
Figure 34. Welcoming – Community and Partners



Inclusive

Inclusive – Grades 3-6

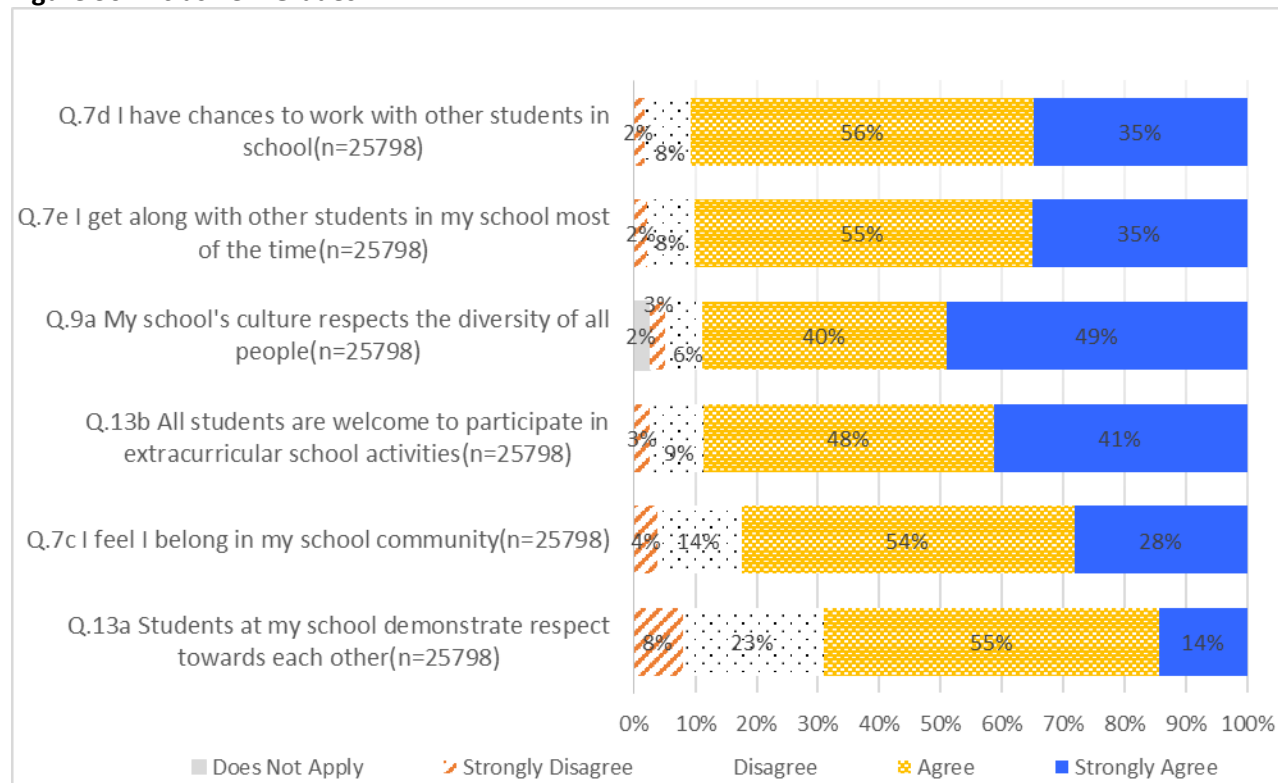
Figure 35. Inclusive – Grades 3-6



2015 District Feedback Survey: District

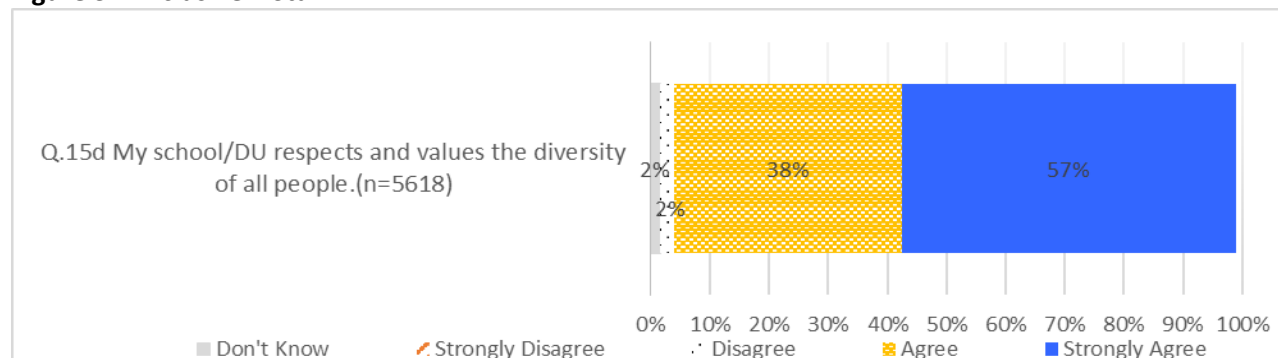
Inclusive – Grades 7-12

Figure 36. Inclusive – Grades 7-12



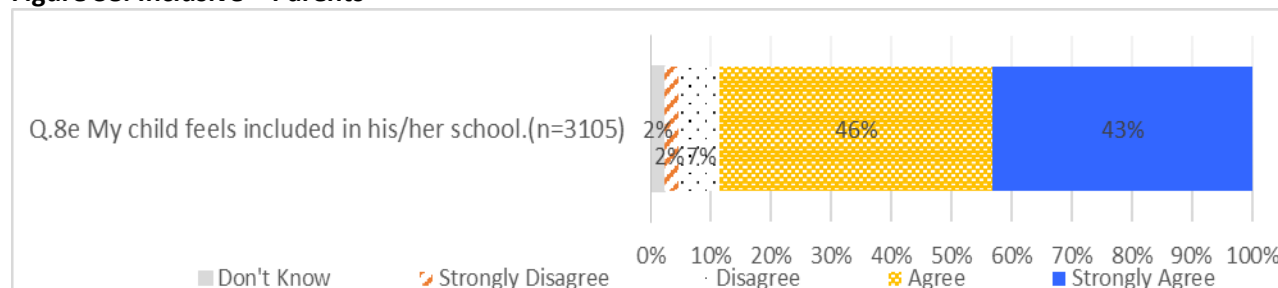
Inclusive – Staff

Figure 37. Inclusive – Staff



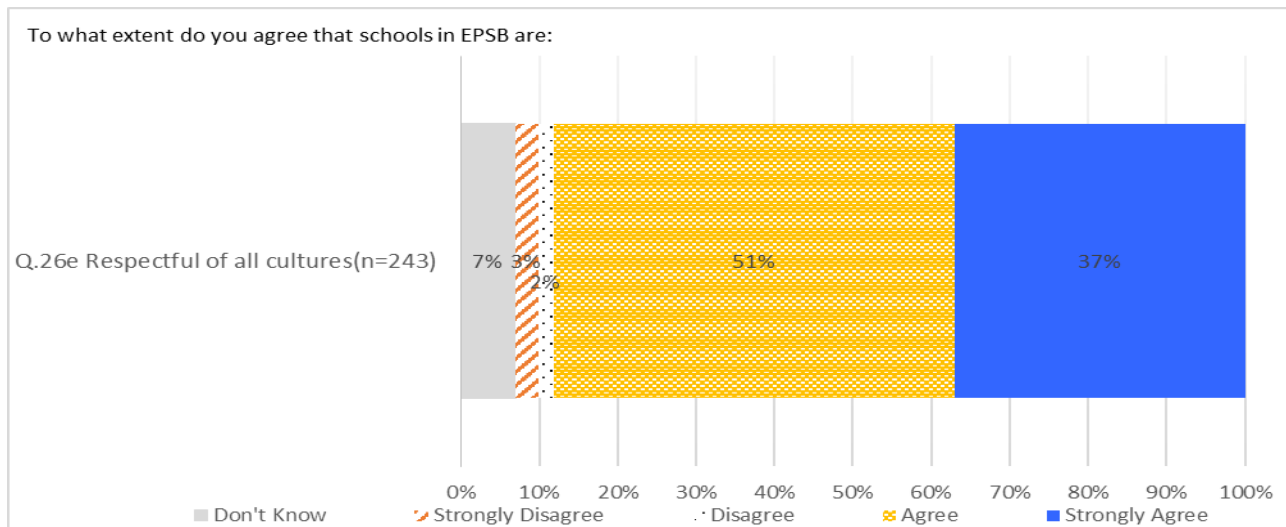
Inclusive – Parents

Figure 38. Inclusive – Parents



Inclusive – Community and Partners

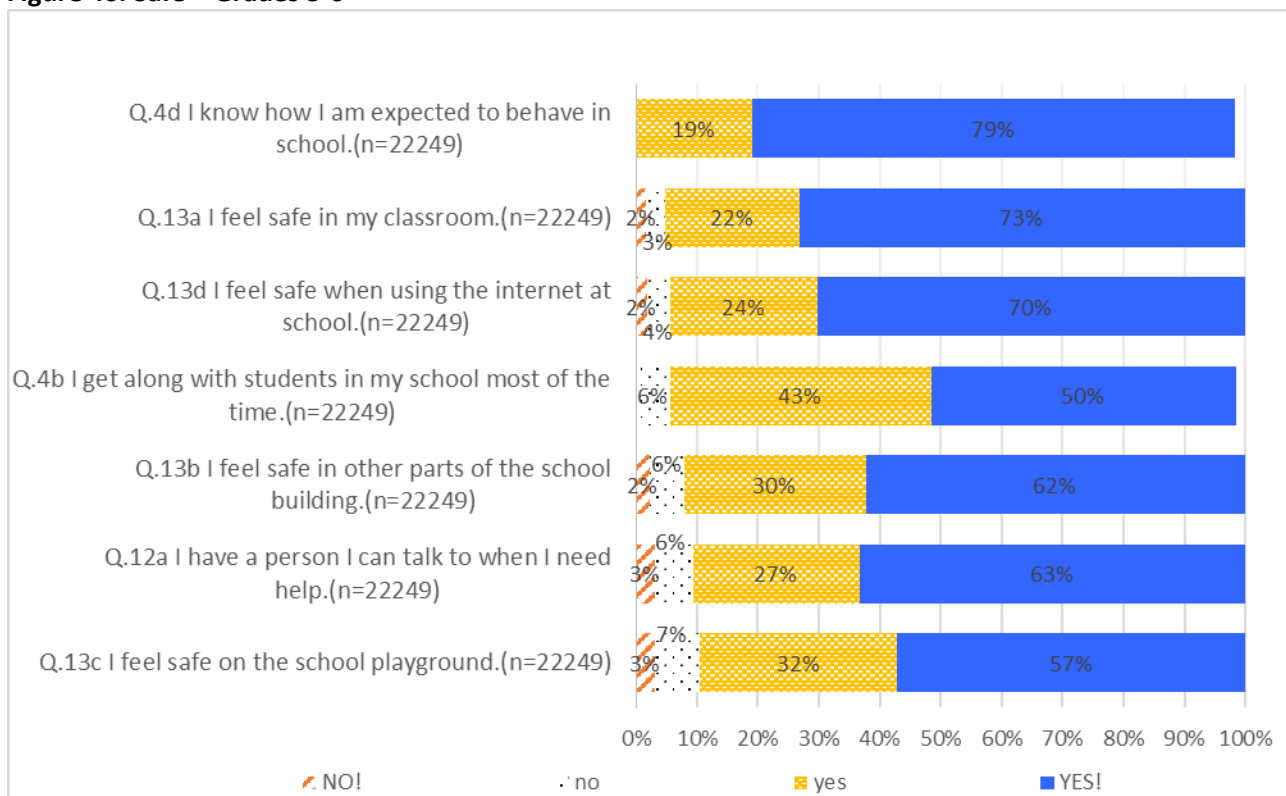
Figure 39. Inclusive – Community and Partners



Safe

Safe – Grades 3-6

Figure 40. Safe – Grades 3-6



2015 District Feedback Survey: District

Figure 41. Bullying – Grades 3-6

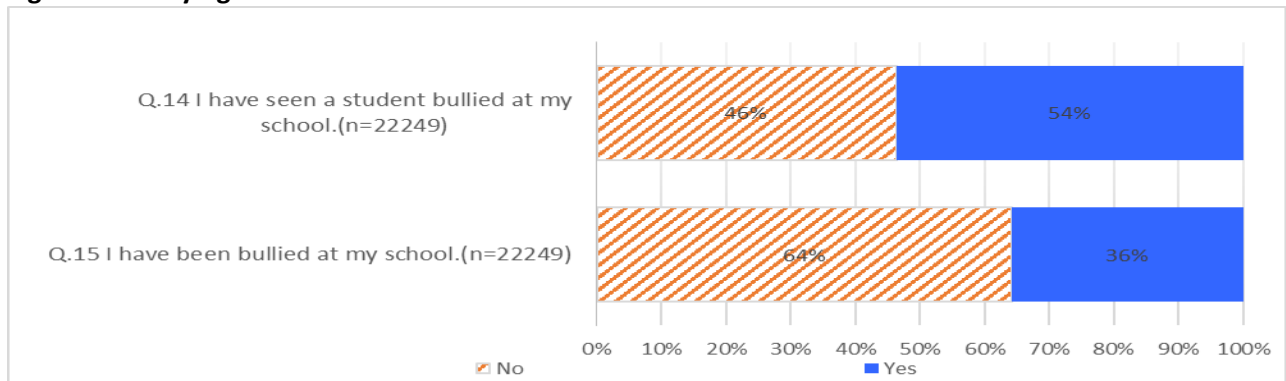
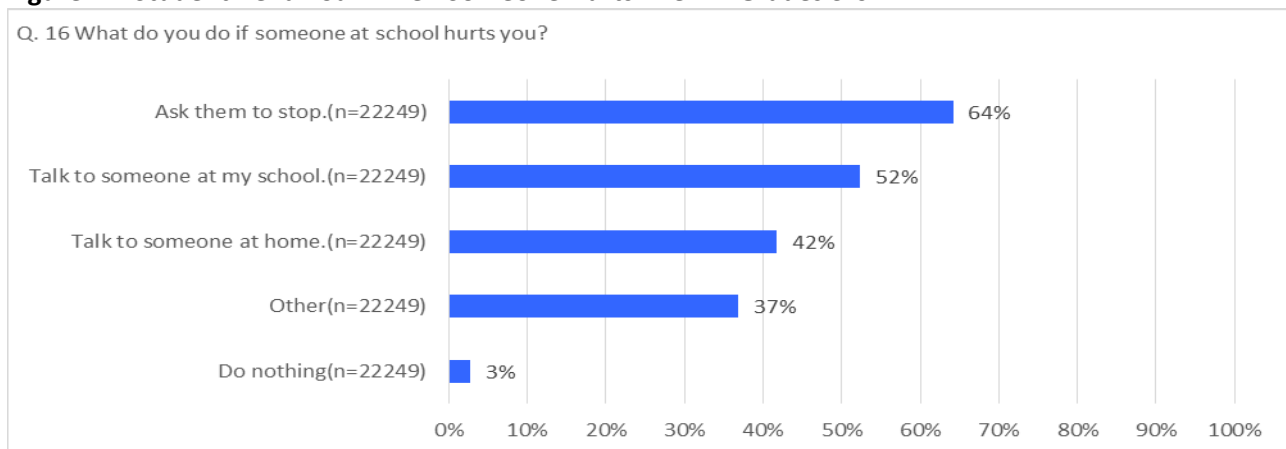
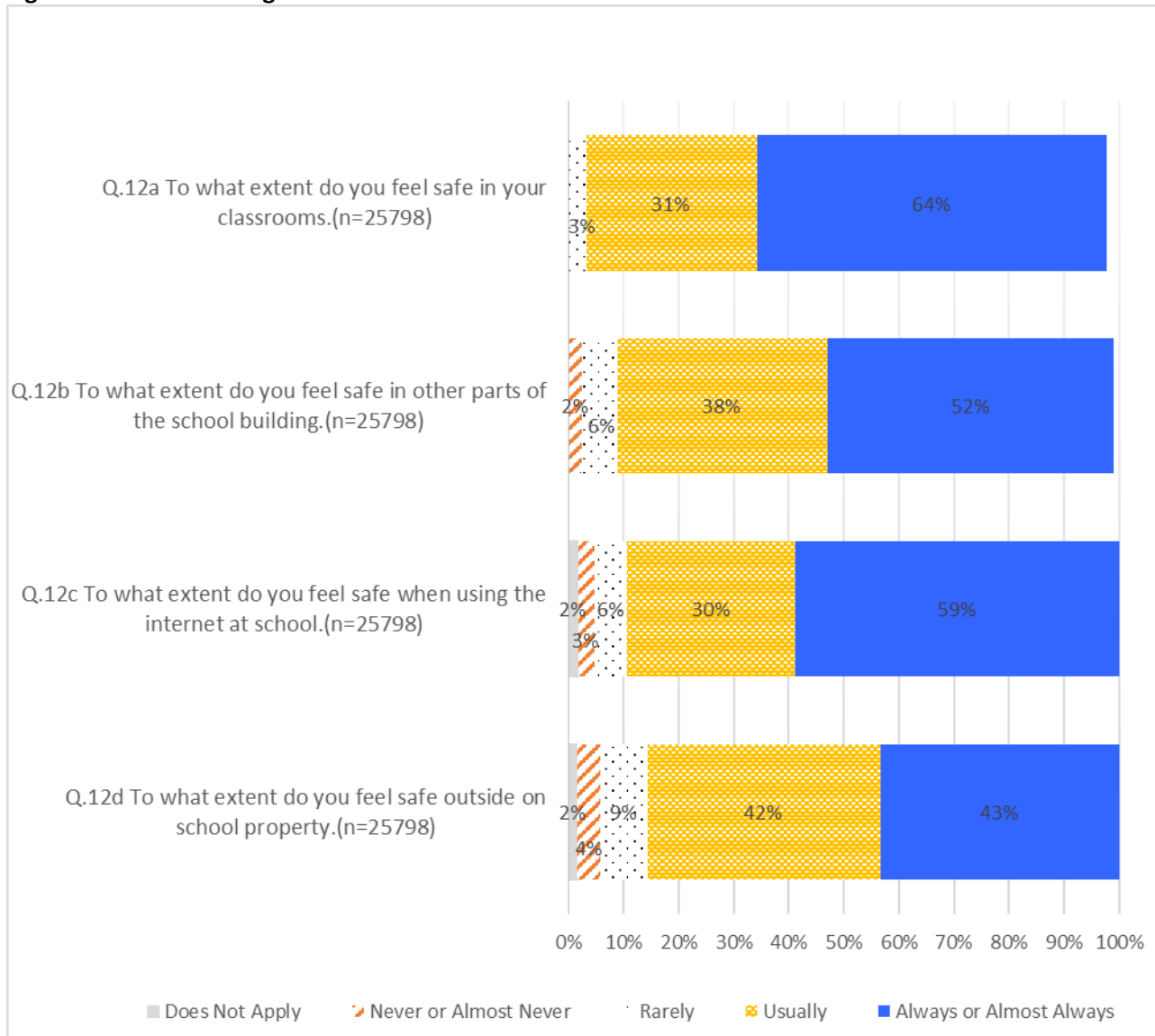


Figure 42. Student Behaviour When Someone Hurts Them – Grades 3-6



Safe – Grades 7-12

Figure 43. Extent Feeling Safe – Grades 7-12



2015 District Feedback Survey: District

Figure 44. Threatened, Harmed, or Unsafe – Grades 7-12

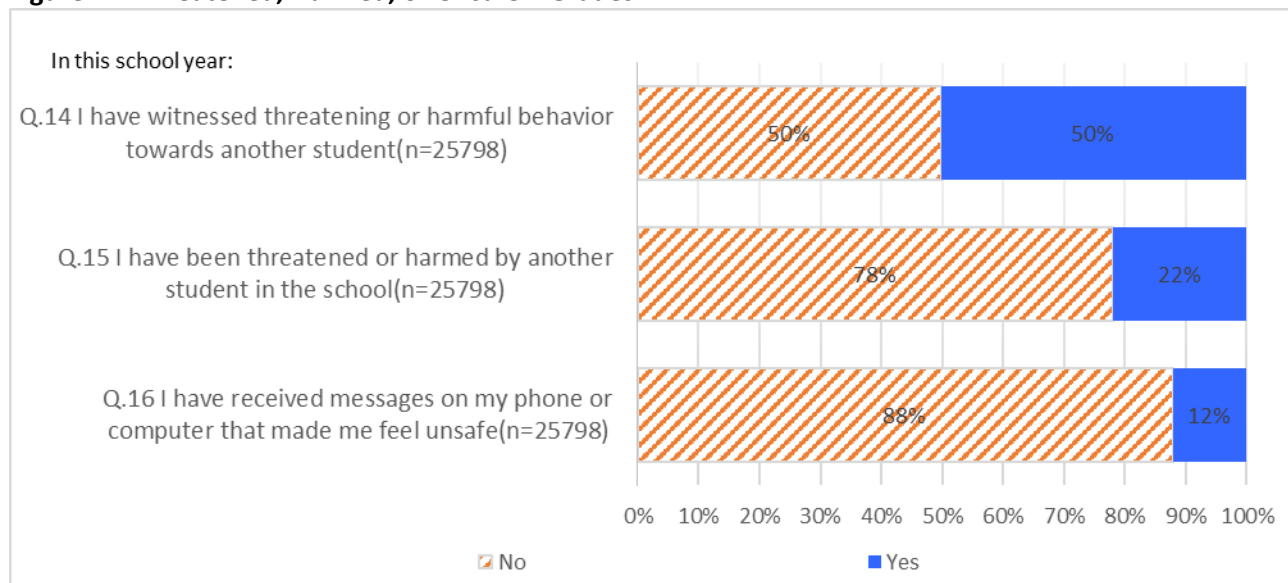
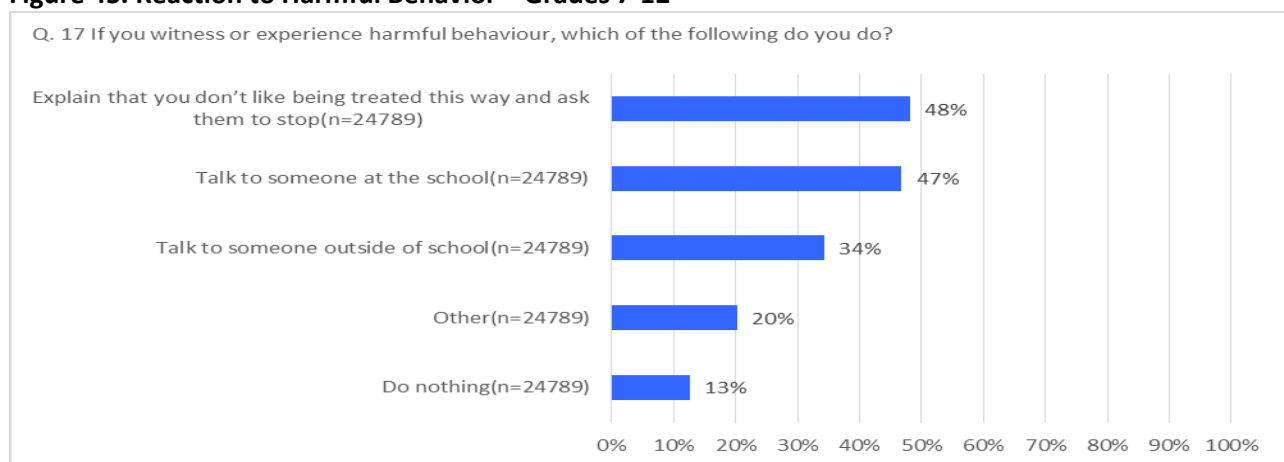


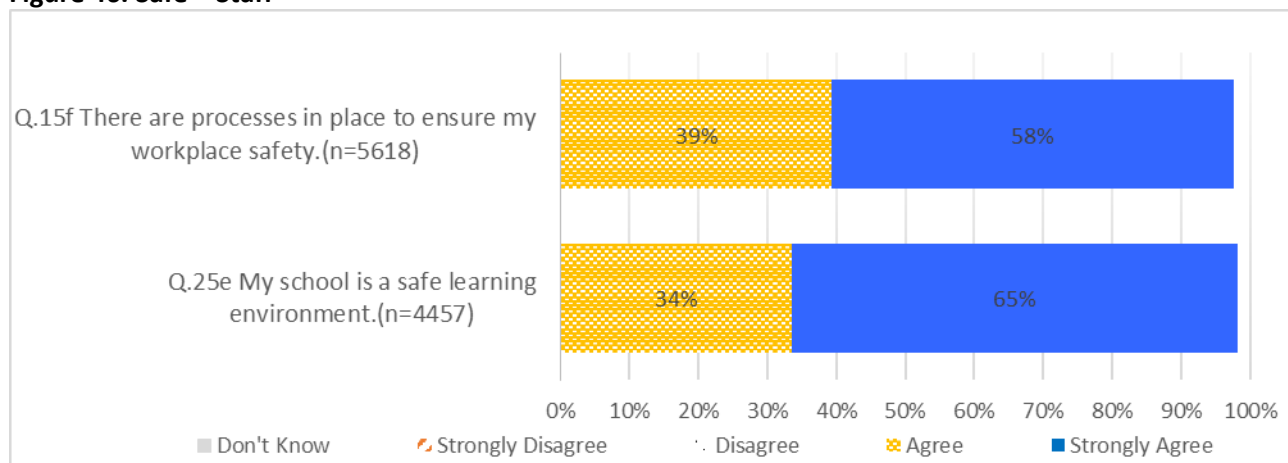
Figure 45. Reaction to Harmful Behavior – Grades 7-12



Note: Q. 17 was an optional question, not all respondents chose to respond.

Safe – Staff

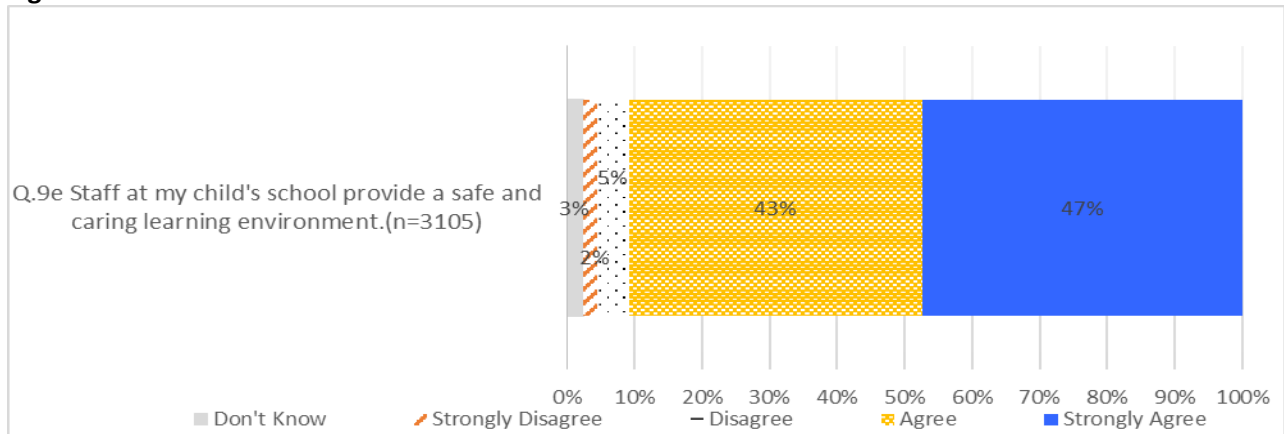
Figure 46. Safe – Staff



Note: Q.25e was asked of Teaching and Learning Staff only.

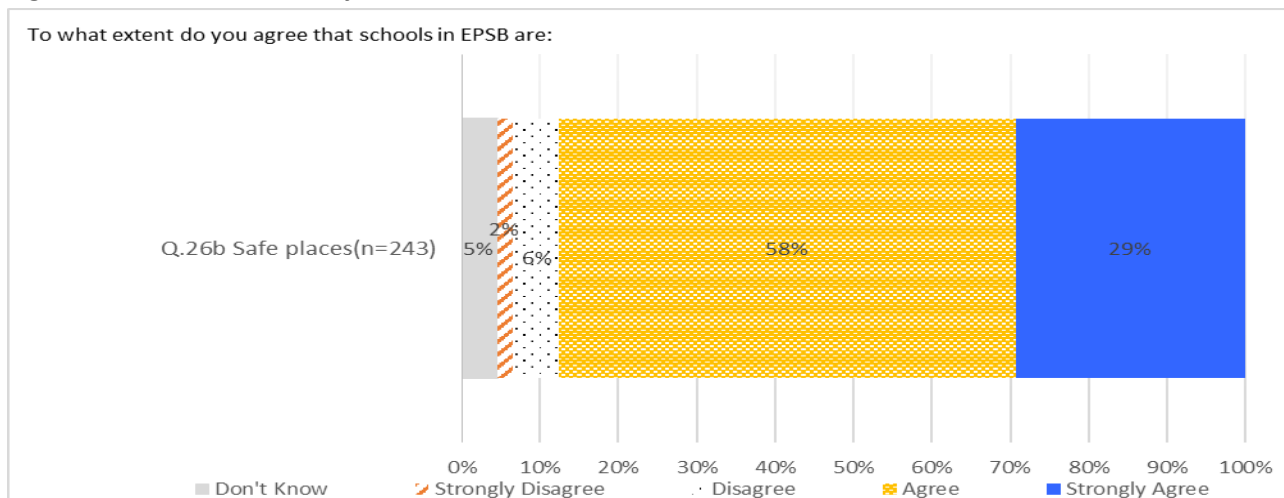
Safe – Parents

Figure 47. Safe – Parents



Safe – Community and Partners

Figure 48. Safe – Community and Partners

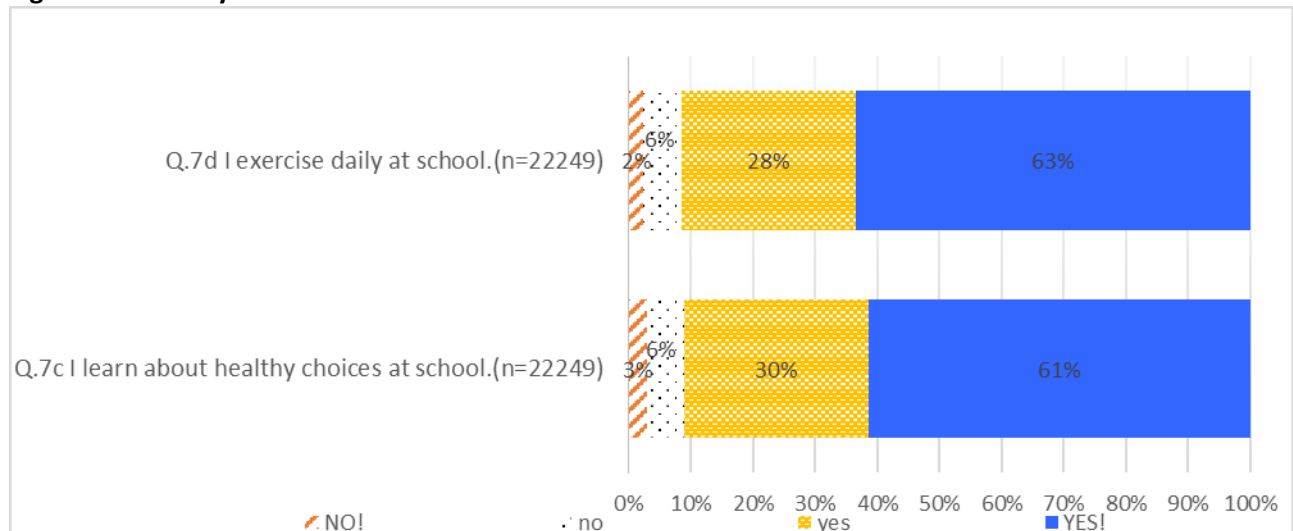


2015 District Feedback Survey: District

Healthy

Healthy – Grades 3-6

Figure 49. Healthy – Grades 3-6



Healthy – Grades 7-12

Figure 50. Healthy – Grades 7-12

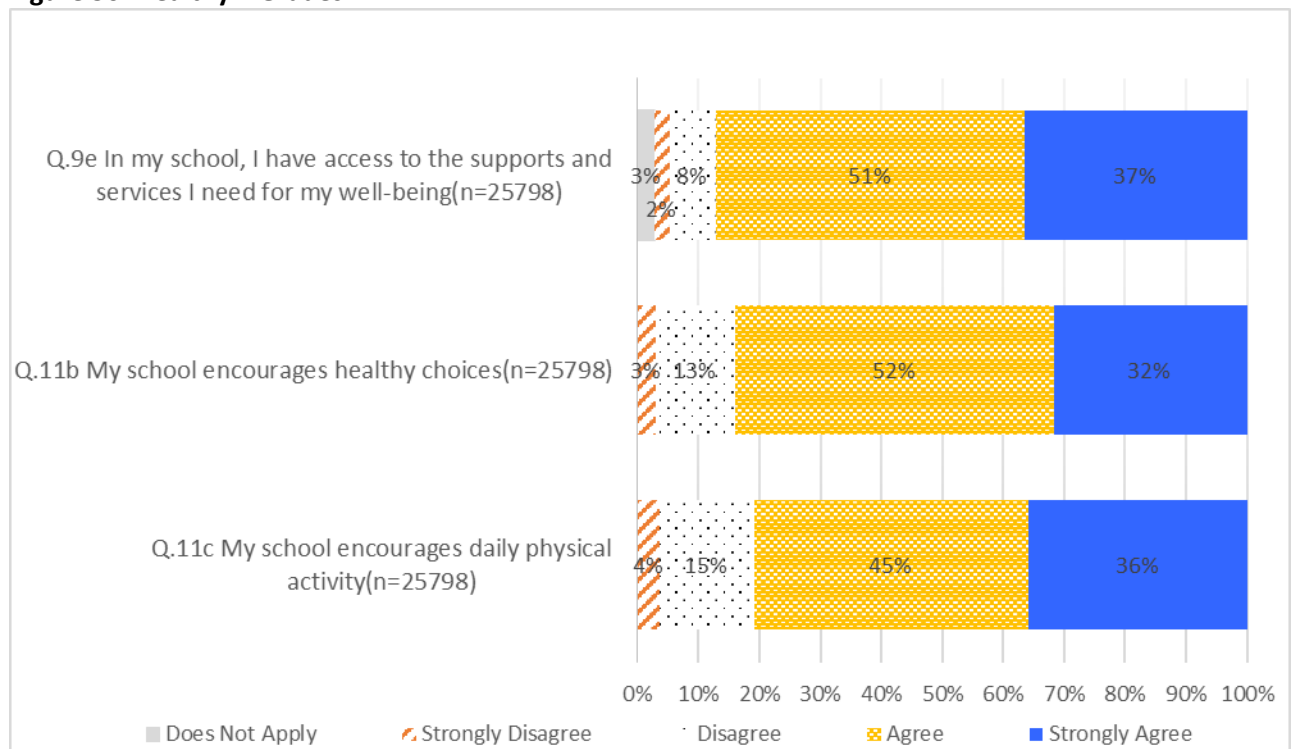
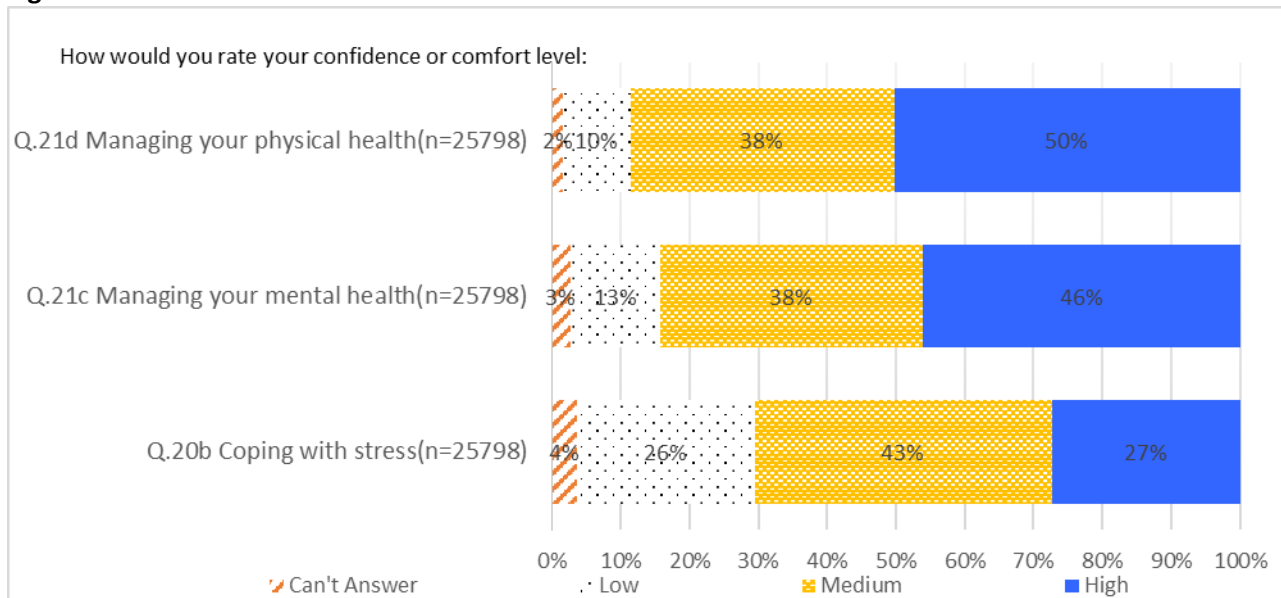
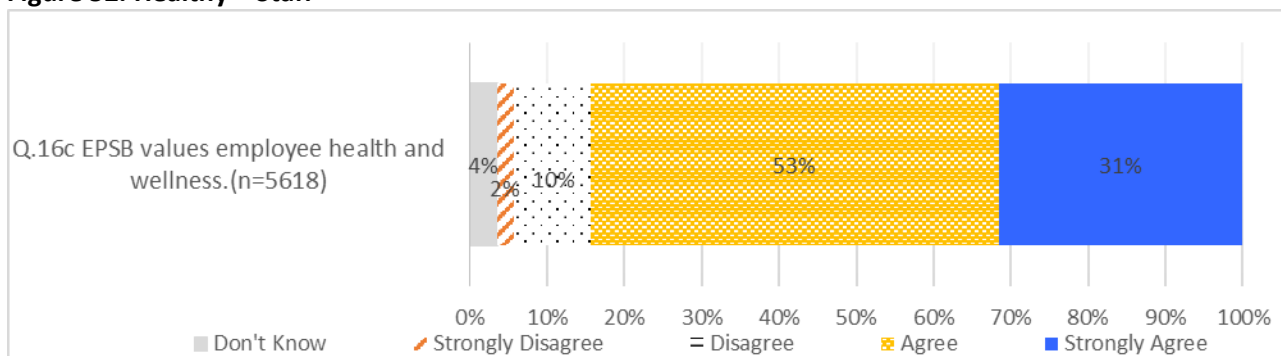


Figure 51. Confidence or Comfort Level – Grades 7-12



Healthy – Staff

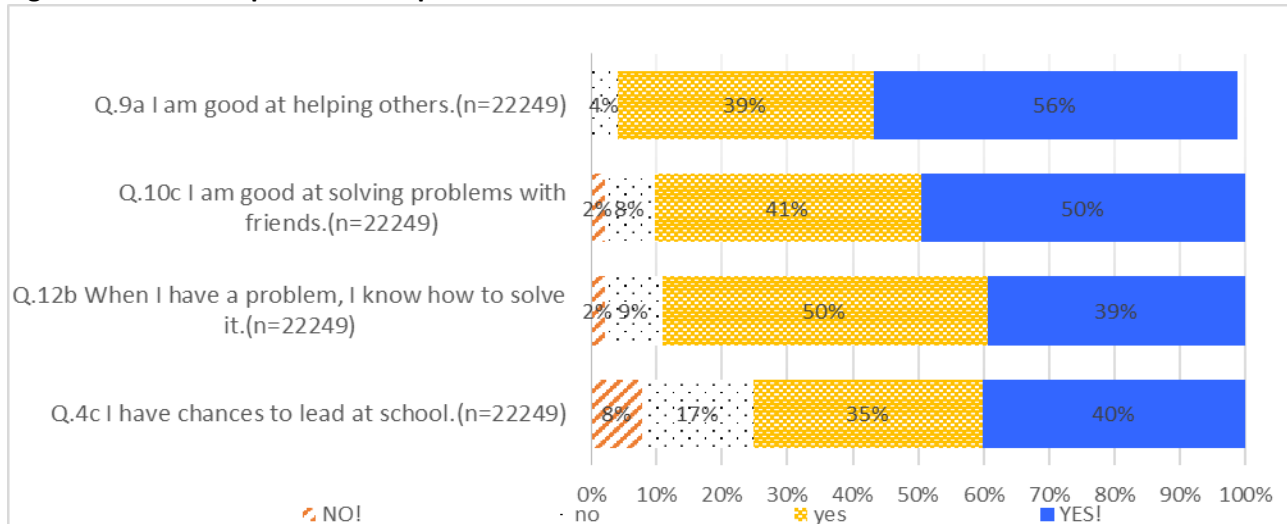
Figure 52. Healthy – Staff



Leadership & Citizenship

Leadership & Citizenship – Grades 3-6

Figure 53. Leadership & Citizenship – Grades 3-6



Leadership & Citizenship – Grades 7-12

Figure 54. Leadership/Citizenship (1) – Grades 7-12

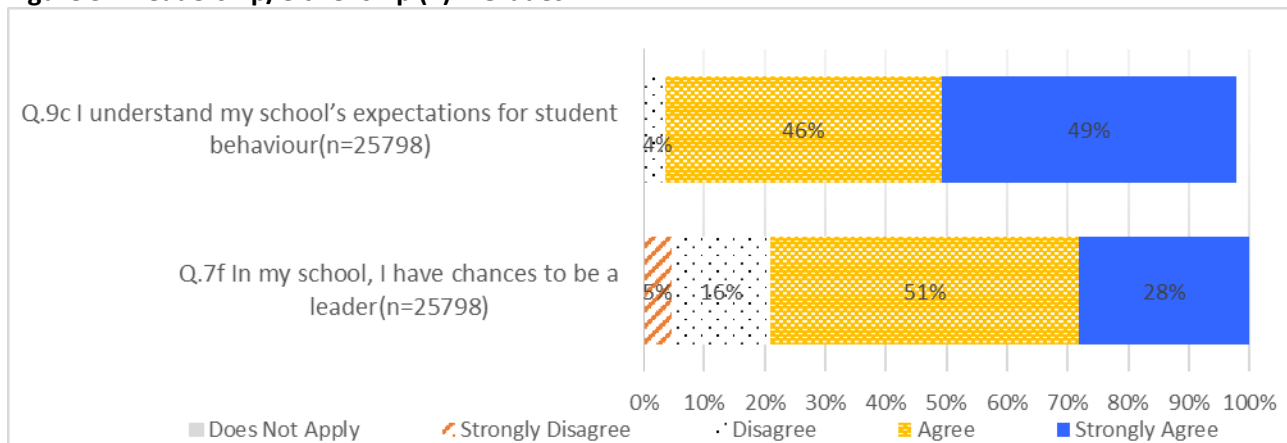
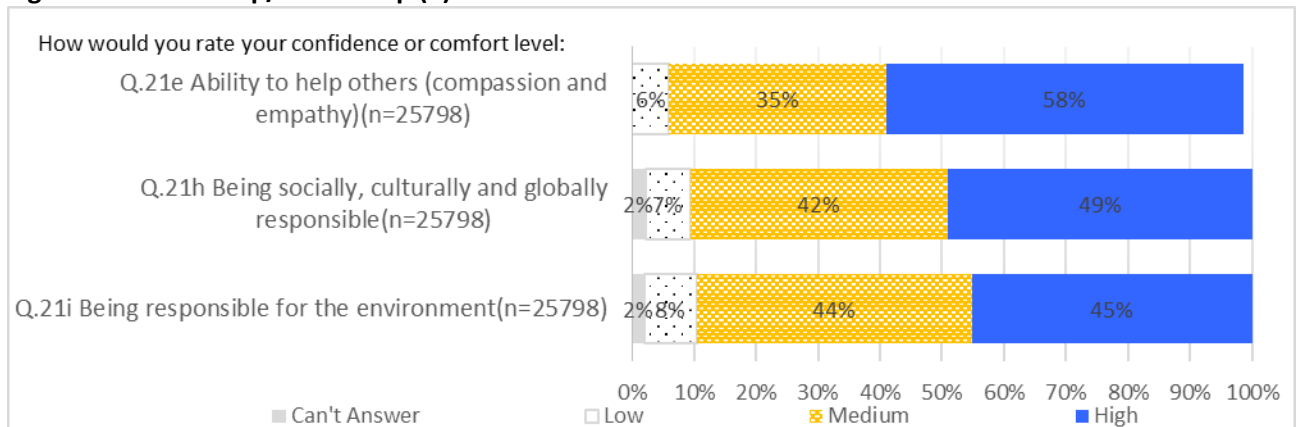
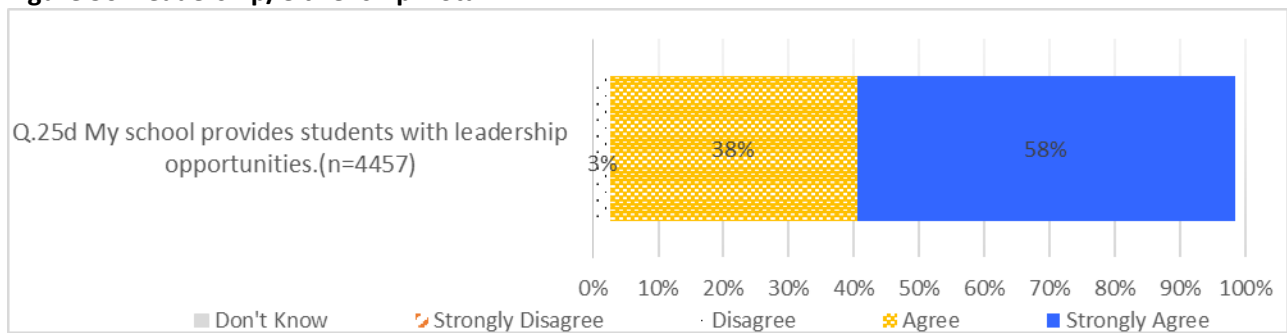


Figure 55. Leadership/Citizenship (2) – Grades 7-12



Leadership & Citizenship – Staff

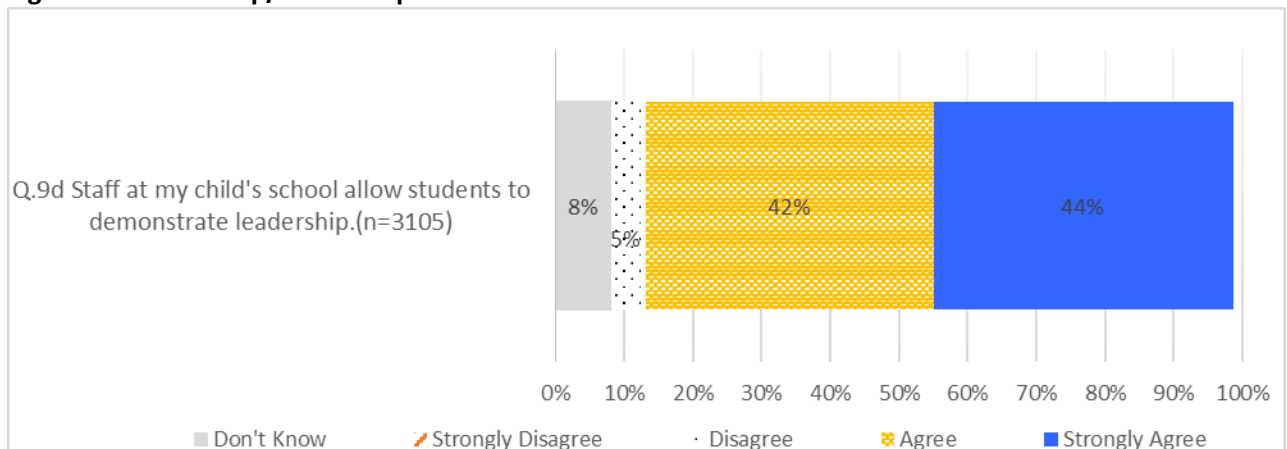
Figure 56. Leadership/Citizenship – Staff



Note: Q.25d was asked of Teaching and Learning Staff only.

Leadership & Citizenship – Parents

Figure 57. Leadership/Citizenship – Parents



2015 District Feedback Survey: District

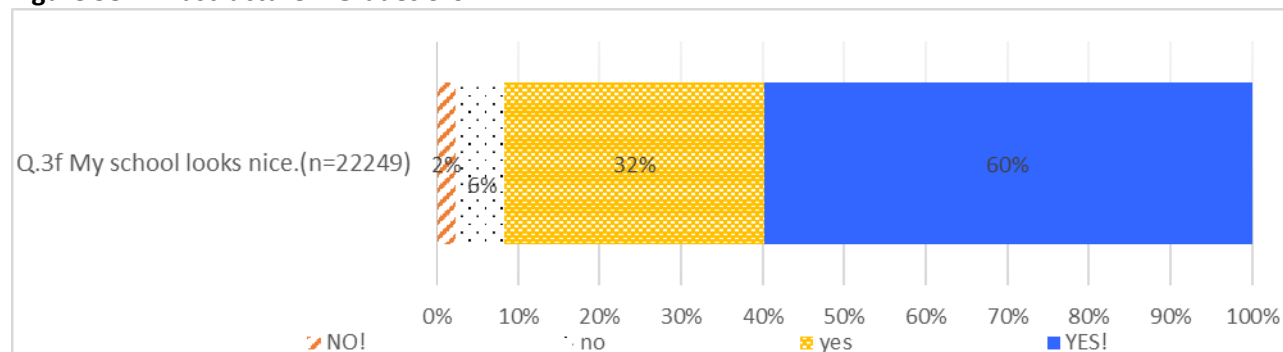
Goal Two: Quality Infrastructure for All

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.

Infrastructure

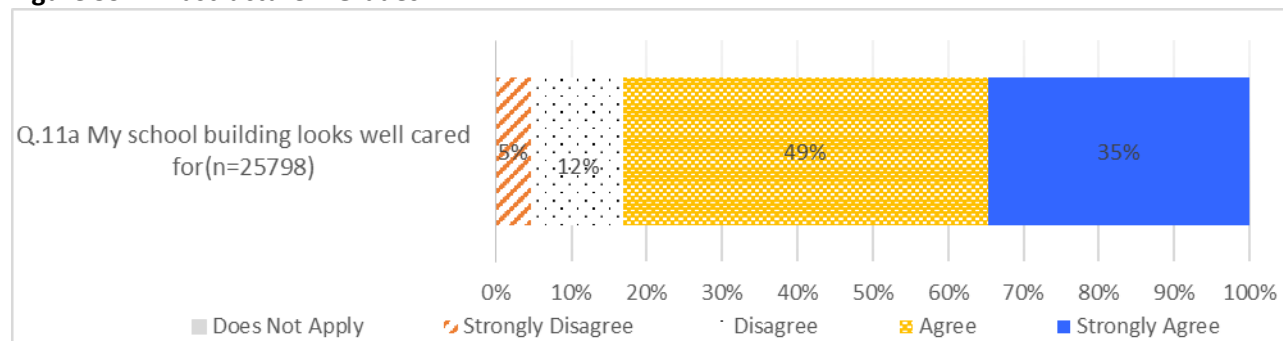
Infrastructure – Grades 3-6

Figure 58. Infrastructure – Grades 3-6



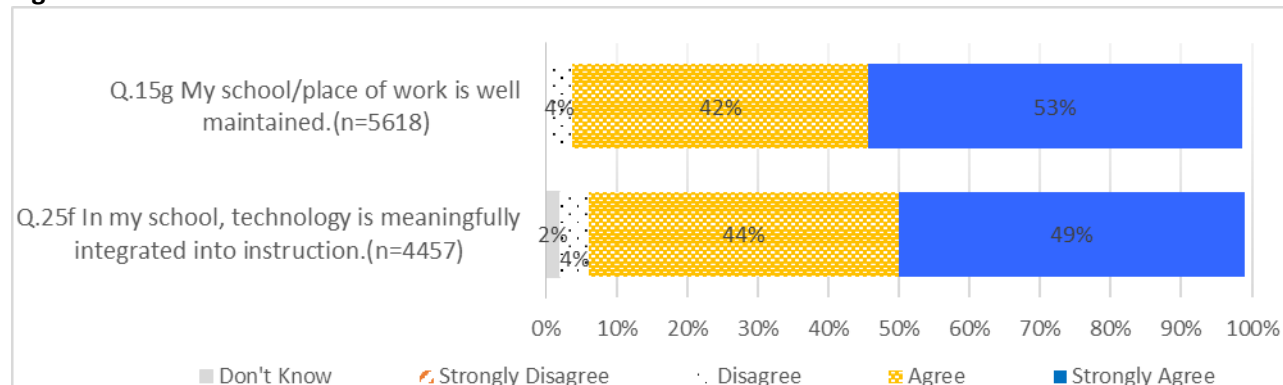
Infrastructure – Grades 7-12

Figure 59. Infrastructure – Grades 7-12



Infrastructure – Staff

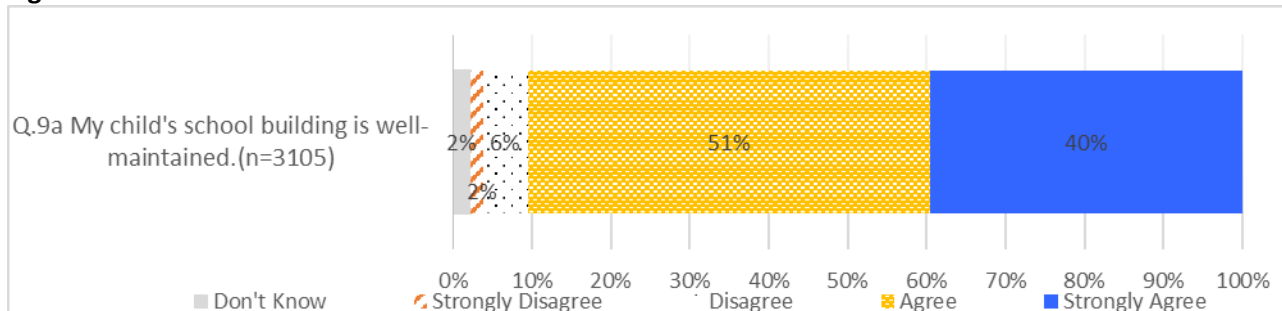
Figure 60. Infrastructure – Staff



Note: Q.25f was asked of Teaching and Learning Staff only.

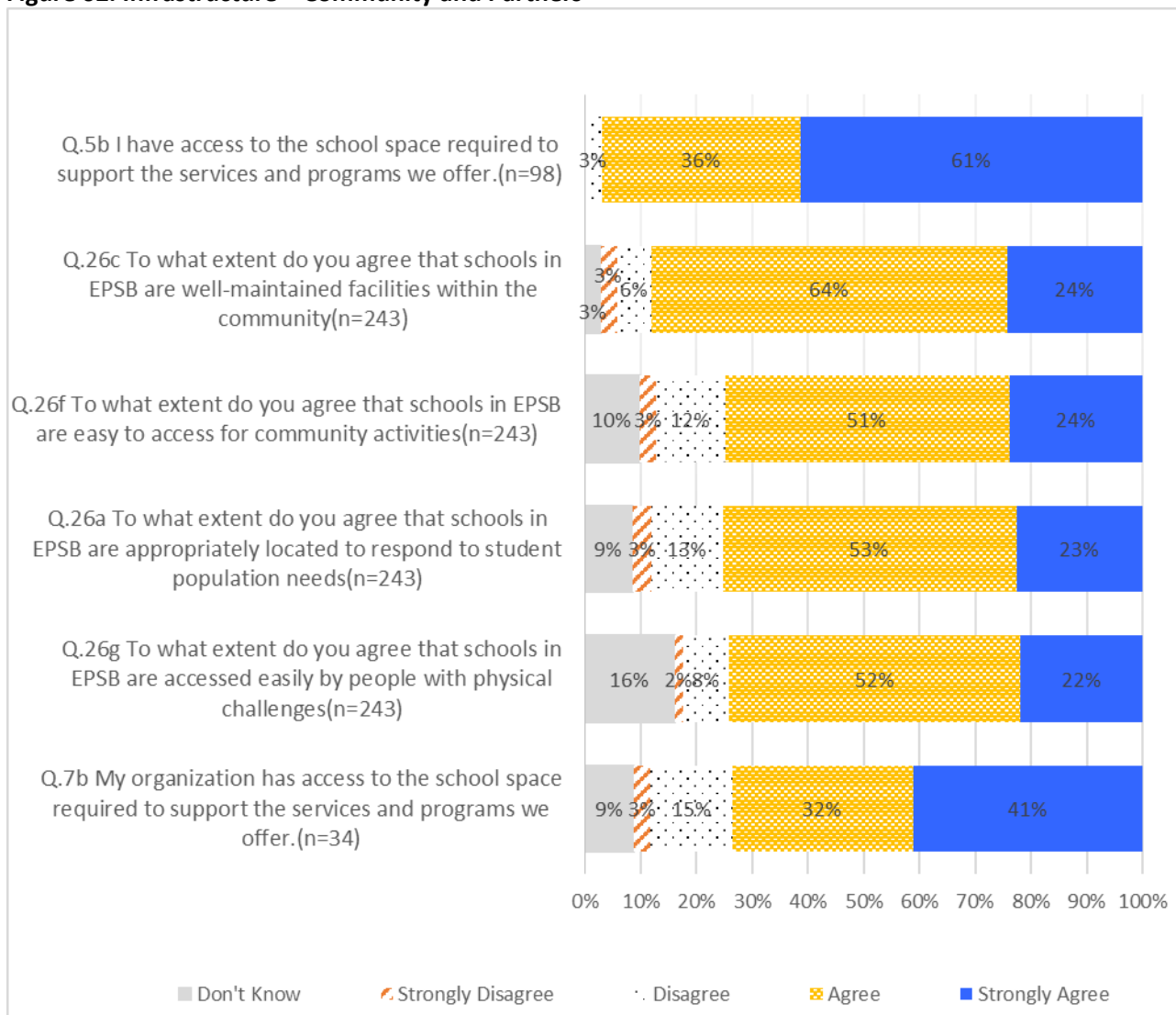
Infrastructure – Parents

Figure 61. Infrastructure – Parents



Infrastructure – Community and Partners

Figure 62. Infrastructure – Community and Partners



Note: Q.5b was asked of Community Partners only.

Note 2: Q.7b was asked of CEOs/Leaders of partner organizations.

2015 District Feedback Survey: District

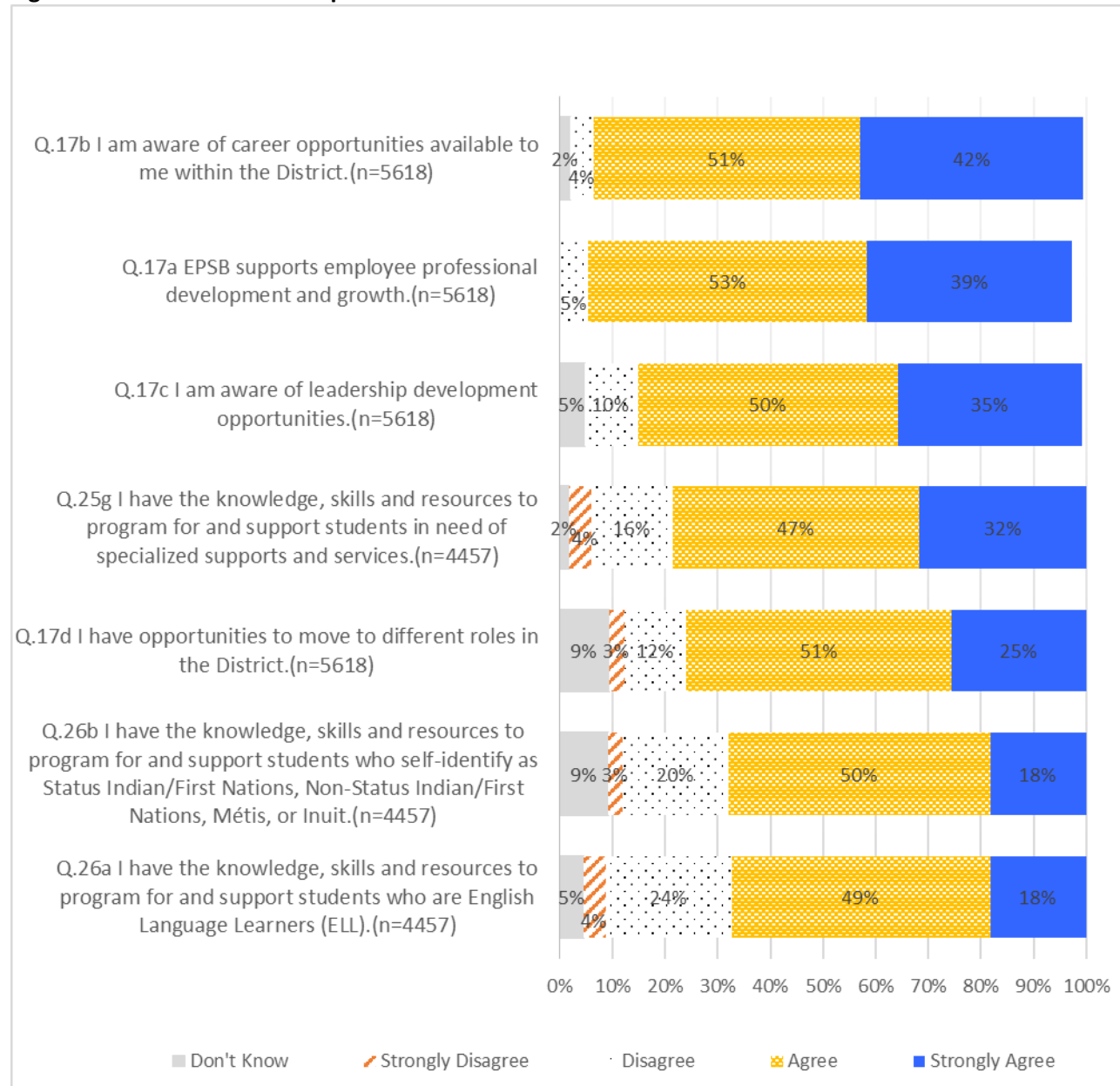
Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

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

Professional Development and Growth

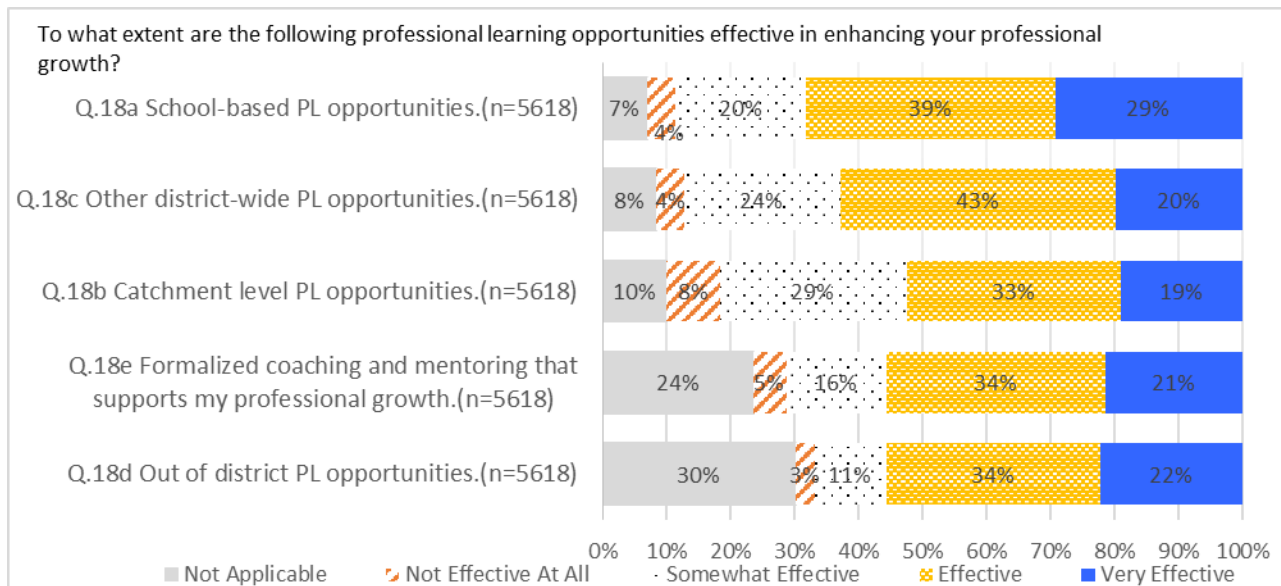
Professional Development and Growth – Staff

Figure 63. Professional Development and Growth – Staff



Note: Q.25g, 26a and Q.26b were asked of Teaching and Learning Staff only

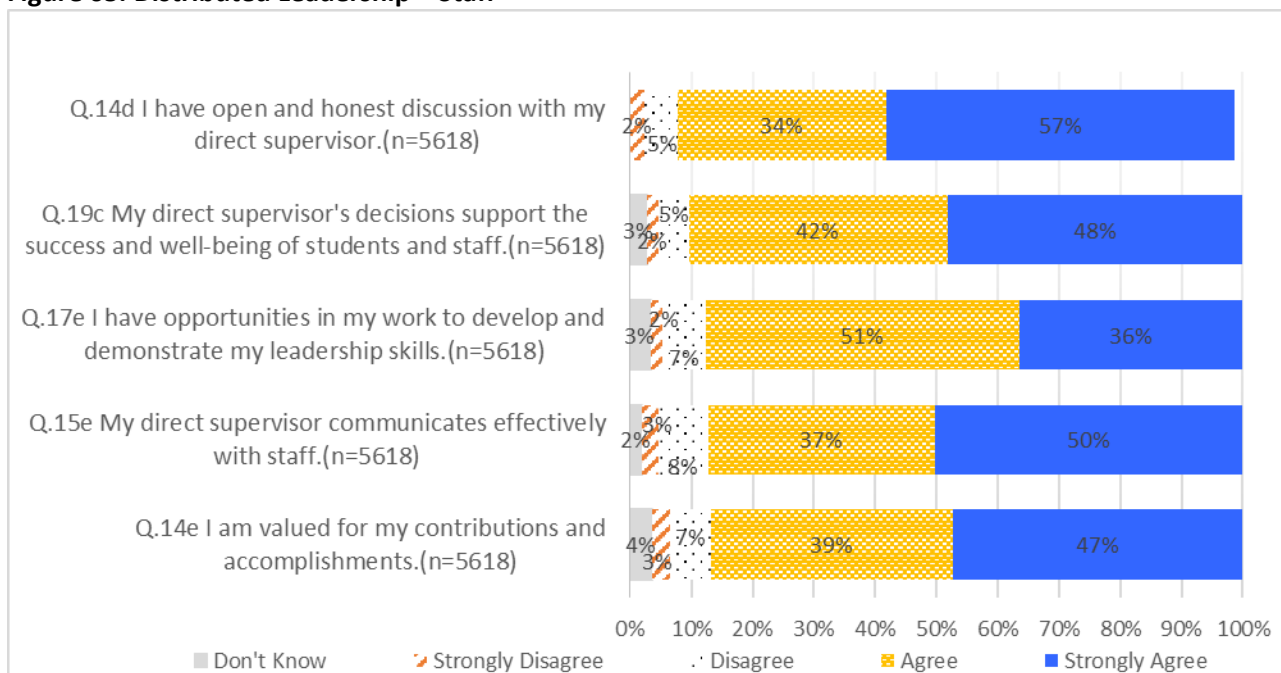
Figure 64. Effectiveness of Professional Learning Opportunities in Enhancing Professional Growth - Staff



Distributed Leadership

Distributed Leadership – Staff

Figure 65. Distributed Leadership – Staff

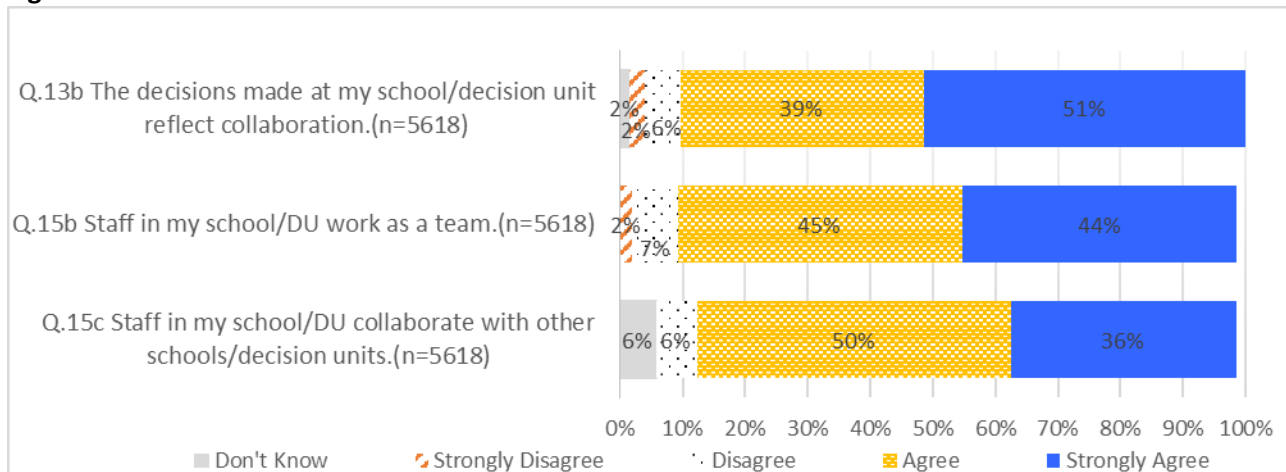


2015 District Feedback Survey: District

Collaboration

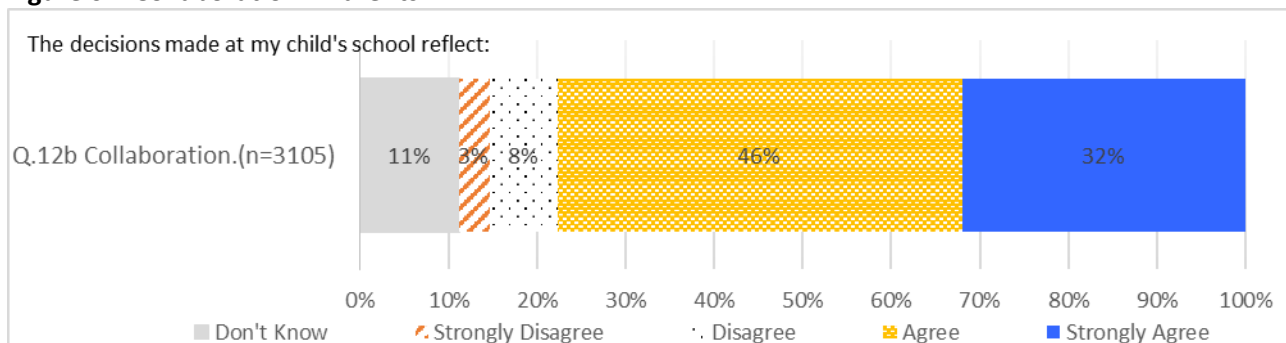
Collaboration - Staff

Figure 66. Collaboration – Staff



Collaboration – Parents

Figure 67. Collaboration – Parents



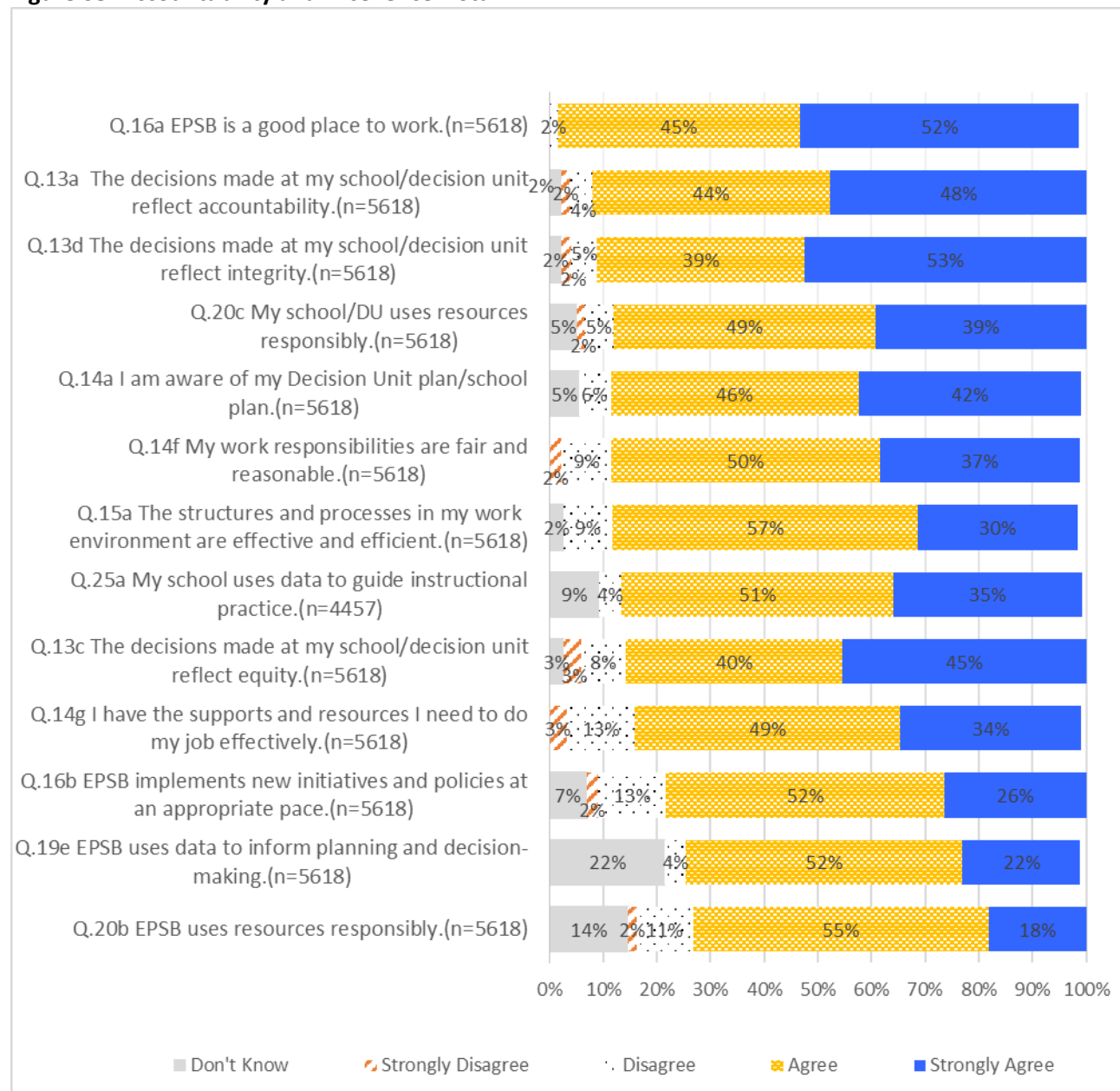
Goal Four: A Culture of Excellence and Accountability

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

Accountability and Excellence

Accountability and Excellence – Staff

Figure 68. Accountability and Excellence – Staff



Note: Q.25a was asked of Teaching and Learning Staff only

2015 District Feedback Survey: District

Accountability and Excellence – Parents

Figure 69. Accountability and Excellence (1) - Parents

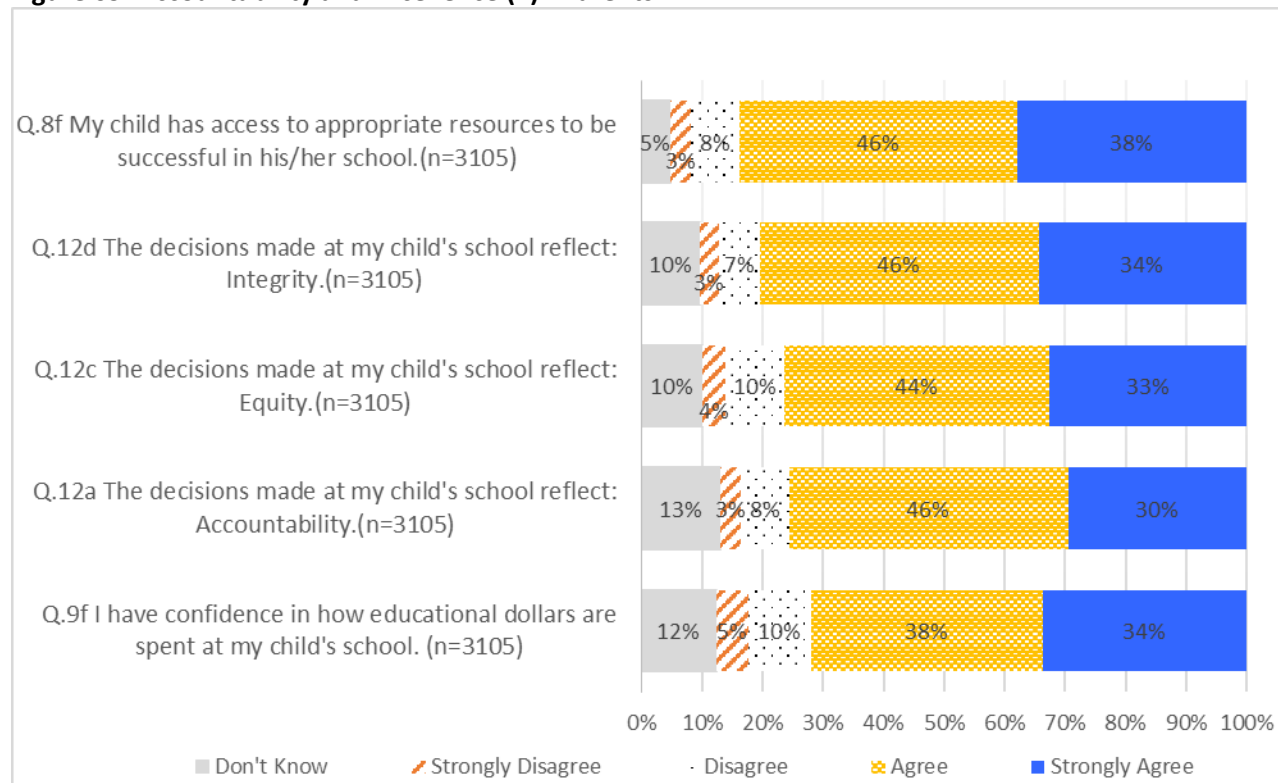
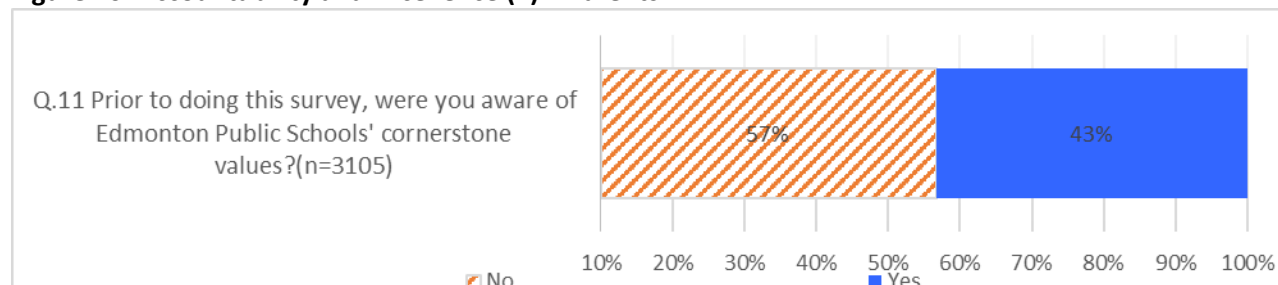
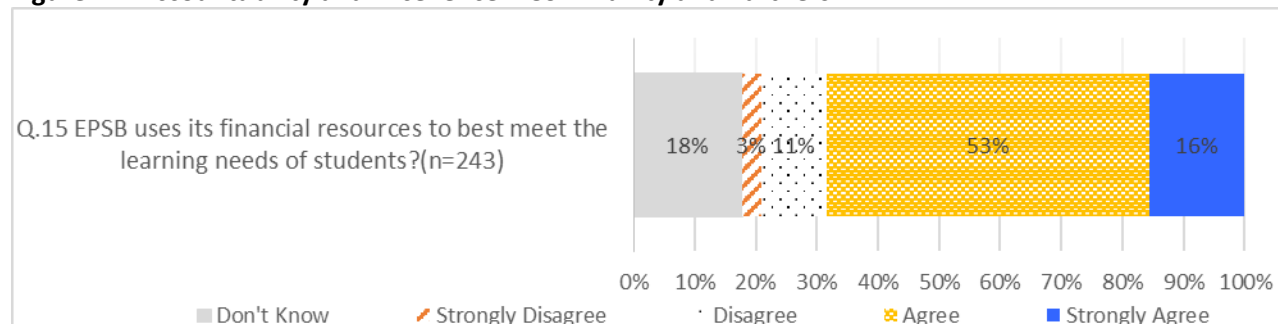


Figure 70. Accountability and Excellence (2) – Parents



Accountability and Excellence – Community and Partners

Figure 71. Accountability and Excellence – Community and Partners



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

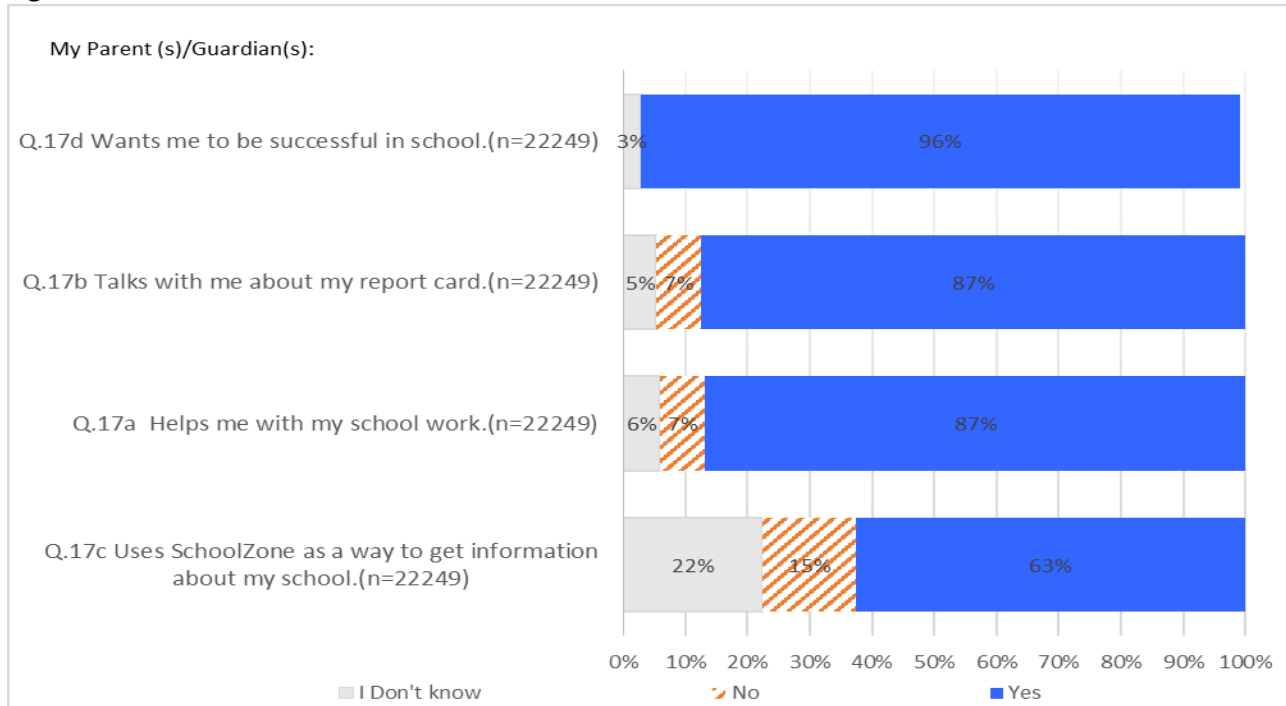
Goal One: Parents as Partners

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

Parental Involvement

Parental Involvement – Grades 3-6

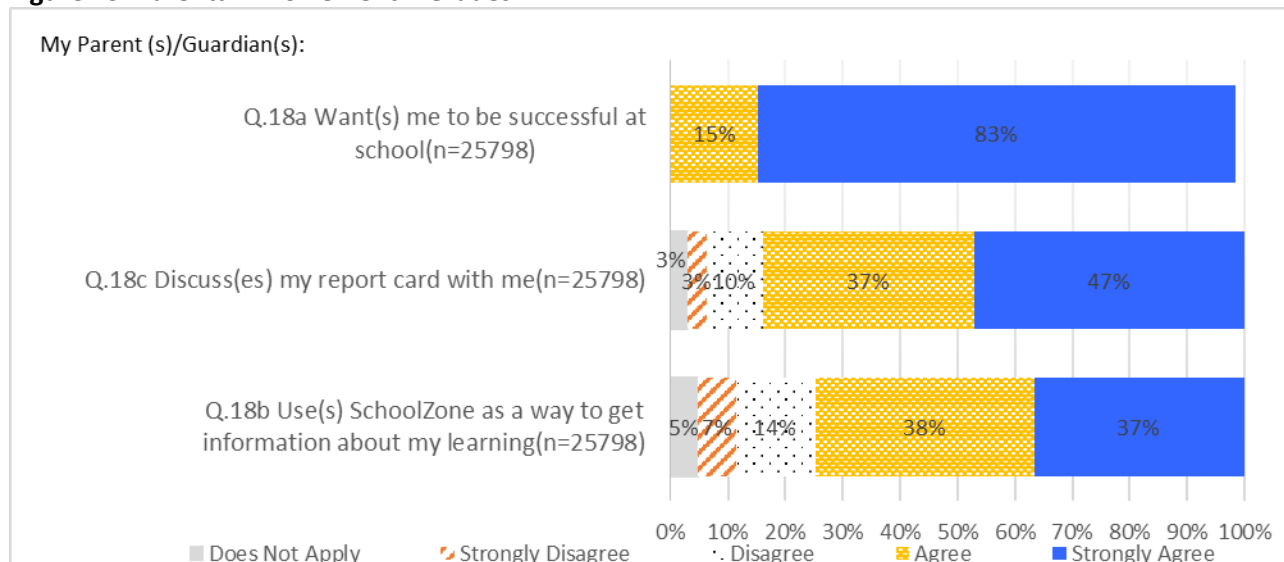
Figure 72. Parents as Partners – Grades 3-6



2015 District Feedback Survey: District

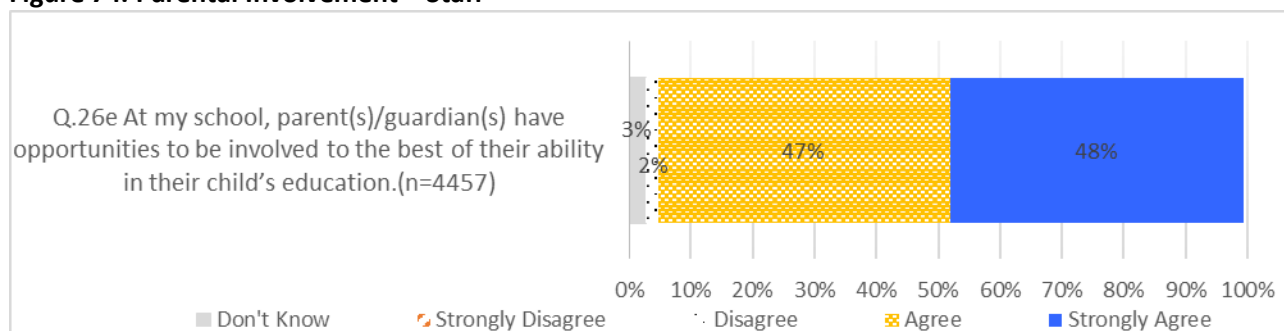
Parental Involvement – Grades 7-12

Figure 73. Parental Involvement – Grades 7-12



Parental Involvement – Staff

Figure 74. Parental Involvement – Staff



Note: Q.26e was asked of Teaching and Learning Staff only.

Parental Involvement – Parents

Figure 75. Ways Involved with Child's Education – Parents

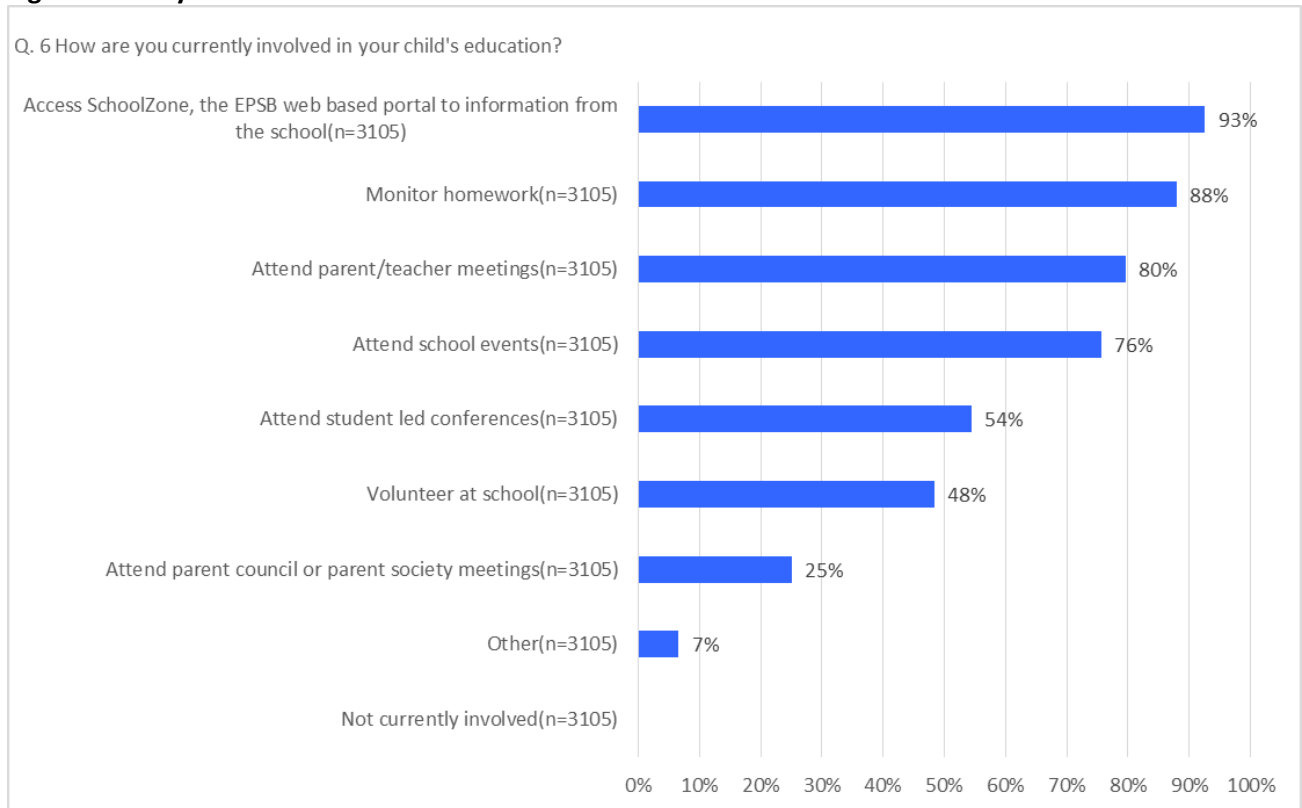
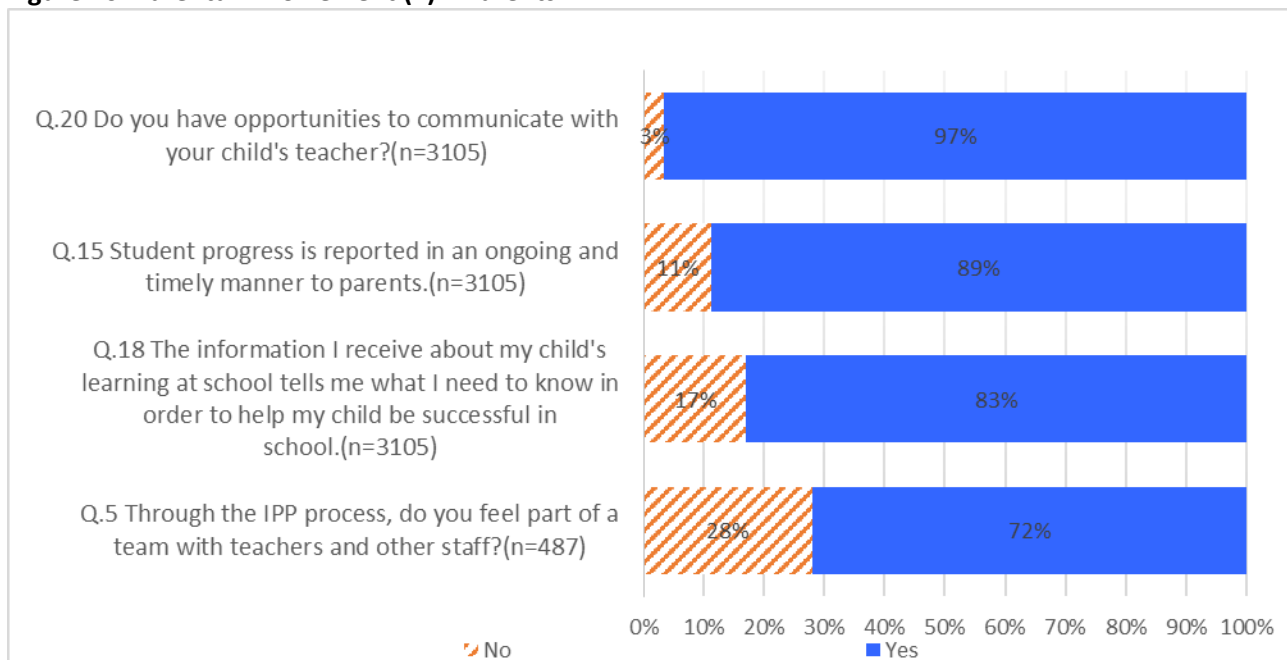


Figure 76. Parental Involvement (1) – Parents



Note: Q.5 was asked of parents who indicated their child(ren) had an Individualized Program Plan (IPP).

2015 District Feedback Survey: District

Figure 77. Parental Involvement (2) – Parents

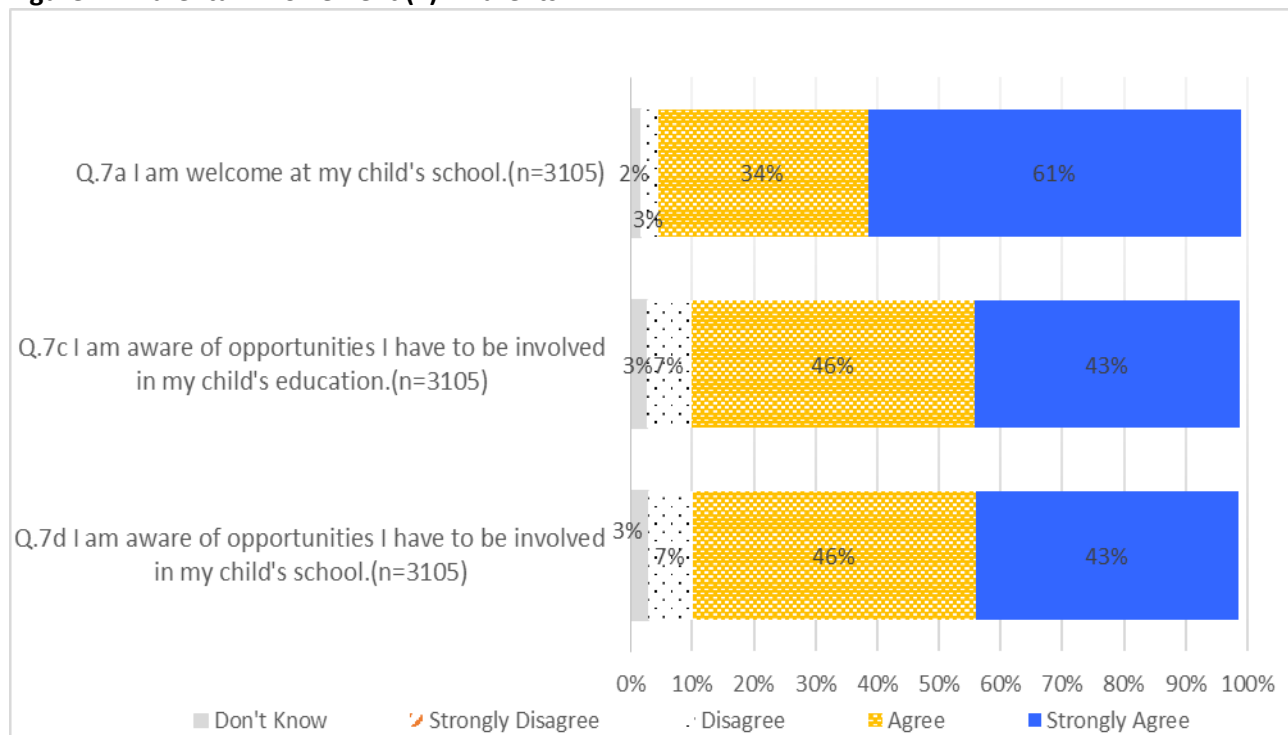
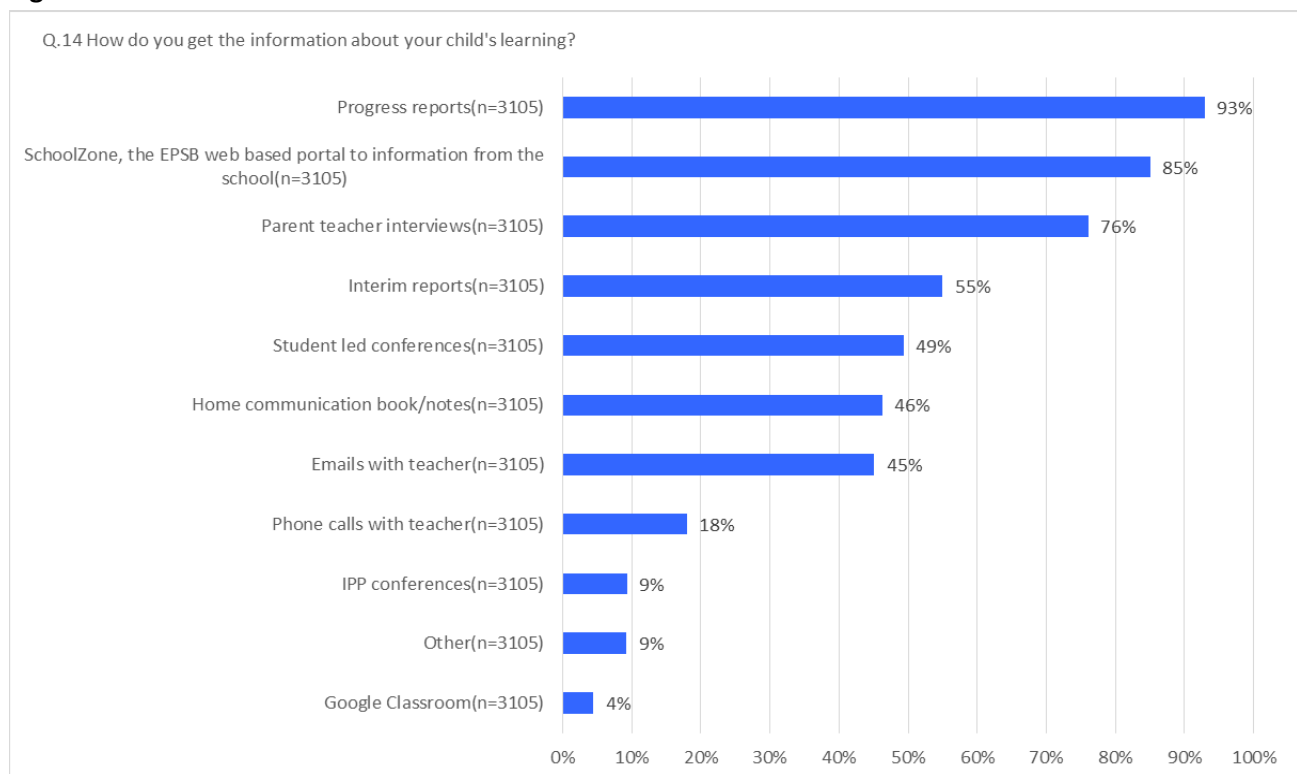


Figure 78. Method Informed about Child – Parents



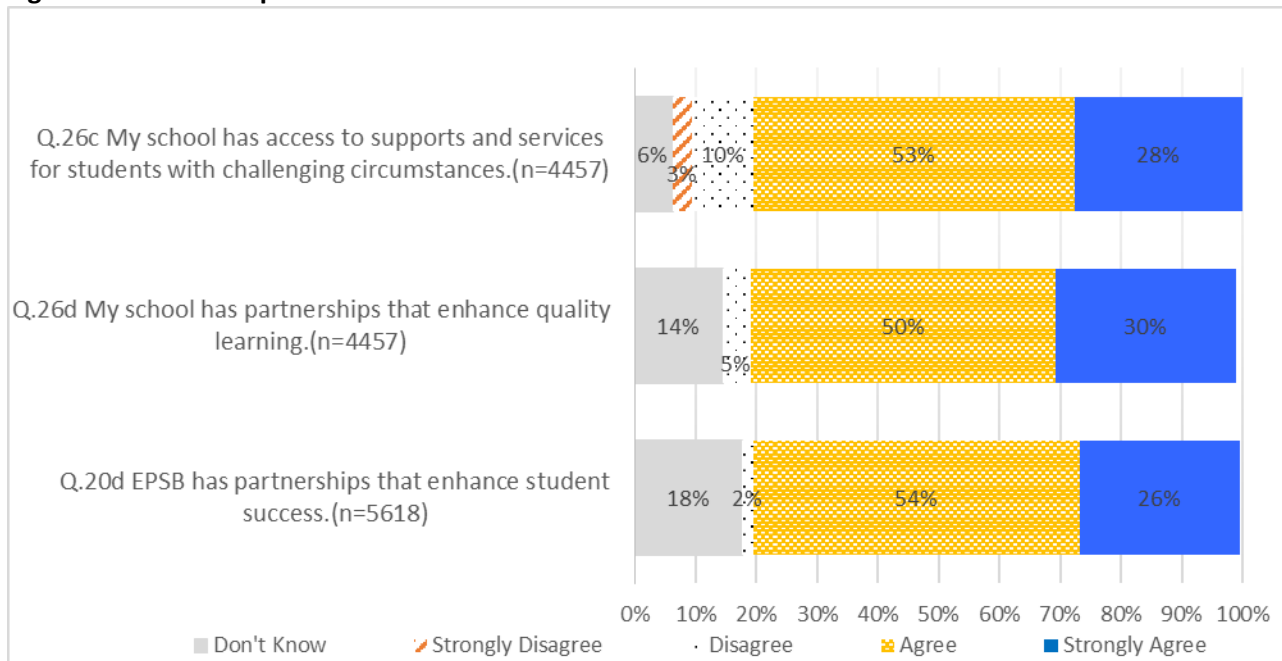
Goal Two: Supports for the Whole Child

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

Partnership

Partnership – Staff

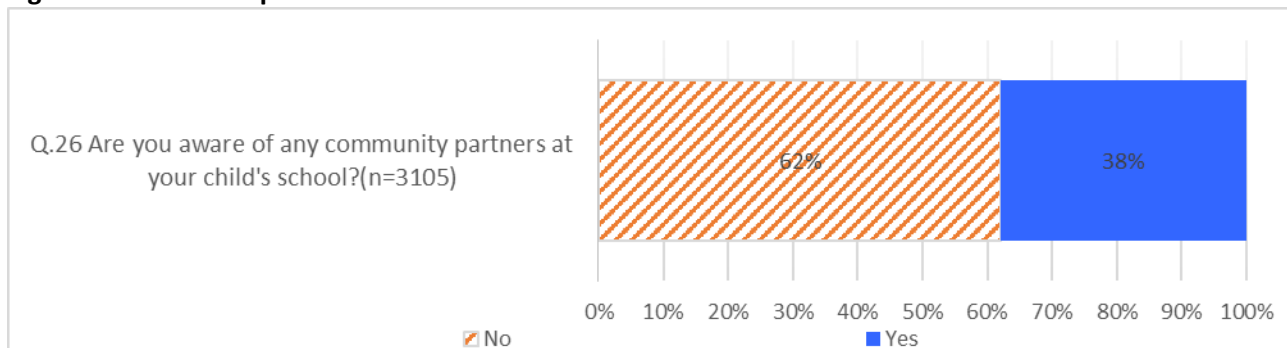
Figure 79. Partnership – Staff



Note: Q.26c and 26d were asked of Teaching and Learning Staff only.

Partnership – Parents

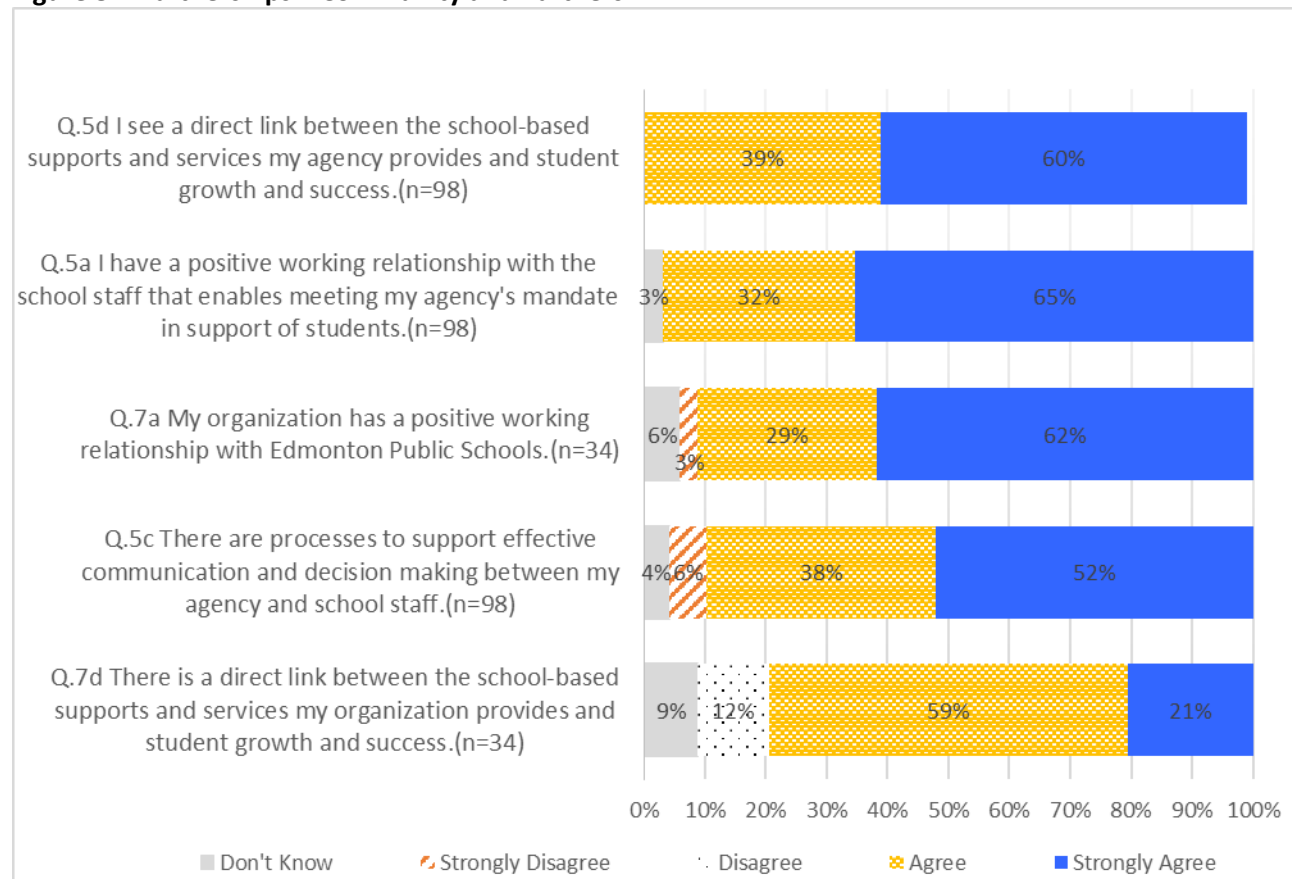
Figure 80. Partnership – Parents



2015 District Feedback Survey: District

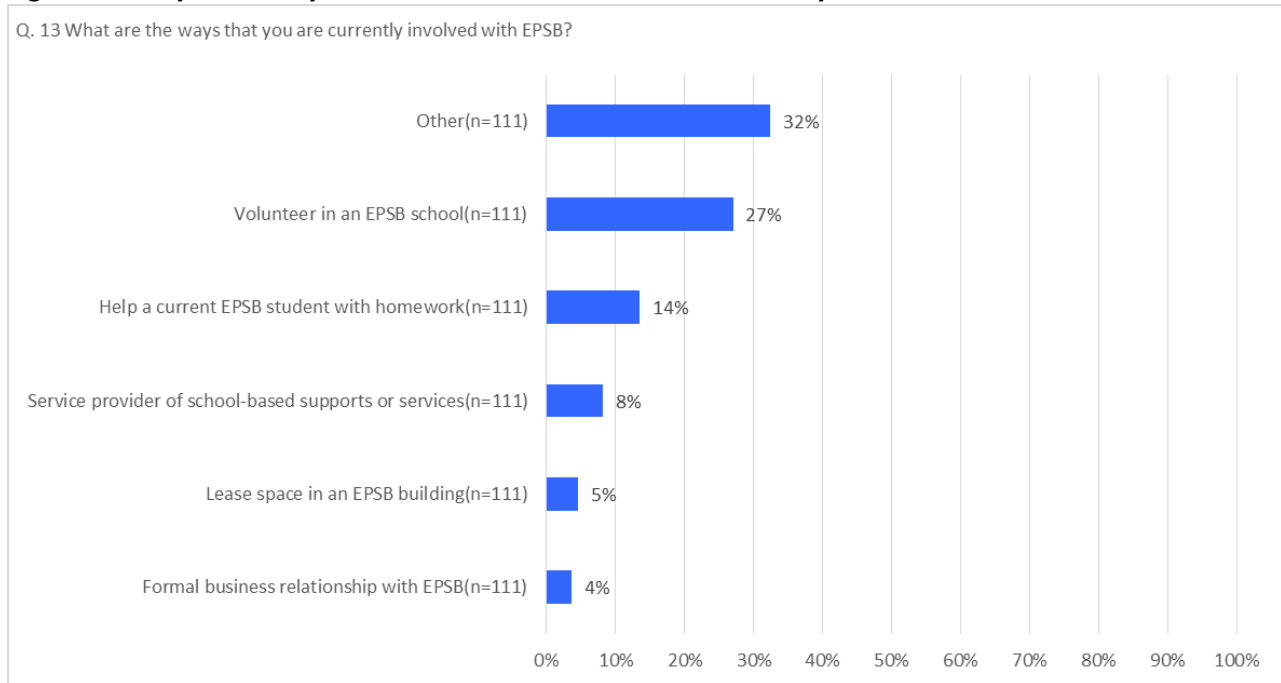
Partnership – Community and Partners

Figure 81. Partnerships – Community and Partners



Note: Q.5a, Q.5c and Q.5d were asked of Community Partners only. Q.7a, and Q.7d were asked of CEOs/Leaders of partner organizations only.

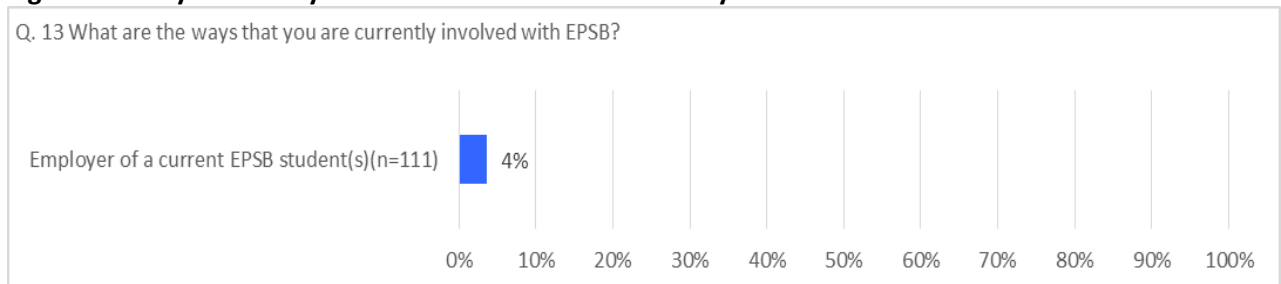
Figure 82. Ways Currently Involved with EPSB Schools – Community and Partners



Note: This question was asked of Community Members only

Note 2: This question is also found under Priority 3, Goal 3

Figure 83. Ways Currently Involved with EPSB – Community and Partners



Note: This question was asked of Community Members only

Note 2: This question is also found under Priority 3, Goal 3

2015 District Feedback Survey: District

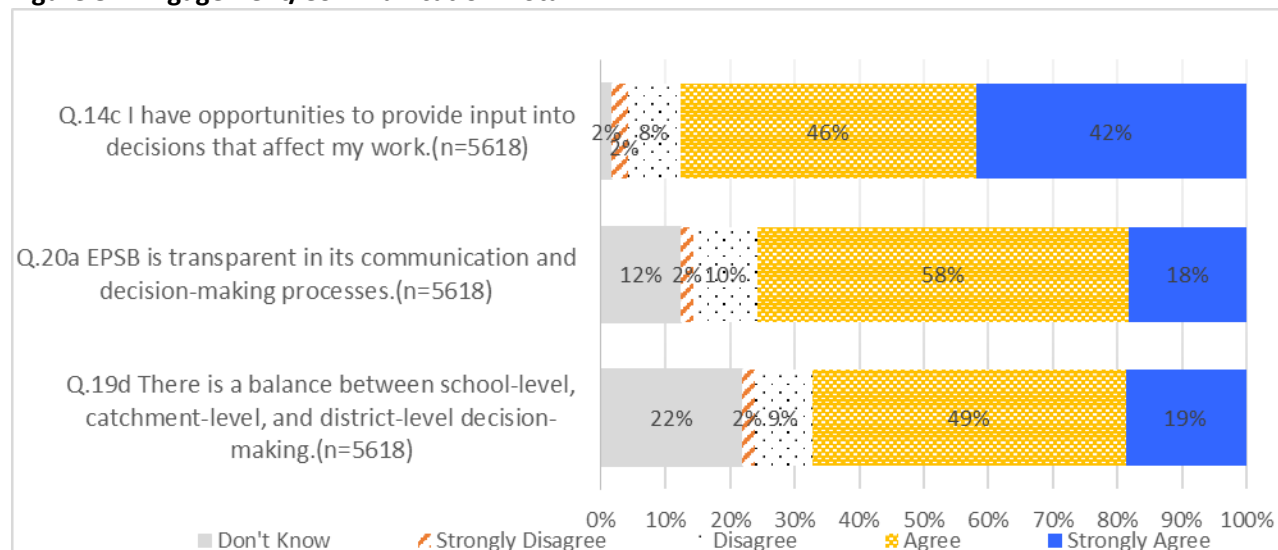
Goal Three: Engaged and Effective Governance

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

Engagement/Communication

Engagement/Communication – Staff

Figure 84. Engagement/Communication – Staff



Engagement/Communication – Parents

Figure 85. Engagement/Communication (1) – Parents

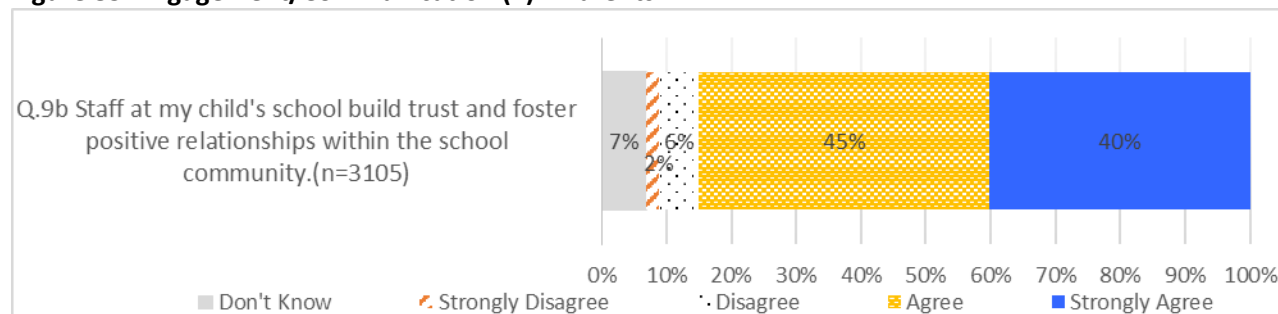


Figure 86. Engagement/Communication (2) – Parents

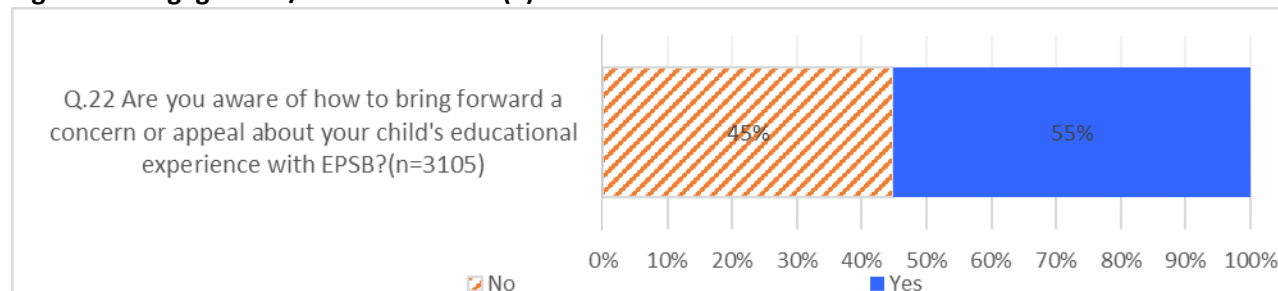
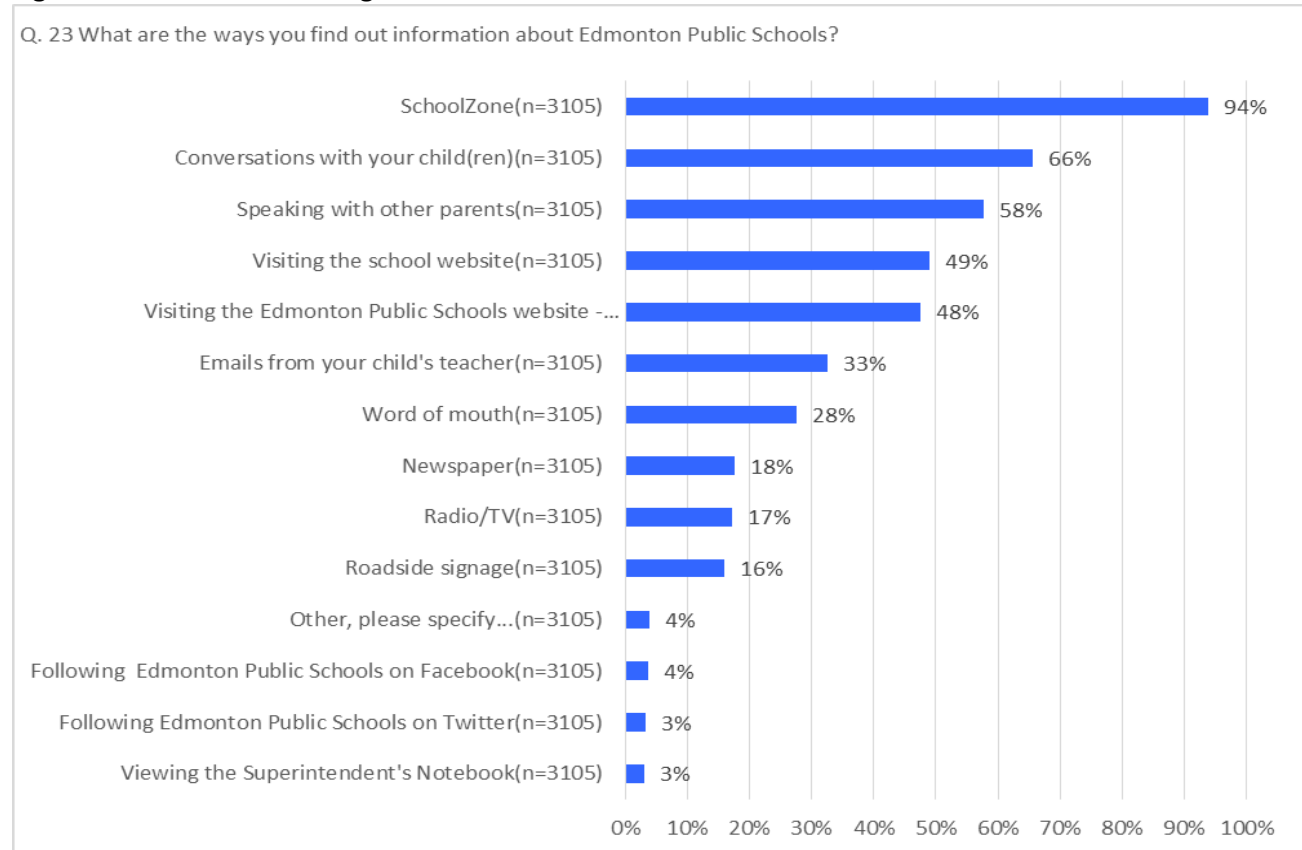
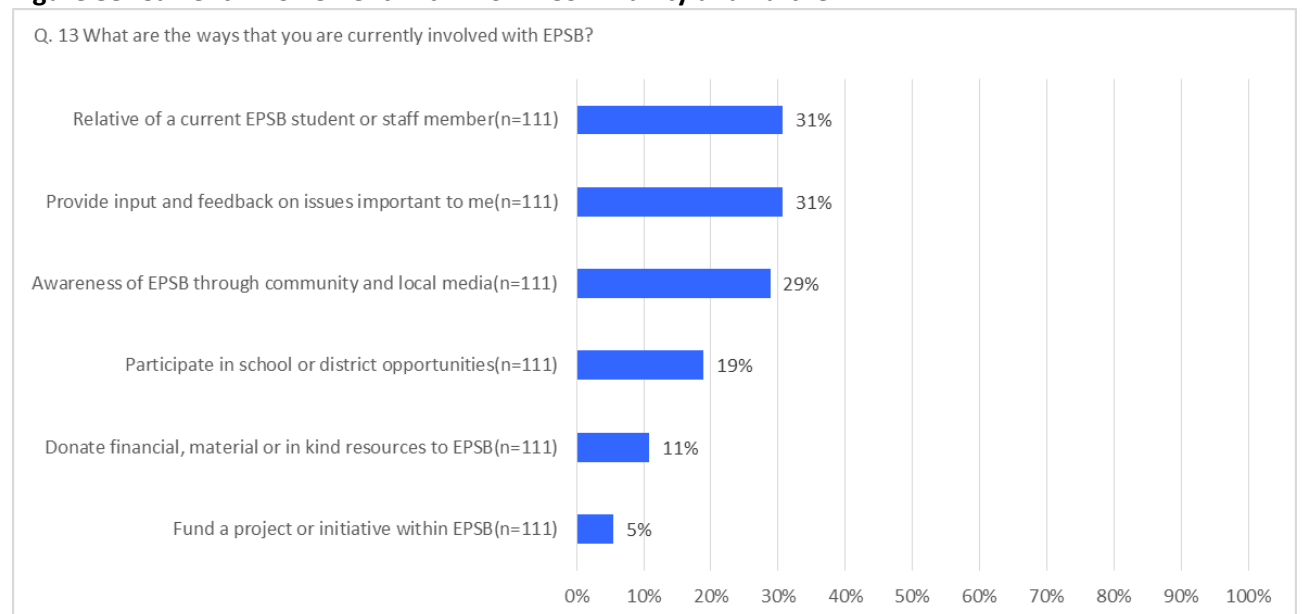


Figure 87. Method for Finding Information about Edmonton Public Schools – Parents



Engagement/Communication – Community and Partners

Figure 88. Current Involvement with EPSB – Community and Partner



Note: This question was asked of Community Members only.

Note 2: This question is also found under Priority 3, Goal 2

2015 District Feedback Survey: District

Figure 89. Engagement/Communications (1) – Community and Partners

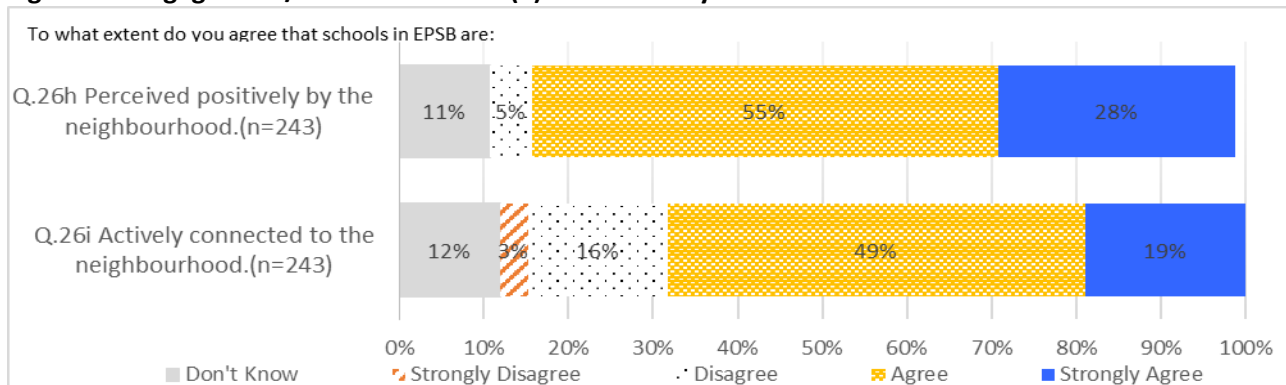
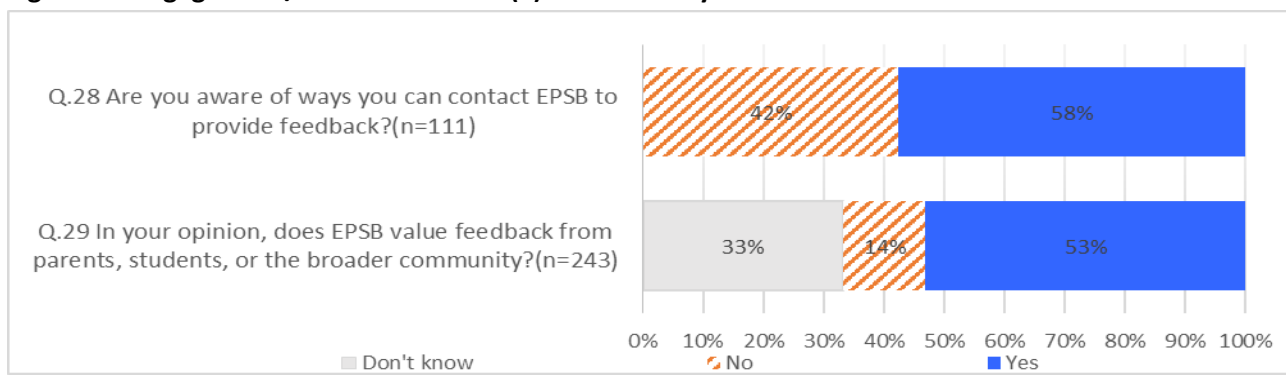
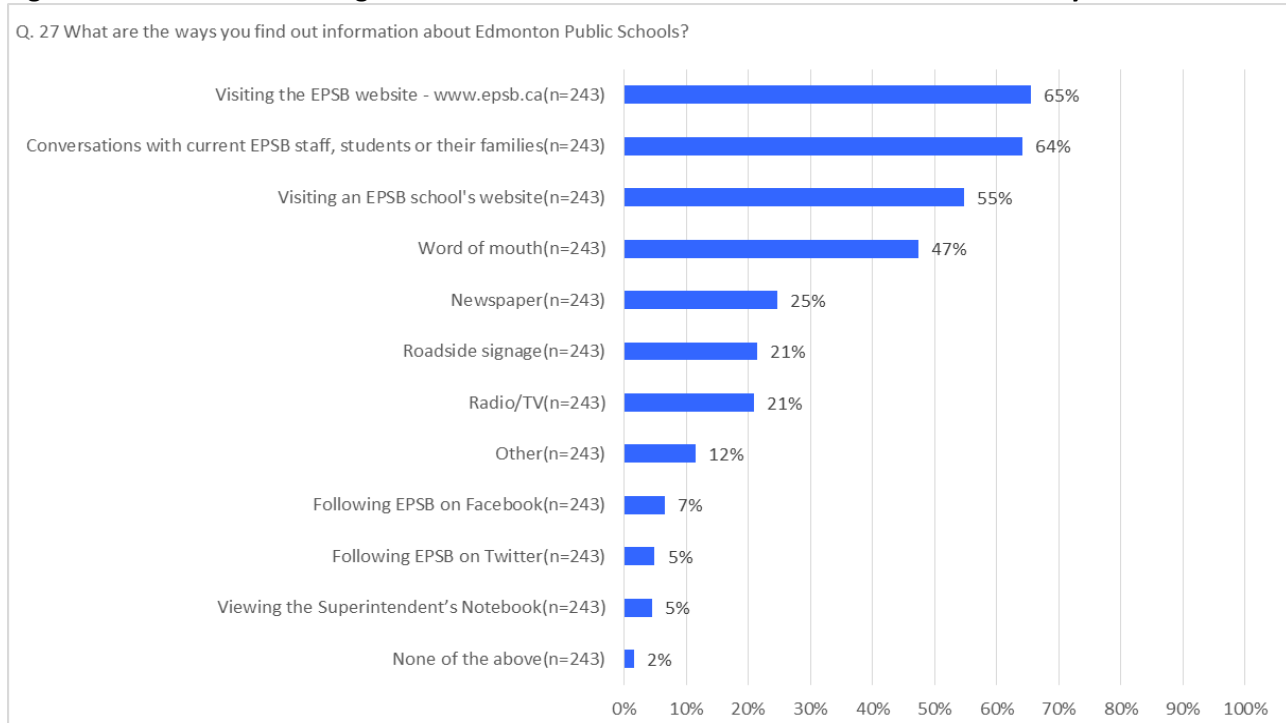


Figure 91. Engagement/Communications (2) – Community and Partners



Note: Q.28 was asked of Community Members only.

Figure 90. Method for Finding Information about Edmonton Public Schools – Community and Partners



District Governance

District Governance –Staff

Figure 92. District Plan – Staff

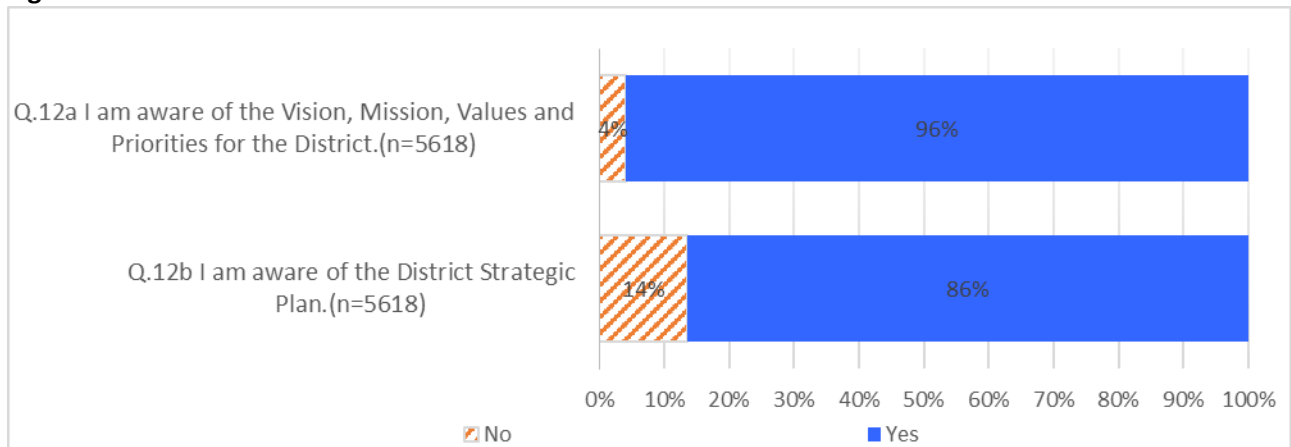
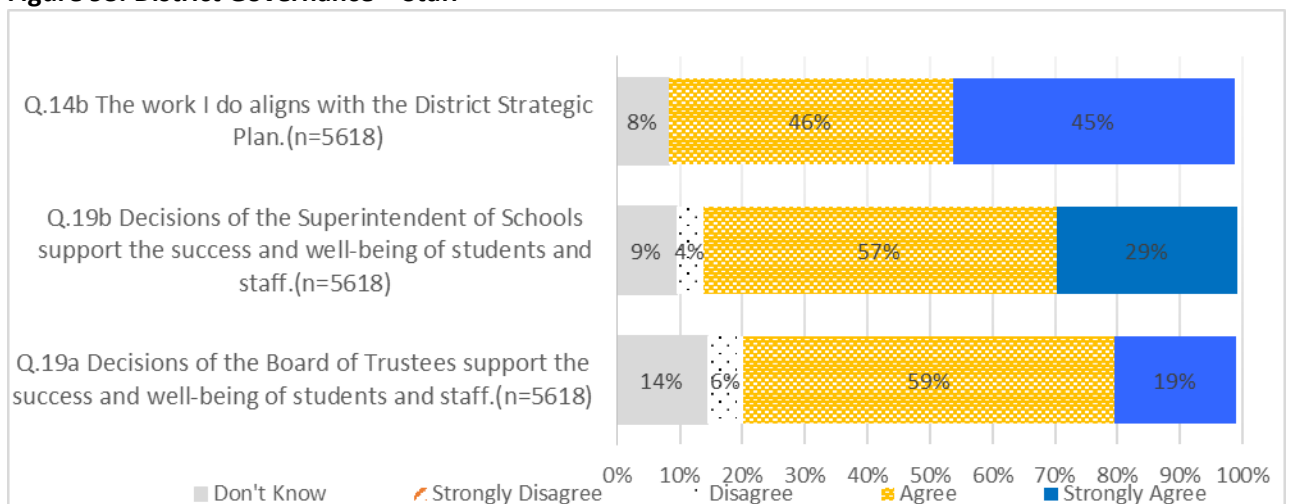


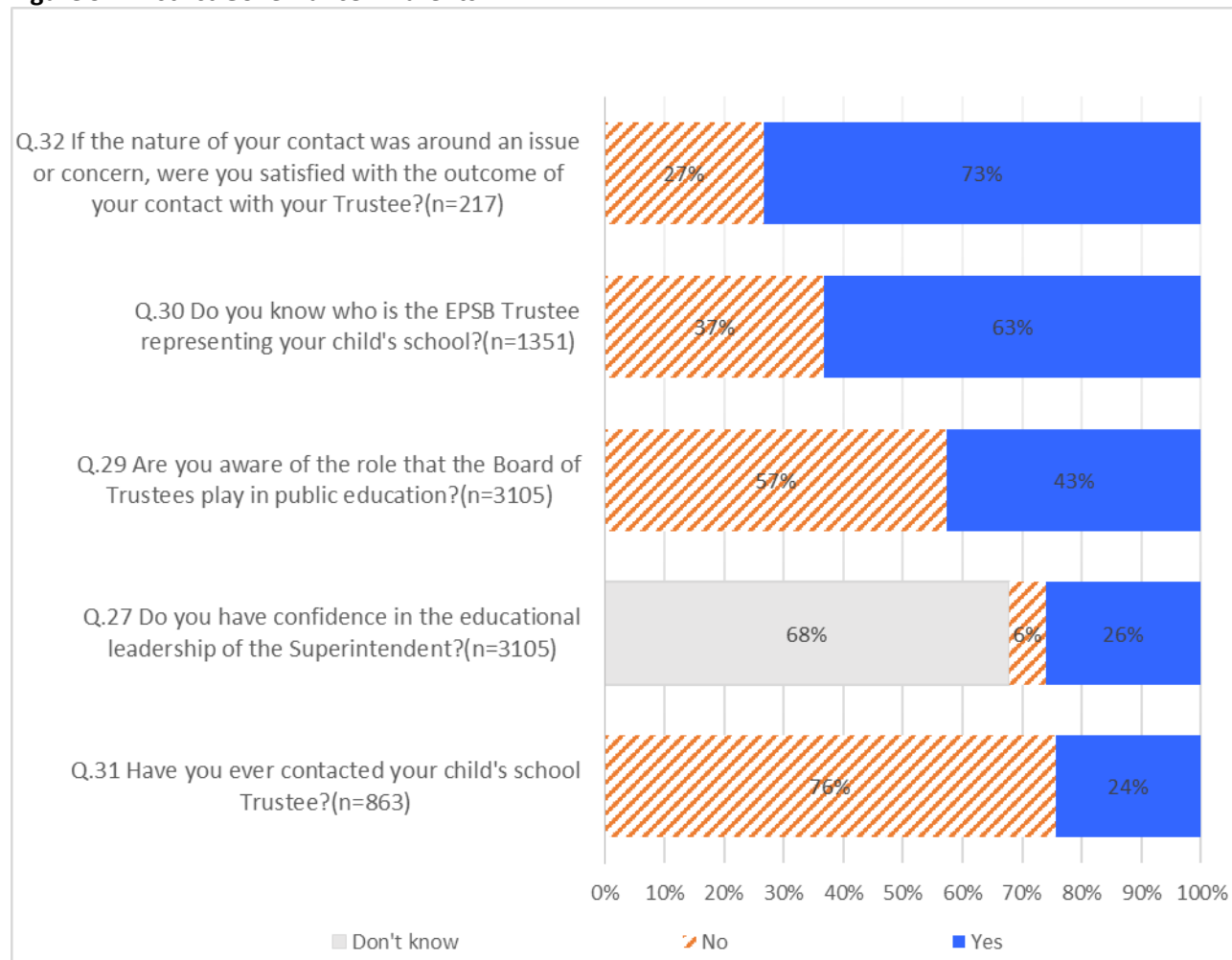
Figure 93. District Governance – Staff



2015 District Feedback Survey: District

District Governance –Parents

Figure 94. District Governance – Parents



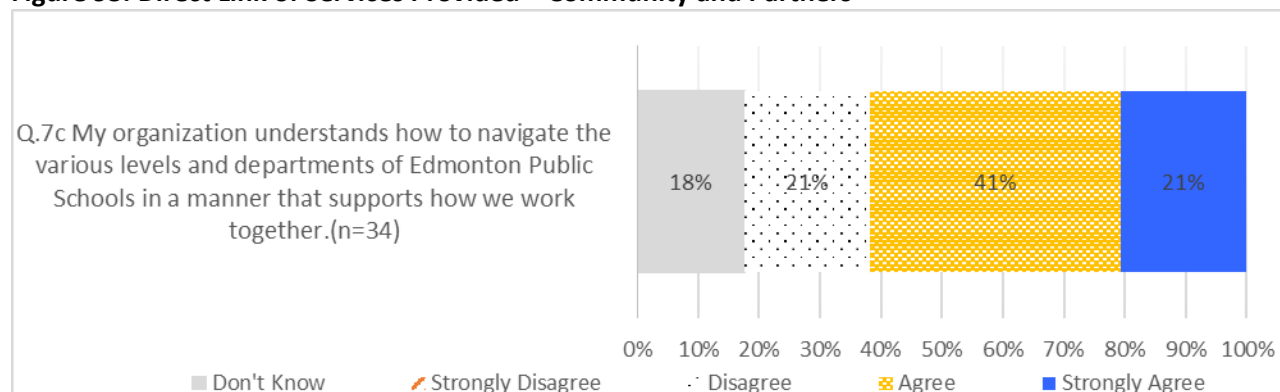
Note: Q.30 reflects positive responses to Q.29

Note 2: Q.31 reflects positive responses to Q.30

Note 3: Q.32 reflects positive responses to Q.31

District Governance –Community and Partners

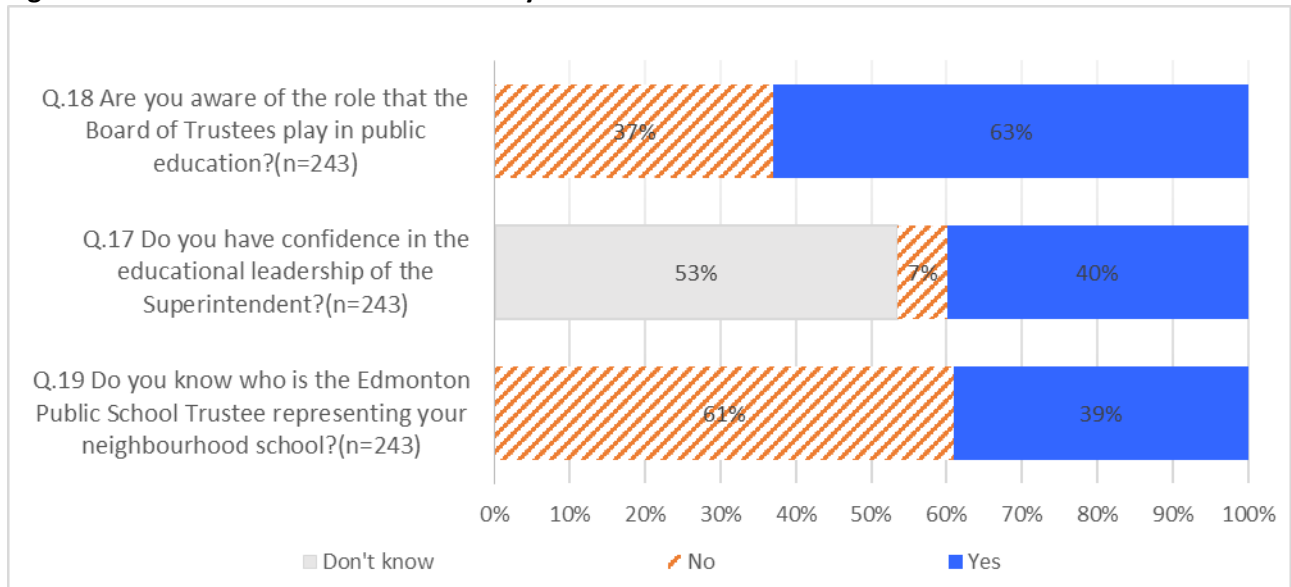
Figure 95. Direct Link of Services Provided – Community and Partners



Q.7c was asked of CEOs/Leaders of partner organizations only.

Note: This question was asked of CEOs/Leaders of Community Partnership Organizations only.

Figure 96. District Governance – Community and Partners



2015 District Feedback Survey: High Level Summary

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 One reaching emotional, social, intellectual, and physical developmental milestones.

The early years are an important developmental time in children's lives. Children are growing, discovering the world around them, and forming the skills they need to support their growth and lifelong learning. The District Feedback Survey had 309 parents responding to early learning questions. The results indicated parents with children in kindergarten programs knew what their child needs to do to be successful in kindergarten (over 90 per cent), 99 per cent of parents also agreed play is important for child development, while 90 per cent felt their child will be ready for learning in Grade 1.

Goal Two: Success for every student

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

High quality education is foundational for students to achieve the desired learning outcomes of a K-12 education and reach their full potential. The District Feedback Survey asked questions about literacy and numeracy, particularly in the areas of:

- students' perceptions , practices, and confidence, around reading and numeracy;
- parents' perceptions of their child(ren)'s reading;
- students' commitment to learning;
- instructional supports.

Students indicated a high level of comfort and confidence in their reading skills, but less confidence and comfort with writing and math/working with numbers. This result is reflected in parents' responses. A large majority of parents agreed or strongly agreed they saw growth in their child's ability to read, write and do math. However, there was slightly higher agreement for reading compared to writing and math. In the area of commitment to one's learning, a high percentage of students indicated a high level of motivation in learning and doing well in school.

A large majority of students indicated they are supported in their learning through: access to support and assistance from school staff; teacher feedback that supports learning, meaningful and interesting learning experiences; and a supportive learning environment that encourages asking questions.

A high percentage (90 per cent) of Edmonton Public Schools' community and partner respondents indicated the District provides quality education to its students. Furthermore, 94 per cent of parents reported their child's school values and supports learning while 90 per cent reported they receive information about their child's learning at school. Eighty-three per cent of parents indicated staff at their child's school are aware of their child's strengths and their goals as learners.

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.

The District provides opportunities for students to develop the foundational knowledge, competencies, and attitudes that will enable them to successfully participate in post-secondary, the world of work, and to lead a dignified and fulfilled life. The District Feedback Survey gauged stakeholder perceptions in the area of whether students are acquiring essential skills for success beyond schooling, and if students are being prepared for transitions and career planning.

Success beyond schooling encompasses both post-secondary education and entering directly into the world of work. Critical to both these paths are behaviours and attitudes that are foundational to work ethic, achievement, and a life-long commitment to learning and curiosity. Students were asked about their level of confidence with skills and dispositions identified as essential for success in life beyond schooling. Students in Grades 3-6 agreed they had the ability to work with others (97 per cent) and to work on their own (93 per cent). On the other hand, a smaller percentage of students expressed confidence in speaking in front of others (73 per cent). This mirrored the results of students in Grades 7-12, with public speaking identified as the lowest (63 per cent), followed by coping with failure or loss (66 per cent), and stepping outside of their comfort zone to learn (81 per cent). Students in Grades 7-12 rated their confidence level highest in using technology (94 per cent), working on their own (95 per cent), working with their hands (89 per cent), learning new skills and information (95 per cent), and creativity and innovation (92 per cent). Beyond literacy and numeracy, staff, parents and community identified that critical thinking, problem solving, and decision making, by perseverance and not giving up, and coping with stress as the top areas needing more emphasis for students.

Students (Grade 7-12), staff, and parents agreed schools prepare students for successful transition to the next grade or level of education (students 88 per cent; staff 90 per cent; parents 88 per cent). The percentage of staff that agreed students are provided career planning assistance in their school (78 per cent) and that the District prepares students for a successful transition to postsecondary or the world of work (71 per cent) was somewhat lower. On the other hand, a higher percentage of students believed they knew about possible career and work opportunities through their learning experiences (85 per cent), and were aware of supports available to learn about different career options (85 per cent).

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.

The District supports student growth and development academically, socially, and emotionally. Personal wellness will support children and youth both as students and as members of the local and global communities. The District Feedback Survey gathered stakeholder perspective on whether learning and working environments are welcoming, inclusive, safe, and healthy. Respondents indicated District schools are welcoming, inclusive and safe learning and working environments.

Students, parents and staff agreed that their child's school is welcoming and supportive of diversity. According to the District Feedback Survey, 89 per cent per cent of students in Grades 3-6 and 82 per cent of students in Grades 7-12 felt they belong in school, 89 per cent of parents indicated that their child feels included in school, and 82 per cent of community respondents indicated District schools are welcoming to people in the neighbourhood. When asked if school respects the diversity of people, 93 per cent per cent of students in Grades 3-6 and 89 per cent per cent of students in Grades 7-12 indicated they agreed. Similarly, 95 per cent of staff indicated their school or decision unit respects and values the diversity of people, and 88 per cent of community respondents indicate the District is respectful of all culture. Additionally, most student respondents reported that their teachers care about them (93 per cent of Grades 3-6 students) and that they feel supported and respected at school (85 per cent of Grades 7-12 students).

All four respondent groups (students, parents, staff and community) characterized their school environments as safe. A high percentage of students reported they feel safe in their classrooms (95 per cent of Grades 3-6 students, 95 per cent of Grades 7-12 students), in other parts of the school building (92 per cent of Grades 3-6 students, 90 per cent of Grades 7-12 students) and slightly less safe outside of the school building (89 per cent of Grades 3-

6 students, 85 per cent of Grades 7-12 students). As well, 90 per cent of parent respondents indicated staff at their child's school provide a safe and caring learning environment, and 87 per cent of community respondents perceived District schools are safe places.

While students report an overall feeling of safety in their school, a closer analysis of District Feedback Survey data has indicated there is still work to do in the area of student safety and well-being; 54 per cent of students in Grades 3-6 have indicated in the 2014-2015 school year they saw another student being bullied at school. Additionally, 50 per cent of students in Grades 7-12 reported that they have observed or witnessed threatening or harmful behaviour towards another student.

The District Feedback Survey results indicated students are learning about living and being healthy; 91 per cent of students in Grades 3-6 and 84 per cent of students in Grades 7-12 indicated they learned about (or are encouraged to make) healthy choices. Similarly, 91 per cent of students in Grades 3-6 indicated they exercise daily compared to 81 per cent of students in Grades 7-12.

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.

The District believes quality infrastructure is the foundation for high quality teaching and learning. The District Feedback Survey asked stakeholders perceptions about schools, and, in particular, asked community partners about access to school space to deliver programs and services.

The majority of stakeholders agreed schools look nice, are well cared for, or well-maintained (92 per cent of Grades 3-6 students, 84 per cent of Grades 7-12 students, 95 per cent of staff, and 91 per cent of parents). Furthermore, community partners who deliver programs and services in schools indicate they have the space they need to support the programs and services they offer (97 per cent). However, fewer community members and partners indicated that schools were easy to access for community activities (75 per cent) and that they are appropriately located to respond to student population needs (76 per cent).

Goal 3: 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 within a culture of collaboration.

High quality teaching and leadership are at the heart of student success. The District promotes collaboration, provides opportunities for shared leadership, and values professional learning for all staff. The District Feedback Survey included questions about professional development and growth, distributed leadership, and collaboration. Overall, staff survey results indicated the District provides high quality learning and working environments with a multitude of opportunities for staff to enhance their professional capacity and leadership within a culture of collaboration.

Staff agreed the District supports employee professional development and growth (92 per cent) and are aware of career opportunities available to them within the District (93 per cent). Survey results indicated 88 per cent of staff felt school-based professional learning opportunities were effective, 81 per cent of staff felt catchment level professional learning was effective, and 87 per cent of staff felt other District-wide professional learning opportunities were effective, and 67 per cent of staff felt out-of-District professional learning was effective. Survey results indicated 71 per cent of staff felt formalized coaching and mentoring supported their professional growth.

Based on survey results, staff agreed they have the knowledge, skills and resources to program for and support all students. However, a fewer percentage indicated confidence in supporting students who self-identify as Status Indian/First Nations, Non-Status Indian/First Nations, Métis, or Inuit (68 per cent) and in supporting English Language Learners (67 per cent).

Survey results indicated 86 per cent of staff felt valued for their contributions and accomplishments and 87 per cent of staff felt they have opportunities in their work to develop and demonstrate leadership skills. Furthermore, 91 per cent of staff indicated they have open and honest discussions with their direct supervisors and 87 per cent of staff indicated that their supervisors communicate effectively.

The District Feedback Survey included questions about collaboration. The majority of staff (90 per cent) indicated decisions made at their school/decision unit reflect collaboration and staff felt they work as a team (89 per cent). As well, 78 per cent of parents indicated decisions made at their child's school reflect collaboration.

Goal Four: A Culture of Excellence and Accountability

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

To achieve its vision of transforming the learners of today into the leaders of tomorrow, the District has established an operational foundation that functions from the perspectives of continuous improvement, evidence-based decision-making, striving for efficiencies, public accountability and transparency, and placing student success at the centre of District actions.

A high percentage of District staff indicated decisions made at their school/decision level reflect the four cornerstone values of accountability (92 per cent), collaboration (90 per cent), equity (85 per cent), and integrity (92 per cent). Parent responses also indicated decisions made at their child's school reflect accountability (76 per cent), collaboration (78 per cent), equity (77 per cent), and integrity (80 per cent). While these are slightly lower responses than staff, 57 per cent of parents were not aware of the District's cornerstone values prior to taking the survey.

When responding to the District Feedback Survey, 72 per cent of parents indicated their confidence in how educational dollars are spent at their child's school. Less community respondents (69 per cent) indicated the District uses financial resources to best meet the learning needs of students with 18 per cent indicating they did not know. Finally, 73 per cent of staff indicated they believe the District uses resources responsibly.

Staff indicated they believe Edmonton Public Schools is a good place to work (97 per cent), their work responsibilities are fair and reasonable (87 per cent), there are structures and processes in their workplace that support an effective and efficient culture (87 per cent), and they have the resources to do their job (83 per cent). Additionally, supporting a culture of evidence-based decision-making 74 per cent of staff indicated the District uses data to inform planning and decision-making, and 86 per cent of school staff agreed their school uses data to guide instructional practice.

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.

A child's first "teacher" in life is their parents and a lot of life learning has happened long before a child's first day of school. Kindergarten to Grade 1 is the start of formalized educational programming and the K-12 journey towards school completion. Edmonton Public Schools values the role of parents and strives to find ways to work together that promote the success and well-being of their children. The District Feedback Survey included questions that measured parental involvement, including the ways parents are involved in their child's education to the ways parents receive information about their child's learning.

There are many ways parents can be actively involved in their child's schooling and this will vary across the District. The first step to support a positive school-parent partnership is to ensure that all families are welcomed and respected as members of the school community. Over 90 per cent of parents who responded to the survey felt welcomed at their child's school.

All respondent groups indicated parental involvement in their child's education is valued. Students indicated their parents want them to be successful (96 per cent of Grades 3-6 students; 98 per cent of Grades 7-12 students), discuss their report card with them (87 per cent of Grades 3-6 students; 84 per cent of Grades 7-12 students), help them with their school work (87 per cent of Grades 3-6 students), and use SchoolZone to get information (63 per cent of Grades 3-6 students; 75 per cent of Grades 7-12 students). Furthermore, parents are aware of opportunities to be involved in their child's education (89 per cent). As well, staff indicated parents have an opportunity to be involved in their child's education (95 per cent).

Various opportunities are provided for parents to be involved in their child's education. Those most frequently identified ways parents are involved include: accessing information from the school through the internal web-based portal (SchoolZone) or the school's website; monitoring of homework; or attending parent/teacher meetings. Almost half of the parents indicated they volunteer in school, and 25 per cent indicated they attended school council meetings. However, only 72 per cent of parents involved in the Individualized Program Plan (IPP) process indicated they felt they were part of a team with teachers and other staff in the development of their child's IPP.

Communication between the home and school is critical to maintaining a positive working relationship between school staff and parents. Survey responses indicated parents are

very satisfied with communication from their child's school. Progress reports, the District's internal SchoolZone portal and parent-teacher interviews were among the top three ways parents identified as methods of getting information about their child's learning. The school's timely reporting of student progress was also an area of strength that parents indicated. Parents conveyed positive responses regarding communication with their child's teachers and their school. Ninety-seven per cent of parents indicated that they have opportunities to communicate with their child's teacher, with 83 per cent of the parent responses indicating that the information they receive about their child's learning at school allows them to help their child be successful at school.

These results indicate that school and District communication with parents is valued and that SchoolZone is being used as a tool to support parental involvement and communication.

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.

The diversity and complexity of need across our student body requires expertise, knowledge, and skills beyond that of professional educators. In order for all students to engage in the classroom no matter what their background, capabilities, or circumstances, the District works closely with community stakeholders who share a joint commitment to the success and well-being of children and youth. The District Feedback Survey asked questions about perceptions of partnerships and ways partners are involved with Edmonton Public Schools.

In the District Feedback Survey, 80 per cent of District staff agreed Edmonton Public Schools has partnerships that enhance student success, and 80 per cent of staff agreed their school has partnerships that enhance quality learning. Furthermore, 80 per cent of staff agreed their school has access to supports and services for students with challenging circumstances. On the other hand, only 38 per cent of parents who responded to the survey indicated they were aware of community partnerships in their child's school. That said, the opportunity exists for the District to find ways to develop awareness of the involvement of community partners in schools.

Partnerships thrive when there is a shared common purpose and vision between the partnering organizations; community agency staff reported they see a direct link between school-based supports and services their agency provides and student growth and success (99 per cent).

When asked about their working relationship with school staff, a significant number of community members and partners indicated a positive working relationship with schools

that enabled meeting their agency's mandate in support of students (97 per cent) and positive working relationships with the District as a whole (91 per cent). Community members and partners also indicated strong agreement that there are processes to support effective communication and decision-making between agencies and school staff (90 per cent).

When asked to select the ways they are currently involved with schools and the District, the top three responses from community members and partners indicate that they provide input and feedback on issues important to them, and that they are aware of Edmonton Public Schools through community and local media, as well as due to their relationship to a current District student or staff member.

Goal 3: Engaged and Effective Governance

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

The District strives for a transparent and trustworthy relationship between itself and all educational stakeholders, and is committed to walking alongside these stakeholders and expanding the pathways and opportunities to communicate and engage by using processes that are inclusive, transparent, and responsive. The District Feedback Survey included questions about governance, and engagement and communication.

The majority of staff are aware of the District's Vision, Mission, Values and Priorities (96 per cent), the District Strategic Plan (86 per cent), and how the work they do aligns with the District Strategic Plan (91 per cent). Furthermore, 88 per cent of staff indicated they have opportunities to provide input into decisions that affect their work. When asked if the District is transparent about its communication and decision-making processes, 76 per cent of staff agreed, with 12 per cent unable to answer.

Parents who answered the survey believe staff at their child's school build trust and foster positive relationships with the school community (85 per cent). Community members who answered the survey indicated they believed EPSB is perceived positively by the neighbourhood (83 per cent). However, when asked if they agreed District schools were actively connected to the community, only 68 per cent of community members and partners agreed.

Parents indicate the top five ways they find out more information about Edmonton Public Schools are SchoolZone (94 per cent), conversations with their child(ren) (66 per cent), speaking with other parents (58 per cent), visiting school websites (49 per cent), and visiting the EPS website (48 per cent). Community members who responded to the survey indicated the top ways they find out information about Edmonton Public Schools includes visiting EPS website (65 per cent), conversations with current EPSB staff, students or their

families (64 per cent), visiting a school website (55 per cent), and reading the newspaper (25 per cent).