



# 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  
Bridget Stirling

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, November 27, 2018  
2:00 p.m.

### Board Meeting #05

- 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 #04 – November 6, 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, November 26, 2018, to speak under this item.)*
- H. Reports:
  - 2. Funds for the 2019-2020 **Clause 23** Professional Improvement Program (Recommendation)
  - 3. Funds for the 2019-2020 **Exempt Staff** Professional Improvement Program (Recommendation)
  - 4. Policy EM.BP Alcohol, Tobacco and Cannabis (Recommendation)
  - 5. 2017-2018 Audited Financial Statements (Recommendation)
  - 6. Proposed Distribution of 2017-2018 District Surplus (Recommendation)
  - 7. Fall Update to the Revised 2018-2019 Budget (Recommendation)
  - 8. Edmonton Public Schools' Combined Three-Year Education Plan 2018-2021 and Annual Education Results Report 2017-2018 (Recommendation)
  - 9. Board Chair Discretionary Expense Allowance Report for 2017-2018 (Information)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, November 26, 2018, 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 #04**

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, November 6, 2018, at 2:00 p.m.

**Present:****Trustees**

Sherry Adams  
Shelagh Dunn  
Michelle Draper

Trisha Estabrooks  
Nathan Ip  
Michael Janz

Cheryl Johner  
Bridget Stirling

**Officials**

Angela Anderson  
Grace Cooke  
Todd Burnstad  
Ron MacNeil  
Karen Mills

Leona Morrison  
Kathy Muhlethaler  
Lorne Parker  
Kent Pharis  
Darrel Robertson

Carrie Rosa  
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.

## **MINUTE BOOK**

### **A. Roll Call**

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

### **B. Approval of the Agenda**

**MOVED BY Trustee Ip:**

**“That the agenda for the November 6, 2018, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

### **C. O Canada - Vimy Ridge Academy**

### **D. Remembrance Ceremony**

#### **1. Vimy Ridge Academy Remembrance Ceremony**

Vimy Ridge Academy conducted a Remembrance Ceremony.

### **E. Communications from the Board Chair**

The Board Chair acknowledged and congratulated Dr. Parker for receiving the Governor General Sovereign's Medal for Volunteers in recognition for his humanitarian efforts abroad. She explained that Dr. Parker has volunteered countless hours improving the lives of many in the world, especially through his work in building schools in Africa.

The Board Chair reported that she was pleased to speak to the City of Edmonton's Community and Public Services Committee on October 31, 2018, in support of the proposed recommendations from the Early Learning and Care Steering Committee to move forward with the establishment of an Edmonton Council on Early Learning and Care. She explained the Council's mandate will be to plan and support the development of high-quality early learning and care services in Edmonton, with an emphasis on meeting the needs of low-income and vulnerable families. The Board Chair said City Councillors recognized the need to improve early learning and care services and declared the City's willingness to be an active partner in improving services.

The Board Chair reported that on November 5, 2018, Vice-Chair Stirling, Trustees Estabrooks and Ip and the Superintendent were pleased to attend the No Stone Left Alone Ceremony at Beechmount Cemetery. She explained that the ceremony provides students and youth with an authentic experience that creates knowledge, understanding and appreciation for those who serve and of the sacrifice of Canada's fallen. The Board Chair thanked the organizers of this special and important event.

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### **F. Communications from the Superintendent of Schools**

The Superintendent congratulated Ms Julie Arsenault, a teacher at Michael Strembitsky School, for recently receiving an Alberta Teachers' Association Science Council Outstanding Teacher award. He explained that she and Ms Amanda Green, a math and science teacher in Beaumont were each awarded for their joint project on space sciences.

The Superintendent shared that he had the pleasure of participating in the Career Pathways Symposium on October 24, 2018, with over 400 students, teachers, parents and industry. He explained that they looked at how to prepare students for a future where the careers they will have will involve technology that does not even exist yet. The Superintendent thanked everyone who worked to make the day such a wonderful success.

### **G. Minutes**

1. Board Meeting #03 – October 23, 2018

**MOVED BY Trustee Dunn:**

**"That the minutes of Board Meeting #03 held October 2, 2018, be approved as printed."  
(UNANIMOUSLY CARRIED)**

### **H. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

### **I. Reports**

3. Motion re: Citizens Options When Voting for School Board Trustees

**MOVED BY Trustee Johner:**

**"That the Edmonton Public School Board seek the support of the Alberta School Boards Association and the Public School Boards' Association of Alberta to advocate to the Minister of Municipal Affairs and provincial government officials to amend the law to allow citizens to vote for both public and Catholic school trustees during municipal elections."**

**The Board Chair called the question.**

**MOVED BY Trustee Johner that the motion be amended as follows:**

**"That the Edmonton Public School Board seek the support of the Alberta School Boards Association and the Public School Boards' Association of Alberta to advocate to the**

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**Minister of Municipal Affairs and provincial government officials to amend the law to have a review of how all trustees of all boards are elected. to ensure democratic allow citizens to vote for both public and Catholic school trustees during municipal elections.**

There was a short break in the meeting.

**The Board Chair called the question on the amendment.**

Trustee Johner advised the Board Chair she was withdrawing the amendment.

**The Board Chair called the question on the motion.**

Trustee Johner advised the Board Chair she was withdrawing the motion.

4. Mature Community Consultation Process  
(Response to Request for Information #25)

Information was provided regarding request for information #25.

Trustee Dunn suggested having a discussion with the Board of Trustees and Administration through the Infrastructure Committee regarding an addition of a motion to the school consolidation process.

5. Response to Relationships and Leases with Childcare Organizations  
(Response to Request for Information #26)

Information was provided regarding request for information #26.

#### **J. Other Committee, Board Representative and Trustee Reports**

Trustee Adams reported that she and Trustee Stirling attended the Career Pathways Symposium on October 24, 2018, and that there were over 400 other participants who came together to engage in the discussion about setting the future direction of Career Pathways. She shared that the symposium began with an inspiring and encouraging testimony from the Superintendent. Trustee Adams commented that there were a number of students, various staff, parents and vested partners who gave significant feedback in the break-out groups and the information will be gathered to determine the most relevant career pathways for students. Trustee Adams thanked the Career Pathways team who worked so hard to make the symposium engaging and meaningful.

On October 25, 2018, Trustee Adams attended the community parent meeting at Ekota School where they discussed the Early Development Instrument (EDI) results. She explained that there was also an informative discussion about the strengths and weaknesses of their community,

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and added that the information will be compiled to provide insight into the needs of each community and what will be required to best meet those needs.

On October 25, 2018, Trustee Adams, Vice-Chair Stirling and Trustee Johner attended the Public School Boards' Association of Alberta's Annual General Meeting banquet.

Trustee Adams shared that on October 27, 2018, she had the pleasure of bringing greetings on behalf of the Board of Trustees at the Annual Retirement Banquet for CUPE Local 474 (Custodial Staff). She added that Trustee Estabrooks, the Superintendent and Ms Angela Anderson were also there to congratulate the well-deserved retirements of those who have been a very significant part of the Edmonton Public Schools team.

Trustee Adams reported that she attended catchment meetings on October 30 and November 2, 2018, where principals from various catchments shared and discussed their results, highlights and the challenges of this past year. She added that the new format was more conducive to deeper and more vulnerable sharing that made for very rich discussion and opportunities to gain insights, new learning and sharing opportunities from within and between catchments. Trustee Adams said that she was delighted in hearing the remarkable ways that the catchments are making a difference with the innovative and strategic use of the Equity Fund. She expressed her appreciation for the Assistant Superintendents who work very diligently with principals and oversee the great work that takes place within the catchments. Trustee Adams stated that she is very appreciative for the innovative and strategic work that principals are doing within each of their schools as they work together to strengthen each catchment.

Trustee Draper shared that German Bilingual is offered in five schools in Edmonton from Kindergarten to Grade 12 and that additional German language programming is available throughout the District. Trustee Draper was pleased to bring greetings on behalf of the Board of Trustees at the November 5, 2018, German Career Booster. She explained that the event is a career fair for high school and post-secondary students that is co-hosted by the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools, the Goethe-Institute and Central Agency for German Schools Abroad.

Trustee Dunn commented that it was a pleasure to attend some of the cross-catchment conversations and observe how District school leaders are always thinking and innovating in service of our students. She added that she attended a session on Navigating the Education System hosted by various education stakeholder groups and witnessed the Vice-Chair represent the District to this group of engaged families.

Trustee Dunn reported that she had a tour of Ivor Dent School along with principals from the Britannia cluster as they look ahead to how best to serve students should the consolidation go forward in the cluster.

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Trustee Dunn invited families living in Ward C to an event on November 27, 2018, called What Are Your Hopes for Our Schools? She explained that it will be organized by a group of parents who are interested in forming an ongoing ward council to provide an opportunity to meet with their Trustee, learn from one another across schools, and provide input into education issues impacting families, schools and communities. Trustee Dunn advised that tickets for this event are free and available on Eventbrite.

Trustee Estabrooks congratulated the retirees from CUPE Local 474 (Custodial Staff), for their hard work and dedication to District schools and students. Trustee Estabrooks had the honour, along with Trustee Adams and the Superintendent to attend a retirement banquet recently and was pleased to celebrate the many years of hard work by our custodians.

Trustee Estabrooks thanked Ms Linda Hut at City Hall School as well as Ms Jana Haman's Grade 6 class from Virginia Park School for inviting her to speak and share her passion about being a school board Trustee.

Trustee Estabrooks reported that along with her colleagues she attended the No Stone Left Alone Remembrance Day ceremony. She said it was a very moving ceremony and spoke to the importance of learning our history, in particular our country's involvement in the first and second World Wars.

Trustee Estabrooks advised that she will be attending Remembrance Day ceremonies at the Beverly Cenotaph this year and thanked the Beverley Business Association for once again including Edmonton Public Schools in the ceremonies.

Trustee Estabrooks invited the constituents of Ward D to a coffee party that she will be hosting on November 15, 2018, at Mandolin Books for anyone who is interested in discussing public education and learning more about the vision of the District.

Trustee Ip reported that on November 5, 2018, he, along with Trustees Draper, Estabrooks, Stirling and other dignitaries including Lieutenant Governor Lois Mitchell attended the No Stone Left Alone Remembrance Ceremony at Beechmount Cemetery. This year marked the 100th anniversary of the armistice and was a poignant ceremony that involved District students in honouring the sacrifice of Canada's fallen.

On October 27th, 2018, Trustee Ip had the honour to serve as the Masters of Ceremonies for the joint Gala Celebration of the 10<sup>th</sup> anniversary of the Confucius Institute and the 30<sup>th</sup> Anniversary of the Ji Hong Wushu and Tai Chi College. He commented that it was a spectacular evening of cultural and martial arts performances from renowned performers from all over the world and that many students from Edmonton Public School's Mandarin Bilingual program also participated in the performances. Trustee Ip said that dignitaries such as Chair Draper, Mayor Iveson, and Deputy General Gao of the People's Republic of China were also on hand to bring greetings and offer congratulations to the two organizations.

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On October 14<sup>th</sup>, 2018, Trustee Ip presented as a panelist at the Promoting Multi-Cultural Diversity and Racial Harmony in Communities forum that was hosted by the Twin Brooks Community League. He explained that the event was held in response to a series of recent racially-motivated incidents within the Twin Brooks Community that made some residents feel unsafe. Trustee Ip explained that the panel included a number of community representatives and city agencies. Trustee Ip affirmed the many policies and regulations currently in place to protect students and the district's zero-tolerance for racial or any form of discrimination.

Trustee Ip extended an invitation to his colleagues and anyone interested in the work of the Edmonton Public Schools Foundation to attend an upcoming Show and Tell information sessions and said that they are an opportunity to learn about the work of the Edmonton Public Schools Foundation and to showcase the impact of the District's full-day Kindergarten programs.

Trustee Ip mentioned the following upcoming Edmonton Public School's Foundation Show and Tell information sessions:

November 29, 2018 - Tipaskan School (9:00am - 10:15am)

December 7, 2018 - Lauderdale School (11:45am - 1:00pm)

December 11, 2018 - Beacon Heights (11:45am - 1:00pm)

Trustee Johner reported that she attended the Public School Boards' Association of Alberta's (PSBAA) Annual General Meeting from October 24-26, 2018. She commented that the meeting program included the launch of the Together for Students campaign which is about having dialogue with Albertans about a single inclusive education system. Trustee Johner shared that Ms Pat Cochrane, former Chair of the Calgary Board of Education, and the Campaign Chair for the Together for Students Campaign spoke about how the campaign is not about the disestablishment of Catholic education as some may think, and that the impetus for the campaign is how the current system is not working as well as it could for all students. She added that a fractured, dispersed system is not using the financial, infrastructure and people resources as effectively as a more streamlined system could.

Trustee Johner shared how the PSBAA's Student Voice program has more than doubled this fall, going from 48 to 100 students. She explained that the purpose of the conference is to demonstrate to students that their voice is valued and listened to. The conference provides opportunities for students to chat with attending trustees, superintendents, staff and the Minister of Education. Trustee Johner said that students' feedback identifies what is important to them, what is working well, and what they would like to see changed or enhanced in the education system.

Trustee Stirling expressed her appreciation for the staff's hard work in organizing the Career Pathways Symposium on October 24, 2018. She added that it was a pleasure to bring greetings. Trustee Stirling commented that as a Trustee, it was very powerful to hear from students, teachers, staff, partners, and community members about the work happening through Career

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Pathways to support students both in their present learning and future opportunities beyond school.

Trustee Stirling thanked the Strategic Alliance for Alberta Students with Learning Challenges for inviting her to present on October 29, 2018, about the role of a Trustee in supporting families at the event, Navigating the Education System, and to participate on their panel along with the Alberta School Councils Association, Alberta Education, CASA, and MLA Marie Renaud. Trustee Stirling thanked the Alberta Teachers' Association for hosting the event and all the families who participated in the discussion.

- K. **Trustee and Board Requests for Information** - None
- L. **Notices of Motion** - None
- M. **Next Board Meeting: Tuesday, November 27, at 2:00 p.m.**
- N. **Adjournment: 4:35 p.m.**

**The Board Chair** adjourned the meeting.

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Michelle Draper, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** November 27, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Funds for 2019-2020 Clause 23 Professional Improvement Program

**ORIGINATOR:** Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE STAFF:** Trish Kolotyluk, Renée Thomson

**REFERENCE:** Teachers' Collective Agreement-September 1, 2012 to August 31, 2016, Clause 23

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## ISSUE

An allocation of funds from the 2019-2020 operating budget is requested to support the Clause 23 Professional Improvement Program, through which teachers would be able to access tuition and leave support for post-secondary coursework as per Clause 23 of the Teachers' Collective Agreement.

## BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Clause 23 Professional Improvement Program is in direct support of Board Policy GE.BP - Organization for Instruction, which states that "effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement." The program is also in direct support of District Priority 2, Goal Three, which states that throughout their careers, all staff members are to be "provided opportunities to enhance their professional capacity and leadership within a culture of collaboration."

For many years, District teachers have had the opportunity to apply for tuition and leave support through the Clause 23 Professional Improvement Program to undertake professional improvement activities. A comparison of successful applicants by year (Attachment I), as well as a synopsis of funds, F.T.E.s and support granted over the past 10 years (Attachment II) are included in this report.

## RELATED FACTS

- The Clause 23 Professional Improvement Program is guided by Clause 23 of the Teachers' Collective Agreement.
- Clause 23.2 outlines the conditions under which, upon application, leave for professional improvement may be granted to a teacher for a school year or portion of the year.
- Clause 23.6 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 23.7 states the maximum amount the District may allocate for the Teacher Professional Improvement Program as "3/4 of 1% of the annual grid costs, calculated as of the preceding November 30".
- The Clause 23 Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of District leadership staff who consider the alignment of

applicants' proposed professional improvement plans with District Priorities and identified programming needs. Additional considerations are the anticipated benefits to learners, the school and the District, as well as connections to the applicants' professional growth plans and career goals.

- For the 2018-2019 Clause 23 Professional Improvement Program, support was granted primarily for courses and programs of study in the areas of leadership, counselling/mental health, curriculum, literacy, special needs/inclusion and mathematics.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2018-2019 Clause 23 Professional Improvement Program was 2.4 per cent.
- In order to facilitate application, review and approval processes for the Clause 23 Professional Improvement Program, it is necessary that they be initiated a year in advance of the period of support (Attachment III). The 2019-2020 Clause 23 Professional Improvement program was announced to District teachers on October 26, 2018. Applications will be accepted until January 11, 2019. A panel of District leadership staff will review and assess the applications between February 5 and February 12. Recommendations from the assessors will be compiled and forwarded to the Superintendent for consideration by February 22. By March 1, the completion of these processes will be signaled by the Superintendent's approval of the tuition and/or leave support for successful applicants, including details related to the distribution of the allocated funds. Between March 4 and March 8, applicants will be notified of the support granted to them.
- In addition to the support available through the Clause 23 Professional Improvement Program, tuition support for coursework related to core subject areas, second languages and selected priorities established by the District will continue to be available to District teachers through the Teacher Development Program. In 2017-2018, over \$90,000 was reimbursed to District teachers through this program for tuition fees.
- The Teachers' Collective Agreement includes a commitment of District funds to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association to administer and distribute funds in support of professional development activities or resources related to teachers' individual professional growth plans. Edmonton Public Schools will provide \$750,000 in 2018-2019, as well as \$875,000 in 2019-2020 to Local 37 in support of the Staff Development Fund.
- Access to and support for professional development has been a significant bargaining issue in negotiations with the Alberta Teachers' Association.

## RECOMMENDATION

**That an allocation of \$1,300,000 from the 2019-2020 operating budget be approved for the Clause 23 Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to teachers for the 2019-2020 school year.**

## OPTIONS

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

1. The allocation of funds for 2018-2019 is increased to \$1,300,000.
2. The allocation of funds for 2018-2019 remains at \$1,200,000.

Student achievement is positively impacted by the application of teachers' professional learning within the classroom and school community. An increased allocation of funds would allow a greater number of

certificated staff to develop a deeper understanding of educational theories and practice, curricula and subject content in support of District initiatives.

A selection of statements from staff who were granted support through the Clause 23 Professional Improvement Program has been included with this report (Attachment IV). Many program participants reflected on their ability to better meet the increasingly complex needs of their students as a result of their professional learning. Several program participants speak to improved student success with the integration of new strategies and perspectives within their classrooms and schools. Many indicate that they are sharing their learning with colleagues.

Over the past decade, the gap between the maximum possible allocation and the approved allocation has continued to widen. In 2009-2010, the approved allocation of \$1,300,000 was 52 per cent of the maximum possible allocation. The approved allocation of \$1,200,000 for 2018-2019 was 33 per cent of the maximum possible allocation (Attachment II).

In September 2017, there were 98,914 students enrolled in the District. This year, our September enrolment count was 101,865. As our student enrolment continues to grow, so does the number of teachers we employ. In 2017-2018, 447 teachers were granted continuing contracts. This year, 492 teachers will undergo the recommendation process for continuing contracts. In turn, the number of requests for support through the Clause 23 Professional Improvement Program continues to increase. In 2009-2010, 64 certificated staff requested support through this program. In 2018-2019, we received 137 applications, which is an increase of 33 per cent over 2017-2018 and an increase of 114 per cent over 2009-2010 (Attachment I). It is anticipated that the number of requests for support will continue to grow.

Of the 137 requests for support through this program, based on the relative strength of the applications, 58 applicants were granted the support they requested and were eligible to receive, 46 were granted partial support and 33 were not granted support. Those applicants who were not granted the tuition support they requested could apply for support through the Staff Development Fund, and depending on the course(s), through the Teacher Development Program.

Without an increased allocation of funds, the number of staff who can be supported through this program will potentially decrease. Applications that would have met the criteria for a level of support in previous years will not be supported to the same degree as similarly assessed applications in previous years. As well, more applicants will not receive any support.

For these reasons, Option 1 is considered most appropriate.

## **NEXT STEPS**

Upon approval of this recommendation, the program timeline will be followed (Attachment III).

## **ATTACHMENTS and APPENDICES**

ATTACHMENT I	Comparison by Year of Successful Teacher Certificated Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	2019-2020 Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

AA:sh

## ATTACHMENT I

PROFESSIONAL IMPROVEMENT PROGRAM SUCCESSFUL APPLICANTS BY YEAR		
YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2009-2010	64	64
2010-2011	60	58
2011-2012	87	84
2012-2013	71	70
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99
2018-2019	137	104

## PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	FUND MAXIMUM AS PER CLAUSE 23.7	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2008-2009	2,392,026	1,300,000	54%	11.67	763,271	274,958	1,038,229
2009-2010	2,504,746	1,300,000	52%	6.54	382,159	349,969	732,128
2010-2011	2,774,936	1,200,000	43%	12.19	756,640	306,366	1,063,006
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.026	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877

## 2019-2020 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Clause 23 Professional Improvement Program and application package are communicated to District teachers and made available online	October 26
Information meetings for interested staff (4:15 - 6:00 p.m. Conference Centre, Centre for Education)	November 19, 29
Obtain data to calculate maximums as per Clause 23.5 of Teachers' contract	November 30
Due date for applications	January 11
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	January 14 – February 1
Review of applications <ul style="list-style-type: none"> <li>• Application packages prepared for committee review</li> <li>• Committee workshop conducted</li> <li>• Review of applications completed</li> </ul>	January 14 – February 1 February 5 February 12
Compile background information and committee input	February 13 - 20
Recommendation to the Superintendent	February 22
Approval of leaves and tuition support by the Superintendent	March 1
Communication of support granted <ul style="list-style-type: none"> <li>• Letters and agreements sent to successful applicants</li> <li>• TM to Board</li> <li>• District News announcement on Connect</li> </ul>	March 4 - 8 March 13 March 15

**Selection of Reflective Statements: Benefits of Program Participation  
2017-2018 Clause 23 Professional Improvement Program**

**Tammy Berry**

*University of Alberta - Master of Education in Educational Policy Studies with a specialization in Educational Administration and Leadership (EPSB cohort)*

"With increasing complexity in schools, an isolated educator does not have the expertise to address all the demands; a greater impact can be made when a collaborative community leverages the combined strengths of all members."

**Kathleen Durance**

*University of Alberta - Doctor of Education in Educational Policy Studies with a specialization in Educational Administration and Leadership*

"I found the insights I gained particularly helpful in working with our staff on honoring the complex diversity of our population, including developing authentic inclusion of our First Nations, Metis, and Inuit peoples' perspectives."

**Nouha El-Ali**

*University of Alberta - Master of Education in Educational Policy Studies with a specialization in Educational Administration and Leadership*

"I have gained further insight into timely research and pedagogical methodologies that I have infused into my coaching and mentoring of staff. My graduate studies have, and will continue to support the district's vision in fostering the four accountability pillars, thus enriching the quality of learning for all communities we serve."

**Kym Francis**

*University of Alberta - Master of Education in Educational Psychology with a specialization in Special Education: Reading, Writing and Oral Language Disabilities*

"...I have been able to target intervention for my students with academic deficits, and have seen improvement in their reading and writing abilities. Additionally, I have been able to share my knowledge with my elementary teaching peers and expand the scope of assessment, to provide intervention to our younger students. This has improved our students' motivation, engagement, and achievement."

**Kimberley Dawn Froese**

*University of Calgary - Master of Education in Interdisciplinary Studies with a specialization in Supporting and Enhancing Children's Mental Health*

"There is increased heterogeneity in our student population as well as increased numbers, severity, and complexity of student needs... My newfound knowledge has equipped me with tools allowing me to anticipate and prevent problems before they occur and has widened my awareness of the continuum of supports that can be provided to support students with or at-risk of more significant mental health issues."

**Kimberly Hamilton**

*City University of Seattle - Master of Counselling*

"...I've needed to use the skills I've learned around grief and loss, emotional regulation, looking for signs of trauma and pushing for mental health support... My learning has... also educated me in the many issues that I need to keep on my radar when working with members of the LGBTQ community."

**Carla Klassen**

*University of Alberta - Master of Education in Educational Studies with a focus on leadership*

"As the new K-12 curriculum rolls out, I have seen the impact of cross-curricular learning through my action research project and will be able to apply my learning to my classroom and school directly."

**Jason Leboeuf**

*University of Alberta - Master of Education in Educational Studies with a focus on leadership and school improvement*

"I have developed a stronger, research-based understanding of assessment and evaluation of student progress."

**Petra Nagtegaal**

*University of Alberta - Master of Education in Educational Psychology with a specialization in Special Education: Reading, Writing and Oral Language Disabilities*

"With this knowledge, I am able to provide my students with an explicit, appropriate, and effective pre-literacy base for reading and writing... I am eager to help my students with special needs become successful throughout all their years of school by teaching them to have strong foundational skills."

**Debbie Piasetsky**

*University of Alberta - Master of Education in Elementary Education with a focus on curriculum and pedagogy*

"Through this program, I have deepened my understanding of literacy and why students sometimes struggle to develop the skills needed to be successful. I have also learned specific strategies which I have been able to put to use with students in my day-to-day work... I will share my growing expertise at the school, catchment and district level by modeling strategies through my own personal teaching and presenting information at professional learning sessions."

**Thomas Reikie**

*University of Alberta - Master of Education in Secondary Education with a specialization in Curriculum Studies*

"I have no doubt that in a long-term basis my graduate studies will allow me to re-envision curricular engagement in a more student oriented light."

**Margaret Veis**

*University of Alberta - Master of Education in Elementary Education with a focus on language and literacy education*

"I will do everything I can to use my learning from the 2017-2018 Professional Improvement Program to help my colleagues work through the new provincial curriculum implementation process, including curriculum alignment with both new and current resources."

**Alicia Welsh**

*University of Toronto - Master of Education in Language and Literacies Education*

"...We examined relevant research on teaching and learning second and foreign languages in classroom settings in order to explore effective and efficient approaches to Second Language Acquisition...

Throughout the course, we considered the influences of community, home, school, and cultural heritage on second and additional language acquisition and language use."

**Leanne Whitefield**

*University of Alberta - Master of Education in Educational Studies with a focus on using collaborative learning models to support professional growth and leadership*

"Given the rapid proliferation of technology and changing needs of our students and society, learning can no longer be an isolated, one-way transfer of knowledge, but rather a series of interactions that can happen anywhere, at any time... This paradigm shift from teacher-centred to student-centred learning can enrich our students' understanding of learning, while developing 21st century competencies that are not easily measured through standardized testing."

**DATE:** November 27, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Funds for 2019-2020 Exempt Staff Professional Improvement Program

**ORIGINATOR:** Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE STAFF:** Trish Kolotyluk, Renée Thomson

**REFERENCE:** Response to Staff Group Budget Presentations, 2012-2014

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## ISSUE

An allocation of funds from the 2019-2020 operating budget is requested to support the Exempt Staff Professional Improvement Program, through which exempt staff members would be able to access tuition and leave support for post-secondary coursework.

## BACKGROUND

There has been a long standing practice in the District to consider applications from exempt staff for tuition and leave support using the Clause 23 Professional Improvement Program processes and application package, which is embedded in the Teachers' Collective Agreement. Surplus funds from the Clause 23 Professional Improvement Program allocation were used to support the professional growth and development of exempt staff.

In keeping with the District's commitment to exempt staff, an application process was drafted with input from the Exempt Liaison Committee and the Exempt Staff Professional Improvement Program was implemented in December 2015 as a pilot.

In March 2016, the Board approved an allocation of \$150,000 from the Central surplus to provide exempt staff members with tuition and professional leave support for coursework undertaken in 2016-2017. Allocations of \$150,000 from the subsequent year's budget were approved for the 2017-2018 and 2018-2019 school years (Attachment I). In November 2017, the Board approved the continuation of the Exempt Staff Professional Improvement Program as an ongoing District program. A comparison of successful applicants by year is included in this report (Attachment II).

## RELATED FACTS

- The implementation of the Exempt Staff Professional Improvement Program is aligned with the District's Cornerstone Values and supports Priority 2, Goal Three which is to enhance the professional capacity of District staff.
- The Exempt Staff Professional Improvement Program ensures that exempt staff members across the District have access to opportunities that would serve to enhance their professional capacity and remain current with industry standards and trends.
- It is anticipated that support for professional development will assist in the attraction of exempt staff to the District and in the retention of those employees.

- Exempt staff have the opportunity to submit an application for support in January for courses that take place between July 1, 2019, and August 31, 2020, or in September for courses that take place between December 1, 2020, and August 31, 2020, (Attachment III).
- An allocation of \$150,000 would allow for a three per cent holdback of funds to address potential increases in tuition fees, international exchange rates for coursework undertaken through universities outside Canada, as well as salaries for program participants on leave with an allowance.

## RECOMMENDATIONS

**That an allocation of \$150,000 from the 2019-2020 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting exempt staff professional improvement leaves and/or tuition support for the 2019-2020 school year.**

## CONSIDERATIONS and ANALYSIS

Providing a dedicated program to support professional development for exempt staff honours commitments the District has made in response to Exempt Liaison Committee budget presentations to the Board of Trustees and ensures that related processes are transparent.

A selection of statements from staff who were granted support through the Exempt Staff Professional Improvement Program has been included with this report (Attachment IV). Program participants reflected on the benefits of their professional learning and how it has been effectively integrated into their work responsibilities.

Considering the ratio of teachers to exempt staff, a commitment of \$150,000 is aligned with the request for support for teachers through the Clause 23 Professional Improvement Program.

## NEXT STEPS

Upon approval of this recommendation, the program timelines will be followed (Attachment III).

## ATTACHMENTS

ATTACHMENT I	Exempt Staff Professional Improvement Program History
ATTACHMENT II	Professional Improvement Program – Successful Exempt Applicants by Year
ATTACHMENT III	2019-2020 Exempt Staff Professional Improvement Program Timelines
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

RT:jw

**EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY**

<b>YEAR</b>	<b>APPROVED ALLOCATION</b>	<b>APPROVED TOTAL LEAVE FTE</b>	<b>ACTUAL GRANTED FOR LEAVES</b>	<b>ACTUAL GRANTED FOR TUITION</b>	<b>TOTAL ACTUAL GRANTED FOR LEAVES &amp; TUITION</b>
2016-2017 <sup>1</sup>	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018 <sup>1</sup>	\$150,000	0.644	\$47,129	\$39,304	\$86,433
2018-2019 <sup>2</sup>	\$150,000	0.600	\$47,147	\$52,902	\$100,049

<sup>1</sup> The Exempt Staff Professional Improvement Program was piloted in 2016-2017 and 2017-2018.

<sup>2</sup> The program was approved as an ongoing District program beginning in the 2018-2019.

<b>EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM SUCCESSFUL APPLICANTS BY YEAR</b>		
<b>YEAR</b>	<b>TOTAL NUMBER OF APPLICANTS</b>	<b>NUMBER SUCCESSFUL</b>
2013-2014 <sup>1</sup>	5	3
2014-2015 <sup>1</sup>	5	5
2015-2016 <sup>1</sup>	6	6
2016-2017	5	5
2017-2018	6	6
2018-2019	15	10

<sup>1</sup> Applications from exempt staff were assessed using Clause 23 Professional Improvement Program application processes.

**2019-2020 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE****JANUARY 2019 APPLICATION INTAKE**

(for courses that take place between July 1, 2019 and August 31, 2020)

<b>Activity</b>	<b>Date</b>
Exempt Professional Improvement Program information and application package are communicated to District exempt staff and made available online	October 26
Information meeting for interested staff (4:15 - 6:00 p.m. Conference Centre, Centre for Education)	December 4
Due date for applications	January 11
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	January 14 – February 1
Review of applications <ul style="list-style-type: none"> <li>• Application packages prepared for committee review</li> <li>• Committee workshop conducted</li> <li>• Review of applications completed</li> </ul>	January 14 – February 1 February 7 February 14
Compile background information with input from assessors	February 14 – 20
Recommendation to the Superintendent	February 22
Approval of leaves and tuition support by the Superintendent	March 1
Communication of support granted <ul style="list-style-type: none"> <li>• Letters and agreements sent to successful applicants</li> <li>• TM to Board</li> <li>• District News announcement</li> </ul>	March 4 – 8 March 13 March 15

## 2019-2020 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

### SEPTEMBER 2019 APPLICATION INTAKE

(for courses that take place between December 1, 2019 and August 31, 2020)

Activity	Date
Due date for applications	September 20
Processing of applications	September 23 – 27
<ul style="list-style-type: none"><li>• Receipt of applications confirmed</li><li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li><li>• Applications prepared for review by committee of leadership staff</li></ul>	
Review of applications	
<ul style="list-style-type: none"><li>• Application packages prepared for committee review</li><li>• Review of applications completed</li></ul>	September 23 – 27 September 30 – October 4
Compile background information with input from assessors	September 30 – October 4
Recommendation to the Superintendent	October 12
Approval of leaves and tuition support by the Superintendent	October 19
Communication of support granted	
<ul style="list-style-type: none"><li>• Letters and agreements sent to successful applicants</li><li>• TM to Board</li><li>• District News announcement</li></ul>	October 22 - 26 October 31 November 2

**Selection of Reflective Statements: Benefits of Program Participation  
2017-2018 Exempt Staff Professional Improvement Program**

**Andrea Colling**

*University of Alberta – Advanced Certificate in Leadership through the Faculty of Extension*

“...I have strengthened my ability to communicate with clarity, build cohesive teams and support a growing team of diverse staff whom I supervise. I have gained confidence in my coaching skills and developed strategies for complex conversations and leading change.”

**Julia Dalman**

*University of Alberta – Master of Education in Education Policy Studies with a specialization in Theoretical, Cultural and International Studies in Education*

“It is rare to have the opportunity to combine learning and practice and innovative research with classroom connections district wide. It has vastly improved my own practice and has allowed me to further community connections with higher education.”

**Lindsay Marshall**

*University of Alberta – Master of Business Administration through the Alberta School of Business*

“What I have learned will enhance planning and execution of new initiatives, improve teamwork, and encourage goal-oriented activities that tie into the strategic plan for Metro and the District.

**Linda McFalls**

*University of Alberta – Doctor of Philosophy in Secondary Education*

“...These courses contributed to knowledge regarding educational policy, practice and potential areas of weaving clinical social work practice theory/knowledge with educational policy, practice, and programming to support student academic and social/emotional well-being.

**Julia Roy**

*University of Alberta – Master of Science in Family Ecology and Practice*

“By valuing the importance of a child’s family as their first teacher, we can promote school readiness, which includes social-emotional aspects, to achieve long-term educational success, benefiting the district and its students in the long-term. When all pre-kindergarten school-family liaisons have the knowledge, understanding, skills, and support needed to better support families of pre-kindergarten children, we can be confident that these families are embarking on their educational path with their children with their best foot forward.”

**DATE:** November 27, 2018

**TO:** Board of Trustees

**FROM:** Trustee Sherry Adams, Policy Review Committee  
Trustee Trisha Estabrooks, Chair, Policy Review Committee  
Vice-Chair Bridget Stirling, Policy Review Committee

**SUBJECT:** First, Second and Third and Final Reading of Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** Marnie Beaudoin, Nancy Petersen

**REFERENCE:** Board Policy CH.BP – Framework for Policy Development and Review  
*Cannabis Act*  
*Gaming, Liquor and Cannabis Act*  
[EM.BP Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions](#)  
[IGD.AR Alcohol, Tobacco and Cannabis on and in District Property and at District Functions](#)

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## ISSUE

The Policy Review Committee is presenting Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions with required revisions that support alignment to the federal *Cannabis Act* and the provincial *Gaming, Liquor and Cannabis Act* for first, second, third and final readings by the Board of Trustees at the November 27, 2018, public Board meeting.

## BACKGROUND

On June 21, 2018, Bill C-45 *An Act respecting cannabis and to amend the Controlled Drugs and Substances Act, the Criminal Code and other Acts* received royal assent. Cannabis became legal across Canada on October 17, 2018.

To support the legalization of cannabis, the Alberta government passed the *Gaming, Liquor and Cannabis Act* and developed a Cannabis Framework. Municipal governments drafted bylaws and organizations such as school districts developed policies and regulations.

The Policy Review Committee revised Board Policy EM.BP Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions to ensure compliance with the *Gaming, Liquor and Cannabis Act*.

## RELATED FACTS

Administrative Regulation IGD.AR Alcohol, Tobacco and Cannabis on and in District Property and at District Functions was approved on October 16, 2018, to ensure alignment to new legislation by the October 17, 2018, legalization date.

Board Policy EM.BP Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions has undergone changes to reflect the legalization of cannabis. As the changes coming forward are required to ensure the District is in compliance with legislation, the Board's traditional practice of public engagement for a policy after first reading is not required.

Revisions to the draft Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions include:

- Adjustment of the policy title to include cannabis.
- Addition of the following sections to align with the current board policy template:
  - Purpose
  - Definitions
  - Expectations
  - Accountability
- Addition of a statement to acknowledge that the ceremonial use of tobacco as part of cultural practice is appropriate in the District.
- Enhanced clarity around the possession and/or consumption of alcohol, tobacco and cannabis on and in District property.
- Additional references, including recent legislation pertaining to the legalization of cannabis and related District administrative regulations and Board policies.

## RECOMMENDATION

1. **That Board policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the first, second and third time at this meeting.**
2. **That Board policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the first time.**
3. **That Board policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the second time.**
4. **That policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions be considered for the third and final time and approved.**

## OPTIONS

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

1. Accept and approve the revised EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions, as presented for first, second and third readings at the November 27, 2018, Board meeting, to ensure compliance with the provincial *Gaming, Liquor and Cannabis Act* and the federal *Cannabis Act*.
2. Provide feedback and/or request changes to the revised EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions to ensure compliance with the provincial *Gaming, Liquor and Cannabis Act* and the federal *Cannabis Act*.

## CONSIDERATIONS and ANALYSIS

- As EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions was not opened for overall review, the originally scheduled review date remains unchanged.
- Failure to revise EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions would result in differing expectations between the Board policy and Administrative



Regulation IGD.AR Alcohol, Tobacco and Cannabis on and in District Property and at District Functions.

## **NEXT STEPS**

Once approved, Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions will be posted to the District website and the update will be communicated to staff.

## **ATTACHMENTS and APPENDICES**

- |               |  |
|---------------|--|
| ATTACHMENT I  | EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions  |
| ATTACHMENT II | IGD.AR Alcohol, Tobacco and Cannabis on and in District Property and at District Functions |

MB:mb

**CODE:** EM.BP**EFFECTIVE DATE:** (09-10-2012)**TOPIC:** Alcohol, Tobacco and Cannabis on and in District Property and at District Functions**ISSUE DATE:** (15-10-2012)**REVIEW YEAR:** (2019)**PURPOSE**

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

To establish expectations regarding alcohol, tobacco and cannabis on and in District property (this includes District vehicles) and at District functions.

**DEFINITIONS**

**Alcohol** is the intoxicating agent in beverage alcohol, ethyl alcohol or ethanol.

**Cannabis** is a broad term used to describe the various products derived from the leaves, flowers and resins of Cannabis plants, synthetic cannabinoids, and/or medical cannabis. Cannabis can be consumed in a variety of ways, including but not limited to: smoking, vaporizing, eating or using water pipes.

**Tobacco and tobacco products** are composed in whole or in part of tobacco, including tobacco leaves and any extract of tobacco leaves. Tobacco can be consumed in a variety of ways, including but not limited to: smoking cigarettes and chewing tobacco.

**Tobacco-like products** are any products that mimic and are consumed in a manner similar to a tobacco product. Tobacco-like products can be consumed in a variety of ways, including but not limited to: smoking, using electronic cigarettes, vaporizing, or using water pipes or hookahs. For the purpose of this policy, tobacco-like products do not include regulated nicotine replacement therapy products.

**POLICY**

The Board believes that the consumption of alcohol, tobacco, tobacco-like products and cannabis on or in District property or at District functions is inappropriate.

Traditional tobacco is an important part of First Nations and Métis cultures. The Board recognizes that the ceremonial use of tobacco as part of cultural practice is appropriate in the District.

**EXPECTATIONS****A. ALCOHOL**

1. The possession and/or consumption of alcohol is prohibited on and in District property and at District functions.

2. The Superintendent has the authority to approve the serving of alcohol on District property at functions which would not include District students.
3. The Superintendent has the authority to approve District students performing at venues where alcohol is available.

#### **B. TOBACCO AND TOBACCO-LIKE PRODUCTS**

1. The use of tobacco and tobacco-like products is prohibited on and in District property and at District functions.
2. Traditional use of tobacco for ceremonial purposes is permitted on District property or at District functions.

#### **C. CANNABIS**

1. The possession and/or consumption of cannabis is prohibited on and in District property or at District functions.
2. Notwithstanding Section C.1 of this policy, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained as per District-established processes.

#### **ACCOUNTABILITY**

The Superintendent will be responsible for implementing this policy through appropriate administrative regulations and communication with District stakeholders, including staff, students and parents/guardians.

#### **REFERENCES**

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments  
 DECA.AR - Operation and Maintenance of District Fleet Vehicles  
 FA.BP - Human Resources Framework  
 FBCB.AR - District Staff Code of Conduct  
 GICA.AR - Field Trips  
 HHCD.AR - Prescription and Non-Prescription Medication Management  
 IG.AR - Community Use of District Buildings  
 IGD.AR- Alcohol, Tobacco and Cannabis on and in District Property and at District Functions  
 Cannabis Act  
 Edmonton Public Schools - Employee Health  
 Gaming, Liquor and Cannabis Act  
 School Act, Section 45.1

**CODE:** IGD.AR**EFFECTIVE DATE:** (16-10-2018)**TOPIC:** Alcohol, Tobacco and Cannabis on and in District Property and at District Functions**ISSUE DATE:** (17-10-2018)**REVIEW YEAR:** (2025)**OBJECTIVE**

To establish direction for the District regarding alcohol, tobacco and cannabis on and in District property (this includes District vehicles) and at District functions.

**DEFINITIONS**

**Alcohol** is the intoxicating agent in beverage alcohol, ethyl alcohol or ethanol.

**Cannabis** is a broad term used to describe the various products derived from the leaves, flowers and resins of Cannabis plants, synthetic cannabinoids, and/or medical cannabis. Cannabis can be consumed in a variety of ways, including but not limited to: smoking, vaporizing, eating or using water pipes.

**Tobacco** and **tobacco products** are composed in whole or in part of tobacco, including tobacco leaves and any extract of tobacco leaves. Tobacco can be consumed in a variety of ways, including but not limited to: smoking cigarettes and chewing tobacco.

**Tobacco-like products** are any products that mimic and are consumed in a manner similar to a tobacco product. Tobacco-like products can be consumed in a variety of ways, including but not limited to: smoking, using electronic cigarettes, vaporizing, or using water pipes or hookahs. For the purpose of this administrative regulation, tobacco-like products do not include regulated nicotine replacement therapy products.

**RESPONSIBILITY**

The principal is responsible for communicating with and holding all stakeholders of the school community accountable to District expectations regarding alcohol, tobacco, tobacco-like products and cannabis on and in District property and at District functions.

Central Administrators are responsible for communicating with and holding their staff and partners accountable to District expectations regarding alcohol, tobacco, tobacco-like products and cannabis on and in District property and at District functions.

Central Administration overseeing property management is responsible for communicating with and holding external groups leasing or renting space from the District accountable to District expectations regarding alcohol, tobacco, tobacco-like products and cannabis on District property.

**REGULATION**

Alberta has set the minimum age for the possession, purchase and consumption of cannabis at 18. This is in line with Alberta's minimum age for the purchase and consumption of alcohol and tobacco

products. The age of 18 also aligns with the federal government's minimum age related to cannabis and tobacco.

Board Policy HG.BP Student Behaviour and Conduct (Section 2.f) states that the "possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities" is considered to be unacceptable behaviour. Alcohol, tobacco, tobacco-like products and cannabis are considered to be restricted substances for all students in Edmonton Public Schools.

Board Policy FA.BP Human Resources Framework establishes the expectation that the District will "consider the impact on student and staff wellness and safety when making and implementing decisions". This administrative regulation reflects this through articulating expectations related to alcohol, tobacco, tobacco-like products and cannabis in the learning and working environment of Edmonton Public Schools.

#### A. ALCOHOL

1. The possession and/or consumption of alcohol is prohibited at:
  - a. District facilities which are used for the accommodation of students, with the exception of the serving of communion wine by church rental groups; and
  - b. all student functions held at a District facility or sponsored by the District.
2. The Superintendent may authorize the serving of alcohol:
  - a. at non-student functions sponsored by the District; and
  - b. in District facilities.
3. The serving of alcohol as per Section A.2 requires written approval from the Superintendent as well as the obtaining of a liquor license from *Alberta Gaming, Liquor and Cannabis*.
4. Adult possession of sealed alcohol is permitted as part of a personal gift for an adult or as a donation to a District-sponsored fundraiser. In these situations, alcohol should be handled in a discreet manner.

#### B. TOBACCO AND TOBACCO-LIKE PRODUCTS

1. The consumption of tobacco or tobacco-like products is prohibited on and in school property, in District vehicles or at District-sponsored events.
2. Adult possession of tobacco and tobacco-like products should not be visible or interfere with the operations of the learning and working environment.
3. Traditional use of tobacco for ceremonial purposes is permitted on District property or at District functions.

#### C. CANNABIS

1. The possession and/or consumption of cannabis is prohibited on and in District property or at District functions.
2. Notwithstanding Section C.1 of this administrative regulation, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior

approval has been obtained for students according to Administrative Regulation HHCD.AR Prescription and Non-Prescription Medication Management, and through *Employee Health Services* for staff. These medical accommodations shall be planned for students through District Support Services, and accommodations for staff shall be planned through Human Resources.

## REFERENCES

[AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#)

[DECA.AR - Operation and Maintenance of District Fleet Vehicles](#)

EM.BP - Alcohol, Tobacco and Cannabis on District Property in District Vehicles and at District Functions (in draft)

[FA.BP - Human Resources Framework](#)

[FBCB.AR - District Staff Code of Conduct](#)

[GICA.AR - Field Trips](#)

[HAA.BP - First Nations, Métis and Inuit Education \(in draft\)](#)

[HAA.AR - Aboriginal Education \(when revised\)](#)

[HG.BP - Student Behaviour and Conduct](#)

[HG.AR - Student Behaviour and Conduct](#)

[HHCD.AR - Prescription and Non-Prescription Medication Management](#)

[IG.AR - Community Use of District Buildings](#)

[Alberta Gaming Liquor and Cannabis](#)

[Alberta Cannabis Framework](#)

[An Act to Control and Regulate Cannabis](#)

[City of Edmonton Bylaw 14614](#)

[Employee Health Services](#)

[Cannabis Act](#)

[Gaming, Liquor and Cannabis Act](#)

[School Act](#), Section 45.1

**DATE:** November 27, 2018

**TO:** Board of Trustees

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

**SUBJECT:** 2017-2018 Audited Financial Statements

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Vanessa Croswell-Klettke, Madonna Proulx, Amanda Wong

**REFERENCE:** N/A

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## ISSUE

On an annual basis Alberta Education requires the District to complete and submit audited financial statements on an August 31, fiscal year by November 30.

## BACKGROUND

This report includes:

- the audited financial statements, notes to the financial statements and unaudited schedules
- the Auditor's report from PricewaterhouseCoopers LLP (PwC) regarding their audit opinion.

## RELATED FACTS

Under Section 150 of the *School Act*, the Board Chair is required to present the auditor's report to a public Board meeting to provide an opportunity for discussion.

On November 23, 2018, the Audit Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval.

## RECOMMENDATION

**That the 2017-2018 audited financial statements, notes to the financial statements and unaudited schedules be approved.**

## NEXT STEPS

Once approved, the 2017-2018 Audited Financial Statements will be posted on the District website and also forwarded to the Minister of Education by November 30, 2018.

## ATTACHMENTS and APPENDICES

ATTACHMENT I Audited Financial Statements for year ended August 31, 2018

TB:ja

School Jurisdiction Code: **3020**

**AUDITED CONSOLIDATED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2018**  
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

**Edmonton School District No. 7**

Legal Name of School Jurisdiction

**One Kingsway Centre for Education Edmonton AB T5H 4G9**

Mailing Address

**(780) 429-8000    todd.burnstad@epsb.ca**

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

The financial statements of Edmonton School District No. 7 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

***Board of Trustees Responsibility***

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

***External Auditors***

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

***Declaration of Management and Board Chair***

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

**BOARD CHAIR**

**Michelle Draper**

Name

Signature

**SUPERINTENDENT**

**Darrel Robertson**

Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**Todd Burnstad**

Name

Signature

**November 27, 2018**

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5  
EMAIL: EDC.FRA@gov.ab.ca  
PHONE: Ash: (780) 415-8940; Robert: (780) 427-3855 FAX: (780) 422-6996

Version 20180914

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<b>Schedule 8: UNAUDITED SCHEDULE OF FEES</b>	<b>17</b>
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Independent Auditors report to be given as a separate report to Audit Committee. It will be inserted here for reporting to Alberta Education

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
**As at August 31, 2018 (in dollars)**

		2018	2017
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	(Schedule 5; Note 3)	\$ 58,037,274	\$ 85,017,164
Accounts receivable (net after allowances)	(Note 4)	\$ 35,733,485	\$ 61,413,697
Portfolio investments	(Schedule 5; Note 5)	\$ 130,000,000	\$ 130,000,000
Other financial assets		\$ -	\$ -
<b>Total financial assets</b>		<b>\$ 223,770,759</b>	<b>\$ 276,430,861</b>
<b>LIABILITIES</b>			
Bank indebtedness		\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 70,196,822	\$ 80,653,326
Deferred revenue	(Note 9)	\$ 1,019,540,375	\$ 979,677,046
Employee future benefits liabilities	(Note 10)	\$ 9,776,400	\$ 9,832,800
Liability for contaminated sites		\$ -	\$ -
Other liabilities		\$ -	\$ 379,188
Debt			
Supported: Debentures and other supported debt		\$ -	\$ -
Unsupported: Debentures and capital loans	(Note 11)	\$ 12,370,608	\$ 12,986,323
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
<b>Total liabilities</b>		<b>\$ 1,111,884,205</b>	<b>\$ 1,083,528,683</b>
<b>Net debt</b>		<b>\$ (888,113,446)</b>	<b>\$ (807,097,822)</b>
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets	(Schedule 6)		
Land		\$ 837,590	\$ 837,590
Construction in progress		\$ 139,218,464	\$ 296,585,598
Buildings	\$ 1,584,666,218		
Less: Accumulated amortization	\$ (688,538,226)	\$ 896,127,992	\$ 677,799,614
Equipment	\$ 148,326,520		
Less: Accumulated amortization	\$ (115,981,929)	\$ 32,344,591	\$ 25,140,298
Vehicles	\$ 3,656,600		
Less: Accumulated amortization	\$ (2,660,623)	\$ 995,977	\$ 1,034,225
Computer Equipment	\$ 57,106,979		
Less: Accumulated amortization	\$ (37,407,866)	\$ 19,699,113	\$ 16,934,045
<b>Total tangible capital assets</b>		<b>\$ 1,089,223,727</b>	<b>\$ 1,018,331,370</b>
Prepaid expenses	(Note 12)	\$ 3,366,790	\$ 2,369,537
Other non-financial assets	(Note 13)	\$ 3,113,861	\$ 4,144,641
<b>Total non-financial assets</b>		<b>\$ 1,095,704,378</b>	<b>\$ 1,024,845,548</b>
<b>Accumulated surplus</b>	(Schedule 1; Note 14)	<b>\$ 207,590,932</b>	<b>\$ 217,747,726</b>
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 207,590,932	\$ 217,747,726
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 207,590,932	\$ 217,747,726
<b>Contractual rights</b>	(Note 6)		
<b>Contingent assets</b>	(Note 7)		
<b>Contractual obligations</b>	(Note 15)		
<b>Contingent liabilities</b>	(Note 16)		

The accompanying notes and schedules are part of these financial statements.

**CONSOLIDATED STATEMENT OF OPERATIONS**  
**For the Year Ended August 31, 2018 (in dollars)**

	Budget 2018	Actual 2018	Actual 2017 (Note 22)
<b>REVENUES</b>			
Alberta Education	\$ 1,069,692,950	\$ 1,094,358,885	\$ 1,030,475,577
Other - Government of Alberta	\$ 2,794,800	\$ 3,895,481	\$ 3,489,627
Federal Government and First Nations	\$ 2,329,100	\$ 2,568,945	\$ 2,903,847
Other Alberta school authorities	\$ 878,400	\$ 1,611,241	\$ 729,851
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 25,697,500	\$ 27,060,642	\$ 31,601,568
Other sales and services	\$ 18,448,500	\$ 20,127,400	\$ 22,323,128
Investment income	\$ 3,200,000	\$ 3,905,732	\$ 2,757,590
Gifts and donations	\$ 5,145,400	\$ 8,970,989	\$ 8,708,246
Rental of facilities	\$ 4,114,400	\$ 4,406,907	\$ 4,075,857
Fundraising	\$ 1,764,100	\$ 2,038,168	\$ 1,976,564
Gains on disposal of capital assets	\$ -	\$ -	\$ -
Other revenue	\$ -	\$ -	\$ -
<b>Total revenues</b>	<b>\$ 1,134,065,150</b>	<b>\$ 1,168,944,390</b>	<b>\$ 1,109,041,855</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 68,953,525	\$ 81,724,782	\$ 76,891,297
Instruction - Grades 1 - 12	\$ 840,098,158	\$ 813,119,675	\$ 772,098,222
Plant operations and maintenance (Schedule 4)	\$ 152,122,791	\$ 183,327,299	\$ 162,830,169
Transportation	\$ 45,152,385	\$ 46,133,776	\$ 42,787,870
Board & system administration	\$ 36,678,706	\$ 37,760,172	\$ 36,336,740
External services	\$ 18,199,793	\$ 17,035,480	\$ 19,815,433
<b>Total expenses</b>	<b>\$ 1,161,205,358</b>	<b>\$ 1,179,101,184</b>	<b>\$ 1,110,759,731</b>
<b>Operating surplus (deficit)</b>	<b>\$ (27,140,208)</b>	<b>\$ (10,156,794)</b>	<b>\$ (1,717,876)</b>

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 3020		
<b>CONSOLIDATED STATEMENT OF CASH FLOWS</b> <b>For the Year Ended August 31, 2018 (in dollars)</b>		
	2018	2017
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Operating surplus (deficit)	\$ (10,156,794)	\$ (1,717,876)
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 53,215,945	\$ 43,507,102
Gains on disposal of tangible capital assets	\$ -	\$ -
Losses on disposal of tangible capital assets	\$ 3,047	\$ 40,116
Expended deferred capital revenue recognition	\$ (42,707,388)	\$ (33,519,270)
Deferred capital revenue write-down / adjustment	\$ 49,443	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ 25,680,212	\$ (38,761,047)
Prepays	\$ (997,253)	\$ (579,571)
Other financial assets	\$ -	\$ -
Non-financial assets	\$ 1,030,780	\$ (1,376,602)
Accounts payable, accrued and other liabilities	\$ (10,835,692)	\$ 3,483,645
Deferred revenue (excluding EDCR)	\$ 64,427,560	\$ 166,995,541
Employee future benefit liabilities	\$ (56,400)	\$ (69,900)
Other (describe)	\$ -	\$ -
<b>Total cash flows from operating transactions</b>	<b>\$ 79,653,460</b>	<b>\$ 138,002,138</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (99,214,975)	\$ (189,094,934)
Equipment	\$ (3,135,920)	\$ (11,676,792)
Vehicles	\$ (235,383)	\$ (408,413)
Computer equipment	\$ (3,431,357)	\$ (8,137,144)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from capital transactions</b>	<b>\$ (106,017,635)</b>	<b>\$ (209,317,283)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	\$ (130,000,000)	\$ (130,000,000)
Dispositions of portfolio investments	\$ 130,000,000	\$ -
Remeasurement (gains) losses reclassified to the statement of operations	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ -</b>	<b>\$ (130,000,000)</b>
<b>D. FINANCING TRANSACTIONS</b>		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (615,715)	\$ (597,316)
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ (615,715)</b>	<b>\$ (597,316)</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ (26,979,890)</b>	<b>\$ (201,912,461)</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 85,017,164</b>	<b>\$ 286,929,625</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 58,037,274</b>	<b>\$ 85,017,164</b>

The accompanying notes and schedules are part of these financial statements.

**CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT**  
**For the Year Ended August 31, 2018 (in dollars)**

	2018	2017
Operating surplus (deficit)	\$ (10,156,794)	\$ (1,717,876)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (124,160,792)	\$ (277,983,084)
Amortization of tangible capital assets	\$ 53,215,945	\$ 43,507,102
Net carrying value of tangible capital assets disposed of	\$ 52,490	\$ 40,116
Write-down carrying value of tangible capital assets	\$ -	\$ -
Other changes	\$ -	
<b>Total effect of changes in tangible capital assets</b>	<b>\$ (70,892,357)</b>	<b>\$ (234,435,866)</b>
Changes in:		
Prepaid expenses	\$ (997,253)	\$ (579,571)
Other non-financial assets	\$ 1,030,780	\$ (1,376,602)
Net remeasurement gains and (losses)	\$ -	\$ -
Endowments	\$ -	\$ -
<b>Decrease (increase) in net debt</b>	<b>\$ (81,015,624)</b>	<b>\$ (238,109,915)</b>
<b>Net debt at beginning of year</b>	<b>\$ (807,097,822)</b>	<b>\$ (568,987,907)</b>
<b>Net debt at end of year</b>	<b>\$ (888,113,446)</b>	<b>\$ (807,097,822)</b>

The accompanying notes and schedules are part of these financial statements.

**CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES**

For the Year Ended August 31, 2018 (in dollars)

	2018	2017
<b>Accumulated remeasurement gains (losses) at beginning of year</b>	\$ -	\$ -
Prior Period Adjustment 1 (Describe)	\$ -	\$ -
Prior Period Adjustment 2 (Describe)	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at end of year</b>	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

**SCHEDULE 1**

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**  
for the Year Ended August 31, 2018 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2017</b>	\$ 217,747,726	\$ -	\$ 217,747,726	\$ 73,635,715	\$ -	\$ 0	\$ 80,420,780	\$ 63,691,231
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2017</b>	\$ 217,747,726	\$ -	\$ 217,747,726	\$ 73,635,715	\$ -	\$ 0	\$ 80,420,780	\$ 63,691,231
Operating surplus (deficit)	\$ (10,156,794)		\$ (10,156,794)			\$ (10,156,794)		
Board funded tangible capital asset additions				\$ 19,520,172		\$ (12,666,535)	\$ -	\$ (6,853,637)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (3,047)		\$ 3,047		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (53,215,945)		\$ 53,215,945		
Capital revenue recognized	\$ -			\$ 42,707,388		\$ (42,707,388)		
Debt principal repayments (unsupported)	\$ -			\$ 615,715		\$ (615,715)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ -	\$ -	
Net transfers from operating reserves	\$ -					\$ 12,927,440	\$ (12,927,440)	
Net transfers to capital reserves	\$ -					\$ -		\$ -
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2018</b>	\$ 207,590,932	\$ -	\$ 207,590,932	\$ 83,259,998	\$ -	\$ -	\$ 67,493,340	\$ 56,837,594

**SCHEDULE 1**

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2018 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2017</b>	\$ 80,420,780	\$ 63,691,231	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2017</b>	\$ 80,420,780	\$ 63,691,231	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (6,853,637)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ (12,927,440)		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2018</b>	\$ 67,493,340	\$ 56,837,594	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**SCHEDULE OF CAPITAL REVENUE**  
**(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)**  
**for the Year Ended August 31, 2018 (in dollars)**

	Unexpended Deferred Capital Revenue				
	Provincially Approved & Funded Projects <sup>(A)</sup>	Surplus from Provincially Approved Projects <sup>(B)</sup>	Proceeds on Disposal of Provincially Funded Tangible Capital Assets <sup>(C)</sup>	Unexpended Deferred Capital Revenue from Other Sources <sup>(D)</sup>	Expended Deferred Capital Revenue
<b>Balance at August 31, 2017</b>	\$ 21,224,312	\$ -	\$ 2,661,060	\$ 1,238,335	\$ 931,709,331
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2017</b>	\$ 21,224,312	\$ -	\$ 2,661,060	\$ 1,238,335	\$ 931,709,331
<b>Add:</b>					
Unexpended capital revenue <u>received</u> from:					
Alberta Education capital funding (excl. IMR)*	\$ (4,379,038)				
Alberta Infrastructure school building & modular projects	\$ 21,055,345				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 24,591,396				
Other sources: Donations	\$ -			\$ 78,842	
Other sources:	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education capital funding (excl. IMR)	\$ -				
Alberta Infrastructure school building & modular projects	\$ 29,299,919				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ 144,244	\$ -	\$ -	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets:					\$ -
Alberta Infrastructure managed projects					\$ 18,143,157
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (86,497,463)	\$ -	\$ -	\$ -	\$ 86,497,463
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Deduct:</b>					
Supported tangible capital dispositions Furniture and Equipment Disposal					\$ 49,443
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 42,263,443
Capital revenue recognized - Other Government of Alberta					\$ 418,422
Capital revenue recognized - Other revenue					\$ 25,523
<b>Balance at August 31, 2018</b>	\$ 5,438,715	\$ -	\$ 2,661,060	\$ 1,317,177	\$ 993,593,120
	(A)	(B)	(C)	(D)	
<b>Balance of Unexpended Deferred Capital Revenue at August 31, 2018 (A) + (B) + (C) + (D)</b>				\$ 9,416,952	

**Unexpended Deferred Capital Revenue**

\* As of April 1, 2018, Alberta Infrastructure assumed responsibility for payment of capital grants. Amounts not yet received from Alberta Education were paid by Alberta Infrastructure which resulted in a negative balance.

(A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.

(C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010.

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

**SCHEDULE OF PROGRAM OPERATIONS**  
for the Year Ended August 31, 2018 (in dollars)

REVENUES	2018							2017
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 81,221,013	\$ 815,001,665	\$ 129,818,489	\$ 32,970,363	\$ 32,846,551	\$ 2,500,804	\$ 1,094,358,885	\$ 1,030,475,577
(2) Other - Government of Alberta	\$ -	\$ 2,767,430	\$ 465,525	\$ -	\$ 10,443	\$ 652,083	\$ 3,895,481	\$ 3,489,627
(3) Federal Government and First Nations	\$ -	\$ 632,427	\$ 7,097	\$ 9,116	\$ -	\$ 1,920,305	\$ 2,568,945	\$ 2,903,847
(4) Other Alberta school authorities	\$ -	\$ 1,460,925	\$ 137,365	\$ 12,951	\$ -	\$ -	\$ 1,611,241	\$ 729,851
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 45,712	\$ 18,865,673		\$ 7,773,708		\$ 375,549	\$ 27,060,642	\$ 31,601,568
(9) Other sales and services	\$ 3,000	\$ 7,380,487	\$ 372,345	\$ -	\$ 465,727	\$ 11,905,841	\$ 20,127,400	\$ 22,323,128
(10) Investment income	\$ -	\$ -	\$ -	\$ -	\$ 3,905,732	\$ -	\$ 3,905,732	\$ 2,757,590
(11) Gifts and donations	\$ 401,368	\$ 8,514,008	\$ 374	\$ -	\$ 44,975	\$ 10,264	\$ 8,970,989	\$ 8,708,246
(12) Rental of facilities	\$ -	\$ 399,345	\$ 3,729,472	\$ -	\$ 30,590	\$ 247,500	\$ 4,406,907	\$ 4,075,857
(13) Fundraising	\$ -	\$ 2,038,168	\$ -	\$ -	\$ -	\$ -	\$ 2,038,168	\$ 1,976,564
(14) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(15) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) <b>TOTAL REVENUES</b>	\$ 81,671,093	\$ 857,060,128	\$ 134,530,667	\$ 40,766,138	\$ 37,304,018	\$ 17,612,346	\$ 1,168,944,390	\$ 1,109,041,855
<b>EXPENSES</b>								
(17) Certificated salaries	\$ 20,770,308	\$ 480,512,983			\$ 5,919,787	\$ 3,695,256	\$ 510,898,334	\$ 490,422,400
(18) Certificated benefits	\$ 4,952,702	\$ 110,539,951			\$ 1,416,832	\$ 655,580	\$ 117,565,065	\$ 112,942,297
(19) Non-certificated salaries and wages	\$ 40,518,806	\$ 100,279,910	\$ 62,735,947	\$ 1,141,582	\$ 16,635,128	\$ 4,579,810	\$ 225,891,183	\$ 210,865,187
(20) Non-certificated benefits	\$ 11,446,400	\$ 23,524,950	\$ 17,284,751	\$ 292,940	\$ 3,962,460	\$ 825,077	\$ 57,336,578	\$ 54,548,869
(21) SUB - TOTAL	\$ 77,688,216	\$ 714,857,794	\$ 80,020,698	\$ 1,434,522	\$ 27,934,207	\$ 9,755,723	\$ 911,691,160	\$ 868,778,753
(22) Services, contracts and supplies	\$ 3,989,546	\$ 89,927,932	\$ 58,856,513	\$ 44,696,805	\$ 8,574,882	\$ 6,959,593	\$ 213,005,271	\$ 197,810,871
(23) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 42,707,388	\$ -	\$ -	\$ -	\$ 42,707,388	\$ 33,519,270
(24) Amortization of unsupported tangible capital assets	\$ 46,695	\$ 8,162,685	\$ 818,269	\$ -	\$ 1,216,418	\$ 264,490	\$ 10,508,557	\$ 9,987,832
(25) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ 388,380	\$ -	\$ -	\$ -	\$ 388,380	\$ 402,435
(27) Other interest and finance charges	\$ 325	\$ 171,264	\$ 533,004	\$ 2,449	\$ 34,665	\$ 55,674	\$ 797,381	\$ 220,454
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 3,047	\$ -	\$ -	\$ -	\$ 3,047	\$ 40,116
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) <b>TOTAL EXPENSES</b>	\$ 81,724,782	\$ 813,119,675	\$ 183,327,299	\$ 46,133,776	\$ 37,760,172	\$ 17,035,480	\$ 1,179,101,184	\$ 1,110,759,731
(31) <b>OPERATING SURPLUS (DEFICIT)</b>	\$ (53,689)	\$ 43,940,453	\$ (48,796,632)	\$ (5,367,638)	\$ (456,154)	\$ 576,866	\$ (10,156,794)	\$ (1,717,876)

**SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES**  
for the Year Ended August 31, 2018 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2018 TOTAL Operations and Maintenance	2017 TOTAL Operations and Maintenance Reclassified
Uncertificated salaries and wages	\$ 37,258,668	\$ 18,522,249	\$ -	\$ -	\$ 6,955,030			\$ 62,735,947	\$ 60,854,596
Uncertificated benefits	\$ 8,418,696	\$ 6,721,583	\$ -	\$ -	\$ 2,144,472			\$ 17,284,751	\$ 15,852,882
Sub-total Remuneration	\$ 45,677,364	\$ 25,243,832	\$ -	\$ -	\$ 9,099,502			\$ 80,020,698	\$ 76,707,478
Supplies and services	\$ 2,876,510	\$ 12,360,575	\$ 879,205	\$ 12,060,157	\$ 843,616			\$ 29,020,063	\$ 23,173,096
Electricity			\$ 9,568,059					\$ 9,568,059	\$ 8,315,071
Natural gas/heating fuel			\$ 7,357,876					\$ 7,357,876	\$ 6,984,092
Sewer and water			\$ 2,421,110					\$ 2,421,110	\$ 2,010,981
Telecommunications			\$ 527,296					\$ 527,296	\$ 565,556
Insurance					\$ 1,884,213			\$ 1,884,213	\$ 2,324,278
ASAP maintenance & renewal payments							\$ 2,780,439	\$ 2,780,439	\$ 3,041,041
Amortization of tangible capital assets									
Supported							\$ 42,707,388	\$ 42,707,388	\$ 33,519,270
Unsupported						\$ 818,269		\$ 818,269	\$ 592,348
Total Amortization						\$ 818,269	\$ 42,707,388	\$ 43,525,657	\$ 34,111,618
Interest on capital debt									
Supported								\$ -	\$ -
Unsupported						\$ 388,380		\$ 388,380	\$ 402,435
Lease payments for facilities				\$ 5,297,457				\$ 5,297,457	\$ 5,096,613
Other interest charges						\$ 533,004		\$ 533,004	\$ 57,794
Losses on disposal of capital assets						\$ 3,047		\$ 3,047	\$ 40,116
<b>TOTAL EXPENSES</b>	<b>\$ 48,553,874</b>	<b>\$ 37,604,407</b>	<b>\$ 20,753,546</b>	<b>\$ 17,357,614</b>	<b>\$ 11,827,331</b>	<b>\$ 1,742,700</b>	<b>\$ 45,487,827</b>	<b>\$ 183,327,299</b>	<b>\$ 162,830,169</b>

<b>SQUARE METRES</b>									
School buildings								1,179,224.0	1,329,593.0
Non school buildings								92,932.0	99,301.0

**Note:**

**Custodial:** All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

**Maintenance:** All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

**Utilities & Telecommunications:** All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

**Expensed IMR & Modular Unit Relocation & Lease Pmts:** All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

**Facility Planning & Operations Administration:** All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

**Unsupported Amortization & Other Expenses:** All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

**Supported Capital & Debt Services:** All expenses related to supported capital assets amortization and interest on supported capital debt.

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS**  
for the Year Ended August 31, 2018 (in dollars)

<u>Cash &amp; Cash Equivalents</u>	2018			2017
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 58,037,274	\$ 58,037,274	\$ 85,017,164
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents	0.00%	\$ 58,037,274	\$ 58,037,274	\$ 85,017,164

See Note 3 for additional detail.

<u>Portfolio Investments</u>	2018				2017
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed investment certificates	2.25%	130,000,000	130,000,000	130,000,000	130,000,000
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	2.25%	\$ 130,000,000	\$ 130,000,000	\$ 130,000,000	\$ 130,000,000

See Note 5 for additional detail.

The following represents the maturity structure for portfolio investments based on principal amount:

	2018	2017
Under 1 year	0.0%	0.0%
1 to 5 years	100.0%	100.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	100.0%

**SCHEDULE 6**School Jurisdiction Code: **3020**

**SCHEDULE OF CAPITAL ASSETS**  
**for the Year Ended August 31, 2018 (in dollars)**

<b>Tangible Capital Assets</b>	<b>2018</b>							<b>2017</b>
	<b>Land</b>	<b>Construction In Progress*</b>	<b>Buildings</b>	<b>Equipment</b>	<b>Vehicles</b>	<b>Computer Hardware &amp; Software</b>	<b>Total</b>	<b>Total</b>
Estimated useful life			10-50 Years	5-10 Years	5-10 Years	3-5 Years		
<b>Historical cost</b>								
Beginning of year	\$ 837,590	\$ 296,585,598	\$ 1,325,013,436	\$ 135,441,734	\$ 3,487,829	\$ 48,618,838	\$ 1,809,985,025	\$ 1,479,642,134
Prior period adjustments	-	-	-	-	-	-	-	52,984,693
Additions	-	105,087,765	12,270,367	3,135,920	235,383	3,431,357	124,160,792	277,983,084
Transfers in (out)	-	(262,454,899)	247,407,040	10,027,221	(36,146)	5,056,784	-	-
Less disposals including write-offs	-	-	(24,625)	(278,355)	(30,466)	-	(333,446)	(624,886)
Historical cost, August 31, 2018	\$ 837,590	\$ 139,218,464	\$ 1,584,666,218	\$ 148,326,520	\$ 3,656,600	\$ 57,106,979	\$ 1,933,812,371	\$ 1,809,985,025
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 647,213,822	\$ 110,301,436	\$ 2,453,604	\$ 31,684,793	\$ 791,653,655	\$ 748,731,323
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	41,349,029	5,909,404	234,439	5,723,073	53,215,945	43,507,102
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(24,625)	(228,911)	(27,420)	-	(280,956)	(584,770)
Accumulated amortization, August 31, 2018	\$ -	\$ -	\$ 688,538,226	\$ 115,981,929	\$ 2,660,623	\$ 37,407,866	\$ 844,588,644	\$ 791,653,655
<b>Net Book Value at August 31, 2018</b>	<b>\$ 837,590</b>	<b>\$ 139,218,464</b>	<b>\$ 896,127,992</b>	<b>\$ 32,344,591</b>	<b>\$ 995,977</b>	<b>\$ 19,699,113</b>	<b>\$ 1,089,223,727</b>	
<b>Net Book Value at August 31, 2017</b>	<b>\$ 837,590</b>	<b>\$ 296,585,598</b>	<b>\$ 677,799,614</b>	<b>\$ 25,140,298</b>	<b>\$ 1,034,225</b>	<b>\$ 16,934,045</b>		<b>\$ 1,018,331,370</b>

	<b>2018</b>	<b>2017</b>
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

\*Construction in Progress consists of two new schools, expected to be open on September 1, 2020, two modernizations expected to be complete in the 2018-2019 school year, one modernization expected to be complete in the 2020-2021 school year and all of their respective furniture and equipment. Infrastructure Maintenance Renewal Capital projects not substantially complete by August 31, 2018 are also included. One modernization project managed by Alberta Infrastructure and the furniture and equipment related to that project are also part of this balance.

**SCHEDULE 7**School Jurisdiction Code: **3020**

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES**  
**for the Year Ended August 31, 2018 (in dollars)**

<b>Board Members:</b>	<b>FTE</b>	<b>Remuneration</b>	<b>Benefits</b>	<b>Allowances</b>	<b>Performance Bonuses</b>	<b>ERIP's / Other Paid</b>	<b>Other Accrued Unpaid Benefits (1)</b>	<b>Expenses</b>
Chair: DRAPER, MICHELLE	1.00	\$46,579	\$6,882	\$3,429			\$9,903	\$12,260
ADAMS, SHERRY	1.00	\$38,458	\$6,603	\$3,429			\$7,324	\$6,350
CHUBB, ORVILLE <sup>1</sup>	0.15	\$9,202	\$526	\$531			\$0	\$243
DUNN, SHELAGH <sup>2</sup>	0.85	\$32,150	\$6,009	\$2,898			\$1,453	\$824
ESTABROOKS, TRISHA <sup>2</sup>	0.85	\$34,831	\$6,142	\$2,898			\$1,556	\$3,927
GIBSON, KEN	1.00	\$36,581	\$6,558	\$3,429			\$7,144	\$1,174
IP, NATHAN	1.00	\$35,911	\$3,812	\$3,429			\$7,129	\$10,430
JANZ, MICHAEL	1.00	\$36,715	\$6,521	\$3,429			\$11,692	\$10,348
JOHNER, CHERYL	1.00	\$36,447	\$6,560	\$3,429			\$11,507	\$9,508
MARTIN, RAY <sup>1</sup>	0.15	\$9,941	\$107	\$531			\$0	\$125
STIRLING, BRIDGET	1.00	\$40,789	\$6,748	\$3,429			\$4,879	\$1,763
							\$0	\$0
<b>Subtotal</b>	<b>9.00</b>	<b>\$357,604</b>	<b>\$56,468</b>	<b>\$30,861</b>			<b>\$62,587</b>	<b>\$56,953</b>
ROBERTSON, DARREL, Superintendent	1.00	\$285,077	\$41,007	\$49,173	\$0	\$0	\$82,098	\$2,667
BURNSTAD, TODD, Treasurer	1.00	\$194,834	\$34,837	\$3,429	\$0	\$0	\$35,798	\$6,856
MILLS, KAREN, Board Secretary	1.00	\$133,074	\$28,996	\$0	\$0	\$0	\$3,620	\$541
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$510,613,257	\$114,563,195	\$1,505,813	\$0	\$143,273	\$1,180,506	
School based	5,017.03							
Non-School based	192.00							
Non-certificated		\$225,205,671	\$45,883,732	\$4,007,025	\$0	\$94,284	\$7,094,941	
Instructional	2,471.60							
Plant Operations & Maintenance	939.60							
Transportation	17.80							
Other	446.60							
<b>TOTALS</b>	<b>9,096.63</b>	<b>\$736,789,517</b>	<b>\$160,608,235</b>	<b>\$5,596,301</b>	<b>\$0</b>	<b>\$237,557</b>	<b>\$8,459,550</b>	<b>\$67,017</b>

(1) Other Accrued Unpaid Benefits Include: Accrued untaken vacation leave, Trustees' severance, and Superintendent's SERP benefits

<sup>1</sup> Chubb, Martin - Defeated in election or did not seek re-election (Termination Date Oct. 23, 2017)

<sup>2</sup> Dunn, Estabrooks - Effective date Oct. 24, 2017

<div> <div>UNAUDITED SCHEDULE OF FEES</div> <div>for the Year Ending August 31, 2018 (in dollars)</div> </div>							
	Actual Fees Collected 2016/2017	Budgeted Fee Revenue 2017/2018	(A) Actual Fees Collected 2017/2018	(B) Unexpended September 1, 2017*	(C) Funds Raised to Defray Fees 2017/2018	(D) Expenditures 2017/2018	(A) + (B) + (C) - (D) Unexpended Balance at August 31, 2018*
Transportation Fees	\$11,429,169	\$7,144,380	\$7,773,708	\$0	\$0	\$44,633,298	\$0
Basic Instruction Fees							
Basic instruction supplies	\$2,407,492	\$0	\$146,064	\$1,058,754	\$0	\$700,947	\$503,871
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$169,220	\$168,290	\$218,927	\$60,221	\$0	\$83,407	\$195,741
Fees for optional courses	\$3,297,268	\$3,346,898	\$2,464,838	\$569,489	\$0	\$2,520,067	\$514,260
Activity fees	\$6,066,683	\$6,538,074	\$7,276,846	\$190,607	\$0	\$7,356,210	\$111,243
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$831,614	\$0	\$1,020,216	\$0	\$0	\$1,020,216	\$0
Non-Curricular fees							
Extracurricular fees	\$2,767,118	\$3,048,527	\$2,952,465	\$420,973	\$0	\$2,907,674	\$465,764
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$4,084,489	\$4,462,709	\$4,381,629	\$0	\$0	\$5,103,568	\$0
Non-curricular goods and services	\$548,515	\$409,022	\$825,949	\$88,972	\$0	\$726,526	\$188,395
Other Fees	\$0	\$579,600	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$31,601,568</b>	<b>\$25,697,500</b>	<b>\$27,060,642</b>	<b>\$2,389,016</b>	<b>\$0</b>	<b>\$65,051,913</b>	<b>\$1,979,274</b>

\*Unexpended balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Other sales and services", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2018	Actual 2017 Reclassified
Cafeteria sales, hot lunch, milk programs	\$1,283,069	\$1,375,095
Special events, graduation, tickets	\$1,362,155	\$1,755,257
International and out of province student revenue	\$6,883,046	\$6,641,481
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$897,294	\$1,139,661
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Library fines, book donations	\$215,664	\$229,067
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
<b>TOTAL</b>	<b>\$10,641,228</b>	<b>\$11,140,562</b>

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2018 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	8,914	1,949	17,880		
Federally Funded Students	65				
REVENUES					
Alberta Education allocated funding	\$ 10,092,194	\$ 40,705,119	\$ 21,224,944	\$ 73,167,734	\$ -
Other funding allocated by the board to the program	\$ 283,920	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 10,376,114</b>	<b>\$ 40,705,119</b>	<b>\$ 21,224,944</b>	<b>\$ 73,167,734</b>	<b>\$ -</b>
<b>EXPENSES (Not allocated from BASE, Transportation, or other funding)</b>					
Instructional certificated salaries & benefits	\$ 2,737,733	\$ 7,966,099	\$ 1,595,962	\$ 21,655,072	
Instructional non-certificated salaries & benefits	\$ 3,552,059	\$ 31,149,234	\$ 19,114,477	\$ 58,821,120	
<b>SUB TOTAL</b>	<b>\$ 6,289,792</b>	<b>\$ 39,115,333</b>	<b>\$ 20,710,439</b>	<b>\$ 80,476,192</b>	
Supplies, contracts and services	\$ 3,137,025	\$ 1,537,129	\$ 3,549,248	\$ 12,555,997	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ -	
Facilities (required specifically for program area)	\$ 2,288,211	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ -	\$ -	\$ -	\$ -	
Transportation	\$ -	\$ 52,657	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL EXPENSES</b>	<b>\$ 11,715,028</b>	<b>\$ 40,705,119</b>	<b>\$ 24,259,687</b>	<b>\$ 93,032,189</b>	
<b>NET FUNDING SURPLUS (SHORTFALL)</b>	<b>\$ (1,338,914)</b>	<b>\$ -</b>	<b>\$ (3,034,743)</b>	<b>\$ (19,864,455)</b>	

**SCHEDULE 10**

<b>UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES</b> <b>for the Year Ended August 31, 2018 (in dollars)</b>								
EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs			TOTAL
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	
Office of the superintendent	\$ 579,793	\$ 43,636	\$ -	\$ 623,429	\$ -	\$ -	\$ -	\$ 623,429
Educational administration (excluding superintendent)	\$ 2,890,384	\$ 1,203,528	\$ -	\$ 4,093,912	\$ 1,103,541	\$ 166,649	\$ -	\$ 5,364,102
Business administration	\$ 4,831,015	\$ 1,033,130	\$ -	\$ 5,864,145	\$ 1,718,577	\$ 3,043,686	\$ -	\$ 10,626,408
Board governance (Board of Trustees)	\$ 881,228	\$ 867,272	\$ -	\$ 1,748,500	\$ -	\$ 56,642	\$ -	\$ 1,805,142
Information technology	\$ 1,871,297	\$ 428,978	\$ -	\$ 2,300,275	\$ 11,258,733	\$ 3,830,886	\$ -	\$ 17,389,894
Human resources	\$ 8,951,022	\$ 1,195,096	\$ -	\$ 10,146,118	\$ 3,390,251	\$ 210,167	\$ -	\$ 13,746,536
Central purchasing, communications, marketing	\$ 4,147,117	\$ 788,726	\$ -	\$ 4,935,843	\$ 2,399,163	\$ 1,258,388	\$ -	\$ 8,593,394
Payroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration - insurance			\$ 269,724	\$ 269,724			\$ 2,528,246	\$ 2,797,970
Administration - amortization			\$ 1,216,418	\$ 1,216,418			\$ 759,338	\$ 1,975,756
Administration - other (admin building, interest)			\$ 1,532,335	\$ 1,532,335			\$ 81,578	\$ 1,613,913
Building Operations/Facilities Services	\$ 1,182,810	\$ 1,076,768	\$ -	\$ 2,259,578	\$ 1,080,147	\$ 716,153	\$ -	\$ 4,055,878
District Support Services/Student Information	\$ 1,782,942	\$ 53,324	\$ -	\$ 1,836,266	\$ 1,028,079	\$ 23,833	\$ -	\$ 2,888,178
Archives Museum/Foundation	\$ 816,598	\$ 117,031	\$ -	\$ 933,629	\$ 95,766	\$ 10,229	\$ -	\$ 1,039,624
<b>TOTAL EXPENSES</b>	<b>\$ 27,934,206</b>	<b>\$ 6,807,489</b>	<b>\$ 3,018,477</b>	<b>\$ 37,760,172</b>	<b>\$ 22,074,257</b>	<b>\$ 9,316,633</b>	<b>\$ 3,369,162</b>	<b>\$ 72,520,224</b>

		School Jurisdiction Code: 3020	
<b>SCHEDULE 11</b>	Average Estimated # of Students Served Per Meal:	295.00	
<b>UNAUDITED SCHEDULE OF NUTRITION PROGRAM EXPENDITURES</b> for the Year Ending August 31, 2018			
		<b>Budget 2018</b>	<b>2018</b>
<b>REVENUES</b>			
Alberta Education - current		\$ 204,331	\$ 204,331
Alberta Education - prior year		\$ -	\$ -
Other Funding		\$ -	\$ -
<b>TOTAL REVENUES</b>		<b>\$ 204,331</b>	<b>\$ 204,331</b>
<b>EXPENSES</b>			
Salaries & Benefits	<b>FTE</b>		
Project Coordinator		\$ -	\$ -
Cook		\$ -	\$ -
Other (please describe)			\$ -
Other (please describe)		\$ -	\$ -
Nutrition Support Workers (salary + MERC)		\$ 146,925	\$ 92,008
Food Supplies		\$ -	\$ -
Office Supplies		\$ -	\$ -
Small Kitchenwares (e.g. toaster, measuring cups/spoons, bowls, cutting boards)		\$ 1,750	\$ 14,084
Non-Capitalized Assets			
Microwave		\$ -	\$ -
Refrigerator		\$ -	\$ 44,765
Stove		\$ -	\$ -
Tables		\$ -	\$ -
Carts to transport / deliver meals		\$ 500	\$ 2,512
Other (please describe)		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Training (e.g. workshops, training materials)		\$ -	\$ -
Contracted Services (please describe)		\$ 50,906	\$ 47,366
Other Expenses			
Kitchen Aprons		\$ -	\$ -
Food Delivery		\$ 2,000	\$ -
Travel and Accomodation for Meetings		\$ 1,500	\$ -
Cleaning and sanitation supplies		\$ 750	\$ 1,323
<b>TOTAL EXPENSES</b>		<b>\$ 204,331</b>	<b>\$ 202,058</b>
<b>ANNUAL SURPLUS/DEFICIT</b>		<b>\$ -</b>	<b>\$ 2,273</b>



## 1. AUTHORITY AND PURPOSE

Edmonton School District No. 7 (the District) is empowered to provide public education through bylaws approved by its Board of Trustees and under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The District receives funding for instruction and support under the *Education Grants Regulation* (AR120/2008). The regulation allows for the setting of conditions and use of grant monies. The District is limited on certain funding allocations and administration expenses.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These consolidated financial statements have been prepared in accordance with the *CPA Canada Public Sector Accounting Standards (PSAS)*. The consolidated financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

### (a) Basis of Consolidation

The accounts of the District are fully consolidated with the following controlled entity on a line-by-line basis:

Edmonton Public Schools Foundation (the Foundation), was established in 2009 by the District for the purposes of fundraising. The Foundation was incorporated under the *Societies Act* of the Province of Alberta.

Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the District and the Foundation have been eliminated.

### (b) Cash and Cash Equivalents

Cash and cash equivalents include cash and investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These short-term investments have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

### (c) Accounts Receivable

Accounts receivable are shown net of allowance for doubtful accounts.

### (d) Portfolio Investments

The District has an investment in a Guaranteed Investment Certificate (GIC) that has a maturity of greater than three months. GICs not quoted in an active market are reported at cost or amortized cost.

### (e) Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.



(e) Tangible capital assets (continued):

- Construction-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue (EDCR).
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives, commencing the following year of acquisition, on a straight-line basis, at the following rates:

Buildings	2% to 10%
Vehicles	10%
Computer Hardware & Software	20%
Other Equipment & Furnishings	10%

(f) Other Assets

Under the Edmonton Joint Use Agreement: Land, school lands are acquired by the City of Edmonton through reserve dedication. Land interest is transferred to the District for a nominal cost when a school is built. This land is not recognized in the District's financial statements, as the land reverts to the City of Edmonton or another school jurisdiction at nominal cost upon disposition. Only in historical instances does the District have control over school site land or the proceeds gained on its disposal, typically on sites that were acquired prior to the adoption of provincial planning legislation requiring land dedication.

(g) Deferred Revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per *Public Sector Accounting Standards (PSAS)* PS 3200. These contributions are recognized by the District once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

- Unexpended Deferred Capital Revenue (UDCR) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the District, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when expended.
- Expended Deferred Capital Revenue (EDCR) represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require the District to use the asset in a prescribed manner over the life of the associated asset.

(h) Employee Future Benefits

The District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.



(h) Employee Future Benefits (continued)

The District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accumulating sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method prorated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the combined expected future cash flows of each benefit and the long-term high quality Canadian corporate bond rates as of August 31, 2018.

(i) Asset Retirement Obligations

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included on the Statement of Operations. As such, there is no asset retirement obligation recorded as at August 31, 2018.

The District has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Government of Alberta. The District believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique.

(j) Contaminated Sites

Contaminated sites are a result of contamination being introduced into the air, soil, water, or sediment of a chemical, organic, or radioactive material, or live organism that exceeds an environmental standard. The District has completed a review of its sites and determined that though certain contaminants exist, there is insufficient information to determine the extent and cost of remediation.

(k) Operating and Capital Reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

(l) Revenue Recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Volunteers contribute a considerable number of hours per year to schools to ensure that certain programs are delivered such as kindergarten, lunch services and the raising of school generated funds. Contributed services are not recognized in these consolidated financial statements.

*Eligibility criteria* are criteria that the District has to meet in order to receive certain contributions. *Stipulations* describe what the District must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.



(l) Revenue Recognition (continued)

Contributions with stipulations are recognized as revenue in the period that the stipulations are met, except to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with PS 3200. Such liabilities are recorded as deferred revenue.

(m) Expenses

Expenses are reported on an accrual basis. The cost of goods consumed and services received during the year is expensed.

(n) Pensions

Pension costs included in these consolidated financial statements are comprised of the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan Act*, the District does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the District is included in both revenues and expenses. For the school year ended August 31, 2018, the amount contributed by the Government was \$57,782,881 (2017 - \$56,097,698).

The District participates in a multi-employer pension plan, the Local Authorities Pension Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$20,154,380 for the year ended August 31, 2018 (2017 - \$20,080,599). At December 31, 2017, the Local Authorities Pension Plan reported a surplus of \$4,835,515,000 (2016 – deficit of \$637,357,000).

The District and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). This plan is supplemental to the ATRF. Employers are solely responsible for contributions to the pension plan.

(o) Program Reporting

The Division's operations have been segmented as follows:

- **ECS Instruction:** The provision of Early Childhood Services education instructional services that fall under the basic public education mandate.
- **Grade 1 – 12 Instruction:** The provision of instructional services for grades 1 – 12 that fall under the basic public education mandate.
- **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **Board & System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.



(o) Program Reporting (continued)

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and system instructional support.

(p) Trusts Under Administration

The District has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The District holds title to the property for the benefit of the beneficiary.

Trusts under administration have been excluded from the financial reporting of the District. A summary of Trust balances is listed in Note 17.

(q) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the consolidated financial statements. The District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, debt and other liabilities. Unless otherwise noted, it is management's opinion that the District is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

All other financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from derecognition of a financial instrument is recognized in the Statement of Operations. Impairment losses such as write-downs or write-offs are reported in the Statement of Operations.

(r) Measurement Uncertainty

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of consolidated financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits.

(s) Change in Accounting Policy

The District has adopted the following standards from September 1, 2017: PS 3320 *Contingent Assets*, PS 3380 *Contractual Rights*, PS 2200 *Related Party Disclosures*, PS 3420 *Inter-Entity Transactions*, which are reflected in Note 6, Note 7, and Note 19.

(t) Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 3430 *Restructuring Transaction* (effective for years beginning on or after April 1, 2018)**

This standard provides guidance on how to account for and report restructuring transactions by both transferors and recipients of assets and/or liabilities, together with related program or operating responsibilities.



(t) Future Accounting Changes (continued)

- **PS 3280 Asset Retirement Obligations (effective for years beginning on or after April 1, 2021)**

Effective April 1, 2021, this standard provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

Management is currently assessing the impact of these standards on the consolidated financial statements.

### 3. CASH AND CASH EQUIVALENTS

Cash and cash equivalents includes \$552,560 (2017 - \$621,933) for the Foundation.

#### Bank Indebtedness

The District has negotiated a line of credit in the amount of \$42,000,000 Canadian dollars and \$200,000 US dollars (the equivalent of \$268,000 Canadian at August 31, 2018) that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the District. There was no balance outstanding at August 31, 2018 or August 31, 2017.

### 4. ACCOUNTS RECEIVABLE

	2018			2017
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 632,376	\$ -	632,376	\$ 622,962
Alberta Education - Capital	-	-	-	52,705,742
Alberta Education - ARO	-	-	-	379,188
Alberta Education - Other	233,774	-	233,774	297,826
Alberta Human Services	326,721	-	326,721	341,408
Alberta Infrastructure	29,344,298	-	29,344,298	143,341
Other Alberta school jurisdictions	120,290	-	120,290	155,841
Alberta Health Services	17,887	-	17,887	68,269
Post-secondary institutions	-	-	-	1,484
Federal government	2,382,122	(62,119)	2,320,003	4,072,741
First Nations	59,734	-	59,734	35,532
Other	4,286,287	(1,607,885)	2,678,402	2,589,363
Total	<u>\$37,403,489</u>	<u>\$(1,670,004)</u>	<u>\$35,733,485</u>	<u>\$61,413,697</u>

### 5. PORTFOLIO INVESTMENT

On March 29, 2018, the District redeemed its previous GIC and reinvested the \$130,000,000 in a two year redeemable Guaranteed Investment Certificate (GIC) with an interest rate of 2.25% (2017 - 1.25%) paid monthly.

Interest earned on the investments totaled \$2,585,724 (2017 – \$1,354,167) and is included in investment income.



## 6. CONTRACTUAL RIGHTS

Contractual rights are rights of the District to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

	2018	2017
Contractual rights from operating leases	\$ 1,281,834	\$ 1,038,401
Contractual rights from service agreements	5,821,154	1,991,437
Contractual rights from grant agreements	4,518,351	6,409,324
Total	\$ 11,621,339	\$ 9,439,162

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating Leases	Service Agreements	Grant Agreements
2018-2019	\$ 1,281,834	\$ 3,910,327	\$ 2,723,777
2019-2020	-	1,790,102	1,794,574
2020-2021	-	120,725	-
2021-2022	-	-	-
2022-2023	-	-	-
Thereafter	-	-	-
Total	\$ 1,281,834	\$ 5,821,154	\$ 4,518,351

## 7. CONTINGENT ASSETS

The District initiated legal matters where possible assets are being sought. The outcomes from these matters are at this point, indeterminate.

## 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2018	2017
Alberta Education	\$ 5,787,081	\$ 4,202,675
Other Alberta school jurisdictions	10,314	-
Alberta Health Services	54,464	4,318
Post-secondary institutions	10,568	18,480
Federal government	178,317	115,508
Accrued vacation pay liability	8,459,550	7,261,861
Other salaries & benefit costs	9,555,349	10,334,032
Other trade payables and accrued liabilities	46,141,179	58,716,452
Total	<u>\$70,196,822</u>	<u>\$80,653,326</u>



## 9. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2017	ADD: 2017/2018 Restricted Funds Received/ Receivable	DEDUCT: 2017/2018 Restricted Funds Expended (Paid / Payable)	DEFERRED REVENUE as at Aug. 31, 2018
<b>Unexpended deferred operating revenue</b>				
<b>Alberta Education:</b>				
Infrastructure Maintenance Renewal	\$ 10,534,157	\$ 29,665,644	\$ (36,082,399)	4,117,402
Classroom Improvement Fund	-	10,592,000	(10,592,000)	-
SuperNet Service	-	\$ 2,299,949	\$ (2,299,949)	-
Other-WrapAround Project	206,515	-	-	206,515
Innovation In First Nations Education	-	117,349	-	117,349
Nutrition	-	204,331	(202,058)	2,273
Other Alberta Education	14,709	19,430	(2,631)	31,508
<b>Other Government of Alberta:</b>				
CFEP Grant-AB Culture & Tourism	125,000	17,022	(20,357)	121,665
Infrastructure Study Grant-AB Infrastructure	130,738	-	(34,100)	96,638
Keep It Real Project - AB Health	-	21,136	-	21,136
Community Helper Program -AB Health Services	1,374	73,222	(60,290)	14,306
Way In-AB Human Services	12,500	20,000	(27,500)	5,000
Community Initiatives Program-AB Culture & Tourism	47,725	25,000	(67,713)	5,012
Community Partnership Program-AB Human Services	41,364	-	(41,364)	-
Aboriginal Youth Driver-AB Indigenous Relations	3,287	-	(3,287)	-
<b>Other Deferred Revenue:</b>				
School Generated Funds-Fundraising	694,769	2,004,289	(1,999,333)	699,725
School Generated Funds-Donation	1,448,772	5,663,342	(5,875,819)	1,236,295
School Fees Received in Advance of School Year	2,292,129	12,120,496	(11,638,237)	2,774,388
EPSB Foundation	621,933	347,726	(417,099)	552,560
International Students	5,789,923	6,289,349	(6,467,010)	5,612,262
Metro Continuing Education	662,975	649,083	(656,281)	655,777
NIB Trust Fund	-	75,000	(14,662)	60,338
TD Friends of The Environment	-	35,843	(11,593)	24,250
Connecting Occupational Opportunities Program	-	20,000	(8,555)	11,445
Healthy School Initiative - University of Alberta	54,025	13,500	(65,525)	2,000
Reach	1,509	170,000	(171,509)	-
Trades Bootcamp	35,663	-	(35,663)	-
Other Deferred Revenue	124,941	250,439	(212,921)	162,459
<b>Total unexpended deferred operating revenue</b>	<b>\$ 22,844,008</b>	<b>\$ 70,694,150</b>	<b>\$ (77,007,855)</b>	<b>\$ 16,530,303</b>
<b>Unexpended deferred capital revenue (Schedule 2)</b>	<b>25,123,707</b>	<b>70,790,708</b>	<b>(86,497,463)</b>	<b>9,416,952</b>
<b>Expended deferred capital revenue (Schedule 2)</b>	<b>931,709,331</b>	<b>104,640,620</b>	<b>(42,756,831)</b>	<b>993,593,120</b>
<b>Total</b>	<b>\$ 979,677,046</b>	<b>\$ 246,125,478</b>	<b>\$ (206,262,149)</b>	<b>\$1,019,540,375</b>



## 10. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2018	2017
Accumulating sick pay liability	4,189,300	4,526,300
Retirement allowances	5,397,800	5,157,400
Other employee future benefits	189,300	149,100
Total	<u>\$ 9,776,400</u>	<u>\$ 9,832,800</u>

## 11. DEBT

	2018	2017
Unsupported debenture outstanding at August 31, 2018 has an interest rate of 3.06%. The term of the debenture is 20 years with payments made semi-annually.	\$ 12,370,608	\$ 12,986,323
Total	<u>\$ 12,370,608</u>	<u>\$ 12,986,323</u>

### Unsupported Debenture – Alberta Capital Finance Authority

Payments on the unsupported debenture due over the next five years and beyond are as follows:

	Principal	Interest	Total
2018-2019	\$ 634,682	\$ 373,356	\$ 1,008,038
2019-2020	\$ 654,233	\$ 353,805	1,008,038
2020-2021	\$ 674,385	\$ 333,653	1,008,038
2021-2022	\$ 695,159	\$ 312,879	1,008,038
2022-2023	\$ 716,572	\$ 291,466	1,008,038
2023 to maturity	\$ 8,995,577	\$1,588,819	10,584,396
Total	<u>\$12,370,608</u>	<u>\$3,253,978</u>	<u>\$15,624,586</u>

## 12. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2018	2017
Prepaid insurance	\$ 609,236	\$ 563,954
International Baccalaureate Fees	\$ 125,631	29,837
Building Lease Payments	\$ 445,249	434,801
Enterprise Systems	\$ 1,982,131	1,265,087
Professional Development	\$ 49,899	15,240
Other	\$ 154,644	60,618
Total	<u>\$ 3,366,790</u>	<u>\$ 2,369,537</u>



### 13. OTHER NON-FINANCIAL ASSETS

Other non-financial assets consist of the following:

	2018	2017
Inventory - Primarily for Internal Use	\$ 3,113,861	\$ 4,144,641
Total	<u>\$ 3,113,861</u>	<u>\$ 4,144,641</u>

### 14. ACCUMULATED SURPLUS

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. The District's accumulated surplus is summarized as follows:

	2018	2017
Unrestricted surplus	\$ -	\$ -
Operating reserves	<u>67,493,340</u>	<u>80,420,780</u>
Accumulated surplus (deficit) from operations	67,493,340	80,420,780
Investment in tangible capital assets	83,259,999	73,635,715
Capital reserves	56,837,594	63,691,231
Accumulated surplus (deficit)	<u>\$ 207,590,933</u>	<u>\$ 217,747,726</u>

Accumulated surplus from operations (ASO) includes funds of \$2,805,832 that are raised at the school level and are not available to spend at the board level. The District's adjusted surplus from operations is calculated as follows:

	2018	2017
Accumulated surplus (deficit) from operations	\$ 67,493,340	\$ 80,420,780
Deduct: School generated funds included in accumulated surplus (Note 18)	<u>2,805,832</u>	<u>2,804,233</u>
Adjusted accumulated surplus (deficit) from operations <sup>(1)</sup>	<u>\$ 64,687,508</u>	<u>\$ 77,616,547</u>

- (1) Adjusted accumulated surplus from operations represents funds available for use by the District after deducting funds raised at the school level.



## 15. CONTRACTUAL OBLIGATIONS

	2018	2017
Building projects <sup>(1)</sup>	\$ 65,746,702	\$ 47,576,448
Building leases <sup>(2)</sup>	17,015,395	20,237,187
Service providers <sup>(3)</sup>	11,883,886	14,982,390
Total	\$ 94,645,983	\$ 82,796,025

- (1) Building Projects: The District is committed to capital expenditures of \$13,154,389 for expansions/modernizations at five schools. The District is also committed to further capital expenditures to complete other schools of approximately \$45,101,594. The District has also committed to an infrastructure optimization project for \$6,924,844. It is anticipated that \$58,255,983 of these costs will be fully funded by capital revenue from Alberta Infrastructure. The District is also committed to \$565,874 in Maintenance Projects that are anticipated to be fully funded by Infrastructure Maintenance Renewal funding from Alberta Education.
- (2) Building Leases: The District is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.
- (3) Service Providers: As at August 31, 2018, the District has \$11,883,886 in commitments relating to service contracts. None of these are paid to other school jurisdictions.

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Building Projects	Building Leases	Service Providers
2018-2019	\$ 65,746,702	\$ 5,290,551	\$ 11,883,886
2019-2020	-	3,782,199	-
2020-2021	-	1,292,316	-
2021-2022	-	1,390,927	-
2022-2023	-	1,341,389	-
Thereafter	-	3,918,013	-
Total	\$ 65,746,702	\$ 17,015,395	\$ 11,883,886

## 16. CONTINGENT LIABILITIES

- a) The District is involved in legal matters where damages are being sought. The District has been named in 11 (2017 – seven) claims of which the outcome is not determinable. The resolution of indeterminable claims may result in a liability, if any, that may be significantly lower than the claimed amount. Accruals have been made in specific instances where it is likely that losses will be incurred based on a reasonable estimate. None of these contingent liabilities involves related parties.
- b) The District is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the District could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The District's share of the pool as at August 31, 2018 was \$1,990,181 (2017 - \$1,956,515). This amount has not been recognized in the District's consolidated financial statements.



## 17. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust by the District. They are not recorded in the consolidated statements of the District.

	2018	2017
Deferred salary leave plan	\$2,020,709	\$1,737,449
Scholarship trusts	662,820	649,594
International Student Health Insurance	3,000	(9,540)
International Student Homestay Fees	9,380	(26,499)
Total	<u>\$2,695,909</u>	<u>\$2,351,004</u>

## 18. SCHOOL GENERATED FUNDS

	2018	2017
School Generated Funds, Beginning of Year	\$ 4,947,774	\$ 5,107,985
Gross Receipts:		
Fees	13,285,958	12,714,574
Fundraising	1,969,903	2,049,407
Gifts and donations	5,663,342	5,452,687
Grants to schools	34,386	(22,921)
Other sales and services	4,592,186	5,230,135
Total gross receipts	25,545,775	25,423,882
Total Related Expenses and Uses of Funds	20,224,455	18,945,265
Total Direct Costs Including Cost of Goods Sold to Raise Funds	5,527,242	6,638,828
School Generated Funds, End of Year	<u>\$ 4,741,852</u>	<u>\$ 4,947,774</u>
Balance included in Deferred Revenue	\$ 1,936,020	\$ 2,143,541
Balance included in Accumulated Surplus (Operating Reserves)	\$ 2,805,832	\$ 2,804,233



## 19. RELATED PARTY TRANSACTIONS

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel in division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of the District. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
<b>Government of Alberta (GOA):</b>				
<b>Alberta Education</b>				
Accounts receivable / Accounts payable	\$ 866,150	\$ 5,787,081		
Prepaid expenses / Deferred operating revenue	-	4,475,047		
Unexpended deferred capital revenue		9,416,952		
Expended deferred capital revenue		993,593,120	42,263,444	
Grant revenue & expenses			994,085,557	
ATRF payments made on behalf of district			57,782,881	
Other revenues & expenses			227,003	209,786
<b>Other Alberta school jurisdictions *</b>	120,290	10,314	1,631,306	152,610
<b>Alberta Health Services</b>	17,887	68,770	865,989	125,397
<b>Alberta Health</b>	-	21,136	-	-
<b>Post-secondary institutions</b>	-	13,415	392,339	158,153
<b>Alberta Infrastructure</b>	29,344,298	96,638	367,826	528
<b>Human Services</b>	326,721	5,000	892,572	-
<b>Culture &amp; Tourism</b>	-	126,677	111,391	8,003
<b>AB Foundation For the Arts</b>	-	-	106,201	-
<b>AB Community &amp; Social Services</b>	-	-	1,045,460	-
<b>AB Energy</b>	-	-	19,537	-
<b>AB Historic Resources Fund</b>	-	-	82,947	-
<b>Other GOA ministries **</b>	-	-	4,419	2,690
<b>Other:</b>				
Alberta Capital Financing Authority		12,370,608		388,380
Other Related Parties (Alberta Treasury Branch)	-	-	400	-
<b>TOTAL 2017/2018</b>	<u>\$ 30,675,346</u>	<u>\$ 1,025,984,758</u>	<u>\$ 1,099,879,272</u>	<u>\$ 1,045,547</u>
<b>TOTAL 2016/2017</b>	<u>\$ 54,716,061</u>	<u>\$ 985,217,756</u>	<u>\$ 1,036,850,192</u>	<u>\$ 1,295,702</u>

\* Other Alberta school jurisdictions revenue differs from revenue disclosed on the Statement of Operations by \$20,065 in Leasing Revenue.□

\*\* Total Government of Alberta revenue differs from revenue disclosed on the Statement of Operations by \$6,400 of Miscellaneous Revenue.

The District and its employees paid or collected certain amounts set by regulation or local policy. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

The District occupies space provided by related parties in exchange for a nominal sum. The District also leases space to related parties for a nominal sum.



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## **20. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY**

The District's primary source of income is from the Alberta Government. The District's ability to continue viable operations is dependent on this funding.

## **21. BUDGET AMOUNTS**

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 20, 2017. It is presented for information purposes only and has not been audited.

## **22. COMPARATIVE FIGURES**

The comparative figures have been reclassified where necessary to conform to the 2017-2018 presentation.

**DATE:** November 27, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Proposed Distribution of the 2017-2018 District Surplus

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Vanessa Croswell-Klettke, Jeremy Higginbotham, Madonna Proulx, Amanda Wong

**REFERENCE:** N/A

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## ISSUE

Based on the audited financial statements for the year ended August 31, 2018, the District's total accumulated operating surplus is \$67.5 million. Included in this balance are internally restricted school generated funds of \$2.8 million, leaving a net balance of \$64.7 million. This amount represents approximately 5.4 per cent of our total annual operating budget (\$1.2 billion).

In addition to the accumulated operating reserve the District also has an accumulated capital reserve of \$56.8 million.

### Accumulated Operating Surplus Plan:

In conjunction with the 2018-2019 spring approved budget, the Board of Trustees approved the distribution of \$39.1 million of surplus funds to be used during the 2018-2019 school year. Based on the August 31, 2018, actual ending surplus balance, the updated amount of surplus released as part of the 2018-2019 fall revised budget equals \$48.6 million (Attachment I).

The District's accumulated operating surplus provides a unique opportunity to be able to address some of the facility inequities that currently exist at our schools from both a technology and a facility infrastructure point of view. As such, the infrastructure investment framework will continue for another year. The surplus also provides an opportunity for central decision units to carry out one time strategic planning and administrative initiatives and supports for schools and programming (Attachment II).

Based on this plan, the District's accumulated operating surplus is projected to be approximately \$34 million at the end of the 2018-2019 school year or just under three per cent of the District's annual operating budget.

### Capital Reserve Plan

The majority of the capital reserve funds required for 2018-2019 have been previously approved and include the balance of work required for the energy retrofit initiative, the relocation of modulars, the completion of the Millcreek Daycare and the District's committed cost sharing portion of the Westlawn cluster replacement school (Attachment III).

New for 2018-2019, is the addition of \$2.1 million required for capital infrastructure requirements planned for the Centre for Education.

## RELATED FACTS

Administration believes that having reserve funds is a sound financial practice which helps to shield students and schools from unpredictable provincial funding and/or unforeseen events that could otherwise financially impact the District in any given year.

As reflected in the table below, the District has been drawing down the accumulated operating surplus over the last three years.

### History of Accumulated Operating Surplus (AOS) Excluding School Generated Funds

	<u>AOS</u>	<u>% of Budget*</u>
September 1, 2016	96,564,304	8.8%
Net drawdown of surplus during the year	(18,947,757)	
September 1, 2017	77,616,547	6.7%
Net drawdown of surplus during the year	(12,929,039)	
September 1, 2018	64,687,508	5.4%
Proposed net use of Surplus (2018-2019):	(30,582,302)	
<i>September 1, 2019 (Projected)</i>	<b>34,105,206</b>	2.8%

\* - Previous year's Fall Revised Operating Budget

## RECOMMENDATION

That the proposed distribution of the 2017-2018 surplus be approved as follows:

1. That the 2018-2019 planned use of surplus funds totaling \$48.6 million released in conjunction with the 2018-2019 fall revised budget be approved.
2. That the additional planned use of capital reserve funds of \$2 million for 2018-2019 be approved.

## OPTIONS

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

1. Support the recommended distribution of the operating and capital reserves as outlined in the above recommendations.
2. Revise recommendations.

## NEXT STEPS

Administration will proceed with the proposed distribution of accumulated operating surplus and capital reserve funds.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	2018-2019 Accumulated Operating Surplus Plan
ATTACHMENT II	2018-2019 Central Initiatives to Support Schools-Notes
ATTACHMENT III	2018-2019 Capital Reserve Plan

TB:ja

**EPSB**  
**Accumulated Operating Surplus Plan**  
**2018-2019**

ATTACHMENT I

	Amount	Total Amount
Accumulated operating surplus at September 1, 2017		\$ 80,420,780
Less: School Generated Funds (SGF) - held at schools		(2,805,832)
Operating deficit for the year ending August 31, 2018		(10,156,794)
Net impact of capital items (reclassification entry required at year end)		(2,770,646)
<b>Accumulated operating surplus at September 1, 2018 (excluding SGF) - DRAFT</b>	5.4% *	<b>\$ 64,687,508</b>

**2018-2019 Planned use of surplus funds:**

Surplus funds released in the 2018-2019 Fall Revised Budget:

A	Infrastructure Investment Framework (Schools) - Year 3	\$ 14,925,000	
B	Student Transportation (amount required to offset the approved 2018-2019 fee increase)	375,000	
C	Student Transportation (funding shortfall - surplus required to cover operations)	3,393,308	
D	District-wide Junior High Core Course Resources	1,200,000	
E	School surpluses (release up to three per cent)	10,949,022	
F	Equity Fund Top up (increase over Spring Budget Allocation, to bring total to \$11.4M)	3,614,238	
G	Central initiatives to support schools - Central access to surplus (\$14,125,734):		
	<u>Strategic Planning and Administration</u> - Funds to support the data population and completion of the District Dashboard, the review and development of a District branding identity, the creation of a structure for principal readiness, and contracting consultants for probationary teacher support.	2,122,787	
	<u>Supports for Schools and Programming</u> - Funds to support the programming needs and supports for schools. It includes support for expanding programs and research based projects such as: career pathways, locally developed course management, early years research, comprehensive school health, as well as specialized assessments.	12,002,947	
	Subtotal use of surplus funds proposed for release in the 2018-2019 Fall Revised Budget	<u>\$ 48,582,302</u>	(48,582,302)
H	Plus: <i>the following are added back in order to forecast the ending balance.</i>		
	Schools projected ending 2018-2019 surplus balances (up to 3 per cent)	10,000,000	
	Central projected ending 2018-2019 surplus balances	5,000,000	15,000,000
	Total net use of surplus funds proposed to release in 2018-2019		<u>\$ (33,582,302)</u>
	Net impact of capital items (reclassification entry required at year end)		3,000,000
	<b>Estimated accumulated operating surplus balance as at August 31, 2019 (excluding SGF)</b>	2.84% *	<b>\$ 34,105,206</b>

**Targeted Reserve Funds (for 2019-2020 and beyond):**

1	Carry Forward Minimum Reserve	\$ 20,000,000	
2	Enterprise Business Systems	4,000,000	
3	Property Management	1,100,000	
4	Investment Framework - Year 4	5,000,000	
5	Third Party Leases	2,000,000	
6	Central Access to Surplus	2,005,206	
		<u>\$ 34,105,206</u>	<u>(34,105,206)</u>
			<u>\$ -</u>

\* Percentage based on a \$1.2 Billion annual operating budget.

**EPSB**  
**Accumulated Operating Surplus Plan**  
**2018-2019**

Notes: **Surplus funds proposed to be released as part of the 2018-2019 Fall Revised Budget:**

- A Infrastructure Investment Framework (Schools) - Year 3 - (\$14.9M) - Investment in District infrastructure will continue in an effort to narrow the equity gap between schools. This year items addressed will include: interior paint (\$2.85M), student furniture (\$4.25M), school front entrances and minor instructional upgrades (\$900K), gym floors (\$400K), air duct cleaning (\$400K), data cabling (\$1M), ceiling upgrades (\$1M), parking lot improvements (\$500K), individual safe spaces (\$1M), swipe card access (\$500K), water fountains (\$300K), high school accommodation (\$1.25M), mop sinks (\$100K), and Archibus upgrade (\$475K).
- B Student Transportation (amount required to offset the approved 2018-2019 fee increase)- (\$0.4M) - This amount is being funded from surplus instead of transferring the increased cost to students/families in the form of an increase in Student Transportation Fees for eligible riders.
- C Student Transportation (funding shortfall - surplus required to cover operations) - (\$3.4M) - As reflected in the May 22, 2018, Board report on student transportation fees, in addition to approving a five per cent fee increase, Administration will attempt to reduce transportation costs by implementing operational efficiencies in 2018-2019 such as: making minor changes to bell times so more schools can share buses, sharing busing resources with Edmonton Catholic Schools and implementation of a new carrier contract that minimizes the impact of fluctuating fuel prices. These efficiencies are expected to save approximately \$1.7M. However, these operational efficiencies and savings are still not enough to cover the costs of providing transportation services to our students.
- D District-wide Junior High Core Course Resources (\$1.2M) - This new initiative will be created by experienced teachers working collaboratively with grass roots teachers. The project will involve the creation of an online resource to deliver consistent curricular outcomes for junior high students. Curriculum standards and outcomes will also be developed.
- E School surpluses up to three per cent (\$10.9M) - Schools are allowed to carry forward a surplus balance of up to the three per cent of their prior year fall budget. Any surplus amount that exceeds the three per cent carry forward threshold will be added to the Equity Fund balance in the fall revised budget. This balance also includes school deficit repayments of \$1.5M.
- F Equity fund (\$3.6M) - In the spring an allocation of \$7.8M was established. For the fall, school surplus balances in excess of the three per cent carry forward threshold (\$1.6M) plus an additional \$2M from surplus funds will bring the total Equity Fund balance to just over \$11.4M. The Equity Fund is used to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity. This fund will support school catchment work and address individual school emergent circumstances.
- G 2018-2019 Central initiatives to support schools (\$14.1M) - Starting in 2015-2016, where schools were allowed access of up to 3 per cent of their surplus, Central leaders decided to pool their unrestricted operating surplus funds and using a collaborative approach, prioritize initiatives that directly support the District's Strategic Plan. This process has continued for 2018-2019 and details of the planned initiatives have been included on Attachment II
- H School and Central surplus carry forward (\$15M) - In compliance with the Administrative Regulation CVB.AR – Guidelines for Carry Forward of Funds for Central and School Decision Units and based on historical trends, it is reasonable to assume that both schools and central decision units will not expend the full amount of the funds that were allocated to them in 2018-2019. These funds will then be available to redistribute in 2019-2020.

Notes: **Targeted: Reserve Funds (for 2019-2020 and beyond)\*\***

- \*\* Given the dependence on and uncertainty around provincial funding for the District, it is difficult to project the District's accumulated surplus position beyond one year. As such, administration has identified the following list of targeted reserve funds required for future years.
- 1 Carry forward minimum reserve target (\$20M): To be financially responsible and prudent the District is targeting to maintain a minimum reserve balance of \$20 million which represents approximately 1.7 per cent of our annual operating budget.
- 2 Enterprise systems (\$4M): These resources would be used for the purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc. Although the E-Biz project went live in October 2015 to maximize the system's capabilities, several other systems now need to be updated (e.g., PeopleSoft HR, Budget). In addition, the District has also identified the need to move towards an electronic recruiting application process. A new Fee Management system(FMS), OHS and Student Incident system is required over the next three years. The governance of these resources would be addressed through the establishment of an Information Technology Council.
- 3 Property management (\$1.1M): *(Closed buildings, non-instructional spaces and operational spaces with District tenants)* - Under the Infrastructure Investment Framework, Property Management reserves will be used for lifecycle needs on our closed school buildings and buildings used for Central DUs (e.g., Centre for Education, Distribution Centre). This fund would cover major costs such as boilers and roofs that cannot be paid with IMR dollars.

**EPSB**  
**Accumulated Operating Surplus Plan**  
**2018-2019**

- 4 Infrastructure Investment Framework (\$5M): Investment in District infrastructure will continue in an effort to narrow the equity gap between schools. Items such as interior paint, furniture and equipment, minor instructional upgrades, gym floors, air ducts, interior and exterior entrance areas, and general office areas will continue to be addressed.
- 5 Third Party Leases (\$2M): These funds are being held to offset potential lease rate increases, relocation and/or leasehold improvement costs where the District is a tenant under a third party lease agreement.
- 6 Central Access to Surplus (\$2M): Central led initiatives that directly support the District's Strategic Plan.

EPSB  
Central Initiatives to Support Schools - Notes  
2018-2019 Access to Surplus

ATTACHMENT II

Initiative Name	Description	Funding Requested For 2018-2019
<b>Strategic Planning and Administration</b>		
Survey	Support to conduct an annual survey of the District's reputation among parents.	11,000
District Dashboard Teacher Support	One-year teacher consultant contract to support Dashboard communications and awareness for teachers in the classroom.	128,018
District Dashboard Development Support	Ongoing development and training required to support new additions to the Dashboard. This work will be completed in a mentorship model with an outside vendor.	70,000
District Dashboard Project Coordinator	One-year position to bridge between business teams and technical development teams. Also to coordinate the development of foundational documentation in support of the Dashboard.	104,593
District Identity	Review the current state of the District's brand identity to assist in the development of a future effective branding strategy.	184,593 *
Consultation of the Districts ERP systems	This was a collaborative project where a consultant was engaged to conduct a review of the District's integrated (or what should be integrated) enterprise resource planning systems with the goal of determining where we are today and where we should be heading into the future. Small carry forward required to complete the project.	20,834 **
Budget and Planning Implementation	As the next phase of E-Biz, Finance purchased the Oracle Budget and Planning Module. This work began in 2017-2018 and implementation in Finance will be completed in 2018-2019.	539,884 **
Principal Readiness	Continue to provide support for principal development programs. This work was started in 2017-2018 but was not completed.	19,040 **
HR Administrative Regulations	Update and align Administrative Regulations with new HR framework. This work was not completed in 2017-2018.	125,000 **
Performance Management System	Current performance management practices are inconsistent across staff groups and are not in alignment with the District's Corner Stone Values of collaboration and accountability. This work is ongoing in 2018-2019.	69,825 **
Probationary Teacher Support	Continue another year of three teacher consultants to support probationary teachers new to our District. The department contracted three consultants in January to June of this year and so far have noted very positive results.	315,000
Temporary Support staff	Hiring of support staff to assist all units in the HR department with heavy workloads during peak times.	65,000
Rebuild OHS module in PeopleSoft	Rebuild the OHS customizations in the PeopleSoft system to meet the current needs of the District. A new and separate OHS, Employee Health Services, and Student Incident system will be required in the near future.	25,000 *

**EPSB**  
**Central Initiatives to Support Schools - Notes**  
**2018-2019 Access to Surplus**

Initiative Name	Description	Funding Requested For 2018-2019
Exploring requirements for a potential online training system	Hire a consultant to review and explore the requirement of a Learning Management System for all staff groups	75,000 *
Resources to Screen Applications	Additional staffing resources are required to review application packages and interview potential high quality staff.	125,000 *
Leadership Development	Contracting an outside consultant to assist with the design, development, and delivery of programs for new and aspiring principals.	160,000
District Phone Consultant	Continuation on the update of the District's phone system	85,000 **
<b>Total Strategic Planning and Administration</b>		<b>\$2,122,787</b>

**Supports for Schools and Programming**

Commitment to Kids	A District initiated program to identify and prevent situations where students maybe at risk of sexual abuse. Sessions to be delivered in May 2019.	16,578 **
Program Review Requirements	Temporary additional staff are required to review program requirements. This work began in 2017-2018 and will continue in 2018-2019.	100,000 **
Inclusive Learning Relocation	To support the cost associated with relocating Inclusive learning from Parkallen to another District site. This work was started in 2017-2018 and is expected to wrap up in 2018-2019.	750,000 **
Early Years Program Moves	Due to the growth pressures, early years sites are moving from one location to another. Additional work to complete this project is required at the Duggan site.	75,000 **
Multi-disciplinary school-linked team	With increased enrolment and additional schools, demand for support from multi-disciplinary schools is increasing beyond team capacity. The access to surplus allocation will be used to supplement the base allocation for the additional school-linked team.	714,000
Specialized Academic and Psychological Assessments	The requirement for academic and psychological assessments continues to exceed the capacity of the Inclusive Learning teams. This allocation will be used to enter into contracts with external specialists.	250,000 *
Special Education Programming projects	Following through with initiatives with programming for students with autism and gifted and talented needs.	60,000
Support for Self regulation	Ongoing capacity in the area of self regulation.	20,000
Social Thinking Project	Support to backfill occupational therapist time so that there can be further development of the social thinking project. The project is designed to better assist students who are experiencing daily behavioural and emotional challenges.	90,000

**EPSB**  
**Central Initiatives to Support Schools - Notes**  
**2018-2019 Access to Surplus**

<b>Initiative Name</b>	<b>Description</b>	<b>Funding Requested For 2018-2019</b>
Resources for Behavioural Programming Supports	Staffing supports required to support and build capacity in complex emotional-behavioural programs.	125,000 *
Language and Literacy Project Expansion	Support for the comprehensive project to expand capacity building and student success within the current language and literacy model.	747,000
Early Years Initiatives	Support for the research study on the impact and effectiveness of early years programming on later success in schools. The study will begin in 2018-2019 for a four-year period.	200,500 *
Family Oriented Programming	The programming is intended to increase parent engagement for Kindergarten programming by increasing teacher capacity in the delivery of parent in-services that support understanding of their child's growth and development.	50,000
EYE-TA (Early Years Evaluation-Teacher Assessment) tool	The EYE-TA is used as baseline data for early years programming. The initiative includes yearly implementation costs, supply coverage and District reports and maps. This work began in 2017-2018 and is ongoing for another year.	125,000
Continued Support for Hanen work	Continued support for Hanen training for educational assistants and teachers. This work began in 2017-2018 and is continuing into 2018-2019.	33,128 **
Augmentative and Alternative Communication (ACC) and Assistive Technology for Learning (ATL)	Advanced training in the work of ACC and ATL for consultant staff to support children from pre-K through Grade 12.	30,000
Diversity Day, Connections Program, Policy Advisory Committee	Support continued for the Diversity Day initiative; a small carry forward for data gathering on the value of a diversity course that was delivered in 2017-2018; continued financial support for a committee to review a policy related to multiculturalism.	36,800 **
Diversity Education and Comprehensive School Health Unit	Development of a comprehensive school health unit to support escalating needs in our schools such as mental health capacity, physical literacy, and professional learning needs in school health.	861,414
Supports for ELL and Mental Health	Translation of District documents to support ELL and their families; staffing resources for intercultural services and mental health framework initiatives.	248,005
Research and Innovation	Ongoing work to support Career Pathways and Campus EPSB. New initiatives include the support and expansion of Inquiring Minds site schools, Learning Partnership initiative, CTF and CTS programming support, myBlueprint, expansion of market place, supporting high school redesign, and parent advisory councils.	1,119,560

**EPSB**  
**Central Initiatives to Support Schools - Notes**  
**2018-2019 Access to Surplus**

Initiative Name	Description	Funding Requested For 2018-2019
Career Pathways Symposium	Request required to cover the cost of the key note speaker, the facility, food, and material costs for the symposium	85,000 *
Assessment	Continuation of two Student Assessment consultants to support the Math Intervention Programming Instrument (MIPI), HLATs, LEAP, etc. The one-time allocation will also be used to provide classroom support as a result of the upcoming new curriculum. In total, this allocation will be used for 3.5 FTEs as well as supply cost for staff to work on HLAT marking, MIPI design, etc.	514,194
Research and Innovation - Research	Continuation of additional research consultants, a teacher consultant, and a data analyst. These positions are critical to meet the needs for evaluations at the school, catchment, central and District level. The staff will also allow the team to continue to support external researchers in conducting research that aligns with Board Policy and Administrative Regulations.	499,609
FNMI support	Addition of two education consultants, two high school completion coaches, and two family support liaison workers as well as an additional allocation for supplies and services. The surplus dollars will support high school completion, home visits, attendance tracking, parental and community engagement. Staffing and resources will also support the new TQS relative to Indigenous history and education.	660,401
Curriculum and Resource Support - ongoing work	The request is required to ensure classroom teachers can access curriculum, instructional professional learning, coaching resource supports. Includes staff to support the following areas: curriculum, locally developed courses, math and numeracy, digital module development, literacy interventions, and secondary literacy.	3,849,115
Curriculum and Resource Support - project work	Project work related to: District-wide focus on reading initiative, locally developed courses, teaching and learning resources, and Summer Institutes 2019.	653,103
Support for Language Centre at Woodcroft	To bring the language consultant position from a .5 to a full-time FTE for another year	58,540
Support for Student Restorative Practices	Support in order to provide restorative practices to address student conflict, misconduct, and attendance issues.	31,000 *
<b>Total Supports for Schools and Programming</b>		<b>12,002,947</b>

\* Amount is either a revision or a new request from the initiatives approved as part of the spring approved budget.

\*\* - Carry forward funds for projects that were started and/or committed in 2017-2018 but not completed

**EPSB**  
**Capital Reserve Plan**  
**2018-2019**

ATTACHMENT III

	Amount	Total Amount
<b>Accumulated capital reserve at September 1, 2017</b>		<b>\$ 63,691,231</b>
Board Approved use of Capital Reserve - Transactions during 2017-2018		(6,853,637)
<b>Total capital reserve balance at September 1, 2018</b>		<b>\$ 56,837,594</b>
<b>Previously approved use of capital reserves in 2018-2019:</b>		
1 Balance remaining on approved projects from prior years	\$ 3,880,000	
2 Energy retrofit - (Year 2 of 2)	5,000,000	
3 Westlawn Cluster replacement school - in partnership with Alberta Education	15,000,000	
<b>Planned use of capital reserves in 2018-2019:</b>		
4 Infrastructure Investment Framework (Central)	2,075,000	
	<u>\$ 25,955,000</u>	(25,955,000)
<b>Forecasted accumulated capital reserve balance at September 1, 2019</b>		<b>\$ 30,882,594</b>

**Notes:**

- 1 Balance remaining on approved projects from prior years - Air Handling Unit (\$80K), Energy Retrofit Year 1 of 2 (\$1.2M), Modular relocations (\$2.4M) and Millcreek Daycare (\$200K).
- 2 Energy retrofit (Year 2 of 2) - In 2016-2017 initial funds were used to establish an energy efficiency (retrofit) contract. Starting in 2017-2018 a two to three year contractual commitment will be required to replace old mechanical and electrical systems in selected schools. The upfront costs associated with this initiative is more than offset by future utility cost savings.
- 3 Westlawn Cluster replacement school - EPSB's committed portion of a partnership with Alberta Education for a replacement school in a mature community.
- 4 Infrastructure Investment Framework (Central) - Investment into the Centre for Education (CFE) Infrastructure will address current requirements including: CFE new exterior visitor parking lot (\$800K), CFE front door replacement to address safety concerns (\$400K), Cooling Tower (\$500K), and other CFE capital items (\$375K).

**DATE:** November 27, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Fall Update to the Revised 2018-2019 Budget

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Jeremy Higginbotham, Jennifer Price, Madonna Proulx

**REFERENCE:** N/A

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## ISSUE

Alberta Education requires each school jurisdiction to prepare and submit a budget update each fall. The update presents reflecting changes in revenue, enrolment, current staffing, and other key budget assumptions.

## BACKGROUND

Every fall, each school and central decision unit prepares a revised budget. The fall revised budget reflects actual enrolment on the September 30 count date, current staffing FTEs, as well as the planned use of surplus funds.

The 2018-2019 fall budget update for Edmonton Public Schools has been completed for submission to Alberta Education by November 30, 2018. The revised budget is based on total expenses of \$1.23 billion. The overall increase in the fall revised budget over the spring approved budget of \$31.5 million is as follows:

1. Increase use of net surplus carry forward funds of \$22.4 million.
2. Increase in revenues due to enrolment and other adjustments totaling \$9 million or 0.8 per cent.

## RELATED FACTS

- The 2018-2019 fall budget update reflects a planned operating deficit of \$33.6 million which is offset by the planned use of the District's accumulated operating surplus.
- Student enrolment assumptions are based on a total of 101,865 students, an increase of 298 students or 0.3 per cent compared to the spring projected enrolment count, and an increase of 2,951 or three per cent over September 2017 (Attachment II).
- Total FTEs are now budgeted at 9,413, with certificated staff representing 57 per cent (or 5,385 FTEs) followed by support staff at 26 per cent (or 2,403 FTEs) (Attachment VI).
- Alberta Education requires school boards to report to the government, contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$58 million. The decrease from the spring approved budget reflects a reduction in the government contribution rate, effective September 2018.

**RECOMMENDATION**

**That the Fall 2018 Update to the 2018-2019 budget be approved.**

**NEXT STEPS**

Once approved the Fall 2018-2019 Revised Budget will be posted to the District's website and the Fall 2018 Update to the 2018-2019 Budget will be submitted to Alberta Education.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	2018-2019 Fall Revised Revenue Budget
ATTACHMENT II	Student Enrolment
ATTACHMENT III	2018-2019 Fall Revised Budget – Total Allocations
ATTACHMENT IV	2018-2019 Fall Revised Budget – Direct School Allocations
ATTACHMENT V	2018-2019 Fall Revised Budget – Other Allocations
ATTACHMENT VI	2018-2019 Fall Revised Budget – Staff FTEs
ATTACHMENT VII	2018-2019 Fall Revised Budget – Revenue & Expense Analysis
ATTACHMENT VIII	Fall 2018 Update to the 2018-2019 Budget

MDP:ja

**Edmonton Public Schools  
2018-2019 Fall Revised Revenue Budget**

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance Fall vs Spring \$</b>	<b>Variance Fall vs Spring %</b>	<b>Notes</b>
<b>BASE INSTRUCTION FUNDING</b>					
Early Childhood Services (ECS) Base Instruction	\$ 30,680,300	\$ 32,039,700	\$ (1,359,400)	(4.2%)	
Base Instruction (Grades 1 to 9)	451,071,500	447,831,400	3,240,100	0.7%	
Class Size (ECS to Grade 3)	43,454,700	43,462,600	(7,900)	(0.0%)	
	<b>525,206,500</b>	<b>523,333,700</b>	<b>1,872,800</b>	<b>0.4%</b>	<b>1</b>
High School (Grades 10 to 12)	<b>161,440,500</b>	<b>160,186,000</b>	<b>1,254,500</b>	<b>0.8%</b>	<b>1</b>
Base Instruction Metro (Grades 10 to 12)	847,400	888,400	(41,000)	(4.6%)	1
Base Instr. Metro Summer (Grades 10 to 12)	7,040,500	6,456,600	583,900	9.0%	1
Outreach Site Funding	314,900	314,900	-	-	
Home Education	387,600	588,100	(200,500)	(34.1%)	
	<b>8,590,400</b>	<b>8,248,000</b>	<b>342,400</b>	<b>4.2%</b>	
<b>SUBTOTAL BASE INSTRUCTION FUNDING</b>	<b>695,237,400</b>	<b>691,767,700</b>	<b>3,469,700</b>	<b>0.5%</b>	<b>1</b>
<b>DIFFERENTIAL COST FUNDING</b>					
ECS Program Unit Funding (PUF)	46,815,000	43,060,400	3,754,600	8.7%	2
Inclusive Education	75,284,500	75,062,000	222,500	0.3%	3
English as a Second Language (ESL)	22,288,700	22,798,000	(509,300)	(2.2%)	
First Nations, Métis, and Inuit Education (FNMI)	10,134,600	10,037,400	97,200	1.0%	
Building Collaboration and Capacity	30,750	30,750	-	-	
Socio Economic Status	11,635,200	11,492,000	143,200	1.2%	
Plant Operations and Maintenance (PO&M)	73,647,400	73,663,000	(15,600)	(0.0%)	
Metro Urban Transportation	25,445,900	25,938,100	(492,200)	(1.9%)	2
ECS Special Transportation	2,710,200	2,745,700	(35,500)	(1.3%)	2
Equity of Opportunity	9,741,200	9,736,000	5,200	0.1%	
Federal French Funding	609,900	609,900	-	-	
<b>SUBTOTAL DIFFERENTIAL COST FUNDING</b>	<b>278,343,350</b>	<b>275,173,250</b>	<b>3,170,100</b>	<b>1.2%</b>	
<b>PROVINCIAL PRIORITY TARGETED FUNDING</b>					
High Speed Networking	2,299,900	2,208,000	91,900	4.2%	
<b>SUBTOTAL PROVINCIAL PRIORITY FUNDING</b>	<b>2,299,900</b>	<b>2,208,000</b>	<b>91,900</b>	<b>4.2%</b>	
<b>OTHER PROVINCIAL SUPPORT</b>					
Institutional Support	9,463,000	9,462,000	1,000	0.0%	2
Regional Collaborative Service Delivery (RCSD)	4,744,900	4,674,900	70,000	1.5%	
<i>Bill 1:</i>					
School Fees Reduction Grant	2,660,800	2,660,800	-	-	4
Transportation Fees Reduction Grant	5,334,200	5,334,200	-	-	4
Classroom Improvement Fund (CIF)	10,931,400	10,931,400	-	-	5
Provincial School Lease Support	1,855,300	1,916,000	(60,700)	(3.2%)	6
Narrowing Teacher's Salary Gap	239,000	239,000	-	-	
Decrease of LAPP Employer Contributions	(1,159,300)	(1,353,140)	193,840	(14.3%)	7
Reduction in System Admin & School Board Governance	(4,443,000)	(4,443,000)	-	-	8
<b>SUBTOTAL OTHER PROVINCIAL SUPPORT</b>	<b>29,626,300</b>	<b>29,422,160</b>	<b>204,140</b>	<b>0.7%</b>	
<b>TOTAL PROVINCIAL OPERATIONAL FUNDING</b>	<b>1,005,506,950</b>	<b>998,571,110</b>	<b>6,935,840</b>	<b>0.7%</b>	

**Edmonton Public Schools  
2018-2019 Fall Revised Revenue Budget**

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance Fall vs Spring \$</b>	<b>Variance Fall vs Spring %</b>	<b>Notes</b>
<b>CAPITAL AND IMR FUNDING</b>					
Infrastructure Maintenance Renewal (IMR)	13,399,200	13,968,100	(568,900)	(4.1%)	9
Amortization of Capital Allocations and Expended Deferred Capital Revenue	42,800,000	41,916,000	884,000	2.1%	10
<b>SUBTOTAL CAPITAL AND IMR FUNDING</b>	<b>56,199,200</b>	<b>55,884,100</b>	<b>315,100</b>	<b>0.6%</b>	
<b>OTHER PROVINCIAL REVENUES</b>					
Tuition Agreements	1,313,300	1,370,800	(57,500)	(4.2%)	
Secondments - Provincial	2,899,000	2,899,000	-	-	
Alberta Education Conditional Grants	1,236,100	1,236,100	-	-	11
Alberta Teachers' Retirement Fund (ATRF)	57,952,400	60,273,400	(2,321,000)	(3.9%)	
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>63,400,800</b>	<b>65,779,300</b>	<b>(2,378,500)</b>	<b>(3.6%)</b>	
<b>TOTAL GOVERNMENT OF ALBERTA</b>	<b>1,125,106,950</b>	<b>1,120,234,510</b>	<b>4,872,440</b>	<b>0.4%</b>	
<b>OTHER PROVINCIAL GRANTS</b>	<b>2,853,300</b>	<b>2,568,900</b>	<b>284,400</b>	<b>11.1%</b>	12
<b>FEDERAL GOVERNMENT AND FIRST NATIONS</b>	<b>2,428,500</b>	<b>2,449,500</b>	<b>(21,000)</b>	<b>(0.9%)</b>	
<b>OTHER ALBERTA SCHOOL AUTHORITIES</b>	<b>841,700</b>	<b>817,000</b>	<b>24,700</b>	<b>3.0%</b>	
<b>FEES</b>					
School Fees - School Generated Funds	14,905,300	13,291,900	1,613,400	12.1%	13
Transportation Fees	8,169,700	7,961,300	208,400	2.6%	14
Lunch Program Fees	4,734,500	4,717,100	17,400	0.4%	15
Metro Continuing Education (MCE) Fees	798,800	732,900	65,900	9.0%	20
Music Instrument	307,600	262,500	45,100	17.2%	16
<b>SUBTOTAL FEES</b>	<b>28,915,900</b>	<b>26,965,700</b>	<b>1,950,200</b>	<b>7.2%</b>	
<b>OTHER SALES AND SERVICES</b>					
International Student Tuition	6,462,500	6,462,500	-	-	17
Sales and Services - Schools & Central DU's	5,080,300	4,346,000	734,300	16.9%	18
Other Sales and Services - School Generated Funds	4,444,900	5,207,200	(762,300)	(14.6%)	19
Secondments - Other Entities	1,344,500	1,344,500	-	-	
Adult Education (MCE)	1,877,300	2,192,900	(315,600)	(14.4%)	20
<b>SUBTOTAL SALES AND SERVICES</b>	<b>19,209,500</b>	<b>19,553,100</b>	<b>(343,600)</b>	<b>(1.8%)</b>	
<b>INVESTMENT INCOME</b>	<b>4,600,000</b>	<b>3,500,000</b>	<b>1,100,000</b>	<b>31.4%</b>	21
<b>GIFTS AND DONATIONS</b>					
School Gifts and Donations	6,841,000	5,832,000	1,009,000	17.3%	22
EPSB Foundation Support	411,500	401,400	10,100	2.5%	23
<b>SUBTOTAL GIFTS AND DONATIONS</b>	<b>7,252,500</b>	<b>6,233,400</b>	<b>1,019,100</b>	<b>16.3%</b>	
<b>FUNDRAISING - School Generated Funds</b>	<b>1,963,100</b>	<b>2,049,400</b>	<b>(86,300)</b>	<b>(4.2%)</b>	22
<b>RENTAL OF FACILITIES</b>	<b>4,202,400</b>	<b>3,969,800</b>	<b>232,600</b>	<b>5.9%</b>	24
<b>TOTAL OPERATING REVENUE</b>	<b>\$ 1,197,373,850</b>	<b>\$1,188,341,310</b>	<b>\$ 9,032,540</b>	<b>0.8%</b>	

Note: revenue amounts have been rounded for presentation purposes.

**Notes to the  
2018-2019 Fall Revised Revenue Budget**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 spring proposed budget differs from the 2018-2019 fall revised budget by more than five per cent.*

**1 Base Instruction Funding**

The overall increase in base instruction funding is due to an overall increase in enrolment growth of 0.3 per cent over the spring projected enrolment (see Attachment II for additional details). For 2018-2019, there are no increases in the per student funding rates; however, the province is continuing to fund enrolment growth.

**2 ECS Program Unit Funding (PUF), Metro Urban Transportation, ECS Special Transportation & Institutional Support**

These budgets are a flow through where any changes from a revenue point of view are offset by an equivalent amount being allocated. The increase in revenue for program unit funding (PUF) is directly associated with the increase in projected enrolment. For the Metro Urban Transportation grant, the decrease in revenue is due to a decrease in the number of eligible passengers.

**3 Inclusive Education**

The Inclusive Education grant is comprised of three components, two of which are enrolment driven. The third component includes providing a per student allocation of \$5,502 for refugee students as well as other differential factors. The overall increase is a result of enrolment growth and composition of students.

**4 School and Transportation Fees Reduction**

This targeted funding is related to *Bill 1: An Act to Reduce School Fees* and serves to reduce fees that are no longer permissible. To support *Bill 1*, funding from the province is provided based on 100 per cent of the basic instruction supplies fee revenue reported on our 2015-2016 audited financial statements. The transportation fee portion is based on 45 per cent of the transportation fee revenue that was also reported on our 2015-2016 audited financial statements.

**5 Classroom Improvement Fund (CIF)**

The Classroom Improvement Fund (CIF) Grant Program was established in 2017-2018 as part of the central table Memorandum of Agreement between the Teachers' Employer Bargaining Association and the Alberta Teachers' Association. The intent of the CIF Grant is to improve the student experience in the classroom. This grant is continuing for the 2018-2019 school year. Further information is provided in the notes for Attachment IV.

**6 Provincial Lease Support**

This funding is provided by the province for the lease of privately owned facilities. The District has consistently received this funding over the last number of years and submits an annual application. A revenue payment for the lease support amount was received in September 2018 and has been updated in the fall revised budget.

**7 Decrease of LAPP Employer Contributions**

The board of trustees of LAPP has decided to reduce the contribution rates by one per cent for both employers and employees effective January 1, 2018. Alberta Education will process a payment reduction that is estimated based on the proportion of each participating jurisdiction's non-certificated employees compared to the total number of non-certificated employees in all jurisdictions. This reduction is anticipated for the next three years. Payment reductions will be re-calculated based on changes in the number of non-certificated employees reported in the audited financial statements.

**8 Reduction in System Admin & School Board Governance**

Alberta Education began processing a deduction from school jurisdictions' payments equivalent to 10 per cent of school boards' allowable administration maximum in the 2013-2014 school year. The deduction was originally calculated based on total expenditures in the 2011-2012 audited financial statements and has increased year over year since it was implemented.

**9 Infrastructure Maintenance Renewal (IMR)**

Total IMR funding for the District is \$26.8 million for 2018-2019; out of the total funds received and deferred, approximately eleven million is budgeted to be expensed for operations in 2018-2019, with the remaining amount being spent on capital items. There is a requirement to capitalize at least 30 per cent of IMR funding as per the Alberta Education capitalization policy. The District is in alignment with this policy and in recent years we have capitalized between 40 - 60 per cent of IMR funding.

**Notes to the  
2018-2019 Fall Revised Revenue Budget**

**10 Amortization of Capital Allocations and Expended Deferred Capital Revenue**

The increase is a result of increased building amortization costs for 11 new schools that were added in the 2017-2018 school year. This amount is funded by the province and there is an offsetting amount for Fiscal and Debt services (see Attachment V for additional information).

**11 Alberta Education Conditional Grants**

This amount reflects the School Nutrition Grant. In 2017-2018, the District was eligible for \$250,000; this amount has increased to \$1.2 million for the 2018-2019 school year.

**12 Other Provincial Grants**

Grants are only included in the spring proposed budget if they are approved. It is anticipated that these will increase between the spring and the fall as additional grant applications obtain approval. The 2018-2019 budget includes several grants including:

- \* The Alberta Health Services Mental Health Grant.

- \* The Alberta Health Services Grant to cover a Way In Coordinator for Jasper Place, and two success coaches, three months of one Success Coach, and a Mental Health Therapist coordinated by TD Baker school.

- \* The Alberta Advanced Education Grant for Metro and an Alberta Health Services Grant which provides autism supports at Scott Robertson and Waverley schools.

**13 School Fees - School Generated Funds**

School generated funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. The increase is consistent with current year actual fee amounts that are being received for items such as drama, ski club, and school teams.

**14 Transportation Fees**

The increase in transportation fees is due to increased enrolment from the spring. Although the Board approved a fee increase of five per cent for 2018-2019, this is being funded by the District operating surplus and is not currently reflected as an increase in fee revenue.

**15 Lunch Program Fees**

The lunch fee cost sharing program was rolled out to all schools in 2016-2017 in order to standardize the calculation of fees being charged. Lunch program fees are budgeted at the school level. The overall increase in fees is primarily because of increased enrolment.

**16 Music Instrument**

Music Instrument fees are collected and retained to offset expenses at the school level. The District no longer charges text book rental fees or instructional material fees.

**17 International Student Tuition**

By June 2019, the District is projecting to have approximately 550 international students registered in our schools. On May 22, 2018, the Board approved an increase of \$500 to the International Student Tuition fee which will become effective September 1, 2019. For 2018-2019 the annual tuition rate remains at \$12,000.

**18 Sales & Services - Schools & Central DUs**

The fall revised budget includes other non-government grants and revenue. These amounts are only included in the budget upon confirmation/approval of funding which often does not occur until the fall.

**19 Other Sales & Services - School Generated Funds**

The decrease from spring projections is a result of using updated 2017-2018 actual revenue reported in the audited financial statements.

**20 Metro Continuing Education (MCE) Fees and Adult Education**

The increase in MCE fees is a result of higher enrolment in the fall as opposed to the spring proposed budget. The decrease in Adult Education is due to lower than projected enrolment for new non-credit programs that were offered in the fall.

**Notes to the  
2018-2019 Fall Revised Revenue Budget**

**21 Investment Income**

The increase is related to the projected cash flow analysis by the District and actual trending of investment income. The increase takes into account recent increases to the Bank of Canada's prime rate.

**22 School Gifts and Donations/Fundraising - School Generated Funds**

This revenue line is an estimate of school generated gifts and donations. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't fully budget for these in the spring as there is uncertainty around these initiatives.

**23 EPSB Foundation**

The increase is based on projected revenue from the Edmonton Public School Board Foundation to fund full-day Kindergarten.

**24 Rental of Facilities**

The increase is based on school after hours rentals and user fees being higher than projected in the spring.

**Edmonton Public Schools**  
**Fall Revised September 2018-2019 vs Spring Projected September 2018-2019 Enrolment**  
**Funded vs Other**

<b>Student Enrolment by Division</b>	<b>2018-2019 September 30 Actual Enrolment</b>	<b>2018-2019 Spring Projected Enrolment</b>	<b>Enrolment Increase</b>	<b>Variance %</b>	<b>2017-2018 September 30 Actual Enrolment</b>
<b>Funded Students:</b>					
Early Childhood Services (ECS)	9,186	9,593	(407)	(4.2%)	9,203
Elementary - Div I	23,750	23,766	(16)	(0.1%)	23,079
Elementary - Div II	22,882	22,634	248	1.1%	21,977
Junior High	20,896	20,643	253	1.2%	20,139
Senior High	24,327	24,137	190	0.8%	23,568
Subtotal - Enrolment for Grades 1-12	91,855	91,180	675	0.7%	88,763
<b>Subtotal Funded Students</b>	<b>101,041</b>	100,773	268	0.3%	97,965
<b>Other :</b>					
International Students	503	391	112	28.6%	520
Home Education	232	352	(120)	(34.1%)	352
Other/Non Resident/Blended/Sponsorships/ Unfunded non special needs children	89	51	38	74.9%	77
<b>Subtotal Other Students</b>	<b>824</b>	794	30	3.8%	949
<b>Total Student Enrolment</b>	<b>101,865</b>	101,567	298	0.3%	98,914

**Edmonton Public Schools  
2018-2019 Fall Revised Budget  
Total Allocations**

		<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Projected Revenue</b>	*					
Operating Revenue		\$ 1,197,373,850	\$ 1,188,341,310	\$ 9,032,540	0.8%	
Operating Reserve Funds <sup>A</sup>		33,582,302	11,148,603	22,433,699	201.2%	A
Operating Revenue		<u>\$ 1,230,956,152</u>	<u>\$ 1,199,489,913</u>	<u>\$ 31,466,239</u>	<u>2.6%</u>	
<b>School Allocations</b>						
School Allocations Levels 1 to 8		\$ 660,918,644	\$ 655,876,847	\$ 5,041,797	0.8%	1
Other Supplemental School Allocations		175,755,067	173,969,642	1,785,425	1.0%	2
		<u>836,673,711</u>	<u>829,846,489</u>	<u>6,827,222</u>	<u>0.8%</u>	
School Generated Funds/External Revenues		37,267,073	34,711,345	2,555,728	7.4%	3
<b>Subtotal School Allocations</b>	72.8%	<u>873,940,784</u>	<u>864,557,834</u>	<u>9,382,950</u>	<u>1.1%</u>	
<b>Other Allocations</b>						
Metro Continuing Education		13,225,800	12,929,271	296,529	2.3%	
External Revenue Allocations - Central		11,676,275	11,273,673	402,602	3.6%	4
District Level Fixed Costs	6.9%	82,399,011	80,836,488	1,562,523	1.9%	5
District Level Committed Costs	8.0%	96,598,373	93,416,777	3,181,596	3.4%	6
		<u>203,899,459</u>	<u>198,456,209</u>	<u>5,443,250</u>	<u>2.7%</u>	
Central Decision Units**	5.4%	65,195,445	65,053,867	141,578	0.2%	
<b>Subtotal Other Allocations</b>		<u>269,094,904</u>	<u>263,510,076</u>	<u>5,584,828</u>	<u>2.1%</u>	
<b>Alberta Teachers' Retirement Fund (ATRF)</b>		<u>57,952,400</u>	<u>60,273,400</u>	<u>(2,321,000)</u>	<u>(3.9%)</u>	7
<b>Total Allocations</b>		<u>1,200,988,088</u>	<u>1,188,341,310</u>	<u>12,646,778</u>	<u>1.1%</u>	
Planned Use of Reserves <sup>B</sup>		29,968,064	11,148,603	18,819,461	168.8%	B
<b>Total Budget</b>		<u>\$ 1,230,956,152</u>	<u>\$ 1,199,489,913</u>	<u>\$ 31,466,239</u>	<u>2.6%</u>	

A Additional details around the District's planned use of accumulated operating reserves will be presented at the public Board meeting on November 27, 2018.

B The difference of \$3.6 million between the amount shown for Note A (\$33.5 million) and this amount (\$29.9 million) represents surplus funds that were included in the school allocations (refer to Note 2 for additional details).

\* The amount as a percentage of the total allocations (prior to using any reserve funds).

\*\* The maximum expenditure for system administration and school board governance is 3.6 per cent. The total amount allocated to central decision units includes portions allocated to instruction and are not included in the 3.6 per cent cap calculation.

Note: Some of the spring approved budget figures have been reclassified to conform to the comparable fall revised budget presentation.

**Notes to the  
2018-2019 Fall Revised Budget  
Total Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 fall revised budget differs from the 2018-2019 spring approved budget by more than five per cent.*

**1 School Allocations Levels 1 to 8**

School allocations for the spring approved budget were based on high level enrolment projections which predict the number of students at each grade level and the number of students in need of specialized supports and services. These calculations have been updated using the actual September 30th headcount. For 2018-2019, there have been no changes to the per student allocation rates.

**2 Other Supplemental School Allocations**

Included in this category of school allocations are Class Size Funding, Equity Funds, Classroom Improvement Funds, Enhanced Support for Schools, amiskwaciy Academy base rent and Program Enhancement allocations. Specific changes to these allocations are detailed on the Direct Schools Allocations (Attachment IV).

Equity Fund

In the spring approved budget an allocation of \$7.8 million was provided. For the fall revised budget, any school surplus balances in excess of the three per cent carryforward threshold were added to the Equity Fund for use in 2018-2019. The total increase to the Equity Fund using District surplus funds was \$3.6 million.

**3 School Generated Funds/External Revenues**

School generated funds are funds raised in the community for expenses at the school level. Schools external revenue include lunch program fees, grants, as well as school lease rentals. In compliance with *Bill 1*, the District no longer charges for instructional supplies or materials.

**4 External Revenue Allocations - Central**

This allocation is a flow through amount, whereby there is a direct revenue amount related to the allocation.

**5 District Level Fixed Costs**

These allocations have been updated to reflect the anticipated fixed and committed costs for 2018-2019. Additional details on these costs have been included in Attachment V.

**6 District Level Committed Costs**

In alignment with our student population increases, District costs are also increasing. This line represents an allocation for a variety of costs at the District level to limit their impact to school budgets (also see Attachment V).

**7 Alberta Teachers' Retirement Fund (ATRF)**

This amount represents a flow-through of teacher retirement benefits paid by the province on behalf of our teachers and matches the revenue from the province. The decrease reflects a reduction in the government contribution rate effective September 2018.

**Edmonton Public Schools  
2018-2019 Fall Revised Budget  
Direct School Allocations**

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>School Allocations</b>					
Kindergarten (half day)	\$ 17,918,406	\$ 18,757,560	\$ (839,154)	(4.5%)	1
Kindergarten (full day)	3,894,968	3,268,324	626,644	19.2%	1
Elementary	226,364,006	225,815,043	548,963	0.2%	
Junior High	94,615,276	95,926,096	(1,310,820)	(1.4%)	
Senior High	110,756,382	112,921,230	(2,164,848)	(1.9%)	
International Students	3,371,544	2,979,900	391,644	13.1%	2
Special Needs Levels 4 - 8	129,782,550	121,719,439	8,063,111	6.6%	3
Institutions, Alberta School for the Deaf & Pre-Kindergarten Program Allocations	74,215,512	74,489,255	(273,743)	(0.4%)	
<b>Subtotal School Allocations</b>	<b>660,918,644</b>	<b>655,876,847</b>	<b>5,041,797</b>	<b>0.8%</b>	
<b>Other Supplemental School Allocations</b>					
Base Allocation	53,201,705	53,430,911	(229,206)	(0.4%)	
Class Size Funding: K-3 School Allocations	41,454,700	41,462,600	(7,900)	(0.0%)	4
Class Size Funding: ECS Inclusive Learning	2,000,000	2,000,000	-	-	4
Plant Operation & Maintenance - Schools	20,083,648	20,099,273	(15,625)	(0.1%)	
* First Nations, Metis and Inuit Education (FNMI)	8,243,324	8,146,127	97,197	1.2%	*5
* Program Enhancement Allocations	12,804,410	14,666,790	(1,862,380)	(12.7%)	*6
* Other Miscellaneous Allocations	753,104	730,833	22,271	3.0%	
Classroom Improvement Fund	10,931,400	10,931,400	-	-	7
School Fees Reduction	2,660,800	2,660,800	-	-	
Equity Fund	11,414,238	7,800,000	3,614,238	46.3%	8
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery (RCSD)	4,744,945	4,674,891	70,054	1.5%	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwacyi Base Rent	1,290,195	1,263,732	26,463	2.1%	
Foundation Full-Day Kindergarten Funding	411,514	333,574	77,940	23.4%	9
Community Use of Schools	414,292	421,919	(7,627)	(1.8%)	
<b>Subtotal Other Supplemental School Allocations</b>	<b>175,755,067</b>	<b>173,969,642</b>	<b>1,785,425</b>	<b>1.0%</b>	
<b>Subtotal School and Other Supplemental Allocations</b>	<b>836,673,711</b>	<b>829,846,489</b>	<b>6,827,222</b>	<b>0.8%</b>	
<b>School Generated Funds/External Revenues</b>	<b>37,267,073</b>	<b>34,711,345</b>	<b>2,555,728</b>	<b>7.4%</b>	10
<b>Total Direct School Allocations</b>	<b>\$ 873,940,784</b>	<b>\$ 864,557,834</b>	<b>\$ 9,382,950</b>	<b>1.1%</b>	

\* See Attachment IV<sup>A</sup> - for a detailed breakdown of this line item.

Note: Some of the spring approved budget figures have been reclassified to conform to the comparable fall revised budget presentation.

**Edmonton Public Schools  
2018-2019 Fall Revised Budget  
Direct School Allocations  
Detailed Breakdown - Other Supplemental School Allocations**

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>First Nations, Metis, and Inuit Education (FNMI)</b>					
FNMI Per Student	\$ 7,802,324	\$ 7,705,127	\$ 97,197	1.3%	
Transportation to amiskwaciy & Awasis Program	441,000	441,000	-	-	
	<b>\$ 8,243,324</b>	<b>\$ 8,146,127</b>	<b>\$ 97,197</b>	<b>1.2%</b>	<b>*5</b>

*FNMI funding is based on the number of self-identified students at September 30th. Out of the total amount received, the majority (81 per cent) is allocated directly to schools and the remainder (19 per cent) is allocated to a central decision unit to support FNMI education.*

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Program Enhancement Allocations</b>					
New to District	\$ 4,500,000	\$ 4,500,000	\$ -	-	
Guaranteed Enrolment	2,696,609	5,259,906	(2,563,297)	(48.7%)	
Outreach Program	3,384,872	3,283,928	100,944	3.1%	
Transfers from Institutions	300,000	350,000	(50,000)	(14.3%)	
Establishment Facilities Grant	1,589,871	1,086,174	503,697	46.4%	
Establishment Program Grant	333,058	186,782	146,276	78.3%	
	<b>\$ 12,804,410</b>	<b>\$ 14,666,790</b>	<b>\$ (1,862,380)</b>	<b>(12.7%)</b>	<b>*6</b>
<b>Other Miscellaneous Allocations</b>					
Addition to Basic	\$ 753,104	\$ 730,833	\$ 22,271	3.0%	
	<b>\$ 753,104</b>	<b>\$ 730,833</b>	<b>\$ 22,271</b>	<b>3.0%</b>	

**Notes to the  
2018-2019 Fall Revised Budget  
Direct School Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 fall revised budget differs from the 2018-2019 spring approved budget by more than five per cent.*

**1 Kindergarten**

The composition between full-day Kindergarten and half-day Kindergarten at September 30th is different than spring projections.

**2 International Students**

The total number of international students continues to be steady and is projected to rise by the end of June 2019. The increase from the spring approved budget reflects the timing difference where fewer students were enrolled by September 30th, but more are expected to arrive prior to second semester starting February 2019.

**3 Special Needs Levels 4-8**

School allocations for the spring approved budget are based on enrolment projections, which attempt to predict the number of students at each grade level and the number of students requiring specialized supports. The fall revised budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the approved and the revised budgets.

**4 Class Size Funding**

The allocation is provided to schools for the purpose of lowering class sizes and student to teacher ratios. The allocation is calculated annually on a per pupil basis with approximately 95 per cent of total funding being allocated directly to Kindergarten to Grade 3 students. The remaining five per cent of total funding is allocated to Pre-Kindergarten Programs and Inclusive Learning Early Years. One hundred per cent of the Class Size Funding is allocated to support schools.

**5 First Nations, Metis, and Inuit Education (FNMI)**

The per student allocation is based on the number of students who self identify at September 30th. The spring approved budget always stays the same as the prior fall as it is based on projections and not self identified students. The transportation portion of the allocation provides transportation for junior high students attending amiskwaciy Academy and elementary students attending the Awasis program.

**6 Program Enhancement Allocations**

New to District

This allocation is held centrally and allocated to schools during the year to support students arriving after September 30th.

Guaranteed Enrolment

This allocation provides a guaranteed amount of funds for approved special education programs where, due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and seven students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level. This allocation is normally higher in the spring versus the fall as program enrolment details are incomplete in the spring.

Outreach Program

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been placed by the District.

Transfers from Institutions

This allocation is given to schools for students who meet District special needs coding criteria, who were enrolled in an institutional school on September 30th and will be subsequently returned to a school after that date. This amount has been reduced to correspond with student transfer data over recent years.

Establishment Facilities Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount varies depending on the number of new alternative and special education programs and the amount of any prior approved/deferred amounts.

**Notes to the  
Subtotal Other Supplemental School Allocations  
Direct School Allocations**

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000, which is then added onto any prior approved/deferred amounts.

**7 Classroom Improvement Fund (CIF)**

On May 11, 2018, the government shared further information about the continuation of the Classroom Improvement Fund (CIF) grant for the 2018-2019 school year. The CIF Grant has a new focus and a different set of operational requirements. The intent of the grant is to address the classroom experience by retaining previously hired classroom staff and to hire teachers and support staff that support new initiatives for students with complex or special needs and/or English language learners. One hundred per cent of the grant has been allocated directly to schools.

**8 Equity Fund**

In the spring approved budget, an allocation of \$7.8 million was provided. For the fall revised budget, any school surplus balances in excess of the three per cent carryforward threshold was added to the Equity Fund for use in 2018-2019. The total increase to the Equity Fund funds was \$3.6 million.

Equity Fund additional information

The Equity Fund was established by the Board in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the six school leadership groups supervised by the Assistant Superintendents. The percentage allocated to School Leadership Groups was determined through the Superintendent's meetings with the District Support Team and the Superintendent's Community of Practice (SCOPE). Within each School Leadership Group catchment, allocations are determined in consultation with the Assistant Superintendent and based on criteria established by the Leadership Group. Priority is given to projects impacting literacy, numeracy, and mental health.

Within each School Leadership group, a portion of the allocation is directed towards an assessment fund in support of timely and informative student assessments. For programming for student differences, consultants from each leadership group work with Inclusive Learning to prioritize student assessments. A portion is also directed to a holdback fund to support schools that encounter unusual or unexpected budget challenges during the school year. These funds are distributed to schools at the discretion of the Assistant Superintendent.

**9 Foundation Full-Day Kindergarten Funding**

This allocation has been updated based on September 30th enrolment information and is directly linked to revenue from the Edmonton Public Schools Foundation.

**10 School Generated Funds/External Revenues (SGF)**

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include lunch program fees, grants, as well as school lease rentals. With the introduction of *Bill 1*, school fees must be approved by the Minister of Education before they can be charged to parents. The increase is due to an increase in enrolment.

**Edmonton Public Schools  
2018-2019 Fall Revised Budget**

<b>Other Allocations</b>					
	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>District Level Fixed Costs</b>					
Fiscal and Debt Services	\$ 55,264,416	\$ 53,701,896	\$ 1,562,520	2.9%	1
Utilities	20,000,000	20,000,000	-	-	
Insurance	4,537,795	4,537,795	-	-	
High Speed Networking	2,596,800	2,596,800	-	-	
	<b>82,399,011</b>	<b>80,836,488</b>	<b>1,562,520</b>	<b>1.9%</b>	
<b>District Level Committed Costs</b>					
Student Transportation	42,331,187	42,683,335	(352,148)	(0.8%)	
School Plant Operations & Maintenance	15,276,051	15,276,051	-	-	
Human Resources Supply Services	14,241,330	14,241,330	-	-	
Core Technology Enterprise Management	4,972,266	2,472,266	2,500,000	101.1%	2
* Language and Cultural Support	4,455,667	4,455,667	-	-	
Enterprise Systems	4,899,597	4,529,316	370,281	8.2%	3
Placeholder for Staffing Agreements	3,023,448	3,023,448	-	-	4
Professional Improvement Leaves	1,540,000	1,540,000	-	-	
Board of Trustees	1,012,055	984,625	27,430	2.8%	5
Central Building Maintenance	1,000,000	1,000,000	-	-	
PeopleSoft Road Map	895,336	538,800	356,536	66.2%	6
Staff Development	650,000	650,000	-	-	
Election	480,000	480,000	-	-	
* Partnership Commitments	725,990	446,490	279,500	62.6%	7
Infrastructure Parking Allocation	405,000	405,000	-	-	
Audit	136,946	136,946	-	-	
Board Initiative Fund	45,000	45,000	-	-	
ASBA Membership	160,000	160,000	-	-	
PSBAA Membership	120,000	120,000	-	-	
District Feedback Survey	160,000	160,000	-	-	
District Awards	30,000	30,000	-	-	
Youth Engagement Model	26,000	26,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	<b>96,598,373</b>	<b>93,416,777</b>	<b>3,181,599</b>	<b>3.4%</b>	
<b>External Revenue Allocation</b>	<b>11,676,275</b>	<b>11,273,673</b>	<b>402,602</b>	<b>3.6%</b>	
<b>Metro Continuing Education</b>	<b>13,225,800</b>	<b>12,929,271</b>	<b>296,529</b>	<b>2.3%</b>	
	<b>24,902,075</b>	<b>24,202,944</b>	<b>699,131</b>	<b>2.9%</b>	
<b>Central Decision Units</b>					
** Office of the Superintendent	7,344,985	7,344,985	-	-	
** Corporate Services	24,412,471	24,412,471	-	-	
Finance and Infrastructure	19,052,180	18,910,602	141,578	0.7%	8
Inclusive Learning	8,411,631	8,411,631	-	-	
International Programs	1,179,000	1,179,000	-	-	
Curriculum and Resource Support	2,891,360	2,462,602	428,758	17.4%	8
Research and Innovation for Student Learning	927,569	1,356,327	(428,758)	(31.6%)	8
Student Information	976,249	976,249	-	-	
<b>Central Decision Units</b>	<b>65,195,445</b>	<b>65,053,867</b>	<b>141,578</b>	<b>0.2%</b>	
<b>Total</b>	<b>\$ 269,094,904</b>	<b>\$ 263,510,076</b>	<b>\$ 5,584,828</b>	<b>2.1%</b>	

\* See Attachment V<sup>A</sup> - for a detailed breakdown of this line item.

\*\* See Attachment V<sup>B</sup> - for a detailed breakdown of this line item.

**Edmonton Public Schools  
2018-2019 Fall Revised Budget**

**Other Allocations**

**Detailed Breakdown - District Level Committed Costs**

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Language and Cultural Support</b>					
FNMI Education	\$ 1,891,281	\$ 1,891,281	\$ -	-	
Diversity Education	1,511,167	1,511,167	-	-	
Languages Centre at Woodcroft	1,053,219	1,053,219	-	-	
	<b>\$ 4,455,667</b>	<b>\$ 4,455,667</b>	<b>\$ -</b>		
<b>Partnership Commitments</b>					
Partnership for Kids (All in for Youth)	\$ 454,000	\$ 182,000	\$ 272,000	149.5%	7
Confucius Institute - program coordinator	205,490	205,490	-	-	
Cappies	20,000	20,000	-	-	
Community University Partnerships	12,500	10,000	2,500	25.0%	7
Careers: The Next Generation	10,000	10,000	-	-	
United Way	9,000	9,000	-	-	
Corporate Challenge	5,000	5,000	-	-	
Welcome to Kindergarten	10,000	5,000	5,000	100.0%	7
	<b>\$ 725,990</b>	<b>\$ 446,490</b>	<b>\$ 279,500</b>	<b>62.6%</b>	<b>7</b>

**Edmonton Public Schools**  
**2018-2019 Fall Revised Budget**  
**Other Allocations**  
**Detailed Breakdown - Central Decision Units**

	<b>2018-2019 Fall Revised Budget</b>	<b>2018-2019 Spring Approved Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Office of the Superintendent</b>					
Office of the Superintendent of Schools	\$ 595,569	\$ 595,569	\$ -	-	
Board Office and Strategic District Supports	1,242,642	1,242,642	-	-	
District Support Services	2,093,379	2,093,379	-	-	
General Counsel	857,408	857,408	-	-	
School Leadership Group A	382,778	382,778	-	-	
School Leadership Group B	434,015	434,015	-	-	
School Leadership Group C	455,511	455,511	-	-	
School Leadership Group D	427,061	427,061	-	-	
School Leadership Group E	428,311	428,311	-	-	
School Leadership Group F	428,311	428,311	-	-	
	<b>\$ 7,344,985</b>	<b>\$ 7,344,985</b>	<b>\$ -</b>	<b>-</b>	
<b>Corporate Services</b>					
Communications	\$ 3,611,990	\$ 3,611,990	\$ -	-	
District Information Security	450,203	450,203	-	-	
District Records and FOIP Management	729,035	729,035	-	-	
District Technology	7,004,182	7,004,182	-	-	
Edmonton Public Schools Foundation	413,055	413,055	-	-	
Human Resources	12,204,006	12,204,006	-	-	
	<b>\$ 24,412,471</b>	<b>\$ 24,412,471</b>	<b>\$ -</b>	<b>-</b>	
<b>Finance and Infrastructure</b>					
Facilities Services & Building Ops	\$ 3,067,707	\$ 3,067,707	\$ -	-	
Distribution Centre	1,563,667	1,563,667	-	-	
Financial Services	7,068,736	6,938,581	130,155	1.9%	8
Planning & Property Management	7,352,070	7,340,647	11,423	0.2%	
	<b>\$ 19,052,180</b>	<b>\$ 18,910,602</b>	<b>\$ 141,578</b>	<b>0.7%</b>	

**Notes to the  
2018-2019 Fall Revised Budget  
Other Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 fall revised budget differs from the 2018-2019 spring approved budget by more than five per cent.*

**1 Fiscal and Debt Services**

This decision unit is responsible for debenture and capital loan principal payments, interest costs and the amortization cost for supported District capital assets such as buildings.

**2 Core Technology Enterprise Management**

Previously, schools were responsible for the cost of core technology infrastructure at their respective sites. They were charged monthly by District Technology for service and support of this core infrastructure, which included servers, switches, wifi access points and internet service. In the new enterprise management model, maintenance, management and evergreening of core technology infrastructure will become the responsibility of District Technology and as such, schools no longer are responsible for budgeting for this cost. In the Spring 2018-2019 Budget, 50 per cent of this annual cost was factored into an ongoing budget allocation, the remaining 50 per cent balance has now been added.

**3 Enterprise Systems**

This decision unit is responsible for our main District enterprise information system's license and maintenance fees including Financial (Oracle Business Suite), Human Resources (PeopleSoft) and Student Information (PowerSchool) as well as other feeder systems. As District enrolment increases, so do the costs to maintain our enterprise business systems as many of the District's business systems have licensing structures that are based on student head count. This amount has increased due to the addition of a new Enterprise Budget and Planning Cloud System.

**4 Placeholder for Staffing Agreements**

This allocation represents total potential implementation costs for staffing agreements that have not been factored into the 2018-2019 unit costs. Funds have been set aside under District Level Committed Costs so that individual school budgets are not impacted by any agreement terms or conditions that are ratified during 2018-2019.

**5 Board of Trustees**

On March 22, 2017, as part of the federal budget, it was announced that the non-taxable allowance for municipal officers, including school board trustees, be considered fully taxable effective January 1, 2019. In order for the Board of Trustees to maintain their current take-home remuneration, an increase to the base-annum honorarium is required. Additional details can be found in the June 19, 2018, Board Recommendation report.

**6 PeopleSoft Road Map**

PeopleSoft, as it is currently implemented does not support the needs of the District relating to human resources data and it does not effectively support interfaces with other District systems. As such, a three-year roadmap to make necessary improvements to the system was developed and approved. The variance from spring to fall is a result of committed funds for 2017-2018 not being fully expended and carried forward to 2018-2019.

**7 Partnership Commitments**

Strategic District Supports pays for yearly membership fees that provide the District access to support instruction in schools. A new fee of \$272,000 was added in 2018-2019 for Partnerships For Kids. There were also increases in fees for Community University Partnerships and Welcome to Kindergarten.

**8 Changes in Central Decision Units**

This spring, the Directors and Managing Directors committee (D/MD) developed and implemented a streamlined and more transparent approach for central decision units requesting changes to their base allocation and access to surplus funds. All changes and requests were discussed with the committee and then forwarded to the District Support Team (DST) for approval.

Financial Services: Internal Audit staffing levels have remained static since 2002; however, the number of schools have increased by approximately 18 and there has been an increase in the level of reporting required. In order to address the increases, Internal Audit will hire one additional senior auditor.

Curriculum and Resource Support/Research and Innovation for Student Learning: The net variance reflects a realignment of decision units between Research and Innovation and Curriculum.

**Edmonton Public Schools  
2018-2019 Fall Revised  
Staff FTE's**

Staffing Group	2018-2019 Fall Revised		2018-2019 Spring Approved		NET CHANGE	2017-2018 Fall Revised	
	Budget	%	Budget	%	Fall vs Spring	Budget	%
<b>Schools</b>							
Teaching FTE	5,168.78	62%	5,078.46	62%	90.33	5,015.28	62%
Support FTE	2,211.03	27%	2,180.28	27%	30.75	2,145.36	27%
Custodial FTE	631.94	8%	629.71	8%	2.23	619.89	8%
Exempt FTE	281.44	3%	277.59	3%	3.85	270.25	3%
<b>Total Schools FTE</b>	<b>8,293.19</b>	<b>100%</b>	<b>8,166.03</b>	<b>100%</b>	<b>127.16</b>	<b>8,050.77</b>	<b>100%</b>
<b>Central Services</b>							
Teaching FTE	207.29	19%	204.77	19%	2.52	188.15	19%
Support FTE	175.82	16%	186.50	17%	(10.68)	150.80	15%
Custodial FTE	67.22	6%	66.00	6%	1.22	66.22	7%
Maintenance FTE	244.00	22%	244.00	22%	-	231.00	23%
Exempt FTE	390.58	36%	383.26	35%	7.32	376.86	37%
<b>Total Central Services FTE</b>	<b>1,084.91</b>	<b>100%</b>	<b>1,084.53</b>	<b>100%</b>	<b>0.39</b>	<b>1,013.03</b>	<b>100%</b>
<b>Metro Continuing Education</b>							
Teaching FTE	8.72	25%	8.13	24%	0.59	6.80	21%
Support FTE	15.97	45%	16.14	48%	(0.17)	16.99	52%
Custodial FTE	0.69	2%	0.69	2%	0.00	0.69	2%
Exempt FTE	10.00	28%	9.00	27%	1.00	8.48	26%
<b>Total Metro Cont. Ed. FTE</b>	<b>35.38</b>	<b>100%</b>	<b>33.96</b>	<b>100%</b>	<b>1.42</b>	<b>32.96</b>	<b>100%</b>
<b>Total FTE's</b>	<b>9,413.48</b>		<b>9,284.52</b>		<b>128.96</b>	<b>9,096.76</b>	
<b>Total by Group</b>							
Teaching FTE	5,384.79	57%	5,291.35	57%	93.44	5,210.23	57%
Support FTE	2,402.83	26%	2,382.92	26%	19.90	2,313.15	25%
Custodial FTE	699.84	7%	696.39	8%	3.45	686.79	8%
Maintenance FTE	244.00	3%	244.00	3%	-	231.00	3%
Exempt FTE	682.02	7%	669.85	7%	12.17	655.59	7%
<b>Total FTE's</b>	<b>9,413.48</b>	<b>100%</b>	<b>9,284.52</b>	<b>100%</b>	<b>128.96</b>	<b>9,096.76</b>	<b>100%</b>

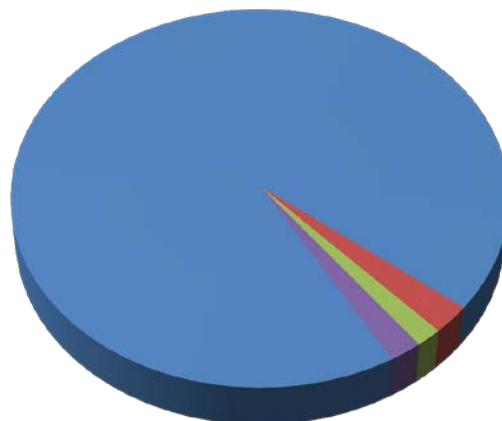
## Edmonton Public Schools - Revenue & Expense Analysis

### 2018-2019 Fall Revised Budget

#### Revenue by source

(all dollar amounts are expressed in thousands)

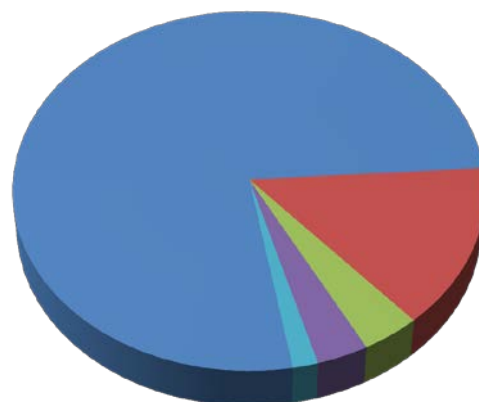
	2018-2019	
	\$	%
Government of Alberta	1,125,107	94.0%
Fees	28,916	2.4%
Sales and Services	19,210	1.6%
Other	24,141	2.0%
	<u>1,197,374</u>	<u>100.0%</u>



#### Expenses by program

(all dollar amounts are expressed in thousands)

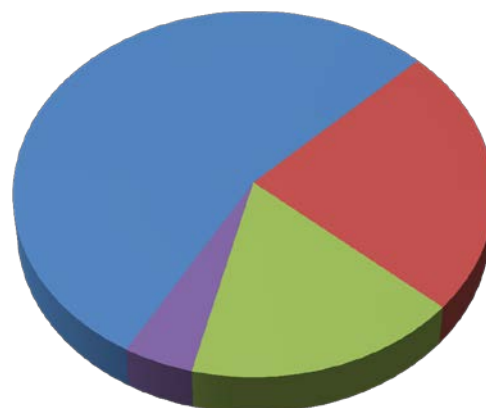
	2018-2019	
	\$	%
ECS - Grade 12 Instruction	944,891	76.8%
Plant Operations and Maintenance	178,208	14.5%
Transportation	46,554	3.8%
Board and System Administration	41,235	3.3%
External Services	20,068	1.6%
	<u>1,230,956</u>	<u>100.0%</u>



#### Expenses by object

(all dollar amounts are expressed in thousands)

	2018-2019	
	\$	%
Certificated salaries, wages and benefits expense	669,060	54.3%
Non-certificated salaries, wages and benefits expense	291,859	23.7%
Services, contracts and supplies expense	215,103	17.5%
Amortization & other expenses	54,934	4.5%
	<u>1,230,956</u>	<u>100.0%</u>



3020 Edmonton School District No. 7					
School Jurisdiction Code and Name					
FALL 2018 UPDATE TO THE 2018/2019 BUDGET: Page 1					
	Fall 2018 Update to the Budget 2018/2019	Spring 2018 Budget Report 2018/2019	Variance	% Variance	
<b>OPERATIONS (SUMMARY)</b>					
<b>Revenues</b>					
Alberta Education	\$1,125,106,950	\$1,120,234,510	\$4,872,440	0.4%	
Other - Government of Alberta	\$2,853,300	\$2,568,900	\$284,400	11.1%	
Federal Government and First Nations	\$2,428,500	\$2,449,500	(\$21,000)	-0.9%	
Other Alberta school authorities	\$841,700	\$817,000	\$24,700	3.0%	
Out of province authorities	\$0	\$0	\$0	0.0%	
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%	
Property taxes	\$0	\$0	\$0	0.0%	
Fees	\$28,915,900	\$26,965,700	\$1,950,200	7.2%	
Other sales and services	\$19,209,500	\$19,553,100	(\$343,600)	-1.8%	
Investment income	\$4,600,000	\$3,500,000	\$1,100,000	31.4%	
Gifts and donation	\$7,252,500	\$6,233,400	\$1,019,100	16.3%	
Rental of facilities	\$4,202,400	\$3,969,800	\$232,600	5.9%	
Fundraising	\$1,963,100	\$2,049,400	(\$86,300)	-4.2%	
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%	
Other revenue	\$0	\$0	\$0	0.0%	
Total revenues	\$1,197,373,850	\$1,188,341,310	\$9,032,540	0.8%	
<b>Expenses By Program</b>					
Instruction - Early Childhood Services	\$70,458,842	\$67,169,835	\$3,289,007	4.9%	
Instruction - Grades 1 - 12	\$874,432,222	\$874,741,218	(\$308,996)	0.0%	
Plant operations and maintenance	\$178,207,817	\$153,196,361	\$25,011,456	16.3%	
Transportation	\$46,554,138	\$46,913,920	(\$359,782)	-0.8%	
Board & system administration	\$41,235,257	\$39,569,305	\$1,665,952	4.2%	
External services	\$20,067,876	\$17,899,274	\$2,168,602	12.1%	
Total Expenses	\$1,230,956,152	\$1,199,489,913	\$31,466,239	2.6%	
Annual Surplus (Deficit)	(\$33,582,302)	(\$11,148,603)	(\$22,433,699)	-201.2%	
<b>Expenses by Object</b>					
Certificated salaries & wages	\$538,630,598	\$527,089,141	\$11,541,457	2.2%	
Certificated benefits	\$130,428,861	\$131,202,611	(\$773,750)	-0.6%	
Non-certificated salaries & wages	\$230,361,809	\$228,807,092	\$1,554,717	0.7%	
Non-certificated benefits	\$61,498,066	\$61,147,297	\$350,769	0.6%	
Services, contracts and supplies	\$215,102,897	\$197,502,845	\$17,600,052	8.9%	
Amortization expense - supported	\$42,800,000	\$41,915,999	\$884,001	2.1%	
Amortization expense - unsupported	\$11,323,170	\$11,102,177	\$220,993	2.0%	
Interest on capital debt - supported	\$0	\$0	\$0	0.0%	
Interest on capital debt - unsupported	\$364,551	\$364,551	\$0	0.0%	
Other interest and finance charges	\$446,200	\$358,200	\$88,000	24.6%	
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%	
Other expenses	\$0	\$0	\$0	0.0%	
Total Expenses	\$1,230,956,152	\$1,199,489,913	\$31,466,239	2.6%	
<b>Accumulated Surplus from Operations (Projected)</b>					
Accumulated Surplus from Operations - August 31, 2018	\$64,687,507	\$64,995,208	(\$307,701)	-0.5%	
Accumulated Surplus from Operations - August 31, 2019	\$34,105,206	\$59,314,100	(\$25,208,894)	-42.5%	
Capital Reserves - August 31, 2018	\$56,837,594	\$56,471,437	\$366,157	0.6%	
Capital Reserves - August 31, 2019	\$30,882,594	\$45,996,437	(\$15,113,843)	-32.9%	
<b>Certificated Staff FTE's</b>					
School based	5,167.8	5078.5	89.4	1.8%	
Non-school based	216.9	212.9	4.0	1.9%	
Total Certificated Staff FTE's	5,384.8	5,291.4	93.4	1.8%	
<b>Non-Certificated Staff FTE's</b>					
Instructional	2,541.5	2512.3	29.2	1.2%	
Plant operations & maintenance	997.8	998.1	(0.3)	0.0%	
Transportation	17.3	18.3	(1.0)	-5.5%	
Other non-instructional	472.1	464.4	7.7	1.7%	
Total Non-Certificated Staff FTE's	4,028.7	3,993.2	35.5	0.9%	
<b>Attestation of Secretary-Treasurer/Treasurer:</b>					
This information was formally received by the Board of Trustees at the meeting held on :		November 27, 2018			

**\*\*Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues, expenses, fees, reserves, and surpluses, or >3% for staffing & enrolment) changes from the Spring Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.**

# 3020 Edmonton School District No. 7

School Jurisdiction Code and Name

## FALL 2018 UPDATE TO THE 2018/2019 BUDGET: Page 2

	Fall 2018 Update to the Budget 2018/2019	Spring 2018 Budget Report 2018/2019	Variance	% Variance
<b>FEE &amp; SALES TO PARENTS &amp; STUDENTS</b>				
<b>Fees</b>				
Transportation	\$8,169,700	\$7,961,300	\$208,400	2.6%
Basic instruction supplies	\$146,064	\$0	\$146,064	100.0%
Lunchroom Supervision & Activity Fees	\$4,734,500	\$4,717,100	\$17,400	0.4%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$218,927	\$159,503	\$59,424	37.3%
Fees for optional courses	\$2,772,438	\$3,678,521	(\$906,083)	-24.6%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Activity fees	\$7,276,846	\$6,273,771	\$1,003,075	16.0%
Other fees to enhance education	\$1,819,011	\$732,900	\$1,086,111	148.2%
Extra-curricular fees	\$2,952,465	\$2,871,053	\$81,412	2.8%
Non-curricular supplies, materials, and services	\$825,949	\$571,552	\$254,397	44.5%
Non-curricular travel	\$0	\$0	\$0	0.0%
Other fees	\$0	\$0	\$0	0.0%
Total fees	\$28,915,900	\$26,965,700	\$1,950,200	7.2%
<b>Other Sales to Parents &amp; Students</b>				
Cafeteria sales, hot lunch, milk programs	\$1,283,069	\$1,448,095	(\$165,026)	-11.4%
Special events	\$1,362,155	\$1,755,257	(\$393,102)	-22.4%
Sales or rentals of other supplies / services	\$897,294	\$1,214,670	(\$317,376)	-26.1%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$6,462,500	\$6,462,500	\$0	0.0%
Adult education revenue	\$1,877,300	\$2,192,900	(\$315,600)	-14.4%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$0	\$0	\$0	0.0%
Bulk Supply Sales	\$0	\$0	\$0	0.0%
Library fines, books donations	\$215,664	\$0	\$215,664	100.0%
0	\$0	\$0	\$0	0.0%
0	\$0	\$0	\$0	0.0%
0	\$0	\$0	\$0	0.0%
0	\$0	\$0	\$0	0.0%
Total other sales	\$12,097,982	\$13,073,422	(\$975,440)	-7.5%
<b>Grades 1 - 12</b>				
Eligible funded students - Grades 1 to 9	67,528.0	67,043.0	485.0	0.7%
Eligible funded students - Grades 10 to 12	24,327.0	23,792.0	535.0	2.2%
Other students	592.0	794.0	(202.0)	-25.4%
Home ed and blended program students	232.0	352.0	(120.0)	-34.1%
Total Enrolled Students, Grades 1-12	92,679.0	91,981.0	698.0	0.8%
<b>Early Childhood Services (ECS)</b>				
Eligible funded children - ECS	9,186.0	9,593.0	(407.0)	-4.2%
Other children	5.0	13.0	(8.0)	-61.5%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	4,595.5	4,803.0	(207.5)	-4.3%

### Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :

November 27, 2018

**\*\*Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues, expenses, fees, reserves, and surpluses, or >3% for staffing & enrolment) changes from the Spring Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.**

## 3020 Edmonton School District No. 7

School Jurisdiction Code and Name

### FALL 2018 UPDATE TO THE 2018/2019 BUDGET

Comments/Explanations of changes from original Spring 2018/2019 Budget Report:

**Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S22 and S26 - S40 on Page 2):**

**Other Government of Alberta Revenue:** Grants are only included in the spring proposed budget if they are approved. It is anticipated that these will increase between the spring and the fall as additional grant applications obtain approval. These grants include mental health grants from AHS for various schools and an Advanced Education grant at Metro Continuing Education.

**Investment Income:** The increase is related to the projected cash flow analysis by the District and actual trending of investment income. The increase takes into account recent increases to the Bank of Canada's prime rate.

**Gifts and donations:** This revenue line is an estimate of school generated gifts and donations. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't fully budget for these in the spring as there is uncertainty around these initiatives.

**Basis Instruction Supplies:** Primarily all recorders with a small portion related to textbook rentals collected from the prior year.

**Alternative Program Fees, Fees for Optional Courses, Activity Fees, Early Childhood Services, Other Fees to Enhance Education, Non-curricular Goods and Services:** The spring proposed submission matched the Bill 1 submission to the province in the spring. The fall revised numbers match the actual fees collected in 2017/2018. Fees collected are a better indication of revenue as changes to the Bill 1 submission from the spring will continually be revised throughout 2018-2019.

**Rental of Facilities:** The increase is based on school after-hours rentals and user fees being higher than projected in the spring.

**Explain any changes in program expenses >5% (any highlighted items in cells S27 - S32 on Page 1):**

**Plant operations and maintenance:** Additional dollars are allocated to plant operations and maintenance from the District's accumulated surplus. This additional allocation is intended to narrow the equity gap between schools. Some of the items addressed with these dollars include: student furniture, school front entrances and minor instructional upgrades, gym floors, air duct cleaning, data cabling, ceiling upgrades, parking lot improvements, individual safe spaces, swipe card access, water fountains, high school accommodation and mop sinks.

**External Services:** Beginning 2018-2019 correction of lease expenses for closed schools moved from POM to external services increasing external revenue by \$1.4M. As well overall external expenses for various cost centers went up marginally with MCE increasing from \$200K to \$600K for School and Community Use.

**Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):**

**Services, contracts and supplies:** Through access to surplus we have allocated funds for central initiatives to support schools. Some of the items included are: Equity Fund Top Up (\$3.6M), Student transportation - to cover funding shortfall (\$3.3M), District-wide Junior High Core Course Resources (\$1.2M), Infrastructure Investment Framework (\$14.9M), Strategic Planning and Administration (\$2.1M), Supports for Schools and Programming needs (\$12M).

**Other interest and finance charges:** Charges are calculated using a three year average for bad debt expenses. Increase to average from spring to fall as well as increase in interest and bank charges are aligned with adjustments to prime.

**Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2018 or August 31, 2019 by >5% (any highlighted items in cells S52 - S55 on Page 1):** Documents to support use of capital reserves and the District Surplus Fall update plan will be forwarded to the province along with the Fall Update to the 2018-2019 Budget.

**Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (any highlighted items in cells S63 - S66 on Page 1):**

**Transportation:** There was a reduction of 1.0 FTE - Exempt non-management between spring and fall budgets

#### Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :

November 27, 2018

**DATE:** November 27, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Edmonton Public Schools' Combined Three-Year Education Plan (2018-2021) and Annual Education Results Report (2017-2018)

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic District Supports

**RESOURCE STAFF:** Angela Anderson, Ria Ames, Janice Aubry, Lisa Austin, Carolyn Baker, Laurie Barnstable, Marnie Beaudoin, Joanne Bergos, Sonia Boctor, Krista Brandon, Todd Burnstad, Pina Chiarello, Grace Cooke, Patti Christensen, Laurie Elkow, Chelsea Erdmann, Leanne Fedor, Husna Foda, Terri Gosine, Brenda Gummer, Marlene Hanson, Lee Hodgkinson, Geoff Holmes, Kim Holowatuk, Dave Jones, Vanessa Croswell-Klettken, Trish Kolotyluk, Roland Labbe, Karen Linden, Cathy MacDonald, Wendy Malanchen, Marilyn Manning, Darwin Martin, Linda McConnell, Greg McNulty, Janet McNally, Karen Mills, Bob Morter, Garry Padlewski, Ann Parker, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Adam Snider, Rick Stiles-Oldring, Soleil Surette, Jennifer Thompson, Renee Thomson, Christopher Wright

**REFERENCE:** [Policy and Requirements for School Board Planning and Results Reporting, April 2018 \(Alberta Education\)](#), Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2018 (Alberta Education), 2018 District Feedback Survey: District Report, Accountability Pillar Results for Annual Education Results Report, October 2018 (Alberta Education)

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## ISSUE

Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30.

## BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans. The 3YEP/AERR is legislatively required as per the *School Act*, RSA 2000, Section 78, *Fiscal Planning and Transparency Act*, Section 10, Alberta Regulation 113/2007, *School Act*, *School Councils Regulation*, Alberta Regulation 120/2008 and the *Government Organization Act*, *Education Grants Regulation*, Sections 2 and 7.

In 2015, the District joined Alberta Education's Assurance Pilot Project, which enables the District to be flexible in its planning and reporting. The Assurance Pilot Project has three components: accountability requirements, system priorities and strategic engagement. As a participant on Alberta Education's Assurance Pilot Project, the District reports on the Board of Trustees' Vision, Mission, Values, District Priorities and 2014-2018 Strategic Plan, which was developed through a consultation process with stakeholders, and also reflects the provincial educational priorities.

The 3YEP/AERR serves as one of the annual planning, reporting and monitoring tools the District uses to advance its strategic direction. Catchments, schools and central units also plan and report using an annual cycle. The results review process provides schools and central decision units the opportunity to share what they have achieved and their plans going forward. Each fall, catchment schools participate in a catchment results review where their collective work is reported and next steps are shared. As an extension to the 3YEP/AERR, each year the District presents Strategic Plan Update reports that provide more detail and analysis about what the District is doing related to key areas of the Strategic Plan. The use of District resources is informed and monitored through the annual budget planning process, which includes oversight to the allocation and use of surplus and Equity Funds.



*Planning, budgeting, and reporting are all aligned to the District Strategic Plan to accelerate progress toward its goals.*

## RELATED FACTS

- Each year the District submits a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) to Alberta Education.
- The 3YEP/AERR serves as one of the planning, reporting and monitoring tools the District uses to advance its strategic direction and demonstrate accountability.
- To further expand upon key areas of the Strategic Plan administration has eight Strategic Plan Update Reports planned to bring forward throughout the 2018-2019 school year. These reports focus on the following areas:
  - Community Support to Schools (September 25, 2018)
  - District Mental Health Framework (October 23, 2018)
  - Career Pathways
  - Numeracy
  - Literacy

- First Nations, Métis, and Inuit Education
- District Infrastructure Strategy
- Leadership Framework
- Parent Engagement

## **RECOMMENDATION**

**That the Edmonton Public Schools' Combined Three-Year Education Plan (2018-2019 to 2020-2021) and the Annual Education Results Report (2017-2018) be approved.**

## **CONSIDERATIONS and ANALYSIS**

- The Combined 3YEP/AERR is required by Alberta Education and is to be submitted by November 30, 2018.

## **NEXT STEPS**

- The final combined 3YEP/AERR and two-page AERR Summary will be posted on the District website by November 30, 2018.
- The final combined 3YEP/AERR and two-page AERR Summary will be submitted to Alberta Education by November 30, 2018.
- The remaining Strategic Plan Update reports will be provided to the Board at Public Board meetings between December 2018 and June 2019.

## **ATTACHMENTS and APPENDICES**

ATTACHMENT I      Combined Three-Year Education Plan (2018-2021) and Annual Education Results Report (2017-2018)

NP:mh



# THREE-YEAR EDUCATION PLAN (3YEP) 2018-2021

# ANNUAL EDUCATION RESULTS REPORT (AERR) 2017-2018 School Year

3020 Edmonton Public School District No.7  
Submitted to Alberta Education  
November 30, 2018

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## Message from the Board Chair and Superintendent of Schools

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At Edmonton Public Schools, it is our privilege to serve over 101,000 students. For each of these students, we strive to provide meaningful and rigorous learning experiences that will help them build the confidence and skills foundational to a life of dignity and fulfillment.

Each year, we take the opportunity provided by the Annual Education Results Report and Three-Year Education Plan to reflect on what we have accomplished over the last year, and look ahead to the opportunities and challenges of the coming year. All our work is grounded in the District's Vision, Mission and Strategic Plan and the District's Cornerstone Values of accountability, collaboration, equity and integrity.

Our District is committed to the goal of *success for every student*. We know achieving this goal becomes more challenging as our classrooms continue to increase in complexity and diversity. In classrooms across the District, teachers work hard to know and understand each student they work with, and strive to meet each child at their individual level of academic ability and readiness to learn.

To respond to the complex and diverse learning needs of our students, our District offers a range of programming opportunities, supports and instructional settings. For some students, this means joining us before Kindergarten to help build their learning confidence and developmental skills in preparation for school. Other students may need a range of specialized supports to assist them in their learning. Students may also participate in a wide variety of alternative programs, such as bilingual language programs, art-focused programs or programs that offer alternative approaches to learning.

We want all our students to achieve success within high-quality teaching and learning environments. In 2017-2018, the District opened 11 new schools and continued work towards the Mill Creek replacement school project and Highlands School modernization project. Mature neighbourhoods continue to be a priority, as we engaged in the ongoing work to talk with families about their school space needs. We know that there is more to do over the coming years, with a critical focus on ensuring appropriate learning spaces for our future high school students.

Our 2017-2018 results represent the efforts and commitment of District staff to support all students. These results include both our academic achievements and the work we do in support of the whole child. Through the Annual Education Results Report and Three-Year Education Plan, these results are presented to the Board of Trustees, the Government of Alberta and the public we serve.

The Board of Trustees has reviewed the Strategic Plan in consultation with staff, students, parents and community. The 2018-2022 Strategic Plan will be shared publicly alongside the release of this Annual Education Results Report. This work has energized the Board of Trustees, and as a District, we are all ready to continue working hard in service of students and their families.



**Michelle Draper**  
Board Chair



**Darrel Robertson**  
Superintendent of Schools

# Introduction

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Edmonton Public Schools' Annual Education Results Report (AERR) presents the District's accomplishments and results for the 2017-2018 school year. The Three-Year Education Plan (3YEP) provides an overview of how the District plans to advance its priorities and the priorities of the province, between 2018-2019 and 2020-2021. Foundational to the 3YEP/AERR are the District's Vision, Mission, Values, Priorities and District Strategic Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and District administration.

The District is part of Alberta Education's Assurance Model Pilot, which focuses on three priority areas: system priorities, accountability and strategic engagement. To address these priority areas in the 2017-2018 school year, the District:

- Entered its second year of Strategic Plan Update reports, which continued to provide additional information and analysis on what the District has done to advance its Strategic Plan and enhance our accountability.
- Administered the second year of the revised District Feedback Survey to seek feedback from stakeholders (students, parents, staff, community) on the District's strategic direction.
- Shared information from the survey with the Board of Trustees, schools and central decision units.
- Used survey results as one form of analysis within the 3YEP/AERR and to inform conversations at multiple levels of the organization.

The 3YEP/AERR continues to be one avenue of communicating District results and plans to our stakeholders. School and central decision units report on their progress through the annual Results Review Process. This process provides Trustees, staff and parents with an opportunity to engage in a dialogue around the previous year's work and implications for future work. Catchment school groupings collaborate to develop yearly plans and communicate their results at Catchment Conversations also held annually each fall.

Foundational to all District reporting is evidence-based decision-making, where data is used to reflect on what has been accomplished and to help inform future opportunities.

## Timelines and Communication

In the spirit of accountability and transparency, this 3YEP/AERR, the two-page AERR Summary of Accomplishments document and a supporting introductory video are posted on the District's website at [epsb.ca/ourdistrict/results/aerr](https://epsb.ca/ourdistrict/results/aerr). Upon approval from the Board of Trustees, the AERR is submitted to Alberta Education.

The Class Size Averages reports by school for all subjects and core subjects were posted on the District website at [epsb.ca/schools/goingschool/academics/classsizes](https://epsb.ca/schools/goingschool/academics/classsizes).

## Accountability Statement

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The Annual Education Results Report for the 2017–2018 school year and the Three-Year Education Plan commencing September 1, 2018, for Edmonton Public Schools were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017–2018 school year and the Three-Year Education Plan for 2018–2021 on November 27, 2018.

A handwritten signature in black ink, reading "Michelle Draper". The signature is fluid and cursive, with the first name "Michelle" and the last name "Draper" clearly distinguishable.

**Michelle Draper**  
**Board Chair**

# Who We Are

---

## Board of Trustees

Edmonton Public Schools is responsible for the education of over 101,000 students. The Board is composed of nine elected Trustees whose efforts are focused on establishing District standards and policies that set direction for administration and focus our efforts toward students receiving the best public education possible across the 213 schools of the District. Learn more about the Board of Trustees at: [epsb.ca/ourdistrict/board](https://epsb.ca/ourdistrict/board).



**Left to right:** Shelagh Dunn (*Ward C*), Trisha Estabrooks (*Ward D*), Michael Janz (*Ward F*), Michelle Draper (*Ward B*), Nathan Ip (*Ward H*), Bridget Stirling (*Ward G*), Ken Gibson (*Ward E*), Cheryl Johner (*Ward A*) and Sherry Adams (*Ward I*)

## District Leadership

The District Support Team is led by the Superintendent, who provides advice and support to the Board, ensures the District fulfills the goals and outcomes established in the Strategic Plan, and ensures the District meets expectations set out in Board policy.

Ultimately, the Superintendent's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among all District staff, as well as parents and community members who, together, strive to improve student achievement results.

The District Support Team provides leadership and support in this work and comprises:

- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools and Learning Services
- Leona Morrison, Assistant Superintendent of Schools and Learning Services
- Kathy Muhlethaler, Assistant Superintendent of Schools and Learning Services
- Dr. Lorne Parker, Assistant Superintendent, Infrastructure
- Kent Pharis, Assistant Superintendent of Schools and Learning Services
- Mike Suderman, Assistant Superintendent of Schools and Learning Services
- Liz Yule, Assistant Superintendent of Schools and Learning Services
- Angela Anderson, Chief Human Resources Officer, Human Resources
- Lisa Austin, Chief Communications Officer, Communications and District Foundation
- Todd Burnstad, Chief Financial Officer, Financial Services
- Grace Cooke, General Counsel
- Karen Mills, Director Board and Superintendent Relations
- Nancy Petersen, Managing Director, Strategic District Supports

## District Overview



**125** Elementary

**39** Elementary/Junior High

**5** Elementary/Junior/Senior High

**27** Junior High

**3** Junior/Senior High

**14** Senior High



**Student Enrolment**  
(September 30, 2018)

**101,865**



**Total Staff**  
(September 30, 2018)

**9,225.87**  
Full-Time Equivalent

# How We Do Our Work

---

Edmonton Public Schools is a values-driven organization. This means everything we do is guided by our Cornerstone Values: **accountability, collaboration, equity and integrity.**

These values guide us every day. They help us make decisions that keep students at the core of what we do. Whether we are teachers or support staff, consultants or administrators, maintenance or custodial staff, we all work to achieve our shared vision of “transforming the learners of today into the leaders of tomorrow.”

## Accountability

*We are transparent about taking responsibility for our actions, decisions, policies and results.* We openly share our challenges, successes and outcomes. We keep our promises and meet our commitments.

This transparency and willingness to report on our results happens in a variety of ways. We report to Alberta Education, District administration provides timely and ongoing reports to the Board of Trustees and school leaders engage with their school communities to share their results and outcomes. Foundational to these reporting efforts is our culture of evidence-based decision-making.

## Collaboration

*We work together to achieve goals, solve problems and overcome challenges.* Collaboration helps build a culture of shared leadership and mutual responsibility. The success of our students depends on everyone in the District working together.

Collaboration happens in many ways within the District. For example, teachers work across schools to plan and share strategies that support quality teaching and learning. Staff from central services work across the organization in the development and implementation of projects.

We also engage with students, parents and community partners to inform key decisions. An example of this collaborative approach was the work to envision a programming model for the new Dr. Anne Anderson High School.

Voices from key stakeholders - students, parents, community members, staff and architects - helped to establish the school’s programming model. We also formed a collaborative partnership with the City of Edmonton that will result in additional recreational amenities to the area when the new high school is built.

## Equity

*We strive to meet the needs of all students.* We fundamentally believe that all of our students are capable of achieving success and that every student has the right to an excellent teacher in a quality learning environment. We know that the supports and conditions needed to achieve success varies from student to student.

Some of our students, classes or schools face unique and complex challenges that make learning harder. To provide extra support the District has an Equity Fund. This fund enables us to strategically place additional resources where they are most needed. Priority for use of these funds is given to projects impacting student achievement and well-being such as literacy, numeracy and mental health.

## Integrity

*We follow through on our commitments and treat people with kindness and respect.* We firmly adhere to moral and professional codes and values. This means doing what we say, choosing collaboration over competition and being honest, compassionate and professional in all our interactions.

For us, integrity means sharing our successes, our resources, our knowledge and our learning, all of which is motivated by the intention of fostering student success.

## Our approach to decision making

Edmonton Public Schools is known for ground-breaking approaches in education, including site-based decision-making. This concept was first introduced in 1976 as a pilot project in

seven schools. At that time, it was limited to site-based budgeting. By 1980 site-based budgeting had expanded to include all of our schools.

The concept has evolved to become site-based decision-making, which puts the responsibility for decisions and resource allocation at the school level - with those closest to our students. Today, site-based decision-making continues to function successfully in our District and has been adopted by school districts across North America.

To support schools working together in support of a child's Kindergarten to Grade 12 school experience, the District established a catchment structure. Catchments are groups of schools - elementary, junior high and high schools - that work together in support of the students they serve.

Within the catchment structure, schools share resources, plan for innovation and learn from and with each other. Catchment groups provide a way for our District schools to balance the independence of site-based decision-making and the strength of shared leadership and collaboration.

Another key factor to the success of our students is our District's approach to leadership.

We believe in servant leadership and understand the importance of creating the conditions that allow anyone to be a leader regardless of their title or position. Our Cornerstone Values of accountability, collaboration, equity and integrity provide the common foundation upon which our leaders act and make decisions.

### Engagement

Communication between the District and those who have a stake in our decisions and actions is critical.

Engaging with our stakeholders – staff, parents, students and members of the community - serves as a meaningful way in which everyone can play a role in support of student achievement. Both the Board of Trustees and District administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action.

# Foundation Statements



## VISION

Transforming the learners of today  
into the leaders of tomorrow

## MISSION

We inspire student success through high quality  
learning opportunities, supported by meaningfully  
engaged students, parents, staff and community.

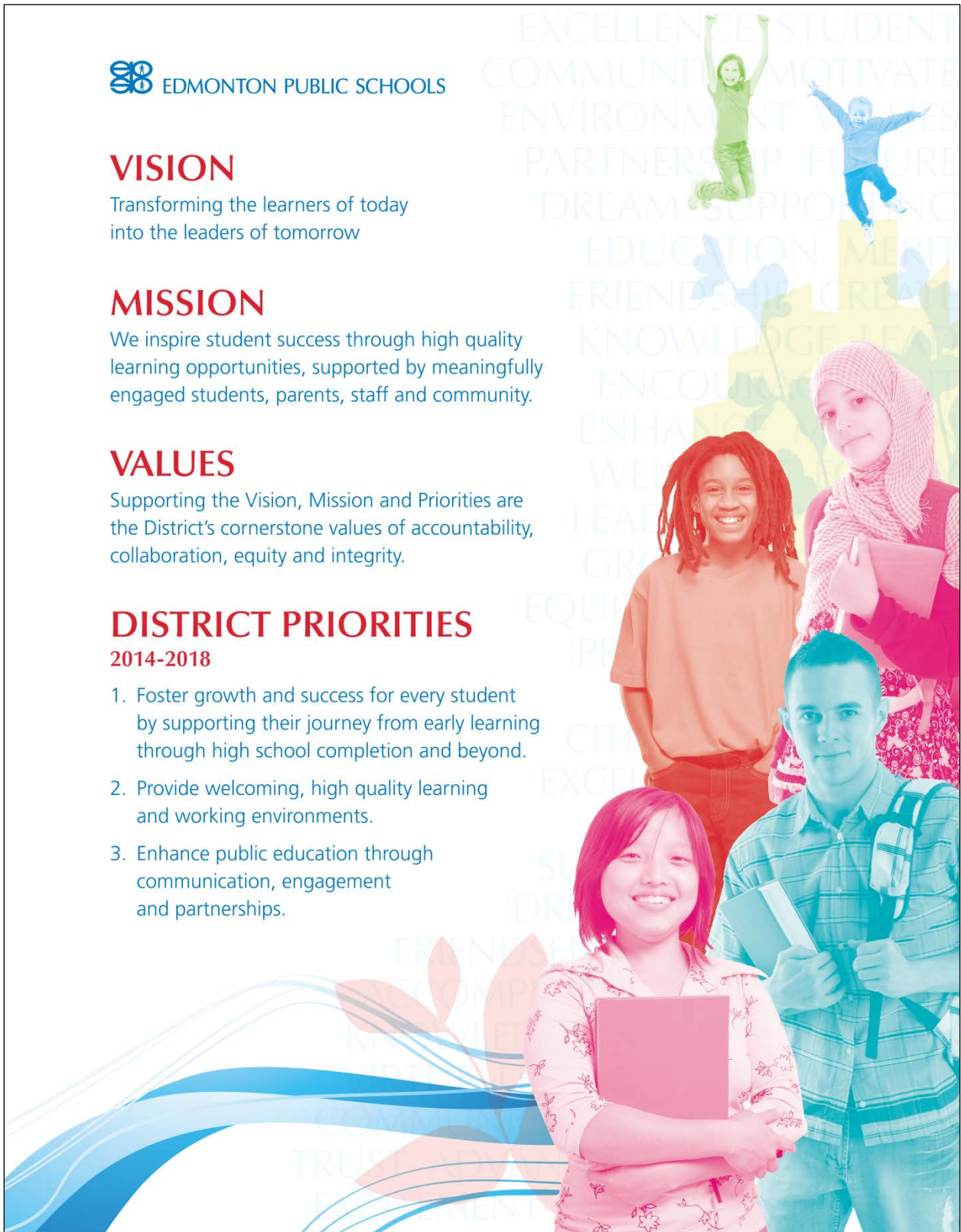
## VALUES

Supporting the Vision, Mission and Priorities are  
the District's cornerstone values of accountability,  
collaboration, equity and integrity.

## DISTRICT PRIORITIES

2014-2018

1. Foster growth and success for every student  
by supporting their journey from early learning  
through high school completion and beyond.
2. Provide welcoming, high quality learning  
and working environments.
3. Enhance public education through  
communication, engagement  
and partnerships.



## Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1	Priority 2	Priority 3
<p><b>Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.</b></p> <p><b>Goal One</b> <b>An Excellent Start to Learning</b> <i>Outcome:</i> More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.</p> <p><b>Goal Two</b> <b>Success for Every Student</b> <i>Outcome:</i> More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.</p> <p><b>Goal Three</b> <b>Success Beyond Schooling</b> <i>Outcome:</i> More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.</p>	<p><b>Provide welcoming, high quality learning and working environments.</b></p> <p><b>Goal One</b> <b>A Focus on Well-being and Student Citizenship</b> <i>Outcome:</i> Our learning and working environments are welcoming, inclusive, safe and healthy.</p> <p><b>Goal Two</b> <b>Quality Infrastructure for All</b> <i>Outcome:</i> Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.</p> <p><b>Goal Three</b> <b>Building Capacity through a Culture of Collaboration and Distributed Leadership</b> <i>Outcome:</i> Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.</p> <p><b>Goal Four</b> <b>A Culture of Excellence and Accountability</b> <i>Outcome:</i> The District is grounded in effective, efficient, equitable and evidence-based practices.</p>	<p><b>Enhance public education through communication, engagement and partnerships.</b></p> <p><b>Goal One</b> <b>Parents as Partners</b> <i>Outcome:</i> Parents are provided opportunities to be involved in their child's education.</p> <p><b>Goal Two</b> <b>Supports for the Whole Child</b> <i>Outcome:</i> Community partnerships are established to provide supports and services to foster growth and success of students and families.</p> <p><b>Goal Three</b> <b>Engaged and Effective Governance</b> <i>Outcome:</i> The District is committed to ongoing communication, participation and engagement that enhances public education.</p>

# Trends and Issues

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## Demographics in Edmonton

Edmonton is a growing and diverse city, welcoming people from other parts of the province, country and world. In 2016, Census Canada reported more than 930,000 people living in Edmonton, an increase of over 100,000 since 2011, with almost 18 per cent of the population between the ages of 0 to 14 (Statistics Canada, 2016 Census of Population). Within Edmonton's growing population, there is also an increasing diversity of culture and language, with over 30 per cent of the population identified as having a first language other than English or French (Ibid). Just over 20 per cent of the population are new migrants (Ibid). These shifts in the City's demographic makeup mirror the student enrolment growth we are experiencing within the District.

The City's growing population has resulted in rapid expansion of new suburbs. At the same time, there is a flat to declining school-aged population living in the mature areas of the city. This changing distribution of students requires the District to work diligently on the management of its infrastructure portfolio. This work includes advocating for and constructing new schools, as well as working with communities around the most effective use of school space in mature areas. The District is continually monitoring student growth across the City and anticipates high schools will be at capacity within three years. The District's infrastructure strategies are developed in collaboration with parents, communities, the Government of Alberta and the City of Edmonton.

## The Educational Landscape in Alberta

The District works to offer a public education system that provides our students with learning experiences intended to ready them for life. We seek to provide education that is responsive and flexible, preparing students for careers in a diversified economy and for jobs that may not yet exist. The strategic use of technology is, and will remain, an essential skill for students, along with the critical thinking skills required to evaluate information and create new knowledge.

The District strives to be responsive to direction from Alberta Education and other required legislation and mandates, whether it is preparing teachers and principals for changes to the new Teacher Quality Standard and Leadership Quality Standard, or ensuring the District's practices align with legislation such as the *School Act*, Bill 24 *An Act to Support Gay-Straight Alliances* or Bill 26 *An Act to Control and Regulate Cannabis*. With a District of 213 schools and more than 101,000 students, continuing to be accountable requires a coordinated, collaborative response from the District's central decision units and schools. This response must be done through the lens of fiscal responsibility and the careful allocation of the District's resources.

Alberta Education's ongoing work to ensure provincial curriculum is relevant, meaningful and engaging for students of all abilities has far-reaching impact for the District. As such, the District is working to prepare teachers and schools for the roll-out of new curriculum that began with the October 2018 K-4 draft learning outcomes and an anticipated ministerial sign-off in December 2018. Successful curriculum implementation will require us to be strategic and intentional in our approach, with a focus on building teacher confidence and capacity related to the delivery of the new curriculum.

## Complex Classrooms

The diversity of our city and overall student population is reflected across District classrooms. The chart below shows a multi-year comparison of District enrolment, and the growth in the number of our students who are English Language Learners, students who self-identify as First Nation, Métis, or Inuit and students in need of specialized supports and services.

Students	Sept. 2011	Sept. 2017	% increase
English Language Learners	14,206	24,372	71.6
First Nations, Métis, and Inuit (self-identified)	7,072	8,813	24.6
Requiring specialized services	10,880	12,054	10.8
Total Student Enrolment	80,569	98,822	22.7

## Staff Capacity

As we anticipate the implementation of the Teaching Quality Standard, the Leadership Quality Standard and new curriculum for several subject areas and grade levels, we are working to prepare our teachers, school leaders and central staff with the skills and knowledge to implement and support the intention of these new requirements with confidence. The preparation for these anticipated initiatives that will shift pedagogical practice is taking place alongside our ongoing responsibility to ensure teacher efficacy in meeting the complexity of the daily educational needs of their students.

Our District has a large number of leaders new to the principalship; with approximately 45 per cent of our school leaders being within their first five years of the role. This presents both an opportunity and a responsibility. We know that young leaders bring new perspectives and fresh energy to the work of the principalship. We also know that the District has a responsibility to ensure these leaders are supported and successful in this challenging role. The work we do in support of the principalship is a reflection of the efforts we make to recruit, develop and retain quality staff across the organization.

In conclusion, the District operates in a complex environment, influenced by global, provincial and educational trends. It is essential that we are aware of these trends and the potential impact they may have on our work, and that we are nimble and responsive as we strive to deliver quality teaching and learning experiences for all students.

# 2018 Accountability Pillar Overall Summary

## Combined Accountability Pillar Overall Summary

Measure Category	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation			Targets for Issue or Concern		
		Current Result	Target 2018	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2019	2020	2021
Safe and Caring Schools <sup>1</sup>	Safe and Caring	89.0	n/a	89.8	89.8	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable	n/a	n/a	n/a
Student Learning Opportunities <sup>1 2 7</sup>	Program of Studies	83.5	n/a	83.3	83.1	81.8	81.9	81.7	Very High	Improved	Excellent	n/a	n/a	n/a
	Education Quality	90.8	n/a	91.1	91.0	90.0	90.1	89.9	Very High	Maintained	Excellent	n/a	n/a	n/a
	Drop Out Rate	2.2	n/a	2.7	2.9	2.3	3.0	3.3	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	High School Completion Rate (3 yr)	73.8	n/a	75.4	73.4	78.0	78.0	77.0	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades K-9) <sup>1 4</sup>	PAT: Acceptable	75.2	76.0	75.6	76.5	73.6	73.4	73.3	Intermediate	Declined Significantly	Issue	75.6	76.2	76.6
	PAT: Excellence	24.1	n/a	24.3	24.4	19.9	19.5	19.2	High	Maintained	Good	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12) <sup>4 5 6 7 8</sup>	Diploma: Acceptable	83.8	n/a	82.4	81.8	83.7	83.0	83.0	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence	27.2	n/a	25.7	24.4	24.2	22.2	21.7	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	60.2	n/a	60.7	60.0	55.7	54.9	54.7	High	Maintained	Good	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	62.5	n/a	61.1	60.2	63.4	62.3	61.5	n/a	Improved Significantly	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.6	n/a	61.5	61.4	58.7	57.9	59.0	High	Improved	Good	n/a	n/a	n/a
	Work Preparation	82.7	n/a	82.9	83.4	82.4	82.7	82.4	High	Declined	Acceptable	n/a	n/a	n/a
	Citizenship	83.7	n/a	84.9	85.0	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable	n/a	n/a	n/a
Parental Involvement	Parental Involvement	79.4	n/a	79.6	79.4	81.2	81.2	81.0	High	Maintained	Good	n/a	n/a	n/a
Continuous Improvement	School Improvement	80.4	n/a	81.8	80.9	80.3	81.4	80.7	High	Declined	Acceptable	n/a	n/a	n/a

## Combined Accountability Pillar FNMI Summary

Measure Category	Measure	Edmonton School District No. 7 (FNMI)				Alberta (FNMI)			Measure Evaluation			Targets for Issue or Concern		
		Current Result	Target 2018	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2019	2020	2021
<b>Student Learning Opportunities<sup>1 2 7</sup></b>	Drop Out Rate	4.7	n/a	6.8	7.2	4.8	5.8	637	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	High School Completion Rate (3 yr)	41.3	n/a	45.6	41.2	53.3	53.7	50.5	Very Low	Maintained	Concern	n/a	n/a	n/a
<b>Student Learning Achievement (Grades K-9)<sup>3 4</sup></b>	PAT: Acceptable	48.2	51.2	49.2	52.1	51.7	51.7	52.0	Very Low	Declined	Concern	50.2	51.7	53.2
	PAT: Excellence	6.2	6.7	6.4	7.5	6.6	6.7	6.5	Very Low	Declined	Concern	6.7	7.0	7.3
<b>Student Learning Achievement (Grades 10-12)<sup>5 6 7 8</sup></b>	Diploma: Acceptable	81.3	77.0	76.4	76.1	77.1	77.1	76.6	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence	12.8	11.5	11.2	10.9	11.0	10.7	10.3	Intermediate	Improved	Good	n/a	n/a	n/a
	Diploma Exam Participation Rate (4 Exams)	21.6	20.9	20.5	20.3	24.4	21.8	21.2	Very Low	Maintained	Concern	21.6	22.0	22.4
	Rutherford Scholarship Eligibility Rate	34.9	n/a	31.8	32.3	35.9	34.2	33.0	n/a	Improved	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work Citizenship	Transition Rate (6 yr)	29.7	24.5	23.9	25.6	33.0	31.8	32.8	Very Low	Improved	Issue	29.7	31.4	32.0

### Notes for Accountability Pillar Tables

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
2. 2016 results for the 3-year High School Completion and Diploma Examination Participation rates have been adjusted to reflect the correction of the Grade 10 cohort.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to changes from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## How to Read this Report

This section of the report provides an overview of the District's accomplishments and plans, organized by the District's three Strategic Plan priority areas. For each area, the following information has been included:

- **Why this outcome is important:** an explanation of the outcome and why the District focuses on it.
- **Key Performance Indicators:** a select list of indicators used to monitor the District's progress for each outcome.
- **2018 District Feedback Survey:** A summary of what was heard from stakeholders, profiling key questions that align with the District's goals and outcomes. See Appendix A for detailed results, including a link to the 2017 District Feedback Survey report.
- **What our results tell us:** a high level summary of what the indicators and survey results demonstrate.
- **What We Did:**
  - **What we accomplished in 2017-2018:** a summary of what the District accomplished for the priority strategies identified in the 2018-2021 Three-Year Education Plan (3YEP), and certain additional strategies implemented that had not been previously identified.
  - **Indicators:** a summary of the change or impact resulting from District strategies.
  - **What we plan to do:** a summary of both new and continuing key strategies to be implemented in support of the priority area.

### Key Performance Indicators

The Key Performance Indicators identified in this report are taken from three main sources of information: Alberta Education's Accountability Pillar, District-developed indicators and the Early Years Evaluation - Teacher Assessment (EYE-TA).

Indicators from the Accountability Pillar are listed in a separate chart and use Alberta Education's evaluation standard: achievement, improvement and overall result. The following chart show Alberta Education's colour-coding and definitions supporting the scale used in the evaluation.

<b>ACHIEVEMENT</b>	Very Low	Low	Intermediate	High	Very High
<b>IMPROVEMENT</b>	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
<b>OVERALL</b>	Concern	Issue	Acceptable	Good	Excellent

A detailed explanation of the evaluation is found in Appendix B: Accountability Pillar Evaluation Reference. Note that overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Notes for assisting with understanding and interpreting Accountability Pillar data are noted in the 2018 Combined Accountability Pillar Overall Summary and Accountability Pillar Overall FNMI Summary. A complete list of additional notes can be found in Appendix C.



## PRIORITY 1

Foster growth and success for every student  
by supporting their journey from early learning  
through high school completion and beyond.



# Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

## Goal One: An Excellent Start to Learning

**Outcome:** More children enter Grade 1 reaching emotional, social, intellectual, and physical development milestones.

### Why this outcome is important:

Research provides evidence that the early years are an important time in children's lives where they are forming the skills they need to support their growth and lifelong learning. As a result, the District provides Early Childhood Services, through Pre-Kindergarten and Kindergarten programs, to enable more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

### Key Performance Indicators

Early Years Demographics	2013-14	2014-15	2015-16	2016-17	2017-18
Total number of children enrolled in Pre-Kindergarten	1,066	1,099	1,207	1,292	1,519
Total number of children enrolled in Kindergarten	6,829	7,008	7,312	7,484	7,675
Kindergarten children with Mild/Moderate and Severe Special Needs Coding (June 2018)	1,432	1,619	1,810	1,748	1,436
Percentage of Kindergarten children with Mild/Moderate and Severe Needs Coding	20.9%	23.1%	24.8%	23.3%	18.7%

Early Years Evaluation – Teacher Assessment and District Indicators	Results (in percentages)									
	2013-14	2014-15		2015-16		2016-17		2017-18		
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
		Improvement		Improvement		Improvement		Improvement		
Early Year Evaluation – Teacher Assessment Percentage of children entering (Fall) and leaving (Spring) EPSB programs that meet developmental milestones	63	62	81	61	81	62	82	59	81	
		+19		+20		+20		+22		
Awareness of Self and Environment	82	80	92	80	92	80	92	80	92	
		+12		+12		+12		+12		
Social Skills and Approaches to Learning	76	75	89	77	89	77	89	76	89	
		+14		+12		+12		+13		
Cognitive Skills	64	64	90	62	89	62	89	60	88	
		+34		+27		+27		+28		
Language and Communication	77	75	88	75	88	76	89	75	89	
		+13		+13		+13		+12		
Physical Development Fine Motor	70	70	93	70	92	69	92	69	92	
		+23		+22		+22		+23%		
Gross Motor	79	77	93	76	92	79	93	79	93	
		+16		+16		+14		+14		

#### Notes:

- EYE-TA post assessments began in the 2014-2015 school year.
- Improvement for EYE-TA is based on spring-results compared to fall-results.

## What we heard in the 2018 District Feedback Survey:

- 88.7 per cent of parents of Pre-Kindergarten/Kindergarten families felt that they know what their child needs to do to be successful in Grade 1 and that their child will be ready for learning.
- 96.6 per cent of Pre-Kindergarten/Kindergarten teaching and learning staff indicated they know what children must do to be successful in Kindergarten/Grade 1.
- Almost 90 per cent of teaching and learning staff indicated they had access to supports and resources that help Pre-Kindergarten/Kindergarten children reach each developmental milestone in preparation for Grade 1.

### What our results tell us:

- Children continue to grow developmentally between the start and end of Kindergarten.
- Using fall results from the EYE-TA, schools are able to strategically target resources and program for individual children.
- The EYE-TA is one tool to assess the individual growth and development of Kindergarten children. The data serves as a source of information to inform the need for additional assessment. By the end of Kindergarten, there were 18.7 per cent of students identified with mild, moderate or severe special needs coding. This early identification enables the District to be responsive and provide intervention sooner.
- Based on enrolment data, the District continues to serve an increasing number of children in Early Years Pre-Kindergarten programming.

## What We Did

Pre-Kindergarten - Program Expansion	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Opened ten additional Pre-Kindergarten programs in schools north of the river, bringing the total number of Pre-Kindergarten programs to 31. <ul style="list-style-type: none"> <li>○ Pre-Kindergarten serves children aged two years and eight months to four years of age.</li> </ul> </li> <li>• Used a collaborative model between special education designated sites (Hubs), classes in community schools (Satellites), and central services supports to provide a multidisciplinary team approach to serving children in early childhood services programming.</li> <li>• Facilitated the Pre-Kindergarten advisory team consisting of central and school leaders; the advisory team met monthly to provide guidance and direction for Pre-Kindergarten programming.</li> <li>• Established a partnership with the Multicultural Health Brokers (MHBs) to better connect with families who are English Language Learners across the</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Newly opened pre-Kindergarten classrooms are seeing positive enrolment patterns, confirming these programs are being established in schools where there is parent interest.</li> <li>• A series of collaborative meetings were held with school administrators and staff to support communication and shared practices across all locations.</li> <li>• A Pre-Kindergarten screening training day was held for all staff involved in District-wide screening events.</li> <li>• The MHBs contacted 361 families to offer support during the screening process and supported 44 different languages. Arabic, Punjabi, Urdu and Somali were the most requested.</li> <li>• The <i>RAISED Between Cultures</i> resource, developed in partnership between CUP and Edmonton Public Schools, was shared with all Pre-Kindergarten programs.</li> <li>• District Support Services and Inclusive</li> </ul>

<p>District to aid in the provision of support for screening events, follow up assessments, and registration in Pre-Kindergarten programs.</p> <ul style="list-style-type: none"> <li>• Hired Indigenous School Family Liaisons to encourage First Nations, Métis, and Inuit families to participate in screening opportunities. The role helps families navigate supports and programming options for their children and connects with community partners such as Bent Arrow and White Cloud Head Start.</li> <li>• Continued to partner with Alberta Health Services (AHS) to assess and refer families to Pre-Kindergarten programming.</li> </ul>	<p>Learning's multidisciplinary teams worked together to develop key messages for Edmonton's AHS Health Centre staff to share with families.</p> <ul style="list-style-type: none"> <li>• Pre-Kindergarten School Family Liaisons attended preschool agency fairs hosted by AHS and other community agencies to share information with families about Edmonton Public Schools Pre-Kindergarten programs.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>• Support Pre-Kindergarten programming through the hiring of an Adaptive and Alternative Communications Speech Language Pathologist and Pre-Kindergarten Teacher consultant.</li> <li>• To maintain high quality programming and assist with operational issues, continue to provide support to Hub administrator and Assistant Principal meetings and offer Pre-Kindergarten sessions for new administrators, for Pre-Kindergarten staff and Central Services staff.</li> <li>• Continue to support the Pre-Kindergarten Advisory team monthly meetings.</li> <li>• Continue to contract the Multicultural Health Brokers in 2018-2019 to support family engagement around early screening and programming opportunities.</li> <li>• Continue to refine how the Aboriginal School Family Liaisons can best work with families and community partners to increase the number of self-identified FNMI children in Pre-Kindergarten.</li> <li>• Connect learnings from the "Enoch Early Years Partnership Project" to high quality programming in Pre-Kindergarten and enhanced family engagement. The First Nations, Métis, and Inuit Education unit and Enoch Cree Nation received approval from Alberta Education for a three-year Early Learning project. The partnership with Enoch will provide an opportunity to collaborate, share expertise and create a community of practice amongst early learning educators.</li> <li>• Continue to partner with Alberta Health Services and refine how we can work together to be responsive to families.</li> </ul>	
<p><b>Kindergarten - Early Years Evaluation-Teacher Assessment (EYE-TA)</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>• The Early Years Evaluation - Teacher Assessment (EYE-TA) continued to serve as a tool to measure how Kindergarten children are doing when they enter Kindergarten and what supports are still needed as they transition to Grade 1.</li> <li>• Data was used at the classroom level by teachers, at the school level by the principal and Inclusive Learning school linked teams, and at the District level to support decisions around projects and programming.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Using the EYA-TA, schools assessed 7,621 Kindergarten children, identifying 1,951 requiring Tier 2 targeted small group instruction and 1,175 experiencing more significant difficulties.</li> <li>• 3,228 children were reassessed in the spring, resulting in 1,008 students requiring Tier 2 small group support in Grade 1 and a further 488 children requiring Tier 3 programming for their specific learning needs.</li> </ul>

<ul style="list-style-type: none"> <li>At school and catchment levels, teachers used the EYE-TA results to inform their programming and interventions.</li> </ul>	
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Continue to provide training, data analysis, professional learning and resources for teachers and school administrators to help them support children requiring intervention in Kindergarten and into Grade 1.</li> </ul>	
<b>Early Years - Staff Capacity</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Offered <i>Leadership for the Early Years</i> as professional learning for District Leaders.</li> <li>Provided Hanen <i>Learning Language and Loving It</i>, which outlines strategies for helping children in Kindergarten classrooms build language and social skills, no matter their learning or communication styles, to Educational Assistants (EAs).</li> <li>Provided Hanen Train the Trainer sessions to Speech Language Pathologists and teacher consultants.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>23 District leaders participated in <i>Leadership for the Early Years</i>.</li> <li>Over 90 Educational Assistants working in Kindergarten classrooms and 11 Speech Language assistants have been trained in Hanen <i>Learning Language and Loving It</i>.</li> <li>45 Speech language Pathologists (SLP) and teacher consultants working with Kindergarten and Pre-Kindergarten classrooms participated in the three Hanen Train the Trainer sessions.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>A <i>Leadership for the Early Years</i> session will be provided for consultants, for District leaders and for Inclusive Learning team members working with Kindergarten children.</li> <li>Continue to build capacity of District staff in early learning programs relevant to the Hanen approach through: <ul style="list-style-type: none"> <li>Hanen training for Educational Assistants working in Kindergarten, with the long-term goal of having all Kindergarten EAs trained.</li> <li>Develop a plan supporting three-day Hanen <i>Teacher Talk</i> sessions for Pre-K and Kindergarten teachers to be delivered by District SLPs trained in the Hanen work.</li> </ul> </li> </ul>	
<b>Early Years - Family Capacity</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Developed a <i>Welcome to the Early Years: Building Parent Capacity</i> session. Using resources from the Alberta Family Wellness Initiative and the Welcome to Kindergarten program through the Learning Partnership. Parents learn about the core story of brain development and the importance of positive interactions, inquiry, play and language rich experiences to increase their child's ability to learn and participate in school.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>A professional development day was held in March for 20 teachers interested in participating in this project.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Engage families in the <i>Welcome to the Early Years: Building Parent Capacity</i> project.</li> </ul>	

# Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

## Goal Two: Success for Every Student

**Outcome:** More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

### Why this outcome is important:

Educators have long known that literacy is fundamental to successful learning and living. Developing strong literacy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life in future years. As well, confidence and competence in numeracy provides the foundations for lifelong learning. In all aspects of daily life, we rely on mathematical data, projections, inferences and systematic thinking. That is why numeracy and literacy are fundamental.

### Key Performance Indicators

District Indicators - Achievement HLAT and Grade Level in Reading	Results (in percentages)				
	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing in the Highest Level of Achievement Test (HLAT)	82.4	79.2	79.3	74.6	74.7
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading.	n/a	n/a	74.8	73.3	72.3
					72.5 <sup>+</sup>

<sup>+</sup>Reading level results for Grades 1-7 students. Grade 7 reporting became compulsory in 2017-2018.

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.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
<b>STUDENT LEARNING OUTCOMES</b>								
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results). <sup>3 4</sup>	76.5 (n=11,909)	76.4 (n=12,526)	77.4 (n=12,653)	75.6 (n=12,985)	75.2 (n=13,817)	Intermediate	Declined Significantly	Issue
	23.5 (n=11,909)	23.8 (n=12,526)	25.1 (n=12,653)	24.3 (n=12,985)	24.1 (n=13,817)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results). <sup>5 6 7</sup>	81.1 (n=12,025)	81.2 (n=11,789)	81.9 (n=12,042)	82.4 (n=11,800)	83.8 (n=12,189)	Intermediate	Improved Significantly	Good
	22.5 (n=12,025)	23.5 (n=11,789)	23.9 (n=12,042)	25.7 (n=11,800)	27.2 (n=12,189)	Very High	Improved Significantly	Excellent

<b>LITERACY</b>								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	84.1 (n= 5,952)	83.8 (n= 6,324)	85.4 (n= 6,390)	83.3 (n= 6,604)	84.4 (n= 7,070)	Intermediate	Maintained	Acceptable
	19.6 (n= 5,952)	22.5 (n= 6,324)	23.7 (n= 6,390)	21.0 (n= 6,604)	20.9 (n= 7,070)	High	Declined Significantly	Issue
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	77.8 (n= 5,735)	78.1 (n= 5,979)	78.7 (n= 5,993)	77.9 (n= 6,160)	75.4 (n= 6,536)	Low	Declined Significantly	Concern
	18.4 (n= 5,735)	16.8 (n= 5,979)	18.9 (n= 5,993)	17.6 (n= 6,160)	17.3 (n= 6,536)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on English 30-1 diploma examinations (overall results).	82.0 (n= 5,029)	80.1 (n= 5,072)	81.8 (n= 5,248)	81.9 (n= 5,113)	84.4 (n= 5,318)	Low	Improved Significantly	Good
Overall percentage of students who achieved the acceptable standard on English 30-2 diploma examinations (overall results).	83.0 (n= 2,393)	80.4 (n= 2,394)	82.2 (n= 2,463)	83.1 (n= 2,390)	83.1 (n= 2,411)	Low	Improved	Acceptable
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examinations (overall results).	11.2 (n= 5,029)	10.1 (n= 5,072)	10.2 (n= 5,248)	11.6 (n= 5,113)	12.8 (n= 5,318)	High	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (overall results).	8.7 (n= 2,393)	7.0 (n= 2,394)	7.6 (n= 2,463)	7.9 (n= 2,390)	9.1 (n= 2,411)	Intermediate	Improved Significantly	Good
<b>NUMERACY</b>								
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). <sup>9</sup>	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). <sup>9</sup>	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). <sup>9</sup>	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	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

(overall results). <sup>9</sup>								
<b>INSTRUCTIONAL SUPPORTS</b>								
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it. <sup>10</sup>	n/a	87 (n=20,528)	86 (n=20,034)	87 (n=21,233)	86 (n=21,929)	n/a	n/a	n/a
Percentage of parents satisfied with special support their child has received at school.	86 (n=829)	86 (n=739)	83 (n=769)	86 (n=820)	85 (n=936)	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.

## What we heard in the 2018 District Feedback Survey:

### Students and Families

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families
Learning is important to me/my child	95.9	93.2	95.9
<b>My/my child's school experience helped me/them:</b>			
Improve in math	91.5	78.8	82.3
Write for different experiences	92.1	75.5	81.4
Understand the information they read	93.2	83.6	87.6

Number of respondents can be found in Appendix A.

### Teaching and Learning Staff

Teaching and learning staff are confident in their ability to engage students in meaningful learning experiences across the curriculum (99.4 per cent). Results on questions related to teaching and learning staff knowledge and skills to meet the learning needs of students in need of specialized supports, English Language Learners and students who self-identify as First Nations, Métis, and Inuit show a slight increase over 2016-2017 results in all three areas.

I have the knowledge and skills to program for/support students (teaching and learning staff):

Results in percentages	2016-2017	2017-2018
Who are in need of specialized supports and services	82.4	84.0
Who are English Language Learners (ELL)	73.5	79.1
Who are First Nations, Métis, or Inuit (FNMI)	71.7	73.0

Number of respondents can be found in Appendix A.

### What our results tell us

Looking more closely at our results in literacy and numeracy we see areas that demonstrate growth and strength as well as opportunities for improvement.

#### Literacy

- District data around HLA Ts and reading at or above grade level indicate that almost 75 per cent of our students are working at grade level; initiatives focussed on literacy improvement remain important, as we work to increase the number of students working at or above grade level.

- An increasing number of students are challenging English diploma 30-1 and 30-2 exams as well as an increasing number of students are achieving a standard of excellence on both exams.
- Results of the Grade 9 Language Arts Provincial Achievement Test (PAT) signal the importance of the District-Wide Focus on Reading and the efforts to expand this focus into junior high and high school. Grade 6 Language Arts PAT results remain steady.

#### Numeracy

- District numeracy results are a story of both growth and opportunity.
- MIPI results served as an indicator that a similar percentage of students may require interventions in Math.
- Grade 6 students improved over last year's PAT results at both the acceptable standard and standard of excellence.
- Grade 9 PAT results indicate that there is work to do to continue to support strong student outcomes.
- More students are challenging Math diploma exams with positive results.
  - Math 30-1 results improved at both the acceptable standard and standard of excellence.
  - Math 30-2 results remained steady.

District Feedback Survey results of teaching and learning staff perception of their knowledge and skills to program for and support students in need of specialized supports and services, ELL and First Nations, Métis, and Inuit students confirm the District's strategic efforts in support of developing staff capacity in these areas. This work reflects the ongoing multi-faceted strategies at the school, catchment and District level.

District Feedback Survey data indicates there is an opportunity to improve family confidence around their child's learning in the areas of literacy and math.

## What We Did

Curriculum Implementation - District Readiness Plan	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>• Implemented multiple activities of the <i>2017-2020 Provincial Curriculum Implementation: District Readiness Plan</i>.</li> <li>• Reviewed the District's plan and initiated work on the <i>Draft 2019-2021 New Provincial Curriculum District Implementation Plan</i>, and accompanying Draft 2019 School Workbook to align with emerging Provincial information and progress towards implementation of new curriculum.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>• To develop greater staff confidence and competence in preparing for curriculum change, the District offered multiple opportunities for school staff and administrators to engage in draft outcome reviews and information sessions.               <ul style="list-style-type: none"> <li>○ 415 teachers, consultants and administrators participated in draft new provincial curriculum review sessions.</li> </ul> </li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>• Complete implementation of the 2018 activities of the <i>2017-2020 Provincial Curriculum Implementation: District Readiness Plan</i>; then finalize and initiate the 2019 activities of the <i>2019-2021 New Provincial Curriculum District Implementation Plan</i>, to prepare students, staff and stakeholders for the new provincial curriculum.</li> <li>• Support the implementation of the K-4 new curriculum.</li> </ul>	

## Literacy

### What we accomplished in 2017-2018

- Schools and catchments explored programming and intervention models to support literacy development, adapting to new ideas and situations to best meet the diverse learning needs of their students.
- Best practices emerging across catchments include:
  - Collaborative HLAT marking.
  - Development of common assessments.
  - Common intervention blocks to regroup students according to levels/needs.
  - Push-in and pull-out support.
  - Cross-curricular literacy support.
  - Embedded and explicit supports.
- Schools continued to develop and expand competency in Levelled Literacy Intervention and Middle Years Literacy Intervention (LLI and MYLI), developing common language around literacy programming and interventions.
- Exploration began around the implementation of writing programs, such as Lucy Calkins' Writing Workshop and Empowering Writers, drawing on the lessons learned through the implementation of reading intervention strategies and programs.
- Many schools used equity funds to help acquire the reading resources necessary to implement LLI and MYLI.
- Several schools reported using a school-wide approach to monitor student reading levels and the provision of reading interventions; there is a culture of shared professional responsibility for the reading growth of all students.
- Schools strategically planned and supported job-embedded time for literacy-related teacher collaboration.
- Targeted professional learning and allocation of resources related to EAs, literacy coaches and classroom teachers in support of high quality literacy teaching.

### Indicators

- Common vision and shared responsibility for the reading growth of all students within the school community.
- Within schools and catchments there is an emerging common language and alignment of practices to support reading instruction across grade levels.
- Teachers are acquiring a deeper understanding of the fundamental components of reading instruction.
- Collaborative conversations are happening in schools, catchments and between District leaders around literacy practices.
- In catchment conversations, many principals indicated that their teachers are seeing an increase in their students' confidence to be literate.

### What we plan to do

- Continue to focus on building staff capacity to deliver quality interventions.
- Be intentional around measuring and capturing growth at a school and catchment level.

## District Strategy - District-wide Focus on Reading

### What we accomplished in 2017-2018

- Implemented Year 3 of the District-wide Focus on Reading.
- Continued to support teachers to assess and report whether their students were at, above or below grade level in reading; this work extended to supporting Grades 7 (required), 8 and 9 teachers for central reporting.
- Developed numerous resources, including *Essentials of Reading* (a comprehensive handbook to support junior high teachers), to build teacher skills for teaching reading.
- Provided professional learning for Kindergarten to Grade 12 teachers with a focus on research-based literacy approaches to further develop expertise in the area of literacy instruction:
  - Supported teachers in the area of literacy intervention.
  - Provided High School Literacy Intervention coaching.
  - Transformed The *Foundations of Literacy K-9* inservice series into an online learning module.

### Indicators

At the end of June 2018:

- Reporting for whether students are at, above or below grade level reading was completed for 99 per cent of students in Grades 1-7; over 50 per cent of Grades 8 and 9 students were also reported even though this was not a requirement; this early reporting demonstrates that focused literacy efforts are embedded across the school community.
- Engaged 3,083 teachers and leaders in a variety of literacy professional learning days and sessions.
  - Over 99 per cent of teachers who completed the exit survey at their session indicated that the professional learning outcomes were met.
- Levelled Literacy Intervention (LLI) training was implemented for the first time at the junior high level and results showed an average reading gain of 1.09 year's growth for the 34 students who were supported by the Central supported ILL initiative.
  - Teachers also indicated that LLI had changed their students' outlook on literacy. Their students developed more confidence and, for possibly the first time, saw themselves as readers.
- In junior high, the 20 students in the Central supported Middle Years Literacy Intervention initiative achieved an average reading gain of 1.9 year's growth.
- In addition to the progress made for students, teachers indicated that they deepened their professional understanding of concepts and theory, and increased their diagnostic skills.

### What we plan to do

- Support the implementation of Year 4 of the District-wide Focus on Reading, including:
  - Continued focus on supporting schools in the identification of students who require intervention and working with schools around their capacity to provide both formal and informal interventions.
  - Targeted support for junior high schools in their work to report reading at, above or below grade level for all Grades 8 and 9 students.
- Central units will continue to support the work of schools and catchments to build capacity around literacy programming, interventions and diagnostic assessment.
- Continue to develop and provide a range of research-based professional learning opportunities

for Kindergarten to Grade 12 teachers in literacy, including the development of digital/technology-mediated professional learning resources for staff.

- Schools will continue to be supported in their analysis of their literacy achievement data to inform programming and interventions for students.

### Numeracy

#### What we accomplished in 2017-2018

- Many schools and catchments began exploring how best practices of literacy intervention can inform and support numeracy interventions.
- Schools and catchments are taking a deliberate look at the use of common math assessments.
- Catchments reported targeted numeracy practices around:
  - The use of guided math strategies.
  - Math literature and journals.
  - Math stations and manipulatives.
  - Sprint methodology to improve short term outcomes.
  - Programming conversations to support differentiation and intervention.
- Continued establishment of numeracy communities of practice and math lead teachers in catchments.
- MIPI continued to be used to inform programming and individual student interventions. Centrally:
  - Responses from the annual MIPI Feedback Survey were analyzed; the MIPI was reviewed and updates were made to inform the 2018-2019 MIPI.
  - A correlation analysis was completed for two years of data comparing District MIPI results and District PAT results for Grades 6 and 9. Correlations were found.
  - Prior Level of Achievement data for math was analyzed to compare predicted achievement to actual scores.

#### Indicators

- 10 catchments had a numeracy specific goal as part of their collaborative catchment plan.
- Across catchments work was done to build teacher capacity in the teaching of math/numeracy:
  - Catchment-based math/numeracy professional learning series for teachers.
  - Catchment focus on targeted numeracy interventions.
  - A group of junior high school teachers began to work on deepening their understanding of the cross-curricular connection between science and math, using the expertise of District consultants.
  - Staff from Assessment worked with a group of junior high teachers on a blue printing process exploring a variety of math/numeracy summative assessments.

#### What we plan to do

- Continue to expand the focus on math/numeracy in schools and across catchments, deepening analysis of math accountability pillar results.
- Continue to identify and share math/numeracy best practices, intervention strategies and resources across schools and catchments.
- Explore next steps in using and implementing diagnostic assessment tools in math.
- Continue to monitor MIPI data on an annual basis in order to review and enhance the MIPI as a programming tool.
  - Explore implications of MIPI results and Grades 6 and 9 PAT correlations.

## District Strategy - Numeracy Guiding Document and Action Plan

### What we accomplished in 2017-2018

- Completed Year 1 and initiated Year 2 of the *Numeracy Guiding Document and Action Plan*.
- 162 numeracy and math professional learning sessions were provided to schools.
- Developed a variety of supporting tools and resources for teachers:
  - *Numeracy: A Review of the Literature* document.
  - Numeracy Tip Sheets for parents and the *EPSB Together* app for families.
  - Key Vocabulary to Support Mathematics K-6 document.
  - *Numeracy for School Administrators* document.
- Engaged 56 teachers in a Teacher Collaborative Conversation (TCC) focused on mathematics.
- District staff examined the *Assessment Tools in Mathematics* literature review, completed in collaboration with the University of Alberta; the review examines nine diagnostic assessment tools that are currently available.

### Indicators

- 1,772 teachers and administrators participated in numeracy/math professional learning sessions.
- The 2018 TCC Mathematics Conversation Summary report was provided to District leaders and TCC teacher participants.
- Three diagnostic assessment tools identified in the *Assessment Tools in Mathematics* literature review were introduced and trialed in District schools.

### What we plan to do

- Complete Year 2 and initiative Year 3 of the *Numeracy Guiding Document and Action Plan* with a focus on:
  - Strengthening awareness of research-based best practices related to the teaching of numeracy and mathematics.
  - Providing support to and building capacity of teachers through the provision of professional learning supports and resources.
- Following up from the 2018 Math TCC, the Mathematics Teacher Collaboration Sub-Committee has been established to support this work going forward. The sub-committee will continue to gather teacher input and advice around strategies and resources for improving District numeracy/math results.
- Schools will continue to be supported in their analysis of their numeracy achievement data to inform programming and interventions for students.

## Specialized Supports and Services

### What we accomplished in 2017-2018

- All schools were served by multi-disciplinary school-linked teams comprised of District and Alberta Health Services staff who worked collaboratively with school administrators, teachers, educational assistants and parents.
- Schools initiated over 16,000 student referrals.

### Indicators

- In support of student referrals, the following professional services were provided:
  - Speech and language therapy.
  - Emotional behaviour supports.
  - Occupational therapy.
  - Social work.
  - Mental health therapy.

<ul style="list-style-type: none"> <li>Continued to work with schools in support of students, using the Pyramid of Intervention as a framework to inform programming.</li> <li>Speech-language pathologists (SLP) working on the school-linked teams shifted to a “full scope of practice” service model, meaning students of all ages and abilities in school received support from a one school-based SLP.</li> <li>Professional Learning for school administrators expanded to include training in Nonviolent Crisis Intervention, Individualized Program Plan Writing and the Impact of Trauma and Mental Health in the classroom.</li> <li>Central and school leaders collaborated to define programming supports for gifted and talented students.</li> </ul>	<ul style="list-style-type: none"> <li>Psychological assessment.</li> <li>Reading assessments.</li> <li>English language learning.</li> <li>Physical therapy.</li> <li>Adaptive physical education.</li> <li>Assistive technology for learning.</li> <li>Educational audiology/deaf or hard of hearing.</li> <li>Vision and braille.</li> <li>Using the Pyramid of Intervention as a guide, schools determined service priorities on a continuum from general classroom consultation, individual student consultation to specialized assessment.</li> <li>Inclusive Learning staff perceive that teacher knowledge of inclusive programming and differentiated instruction is increasing.</li> <li>Principals report that they are better informed around how to support their staff in meeting the needs of their complex students.</li> <li>Supported students through the provision of a range of wraparound community-linked services by engaging with a variety of community agencies and partners.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Continue to develop District resources and training opportunities that enhance capabilities of staff working with students who present with complex emotional and behaviour challenges.</li> <li>Continue to collaborate with schools to support programming, assessments and interventions for students, using the Pyramid of Intervention as a guide to this work.</li> <li>Continue to support diverse learning paths reflective of the unique circumstances of students. <ul style="list-style-type: none"> <li>Examine and develop evidenced-based practices for Interactions students across four District sites for Interactions students.</li> <li>Continue to define gifted and talented programming and support.</li> </ul> </li> <li>Support schools in implementing intervention in the area of Social Thinking.</li> </ul>	

# Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

## Goal Three: Success Beyond Schooling

**Outcome:** More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

### Why this outcome is important:

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. Throughout K-12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work.

### Key Performance Indicators

Alberta Education Accountability Pillar		Results (in percentages)						Evaluation		
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
<b>HIGH SCHOOL COMPLETION</b>										
Percentage of students who completed high school within three, four and five years of entering Grade 10. <sup>11</sup>	3-yr	70.2 (n= 6,472)	72.6 (n= 6,162)	72.3 (n= 6,199)	75.4 (n= 6,308)	73.8 (n= 6,271)		Intermediate	Maintained	Acceptable
	4-yr	75.2 (n= 6,468)	75.3 (n= 6,510)	77.6 (n= 6,204)	77.9 (n= 6,262)	80.1 (n= 6,357)		n/a	n/a	n/a
	5-yr	77.3 (n= 6,442)	77.9 (n= 6,475)	78.4 (n= 6,517)	80.6 (n= 6,215)	80.3 (n= 6,274)		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship. <sup>8</sup>		n/a	n/a	59.3 (n= 9,490)	61.1 (n= 9,635)	62.5 (n= 9,444)		n/a	Improved Significantly	n/a
Annual dropout rate of students aged 14 to 18.		3.2 (n= 25,245)	3.0 (n= 25,230)	3.0 (n= 25,457)	2.7 (n= 25,785)	2.2 (n= 26,041)		Very High	Improved Significantly	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10. <sup>2, 11</sup>		59.0 (n= 6,472)	59.2 (n= 6,162)	60.1 (n= 6,199)	60.7 (n= 6,308)	60.2 (n= 6,271)		High	Maintained	Good
<b>ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING</b>										
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.			82.3 (n= 7,055)	83.4 (n= 7,170)	84.0 (n= 7,440)	82.9 (n= 7,792)	82.7 (n= 8,157)	n/a	n/a	n/a
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career. <sup>12</sup>			n/a	67 (n= 11,561)	66 (n= 11,076)	69 (n= 11,507)	70 (n= 11,764)	n/a	n/a	n/a
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.			69.1 (n= 7,142)	70.5 (n= 7,267)	70.8 (n= 7,546)	69.9 (n= 7,925)	70.1 (n= 8,270)	n/a	n/a	n/a

TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.	61.1 (n=6,491)	61.4 (n=6,444)	61.1 (n=6,471)	61.5 (n=6,513)	62.6 (n=6,213)		High	Improved	Good

#### Notes

11. Results are based upon a cohort of Grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

12. Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career results were derived from Accountability Pillar data.

### What we heard in the 2018 District Feedback Survey:

Parents and community both indicated the most important skills for students to have when entering the workforce are: reading, writing, thinking, working with others and oral communication.

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families	Teaching and Learning Staff
My school experience helps me understand who I am as a person (e.g., what like, don't like)	82.2	66.6	n/a	n/a
My school experience helped me learn about managing money	n/a	35.7	n/a	n/a
School prepares me/them for transition to the next grade/level	93.2	79.8	83.6	92.9
School prepares me/them for transition to post-secondary	n/a	63.2	63.4	78.6
School prepares me/them for transition to the world of work	n/a	57.1	55.5	76.4
I have learned about various career options and possibilities.../students can access career planning and assistance resources in school	n/a	72.3	n/a	82.7

Number of respondents can be found in Appendix A.

### What our results tell us:

- Looking at the past five years of completion rates, the overall pattern shows a continued increase in high school completion. Despite a drop in the three-year completion rate this year, the District's overall three-, four- and five-year completion rates have been maintained with an increase in the four-year completion rate.
- The Accountability Pillar has several indicators that demonstrate students are engaged and committed to their learning. These results include:
  - A decrease in the dropout rate.
  - An increase in eligibility for the Rutherford Scholarship.
  - An increase in the number of students transitioning to post-secondary.
- In the commitment to supporting students towards high school completion, high schools continue to be creative, flexible and responsive to the individual learning journey of students. This flexibility has been supported through District and provincial opportunities such as Career Pathways, high school redesign and the Provincial Dual Credit Framework. Many of these learning opportunities are realized in partnership with post-secondary institutions and community organizations.
- Accountability Pillar and District Feedback Survey data indicate there is an opportunity to improve communication with families and students about career and life planning resources available to students. Additionally, there is the opportunity to increase awareness around how schools play a role in preparing students for the transition to post-secondary and the world of work.
- Learning to manage money is an area of growth for students and reflects the wider societal trend to address financial literacy in school-aged children.

## What We Did

Career Pathways - Communication and Capacity Building	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● Integrated Career Pathways key messages into three existing District communication tools for students and families: <i>High School Program Guide</i>, <i>Making the Move to High School</i> guidebook, and SchoolZone.</li> <li>● Increased internal communication about Career Pathways initiatives (e.g., myBlueprint and Campus EPSB) by various means (e.g., N2KN, Bulletin Board and Connect).</li> <li>● Began tracking the number of students reached through student-focused communication.</li> <li>● Completed three Career Pathways focus groups (Awareness, Understanding and Readiness) with 56 EPSB staff as one component of ongoing evaluation of Career Pathways initiative.</li> <li>● The Campus EPSB advisory committee looked at data related to District Infrastructure and a student interest survey to help inform next steps in this initiative.</li> <li>● Schools have provided a variety of pathways to support transitions for our students to community schools, to the workplace and into post-secondary education.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● More families and students were able to access information about Career Pathways in established communication resources.</li> <li>● More staff had exposure and access to key Career Pathways messages via a variety of District communication means.</li> <li>● Approximately 13 per cent (n=12,866) of District students participated in activities like myBlueprint demonstrations, open houses and career fairs supported by the Career Pathways team.</li> <li>● The Campus EPSB student interest survey gathered feedback from 16,500 Grades 7-12 students.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Continue to build student, family and staff knowledge about the Career Pathways initiative and its opportunities to enable students to think about, explore and plan what their life might look like after high school.</li> <li>● Through hosting a symposium, engage community, families, students and staff to inform next steps in the District's work in support of Career Pathways. (This event took place October 24, 2018.)</li> <li>● Continue to explore and pursue opportunities that support project-based or experiential learning and enable students to think about their lives beyond high school.</li> <li>● Building upon the symposium feedback develop a multi-year Career Pathways plan.</li> </ul>	
Career Pathways - myBlueprint	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● All schools now have access to myBlueprint, an electronic platform designed to: <ul style="list-style-type: none"> <li>○ Engage K-6 students in the process of learning, reflection and self-discovery.</li> <li>○ Support Grades 7-12 students in the exploration, planning, and decision making towards their own individual pathway.</li> </ul> </li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● There were 142,914 student activities on myBlueprint this past year, this reflects an increase of 35 per cent over the previous year.</li> <li>● There are now 172 schools actively using myBlueprint, which is an increase of 28 per cent over the previous year.</li> </ul>

<ul style="list-style-type: none"> <li>● To support family participation in the use of myBlueprint, additional materials were developed and posted to SchoolZone.</li> <li>● A tool to support family participation in myBlueprint was developed.</li> <li>● Staff capacity was supported through the Career Pathways team.</li> </ul>	
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>● Schools will begin using the myBlueprint family participation tool.</li> <li>● The Career Pathways team will continue to support schools in the implementation and use of the myBlueprint tool.</li> </ul>	
<b>Career Pathways - Professional Learning</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>● Increased the frequency and variety of professional learning opportunities provided by Career Pathways team members.</li> <li>● To build capacity and leadership around Career Technology Foundations programming in elementary schools, established an elementary (CTF) Lead Teacher group which met twice along with the ongoing junior high CTF group.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>● This responsive delivery of professional learning resulted in service to 50 schools and 1,944 staff accessing Career Pathways professional learning.</li> <li>● A network of approximately 130 teachers has been created who can support each other in the implementation of CTF programming.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>● Continue to support schools with integration and creation of CTF courses through lead teacher groups and professional learning.</li> <li>● Continue to be responsive to school needs concerning Career Pathways professional learning.</li> </ul>	
<b>Dual Credit and Other Student Learning Opportunities</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>● Developed partnerships with post-secondary institutions and industry stakeholders that enabled us to offer two new dual credit opportunities for 2017-2018: <i>Automotive Service Technician</i> and <i>Introduction to Psychology</i> university course.</li> <li>● Schools continued to use the online HCS 3000 <i>Workplace Safety Systems</i> course materials developed by Career Pathways to help students enter into work experience opportunities with increased awareness around work safety.</li> <li>● Supported 13 Inquiring Minds partnerships that provided District students the opportunity to participate in a week-long experiential learning program, such as: Zoo School, Edmonton Oilers ICE School, or City Hall School.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>● 2,673 students participated in the HCS 3000 course, an increase of 12 per cent over the previous year. <ul style="list-style-type: none"> <li>○ Teacher feedback indicates that the online HCS 3000 materials are convenient, well received by students, more accessible and save time.</li> <li>○ Providing students the opportunity to complete the online HCS 3000 course in advance facilitates easier entry into Work Placement programs.</li> </ul> </li> <li>● The District's positive working relationship with Inquiring Minds sites has enabled an increase in the number of learning opportunities available to our students. <ul style="list-style-type: none"> <li>○ Over 4,700 students participated in an Inquiring Minds learning experience in 2017-2018.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Continued building and supporting Year 2 implementation of the Community Marketplace prototype; the Marketplace serves as an online resource for teachers to find business and community representatives to provide high-quality curricular interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>There was a significant increase in the use of the Community Marketplace prototype in Year 2: <ul style="list-style-type: none"> <li>An 86 per cent increase in participating organizations (n=28).</li> <li>A 182 per cent increase in participating staff members (n=62).</li> <li>A 674 per cent increase in interaction requests (n=147).</li> </ul> </li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Continue to explore and support dual credit opportunities for students, including the introduction of a Health Care Aide Certificate program and an Introduction to Anatomy and Physiology university course.</li> <li>Incorporate student interest survey feedback to inform the planning of Career Pathway opportunities, including dual credit courses and Campus EPSB programming; increasing opportunities for students to obtain post-secondary credits, workplace experience or certification and post-secondary credentials.</li> <li>Continue to build relationships with community organizations and businesses for inclusion in the Community Marketplace.</li> <li>Continue to support our partnership and working relationship with Inquiring Minds.</li> </ul>	
<p style="text-align: center;"><b>High School Redesign</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>High school leaders came together to share their redesign journeys, learn from best practices and contemplate next steps.</li> <li>Onboarded 12 non-redesign District high schools into the High School Redesign communication and professional learning network.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Redesign schools continued to refine and evolve practices within their schools to better meet the learning needs of students.</li> <li>Non-redesign schools have engaged their staff, students and communities around the concept of redesign and what this could look like within their school community.</li> <li>Both redesign and non-redesign schools completed fall continuous improvement documents and spring reflections. These documents helped schools to track progress and see the impact within their schools related to the implementation of High School Redesign.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Continue to support schools currently on High School Redesign and those schools working toward redesign, building upon best practices and emerging understandings.</li> </ul>	

# Provincial and District Priority:

## First Nations, Métis, and Inuit (FNMI) Students are Successful.

The achievement gap between First Nations, Métis, and Inuit (FNMI) students and all other students is eliminated.

### Why focusing on First Nations, Métis, and Inuit student success is important:

The District strives to support the success of every student on their K-12 educational journey. The achievement data reflecting the results of our self-identified First Nations, Métis, or Inuit students demonstrates the importance of the work to be done in support of their success. The District is committed to closing the achievement gap and is taking focused, strategic steps towards this end. We know the success of our efforts is dependent upon our working closely with our students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community. In 2017-2018 2016-2017, the District served 8,813 students who self-identified as First Nations, Métis, or Inuit.

### Key Performance Indicators

Priority 1, Goal 2: Success for Every Student								
Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
<b>STUDENT LEARNING OUTCOMES</b>								
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results). <sup>3 4</sup>	52.5 (n= 1,083)	52.0 (n= 1,102)	55.0 (n= 1,088)	49.2 (n= 1,150)	48.2 (n= 1,278)	Very Low	Declined	Concern
	6.4 (n= 1,083)	8.7 (n= 1,102)	7.4 (n= 1,088)	6.4 (n= 1,150)	6.2 (n= 1,278)	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results). <sup>5 6</sup>	74.0 (n= 630)	74.2 (n= 593)	77.6 (n= 689)	76.4 (n= 636)	81.3 (n= 660)	Intermediate	Improved Significantly	Good
	9.4 (n= 630)	10.8 (n= 593)	10.5 (n= 689)	11.2 (n= 636)	12.8 (n= 660)	Intermediate	Improved	Good

Priority 1, Goal 3: Success Beyond Schooling									
Alberta Education Accountability Pillar		Results (in percentages)						Evaluation	
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement
<b>HIGH SCHOOL COMPLETION</b>									
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10. <sup>2</sup>	3-yr	30.2 (n= 589)	39.8 (n= 572)	38.3 (n= 560)	45.6 (n= 587)	41.3 (n= 633)		Very Low	Maintained
	4-yr	37.1 (n= 503)	37.0 (n= 541)	46.8 (n= 564)	43.3 (n= 557)	50.7 (n= 560)		n/a	n/a
	5-yr	42.5 (n= 473)	41.8 (n= 490)	43.3 (n= 536)	51.9 (n= 563)	48.7 (n= 547)		n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. <sup>8</sup>		n/a	n/a	32.7 (n= 877)	31.8 (n= 902)	34.9 (n= 911)		n/a	Improved

Annual dropout rate of self-identified FNMI students aged 14 to 18.	8.4 (n=2,231)	6.3 (n=2,282)	8.5 (n=2,409)	6.8 (n=2,430)	4.7 (n=2,387)		Intermediate	Improved	Good
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. <sup>5 6 7</sup>	16.8 (n=589)	20.2 (n=572)	20.3 (n=560)	20.5 (n=587)	21.6 (n=633)		Very Low	Maintained	Concern
<b>TRANSITIONS/CAREER PLANNING</b>									
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	25.0 (n=489)	26.6 (n=468)	26.3 (n=480)	23.9 (n=529)	29.7 (n=552)		Very Low	Improved	Issue

### What our results tell us:

- Support of high school completion for our self-identified First Nation, Métis, and Inuit students remains a focus to bring high school completion rates comparable with those of the Province. This year the District experienced a slight decrease in three- and five-year completion rates and a significant increase in four-year rates.
- Additional data around high school achievement and engagement indicates that the District is on track in efforts to support self-identified First Nations, Métis, and Inuit students. These results include:
  - A significant improvement in the successful challenging of the diploma exams.
  - An increase in eligibility for the Rutherford Scholarship.
  - A significant decrease in the annual dropout rate.
  - An increase in the percentage of self-identified First Nations, Métis, and Inuit students transitioning to post-secondary.
- Provincial achievement test (PAT) results continue to be an area of concern.
- Our results confirm the importance of the role we have in education to fulfill our calls of action in support of Truth and Reconciliation. To support our efforts going forward the District's work has been strategically aligned with the evidence-based perspective of the OECD report *Promising Practises in Supporting Success in Indigenous Students*.

## What We Did

Promising Practices in Supporting Success for Indigenous Students (OECD Report)	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>• The OECD report <i>Promising Practises in Supporting Success in Indigenous Students</i> was provided to District leadership staff to build their knowledge around the study and create a shared understanding to inform our practices going forward.</li> <li>• The Board of Trustees received a Strategic Plan Update report on aligning District efforts in support of self-identified First Nations, Métis, and Inuit students with the strategies identified in the OECD report.</li> <li>• The District aligned planning and reporting processes to include actions in support of OECD findings.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>• District leaders began to collaboratively explore how to deliberately build upon current efforts that reflect the findings and promising practices from the OECD report.</li> </ul>

**What we plan to do**

- Reflect deliberate and strategic alignment with OECD promising practices in both central and school planning efforts.
- Expand professional learning opportunities to build staff capacity based on OECD promising practices.

### First Nation, Métis, and Inuit Education - Professional Learning

**What we accomplished in 2017-2018**

- The First Nations, Métis, and Inuit Education unit in collaboration with Human Resources facilitated the work of a principal committee focused on supporting the implementation of the new Teacher Quality Standard (TQS), effective September 2019.
- To support the building of staff awareness and understanding of First Nations, Métis, and Inuit culture and history, four lunch and learn sessions for Central staff were provided during National Indigenous History Month (June).
- The First Nations, Métis, and Inuit Education unit:
  - Collaborated with Human Resources to provide eleven half-day professional learning sessions to employees new to the District.
  - Provided support to Curriculum and Resource Support (CRS) around the review of resources to ensure accurate and relevant First Nations, Métis, and Inuit perspectives and content.
  - Hosted National Indigenous Peoples Day at Victoria Park for three days in June.

**Indicators**

- Principals have begun exploring how the new TQS will impact teacher professional evaluation and development.
- As a result of participating in professional learning opportunities, there is an increase in the number of District staff who have awareness and understanding around First Nations, Métis, and Inuit culture, history, treaties, ways of knowing and residential schooling.
- Administrative Regulation GI.AR Teaching and Learning Resources has been revised in a manner that will support District staff in the selection of culturally appropriate materials.
- Over 1,200 students experienced First Nations, Métis, and Inuit culture during National Indigenous Peoples Day at Victoria Park.

**What we plan to do**

- The First Nations, Métis, and Inuit Education unit and CRS will collaborate to develop and identify culturally responsive resources for schools to support implementation of the new K-4 Provincial Curriculum.
- Continue to support District readiness for the new TQS through the delivery of six professional learning sessions which will focus on First Nations, Métis, and Inuit objectives.
- Continue to support professional learning opportunities for District staff that build awareness and understanding around First Nations, Métis, and Inuit culture, history and ways of knowing.

### First Nations, Métis, and Inuit Lead Teachers and Plans

**What we accomplished in 2017-2018**

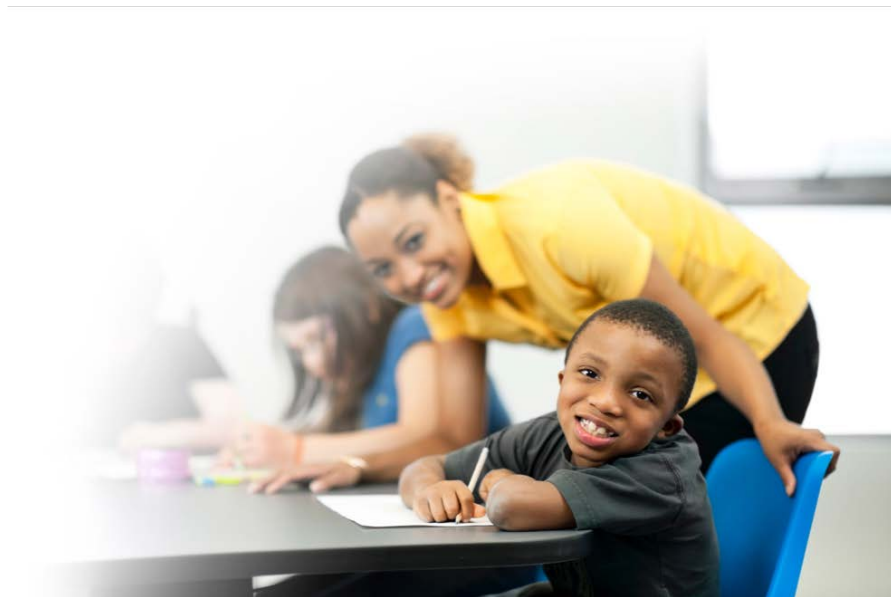
- The First Nations, Métis, and Inuit Education unit continued to engage First Nations, Métis, and Inuit Lead Teachers to build their capacity and support them in leading/facilitating this

**Indicators**

- 220 teachers attended two First Nations, Métis, and Inuit Lead Teacher professional learning days focused on curriculum readiness and support for the implementation of the

<p>work back in their school community.</p> <ul style="list-style-type: none"> <li>Continued to work with schools around their development of a First Nations, Métis, and Inuit school plan.</li> </ul>	<p>new TQS.</p> <ul style="list-style-type: none"> <li>165 schools developed a First Nations, Métis, and Inuit School Plan.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Each District school will continue to identify a First Nations, Métis, and Inuit lead teacher to work directly within the school community in support of First Nations, Métis, and Inuit education and to serve as a single point of contact between the school and the District's First Nations, Métis, and Inuit Education unit.</li> <li>The First Nations, Métis, and Inuit School Plan will be incorporated into the Fall Budget planning process. Through this strategic shift, all schools will be able to indicate in the school's budget planning document how the OECD's promising practices are being addressed directly.</li> </ul>	
<p style="text-align: center;"><b>Treaty 6 and Métis Flags</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>In support of the Board of Trustees' commitment to Reconciliation: <ul style="list-style-type: none"> <li>Treaty 6 and Métis flags have been raised outdoors at the Centre for Education.</li> <li>Each school received Treaty 6 and Métis flags, appropriate equipment to display their flags indoors and supporting educational materials.</li> </ul> </li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>District Schools are displaying the Treaty 6 and Métis flags indoors. <ul style="list-style-type: none"> <li>In the spirit of Reconciliation, the flags also serve as a means to promote awareness of First Nations, Métis, and Inuit cultures, perspectives and experiences.</li> </ul> </li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Continue to support the integration of the Treaty 6 and Métis flags into school culture.</li> </ul>	
<p style="text-align: center;"><b>School and Catchment Strategies</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>Supported collaborative capacity building work between First Nations, Métis, and Inuit lead teachers from across catchment schools.</li> <li>Equity Funds: Several schools reported using Equity Projects to enhance their efforts to support First Nations, Métis, and Inuit student success. These projects across District schools included: <ul style="list-style-type: none"> <li>Funding First Nations, Métis, and Inuit Liaison workers to support cultural teachings and events, and engage with students and families towards the goal of school success.</li> <li>Purchasing/creating of First Nations, Métis, and Inuit resources, such as Edukits.</li> </ul> </li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Principals indicate First Nations, Métis, and Inuit lead teachers are serving as a resource to support communication and the building of staff capacity related to First Nations, Métis, and Inuit education.</li> <li>Working with an Elder to strengthen relationships with families resulted in the creation of an Indigenous Advisory Council.</li> <li>Students participating in Aboriginal Studies 30: <ul style="list-style-type: none"> <li>Gained knowledge and awareness around historical, sociological, oral and literary context of First Nations, Métis, and Inuit culture and ways knowing.</li> <li>Gained critical thinking and writing skills applicable at a post-secondary level.</li> <li>Enhanced their learning and understanding through studying the work of Indigenous writers and scholars.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Engaging with Elders, Knowledge Keepers and Cultural Advisors to build cultural understanding and awareness relevant to school success for both students and staff.</li> <li>● Engaging Families: Schools made deliberate efforts to engage and build positive relationships with the families of their First Nations, Métis, and Inuit students, including: <ul style="list-style-type: none"> <li>○ Hosting sharing circles where parents offered insight into their own and their children’s educational experiences.</li> <li>○ Wahkhotowin nights (Indigenous cultural evenings).</li> </ul> </li> <li>● Schools and catchments made focused efforts to support school attendance.</li> <li>● amiskwaciy Academy, in partnership with MacEwan University, offered Aboriginal Studies 30 as part of a dual credit course.</li> </ul>	
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Explore and support incorporation of the OECD report <i>Promising Practices in Supporting Success for Indigenous Students</i> into instructional strategies and assessment practices.</li> <li>● Continue to provide dedicated time for lead First Nations, Métis, and Inuit teachers to collaborate throughout the year.</li> <li>● Indigenous Advisory Council will meet several times a year to gather feedback on a variety of topics; feedback will be shared with schools.</li> <li>● The First Nations, Métis, and Inuit Education unit will engage with principals, success coaches, high school completion coaches and post-secondary institutions for further exploration of transition programming and experiential learning opportunities intended to foster student engagement and success.</li> </ul>	





## PRIORITY 2

Provide welcoming, high quality learning  
and working environments.

## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal One: A Focus on Well-being and Student Citizenship

**Outcome:** Our learning and working environments are welcoming, inclusive, safe and healthy.

#### Why this outcome is important:

The District wants every student to grow, thrive and experience success throughout their learning journey. Consequently, the District supports student growth and development academically, socially and emotionally by ensuring they are learning in a welcoming, inclusive, safe and healthy school environment. This environment allows students to focus on their learning, prepares them for their future in post-secondary studies and/or the world of work and helps them gain a strong sense of citizenship and social responsibility.

#### Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
<b>WELL BEING and SAFE</b>								
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. <sup>1</sup>	88.7 (n= 50,439)	90.0 (n= 28,117)	89.5 (n= 27,937)	89.8 (n= 29,498)	89.0 (n= 30,596)	Very High	Declined Significantly	Acceptable
<b>CITIZENSHIP/ LEADERSHIP</b>								
Percentage of teachers, parents and students that are satisfied that students model active citizenship. <sup>1</sup>	83.6 (n= 50,529)	85.3 (n= 28,134)	84.9 (n= 27,962)	84.9 (n= 29,529)	83.7 (n= 30,631)	Very High	Declined Significantly	Acceptable
Your child is encouraged at school to be involved in activities that help the community.	78 (n= 3,649)	79 (n= 3,410)	79 (n= 3,744)	79 (n= 3,912)	78 (n= 4,015)	n/a	n/a	n/a
Students are encouraged at your school to be involved in activities that help the community.	90.0 (n= 3,627)	91.0 (n= 4,014)	92.0 (n= 3,936)	91.0 (n= 4,181)	91 (n= 4,431)	n/a	n/a	n/a
<b>WELCOMING</b>								
Students at your child's school respect each other.	81 (n= 3,667)	81 (n= 3,420)	81 (n= 3,737)	80 (n= 3,906)	80 (n= 4,013)	n/a	n/a	n/a
Students at your school respect each other.	93 (n= 3,644)	94 (n= 4,012)	94 (n= 3,966)	93 (n= 4,207)	92 (n= 4,454)	n/a	n/a	n/a
<b>INCLUSIVE</b>								
Students at your child's school help each other when they can.	78 (n= 3,669)	79 (n= 3,416)	79 (n= 3,757)	79 (n= 3,916)	78 (n= 4,021)	n/a	n/a	n/a
Students at your school help each other when they can.	96 (n= 3,641)	96 (n= 4,020)	97 (n= 3,962)	96 (n= 4,204)	96 (n= 4,452)	n/a	n/a	n/a

## What we heard in the 2018 District Feedback Survey:

More than 90 per cent of families who completed the survey think that schools are creating a caring, welcoming and inclusive learning environment.

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families	Teaching and Learning Staff	Community
School is a place where differences are respected.	89.9	81.2	93.0	97.1	93.8
School encourages students to demonstrate leadership.	80.4	75.6	86.1	96.2	n/a
I know how to ask for help when I have a problem with peers at school.	89.0	73.7	n/a	n/a	n/a
I/my child can get the support I/they need at school for their mental and physical well-being.	86.0	70.6	73.5	n/a	n/a
School encourages students to demonstrate citizenship.	n/a	n/a	90.1	96.6	n/a

Number of respondents can be found in Appendix A.

### What our results tell us:

- Despite a slight decline, data from both the Accountability Pillar and the District Feedback Survey indicates a high level of confidence in District schools as caring, respectful and safe environments as well as school being a place where students can demonstrate leadership and be involved in activities to help the community.
- The District Feedback Survey indicates the importance of ongoing District work to support student well-being, particularly in the areas of comprehensive school health and mental health.
- The District will need to continue to be proactive and responsive to the wellbeing and safety of students and staff and maintain efforts to build staff capacity.

## What We Did

District Mental Health Framework	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>• District Mental Health Framework was reviewed with staff from Inclusive Learning, Principal Instructional Services Committee, Student Senate, and central leadership staff. Framework was completed in August 2018.</li> <li>• Parent/Caregiver video series was developed in partnership with Alberta Health Services' RCSD and Edmonton Catholic Schools to support mental health. It includes tip sheets and strategies staff can use to support conversations with parents.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>• Feedback from various staff and student groups was used to inform the development of the framework.</li> <li>• Over 30 schools have used the action-planning page to inform the development of work plans for school-based mental health supports and services.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>• Launch and implement the Mental Health Framework District wide, beginning in October 2018.</li> </ul>	

<ul style="list-style-type: none"> <li>● Establish a steering committee to plan professional learning and identify resources that align with the Framework's vision and goals.</li> <li>● District staff will participate on the Edmonton Regional Post-Secondary Committee for Mental Health to support student transitions.</li> <li>● Release Caregiver videos as a resource for District staff.</li> </ul>	
<p style="text-align: center;"><b>Comprehensive School Health (CSH) Lead Teacher</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● A Comprehensive School Health (CSH) lead teacher was identified in 69 schools or central decision units.</li> <li>● The Teacher-Counsellors' Community of Practice met regularly on a six-week cycle throughout the school year, with over 60 schools represented.</li> <li>● The Physical Education Community of Practice met three times over the year, with 35 schools represented.</li> <li>● Developed a physical literacy team drive that provides resources to schools, with over 295 team members accessing and contributing.</li> <li>● A regular CSH e-newsletter was sent out highlighting lead teacher opportunities, health resources and community partner supports; 197 District staff subscribed to the newsletter.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● Lead teacher collaboration days facilitated the development of a research-based school mental health literacy resource for Grades 7, 8, and 9 students across the District. This project involved CSH Lead Teachers; CSH, CRS, Research and Innovation Central Units; Dalhousie University: Drs. Kutcher &amp; We; Alberta Health Services; and <a href="http://teenmentalhealth.org">teenmentalhealth.org</a>.</li> <li>● Many schools accessing CSH resources completed the Joint Consortium for School Health's <i>Healthy School Planner</i> to support their future planning around a healthy school community.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Continue the work to build staff capacity around the integration of school mental health literacy within Alberta Education's cross-curricular competencies. <ul style="list-style-type: none"> <li>○ Roll out the school-based mental health literacy to students will begin in January 2019. A three-year longitudinal research study will coincide to measure impact.</li> </ul> </li> <li>● Efforts will be made to increase the number of CSH lead teachers.</li> <li>● To support the work of lead teachers, a District healthy school planner assessment tool is being developed in collaboration with Research and Innovation.</li> </ul>	
<p style="text-align: center;"><b>Professional Learning - Comprehensive School Health</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● CSH facilitated or organized the following professional learning opportunities to build staff awareness, confidence and capacity related to mental health and wellbeing: <ul style="list-style-type: none"> <li>○ Go to Educator Mental Health Literacy Training.</li> <li>○ Counsellors' Community of Practice.</li> <li>○ Mental Health/Mental Health First Aid.</li> <li>○ Physical Literacy/Dr. Dean Dudley.</li> <li>○ Loose Parts Play at Recess pilot at District school site supported by Jump</li> </ul> </li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● As a result of the professional learning opportunities provided, staff capacity increased in the following ways: <ul style="list-style-type: none"> <li>○ 531 District staff were trained in the one-day Go To - Mental Health Literacy Training and a further eight District staff were trained as core trainers, resulting in 60 District trainers in total.</li> <li>○ 40 support staff were certified in <i>Healthy Relationships</i> training.</li> <li>○ 144 District staff were trained in Mental</li> </ul> </li> </ul>

<p>Start and Ever Active Schools.</p> <ul style="list-style-type: none"> <li>○ Teaching Sexual Health.</li> <li>● Organized Intersections and Connections CSH catchment PD Day supported by 40 community partnerships.</li> <li>● Offered <i>Healthy Relationships</i> training to District support staff supported by the Government of Alberta.</li> <li>● Supported the Student Senate in the planning and implementing of a second student mental health conference, <i>Stepping Forward Together</i>.</li> </ul>	<p>Health First Aid and one District staff completed Train the Trainer training.</p> <ul style="list-style-type: none"> <li>○ 49 District staff attended a professional learning series on mental health offered by the AHS Addiction and Mental Health Education Team.</li> <li>○ 132 staff and pre-service teachers participated in the <i>Teaching Sexual Health</i> conference held in partnership with University of Alberta.</li> <li>○ Over 1,500 District staff received catchment professional learning that supports Comprehensive School Health.</li> <li>○ 24 staff participated in the Pan Canadian/Australian Physical Literacy Share Day (in partnership with ECSD).</li> <li>○ 37 staff participated in the Nuts and Bolts of Physical Literacy (in partnership with ECSD).</li> <li>● 130 students participated in <i>Stepping Forward Together</i>. <ul style="list-style-type: none"> <li>○ Keynote speaker was Andrew Baxter, Coordinator, Mental Health Literacy Project for Alberta Health Services.</li> <li>○ Four breakout sessions were also delivered by District staff and community mental health partners.</li> </ul> </li> <li>● Staff feedback from professional learning opportunities is indicating an increase in their knowledge about mental health signs, symptoms and supports.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Continue to offer professional learning that promotes sustainable and inclusive approaches to supporting student health and wellbeing.</li> <li>● Continue providing staff access to a wide variety of comprehensive school health and mental health professional learning, collaborating with community organizations and government agencies.</li> <li>● Develop and offer professional learning that supports the District's Mental Health Framework.</li> <li>● Initiate a cohort of CSH Leads to inform the development of resources that promote a positive school culture and universal wellness.</li> <li>● Continue to work with the University of Alberta around the Teaching Sexual Health conference and the mentoring relationships between certificated teachers and pre-service teachers.</li> <li>● Develop a mental health literacy resource to support Go-To Educator trained school, staff who provide mental health support within their school communities.</li> <li>● Provide ongoing coaching and mentoring of catchment coordinators to support the CSH approach of planning for professional learning. <ul style="list-style-type: none"> <li>○ Four catchments are organizing CSH-focused professional learning on a catchment PD day for the 2018-2019 school year.</li> </ul> </li> </ul>	

## Supporting Diversity and Inclusion

### What we accomplished in 2017-2018

- Intercultural Consultants provided first language and cultural bridging supports between families and schools at:
  - Parent-teacher conferences.
  - Open houses.
  - Literacy evenings.
  - Expulsion hearings.
  - Assessment debriefings, etc.
- The four District Reception Centres continued to provide support for English Language Learners who were new to Canada within the last year.
- Sexual Orientation and Gender Identity (SOGI) Consultants continued to provide support schools and catchments through:
  - Professional learning.
  - Information on Gay-Straight Alliances/Queer-Straight Alliances (GSA/QSA).
  - Information on physical inclusions.
  - School council presentations.
  - Training for Safe Contacts, etc.
- Partnered with Edmonton Immigrant Services Association (EISA) to provide support for immigrant students across District schools.
- *Sharing Stories, Building Hope* Diversity Day 2018 was held in April, in partnership with the Phoenix Society for Interfaith Harmony.
- There were 282 trained SOGI Safe Contacts identified in District schools.
- Safe Contact Training was provided at two levels:
  - Basic Safe Contact Training.
  - Advanced Safe Contact Training.
- Edmonton Public Schools was one of three Alberta districts participating in the first year of the interprovincial educator network pilot, SOGI 1-2-3, a partnership between Alberta and British Columbia.

### Indicators

- All students and families supported at the Reception Centres received a family orientation to schooling provided in the family's first language; and all students were assessed using an English Language Proficiency Assessment.
- SOGI Consultants provided more than 75 confidential consultations to schools regarding questions or issues related to sexual orientation and gender identity.
- Settlement Workers from EISA supported students in 51 schools.
- 120 youth participated in Diversity Day 2018, attending sessions on diversity, learning from each other through their unique stories, challenging assumptions and biases and creating school initiatives that honour diversity and inclusion.
- An increase in the identification and training of Safe Contacts in our schools.
- The SOGI 1-2-3 pilot network provided consultants with opportunities to showcase EPSB work, learn from other districts and discuss creating an online resource platform.

### What we plan to do

- Continue to offer the support of Intercultural Consultants and English as a Second Language consultants at District Reception Centres and at the school level.
- SOGI Consultants will continue to provide supports to schools and catchments.
  - Continue to offer Gay Straight Alliance/Queer Straight Alliance (GSA/QSA) professional learning and collaboration for junior high and high school staff, and offer a new session designed specifically for elementary school GSA/QSAs for spring 2019.
  - Deliver professional learning around the District's transition to a third gender option, Gender X.

<ul style="list-style-type: none"> <li>Continue to foster the District's working relationship with EISA.</li> <li>The partnership with the Phoenix Society will continue to support diversity initiatives in schools, and will facilitate a theme of <i>Youth Voices across Canada</i> with the Harmony Movement.ca.</li> <li>Continue to offer training for newly identified Safe Contacts.</li> </ul>	
<b>Mental Health Transition Team</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Through stronger partnerships with tertiary services and clearer processes, more effective and efficient supports for students, families and schools were realized to support students with complex mental health needs and their transition back to community schools.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>The Mental Health Transition team provided support to over 50 students and their receiving schools this past year.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Continue to foster relationships with schools and community partners and collectively monitor the need for services to support better outcomes for students.</li> </ul>	
<b>Commit to Kids Program</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Six half-day Commit to Kids professional development sessions were held. These sessions were attended by 128 District staff.</li> <li>A conversation regarding next steps relating to the Commit to Kids Program was held with the HR Principal Committee.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>District staff who participated in the Commit to Kids sessions developed a deeper understanding of child exploitation and how to create safe school environments for kids.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Ongoing Commit to Kids training will continue to be offered.</li> </ul>	

## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal Two: Quality Infrastructure for All

**Outcome:** Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

#### Why this outcome is important:

The District believes quality infrastructure is a foundation for high quality teaching and learning. This includes our buildings and the supporting systems such as communication and transportation networks and addressing the needs of a growing student population. To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. A District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide the way the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth and ensures students have equitable access to learning environments to meet their needs, regardless of where they reside.

#### Key Performance Indicators

District Indicators	Results				
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>INFRASTRUCTURE</b>					
Number of District requested capital projects that received provincial funding.	10	5	0	3	3
New/Replacement Capital Construction projects funded.	6	0	0	3	3
Approved modular classrooms.	18	10	13	13	5
Major modernizations funded.	4	2	0	0	0
Percentage of school space used across the District.	71.0	75.0*	77.0	79.0	76.0
<b>TRANSPORTATION</b>					
Number of yellow bus riders at the end of June.	10,753	10,463	11,605	12,513	13,003
Percentage of yellow bus riders whose one-way trip is less than 60 minutes at end of September.		98.6	96.7	95.9	96.2
<b>TECHNOLOGY</b>					
Percentage of District sites with a minimum of 100 mb SuperNet link.	33.0	87.0	99.0	100	100

**Note:**

- Beginning in 2014-2015 results use the Instructional Area Model (IAM) utilization formula which defines capacity to be 100%. Before this, the ACU was used and defined 85% as capacity.

#### What we heard in the 2018 District Feedback Survey:

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families	Community members	Staff
My school is well maintained	90.9	79.3	90.2	91.2	93.7

Number of respondents available in Appendix A.

## Families and Community

Families (62.2 per cent) and community members (74.7 per cent) were more likely to indicate that schools in the District are appropriately located to meet K-12 student population demand compared to 2016-2017. Positive family perception increased by 4.9 per cent and community members by 10.8 per cent.

## Staff

Staff (92.5 per cent) indicated their place of work has reliable technology devices; and 93.8 per cent of teaching and learning staff indicated they have access to technology and digital environments at their schools that support teaching and learning.

### What our results tell us:

- Based on data from the District Feedback Survey, all stakeholders - students, families, staff and the community continue to have a positive perception of the District's ability to keep its buildings well-maintained. This may be reflective of the District's investment of significant funds into the maintaining and updating of District infrastructure in recent years.
- Based on District Feedback data, there is an increase in positive perception regarding the District's ability to locate schools to meet K-12 population demand.
- Despite an increase in the number of students accessing Yellow bus service, the District worked towards efficiencies and was able to increase the number of students whose ride time remains under one hour.

## What We Did

District Infrastructure Plan	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"><li>● Implemented Year 3 of the District Infrastructure Plan:<ul style="list-style-type: none"><li>○ Kim Hung students were hosted at Michael Phair School, and Shauna May Seneca students were hosted at Jan Reimer School until the new schools opened in January 2018.</li><li>○ Opened nine new school buildings for September 1, 2017.</li><li>○ Kim Hung and Shauna May Seneca school buildings opened on January 1, 2018.</li><li>○ Highlands modernization design began with input from community stakeholders.</li><li>○ Soraya Hafez (McConachie) and Thelma Chalifoux (Larkspur) Schools were designed through the Integrated Project Delivery (IPD) process and construction began in summer 2018.</li><li>○ Collaborated with Number 10 Architects, students, principals and community to vision a programming</li></ul></li></ul>	<b>Indicators</b> <ul style="list-style-type: none"><li>● Both Michael Phair and Jan Reimer Schools were successful in their efforts to host a school within their school community.</li><li>● Highlands School modernization project is progressing on time and on budget.</li><li>● Established the programming model and IPD team for Soraya Hafez and Thelma Chalifoux Schools.</li><li>● Established a partnership with the City of Edmonton that supports the inclusion of recreational amenities to the community within the Dr. Anne Anderson School project.</li></ul>

model for the new Dr. Anne Anderson High School.	
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Continue with final design and commence construction of Highlands School modernization.</li> <li>Complete construction of Mill Creek School replacement project; the school will open January 2019.</li> <li>Continue construction of Soraya Hafez and Thelma Chalifoux Schools.</li> <li>Finalize design and begin construction for Dr. Anne Anderson High School.</li> </ul>	
<b>Infrastructure Investment Framework (Unanticipated Actions)</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>In an effort to narrow the equity gap between schools, surplus funds were targeted towards the Capital Investment initiative.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>95 schools benefited from 155 projects targeted specifically towards improving learning environments. Feedback from District stakeholders has been positive.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Funding has been allocated in the 2018-2019 budget for additional investment into existing Infrastructure.</li> </ul>	
<b>Edmonton Student Transportation Authority</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Edmonton Public Schools and Edmonton Catholic Schools have entered into an informal arrangement to share costs on 25 individual bus routes beginning in September 2018.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>It is projected the shared bus routes will result in a cost savings of approximately \$600,000 for Edmonton Public Schools over the 2018-2019 year.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Administration from Edmonton Public Schools and Edmonton Catholic Schools will continue to explore opportunities to identify and implement additional shared routes for September 2019.</li> </ul>	
<b>Information Technology Infrastructure</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Continued with our evergreen plan to refresh core technologies. <ul style="list-style-type: none"> <li>A special project was struck to specifically address inadequate cabling infrastructure in our highest needs schools.</li> <li>Over 20% of schools had equipment refreshed which included consolidating many smaller network devices to larger enterprise level equipment.</li> </ul> </li> <li>Established a link to an Edmonton-based internet exchange, providing us with a second internet service provider.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>Network performance at the upgraded schools increased significantly.</li> <li>District internet capacity is now two times greater, resulting in the ability of schools to access new online technologies.</li> <li>Contracting a second internet service provider has resulted in more competitive pricing for internet bandwidth. The result is ongoing cost-savings to the District.</li> </ul>

**What we plan to do**

- Complete year three of the work to establish the District's 5 to 7 year refresh of core technologies model; upon completion of year three, the model will support a predictable ongoing operating budget.
- Leverage the opportunity of the Edmonton-based internet exchange to establish a disaster recovery system to provide key District technology services in the event of an outage.

### Professional Learning - Alberta Education Learning and Technology Policy Framework

**What we accomplished in 2017-2018**

- Designed and delivered focused professional learning in the area of Alberta Education's Learning and Technology Policy Framework (LTPF).
- Increased staff capacity in the area of Alberta Education's Learning and Technology Policy Framework through:
  - 30 new principals supported through LTPF overview presentations and Technology Integration Planning and Support (TIPS) team and HR-created online modules.
  - 75 school principals or self-identified school Edtech leads participated in the Edtech Practical Leadership LDF Module.
  - G Suite 'bootcamp' sessions resulted in 18 school EdTech Leads and all TIPS members completing Google-Certified Educator Level 1 certification.
  - Support provided across leadership teams and catchments, reaching over 3800 staff-contacts.
  - EPSB EdTech Google+ online community has 966 members and 81% of schools have identified an EdTech Lead.

**Indicators**

- New principals reported a better understanding of the LTPF, and their role in planning for technology integration.
- There is a greater capacity of staff in schools to provide EdTech leadership to their staff.
- Increased understanding of how G Suite tools and other District tools can be used in pursuit of student-centred learning.
- Increased amount of communication and collaboration between school staff members and members of TIPS team.

**What we plan to do**

- Take step towards the development of a virtual community of school-based EdTech leads through the blending of in-person and online engagement activities. This direction reflects feedback of participants.
- Continue to offer certification to all EdTech lead teachers.

### Information Technology - Equity Projects (Unanticipated Actions)

**What we accomplished in 2017-2018**

- Upgraded technology in 156 schools:
  - 3,407 student Chromebooks.
  - 1,708 staff workstations.
  - 502 monitors.
  - 74 Chromebook carts.
  - All staff now have workstations that are

**Indicators**

- Higher quality technology in the hands of teachers and students across the District results in less down-time and more efficiency.
- Moved closer to equitable access to technology in all schools. A 2:1

<p>5 years old or newer.</p> <ul style="list-style-type: none"> <li>District Technology, Facilities &amp; Maintenance, Purchasing, and the Distribution Centre worked together to deploy 5,691 staff and student devices in under 4 months (May to August 2018).</li> </ul>	<p>student:device ratio was maintained for K-9 sites and 3:1 ratio for Grades 10-12.</p>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Technology evergreening plans will be prepared for each school and maintained by the school and District Technology.</li> <li>Feasibility of an enterprise approach to evergreening student and teacher technologies will be explored.</li> </ul>	



## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal Three: Building Capacity Through a Culture of Collaboration and Distributed Leadership

**Outcome:** Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

#### Why this outcome is important:

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional development opportunities, leadership development, opportunities for collaboration and effective supports and services; the District strives to provide the high quality teaching and learning environments necessary for student success.

#### Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education. <sup>1</sup>	82.4 (n= 34,715)	83.0 (n= 19,122)	83.0 (n= 18,923)	83.3 (n= 19,747)	83.5 (n= 20,392)	Very High	Improved	Excellent
<b>PROFESSIONAL DEVELOPMENT AND GROWTH<sup>1</sup></b>								
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	79.1 (n= 3,644)	83.5 (n= 4,017)	84.1 (n= 3,971)	85.8 (n= 4,216)	86.8 (n= 4,457)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have significantly contributed to your ongoing professional development.	76 (n= 3,636)	80 (n= 4,006)	80 (n= 3,947)	83 (n= 4,184)	84 (n= 4,439)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.	85 (n= 3,624)	90 (n= 4,000)	92 (n= 3,953)	92 (n= 4,199)	92 (n= 4,446)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have effectively addressed your professional development needs.	76 (n= 3,640)	80 (n= 4,016)	80 (n= 3,962)	83 (n= 4,200)	84 (n= 4,445)	n/a	n/a	n/a

District Indicator - Leadership Development Framework	Results				
	2013-14	2014-15	2015-16	2016-17	2017-18
Number of registrations in professional learning opportunities through the Leadership Development Framework.	239	245	497	616	1,000

## What we heard in the 2018 District Feedback Survey:

Staff overwhelmingly agreed (94.9 per cent) that Edmonton Public Schools supports employee professional development and growth. They also strongly indicated that career development opportunities are available to them within the District (85.8 per cent) and that they can access professional learning opportunities to develop their leadership skills (82.8 per cent).

Despite the high satisfaction staff have around the opportunities for professional learning, staff continue to indicate a lower level of agreement with their ability to use their leadership skills in the District (70.1 per cent). Their perception that leadership development opportunities helped them become a better leaders remains unchanged (66.6 per cent). It must be noted that more than 20 per cent of staff provided the response “don’t know” to these two questions.

### What our results tell us:

- The Accountability Pillar data indicates a very high percentage of students, families and staff are satisfied with the District’s ability to provide a broad range of programming opportunities for students, which is reflective of the District’s commitment to high quality learning opportunities.
- The Accountability Pillar shows an increasing number of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the District has been focused, systematic and contributed significantly to their ongoing professional growth. This result aligns with District Feedback Survey data indicating that 94.9 per cent of staff perceive that the District supports employee professional development and growth.
- There continues to be an opportunity to further understand the interplay between leadership development professional growth opportunities and staff perceptions around their opportunities to demonstrate and experience leadership.

## What We Did

Summer Institutes	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"><li>• The following professional learning opportunities were available to District staff through Summer Institute offerings:<ul style="list-style-type: none"><li>○ <i>Writing Workshop for First Year Participants from the Reading and Writing Project</i> (K-2, 3-5, 6-8).</li><li>○ <i>Literacy Foundations</i> (Elementary and Secondary).</li><li>○ <i>Foundations of Mathematics</i> (K-3, 4-6, 7-12).</li><li>○ <i>Math Interventions - What Strategies Work For Struggling Learners?</i></li><li>○ <i>Off To A Good Start</i> (Combined Grades, Second Languages, Subject Specific and Cross-Curricular Planning).</li><li>○ <i>A Deeper Understanding Of Mental Health In Schools.</i></li><li>○ <i>Augmentative And Assistive Technology Inquiry.</i></li><li>○ <i>Play In Your Early Years Program.</i></li><li>○ <i>Building Cultural Identity in the Early</i></li></ul></li></ul>	<b>Indicators</b> <ul style="list-style-type: none"><li>• Through the flexibility and structure of Summer Institutes staff have the opportunity for an intensive multi-day learning experience around a given topic or area of professional growth.</li><li>• 533 staff participated in Summer Institutes ranging from three to eight days in length.</li><li>• Of the participants who provided feedback, 98 per cent indicated they were satisfied with the professional learning received.</li><li>• Groups of staff from the Summer Institute form professional connections that carry on into the school year.</li><li>• There is increasing staff interest to participate in Summer Institute professional learning opportunities.</li></ul>

<p><i>Years.</i></p> <ul style="list-style-type: none"> <li>○ <i>Supporting Your English Language Learners.</i></li> <li>○ <i>Exploring Project Based Learning and STEAM.</i></li> <li>○ <i>Teaching Students with Autism Spectrum Disorders.</i></li> <li>○ <i>Non-Violent Crisis Intervention.</i></li> <li>○ <i>District Orientation.</i></li> <li>○ <i>Understanding and Supporting Regulation for Students with Autism.</i></li> <li>○ <i>Not Communicating?...Now What?</i></li> <li>○ <i>Trauma-Informed Care-From What's Wrong With You to What Happened With You.</i></li> <li>○ <i>Supporting Student Literacy and Numeracy.</i></li> <li>○ <i>Supporting Independence Through Visuals.</i></li> </ul>	
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Summer Institutes will be provided again in August 2019.</li> <li>● Staff from Central DUs will develop an offering of Summer Institute Professional Learning responsive to the needs of District staff.</li> </ul>	
<p style="text-align: center;"><b>Leadership Development Framework and Principal Readiness Framework</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● Implemented pilot of e-learning delivery for Staff Supervision and Evaluation for new principals.</li> <li>● Expanded number of sessions offered through the Leadership Development Framework (LDF) by 42 per cent (total of 47 modules). <ul style="list-style-type: none"> <li>○ Collaborated with units across Central to deliver a range of meaningful and relevant topics.</li> <li>○ 80 participants in Coaching Skills for Leaders and 62 registrants to the Harvard Manage Mentor suite of 41 online modules.</li> </ul> </li> <li>● Continued to build capacity for school leadership by offering the 1st year (29 participants) and 2nd year (27 participants) Principal Development Programs and the Aspiring Principal Development Program (22 participants).</li> <li>● Offered 32 Pre-District Leadership Meeting (DLM) professional learning sessions for District principals.</li> <li>● Initiated conversations to explore the</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● 100 per cent of first year principals reported that they had the tools, resources and strategies to support their work; 95 per cent reported the e-learning delivery method assisted their learning.</li> <li>● Participation in LDF modules increased by 63 per cent (total of 1,000 participants). <ul style="list-style-type: none"> <li>○ 87.6 per cent of participants completing an exit survey were satisfied with the modules offered through the LDF.</li> <li>○ Additionally, the exit survey data indicated that 66 per cent of these participants integrated knowledge learned into their work on a daily or weekly basis.</li> </ul> </li> <li>● 457 District leaders participated in pre-DLM professional learning sessions. <ul style="list-style-type: none"> <li>○ The satisfaction rating for these sessions was 87 per cent. All catchments indicated high value from these sessions and the desire for this learning model to continue into 2018-2019.</li> </ul> </li> </ul>

<p>implications of the new Leadership Quality Standard (LQS).</p>	
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Integrate learning from the e-learning delivery pilot for Staff Supervision and Evaluation to inform a hybrid model for the 2018-2019 school year for all first year principals.</li> <li>● Continue to work collaboratively across central units to refine LDF modules based on feedback and responsiveness to District needs. This year additional modules will be offered to support the development of foundational knowledge of First Nations, Métis, and Inuit education as well as Career Pathways.</li> <li>● The Leadership Development Principal committee will explore ways to continue to enhance existing leadership development initiatives with a focus on building capacity of assistant principals and aspiring assistant principals.</li> <li>● Continue to provide pre-DLM professional learning for principals; this work will be reflective of the Leadership Quality Standard.</li> </ul>	
<p><b>Educational Assistants</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● Recruiting efforts for new Educational Assistants (EAs) continued. Approximately 600 individuals, interested in Educational Assistant work with EPSB, attended the EA Open House in March, 2018.</li> <li>● Catchments and various central D.U.s planned and provided a variety of professional learning opportunities specifically relevant to the role of EAs.</li> <li>● Additionally, 1,469 EAs participated in approximately 133 different sessions related to their roles and responsibilities.</li> <li>● To help prepare new Educational Assistants for the complexity of the classroom 99 participants attended an eight day Summer Institute.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● 466 new educational assistant supply staff were hired.</li> <li>● Through targeted professional learning, EAs acquired concepts and strategies to better support student learning. <ul style="list-style-type: none"> <li>○ EAs are feeling increased confidence in their ability to support student learning and principals are seeing evidence of this through the nature of work EAs are doing daily in classrooms.</li> </ul> </li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Continue with focused efforts in support of the recruiting and development of Educational Assistants.</li> <li>● Continue to provide professional learning targeted specifically to the role of Educational Assistants.</li> </ul>	
<p><b>Custodial Leadership Preparation Program</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● As part of a larger Human Resources strategy to prepare and support custodial staff for leadership roles within the District, the Custodial Leadership Preparation Program was developed in collaboration with CUPE Local 474 and implemented in 2017-2018.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● 23 custodial staff participated in the 18 sessions of the Custodial Leadership Program and learned skills and strategies to prepare them for leadership roles.</li> </ul>

<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Continue to offer the Custodial Leadership Program and refine as necessary to meet ongoing needs.</li> </ul>	
<b>Administrative Assistant Program</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Training was provided for support staff with office duties around District software applications, including Finance Live!, PowerSchool, SchoolZone, Fee Management System and Quickbooks.</li> <li>The Lead Administrative Assistant Program and The Administrative Assistant D/E Program was offered for support staff interested in the opportunity to prepare for the role of lead administrative assistant in a school office.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>498 support staff participated in training related to District software applications.</li> <li>21 support staff who completed the Lead Administrative Assistant program or the Administrative Assistant D/E Program learned skills and processes that should enable them to successfully transition over to these roles.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Continue to offer District software training for support staff.</li> <li>Continue to offer the Lead Administrative Assistant program and the Administrative Assistant D/E Program.</li> </ul>	
<b>Schools and Catchments</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Principals of each catchment worked together to develop their catchment plan including establishing goals and identifying equity projects.</li> <li>Several catchments resourced the role of a Catchment Coordinator to facilitate collaboration and communication amongst staff across the catchment.</li> <li>The culture of collaboration is evident in the work of catchments. Teachers are forming professional relationships and coming together to work in the following ways: <ul style="list-style-type: none"> <li>Vertical and horizontal collaboration between and across schools around curriculum and assessment.</li> <li>Collaborative work across schools in the areas of numeracy and literacy.</li> <li>Targeted communities of practice supporting ELL, First Nations, Métis, and Inuit students, assessment practices, etc.</li> <li>Catchment level leadership development programs.</li> <li>Increased communication and professional connections between the</li> </ul> </li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>As a result of working together and building professional relationships and networks, principals are seeing the following: <ul style="list-style-type: none"> <li>Collaboration has strengthened professional practice around the use of common literacy practices.</li> <li>Teachers from across the catchment are sharing strategies that enable them to better meet the diverse learning needs of their students.</li> <li>Collaboration has enhanced relationships between staff from across schools, improving communication and ultimately supports for students.</li> <li>Through communities of practice and shared professional learning opportunities staff have indicated their learning needs are honoured and respected.</li> <li>Through connecting with catchment colleagues staff are demonstrating increased confidence in taking risks related to coaching and engaging in reflective professional conversations.</li> </ul> </li> </ul>

<p>elementary, junior high and high school teachers across the catchment.</p>	<ul style="list-style-type: none"> <li>○ Some principals reported that the structure of their staff meetings has evolved to include time for professional collaboration. This designated time to collaborate builds professional capacity and is valued by teachers.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Additional catchments intend to hire a catchment curriculum coordinator to support the work of the catchment, professional learning, working groups, etc.</li> <li>● Several catchments intend to continue their collaborative work related to building capacity in their teachers (e.g., literacy, numeracy, assessment, etc.).</li> <li>● Principals will continue to explore and plan for ways that enable their teachers to come together for collaborative professional learning.</li> </ul>	



## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal Four: A Culture of Excellence and Accountability

**Outcome:** The District is grounded in effective, efficient, equitable and evidence-based practices.

#### Why this outcome is important:

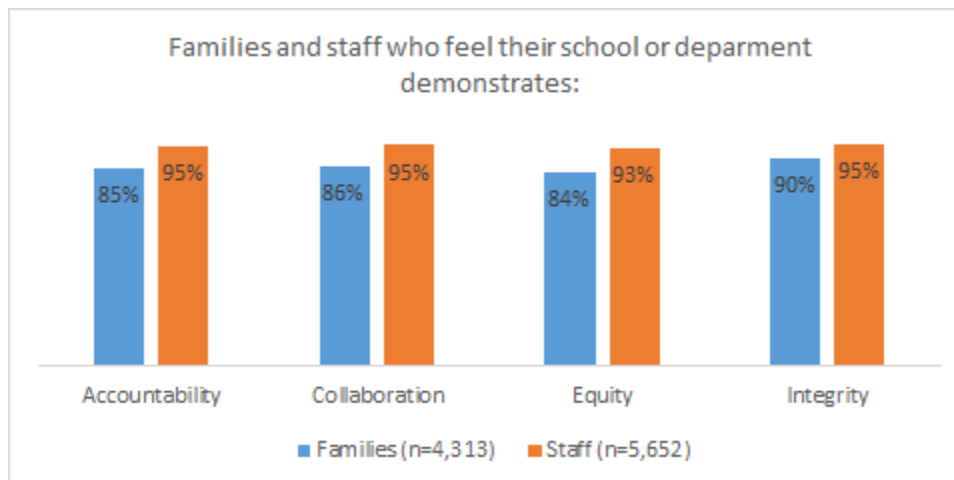
Edmonton Public Schools believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies. The District has heightened its focus on evidence-based decision-making as an approach to support its intended outcome of success for every student.

#### Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. <sup>1</sup>	78.0 (n=49,965)	80.1 (n=27,558)	80.9 (n=27,730)	81.8 (n=29,250)	80.4 (n=30,306)	High	Declined	Acceptable
Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community. <sup>1</sup>	65.0 (n=7,227)	71.6 (n=27,969)	71.5 (n=27,757)	72.9 (n=29,315)	72.5 (n=30,408)	n/a	n/a	n/a
<b>ACCOUNTABILITY AND EXCELLENCE</b>								
Percentage of teachers, parents and students satisfied with the overall quality of basic education. <sup>1</sup>	89.8 (n=50,697)	91.0 (n=28,155)	90.8 (n=28,000)	91.1 (n=29,560)	90.8 (n=30,671)	Very High	Maintained	Excellent

#### What we heard in the 2018 District Feedback Survey:

Overall, 95.7 per cent of staff think the District is a great place to work, 78.2 per cent agree that the District operates as efficiently as possible within its allocated resources and 79.3 per cent agree that the District uses research and evidence to inform planning and decision making. The District's Cornerstone Values are confirmed by the high number of families and staff who view their school or department as being accountable, collaborative, equitable and having integrity.



### What our results tell us:

- There is very high satisfaction from students, families and teachers with the overall quality of basic education provided by District schools and programs.
- Additionally, the District Feedback Survey indicates staff feel the District is a great place to work.
- The District Feedback Survey confirms the importance of the District Cornerstone Values as they are lived through our daily work and as they are perceived by our families.
- The Accountability Pillar demonstrates an opportunity to build confidence around the District's decisions related to the accessibility and delivery of programs and services.

## What We Did

Strategic Planning and Reporting	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"><li>• Continued to provide the Board of Trustees with a series of Strategic Plan Update reports as a means of communication between the Board of Trustees and District Administration; these reports also serve as a means of communicating with the general public.</li><li>• Supported the newly elected Board of Trustees in their efforts to develop their four-year strategic direction.</li></ul>	<b>Indicators</b> <ul style="list-style-type: none"><li>• Collaborated with other central units to bring forward seven additional Strategic Plan Update Reports to the Board of Trustees.<ul style="list-style-type: none"><li>○ These reports reflected a deeper insight into key areas of the Strategic Plan and often included a complementary school story to bring the topic of the report to life within the context of a school community.</li></ul></li></ul>
<b>What we plan to do</b> <ul style="list-style-type: none"><li>• In 2018-2019, administration will continue to explore ways to represent the data and content of the Strategic Plan Update Reports in a manner that promotes readability across a broad range of stakeholders, and reflects an overall culture of evidence-based decision-making.</li><li>• 2018 feedback from the Board of Trustees will help to inform and strengthen strategic plan reporting going forward.</li></ul>	
District Data Dashboard	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"><li>• Dashboard development continued to progress in the 2017-2018 school year and was informed by the voice of school leaders. The following features were added to the dashboard:<ul style="list-style-type: none"><li>○ The incorporation of District Feedback Survey results for schools and central departments.</li><li>○ Metrics related to school building data.</li><li>○ An interactive map feature highlighting District infrastructure metrics.</li></ul></li><li>• Work was done to support the transition of the School Profile Pages onto the Internal Dashboard. The profile pages highlights a variety of data elements related to a school community such as student enrolment</li></ul>	<b>Indicators</b> <ul style="list-style-type: none"><li>• Users of the Dashboard now have access to a broadened set of metrics to support evidence-based discussions.</li><li>• The profile pages have been successfully transitioned to the Dashboard and are available to school leaders and senior administration.</li></ul>

<p>demographics, achievement results and school budget information. The profile pages are intended to support evidence-based discussions about a school community.</p>	
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>• Continue to improve the Dashboard, in response to the needs of its end users.</li> <li>• Expand the School Profile Page feature to include Catchment Profile Pages. This feature will provide a static, high level overview of various data sets related to a catchment to support planning and collaboration.</li> <li>• Support the building of staff capacity in the use of the various data sets now available on the Dashboard.</li> </ul>	
<p style="text-align: center;"><b>Schools and Catchments</b></p>	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Catchments model the value of equity through their work around the distribution of equity funding.</li> <li>• Catchments model the value of accountability through their commitment to a set of shared goals developed annually in their catchment plan.</li> <li>• Catchments model the value of collaboration by collectively working together in support of quality teaching and learning and student success.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Decisions around the allocation of funds are made with consideration to social vulnerability data, unanticipated complexity and individual school circumstances. Many schools within a catchment do not access equity resources in order to ensure more complex needs can be addressed in other schools.</li> <li>• Principals of each catchment collaborated around a set of goals that inform the work of the catchment over the course of the school year. These goals served as a shared direction and principals are collectively responsible to support this work, monitor progress and ultimately report on their outcomes.</li> <li>• Many projects across catchments reflect the District's culture of evidence-based decision-making and include: <ul style="list-style-type: none"> <li>○ Use of action-research process to collect meaningful pre and post assessments to measure impact of instructional strategies.</li> <li>○ Building capacity around triangulation of evidence.</li> <li>○ Increased collaborative marking.</li> <li>○ Refinement of assessment congruence strategies.</li> </ul> </li> <li>• Across catchments, principal voice reflects the shared responsibility for the success of all students Kindergarten through to high school completion. Collectively, school leaders create the conditions to support building teacher capacity, strategically use equity funds for the most vulnerable students and are committed to the success of their catchment.</li> </ul>

**What we plan to do**

- In their collective commitment to student success catchments will continue to:
  - Refine an evidence-based approach to informing their work.
  - Focus on building teacher and staff capacity through professional learning.
  - Support collaborative professional practices that enhance quality teaching and learning.





## PRIORITY 3

Enhance public education through communication,  
engagement and partnerships.

## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Goal One: Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

#### Why this outcome is important:

A child's first "teachers" in life are their parents—and a lot of life learning has happened before a child's first day of school. Through the K–12 journey towards high school completion, parents are extending responsibility for growth and development of their children to include school staff. This is both a privilege and opportunity for parents and educational staff in schools to work together so that each child grows, thrives and experiences school success in their readiness for life beyond Grade 12.

#### Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
<b>PARENTAL INVOLVEMENT<sup>1</sup></b>								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	78.9 (n=7,324)	79.5 (n=7,447)	78.9 (n=7,705)	79.6 (n=8,092)	79.4 (n=8,428)	High	Maintained	Good

Alberta Education Accountability Pillar	Results (in percentages)				
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>PARENTAL INVOLVEMENT<sup>1</sup></b>					
To what extent are you involved in decisions about your child's education (parents)?	82 (n=3,599)	82 (n=3,360)	81 (n=3,648)	81 (n=3,801)	81 (n=3,934)
To what extent are you involved in decisions at your child's school (parents)?	59 (n=3,612)	60 (n=3,362)	59 (n=3,674)	59 (n=3,818)	58 (n=3,943)
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents).	65 (n=3,487)	66 (n=3,246)	64 (n=3,557)	67 (n=3,703)	64 (n=3,833)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents).	78 (n=3,625)	80 (n=3,364)	79 (n=3,681)	79 (n=3,830)	80 (n=3,953)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents).	75 (n=3,559)	75 (n=3,322)	74 (n=3,642)	76 (n=3,781)	75 (n=3,898)
To what extent are parents or guardians involved in decisions about their child's education (teachers).	82 (n=3,611)	82 (n=3,983)	82 (n=3,951)	83 (n=4,190)	83 (n=4,396)
To what extent are parents or guardians involved in decisions at your school (teachers).	78 (n=3,612)	79 (n=3,965)	79 (n=3,906)	81 (n=4,144)	81 (n=4,350)
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their child's education (teachers).	91 (n=3,608)	91 (n=3,958)	92 (n=3,889)	92 (n=4,131)	92 (n=4,348)
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school (teachers).	90 (n=3,618)	90 (n=3,999)	90 (n=3,930)	90 (n=4,164)	91 (n=4,365)
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered (teachers).	89 (n=3,592)	89 (n=3,961)	88 (n=3,915)	89 (n=4,144)	89 (n=4,342)

## What we heard in the 2018 District Feedback Survey:

Families continue to be most involved in their child's education by attending parent/guardian-teacher conferences, monitoring homework and attending school events. Their information about school mainly comes from Schoolzone, conversation with their child and speaking with other parents/guardians. These results are identical to those from the 2016-2017 District Feedback Survey.

### Families

- 84.5 per cent are aware of opportunities to be involved in their child's education.
- 82.5 per cent receive information about their child's learning that helps them support their children.
- 88.6 per cent have opportunities to communicate with their child's teacher.
- 85.7 per cent agree that staff collaborate with parents/guardians.

### Staff

- 95.0 per cent agree that parents/guardians have multiple ways to be involved in their child's education.

#### What our results tell us:

- Results from both the Accountability Pillar and the District Feedback Survey indicate a high parent satisfaction around the opportunity to be involved in their child's education.
- The District Feedback Survey indicates that 82.5 per cent of parents receive information about their child that helps them support their child and 88.6 per cent have opportunities to communicate with their child's teacher. However, from the Accountability Pillar we know that work needs to be done to better communicate and engage with parents regarding opportunities to inform decisions at their child's school.
- In both the Accountability Pillar and District Feedback Survey results, teacher perceptions around parental involvement was significantly higher than parental perception.

## What We Did

SchoolZone - Pilot	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"><li>• Conducted a pilot in 37 schools representing 19,500 students to test the enhanced features of SchoolZone to inform District-wide implementation of the updated tool.</li><li>• SchoolMessenger was launched for emergency scenarios to contact parents.</li></ul>	<b>Indicators</b> <ul style="list-style-type: none"><li>• Stakeholder feedback from the pilot and SchoolZone analytics were used to inform final design decisions and implementation District wide.</li><li>• SchoolMessenger was used three times to contact parents in 2017-2018.</li></ul>
<b>What we plan to do</b> <ul style="list-style-type: none"><li>• Continue to monitor and enhance functionality of SchoolZone as required.</li><li>• Continue to use data around parent engagement patterns to inform best practices in the District.</li><li>• Continue to offer professional development to staff to ensure up-to-date and effective practice supporting parent engagement with SchoolZone.</li></ul>	
District Feedback Survey	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"><li>• Increased participation rates for the District Feedback Survey by:</li></ul>	<b>Indicators</b> <ul style="list-style-type: none"><li>• There was an increase of 11 per cent in the number of parents who completed the survey</li></ul>

<ul style="list-style-type: none"> <li>○ Prompting families to participate in the survey upon completion of pre-enrolment for their child(ren).</li> <li>○ Posting links in both the School News and District News sections of SchoolZone.</li> <li>○ Distributing the link through various social media channels.</li> </ul>	(2017 n=3,873 to 2018 n=4,313).
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>● Continue to focus efforts to explore ways to increase participation rates for all stakeholder groups, with a specific focus on family and community members.</li> </ul>	
<b>Alberta School Councils' Association (ASCA)</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>● Continued to work closely with the Alberta School Councils' Association (ASCA) to provide opportunities for parents to engage with each other and their school communities: <ul style="list-style-type: none"> <li>○ Offered school council training to support parents in their facilitation and running of a school council.</li> <li>○ Provided information and ongoing support to school councils.</li> <li>○ Provided each school council with free membership to ASCA.</li> </ul> </li> <li>● To build capacity of District leaders in their work to support school parent councils, ASCA presented sessions to various District leadership and aspiring leader groups.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>● The District ensured that there was no financial barrier to any school council being an active member with the ASCA. This reflects the District's Cornerstone Value of equity.</li> <li>● 46 aspiring and District leaders participated in professional learning provided by ASCA.</li> </ul>
<b>What we plan to</b> <ul style="list-style-type: none"> <li>● Continue to collaborate with ASCA in support of District school councils and building District capacity to partner with parents.</li> <li>● The District will continue to provide all schools with a membership to ASCA.</li> </ul>	
<b>Schools and Catchments - Parents</b>	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>● Strong school-family relationships are foundational to student success. Schools and catchments engaged with families in a variety of ways to foster these relationships: <ul style="list-style-type: none"> <li>○ Organized guest speakers for parents on topics such as adolescent mental health.</li> <li>○ Hosted family evenings focusing on junior high and high school transitions.</li> <li>○ Offered family evenings focused on</li> </ul> </li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>● Schools with success coaches and family liaison workers reported increased trust and communication between families and school leadership around circumstances that may impact children's well-being.</li> <li>● When schools made strategic and deliberate efforts to invite families to events they were seeing increased participation.</li> </ul>

<p>literacy and numeracy.</p> <ul style="list-style-type: none"> <li>○ Accessed intercultural services and multi-language communication support to enhance connections with families.</li> <li>○ Leveraged success coaches to assist the school in building relationships with complex families.</li> <li>○ Recognized parent involvement through Volunteer appreciation.</li> <li>○ Engaged families with the opportunity to provide feedback.</li> </ul>	
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Schools will continue to explore how best to engage and work with families in support of student success including offering parent education events across the catchment.</li> <li>● Continue to find ways to remove communication barriers with families.</li> </ul>	



## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Goal Two: Supports for the Whole Child

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**Outcome:** Community partnerships are established to provide supports and services to foster growth and success of students and families.

#### Why this outcome is important:

The entire community has a role to play in supporting student success. The diversity and complexity of need across our student body requires expertise, knowledge and skills beyond that of professional educators. In order for all students to engage and learn in the classroom no matter their background, capabilities or circumstances, we will need to work closely with our fellow community stakeholders who share our commitment to the success and wellbeing of children and youth.

#### What we heard in the 2018 District Feedback Survey:

##### Staff

- Staff perceive Edmonton Public Schools as having partnerships that enhance and support student success.
  - 93.1 per cent believe their school has partnerships that support student success.
  - 91.2 per cent think the District as a whole has partnerships that support student success.
  - 90.5 per cent feel students facing challenging circumstances can access supports and services provided by partnerships through their school.

##### Families and Community

- 59.5 per cent of families are aware of community partnerships that support student success.
- Community members are positive about their relationships with staff (94.5 per cent) and the effectiveness of the decision making process with staff (89.0 per cent).
- 85.9 per cent have access to the school space required to support the services and programs they offer.

#### What our results tell us:

- The District values building formal partnerships with community agencies, organizations and businesses to provide critical supports and services to our students and families
- At the school level, staff value the opportunity to collaborate and work with community partners in support of student success. While school staff are significantly aware of the presence of community partners in their school, parents are less familiar with these same partners. There is opportunity for the District to improve communication that acknowledges the support of our community partners who walk alongside our students on their learning journeys.
- Our community partners were highly satisfied with their working relationships with District staff, including the ability to participate in decision making. Satisfaction with access to school space remains high but has come down from last year's result (94.6 per cent in 2017).

## What We Did

District Partnership Framework	
<p><b>What we accomplished in 2017-2018</b></p> <ul style="list-style-type: none"> <li>● As part of the District's partnership framework: <ul style="list-style-type: none"> <li>○ Reviewed the initial District data set collected through the School-Community Relationship Identifier (SCRI) to better understand how this information can inform strategic District-level partnership engagement.</li> </ul> </li> <li>● Developed and signed a range of agreements supporting various school-community initiatives, including but not limited to Memorandums of Understanding, grants, scholarship establishment documents and partnership service agreements. This work also included collaborating with General Counsel around the development of District MOU templates and standard requirements around signed agreements.</li> <li>● Provided support to a variety of community members who contacted the District to explore how they could have a working relationship with the District or contribute to the success of our students.</li> <li>● Built relationships with various post-secondary institutions to explore the potential for dual credit offerings and other credentials for students.</li> <li>● Built relationships with community organizations, funders and unions to support the delivery of dual credit opportunities.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● Completed the establishment of a new community-sponsored scholarship for up to \$10,000 annually towards a student's post-secondary studies.</li> <li>● All schools inputted their initial SCRI information in the Tracker Tool on Peoplesoft. This information will assist schools in the following ways: <ul style="list-style-type: none"> <li>○ The information in the tracker tool supports the sustaining of school community relationships particularly when there is a change in school leadership.</li> <li>○ Information about community supports is automatically fed to a celebratory acknowledgement space on the school's website.</li> </ul> </li> <li>● The District signed memorandums of understanding and service contracts with post-secondary institutions and community organizations to provide student access to dual credit opportunities and other certifications and credentials.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Continue to develop District practices and templates to support clarity and efficiency for school and central leaders in their work with community partners. <ul style="list-style-type: none"> <li>○ Gather feedback from school leaders to enhance the functionality and effectiveness of the SCRI Tracker Tool.</li> </ul> </li> <li>● Complete the establishment of two new district-level community sponsored scholarships for post-secondary studies.</li> <li>● Continue to explore strategic partnerships with post-secondary, business and community organizations to support dual credit opportunities and other certifications and credentials for students.</li> <li>● Continue to work cross-organizationally to support the development of District processes and protocols around signed agreements and community partner access to District information.</li> </ul>	

Rundle Community Hub	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>A Rundle Steering Committee was established and a terms of reference was developed to inform how the Steering Committee would work together.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>The Steering Committee met six times and organized and hosted a community open house in the spring highlighting some of the new building tenants and programming for members of the community aged “2 to 92”. This work was done in collaboration with Metro Continuing Education, District Property Management and stakeholders of the Rundle community.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>The Rundle Steering Committee will continue to meet in 2018-2019 to support the various aspects of work necessary to help transition the facility from an operational school to a community resource. <ul style="list-style-type: none"> <li>The District will continue to document the successes and challenges of this work, including the evolving business plan reflective of the costs related to revenues and expenditures. This project serves as a model to help inform future opportunities in other mature neighbourhoods.</li> </ul> </li> </ul>	
Provincial School Nutrition Program	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Supported Year 2 of the Provincial School Nutrition Program. Worked with the two participating District schools and our community partner, e4c, in the delivery of the program.</li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>Through the School Nutrition Program, made available a daily meal that was universally available to all students in both schools.</li> </ul>
<b>What we plan to do</b> <ul style="list-style-type: none"> <li>Provide central leadership and support to Year 3 of the Alberta Education School Nutrition Program, this will include: <ul style="list-style-type: none"> <li>Onboarding of 20 new schools into the program.</li> <li>Serving as a point of contact between Alberta Education and the District.</li> <li>Supporting schools in fulfilling mid-year and June reporting requirements.</li> </ul> </li> <li>Develop nutrition resources and opportunities that support school nutrition programming across the District.</li> </ul>	
School and Catchment Partnerships	
<b>What we accomplished in 2017-2018</b> <ul style="list-style-type: none"> <li>Schools worked with community for a variety of different purposes in support of student success. The following are key areas where schools are building strategic relationships to enhance learning, supports and services they are able to offer their students and families. <ul style="list-style-type: none"> <li>Career Pathways.</li> <li>Early Learning.</li> </ul> </li> </ul>	<b>Indicators</b> <ul style="list-style-type: none"> <li>In collaboration with community partners schools were able to offer the following types of programs, supports and services: <ul style="list-style-type: none"> <li>Enriched and experiential learning opportunities.</li> <li>After-school programming.</li> <li>Tutoring.</li> <li>Mentorship.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Enrichment and out-of-school-time programming.</li> <li>○ Literacy and Numeracy.</li> <li>○ Wraparound supports.</li> <li>○ Mental Health supports.</li> <li>○ First Nations, Métis, and Inuit culture and education.</li> <li>○ Cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>○ Access to therapeutic counselling supports.</li> <li>○ Supports for families.</li> <li>○ Nutrition supports.</li> <li>○ Cultural experiences and learnings.</li> <li>○ Sports and recreation activities.</li> <li>○ Leadership opportunities.</li> <li>● Principals consistently reported that community supports enhance student engagement and participation in learning and foster positive citizenship within the school community.</li> <li>○ Principals often correlated community supports with improved attendance, decreased behavioural concerns, enhanced relationships with students and families and stronger academic outcomes.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Catchments and schools will continue to strategically develop community partnerships that best support their students.</li> </ul>	



## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Goal Three: Engaged and Effective Governance

**Outcome:** The District is committed to ongoing communication, participation and engagement that enhances public education.

#### Why this outcome is important:

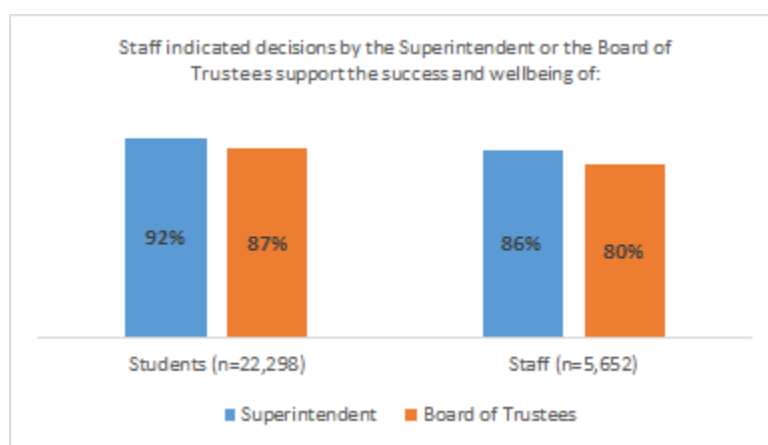
The District strives for transparent and trusting relationships with all educational stakeholders, students, staff, parents, community and partners through inclusive and responsive communication and processes. The District is laying the foundation for generative participation, public assurance and confidence in decision making and policy development through communication, engagement and accountability.

#### Key Performance Indicators

District Indicator	Results				
	2013-14	2014-15	2015-16	2016-17	2017-18
Number of staff, students, parents and community members who responded to the District Feedback Survey.				31,542	32,457
For 2017, the following responded to the survey: 12,456 Grades 3 and 5 students; 9,340 Grades 8 and 11 students; 5,444 staff; 3,873 parents; 429 community members or partners. Responses from the 2017 survey will serve as a baseline. For 2018, the following responded to the survey: 13,210 Grades 3 and 5 students; 9,088 Grades 8 and 11 students; 5,652 staff; 4,313 families; 194 community partners and members of the general public.					

#### What we heard in the 2018 District Feedback Survey:

Staff are significantly aware of how their work contributes to the achievement of the goals and outcomes of the District Strategic Plan (93.8 per cent). Additionally staff feel that the Board of Trustees and the Superintendent of Schools make decisions that support the success and wellbeing of students and staff.



#### Students

- 40.6 per cent of students are aware of the Student Senate and 35.9 per cent know how to bring forward an idea/issue to their representative, this is a slight decrease from last year.

#### Families and Community

- Families' awareness of the role of Trustees, the District's Strategic Plan, their child(ren)'s School Plan and what is being done to achieve these plans ranges from 45.6 per cent to 60.2 per cent.
- 74.2 per cent of the community perceive that Edmonton Public Schools uses feedback from parents/guardians.
- 77.8 per cent of community members perceive that schools are actively involved in the community.

- Community awareness of Edmonton Public Schools' Strategic Plan and what is being done to achieve the goals is 40.4 per cent and 38.5 per cent, respectively.

#### What our results tell us:

- District staff expressed a high level of confidence in the leadership and decision making of both the Board of Trustees and the Superintendent.
- Foundational to the direction of their leadership is the District Strategic Plan, 93.8 per cent of District staff positively confirmed their awareness of the Plan. The direction of the Plan is a shared responsibility between the Board of Trustees and the Superintendent and serves as the foundation to the District's work in support of students.
- Despite strong staff awareness, feedback from families and community indicates there is opportunity for the District to strengthen awareness around its Strategic Plan.
- In its second year, awareness of the Student Senate dropped by about 5 per cent among students in Grades 8 and 11, indicating the importance of ongoing engagement with students across District high schools and junior highs.

### Board of Trustees and Student Senate

#### What we accomplished in 2017-2018

- Supported the onboarding and establishment of a new Board of Trustees, following the October 2017 municipal election.
- Provided support to the Board of Trustees in their review of the District strategic direction, including the implementation of a public engagement strategy to gather stakeholder voice around what was important in terms of student success.
- Supported the operations of the Student Senate. The Senate serves as a means to promote student governance and provide meaningful student voice.

#### Indicators

- After engaging with stakeholders, the Board of Trustees finalized a first draft of a 2018-2022 Strategic Plan.
- Student Senators presented to the Board of Trustees three times. Senators completed three projects: a student mental health conference, a series of brochures and videos about time management and a website listing post-secondary scholarships and admission information.

#### What we plan to do

- Administration will continue to support the Board of Trustees in their efforts to fulfill the priorities and goals of the District Strategic Plan.
- Continue to support the work of the Student Senate as well as reflect upon ways to further enhance student governance across the District.

### Board Policy and Administrative Regulations

#### What we accomplished in 2017-2018

- Supported the work of the Board of Trustees Policy Review Committee, around the following:
  - Second and third reading of Board Policy HG.BP Student Behaviour and Conduct.

#### Indicators

- Board Policy HG.BP Student Behaviour and Conduct set the direction for expectations around student behaviour for the District and served as the foundation to the development of Administrative Regulation HG.AR Student Behaviour and Conduct and a District Student

<ul style="list-style-type: none"> <li>○ First reading of the draft revised Board Policy HAA.BP Aboriginal Education.</li> <li>○ First, second and third reading of revised Board Policy IJA.BP Electioneering and Politically Motivated Communications.</li> <li>○ Review and alignment of policies impacted by <i>Bill 24: An Act to Support Gay-Straight Alliances</i>.</li> <li>○ Preparation for the legalization of cannabis.</li> <li>○ Environmental scan around the renaming of District buildings.</li> <li>○ Work to inform first draft of the review of Board Policy GGAB.BP Multicultural Education.</li> <li>● Supported policy development through engagement and consultation, including: online surveys and focus groups with students, key stakeholders and parents.</li> <li>● Worked collaboratively across central units on the development and review of administrative regulations, including the following: <ul style="list-style-type: none"> <li>○ Administrative Regulation HG.AR Student Behaviour and Conduct.</li> <li>○ Review and alignment of administrative regulations relevant to <i>Bill 24: An Act to Support Gay-Straight Alliances</i>.</li> <li>○ Administrative Regulation CW.AR Purchasing and Disposal.</li> <li>○ Administrative Regulation DCA.AR Video Surveillance Systems.</li> <li>○ Administrative Regulation GI.AR Teaching and Learning Resources.</li> <li>○ Administrative Regulation GNDB.AR Flying and Displaying Flags in Schools.</li> </ul> </li> <li>● Supported administrative regulation development through stakeholder engagement and consultation.</li> </ul>	<p>Rights and Responsibilities template articulating expectations for District students.</p> <ul style="list-style-type: none"> <li>● Alberta Education indicated the District's work to align with <i>Bill 24: An Act to Support Gay-Straight Alliances</i> was compliant.</li> <li>● GNDB.AR Flying and Displaying Flags in Schools provided clarity to schools around appropriate displaying and maintaining of flags; this clarity helped to support the successful introduction of the Treaty 6 and Métis flags into the indoors of school communities.</li> </ul>
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>● Continue to provide administrative support to the Board of Trustees' Policy Review Committee.</li> <li>● Strategic District Supports will continue to provide leadership and support to the review and development of a variety of administrative regulations. <ul style="list-style-type: none"> <li>○ This work will include strategic efforts to support communication and awareness of administrative regulations.</li> </ul> </li> </ul>	

## Stakeholder Engagement

### What we accomplished in 2017-2018

- To support key infrastructure initiatives the District engages with stakeholders to help inform decisions. In 2017-2018 District stakeholders had the opportunity to participate in the following:
  - Britannia community engagement.
  - Highlands School project visioning sessions.
  - Mill Creek final design and initial construction engagement.
  - Community engagement to inform the naming of three new District schools in the Larkspur, Heritage Valley and McConachie neighbourhoods.
  - Program review of the Child Study Centre at Garneau School.
  - Consultation around the design and vision for Dr. Anne Anderson High School.
- The Board of Trustees implemented phase one of an engagement plan to support the establishment of the District's 2018-2022 Strategic Plan:
  - Additional questions were added to the annual District Feedback Survey to gather staff, student, parent and community perspective around areas of critical focus in support of student success.
  - The Board reviewed the current Strategic Plan based on stakeholder feedback and current results.
  - The Boards sought stakeholder input around the District's vision statement.
- The District Feedback Survey was administered to students in Grades 3, 5, 8 and 11, as well as to staff, families and community members.

### Indicators

- A community supported consolidation concept was identified for the Britannia community.
- A community supported design concept was achieved for the Highlands School modernization.
- Community better understood the construction process and had an avenue to report concerns regarding the Mill Creek new school build; excitement around the new school was also heightened.
- The Board of Trustees implemented a formal selection process from the list of names informed by community submissions to select the names of the three new schools:
  - Soraya Hafez (McConachie).
  - Thelma Chalifoux (Larkspur).
  - Dr. Anne Anderson (Heritage Valley).
  - This early naming of the schools allows for these namesakes to be represented in the design of the buildings.
- Through consultation with staff and parents the Child Study Centre at Garneau School transitioned to a Science Alternative program effective September 2019.
- Schools and central DUs received their District Feedback Survey data in June 2018 to help inform decision making. A total of 32,457 stakeholders completed the District Feedback Survey:
  - 13,210 Grade 3 and 5 students.
  - 9,088 Grade 8 and 11 students.
  - 4,313 parents/guardians.
  - 5,652 staff.
  - 194 community members.

### What we plan to do

- District Infrastructure will continue to engage with stakeholders around capital projects, proposed attendance areas, mature community conversations, the naming of schools and program planning.
- The District Feedback Survey will be reviewed to confirm that the survey meets the needs of the end-user, and remains a useful source of data to inform decision making.
- In the fall of 2018 administration will support Phase 2 of the engagement strategy to inform the establishment of the 2018-2022 Strategic Plan; this work will focus on student success and feedback around the District's vision statement.

## Engaging Parents and Community Members through Social Media

### What we accomplished in 2017-2018

- Used social media as a strategy to support parent and community engagement.
- Achieved the milestone of 10,000 followers on Twitter and Facebook.
  - The District made 250 posts on Facebook.
  - The District made 1,409 tweets on Twitter.

### Indicators

- There was an increase in both Facebook fans and Twitter followers.
- Facebook and Twitter analytics show that despite an increase in followers overall engagement decreased.
- There remains strong engagement with posts that highlight how we are living elements of our District Strategic Plan:
  - Student success (e.g., the year-end “Dear Students” video featuring teachers sharing how students inspire them).
  - Initiatives that demonstrate District values in action (e.g., Pink Shirt Day).
  - Community connections (e.g., new school namesake announcements).

### What we plan to do

- Continue to explore engaging, efficient, cost-effective ways of creating content that resonates with our audiences.

## Media Relations

### What we accomplished in 2017-2018

- Implemented a new tracking sheet to monitor media relations and media support provided to schools to better understand issues facing the District, data trends and where we can improve our media relations work.

### Indicators

- 1,510 stories published about the District in 2017-2018.
  - 92 per cent were balanced/positive.
  - Stories viewed, heard or seen 258.5 million times.
- 141 media pitches; 77 per cent were covered; 81 per cent of the coverage aligns with the District’s vision and mission.

### What we plan to do

- The District increased positive media coverage in the 2017-2018 school year and is looking to maintain these gains going forward.

## New District Intranet

### What we accomplished in 2017-2018

- To support enhanced communication and access to information the District launched its new internal District intranet, *Connect*.
  - In recognition that the new intranet would impact all staff, extensive communication and training began early in the 2017–2018 school year.
  - 200 central staff were trained on how

### Indicators

- In May 2018, the month of *Connect*’s launch, the intranet had 577,912 page views.
- In the same month, the Help Desk reported significantly fewer support requests than anticipated.
- After using *Connect* for less than two months, 72 schools specifically requested to be early adopters of the school section.

<p>to write for the web and use the intranet's software to manage their own communications.</p>	
<p><b>What we plan to do</b></p> <ul style="list-style-type: none"> <li>Like central DUs, schools will need training on the software to manage their section of the intranet. Training sessions and ongoing support will be offered for school staff throughout the 2018–2019 school year.</li> </ul>	

# Summary of Financial Results and Budget Summary

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***To be inserted after November 28, 2018 Board Meeting***

# Capital and Facilities Projects and Plans

The District's Three-Year Capital Plan 2019-2022, guided by the Planning Principles, was approved by the Board on March 20, 2018, and submitted to the Province of Alberta. The Plan was amended on October 9, 2018, to remove two priorities which were funded after the Plan was submitted, and to specify that the Space for Students in Mature Communities discussion related to the Britannia Cluster has concluded with identification of Concept C as the preferred option to request funding for. This calls for a new replacement Pre-Kindergarten to Grade 3 school on the Mayfield School site and a new replacement Kindergarten to Grade 9 school on the Britannia School site.

## Capital and Facilities Projects

The following is a list of capital and facilities projects for the 2017-2018 school year.

### New School Buildings

Edmonton Public opened nine new school buildings for September 1, 2017. Two of these new schools also welcomed students from Kim Hung and Shauna May Seneca Schools while final construction was completed. The 'School Within a School' concept was used to accommodate student instruction from the four schools in two buildings. Kim Hung and Shauna May Seneca Schools moved into their new buildings in December and started classes on January 8, 2018.

Infrastructure had the following new school projects underway in 2017-2018:

Shauna May Seneca	K-9	Completed and opened to students January 8, 2018.
Kim Hung	K-9	Completed and opened to students January 8, 2018.
Mill Creek Replacement School	K-6	Construction (anticipated completion December 2018).
Soraya Hafez (Pilot Sound)	K-6	Design completed and construction began in August 2018.
Thelma Chalifoux (Larkspur)	7-9	Design completed and construction began in August 2018.
Highlands (Modernization and Addition)	K-9	Schematic design was developed.
Dr Anne Anderson School (Heritage Valley High school)	10-12	Integrated Project Delivery (IPD) project; tenders for general contractor closed and interviews held.
Westlawn	K-4	IPD project and grant agreement approval received from Province.
Westlawn	5-9	IPD project and grant agreement approval received from Province.
Chappelle East	K-9	IPD project and grant agreement approval received from Province.

## Modernizations

Several modernizations were underway during the 2017-2018 school year, and include the following:

Caernarvon	5-8	Substantial completion of instructional areas received.
Alberta School for the Deaf	1-12	75% complete (Fall 2019).
Ross Sheppard	10-12	Last phase of construction in instructional areas started in August 2017 in the centre wing of the school. This phase is scheduled to be completed by the end of February 2019. The complete project will be complete by the end of September 2019.

## Replacement School/School Consolidation

On March 22, 2018, the Government of Alberta announced funding for a new Kindergarten to Grade 9 school in the developing neighborhood of Chappelle East, as well as two new replacement schools for the Westlawn Cluster (a new Kindergarten to Grade 3 school on the Afton School site and a new Grades 4 to 9 school on the Westlawn School site).

## Addressing Student Enrolment Growth Pressures

Over the course of the 2017-2018 school year, five modular classrooms funded by Alberta Education were installed, and six additional modular classrooms were funded from Capital Reserve, operationalized for the current 2018-2019 school year.

## Infrastructure, Maintenance and Renewal Projects

One thousand one hundred twenty-four (1,124) Infrastructure, Maintenance and Renewal Projects totaling \$30 million were initiated and completed. In addition, \$20 million of surplus funds were invested to create equity across the District through facility upgrade projects (147) in District schools. These projects included interior painting, gym floor refinishing, front entrance/general office reconfiguration, classroom furniture replacement and ceiling tile replacements.

## High School Accommodation Projects

The second year of the High School Accommodation Framework included facility improvements totaling \$2,000,000. These were made in attendance area high schools to maximize capacity, to provide short-term relief from enrolment pressure or to begin to incrementally prepare schools in a phased way for future student enrolment.

## Alternative Special Needs Program Growth and Shifting Demands (Pre-Kindergarten)

In Year 3 of the Early Years Program strategy, the planned shift for a Hub at Duggan and a Satellite at Waverley was successfully completed. This did not contribute to more Pre-Kindergarten classes in Zone 3; however, right-sized the program for that area. In Zone 4, two Hub classes were deactivated at Mayfield School as a result of the planned shift in program capacity between the hubs and satellite classes in the area.

## **Reinvestment in Central Services Facilities to accommodate extra supports for growing school/student populations**

To accommodate extra supports for growing school and student populations in the District, the following initiatives were pursued:

- Centre for Education renovations included a new entrance to the main floor conference rooms that eliminated the need for pedestrian traffic to enter staff work areas, as well two new main floor meeting rooms to facilitate family conferences.
- Relocation of Inclusive Learning staff to Waverley School from RJ Scott School in continued support of an Inclusive Learning model to distribute professional staff closer to the school locations they serve.

## **Summary of Facility and Capital Plans**

A summary of the District's Ten-Year Facilities Plan and Three-Year Capital Plan can be viewed on the District's website: <http://www.epsb.ca/ourdistrict/results/capitalplanning/>.

## Whistleblower Protection

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Section 32 of the *Public Interest Disclosure (WhistleBlower Protection) Act* (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

Edmonton Public Schools reported no disclosures for 2017-2018.



## Appendix A: District Feedback Survey

In April 2018, the District surveyed students in Grades 3, 5, 8 and 11, staff, parents and community. The complete 2018 District Feedback Survey report is found on the [District's website](#), which includes results from five surveys:

- Grades 3 and 5 students
- Grades 8 and 11 students
- Staff
- Parents
- Community Members and Partners

The 2018 District Feedback Survey is a comprehensive report. For the purpose of the 2017-2018 Annual Education Results Report and 2018-2021 Three-Year Education Plan, measures that most directly align to the District's Strategic Goals and Outcomes are included. The question used in this 3YEP/AERR, the survey delivered, and the number of respondents to the survey (n) are included along with the results.

### Priority 1, Goal 1

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
I feel my child will be ready for learning in Grade 1 (Pre-Kindergarten/Kindergarten Parents Only)	550	88.6%	3.1%	8.4%	433	88.2%	4.4%	7.4%
I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Pre-Kindergarten/Kindergarten Parents Only)	550	88.7%	5.8%	5.5%	433	88.7%	6.0%	5.3%
I know what children in my Pre-Kindergarten/Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only)	828	96.6%	0.2%	3.1%	682	97.7%	0.4%	1.9%
This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the following developmental milestones (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only):								
• Awareness of Self and Environment for learning in Grade 1	705	89.9%	1.7%	8.4%	682	88.6%	2.2%	9.2%
• Social Skills and Approaches to Learning for learning in Grade 1	705	89.9%	2.3%	7.8%	682	89.9%	1.8%	8.4%
• Cognitive Skills for learning in Grade 1	705	88.7%	2.7%	8.7%	682	87.4%	2.9%	9.7%
• Language and Communication for learning in Grade 1	705	89.1%	3.2%	7.8%	682	88.0%	3.4%	8.7%
• Physical Development - Fine motor for learning in Grade 1	705	89.1%	3.0%	7.9%	682	87.7%	3.2%	9.1%
• Physical Development - Gross motor for learning in Grade 1	705	89.0%	2.9%	8.1%	682	88.1%	2.9%	8.9%

## Priority 1, Goal 2

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Learning is important to me (Student Grades 3 & 5)	13,207	95.9%	2.1%	2.0%	12,456	96.7%	3.3%	0.0%
Learning is important to me (Student Grades 8 & 11)	9,088	93.2%	4.5%	2.3%	9,340	93.1%	4.3%	2.6%
I feel that learning is important to my child (Family)	4,313	95.9%	3.1%	1.1%	3,873	92.1%	6.9%	1.0%
My school has helped me improve in Mathematics (Student Grades 3 & 5)	13,210	91.6%	5.1%	3.4%	12,456	93.8%	6.2%	0.0%
My school experience has helped me improve in Mathematics (Student Grades 8 & 11)	9,088	78.8%	16.3%	4.9%	9,340	80.0%	14.8%	5.2%
The experience of school has helped my child improve in Mathematics (Family)	4,313	82.3%	12.1%	5.6%	3,873	82.5%	12.1%	5.4%
My school has helped me write for different purposes (Student Grades 3 & 5)	13,210	92.1%	3.5%	4.4%	12,456	94.7%	5.3%	0.0%
My school experience has helped me write for different purposes (Student Grades 8 & 11)	9,088	75.4%	16.8%	7.7%	9,340	78.2%	14.9%	7.0%
The experience of school has helped my child write in a variety of ways for different purposes (Family, n=4,313)	4,313	81.4%	10.9%	7.7%	3,873	78.5%	12.8%	8.7%
My school has helped me understand the information I read (Student Grades 3 & 5)	13,210	93.2%	3.4%	3.3%	12,456	95.0%	5.0%	0.0%
My school experience has helped me understand the information I read (Student Grades 8 & 11)	9,088	83.6%	10.0%	6.4%	9,340	87.0%	8.8%	4.3%
The experience of school has helped my child understand the information they read (Family)	4,313	87.6%	7.4%	5.1%	3,873	89.3%	6.8%	3.9%
My teachers and school staff help me learn (Student Grades 3 & 5, n=13,207)	12,307	96.6%	1.8%	1.7%	12,456	97.9%	2.2%	0.0%
My teachers and school staff help me learn (Student Grades 8 & 11, n=9,088)	9,088	88.6%	7.7%	3.7%	9,340	88.5%	7.8%	3.7%
I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (T&L Staff: Teachers Only)	3,377	99.4%	0.4%	0.1%	3,418	99.2%	0.7%	0.2%
<b>Staff</b> I have the knowledge and skills to program for/support students in need of specialized supports and services (T&L Staff Only, n=4,357)	4,357	84.0%	13.4%	2.5%	4,338	82.4%	14.7%	2.9%
I have the knowledge and skills to program for/support students who are English Language Learners (ELL) (T&L Staff Only, n=4,357)	4,357	79.1%	16.5%	4.4%	4,338	73.5%	22.3%	4.3%
I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (FNMI) (T&L Staff Only, n=4,357)	4,357	73.0%	19.1%	7.9%	4,338	71.7%	21.0%	7.4%

### Priority 1, Goal 3

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
<b><u>Transition to post-secondary</u></b> My school prepares me for transition to post-secondary (Student Grades 8 & 11)	9,088	63.2%	19.0%	17.8%	9,340	66.1%	18.6%	15.2%
My child is being prepared at school for successful transition to post-secondary (Grades 7-12 Families Only)	1,130	63.4%	18.6%	18.1%	1,051	66.0%	16.9%	17.0%
Edmonton Public Schools prepares students for a successful transition to post-secondary(Community)	194	72.6%	14.4%	12.9%	429	69.5%	15.6%	14.9%
My school prepares students for successful transition to post-secondary (T&L Staff - Grades 7 - 12 Only)	1,707	78.6%	9.4%	12.0%	1,659	78.2%	9.7%	12.2%
<b><u>Transition to world of work</u></b> My school prepares me for transition to the world of work (Student Grades 8 & 11)	9,088	57.1%	29.6%	13.3%	9,340	58.6%	29.3%	12.1%
My child is being prepared at school for successful transition to the world of work (Grades 7-12 Families Only)	1,130	55.5%	24.4%	20.1%	1,051	56.6%	22.1%	21.3%
Edmonton Public Schools prepares students for a successful transition to the world of work (Community)	194	64.4%	18.0%	17.5%	429	61.3%	22.4%	16.3%
My school prepares students for successful transition to the world of work (T&L Staff - Grades 7 - 12 Only)	1,707	76.4%	13.8%	9.8%	1,659	75.9%	14.2%	9.9%
At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Grade 11 only)	3,734	72.2%	21.4%	6.3%	3,860	69.8%	23.0%	7.2%
Students can access career planning assistance and resources in my school (T&L Staff - Grades 7 - 12 Only)	1,707	82.7%	7.9%	9.4%	1,659	81.6%	8.5%	9.9%

	2017-2018		2016-2017	
Skill/Knowledge/Attitude	What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (Select your top 5 from the list below) (Family, n=4,313)	What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (Select your top 5 from the list below) (Community, n=194)	What skills, knowledge and/or attitudes are most important for students to have when entering the workforce? (Select your top 5 from the list below) (Parents, n=3,873)	What skills, knowledge and/or attitudes are most important for students to have when entering the workforce? (Select your top 5 from the list below) (Community, n=429)
Reading	87.8% (1st)	89.7% (1st)	16.2%	17.1%
Writing	69.9% (4th)	77.3% (2nd)	13.4%	14.5%
Document Use	5.9% (9th)	5.7% (9th)	1.3%	1.4%
Numeracy	48.3% (6th)	51.5% (6th)	8.0%	7.8%
Oral Communication	65.6% (5th)	61.9% (5th)	15.2%	14.8%
Digital Technology	31.3% (8th)	29.9% (8th)	7.6%	7.5%

Thinking	72.9% (2nd)	71.1% (3rd)	14.4%	14.0%
Working with Others	72.2% (3rd)	70.1% (4th)	15.5%	16.1%
Continuous Learning	46.1% (7th)	42.8% (7th)	8.2%	6.8%

## Priority 2, Goal 1

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
<b>Safe</b> I feel safe at school (Student Grades 3 & 5)	13,207	91.7%	3.9%	4.5%	12,456	95.0%	5.0%	0.0%
I feel safe at school (Student Grades 8 & 11)	9,088	87.2%	6.7%	6.1%	9,340	87.1%	7.1%	5.8%
My child's school is focused on student safety (Family)	4,313	90.8%	5.7%	3.5%	3,873	89.5%	6.5%	4.0%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are focused on student safety (Community)	194	91.8%	5.6%	2.6%	429	85.3%	7.9%	6.8%
My school is a safe learning environment for students (T&L Staff Only)	4,357	96.6%	3.0%	0.4%	4,338	97.3%	2.1%	0.5%
I feel safe when I am online at school (Student Grades 3 & 5)	13,202	86.7%	7.8%	5.4%	12,456	90.5%	9.5%	0.0%
I feel safe when I am online at school (Student Grades 8 & 11)	9,088	88.7%	6.8%	4.5%	9,340	89.6%	6.2%	4.3%
I feel safe when travelling to or from school (Student Grades 8 & 11)	9,088	88.8%	7.0%	4.1%	9,340	90.5%	6.0%	3.5%
District working environments are safe (Staff, n=5,652)	5,652	95.3%	2.6%	2.2%	5,444	96.2%	2.1%	1.8%
<b>Welcoming</b> I feel welcome at my child's school (Family)	4,313	90.5%	6.5%	3.0%	3,873	89.7%	7.7%	2.7%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools feel welcoming (Community)	194	93.8%	5.2%	1.0%	429	86.2%	8.4%	5.4%
My school feels welcoming (T&L Staff Only)	4,357	96.7%	2.9%	0.4%	4,338	96.8%	2.8%	0.4%
District working environments are welcoming (Staff)	5,652	95.1%	2.4%	2.6%	5,444	95.1%	2.4%	2.5%
<b>Belonging</b> I feel I belong in my school (Student Grades 3 & 5)	13,208	86.9%	7.4%	5.8%	12,456	89.6%	10.4%	0.0%
I feel I belong in my school (Student Grades 8 & 11)	9,088	76.1%	15.2%	8.8%	9,340	77.4%	13.4%	9.2%
<b>Inclusive</b> I feel my child belongs/is included in his/her school (Family)	4,313	92.0%	6.0%	2.0%	3,873	91.9%	6.5%	1.7%
My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions) (Student Grades 3 & 5)	13,208	89.9%	5.1%	4.9%	12,456	94.1%	5.9%	0.0%

My school is a place where differences are respected (e.g. beliefs, cultures, identities and religions) (Student Grades 8 & 11)	9,088	81.2%	13.6%	5.2%	9,340	82.5%	12.7%	4.8%
My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Family)	4,313	93.0%	3.9%	3.1%	3,873	92.8%	3.5%	3.7%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions) (Community)	194	93.8%	5.2%	1.0%	429	88.6%	6.3%	5.1%
My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Staff)	5,652	97.1%	1.7%	1.1%	5,444	97.2%	2.1%	0.7%
District working environments are inclusive (Staff)	5,652	94.6%	2.0%	3.3%	5,444	95.0%	2.0%	3.0%
<b>Healthy</b> District working environments are healthy (Staff)	5,652	88.6%	7.5%	4.0%	5,444	88.1%	8.3%	3.7%
My school has helped me make good choices about daily physical activity (Student Grades 3 & 5)	13,210	91.1%	4.5%	4.4%	12,456	93.5%	6.5%	0.0%
My school experience has helped me make good choices about daily physical activity (Student Grades 8 & 11)	9,088	73.7%	19.8%	6.5%	9,340	72.6%	20.5%	6.9%
School has helped my child make good choices about daily physical activity (Family)	4,313	81.8%	10.2%	8.0%	3,873	80.7%	10.6%	8.7%
My school has helped me make good choices about healthy eating (Student Grades 3 & 5)	13,210	85.5%	8.3%	6.1%	12,456	89.3%	10.7%	0.0%
My school experience has helped me make good choices about healthy eating (Student Grades 8 & 11)	9,088	54.5%	35.0%	10.5%	9,340	54.5%	34.3%	11.2%
School has helped my child make good choices about healthy eating (Family)	4,313	70.3%	15.3%	14.5%	3,873	70.4%	15.0%	15.0%
In my school, I can get the support I need for my mental and physical well-being (Student Grade 3 & 5)	13,210	86.0%	6.0%	8.0%	12,456	91.6%	8.4%	0.0%
In my school, I can get the support I need for my mental and physical well-being (Student Grades 8 & 11)	9,088	70.6%	17.3%	12.0%	9,340	70.3%	17.6%	12.2%
At school, my child can get the support they need for their mental or physical well-being (Family)	4,313	73.6%	12.5%	13.9%	3,873	70.1%	13.8%	16.1%
<b>Citizenship</b> My child's school encourages students to demonstrate citizenship (being involved in your community and respecting other people) (Family)	4,313	90.1%	4.1%	5.8%	3,873	90.1%	4.8%	5.2%
My school encourages students to demonstrate citizenship (T&L Staff Only)	4,357	96.6%	2.5%	0.9%	4,338	96.6%	2.5%	0.8%
I know how I need to behave in school (Student Grades 3 & 5)	13,210	96.9%	1.5%	1.6%	12,456	98.2%	1.8%	0.0%
I know how I need to behave in school (Student Grades 8 & 11)	9,088	96.0%	2.3%	1.7%	9,340	96.0%	2.5%	1.5%

## Priority 2, Goal 2

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
My school building is well kept (Student Grades 3 & 5)	13,210	90.9%	4.8%	4.3%	12,456	94.4%	5.6%	0.0%
My school building is well maintained (Student Grades 8 & 11)	9,088	79.3%	15.7%	5.0%	9,340	78.8%	15.5%	5.7%
My child's school building is well maintained (Family)	4,313	90.2%	6.6%	3.2%	3,873	88.6%	8.4%	3.0%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are well maintained facilities within the community (Community)	194	91.2%	6.1%	2.6%	429	84.9%	11.2%	4.0%
My place of work is well maintained (Staff)	5,652	93.7%	5.6%	0.7%	5,444	93.4%	6.2%	0.4%
Learning spaces inside the school are kept clean (Student Grades 3 & 5)	13,210	87.3%	7.9%	4.8%	12,456	91.0%	9.0%	0.0%
Learning spaces inside the school are kept clean (Student Grades 8 & 11)	9,088	80.7%	14.3%	5.0%	9,340	81.0%	14.6%	4.4%
My place of work is kept clean (Staff)	5,652	92.2%	7.3%	0.5%	5,444	92.9%	6.8%	0.2%
<b>Technology</b> My place of work has reliable technology devices (Staff)	5,652	92.5%	6.4%	1.1%	5,444	93.2%	6.2%	0.6%
<b>NEW</b> My place of work has a reliable high-speed network (Staff)	5,652	94.7%	4.2%	1.1%	n/a	n/a	n/a	n/a
My school has access to appropriate technology and digital learning environments to support teaching and learning (T&L Staff Only)	4,357	93.7%	4.9%	1.4%	4,338	96.4%	2.6%	1.0%
<b>Location of District Schools</b> Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand (Family)	4,313	62.2%	23.8%	14.0%	3,873	57.3%	28.6%	14.1%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are appropriately located to meet K-12 student population demand (Community)	194	74.7%	16.5%	8.8%	429	63.9%	25.2%	11.0%

## Priority 2, Goal 3

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Career development opportunities are available to me within the District (Staff)	5,652	85.8%	6.3%	7.9%	5,444	85.3%	7.6%	7.1%

I can access professional learning to help me develop my leadership skills (Staff)	5,652	82.8%	4.6%	12.7%	5,444	82.2%	5.3%	12.5%
The leadership development opportunities I have experienced in the District have helped me become a better leader (Staff)	5,652	66.6%	5.5%	27.8%	5,444	65.9%	7.1%	27.0%
I have opportunities to use my leadership skills in the District (Staff)	5,652	70.1%	8.2%	21.7%	5,444	70.1%	9.2%	20.7%
Edmonton Public Schools supports employee professional development and growth (Staff)	5,652	95.0%	3.5%	1.6%	5,444	94.0%	4.7%	1.3%

## Priority 2, Goal 4

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
<b><u>Culture of Excellence</u></b> Edmonton Public Schools is a great place to work (Staff)	5,652	95.7%	2.3%	2.1%	5,444	96.1%	2.2%	1.6%
<b><u>Accountability</u></b> In general, staff at my child's school demonstrate accountability (Family)	4,313	84.9%	7.4%	7.7%	3,873	83.2%	8.8%	8.0%
In general, staff in my school/central department demonstrate accountability (Staff)	5,652	94.7%	3.1%	2.2%	5,444	94.9%	3.2%	1.9%
<b><u>Collaboration</u></b> In general, staff at my child's school demonstrate collaboration with parents/guardians (Family)	4,313	85.7%	8.4%	5.9%	3,873	84.3%	9.9%	5.8%
In general, staff in my school/central department demonstrate collaboration (Staff)	5,652	94.9%	3.7%	1.3%	5,444	95.7%	3.4%	0.9%
<b><u>Integrity</u></b> In general, staff at my child's school demonstrate integrity (Family)	4,313	89.6%	5.0%	5.4%	3,873	90.0%	5.4%	4.7%
In general, staff in my school/central department demonstrate integrity (Staff)	5,652	95.3%	3.0%	1.7%	5,444	95.9%	2.7%	1.3%
<b><u>Equity</u></b> In general, staff at my child's school demonstrate equity (Family)	4,313	83.5%	7.0%	9.5%	3,873	83.2%	7.2%	9.6%
In general, staff in my school/central department demonstrate equity (Staff)	5,652	93.3%	3.6%	3.1%	5,444	93.5%	3.7%	2.8%
<b><u>Evidence-based practices</u></b> Edmonton Public Schools uses research and evidence to inform District planning and decision making (Staff)	5,652	79.3%	3.2%	17.5%	5,444	80.6%	2.9%	16.5%
<b><u>Efficiency</u></b> Edmonton Public Schools operates as efficiently as possible within its allocated resources (Staff)	5,652	78.2%	7.5%	14.4%	5,444	78.7%	7.4%	13.9%

### Priority 3, Goal 1

	2017-2018				2017-2018			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
I am aware of opportunities to be involved in my child's education (Family)	4,313	84.4%	10.6%	5.0%	3,873	83.8%	10.8%	5.4%
My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T&L Staff Only)	4,357	95.1%	2.3%	2.7%	4,338	95.0%	2.5%	2.6%
The information I receive about my child's learning at school helps me to support my child (Family)	4,313	82.5%	13.8%	3.7%	3,873	82.1%	15.0%	2.9%
I have adequate opportunities to communicate with my child's teacher(s) (Family)	4,313	88.7%	8.7%	2.6%	3,873	87.4%	10.3%	2.3%

	2017-2018	2016-2017
	This year I have had the opportunity to be involved in my child's education by: (Select all that apply) (Parents, n=4,313)	This year I have had the opportunity to be involved in my child's education by: (Select all that apply) (Parents, n=3,873)
Attending parent/guardian-teacher conferences	78.5%	77.4%
Monitoring homework	73.7%	75.1%
Attending school events	69.8%	71.6%
Volunteering in my child's classroom and/or school	44.9%	47.2%
Attending school-parent/guardian council meetings	36.7%	37.9%

	2017-2018	2016-2017
	Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=4,313)	Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=3,873)
SchoolZone	92.3%	92.4%
Conversations with your child	83.1%	83.0%
Speaking with other parent(s)/guardian(s)	59.4%	62.8%
Emails from your child's teacher(s)	51.9%	48.6%
Visiting the school website	40.6%	37.9%
Word of mouth	34.0%	36.0%
Visiting Edmonton Public Schools website <a href="http://www.epps.ca">www.epps.ca</a>	30.0%	30.4%
Newspaper, Radio or TV	22.7%	26.5%
Following Edmonton Public Schools on social media (e.g. Facebook /Twitter,	18.5%	17.1%

etc.)		
Roadside signage	14.7%	14.7%
Viewing the Superintendent's Notebook	3.7%	2.8%

### Priority 3, Goal 2

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
My child's school has community partnerships that support student success (Family)	4,313	59.4%	6.7%	33.9%	3,873	58.7%	6.9%	34.4%
My school has partnerships that support student success (T&L Staff Only)	4,357	93.1%	2.3%	4.6%	4,338	92.8%	2.6%	4.6%
My school has partnerships that provide access to supports and services for students with challenging circumstances (T&L Staff Only)	4,357	90.5%	5.2%	4.3%	4,338	89.9%	5.4%	4.8%
Edmonton Public Schools as a whole has partnerships that support student success (Staff)	5,652	91.2%	2.5%	6.3%	5,444	91.6%	2.3%	6.1%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are available to book for community activities (Community)	194	60.8%	7.2%	32.0%	429	54.1%	11.4%	34.5%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are accessible by people with limited mobility (Community)	194	80.9%	9.8%	9.3%	429	71.6%	13.5%	14.9%
My organization has access to the school space required to support the services and programs we offer (CEO/Executive Director/Leader and Member of an Organization only)	85	85.9%	7.1%	7.1%	112	94.6%	1.8%	3.6%

### Priority 3, Goal 3

	2017-2018				2016-2017			
Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Edmonton Public Schools uses feedback from parents/guardians, students, and the broader community to improve services to students and communities (Community)	194	74.2%	9.3%	16.5%	429	58.3%	18.7%	23.1%
Staff in my child's school build trusting positive relationships within the school community (Family)	4,313	81.6%	5.6%	12.8%	3,873	80.1%	5.9%	14.1%
I am aware of the role of the Student Senate (Student Grades 8 & 11)	9,088	40.6%	59.4%	N/A	9,340	45.3%	54.7%	N/A
I am aware of how to bring forward an idea/issue to my Student Senate representative (Student Grades 8 & 11)	9,088	35.9%	64.1%	N/A	9,340	40.4%	59.6%	N/A
I have had opportunities to provide input into the School Plan of my child's school (Parents)	4,313	46.8%	21.9%	31.4%	3,873	43.4%	25.2%	31.5%

Decisions made by the following support the success and well being of students: (Staff) • Superintendent of Schools	5,652	91.8%	2.6%	5.5%	5,444	93%	2.1%	4.9%
Decisions made by the following support the success and well being of students: (Staff) • Board of Trustees	5,652	87.4%	3.2%	9.4%	5,444	83.7%	3.6%	12.7%
Decisions made by the following support the success and well being of staff: (Staff) • Superintendent of Schools	5,652	86.3%	5.9%	7.8%	5,444	88.2%	4.7%	7.1%
Decisions made by the following support the success and well being of staff: (Staff) • Board of Trustees	5,652	80.0%	7.1%	12.9%	5,444	76.7%	6.9%	16.5%
I am aware of the priorities and goals outlined in the District Strategic Plan (Staff)	5,652	92.7%	7.3%	N/A	5,444	93.3%	6.7%	N/A

	2017-2018	2016-2017
	Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply) (Community, n=194)	Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply) (Community, n=429)
Feedback survey	77.3%	76.7%
School principals	41.2%	33.8%
Email	40.7%	46.4%
In person	34.5%	33.6%
Edmonton Public Schools website	24.2%	32.6%
Phone	16.5%	17.3%
Social media	14.9%	19.1%
Trustees	12.4%	12.1%

# Appendix B: Accountability Pillar Evaluation Reference

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

## Appendix C: Notes for Accountability Pillar

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The following is a list of relevant notes for Key Performance Indicators taken from Alberta Education's Accountability Pillar.

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
2. 2016 results for the 3-year High School Completion and Diploma Examination Participation rates have been adjusted to reflect the correction of the Grade 10 cohort.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to changes from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
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.
11. Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.
12. Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career results were derived from Accountability Pillar data.

## Sources:

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The Hanen Centre. 2016. Language and Literacy Development in Preschool Children. Retrieved from: <http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx> on September 28, 2017.

Statistics Canada. 2017. *Edmonton, CY [Census subdivision], Alberta and Division No. 11, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E> (accessed November 19, 2018)

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



**DATE:** November 27, 2018

**TO:** Board of Trustees

**FROM:** Michelle Draper, Board Chair

**SUBJECT:** Board Chair Discretionary Expense Allowance Report for 2017-2018

**ORIGINATOR:** Karen Mills, Director of Board and Superintendent Relations

**REFERENCE:** [Trustees' Handbook](#) – Section 11.5 Board Chair Discretionary Allowance

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**ISSUE**

In accordance with Section 11.5 of the Trustees' Handbook, the Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of the Board Chair. The Board Chair is required to provide a written annual report outlining the nature and purpose of expenses incurred under the Board Chair Discretionary Expense Allowance.

**BACKGROUND**

Effective October 22, 2013, the Board approved granting the Board Chair an annual discretionary expense allowance of \$2,153.80 to cover expenses incurred related to the role of Board Chair. These funds were allocated to support additional business that may arise from the duties associated with the Board Chair position. As per the Trustees' Handbook, any unused portion from the previous year is not to be carried forward into the following school year. All expenses from the Board Chair's discretionary allowance are required to be signed off by the Board Vice-Chair prior to reimbursement.

**CURRENT SITUATION**

A report of the expenses incurred under the Board Chair's discretionary allowance for the period of September 2017 – August 2018 is attached (Attachment I).

**KEY POINTS**

- The opening balance for the Board Chair discretionary allowance was \$2,153.80 and there was no unused portion from the previous year carried forward into the 2017-2018 year.
- There were two transactions by Board Chair Draper between November 2017 and May 2018, amounting to \$203.48.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Board Chair Draper Discretionary Expense Allowance 2017-2018

KM:sj

**BOARD CHAIR DISCRETIONARY EXPENSE ALLOWANCE**

Expense Summary from September 2017 – August 2018

Date: November 26, 2018

Date	Vendor	Expense Details	Amount	Balance
<b>OPENING BALANCE</b>				<b>2,153.80</b>
8-Nov-17	Padmanadi Vegetarian Restaurant	Board Luncheon	124.23	2,029.57
4-May-18	Blackboard Deli	Board Event	79.25	1,950.32
<b>CLOSING BALANCE</b>				<b>1,950.32</b>