



Edmonton School District No. 7
 One Kingsway
 Edmonton, Alberta

McCauley Chambers
Tuesday, April 5, 2016
 2:00 p.m.

Board Meeting #10


AGENDA

BOARD OF TRUSTEES

Michael Janz
 Board Chair

Michelle Draper
 Board Vice-Chair

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

- 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 #9 – March 15, 2016
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 9:00 a.m. on Tuesday, April 5, 2016 to speak under this item.)
- H. Reports:
 - 2. Engaged and Effective Governance - Student Leadership (Recommendation)
Note: There will be a 20 minutes presentation for this item.
 - 3. Staff Group Presentations re 2016-2017 Proposed Budget: **(NO ENCLOSURE)**
 - Edmonton Public Teachers **2:30 p.m. – 3:00 p.m.**
 - CUPE Local 784 (Maintenance Staff) **3:00 p.m. – 3:15 p.m.**
 - CUPE Local 3550 (Support Staff) **3:15 p.m. – 3:30 p.m.**
 - Exempt Staff **3:30 p.m. – 3:45 p.m.**
 - 4. Summer Programming Pilot Project – Greater Lawton Area Schools (Information – Response to Request for Information #133)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

MINUTE BOOK

Board Meeting #9

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, March 15, 2016 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Cheryl Johner

Ray Martin
Bridget Stirling

Officials

Lisa Austin
Angela Anderson
Ron MacNeil
Kathy Muhlethaler

Lorne Parker
Kent Pharis
Madonna Proulx
Darrel Robertson

Sandra Stoddard
Mike Suderman

Acting Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 474 – John Vradenburgh, President

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

A. O Canada 

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

The Superintendent advised that Trustee Janz was absent. All other Trustees were present.

MINUTE BOOK

C. Approval of the Agenda

MOVED BY Trustee Ip:

**“That the agenda for the March 15, 2016 board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Acting Board Chair

The Acting Board Chair provided communications.

E. Communications from the Superintendent of Schools

The Superintendent provided communications.

F. Minutes

1. Board Meeting #8 – March 1, 2016

MOVED BY Trustee Chubb:

**“That the minutes of Board Meeting #8 held March 1, 2016 be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Recognition

2. Edwin Parr Teacher Award

Ms Courtney Barron, a teacher at George H. Luck School, was selected as the District’s nominee for the Edwin Parr Teacher Award.

There was a short break in the meeting at this point.

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports

3. Report #4 of the Caucus Committee (From the Meeting Held March 1, 2016)

Information was received regarding actions taken at the March 1, 2016 Caucus Committee meeting.

MINUTE BOOK

4. Motion re Funding and Support for Syrian Students in Edmonton Public Schools

MOVED BY Stirling:

“That the Board of Trustees approve writing a letter of support requesting federal government funding and support for Syrian students in Edmonton Public Schools.”

The Acting Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

5. School Utilization Rates
(Response to Request for Information #130)

The Trustees received a presentation in response to a request for information.

There was a short break in the meeting at this point.

6. Three Year Capital Plan 2017-2020

MOVED BY Gibson:

“That the Board of Trustees approve the proposed capital priorities for modernizations and new construction identified in the *Three-Year Capital Plan 2017-2020*.”

The Acting Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

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

There were no registered speakers for this item.

- K. Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

- L. Trustee and Board Requests for Information - None

- M. Notices of Motion

Trustee Draper served notice of motion on behalf of Trustee Janz for the April 5, 2016 Board meeting:

MINUTE BOOK

Be it resolved that the Board of Trustees write a letter to the provincial government to advocate changes to the Alberta Human Rights Act that would eliminate discrimination against families with children through adult only rules. Further, that the Board of Trustees solicit a letter of support from Edmonton City Council.

N. Next Board Meeting Date: Tuesday, April 5, 2016 at 2:00 p.m.

O. Adjournment (4:55 p.m.)

The Acting Board Chair adjourned the meeting.

Michelle Draper, Acting Board Chair

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

DATE: April 5, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Engaged and Effective Governance: Student Leadership

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

RESOURCE STAFF: Thomas Banks, Kent Butt, Alison Caulfield, Simran Dhillon, Jacob Dunn, Bill Howe, Andy Lee, Sandra Marianicz, Nancy Petersen, Lisa Wright, Christian Zukowski

REFERENCE: September 10, 2013 Board Meeting - Motion re Student Trustee/Representative
June 10, 2014 Board Report - Student Representative
June 23, 2015 Board Report - Student Trustee

ISSUE

The following motion was approved by the Board of Trustees on June 23, 2015:

That, as a means to promote active engagement and enhance student voice in the democratic process, the District Legacy Course students be empowered to use the findings from this year's pilot to explore and propose an alternative governance model that builds upon the concept of an elected Student Trustee and establishes system-wide student engagement process to support students across Edmonton Public Schools to have a meaningful voice in public education. A recommendation report that includes timelines to support a Student Trustee election process would be brought forward to the Board of Trustees in January for consideration.

The guiding question that underpins the aforementioned work was developed by District Legacy Course students in the fall of 2015:

How do we build upon the synergy and excitement of the initial year's Student Trustee pilot to find an authentic model of youth voice and leadership that supports our District's cornerstone values and Strategic Plan, is relevant and engaging to youth, is sustainable, and holds the potential to build youth engagement across our system and beyond?

BACKGROUND

The election of Alberta's first Student Trustee was a historic moment for Alberta and Edmonton Public Schools. The District values youth voice and all stakeholders' desire to see a structure in place that supports meaningful engagement between District students and both the Board of Trustees and Administration.

At the June 23, 2015, board meeting the Board approved the recommendation that the students of the 2015-2016 District Legacy course to bring forward a recommendation reflecting a model of student governance to be implemented within the District. The model was to engage students from across the District, provide a structure or means for meaningful student engagement and provide recommended timelines for a Student Trustee election process.

In fall 2015 McNally School took on responsibility for hosting and instructing the District Legacy course and 33 students from across District high schools were registered. All students in the course received an overview of the Student Trustee initiative and a small subcommittee was formed to lead the development of a recommended model of student governance.

The proposed model highlighted in this report, reflects the research, consultation, engagement and developmental work conducted by the District Legacy Course students over the past several months to inform their recommendation of a model of student governance being brought forward at this time. District students, staff, principals, parents, former Edmonton Public Schools Student Trustee - Miss Johannah Ko and former Vancouver Public District Student Trustee, Nicholas Milum, make up the stakeholders engaged during this process. District Legacy course students also reached out to educational organizations who would have a perspective on or experience with youth governance.

RELATED FACTS

- Edmonton Public Schools has 24 high schools composed of students reflecting a variety of cultures, circumstances and abilities.
- The proposed model of student governance has been designed to engage students from across District high schools to ensure the diversity of student voice represents the diversity of the District's student body.
- The proposed model of student governance is structured around the following components:
 1. District high schools
 2. a Student Senate Body
 3. Student Trustees
 4. the Board of Trustees
 5. District staff
 6. an operational budget
 7. defined roles and responsibilities
 8. evaluation
- For a high level overview of components one through six of the model refer to Attachment I, District Legacy Student's Youth Governance Model Template.
- District staff will support an evaluation of the model that includes input from the Student Senate members, the Board of Trustees and staff connected to the model; a summary of this evaluation will be brought forward in June 2017 to the Board of Trustees in a collaborative effort between District administration and the Student Senate.
- The District Legacy course would remain an educational option for District high school students, but would be separate from the role of student governance in the District.

RECOMMENDATION

- 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.**
- 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.**

OPTIONS

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

1. Approve the Youth Engagement Model and proposed budget as presented.
2. Approve the Youth Engagement Model and proposed budget, with amendments.
3. Do not approve the Youth Engagement Model.

CONSIDERATIONS & ANALYSIS

The proposed Youth Engagement model provides the Board of Trustees with direct access to student voice to inform decision-making and supports the Board and Administration in dissemination of information and implementation of initiatives relevant to students. Additionally, the model provides a means for students across all District high schools to actively learn about and participate in democratic governance, gain a stronger understanding of the role of public education, and voice their perspectives about relevant educational issues.

Youth engagement in public education reflects our District's cornerstone values and supports the District Strategic Plan. While all are reflected, the District Legacy students saw a strong connection between youth governance and the following priority areas:

- Priority 1, Goal Two (Success for Every Student) and Goal Three (Success Beyond High School)
- Priority 2, Goal One (A Focus on Well-being and Student Citizenship)

A model of District youth governance reflects the Board of Trustees' sincere commitment to fulfill Priority 3, Goal three, Engaged and Effective Governance.

Similarly, in terms of the District's cornerstone values, this initiative draws students into collaborative roles, between schools, catchments, District staff and our Board of Trustees in an effort to share perspectives and engage in collective problem solving and constructive dialogue about pertinent issues.

In addition, benefits to youth engagement include facilitation of competency development (e.g., critical thinking, information management, innovation, communication, etc.). This model promotes the development of students as engaged thinkers and ethical citizens with an entrepreneurial spirit as described within the Ministerial Order for Student Learning. Moreover, Student Trustees and Student Senators will be addressing the outcomes of the District's Career Pathways initiative, as participating students will experience governance and have opportunity to work closely with people in political and public service careers.

Such a Youth Engagement Model will provide the Board of Trustees with access to diverse youths' feedback, across all District high schools, on topics or issues of importance. Youth engagement in public education is a topic of heightened interest to policy makers, researchers, and practitioners alike.

Additionally, there is a growing interest in Alberta to build a provincial structure to support the development of student engagement programs in the area of education governance. Provincial stakeholders are interested in how Edmonton Public Schools will approach youth governance relative to other models employed in Ontario, British Columbia, and the United States.

NEXT STEPS

Upon approval of this recommendation, Governance and Strategic Support Services will:

- Develop and communicate to high school principals, the process to support the establishment of the Student Senate for the 2016-2017 school year; this work would include the provision of supporting forms and communication tools.
- Identify staff with relevant experience to support the Student Senators and Student Trustees, and to provide ongoing mentorship.
- Work with the Student Senate to draft a revised role and responsibilities statement to be brought forward to the District Priorities and Governance Trustee sub-committee for approval and placement in the Trustees Handbook reflecting the roles of a Student Trustee and Student Senator.

- Facilitate the development of a Student Senate Handbook which outlines the Student Senate's governance model.
- Engage with staff from Research and Innovation to develop the evaluation of the model prior to implementation.
- Provide an update on the progress and status of this initiative to a Caucus meeting in October 2016.
- Coordinate the introduction of the Student Senate and Student Trustees at an appropriate upcoming board meeting.

ATTACHMENTS & APPENDICES

ATTACHMENT I - District Legacy Student's Youth Governance Model Template

TB:KB:AC:SD:JD:BH:AL:SM:LW:CZ:lw

Legacy Student's Youth Governance Model Template

District High Schools	<ul style="list-style-type: none"> • Each year all District high schools will have the opportunity to elect or select up to a maximum of two students to sit on the Student Senate. • These students will represent the students of their schools (and catchment area) and serve as a conduit for information, communication and engagement between students, the Student Senate and ultimately, the Board of Trustees and District Administration. • To be eligible to be a Student Senate member, students must meet common District criteria; this criteria will be established by staff from Governance and Strategic Supports (GSS), using the criteria developed to support last year's election of a Student Trustee and in collaboration with students from the District Legacy course. • Student Senate members will be identified in the spring of each school year and will serve a one year term of office (e.g., September 1, 2016 to June 29, 2017). • District high schools will develop a Student Senate selection/election process to align with existing youth leadership practices within their school.
Student Senate	<ul style="list-style-type: none"> • Students from across District high schools come together to form the Student Senate. • Once Student Senators have been identified from across District high schools each spring, they will hold an operational meeting prior to the end of the school year to transition from the current Student Senate to the newly elected Senate; this meeting will include activities such as establishing the incoming chair and vice-chair and setting the date for their meeting of the new school year. • The Student Senate will meet formally after school on a monthly basis, have a guiding role and responsibilities statement, and have a chair and vice-chair to support their governance. • District staff will provide ongoing guidance and support to the organization and operations of the Student Senate, including, but not limited to, the senate monthly meetings, preparation for a minimum of three annual public board meetings, processes to support connecting with District schools and students and the ongoing communication between the Student Senate and the Board of Trustees. • The Student Senate will discuss education and youth leadership topics based on the voice of District students. • Through a tri-annual reporting process at public board meetings, the Student Senate will provide youth voice to the Board of Trustees and will be accessible as a source of youth voice to the Board of Trustees throughout the year. • Student Senators will support the preparation and writing of the Student Trustee report for each of the three public board meetings. • Members of the Student Senate will reach out to students in their high school and their catchment schools as appropriate to gain student voice or to engage students in the area of youth governance.

Student Trustee	<ul style="list-style-type: none"> • The Student Senate will elect three members to serve in the role of Student Trustee. • This election will take place amongst Student Senate members and will occur during the first Student Senate organizational meeting for each school year. • The Student Trustees will participate fully in the Student Senate as well as attend a minimum of three public board meetings. • The dates of these meetings will be mutually set between the Board of Trustees and the Student Senate. • At each of selected public board meeting, Student Trustees will provide a written report for Trustees. These reports will reflect topics the Student Senate wishes to bring forward, a summary of Senate activities and provide youth voice/perspective to any Board of Trustee requests for information. • At each of the selected board meetings, one of the three Student Trustees will sit in the Student Trustee chair in McCauley Chambers to actively participate in the meeting on behalf of District students. The other two Student Trustees will sit in the audience and be available to support questions. • The three Student Trustees will be available to attend other District or board events where student voice and representation would be appropriate. • District staff supporting the Student Senate would also provide mentorship and support to the Student Trustees. 										
Board of Trustees	<ul style="list-style-type: none"> • Trustees will invite the Student Trustees to participate in a minimum of three public board meetings a year to bring student perspective to critical educational issues. • As appropriate, Trustees will reach out to the Student Senate during the school year as a source of youth voice or perspective. 										
District Administration	<ul style="list-style-type: none"> • Each year, staff from central decision units will provide logistical support for the implementation of the Student Senate selection/election process for high schools. • Staff from GSS will provide ongoing support, guidance and mentorship to the Student Senate and the three Student Trustees, as well as act as a liaison between the student governance structure (Student Senate) and the Board of Trustees. • Staff from Communications, in collaboration with GSS staff, will provide orientation training to the new Student Trustees and Senate body each year, as well as being available for ongoing or emerging communications support. • Staff from Research and Innovation will provide evaluation support to the model. 										
Annual Budget	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">0.15 FTE of a leadership unit cost for GSS staff support to the model</td> <td style="text-align: right;">21,200</td> </tr> <tr> <td>support for transportation, food, and child care costs to support student participation on the Student Senate</td> <td style="text-align: right;">4,000</td> </tr> <tr> <td>funds to the Student Trustees to support expenses related to the fulfilling of their duties</td> <td style="text-align: right;">500</td> </tr> <tr> <td>Student Senate orientation and training</td> <td style="text-align: right;">900</td> </tr> <tr> <td>Total annual budget</td> <td style="text-align: right; border-top: 1px solid black;">26,000</td> </tr> </table>	0.15 FTE of a leadership unit cost for GSS staff support to the model	21,200	support for transportation, food, and child care costs to support student participation on the Student Senate	4,000	funds to the Student Trustees to support expenses related to the fulfilling of their duties	500	Student Senate orientation and training	900	Total annual budget	26,000
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DATE: April 5, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Summer Programming Pilot Project – Greater Lawton Area Schools

ORIGINATOR: Sandra Stoddard, Executive Director, Governance, Strategic Services and Supports to Schools

RESOURCE STAFF: Nancy Petersen, Lynn Schlacht

REFERENCE: n/a

ISSUE

Trustee Martin requested Administration to provide “a high level overview of the Summer Programming Pilot Project at a future board meeting.”

BACKGROUND

In order for the District to better understand the impact of summer programming in relationship to mitigating the summer learning gap in high socially vulnerable communities, staff from Governance and Strategic Supports (GSS) are working with a cohort of schools in the greater Lawton area and key community partners to plan and deliver a summer program at Rundle School this year.

CURRENT SITUATION

The program will be available to Grade 1–6 students currently attending Abbott, R. J. Scott and Rundle schools. The following are key elements to the program:

- The Family Centre and Boys and Girls Big Brothers Big Sisters will be the two key agencies whose staff will oversee the program on-site in the summer.
- Lynn Schlacht, Principal Rundle School, is taking a lead role on behalf of the schools in planning the program with our partners.
- The program will run during the month of July and it is anticipated that up to 50 children will be registered by the end of June.
- The program is being designed based on the success of other summer program models currently implemented in Edmonton, such as Summer at City Centre Education Program (CCEP) and the summer program at Balwin School.
- The program is being developed to reflect summer programming health and safety practices being promoted at the Edmonton Out of School Time Table.
- The program also includes a deliberate focus on activities that will promote student literacy growth throughout the summer. Frontier College has been engaged to support with this aspect of the program development and delivery.
- The types of specific activities being planned for the program include, but are not limited to, cooking, art, recreation, music and day trips. The nature and rigour of the activities will reflect the

type of things that engage children's thinking, promote literacy growth and provide experiences that serve as the foundation for future learning.

- Aside from the two hosting organizations, the following community agencies are currently involved in the planning and committed to providing their expertise or service as appropriate to support program delivery: E4C, Edmonton Public Library, School of Music, City of Edmonton, and Frontier College.
- There will be a daily snack provided in both the morning and afternoon; lunch will be brown bag, with food on hand should a child not have a lunch.
- Parents will need to get their children to camp at Rundle School each day; there will be yellow bus service to support taking children out for field trips.
- There will also be a parent engagement component to the camp provided by the Family Centre.
- During the camp there will be a strategic effort made to engage the children and their families with some of the programs and services directly in the area that will be available in August to support ongoing safe and engaging summer activities for the children. These will include, but not limited to, the community library, the community recreation centre and the Boys and Girls, Big Brothers Big Sisters club house located right in the Rundle community.
- There will be an evaluation of the program using both quantitative and qualitative evidence. This evaluation will assess the impact on student reading levels and will include student and parent feedback around the program. The exact details of how this evaluation will be conducted are still being worked through at this time. The evaluation plan will be finalized prior to the start of the program.

KEY POINTS

- There will be a summer program at Rundle School this year to examine how quality summer programming may mitigate the summer learning gap in high socially vulnerable areas.
- There will be an evaluation component to the program to measure the impact on students' reading levels.
- The program will be developed and delivered in partnership with key community partners.

ATTACHMENTS & APPENDICES

N/A

NP:np