




Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, April 19, 2016  
2:00 p.m.

Board Meeting #11

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
1. DRAFT – Board Meeting #10 – April 5, 2016
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, April 18, 2016 to speak under this item.)*
- H. Reports:
2. Report #5 of the Caucus Committee (From the Meeting Held April 5, 2016) (Information)
  3. Success Beyond Schooling – Career Pathways (Strategic Plan Update)  
*Note: One hour is required for this item.*
  4. Staff Group Presentation re 2016-2017 Proposed Budget:  
**(NO ENCLOSURE)**
    - CUPE Local 474 (Custodial) **2:30 p.m. – 3:00 p.m.**
  5. Motion re Public Funding to Private and Charter Schools (Recommendation)
  6. Proposed Revised Board Policy FGB.BP – Evaluation of Superintendent of Schools (Recommendation)
  7. Locally Developed Courses (Recommendation)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, April 18, 2016 to speak under this item.)*

# AGENDA

**BOARD OF  
TRUSTEES**

**Michelle Draper  
Acting Board  
Chair**

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

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

**MINUTE BOOK****Board Meeting #10**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, April 5, 2016 at 2:00 p.m.

**Present:****Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Nathan Ip  
Michael Janz

Cheryl Johner  
Ray Martin  
Bridget Stirling

**Officials**

Jim Davies  
Ron MacNeil  
Kathy Muhlethaler

Lorne Parker  
Kent Pharis  
Madonna Proulx

Darrel Robertson  
Sandra Stoddard  
Mike Suderman

**Board Chair:** Michael Janz

**Recording Secretary:** Shirley Juneau

**Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President

CUPE Local 3550 – Carol Chapman, President

Exempt Staff (Management and Non-Management) – Julie Ketel and Monica McGrath

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the firm alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

A. O Canada 

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

The Superintendent advised that all Trustees were present.

**C. Approval of the Agenda**

**MOVED BY Trustee Johner:**

**"That the agenda for the April 5, 2016 board meeting be approved as printed."  
(UNANIMOUSLY CARRIED)**

**D. Communications from the Board Chair**

The Board Chair provided communications.

**E. Communications from the Superintendent of Schools**

The Superintendent announced the individuals designated to principalship for 2016-2017.

**F. Minutes**

1. Board Meeting #9 – March 15, 2016

Trustee Janz referred to the notice of motion that was served at the last Board meeting (page three of the minutes) and advised that he will defer the motion to a future Board meeting.

**MOVED BY Trustee Draper:**

**"That the minutes of Board Meeting #9 held March 15, 2016 be approved as printed."  
(UNANIMOUSLY CARRIED)**

**G. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

**H. Reports**

2. Engaged and Effective Governance: Student Leadership

**MOVED BY Trustee Chubb:**

**"1. That, as a means to promoting the active engagement and enhanced student voice in the democratic process, the Youth Engagement Model proposed herein be approved.**

**And;**

### **MINUTE BOOK**

- 2. That, the proposed budget to support costs associated with the implementation of the Youth Engagement Model for the 2016-2017 school year be approved.”  
(UNANIMOUSLY CARRIED)**

3. Staff Group Presentations re 2016-2017 Proposed Budget

The Board Chair advised that the President of CUPE Local 784 (Maintenance Staff) notified the Board office earlier in the day indicating that he would not be available to present at the meeting as scheduled.

The Board Chair advised that CUPE Local 474 (Custodial Staff) will present at the April 19, 2016 Board meeting.

Mr. Nels Olsen, President of Local 37 of the Alberta Teachers' Association presented the Local's brief.

Ms Carol Chapman, President CUPE Local 3550 (Support Staff), presented the Local's brief.

Ms Julie Ketel and Ms. Monica McGrath presented a brief on behalf of the Exempt Staff.

The Board Chair thanked Mr. Olsen, Ms Chapman, Ms Ketel and Ms McGrath for their presentations and advised that a response to the staff group presentations will be prepared for public board.

4. Summer Programming Pilot Project – Greater Lawton Area Schools

Information was provided regarding the summer programming pilot project in the Greater Lawton area schools.

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

Trustee Johner provided a verbal report.

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

Trustee Johner requested that information be provided regarding the District's approach in supporting the teachers in addressing the mental health needs of students?

Specifically:

- Does the District offer professional learning to staff?
- Are there supporting documents and resources to assist teachers promote positive mental health strategies in their classrooms?
- Does the District have the capacity to provide intervention supports for students in need?

**MINUTE BOOK**

- What is the role of Alberta Mental Health?

**K. Notices of Motion**

Trustee Janz served notice of motion that the Edmonton Public School Board reaffirm its commitment to the Provincial Government to phase out public funding to private or charter schools and to reinvest this money in public education.

**L. Next Board Meeting Date: Tuesday, April 19, 2016 at 2:00 p.m.****M. Adjournment (4:25 p.m.)**

The Board Chair adjourned the meeting.

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Michael Janz, Board Chair

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

**DATE:** April 19, 2016

**TO:** Board of Trustees

**FROM:** Trustee Michelle Draper, Caucus Committee Chair

**SUBJECT:** Report #5 of the Caucus Committee (From the Meeting Held April 5, 2016)

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

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

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## ISSUE

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

The following recommendations were approved at the April 5, 2016 Caucus Committee meeting:

### Ritchie School Site - Final Sale and Transfer Agreement

1. *That the School Sale and Transfer Agreement for the non-reserve Ritchie School site be approved and executed.*

### **BACKGROUND – Recommendation 1**

After extensive consultations, the Board of Trustees closed Ritchie School at the end of the 2007-2008 school year, due to low enrolment. The space was leased to Conseil scolaire Centre-Nord (CSCN) the following year to operate École Joseph-Moreau. On February 8, 2011, the school building was declared surplus to Edmonton Public Schools' needs. CSCN has stated their interest to acquire the property. The School Transfer and Sale Agreement has been reviewed by District legal counsel, CSCN legal counsel, and legal counsel for Alberta Education.

### J.C. Bowen Surplus Vacant School Site – Final Sale and Transfer Agreement

2. *That the non-reserve site legally described as Plan B, Block 4, Lot 34 be declared surplus to district need, be approved.*

### **BACKGROUND – Recommendation 2**

Lands in Edmonton, which are dedicated through the land development process for future schools, are held by the City of Edmonton on behalf of a school district until a new school is constructed. With the construction of a new school, ownership or title to the site is transferred from the City of Edmonton to the applicable school jurisdiction. In the early 1970s, Edmonton Public Schools identified a need for two

elementary schools in the Evansdale neighbourhood. Two reserve sites were allocated: Evansdale (Evansdale School site) and J.C. Bowen (a planned school that was never built). With the construction of Evansdale School in 1971, as well as two nearby schools (J.A. Fife School - 1969 and Northmount School - 1970), the elementary school on the J.C. Bowen site was not realized. With respect to the J.C. Bowen site, title was transferred from the City of Edmonton to Edmonton Public Schools in 1970, in anticipation of the construction of a school there.

SS:sj



**DATE:** April 19, 2016

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Success Beyond Schooling - Career Pathways

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

**RESOURCE**

**STAFF:** Jennifer Allen, Maureen Crawford, Chelsea Erdmann, Sean Jones, Rick Stiles-Oldring

**REFERENCE:** [Alberta Education Ministerial Order](#)  
[Career and Technology foundations](#)  
[Alberta Dual Credit Strategy](#)  
[Career Pathways Feedback Report](#) (August 2014)  
[Highlights of Career Pathways Stakeholder Feedback](#) (Symposium October 2014)

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## ISSUE

As part of Administration's commitment to providing the Board of Trustees with ongoing updates on the District Strategic Plan, a presentation regarding the status of the Career Pathways Initiative will be provided. This presentation will highlight the purpose of the initiative, share high level goals and deliverables, showcase real life examples of learning experiences provided to students in elementary, junior high and high school, and speak to the benefit of partnerships in supporting the success of all students.

## BACKGROUND

A Career Pathways concept model was presented to Trustees in September 2014 and to District leaders in early October 2014. Additionally, a Career Pathways Symposium was held on October 30, 2014, where more than 300 members of the community (parents, external stakeholders, students, and staff) participated in the full day event and provided feedback on the concept model and proposed implementation plan. The feedback was analyzed and a summary report provided to symposium participants.

Much work occurred in the implementation of Phase I of the Career Pathways Initiative. Outlined below is a summary of high level actions that were initiated over the 2014-15 school year and used as a foundation for the development of the goals and deliverables for Phase II of the Initiative:

1. Building resources and creating common messaging
2. Presentations to build common understanding of the Career Pathways Model
3. Creation of a Governance Model
4. Establishment of community partnerships to support Career Pathways

In January, a Career Pathways project Charter was developed to support the activities necessary for the successful implementation of the Career Pathways Initiative moving forward. The Project Charter

included the purpose, strategic alignment, scope, risks, roles and responsibilities, high level goals and deliverables and resource commitments. Additionally, the initiative was assigned a Project Manager and a Project Lead to execute the project requirements according to the Project Charter and its subsidiary management plans.

The purpose of the Career Pathways initiative, as articulated in the Charter, is for students to develop awareness of self and discover possibilities for life beyond school through competency-focused experiences. Starting in Kindergarten and extending through high school, students will have opportunities to learn about themselves, explore multiple possibilities as well as set goals and make plans. Goals will be achieved through the delivery of instruction and student-centred learning activities that connect curriculum outcomes to the knowledge, skills and attitudes that achieve the competencies necessary for a life of dignity and fulfillment. Additional opportunities to build and demonstrate competencies essential for work and life will continue to be provided through school programming and off-site activities that are supported by parent and community partnerships.

The Career Pathways model focuses on more than just preparing students for the world of work. It aims to develop confident, well-rounded citizens and is designed to help students achieve their personal goals and become competent, successful, and contributing members of society.

Key concepts of the Career Pathways Model:

- The purpose is for students to build awareness, understanding and readiness for career planning through Kindergarten to Grade 12 by discovering their interests, exploring opportunities and identifying their strengths.
- There are three phases to the model: Kindergarten to Grade 4 (Awareness), Grades 5–9 (Understanding) and Grades 10–12 (Readiness), with an understanding that these boundaries are not clear-cut in all instances.
- Developmentally appropriate teaching and learning resources will be available to support teachers to help students gain the knowledge, skills and attitudes to achieve the competencies they need to plan for their future and experience success in life.
- Every student's journey will be unique and they will have opportunities to document and reflect on their journey.
- Parents play a key role in supporting their children. The Career Pathways initiative will include milestones meetings for students, parents and teachers or key contacts to discuss the process, celebrate accomplishments and engage all parties in planning next steps.
- It is essential for the success of this project to engage staff, students, and parents through partnerships with post-secondary institutions, businesses, government, labour, community etc.
- There are five Career Pathways, with focuses across different industries like business and information technology, construction, manufacturing, transportation, health, human services, environmental sciences, communication, and the arts, which will help students make decisions that are aligned with their future plans and strengthen student adaptability and resiliency to confidently thrive in an evolving world of work.

The Career Pathways Project is supported by legislation and several key initiatives:

- Ministerial Order on Student Learning #001/2013
- Career and Technology Foundations (CTF)
- Revised Career and Technology Studies (CTS) Programs of Study
- Moving Forward with High School Redesign (MFWHSR)
- Alberta Dual Credit Strategy

- Locally Developed Courses
- International Baccalaureate and Advanced Placement

In addition, the District's commitment to developing literacy across the curriculum in reading and numeracy is integrated into and will be supported by the work being done in the Career Pathways initiative.

Additionally, Career Pathways is supported by Edmonton Public Schools Strategic Plan:

- Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
  - *Goal Two: Success for Every Student*
  - *Goal Three: Success beyond schooling*
- Priority 2: Provide welcoming, high quality learning and working environments.
  - *Goal One: A Focus on Well-being and Student Citizenship*
- Priority 3: Enhance public education through communication, engagement and partnerships.
  - *Goal One: Parents as partners*
  - *Goal Two: Supports for the Whole Child*
  - *Goal Three: Engaged and Effective Governance*

## CURRENT SITUATION

Based on the learnings from Phase I of the Career Pathways initiative, the following high level goals for Phase II of the Career Pathways Project have been established:

1. Create common language and understanding of the Career Pathways Project for staff, students, parents, and community partners. An overarching communication plan will define key messages and concepts relevant to all Phase II goals and deliverables for all audiences.
2. Ensure that developmentally appropriate, curriculum related teaching and learning activities and resources are available to support teachers and to help students develop the knowledge, skills and attitudes to achieve the competencies they need to plan for their future and experience success in life and the workplace.
3. Explore, identify and develop a career planning portfolio tool(s) that will enable students to self-reflect, document their learning competencies and skills valued by employers, and research post-secondary and career opportunities.
4. Support and increase opportunities for students to be involved in experiential learning through exposure to the five Career Pathways.
5. Support and increase opportunities for students to obtain post-secondary credits, international certification and exposure, workplace certifications and/or post-secondary credentials through dual credit, off-campus opportunities and locally developed courses in cooperation with community and parent partnerships.
6. Engage and prepare District staff to confidently integrate the competencies into everyday teaching and to assist students in becoming explorers of a variety of pathways.

## ATTACHMENTS & APPENDICES


- |                |  |
|----------------|--|
| ATTACHMENT I   | Career Pathways Model                            |
| ATTACHMENT II  | Career Pathways Foundation, Purpose and Goals    |
| ATTACHMENT III | Career Pathways Why, What, How, Where, Who, When |

SS:JA:RSO:MC:SJ

# Career Pathways Model

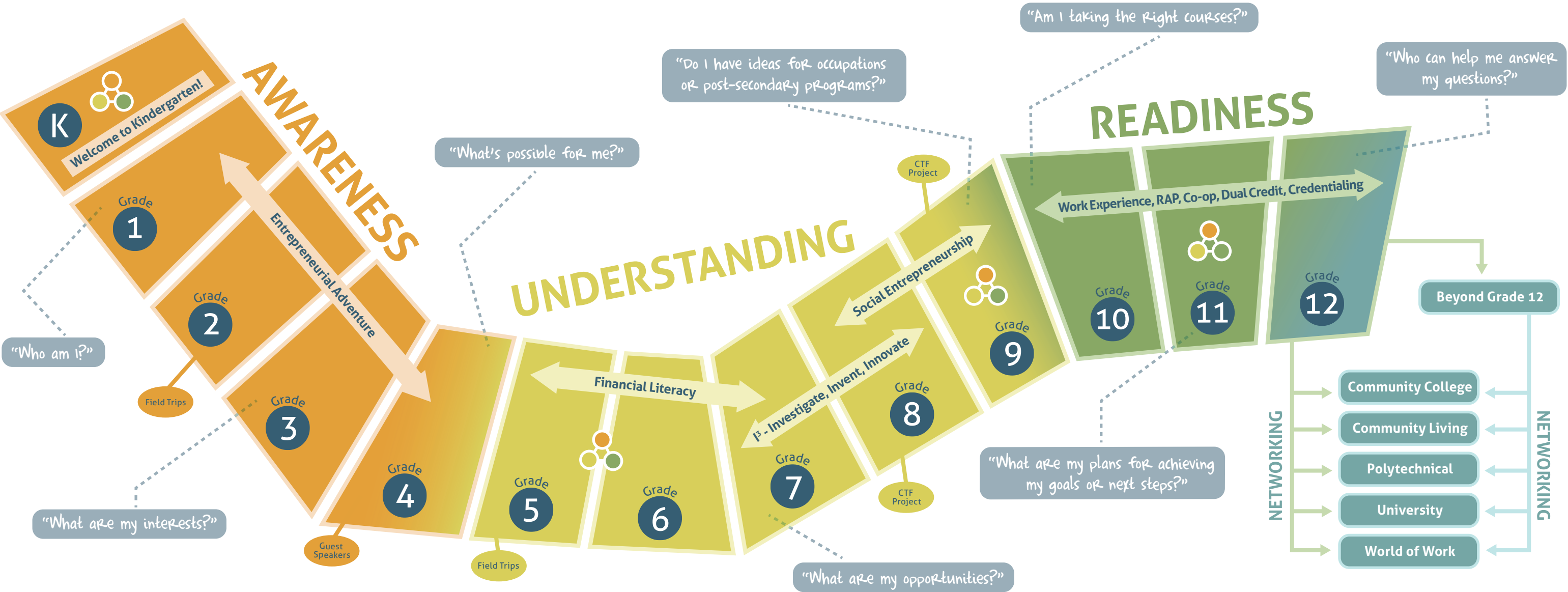
The Career Pathways Model fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships.

The Career Pathways Model is about building awareness, understanding and readiness for a pathway that helps students find dignity and fulfillment in life.



Student/Parent/Teacher Meeting on Career Pathways

Note: more frequent meetings may occur if required



**ESSENTIAL SKILLS FOR THE WORKPLACE**  
(Employment and Social Development Canada)

- |                |                |                       |
|----------------|----------------|-----------------------|
| • Reading      | • Numeracy     | • Oral Communication  |
| • Writing      | • Computer Use | • Working With Others |
| • Document Use | • Thinking     | • Continuous Learning |

**THE VISION OF AN EDUCATED ALBERTAN** (Alberta Education)  
An Engaged Thinker and Ethical Citizen with an Entrepreneurial Spirit

- |                     |                       |                                 |                                 |                        |              |
|---------------------|-----------------------|---------------------------------|---------------------------------|------------------------|--------------|
| • Critical thinker  | • Technology literate | • Communicator and team builder | • Values diversity              | • Financially literate | • Resilient  |
| • Life long learner | • Collaborative       | • Local contributor             | • Takes personal responsibility | • Confident            | • Risk taker |
| • Creative          | • Empathetic          | • Environmental steward         | • Competitive                   | • Self-reliant         |              |
| • Adaptable         | • Respectful          |                                 |                                 | • Resourceful          |              |

**EDMONTON PUBLIC SCHOOLS CAREER PATHWAYS**

- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences
- Arts, Design and Communication

# Career Pathways | Foundation, Purpose and Goals

## Goals

- 1** Create common language and understanding of the Career Pathways project for staff, students, parents and the community.
- 2** Ensure that developmentally appropriate teaching and learning activities and resources are available to help students develop the knowledge, skills and attitudes to achieve the competencies they need to plan for their future and experience success in life and the workplace.
- 3** Explore, identify and develop a career planning portfolio tool(s) that will enable students to self reflect, document their learning and research post secondary and career opportunities. Students will add to their portfolios from Kindergarten to Grade 12.
- 4** Support and increase opportunities for students to be involved in experiential learning through exposure to the five Career Pathways.
- 5** Support and increase opportunities for students to obtain post-secondary credits, international certification and exposure, workplace certifications and/or post-secondary credentials through dual credit, off-campus opportunities and locally developed courses in cooperation with community and parent partnerships.
- 6** Engage and prepare District staff to confidently integrate the competencies into everyday teaching and to assist students in becoming explorers of a variety of pathways.

## Purpose

The purpose of the Career Pathways project is for students to develop awareness of self and discover possibilities for life beyond school through competency-focused experiences. Starting in Kindergarten and extending through high school, students have the opportunity to learn about themselves, explore multiple possibilities as well as set goals and make plans. This will be achieved through the delivery

of instruction and student-centered learning activities that connect curriculum outcomes to the knowledge, skills and attitudes that achieve the competencies necessary for a life of dignity and fulfillment. Additional opportunities to build and demonstrate competencies essential for work and life will be provided through school programming and off-site activities that are supported by parent and community partnerships.

## Career Pathways Project

### The Career Pathways

- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences
- Arts, Design and Communication

### The Stages

- ▶ Awareness
- ▶ Understanding
- ▶ Readiness

## District Strategic Plan

### Priority 1

Goals 2 and 3

### Priority 2

Goal 1

### Priority 3

Goal 1, 2 and 3

## Ministerial Order

*Vision of an Educated Albertan:*

Engaged Thinker

Ethical Citizen

Entrepreneurial Spirit

# Career Pathways

*For a life of dignity and fulfillment*

## WHY are we doing this?

The purpose of the Career Pathways project is for students to develop awareness of self and discover possibilities for life beyond school through competency-focused experiences.

## WHAT will be different?

Students from Kindergarten to Grade 12 will explore the five career pathways and develop the skills, knowledge and attitudes necessary to **set goals, make plans, document and reflect on their learning.**

There will be **intentional** conversations about planning for next steps and a focus on **experiential learning.**

## HOW are we moving forward?

Through the establishment of a clear set of **goals and deliverables** and with the collaboration of Central staff, schools and the expertise of community members, we will continue to develop **resources, opportunities and supports** that will make student learning more:

- meaningful
- relevant
- connected
- experiential

## WHERE will the work happen?

The work will be grounded in schools and extend into the community through enhancing experiential learning opportunities connected to the five career pathways. These will include:

- work experience placements
- mentorships
- industry and community partnerships
- classroom instruction
- dual credit opportunities
- new locally developed courses
- delivery of CTF and CTS

## WHO will we engage?

It is essential for the success of this project to engage with staff, students, parents and the community on an ongoing basis. Success beyond schooling is a **collective responsibility** to ensure our students leave high school as **engaged thinkers, and ethical citizens, with an entrepreneurial spirit.**

## WHEN will we know we are successful?

An evaluation framework will be established to **measure the impact** of the project in achieving the Career Pathways intended outcomes. Measures will be qualitative and quantitative in nature and reflect student, staff, parent and community input.

**DATE:** April 19, 2016

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz

**SUBJECT:** Motion re Funding to Private or Charter Schools

**REFERENCE:** [Trustees' Handbook-Section 5.2.2-Notice of Motion News Article – August 8, 2008](#)

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## ISSUE

Notice of motion was served at the April 5, 2016, Board meeting.

## Rationale

The Board of Trustees has had a long-standing position that public funding should not be spent on private or charter schools since the provincial government started providing public dollars to private schools in the 1990s and with the initiation of publicly funded charter schools in the 1990s. Both private and charter schools dilute the unity of the public education system, do not have the transparency and accountability of publicly elected school boards, and do not demonstrate an effective return on taxpayer dollars.

Last year, the Alberta Government allocated over 200 million dollars in public tax dollars to private schools in a per student allocation. It is unclear how much capital funding has been given to private and charter schools. Until this public subsidy was established, parents used to have to pay the full freight of tuition if they chose to opt-out of the public system for a private school.

Private and charter schools are segregated. The Board has held a long-standing belief that public education should be inclusive, open to all, and that every student deserves access to a good public school in their community. For example, our schools cannot reject a student because they are special needs. Private and charter schools can be selective of students that they accept.

Parent choice is respected within the public system. Charter schools were initiated as a temporary experiment that has not been repeated in any other province. With the advent of increased choice programs within public school districts, they have become redundant. Their programming is often offered within public school districts. Charters are not subject to the same oversight of publicly elected school boards as are Public, Catholic, or Francophone districts.

We believe that choice is possible within the public education system and that our District has successfully provided dozens of choice programs to students and families. Unfortunately, as a school district, we have lost the ability to tax or generate revenue as a school district, so we must advocate to the provincial government our needs for new schools, maintenance and operational funding.

While we acknowledge that private schools have a right to exist, we do not believe they have a right to a public subsidy. If a parent wants to choose a different program or educational journey, or even a

boarding school, that is their right to choose and pay for themselves. Giving public funding to these private organizations is just as troubling as giving public land or turning over assets to a private organization.

This motion would reiterate this belief and urge the provincial government to phase the public subsidy to private schools back to public schools. As a District, we would welcome any student currently attending a private or charter school back to our District.

Public education is the cornerstone of our democracy, and unites our society by ensuring all students regardless of income, faith, ethnicity, or any other difference are welcomed to study together and build understanding. Private and charter schools erode this unity.

**RECOMMENDATION**

**That the Board of Trustees reaffirm its commitment to the provincial government that public funding to private or charter schools be phased out and reinvested in public education.**

**NEXT STEPS:**

Should the Board approve the recommendation; a letter will be sent to the Minister of Education by May 6, 2016.

MJ:mj



**DATE:** April 19, 2016

**TO:** Board of Trustees

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

**SUBJECT:** Proposed Revised Board Policy FGB.BP – Evaluation of Superintendent of Schools

**RESOURCE STAFF:** Nancy Petersen, Anne Sherwood, Sandra Stoddard

**REFERENCE:** Board Policy CH.BP – Framework for Policy Development and Review  
*School Act* s.113-115  
Board of Trustees Strategic Work Plan for 2015–2016

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## ISSUE

A review of current Board Policy FGB.BP - Evaluation of Superintendent of Schools was identified in the Board of Trustees Strategic Work Plan for 2015-2016 for the Policy Review Committee.

## BACKGROUND

The Policy Review Committee has reviewed and revised Board Policy FGB.BP – Evaluation of Superintendent of Schools (Attachment I) to:

- update the format to the current template for board policy
- reflect the revisions made to the Terms of Reference for the Board and Superintendent of Schools Evaluation Committee (BSEC) in 2014 since the policy was last reviewed in 2009
- link the evaluation of the Superintendent to the strategic plan
- include the responsibilities of the Superintendent as the Chief Executive Officer of the Board and the Chief Education Officer of the District under the *School Act*

The Policy Review Committee discussed the current practice of seeking stakeholder feedback to inform the Superintendent's evaluation. The proposed revised policy provides the opportunity to gather both quantitative and qualitative information to assess the Superintendent's performance in relation to the strategic plan. For example, strategic partnerships with the community are currently an outcome of the strategic plan and therefore, in addition to quantitative information, there is provision to elicit qualitative information from partners to assess the Superintendent's performance in this area. The policy is purposely not prescriptive on what qualitative information is required or from whom. The strategic plan will change over time and the BSEC requires flexibility to adjust the evaluation instrument and supporting information accordingly. In addition, provision has been made in Expectation 2 of the proposed revised policy to maintain the anonymity of individual Trustees, staff or other stakeholders providing feedback to inform the evaluation process.

## RELATED FACTS

In accordance with expectations for policy development in Board Policy CH.BP – Framework for Policy Development and Review, board governance policies (such as FGB.BP – Evaluation of Superintendent of Schools) do not require three separate considerations. The BSEC has reviewed the draft policy and had no recommended edits of changes.

## RECOMMENDATION

**That proposed revised Board Policy FGB.BP – Evaluation of Superintendent of Schools (Attachment I) be approved.**

## OPTIONS

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

1. Approve the recommendation.
2. Amend and approve the policy.
3. Refer recommendation for revision to the Policy Review Committee.

## CONSIDERATIONS & ANALYSIS

The revisions are intended to capture the Board's direction on the requirements for the evaluation of the Superintendent of Schools and to retain flexibility for the BSEC to adjust the evaluation instrument and process as necessary in the future to reflect appropriate alignment with District Priorities and/or the Strategic Plan.

The Terms of Reference for BSEC should be adjusted to reflect the revised policy should it be approved.

## NEXT STEPS

Should the Board approve the revised Board Policy FGB.BP – Evaluation of Superintendent of Schools, the District's online Board Policies and Regulations section will be updated accordingly.

## ATTACHMENTS & APPENDICES

ATTACHMENT I	Proposed Revised Board Policy FGB.BP – Evaluation of Superintendent of Schools
APPENDIX I	Trustees' Handbook section 6.1.1 – Board and Superintendent of Schools Evaluation Committee
APPENDIX II	Current Board Policy FGB.BP – Evaluation of Superintendent of Schools

:as

CODE: FGB.BP

EFFECTIVE DATE:

TOPIC: Evaluation of Superintendent of Schools

ISSUE DATE:

REVIEW YEAR:

## PURPOSE

To establish the Board of Trustees' (Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the District in accordance with the *School Act*. The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *School Act*, Alberta Education regulations, Board Policies, and the District Vision, Mission, Values and Priorities.

## DEFINITIONS

**District Priorities** are long-range desired results of the organization established by the Board based on the District Vision, Mission and Values. District Priorities are reviewed in consultation with stakeholders every four years following the election of the Board.

District Priorities inform the development of the Strategic Plan which includes strategies, goals and measurable outcomes for addressing each priority. The Strategic Plan is implemented in annual planning cycles and serves to guide and inform the respective work of the Board, the Superintendent and staff in their collective efforts to achieving the District Vision, Mission, Values and Priorities.

## POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school district. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to model and foster a collaborative working environment critical to a high functioning District.

The Board is committed to an annual performance evaluation process that measures:

- the Superintendent's performance with respect to the roles and responsibilities of the Superintendent; and
- achievement of the District Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators shall be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information shall be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources shall serve to:

- provide feedback on the Superintendent's leadership and performance in key areas
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- recognize areas and trends that are showing positive change or progress
- enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process
- inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle

## **EXPECTATIONS**

1. A three member Trustee Committee elected at the Organizational Board meeting shall, in accordance with the Terms of Reference established by the Board for the Committee and this policy, be responsible for:
  - a. recommending the evaluation process to be used to Caucus Committee;
  - b. organizing and overseeing the evaluation process;
  - c. reporting the evaluation results to the Caucus Committee and to public Board; and
  - d. initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *School Act* and provisions of the Superintendent's contract.
2. If the evaluation process calls for individual Trustees, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee shall compile and, or summarize the individual responses for reporting purposes to maintain respondents' anonymity.
3. The evaluation process shall provide the Superintendent with an opportunity to:
  - a. review all information used in the evaluation;
  - b. discuss the evaluation report with the Trustee subcommittee;
  - c. include a response to the evaluation in the report to Caucus Committee; and
  - d. discuss the evaluation report with the Caucus Committee.
4. The Superintendent shall be provided copies of the evaluation report submitted to Caucus Committee and the final evaluation report to Board of Trustees.
5. The Caucus Committee evaluation report and Board of Trustees' evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

## **ACCOUNTABILITY**

A summary of the Superintendent's Evaluation shall be brought to a public Board meeting.

## **REFERENCES**

Trustees' Manual - Board Role and Responsibilities

District Vision, Mission, Values and Priorities

*School Act* - Alberta Regulation - Superintendent of Schools Regulation

*School Act* Section 113

### 6.1.1 Board and Superintendent of Schools Evaluation Committee

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

#### Purpose

The Board and Superintendent of Schools Evaluations Committee (BSEC) is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools Contract in accordance with the [School Act](#).

#### Composition

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

Additional resources may be involved as requested by the Superintendent of Schools and/or designate.

#### Terms of Reference

##### A. Board Self-Evaluation

The Board shall undertake an annual Board evaluation for the purpose of Board development and to model its policy of system-wide evaluation as a means of continuous improvement.

The Board Evaluation process should:

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

The Committee will:

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

## **B. Evaluation of the Superintendent of Schools**

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

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

The evaluation process and supporting information sources serve to:

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

## **Process**

1. The Committee shall be responsible for:
  - a. recommending the evaluation process to be used to Caucus Committee;
  - b. overseeing the approved evaluation process; and
  - c. reporting the evaluation results to the Caucus Committee and to public Board.
  - d. initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [School Act](#) and provisions of the Superintendent's contract.

2. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
  - a. review all pertinent information used in the evaluation;
  - b. discuss the evaluation report with the Trustee subcommittee;
  - c. include a response to the evaluation in the report to Caucus Committee;
  - d. discuss the evaluation report with the Caucus Committee.
3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
4. The Superintendent of Schools shall be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
5. The Caucus Committee evaluation report and Board evaluation report shall be filed in the Board corporate records. The records shall be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

**CODE:** FGB.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Evaluation of Superintendent of Schools**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2016)**POLICY**

1. The Board of Trustees shall evaluate annually the performance of the Superintendent of Schools based on achievement of District Priorities and any other initiative that the Board of Trustees has approved.
2. A three (3) member Trustee subcommittee elected at the Organizational Board meeting shall be responsible for:
  - a. recommending the evaluation process to be used to Caucus Committee;
  - b. organizing and overseeing the evaluation process; and
  - c. reporting the evaluation results to the Caucus Committee.
3. The Chair of the Trustee subcommittee shall report to Board of Trustees at a public board meeting that the process has been completed.
4. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
  - a. review all information used in the evaluation;
  - b. discuss the evaluation report with the Trustee subcommittee;
  - c. include a response to the evaluation in the report to Caucus Committee; and
  - d. discuss the evaluation report with the Caucus Committee.
5. Notwithstanding 2.c. and 4.a. above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
6. The Superintendent of Schools shall be provided copies of the evaluation report submitted to Caucus Committee and the final evaluation report to Board of Trustees.
7. The Caucus Committee evaluation report and Board of Trustees' evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent of Schools, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

**REFERENCES**

Trustees' Manual - Board Role and Responsibilities

*School Act* - Alberta Regulation - Superintendent of Schools Regulation*School Act* Section 113



**DATE:** April 19, 2016

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Locally Developed Courses

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

**RESOURCE STAFF:** Janice Aubry, Melody Kostiuk

**REFERENCE:** [Alberta Education - Guide to Education](#)  
[Ministerial Order on Student Learning \(#001/2013\)](#)  
[GA.BP - Student Programs of Study](#)  
[GAA.BP - Delivery of Student Programs](#)  
[GK.BP- Student Assessment, Achievement and Growth](#)  
[GKB.AR- Standards for Evaluation](#)

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## ISSUE

Alberta Education requires that all locally developed courses (LDCs) be approved by the Board of Trustees prior to submission to Alberta Education and implementation in schools.

## BACKGROUND

LDCs are courses that are developed or acquired and approved by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities for students to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, support District alternative programs, and address local, community or parental interests. LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses. These courses serve to:

- further develop and cultivate the unique interests and abilities of students
- foster educational improvement and excellence through innovation at the local level
- meet the unique needs of a local community

LDCs are approved and/or renewed on a four year cycle by the developing school authority. In the case of high school courses, the courses must also be authorized every four years by Alberta Education. This process is governed by District and provincial policies.

A school authority may acquire courses from other school authorities, or they may request permission to acquire and adapt an LDC. This report contains LDCs that are acquired from other school authorities; no LDCs in this report have been acquired and adapted. Therefore, amendments or adaptations to these

LDCs may not be made without further written consent from the developing school authority. All of these acquired LDCs have been reviewed by District teachers and/or administrators and deemed to be still meeting the needs of District schools.

Supplementary information for teachers related to all LDCs, such as assessment information and possible resources, will be made available to teachers on an internal website. Student progress for all LDCs is to be assessed in accordance with GK.BP Student Assessment, Achievement and Growth and GKB.AR Standards for Evaluation.

Descriptions of each course, including current enrolments, are provided in Attachment I.

## RELATED FACTS

- All LDCs in this report have been acquired from other school authorities in the province for use in the District.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

## RECOMMENDATION

**That the following LDCs be approved for use in Edmonton Public Schools until August 2020:**

- **Astronomy 15**
- **Band 15-25-35**
- **Biology (AP) 35**
- **Chemistry (AP) 35**
- **Class V Driver Training 35 (3)**
- **Competencies in Math 15**
- **ESL English for Academic Success 35**
- **ESL Expository English 15-25**
- **ESL Introduction to Mathematics 15**
- **Extended Essay (IB) 35**
- **Instrumental Jazz 15-25-35**
- **Leadership, Character and Social Responsibility 15-25-35**
- **Painting (Advanced Techniques) 15-25-35**
- **Reading 15-25**
- **Study of Film 35**
- **Theory of Knowledge 25-35 (3)**
- **Vocal Jazz 15-25-35**

## OPTIONS

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

1. Approve the LDCs as presented.
2. Do not approve the LDCs as presented.

## CONSIDERATIONS & ANALYSIS

- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.
- All LDCs in this report have been acquired from other school authorities in the province for use in the District. No LDCs in this report have been amended or adapted.



- LDCs provide unique opportunities for students to explore a range of interests in subject areas, extend the learning outcomes in provincial programs, and/or accommodate special interests and abilities of students.
- Many LDCs support District alternative programming and career pathways.

## **NEXT STEPS**

Upon approval of this recommendation, the Administration will submit the high school LDCs to Alberta Education for authorization. If approved, the Administration will make those LDCs available for September 2016.

## **ATTACHMENTS & APPENDICES**

ATTACHMENT I	Summaries of LDCs Submitted For Approval on April 19, 2016
ATTACHMENT II	Enrolments for Expiring Locally Developed Courses

JA:ac

## **Summaries of LDCs Submitted for Approval on April 19, 2016**

### **ASTRONOMY 15**

Astronomy 15 is a 3 credit course acquired from Calgary Board of Education. It expires in August 2018. Astronomy 15 has not been previously delivered in Edmonton Public Schools. Astronomy 15 is planned for initial delivery at Jasper Place School.

Astronomy 15 provides opportunities for students to deepen their understanding of astronomical principles beyond the Alberta Science 10 Program of Studies. Throughout the course students will enhance their scientific literacy and numeracy through the application of active observation and documentation skills of various celestial bodies visible in the daytime and nighttime skies. Students in Astronomy 15 will analyze, assess and refine connections between celestial observations and human exploration, creativity, innovation, innate curiosity and technological advancements.

### **BAND 15-25-35**

Band 15-25-35 is a 9 and 15 credit course series that has been previously acquired, approved, and delivered by Edmonton Public Schools. It expires in August 2016. Band 15-25-35 is acquired from Calgary Board of Education. It is currently being delivered in three District high schools and had an enrolment of 26 students as of January 11, 2016.

Band 15-25-35 is designed as an extension of the Alberta Instrumental Music 10-20-30 Program of Studies. This course series offers students opportunities to refine and extend their musicianship through rehearsal and performance in an ensemble setting. Outcomes from Band 15-25-35 build upon and extend the foundational knowledge, attitudes and skills from the Instrumental Music 10-20-30 Program of Studies through the collaborative rehearsal and performance of historical and culturally diverse repertoire.

### **BIOLOGY (AP) 35**

Biology (AP) 35 is a 3 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016. It is acquired from Calgary Board of Education. It is currently being delivered at four District schools and had an enrolment of 117 students as of January 11, 2016.

The Biology (AP) 35 course is designed to be an extension of the existing Alberta Biology 30 course and provides students access to introductory post-secondary content. Biology (AP) 35 is designed to be the equivalent of a two-semester college introductory level biology course. Outcomes in this course focus on the development of proper laboratory techniques, developing critical thinking, and the ability to express ideas with clarity and logic. Biology (AP) 35 also focuses on students attaining an in-depth understanding of biological concepts and how this knowledge affects decision making and society as a whole.

### **CHEMISTRY (AP) 35**

Chemistry (AP) 35 is a 3 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from St. Albert Public Schools. It is currently being delivered at four District schools and had an enrolment of 135 students as of January 11, 2016.

Chemistry (AP) 35 focuses on students that wish to study beyond the scope of the provincial Chemistry 30 course. Students are encouraged to develop higher learning skills both on paper and in the laboratory. The course emphasizes the application of concepts learned in class to lab situations. Students learn data analysis, interpretation of facts, and critical thinking. Responsibility and independent thinking are also encouraged throughout the course so that students are well prepared to enter a first year university chemistry class with confidence. The Chemistry (AP) 35 course requires extra units that cannot be completed in the regular Science 10, Chemistry 20 and Chemistry 30 courses. This course also provides the extra time needed to support students to successfully complete the Advanced Placement requirements.

### **CLASS V DRIVER TRAINING 35 (3)**

Class V Driver Training 35 is a 3 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Northern Lights School Division. It is currently being delivered at Centre High and had an enrolment of 29 students as of January 11, 2016.

Class V Driver Training 35 is a combined classroom instruction and practical driving course that prepares students to acquire a Class 5 driving license. The course enables students to apply acquired knowledge through a student centered practical driving experience. Driver training is offered through collaboration between the school, Alberta Transportation and the local driver training industry.

### **COMPETENCIES IN MATH 15**

Competencies in Math 15 is a 3 and 5 credit course acquired from Red Deer Public School District. It expires in August 2018. Competencies in Math 15 has not been previously delivered in Edmonton Public Schools. It is planned for initial delivery at Institutional Services.

This course aims to build confidence in students by addressing cross-curricular competencies in the context of mathematics. The course will provide additional learning opportunities that will develop student competency in knowing how to learn, thinking critically, applying multiple literacies, identifying and solving complex problems, and demonstrating good communication skills. The course will enhance numeracy skills in students, develop their critical thinking and problem solving abilities, and set them up for success in future mathematics courses.

### **ESL ENGLISH FOR ACADEMIC SUCCESS 35**

ESL English for Academic Success 35 is a 3 and 5 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Calgary Board of Education. It is currently being delivered at two District schools and had an enrolment of 39 students as of January 11, 2016.

ESL English for Academic Success 35 is a course intended for English language learners who need to build and extend their communicative competence within all aspects of literacy (listening, speaking, reading, writing, viewing and representing). Students will engage with and examine a range of general, academic and content-specific materials from a variety of curricular areas that support the high school programs of study. This course provides students with opportunities to study language, its functions, forms, vocabulary and common cultural referents required to improve their literacy skills so that they are able to engage with a variety of written, oral, and representational aspects of communication.

**ESL EXPOSITORY ENGLISH 15-25**

ESL Expository English 15-25 is a 10 credit course series acquired from Calgary Board of Education. It expires in August 2016. ESL Expository English 15-25 has not been previously delivered in Edmonton Public Schools. ESL Expository English 15-25 is planned for initial delivery at Queen Elizabeth School. A number of other District schools have also expressed interest in offering this course series.

ESL Expository English 15 and 25 is a course series that provides English language learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing. ESL Expository English 15 and 25 provides opportunities for students to strengthen their understanding and application of the expository text forms (grammatical structures) and functions (purposes) to succeed in secondary and post-secondary education. The skills learned through this course series will also benefit them as citizens in the workplace, broader community, and the world as they become more informed and more able to effectively express themselves in a formal manner.

**ESL INTRODUCTION TO MATHEMATICS 15**

ESL Introduction to Mathematics 15 is a 5 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and has been acquired from Calgary Board of Education. It is currently being delivered at four District schools and had an enrolment of 112 students as of January 11, 2016.

ESL Introduction to Mathematics 15 is designed to meet the needs of English language learners who require scaffolded support with the English language and content of mathematics to access the Alberta Mathematics 10-12 Program of Studies. This course is meant for students who, due to limited or interrupted schooling in their first language, need explicit language, literacy, and numeracy instruction. ESL Introduction to Mathematics 15 also provides opportunities for students who are approaching grade level in their mathematical understanding to develop explicit language proficiency to access the mathematical content in higher grades. ESL Introduction to Mathematics 15 focuses on essential pre-requisite skills from the mathematical strands of number, shape and space, statistics and probability, patterns and relations. This course is intended to support students in the acquisition of competencies in language, literacy, and numeracy in mathematics to successfully transition into the Alberta Mathematics 10-12 Program of Studies.

**EXTENDED ESSAY (IB) 35**

Extended Essay (IB) 35 is a 3 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from St. Albert Public Schools. It is currently being delivered at six District schools and had an enrolment of 118 students as of January 11, 2016.

Extended Essay (IB) 35 is a required component for achieving the International Baccalaureate (IB) Diploma, along with the Theory of Knowledge (TOK) and Creativity, Action and Service (CAS) component. The Extended Essay (IB) 35 is an in-depth study in a specific International Baccalaureate subject, but not restricted to one of the students' examination subjects. Extended Essay (IB) 35 aims to provide students with an opportunity to explore some subjects in greater depth and study others more broadly, but is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

**INSTRUMENTAL JAZZ 15-25-35**

Instrumental Jazz 15-25-35 is a 9 and 15 credit course series that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Calgary Board of Education. It is currently being delivered at nine District schools and had an enrolment of 245 students as of January 11, 2016.

Instrumental Jazz is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program. Instrumental Jazz 15-25-35 is designed as an extension to the Instrumental Music 10-20-30 program, allowing students to deepen their knowledge and appreciation of instrumental jazz and hone their musical skills through study and performance.

**LEADERSHIP, CHARACTER AND SOCIAL RESPONSIBILITY 15-25-35**

Leadership, Character and Responsibility 15-25-35 is a 9 and 15 credit course series that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Golden Hills School Division. It is currently being delivered at six District schools and had an enrolment of 385 students as of January 11, 2016.

Leadership, Character and Social Responsibility 15-25-35 is designed to provide students with opportunities to explore leadership, develop leadership skills and abilities, and to grow and develop as individuals while making a difference in their school and community. This courses series provides students with guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility. Leadership, Character and Social Responsibility 15-25-35 is designed to develop essential leadership knowledge and skills with a focus on development of character. Outcomes from this course series focus on the development of key values, attitudes, and ethics for leadership and for responsible citizenship in the future. Unlike other leadership modules and courses, the focus of this course series is on developing an engaged thinker, ethical citizen, and morally responsible and social individual.

**PAINTING (ADVANCED TECHNIQUES) 15-25-35**

Painting (Advanced Techniques) 15-25-35 is a 9 credit and 15 credit course series that has been previously developed, approved and delivered at Edmonton Public Schools. It expired in August 2015 and was not moved forward for re-approval at that time. Calgary Board of Education was granted permission to acquire and adapt Painting (Advanced Techniques) 15-25-35. The District is now acquiring this course series from Calgary Board of Education. Painting (Advanced Techniques) 15-25-35 is planned for delivery at Strathcona School and Victoria School.

In Painting (Advanced Techniques) 15-25-35, students will be challenged to develop specific technical abilities in both traditional and non-traditional painting. They will be encouraged to create and express visual ideas unique to their personal experience and cultural context. This challenge will require students to work in a rich variety of means and materials in order to extend their repertoire of visual experiences. Painting (Advanced Techniques) 15-25-35 is designed to provide students with opportunities to have an extended exploration of an area of personal interest. It enables students to develop a personal and critical view of themselves in relation to the world.

**READING 15-25**

Reading 15-25 is a 6 and 10 credit course series that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Calgary Board of

Education. It is currently being delivered at seven District schools and had an enrolment of 264 students as of January 11, 2016.

The Reading 15-25 course series is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them construct the meaning of the print and visual texts they encounter in school, in post-secondary education, in the workplace, in the community, and in leisure time pursuits. Students who possess a wide variety of strategies will move towards increasing independence in making sense of print and visual texts. With these skills, students are more likely to choose to read widely for a variety of purposes.

In Reading 15-25 students will study a wide range of texts encompassing those that they need to be able to read in order to be successful in their senior high school courses. The texts students study can also include online and print resources they encounter in career exploration and texts they are required to read in the workplace and in courses such as the Registered Apprenticeship Program, Work Experience and Career and Technology Studies. Reading 15-25 also gives particular emphasis to texts that students choose to read for their own interest and pleasure.

### **STUDY OF FILM 35**

Study of Film 35 is a 3 credit course that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from St. Albert Public Schools. It is currently being delivered at two District schools and had an enrolment of 43 students as of January 11, 2016.

The Study of Film 35 course is intended for students who wish to expand their knowledge of film and understanding of film-making. Film is presently an essential part of the Alberta English Language Arts Program of Studies, where students are engaged in appreciating film as literature. Study of Film 35 will provide students with more advanced and in-depth skills and experiences that will assist them in further developing their critical appreciation of film and considering multiple perspectives and issues presented in film. Study of Film 35 provides an alternate method of examining the complexities of narrative unavailable to some readers. Their knowledge and experience will enable them to become more informed and critically aware viewers and thinkers as well as to enhance their ability to deconstruct bias in all forms of media.

### **THEORY OF KNOWLEDGE (IB) 25-35**

Theory of Knowledge (IB) 25-35 is a 6 credit course series that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Edmonton Catholic School District. It is currently being delivered at seven District schools and had an enrolment of 393 students as of January 11, 2016.

Theory of Knowledge (IB) 25-35 encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study and to make connections across them. It is a course series that provides opportunities for students to develop critical thinking and inquiry skills that focus on the process of knowing, rather than about learning a specific body of knowledge. This course series encourages students to challenge the status quo and to build relationships through collaboration and teamwork.



**VOCAL JAZZ 15- 25-35**

Vocal Jazz 15-25-35 is a 9 and 15 credit course series that has been previously acquired, approved and delivered at Edmonton Public Schools. It expires in August 2016 and is acquired from Calgary Board of Education. It is currently being delivered at two District schools and had an enrolment of 49 students as of January 11, 2016.

Vocal Jazz 15-25-35 provides students with opportunities to study the jazz idiom as a subject in its own right in a small ensemble setting and as an integral part of a Fine Arts program. Vocal Jazz 15-25-35 provides opportunities for students to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In Vocal Jazz 15-25-35, students explore the human voice and experience the skills necessary to understand and communicate musically, culminating with performance opportunities.

## Enrolments for Expiring Locally Developed Courses

Locally Developed Course Name/Series	Schools offering in 2015-2016	Total Student Enrolment 2014-2015	Total Student Enrolment as of January 11, 2016
Band 15-25-35 (3 and 5 credit)	Ross Sheppard	98	26
	Strathcona		
	W.P. Wagner		
Biology (AP) 35	J. Percy Page	100	117
	Jasper Place		
	Queen Elizabeth		
	W.P. Wagner		
Chemistry (AP) 35	J. Percy Page	103	135
	Jasper Place		
	Queen Elizabeth		
	W.P. Wagner		
Class V Driver Training	Centre High	0	29
ESL English for Academic Success 35	Centre High	53	39
	Ross Sheppard		
ESL Introduction to Mathematics 15	Centre High	112	112
	Eastglen		
	M.E. LaZerte		
	Queen Elizabeth		
Extended Essay (IB) 35	Harry Ainlay	109	118
	M.E. LaZerte		
	McNally		
	Old Scona		
	Ross Sheppard		
	Victoria		
Instrumental Jazz 15-25-35	Harry Ainlay	295	245
	Jasper Place		
	Lillian Osborne		
	M.E. LaZerte		
	Queen Elizabeth		
	Ross Sheppard		
	Strathcona		
	Victoria		
	W.P. Wagner		

<b>Locally Developed Course Name/Series</b>	<b>Schools offering in 2015-2016</b>	<b>Total Student Enrolment 2014-2015</b>	<b>Total Student Enrolment as of January 11, 2016</b>
Leadership, Character and Social Responsibility 15-25-35	Academy King Edward	370	385
	amiskwaciy Academy		
	Centre High		
	Millwoods Christian		
	Ross Sheppard		
	Victoria		
Reading 15-25	Centre High	179	264
	Harry Ainlay		
	J. Percy Page		
	Jasper Place		
	L. Y. Cairns		
	Queen Elizabeth		
	Strathcona		
Study of Film 35	Mill Woods Christian	59	43
	Strathcona		
Theory of Knowledge (IB) 25-35	Harry Ainlay	397	393
	Jasper Place		
	Lillian Osborne		
	M.E. LaZerte		
	McNally		
	Old Scona		
	Ross Sheppard		
Vocal Jazz 15-25-35	Ross Sheppard	45	49
	Victoria		