AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Board Meeting #9   **Tuesday, March 18, 2014**
                             2:00 p.m.

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.   Approval of the Minutes

    1.   DRAFT – Board Meeting #8 – March 4, 2014

G.   Recognition

    2.   Edwin Parr Teacher Award
       (Information – 20-minute presentation)

H.   Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. – Monday, March 17, 2014 to speak under this item.)

I.   Reports:

    3.   Edmonton Student Transportation Feasibility Study
       (Recommendation)

    4.   School Year Calendar 2014-2015 and 2015-2016
       (Recommendation)

    5.   District Priorities and Governance Committee: Development of
       the District Priorities 2014-2018
       (Recommendation)

    6.   Process and Timeline for the 2014-2015 Budget and for the Fall
       Review of the 2013-2014 Results and the Plans for 2014-2015
       (Recommendation)

    7.   Replacement School Process
       (Information – Response to Request for Information #010)

J.   **Comments from the Public and Staff Group Representatives - 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. – Monday, March 17, 2014 to speak under this item.)

K.   **Other Committee, Board Representative and Trustee Reports**

L.   **Trustee and Board Requests for Information**

M.   **Notices of Motion**

N.   **Meeting Dates**

O.   **Adjournment**

<u>**MINUTE BOOK**</u>

<u>**Board Meeting #8**</u>

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 <u>Tuesday, March 4, 2014</u> at 2:00 p.m.

<u>**Present:**</u>

<u>**Trustees**</u>

Sherry Adams	Ken Gibson	Michael Janz
Orville Chubb	Sarah Hoffman	Cheryl Johner
Michelle Draper	Nathan Ip	Ray Martin

<u>**Officials**</u>

Diana Bolan	David Fraser	Darrel Robertson
Jim Davies	Kathy Muhlethaler	Sandra Stoddard

<u>**Board Chair:**</u> Sarah Hoffman   <u>**Recording Secretary**</u>: Manon Fraser

A.   **O Canada**

<u>**Staff Group Representatives**</u>

Edmonton Public Teachers – Nels Olsen, President

B.   <u>**Roll Call:**</u> (2:00 p.m.)

<u>The Superintendent</u> advised that all Trustees were present.

C.   <u>**Approval of the Agenda**</u>

MOVED BY Trustee Janz:
    "That the agenda for the March 4, 2014 board meeting be approved as printed." (UNANIMOUSLY CARRIED)

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D.　Communications from the Board Chair

The Board Chair advised that Edmonton Public Schools' 50th Annual Night of Music will be held at the Jubilee Auditorium on Wednesday, March 5th. The purpose of this event is to promote the importance of music education and recognize the musical accomplishments of district students. This year's theme is the 50th Anniversary of the event.

The Board Chair advised that March 8th is the 103rd Anniversary of International Women's Day. This year's theme is *Inspiring Change*. The day was created as an opportunity to recognize women around the world for their political, economic, and social achievements. She congratulated all of the women working for the District who make vital contributions to student learning, the work of public education and the success of Edmonton Public Schools

The Board Chair advised that the Alberta Teachers' Association Provincial Executive Council has proclaimed March 10 to 14, 2014 as Substitute Teachers' Appreciation Week for the 2013-2014 school year. Substitute teachers play an essential role in maintaining the continuity and excellence of the learning process. The role of the substitute teacher carries the same daily responsibilities of instruction, marking, discipline and supervision as that of regular classroom teachers.

The Board Chair advised that Alberta Education's *Inspiring Education* Symposium was held February 19, 2014. She thanked Trustees Draper, Ip and Janz for joining her and the Superintendent along with school and central staff to represent the District which is clearly a leader in transformation.

The Board Chair advised that, last Monday, she brought greetings at the USchool Convocation at the University of Alberta. This program is designed to increase post-secondary attendance among students who are typically under represented at the post-secondary level. Students from the following schools were celebrated:
- Montrose, Grade 6
- Norwood, Grade 6
- Youngstown, Grade 4/5
- Balwin, Grade 8

The Board Chair advised that, last Wednesday, she served as a panelist and presented on Board Policy HAA.BP - Aboriginal Education to the University of Alberta's EDU 211 class which consists of pre-service education students who aspire to become teachers and are taking the Aboriginal Education and Contexts for Professional and Personal

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Engagement course which is now a required course for education students at the University of Alberta.

E.   Communications from the Superintendent of Schools

The Superintendent advised that, on February 19, 2014, the Minister of Education announced that Edmonton Public Schools has been selected by Alberta Education for provincial Curriculum Development Prototyping for Kindergarten to Grade 3. This project provides a unique opportunity for up to eighty-four district teachers from Kindergarten to Grade 12, across forty-six district schools who will be involved in the early processes of curriculum development and field testing. The initial phase of the Curriculum Development Prototyping work (March to June 2014) includes:

- the development of a draft Kindergarten to Grade 12 scope and sequence;
- the development of draft learning outcomes for Kindergarten to Grade 3 for English Language Arts (ELA), French Language Arts (FLA), Mathematics, Sciences, Social Studies, Arts Education and Wellness Education;
- the identification and/or development of draft Kindergarten to Grade 3 classroom-based assessments and learning and teaching resources for English Language Arts (ELA), French Language Arts (FLA), Mathematics, Sciences, Social Studies, Arts Education and Wellness Education.

The second phase (Fall 2014) will include the field testing of the above materials. The Curriculum Development Prototyping Project will conclude in December 2014. This work is the next phase of implementing *Inspiring Education* and the Ministerial Order on Student Learning (#001/2013).   He added that, on Tuesday, he attended the first meeting that brought teachers together from across the District with respect to this project. Teachers will be engaged in fourteen days of curriculum writing. This is quite a commitment for those staff who have to prepare supply teaching plans for each of the fourteen days. The teachers will be working hard to ensure that the curriculum has rigour and that we are preparing students for success transitions to Division II and, ultimately, successfully lives as they work through the new curriculum.

The Superintendent advised that Canada is ending its 12-year military mission in Afghanistan on Wednesday, March 12, 2014, which will be marked by the lowering of the Canadian flag in Kabul.   The Minister of Education has requested that Alberta schools also lower their Canadian flags to half-staff that morning to honour the completion the mission and recognize the sacrifice of those who have fallen and thank those returning safely home. More than 45,000 Canadians have taken part in the mission, and 162 people from all walks of life have made the ultimate sacrifice. Forty-six of those were either from Alberta or stationed in Alberta when they deployed.

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Information regarding resources Alberta Education has made available including a link to the Government of Canada's video of the flag lowering ceremony in Kabul has been shared with district schools.

F.   Minutes

1.   Board Meeting #7 – February 18, 2014

MOVED BY Trustee Martin:
"That the minutes of Board Meeting #7 held February 18, 2014 be approved as printed."   (UNANIMOUSLY CARRIED)

G.   Comments from the Public and Staff Group Representatives

There were no registered speakers.

H.   Reports

2.   Draft Board Policy AEBB.BP – Wellness of Students and Staff

MOVED BY Trustee Draper:
"That a new Board Policy AEBB.BP - Wellness of Students and Staff be considered for the first time and approved for posting on the District website for stakeholder input." (UNANIMOUSLY CARRIED)

5.   Bereavement

Vice-Chair Janz reported on the passing of Mr. Todd Bekolay, a member of the District's teaching staff.

I.   Other Committee, Board Representative and Trustee Reports

Trustee Martin, a member of the Alberta School Boards Association (ASBA) Bargaining Task Force, reported that he attended the Task Force Meeting on February 26, 2014. The Task Force met with representatives from Alberta Education.   Alberta Education is consulting with the ASBA, Alberta Teachers' Association (ATA), College of Alberta School Superintendents (CASS), Association of School Business Officials of Alberta (ASBOA), Public School Boards' Association of Alberta (PSBAA), Association of Independent Schools and Colleges in Alberta (AISCA) and the Federation des Conseils Scolaires Francophones de L'Alberta (FCFSA) to consider a new model for teacher bargaining. The Minister of Education is not precluding any specific model for collective

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bargaining other than pure, local bargaining as the sole process; i.e., there will be no local bargaining. The next meeting will be on March 20, 2014 at the Double Tree Hotel. All Trustees are invited to attend as well as the Superintendent and Administration. The deadline for school boards to consider and make submissions to the ASBA Task Force is April 29, 2014. The goal is to have a position prepared for the ASBA Spring General meeting.

Trustee Draper advised that she and Trustee Ip attended the Greater Edmonton Teachers' Convention Association (GETCA) Parent's Evening on February 28, 2014 at Eastglen School. GETCA is one of the only convention boards in Alberta that still offers a keynote session for parents. She also appreciated the opportunity to collaborate with Edmonton Catholic Schools as well. She was honoured to give the opening remarks at the event which featured Craig Kielburger, Co-founder of the *Free the Children* Charity. He spoke about the importance of education being to inspire and that helping the world is a muscle that needs to be developed. Trustee Ip was recognized for starting a *Me to We* chapter. Mr. Kielburger also spoke at Teachers' Convention the following day.

Trustee Chubb advised that, on February 19, 2014, he attended an Aboriginal Community Night organized by Sharon Bourque, First Nations, Métis and Inuit (FNMI) Coordinator. He commended her efforts for organizing the evening and her work with the Aboriginal community.

Trustee Ip advised that, on March 3, 2014, he and the Board Chair attended the 7th Annual High School Culinary Challenge Awards Gala at the Shaw Conference Centre hosted by the Canadian Culinary Federation (CCF). The Gala was a culmination of months of hard work by high school students. Teams of students guided by their mentors and teachers trained in the kitchen, learned new skills and mastered advanced techniques all in preparation for the competition in February. Over the last six years, more than seventy schools have participated in this competition. Trustees from Edmonton Public and Catholic School Boards, City Councillors, Minister of Culture Heather Klimchuk, as well as local dignitaries were in attendance. He congratulated all of the participating teams, especially from Jasper Place School whose team placed third at this year's competition. All students who participate in the High School Culinary Challenge have the opportunity to apply for a full scholarship to the three-year Cook Journeyman Apprenticeship Program at the Northern Alberta Institute of Technology (NAIT).

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, advised that the *Ready to Frame* fundraiser will take place April 17, 2014 at the Nova Hotel. All Trustees are invited to attend.

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Trustee Janz noted he had attended the ASBA Zone 23 general meeting on February 28, 2014 at the St. Anthony Centre on behalf of Trustee Johner. There was discussion regarding the Bargaining Task Force and the bargaining process. Discussion also took place regarding the Provincial Government budget announcement that will take place on March 6th as well as with respect to the Provincial review currently taking place of the *Municipal Government Act*. Several boards will making submissions with respect to the review. The next Zone 23 general meeting will take place on March 21, 2014 at the St. Anthony Centre. All Trustees are invited to attend.

J.   **Trustee and Board Requests for Information** – None.

K.   **Notices of Motion** – None.

L.   **Next Board Meeting Date: Tuesday, March 18, 2014 at 2:00 p.m.**

M.   **Adjournment (2:45 p.m.)**

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair   Dr. Sandra Stoddard, Executive Director
                                                                       Governance and Strategic Support Services

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DATE:	March 18, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Edwin Parr Teacher Award
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Lorraine Goruk, Bonnie Zack

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

BACKGROUND
Five first year teachers were nominated by their principals for the 2014 ASBA Edwin Parr Teacher Award.

A committee of district leadership staff met on Friday, February 14, 2014, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, three finalists were selected and invited to a luncheon with the District Support Team.

CURRENT SITUATION
Each of the following nominee finalists will be introduced:

Nominee	Principal
Erik Lundeen	Geoff Sader, Belmead School
Matthew Monsma	Lori Price-Wagner, Edmonton Christian Northeast School
Carolyn Ray	Les Hansen, Holyrood School

The district nominee for the Zone 2/3 2014 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

BZ:bjs

Recommendation Report

DATE:	March 18, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Edmonton Student Transportation Authority Feasibility Study
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Geoff Holmes, Elizabeth Kukotello, Lorne Parker, Christopher Wright
REFERENCE:	February 12, 2013 Board Report – Motion re Joint Transportation Plan Feasibility

ISSUE

The following motion was approved at the February 12, 2013 board meeting: *That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be completed by January 31, 2014.*

RECOMMENDATION

That the Edmonton Public School Board and Edmonton Catholic School District enter into an Agreement in Principle and initiate Phase I of detailed design and implementation, as referenced in the Feasibility Study (Attachment I).

BACKGROUND

Prior to the motion, both jurisdictions were engaged in ongoing discussions regarding the feasibility of a collaborative transportation service delivery model and had piloted a joint initiative in two areas of the City. Following the formal Board directive, a more detailed investigation examining the feasibility of a combined service delivery model began. The Feasibility Study involved a peer review of the Ontario consortia model, including discussions with the Ministry, consortia executives, and school jurisdiction officials. Deloitte was contracted to provide consulting services to the Edmonton Student Transportation Authority (ESTA) Steering Committee.

As Alberta Education investigates the proposed 'Results Based Budgeting' approach to certain components of transportation funding, it is *anticipated* that the ESTA model will be examined as a potential service delivery model for other urban centres.

RELATED FACTS

In summary, the findings of the Feasibility Study indicate that a collaborative service delivery model is feasible. Key concepts outlined in the Feasibility Study include:

- The consortium model will deliver a consistent or improved level of service, on average, while presenting the potential for a series of efficiencies. In certain instances, efficiencies are related to broader discussion points that will be addressed through subsequent negotiations.
- Establishing the consortium as a separate legal entity is critical to maintaining the perception of equity in service delivery and decision making by both boards. In response to

potential concerns relating to a perceived imbalance in decision making and authority based on the differing size of the jurisdictions, it should be noted that the proposed governance structure is premised on equal representation by both jurisdictions on the Board of Directors which, in turn, directs ESTA administration.

- Efficiencies gained through collaborative service delivery will be directed into service improvements and minimizing future increases to bus pass fees.
- A number of opportunities exist for advocacy with Alberta Education, including a commitment to provide funding incentives related to the establishment of the consortium model.
- In order to maximize the ability of both boards to support independent programming and student accommodation decisions with transportation services, the proposed financial model involves a responsive cost-share model. Given that each board will face unique demands, bus pas fees for each jurisdiction may differ.
- While a number of potential initial efficiencies are identified, the potential for future efficiencies will be more accurately determined after the consortium is operational. The focus for the first 12 to 24 months will be on operationalizing a consistent, effective service delivery model.
- Communication with stakeholders is critical throughout the design and implementation phases of the consortium.

The transition plan for staff members from both jurisdictions will be an area of focus. In collaboration with Human Resources and key stakeholders, items such as current collective agreements, pension and benefit plans, and transition of employment will be discussed.

OPTIONS
The following options are selected for consideration as they are deemed the most admissible:
1. Approve recommendation and direct Administration to initiate Phase I of detailed design and implementation, as referenced in the Feasibility Study.
2. Not approve recommendation and continue with the current service delivery model.

CONSIDERATIONS & ANALYSIS
Independently, both jurisdictions combine for total approximate annual expenditures of $55 million. Approximately one-third of the total transportation costs are recovered by both boards through the collection of bus pass fees, with the initial two-thirds of costs covered by provincial grants. As transportation demands increase due to planned urban growth and the need for student accommodation planning, it is anticipated that the consortia model will represent a degree of insulation against the continued gap between funding and total transportation costs. Through economies of scale and a reinvestment of efficiencies, a transportation consortium will be well positioned to respond to current challenges associated with the existing transportation delivery model, specifically:
- unfunded requests for transportation support programming diversity and school designations;
- driver shortages experienced by contract carriers;
- supervision requirements on buses for students with unique transportation needs;
- in-house route design of special needs and Early Years curb service busing; and
- additional support related to dispatch and operational customer support.

Funds required for detailed design and subsequent start-up costs will be proportioned between the boards, with the Edmonton Public School Board portion being drawn from existing Student Transportation surplus reserves.

NEXT STEPS
To be determined.

ATTACHMENTS & APPENDICES
ATTACHMENT I   Edmonton Student Transportation Authority Feasibility Study

CW:gm

Edmonton Student Transportation

Edmonton Public School Board & Edmonton Catholic School District Consortia Model Feasibility Study

January 2014

Steering Committee Members

Edmonton Catholic School District

Boris Radyo
Assistant Superintendent, Educational Planning

Debbie Hunter
Manager, Transportation Services

Edmonton Public School Board

Dr. Lorne Parker
*Managing Director, Planning,
Student Transportation, Property Management,
Programs, and Archives*

Chris Wright
Manager, Student Transportation

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Executive Summary

The Edmonton Public School Board (the "EPSB") and the Edmonton Catholic School District (the "ECSD") are currently investigating the possibility of forming a joint student transportation consortium to provide common administration and delivery of transportation services to students within their respective jurisdictions. As planned urban growth and the dynamics around district requirements and student placement outpace existing services delivery models, the EPSB and ECSD (the "Boards") are seeking operational efficiencies to ensure the delivery of transportation services within budget allowances.

There is a strong precedent to suggest that either significant financial savings or operational improvements are achievable through the adoption of the consortium model. Currently, the Boards cooperate in the contracting and routing of transportation carriers for special needs students and some yellow bussing and are considering expanding this relationship. The Boards have cooperated as effectively as possible within the current service delivery model, and any additional opportunities for collaboration will be limited unless a consortium model, in which the Boards come together and corral resources in order to better manage service demands and budgets, is adopted. Exploring the formation of a joint consortium is a natural extension of the significant cooperation that already exists between the Boards and will serve as a model for other Alberta boards to emulate.

Acting on separate motions from each of the Boards in February 2013 granting them permission to explore the feasibility of the consortium model, the Boards have engaged Deloitte to study the applicability of a consortium and to assist with the development of a feasibility report. The purpose of the report is to evaluate the feasibility of establishing a student transportation consortium between the two Boards, and determine both the associated costs and benefits of an Edmonton consortium.

A two pronged process was used to determine the feasibility of establishing a consortium in Edmonton. First, a workshop was conducted in which participants developed a framework for the proposed consortium. In developing a framework for the consortium the team identified areas of strength and weakness. The workshop revealed there were no significant and unresolvable differences of opinion on the structure or operational functions of the proposed consortium. Second, the team conducted a qualitative and quantitative cost-benefit analysis that showed the long term cost savings achievable through routing efficiencies under the consortium model. The results of these two processes form the basis for determining that not only is a consortium feasible in Edmonton but that the model will allow Edmonton to achieve operational and financial benefits.

Subsequently, the Boards conducted a peer review exercise of established Ontario consortia, with the purpose of identifying any additional issues these consortia experienced while they were being implemented, along with any lessons learned or items they would do differently. The major findings from this exercise include:

- Communication is critical throughout the preparation and implementation phases;
- Future challenges and opportunities for disagreement related to the intent or direction of the Consortium are diminished through a strong relationship built on trust and transparency; and
- Create a legal framework and governance model for the consortium that is as simple and transparent as possible.

The study is composed of an initial analysis of the current operations, a detailed framework for a consortium, a summary of the peer review findings, a cost-benefit analysis of both quantitative and qualitative benefits and costs, an assessment of implementation risks and a high level analysis of the next steps of implementation.

Current operations

The key performance indicators for the existing Boards are summarized in the Table 1 below:

Table 1: 2012-2013 key performance indicators of the ECSD and EPSB

Indicator	ECSD	EPSB
Cost per transported student	$1,095	$1,178
Cost per enrolled student	$497	$398
Cost per kilometre	$4.10	$4.81
Average Capacity	66.9%	44.5%
Percentage of double runs	8.6%	8.0%
Average ride time	27 min	24 min
Percentage of students with ride times in excess of ride time policy	7.7%	0.3%

Consortium framework

. The key features of the proposed consortium framework include:

- The Consortium is governed by a six member Board of Directors (three from each school board) which includes Board administration, and school representatives;
- The Consortium will be a separate legal entity and have an independent office location;
- The Consortium will have 24-28 FTE employees; and
- The Consortium will operate with one set of policies, which will be harmonized from the current policies of each of the Boards.

One of the key objectives of developing the Consortium framework was to identify issues and determine if establishing a consortium would be feasible. The three key issues that were identified that will require ongoing analysis were cost sharing, user fees and human resources. In terms of cost sharing, the Boards acknowledged that a cost sharing formula that accurately represents the actual costs incurred by the Consortium is a determinate of success. In the Boards' opinion, a cost sharing formula that allocates direct transportation costs based on both student count and passenger seat kilometres achieves this. From a human resources perspective, collective bargaining representation, transfer of benefits and pay equalization were seen to be issues to be aware of moving forward. In considering user fees, the process by which user fees are set and how "equitable" rates are determined remains to be finalized. In addition to these issues, the timing of costs and cost savings, and stakeholder communications were also identified as potential pressure points. However, none of the issues were seen to be "deal breakers" that would prevent a consortia model from effectively working, and therefore it can be concluded that a consortia model is feasible for the two Edmonton Boards.

The benefits associated with a consortium greatly exceed the costs. In reviewing routing efficiencies alone, the Boards were able to determine that integrating routing between the two boards would result in potential cost savings of $2.5 to $2.7 million on an annual basis (based on a sample route analysis of 80% of fixed route yellow busses). Operational economies of scale would generate additional savings. From a cost perspective, implementation would require investments in software, legal and consultant fees, and setting up a functional office. For the purposes of the study these were conservatively assumed to be in the range of $2.35 million. Therefore, the initial investment would be paid back within the first year of integrating routes or two to three years after the initial investment. In addition, there are several qualitative benefits of establishing a consortium such as limited liability, simplified processes for students, parents, schools, and carriers, and environmental benefits that should be considered. Furthermore, cost savings from routing efficiencies can be reinvested into the system for items such as further reducing ride times and increasing safety programs. Finally, another benefit, although not directly associated with a consortia model, is that the implementation of the process will provide an opportunity for the Boards to review their current operations and make improvements where they are deemed necessary.

In the event that the Boards approve establishing a consortium, it is expected that the implementation period be comprised of three phases, and will be complete for the beginning of the 2015/2016 school year. The first phase from February 2014 to January 2015 will be to finalize the consortium structure, and develop all of the required agreements. In addition, the Boards will start developing the organization's policies, practices, and contracts, and selecting routing software. This will be followed by Phase 2 from January 2015 to May 2015, which will include the operationalizing of the consortium with staff either being transferred or seconded to the organization. This phase will also include completion of the integrated routing and a new procurement of carriers. The final phase, which represents full integration, will begin in June of 2015.

Background

According to Section 51(1)a of the *School Act*, each school board is mandated to "provide for the transportation of a student to and from the site of the school in which the board has enrolled the student if the student resides 2.4kms or more from the school." As such, Alberta Education provides funding to school boards to bus Kindergarten to Grade 12 students.

The jurisdiction of the ECSD and EPSB include a combined 290 schools. The number of students enrolled in both jurisdictions totals 123,907. Of those students, the Boards are responsible for transporting almost 44,000, kindergarten, elementary, junior high, senior high, special needs and early education students per day using yellow buses and public transportation. In so doing, the ECSD spent roughly $17 million in 2012-2013 to transport 15,824 students, which is about 5.2% of its annual budget. The EPSB spent approximately $33 million dollars in 2012-2013 to transport 27,664 students, which is approximately 4.1% of its annual educational budget.

There is a strong precedent to suggest that either significant financial savings or operational improvements are achievable through the adoption of the consortium model. The Boards are aware that student transportation consortia models have been successfully implemented in other jurisdictions in Canada, such as Ontario, and would like to benefit from the experience of these jurisdictions, leveraging past successes as much as possible, while at the same time tailoring the model to ensure it meets the unique needs and requirements of the Boards, transportation carriers, students and parents.

The Boards have cooperated as effectively as possible within the current service delivery model, and any additional opportunities for collaboration will be limited unless a consortium model, in which the Boards come together and corral resources in order to better manage service demands and budgets, is adopted.

Exploring the formation of a joint consortium is a natural extension of the significant cooperation that already exists between the Boards and will serve as a model for other Alberta boards to emulate. Acting on separate motions from each of the Boards in February 2013 granting them permission to explore the feasibility of the consortia model the Boards have engaged Deloitte to assist with the development of a feasibility report. The purpose of the report is to evaluate the feasibility of establishing a student transportation consortium between the two Boards, and determine both the associated costs and benefits of an Edmonton consortium.

Methodology

A two pronged process was used to determine the feasibility of establishing a consortium in Edmonton. First, a workshop was conducted in which participants developed a framework for the proposed consortium. The Transportation Manager and select staff of each of the boards participated in the workshop that was facilitated by Deloitte. In walking through and constructing a framework for the consortium the team identified areas of strength and weakness of the proposed framework. Detailed aspects of consortium management (including governance, organizational design and financial management), policies and practices (including eligibility and safety), routing and technology (including software and base maps) and contracting (including contracting processes and contract clauses) were reviewed to identify areas of agreement and challenge. Should the workshop have revealed that there were significant and unresolvable differences of opinion on the structure or operational functions of the proposed consortium, the feasibility of implementing the model would have been questioned. To supplement these results, the Boards also conducted a peer review exercise of established consortia in Ontario. This exercise consisted of visiting four established consortia in Ontario, along with several conference phone conversations with Ontario consortia management and school jurisdiction

administrators. The purpose of the exercise was to identify additional issues these consortia experienced while they were being implemented, along with any lessons learned or items they would do differently.

Second, the team conducted a qualitative and quantitative cost-benefit analysis. Should this analysis have revealed there were significant costs to implementation with little long term cost saving opportunities or benefits, the feasibility of establishing a consortium would have been questioned. The results of these two processes form the basis for understanding the feasibility of a consortium model in Edmonton and the results are presented hereunder.

Current operations

In order to set the context for the feasibility assessment, this section outlines the existing transportation system in Edmonton. The section outlines financial and operational key performance and cost indicators, current policies and practices, routing performance indications and contracting practices.

Financial and Operational

In 2012-2013 the two Edmonton Boards transported a combined total of 19,488 students on yellow buses, 8,824, and 10,664, for the ECSD, and EPSB respectively. In addition, the Boards purchase subsidized public transportation passes for approximately 24,000 students combined on a monthly basis. In 2012-2013, the ECSD had a budgeted total expenditure of $17,335,000 to provide transportation services to these students, while the EPSB budgeted $32,600,000. Of the total expenditures, direct transportation costs, i.e. third-party carrier costs, accounted for 93% of the total transportation costs within both Boards, as illustrated in Figure 1. Direct transportation costs include the costs associated with fixed routes, noon-time kindergarten, special needs, early education ("EE"), public transportation, and parent provided transportation.

Figure 1: 2012-2013 distribution of transportation expenditure by Board
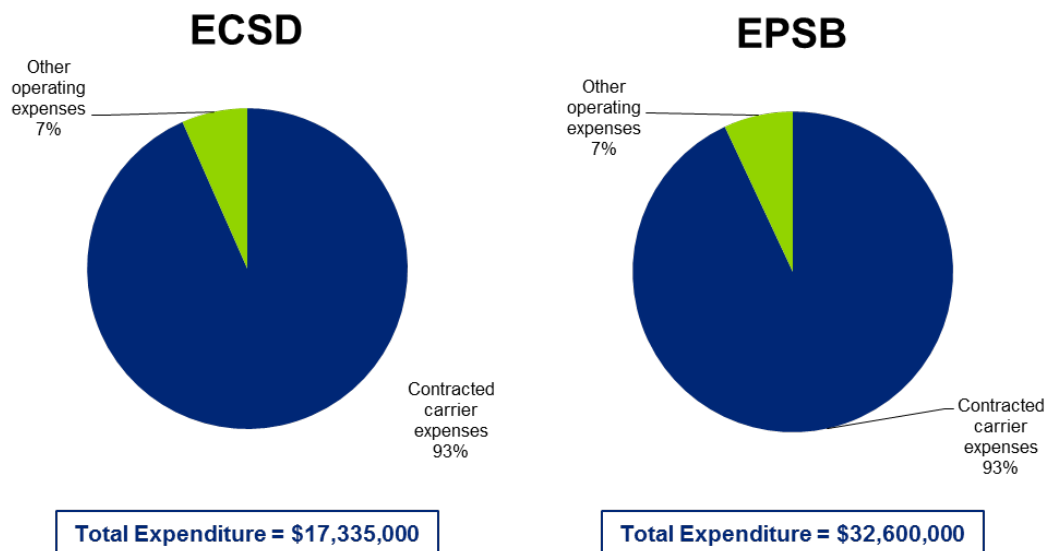
Other operating expenses represent the planning and administrative costs associated with managing a student transportation system, and include items such as staff salaries and benefits, training, supplies, safety programs, and software licenses. Of these expenses, staff salaries and benefits represents approximately three quarters of the costs.

When assessing the operations of a student transportation system, two of the key metrics that are consistently used are cost per student transported, and cost per kilometre travelled. While these metrics provide an insight into the efficiency of the system, they are only statistical indicators, and as a result, need to be considered in context of legislative requirements, geography involved costs and transportation policies to fully interpret these metrics.

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Cost per student

Total cost per transported student is a metric used to measure the efficiency of the transportation system. For example, boards that succeed in routing as many students as possible, on as few routes as possible will have a low cost per student. Based on the 2012-2013 budget information provided by the Boards, the ECSD has a total cost per transported student of $1,095, while the EPSB has a total cost per student of $1,178. Total costs include both the direct cost that is charged by the third-party carriers, as well as the other operating expenses such as staff salaries, that are required for the management of the system.

Figure 2 below provides comparable cost per transported student for selected Canadian jurisdictions.
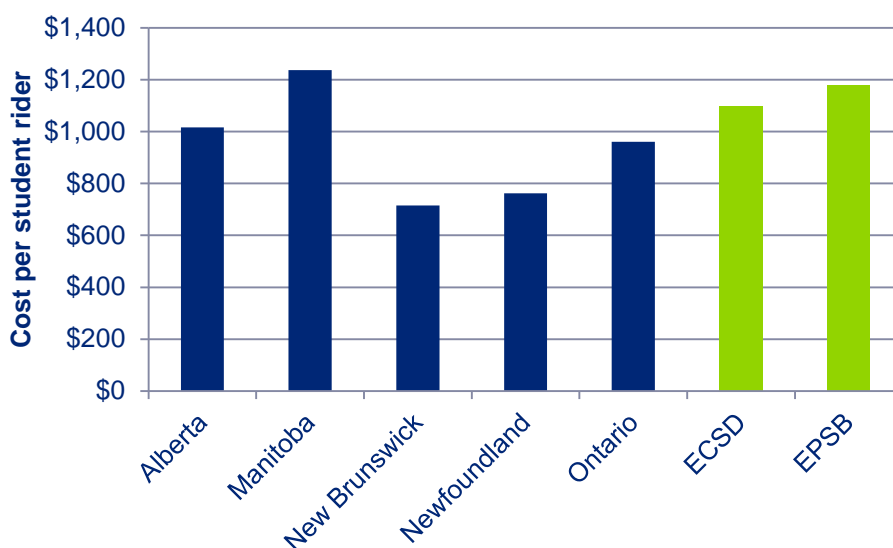

Figure 2: Average cost per transported student by province

Figure 2 shows that the cost per transported student for the ECSD and EPSB are higher than those of many of the other jurisdictions, including the remainder of Alberta. However, as mentioned above, these values need to be interpreted in context and not just as comparatives.

For instance, the Province of Alberta's education system includes a school of choice concept, where parents and students have the option of choosing to attend a school other than the one for which they are designated. Although it is not mandatory that transportation be provided to students attending an alternative school, both the EPSB and ECSD do provide busing to a number of alternative programs. The EPSB provides transportation to almost all of its alternative programs, albeit not from everywhere in the City, and the ECSD provides busing to all second language programs. Due to the increased costs of providing these services, it is understandable that the cost per transported student is somewhat higher for both Boards than in other jurisdictions, and that the EPSB, who provides more busing to alternative programs, has a higher cost per transported student than the ECSD.

Another factor that is contributing to the higher cost per transported student is the transportation of early education students. Both of the Boards provide curbside transportation to early education children, which is not typical across other jurisdictions. Curbside pickup requires substantially more time, as individual stops are required for each student, and therefore, in order to keep within ride time policies, additional buses are required. Referring to Table 2 below it is quite evident that providing early education services raises the transportation cost per transported student, as it accounted for 7.6%, and 12.4% of the 2012-2013 total direct costs for yellow buses listed below for the ECSD and EPSB, while only making up 3.2% and 6.1% of the number of students transported, respectively.

Table 2: 2012-2013 direct expenditure by student type

Direct Expenditure	ECSD			EPSB		
	Direct cost	# of transported students	Cost per transported student	Direct cost	# of transported students	Cost per transported student
Fixed routes	$7,500,000	7,380	$1,016	$7,975,000	7,167	$1,113
Kindergarten (noon hour)	$900,000	989	$910	$1,560,000	1,134	$1,376
Early education	$835,000	280	$2,982	$2,300,000	650	$3,538
Special needs	$1,750,000	175	$10,000	$6,700,000	1,713	$3,911
Public Transportation	$4,450,000	7,000	$636	$10,950,000	17,000	$644

Another metric that is important in this context is cost per enrolled student. Due to the provincial funding model, where funding is tied to total number of enrolled students, the cost per enrolled student is another measure of efficiency and has an impact on the rate of yellow and public transportation bus passes. As a result, the cost per enrolled student metric captures the movement of the funding gap. In the 2012-2013 school year, the cost per enrolled student was $497 and $398 for the ECSD, and EPSB respectively.

Cost per kilometre

In 2012-2013, yellow buses transported ECSD students 9,526 kilometres per day, while yellow buses transporting EPSB students travel 8,637 kilometres per day. Based on a 192 day school year, these values equate to 1,828,992 kilometres, and 1,658,304 kilometres per year. These values are for "loaded" kilometres travelled and do not include "deadhead" distances, and are for fixed route service only, i.e. they do not include noon-time, special needs or early education curbside busing. Using the costs shown in Table 2, the ECSD has a cost per kilometre of $4.10, and the EPSB has a cost per kilometre of $4.81.

Although there is a small difference between the two Boards, the values need to be considered in context with specific board program distribution and student accommodation. For instance, the ECSD has less schools, and therefore on average has to transport students a greater distance, which drives down the total cost per kilometre. Therefore, it is understandable that the ECSD has a lower cost per kilometre travelled. That being said, this is cancelled out partially by the fact that EPSB transports students to a significant number of alternative programs, while the only alternative programs the ECSD transports students to are second language programs. Alternative programs are typically regional programs, which require the Boards to transport students a greater distance.

System management

Figure 1 illustrated that roughly 93% of each Board's total expenditures are direct costs. Therefore, the remaining 7% are associated with the management and administration of the system, such as planning routes, coordinating with carriers, and developing safety programs. In order to complete these tasks, the Boards each have dedicated transportation departments. The ECSD's and EPSB's transportation departments employ 10.6 full time equivalent ("FTE") employees and 14 FTE employees, respectively. When considering the total number of students transported noted in Table 2, this works out to approximately 832 students per employee for the ECSD, and 761 students per employee for the EPSB. Although these numbers are fairly comparable, one possible explanation for the difference is that the EPSB has a much larger number of special needs students that require a customized transportation solution thereby accounting for the higher FTE count.

The current organization charts for the ECSD and EPSB departments are provided in Figure 3 and Figure 4, respectively.

Figure 3: Current EPSB organizational chart
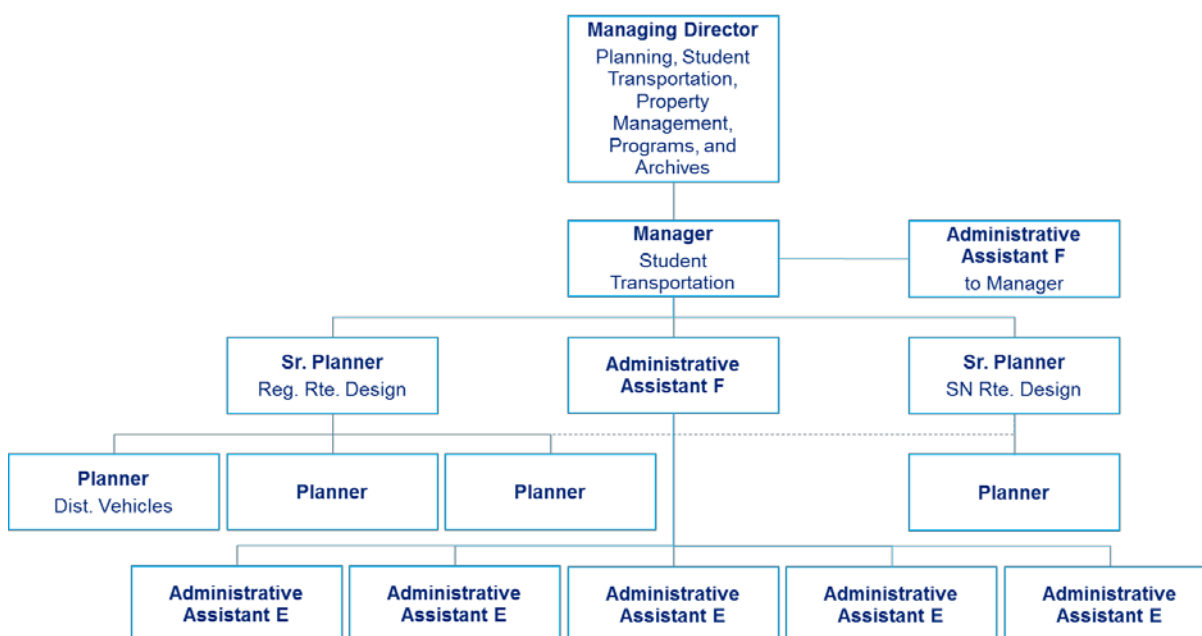
Figure 4: Current ECSD organizational chart
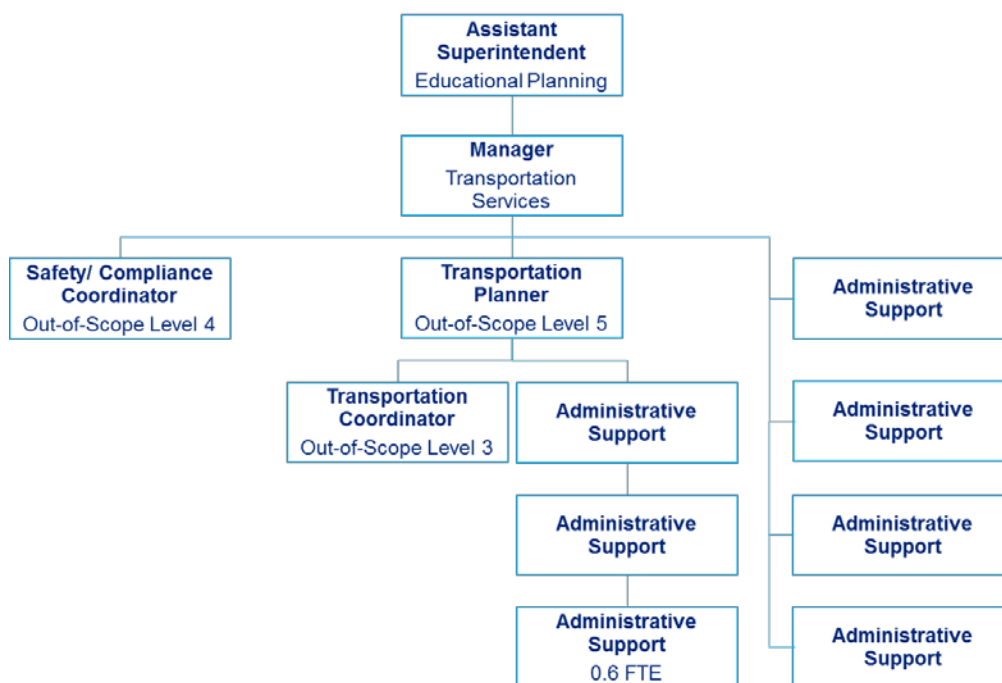
Policies and practices

Each of the Boards have a manual that outlines the policies and practices that transportation department staff are to follow when developing and administering the transportation system. The EPSB has published a *Transportation Service Delivery Handbook*, while the ECSD has published a *Transportation Information and Procedures for Secretaries (TIPS) Manual.* For the most part the manuals cover policies and practices regarding roles and responsibilities, eligibility, operating guidelines, emergency procedures, and special needs.

Routing

Board provided capacity utilization, asset utilization and ride time metrics are presented below.

Capacity utilization

One of the key indicators of a transportation system's effectiveness and efficiency is bus capacity utilization, which measures the number of students that ride a bus compared to the available capacity. As per the above, it is critical to review these metrics in the context of where and how they are created. The average capacity utilization across the ECSD system was 66.9% in 2012-2013. The EPSB average capacity utilization was 44.5%. One of the key contributors to the difference in capacity is that the EPSB transports many more students to alternative programs. As previously mentioned, routes for alternative programs are longer, and therefore take more time to complete. In order to keep routes within the maximum ride time policy, the number of students on each route is necessarily kept low.

Asset Utilization

Asset utilization is the metric used to describe how many runs per day, on average, a bus is able to complete. When looking at the two boards, only 8.6% of the ECSD buses, and 8.0% of the EPSB buses completed double runs, and no buses completed triple runs in 2012-2013. These values are lower compared to other rates throughout the country. For instance, looking specifically at the four consortia visited during the peer review process, depending on the metric the consortium used, the number of buses performing multiple runs averaged between 40%-50%, or on average, buses completed 3.5-3.6 runs per day.

The primary constraints to using a bus multiple times are the density of the population, distance travelled, and travel time, and in the case of Edmonton the contracted time of a bus (i.e. the contract with the bus carriers includes a time limit for the morning and afternoon sessions.) Edmonton has one of the lowest urban densities of major Canadian cities, resulting in long routes that take a long time to complete making it difficult to complete double runs within an acceptable timeframe. In addition, the large number of students transported to regional alternative programs increases route lengths and times, further minimizing the potential to complete double and triple runs. Although population density and distances from homes to schools are fixed, time constraints can be managed and mitigated by the strategic management of bell times. However, in the current system, setting bell times is the responsibility of the schools. Although schools are asked to coordinate with the transportation departments, issues such as supervision of students have, to date, prevented the transportation departments from making any headway on this issue. Currently, 85% of the schools within both Boards start between 8:26-8:45, and 62% of school end between 3:11-3:30, requiring greater than 90% of the buses to run single routes. Figure 5 and Figure 6 below graphically illustrate the distribution of school start and dismissal times for both of the Boards.

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Figure 5: 2012-2013 ECSD and EPSB school start times

Analysis of Start Times - ECSD and EPSB Combined
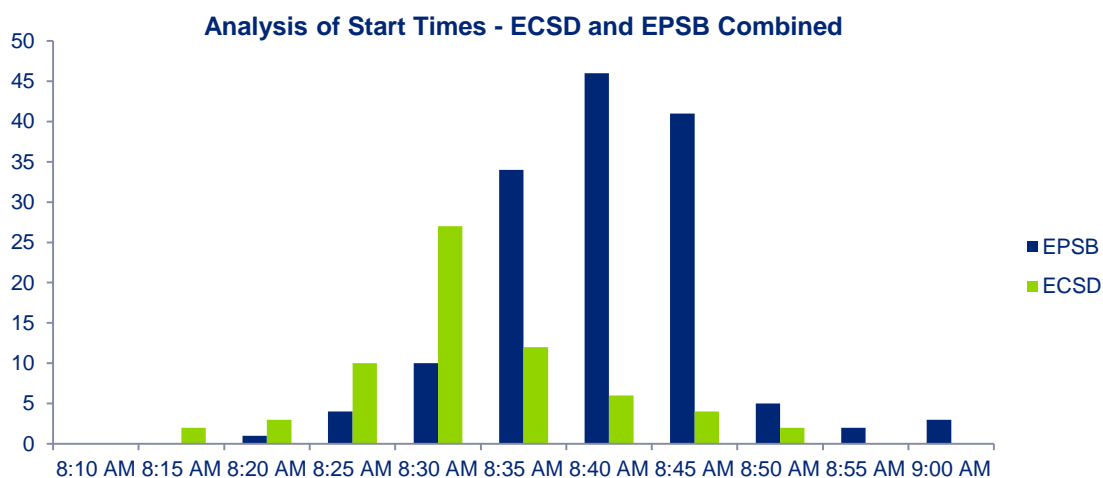
Figure 6: 2012-2013 ECSD and EPSB school dismissal times

Analysis of Dismissal Times - ECSD and EPSB Combined
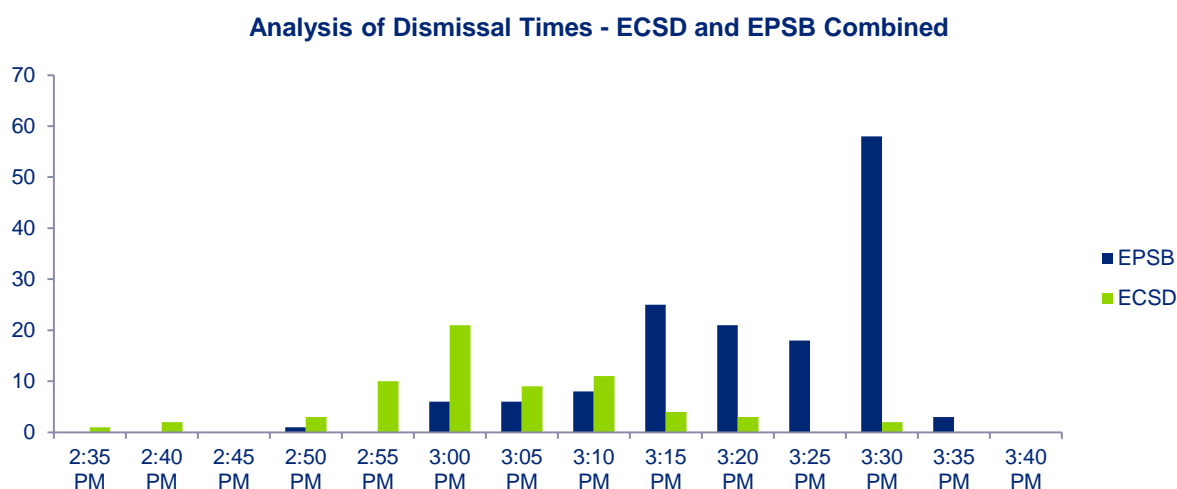
Adding to the difficulty in asset utilization, several schools in both the Boards currently have early dismissals on Thursdays. Similar to the standard dismissal times a large percentage of the dismissal times fall within the same 30 minutes, making it close to impossible to design double routes. Figure 7 displays the distribution of early Thursday dismissal times.

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Analysis of Thursday Dismissal Times - EPSB & ECSD Combined
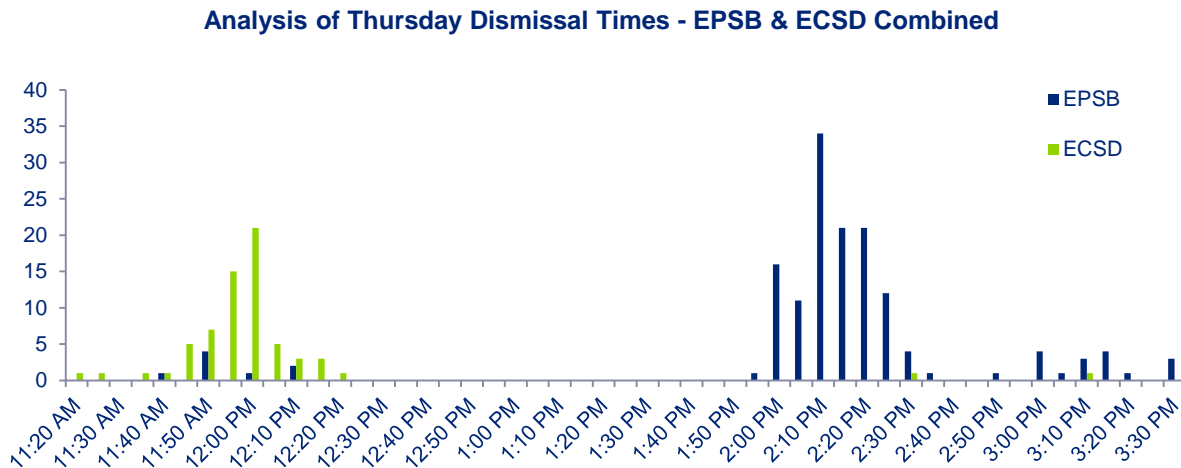
Ride Times

The two systems' effectiveness and efficiency metric associated with ride times are (1) average ride times, and (2) percentage of students with ride times exceeding maximum ride policies. The current one-way ride times for both boards are displayed in Table 3 below.

Table 3: 2012-2013 Average ride times

	EPSB	ECSD
Average ride times	• Fixed route: 24 minutes • Alternative program: 31 minutes • Early education: 38 minutes • Special needs: 41 minutes	• Fixed route: 27 minutes • Alternative program: 35.5 minutes • Early education: 22 minutes • Special needs: 31 minutes

As previously mentioned, the fewer number of schools in the ECSD result in longer distances to be travelled, which can lead to longer ride times. Looking at percentage of routes exceeding ride time policies, only 0.3% of students have routes that exceed their maximum ride time limits of 60, 80, or 90 minutes (varies based on service type), compared to 7.7% that exceed 60 minutes for ECSD.

Contracts

Both of the Boards have standard contracts in place for all carriers which outline legal, safety and other non-monetary terms. For the most part the contract includes the standard clauses that would be considered best practice in the industry. The EPSB's current contracts were procured in 2010 using a Request for Proposal (RFP) process, and are currently in the fourth of a four year contract term, and the Board has three, one year options that it may exercise. The ECSD's current contracts were also procured using an RFP process, however, they are currently in the eighth year of a ten year contract that was subsequently signed with carriers following the expiration of the contracts agreed to through the RFP process.

Proposed consortia model

The scope of this consortia analysis is to identify and evaluate opportunities for increased collaboration across a range of management and operational functions. Four key categories where Boards might collaborate include:

- Shared service delivery – the actual sharing of buses and bus routes with the aim of reducing the aggregate number of buses required.
- Shared support services – the sharing of positions and functions that support the delivery of transportation services, such as accounting services, but that don't directly impact service delivery.
- Shared infrastructure – the sharing of physical infrastructure, such as routing software, and office space.
- Shared management services – the sharing of management oversight, including senior management, in order to better optimize operations.

Through a workshop process a framework for the proposed consortium was developed which highlighted the areas with general consensus and the areas where reaching an agreement on the proposed path forward could be challenging. The framework is presented below in the following sections:

- Consortium management: includes governance, organization structure, management, and financial management;
- Policies and practices: includes identification of EPSB's, and ECSD's, and the Consortium's proposed policies;
- Routing and technology: includes routing software, communication portals, digital map and student database, and planning and routing; and
- Contracting: includes contract structure, carrier payment formula, contract procurement, and contract management.

Governance

Governance refers to the way in which an organization is directed and controlled. Establishing administrative structures and processes that facilitate, monitor, measure and improve effective business management are primary responsibilities of an organization's governing body. Three key principles for an effective governance structure are: accountability, transparency, and the recognition of stakeholders. In order to respect these three principles, it is important that the governance body of the organization be independent of the team responsible for the day-to-day operations of the organization. All of the governance related items discussed in this section should be formalized in the consortium agreement and by-laws between the Boards.

Structure of the Board of Directors

The Board of Directors, which is charged with oversight responsibilities for the Consortium, should have equal representation from each school board in terms of membership. Equal representation promotes fairness and equal participation in decision making and ensures the rights of each board are considered equally.

The proposed Board of Directors will be comprised of six members (three from each of the Boards). A board of six directors is ideal as it makes the board large enough to allow for sufficient representation of the various stakeholders and flexibility to reach quorum, while still being small enough to emphasize the

weight of each director's opinion and allow the board to communicate and coordinate itself efficiently. The proposed structure and members for the Board of Directors for ESTA is illustrated in Figure 8 below.

Figure 8: Proposed ESTA Board of Directors
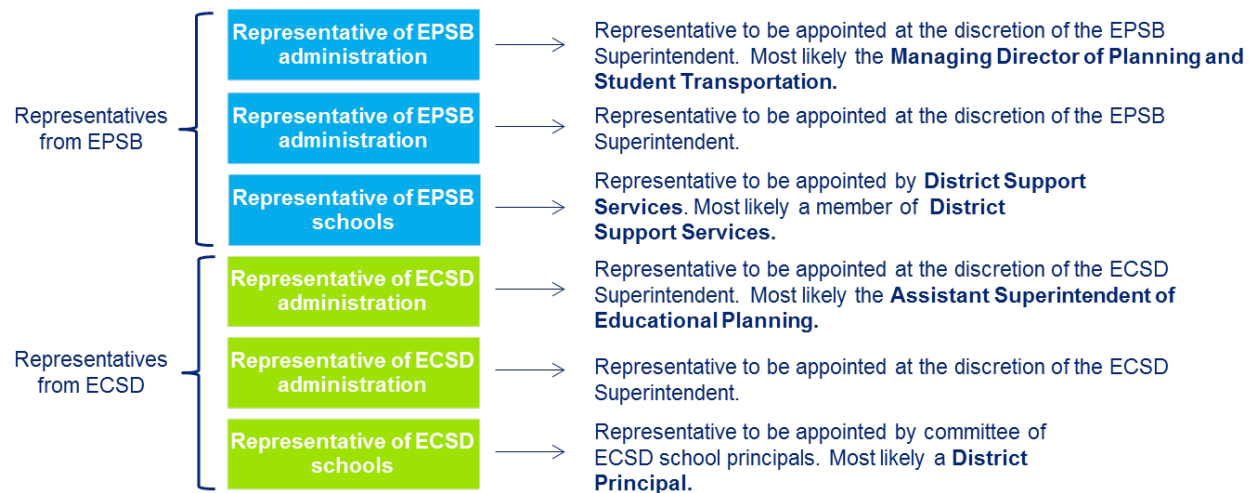
The Board of Directors noted above represents two key stakeholders in student transportation in Edmonton, school board administration, and school administration. Much like in a private corporation, it is important that the Board of Directors be independent of the day-to-day management of the Consortium in order for them to fulfill their oversight role objectively and in the best interest of the Consortium.

Role of the Board of Directors

An effective governance structure calls for a clear distinction between the roles and responsibilities delegated to Consortium governance and Consortium management. This allocation of roles and responsibilities should reflect a separation between oversight and the day-to-day activities of Consortium management.

More specifically, the oversight roles and responsibilities of the Board of Directors will include:

- Review and approval of the Consortium administrative and operating budgets on an annual basis;
- Appointment or termination of the Consortium's General Manager, along with the evaluation of the General Manager's performance;
- Providing governance related communication between the Consortium and the Boards, including the Board's trustees (all day-to-day communication between the Consortium and the Boards will be the responsibility of the Consortium's staff);
- Approving and publishing an annual report on the performance of the Consortium;
- Review and approval of the strategic direction of the Consortium; and
- Advocating on behalf of the Consortium to the Province of Alberta's Ministry of Education regarding issues associated with student transportation.

In contrast, the Consortium's management will be responsible for the day-to-day operations of the Consortium such as, operations, staffing, policy implementation, budget development, contracting, etc.

The separation of roles and responsibilities between the Board of Directors and the Consortium's Management needs to be reflected in both the documentation and in practice. As previously mentioned, the independence of the Board of Directors allows them to fulfill their role objectively, in the best interest of the Consortium and its stakeholders.

The Board of Directors will meet a minimum of four times a year, on a quarterly basis, with the allowance for additional meetings as required, such as during a year that a new Request for Proposal ("RFP") will be issued. It should be noted that during the first year or two, when the Consortium is starting up, more

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frequent Board of Directors meetings will most likely be required. In order to ensure all stakeholders are fairly represented at each meeting, in order to constitute a quorum, attendance is required by at least one representative from each of the Boards, and one representative from each of the stakeholder groups (board administration, board governance, and school administration).

Board of Directors decision making policy

Ideally, all governing decisions and approvals made by the Board of Directors should require consensus amongst the members. As the success of the Consortium is dependent on the commitment to the Consortium by all stakeholders, decisions based on the Board of Directors consensus would indicate that this is indeed the case. That being said, in order for the Board of Directors to govern effectively, the decision making process is also required to be efficient. Therefore, in the event that consensus amongst the Board of Directors cannot be reached, a vote requiring the quorum majority should prevail.

In addition, as there is an even number of Directors on the Board, a dispute resolution procedure at the Board of Directors level should be specified in the Consortium agreement. Ideally, the process should include intermediate dispute resolution steps prior to the issue being escalated to binding arbitration.

Consortium and organizational structure

An optimized consortium and organizational structure can promote effective communication and coordination which will enable operations to run more efficiently. The roles and responsibilities within the organization should be well defined. This will lead to operational efficiencies by ensuring tasks are not being duplicated and issues raised can be addressed effectively by consortium management. Ideally, the organization is divided functionally (by department and/or area); all core business functions are identified; and there is an appropriate allocation of general management and operational responsibility.

Form of legal entity

The Consortium's legal status should reflect careful consideration of issues related to, among others, liability; corporate continuity; staff planning; contracting and management. It is proposed that the Consortium will be incorporated as a separate legal entity. Incorporating as a separate legal entity:

- Ensures the Consortium remains independent in terms of managing its daily operations;
- Ensures that the structure and mandate of the Consortium remain consistent despite potential changes at either of the Boards (i.e. changes in trustees, Board members, etc.); and
- Provides contractual benefits to the Consortium i.e. as a separate legal entity, the Consortium can enter into binding legal contracts with third parties, including bus carriers, for all services purchased, and as such is limiting liability to the Consortium and in turn limiting liability to the Boards.

Consortium site

The Consortium's office will be located in a separate location than that of the two Boards. Independence of this type from the Boards is an effective way of ensuring that the structure and mandate of the Consortium remains consistent despite the potential changes at the Board level.

In terms of the specific location, the Consortium's office will ideally be a low cost, centrally located space. It is important that the space be centrally located for several reasons:

- The Consortium will most likely initially be purchasing services, such as IT support, from the two Boards, and therefore it would be more efficient to be located within a relatively close proximity to the board offices of the two Boards;
- In order to increase the probability of retaining the current transportation departments' staff working at each of the Boards, minimizing the alterations required to the commute of staff would make the Consortium more attractive; and
- A centralized location minimizes the travel required to conduct facility and route audits of carriers, which would increase efficiency.

Organization of entity

The organizational structure should reflect clear lines of reporting and the organization should be divided functionally (by department and/or area). This structure allows for increased specialization and encourages ownership of assigned tasks, thus increasing effectiveness and helping to create an appropriate system by which issues can be escalated to Consortium management. It should also provide for professional development and an opportunity for promotion.

Leading the proposed organization is the Management Team. The Management Team, through the General Manager will report directly to the Board of Directors and, provide leadership and strategic direction to Consortium, and its staff and will have overall responsibility for the performance of the Consortium. The Management Team will consist of two to four individuals, and include a General Manager who will be the figure head/public face of the Consortium, liaising between the school boards, Board of Directors, media, and public on issues regarding student transportation.

The remainder of the organization will be divided into two functional, the Operations group, and the Operations Support group.

The operations group will include both transportation planning staff, and customer service staff. Transportation planning staff will provide service to five distinct regions of the City, and curbside transportation, and be responsible for the design, implementation, and administration of student transportation. The customer service representatives will field calls and respond to concerns from schools, parents, students, and carriers. Similar to the transportation planning staff, the customer service representatives will be designated to specific regions to ensure they are well versed in the region and its schools, and its routing strategies.

The Operations Support group will include staff responsible for a variety of support functions, including: (a) IT Support, which will be responsible for maintenance of the Consortium's Information Technology (IT) system and supporting all of the Consortium's technology platforms, (b) Financial Support, which will be responsible for the day-to-day financial management of the Consortium, and (c) Safety & Compliance Support, which will be responsible for the coordination of safety and accessibility programs, conducting carrier compliance, facility and route audits, and conducting route risk assessments.

The proposed Consortium will initially require 24-28 full-time equivalent ("FTE") employees. The organizational structure is illustrated in Figure 9 below.

Figure 9: Potential ESTA organizational chart

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                    ┌──────────────────────┐
                    │   Board of Directors │
                    │     (6 Directors)    │
                    └──────────┬───────────┘
                               │
                    ┌──────────┴───────────┐
                    │   General Manager    │
                    └──────────┬───────────┘
                               │
              ┌────────────────┴────────────────────┐
              │       ESTA Management Team           │  ┌──────────┐
              └────────────────┬────────────────────┘  │ 3 to 4 FTE│
                               │                        └──────────┘
              ┌────────────────┴────────────────┐
     ┌────────┴────────┐              ┌──────────┴──────────┐
     │   Operations    │ ┌────────┐   │ Operations Support  │ ┌────────────┐
     └────────┬────────┘ │ 18 FTE │   └─────────────────────┘ │ 5 to 6 FTE │
              │          └────────┘                            └────────────┘
   ┌──────────┼──────────┐
┌──┴──────┐ ┌─┴───────┐
│Region NW│ │Region SW│
└──┬──────┘ └─┬───────┘
┌──┴──────┐ ┌─┴───────┐
│Region NE│ │Region SE│
└──┬──────┘ └─┬───────┘
┌──┴──────┐ ┌─┴───────┐
│Region W │ │Curb Service│
└─────────┘ └─────────┘
```

Operations Support:
- IT Support
- Financial Services
- Contract Compliance
- Safety
- District-owned Vehicles

Operations:
- Fixed Routes - organized by geographic region
- Curb Service – separate region
- FTEs- made up of Senior Planner(s); Planners; Coordinators and Customer Service Representatives

Although the complete organizational structure has not been determined, the following two characteristics will be apparent in the final structure:

- The structure will have multiple employee levels, most notably for the transportation planning staff. A multi-level structure is beneficial in that it fosters employee development, of both technical and supervisory skills through on-the-job learning, structures employee career planning, facilitates Consortium succession planning, and allows for multi-tiered pay levels.

- The transportation planning staff and customer service representatives will be included in the same functional group. The benefit of this structure is that the transportation staff, who have hands-on knowledge of the specific regions (i.e. roads, stop locations, dangerous crosswalks, etc.), and the routing strategy, will work directly with customer service representative who will be communicating directly with carriers, and parents, which should improve efficiency in terms of time, and improve carrier's, student's and parent's satisfaction.

Human resources

The importance and complexity of human resource issues should not be underestimated. These issues should be carefully reviewed by human resources personnel at each of the Boards as well as by their respective legal counsel.

As previously mentioned, the Consortium will require 28 FTE employees. Currently the EPSB, and ECSD, respectively have 14 FTE employees and 10.6 FTE employees within their student transportation departments, for a total of 24.6 FTE employees. As a separate legal entity the Consortium will need to

either hire its own employees or enter into secondment agreements with the Boards, or a combination of the two.

In the event that the Consortium decides to employ its own workers, the following items need to be considered:

- **Pay equity issues:** Employees are currently employed by two distinct organizations and therefore their compensation is based on differing payment strategies and scales. The Boards have acknowledged that there are discrepancies in compensation for comparable roles between the two Boards. However, the discrepancies are not substantial, and the required funding to equalize compensation will be nominal compared to the overall transportation budget.

- **Benefits:** The Consortium will need to select an employee benefits program in which its employees can enrol. In order to encourage the current transportation department employees to accept transfers to the Consortium, the benefits program will need to be comparable to those of the Boards.

- **Transfer of pension rights:** The employees of the two Boards currently both enrol in the same pension program, and in both cases, the programs are defined benefits programs. Therefore, similar to the financial compensation, additional funding will be required to top up plans for those employees coming from the Board with the lesser plan. The fact that the Boards currently use the same provider simplifies this significantly, and the issue of topping up plans is an issue that can be easily overcome.

- **Successor union issues:** Currently, only the administrative staff from each of the Boards are members of collective bargaining units. In the event that a Consortium is established, and employees are transferred to the Consortium there are three potential outcomes:

    a) Unions do not retain employees: In this scenario the administrative staff would no longer be represented by their current collective bargaining units. From the point of view of a union, they are likely to follow the employees, and therefore the probability that this scenario occurs is small.

    b) Both unions retain employees: The ECSD employees are currently represented by an ECSD specific union, making it unclear as to whether employees of the Consortium would be able to maintain their membership in the ECSD union. An offshoot to this scenario is where the new employees of the Consortium organize and apply for certification as a union.

    c) One of the existing unions represents employees from both boards (i.e. employees of the Consortium): As discussed above, the ECSD employees are represented by an ECSD specific bargaining unit. Therefore, the current union that represents the EPSB's administrative staff would maintain the EPSB employees and absorb the ECSD employees.

The other alternative is that the Consortium could enter into secondment agreements with the Boards, where staff working for the Consortium would remain employees of the Boards. However, arranging to second employees also has significant implications. Similar to transferring the employees from the Boards to the consortium, the issue of pay equity needs to be resolved. In addition, there needs to be an agreement in place between the Consortium and the Boards to deal with issues such as which board will be responsible for staffing vacant positions. By seconding employees, the Consortium does not achieve the same level of independence from the Boards, as staff may be jeopardized by Board decisions. This will also make the establishment of a consortium culture more challenging.

There is an alternative in which the Consortium initially seconds employees from the Boards, and once the Consortium is fully established and operating, begins transferring employees to the Consortium, either all at once or gradually. This alternative will be discussed in more detail in the section of the report on implementation challenges.

Several outstanding issues remain regarding human resources. The next step involves a detailed discussion with human resources personnel, legal counsel, employees and collective bargaining units. That being said, these issues are neither unique to the Edmonton school Boards, several jurisdictions have successfully implemented a consortium from similar starting points, nor are these issues substantial in the sense that they do not detract from the feasibility of establishing a student transportation consortium. These issues are only highlighted here as substantial issues that will need to be worked through.

Management

Consortium Management focuses on the operational aspects of the organization. This includes ensuring accountability of staff, focusing on continual improvement through operational planning, and risk management by having appropriate contracts and agreements in place to clearly define business relationships.

A consortium should define its business relationships in a clear and comprehensive manner, with each of the Consortium's relationships contractually defined. Figure 10 is a sample of the types of relationships into which a potential Edmonton consortium will enter and the types of contracts that would be used to document them.

Figure 10: Potential consortium relationships
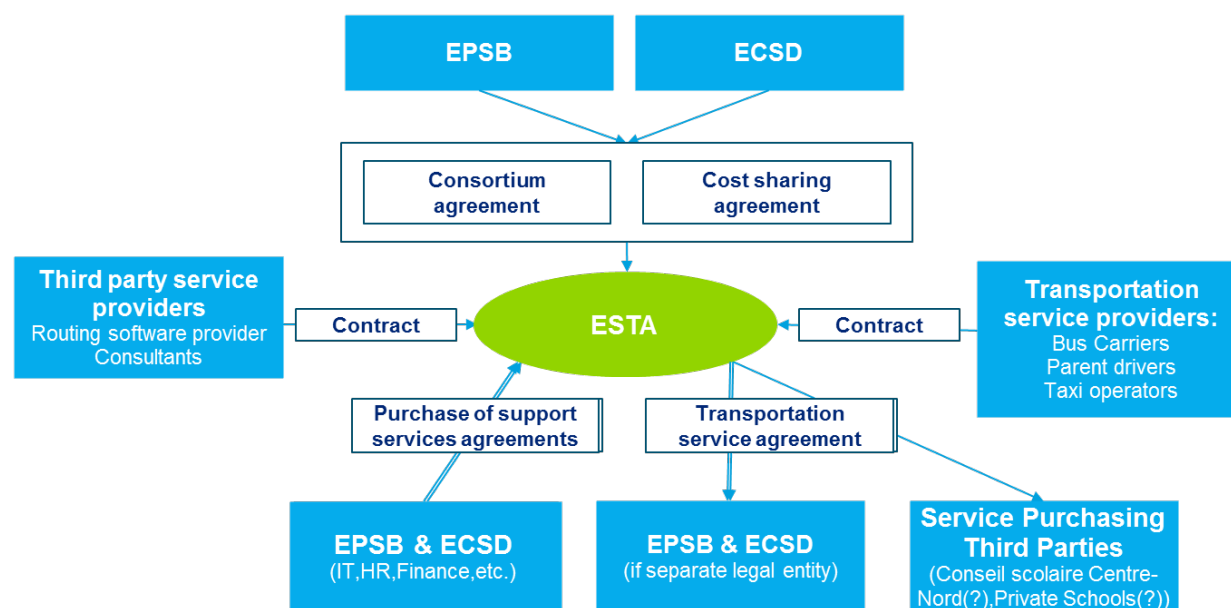
Consortium agreement

A consortium agreement that is signed by both Boards is required to ensure that all parties agree on the terms of the Consortium and, more specifically, to key elements of its structure and operations. This agreement will contain, at a minimum, the following clauses:

- **The purpose and structure of the Consortium**: the consortium agreement will clearly outline the Boards' rationale for creating the Consortium as well as its fundamental purpose as an organization - to deliver safe, cost effective, efficient, responsive, integrated school transportation in the Edmonton area to its member boards.

- **Responsibilities delegated to the Consortium**: the consortium agreement will define the responsibilities delegated to the Consortium by the Boards, in order to help ensure clarity in operations and separate the functions of the Consortium from those of the Boards.

    The responsibilities of the proposed consortium will include:

- Managing and administering all home to school transportation, noon-time busing, and special needs transportation. Charter transportation for extracurricular activities will not be administered by the Consortium;
- Planning, designing and maintaining busing routes for all forms of student transportation noted above;
- Communicating information regarding student transportation (routes, events, bus schedules, etc.) with parents, schools, and carriers;
- Collecting and maintaining up-to-date and accurate student information from the Boards;
- Acting as point of contact with the public (parents, students, officials, media, etc.) regarding student transportation;
- Procuring and entering into contracts with bus carriers for the provision of busing services with the best interest of the Boards;
- Developing a service delivery model that results in a high quality of service;
- Collecting revenue through the sale of bus passes to students;
- Demonstrating financial responsibility and stewardship on behalf of the Boards; and
- Providing a high level of customer service to the Boards, schools, parents and students.

- **Governance structure:** the consortium agreement will document the Consortium's governance structure in order to help with the development of processes that facilitate, monitor, measure and improve effective business management within the Consortium.

  (Please refer to the previous section for information on the proposed governance structure.)

- **Availability of student information:** the consortium agreement will document the requirement on part of the two Boards to maintain an accurate and up-to-date student database and provide this information to the Consortium on a regular basis.

- Other clauses outlining the term of the agreement; conditions for termination; School Board-level dispute resolution processes; confidentiality and the treatment of information; and the maintenance of adequate insurance coverage by both the School Boards and the Consortium.

Cost sharing agreement

A documented and fair methodology for cost sharing should be made available to ensure equity between the Boards and to ensure accountability over costs and adequate operational cash flow for the financial obligations of the Consortium. The cost sharing agreement needs to account for both direct and administrative consortium costs.

Direct costs are the costs directly associated with providing home to school transportation, more specifically, the fees paid to third party transportation carriers. In the current system, each of the Boards develops and manages its own system, and therefore, each of the Boards has a clear understanding of the direct costs associated with their respective students. However, one of the key benefits of a consortium is the routing efficiencies that can be achieved by integrating students from both Boards on one bus, and therefore, in a consortia model, it is necessary to establish a fair and transparent methodology to determine each of the Boards' respective direct costs.

The methodology used to allocate direct costs needs to be (a) responsive to Board decision-making, (b) transparent, and (c) easily governed and administered. Although there are numerous different methodologies for allocating direct costs, the following three are generally considered.

- **Allocation based on student count (weighted or unweighted):** Using this methodology, costs are allocated based on the number of students each Board has on the school bus.

- **Allocation based on passenger seat kilometres:** Using this methodology, costs are allocated based on the distance travelled by all students on a route.

- **Hybrid of student count and passenger seat kilometres.** This methodology utilizes both total student count and passenger seat kilometres to allocate costs.

Based on a scenario analysis, the Boards concluded that the hybrid methodology would be the most accurate reflection of the actual costs to be borne by each of the Boards, as it takes more factors that impact the operation of a bus into account than either of the other two formulas. It was found that the formula was (a) responsive to Board decision-making, as in the Boards' opinion it accurately reflects the actual costs of the Boards regardless of scenario (e.g. number of students changing, school being moved further away, etc., and (b) transparent and explainable to schools, parents, and students. In terms of easily governed and administered, the one drawback of using this methodology is the difficulty associated with obtaining the information required for it. The Boards are well aware of this and are open to investigating new routing software if *Trapeze Mapnet* cannot be customized to automatically provide this information.

Further exploration of the implications of the cost sharing formula and the availability of supporting technology is required, however, from a feasibility perspective, the Boards have reached a tentative agreement on cost sharing, typically one of the most contentious topics, further confirming the feasibility of the consortia model for Edmonton.

Administrative costs are costs that the Consortium incurs that cannot be directly tied to a specific route or student. For instance, administrative costs typically include the following:

- Employee salaries and benefits;
- Staff training programs;
- Office supplies and furniture;
- Computer hardware and software;
- Development and implementation of safety programs (ex. First Rider Program);
- Utilities and maintenance;
- Communication fees (telephone, internet, etc.);
- Insurance, and,
- Professional fees (ex. Third party auditor)

For the most part, these costs are dependent on the total number of students to which the Consortium provides service. For instance, the number of employees required to develop and manage a transportation system is proportional to the number of students, albeit with some economies of scale. Therefore, it is proposed that all of the administrative costs incurred by the Consortium be allocated based on the total number of students enrolled in each Board.

Other agreements

In addition to the consortium and cost sharing agreements, the Consortium will also be required to enter into transportation service agreements, purchase of service agreements, contracts with bus carriers, and contracts with other third-party service providers.

- **Transportation service agreements:** The Consortium will have formalized transportation service contracts in place with the Boards that specify the transportation services that are to be provided by the Consortium to the Boards. These agreements will outline the scope of services to be provided by the Consortium, the fees associated with the service, the quality or level of service to be provided, and dispute resolution and terms. In addition to the agreements with the Boards, once operational, the Consortium may approach or be approached by other third parties, such as the Conseil Scolaire Centre-Nord, or a private school, to provide student transportation services on a fee for service basis. If this is deemed to be to the benefit of the Consortium and is allowed under the Consortium Agreement that is developed, a transportation service agreement would be required with the third party.

- **Purchase of support service agreements:** The Consortium will have purchase of support services agreements in place between the Consortium and the Boards for any support services that are provided. Support services could include financial services (payment processing), IT support, legal counsel, etc. The agreements will outline the scope of the services to be provided and the manner in which the Boards are to be compensated for these services. Although it is too

early in the process to specifically identify which support services will be required, and which Board will provide them, generally speaking, the Consortium would be looking to purchase services from the Board that would be logistically effective and cost efficient.

- **Third party service agreements:** Similar to the support service agreements with the Boards, the Consortium will have support service agreements in place with all of its third party service providers. Again, the agreements will outline the scope of the services to be provided and the manner in which the providers are to be compensated for these services. Although it is too early in the process to determine all of the required services, independent audit services will definitely be required.

- **Transportation service provider contracts:** The Consortium will be required to have contracts with all carriers, parents, and taxi service providers (if applicable). The contracts will outline appropriate legal, safety and other non-monetary terms. This ensures the contractual relationship between transportation service providers and the Consortium is defined and enforceable. Carrier contracts are discussed in more detail in a further section of this report.

Bus passes (Yellow and ETS)

The establishment of a Consortium in Edmonton does nothing to revise the current funding model used by Alberta Education. As a result, funding will not cover the complete costs of transporting students, and bus pass fees will be required.

Defining eligibility criteria is a policy decision, and not a service delivery decision. Therefore, each Board must continue to have the autonomy to decide which students are eligible for access to transportation services. Given that all provincial transportation funding continues to flow into the member Boards, decision making regarding student access to transportation supports and funding should remain aligned. As a result, in order to make up the deficit between the transportation costs charged by the Consortium, and the funding provided by the province, each Board will set its specific fees for bus passes. Although the Consortium will not be responsible for setting bus pass rates, by providing background costing information to the Boards, the Consortium can assist the Boards in making informed decisions regarding these rates.

Purchasing and procurement policies

The Consortium should have clear procurement policies in place with purchasing thresholds associated with various procurement methods. An effective procurement policy will identify the type of procurement method to be used for a given size, type and complexity of good or service being purchased.

In regards to purchasing policies, the Consortium has two options; either (1) the Consortium can establish its own formal procurement policies, or (2) the Consortium can adopt the policies of one of the Boards. It is recommended that the two Board's policies (*DJ.AR Purchasing and Disposal,* and *Regulation 502: Purchasing,* for the EPSB, and ECSD, respectively) be reviewed for appropriateness in transportation procurement decisions, internal controls and work processes. Particular attention should be paid to the purchasing thresholds associated with initiating a competitive procurement process. For reference, the current purchasing thresholds have been summarized in

Table 4 below. This threshold should be practical to allow for sole sourcing of transportation services when it is warranted by varying circumstances.

Table 4: Current Board's and proposed consortium's purchasing thresholds

Purchasing Threshold	EPSB	ECSD
No restrictions	< $5,000	< $3,000
Obtain a minimum of 3 quotes	< $15,000	< $75,000
Competitive procurement	> $15,000	> $75,000

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Once reviewed, the Consortium will develop its own purchasing policies, using the two Boards' policies as a guide. Developing its own policies will allow the Consortium to harmonize each Board's purchasing policies while ensuring that these policies are adapted to the particular needs of the Consortium. In addition, formalizing these policies will ensure standardization in the procurement methods of the Consortium and will also act as an accountability mechanism by providing transparency to the Consortium and the Boards.

Consortium Performance Management

The Consortium will have a documented process by which it assesses its own performance using Key Performance Indicators (KPIs) or other performance measures. Formally monitoring a relevant portfolio of KPIs allows the Consortium to quantify its performance, identify problems within its current service model, and generate realistic business improvement plans. The portfolio of KPIs will be regularly reported to the Board of Directors to ensure the Consortium is accountable for its performance.

Although both of the Boards currently informally monitor a small number of KPIs, the introduction of a formal, comprehensive monitoring program would provide an increased understanding of their own performance. Through consultations with the two Boards, it was determined that the KPIs illustrated in Figure 11 below will be used by the Consortium to monitor its own performance. The selected KPIs are not set in stone and can be interchanged as deemed necessary by the Consortium, and although, many other KPIs exist, it is recommended that the Consortium focus on a portfolio of 10-20 KPIs in order that the administration of the process does not become burdensome to the extent that it is more of a formality, at which point it will lose value.

Figure 11: Proposed KPIs for consortium

Routing KPIs:	Financial KPIs:
1. Average ride times by category 2. Number of routes in excess of ride time policy 3. Utilization	4. Cost/transported student 5. Cost/enrolled student 6. Cost/km 7. Cost/bus 8. % Actual vs. Budgeted costs
Customer Service KPIs:	**Human Resources KPIs:**
9. Number of calls 10. Number of complaints 11. Average response time for complaints	12. Annual turnover 13. Average/total absentee days

As previously mentioned, the Boards do not currently monitor the full portfolio of KPIs noted above. However, it is recommended that, to the extent possible, the two Boards immediately begin to track the above portfolio individually, prior to the potential formation of a consortium. These records would then serve as benchmark metrics and can used to measure the success of a future consortium.

Financial Management

Sound financial management ensures the optimal use of public funds and also ensures the integrity and accuracy of financial information. This includes appropriate internal controls and a robust budgeting process that has a clearly defined planning and review calendar that promotes accountability and sound decision making.

Financial management policies capture roles and responsibilities, authorization levels, and reporting requirements to ensure that a proper internal financial control system is in place for the Consortium. These policies should also clearly define the financial processes of the Consortium in a way that ensures appropriate oversight without impinging on efficiency.

Budgeting process

The Consortium needs to establish a process, in conjunction with the two Boards that provides the appropriate oversight, while at the same time allows the budget to be prepared on a timely basis.

The budget will be prepared, bottom up, by the Consortium, and will include the expected revenues and costs for each type of transportation and administrative cost. The Board of Directors will then be required to review and approve the budget. The Consortium's budgeting process and timeline needs to align with the process of the two Boards in order to ensure that the Boards can include their allocated transportation cost within their own budget. This process is illustrated in Figure 12 below.

Figure 12: Potential consortium budget schedule

- Enrolment projections help Consortium project upcoming year grants
- Boards finalize attendance areas/school designations and transportation service areas
- Consortium prepares draft budget which includes recommendations on bus pass fees for each Board

- Boards approve bus pas fess and communicate to school and parent communities

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- Consortium BOD reviews and approves budget
- Final budget forwarded to Boards

In addition to the budget approval process, the Consortium should regularly monitor actual expenses and perform a review of significant variances between actual and budgeted amounts. In order to ensure accountability to both of the Boards, the results of these analyses will be presented to the Board of Directors on a regular basis.

Financial Audit

Since the Consortium will be a separate legal entity, it is critical that the Board of Directors and the Boards have a fair and accurate view of the Consortium's financial performance. Therefore, it is recommended that the Consortium be required to have its financial statements and processes audited by a third-party auditor. Additionally, the auditors should be asked to perform special procedures to determine that the cost sharing methodology has been appropriately implemented and the share of Consortium costs for each Board has been accurately apportioned.

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Policies and Practices

The development of clear, concise, and enforceable policies, practices, and procedures are essential elements of an effective and efficient transportation system. Well defined and enforced policies establish the level of service that is to be provided while practices and procedures determine how services will be delivered within the constraints of each policy. The harmonization of polices and consistent application of all policies, procedures, and practices ensures that service will be delivered safely and equitably to each of the Boards.

It is often the case that the content of a specific policy or practice is of secondary importance to its consistent application. Therefore, the Boards are of the opinion that the transportation policies should be harmonized to ensure service is delivered consistency to all students throughout the city. In order to prevent a decrease in the level of service provided by either of the Boards, it has been agreed that, for the most part, the higher level of service policy from either of the Boards will be considered.

The following table outlines the current EPSB, ECSD, and proposed ESTA key policies:

Policy	EPSB	ECSD	Recommended ESTA
Walk distance	• Walk boundaries are based on service maps that are generally consistent with the school's civic neighbourhood boundary. • There is not a measured minimum or maximum walk distance.	• Walk boundaries are based on service maps that are generally consistent with the school's civic neighbourhood boundary. • There is not a measured minimum or maximum walk distance. • Service within walk boundaries exists in some locations	• Walk boundaries that are based on service maps can be adopted provided that maps are reviewed to determine if they are consistent between the Boards, and harmonized where required. • Existing exceptions will be discontinued
Catchment zones	• Catchment zones are based on service maps that are reviewed on an annual basis	• Catchment zones are based on service maps that are reviewed on an annual basis	• Costs associated with Board specific adjustments to catchment zones will be allocated to specific Board based on cost sharing methodology
Alternative programs	• Service is provided to all alternative programs (based on catchment zone – not entire city)	• Service is provided to language programs	• Costs associated with Board specific adjustments to catchment zones will be allocated to specific Board based on cost sharing methodology
Alternative addresses	• Students are able to request a pick-up location that is different from the drop-off location (e.g., pick-up at home, drop-off at grandparents'), but locations must remain the same each day from week to week and both locations must be within the approved transportation service area. • No policy to accommodate dual custody situations	• Students are able to request a pick-up location that is different from the drop-off location (e.g., pick-up at home, drop-off at grandparents'), but locations must remain the same each day from week to week and both locations must be within the approved transportation service area. • Accommodate dual custody situations	• Students will be able to request a pick-up location that is different from the drop-off location (e.g., pick-up at home, drop-off at grandparents'), but locations must remain the same each day from week to week and both locations must be within the approved transportation service area. • Discrepancy in practices related to dual custody will need to be addressed.
Acceptable service levels	*ETS* • K-6: 40min + 0 transfers • 7-9: 60min + 1 transfer • 10-12: 60min + 2 transfers *Fixed-Route Yellow Bus* • Regular: 60min • Alternative: 90min • Noon: 60min *Curb Service*	• No formal policy, but tries to limit ride times above 60min	*ETS* • K-6: 40min + 0 transfers • 7-9: 60min + 1 transfer • 10-12: 60min + 2 transfers *Fixed-Route Yellow Bus* • Regular: 60min • Alternative: 60min • Noon: 60min *Curb Service*

Policy	EPSB	ECSD	Recommended ESTA
	• In-zone: 60min • Out-of-zone: 80min • Multiple zone: No limit		• In-zone: 60min • Out-of-zone: 60min • Multiple zone: 60min
Bell time coordination	• Transportation Department has no control over school hours of operation, or operational days	• Transportation Department has no control over school hours of operation, or operational days	• It is recommended that, once established, the Consortium will work towards an agreement on bell times with the schools and present a recommendation on the savings associated with slight modifications to school hours of operations.
Bus stop locations	• Bus stops are located at ETS stop locations whenever possible. If there is no ETS stop nearby, stops are located on the far side of intersections.	• Bus stops are located at ETS stop locations whenever possible. If there is no ETS stop nearby, stops are located on the far side of intersections.	• The Consortium will need to establish a formal policy that takes into account sight lines, traffic patterns, speed limits, etc. to ensure all bus stops are located as safely as possible.
Walk to stop distance	• The maximum walk to stop distance is 400 metres	• The maximum walk to stop distance is 400 metres	• The maximum walk to stop distance will be 400 metres

Conditional riders	• Conditional riders acceptable under following conditions:
	  o Conditional Rider Application Form is approved
	  o Sufficient space on bus
	  o Access an existing stop on an existing route
	  o Bus routes shall not be designed or altered to accommodate conditional riders
	• Access to the service is reviewed annually and is guaranteed for the current school year only.
	• The monthly fee is the same as for eligible riders to programs of choice.
		• There is no formal conditional rider policy
		• Requests for exceptions are reviewed on a case-by-case basis
		• Approval required by Assistant Superintendent, Educational Planning
		• Exceptions are documented in an email by the principal so that records are maintained
			• Conditional riders will be acceptable under following conditions:
			  o Conditional Rider Application Form is approved
			  o Sufficient space on bus
			  o Access an existing stop on an existing route
			  o Bus routes shall not be designed or altered to accommodate conditional riders
			• Access to the service will be reviewed annually and is guaranteed for the current school year only.
			• A monthly fee will be required

Supervised pick-ups/drop-offs	• Parents and guardians are responsible for providing supervision at bus stops to all early education, and kindergarten students.	• Parents and guardians are responsible for providing supervision at bus stops to all early education, kindergarten and grade one students.	• Parents and guardians will be responsible for providing supervision at bus stops to all early education, kindergarten and grade one students.
Public Transportation	• No formal policy beyond, Edmonton Transit (ETS) is the preferred means of student transportation for Edmonton Public Schools' students. • In general, ETS is primarily used for junior and senior high students	• No formal policy beyond, Edmonton Transit (ETS) is the preferred means of student transportation for Edmonton Catholic Schools' students. • In general, ETS is primarily used for junior and senior high students • Currently have a large number of junior and senior high students are accessing yellow bus service	• ETS will be used for junior and senior high students provided it meets acceptable service levels
Video cameras	• The board does not use video cameras on any of its buses	• The board uses digital camera surveillance equipment for regular fixed routes and some kindergarten and special needs transportation (does not include any special needs routes shared with another school board).	• It is recommended that the Consortium will not use video cameras on any of its buses

Routing and Technology

Routing and Technology encompasses the management, administration, and use of technology for the purpose of student transportation management. There is a significant scope of work related to identifying and resolving all of the information technology issues associated with the establishment of the Consortium. Some specifics have been provided below, but detailed solutions will evolve as the Consortium and the Boards' IT departments collaborate throughout the process.

Routing software

Any large and complex transportation organization requires the use of a modern routing system to support effective and efficient route planning. Effective route planning not only ensures that services are delivered within established parameters; it also helps to predict and control operational costs.

The two Boards both utilize the *Trapeze MapNet* software application which is produced by the Trapeze Group. Through discussions with the transportation planning staff of the two Boards, it was determined that *Trapeze MapNet* is sufficiently meeting the current needs of the two Boards. It should be noted that both departments expressed some areas of improvement such as, reporting functionality, and the storage of historical route information as drawbacks to the application, but qualified these comments that none of the applications available will perfectly align with the needs of the Consortium. That being said, due to new consortium requirements such as the cost sharing methodology described above, the Boards plan on investigating new routing software to determine if any alternatives can better meet the needs of the Consortium.

Communication portals

While both of the Boards currently have individual websites, with pages dedicated to student transportation, it is still recommended that the Consortium establish its own independent website. Establishing a unique site ensures a consistent presentation of information and reinforces the Consortium's role as the transportation service provider to each of the Boards.

The website should, at minimum, include the following information:

- Consortium's transportation policies;
- Consortium's announcements, such as transportation application deadlines, service cancellations, etc.;
- Access to transportation forms such as, service applications, conditional riders forms, change of address, etc., and
- Contact information for the Consortium.

The Boards may still choose to continue to display transportation information on their respective websites and parent portals, and provided it is not overly onerous, the Consortium can assist the Boards with this. That being said, in the interest of ensuring a consistent message is communicated, the Board's websites would ideally simply provide a link to the Consortium's website.

In addition, the two departments currently utilize different technologies to communicate directly with parents and students. The EPSB currently uses *SchoolZone* to interact with students, parents and school staff on a regular basis by sharing school news, assignments, attendance and homework via the Internet, including student transportation information. The use of *SchoolZone* extends beyond the transportation department to several other board and school uses. From ECSD's perspective, they utilize the web portal function of *PowerSchool* to communicate directly with parents in general, and more specially, the transportation department utilizes *SchoolConnects*, which is an automated voice calling platform to notify parents of delays or cancellations.

At least initially, the Consortium will continue to utilize the existing programs to communicate with parents and students. Following the implementation period, the Consortium can then determine whether it is in its best interest to continue with the current systems, or implement an independent, direct communication application. The benefit of an independent system is that it ensures that the communicated message is controlled by the Consortium. For instance, many routing applications included web based

communication tools which can provide stakeholders with real time and current information regarding their student's transportation including service or weather delays, the cancellation of transportation, or school closings.

While no decision on this was reached in the workshop and the use of a joint communication portal remains a topic for further investigation, it does not present a challenge to the feasibility of the consortium.

Digital Map and Student Database

An accurate and up to date digital map and student database, along with the processes and procedures to update and maintain the map and database are paramount to the success of any transportation system.

In terms of a digital map, both of the Boards currently operate using a similar digital map provided by the City of Edmonton, and therefore, there are no foreseeable issues with consolidating the two systems.

Moving forward, the process used for the transfer and maintenance of student data needs to be formalized. Best practices would suggest that the Consortium's student database be kept up to date with regular and frequent downloads from the school Boards. The downloading and harmonization of data should be as close to automatic as possible, requiring minimal manual data entry and oversight. In order for this to be possible, a high level of accuracy is required in the collection of student information by the Boards, which in the past has been an issue for both departments. However, as there are no suitable alternatives to relying on Board information, a cooperative effort needs to be made by the schools, Boards, and Consortium to ensure student information is input accurately to facilitate transportation planning.

Planning and Routing

Effective route planning is a key function of any high performing transportation operation. The two boards currently plan and manage the routes for the regular busing program, but the routes for special needs students are planned and managed by the carriers. The EPSB is currently in the process of uploading the routing design for special needs into the responsibilities of the Board, and it is intended that the proposed Consortium would be responsible for the routing of the entire system.

The overall efficiency of the transportation system is limited or constrained by specific policies or historical practices. Some of the key policies that influence routing are illustrated below in Figure 13; the below list is not meant to be inclusive.

Figure 13: Transportation policies that have an influence on routing efficiency

Items that impact routing decisions		
▪ Bell times	▪ Walk to stop distances	▪ Choice of school
▪ Maximum ride times	▪ Irregular schedules (early dismissals, PD days)	▪ Alternate stop
▪ Walk zones		▪ Vehicle capacity
▪ Stop locations	▪ Bus transfers	▪ Run sharing

Several of these items such as, ride times, walk zones, stop locations, walk to stop distances, choice of school, and alternative stops were all discussed in detail in the previous section. A more in depth discussion of the remainder is provided below:

- The ability to **run share** between the two Boards is one of, if not the, key benefit of establishing a consortium. That being said, run sharing between elementary, junior high, and senior high schools also increases efficiencies. Adopting a one bus/one road philosophy for route planning

will result in a significant reduction in the total number of buses required by the two Boards. Students should, and will, be integrated on bus routes wherever beneficial. The same principle applies to integrating special education students onto fixed route yellow buses where possible given the nature of the student's unique needs and the range of program options available.

- **Bus transfers** refer to students being collected from dispersed locations on several buses and being taken to a transfer point, where they are consolidated onto a smaller number of buses and transported the remaining distance to school. Neither of the Boards currently have a formal transfer policy. It is recommended that when the Consortium is formed and begins to harmonize the two Boards' policies that a formal bus transfer policy be developed. Bus transfers offer an additional tool that can help improve the efficiency and effectiveness of routing solutions.

- In terms of **vehicle capacity**, route planning is dependent on the number of students that can be transported on a single bus. The two Boards have indicated that capacity or utilization constraints are typically a secondary consideration to maximum ride times, i.e. the number of students on a bus is typically governed by the 60 minute maximum ride time, as opposed to the vehicle's capacity. In general, one of the benefits of forming a consortium, and run sharing between the two Boards will be an increased density of students on a given route. This should allow the transportation planners to find a larger number of opportunities to increase vehicle utilization, making the overall system more efficient.

Contracts

The Consortium will have standard contracts in place with all carriers, and parents, which outline appropriate legal, safety and other non-monetary terms. The Boards currently use a very similar contract template, which was developed cooperatively approximately 15 years ago. As a result, developing one standard contract for the Consortium will not require any drastic changes, and therefore should not be contentious with carriers, or negatively affect the feasibility of the Consortium. In general, the more comprehensive requirements from either of the current contracts should be adopted to ensure there are no decreased service levels as a result of the Consortium's formation.

As the current carrier contracts with both of the Boards were procured using a competitive procurement process, the Consortium can focus primarily on the timing of its next procurement. The EPSB's current contracts were procured in 2010, and are currently in the fourth of a four year contract term, and the Board has three, one year options that it may exercise. On the other hand, the ECSD is currently in the eighth year of a ten year contract, but they do have contract termination options at their disposal provided they give the carriers 30 days notice. The Boards should exercise renewal options until such time as a decision on the consortia model is made and joint or separate procurement processes can then be implemented accordingly.

A comprehensive contract management program will be developed by the Consortium. Ideally, the program will be able to build on the contract compliance and annual facility audits that are currently completed by both of the Boards, but will also include a service and safety monitoring component and performance tracking component. In addition, the Consortium will be able to build on the initial GPS implementation steps taken by the two Boards in order to utilize this technology to its full extent.

Summary of Peer Review Exercise

The Boards have conducted a peer review exercise of established consortia in Ontario. The exercise consisted of visiting four established consortia in Ontario, along with several phone conversations with Ontario consortia management and school jurisdiction administrators. The purpose of the exercise was to identify additional issues these consortia experienced during implementation, along with any lessons learned or items they would do differently. The following comments represent a collective summary of concepts and suggestive advice taken from the exercise:

Consortium management

The following points were made by the Ontario consortia regarding governance, structure, and management concepts during implementation:

- Any efforts to only partially combine service delivery between the Boards will most likely not be successful, as only minimal efficiencies can be realized and there will be significant issues related to the administration and governance of the Consortium;

- The creation of a separate legal entity is important in the interest of perceived autonomy and jurisdictional confidence in an un-biased service delivery model; and

- The legal framework and governance model for the Consortium should be as simple and transparent as possible; otherwise, distrust can emerge as a result of stakeholders within each jurisdiction not fully understanding the governance model.

Policies

The following points summarize the findings from the exercise regarding consortium policy setting:

- The Boards, not the Consortium, must continue to have the autonomy to decide which students are eligible for access to transportation services. It is the intent of the Consortium to design and execute a service delivery model, not intervene in jurisdictional decision making. Given that all provincial transportation funding continues to flow into the member Boards, decision making regarding student access to transportation and funding remain aligned; and

- It is beneficial for rider eligibility criteria to be aligned between the Boards; otherwise, there are a number of challenges related to perceived inequities amongst stakeholders and systematic inefficiencies result.

Implementation timing

The following advice was provided by the Ontario consortia in regards to the timing of the implementation:

- Consortium operations should not commence until all agreements and service delivery details are established and agreed upon; and

- The initial year to year and a half of the implementation process should be spent focused on a successful implementation and smooth transition, remaining focused on preparedness and stakeholder support, as opposed to finding efficiencies. Efficiencies should emerge over time, and

a number of opportunities and improvements may not be apparent until the consortium is fully operational.

General findings

In addition, the Ontario consortia provided the following general comments/advice regarding establishing a consortium:

- Communication is critical throughout the preparation and implementation phases. The Boards should communicate key messages that clearly outline anticipated timelines, challenges, and benefits to help gain support for the vision. It is critical to be transparent about improvements and challenges, such as potential for bell time adjustments.

- The support of senior administration is critical to gaining acceptance and support of the model among school staff, parents, and consortium employees.

- It is important that both Boards want to see the Consortium be successful, as future challenges and opportunities for disagreement related to the intent or direction of the Consortium can be diminished through a strong relationship built on trust and transparency.

Cost-Benefit Analysis

The objective of the two Boards developing a student transportation consortium is to capture the cost savings that are associated with improved routing efficiencies and operational economies of scale, and use these savings to increase the level of service that is currently offered to the students of Edmonton. Although there are several benefits associated with a consortium model, there are also some costs, mostly related to upfront start-up costs. The following section outlines the estimated benefits and the estimated costs, both quantitative and qualitative of the proposed consortium model. The cost-benefit analysis is based on the consortium framework that was developed in the previous section.

Benefits

Improved routing efficiencies and operational economies of scale are just some of the benefits that are associated with a consortium model. Each of the benefits is detailed in the following section.

Routing efficiencies

In order to capture the full extent of the benefits of a consortia model it is critical that the students from the two Boards are transported on the same buses. By either utilizing combination routes where the same bus serves multiple schools on a single route, or utilizing tiering where the same bus serves multiple schools on different routes, a Consortium is able to reduce the number of total buses it requires to transport students. Less buses equates to less costs for both of the Boards.

As this is the most significant benefit of the consortia model, a detailed routing analysis was completed on a sample of routes in order to estimate the cost savings. The analysis was completed by transportation planning staff from both of the Boards, and included all of the eligible fixed route yellow bus riders from both of the Boards attending regular, choice or special needs programs in North, West, Southwest and Millwoods regions as shown in Figure 14 below. The analysis does not include curb service (special needs and early education), or noon-time kindergarten busing.

Figure 14: Regions used in routing analysis
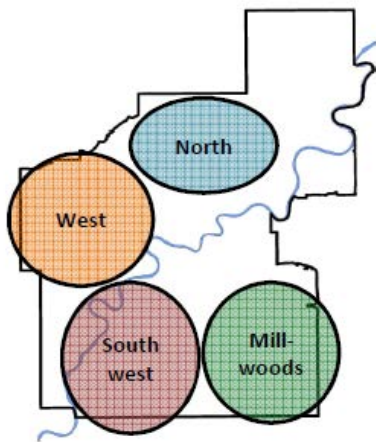
In total, the analysis included routing for 81 schools and 5,085 students from the EPSB, and 44 schools and 4,295 students from the ECSD. This represents roughly 80% of the total number of students currently

transported on yellow buses by either of the Boards, and therefore, provides a more than sufficient sample size from which to formulate any conclusions. Based on the actual routes in the current transportation system where the two Boards are segregated, the EPSB uses 149 buses, and the ECSD uses 127 buses to transport the 9,380 students noted above, for a total of 276 buses.

However, by utilizing combination routes, and tiered routing that integrates students from both of the Boards, the total number of buses can be reduced to 210 buses, a 24% or 66 bus reduction. Based on the current average carrier rates, an elimination of 66 buses would equate to direct cost savings in the range of $2.5 to $2.7 million on an annual basis. As this analysis only represented 80% of the transported students, it would be fair to say that savings in excess of these numbers would be possible. A summary of the routing analysis is provided in Appendix A – Routing analysis.

In addition to the immediate efficiencies captured with integrating routes, a Consortium will also increase the flexibility for the Boards to adapt to the changing urban environment in Edmonton. For instance, as the growth in the City continues to be highest in the suburban areas, unless new school construction keeps pace, which is unlikely, the Boards will be required to transport students farther distances to school. As consortium effectively increases with the density of the student population, integration of routes will help minimize the additional costs associated with lower density suburban growth.

In addition to the cost savings associated with the routing efficiencies that have been outlined above, taking buses off the road also has environmental benefits. For example, fewer buses on the road correspond both directly and indirectly to air pollution. Directly in the sense that one less bus on the road results in one less bus worth of engine exhaust being expelled, and indirectly in the sense that reducing the number of buses on the road will also lessen the traffic congestion in the city, which is a major contributor to air pollution.

Reduced ride times

With the formation of a consortium it will be possible to integrate students from the two Boards onto a single bus. As a result, the student density of a particular area will be increased, which will allow buses to pick up an increased number of students within the same time period, with the end result of reducing the amount of time students spend on the bus. Currently, the average ride times for regular fixed route service are 24 minutes, and 27 minutes for the EPSB, and ECSD respectively. Based on the consortium routing exercise that was completed for the purposes of this study, integrating routes would result in reduced ride times and significantly limit the number of excessive ride times.

Risk management

One of the key benefits of an incorporated separate legal entity is the limitation of liability. The shareholders of the corporation, which in the case of the Consortium are the Boards, are protected in the sense that they are not technically responsible for the liabilities or debts of the corporation.

Operational economies of scale

There are numerous benefits and costs savings that can be realized from eliminating the duplication of effort, for example, running single procurement processes, developing safety programs and conducting facility audits. In addition, the Consortium will have increased buying power with carriers, as during a competitive procurement process, each carrier will be trying to secure a contract for a greater portion if its fleet.

Streamlined and simplified processes for school, parents, students and carriers

As outlined in detail above, within the current system, the individual schools each have a considerable role in student transportation, which includes communicating with parents, coordinating route information, and coordinating with carriers. Although the roles are well defined in each of the Boards' policies, students, parents and carriers are required to either contact the school or the Boards, depending on their issue at the time. Under the proposed consortium, some of the school responsibilities will be uploaded to the Consortium (particularly the communication and coordination responsibilities), simplifying the process,

as the Consortium will be the single point of contact for all student transportation issues. In addition, this will also simplify the process for the schools, who will no longer be responsible for transportation related items.

Opportunity to reinvest cost savings into student transportation

Once the cost savings that result from routing efficiencies and operational economies of scale are realized, the Consortium, and subsequently, the Boards will have additional funds at their disposal to redirect towards student transportation. As previously noted, the objective of the two Boards developing a consortium is to capture the cost savings associated with a consortium, and use these savings to increase the level of service that is currently offered. Therefore, it is imperative for the Consortium's success that this process does not result in Alberta Education reducing the amount of funding provided to the Boards.

For the purposes of this study, the following list has been developed to illustrate some potential uses for redirected cost savings:

- Reducing the bus pass rates to make service more affordable;
- Reducing the maximum ride time policy to below 60 minutes to reduce the time an average student spends on the bus;
- Increasing the driver training, and bus safety standards, to increase the level of safety for students using student transportation;
- Increasing the amount of alternative programs, such as language, athletics, and arts programs, where full service yellow buses are provided;
- Introducing late bus runs to allow a greater percentage of students to participate in extracurricular activities;
- Increasing rates paid to carriers with a specific driver premium to attract and retain qualified drivers;
- Investing in technology initiatives to improve Consortium operations and increase level of service provided;
- Introducing bus monitors onto buses to improve student supervision; and
- Creating a spare driver pool that can service the Consortium in a variety of ways.

Positive role model for Alberta

If a consortia model is pursued, the two Boards will be developing the Province of Alberta's first student transportation consortium. Although this model has been previously implemented in other jurisdictions, such as Ontario, it will still require some tailoring to ensure that it meets the unique needs and requirements of the Boards, transportation carriers, students and parents within Alberta. Therefore, the Edmonton consortium will serve as a positive benchmark and role model for other areas of the Province to emulate when trying to improve student transportation services in their respective jurisdictions.

Costs

Although implementing a consortia model will result in many benefits, the benefits do not come without some costs. For instance, the implementation of a consortium will require a significant investment by the Boards in terms of time, staffing, and legal fees. In addition to the upfront costs during implementation there are also quantitative costs associated the continual operation of the Consortium.

Implementation costs

The formation of a consortium in the form of an incorporated separate legal entity will require both a time and financial upfront commitment from each of the Boards. The process could take as long as two to three years, over which time the Boards will be required to fund items such as legal fees, moving costs, consultant costs and transportation routing software upgrades.

Of all of the required implementation costs, new routing software is likely one of the most significant. Although both of the Boards currently use *Trapeze MapNet* in their current operations, based on changes

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to the carrier payment formula and the complexity of the cost sharing methodology, the Boards/Consortium will be reviewing their current software, along with several other options to determine which application will best suit the needs of the new consortium. In the event that a new software application is chosen, or additional modules are required for the existing software, there will be costs for the licenses and customization of the software. Depending on the features required by the Consortium, these costs can range from $50,000 - $250,000. If an additional level of program customization is required by the Consortium in order to report on the cost sharing methodology, additional costs should be expected.

Due to the large amount of legal documentation that will be required with the establishment of a consortium, such as the consortium agreement, cost sharing agreement, transportation service agreements, support service agreements, and updated carrier agreements, the associated professional legal costs will also be quite large. In addition, legal counsel will also be required to advise on human resourcing issues, such as collective bargaining issues, transfers of employees, new employment contracts, and potentially secondment agreements. These costs can also vary significantly, however, $500,000 would be a conservative estimate.

As the Consortium will be located in an independent office, and will be an independent entity, there will be costs associated with purchasing equipment for the office. Equipment includes both physical equipment such as desks, chairs and cabinets, and IT equipment such as computers, printers, phones, network equipment, etc. Finally, there will also be costs associated with outfitting the office space to suit the needs of the Consortium, such as the construction of offices and board rooms. These costs, including moving costs are estimated to be $100,000.

In addition to outfitting the office with IT equipment, there will also be implementation costs associated with setting up the IT infrastructure for the Consortium. This will include the implementation of several of the IT platforms that the Consortium will be required to use, such as a website and GPS systems. It is estimated that these costs will be in the range of $300,000 to $500,000.

Throughout the implementation period, students from each of the two Boards will still require transportation to and from school. Therefore, in order to maintain the level of service in the current operations during the transition period, it is most likely that additional resources will be required in order to help facilitate the implementation process. Depending on the complexity of the assistance required, these costs could reach $750,000 - $1 million.

Due to the preliminary stage of consortia model review, specifics on software, office location, insourcing versus outsourcing and HR requirements have not been refined. However, for the purposes of this study, a conservative estimate would put these costs in the range of $1.7M to $2.35M. As the process proceeds, more refined estimates can be made.

Facility costs

It is being proposed that the Consortium's office will be located in a separate location than that of the two Boards, as independence of this type from the Boards is an effective way of ensuring that the structure and mandate of the Consortium remains consistent despite the potential changes at the Board level.

There are potential costs associated with an independent office that are not currently being incurred by either of the transportation departments. These costs include rent, utilities, and potentially costs associated with tenant fit-out. Although these costs are minor in value, they are new additional costs of the transportation system that will be more transparent.

Summary

Table 5 below provides a summary of the quantitative cost-benefit analysis. In order to establish an effective Consortium, the two Boards will be required to make an initial investment in the process. It is proposed that 60% of this investment will be allocated to the EPSB, and 40% to the ECSD based on student enrolment. However, this initial investment will quickly be recouped by the Boards in terms of annual savings once the Consortium is up and running.

Table 5: Summary of cost-benefit analysis

	Costs	Savings
One-time costs and savings		
Implementation Costs	$ 2,350,000	-
Total one-time costs and savings	**$ 2,350,000**	**$ 0**
Annual costs and savings		
Routing efficiencies	-	$ 2,500,000
Total one-time costs and savings	**$ 2,350,000**	**$ 2,500,000**
Net Present Value (10-year discounted @ 5% per annum)		**$ 12,500,000**

In addition, there are qualitative benefits, such as simplified processes for schools, parents, students, and carriers, and limited liability that are not captured in Table 5. As a result, there is very little downside in moving forward with the process and significant and immediate cost savings that can be realized.

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Additional opportunities to capture benefits

When forming a consortium, the two Boards are creating an opportunity for all aspects of their student transportation system to be reviewed. Although wholesale changes are not being encouraged, it is recommended that the Boards review all aspects of their service delivery in order to ensure that, once the Consortium has been formed, it meets the needs of the two Boards, and it operates in line with industry best practices.

It is apparent that the two Boards are aware of this opportunity, and intend to take full advantage of it in order to enhance the level of service the Consortium can provide. Although some specific examples have been noted in this section, the list by no means represents the entirety of the level of service benefits that can or will be realized as the Boards develop their consortia model.

It would be incomplete to detail the benefits associated with the formation of a Consortium and leave out the very real, although indirectly linked, benefits noted below. The implementation of a consortia model, does not directly address all of these challenges. Nor do these issues impact the feasibility of implementing the model. The implementation of a new delivery model does however, provide an ideal opportunity to re-assess old habits and implement changes that align with industry practice.

Bell time optimization

One of the most significant opportunities for cost savings in student transportation stems from bell time optimizations. This is also one of the more contentious issues regarding the level of involvement in transportation from a school perspective. Currently, the two transportation departments have very little input on the hours of operations of each of the schools as the individual schools are responsible for setting their schedule, and hours of operations,. As a result, 85% of the schools within both Boards currently start between 8:26-8:45, and 62% of school end between 3:11-3:30, requiring greater than 90% of the buses to run single routes. In addition, early Thursday dismissal times compound the issue of coordinated bell time. Figure 5, Figure 6, and Figure 7 are provided in a previous section and illustrate the distribution of bell times at both of the Boards.

As part of the routing analysis that would completed to determine routing efficiencies, the Boards also did a preliminary analysis on the effect of slightly adjusting morning and afternoon bell times. The analysis showed that allowing for adjustments of plus/minus 15 minutes to the current set bell times at just 34% of the schools, resulted in a 30% reduction in buses, and a cost savings of $700,000 on an annual basis. These results are summarized below in Figure 16. The cost savings of $3.2 - $3.4 million noted in Figure 15 are including the $2.5 to $2.7 million from integrated routing.

Figure 15: Bell time analysis results
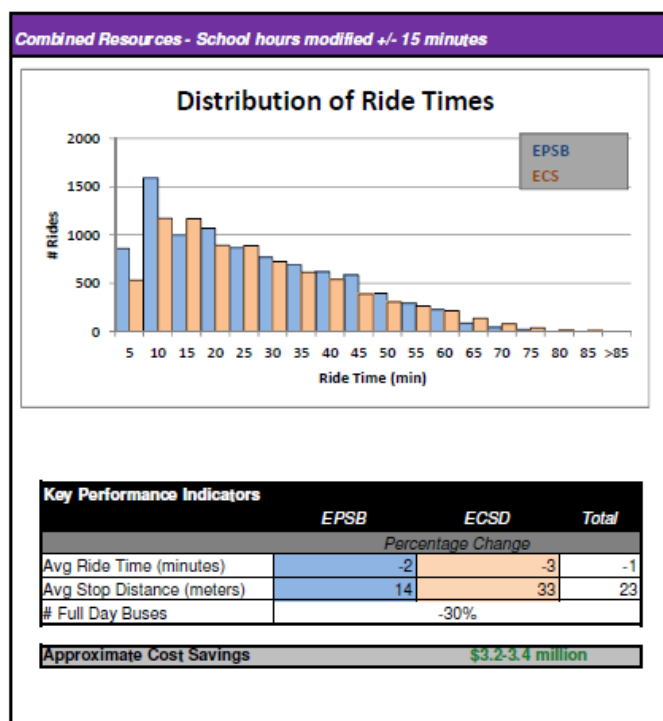
In addition to the regular start and dismissal bell time, several schools in both the Boards currently have early dismissals on Thursdays. The wide variety of Thursday dismissal times also has a negative effect on routing efficiency. Beyond the impact on routing, there are also other negative implications. For instance, there is an additional routing scenario for the Boards to analyse and plan which increases the routing workload for the Boards by 25%, makes it more difficult for carriers to recruit drivers, and decreases the overall safety of the system by having drop off times that change day to day.

Public transportation

Neither of the Boards currently have a formal policy beyond regarding the use of public transportation. As a result, the percentage of students who use Edmonton Transit System (ETS) varies between the Boards, and yellow bus service is somewhat arbitrarily provided to junior and senior high school students throughout the city. In general, the EPSB used ETS for all junior and senior high students provided it can do so within acceptable service level limits. The ECSD has a similar policy, but tends to transport a higher percentage of junior high students with yellow buses.

It is expected that a newly established consortium will continue to utilize public transportation in a similar manner immediately following its implementation. However, once established and operating, it is recommended that the Consortium complete a comprehensive costing analysis on providing yellow bus service versus using public transportation. Experience in other jurisdictions has shown that on average, providing yellow bus service is less costly than public transportation.

Contract Structure

Both of the Boards have standard contracts in place for all carriers which outline legal, safety and other non-monetary terms. That being said there are a few notable omissions and a few areas where the requirements could be more onerous, both of which are highlighted below:

- Neither of the Boards' contracts require mandatory EpiPen training, in addition to standard First Aid/CPR training, for all drivers before they operate a vehicle.

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- The maximum vehicle age for buses is 15, and 20 years for the EPSB, and ECSD respectively, which are close to, if the not the highest in the country. Best practices would indicate a maximum vehicle age of 12 years. In addition, neither of the contracts stipulate a maximum average vehicle age. A maximum average vehicle age ensures a distribution of the age of buses used, and minimizes the replacement risk in a given year and a newer fleet should decreases the likelihood of breakdowns, which should decrease the amount of delays in the system.

- The current contracts note that carriers are required to provide a spare bus or substitute driver in the event of a mechanical breakdown or driver absence. Although, this clause is technically sufficient, in many cases, when an event such as this occurs, carriers tend to double up runs, causing delays. Ideally, the contract would specify required spare bus and driver ratios to ensure the carriers have buses on hand, and drivers on call at all times. This is preferred over the current standard requirement for spare drivers and vehicles.

- Although contracts include performance expectations for carriers, in terms of pass/fail compliance with contract provisions, it does not include any quantitative performance standards such as acceptable number of delays, average length of delays, number of complaints, etc. In addition, quantitative performance standards should be specified and could include:
  - The number of carrier caused delays (driver did not report, driver started route late, mechanical issues);
  - The average length of carrier caused delays;
  - The number of complaints raised by students, parents, or school administrators;
  - The number of preventable motor vehicle incidents;
  - The number of mechanical breakdowns, and
  - The number of days spare buses are used.

- The ECSD's contract does not define the mechanism to make fuel adjustments to the carrier rates based on fuel price fluctuations. From discussions with the Board, if Alberta Education provides funding for fuel price adjustments, the funds are simply passed through to the carriers. A fuel price escalator and de-escalator clause should be included on contracts.

- The ECSD contract does not specify a dispute resolution process.

- The contract should require operators to lock in costs for the term of the contract.

- The payment structure for carriers should be revised to a fixed and variable payment formula. (This issue will be discussed in more detail in the following section.)

It is recommended that the consortium review the standard contract agreement and in the next round of competitive procurement, issue the revised contract terms.

Carrier payment formula

Both Boards currently use a fixed route payment for regular transportation and a fixed student payment for special needs. The main concern with fixed route payments, is that the fees do not accurately reflect the carriers' cost drivers. Carriers incur both fixed costs, such as vehicle acquisitions, driver salaries, insurance, etc., that are independent of the distance travelled, and variable costs, such a fuel and vehicle maintenance, that are relative to distance. As a result, in a fixed cost per route system any changes to a route will affect the carrier's cost to deliver the service, but not their compensation from the Board.

In terms of the current fixed cost per student for special needs students, the formula provides incentive for carriers to transport as many students as possible on a single bus, providing they can do so within the maximum time requirements. With the EPSB's maximum time requirements of 90 minutes for transporting between zones, ride times for special needs students can become quite excessive. Ideally, routing solutions would consider the needs of the student, a 60 minute maximum ride time consistent with other students and where possible, integration onto fixed route busses.

Industry best practices would suggest that a fixed plus variable cost system is optimal when working with third party carriers, as shown in Figure 16 below. With this type of formula, carriers will submit prices for routes that include a daily fixed price to cover the carriers fixed costs such a facility costs, driver wages, vehicle costs, insurance, spare Driver costs, etc., as well as a variable price based on the number of kilometres travelled each day to cover the carrier's variable costs such as maintenance and fuel.

Although, a revised carrier payment formula is not critical to the formation of the consortium, an opportunity exists to make revisions to the formula that are in the best interest of the Boards.

Figure 16: Proposed carrier payment formula

Fixed daily rate
(cover fixed costs such a vehicles, driver salaries, site costs, etc.)

\+

Variable rate
(cover costs that vary based on distance (fuel, maintenance, etc.))

=

Total daily rate

A fixed plus variable formula is beneficial for several reasons:

1) It is proposed that the cost sharing formula for allocating direct carrier costs between the two Boards will be based on a fixed and variable structure. In order for the cost sharing structure to accurately reflect the actual costs incurred by the Consortium, the carrier payment formula should mimic the cost sharing formula.

2) Fixed and variable formulas provide greater flexibility to accommodate route changes. Should an additional stop be added to a route, a simple adjustment to the variable component of the payment formula is all that is required to determine how a carrier's payment will be revised.

3) Although bus service is very rarely cancelled in the city for inclement weather, a fixed and variable formula ensures that in the event of a cancellation, carriers are only compensated for costs incurred, i.e. compensation covers their fixed costs, but as no variable costs are incurred, no variable payments are made.

4) Routes are not capped by a contracted fixed time which will allow the consortium to employ a broader range of routing techniques to potentially get better asset utilization (i.e. the consortium may be able to do triple or quadruple runs if there is no time limit imposed by the contract.)

It should be noted that while a fixed plus variable formula is more difficult to administer manually, the majority of routing software applications, including *Trapeze MapNet* will automate this calculation and tracking.

Streamlined and documented processes

The formation of the Consortium is providing the Boards a clean canvass in which they can review their current processes to ensure that the new policies and procedures that will be adopted by the Consortium are in line with industry best practices and sufficiently meet the needs to the two Boards. For instance, the Consortium should determine if the current transportation eligibility form process in which forms are submitted to schools, and then forwarded to the transportation department, can be streamlined to a process where a form is submitted online directly on the Consortium's website.

Additionally, at each Board, there are currently a number of informal policies and practices in existence. For instance, the ECSD does not have a formal procedure for approving conditional riders, but instead relies on an email from the school principal indicating why conditional service should be granted. By not documenting procedures and practices, different variations of the practices will begin to develop, potentially confusing how they are interpreted, and complicating the tasks of all parties involved. Therefore, along with reviewing the current policies and practices to seek efficiencies in work flow and process, by formally documenting each of the policies and practices, the Consortium can simplify how service is delivered.

Cost of increased level of service

In the preceding section, several benefits that were unrelated to the formation of a Consortium were discussed. Some of these benefits are related to an increased level of service as a result of policies and practice review by the two Boards. The argument has been made that these are real, albeit indirect benefits, that will be associated with the Consortium, and therefore, the costs associated with the increased level of service also need to be considered.

Implementation challenges

A consortia model represents a significant change from the current way transportation services are delivered, and changes are not always embraced by all of the stakeholders. The following section provides an assessment of the challenges that may be associated with the implementation of a consortia model, along with possible mitigation strategies that the Consortium and the Boards can adopt in response to each challenge.

Support from school administration

Within the current student transportation system, the individual schools play a significant role in the delivery and coordination of the service. It is proposed that within the new consortia model, the Consortium will take on the responsibility of some of the transportation tasks currently performed by the schools, which will result in benefits such as (a) reducing the amount of time school administration spend on student transportation, allowing them to focus on other educational issues, and (b) simplified processes for the schools, as well as students, parents, and carriers. However, despite the benefits, the change still represents a transfer of some responsibilities away from the schools and towards the Consortium. For instance, under the current system, ECSD principals are able to make conditional rider requests on behalf of students and parents, whereas following the formation of a consortium, student or parents will have to follow a formal conditional rider application process and deal directly with the Consortium.

It may turn out to be the case that the school administrators feel that the potential benefits outweigh the associated loss of decision making control. However, the Boards should still be prepared that school administrators may not fully support the consortia model. In order to create greater support from the schools, the Boards have chosen to allocate two of the six Director positions on the Consortium's Board of Directors to be representatives of the schools. As a result, schools will be assured that their concerns will be considered at the Consortium's Board of Director meetings, and that the strategic direction of the Consortium will be aligned with the direction of the schools as much as possible.

Timing of costs and benefits

It is fairly clear that the potential quantitative benefits of establishing a consortium significantly outweigh the quantitative costs. However, one of the key lessons learned from Ontario, is that setting up of a consortium is a long and slow process. It is a process that requires unwavering commitment, time and resources to be invested in order to develop consortium agreements, harmonize policies, establish industry best practice capabilities, and review and revamp standard contracts. Each of these items are required to be completed prior to the Consortium integrating students and benefiting from the potential routing efficiencies.

It is estimated that implementing a consortia model will cost the Boards in the range of $2.35 million in start-up costs. Although these costs will be recouped fairly quickly based on the estimated $2.5 million in annual routing efficiencies, depending on the ease of implementation, the cost savings associated with the routing efficiencies may not be realized until three or four years down the road. Figure 17 below depicts a potential scenario in which benefits associated with the Consortium are not realized until year three of the process.

Figure 17: Timing of potential consortium costs and cost savings
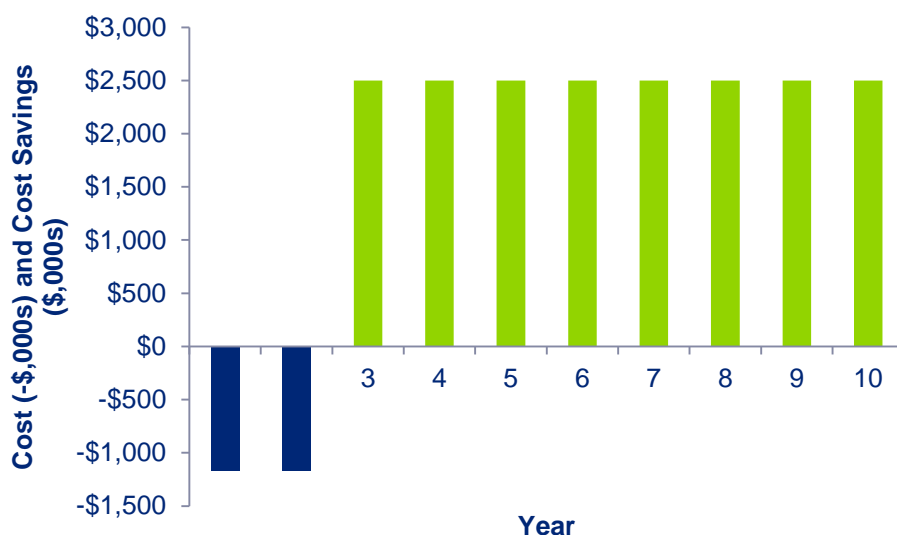
With the commitment of upfront investments from each of the Boards, there will be considerable pressure on the Consortium to deliver benefits as soon as possible. This may have the effect of magnifying a small delay in the implementation to a more serious concern. In addition, stakeholders who disagreed with the establishment of a consortium will be quick to point out that the Consortium has cost the Boards a significant amount of money, and has yet to produce any benefits.

In order to mitigate the negative appearance of this issue, all of the key stakeholders need to be educated on the implementation process. To begin with, by commissioning this feasibility study, both of the Boards will be made aware of the potential implementation costs that are required up front from each of the Boards, and will be able to factor this into to their decision on whether or not to proceed.

In the event that a consortia model is approved, a detailed implementation plan should be developed. Based on this detailed plan, specific cost estimates for implementation costs such as legal fees, software implementation, and tenant fit-out can be developed in greater detail. This plan should again be communicated to the relevant stakeholders to ensure they are fully aware of the extent of upfront costs. In addition, a status report outlining progress and costs should be regularly provided to stakeholders.

Cost sharing

A cost sharing methodology that accurately reflects the costs drivers associated with student transportation is critical to the success of the Consortium. The numerous benefits of a consortium model, such as the routing efficiencies and operational economies of scale, will be quickly pushed aside if there is the appearance that one of the Boards is paying less at the expense of the other Board.

As part of this feasibility and cost/benefit study, a cost sharing scenario analysis was completed. The objective of this analysis was to identify a direct cost allocation model that accurately reflected the actual cost drivers, and costs incurred by the Boards. The analysis tested various formulas for multiple integrated routes, under a variety of scenarios. As a result, the two Boards determined that a cost allocation methodology that accounts for both the total number of students and the total passenger seat kilometres offers the best reflection of their actual costs. The selection of this methodology is evidence to the importance the Boards place on getting cost sharing right the first time, as this hybrid formula will require both a greater investment upfront in terms routing technology and a greater commitment on a regular basis in terms of administrative and audit requirements.

Once the Consortium is established, there is a continuous need to keep on top of the cost sharing issue. For instance, the Consortium's will need to regularly review their systems to ensure costs are being allocated as per the agreed upon formula. Additionally, in order to alleviate concerns even more, the

Consortium should hire a third-party auditor to review the Consortium's processes and systems to ensure costs are being allocated as per the agreed upon formula, essentially a cost sharing audit.

Human resource issues

The staff for the proposed Consortium will, for the most part, be made up of the current staff from each the Boards' respective transportation departments. The transfer of these employees presents a number of human resource related challenges such a pay equity, comparable benefits, transfer of pension rights, and collective bargaining unions. Although none of these issues are insurmountable, these are some of the most challenging and contentious issues to address.

By seconding employees from each of the Boards as opposed to transferring them, the issues related to benefits, pension and unions are minimized. That being said, secondment still needs to deal with the issue of pay equity, and other issues such as bumping rights. As a compromise, the Consortium can choose to initially second employees from the Boards on a temporary basis, and once the Consortium is fully established and operating, begin transferring employees to the Consortium, either all at once or gradually through attrition. This alternative has the benefit that issues regarding benefits, pensions and unions do not need to be dealt with immediately, the Consortium will be able to use the initial secondment period to fully address these. In addition, some of the issues around secondment, such as which of the Boards will be responsible for filling vacant positions within the new Consortium, will not be a concern, as new positions can be filled by new employees of the Consortium.

In terms of issues regarding collective bargaining units, the Boards should be proactive and have these issues reviewed in detail by human resources personnel and legal counsel as soon as possible. In addition, the Boards should establish communications with the collective bargaining leaders, and be open about the Boards' intention in order to determine a path that works for both parties.

Communications

The success of the Consortium is dependent on a variety of stakeholders, including, the Boards, trustees, schools, parents, students, carriers, and the Consortium's employees. Although it is impossible to guarantee that all stakeholders will support the formation of a consortium, a lack of communication can lead to stakeholders reacting negatively towards the idea based solely on speculative information. As a result, it is critical that the Boards develop a comprehensive stakeholder communications plan/strategy to ensure that accurate information on both the process and the reasoning behind the process is available to all stakeholders. In addition, it is important that all stakeholders are fully aware of how a consortium will directly impact them on a daily basis.

The plan/strategy should include methodology for communicating both with stakeholders in general, and on a stakeholder specific basis, and include a variety of communication mediums. For example, formal communications such as emails and announcements to all stakeholders, informal communications such a phone conversations with carriers, organized presentation or informational sessions with parents, and instructional packages for school administration could all be laid out in the communication strategy. The strategy should also ensure that appropriate communication is two-way; including stakeholder input as much as possible will help ensure the Consortium is aligned with stakeholders needs. Finally, communication with stakeholders should begin as early as possible, with all parties being kept up to date throughout the implementation process.

Summary

Establishing a consortium is not a process that will happen overnight; the process will take some time, and there will inevitably be challenges along the way. This section of the report identified a potential lack of support from schools, the initial implementation costs, cost sharing arrangements, human resource complications, and communications as key challenges that will need to be overcome. Each of these challenges, although substantial, are not insurmountable, provided they are identified early and mitigating action is appropriately taken.

Board Advocacy and Provincial Funding

Board Advocacy and Support

One of the key factors that will determine whether or not the Consortium is successful is stakeholder buy-in and support from all of the key parties. Support from the Boards can come in several different forms, such as the approval and funding required to initiate this study. However, it is also important that the Boards provide ongoing support in terms of taking on an advocacy role on behalf of the Consortium with Alberta Education.

The extent of the advocacy role is hard to determine at this preliminary stage in the process, but it is expected to include the following topics:

- Support of the Boards' initiative to establish a Consortium in terms of:
    - Alberta Education providing financial support for the pilot project in terms of implementation costs; and
    - Alberta Education refraining from reclaiming any funding as a result of efficiency cost savings and, at a minimum, leaving current funding levels in tact; and
- Jurisdictions should have an active role in the review of the provincial funding model and the regulations that drive the model (discussed in more detail below).

Provincial Funding

It is feasible to establish and operate a Consortium under the current block grant funding model utilized by Alberta Education. That being said, there are certain aspects of the block grant funding model that are not responsive to the changing transportation requirements of the two Edmonton Boards. For instance, in terms of program distribution and student accommodation, the changing urban/suburban landscape of the city is requiring the Boards to transport more and more students from new outlying developments to existing schools within the city, resulting in increasing travel distances and costs. In addition, the increasing diversity of the city's urban population is resulting in pressure on the Boards to provide additional access to alternative programs. The current block grant funding model lacks the nimbleness or flexibility to adjust funding levels in response to the changing urban student transportation requirements noted above.

As an alternative to a rigid funding formula, many jurisdictions utilize a budget based funding model. Under a budget based funding model, boards/districts would develop a budget for the upcoming year collaboratively with Alberta Education. Provided the Alberta Education was satisfied with the budget, the amount of funding provided would match the projected budget. Although budget based funding has the benefit that it is directly linked to the cost that the board is incurring, the model does not provide adequate incentive for boards and their transportation departments or consortia to ensure the system is operated efficiently.

However, there is a third alternative, performance based funding. In a performance based funding model, funding is allocated to boards/districts based on their performance on set, agreed upon criteria, and not based on the current cost to deliver the service, or a formula. As a result boards/districts have an incentive to improve their performance in order to increase the amount of funding they receive. It should be noted that in order to implement a performance based funding model, a mechanism for measuring performance needs to be established.

Performance based funding has been adopted by the Ministry of Education in Ontario. The Ministry evaluates the efficiency of transportation delivery consortia, and the higher the efficiency and effectiveness of the organization, the greater percentage of the transportation deficit the Ministry will fund. The program has been extremely effective in the province in improving the safety, accountability and transparency of service delivery and the sector has seen a dramatic improvement in routing efficiencies with a decline in asset requirements.

Over the long run, the Consortium in Edmonton would like to see changes to the funding model that are more closely tied to consortium performance and will be looking for the Boards to advocate for changes at the provincial level.

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Conclusion

The objective of this study was twofold; first, to determine the feasibility of establishing a consortium between the EPSB and the ECSD, and second determine if the benefits associated with establishing a consortium outweigh the associated costs.

In terms of feasibility, the Boards are well aligned; they currently use the same carriers, the same routing software, the same student information systems, similar contracts, etc. There are still some hurdles that will have to be overcome, such a policy harmonization and human resourcing issues, however, there are no issues that present roadblocks to the establishment of a consortium.

The fundamental benefit of establishing a consortium is the potential for routing efficiencies. More specifically, the integration of students from the two Boards on buses and bus routes resulting in a decreased total number of buses required. Based on the Boards' preliminary routing analysis, routing efficiencies have the potential of creating costs savings of $2,500,000 on an annual basis. There are other additional quantitative and qualitative factors that highlight the operational and financial efficiencies that can be achieved with the model, some of which will be realized immediately, and some that are anticipated to evolve over time as the Consortium operationalizes. There are implementation costs that will be required up front, but will be recouped quickly from routing and other efficiencies.

One of the most critical factors that determine whether or not a consortium is successful, is stakeholder buy-in from all of the key parties and a willingness for the Consortium to be successful. This includes Alberta Education, whose support the Boards will be looking for in order to confidently proceed with this process.

As evidenced by the multiple initiatives that the two boards already coordinate together, such as special needs transportation, first rider programs, the previous development of the standard contract, and indeed the development of this feasibility study, it is clear that the two Boards cooperate effectively for the benefit of both jurisdictions. In addition, by proactively initiating this study, and other activities such the integrated routing analysis and site visits to established consortia in Ontario, the Boards have made it clear that there is support for this idea throughout each organization, and a willingness to see it a success.

A consortia model in Edmonton is feasible and operationally and financially beneficial.

Implementation plan

One of the key lessons learned from the establishment of consortia in Ontario is that it takes a significant amount of work to establish a consortium, and overall, the process can be long and slow. As a result, the Boards need to develop a comprehensive implementation plan to guide them through the process over the next two to three years. With the right motivation, leadership, stakeholder buy in and detailed project planning, it is possible to make huge strides in a very short period of time. The following section provides a high level discussion of the next steps required in order for the two Boards to implement a consortia model, along with an associated timeline. The timing is based on the assumption that ECSD and EPSB enter into an Agreement in Principle and initiate Phase 1 of detailed design and implementation.

Phase 1 – Establishment of consortium framework (February 2014 – June 2014):
Following the approval to proceed in January, the consortium can immediately begin working on developing a detailed consortium framework or structure. The above framework can be used as an initial guide, but the detailed structure will include formal decisions on items such as governance structure, organizational structure, and cost sharing. Once these decisions have been made, the Boards can start to develop all of the required agreements, such as the consortium agreement, cost sharing agreement, transportation service agreements, and purchase of support service agreements. This period of time can also be used develop and human resources plan for the establishment of the consortium which will include opening up discussions with the existing collective bargaining units for each Board. Early on in this phase, a communications plan will be developed to ensure the key messages behind establishing a consortium reaches all stakeholders. Once the Consortium is established, the Boards can then begin to plan the operations of the Consortium. This will include developing internal policies and practices to guide the operations or service delivery model of the Consortium, harmonizing and documenting transportation related policies, and reviewing and developing a standard carrier contract in line with industry best practices. Later on in this phase, the Consortium's staff will test and make a decision on the desired routing software moving forward. In addition, the Consortium will work on preparing procurement documents for issue in the winter/spring of 2015. It should be noted that during the 2014-2015 school year, routes will still be segregated between the Boards. At the end of this phase a suitable office location will be identified.

Phase 2 – Execution of consortium framework and service delivery model (June 2014 – May 2015)
By the beginning of Phase 2, the Consortium can consider formally incorporating itself as a separate legal entity, complete with the transfer or secondment of transportation department employees. This will require the signing of the consortium agreement, cost sharing agreement, transportation service agreements, and purchase of support service agreements. This will also coincide with the Consortium's staff physically moving to the new independent location. The procurement process for carrier services will take place in the winter/spring of 2015. This procurement process will occur one year prior to the expiration of the current ECSD carrier contracts, which will therefore need to be terminated. Finally, the Consortium will begin developing their own website in preparation of a launch in the summer of 2015.

Phase 3 – Full integration (May 2015 – August 2015)
With the completion of a procurement process for fully integrated routes in June, the Consortium will enter the summer of 2015 as a fully integrated entity, planning and routing for a complete roll out of integrated services for the start of the 2015-2016 school year.

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Appendix A – Routing analysis

Joint Service Fixed Route Study
Rollup of All Edmonton Scenarios

Study Description

- Eligible Fixed Route yellow bus riders attending regular, choice or special needs programs in North, West, Southwest and Millwoods regions. Also includes riders attending Victoria and St. Basil Schools.
- Curb-service and noon-hour busing not included.
- EPSB Conditional and ECS In-boundary riders not included.

	EPSB	ECS
Number of Schools	81	44
Number of Students	5085	4295

12-13 Actual

Distribution of Ride Times

Key Performance Indicators

	EPSB	ECS	Total
Avg Ride Time (minutes)	26	26	26
Avg Stop Distance (meters)	131	127	129
# Full Day Buses	149	127	276

Combined Resources - No changes to school hours

Distribution of Ride Times

Key Performance Indicators

	EPSB	ECS	Total
	Percentage Change		
Avg Ride Time (minutes)	-2	-1	-2
Avg Stop Distance (meters)	14	33	23
# Full Day Buses	-24%		

Approximate Cost Savings	$2.5-2.7 million

Combined Resources - School hours modified +/- 15 minutes

Distribution of Ride Times

Key Performance Indicators

	EPSB	ECSD	Total
	Percentage Change		
Avg Ride Time (minutes)	-2	-3	-1
Avg Stop Distance (meters)	14	33	23
# Full Day Buses	-30%		

Approximate Cost Savings	$3.2-3.4 million

DATE:	March 18, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	School Year Calendar 2014-2015 and 2015-2016
ORIGINATOR:	David Fraser, Executive Director, Corporate Services Mark Liguori, Assistant Superintendent of Schools
RESOURCE STAFF:	Lisa Austin, Mike Falk, Sandy Forster, Cheryl Hagen, Glenn Johnson, Sherry Matter, Lorne Parker, Kent Pharis, Sandra Stoddard, Chris Wright, Bonnie Zack
REFERENCE:	GCA.BP – Approval of the School Year Calendar GCA.AR – The School Year Calendar 2012-2016 Teachers' Collective Agreement

ISSUE

The 2012-2016 Teachers' Collective Agreement contains a Letter of Understanding that provides for a pilot project for a revised school calendar for the 2014-2015 and 2015-2016 school years (Attachment I).

RECOMMENDATION

1. **That the revised 10-month calendar for the 2014-2015 school year (Attachment II) be approved.**
2. **That the proposed 10-month calendar for the 2015-2016 school year (Attachment III) be approved.**

BACKGROUND

The Board approved the 10-month calendar for the 2014-15 school year on November 27, 2012 (Attachment IV). There is no currently approved calendar for the 2015-2016 school year.

The Board and the Alberta Teachers' Association (ATA) ratified the 2012-2016 Teachers' Collective Agreement in the fall of 2013. The Letter of Understanding on the pilot project for a revised school calendar was included in the ratified agreement (Attachment I).

As per the Letter of Understanding, the Administration and the ATA struck a joint committee to review the proposed calendars developed by the Administration for 2014-15 and 2015-16 (Attachments II and III). The parties agree that the attached calendars meet the criteria outlined in the Letter of Understanding.

The Administration has established a working committee to oversee the implementation of the revised school year calendar project. The committee has undertaken or will be undertaking the following activities:

- An informal review of draft calendars in other Alberta districts along with informal discussion with other districts that have operated calendars similar to the suggested options Edmonton Public Schools is considering (Attachment V);
- Development of possible calendar scenarios;
- Consultation with internal district stakeholders on the impact of proposed scenarios;
- Guidance for the implementation of the recommended calendars;
- Setting of outcomes and measures for evaluation of the calendar pilot;
- Development of a program evaluation and tracking plan, for use at school and district levels;
- Development of an internal and external stakeholder consultation plan;
- Development of an extensive communication plan.

RELATED FACTS

In constructing a school year calendar, the following requirements of Alberta Education have been met:

- Elementary and junior high school students must receive 950 hours of instruction per school year.
- Senior high school students must have access to 1,000 hours of instruction per school year.
- Senior high school five credit courses require 125 hours of instruction; three credit courses require 62.5 hours of instruction, and a one credit course is 25 hours of instruction. The number of instructional days available in each semester must be sufficient to meet this requirement for every course offered either in a quarter, semester or full-year term and must take into account the placement of Alberta Education diploma exams. (Note: these requirements will change once the High School Flexibility Project is fully implemented)
- These instructional time requirements must be met on an annual basis.

The following requirements of the Letter of Understanding are also addressed:

- Teachers will not be assigned duties in excess of 1800 minutes per week. Assignable time will provide for instruction, supervision of students and professional activities such as inservice sessions, staff meetings, committee work and parent/teacher conferences.
- A teacher's full-time equivalent (FTE) assigned teaching time for instruction does not exceed 896.2 hours in either year (886.33 in 2014-15 and 896.09 in 2015-16)
- Classes begin on the Tuesday following Labour Day and end prior to Canada Day in each year.

The 2014-15 and 2015-16 proposed calendars include:

- Three school/catchment professional development days (October 3, November 24 and March 20 in 2014-15 and March 7, April 18, May 6 in 2015-16)
- Two district/catchment professional development days (August 28 and February 2 in 2014-15 and September 3 and February 1 in 2015-16)
- Two days for Teachers' Convention (February 26 and 27, 2015 and February 25 and 26, 2016)
- Two days-in-lieu for parent/teacher interviews (November 10 and May 15 in 2014-15 and May 19 and 20 in 2015-16)
- One operational day for opening and one operational day for closing (August 29 and June 29 in 2014-15 and September 4 and June 29 in 2015-16).

- The calendar shall be balanced between the two semesters to accommodate instructional time at the secondary level (92/93 instructional days in 2014-15 and 91/92 instructional days in 2015-16)
- The 10-month calendars are used by all district schools except the following:
    - Donnan School, Vimy Ridge Academy, Braemar School, and M. E. LaZerte High School follow a modified calendar.
    - All Institutional Services and Hospital Campus Schools follow a 12-month instructional calendar.
    - Talmud Torah School follows a 10-month calendar that is modified to account for religious holidays.
    - Schools may apply to the Superintendent for approval to modify the calendar to meet local instructional needs while adhering to Alberta Education's minimum instructional time requirements. Note: high schools participating in the High School Flexibility Project may also be applying for exceptions to the attached proposed calendars.

OPTIONS
The following options are selected for consideration as they are deemed the most admissible:
1. Approve the attached school year calendars for each of 2014-15 and 2015-16.
2. Approve the attached school year calendars for each of 2014-15 and 2015-16 with modifications.

CONSIDERATIONS & ANALYSIS
The previously approved 2014-15 School Year Calendar requires revision to meet the conditions of the Letter of Understanding. The scenarios presented for 2014-15 and the 2015-16 school years meet these conditions. It should be noted that the Letter of Understanding does not specifically address the number of instructional days or the inclusion of a fall break, which has garnered media attention.

The currently approved 2014-2015 school year calendar was developed and approved in alignment with a number of district policies and administrative regulations, most notably GCA.BP and GCA.AR.

The following points outline the key differences in comparing the proposed calendars for 2014-15 and 2015-16 to calendars developed under the previous requirement of teachers teaching 1430 instructional minutes per week:

2014-15
- There is a reduction in the number of instructional days from 188 to 185;
- Teachers will be teaching five minutes longer on each instructional day;
- There are two additional professional development days and one-additional day-in-lieu for parent/teacher interviews (November 10, 2014);
- There is an additional day where students and teaching staff are not required to attend school (November 7), which creates a five day weekend for students and teaching staff in November 2014;
- The last operational day is June 29th as compared to June 30th.

<u>2015-16</u>
- Teachers will be returning to work on September 3rd as compared to September 1st;
- Students will be returning to school on September 8th as compared to September 2nd;
- There is a reduction in the number of instructional days from 188 to 183;
- Teachers will be teaching eight minutes longer on each instructional day;
- There are two additional professional development days and one-additional day-in-lieu for parent/teacher interviews, i.e., May 19, 2016 (Note: there are limited options in placing professional development days and days-in-lieu as Labour Day occurs on September 7);
- With the two days-in-lieu being attached to the May long weekend, students and teaching staff will have a five day weekend in May 2016;
- The last operational day is June 29th as compared to June 30th.

There are a number of district policies and administrative regulations (Attachment VI) related to the school year calendar that conflict with the school calendar conditions in the current Letter of Understanding. These requirements would need to be amended or suspended during the course of the pilot project.

A two year pilot project provides the opportunity for the District to investigate the implications of two widely different calendars which both meet the terms of the Letter of Understanding.

The decision on a revised calendar for 2014-2015 should be in place by early April, 2014 to allow adequate time for scheduling secondary students for the upcoming school year.

NEXT STEPS
Upon approval of the school year calendars, details will be communicated to all key stakeholders. District administration will also consult with community partners to explore ways in which families may be supported through opportunities provided to children during common days off.

ATTACHMENTS & APPENDICES
ATTACHMENT I   Letter of Understanding – Pilot Project on Revised School Calendar
ATTACHMENT II   2014-2015 Proposed Calendar
ATTACHMENT III   2015-2016 Proposed Calendar
ATTACHMENT IV   November 27, 2012 Board Report: *School Year Calendar 2014-2015*
ATTACHMENT V   Review of Calendars in Other School Districts
ATTACHMENT VI   Policies & Regulations Involving the School Year Calendar

DF/ML/SF:sb

Letter of Understanding – Pilot Project on Revised School Calendar

This Letter of Understanding is made pursuant to Section 5 (Professional Development) and Section 8 (Pilot Projects) of the Provincial Teachers' Framework Agreement of March 13, 2013. The parties agree that ongoing professional development and collaboration for teachers is critical to achieving the vision of *Inspiring Education*, district priorities and plans, school improvement plans and a teacher's individual professional growth plan. The parties also agree that the focus of this pilot project is on teaching quality, improvement of student outcomes and support for a reasonable workload.

The parties agree that Edmonton Public Schools will establish a district school calendar in 2014-15 and 2015-16 that meets the following criteria:

a) A teacher will not be assigned duties in excess of 1,800 minutes per week. Assignable time will provide for instruction, supervision of students and professional activities such as inservice sessions, staff meetings, committee work and parent/teacher conferences.

b) A teacher's full-time equivalent (FTE) assigned teaching time for instruction shall equate to approximately 890 hours per school year, depending on the number of instructional days scheduled but no more than 896.2 hours.

c) Classes will begin on the Tuesday following Labour Day and end prior to Canada Day.

d) The District calendar shall include:
   i. Three school/catchment professional development days
   ii. Two district/catchment professional development days
   iii. Two days for Teachers' Convention
   iv. Two days-in-lieu for parent/teacher interviews
   v. One operational day for opening and one operational day for closing. These days will not be used as Professional Development Days.

e) The calendar shall be balanced between the two semesters to accommodate instructional time at the secondary level.

f) A teacher may agree to be timetabled for instructional duties which may vary in the number of hours assigned per semester.

g) Schools may develop and forward an alternative school calendar which does not comply with section c) to the Superintendent of Schools for approval.

To implement elements of *Inspiring Education*, teachers must engage in ongoing professional development that considers District, school and personal professional goals. The Board shall ensure that time is dedicated from within the currently allotted professional development days or those times during the school year such as early dismissal days when students are not in attendance, to enable classroom teachers to collaborate with their colleagues in a professional learning community setting to benefit student learning and mitigate teacher workload and to address the goals of their Personal Professional Growth Plan.

As per the 2012-2016 Provincial Framework Agreement, teachers who believe that insufficient time has been dedicated to professional development may appeal to the principal, and if necessary the Superintendent or his designate. If they are not satisfied by the decision of the Superintendent or his designate, the Association may refer the matter to the Exceptions Committee. The Exceptions Committee will provide recommendations to all parties.

The parties shall establish a joint committee within 30 days of ratification of the collective agreement to review the proposed calendars for 2014-15 and 2015-2016 to ensure the above criteria are met. The committee will be comprised of three teachers appointed by the Economic Policy Committee and three members appointed by the Board. The committee will also establish a process for evaluation, which includes the requirement for the committee to provide a written evaluation report to the Superintendent of Schools and the President of Edmonton Public Teachers Local 37 of the ATA by March 31, 2016. Costs of the committee will be borne by the Board.

The parties agree to suspend the requirements of Clause 13.2 (Teacher Assignment) and 23.10 (Professional Development Days) during the pilot project.

In the event that either party serves notice that they intend to terminate the pilot project on August 31, 2016, Clause 13.2 and 13.2.1 will take effect on September 1, 2016.

EDMONTON PUBLIC SCHOOLS

2014-15 DRAFT

AUGUST 2014

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SEPTEMBER 2014

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OCTOBER 2014

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NOVEMBER 2014

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DECEMBER 2014

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JANUARY 2015

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FEBRUARY 2015

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MARCH 2015

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APRIL 2015

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MAY 2015

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JUNE 2015

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JULY 2015

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Legend

- INSTRUCTIONAL DAYS = 185
- NO STUDENTS or STAFF
- NO STUDENTS or TEACHERS
- HOLIDAYS (STAT or BOARD)
- STARTUP/END (STAFF ONLY)
- DIL (NO STUDENTS or STAFF)
- PD DAY - DISTRICT/CATCHMENT
- PD DAY - SCHOOL/CATCHMENT
- TEACHERS' CONVENTION

First Day: September 2
Days 5 minutes longer
Long Weekends: November 7-11, May 15-18

185 Instructional Days
194 Teacher Days
92-93 Semester Split

EDMONTON PUBLIC SCHOOLS
2015-16 DRAFT

AUGUST 2015

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SEPTEMBER 2015

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OCTOBER 2015

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NOVEMBER 2015

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DECEMBER 2015

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JANUARY 2016

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FEBRUARY 2016

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MARCH 2016

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APRIL 2016

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MAY 2016

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JUNE 2016

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JULY 2016

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Legend:

- INSTRUCTIONAL DAYS = 183
- NO STUDENTS or STAFF
- NO STUDENTS or TEACHERS
- HOLIDAYS (STAT or BOARD)
- STARTUP/END (STAFF ONLY)
- DIL (NO STUDENTS or STAFF)
- PD DAY - DISTRICT/CATCHMENT
- PD DAY - SCHOOL/CATCHMENT
- TEACHERS' CONVENTION

First Day: September 8
Days 8 minutes longer
Long Weekend: 5 day May Weekend -
May 19, 20 DIL

183 Student Days
192 Teacher Days
91-92 Day Split

EDMONTON PUBLIC SCHOOLS

Recommendation Report

DATE:	November 27, 2012
TO:	Board of Trustees
FROM:	Edgar Schmidt, Superintendent of Schools
SUBJECT:	School Year Calendar 2014-2015
ORIGINATOR:	Tanni Parker, Assistant Superintendent
RESOURCE STAFF:	Jan Favel, Sandy Forster, Sherry Matter, Inga Melenius, Ardis Olsen
REFERENCE:	HCA.BP - Approval of the School Year Calendar

ISSUE
During each school year, the Board shall approve an additional school year calendar for two years after the current school year to allow staff, students, parents and the public access to approved school year calendars.

RECOMMENDATION
It is recommended that the Board of Trustees approve the 10-month calendar for the 2014-2015 school year (Attachment I).

BACKGROUND
In order to meet the instructional time requirements of Alberta Education, it is recommended that the first day of instruction for the 2014-2015 school year be Tuesday, September 2, 2014 and the last instructional day be Friday, June 26, 2015. The recommended calendar meets the requirements of Board Policy HCA.BP (Attachment II).

RELATED FACTS
In constructing a school year calendar, the following requirements of Alberta Education have been met:
- Elementary and junior high school students must receive 950 hours of instruction per school year.
- Senior high school students must have access to 1,000 hours of instruction per school year.
- Senior high school five credit courses require 125 hours of instruction; three credit courses require 62.5 hours of instruction, and a one credit course is 25 hours of instruction. The number of instructional days available in each semester must be sufficient to meet this requirement for every course offered either in a quarter, semester or full-year term and must take into account the placement of Alberta Education diploma exams.
- These instructional time requirements must be met on an annual basis.

The following requirements are also addressed:
- To meet the 950 hours of instruction for the year, at least 188 instructional days are required.
- Schools are able to declare up to three professional development days and one day-in-lieu. This requires that 192 possible instructional days are made available in the calendar.
- Two days at the end of February are reserved for the Greater Edmonton Teachers' Convention.

Use of the 10-Month Calendar Within the District

The 10-month calendars are used by all district schools except the following:
- Donnan School, Vimy Ridge Academy, Braemar School, and M. E. LaZerte High School follow a modified calendar.
- All Institutional Services and Hospital Campus Schools follow a 12-month instructional calendar.
- Talmud Torah School follows a 10-month calendar that is modified to account for religious holidays.
- Schools may apply to the Superintendent for approval to modify the calendar to meet local instructional needs while adhering to Alberta Education's minimum instructional time requirements.

CONSIDERATIONS & ANALYSIS
Other highlights of the recommended 2014-2015 school year calendar include:
- There are two non-instructional days for staff prior to September 1, 2014. These days are to be designated as operational days used to prepare for the upcoming school year.
- The last instructional day prior to the Winter Recess is Friday, December 19, 2014. Staff and students return to school on Monday, January 5, 2015.
- Teachers' Convention is designated to fall on February 26 and February 27, 2015.
- The last instructional day prior to the Spring Recess is Friday, March 27, 2015. Students return to school on Tuesday, April 7, 2014 as Easter Monday falls on April 6, 2015.

NEXT STEPS
Once approved by Board, the calendar will be adopted for the 2014-2015 school year.

ATTACHMENTS & APPENDICES
ATTACHMENT I　　2014-2015 School Year Calendar
ATTACHMENT II　　HCA.BP – Approval of the School Year Calendar

SF:jf

EDMONTON PUBLIC SCHOOLS

2014 - 2015 School Year Calendar

August 2014

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September 2014

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October 2014

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December 2014

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January 2015

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February 2015

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

INSTRUCTIONAL DAYS = 192

NON-INSTRUCTIONAL DAYS = 4

NON-OPERATIONAL DAYS

START of YEAR = 2

TOTAL DAYS = 198

Days may be reduced by 3 Professional Development Days and one day in lieu

SCHOOL CALENDAR 2014-2015

Month	Total Days	Instructional Days
August	2	0
September	21	21
October	22	22
November	19	19
December	15	15
January	20	20
February	19	17
March	20	20
April	18	18
May	20	20
June	22	20
Total Days	**198**	**192**

Labour Day	September 1, 2014
Thanksgiving	October 13, 2014
Remembrance Day	November 11, 2014 (Tuesday)
Winter Recess	December 22, 2014 – January 2, 2015 inclusive
Family Day	February 16, 2015
Teachers' Convention	February 26 – 27, 2015
Spring Recess	March 30, 2015 – April 2, 2015 inclusive
Good Friday	April 3, 2015
Easter Monday	April 6, 2015
Victoria Day	May 18, 2015

First day of operation	August 28, 2014 (Thursday)
First day of instruction	September 2, 2014 (Tuesday)
Last day of instruction	June 26, 2015 (Friday)
Last day of operation	June 30, 2015 (Tuesday)

Edmonton Public Schools
Board Policies and Regulations

CODE: HCA.BP   EFFECTIVE DATE: 13-02-2007
TOPIC: Approval of the School Year   ISSUE DATE: 14-02-2007
Calendar   REVIEW DATE: 02-2014

The school year calendar is the calendar that is used by the majority of district schools that follow the September through June instructional year.

The Board of Trustees believes that a consistent school calendar should be used by schools offering instruction during the September through June time period. This allows the majority of the district's students to start and end the school year and to be dismissed for major recesses on the same dates, while still allowing schools some discretion in scheduling and identifying professional development days and days-in-lieu. A standard calendar allows the Board to more easily undertake its responsibility to ensure that all students in Edmonton Public Schools have available to them as a minimum the amount of instructional time mandated by the Minister of Education and communicated in the Guide to Education.

Whereas the Board believes that it is ideal for students to commence their instruction on the Tuesday after Labour Day, there will be years in which the number of available instructional days during the September through June timeframe may preclude this. In such years the Board will endeavour to ensure that instruction commences after August 31.

The Board believes that parents, students, staff and community need to be made aware of future planned school calendars to allow time to appropriately plan ahead to ensure that students are given the optimum opportunity to access instruction. During each school year, the Board shall:
1. Approve an additional school year calendar, thereby giving staff, students, parents and the public access to approved school year calendars for two years after the current school year.
2. Approve any changes to any previously-approved school year calendar made necessary by information not available at the time the calendar was approved.

Should circumstances arise at a school where the approved calendar does not meet the school's needs, the superintendent of schools is given the authority to modify the school calendar for that school on an annual basis.

Reference(s):
GCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
GLC.AR - School Professional Development Days
HCA.AR - The School Year Calendar
HCAA.AR - Dismissal Times Before Vacation Periods
HCAB.AR - Remembrance Day
HD.BP - Instructional Time
HE.BP - Organization for Instruction
HEA.AR - Semester Changeover - Senior High Schools
School Act Sections 39(1)(a),39(1)(c), and 56(1) - (6)
Alberta Education's Guide to Education - ECS to Grade 9 Programming, Senior High School Programming

EDMONTON PUBLIC SCHOOLS

Review of School Year Calendars in Other Districts

A review of the available web-sites for other Alberta school jurisdictions with approved calendars for the 2013-14 school year and either draft or approved calendars for the 2014-2015 and 2015-2016 school years revealed the following:

- o **2013-14 School Year Calendar in Other Districts - Summary**
  - 61 school year calendars covering 56 districts were analyzed
  - 10 districts had first day of instruction in August, all others identified September 3, 2013 as first day
  - Almost all district s published a list of district-wide dates for PD and Day-in-Lieu
  - 5 districts reported a full week Fall Break around the Remembrance Day holiday, 38 others extended the week-end by one or more days
  - All districts except one had balanced semesters (within 3 days). Horizon school district had 5 fewer Semester 2 days in favour of a Convention Break in February
  - The number of reported instructional days varied from a low of 171 in Wildrose to a high of 190 in Edmonton Catholic
  - 47 of 61 calendars identified more than 2 days in which teachers had assigned duties prior to the first day of instruction – 16 districts identified 5 such days
  - About a third of districts identified a full week break during the week of non-instructional time around Teacher's Convention

- o **2014-2015 School Year in Other Districts - Summary**
  - 20 draft scenarios were found on-line as of the end of December, 2013
  - Of the 20 reported scenarios, the following characteristics were noted:
    - Eighteen districts to start instruction on September 2
    - Two districts to start instruction on August 28 (Golden Hills and Prairie Land Regional)
    - Almost all districts have centrally-determined dates for PD Days and DIL
    - Only one district reports a full week Fall Break as a possibility (one of three drafts for stakeholder feedback provided by Prairie Land Regional) – NOTE: Elk Island Public and Catholic had no posted drafts as of December, 2013
    - Parkland identifies 6 days around the November 11 week-end as a Fall Break
    - All districts attempted to have approximately the same number of instructional days in each semester
    - The number of annual instructional days vary from a low of 175 in Chinook's Edge to a high of 190 in Edmonton Catholic
    - About a third of the districts have a week off during Teacher's Convention in addition to a Christmas and a Spring/Easter break
    - 15 of 20 districts identify three or more days related to professional development or opening of school activities prior to the first day of instruction – the remaining 5 districts has 2 such days identified

- o **2015-2016 School Year in Other Districts - Summary**
  - ▪ 7 drafts were found on-line as of the end of December, 2013
  - ▪ Of the 7 reported scenarios, the following characteristics were noted:
    - Two districts to start instruction after Labour Day on September 8 (Clearview and Grande Yellowhead)
    - The other boards first days of instruction vary from August 31 through September 3
    - Semesters not balanced with a September 8 start of instruction – Grande Yellowhead does better than Clearview since it identifies no PD or DIL in Semester 1, resulting in a 91-93 semester balance
    - Clearview has a DIL in Semester 1, but ends with a 90-95 semester imbalance
    - All have centrally-determined dates for PD Days and DIL
    - Only one district reports a full week Fall Break as a possibility (Wolf Creek, which starts instruction on August 31)
    - 6 of 7 districts identify three or more days related to professional development or opening of school activities prior to the first day of instruction – the remaining district has 2 such days identified

Policies and Regulations Involving the School Year Calendar

The EPSB Policies and Administrative Regulations that relate to issues involving the school year calendar are listed below. The bulleted statements below each heading indicate whether or not the policy or regulation or part thereof is in conflict with the conditions set out in the Letter of Agreement. The policies and regulations of interest include:

- **FBD.AR – Time in Recognition of Duties Related to Reporting Student Achievement**
    - Need to refer to two days in lieu rather than one
    - Wording should reflect the possibility of centrally set dates for days-in-lieu
- **FLC.AR – School Professional Development Days**
    - Need to refer to five professional development days rather than three
    - Need to introduce the categories of school/catchment based and district-wide professional development
    - Wording should reflect the possibility of centrally set dates for professional development
- **GCA.BP – Approval of The School Calendar**
    - Wording should reflect the possibility of centrally set dates for professional development and days-in-lieu
    - Possibility of starting before Labour Day is in conflict with the LOA
- **GCA.AR – The School Year Calendar**
    - Need to refer to two days in lieu rather than one (B.5)
    - Wording should reflect the possibility of centrally set dates for days-in-lieu
    - Need to refer to one Non-Instructional Operational Day at the start of the school year rather than two (C.1)
    - Need to refer to one Non-Instructional Operational Day at the end of the school year rather than two (C.2)
    - Need to refer to five professional development days rather than three
    - Wording should reflect the possibility of centrally set dates for professional development
- **GCAA.AR – Dismissal Times Before Vacation**
    - Current wording does not conflict with calendar revisions identified in MOA
- **GCAB.AR – Remembrance Day**
    - Should be amended to reflect current practice of designating November 11 as a holiday
- **GD.BP – Instructional Time**
    - Current wording does not conflict with calendar revisions identified in MOA
- **GE.BP – Organization for Instruction**
    - May need amending to reflect current practice as a result of Alberta Education's placement of diploma examinations
- **GEA.AR – Semester Changeover - Senior High Schools**
    - Wording on minimum student attendance in examination days is ambiguous
- **DEA.AR – Transportation Services**
    - Current wording does not conflict with calendar revisions identified in MOA

DATE:	March 18, 2014
TO:	Board of Trustees
FROM:	Trustee Michelle Draper, District Priorities and Governance Committee Trustee Ken Gibson, Chair District Priorities and Governance Committee Ray Martin, District Priorities and Governance Committee
SUBJECT:	Development of the District Priorities 2014-2018
ORIGINATOR:	Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services
RESOURCE STAFF:	Sonia Boctor
REFERENCE:	Trustees' Handbook : District Priorities and Governance Committee - Section 6.1.5 Board Report December 17, 2013: Development of the District Priorities

ISSUE
The Board of Trustees' District Priorities and Governance Committee is seeking approval of the Vision, Mission, Values and 2014-2018 District Priorities (Attachment I).

RECOMMENDATION
That the attached Vision, Mission, Values and 2014-2018 District Priorities (Attachment I) be approved.

BACKGROUND
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.

To support the Board of Trustees in their work around the establishment of the District's Values and Priorities for 2014-2018, and their review of the Vision and Mission, various activities were undertaken between September 2013 and January 2014. These activities informed the creation of a report (Attachment II) that provided a summary of the data collected through the various initiatives. The report was presented to the Board of Trustees in advance of the January Board Retreat and highlighted the following:

- A historical review of the District's Priorities and reflections on past planning experiences.
- An internal consultation process with key stakeholders to understand what is relevant and current today in the District.
- An environmental scan to assess the District's current state using various initiatives.
- Research on emerging themes, trends and mandates in education and the community around us (e.g., *Elevate Report, Education Act*).

- A recommended stakeholder consultation plan (for Board of Trustees' approval) for use once the District, Vision, Mission and Priorities have been drafted to gather further input and feedback.

At the January 2014 retreat, the District Priorities and Governance Committee shared draft Vision, Mission, Values and Priority statements (Attachment III) that were informed by the summative report. Through a facilitated process, the Board of Trustees, in conversation with the District Support Team, revised the draft statements (Attachment IV).

In February 2014, following the Board Retreat, the revised Vision, Mission, and Priority statements were taken out for consultation in order to gather feedback and validation from key educational stakeholders. An online survey, a public consultation evening, the District's Leadership Meeting and the Student Advisory Council meeting were all used as strategies to engage and communicate with staff, students, families and the community around us, regarding the development of a new set of District Priorities.

At the February 5 District Leadership Meeting, the draft Values were shared by the Superintendent as part of a presentation around Vision, Mission, Priorities and budget. The four values of Equity, Integrity, Accountability and Collaboration were well received by District leadership staff.

On February 25, 2014, the District Priorities and Governance Committee reviewed summaries of the feedback gathered from each of these activities. Summaries of the process used for each consultation activity, the levels of participation for each consultation, and the feedback gathered from each consultation are attached as Attachments V-VIII.

In brief, the analysis of feedback gathered from all stakeholders indicates remarkable support for the draft priorities, vision and mission statements. Each of the three priorities received more than 90% support, with priority 2 receiving the highest level at 95.89%. Feedback gathered in the consultation process encouraged careful consideration of language choice and clarity around certain words such as, *success*, *leaders*, *engagement*, and *partnerships*. It was also indicated that it would be beneficial to qualify each priority statement. An intended next step is to develop specific goals supporting each priority. These goals will, in turn, complement and provide clarity.

Based on the consultation feedback and discussion, the District Priorities and Governance Committee established a final set of statements to bring forward for approval (Attachment I). The Committee believes the Vision, Mission, Values and Priorities will inspire and motivate staff, students, families, community partners, the public at large, and the Board itself over the next three years to move Edmonton Public Schools forward in concrete, exciting ways in support of quality educational experiences for all students.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. Approve the recommendation as stated.
2. Approve the recommendation with amendments to wording.

3. Not approve the recommendation.

CONSIDERATIONS & ANALYSIS

1. If the draft Vision, Mission, Values and Priorities are approved as per Attachment I, Administration will proceed with the next steps to support the work of the District Priorities and Governance Committee. The Committee will keep the Board apprised of progress and changes in timelines should they occur.
2. If the draft Vision, Mission, Values and Priorities are approved as per Attachment I, but with amendments to wording, Administration will proceed with the next steps to support the work of the District Priorities and Governance Committee. The Committee will keep the Board apprised of progress and changes in timelines should they occur.
3. If the draft Vision, Mission, Values and Priorities are not approved, there are negative implications to the budgeting and staffing processes in support of the 2014-2015 school year. This option also poses the potential to lessen educational stakeholders' confidence in the Board.

NEXT STEPS

- Once approved, the Communications department will create visual representations of the new Vision, Mission, Values and 2014-2018 District Priorities statements.
- The new Vision, Mission, Values and 2014-2018 District Priorities statements will be communicated to students, parents, community partners, the public at large, and the media through multiple communication channels (EPSB website, Facebook, media releases etc.).
- With the approval of the District Priorities, Administration will utilize the Vision, Mission, Values and Priorities to inform the development of goals, strategies, aligned outcomes/objectives and performance measures.
- This work forms the foundation of a District Strategic Plan for 2014-2018.
- The plan will provide Central and Schools with clear direction, key areas of focus, methods by which the District will succeed and the measures to monitor progress.
- An online dashboard will also be created to visually report on progress of key Strategic Plan areas foundational to the attainment of the priorities.
- Once the Strategic Plan has been developed, it will inform the 2014-2015 school year budget planning process.
- The 2014-15 District budget will be presented for approval by the Board in May or June. The plan and budget will reflect the key areas of focus that the Superintendent will require schools and central departments to focus on. These areas will demonstrate support of the 2014-2018 District Priorities.
- Upon approval of the District budget, Assistant Superintendents and Executive Directors will support schools and central departments in the work to finalize their specific plans for the fall.
- In the Fall of 2014, the Board will meet with the Superintendent, principals and central department leaders to review upcoming plans and results relating to the 2014-2015 school year. Depending upon these results, adjustments to plans may be made at that time.

ATTACHMENTS & APPENDICES
ATTACHMENT I   Draft Statements for Approval
ATTACHMENT II   Phase 1 Report 2014-01-17
ATTACHMENT III   Draft Statements for Retreat (Jan23)
ATTACHMENT IV   Draft Statements for Consultation and Feedback
ATTACHMENT V   Draft Board Priorities Aggregated Feedback
ATTACHMENT VI   Summary of Feedback – Public
ATTACHMENT VII   Summary of Feedback - DLM
ATTACHMENT VIII   Summary of Feedback – Student Advisory

SB:sb

EDMONTON PUBLIC SCHOOLS

Vision, Mission, Values and 2014-2018 District Priorities
For Approval

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.

Priorities

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.

Values

- Accountability
- Collaboration
- Equity
- Integrity

epsb.ca

EDMONTON PUBLIC SCHOOLS

Development of the District's Priorities (2014-2018):

Background Research and Feedback

January 2014

Introduction

Currently, Edmonton Public Schools is in the process of developing a multi-year District Strategic Plan for 2014-2018. Through a common understanding of the mission, vision, priorities, goals and objectives, the Strategic Plan will provide a template for all employees and stakeholders to make decisions that move the organization forward and provides a basis for future decision-making.

The purpose of this report is to provide the 2014-2018 Trustees with resources to support their review of the District's Vision and Mission statements, and to support the development of the District's Priorities and Values for 2014-2018.

The report is structured into five main sections:

1. A snapshot of key information about the District.
2. A brief analysis of the current education landscape.
3. An analysis of internal stakeholder feedback gathered to date.
4. Summary.
5. Appendices (source reports).

Data referred to in this report came from the district Student Information System (SIS) database, unless noted otherwise. Information for this report was collected from the following sources:

- research identifying relevant internal and external documentation;
- surveys;
- district Results Review documents; and
- minutes from the two 2013 Student Advisory Council meetings.

EDMONTON PUBLIC SCHOOLS

Section 1:

Key District Information

- The District
- Student Demographics
- Our Schools
- District Mission, Vision and Priorities Statements (2011-2014)

Section 1: Key District Information

The District

Edmonton Public Schools is a world renowned school district that has a long tradition of striving for excellence in education. Along with high academic standards, our district is also recognized across Canada for being a leader in progressive thought and action. We believe in creating pathways to success for each and every one of our students. With a strong spirit of creativity, innovation and partnership underlying our efforts, we are dedicated to helping students surpass expectations and achieve to the best of their ability.

As the second largest public school district in Alberta and the sixth largest in Canada, Edmonton Public Schools serves the educational needs of over 80,000 students in over 200 schools and education service sites. The District also offers more than 1,500 continuing education and English as a second language classes to over 25,000 community members annually, including K-12 academic and enrichment programs through Edmonton Public Schools' Metro Continuing Education. In addition, over 1,000 children are enrolled in our early education and early learning programs.

The District is one of the largest employers in Edmonton, with over 10,000 dedicated employees (7,641.7 FTE) and an annual operating budget (2012-2013) of approximately one billion dollars.

Student Demographics

During the 2013 school year, Edmonton Public Schools served approximately 86,554 elementary and secondary school students in the regular day school system. The average number of students from 2009-2013 stood at 82,054.

As of September 30, 2013, approximately half of the students (45,868 or 52 per cent) were in the elementary program (Pre-Kindergarten – Grade 6), while 21 per cent of the students were in the junior high program (Grades 7 – 9), and the remaining 26 per cent were in the senior high program.

The following is a breakdown of students, by grades:

	Pre-Kindergarten	Kindergarten	Elementary (Grade 1-6)	Junior High (Grade 7-9)	Senior High (Grade 10-12)	Total
# Students	1,048	6,849	37,971	17,889	22,797	86,554

As of September 30, 2013, around 11 per cent of the District's students were identified as students in need of specialized supports and services. These include students who have mild/moderate special needs, students with severe special needs and students who are classified as gifted and talented. The following table shows the breakdown of students by special needs groups:

	Mild Moderate	Severe	Gifted & Talented	Total Special Needs	Total
# Students	5,114	3,309	1,086	9,509	86,554
%	5.91%	3.82%	1.25%	10.99%	100.00%

As of September 30, 2013, 8.81 per cent of students self-identified as First Nations, Metis or Inuit (FNMI) and 21.12 per cent were identified as English Language Learners (ELL). In the last five years, the

number of students in these groups has increased steadily. However, the fastest increase has been the number of ELL students. The following table shows a yearly trend for these populations:

	2009	2010	2011	2012	2013
FNMI (First Nations, Metis or Inuit)	8.81%	8.82%	8.83%	8.84%	8.81%
Refugees	0.15%	0.27%	0.32%	0.49%	0.53%
ELL (English Language Learners)	14.04%	15.81%	17.79%	19.58%	21.12%
Total District Enrolment	79,897	79,780	80,767	83,272	86,554

During the last two years the District's student population has increased by 3.79 per cent. The student population in Edmonton is growing faster than the total student population in the province of Alberta.

Our Schools

There were 202 District schools as of August 2013. Below is a breakdown of the configuration of schools and educational services as of August 2013:

Elementary	125
Elementary- Junior High	28
Elementary- Junior High- Senior High	5
Junior High	27
Junior- Senior High	3
Senior High	14
Number of Educational Services	12
Number of Learning Stores	5
Total Number of Schools	202

District's Mission, Vision and Priorities statements (2011-2014)

The District's Mission, Vision and Priority statements for the 2011-2014 term are as follows:

Our Vision
All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

Our Mission
We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

District Priorities
1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

EDMONTON PUBLIC SCHOOLS

Section 2:

The Current Education Landscape

- Major Canadian Influences
- Major Alberta Influences
- Local Influences
- Common Emerging Themes

Section 2: The Current Education Landscape

Major National Influences

Nationwide, recent demographic data suggest that public schools are faced with increasing linguistic and cultural diversity. One result of these demographic changes is that the education system is increasingly serving students who are in the process of acquiring a second language or who come from home backgrounds that differ culturally or linguistically from the Canadian majority.

Due to changing population demographics in Canada, there will be a significant shift in the proportion of school-aged children over the next 20 years: in 1996, school-aged children and youth (five to 19 years of age) made up 21 per cent of the Canadian population; by 2020, it is estimated that this age group will comprise only 16 per cent of the overall population.

Apart from these developments, there are changes happening in the way education is provided. There is stress to bring education beyond the classrooms. With the help of technology and additional resources, the following trends seem to be the buzzwords in education:
* Virtual Learning;
* Personalized Learning;
* Early Childhood Education; and
* Environmental/Outdoor Education.

The following diagram displays the larger stakeholder organizations that impact the District's work.
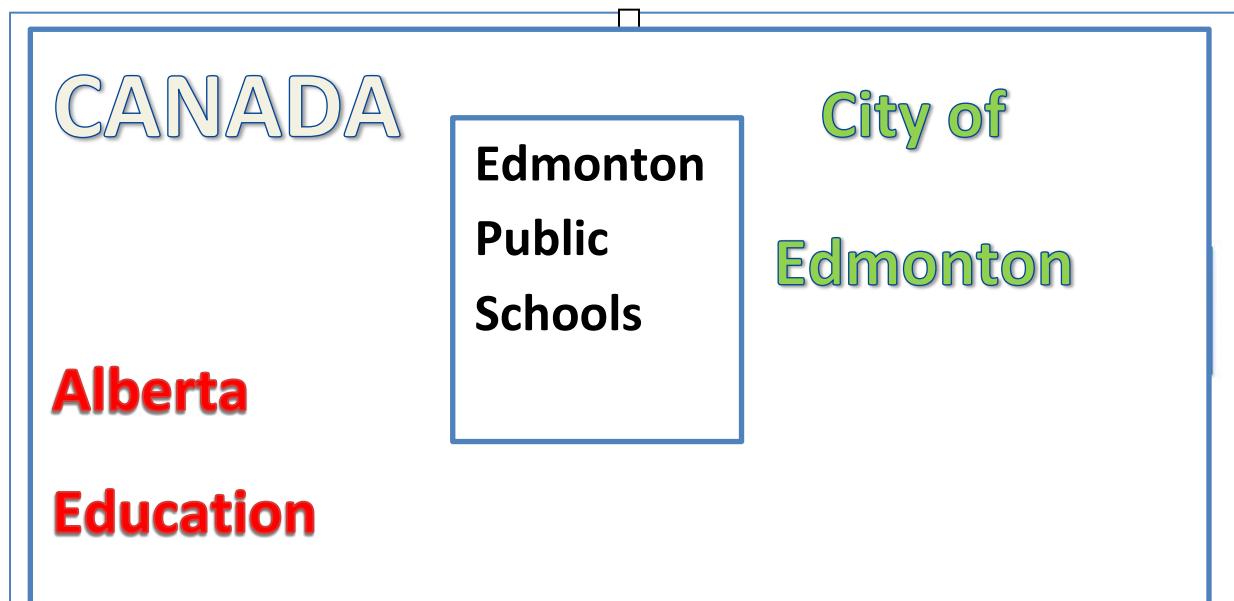
Major influences in public education fall into three major categories:
* Those involved in providing the strategic direction to public education based on economic and demographic changes (Alberta Education).

- Those that are impacted by those strategies and policies, and that are involved with the operations of public education (Edmonton Public Schools, City of Edmonton and employee unions/staff group representatives).
- Those who are providing operations under different/external strategic systems but can provide learning and knowledge though their own models (Alberta Health Services, post-secondary institutions).

Public education is changing in the context of these major influences. It is not surprising to see that stakeholders are working towards similar goals – those that enable individuals to participate fully and contribute meaningfully to society.

Major Alberta Education Influences

1. *Inspiring Education* (**www.inspiringeducation.alberta.ca**)
   Driven by the vision framed by *Inspiring Education*, Alberta Education has set the stage for rethinking public education in the province. *Inspiring Education* presents a vision for education to 2030. The Alberta vision of an educated Albertan is framed by "the Three E's of education for the 21st Century":
   - **Engaged Thinker:** who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.
   - **Ethical Citizen**: who builds relationships based on humility, fairness and open-mindedness; who demonstrates respect, empathy and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.
   - **Entrepreneurial Spirit**: who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has confidence to take risks and make bold decisions in the face of adversity

   Underlying the Three E's are six core values to be embraced by all who are part of the learning community: opportunity, fairness, citizenship, choice, diversity and excellence

   In supporting this vision, Alberta Education expects that education expands beyond the school, making the community a true partner. School districts are expected to fully support the concept that children must be at the centre of all decisions related to learning and to the overall education system*. Inspiring Education* states: "Children and youth of all ages should be supported as individuals… Curriculum should be relevant and available in a variety of forms. It must be accessible; in-person or virtually, collaboratively or independently and at one's own pace" (p.6).

   In support of lifelong learning, education will focus on competency development, focusing on curriculum that allows for more interdisciplinary learning. To measure core competencies schools must offer diverse approaches to assess learner competency. In this more learner-centered environment, the role of the teacher will change from that of a knowledge authority to "an architect of learning - one who plans, designs and oversees learning activities" (p.7). Other than parents and families, Albertans see the teacher as the single most important contributor to student success.

Technology plays a broader role in the classroom, as a readily available tool for imparting information, and hopefully also in support of learner innovation and discovery.

Alberta Education expects the following principles to guide education in our district:
- learner-centered;
- shared responsibility and accountability for results;
- engaged communities;
- inclusive, equitable access;
- responsive, flexible approach;
- sustainable and efficient use of resources; and
- innovation to promote and strive for excellence.

In support of *Inspiring Education,* the province has identified six critical values foundational to education in Alberta:
- **Opportunity -** Learners are exposed to rich learning experiences that enable them to discover their passions and achieve their highest potential.
- **Fairness -** Learners have access to the programs, support services, and instructional excellence needed to achieve desired outcomes.
- **Citizenship -** Learners have pride in their community and culture. They have a sense of belonging and work to improve both the community and the world.
- **Choice -** Learners have a choice of both programs and methods of learning.
- **Diversity -** Learners' differing needs, cultures, and abilities are respected and valued within inclusive learning environments.
- **Excellence -** Learners, teachers, and governors achieve high standards.

2. *Education Act*
   Alberta's new *Education Act* will come into effect in the 2015-2016 school year. This act will shift the traditional focus from schools to students. Regulations regarding implementation of the act will provide further guidance to the District at that time. In the meantime, the current *School Act* remains in force.

3. *2013-2016 Business Plan*
   Below are some of the highlights from Alberta Education's *2013-2016 Business Plan* that, given the current district population, are of particular note. Alberta Education will:
   - Develop online diploma examination assessment to provide more flexibility.
   - Implement the government's Early Childhood Development Strategy in collaboration with other ministries and stakeholders, including an evaluation of models for full-day kindergarten.
   - Collaborate with First Nations and the federal government to implement the long-term strategic plan under the Memorandum of Understanding for First Nations Education in Alberta.
   - Attract and retain increased numbers of FNMI professionals in the education sector workforce.
   - Support school authorities to develop collaborative frameworks with local Aboriginal communities

4. **Results-based Budgeting**
   In addition, the Alberta government is adopting a new fiscal discipline by implementing results-based budgeting to enhance fiscal discipline within the province. Bill 1, the *Results-based Budgeting Act*, will establish a new approach to government budgeting that emphasizes successful service

delivery outcomes, following a comprehensive review of all programs and services to ensure they address Albertans' priorities as effectively as possible.

Approximately one-third of government programs and services will be reviewed annually in a process led by Alberta Treasury Board and Finance and based on outcomes and priorities identified with input from Albertans. The findings and recommendations of program reviews will be made public, and will form the basis of future budget and policy decisions. This includes programs and services that provide equitable and affordable access to education, support Alberta students to maximize their potential and help prepare them for life, work and the community. Major programs include operating support to school boards and post-secondary institutions, research and innovation and support for capital facilities. Also includes private school support, student health services and teachers' pensions, as well as supports for adult learning including student financial aid.

Alberta Education will continue to review its practices to ensure its focus on core businesses to deliver services that matter the most to Albertans, and to identify areas where better value can be realized. During the period of 2013 to 2016 Business Plan, the Funding Framework will also be reviewed under the Result-based Budgeting initiative. This work will require a great deal of careful planning, and thoughtful and meaningful engagement from those currently involved in supports and services to children, youth and their families, including other partners and stakeholders.

This includes programs and services that provide equitable and affordable access to education, support Alberta students to maximize their potential and help prepare them for life, work and the community. Major programs include operating support to school boards and post-secondary institutions, research and innovation and support for capital facilities. Also includes private school support, student health services and teachers' pensions, as well as supports for adult learning including student financial aid.

5. **Accountability Pillar**
   Education is recognized as key to ensuring a productive and "successful" society. The Accountability Pillar provides school districts with information about their journey towards success for stakeholders. The Renewed Funding Framework in the Accountability Pillar provides districts with some leeway in meeting student needs to improve student success while expecting demonstrable measurable results. The Accountability Pillar is based on a set of common factors that measure outcomes related to the quality of a child's education:
   - Safe and caring schools;
   - Student learning opportunities;
   - Student learning achievement, K – 9;
   - Student learning achievement, 10 – 12;
   - Preparation for life-long learning, employment and citizenship;
   - Involvement; and
   - Continuous improvement.

   Key Alberta Education initiatives that support provincial educational values:
   - Based on the vision and values identified by the Ministry of Education, one of the first transformation initiatives in the education system that Alberta Education has undertaken is **Curriculum Redesign http://education.alberta.ca/department/ipr/curriculum.aspx.**

- **A new Provincial Dual Credit
  Strategy** http://education.alberta.ca/department/ipr/dualcredit.aspx **–** creating opportunities
  for students to earn both high school and post-secondary credits for the same course. These
  credits could also lead to workplace certification or advanced standing in post-secondary
  programs.
- **A high school flexibility program –** empowering students to show learning through mastery of
  the subject, rather than linking credits to the number of hours at a desk.
- **Review and replacement of Provincial Achievement Tests** - introducing student-friendly
  learner assessments to replace existing Provincial Achievement Tests. The new Student Learning
  Assessments will maintain a strong focus on literacy and numeracy, but will also help educators
  and parents understand how well students demonstrate competencies such as creativity, critical
  thinking and problem-solving.
- **The *Education Act* Regulatory Review –** Regulations related to the new *Education Act* will help
  provide students with the supports and environment they'll need to succeed. The District will
  be opening this process up to public and stakeholder input in the summer/fall of 2013.

Major Local Influences

1. *Elevate* **Recommendations** http://www.edmonton.ca/city_government/documents/ELEVATE.pdf
   The City of Edmonton recognizes that communities are the building blocks for the quality of life of
   its citizens and is aware that a key building block in healthy communities is schools. In collaboration
   with the provincial government, school boards, community groups, and other stakeholders, the
   Community Sustainability Task Force was brought together to build innovative partnerships and
   plans across jurisdictions and to recommend ways that core neighbourhoods can become more
   vibrant and sustainable. Through this process a total of nine recommendations were made. These
   recommendations were made within three focus areas, Focus Area C pertains to education.
   However, recommendation 1 also mentions school boards as one of the stakeholders:
   Recommendation 1 - Bring together the four jurisdictions (federal, provincial, municipal, and school
   boards) to create innovative partnerships and re-configured policy and funding models designed to
   assemble a new urban agenda.

   Following are the recommendations that will influence District work from Focus Area C – Promote
   Life-Long Learning:
   - **Recommendation 8 -** Recognize that education is the foundation of a successful future for both
     communities and individuals, and that life-long learning is a foundation for community
     sustainability. Ensure that all community-driven plans include the delivery of life-long learning
     opportunities for all.
   - **Recommendation 9 -** Encourage the Province of Alberta to provide innovative and sustainable
     infrastructure funding to guarantee that existing and new schools are modern, multi-functional
     and able to accommodate a diversity of programs.

2. *Elevate -* **School Revitalization Zones**
   A working group including members from all the stakeholder groups was formed to create School
   Revitalization Zones. The School Revitalization Zone Working Group (SRZ) was tasked with, first,
   examining how "school revitalization zones" could best support community sustainability in mature
   neighbourhoods, and, second, creating a picture for the Community Sustainability Task Force (CSTF)
   as to what a successful SRZ might look like, including what steps would need to be taken by

communities, school boards, the City of Edmonton and the Province of Alberta to achieve successful SRZs. The SRZ Working Group explored three main areas:

- To understand if Business Revitalization Zone concepts could be applied to SRZs and to determine what a successful SRZ, rooted in the idea of a full-range learning community, might look like.
- To examine the attractors/detractors to successful, stable community schools as well as to identify the barriers that prevent some schools from remaining vibrant, viable places of learning.
- To explore how collaboration and partnership might assist in the development of SRZs

3. **Alberta Teachers' Association**
   The Alberta Teachers' Association (ATA) in collaboration with a team of international experts has developed a blueprint for improving education in Alberta. This blueprint is detailed in the 2012 publication *A Great School for All...Transforming Education in Alberta*. The 12 dimensions identified for focus have themes in common initiatives such as *Inspiring Education* and *Elevate*. Major themes found in this ATA initiative pertain to:
   a. **Redesigning large scale assessments.**
   b. **Curriculum Redesign**- which includes designing updated curriculum to reduce the number of learning outcomes. This initiative provides the profession with the responsibility for developing curriculum that is appropriate for each community.
   c. **Digital Technologies and Learning**- teachers have primary responsibility for determining the appropriate role of technology in shaping students' learning environments.
   d. **Inclusive Learning**- blueprint identifies the need for schools to have the funding they need to honour the right of *all* students to a quality education.
   e. **Professional Development and Autonomy** - seeking to ensure that professional learning opportunities are equitably funded throughout the province, implemented in a manner that allows for coherent professional growth and designed to put teachers at the centre rather than at the edges of school-improvement efforts.
   f. **Teacher Leadership** - as per the ATA's vision, teachers will be at the centre of educational reform, not on the sidelines.
   g. **Early Learning** - hold the Alberta Government accountable to its promise of expanding early-learning initiatives, especially with respect to full-time kindergarten.

Common Themes from our External Context

Stakeholders support working towards improvement to ensure that all students become successful in and beyond school. While the definition of success might vary, they expect that education is meeting the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond. The following are the most common emerging from consideration of the external context with respect to student success. Student Success is the purpose of education. Foundational to ensuring student success are:

- **Accountability -** Accountability is the assignment of responsibility to do tasks in a certain way to produce specific results. Responsibility is assigned to individuals or groups, including educational leaders, administrators, teachers, other school staff, and students themselves. Measures are used to determine whether the process or products meet the desired goals, and criteria are set for whether the targets are met.
- **Equity** - Alberta Education strives to create an environment of equality of worth and embracing the principle of comprehensive inclusion is the foundation upon which all Albertans can enjoy full

citizenship. Equal and equitable inclusion requires a wide range of resources and services to respond to student diversity.

- **Partnerships** - Student success in academics and character and citizenship are of interest to each institution and are best achieved through cooperative action and support. The *Education Act* will formally recognize the role of parents as a child's first and most important teacher. New legislation recognizes that all partners in education – students, parents, teachers, school boards, communities and government – must work together for Alberta to maintain the best education system in the world.

EDMONTON PUBLIC SCHOOLS

Section 3:

Internal (District) Stakeholder Feedback

Section 3: Internal (District) Stakeholder Feedback

Internal stakeholder perceptions were gathered through consultation with: the outgoing Trustees, the current Trustees, district decision unit managers (schools and central), District Support Team (DST) members and the student members of the Student Advisory Council (2012-2013). Feedback was gathered through three surveys, analysis of Results Review document comments, and 2013 Student Advisory Council meeting(s) minutes.

Surveys
Surveys were conducted with three groups: outgoing Trustees, current Trustees and the DST.
- The survey of outgoing Trustees focused on their views on achievement of the existing priorities: whether the priorities were effective or not, and what they believed were strengths and weaknesses in those priorities.
- A survey of the new Trustees and the DST, focused on gathering their opinions about what they believe to be the current and future issues that the District may face and also what they believe to be the biggest responsibility of education currently.

Details are provided in Appendix II , III, and IV

Analysis of Results Review Documents
Feedback from decision unit managers (schools and central) was gathered through their comments on Results Review documents. Comments in the "Challenges" and "Implications" section of the Results Review documents were analyzed. The analysis separated comments from Central Services and comments from schools. Details are provided in Appendix V and VI.

Student Advisory Council (2013) Minutes
Minutes from the two meetings of the 2012-2013 Student Advisory Council were analyzed for student voice on educational issues and context in the District. Details are provided in Appendix VII

Themes from Previous Sets of the District Priorities (2005-2011)
In addition to the internal stakeholder feedback, common themes that emerged from all three sets of the previous district priorities are:
- success, growth and development for all students and staff;
- high standard citizenship and conduct;
- health and well-being of all students and staff; and
- collaborative, inclusive and safe learning and working environment for all students and staff

Themes Emerging from Internal Stakeholder Feedback

The District Vision states that "all students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community". Within this current district context, the feedback directs a continued focus on student success and identifies the following as most critical to achieve to support student success.

Accountability - The importance of accountability while carrying out district work was strongly emphasized. Terms like achievement, budget, success, literacy, PAT, assessment, tests, Accountability Pillar, reporting, analysis, decisions, resource allocation, funding, etc. were used.

Citizenship - Respondents emphasized that apart from producing successful students, the District must produce effective citizens. Terms like success, community, health, inclusion, programs, diverse, engagement, early education, and growth were noted.

Efficiency vs. Resources - Limited resources juxtaposed to expanding diverse needs were mentioned numerous times in the responses. Respondents were asking for more efficient use of the given resources. Respondents emphasized the importance of more efficient handling of the District Priorities, increasing the focus and building partnerships that would further increase the efficiency in meeting the District Priorities. Terms like success, catchment, teachers, budget, infrastructure, technology, and engagement were noted.

Equity - Equity of opportunity for all was the second most often identified value. Students should have opportunity to have their needs met. Respondents believed that equity is essential for all groups, including FNMI and any vulnerable students. Equity of resources for all the schools was also deemed important. Terms like opportunity, diversity, resources, inclusion, reading, intervention, ELL, FNMI, assessments, programs and language were noted.

Partnerships - Respondents stressed building stronger partnerships with parents, communities and other levels of government to increase student success. Parent engagement, open communication and formalized school partnerships were recommended by all the stakeholders. Terms like parents, community, classrooms, achievement, collaborative, families, schools and teaching were noted.

EDMONTON PUBLIC SCHOOLS

Section 4

Summary

Section 4: Summary

The findings of the internal consultations reflect the external educational context. Public education is a cornerstone of our democratic society; we are influenced significantly by the provincial economic context, Alberta Education and our local social and economic environments. Ensuring student success ensures civic and provincial success. Similarities in values were observed in themes emerging from both external and internal sources: the District should continue to focus on providing high quality opportunities to ensure student success. Setting goals and measuring progress toward them should continue to be important. Success in doing these things will improve the quality of the lives of stakeholders within and beyond the District. Foundational aspects of a system that can support these expectations were identified in both internal and external contexts as:

Accountability - With the introduction and maintenance of initiatives like the Accountability Pillar and Results-based Budgeting, the Government of Alberta enhances accountability to ensure they meet their goals and are responsible for their success. Within this context, the District is obligated to fulfill the vision, mission and goals in a transparent, responsible and accountable way.

Citizenship - Alberta Education expects that schools play an essential supportive role in producing effective and successful citizens. Producing "Ethical Citizens" is one of three pillars of the *Inspiring Education* initiative. This is echoed in the internal feedback; the need for providing safe and caring environment for the students and producing effective citizens is strongly emphasized.

Equity - An equitable and inclusive education system is fundamental to achieving high levels of student success. It is also recognized by the province as the foundation for building a cohesive society and a strong economy. Similarly the District is striving to provide an equitable environment for all of its students.

Partnerships - No ministerial order or initiative can succeed without building strong partnerships with the communities it is aimed at. The *Education Act* emphasizes the role of parents as the key influence on a child's education. It will enhance the role of parents and the community in making educational policy and delivering programming. The City of Edmonton's *Elevate* policy is heavily focused on building strong community partnerships through initiatives such as School Revitalization Zones. Within a context of expanding diverse needs and limited resources, the importance of multiple, innovative and supportive roles that support all students will be critical.

EDMONTON PUBLIC SCHOOLS

Section 5:

Appendices

- Appendix I: External Sources
- Appendix II: 2010 – 2013 Outgoing Trustees' Survey Report
- Appendix III: Current Trustees' Survey Report
- Appendix IV: District Support Team Members' Survey Report
- Appendix V - Results Review 2013
- Appendix VI - Student Advisory Council Minutes
    - February 19, 2013
    - May 13, 2013

External Sources

The following links were used for compiling information regarding changes and development in Education:

- Alberta Education Business Plan 2013-2016
  http://www.finance.alberta.ca/publications/budget/budget2013/education.pdf
- Alberta Education Business Plans
  http://education.alberta.ca/department/businessplans.aspx
- Alberta Education Action Agenda 2011-2014
  http://education.alberta.ca/media/6432073/actionagenda.pdf
- Alberta Education Annual Reports
  http://education.alberta.ca/department/annualreport.aspx
- Children with Exceptionalities in Canadian Classrooms – Chapter 2: Issues and Trends in Canadian Special Education
  http://wps.pearsoned.ca/ca_ph_winzer_children_8/66/16943/4337661.cw/index.html
- Canadian Council on Social Development – Thinking Ahead: Trends affecting education in the future
  http://www.ccsd.ca/pubs/gordon/part1.htm
- Blog page of an Ontario education - 4 Top Trends in Education for 2013-2013
  http://www.edubabbling.com/4-top-trends-in-education-for-2013-2014/
- Toronto District School Board
  http://www.tdsb.on.ca/AboutUs.aspx
- Ottawa-Carleton District School Board
  http://www.ocdsb.ca/ab-ocdsb/Pages/default.aspx
- Alberta Education – Putting students first
  http://www.education.alberta.ca/media/6811056/highlights.pdf
- City of Edmonton *Elevate*
  http://www.edmonton.ca/city_government/initiatives_innovation/elevate.aspx
- ATA – A Great School for all…Transforming Education in Alberta
  http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-86-26%20A%20Great%20School%20for%20All-Transforming%20Education%20in%20Alberta.pdf

2010 – 2013 Outgoing Trustees' Survey Report

Background

In October 2013, as part of the development of the new District Strategic Plan, a survey was sent to the outgoing Trustees. The purpose of the survey was to gather Trustees' views and reflections on the 2011-2014 District Priorities. This was the first time the District had surveyed the outgoing Trustees for their views on the District Priorities.

The 2011-2014 District Priorities are:

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The survey was sent using the Fluidsurveys surveying tool and responses were anonymous. Two-thirds of the recipients responded to the survey.

The Trustees were asked the following questions:

1. Reflecting on the 2011-2014 District Priorities, were the priorities identified effective in achieving the District's Vision? Explain
2. Reflecting on the 2011-2014 District Priorities, was the Board able to effectively measure the level of success in achieving the priorities? Explain.
3. In reflecting on the last three years of your term, what were the greatest challenges you faced in setting the direction for the District?
4. In establishing the new District Priorities, are there any priorities that would be critical to continue?
5. In establishing the new District Priorities, are there any other priorities that should be considered?
6. In establishing the new District Priorities, what issues or developments do you see on the horizon that might have an impact on the future direction and priorities of the District? (Challenges and Opportunities for moving forward)
7. In terms of strategic planning, please list three of the Board's strengths over the last 3 years.
8. Please rate how helpful the District Priorities were in conducting your work as a Trustee?
9. Specific to your governance role, what do you think the Board could have done differently to support the District's strategic plan?

Findings

Responses were analyzed and the following themes emerged from the responses to the survey:

Importance of District Priorities
Respondents appeared to be generally satisfied with the District Priorities. They found priorities to be helpful in guiding their work, goal setting and helpful in achieving the District's vision. Suggestions were made to have priorities that are accountable and measurable. Overall, priorities were deemed valuable and essential for the District.

Lack of Measures/Benchmarks
Lack of measures/metrics or benchmarks appeared to be of concern to most respondents. Respondents appeared to be unable to measure their own work and achievements. This made answering the survey questions related to the Board's success difficult. Respondents also stressed that anecdotal evidence and surveys are not enough to measure their success. They were also concerned about the accountability of their actions due to absence of auditing mechanisms.

Limited Resources
Limited resources, both financial and human, were also a constant theme. Respondents indicated concerns about facing difficulties in making decisions due to limited resources, such as infrastructure challenges.

Vulnerable Students
Concerns regarding vulnerable students were observed. Respondents suggested that the number of vulnerable students is going to increase and the District must ensure enough measures are in place to support that student population.

Community Partnerships
Enhancing connections between the District and stakeholders was stressed, including further development of partnerships between schools and their communities, and between the District and other boards and levels of government.

Responses summary by question:

1) Reflecting on the 2011-2014 District Priorities, were the priorities identified effective in achieving the District's Vision? Explain
Respondents believe the 2011-2014 District Priorities were effective and helpful in achieving the District's vision. They found priorities well thought out and reaching to the "heart of the vision." However, responses also showed concerns about not being able to measure the priorities with the exception of Priority # 1. Respondents also felt that priorities are not well communicated.
Major Themes- Effective priorities, balanced priorities, lack of measures, lack of communication
Notable quote: *I believe that progress was made on each but I don't feel like we have fully achieved any of them. Part of my frustration was with the lack of measures that directly connected to the priorities.*

2) Reflecting on the 2011-2014 District Priorities, was the Board able to effectively measure the level of success in achieving the priorities? Explain
Respondents had concerns regarding lack of metrics or measures. It was suggested that anecdotal evidence and a District Satisfaction Survey aren't enough to measure the level of success.
Major Themes- Lack of metrics, anecdotal evidence vs. quantitative measures
Notable quote: *No, we need to find better metrics.*

3) In reflecting on the last three years of your term, what were the greatest challenges you faced in setting the direction for the District?
Each respondent reported a different challenge that they had to face during their tenure. Limited resources appeared to be the only consistent challenge that all of them faced.
Major Themes- Disconnect between the staff and the Trustees , limited resources, steep learning curve, need for prioritization, infrastructure, lack of measures,
Notable quote: *Not being confident that the activities we were supporting were giving us the most bang for our limited buck.*

4) In establishing the new District Priorities, are there any priorities that would be critical to continue?
Most respondents suggested that all 5 priorities are important to continue, however if one has to choose then priorities 1, 2 and 3 are most essential to continue.
Major Themes- High school completion, citizenship, equity, increasing support
Notable quote: *The ones that are most critical are the first three priorities.*

5) In establishing the new District Priorities, are there any other priorities that should be considered?
Responses for this question varied between Trustees. Some emphasized having priorities that are targeted at building stronger partnerships with the communities, while some identified stewardship as a priority. Priorities focusing on increasing support to vulnerable students were also mentioned.
Major Themes- Community outreach and partnerships, stewardship, vulnerable students, FNMI, ELL etc.
Notable quote: *Enhancing connections between schools and their broader communities.*

6) In establishing the new District Priorities, what issues or developments do you see on the horizon that might have an impact on the future direction and priorities of the District?
Budget and infrastructure issues were mentioned the most. Other issues mentioned were increasing stakeholder expectations, high school completion among vulnerable students and changing community and cultural values.
Major Themes- Budget and infrastructure, changing cultural landscape, vulnerable students
Notable quote: *Reaching out and discovering how we can best help one another is paramount in these lean fiscal times.*

7) In terms of strategic planning, please list three of the Board's strengths over the last three years.
Respondents found the Board to be courageous, organized, decisive and favoring equity.
Major Themes- Equity, courageous, engaged and innovative
Notable quote: *Emphasis on equity.*

8) Please rate, on a scale from 1-10, how helpful the District Priorities were in conducting your work as a Trustee?
Responses for this answer averaged at 77%, which indicates that a majority of Trustees found the District Priorities helpful.
Major Themes- Helpful priorities

9) Specific to your governance role, what do you think the Board could have done differently to support the District's strategic plan?
Suggestions included increased accountability through audits. Reporting and goal setting was mentioned more than other efforts that the Board could have made to support the District Strategic Plan. Increased communication with the Superintendent and concentrated focus were also suggested.
Major Themes- Increased accountability, increased communication, focused goals
Notable quote: *Set specific goals for the superintendent that are accountable.*

<u>Current Trustees' Survey Report</u>

Background

In November 2013, as part of the development of the new District Strategic Plan, the District Priorities and Governance Committee sent out a survey to the newly elected Trustees. The purpose of the survey was to seek Trustees' input into the establishment of the new District Priorities.

The survey was sent using the Fluidsurveys surveying tool and responses were anonymous. The survey was available for the respondents until November 29, 2013, with more than 85 per cent of the recipients responding to the survey.

The survey questions were:

1. What is the one thing that the 2013-2017 Board of Trustees of Edmonton Public Schools needs to be focused on in order to ensure student success?
2. What is the greatest responsibility for public education today?
3. With what you know about Edmonton Public Schools, what should be a critical focus in support of student success for the next four years?

Findings

Responses were analyzed and the following themes emerged from the responses to the survey:

1. **Themes pertaining to** student success **(Question 1 and 3)**
   - **Current (Question 1)**
     Funding was mentioned most as the one thing to focus on in order to ensure student success. Respondents mentioned that they must advocate for providing sustainable funding through increased connections with other levels of government and improved connections. Respondents also mentioned **facilities, early learning** and **teachers** as other critical aspects to focus on to ensure students success.

   - **Future (Question 3)**
     Responses varied from building **stronger partnerships** with other levels of government and communities to increasing **literacy** levels. Still, the common theme amongst the responses was **facilities**. Respondents stressed providing each student adequate access to resources – from challenging gifted students to supporting vulnerable students using differentiated instruction. Respondents recommended avoiding **overcrowding** and ensuring successful **student transitions**, which again relate to having adequate facilities.

     Funding and **facilities** came up as the most mentioned themes in ensuring current and future student success.

2. **Themes pertaining to today's public education's responsibility (Question 2)**
   Respondents were unanimous in considering student success to be the greatest responsibility for public education today. Different aspects that would contribute in well-rounded student success were also mentioned by the respondents. These aspects included successful **citizenship, entrepreneurship, literacy** and **critical thinking**.

Interesting quotes found in the responses:

1. What is the one thing that the 2013-2017 Board of Trustees of Edmonton Public Schools needs to be focused on in order to ensure student success?
Major Themes- Funding, infrastructure, facilities, student achievement
Notable quotes: *We have to strongly advocate for adequate sustainable funding so we can make the best possible decisions for all our students.* *I'd favour a voucher where the funding follows the student.* *Having excellent teachers working with all students in class sizes that enable them to receive direct support when necessary.*

2. What is the greatest responsibility for public education today?
Major Themes- Student success
Notable quotes: *Ensure students have the best possible likelihood to be successful as citizens of our community.* *Preparing students for success beyond high school.* *Ensuring that we support students in becoming excellent citizens and valuable contributors to society overall.*

3. With what you know about Edmonton Public Schools, what should be a critical focus in support of student success for the next four years?
Major Themes- Stronger partnerships, facilities, overcrowding, vulnerable students
Notable quotes: *A primary focus has to be working with our at risk students. The old advertisement of "you can pay me now or pay me later" is so true with these students.* *Address facility issues, such as, maintenance deficit, overcrowded and undersubscribed schools, to provide the best possible learning environment for all students.* *Ensuring that the community is working with us to ensure success for all students.*

District Support Team Members' Survey Report

Background

On November 18, 2013, as part of the development of the new District Strategic Plan, the District Priorities and Governance Committee sent out a survey to the District Support Team members. The purpose of the survey was to gather the DST members' input into the establishment of the new District Priorities.

The survey was sent using the Fluidsurveys surveying tool and responses were anonymous. The survey was available for the respondents until November 29, 2013. DST members agreed to provide one response to the survey.

Findings

Since there was only one unanimous answer, actual responses to each question are provided. Following are the survey questions and the answers provided by the District Support Team.

Question pertaining to student success (Question 1 and 3)

Current (Question 1)

1. What is the one thing that the 2013-2017 Board of Trustees of Edmonton Public Schools needs to be focused on in order to ensure student success?
Answer: Generative governance with respect to stakeholder engagement with a focus on creating policies to support student success.
Major Themes- Productivity, stakeholder engagement, student success

Future (Question 3)

3. With what you know about Edmonton Public Schools, what should be a critical focus in support of student success for the next 4 years?
Answer: An unwavering focus on student achievement by ensuring high quality teaching in high quality learning environments and through effective, meaningful parent engagement.
Major Themes- Efficiency, facilities, stakeholder engagement , student success

Question pertaining to today's public education's responsibility (Question 2)

2. What is the greatest responsibility for public education today?
Answer: Ensuring equity for all students. Equity means every student has a high quality teacher and is learning in a high quality environment. It also means equity for parents in terms of having opportunities to be meaningfully engaged in their child's education.
Major Themes- Equity, equality, efficiency, facilities, stakeholder engagement

Results Review 2013: Central Services and Schools

The annual Results Review is a District-wide process where school and central services' results are provided to the Superintendent of Schools and Trustees. Trustees, staff, students, parents, and community members have an opportunity for involvement in the review process. The Board of Trustees approves the results achieved by the District, and communicates these results to staff, parents, and the community.

Here are the major emerging themes identified within the *Challenges* and *Implications* sections of the 2013 Results Review documents prepared by central services and schools.

Emerging Themes

There were common themes found in challenges faced by central services and those faced by rest of the District. Situations that presented these challenges varied. Whereas, challenges in schools originate mainly through many changes in external factors beyond the District's control such as increasing population, increasing student diversity and policy changes at Alberta Education, challenges at the central level appear to originate through internal factors such as process changes, technology changes, staffing challenges. Still, change/development is happening faster than the resources can be provided to accommodate it, resulting in challenges to process efficiencies.
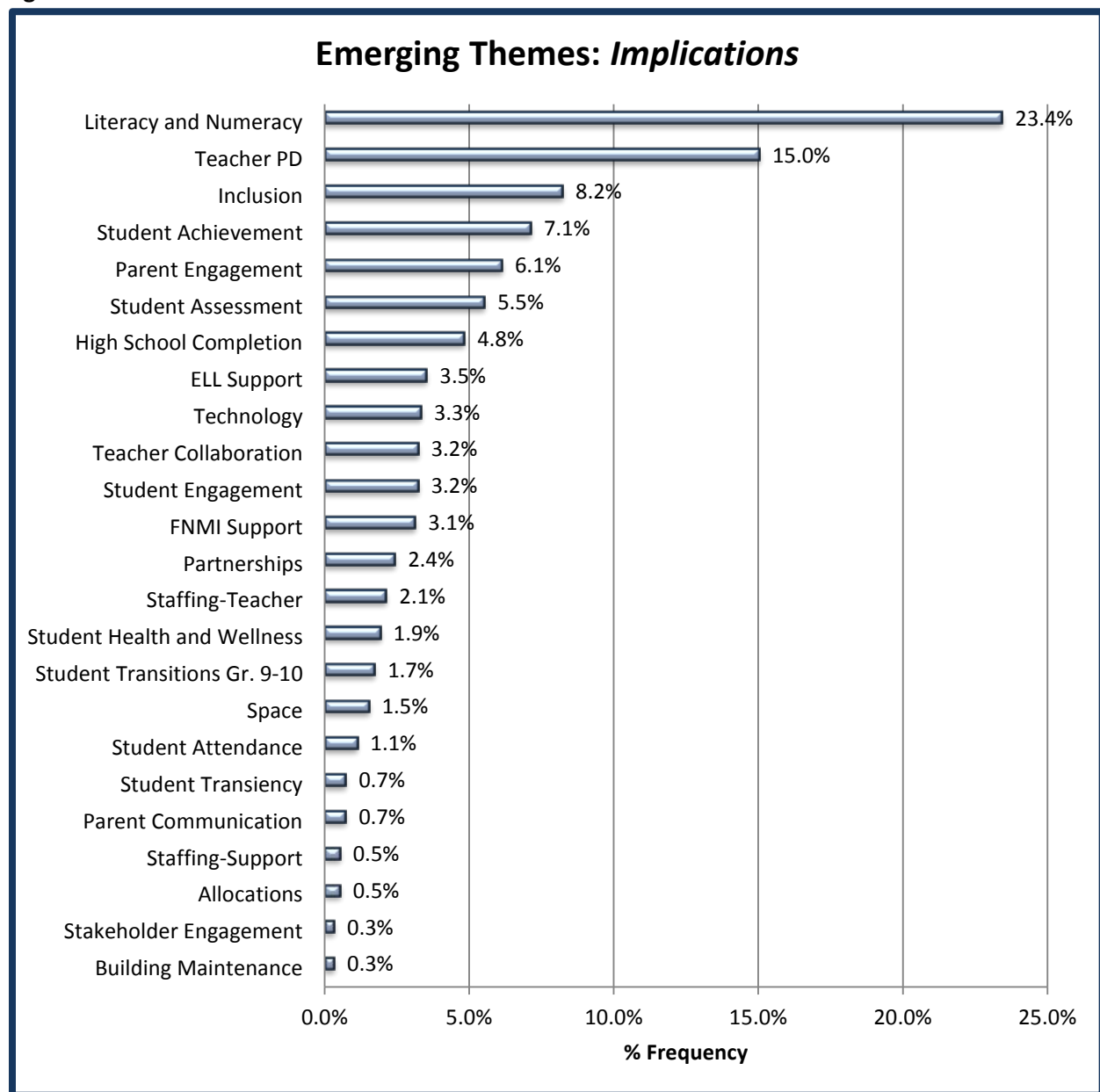
Schools' and Central Services Results Review 2013

Emerging Themes: *Challenges*

Figure 1 identifies the emerging themes from the *challenges* section of the Results Review documents. Schools and central decision units were asked:

- *What were the biggest challenges encountered in 2012-2013?*

Each theme is listed in order of frequency based on percentage of times the theme was mentioned within the documents. It is important to note that any discrepancies between the graphs or figures are likely a result of the rounding of numbers.

Figure1

Emerging Themes: *Challenges*

Theme	% Frequency
Student Achievement	13.3%
Inclusion Support	12.3%
ELL Support	10.6%
Teacher PD Time	9.7%
Parent Support	7.7%
Staffing-Teacher	6.4%
FNMI/Diversity Support	5.2%
Literacy Intervention Support	3.8%
Class Size	3.4%
Enrollment	3.1%
Mental Health Support	2.9%
Student Transiency	2.8%
Technology	2.8%
Student Attendance	2.6%
Space	2.5%
Staffing-Leadership	2.3%
Building Maintenance	2.1%
Student Assessment/Reporting	1.8%
Staffing-Support	1.8%
Low SES Support	1.1%
Student Transportation	0.8%
Social Work Support	0.8%
Staffing-Custodial	0.2%

Source: Results Review 2013

Student Achievement

Over 13 per cent of the Results Review documents cited student achievement as their greatest challenge. Language learning difficulties and increased numbers of ELL students were identified as factors that impacted achievement. PAT results, diploma exams, and Accountability Pillar results in language arts and math were frequently mentioned as being below the provincial standard. Several reported that student absenteeism, transiency, tardiness and truancy had a negative impact on their achievement results. In addition, lack of resources, teacher expertise and professional development were noted as a reason for low achievement.

Inclusion Support

Over 12 per cent noted that it was a challenge for students to receive the necessary supports regarding inclusion. Lack of teacher training, adequate time and resources to meet the diverse range of special needs were cited as a challenge to building a pyramid of intervention within schools. Repeated reference was made regarding the need for expertise to support students with severe mental health needs, behavioural issues, cognitive delays and complex learning needs.

ELL Support

Over 10 per cent commented that it was a challenge to provide support and assistance to the increasing number of ELL students in schools. In addition, the ELL population is arriving with more complex learning needs and language issues. Schools are finding it difficult to provide adequate resources to support ELL students and their families.

Teacher PD Time

Providing release time for teachers to collaborate within and across decision units and schools with limited resources was cited as a challenge. Lack of access to affordable professional development to build pedagogy and expertise was mentioned repeatedly. The decrease in financial resources negatively impacted the amount of time teachers dedicated to collaboration and training required for diverse learners, Universal Design for Learning (UDL), Balanced Literacy, Levelled Literacy Interventions (LLI), and Leader in Me.

Parent Support

Schools cited the lack of parent and/or home support as a challenge. The majority of concerns were related to the lack of parent involvement in supporting school activities and reinforcing learnings at home. Schools noted the challenge in supporting the changing demographics and engaging the ELL parent community in school events and initiatives. As well, schools mentioned a significant number of students living in compromised home situations (e.g., transiency, poverty, parent mental health issues).

Emerging Themes: *Implications*

Figure 2 identifies the emerging themes from the *implications* section of the Results Review documents. Schools and central decision units were asked:

- *What are the implications from 2012-2013 that will impact your current year plan?*

Each theme is listed in order of frequency based on percentage of times the theme was mentioned within the documents. It is important to note that any discrepancies between the graphs or figures are likely a result of the rounding of numbers.

Figure 2

Emerging Themes: *Implications*

Theme	% Frequency
Literacy and Numeracy	23.4%
Teacher PD	15.0%
Inclusion	8.2%
Student Achievement	7.1%
Parent Engagement	6.1%
Student Assessment	5.5%
High School Completion	4.8%
ELL Support	3.5%
Technology	3.3%
Teacher Collaboration	3.2%
Student Engagement	3.2%
FNMI Support	3.1%
Partnerships	2.4%
Staffing-Teacher	2.1%
Student Health and Wellness	1.9%
Student Transitions Gr. 9-10	1.7%
Space	1.5%
Student Attendance	1.1%
Student Transiency	0.7%
Parent Communication	0.7%
Staffing-Support	0.5%
Allocations	0.5%
Stakeholder Engagement	0.3%
Building Maintenance	0.3%

Source: Results Review 2013

Literacy & Numeracy

Results from schools - Language Arts and Mathematics achievement were repeatedly mentioned by schools as needing improvement. Over 23 per cent of the Results Review documents stated that schools were dedicated to improving student literacy and numeracy skills. Schools across all grade levels noted they plan to place available resources and time into teaching literacy and numeracy with the goal of improving PAT results, diploma exams, and Accountability Pillar results. In addition, schools intend to build staff capacity and teacher pedagogy in support of achievement in numeracy and literacy.

Staffing

Schools plan to support staff professional development related to pedagogical strategies that impact student learning. Increasing staff capacity, in schools by utilizing the principles of UDL to support diverse student populations, and in central by supporting adequate and relevant staffing, was frequently cited. Schools intend to promote collaborative professional learning days by catchment area, including coaching and modelling sessions, participating in Communities of Practice Sessions (COPS), Balanced Literacy, LLI, and Leader in Me. Repeated reference was made regarding the need to develop staff expertise to better support students with severe mental health needs, behavioural issues, cognitive delays and complex learning needs.

Inclusion

Inclusive practices will be enhanced and expanded to include a greater percentage of students for an increased amount of time in the learning day. Schools plan to support and provide assistance for special needs students through small group instruction and use of assistive technology. Schools intend to participate in professional development related to UDL and the effective implementation of the Pyramid of Intervention. Schools cited the importance of working within multi-discipline teams to identify areas of intervention and provide strategies and/or resources to support intervention plans to help special needs students.

Student Achievement

Improvements to student achievement were frequently cited throughout the Results Review documents. Schools plan to increase student background information necessary to understand concepts by developing subject-related vocabulary. Targeted literacy interventions for ELL, FNMI, and at-risk learners were identified as ways to improve student achievement. Schools plan to work collaboratively to develop student's writing traits, problem solving and critical thinking skills. Central stakeholders noted need to align resources to support this area.

Parent Engagement

Schools cited the need to fully engage and actively involve parents or caregivers in their child's education. That entails working with immigrant populations, working parents, young families with limited resources, high transiency and limited English language skills. Schools plan to work with parents to provide meaningful opportunities to support learning and growth, through the provision of parent information evenings, special events, intercultural language services, ELL and FNMI supports. Improving effective communication between home and school was also cited as an effective strategy to engage parents.

Student Advisory Council Minutes

In the months of February and May 2013 Research, Data and Knowledge facilitated two Student Advisory Councils. High school students were invited to a half day sharing circle meeting with the Trustees. Both of these councils included two sessions each and there were four groups of 14 participants each. Both councils included a different set of student participants. Throughout the sessions, students were permitted to respond freely after each question. In many cases, the conversation drifted to what was on the students' minds, and often was only tangentially related to the direct question.

In this summary document, student responses are grouped by sessions, by questions and according to the themes that emerged in the conversation. The summary reports the most frequently occurring themes, and gives samples from the recorders. Note that the recorders did not extract a verbatim transcript, but tried to capture the main ideas that were presented by the students.

February 19, 2013

Session One – Teaching and Learning

Question 1: How do you know what you are expected to learn?
The **teacher** remains the most widely reported source of information about what students are to learn. This is both in and out of class, in addition to teacher-prepared materials. Also important are **online resources**, including independent (static) information on websites, and interactive information through social media. Responses generically grouped as "Academic Skills" refer to general skills and knowledge that students have acquired through their educational experiences, but not in the class in question.

Sample Comments:
- I would like more individualized instruction.
- It is good to be able to select teachers consistently with my preferred learning styles.
- How does this relate to life? Teachers go out of their way to explain relevance of what we learn – need more of that.
- Teachers explicitly tell students the day's objectives.
- Remind 101 and EDMODO.
- School Share sites.
- I schedule meetings with teachers if I need extra help.
- Big classes make it hard to find out what I need to learn because I get less teacher time.

Question 2: Do you know what to do if you're not learning?
Students are turning to **Google, YouTube, Khan Academy and other independent online sources**. Behind this are school-based sources, mainly teacher-centered. Peers begin to figure in this discussion.

Sample Comments:
- Twitter reminders.
- Teacher Skype time.
- Peer tutoring.
- After class tutoring.

- There are no adequate online resources for writing assignments.
- School Academic Support Centre.
- "Peer tutoring can be humiliating".
- Talk to teacher outside of class.
- Department open door policy.
- Wednesday morning tutorial.
- Group work.
- Working in pairs is helpful; larger groups are distracting.
- STAR program.
- IB/AP programs tend to be closely knit; getting closer to peers makes it easier to help one another.

Session Two – Preparation for Work

Question 1: What skills do you believe you require when you leave high school in order to be successful?
Students were confident that they are acquiring the academic skill necessary to move forward, but were less sure of their **non-academic skills**, including applying for post-secondary, workplace skills and personal financial management.

Sample Comments:
- Time management.
- Life skills.
- Responsibility – independence/mindset you have out of high school (manage budget, time, license, paying bills, etc.).
- Writing resumes, doing taxes, how to deal with people.
- I am confident that academics have me well prepared for post-secondary.
- High school is not a good prep for post-secondary.
- AP is helpful in bridging earlier work with anticipated post-secondary study.
- How do I apply for post-secondary?
- There is not much support for students who do not attend post-secondary.
- I would like to see more preparation for citizenship.
- How does practical political participation work?
- Non-academic classes are not orderly or well structured.
- Writing is an important skill to have for life.
- You need to learn how to fail and rebuild from that experience.
- I have these skills because I've worked really hard on it.
- Give us expectations (work hard, no cheating).
- Communication is very important – take more empowerment myself.

Question 2: If your school could do one more thing to support your transition after high school to the next phase of your life, what would that be?
There was less clear direction in these responses than in the earlier questions. For the most part, these students were concerned with application to post-secondary school.

Sample Comments:
- Sign up opportunity to job shadow a career you want to go in (live through the life).
- More 1 on 1 time with guidance counselors who know more about what we need.
- CALM   needs to be a course program through high school (Grades 10, 11, 12) that teaches you resume writing that directly prepares you for after (basic life skills are met).
- CALM-like material should be sprinkled throughout HS and JHS.
- Disappointed in the CALM curriculum (loans, banking, taxes, university applications).
- CALM should be late in high school.
- University paper writing – (need more for this).
- Writing in science and math. Could be way better at it.
- Workshops/field trips specific to the workforce would be helpful.
- Focus on job options (beyond post-secondary information nights).
- Counselors/program or course – need to understand what the field is really about, to experience it so you know what you're getting into.
- I would like to meet more role models outside of school.
- Get scholarship information and help in grade 10—I need more preparation time.
- Now I'm nervous about registration – need a seminar or this on this or some 1^{st}, 2^{nd}, 3^{rd} year student who can come in.
- Hard decision to choose what to go into – so many options – stressful.
- More scholarships information/opportunities.
- Is there a way to set up a mentorship program at the school level? With prior students?

May 13, 2013

Session One – Transitions

Question 1: What helped your transition from Grade 9 to Grade 10?
The students overwhelmingly reported that deliberate, **targeted welcoming activities** made the greatest contribution to their successful transition. They reported:
- Welcome week activities.
- Targeted activities while they were still in grade 9 (e.g. school visitations).
- Initiation days where the grade 10s were the only students in the schools.
- Leadership class.

Close behind were comments about the welcome they received from teachers. Although many expected high school teachers to be distant and impersonal, some reported that their high school teachers took a personal interest in them and their success; this position was not unanimous, as some students noted that their junior high teachers encouraged students to reach out for support from high school teachers and expressed confidence that the students would be well cared for. Also of note was the importance of the student's class timetable being well chosen for the student to be comfortable and successful.

Finally, the importance of friendships and other peer relationships was noted.

Question 2: What advice would you give a Grade 9 student starting high school in the fall?
The majority of responses here fit neatly into two categories: personal organization and interpersonal relationships.

Under personal organization, students gave the advice to manage time efficiently and not to procrastinate. Further, the virtue of independence was stressed.

For interpersonal relationships, students gave the advice to get to know other people in the school, including teachers and counselors. They were advised to become members of the whole school community, to help themselves feel a sense of belonging.

School activities, clubs, etc. were largely seen as positive and welcoming for students. This was tempered with some caution, as it was noted that some students do not fit into the existing clubs and activities and are estranged from school social activities. It was expressed that it would be good to acknowledge and support these students, but it was also expressed that it is not clear how to best do this.

Session Two – Culture

Question 1: What has made for a positive culture in your school?
Responses focused on two main areas: interpersonal relationships and special activities.

Positive culture was reported to be aided by belonging to clubs and teams, to positive student-teacher relationships and to an overall sense of community within the school. Students did have suggestions of ways to improve these. In particular it was noted that clubs and teams are well suited for some students, but others cannot find a club or team that they find welcoming. It was suggested that it would be good to give more leeway for students to create clubs as they see fit, and for schools to have open invitations/recruitments at several points in the year, rather than just in the beginning. It was further noted that school is where most of their friends are.

Numerous special activities were noted, including cultural days, welcome week activities, intramural sports, fun days, barbecues, and charitable events.

A few students noted that structural arrangements, such as timetabling, hallway layout and optional classes were important for developing a positive school culture.

Question 2: What improvements, if any, would you make at your school?
Students reported that they would like to see a wider level of recognition of students at school. They were satisfied that certain high-profile students were recognized—sports and academics in particular—but they did not see music and theatre getting recognition, nor do they see students who are simply being themselves and being a part of the fabric of the school community being recognized.

It was noted that some structural arrangements leave some students out of full participation. One example was the ESL program in a school in which international students were constantly congregated together, and they were never well integrated into the school, with students and many teachers not knowing these students well.

A few students raised questions about school funding, expressing concern that sports were over-funded, with artistic activities being under-funded. Others expressed similar sentiments without mentioning funding, but expressing the belief that their school favoured certain activities over others (e.g. football and band over drama).

As noted in Session One, several students noted the difficulties involved with getting some students to attend regularly. These students expressed the desire to find ways to get non-attenders back in school, but were uncertain how this could be accomplished. On a related note, some stated the importance of making school a safe place for all students regardless of their personal or family circumstances; this is seen as important and needed aspect of empowerment for all students.

EDMONTON PUBLIC SCHOOLS

Vision, Mission, and 2014-2018 District Priorities
For Retreat

Vision
All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute positively to the world around them.

Mission
We engage with students, families, staff and community partners to provide welcoming, respectful, safe, healthy, inclusive and equitable learning experiences that inspire students to achieve to their full potential in an increasingly interdependent and ever-changing world.

Priorities
1. Success for every student: *early learning, graduation and beyond*

2. Equitable access to welcoming, high quality learning and working environments: *inclusive culture, effective and efficient use of resources, responsive supports and services*

3. Strengthening public education through meaningful engagement, communication and partnerships: *collaboration, accountability and shared responsibility*

epsb.ca

EDMONTON PUBLIC SCHOOLS

Vision, Mission, Values and 2014-2018 District Priorities
For Consultation and Feedback

Vision
Transforming the learners of today into the leaders of tomorrow.

Mission
We inspire student success through high quality learning communities supported by meaningfully engaged parents, partners, and staff.

Priorities

1. Ensure success for every student through supporting early learning, transitions, high school completion and beyond.

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

3. Strengthen public education through engagement, communication and partnerships.

Values

- Accountability
- Collaboration
- Equity
- Integrity

epsb.ca

Draft Board Priorities (2014-2018) Feedback Survey Report

Survey Highlights

- The survey generated 1947 responses.
- District staff members generated 1445 responses; Parents generated 816; 334 Staff respondents had also identified as a Parent.
- Elementary parents were most responsive.
- The majority of respondents identified as South Edmonton residents; the least number of respondents identified as East Edmonton residents.
- 12% of respondents identified as other than City of Edmonton residents.
- Each of the three draft priorities received more than 90% approval.
- Priority # 2, **Provide welcoming, high quality learning and working environments,** generated the most support from the respondents.
- The majority of the respondents found the priorities aligned with the draft Vision and Mission.
- Where comments of concern about a priority were entered the following themes emerged:
  - Vagueness - define terms such as, *meaningfully engaged, transitions, ensure, success, high quality teaching* and *leader*.
    - *"How does the schoolboard ensure success for students beyond grade 12? How would you be able to make success beyond our doors measurable and how does that make us accountable? What does transition mean? Needs to be clearer."*
    - *"...how can I know if I agree if there are no specifications on how this "success" will be achieved?"*
    - *"Also, how does EPSB define "success"?"*
  - Measures - Respondents also asked to identify indicators that can measure the efficacy of these priorities. For example,
    - *"We must have a way to measure the notion of welcoming. We use the word but do not have a way to say have we really done this."*
  - Resources - Resource challenges were mentioned numerous times by the respondents.
    - *"In my opinion, we must have the resources and support in order to accomplish these priorities and at the present time these are not available".*
- Following is a detailed breakdown of the responses by stakeholder groups and geography.

Draft Board Priorities (2014-2018) Feedback Survey Report

Section 1. Survey Demographics
1a. Survey Completion Rate*

Responses	Chart	Percentage	Count
Complete		77.30%	1505
Incomplete		22.70%	442
Total Responses			1947

*All the completed surveys divided by the number of surveys submitted. Technical errors are excluded from the total surveys.

1b. Respondent by the stakeholder groups*

Responses	Chart	Percentage	Count
Parent		41.91%	816
Staff		74.22%	1445
Student		1.13%	22
Community Member		14.64%	285
Total Responses			1947

*Respondents were allowed to select as many groups as applied to them, e.g. a respondent could belong to Parent and Staff stakeholder group simultaneously. Each response was counted only once even if it had more than one group selected.

1c. Respondent within the Parent stakeholder group

Responses	Chart	Percentage	Count
Elementary		62.75%	512
Junior High		22.18%	181
High		15.07%	123
Total Responses			816

1d. Respondent Location

Responses	Chart	Percentage	Count
Central		8.27%	161
East		4.47%	87
North		19.05%	371
Non Resident		12.17%	237
South		38.98%	759
West		17.05%	332
Total Responses			1947

Draft Board Priorities (2014-2018) Feedback Survey Report

Section 2. Responses

2a. Do you support the following priority?

Ensure success for every student through supporting early learning, transitions, high school completion and beyond.

Responses	Chart	Percentage	Count
Yes		91.45%	1529
No		8.55%	143
Total Responses			1672

2b. If no, why not?

Respondents provided 194 comments in response to this question. Below is a breakdown of comments by the respondent groups and area of residency.

Comments	Central	East	North	NA*	South	West	Total
Community Member	2	0	2	2	2	1	9
Parent	7	3	10	3	32	17	72
Staff	13	5	19	16	36	23	112
Student	0	0	1	0	0	0	1
Total	22	8	32	21	70	41	194

*NA means Not a City of Edmonton Resident

2c. Do you support the following priority?

Provide welcoming, high quality learning and working environments.

Responses	Chart	Percentage	Count
Yes		95.89%	1587
No		4.11%	68
Total Responses			1655

2d. If no, why not?

Respondents provided 105 comments in response to this question. Below is a breakdown of comments by the respondent groups and area of residency.

Comments	Central	East	North	NA*	South	West	Total
Community Member	2	0	1	0	0	2	5
Parent	2	2	4	2	20	7	37
Staff	10	1	14	10	17	11	63
Student	0	0	0	0	0	0	0
Total	14	3	19	12	37	20	105

*NA means Not a City of Edmonton Resident

2e. Do you support the following priority?
Strengthen public education through engagement, communication and partnerships.

Responses	Chart	Percentage	Count
Yes		93.37%	1535
No		6.63%	109
Total Responses			1644

2e. If no, why not?
Respondents provided 147 comments in response to this question. Below is a breakdown of comments by the respondent groups and area of residency.

Comments	Central	East	North	NA*	South	West	Total
Community Member	2	0	1	0	1	3	7
Parent	7	1	6	0	27	14	55
Staff	8	3	16	9	31	17	84
Student	0	0	1	0	0	0	1
Total	17	4	24	9	59	34	147

*NA means Not a City of Edmonton Resident

2f. Do you believe that the three draft Priorities align with the draft Vision statement?

Transforming the learners of today into the leaders of tomorrow.

Responses	Chart	Percentage	Count
Yes		89.64%	1315
No		10.36%	152
Total Responses			1467

2g. Do you believe that the three draft Priorities align with the draft Mission statement?

We inspire student success through high quality learning communities supported by meaningfully engaged parents, partners, and staff.

Responses	Chart	Percentage	Count
Yes		94.38%	1376
No		5.62%	82
Total Responses			1458

2h. Please provide any additional feedback that would assist the Board in finalizing the Priorities.

Respondents provided 482 comments in response to this question. Below is a breakdown of comments by the respondent groups and area of residency.

Comments	Central	East	North	NA*	South	West	Total
Community Member	5	0	4	2	5	4	20
Parent	13	12	27	8	96	35	191
Staff	32	14	42	42	88	52	270
Student	0	0	1	0	0	0	1
Total	50	26	74	52	189	91	482

*NA means Not a City of Edmonton Resident

Draft District Priorities: Summary of Feedback - Public Consultation

Background

In February 2014, a draft set of Vision, Mission, and Priority statements were sent out for consultation in order to gather feedback and validation from key educational stakeholders, both internal and external to the District. An online survey, a public consultation evening, the District's Leadership Meeting and the Student Advisory Council meeting were all used as strategies to engage and communicate with staff, students, families and the community around us, regarding the development of a new set of District Priorities. This is a report of the findings from the Public Consultation evening held on February 3, 2014.

Methodology

On Monday, February 3, 2014 the Board of Trustees hosted a public consultation workshop to provide more information about the draft priorities and to obtain feedback from various educational stakeholders. Invitations to participate were communicated to community stakeholders including community partners, representation from private sector, business community, post-secondary, parents, staff, students, elected officials and general members of the public.

38 parents, community partners and elected officials were in attendance that evening, along with 12 District staff serving as table facilitators and note-takers. Participants were organized into six mixed table groups to promote dialogue and sharing of perspective amongst and across educational stakeholder groups. Each table was assigned a facilitator to manage the dialogue and ensure that everyone had a chance to share ideas, a note taker to record key themes from the discussions that occurred, and a Trustee to listen and clarify questions as necessary.

A brief PowerPoint was presented to provide context for the evening conversations. In table groups, each participant was asked to individually brainstorm his/her response to the question, "What makes for a great school/school district?" and record his/her responses on sticky notes. The draft priorities were then shared, and tables were invited to participate in a facilitated discussion. Following, individual participants were asked to place each sticky note under the priority where they saw a match. If an idea did not fit under any priority statement, a "parking lot" space was provided. The tables were then invited to share with the larger group. Then, in their individual table groups once again, the draft Vision statement was revealed, and the table facilitator then led a table discussion where participants responded to the question: 'Do the draft priorities support the District's Vision statement?' The same process was then repeated with the Mission statement. Participants were then invited to share final comments. All notes were collected for analysis.

Summary of Feedback

	Draft statement supports the following:	For consideration:
Priority 1: Ensure success for every student through supporting early learning, transitions, high school completion and beyond.	• Bringing out the best in each child • Student focused	• Suggestion to define *success*

Priority 2 - Provide welcoming, high quality learning and working environments.	• Effective and efficient use of our resources • Programming that meets all student needs (inclusive) • Infrastructure	• Suggestion to add the word *physical* • Suggestion to add the word *safe* • Suggestion to add the word *healthy*
Priority 3 - Strengthen public education through engagement, communication and partnerships.	• Relationships, partnerships, collaboration – social capital and being 'stronger together' • The need to address both under-utilized and over-crowded schools; right-sizing of the population size is one aspect of a healthy school environment that supports quality learning • Partnerships have the ability to bring resources/supports into schools – they can create equity	• Suggestion to add in "*in support of student success*" • Suggestion to define *partnership*
Vision: Transforming the learners of today into the leaders of tomorrow.	• The 3 priorities emerge out of the vision • Relates to citizenship	• Suggestion to replace the word *leader* with *engaged, ethical, entrepreneurial citizens* to demonstrate the teaching of responsibility • Suggestion to replace the word *leader* with *citizen* – more

		• inclusive • Suggestion to add the word "*We*" at the beginning of the statement to reflect the responsibility of staff, community partners, parents, students, admin, trustees • Suggestion to replace the word *transform* with *inspire* or *ensure*
Mission: We inspire student success through high quality learning communities supported by meaningfully engaged parents, partners, and staff.	• The need to engage with families • The complexity of the work of education and the various stakeholders that are involved in the educational journey • The reality that education goes beyond the classroom • Links to the vision and the priorities	• Suggestion to replace the word *partners* with *community* • Suggestion to replace the word *learning communities* with *learning opportunities* • Suggestion to replace the word *inspire* with *ensure* to ensure an accountable, measureable, operational mission statement.

Draft District Priorities: District Leadership Meeting (DLM)

Background

In February 2014, a draft set of Vision, Mission, and Priority statements were sent out for consultation in order to gather feedback and validation from key educational stakeholders, both internal and external to the District. An online survey, a public consultation evening, the District's Leadership Meeting and the Student Advisory Council meeting were all used as strategies to engage and communicate with staff, students, families and the community around us, regarding the development of a new set of District Priorities. This is a report of the findings from the District Leadership Meeting held on February 5, 2014.

Methodology

On Wednesday, February 5, 2014 during DLM, the Superintendent engaged approximately 225 District leaders (central and school-based) for feedback on the draft Vision, Mission and Priorities. Superintendent Robertson shared a brief PowerPoint highlighting the activities undertaken to date to support the establishment of the draft vision, mission, priorities and values. After the PowerPoint, principals and central leaders proceeded to breakout sessions. Each breakout session was led by an Assistant Superintendent who facilitated the overall process for their leadership group.

Breakout rooms were set up with posters of the draft vision, mission, and priorities. In each breakout room, there were small table groups of 6 – 8 principals and central leaders. Each table was asked to select one individual to serve as a note-taker, and one individual to serve as a reporter.

The following question was presented for participants to respond to:
> *"Reflect upon the following:*
> - *The philosophy of Inspiring Education,*
> - *The mandate of the new School Act,*
> - *Your results review and planning documents*
> - *The needs of the students you serve*
>
> *Do the draft vision, mission, and priorities align with and support your work? If yes, how? If not, what is missing?"*

Each participant was asked to take turns sharing their ideas in their table group and to provide input into the vision, mission and priorities. Note-takers at each table were provided a template upon which to record ideas, themes and key discussion points that arose specific to each statement. Reporters were then asked to share high level themes with the large group. All notes were collected for analysis.

Summary of Feedback

	Draft statement supports the following:	For consideration:
Priority 1: Ensure success for every student through supporting early learning, transitions, high school completion and beyond.	• The journey of a child's education • The engagement of every student regardless of grade level or ability	• Suggestion to replace the word *ensure* with *support, provide, create, increase* • Suggestion to revise

	• Speaks to the continuum of learning - Lifelong learning and the continuation of education • Addresses individual students, thereby supporting inclusion • Supports high school completion and the world of work • Supports the new curriculum design • The pursuit of equity • Supports the Vision statement – leaders of tomorrow • Supports the Mission statement • And beyond acknowledges more than academic success, but ability to be successful as a family member, community leader, etc.	statement to say "*Ensure every child achieves to their full potential through…*" • Suggestion to remove the word *transition* as it is a strategy • Suggestion to replace *and beyond* with *lifelong learning* or *the world of work* or *career transitions* to make it clear that it means transition between high school and beyond • Suggestion to add the phrase *through a continuum of support from* • Suggestion to define *success*, • Suggestion to define *early learning* versus *early education*
Priority 2 - Provide welcoming, high quality learning and working environments.	• Creating a safe, healthy, (welcoming) respectful, positive, inclusive culture/climate/community • Quality learning environments to include highly qualified/quality teachers, Professional Development, instructional environments • Staff and students • Access to supports and services (staff and students) • Equitable, effective and efficient use of resources to provide quality environments	• Suggestion to replace the word *environment* with *communities* • Suggestion to replace the word *provide* with *create, build* • Suggestion to add the word *equitable/equity* • Suggestion to define *high quality* • Suggestion to add the word *safe* • Suggestion to add the word *healthy*

	• Supports collaboration, and staff and community engagement (building relationships) • Alignment of initiatives – streamlining • Equity and choice through the use of high quality learning environments • Alignment with Mission	
Priority 3 - Strengthen public education through engagement, communication and partnerships.	• Commitment to communication • Transparency of decision making • Importance of developing partnerships • Equity and the District's values • Alignment with Mission	• Suggestion to state *communication* first then *engagement* • Suggestion to replace the word *strengthen* with *promote*, *encourage, enhance, garner support* • Suggestion to add the word *intentional*, *strategic* or *meaningful* in front of *partnerships*
Vision: Transforming the learners of today into the leaders of tomorrow.	• Reflects what is happening in schools • Supports the range of students and programs • Focus is on the student • Leader suggests beyond academics • The word *transforming* supports that there is much we can do now and in the future. It supports the fact that education is transforming and the word could be the springboard for conversations with the public on the changes that are occurring.	• Suggestion to replace the word *transforming* with *developing, fostering, enhancing, supporting, cultivating, enriching, elevating, engaging, empowering* • Suggestion to replace the word *leader* with *citizens, ethical citizens, ethical and engaged citizens, contributing citizens, productive citizens, lifelong learners and leaders*.

	Provides the opportunity to have these conversations and does not allow for status quo • Redefines how we see/define leadership - a big shift, and a great opportunity to do this.	
Mission: We inspire student success through high quality learning communities supported by meaningfully engaged parents, partners, and staff.	• Value of engaging parents, families and partners – the larger community • Recognizes that it cannot be done alone • Supports the priorities	• Suggestion to add the word *students* and to change the order so that staff are not at the end, e.g*., engaged students, parents, staff and partners* • Eliminate confusion over the terminology and what learning communities mean for the general public i.e. "we" at the beginning, "learning communities" in the middle and the placement of staff at the end. A variety of rewording options were offered. • Suggestion to replace the word *learning communities* with the word *learning opportunities* or to remove it completely so that it focuses on teaching and learning.

Draft District Priorities: Student Advisory Council

Background

In February 2014, a draft set of Vision, Mission, and Priority statements were sent out for consultation in order to gather feedback and validation from key educational stakeholders, both internal and external to the District. An online survey, a public consultation evening, the District's Leadership Meeting and the Student Advisory Council meeting were all used as strategies to engage and communicate with staff, students, families and the community around us, regarding the development of a new set of District Priorities. This is a report of the findings from the Student Advisory Council meeting held on February 10, 2014.

Methodology

On Monday, February 10th 2014, the Board of Trustees hosted a Student Advisory Council meeting to gain a student's perspective or response to the draft priorities. 39 students from grades 10 through 12 were invited to participate in the event, representing 21 District high school programs. The students were grouped in one of three talking circles. Each circle had approximately 13 student participants, a facilitator, a note taker and Trustees.

A PowerPoint was presented to the large group to provide context around the governance model and the process of a Board developing a set of priorities. Then, in their circles, students were asked to respond to two questions that would provide student voice and perspective towards the draft priorities. The two questions used to support this process were:

1. What makes a great school for all?
2. Looking back over your years in school, what do you believe is the one most important thing schools should focus on to ensure student success?

The circle facilitator posed each question and then, with the use of the talking stone, went around the circle and students responded individually. The circle note taker captured each student's response. The process was repeated for the second question. All notes were collected for analysis.

Summary of Feedback

The following themes emerged as important from the overall voice of the students:
- Respectful learning environments
    - Being respected for who you are as an individual
    - Teachers and school staff treating you in a respectful manner
    - Respect for how a person learns
- Welcoming school environment/ a sense of community
    - All staff being warm and inviting to students
    - All students being accepted and welcomed in both the school and the classroom
    - Schools that seek out student voice and participation e.g. global cafes hosted for students by students
- Supports available for students/people to have meaningful relationships with
    - A range of supports and available in various times and ways (i.e. formal booked times in the school day with a school counsellor, after school, at lunch, a mentor, a success coach etc.)

- o Information around school programs, career readiness, mental health supports etc.
  - o Teachers who know who "I" am and really care about me
  - o Adults who can relate to and talk with youth (almost like a friend, but not)
  - o School can be stressful – how can that be lessened? Are there people a student can go to when they are feeling overwhelmed?
- Opportunities and choices
  - o Sports, clubs, talent shows – things to create an active and social culture within the school
  - o Related to how person learns
  - o Ability to explore future potential careers or jobs (help understand what a person is or is not good at)
- Real world engagement
  - o Schools that reflect diversity
  - o Chances to connect with students from other schools
  - o Bridging to post-secondary
  - o Career exposure to 'real life biologist, not the biology teacher'
- Learning how to learn and being a critical thinker
  - o Experiences that reflect both academic and hands on learning experiences; problem solving and becoming an independent learner

	Emerging student voice that supports the draft statement:	For consideration:
Priority 1: Ensure success for every student through supporting early learning, transitions, high school completion and beyond.	- Post-secondary institutions and people from the world of work need to come into high schools and provide students with information and show them opportunities that exist for them - Having counsellors that help students develop their goals and plans for their futures (trained expertise in this area is critical; people in these roles need to show initiative and reach out to students) - Strong support for schools that are engaging, spark student	- How do students learn how to have balance in their lives – school, work, outside interests such as sports or music (very stressful, feels like there is no help with this) - Ensure opportunity for exploration so students can find out what they are really passionate about - Need to learn about the things that are necessary for life success (financial skills, life decision making, critical thinking and problem solving skills)

	interest and have classes and opportunities for all • Diversity and choice in programming – academics, sports, the arts, vocational classes • Transitions are important – between grades 6 and 7 and then from grades 9 to 10 (lots of support needed at both these times)	
Priority 2 - Provide welcoming, high quality learning and working environments.	• School is welcoming, safe, inclusive, diverse • The school should feel like a "tight knit" community where you have many different opportunities, access to information, meaningful relationships and the teachers genuinely care about the students • Good teachers who really care about students – each individual student – is critical	• Training for staff (principals included) to ensure they know how to connect, talk with and support a young adult • Opportunities to network and engage with other young people – from other schools, alumni who come back from post secondary to talk about life beyond or after high school, career mentors from the world of work to help students develop the skills and attitudes necessary to be successful in the work environment • Pressure to succeed – bar is high – how can teachers help shift the focus from "the mark" to students being successful in their learning; how else can success look?
Priority 3 - Strengthen public education through engagement, communication and	• Positive support for meaningful services or supports that are embedded directly in	• Schools need to reflect diversity (have multi-cultural events) • Schools need to include

partnerships.	their school. E.g. Success coaches of the STAR Program or the child care at Braemar • School is a community • Support for having facilities at the school for students – fitness room, cafeteria, dance studio	everybody • Explore the opportunity to extend the connections between students at other schools (network with peers from across Edmonton)

DATE:	March 18, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
SUBJECT:	Process and Timeline for the 2014-2015 Budget and for the Fall Review of the 2013-2014 Results and the Plans for 2014-2015
RESOURCE STAFF:	Todd Burnstad, Cheryl Hagen
REFERENCE:	*Province of Alberta School Act*

ISSUE

School boards are required each spring to prepare and submit to the Minister an annual budget for the fiscal year beginning on the following September 1. The spring proposed budget is based on projected enrolment and is due to the Province by May 31. The revised budget is updated in the fall based on the actual September 30 enrolment and is due to the Province by November 30.

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

RECOMMENDATION

1. **That the process and timeline for the 2014-2015 spring budget and the revised 2014-2015 fall budget, as outlined in Attachment I, be approved.**

2. **That the process and timeline for review of the 2013-2014 results and the 2014-2015 plans be approved.**

BACKGROUND

The provincial budget was announced on March 6, 2014. As per past practice, the District will notify Alberta Education that the timeline for submission of the budget report will need to be extended to June 27 to accommodate the proposed site-based budgeting process timeline. Given these assumptions, the attached process and timeline for the approval of the 2014-2015 Budget has been developed for your consideration.

In addition, each school year, the Board approves the process and timeline for review of the previous year's results as well as the review of the plans established for the current school year. Through discussions Trustees have an opportunity to learn about the results achieved by schools and central decision units and the implications those results have on their 2014-2015 plans. Trustees will also gain an understanding of how schools and central departments will address their plans in support of the district priorities.

This is the second year of moving to a simplified process where schools and central decision units will now report on the results achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2013-2014, as well as identify significant challenges and improvement opportunities that will impact their 2014-2015

plans. The Plans document (Attachment IV) will once again contain priority, high impact SMART goals for the upcoming school year. Both the results review and plans documents are aligned to the district's priorities.

RELATED FACTS
The proposed budget is based on projected enrolment, proposed revenue and funding assumptions to schools and decision units and the basis of allocation, which are developed in tandem. In the past, the Distribution of Funds report was compiled using detailed projected enrolment at an individual school level. For the current year, the Distribution of Funds report will be based on a high level district enrolment projection. The projected enrolment will then be updated to factor in the district's Growth Accommodation Plan, prior to the roll out of the spring budget allocations which will form the proposed budget document.

The proposed budget is then updated in the fall based on September 30 enrolment. The attached process and timeline outlines key dates and specific information requirements necessary to meet the target date for the approval of both the spring proposed and the fall revised budget which in tandem represent the 2014-15 Budget. In order to allow sufficient time for planning, the Distribution of Funds report will be presented at a special Caucus Committee meeting on April 10, 2014 prior to the public board meeting on April 22, 2014. The Trustees will then have an opportunity to review the proposed budget at the public board meeting on June 10, 2014 prior to considering approval at the public board meeting on June 24, 2014.

In conjunction with Trustee terms moving from three years to four years, each Trustee will review one half of the schools in their ward in subcommittee meetings every year with all schools being reviewed twice over a four-year term. These meetings have been arranged so that Trustees have the option to participate in additional reviews in other wards. School Trustee subcommittee meetings will be held at schools; central Trustee subcommittee meetings will be held at the Centre for Education. All subcommittee meetings will take place between November 19 and 26, 2014 and will be for a maximum of 2.5 hours each. School subcommittee meetings will have groupings of up to five schools. Assistant Superintendents, in addition to attending the subcommittee meetings, will review all their schools as part of one-on-one or in catchment meetings prior to November 30, 2014.

The recommended timeline for review of the 2013-2014 results and the 2014-2015 plans is outlined in Attachment I.

Central subcommittee meetings have been scheduled to take place November 26, 2014. There will be five central subcommittee meetings scheduled for a maximum of 2.5 hours per session. The Superintendent will present his decision unit's results review and plans at the public board meeting on November 25, 2014.

During the school subcommittee meetings, Trustees, in collaboration with Assistant Superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment V. Attachment VI identifies the proposed groupings for Trustee subcommittee reviews.

As in previous years the school decision units with first and second year principals will be reviewed by Assistant Superintendents. These meetings will be scheduled by the Assistant Superintendents prior to November 30, 2014.

OPTIONS
1. Approve the process and timeline for the 2014-2015 spring budget, the revised 2014-2015 fall budget, the process and timeline for review of the 2013-2014 results and the 2014-2015 plans.
2. Approve Option 1 with modifications.

CONSIDERATIONS & ANALYSIS
Option 1 is being proposed as it complies with Government and Board requirements.

NEXT STEPS
- If approved by Trustees on March 18, 2014, the 2014-2015 budget process and timeline will be communicated to principals and central decision unit leaders on March 19, 2014.
- Trustees will review the proposed budget at the public board meeting on June 10, 2014.
- The proposed budget including any revisions will be recommended to Trustees at the public board meeting on June 24, 2014.
- If approved, the 2014-2015 Budget Report will be submitted to Alberta Education on June 27, 2014.

ATTACHMENTS
ATTACHMENT I   Process and Timeline for the 2014-2015 Budget (Calendar)
ATTACHMENT II   Process and Timeline for 2014-2015 Budget (Detail)
ATTACHMENT III   2013-2014 Results Review - document template
ATTACHMENT IV   2014-2015 Plans - document template
ATTACHMENT V   Proposed Agendas
ATTACHMENT VI   School and Central Groups for review of 2013-2014 results and 2014-2015 plans – Trustees Subcommittee Review

TB:kr

Spring Proposed 2014-15 Budget

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
MAR	1						1
	2	3 **Process and Timeline to DST**	4 **BOARD 2:00pm**	5 **High Level Projected Enrolment from Planning**	6 **PROVINCIAL BUDGET ANNOUNCED**	7	8
	9	10	11	12	13	14	15
	16	17	18 **BOARD 2:00pm Process & Timeline to Board (MARS 13523)**	19 **Process & Timeline distributed to Schools & Central**	20	21	22
	23	24	25	26	27	28	29
APR	30 **Spring Recess Mar 31-Apr 4 incl.**	31	1	2	3	4	5
	6	7 **Distribution of Funds Report for Executive Team**	8	9	10 **CAUCUS Distribution of Funds to Caucus (MARS 13530) BOARD 1:00pm**	11	12
	13	14 **Target Date to have Actual Projected Enrolment from Planning**	15	16	17	18 **Good Friday**	19
	20	21 **Easter Monday**	22 **Distribution of Funds to Board (MARS 13529) BOARD 2:00pm**	23	24	25	26
MAY	27	28	29	30	1	2 **Projected Allocations to schools and Central**	3

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	Sun	Mon	Tue	Wed	Thu	Fri	Sat
MAY (cont'd)	4	5	6 **BOARD 2:00pm**	7	8	9	10
	11	12	13	14	15 **School & Central Proposed Budgets Due**	16	17
	18	19 **Victoria Day**	20 **BOARD 2:00pm**	21	22	23	24
	25	26	27	28	29	30	31
JUN	1	2 **ASBA**	3 **ASBA**	4	5	6	7
	8	9	10 **BOARD 2:00pm** **Introduction & Review of 2014-2015 Budget (MARS 13545)**	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24 **BOARD 2:00pm** **Approve 2014-2015 Budget to Board (MARS 13536)**	25	26 **Last Day of Instruction**	27 **BUDGET TO ALBERTA ED.** **Last Day of Operation**	28

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	Sun	Mon	Tue	Wed	Thu	Fri	Sat
AUG	24	25	26	27	28 **First Day of Operation**	29	30
SEP	31	1 **Labour Day**	2 **First Instructional Day**	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
OCT	28	29	30 **September 30th Enrolment Count**	1	2 **BPS Results/Planning Modules Open**	3	4
	5	6 **Enrolment Files Due to Budget Services**	7	8	9	10 **Principal Allowance Calc due to HR**	11
	12	13 **Thanksgiving**	14	15	16	17 **Results Review & Planning Doc's Due** / **Revised Budget Open - Allocations to Schools & Central**	18
	19	20	21	22	23	24	25
NOV	26	27	28 **Revised Budget Due**	29	30	31	1
	2	3	4	5	6	7	8
	9	10	11 **Remembrance Day**	12 **Target Date to Distribute Results Review + Plans to Trustee's & Assistant Superintendents.**	13	14	15
	16	17	18	19 **Fall Update package to Trustees** / **Trustee School Meetings**	20 **Trustee School Meetings**	21 **Trustee School Meetings**	22
		24	25 **Fall Budget Update presented at Board**	26 **Trustee Central Meetings**	27	28 **Fall Budget Update Due to the Province**	29

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**PROCESS AND TIMELINE FOR THE 2014-2015 SPRING PROPOSED BUDGET
(DETAIL)**

Spring/Planning Timeline	Process
March 18, 2014	• Process and Timeline for 2014-2015 Spring Proposed Budget is recommended to Board
March 19, 2014	• Process and Timeline for 2014-2015 Spring Proposed Budget is communicated to schools and central decision units
April 7, 2014	• Distribution of Funds report to the District Support Team
April 10, 2014	• Distribution of Funds report is presented to Caucus
April 22, 2014	• Distribution of Funds is recommended to Board
May 2, 2014	• Schools and central departments receive projected allocations and requirements
May 15, 2014	• Schools and Central departments proposed budgets uploaded in BPS
June 10, 2014	• Introduction and review of the 2014-2015 Spring Proposed Budget to Board
June 24, 2014	• The Board approves the 2014-2015 Spring Proposed Budget
June 27, 2014	• The District's 2014-2015 Budget Report is submitted to Alberta Education

1

PROCESS AND TIMELINE FOR THE 2014-2015 FALL REVISED BUDGET
(DETAIL)

Timeline	Process
October 2014	• Schools to invite the chairperson of the school council and other parents to attend the subcommittee review • School council members will be invited to the review of central department results
October 2, 2014	• 2013-2014 Results Review document and the 2014-2015 Plan document distributed
October 17, 2014	• The 2013-2014 Results Review document is due • The 2014-2015 Plans document is due
October 17, 2014	• Schools receive 2014-2015 allocations based on September 30 enrolment • Central decision units receive 2014-2015 allocations
October 28, 2014	• 2014-2015 Fall Revised Budget is due
November 12, 2014	• Copies of 2013-2014 results review documentation will be made for all Trustees • Copies of 2014-2015 planning documentation and revised budgets will be made for all Trustees
November 19 to 21, 2014	• School Trustee Subcommittees • Each group of principals presents their results at a public meeting to designated Trustees
November 25 & 26, 2014	• Central Trustee Subcommittees • Superintendent of Schools DU to be presented at Board on November 25, 2014 • Each central department presents their results at a public meeting to designated Trustees on November 26, 2014
November 25, 2014	• Trustees will have an opportunity to comment on subcommittee review meetings attended at a public Board meeting
Prior to November 30, 2014	• Assistant Superintendent Subcommittees • First and second year principals present their results to designated Assistant Superintendents • Review of remaining schools from Assistant Superintendents' catchment areas
November 28, 2014	• 2014-2015 Fall Budget Update submitted to the Province
December 6, 2014	• Results review documentation, plans and revised budgets will be posted on the district website

EDMONTON PUBLIC SCHOOLS

2013/14 Results Review   **School Name – DU #**

District Priorities 2011-2014 – *note: these were the priorities that were in effect for the 2013/2014 School year.*
1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

Based on the three SMART goals that were established for 2013-2014, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2013-2014 Budget*

Results Achieved:

SMART Goal #2: *goal will be imported from the 2013-2014 Budget*

Results Achieved:

1

SMART Goal #3: *goal will be imported from the 2013-2014 Budget*

Results Achieved:

Challenges:

What were the biggest challenges encountered in 2013/2014?

Improvement Opportunities:

What are the implications from 2013/2014 that will impact your plan for 2014/2015?

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EDMONTON PUBLIC SCHOOLS

2014/15 Plans   **School/Central Name: DU #**

District Priorities 2014-2017
1. To be inserted once approved.
2. To be inserted once approved.
3. To be inserted once approved.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2014/15 school year (referencing the District's Priority number that the goal supports).

SMART Goal #1:

SMART Goal #2:

SMART Goal #3:

Proposed Agendas

School Trustee Subcommittee Meetings – November 2014

Optional Morning Meetings

- Prior to school sub-committee meetings, Trustees and assistant superintendents may choose to meet briefly to review pertinent information and discuss any issues or concerns that may arise during the review of school results and plans.

School Reviews

- Welcome, introductions, and overview of the process by the Trustee. (5 min.)
- Each principal will introduce themselves and any staff, students, parents or community members in attendance. (5 min)
- Trustees and assistant superintendents will then facilitate a group discussion by posing a number of general questions. (20 min)
- Each principal will have an opportunity to highlight results from 2013-2014 as well as key initiatives in their 2014-2015 plan. Principals will respond to individual questions from Trustees. (25 minutes per school)
- Break after the first school presentation. (15 min)
- The Trustee will make final remarks and close the meeting. (5 min.)

Lunch

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

Central Trustee Subcommittee Meetings

- Welcome, introductions, and overview of the process by the Chairperson. (5 min.)
- The superintendent, executive director or assistant superintendent will introduce themselves and any staff in attendance. (5 min)
- Trustees will then facilitate a group discussion by posing a number of general questions. (20 min)
- The superintendent, executive director or assistant superintendent will have an opportunity to highlight results as well as key initiatives in their 2014-2015 plan. DU staff members will respond to individual questions from Trustees. (1½ hours for the presentation and questions plus a 15 minute break)
- The Chairperson will make final remarks and close the meeting. (5 min.)

School and Central Groups for Review of 2013-2014 Results and 2014-2015 Plans
Trustee Subcommittee Review

Wednesday, November 19, 2014

Ward A	Ward B	Ward E
9:00 to 11:30 am **Host School:**	**9:00 to 11:30 am** **Host School:**	**9:00 to 11:30 am** **Host School:**
Trustee Cheryl Johner **Assistant** **Superintendent** **Kathy Muhlethaler**	**Trustee Michelle Draper** **Assistant** **Superintendent** **Mark Liguori** **Ron MacNeil**	**Trustee Ken Gibson** **Assistant** **Superintendent** **Diana Bolan**
Baturyn Caernarvon Dunluce Florence Hallock	Balwin Belmont Belvedere Homesteader	Aldergrove Lynnwood Outreach Programs Thorncliffe

Ward A	Ward B	Ward E
1:00 to 3:30 pm **Host School:**	**1:00 to 3:30 pm** **Host School:**	**1:00 to 3:30 pm** **Host School:**
Trustee Cheryl Johner **Assistant** **Superintendent** **Kathy Muhlethaler**	**Trustee Michelle Draper** **Assistant** **Superintendent** **Mark Liguori** **Ron MacNeil**	**Trustee Ken Gibson** **Assistant** **Superintendent** **Diana Bolan**
Calder Dickinsfield Evansdale Glengarry Major General Griesbach	Edmonton Christian NE John Barnett York	Callingwood Centennial Ormsby Talmud Torah

School and Central Groups for Review of 2013-2014 Results and 2014-2015 Plans
Trustee Subcommittee Review

Thursday, November 20, 2014

Ward C	Ward D	Ward F
9:00 to 11:30 am **Host School:**	**9:00 to 11:30 am** **Host School:**	**9:00 to 11:30 am** **Host School:**
Trustee Orville Chubb Assistant Superintendent Diana Bolan	**Trustee Ray Martin Assistant Superintendent Mark Liguori**	**Trustee Michael Janz Assistant Superintendent Kathy Muhlethaler Ron MacNeil**
Afton Aspen Program Glendale James Gibbons Stratford	Delton Lawton Montrose	L.Y. Cairns McKee McKernan Queen Alexandra Windsor Park

Ward I	Ward G	Ward F
1:00 to 3:30 pm **Host School:**	**1:00 to 3:30 pm** **Host School:**	**1:00 to 3:30 pm** **Host School:**
Trustee Sherry Adams Assistant Superintendent Mark Liguori Ron MacNeil	**Trustee Sarah Hoffman Assistant Superintendent Diana Bolan**	**Trustee Michael Janz Assistant Superintendent Kathy Muhlethaler**
Crawford Plains Daly Grove Hillview T.D. Baker Weinlos	Braemar Forest Heights Gold Bar Kenilworth Rutherford	Brander Gardens Brookside Earl Buxton

School and Central Groups for Review of 2013-2014 Results and 2014-2015 Plans
Trustee Subcommittee Review

Friday, November 21, 2014

Ward G	**Ward I**	**Ward C**
9:00 to 11:30 am **Host School:**	**9:00 to 11:30 am** **Host School:**	**9:00 to 11:30 am** **Host School:**
Trustee Sarah Hoffman **Assistant Superintendent** **Diana Bolan** **Kathy Muhlethaler**	**Trustee Sherry Adams** **Assistant Superintendent** **Ron MacNeil**	**Trustee Orville Chubb** **Assistant Superintendent** **Mark Liguori**
A. Blair McPherson Academy at King Edward/King Edward Donnan Hazeldean	Ekota Ellerslie J. Percy Page Tipaskan	Coronation Dovercourt Inglewood Prince Charles

Ward D	**Ward H**	**Ward C**
1:00 to 3:30 pm **Host School:**	**1:00 to 3:30 pm** **Host School:**	**1:00 to 3:30 pm** **Host School:**
Trustee Ray Martin **Assistant Superintendent** **Diana Bolan** **Kathy Muhlethaler**	**Trustee Nathan Ip** **Assistant Superintendent** **Ron MacNeil**	**Trustee Orville Chubb** **Assistant Superintendent** **Mark Liguori**
Hospital School Campus John A. McDougall Riverdale	Esther Starkman George P. Nicholson Greenfield Johnny Bright Keheewin	Britannia Crestwood Edmonton Christian W Mayfield Ross Sheppard

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School and Central Groups for Review of 2013-2014 Results and 2014-2015 Plans
Trustee Subcommittee Review

**Superintendent of Schools DU to be reviewed at Board, November 25, 2014

Wednesday, November 26, 2014
9:00 to 11:30 am

Trustee **Trustee**
Conference Room
David Fraser, Executive Director   District Records & FOIP Management   Facilities Services   Financial Operations   Planning & Student Transportation

Trustee **Trustee**		**Trustee** **Trustee**
Conference Room		**Conference Room**
Darrel Robertson, Superintendent District Support Services Governance and Strategic Services General Counsel		*Mark Liguori, Assistant Superintendent* Inclusive Learning Research, Data and Knowledge Support for Staff and Students

Wednesday, November 26, 2014
1:00 to 3:30 pm

Trustee **Trustee**
Conference Room
David Fraser, Executive Director   Communications   District Foundation   District Technology   Human Resources

Note: The Board Chair has the option to attend any of the central Trustee subcommittee meetings.

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DATE:	March 18, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Replacement School Process (Response to Request for Information #010)
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Josephine Duquette, Roland Labbe, Lorne Parker
REFERENCE:	February 4, 2014 Board Meeting (Trustee Chubb) *Alberta Regulation 238/97, School Act, Closure of Schools Regulation* and *Province of Alberta, School Act, Section 200 and 201*

ISSUE

Provide information regarding a process that could be used to identify possible locations for a replacement school and a timeline that would move this process forward in a timely manner for the Board's consideration.

BACKGROUND

On January 21, 2014, the Provincial Government announced funding for nine modernization projects across Edmonton. Five of the nine projects are within Edmonton Public School District facilities. One of the projects is a modernization/replacement school that involves the consolidation of three or more schools into a single replacement school.

CURRENT SITUATION

The District has engaged in a number of processes over the past 10 years to address consolidation of existing school programs into a single structure. In some cases, the process has resulted in a modernization project at the receiving school. Recent examples include the modernizations at Balwin and Forest Heights schools.

This project is unique for Edmonton Public Schools in that the Province has committed to fund a modernization or replacement school prior to determining the schools to be included in the consolidation. This allows the District to incorporate a commitment to improve the student learning environments in the process while considering a reduction in the number of facilities offering educational programming in the area due to over capacity.

The first phase of the project will conclude by June 2014. The following phases will begin in October 2014 and conclude with the opening of the replacement school, potentially in 2016.

Administration is proposing the following process and timelines:

Phase One	
Task	Date
<u>Stage One</u> • Identify a process and timelines for the project	March 2014
<u>Stage Two</u> • Identify three potential consolidation and replacement school clusters • Identify a budget for consultants to complete a value management study and consultation process	April 2014
<u>Stage Three</u> • Comprehensive value management study created for each cluster • Contact the City of Edmonton and the Province to determine partnership opportunities	April 2014
<u>Stage Four</u> • Identify potential options within each cluster for discussion, taking into consideration the outcomes of the value management studies	April 2014
<u>Stage Five</u> • Consult with each cluster • Discuss potential options and creating new options	April to May 2014
<u>Stage Six</u> • Administration identifies a preferred cluster and option for action in 2014-2015 school year	June 2014

KEY POINTS
- On April 23, 2013, the Board of Trustees approved the *2014-2017 Three-Year Capital Plan*, including a replacement school in a mature area within each year of the plan.
- On January 21, 2014, the Provincial Government announced funding for a replacement school in a mature area of Edmonton for Edmonton Public Schools.
- The replacement/modernization project involves the consolidation of three or more schools in a single replacement school.
- This project offers the District an opportunity to manage utilization rates within the mature areas, improve student learning environments, and reduce the District deferred maintenance deficit.
- Funding has been provided by the Province of Alberta to facilitate the completion of Value Management Studies during the 2014-2015 school year.
- The identified process will conform to Provincial Regulations and Legislation in addition to compliance with District Policies and Regulations.

ATTACHMENTS & APPENDICES
ATTACHMENT I   January 21, 2014 Provincial Modernization Announcement

JD:gm

School Infrastructure

New School Capital Projects

Nearly $1.4 billion over three years will be provided for school capital projects.

This includes $441 million to support completion of 22 new schools expected to open in the fall of 2014 across high-growth areas of the province, as well as the modernization of 13 existing schools.

This plan also includes more than $500 million toward the construction of a further 50 new schools and the modernization of another 70 existing facilities as committed by the Premier, with an estimated total investment of over $2 billion. Projects will be selected through a comprehensive assessment of various factors including school boards' priorities, health and safety of students and staff, enrolment projections, current utilization, facility conditions and capacity for program delivery. The government will also continue to work closely with local school boards and stakeholders to explore potential community partnerships and innovative ways of maximizing use of existing and new school space.

2014 Modernizations Underway

Calgary, Aboriginal Family Community School (former Harold W. Riley School)

Calgary, Bowness High School

Calgary, Christine Meikle School

Calgary, Foundations for the Future (former Montgomery School)

Calgary, Jack James High School

Calgary, St. Cyril School

Calgary, St. Vincent de Paul Elementary/Junior High School

Calgary, Ste. Marguerite Bourgeoys School

Calgary, Westmount Charter School (former Sir William Van Horne School)

Edmonton, Alberta School for Deaf

School District: Government of Alberta & Edmonton School District No. 7 - Partnership
Project Type: Modernization
Modernization Type: Functional Upgrade/Mechanical Upgrade/Electrical Upgrade/Partial demolition and addition

Edmonton, Archbishop O'Leary High School

School District: Edmonton Catholic Separate School District No. 7
Project Type: Modernization
Modernization Type: Building Envelope/Mechanical Upgrade/electrical

Edmonton, Belgravia School

School District: Edmonton School District No. 7
Project Type: Modernization
Modernization Type: Mechanical Upgrade/Electrical Upgrade

Edmonton, J.H. Picard School

School District: Edmonton Catholic Separate School District No. 7
Project Type: Modernization
Modernization Type: Building Envelope/Mechanical Upgrade/Electrical
Upgrade/Functional Upgrade

Edmonton, Louis St. Laurent Junior/Senior High School

School District: Edmonton Catholic Separate School District No. 7
Project Type: Modernization
Modernization Type: Mechanical Upgrade/Electrical Upgrade/Functional
Upgrade

Edmonton, Replacement in Mature Neighbourhood

School District: Edmonton School District No. 7
Project Type: Modernization/Replacement
Modernization Type: This project involves the consolidation of three or
more schools in a single replacement school.
Opening/Final Capacity: 450/450

Edmonton, Ross Sheppard High School

School District: Edmonton School District No. 7
Project Type: Modernization
Modernization Type: Building Envelope/Mechanical Upgrade/Electrical
Upgrade/Functional Upgrade

Edmonton, St. Brendan/St. Kevin

School District: Edmonton Catholic Separate School District No. 7
Project Type: Modernization
Modernization Type: This project involves the consolidation of two or

more schools in either a single modernized school or a replacement school at the site of a school that is no longer in operation.

Edmonton, Vimy Ridge School

School District: Edmonton School District No. 7
Project Type: Modernization
Modernization Type: Building Envelope/Mechanical Upgrade/Electrical Upgrade/Functional Upgrade

✦ **2013 Winter Projects Underway**

✦ **2013 Spring Projects Underway**

✦ **2011 Projects Underway**

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