

DATE: September 6, 2016

TO: Board of Trustees

FROM: Trustee Nathan Ip

SUBJECT: Motion re Community Flex Spaces Attached to New and Replacement School Builds

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

ISSUE

Notice of motion was served at the June 21, 2016 Board meeting.

RATIONALE

The City of Edmonton has experienced unprecedented population growth over the last number of years which has translated to added enrollment pressure for the District. Since 2005, 46 new neighbourhoods have been established in the City of Edmonton outside of Anthony Henday Drive. Approximately 3000 additional students are welcomed into the District every year with student enrollment now exceeding 95,000 students. As Capital infrastructure has not kept pace with population growth, many newly established communities lack important community assets such as schools, libraries and community health centres. With fourteen new Edmonton Public Schools set to open by 2017 and many more schools needed to accommodate students in the coming years, there is an opportunity for the District to advocate for a more integrated model of school building delivery that can contemplate wrap-around services and innovative 21st century learning environments.

The Edmonton Public School Board has long been committed to a collaborative approach to infrastructure planning that would deliver high quality learning and working environments for students and staff. In 2013, The Board of Trustees established a set of overarching Infrastructure Planning Principles that recognized the importance of supports for the whole child and the integration of other community assets.

Presently, the Trustee Infrastructure Subcommittee is actively engaged in community conversations that explore new ways of funding and constructing schools. It has been identified that there is an opportunity to provide critically needed community supports or amenities at the time of new school construction. The Infrastructure Committee has expressed a desire to explore the concept of a community centre, which supports the mandate and integrity of education, in addition to providing space for services such as child care, health clinics, community services, libraries, seniors clubs, parks, playgrounds and sports fields.

Under the current school construction funding mechanism, there are challenges with providing community amenities with new school construction projects. Once funding is announced, projects are often delivered on tight timelines with minimal opportunity to explore partnerships and design alternatives.

This motion is intended to affirm the existing principles and values of the District and build upon work of the Board and the Infrastructure Committee. It asks for a commitment from the provincial government for a more collaborative model of school infrastructure delivery with a focus on integrating community partnerships and wrap-around services.

RECOMMENDATION

That, the Edmonton Public School Board advocate to the Minister of Education and the Minister of Infrastructure to include community flex spaces attached to new schools and replacement school builds, over and above required learning space, that could support wrap-around services such as childcare.

NEXT STEPS

Should the Board approve the recommendation; letters will be sent to the Ministers of Education and Infrastructure on

ATTACHMENT

Attachment I - 2015-2016 Board of Trustees' Strategic Work Plan

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2015-2016 Board of Trustees' Strategic Work Plan

Approved at the December 1, 2015 Caucus Committee Meeting

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)

	<ul style="list-style-type: none"> • 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 School Act and provisions of the Superintendent’s contract. (December 2015) • 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 Trustee’s Handbook through: <ul style="list-style-type: none"> ○ providing content recommendations to the Policy Review Committee on existing Board Policy FGB.BP - Evaluation of Superintendent of Schools. (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 I.</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 Principles 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