




AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, February 16, 2016
2:00 p.m.

Board Meeting #7

- 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 #6 – January 19, 2016
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10:00 a.m. on Tuesday, February 16, 2016 to speak under this item.)
- H. Reports:
 - 2. Report #3 of the Caucus Committee (From the Meeting Held February 2, 2016)
(Information)
 - 3. Success for Every Student - English Language Learners
Presentation
(Information)
Note: There will be a 20 minute presentation for this item.
 - 4. Locally Developed Courses
(Recommendation)
 - 5. Infrastructure Maintenance and Renewal Update
(Information)
 - 6. Bereavements
(Information)

BOARD OF TRUSTEES

Michael Janz
Board Chair

Michelle Draper
Board Vice-Chair

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

- 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 10:00 a.m. on Tuesday, February 16, 2016 to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

MINUTE BOOK**Board Meeting #6**

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, January 19, 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
Heather Raymond

Darrel Robertson
Sandra Stoddard
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 3550 – Linda Harris, Gloria Lepiné and Janis Zeilke

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.

MINUTE BOOK

A. O Canada 

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Chubb:

“That the agenda for the January 19, 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 provided communications.

F. **Minutes**

1. Board Meeting #5 – December 15, 2015

MOVED BY Trustee Draper:

“That the minutes of Board Meeting #5 held December 15, 2015 be approved as printed.” (UNANIMOUSLY CARRIED)

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

There were no registered speakers for this item.

H. **Reports**

2. Locally Developed Courses

MOVED BY Trustee Ip:

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

- Bible Studies Grade 1 to Grade 9

MINUTE BOOK

- Calculus (AP) 35
- Capstone (AP) 25-35
- French Language Arts Late Immersion 7
- Judaic Studies Kindergarten to Grade 9
- Theatre Performance 15-25-35
- Workplace Essential Skills 25-35”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

3. **Update on new School Construction and Modernization**

Information was received regarding an update on new school construction and modernization.

4. **Bereavements**

Vice-Chair Draper reported on the passing of Ms. Starla Mae Ropp and Ms. Leigh Smith.

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

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

K. Trustee and Board Requests for Information

Trustee Martin requested that Administration provide a comprehensive overview at a future board regarding the Summer Programming Pilot Project offered at schools in the Greater Lawton area.

Trustee Gibson requested that Administration follow up with the City of Edmonton for a response to the March 26, 2015 letter sent from the Board Chair requesting the City of Edmonton to devote more resources to awareness and enforcement in school zone traffic zones.

The Superintendent stated that information on Advanced Placements and International Baccalaureate Programs would be provided for further understanding for the Trustees.

MINUTE BOOK

L. **Notices of Motion - None**

M. **Next Board Meeting Date:** Tuesday, February 2, 2016 at 2:00 p.m.

N. **Adjournment** (3:15 p.m.)

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

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

DATE: February 16, 2016

TO: Board of Trustees

FROM: Trustee Michelle Draper, Caucus Committee Chair

SUBJECT: Report #3 of the Caucus Committee (From the Meeting Held February 2, 2016)

ORIGINATOR: Dr. 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

ISSUE

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

The following recommendation was approved at the February 2, 2016 Caucus Committee meeting:

Memorandum of Agreement (MOA) with CUPE Local 784 (Maintenance Staff) for a 2014-2017 Maintenance Collective Agreement

That the Memorandum of Agreement for a three-year collective agreement with CUPE Local 784 (Maintenance Staff) from September 1, 2014 to August 31, 2017 be approved.

BACKGROUND

On January 18, 2016 after 26 meetings following the exchange of proposals in 2014, the Administration and CUPE Local 784 (Maintenance Staff) signed a Memorandum of Agreement to conclude a new collective agreement. Trustees Janz and Chubb represented the Board of Trustees during these negotiations.

SS:sj

DATE: February 16, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Success for Every Student – English Language Learners

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

RESOURCE STAFF: Lynn Farrugia, Marlene Hanson, Heather Raymond

REFERENCE: [GGAB.BP Multicultural Education](#)
[GGAB.AR Multicultural Education](#)

ISSUE

To provide an update to the Board of Trustees regarding English Language Learners (ELL) and District supports and services to enhance their growth.

BACKGROUND

This report outlines the current enrolment numbers for ELL in Edmonton Public Schools, related services and supports, and an outline of plans to support an expected increase in enrolment in 2016.

CURRENT SITUATION

The number of students identified and coded as ELL, as of September 30, 2015, is 22,437. This includes 166 early learners and 1,625 Kindergarten students. This is an increase from 12 613 identified students in 2010-11.

Early Learners	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
166	1625	2130	2309	2362	2172	1891	1789
		Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		1560	1302	1159	1149	1020	1803

In 2014-2015, four English as a Second Language (ESL) Reception Centres continued to serve schools. These are situated at Harry Ainlay, Jasper Place, J Percy Page, and Queen Elizabeth schools. Schools refer families to the Reception Centres, where they are welcomed by ESL teacher consultants who conduct English language assessments and Intercultural consultants who conduct family interviews. In 2014-2015, the ESL Reception Centres received 709 student referrals. Family interviews were completed with 431 families, and 1492 students received ESL assessments, either at the Reception Centre or by consultants in schools. The number of students identified and coded as Refugees (Code 640) in 2014-2015 was 845, representing four per cent of the total District enrolment.

Since 2013-2014, ESL teacher consultants have been positioned on multi-disciplinary Inclusive Learning Teams assigned to each school. There are currently 9.0 FTE ESL consultants serving schools, for consultation, ESL assessments, classroom coaching, and providing professional learning opportunities.

Our English language learners are a diverse group of students, representing many languages and cultures from around the world. In 2014-2015 approximately 124 languages were recorded as spoken by families in Edmonton Public Schools.

There are currently 6.1 FTE Intercultural consultants and an Intercultural program coordinator, who serve schools, providing cultural bridging, conducting family interviews, providing first language support for meetings and parent conferences, as well as parent information evenings and expulsion hearings. These Intercultural consultants provide language and culture support for the following families: Arabic; Chinese (Cantonese, Mandarin); East Indian (Hindi, Gujarati, Punjabi, Urdu); Somali; and Vietnamese.

In addition to the permanent staff employed as Intercultural consultants, the Diversity Education Unit maintains a roster of part-time hourly Intercultural workers, who are called upon to provide service for a variety of languages and cultures. In 2014-2015, first language support was provided for referrals received for the Reception Centres, for 63 languages. Languages with increasing needs for support include Tagalog, Spanish, East African languages from Ethiopia and Eritrea (Amharic, Oromo), and Korean.

In 2015-16, the Diversity Education unit is participating in a District project on 'Supporting Students and Teachers through Digital Reporting.' The purpose of this project is to streamline the process for the creation of a number of reports required by legislation and compliance to District Standards. A focus group comprised of teachers, K-12, was held in November, 2015 to gather feedback on the critical components to include from the ESL Proficiency Benchmarks. This project will serve to improve teacher efficiency by minimizing data entry, having a single point of entry for all student-centric reports, repurposing information, and extracting data to reuse across reports. This synthesis of information will enhance student programming and reporting and reduce teacher workload while still meeting District information needs, policies, and regulations,

Another recent area of focus has been preparing to welcome and support the Syrian newcomers. As of January 31, 2016, a total of 120 Syrian students have been registered in 25 Edmonton Public Schools. This includes approximately 90 Government Assisted Refugees and 30 Privately Sponsored Refugees. With the arrival of newcomers from Syria anticipated to continue throughout 2016, the Diversity Education Unit has been working together with Communications and Student Information, as well as with external partners and agencies, to provide a coordinated response to a potential influx of new students in a short period of time. To date, the following has occurred:

- Key Messages have been prepared and provided to all schools via Assistant Superintendent Memos.
- Key Messages, links to resources, and updates have been posted on the Staffroom website. These also include links for people wanting to help the Syrians through volunteering or donations.
- A meeting with principals from North Central, ME Lazerte, and Eastglen Catchments was held in December 2015, to inform them of known facts and planning to support a potential influx into schools.

- Following the Superintendent's District Leadership Meeting on March 2, 2016, ESL, Intercultural, Literacy, and Inclusive Learning consultants will team up with schools, to provide principals with learning opportunities focused on supporting English language learners.
- Professional learning opportunities are offered by ESL and Intercultural consultants through the District Professional Learning Calendar. In addition, they are preparing a professional learning day related specifically to supporting English language learners who are also arriving as refugees. In addition to including sessions related to creating welcoming environments, and teaching strategies, the day will also include opportunity to talk with Intercultural consultants about questions related to culture, as well as sessions with social workers and mental health therapists on understanding and dealing with trauma, and on building hope and resiliency.
- The District has representation from Diversity Education and Communications on the city-wide coordinated response committee for supporting the Syrian newcomers. There are plans underway with settlement agencies to work together to support children, youth and families as they arrive in our schools.
- The ESL Reception Centre at Queen Elizabeth School has been designated as a temporary 'Reception Hub' for welcoming Syrian newcomers who are Government Assisted Refugees, as referred through Catholic Social Services, and for providing group orientations to the education system and to Edmonton Public Schools. Staffing has been increased, in order to station a team at the Reception Centre, to include an ESL teacher consultant, an Intercultural consultant, and with access to mental health supports through a social worker and mental health therapist.
- A team of consultants is providing weekly orientations to the education system at the hotel where the families are temporarily housed.
- Programs such as All in for Youth (including Schools as Community Hubs, Out of School Time, and Partners for Kids), provide valuable supports to newcomer students and families in many of our schools.
- Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, Edmonton Multicultural Health Brokers, and Catholic Social Services are some of the agencies working in partnership with Edmonton Public Schools to provide in-school settlement, language and cultural supports to students and families.

KEY POINTS

- Edmonton Public Schools is committed to providing welcoming, safe, inclusive and responsive learning environments for all students. We have been welcoming newcomers to Canada into our classrooms for years.
- Our current ELL population is supported through multi-disciplinary teams in Inclusive Learning and four reception centres, for family orientations, assessments, consultations, coaching and professional development for teachers and staff.
- Community partnerships play a valuable role in supporting newcomers in our schools.
- Edmonton Public Schools is part of a city-wide coordinated response plan to support the Syrian newcomers.

ATTACHMENTS & APPENDICES

N/A

MH/dll

DATE: February 16, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Dr. 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](#)

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 authorized 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 approved and/or renewed by Alberta Education. This process is governed by District and provincial policies.

All LDCs developed by Edmonton Public Schools have also been revised to ensure they meet current student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

- are aligned with the elements of the *Ministerial Order on Student Learning* (#001/2013)
- contain a rationale, philosophy, and general and specific learning outcomes aligned with the provincial requirements and standards
- contain updated, current content

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 were reviewed and revised collaboratively with District teachers and central staff.
- Other school authorities in Alberta request to acquire many LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.

RECOMMENDATION

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

- **Creative Writing 7-8-9**
- **Dance Performance 15-25-35 (3)**
- **Dance Performance 15-25-35**
- **Directing 25-35**
- **Improviseational Theatre 15-25-35 (3)**
- **Improviseational Theatre 15-25-35**
- **Punjabi Language and Culture Six-year (6Y)**
- **Statistics (AP) 35-5**
- **Workplace Essential Skills 25-35 (3)**

OPTIONS

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

1. Approve the LDCs as presented.
2. Approve the LDCs, with amendments.
3. Do not approve the LDCs.

CONSIDERATIONS & ANALYSIS

- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.
- 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 approval. If approved, the Administration will make those LDCs available for September 2016.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Summaries of LDCs Submitted For Approval on February 16, 2016
ATTACHMENT II	Enrolments for Expiring Locally Developed Courses

JA:ac

Summaries of LDCs Submitted for Approval on February 16, 2016

CREATIVE WRITING 7-8-9

Creative Writing 7-8-9 is a course that has been previously developed, authorized, and delivered by Edmonton Public Schools. It expires in August 2016. It is currently being delivered in two District junior high schools and had an enrolment of 44 students as of January 11, 2016.

Creative Writing 7-8-9 provides opportunities for students to refine their creative writing skills and abilities beyond those developed through the Alberta English Language Arts (K-9) Program of Studies. This course series encourages students to see creative writing as a unique way of thinking, and as a means of constructing and conveying meaning. This is a practical course in which students explore different literary genres, techniques and types of language use through their own writing to develop a better understanding of themselves, their peers, and the art of language. It enables students to understand language processes, elements, and conventions as they read, write and discuss their own and other's writing. Creative Writing 7-8-9 provides students with opportunities to make connections between their own writing, the writing of others, and the broader world around them.

DANCE PERFORMANCE 15-25-35 (3) AND DANCE PERFORMANCE 15-25-35

Dance Performance 15-25-35 (3) is a 9 credit course series and Dance Performance 15-25-35 is 15 credit course series that have both been previously developed, approved and delivered by Edmonton Public Schools. Both course series expire in August 2016. Dance Performance 15-25-35 (3) is currently being delivered at Millwoods Christian School with an enrolment of 17 students as of January 11, 2016. Dance Performance 15-25-35 is currently being delivered at four Edmonton high schools and had an enrolment of 87 students as of January 11, 2016.

Dance Performance 15-25-35 is a process-driven, production-based course series which provides students with a dance experience extending beyond the Alberta Physical Education (K-12) Program of Studies. These course series provide opportunities for students to develop performance skills and techniques through the exploration of complex knowledge, attitudes, values and behaviours associated with the professional performing artist. Dance Performance 15-25-35 provides opportunities for students to build meaningful relationships with peers and members of the professional arts community.

DIRECTING 25-35

Directing 25-35 is a 10 credit course series that has been previously developed, approved and delivered by Edmonton Public Schools. It expires in August 2016. It is currently being delivered at Victoria School of the Arts and had an enrolment of 62 students as of January 11, 2016.

Directing 25-35 is a course series developed to meet the unique needs of students in a fine arts alternative program. This course series provides opportunities for students to explore the role of the theatre director as the creative leader of a theatrical production from the inception of an idea, through the development process of rehearsal, to the culminating performance. This course series also provides opportunities for students to build skills, confidence and leadership as they work collaboratively with others to interpret, design and facilitate a theatrical production.

IMPROVISATIONAL THEATRE 15-25-35 (3) AND IMPROVISATIONAL THEATRE 15-25-35

Improvvisational Theater 15-25-35 (3) is a 9 credit course series and Improvisational Theater 15-25-35 is a 15 credit course series that have both been previously developed, approved and delivered by Edmonton Public Schools. Both expire in August 2016. Improvisational Theater 15-25-35 (3) is currently being

delivered at Victoria School of the Arts and had an enrolment of eight students as of January 11, 2016. Improvisational Theater 15-25-35 is currently being delivered at three Edmonton high schools and had an enrolment of 75 students as of January 11, 2016.

Improvisational Theatre 15-25-35 provides opportunities for students to extend their theatre experience beyond the foundational skills offered through the Alberta Drama 10, 20, 30 Program of Studies. Improvisational Theatre 15-25-35 provides students with opportunities to engage, collaborate and gain multiple perspectives through participation in a variety of improvisational settings. Improvisational Theatre 15-25-35 provides students with opportunities to develop their ability to observe, create, interpret and respond creatively through the improvisational performance process.

PUNJABI LANGUAGE AND CULTURE SIX-YEAR (6Y)

Punjabi Language and Culture Six-year (6Y) is a course series that has been previously developed by Edmonton Public Schools. It expires in August 2016. Due to coding inconsistencies, accurate historical enrollment data is not available. It is anticipated that Punjabi Language and Culture Six-year (6Y) will be offered at Kate Chegwin School for the 2016-2017 school year.

The Grade 7 to 9 levels of this course series expire in 2016. The 15-25-35 levels of this course series expire in 2017. The complete Punjabi Language and Culture Six-year (6Y) course series is being presented to the Board of Trustees for approval in order to align the expiry dates of this course series.

Punjabi Language and Culture Six-year (6Y) is a course series designed for students who are beginning their study of Punjabi and who have had little or no Punjabi language proficiency upon entry into this course series at the Grade 7 level. Punjabi Language and Culture Six-year (6Y) typically begins in Grade 7 and designed to extend through six years to the end of Grade 12.

Punjabi Language and Culture Six-year (6Y) provides opportunities for students to develop Punjabi language proficiency as well as knowledge and appreciation of Punjabi culture, while gaining a deeper insight into their own culture and language. Studying Punjabi provides students with an increased awareness of and sensitivity to cultural and linguistic diversity. Outcomes from the Punjabi Language and Culture Six-year (6Y) course series enable the development of knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students.

STATISTICS (AP) 35-5

Statistics (AP) 35-5 is a 5 credit course that has been previously developed, approved and delivered by Edmonton Public Schools at schools that provide the Advanced Placement (AP) alternative program. It expires in August 2016. It is currently being delivered at two District schools and as of January 11, 2016 had an enrolment of 79 students.

Statistics (AP) 35-5 is designed for students in the Advanced Placement (AP) alternative program at Edmonton Public Schools. Statistics (AP) 35-5 provides students with the opportunity to learn about statistics beyond Mathematics 31. This course provides students with opportunities to explore a multi-representational approach to statistics, with concepts, results, and problems being expressed graphically, numerically and verbally. Statistics (AP) 35-5 is designed to prepare students to potentially write the Statistics AP Exam, to ease students' transition to the first year of post-secondary study and to prepare them for success in science, technology, engineering and mathematics (STEM) programs.

WORKPLACE ESSENTIAL SKILLS 25-35 (3)

Workplace Essential Skills 25-35 (3) is a 6 credit course series that has been previously developed, approved and delivered by Edmonton Public Schools. It expires in August 2016. It is currently being delivered at the Hospital Campuses, Transitions at the Y, and the Learning Stores at Blue Quill, Circle Square, Londonderry, West Edmonton and on Whyte. It had an enrolment of 39 students as of January 11, 2016. The 5 credit version of Workplace Essential Skills 25-35 course series was approved at the January 19, 2016 Board meeting.

Workplace Essential Skills 25-35 (3) is a course series developed to provide students at risk of not completing high school with the basic skills required in the workplace, preparing them for employment and lifelong citizenship. This course series focuses on the workplace environment, providing students with opportunities to develop the fundamental knowledge, skills and attitudes they require to pursue further studies, training and employment.

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
Creative Writing 7-8-9	Highlands	315	44
	S. Bruce Smith		
Dance Performance 15-25-35 (3)	Millwoods Christian	0	17
Dance Performance 15-25-35	Eastglen	120	87
	Queen Elizabeth		
	Victoria School of the Arts		
	Vimy Ridge Academy		
Directing 25-35	Victoria School of the Arts	52	62
Improvisational Theatre 15-25-35 (3)	Victoria School of the Arts	8	8
Improvisational Theatre 15-25-35	Ross Sheppard	86	75
	Strathcona		
	Victoria School of the Arts		
Punjabi Language and Culture Six-year (6Y)	Kate Chegwin	not available	not available
Statistics (AP) 35-5	Jasper Place	63	79
	Strathcona		
Workplace Essential Skills 25-35 (3)	Hospital Campuses	64	39
	Learning Store at Blue Quill		
	Learning Store at Circle Square		
	Learning Store at Londonderry		
	Learning Store on Whyte		
	Learning Store West Edmonton Mall		
	Transitions at the Y		

DATE: February 16, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Infrastructure Maintenance and Renewal Update

ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Ken Erickson, Terri Gosine, Chris Wright

REFERENCE: N/A

ISSUE

Provide an update on the Infrastructure Maintenance and Renewal fund.

BACKGROUND

The Major Maintenance Plan (MMP) is supported by the provincial Infrastructure Maintenance and Renewal (IMR) fund. A portion of IMR funds may be carried forward to the following budget year, as it may not be possible for all projects to be completed by August 31 of the specified year. Capital maintenance, life cycle replacement and minor retrofits to district facilities are within the scope of the MMP. Major capital projects are funded through the provincial capital funding process.

The 2014-2015 IMR block fund allocation has historically been set at \$14.6 million. However, a mid-year adjustment brought the total 2014-2015 allocation to \$29.3 million; approximately double the typical annual lump sum. While total expenditures are still being finalized, an estimated \$25-\$27 million in project costs will be recorded with Alberta Education for 2014-2015. A total of approximately \$6-\$8 million will be carried forward to the 2015-2016 school year. As a result, administration anticipates the total IMR funds available for 2015-2016 to be approximately \$21-\$23 million.

CURRENT SITUATION

Projects that fall within the Alberta Infrastructure guidelines and are to be included in the MMP are identified for consideration by Facilities Services with input from schools, maintenance staff, facility inspections and regulatory agencies. The need and requests for school improvement projects continue to exceed available IMR funding. Considering that the District's total deferred maintenance is estimated to exceed \$600 million by Alberta Education, annual IMR funding of approximately \$15 million represents only 2.5 per cent of the resources needed to address potential component failure and building condition. Deferred maintenance is estimated to approach \$1 billion by 2020.

Within the scope of the District's Infrastructure Plan, the MMP will complement the District's Three-Year Capital Plan in an effort to provide all students with high quality learning environments.

In that regard, the MMP addresses the following project categories:

- health, safety, and barrier-free access
- building envelope
- mechanical and electrical systems
- educational program supports
- general building upgrades and site improvements

Emergent projects, such as major component failure, are addressed as required. Where possible, the renewal of major building components is based on a condition assessment and consideration of the anticipated life-cycle. As such, significant financial obligations can be distributed over a number of years.

An additional lens applied to projects undertaken is the potential to reduce utility expenses. Where possible, project types noted will incorporate systems and components that increase overall energy efficiency. Through the District's EnviroMatters office, these efficiencies are tracked.

KEY POINTS

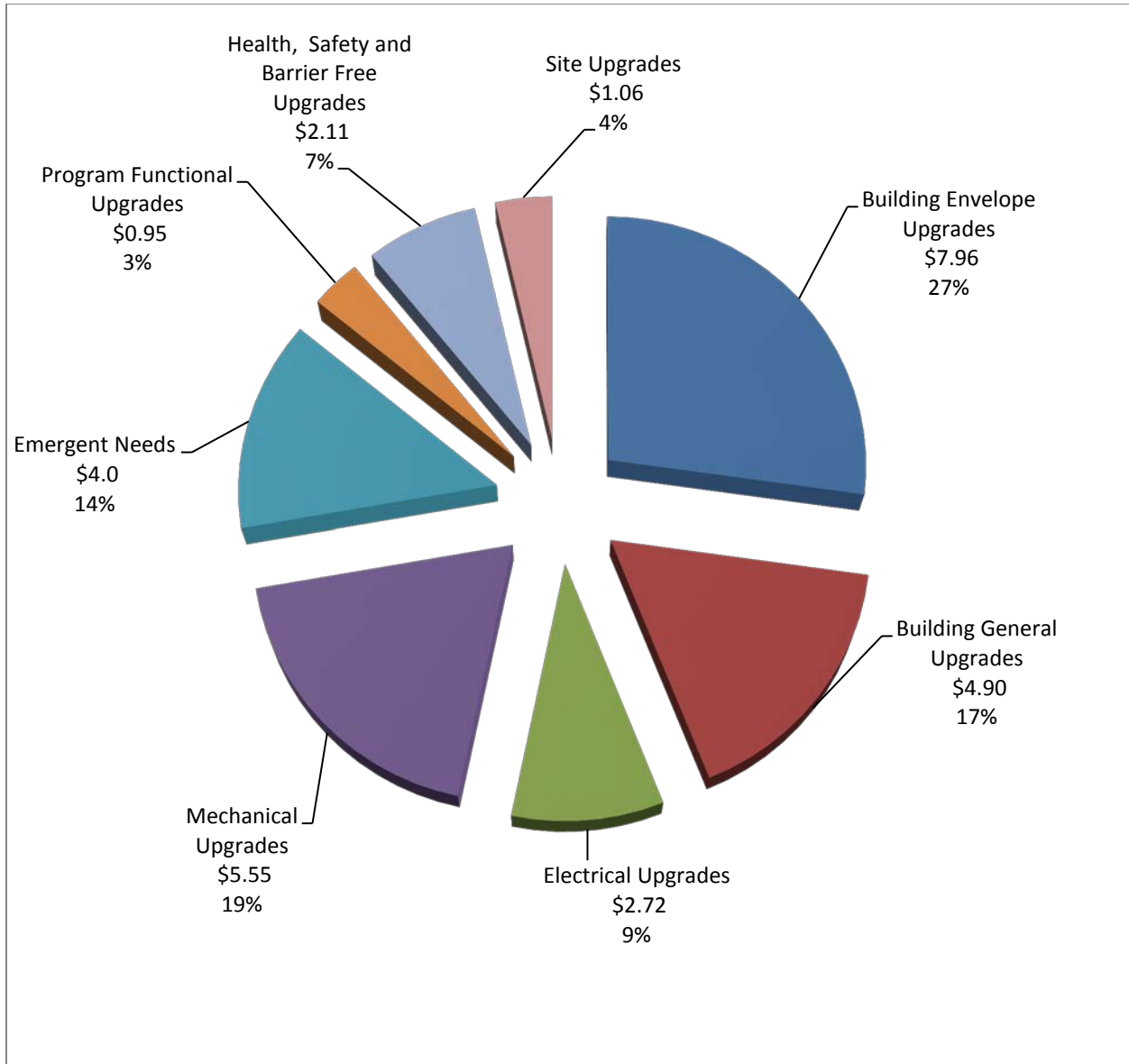
- Major Maintenance Plan projects support learning environments for district students.
- Annual IMR funding represents a small percentage of the District's total deferred maintenance. Despite a one-time increase in funding for the 2014-2015 school year, the overall gap between IMR funding and the District's deferred maintenance will increase due to the large inventory of aging infrastructure.
- If all projects are not completed within a single year, funds are carried forward to allow for the completion of work in a subsequent year.
- Under the Infrastructure Plan, the MMP will compliment the Three-Year Capital Plan and other initiatives to provide for high quality learning environments across the District.

ATTACHMENTS & APPENDICES

APPENDIX I Initial 2014-2015 Major Maintenance Plan Expenditures

CW:kk

Overview of the 2014-2015 Major Maintenance Plan Total Funding
(in Million \$)



Total Budget = \$29.25 million

DATE: February 16, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavements

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE STAFF: Funmi Chris-Oberiko

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Mr. Terry McGinnis passed away on January 10, 2016. Mr. McGinnis began his career as a custodian with the District in 1981. He worked as a custodian, utility custodian and head custodian in various locations, including Ritchie, Spruce Avenue, H. A. Gray, Braemar, Kensington, McNally, Westminster, Parkview, Eastglen, Sifton, amiskwacy Academy, and Delwood schools, and Continuing Education Services and Personnel Supply Services. Mr. McGinnis took a leave of absence in July 2015, and was on leave at the time of his passing. He is survived by his wife, Maria. His funeral took place on January 16, 2016.

Ms. Diane Bennett passed away on January 14, 2016, at the age of 54 years. She was hired to the District on October 20, 1998, as a temporary teacher assistant at Sweet Grass School and became permanent staff in 1999. In 2000, in addition to her assignment at Sweet Grass School, Ms. Bennett also worked at Caernarvon School. She transferred to Tevie Miller Heritage School Program in August 2001. Her position title was changed to educational assistant in 2009. Ms. Bennett moved to Alberta School For The Deaf in 2011, and took a leave of absence in September 2015. She was on leave at the time of her passing. She is survived by her husband Nigel, and daughters Alysha and Jaina. A celebration of her life will be announced at a later date.

AA:fco