



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, January 22, 2019
2:00 p.m.

Board Meeting #07

- 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 #06 – December 11, 2018
- 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, January 21, 2019, to speak under this item.)
- H. Reports:
 - 2. Motion re: New Schools Be Net Zero
(Recommendation)
 - 3. Strategic Plan Update – Numeracy
(Information - Presentation)
 - 4. Annual Update on Operational Efficiencies: 2017-2018
(Information)
 - 5. Multi-Year Block Funding Model for School Infrastructure
(Response to Request for Information #031)
- 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 #06**

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, December 11, 2018, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker

Kent Pharis
Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Heather Quinn, President

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 fire 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.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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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 Johner:

**“That the agenda for the December 11, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair explained that the District Recognition Program is in its 22nd year and recognizes and celebrates the outstanding contributions that individuals and teams make to their departments, schools and communities. She said that December 4, 2018, was an opportunity for Trustees to celebrate 39 individuals and 20 teams consisting of some of the amazing people whose efforts make the District so great. The Board Chair thanked all who were nominated, attended, organized and participated in the wonderful event.

The Board Chair reported that on December 10, 2018, the Board of Trustees had the opportunity to meet with the members of the Edmonton Caucus where they shared the District’s Strategic Plan that will shape the Board of Trustees work over the next four years. They discussed that the District’s enrolment numbers are growing and are nearing almost 102,000 students. The Board Chair said that the following statistics were also shared:

- The District has welcomed over 22,000 students since 2010. For the past eight years, enrolment has increased at least 3 per cent per year
- 9 per cent of students self-identify as First Nations, Métis, or Inuit
- 11 per cent require specialized supports
- 26 per cent are English Language Learners (which is an average – many schools have 50 per cent or more)

The Board Chair thanked the Government for their continued funding of enrolment growth, and added that the District appreciates that the government has continued to recognize this; and is grateful for the new schools opened in the last two years. She remarked that the new schools provided 19,000 seats, but that the District actually grew by 22,000 students. She stated the District’s most acute shortage is high school space and that even with the Dr. Anne Anderson High School in Heritage Valley, the District will be out of high school space by 2022.

The Board Chair further explained that the shortage of space limits options for class size initiatives, alternative program space, and decreases the District’s ability to provide space for child care services, which are greatly needed in the city. She mentioned that classrooms are complex, and

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that growth is outpacing school construction, and she added that adequate space and consistent, sustainable funding are crucial to support the growing city and the diverse needs of students.

The Board Chair shared the District's concerns in being able to address the growing mental health matters present in the District. An ideal system would offer the flexibility to provide for the needs of students and families, and different levels of supports based on need, along with additional bridging between services offered through schools, Alberta Health Services and the broader community. She stated that flexible funding allows school districts to target the areas of greatest need and stretch the dollars to their maximum potential.

The Board Chair wished everyone a happy holiday season and said that she is looking forward to a wonderful 2019 of working together with Trustee colleagues, Administration, students, families and community members towards the collective vision of Success, one student at a time.

E. Communications from the Superintendent of Schools

The Superintendent offered his sincere thanks and best wishes to District students who have been working incredibly hard during the past four months and wished them a happy holiday and a relaxing winter recess. He thanked parents and community members for being such amazing partners in education. The Superintendent thanked staff for their incredible work in serving children over the past four months and wished them a happy and healthy holiday season.

F. Minutes

1. Board Meeting #05 – November 27, 2018

MOVED BY Trustee Adams:

"That the minutes of Board Meeting #05 held November 27, 2018, 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. Grandview Heights School Presentation

The Grandview Heights School shared their career pathways school story.

3. Report #8 of the Caucus Committee (From the meeting held October 9, 2018)

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Information was received regarding actions taken at the October 9, 2018, Caucus Committee meeting.

4. HAA.BP First Nations, Métis, and Inuit Education Policy Second Reading

MOVED BY Trustee Estabrooks:

**“That Board Policy HAA.BP First Nations, Métis, and Inuit Education be read for the second time and approved for further stakeholder input.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

5. Governance and Evaluation Committee Annual Work Plan for 2018-2019

MOVED BY Trustee Gibson:

**“That the Board approve the Governance and Evaluation Committee Annual work plan for 2018-2019.”
(UNANIMOUSLY CARRIED)**

Trustee Gibson, Chair of the Governance and Evaluation Committee, reported that in the spirit of continuous improvement, Trustees have encouraged the Committee to review and propose a common template for committee work plans. For example, plans presented at this meeting have resource implications that could be more transparent. He advised that this work will be initiated in 2019.

6. Trustee Policy Review Committee Work Plan for 2018-2019

MOVED BY Trustee Estabrooks:

**“That the Trustee Policy Review Committee work plan 2018-2019 be approved.”
(UNANIMOUSLY CARRIED)**

7. Mental Health Committee Work Plan for 2018-2019

MOVED BY Trustee Dunn:

**“That the Board approve the Mental Health Committee work plan for 2018-2019.”
(UNANIMOUSLY CARRIED)**

8. Infrastructure Committee Work Plan for 2018-2019

MOVED BY Trustee Ip:

**“That the Board approve the Infrastructure Committee work plan for 2018-2019.”
(UNANIMOUSLY CARRIED)**

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9. Results of the 2018 District Feedback Survey

From March 12 to April 16, 2018, the 2018 District Feedback Survey was administered as five separate surveys to students (Grades 3 and 5, 8 and 11), staff, families and community and the results from all respondent groups were provided in the report.

Trustee Gibson suggested that several survey questions be extracted from the survey and re-issued to obtain additional feedback.

The Board Chair suggested offering incentives as a way to increase participation in the survey.

The Superintendent requested time for Administration to review these suggestions.

10. Strategic Plan Update – Success Beyond Schooling

The Strategic Plan Update report provided the Board of Trustees an overview of the efforts being taken in support of the District Strategic Plan, which is unified by Career Pathways. Student growth and success is fostered through meaningful and engaging learning opportunities. Flexible and responsive learning spaces support student-centered learning activities that connect curricular outcomes to the competencies and skills necessary to prepare students for their futures. The support and involvement of community partners across all divisions provides meaning and relevance to curricular learning. Through these relationships, Career Pathway plans are strengthened to support transition to the world of work or post-secondary learning.

Vice-Chair Stirling commented on the heavy academic course loads that students have and questioned whether there were opportunities to integrate career pathways into core subjects or if there other ways for students to integrate some of these pieces of their exploration. The Superintendent commented that there was a potential point of advocacy regarding the questions and concerns being raised around the density of the curriculum in Alberta, and what students perceive they need to take in the high school program of studies to keep as many doors open as possible as they transition to post-secondary. He said that this may be an opportunity to work with post-secondary institutions on their entrance requirements.

11. Bereavements

The Vice-Chair reported on the passing of Mrs. Edna McLafferty and Mr. Doug Monsma.

I. Other Committee, Board Representative and Trustee Reports

Trustee Adams submitted the following report:

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On November 28 and 29, 2019, Trustee Adams led two of the Results Review sessions for Ward I along with Assistant Superintendents Morrison and Yule. She reported that this is a very significant and encouraging time for Trustees to hear the results of each school's goals from the past year and the plans in place for the coming year. The discussions that took place were all very informative and enlightening as they each shared the data and the evidence around their work. They celebrated many highlights such as significant advances in literacy, writing and increased teacher capacity through professional development. Meeting the complex needs of each of the students and mental health were shared as areas of concern. Math continues to be an area of focus, and collaboratively principals have been working to create a new assessment for mathematics that they are hoping to implement in 2019. Trustees Adams reported that principals spoke about the significance of the Equity Fund and how it helps to address difficult situations that are challenging schools.

On November 30, 2018, Trustee Adams, Ip, Janz and Vice-Chair Stirling attended the Thought Leaders Forum on Environmental and Energy Education and Sustainability along with District representatives Dr. Parker, Assistant Superintendent of Infrastructure, Mr. Christopher Wright, Managing Director of Infrastructure and Mr. Garry Padlewski, Director of Maintenance and Operations. She reported that the forum consisted of a variety of presenters with a broad range of perspectives and that one of the purposes of the forum was to help advance student learning around energy and environment in District schools.

Trustee Adams reported that the Board of Trustees met on December 4, 2018, to discuss the Board's Advocacy Plan and reviewed committee work plans to determine how they will supplement the overall advocacy plan.

On December 4, 2018, Trustee Adams attended the District Recognition Awards which is a special time to recognize those individuals who go above and beyond to make a difference for students. She thanked the recipients who have impacted District schools in many different ways.

On December 5, 2018, Trustee Adams attended the District Leadership Meeting and thanked Board Chair Draper who brought a special message of appreciation to District principals and leaders for the momentous work done on behalf of District students. She reported that the Superintendent spoke about the amazing capacity of the District's curriculum team and the collaboration that has taken place to prepare for the implementation of the new Kindergarten to Grade 4 curriculum. The Superintendent also talked about the finalizing of the regulations that will set the context for the Individual Safe Spaces in District schools.

On December 5, 2018, Trustee Adams, Board Chair Draper, Trustees Gibson, Ip, Janz, Johner and Stirling attended the Student Senate meeting which was a special time to personally connect with the students and hear about their plans.

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On December 5, 2018, Trustees Adams and Ip attended the Dr. Anne Anderson School feedback session at the Dr. Lila Fahlman School. They had the privilege of attending the presentation of the new high school for parents and community in the southeast as well as meet the partners in the Dr. Anne Anderson, 21st century high school build. She thanked Ms Kim Holowatuk, Supervisor of Infrastructure Stakeholder Engagement and Support and Mr. Christopher Wright, Managing Director of Infrastructure for their representation.

Trustee Adams reported that on December 10, 2018, Minister Eggen and MLAs met with the Board of Trustees and the Superintendent where Board Chair Draper shared the District's Strategic Plan, targeted funding needed for mental health, and emphasized the space shortage, specifically the critical need for a high school in the southeast.

Trustee Draper reported that on November 30, 2018, she was pleased to attend the M.E. LaZerte Interact Club's meeting along with the Rotary Club of northeast Edmonton. She thanked Ms Brenda Tyson and Leadership Teacher Daniel Card for all the great work they do to support this Club.

Trustee Dunn reported that she was delighted to see a large group of parents attend a Ward Council meeting at Ross Sheppard High School on November 27, 2018. She said that parents and community members raised important issues such as student supports, inclusion, professional development, and provincial systems and structures and that they will be working with interested parents and community to set up further events.

Trustee Dunn advised that she attended the opening ceremony at the Reading Research Laboratory at the University of Alberta's Faculty of Education.

Trustee Dunn shared that she was happy to attend a School Council meeting at Westglen School, to attend results reviews, and witness the inspiring work of staff, schools and community at the District Recognition Awards.

Trustee Dunn wished everyone a happy holiday season.

Trustee Estabrooks thanked the students of Norwood School for bringing the holiday spirit to the Centre for Education earlier in the day and said that Norwood School is within her ward and that she really appreciated the effort that the students and staff made to sing during the Trustee's coffee party.

Trustee Estabrooks thanked District staff as well as parents and community members for attending last week's unveiling of the plans for Highlands Kindergarten to Grade 9 School. She advised that information sessions were held at both Mount Royal and Highlands Schools and included a virtual tour of the modernized building.

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Trustee Estabrooks reported that she had the pleasure of speaking to Grade 12 students at McNally School recently, along with MLA Marlin Schmidt. She remarked that students really appreciate the District's new vision statement and offered valuable feedback on the Career Pathways program and how the District can support them as they make the transition to life after high school.

Trustee Ip reported that on November 28, 2018, he was invited to speak at the International Day of Persons with Disabilities event at King's University College, organized by Inclusion Alberta. He said that he did a joint presentation with Ms Teresa Pinkoski, a former student of the Inclusive Post-Secondary Initiative, about the benefits of inclusion at the university level. Trustee Ip thanked Inclusion Alberta for the invitation and for their work in promoting inclusion across a lifespan.

On November 30, 2018, Trustee Ip participated in a Thought Leaders Forum on environmental education. He reported that it was a gathering of various educational and industry stakeholders to explore the future of environmental education and that the Minister of Education, David Eggen, spoke at the event along with several presenters from education and industry.

On December 2, 2018, Trustee Ip, along with Trustees Estabrooks and Stirling attended the Commemorative Brunch organized by the Alberta Federation of Labour to mark the National Day of Remembrance and Action on Violence Against Women.

On December 7, 2018, Trustee Ip welcomed parents, students and community members for a first look at the concept design for the Dr. Anne Anderson School. He said that the community also had the opportunity to provide feedback and submit design ideas for the new southwest high school. Trustee Ip thanked the many community members who participated in the consultation.

Trustee Ip congratulated the Edmonton Public Schools Foundation for being chosen by Apricity as the 2019 Partner Charity of Choice. He explained that Apricity is a collective of community change makers who use their skills, talents, and networks to help amplify local causes. Trustee Ip shared that the organization is chaired by Ms Sarah Chan, a local advocate.

Trustee Ip reported that the Edmonton Public Schools Foundation received a \$20,000 donation from a local family foundation and a \$31,000 grant from EPCOR as part of their community investment initiatives.

Trustee Ip advised that the Edmonton Public Schools Foundation annual Wrap and Roll at Kingsway Mall is ongoing throughout the month of December and that the Foundation anticipates raising approximately \$15,000 through this activity. Trustee Ip invited the Trustees to sign up and volunteer for this very worthwhile cause by contacting Ms Alva Shewchuk at the Foundation.

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Trustee Ip left the meeting at this point.

Trustee Stirling represented the Board of Trustees at the November 27, 2018, celebration of Eid Al-Adha at the Alberta Legislature. She explained the event celebrates the spirit of giving and the important contributions of members from Alberta's Muslim community. The event brings people together to connect and also to share in a delicious meal.

On November 28, 2018, Trustee Stirling was invited to join in watching a performance of Shrek Junior that was presented by the students from Mill Woods Christian School for the students at Lee Ridge School.

Trustee Stirling thanked Grace Martin School for a warm welcome at the November 30, 2018, Step into Sakinah Night with families from the Sakinah Circle program. She commented that the evening offered a chance to watch student performances, learn more about the roots of the program, and tour the welcoming learning environment created to support student learning.

On December 2, 2018, Trustee Stirling along with Trustees Dunn, Estabrooks and Ip had the opportunity to attend the Alberta Federation of Labour Memorial Brunch on December 6, 2018. She explained that the event raises funds in support of the Alberta Council of Women's Shelters and reminds everyone that it takes everyone to end gender-based violence in the community.

The Hazeldean Breakfast Club invited Trustee Stirling to join them on December 3, 2018, where she witnessed their giving hearts and hands at work preparing food for their students. She advised that the program was started by educational assistants at the school who saw a need to make sure every child has the nutrition they need for learning. Trustee Stirling thanked Cobbs Bread for their donations in support of the program.

Trustee Stirling thanked all the staff whose hard work made the December 4, 2018, District Recognition Night run so smoothly and remarked that it was wonderful to get to celebrate the work of District students, staff, and community supporters.

Trustee Stirling said that the December 5, 2018, Student Senate dinner was a great opportunity to connect with this year's group of senators and to learn more about their ongoing committee work. She enjoyed getting to see their governance thinking in action during their debates over how best to organize senate meetings and reporting this year.

Trustee Stirling reported that the December 6, 2018, memorial at the University of Alberta was an important reminder of the need to ensure that District schools are safe and inclusive spaces for girls and women. She said that people can honour the memory of the 14 women killed in Montreal by ensuring that girls have equitable access to opportunities in Science, Technology, Engineering and Mathematics (STEM) or any other pathway where their dreams may take them.

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Trustee Stirling reported that the December 6, 2018, Institute for Sexual Minority Studies and Services (iSMSS) mixer was a fun evening of connecting with people who are working to support sexual and gender minority youth in the community. She looks forward to continued positive relationships with the staff at iSMSS and their new Executive Director, Dr. Glynnis Lieb.

Trustee Stirling remarked that the December 10, 2018, meeting with the Edmonton Caucus and MLAs was a good chance to share the District's important work and hopes for the future for public education in Alberta. She thanked Board Chair Draper for her leadership in setting up the meeting and in sharing the Board of Trustee's messages with the MLAs.

J. Trustee and Board Requests for Information

Trustee Janz spoke on behalf Trustee Ip and said that in pursuit of fairness and equity for public school students, staff, and families and in pursuit of predictable sustainable funding to create quality learning environments for all District students, and requested that a brief report be provided regarding the benefits and challenges of a multi-year block funding model for school infrastructure for Edmonton Public Schools which is tied to measurable factors such as student enrolment, age of school buildings, deferred maintenance, projected student growth and need for new schools among other relevant factors. He noted that school infrastructure funding is received from the provincial government.

- How would such a model impact the District's current capital planning process as required by the province?
- Would the District realize financial savings if it were able to access infrastructure funding in flexible multi-year blocks?
- Are there examples of other jurisdictions using a similar block model to fund school infrastructure?
- What are the financial implications of such a funding model for the Government of Alberta?
- What are the potential consequences for student learning if the District is not able to address the deferred maintenance of its aging buildings and growth in new and developing neighbourhoods in a timely manner because of the lack of predictable, sustainable funding?

It was confirmed that the response to this request for information will be provided at the January 22, 2019, Board meeting.

K. Notices of Motion

Trustee Janz served notice that he will make a motion that the Edmonton Public School Board advocate to the provincial government that new schools be net zero.

L. Next Board Meeting: Tuesday, January 22, 2019, at 2:00 p.m.

M. Adjournment: 5:05 p.m.

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: January 22, 2019

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Schools Be Net Zero

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[Alberta Council for Environment Education 2016](#)
[Stantec Blog – May 15, 2017](#)
[Better Buildings – U.S. Department of Energy](#)
[The Hechinger Report](#) – How students learn from schools that use zero energy
[GreenBiz](#) – Four reasons net-zero energy should start with schools

ISSUE

Notice of motion was served at the December 11, 2019, Board meeting.

BACKGROUND

The science is settled and human-made Climate Change is real. “The extreme weather events of 2018, bolstered by the publication of the Intergovernmental Panel on Climate Change (IPCC) scientific report estimating that there are about twelve years left to prevent a catastrophic rise in global temperatures, have created a new sense of urgency.”

Students in schools today recognize that climate change is a huge problem in everyday life and are responding through participation in extracurricular sustainability clubs and activities.

Net zero schools would be defined as those that produce as much on-site energy as they consume, over the course of a year. This is achieved through efficient appliances and mechanical systems, sound construction practices, and renewable energy generation on site.

The purpose of attaining net zero schools is three-fold. The first is as an ethical response to human-created climate change and ensuring that future schools are energy neutral and ensure that through their operations they aren't further damaging the ecosystem.

The second, is cost containment and to ensure energy resiliency into the future. The schools we are building will last us for fifty years, so we must not be penny wise pound foolish and cut corners now, risking enormous energy costs later.

The third is to ensure that our schools can be an active part of the teaching and learning opportunities available to students. By learning about energy efficiency and renewable energy, students, staff, and families will be familiarized with innovative cost and climate saving strategies and technologies that they can use in their own homes and careers.

Refuting arguments:

- Edmonton has been called the net zero Capital of Canada, and is an excellent location for net zero homes. This is partly due to our excellent solar and geothermal energy potential.

- Saving money: net zero schools can save money in the short term on energy bills and contracts, and in the medium/long term through efficiencies.
- The construction costs are comparable to conventional building costs as technologies have improved and doing it correctly the first time means that better materials choices combined with the current lower cost of labour allow for lasting benefits.
- When you look at the life cycle of a building, the operations costs are greater than the construction costs, making net-zero energy a wise decision for our long-term benefit.

RELATED FACTS

Excerpt from May 15, 2017, Stantec blog:

“Through collaboration with energy providers, both fossil fuel and renewable; energy modelers; granting and funding agencies, such as Alberta Education; Alberta Infrastructure; school boards and trustees; school operators; and students, we can build a team to deliver net-zero schools and modernizations to achieve the expectations for climate leadership. Our first step is to benchmark energy use and set aggressive and realistic targets, including the capacity for renewables, and evaluate against that target throughout. The energy target will be best served with a simple compact that minimizes the area-to-envelope ratio and transitions that can leak energy, while orientating the building to take advantage of both passive design strategies and solar access for on-site solar renewables when possible. Keeping the building controls simple and responsive to users will help those users learn from the building and use the information to manage their energy and get the students involved. Once these strategies are thoughtfully considered and included, only then should we consider renewable energy. Conservation first is always the best strategy for any school—especially a net-zero school.

At Stantec, we have designed over 20 net-zero energy projects across North America, including 11 K-12 schools, and are able to leverage the success of those projects to supporting Climate Leadership goals in our home province—Alberta—and beyond.”

Alberta students have made three recommendations on curriculum:

1. A framework of climate, environmental, and energy literacy should be integrated throughout ALL classes, from Kindergarten to Grade 12.
2. Curriculum should encourage hands-on opportunities that give students practical experience as they make a difference.
3. Teachers should be allowed enough time, support, and flexibility in their teaching so that students can learn about environment, energy, and climate change in their everyday lives.

Leveraging the bricks and mortar of the school buildings can assist to deliver on these recommendations and support the additional recommendations made by students on school infrastructure:

1. Engage students in reducing the consumption of energy and materials of their schools.
2. Help the students learn how to produce energy and food in school.
3. Create a fund that schools could apply to for relevant Climate Leadership projects.

We know that as much as 50 per cent of the energy use in a building is attributed to the occupants and how they use and save energy. Using tools such as smart meters integrated with dashboard monitoring systems for energy production and energy consumption is a solid strategy to support climate leadership and educate tomorrow's leaders. Most importantly, students are ready, willing, and able to take on the challenge to be stewards of their energy usage at school. That helps schools deliver a culture of sustainability and efficiency.

Excerpt from August 23, 2016, GreenBiz website:

“Operating costs can be a significant component of school budgets. With energy costs averaging about \$300 per student per year, cash-strapped districts have found improving energy performance as the best way to lower operating and maintenance costs, freeing up critical funds for teachers, textbooks or programs that benefit children.

According to NBI [New Buildings Institute], school buildings are held and operated for an extended time, ensuring payback of any incremental costs for net-zero energy performance through lower annual energy expenses.

Plus, many schools are low rise and have large, unshaded roof and parking areas that are ideal for deployment of solar panels. Schools can take advantage of innovative solar financing options and—depending on the incentives provided by their local utility—gain an income stream by selling clean energy back to the grid.”

RECOMMENDATION

That the Edmonton Public School Board advocate to the provincial government that new schools be net zero.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

Should the Board of Trustees approve the recommendation, the Board Chair will write to the Minister of Education and the Minister of Infrastructure advocating that new schools be net zero.

ATTACHMENTS and APPENDICES

ATTACHMENT I Alberta Council for Environmental Education Letter of Support

MJ:km



January 9, 2019

To: Board of Trustees - Edmonton Public Schools

Re: Letter of Support regarding Net Zero Schools

The Alberta Council for Environmental Education is pleased to provide a letter of support for a proposed motion that would see Edmonton Public Schools advocate for all new schools in Alberta be built to Net Zero standards.

Net Zero buildings produce as much energy on site as they use over the course of a year. This is achieved through the most energy efficient construction practices, appliances and mechanical systems and renewable energy generation on site.

The Alberta Council for Environmental Education (ACEE) works with a large, diverse group of partners to engage Alberta youth in hopeful, action-oriented environmental, energy, and climate change education. We believe that Net Zero schools represent an excellent opportunity to foster student learning around energy efficiency and renewable energy, learnings that students can then take out into their community and homes. Indeed, schools are uniquely positioned to be role models of sustainability for the communities in which they are embedded. The proposed motion also supports a recent resolution endorsed by the Alberta School Board Association calling for more access to renewable energy, and every student's right to have 'an environmental education'. The K-12 educational system in Alberta uses and administers one of our province's largest portfolios of publicly owned buildings. Thus, efforts to 'green' this infrastructure will yield massive dividends both in terms of long-term cost savings and reducing our carbon footprint.

For all the reasons outlined above, ACEE wholeheartedly supports the position of mandating all new schools be Net Zero. Please do not hesitate to contact me if you have any questions or require additional information.

Kind regards,

A rectangular box containing a handwritten signature in black ink, which appears to read "Marie Tremblay".

Marie Tremblay, PhD
Senior Education Advisor
Alberta Council for Environmental Education



DATE: January 22, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Numeracy

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Janice Aubry, Marnie Beaudoin, Amanda Forster, Wendy Malanchen, Soleil Surette, Greg Wondga

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of the data, strategies and initiatives used in support of high quality teaching and learning of numeracy and mathematics.

BACKGROUND

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report reflects the work in support of high quality numeracy and mathematics teaching and learning and is in direct response to Priority 1 Goal Two of the 2018-2022 District Strategic Plan, P1 G2: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

KEY POINTS

This Strategic Plan Update report provides the Board of Trustees with an overview of work in support of numeracy and mathematics

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Numeracy

NP:mh

Strategic Plan Update

Numeracy

January 22, 2019



epsb.ca

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an update on the District's efforts in support of numeracy and mathematics learning. Priority 1 of the District's Strategic Plan 2018-2022 calls for the District to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond and the Outcome of Priority 1 Goal Two of the 2018-2022 District Strategic Plan sets the direction that more students will demonstrate growth and achieve student learning outcomes, with a specific focus on literacy and numeracy.

Educators have long known that confidence and capacity in mathematics and numeracy strengthens the foundation for student competencies and lifelong learning. This report outlines the data, strategies and initiatives the staff of Edmonton Public Schools use in support of high quality teaching and learning of numeracy and mathematics.

WHAT THE DATA TELLS US

The District uses data to inform decisions about numeracy and mathematics teaching and learning supports. This data, which includes both provincial and District-gathered data, tells a story of growth and opportunity.

The District's Provincial Achievement Testing (PAT) results for Grades 6 and 9 and the Diploma Examination results for Grade 12 (Appendix I) provide the opportunity to analyse District trends in student achievement year-over-year and long term. The District's Mathematics Intervention Programming Tool (MIPI) data (Appendix I) inform programming and areas for potential student interventions. Key results related to these data sets include:

Grades 6 and 9 Mathematics PATs

- In June of 2017 the province introduced a two-part mathematics exam for Grade 6 Mathematics consisting of Part A (no calculator) and Part B (calculator allowed), and this same format was introduced in June of 2018 for the Grade 9 Mathematics exam.
- Over the past two years, the District has seen a concerning outcome related to Grades 6 and 9 Mathematics results, with fewer students meeting the acceptable standard in Part A compared to Part B for the Grade 6 cohort in 2016-2017 and the Grade 9 cohort this past year. A closer look at these results highlighted a disconnect in student understanding between Part A and Part B of the exam.
- The 2016-2017 Grade 6 Mathematics results identified the need to build further capacity in providing learning experiences that enable students to more strongly develop the skills required to successfully challenge Part A of the exam.
- The 2017-2018 Grade 6 Mathematics results improved over the previous year's results at both the acceptable standard and standard of excellence.
- The 2017-2018 Grade 9 Mathematics results indicate that we still have work to do to support strong student outcomes on both Part A and Part B of the mathematics exam, as the District saw a decline in both the overall percentage of students who achieved the acceptable standard and the standard of excellence.

Mathematics Diploma Exams

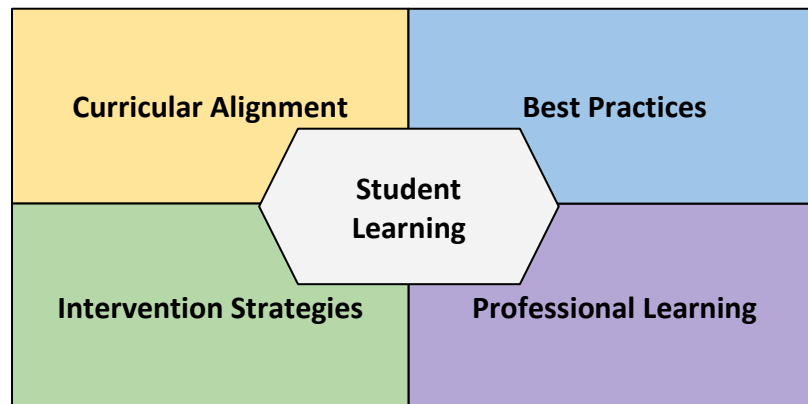
- Overall, the District saw more students challenging Mathematics Diploma Exams in 2017-2018, with 3,996 students challenging the 30-1 exam and 2,510 students challenging the 30-2 exam. These numbers reflect a continued increase in the number of students challenging at the 30-2 level and fewer students at the 30-1 level. This shift in exam participation reflects students navigating their own math and numeracy learning journeys.
- The 2017-2018 Mathematics 30-1 results showed improvement at both the acceptable standard and standard of excellence. District results showed strength in the area of standard of excellence, exceeding that of the provincial average. The District's results at the acceptable standard were comparable to the provincial average.
- Mathematics 30-2 results have remained steady, and continue to reflect strength in the area of standard of excellence and are higher than provincial results for both acceptable standard and standard of excellence.

MIPI

- MIPI results are used to inform student programming and serve as one indicator students may require interventions in mathematics. These results have remained consistent with the previous school year.

TEACHER COLLABORATION COMMITTEE FOR MATHEMATICS

Some of the District's results related to numeracy and mathematics signalled the need for an in-depth dive into this area. To gain this deeper perspective, the Superintendent hosted a Teacher Collaboration Committee (TCC) in February of 2018. The purpose of this TCC was "to provide grassroots direction to inform the work of improving mathematical achievement District-wide." Over 60 teachers and principals participated in the TCC to provide input on how to improve student achievement in mathematics, with a particular focus on improving the downward trend occurring in Divisions II and III. From this meeting, a committee consisting of 32 teachers representing the 13 catchments, eight principals and four central teacher consultants was formed. The purpose of the committee was to build upon the feedback and ideas generated during the TCC. The structure and composition of the committee supports a deliberate interplay and collaboration among schools, catchments and central, making it a genuinely systemic response to improving numeracy and mathematics learning outcomes. The TCC for Mathematics identified four major themes intended to address critical areas of focus for student success. The committee has broken out into four working groups to address each of the following themes:



Curricular Alignment

Teachers identified vertical and horizontal curricular alignment of learning outcomes across grades and divisions as an area of focus for developing teacher capacity and supporting students' gradual building and expansion of skill sets in numeracy and mathematics. Professional learning opportunities and dedicated, ongoing collaboration time at the school and catchment level were highlighted to support the following opportunities in curricular alignment:

- Development of a common language across grades and divisions to support skill and concept development.
- Development of teacher understanding of learning outcomes in previous and next grade/course level.
- Development of common understanding of time and focus required for different learning outcomes, understanding previous and next grade/course level related learning outcomes.
- Communication of potential gaps and emphasis in the scope, sequence and balance of skills and concepts in numeracy and learning outcomes in mathematics.
- Communication of performance standards across grades/courses at the beginning and end of grades and courses.

Best Practices

Teachers emphasized the need to determine a process for the identification and sharing of best practices emerging across the District to support students. Teachers expressed a need to identify and evaluate research and evidence-based practices to assist with selecting from the extensive number of available numeracy and mathematics strategies and resources. This working group is exploring the following suggestions and initiatives:

- The development of a District repository of vetted strategies and resources, including a common diagnostic tool that could serve to increase awareness of available resources and strategies, increase teacher efficiency and support teacher collaboration.
- The identification of mentorship and capacity building opportunities in the area of numeracy and mathematics through lead teachers, similar to the literacy lead teacher model.
- Identification of best practices including the use of manipulatives, brain research, differentiation, grade/division transition and summative/formative assessment.

Intervention Strategies

Teachers identified intervention strategies as an area of opportunity for the District. They expressed concerns about navigating available resources and strategies to identify appropriate evidence-based interventions. Teachers indicated that numeracy needs an emphasis similar to literacy within the District and suggested that many of the existing literacy structures can be used as models, including:

- Diagnostic assessment tools aligned with the mathematics program of studies.
- Multiple interventions and strategies to address diverse learners and various grade levels using the Pyramid of Intervention as a construct to guide this work.

Professional Learning (PL)

The committee identified a need for expertise around intervention strategies, as well as for support for teachers to build their confidence and foster a mindset of positivity towards the teaching of numeracy and mathematics. This working group is exploring a variety of themes, including:

- The request for more numeracy-focused PL at the elementary level.
- School or catchment-wide PL to better engage all teachers in building student growth mindset and resiliency in numeracy and mathematics, including increasing students' appreciation for process skills and multiple avenues for problem solving.
- Teachers' ability to flexibly offer multiple interventions and strategies to support diverse learners.

The work of the TCC is deepening collaboration across the District around the topic of numeracy and mathematics. TCC participants take the work of the TCC back to their catchments to build awareness and capacity. As teachers work together across grades, divisions, schools and catchments to share effective strategies, they collectively build common understanding, vocabulary and assessment expertise.

The work of the TCC does not happen in isolation but takes into consideration and aligns with other District level numeracy and mathematics initiatives such as the [Numeracy Guiding Document and Action Plan 2015-2019](#).

CONTINUING SUPPORTS AND NEW OPPORTUNITIES

Additional to the TCC, there are other District initiatives that promote quality teaching and learning in the area of numeracy and mathematics instruction. This work includes:

Collaborative School and Catchment Work

- Ten of thirteen catchments currently have goals related to numeracy as part of their collaborative catchment plans. These plans include mathematics/numeracy professional learning, such as:
 - targeted numeracy interventions
 - Guided Mathematics strategies
 - mathematics literature and the use of mathematics journals
 - mathematics stations and the use of manipulatives
 - sprint methods to improve short term outcomes
- Schools and catchments are also examining the use of common mathematics assessments. To support this work, some catchments have established mathematics lead teachers and have encouraged teachers to engage in communities of practice.

- To increase collaboration across high schools and catchments, high school mathematics department heads have been holding regular meetings.
- Collaboration days for teachers of Mathematics 10-3, Mathematics 20-3 and Mathematics 30-3 are scheduled throughout 2019.

Professional Learning

- Key professional learning sessions and series for teachers, such as the Foundations of Mathematics and A Guided Approach to Mathematics, have been widely implemented to build foundational knowledge and skills for mathematics instruction. This year, Foundations of Secondary Mathematics was delivered for the first time.
 - In 2017-2018, Curriculum and Resource Support provided numeracy and/or mathematics supports to 1,778 teachers; this includes professional learning sessions, 115 coaching supports and 142 consultations. To date in this 2018-2019 school year, 1,604 teachers and administrators have attended mathematics/numeracy professional learning sessions.
 - Summer Institutes and District-wide mathematics professional learning days continue to be provided; 630 K-12 staff attended the November 26, 2018, professional learning day focused on numeracy. Fifteen teachers attended the Mathematics Summer Institute series in August 2018.

Supporting Resource Development

- Numerous resources to support mathematics are under development, revisions or are now available, including:
 - Financial Literacy Handbook for teachers is in development and will be available by March 2019.
 - Maximizing Math packages for Kindergarten to Grade 4 are under revision.
 - Literacy in mathematics resources such as [Key Vocabulary Grades K - 9](#) have been developed and are now available for teachers in English, German and Spanish.
 - High-impact resource collections have been compiled, such as [Sample Resources to Support Mathematics \(7-9\)](#).
 - Online learning modules, including Guided Approach to Mathematics, are currently under development.
 - Collaboratively developed high school resources, such as a supplementary questions and activities resource for Mathematics 20-2 and Mathematics 30-2, will be published.

Parent Supports

- Resources for parents continue to be developed and made available, including:
 - The app for parents, [EPSB Together](#), which is frequently updated with new K-12 numeracy activities.
 - The “More Topics For Parents” section on the epsb.ca website provides information and resources for parents, such as numeracy tips sheets.
 - As part of the Junior High Online Resource Initiative, 29 junior high digital homework support videos, collaboratively designed by Grades 6 to 10 teachers, are currently under development to support the learning of mathematics concepts outside of the classroom.

Assessment

- The Assessment Tools in Mathematics Literature Review, developed for the District by the University of Alberta, continues to guide the development of the mathematics interventions, including the TCC’s intervention strategies working group.
- The TCC committee is developing a test question bank to replicate the experience of Part A of the PAT for Grades 4 to 9. This test bank is expected to be made available to schools for the end of spring break.

New Provincial Curriculum

- District resources and professional learning sessions to support numeracy integration across subject areas are under development and will soon be available. These resources and sessions will include high-impact

instructional approaches, strategies, resources and assessment practices that support the development of both literacy and numeracy across curricular subjects.

NEXT STEPS

As educators, we know that the development of numeracy skills across all curricular areas supports our students to have the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. We also know that providing high quality learning opportunities in the area of mathematics supports students to manage mathematical data, projections, inferences and apply systematic thinking.

Fostering these foundational skills and concepts for students requires a comprehensive and collaborative approach. With the establishment of the TCC for Mathematics and the four working groups of curricular alignment, best practices, intervention strategies and professional learning, the District is demonstrating its commitment to targeted, research-based and practical strategies in support of numeracy and mathematics.

Going forward the District will build on the learnings and momentum of the TCC and continue to work collaboratively between Central, catchments and schools to support a system-wide approach to quality instruction in numeracy and mathematics. The work of the TCC working groups will help provide direction to which continuing efforts and new opportunities are best situated to support student learning in numeracy and mathematics

PROVINCIAL ACHIEVEMENT TESTS AND MATHEMATICS INTERVENTION PROGRAMMING TOOL (MIPI) RESULTS

PROVINCIAL ACHIEVEMENT TESTS (GRADES 6, 9 AND DIPLOMA EXAMINATIONS)

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
NUMERACY								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	77.4 (n=5,943)	76.2 (n=6,316)	75.6 (n=6,385)	70.8 (n=6,598)	73.8 (n=7,057)	Intermediate	Maintained	Acceptable
	20.5 (n=5,943)	18.2 (n=6,316)	17.9 (n=6,385)	16.1 (n=6,598)	17.2 (n=7,057)	Intermediate	Maintained	Acceptable
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	70.8 (n=5,707)	70.2 (n=5,959)	73.0 (n=5,954)	70.3 (n=6,117)	63.6 (n=6,543)	Intermediate	Declined Significantly	Issue
	24.2 (n=5,707)	23.9 (n=5,959)	24.6 (n=5,954)	26.7 (n=6,117)	20.8 (n=6,543)	High	Declined Significantly	Issue
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations (overall results). ⁹	74.0 (n=4,325)	76.1 (n=4,187)	72.2 (n=4,119)	73.8 (n=4,023)	77.8 (n=3,996)	n/a	n/a	n/a
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations (overall results). ⁹	71.3 (n=2,139)	76.0 (n=2,279)	79.1 (n=2,396)	77.4 (n=2,255)	77.4 (n=2,510)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results). ⁹	29.0 (n=4,325)	33.1 (n=4,187)	28.6 (n=4,119)	32.6 (n=4,023)	37.2 (n=3,996)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations (overall results). ⁹	15.1 (n=2,139)	18.3 (n=2,279)	21.2 (n=2,396)	20.3 (n=2,255)	20.4 (n=2,510)	n/a	n/a	n/a

Notes

9. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

10. Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.

MATHEMATICS INTERVENTION PROGRAMMING TOOL (MIPI) DATA

District Indicators - Interventions MIPI	Results (in percentages)				
	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students who may need interventions based on the District's Math Intervention Programming Initiative (MIPI)*	n/a	28.0	24.5	30.0	29.4

*The MIPI was implemented in the 2014-2015 school year for Grades 2-9, and was expanded to include Grade 10 students in 2015-2016. Students of concern achieved <60% or wrote below grade level.

DATE: January 22, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of School

SUBJECT: Annual Update on Operational Efficiencies: 2017-2018

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE

STAFF: Angela Anderson, Janice Aubry, Lisa Austin, Marlene Hanson, Brenda Gummer, Darwin Martin, Nancy Peterson Madonna Proulx, Chris Wright

REFERENCE: N/A

ISSUE

At the January 23, 2018, Board meeting, Administration presented an information report on operational efficiencies being undertaken to maximize the amount of education dollars directed to the classroom. This information will now be updated and reported on annually.

BACKGROUND

For purposes of this discussion, the following information includes: efficiencies that had been initiated during the 2017-2018 school year; efficiencies/opportunities currently being investigated and future planned initiatives/opportunities.

Collaborative Transportation Service with Edmonton Catholic Schools

Following discussions between Edmonton Public Schools and Edmonton Catholic Schools in the spring of 2018, a shared transportation arrangement is being pursued to expand existing shared bus routes and to find efficiencies. While students from each jurisdiction will ride separately, the buses operating these routes will be shared and the costs and efficiencies will be split between the districts.

Effective September 4, 2018, Administration has implemented 25 bus routes using the shared transportation arrangement. This shared agreement is expected to result in cost savings of over \$600,000 for Edmonton Public Schools.

Integration of Transportation Service Types

Effective September 2018, shared service types are being piloted at three locations. The pilot is intended to align the service model with program goals where some students attending special needs programs have been transitioned from a curb-side pickup to a walk-to-stop service model. This service model has resulted in shorter ride times, improved route reliability, and anticipated cost savings of approximately \$150,000.

School Technologies Equity Project Initiatives (2017-2018)

Access to surplus funds provided an opportunity to reduce inequity in devices and infrastructure in some District schools. Without access to surplus funding or a targeted allocation, the replacement or

evergreening of these technologies would occur over a longer period depending on other priorities in each school.

The first project included \$3.2M made available from surplus funds to provision, supply and deploy staff and student devices to 158 school sites. Between May and the end of August 2018, 3,407 student devices (Chromebooks) were deployed to over 72 schools. A further 42 schools also received upgraded mobile carts for secure storage. Access to surplus funds also enabled District Technology to replace 1,666 aging staff devices (personal computers & 445 monitors) at over 123 different sites. Bulk purchasing of hardware resulted in cost savings of approximately \$151,000.

The second project was a \$1.3M initiative that facilitated the upgrade of aging network cabling infrastructure in 63 schools. This project resulted in a better internet experience for staff and students as well as improved technical response time by the school technicians that manage those schools. The upgrade of network cabling allowed for a consolidation of network equipment in a number of schools thereby reducing the replacement costs due to less equipment needed. In one extreme case, 33 network devices were reduced to nine consolidated devices leading to an overall lower cost of equipment as well as the option to reuse equipment in other locations.

Enterprise Print

The Enterprise Print process, which many businesses have been using for years, is currently being deployed to schools based on modern technologies available.

Enterprise print can alleviate printing issues such as:

- documents printed and not retrieved
- duplicate printing of documents in error
- print jobs accidentally retrieved by another staff member resulting in duplicate printing
- issues with sensitive information being printed and not picked up right away
- using work time to search out the owner of a document not retrieved by a staff member

An HP 5040 printer cartridge costs approximately \$640 and can print up to 40,000 pages at five per cent coverage which equals to 1.6 cents per page. The industry standard is five per cent coverage, yet most printed pages in our organization are about 7-10 per cent coverage which equals approximately 2.8 to 3.2 cents per page.

The large copiers cost about 0.5 cents per page for black and white and 4.5 cents per page for color. Some of the District's most expensive monochrome standalone printers cost over 20 cents per page to print.

Technology Services tracks printers and uses ten per cent coverage as our base to evaluate the cost effectiveness; the percentage rate also includes costs for other consumables such as maintenance kits and waste toner cartridges.

Although our industry requires a large amount of printing (the District average is approximately 2,000 pages per student count); the Enterprise Print process allows us to be more efficient in working to reduce this amount of printing and the costs associated with it.

Participation Under Government of Alberta Standing Offer Agreements (2017-2018)

For many years, the Government of Alberta (GoA) has included provisions in their government-wide standing offer and blanket contracts for a variety of goods and services to allow other Alberta Municipalities, Academic, Schools and Hospitals (MASH) sector entities to 'piggy-back' off of their contracts.

Edmonton Public Schools continues to use the government program for the following:

- Cell phones
- Office supplies
- Task chairs
- BMO District Credit Card Program

Routers, switches and wireless access points have now been added to the program.

Point of Sale (POS) and Online Payments

The goal of this initiative is to reduce the amount of physical cash being handled in schools and to reduce the service fee costs associated with processing payment transactions by debit or credit card.

Schools currently collect cash and cheques for school fees, transportation fees, etc. (school generated funds). The largest drawback for smaller schools is the transaction fees charged by the third party debit and credit card payment processing vendors. With service fees being reduced, the goal is to onboard more schools to accept debit and credit payments.

In the spring of 2018, through the Request for Proposal (RFP) process, Global Payments was announced as the preferred payment processing vendor. The contract with Global Payments results in competitively lower rates for POS and online transactions, as well as the ability to provide cost reporting at a District level. The transition to Global Payments supports the initiative of moving our schools to cashless transactions. This is not only more convenient for our parents and end users, but it also reduces the amount of time our administrative staff spend counting cash, driving to the bank for deposits and ensuring that cash controls are correctly in place.

Based on estimates prepared by Financial Services, a school should see a reduction in transactions fees of approximately 33 per cent. From June 2018, when our first POS transactions began to be processed, to October 2018, our schools have collectively saved approximately \$6,100 in transaction fees. To date, there are 79 school and central departments that have transitioned to the new contract and are actively accepting payments via their POS machine. Currently, fifteen schools are set up to accept online payments, through Global Payments via SchoolZone. Finance will continue to work with schools to transition over to electronic payments

PeopleSoft Strategic Roadmap

A review of the PeopleSoft Human Capital Management (HCM) product concluded that it is not supporting the current and anticipated day-to-day work needs of the Human Resources team, the accurate/timely flow of information required for end-to-end business processes within Central decision units, or Enterprise Resource Planning (ERP).

A Three Year Strategic Roadmap for PeopleSoft HCM was developed out of stakeholder conversations, identifying 55 projects to improve the use of system functionalities and maximize the return on investment in the coming years. In June 2017, approval was received to move forward on this Roadmap.

This work will ensure the District is better accessing existing capacity in PeopleSoft, enable more efficient processes, support an enterprise approach to core District systems and ensure that the District's Human Resource Information System can support current and future needs.

In 2017-18, Human Resource security and governance practices were reviewed and updated, including processes regarding roles, access and permissions. The updates ensure that we have solid practices and provide continued compliance with external audit requirements. Additionally, updates were made to the system to introduce current functionality requirements for online application and mobile capability.

Work was initiated in 2017-18 to review Human Resource Staffing business processes from posting through to hire for both business and teacher staffing. Functionality for online applications for external hires was built. This included building the platform, creating the steps and language required for external careers, creating new forms and documents for external candidates, and developing and documenting the required business processes. This functionality will be launched in late January 2019 and will provide a more streamlined process and experience for the applicant, as well as create efficiencies internally, eliminating paper, increasing security, and providing mobile functionality.

In 2018-19 work continues on initiatives outlined in the PeopleSoft Strategic Roadmap. To date, password controls have been amended to align with industry, a new interface with ASEBP has been built and tested for implementation, and PeopleSoft licensing has been migrated to the Oracle model.

Staffing Processes

The staffing team has migrated the paper-intensive processes used for continuing contract recommendations and other staffing processes to Google Share. This shift to a paperless process has resulted in a significant reduction of paper and also has resulted in employee time efficiencies.

Effective December 1, 2018, the teacher application moved to a fillable format, including a decrease of requested documents that applicants are required to submit. Additionally, applicants may now submit applications electronically. It is anticipated that in early 2019 we will move to online applications for all staff groups, resulting in reduced printing costs as well as time efficiencies.

Electronic processes have been implemented in all areas of Human Resources Consulting. For example, leave letters, one-year term leadership letters, and offer letters are now sent via email. Communications between our unit and school and central decision units now maximize Google Share.

As the PeopleSoft roadmap work continues there will be further opportunities for streamlining some of these processes.

Edmonton Regional Collaborative Service Delivery (ERCSD)

ERCSD delivers services that were previously coordinated under Edmonton Student Health Integrated Program (ESHIP), Children and Youth with Complex Needs (CYCN) and Edmonton Regional Education Consulting Services (ERECS/Inclusive Learning Outreach). Throughout the 2017-2018 school year, Inclusive Learning in partnership with ERCSD coordinated an enhanced delivery of services and supports to students, families and school staff within their schools. These initiatives continue within this present school year.

Through this development of Information Sharing Agreements, wrap around service providers can efficiently access the information required to provide timely and integrated services. Pinpoint, the

digital student record, provides a common repository of critical documents to inform and target services.

The Provision of Instructional Support Services to Alberta Education, School Jurisdictions and Organizations

Many District departments annually provide supports to Alberta Education, school jurisdictions and organizations, either through partnership agreements, or informal collaboration, enabling access to professional learning services and events or contracted services. Examples of this include:

- Contracted services to Alberta Education for curriculum and resource development for provincial use.
- Contracted services to regional learning consortia for workshop presentations and resource development.
- Collaborative development and/or use of resources such as the Math Intervention Programming Instrument (MIPI) and Highest Level of Achievement Tests (HLAT) with other school jurisdictions.
- District professional learning events (conferences, in-service sessions, etc.) accessed by other school jurisdictions.
- Collaboration with numerous jurisdictions to share expertise and plan and develop resources for the implementation of the new curriculum.

New for the 2018-2019 school year is SOGI 123, a collaborative educator network between districts in BC and Alberta, in support of policy information, creating of inclusive classrooms, resource sharing re: sexual orientation and gender identity.

Online receipt of tender documents

In order to streamline processes, Purchasing and Contract Services (PCS) increased use of the third party online tendering software, Bonfire, for receipt of tender documents. This benefits both PCS staff and external vendors by eliminating the need for in-person public openings and preparing pricing summaries. It also enables evaluations to be done online by reviewers versus trying to schedule in-person meetings to look through complex paper submissions. Vendor responses are focused on required information, making evaluations simpler and information easier to find and evaluate. It also creates efficiencies for the vendors as they no longer have to be present at the Centre for Education to submit proposals. They can submit them online in real time right up to closing, and see results immediately after the tender closes.

New Intranet “Connect”

In May 2018, the District launched its new intranet, called Connect. Connect took information from more than 130 internal websites and consolidated that information into a central location where staff can find the District applications and content they need to do their jobs. Connect provides the most accurate and up-to-date content staff need. It has improved efficiency by allowing staff to easily find the content they need. To date, more than 120,000 searches have been performed on Connect. This ability to easily search and find the information quickly has saved significant staff time.

Enhancements to SchoolZone

In fall 2018, enhancements were released on SchoolZone that allow parents to complete the Student Information Correction Form and the Freedom of Information and Protection of Privacy (FOIP) Form through SchoolZone. These enhancements have a number of benefits including reduced staff time to enter changes; ease of access for parents to complete the form; and the ability for staff to track completed forms through a familiar SchoolZone interface. Additionally, as the FOIP Form is captured and

tracked digitally, there will no longer be a need to update the form annually, resulting in further efficiencies. Additional refinements to these processes are expected for fall 2019, based on feedback from the first year of implementation.

Centralized response to Alberta Education Audits

Through the use of Google tools and Pinpoint, central staff across departments and schools worked together to respond to an Alberta Education Enrolment Verification Audit. The severity of the potential claw back of funds was significantly reduced by this collaboration. The Enrolment Verification Audit for 2018-2019 has recently commenced and also includes a Registration and Attendance (RA) Audit. Central departments will continue to work with schools to improve the registration processes to minimize the potential impact to funding and the work required by schools. This work includes both the addition of programming controls in PowerSchool and monitoring of enrolments by Student Information staff.

Digital Provincial Student Record

The District has invested in a digital student record (Pinpoint) since 2008, in a partnership between District Technology and District Information Management. As the province is requiring all school boards to transfer student records digitally by the 2020-2021 school year, many school boards are requesting information and advice from the District on how to move forward. Opportunities for collaboration and economies of scale exist and are being considered.

Quickbooks Upgrade

District schools have used Quickbooks software to manage school generated funds since 1997. This initial version was no longer supported by the vendor as it was not Windows 10 certified and required a high degree of support due to the aging technology; most importantly, it introduced a risk where the School Generated Funds (SGF) business function would be impacted should the system stop working. After evaluating options, schools were transitioned from Quickbooks 2007 Pro Desktop to Quickbooks Online. Implementation for all schools was completed in February of 2018. All existing data was converted by the software provider and school staff were fully trained upon project completion.

By selecting Quickbooks Online and eliminating future desktop upgrades, the District will save approximately \$360,000. Technician time is no longer required for the installation of the product and information is hosted by Intuit Software so there is no server requirement by the District. With the online version, the software is constantly being upgraded by the vendor so there is no requirement for downtime for upgrades.

Equipment to Support the Alberta Education School Nutrition Program

As part of the Alberta Education School Nutrition Program being used in 22 District schools, a Request for Proposals was completed to identify a vendor and a list of items that directly support the safe storage, preparation and serving of food. These items help schools to meet Alberta Health standards for safe food handling and include commercial-grade appliances, equipment and small kitchen wares. Through this process the District was able to obtain many of the items at a cost savings to date of \$23,346. All District schools can now purchase any of these items to support their own school nutrition program from the approved vendor through the Edmonton Public School Board store in E-Biz.

The Provision of Educational Facility and Capital Planning Services to School Jurisdictions

Infrastructure provides educational facility and capital planning support to school jurisdictions through contracted services. Examples of this include:

- Development of 10-Year Facilities and 3-Year Capital plans for Black Gold School Division and Elk Island Public Schools in 2017/2018.
- Development of a Five Year Grant Investment Facilities and Capital Report to Northlands School Division in 2018/2019.
- In discussions with Parkland School Division to provide capital and facility planning support for the upcoming Capital Plan Submission to Alberta Education (due April 1, 2019).

Provincial Brokering Model Initiative

In September 2017, the District became aware of the following Provincial Brokering Model Initiative:

Alberta Education is currently developing a business case to explore options for establishing a Provincial Brokering Model for the procurement of select goods and services, in order to reduce costs and administrative duplication of effort and increase equity among all school authorities (Public, Separate, Francophone, Charter, Private, and First Nations).

Edmonton Public Schools has an active role in this working committee with Todd Burnstad, CFO, being nominated as the representative for CASS and Stephanie Galba, Manager, Purchasing and Contract Services as the representative from the District.

The working committee drafted a recommendation report that was forwarded to the province detailing what they believe is the most cost efficient and viable solution. The committee determined that development of a third party brokering body was unnecessary, as there are already several mechanisms in place. The preferred approach was to better coordinate those mechanisms into a one-stop-shop portal with access by all jurisdictions.

Edmonton Public Schools has already commenced including clauses in our tender and contract documents allowing participation by other jurisdictions as part of this initiative. Some examples are:

- desktops, laptops and chrome devices
- virtual reality kits
- custodial equipment.

Other commodities will be added as they are tendered.

KEY POINTS

As noted above, Edmonton Public Schools continues to collaborate with other jurisdictions, organizations and working committees. This collaboration not only maximizes provincial education funds, but also creates efficiencies resulting in cost savings and the ability to provide better supports and services for all students in the province.

TB:ja

DATE: January 22, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Multi-Year Block Funding Model for School Infrastructure
(Response to Request for Information #031)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

**RESOURCE
STAFF:** Roland Labbe, Christopher Wright

REFERENCE: December 11, 2018, Board meeting (Trustee Ip)
[Alberta School Capital Manual - March 2015](#)

ISSUE

The following information was requested by Trustee Ip at the December 11, 2018, public Board meeting: In pursuit of fairness and equity for public school students, staff, and families and in pursuit of predictable sustainable funding to create quality learning environments for all District students, provide a brief report on the benefits and challenges of a multi-year block funding model for school infrastructure for Edmonton Public Schools tied to measurable factors such as student enrolment, age of school buildings, deferred maintenance, projected student growth and need for new schools among other relevant factors. I should note that school infrastructure funding is received from the provincial government.

- How would such a model impact our current capital planning process as required by the province?
- Would the District realize financial savings if it were able to access infrastructure funding in flexible multi-year blocks?
- Are there examples of other jurisdictions using a similar block model to fund school infrastructure?
- What are the financial implications of such a funding model for the government of Alberta?
- What are the potential consequences for student learning if the District is not able to address the deferred maintenance of its aging buildings and growth in new and developing neighborhoods in a timely manner because of the lack of predictable, sustainable funding?

BACKGROUND

Annually, school jurisdictions in Alberta submit a Three-Year Capital Plan to Alberta Education identifying their top capital priorities for new schools, building additions to existing schools, and modernization or replacement of existing schools. Funding predictability and certainty for school authorities, which would support the development of infrastructure strategies and investment plans on a fixed schedule basis, is not in place. The number of projects which may be funded and the timing of funding announcements lack predictability. Given the consistent growth pressures faced by the District, and a mounting deferred maintenance liability approaching \$1.0 billion, our school jurisdiction and other jurisdictions in the province require consideration for alternative or renewed funding models.

**CURRENT SITUATION**

Administration was asked to provide a brief report on the benefits and challenges of a multi-year block funding model for school infrastructure for Edmonton Public Schools tied to measurable factors such as:

- student enrolment
- age of school buildings
- deferred maintenance
- projected student growth and need for new schools, among other relevant factors

Q: How would such a model impact our current capital planning process as required by the province?

Our current capital planning processes are in line with processes and guidelines established by Alberta Education, as articulated in the *Alberta School Capital Manual*. The process requires submission of Three-Year Capital Plans which identify priorities for new schools, building additions to existing schools, and the modernization or replacement of existing schools. An alternative model could impact processes in terms of reducing the need or the opportunity to review priorities annually. As an example, municipalities in Alberta now establish a four-year capital construction program tied to available capital infrastructure funding, which includes provincial and federal funding, tax revenue and other income (service fees, licensing, permitting, etc.). These plans are approved based on completed pre-design and costing, and they are not amended significantly unless anticipated funding is withdrawn unexpectedly, or as emergent grants or funds are secured. Any alternative infrastructure funding method would likely need to be aligned with provincial funding cycles, which are currently approved annually prior to or at the beginning of the second quarter of the calendar year.

Q: Would the District realize financial savings if it were able to access infrastructure funding in flexible multi-year blocks?

There could be savings realized from block funding through opportunities to tender larger scopes of work involving multiple projects. These savings may deliver higher quality results and an opportunity to realize more projects for the same funding.

If project funding is tied to required pre-design completion (sometimes referred to as *Shovel-Ready*), rather than provided for the entire project scope including design and construction, this would preclude the consideration of the recently utilized Integrated Project Delivery (IPD) procurement methodology. The IPD methodology has provided considerable value for our District so far, resulting in improved quality and product delivery when compared to more traditional project delivery platforms such as *Design-Bid-Build*.

Q: Are there examples of other jurisdictions using a similar block model to fund school infrastructure?

There has not been sufficient time to research other jurisdictions for school infrastructure block funding. This can be conducted subsequent to this report and reported in the future. There is a significant block funding element to the Infrastructure Maintenance Renewal (IMR) funding grant, which is an annual provincial capital grant provided to school jurisdictions. However, the total amount available within the annual provincial budget cycles can fluctuate significantly and this remains the greatest risk to predictable funding provision.



Past and current provincial municipal funding grants have been tied to specific criteria (i.e., population, total kilometers of roads) similar to that proposed based on enrolment, infrastructure age and condition, deferred maintenance calculations, experienced and projected growth etc. Multi-year funding amounts or, at minimum, projections for future amounts to be made available based on revenue forecasts, have been in place for some time in Alberta. Municipal funding grants may be a starting place for comparable research, but examples of school-based models will be harder to find for the purposes of comparison.

Q: What are the financial implications of such a funding model for the government of Alberta?

As long as funding for school infrastructure is tied to provincial revenues, a commitment of funds from future revenues would represent a risk for government. The fact that our economy is linked to volatility in the resource sector increases the risk, and global economics also carry predictability challenges among other factors.

Deferred maintenance costs continue to mount when infrastructure is not renewed on a life-cycle replacement basis. The deferred maintenance deficit, if allowed to accrue over time, represents a higher overall future cost once the needs are eventually addressed. Replacement can also become the only option should components deteriorate too much or fail. The cost of emergent remediation represents unknown risk. It is not dissimilar to rising debt when the principal on a loan is not reduced as part of the repayment schedule, and interest payments rise proportionally to the principal.

While a commitment to longer-term capital construction programs may represent a risk, the greater risk lies in the accrued impact of deferred maintenance, high operating costs due to outdated infrastructure, and related costs associated with accommodation and over-crowded schools in new and developing communities.

Our efforts to have timely, responsive mature community discussions regarding improved organization for instruction and 21st Century learning environments, and equitable access to quality infrastructure, requires a planned and transparent manner to deliver new learning facilities. In order to realize improved educational programming and a long-term return on operational and capital funding, these conversations with mature communities need to continue. Communities want to know that their vision will be funded to become reality. Increased certainty around the provision of public infrastructure in communities allows public agencies and community partners to jointly plan and deliver facilities that serve as vibrant centres within new and existing communities. The broader financial efficiencies related with the concept could be significant.

Q: What are the potential consequences for student learning if the District is not able to address the deferred maintenance of its aging buildings and growth in new and developing neighborhoods in a timely manner because of the lack of predictable, sustainable funding?

Poor building conditions negatively impact student learning. Research indicates that factors such as poor lighting quality, temperature and humidity control, air circulation, acoustics, power or telecommunications infrastructure, furniture, equipment and access to technology among other factors, have a negative impact on teaching, and learning. This growing body of evidence connects poor school infrastructure with negative impact on student achievement.



The concept of ‘planned’ growth that is applied to new communities at the municipal/regional levels in an effort to ensure more efficient and sustainable urban development should also apply to public infrastructure such as schools. Operational and capital cost implications are inevitable (transportation, portables, etc.) where growth is addressed in an unplanned or reactive fashion. In the absence of adequate capital funding, inefficient operational budget planning by jurisdictions could place pressure on resources intended for use in the classroom. Challenging financial implications are possible as a result of reactive decisions required by jurisdictions. Measures such as re-designations, attendance area amendments, temporary learning spaces, shifts in program distribution, all serve to interrupt a student’s ‘planned’ approach to a learning journey. Increased costs and impacts on a student’s learning and extra-curricular day follow increased yellow bus commitments and extended ride times resulting from a lack of planned school construction to support communities.

KEY POINTS

- Regardless of funding calculation methodology and project versus block funding approaches, the greatest challenge to stable and predictable funding for school infrastructure remains with the correlation between provincial revenues and the distribution of infrastructure funds among the various Ministries and the entities who rely on those funds to address their infrastructure needs.
- Commitment to predictable funding is important, but not in a manner that limits a jurisdiction’s ability to be flexible in how to deliver projects to stakeholders.
- Ability to be responsive is important, so a degree of flexibility in the funding model must remain.
- Efficiencies related to planned growth by school jurisdictions, as well as collaboration across ministries or agencies are possible should a longer-term lens be applied to the delivery of public facilities.
- Predictable funding is a key component to mature community discussions, so that community engagement and vision is honored.
- Student learning is not maximized with reactive decision making, multiple shifts in programming and accommodation, or as a result of outdated learning environments.

ATTACHMENTS and APPENDICES

n/a

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