



# **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

#### **Board Meeting #01**

McCauley Chambers

<u>Tuesday, September 25, 2018</u>
2:00 p.m.

- 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 Organizational Board September 11, 2018
- G. Comments from the Public and Staff Group Representatives
  (NOTE: Pre-registration with the Board Office [780-429-8443] is required by
  4:30 p.m. on Monday, September 24, 2018, to speak under this item.)
- H. Reports:
  - 2017-18 Board Self-Evaluation Summary (Information)
  - Strategic Plan Update Supports for the Whole Child (Information)
  - 4. Update on Joint Transportation (Information)
  - 5. Response to Request for Information #020 (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, September 24, 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



#### **Organizational Board**

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

#### Present:

#### **Trustees**

Sherry Adams	Trisha Estabrooks	Michael Janz
Shelagh Dunn	Ken Gibson	Cheryl Johner
Michelle Draper	Nathan Ip	Bridget Stirling

#### Officials

Angela Anderson	Karen Mills	Darrel Robertson
Lisa Austin	Leona Morrison	Mike Suderman
Grace Cooke	Kathy Muhlethaler	Liz Yule
Todd Burnstad	Lorne Parker	
Ron MacNeil	Kent Pharis	

**<u>Board Chair:</u>** Michelle Draper <u>**Recording Secretary:**</u> Shirley Juneau

#### **Staff Group Representatives**

Edmonton Public Teachers – Heather Quinn, President CUPE Local 784 – John Vradenburgh, President

<u>The Board Chair</u> 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.

<u>The Board Chair</u> 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.

<u>The Board Chair</u> 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.

# A. O Canada

Ms Emily Brinco, a Grade 10 student from Victoria School led the singing of O Canada.

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

The Superintendent advised that all Trustees were present.

#### C. <u>Approval of the Agenda</u>

#### **MOVED BY Trustee Estabrooks:**

"That the agenda for the September 11, 2018, Board meeting be approved as printed." (UNANIMOUSLY CARRIED)

#### D. <u>Communications from the Board Chair</u>

<u>The Board Chair</u> welcomed everyone to the September 11, 2018, organizational Board meeting and stated that it was a pleasure to serve as the Board Chair for Edmonton Public Schools.

The Board Chair noted the passing of former Trustee Orville Chubb. She stated that Mr. Chubb was elected as a Trustee to the Edmonton Public School Board in October 2013 and completed his term in October 2017 and that during his four-year term, Mr. Chubb served on the Advocacy, Governance and Evaluation, Infrastructure and Policy Review Committees. He also served on several negotiation committees. The Board Chair explained that Mr. Chubb's deep care for all students was always evident and the he made a very positive impact on the District and the city, and that he will be missed very much. The Board Chair advised that Mr. Chubb's work will be carried on through the Board's collective commitment of assisting the District's more than 100,000 students, ensuring they receive the best education possible.

The Board Chair explained that the District Strategic Plan outlines collective goals and priorities. She advised that the District will be hosting four public engagement sessions about the strategic direction on September  $18^{th}$  and  $20^{th}$  and invited staff, families and community members to come and help shape the work of the District. The Board Chair noted that a refreshed strategic plan will be shared in the coming months.

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

<u>The Superintendent</u> welcomed everyone and thanked the many staff who worked during the summer to get District schools painted and polished up for the 2018-19 school year. The Superintendent acknowledged staff that attended Summer Institutes and other professional



development sessions. He thanked staff for all that they have done to make students feel welcomed and engaged and families for supporting their students through the very busy first week of school. The Superintendent said that being in service to children is a gift and that he is pleased to serve such an amazing group of people who work hard every day ensuring that every child receives what they need to be successful.

#### F. Minutes

1. <u>Board Meeting #14 – June 19, 2018</u>

#### **MOVED BY Trustee Janz:**

"That the minutes of Board Meeting #14 held June 19, 2018, be approved as printed." (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

#### H. Reports

2. Actions Take under the Delegation of Authority – 2018 Summer Recess

The Superintendent reported that no actions were taken during the 2018 summer recess.

3. <u>Confirmation of Committees, Board Representation and Regular Meetings</u>

#### **MOVED BY Trustee Stirling:**

1. That the following standing committees of the whole be confirmed:

**Caucus Committee** 

**Audit Committee** 

- 2. That the following Board committees be confirmed:
  - a) Governance and Evaluation Committee
  - b) Infrastructure Committee
  - c) Policy Review Committee
  - d) Mental Health Ad Hoc Committee
- 3. That Board representation on the following District staff negotiating committees as required be confirmed:
  - a) Custodial Staff (CUPE Local 474)
  - b) Maintenance Staff (CUPE Local 784)
  - c) Support Staff (CUPE Local 3550)
  - d) Teaching Staff (Edmonton Public Teachers' Local 37)



- 4. That Board membership and representation on the Public School Boards' Association of Alberta (PSBAA) be confirmed:
  - Provincial Executive
  - Provincial Executive Alternate
- 5. That Board membership and representation on the Alberta School Boards' Association of Alberta (ASBA) be confirmed:
  - Provincial Executive
  - Provincial Executive Alternate
  - Zone 2/3 Executive
  - Zone 2/3 Executive Alternate
- 6. That the Board's ASBA Issues and Resolutions Committee be comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the ASBA Zone 2/3 representative be confirmed.
- 7. That Board representation on the Edmonton Public Schools Foundation Board of Governors be confirmed.
- 8. That the following dates and times of regular meetings be confirmed:
  - a) Board: The Board will hold its regular meetings at 2 p.m. the first and third Tuesday of each month when possible, unless otherwise directed by special motion or by the Board Chair.
  - b) Caucus Committee: Caucus Committee meetings will be held on an as-needed basis at the call of the Caucus Committee Chair. The first Tuesday morning of each month will be reserved for such meetings.
- 9. That the Board reappoint or review the following positions and committees:

<u>The Board Chair</u> called the question on Recommendation 1 to 9. (UNAMIMOUSLY CARRIED)

- 1. Standing Committees of the Whole
  - a) Board Chair

The Board Chair called for nominations.

Trustee Johner nominated Trustee Draper.

<u>The Board Chair</u>, seeing that there were no further nominations, declared herself re-elected by acclamation as Board Chair for the 2018-19 school year.

b) <u>Board Vice-Chair</u>



The Board Chair called for nominations.

Trustee Janz nominated Trustee Stirling.

<u>The Board Chair</u>, seeing that there were no further nominations, declared Trustee Stirling re-elected by acclamation as Board Vice-Chair for the 2018-19 school year.

#### c) <u>Audit Chair</u>

The Board Chair called for nominations.

<u>Trustee Dunn</u> nominated Trustee Johner.

<u>The Board Chair</u>, seeing that there were no further nominations, declared Trustee Johner re- elected by acclamation as Audit Chair for the 2018-19 School year.

#### 2. Board Committees

#### a) <u>Governance and Evaluation Committee</u>

<u>The Board Chair</u> called for nominations for three Trustee representatives to serve on the Governance and Evaluation Committee.

The Board Chair called for nominations.

Trustee Estabrooks nominated Trustees Gibson, Janz and Johner

<u>The Board Chair</u> declared Trustees Gibson, Janz and Johner as representatives to serve on the Governance and Evaluation Committee for the 2018-19 school year.

#### b) Infrastructure Committee

<u>The Board Chair</u> called for nominations for three Trustee representatives to serve on the Infrastructure Committee.

The Board Chair called for nominations.

Trustee Stirling nominated Trustees Dunn, Gibson and Ip

<u>The Board Chair</u> declared Trustees Dunn, Gibson and Ip as representatives to serve on the Infrastructure Committee for the 2018-19 school year.



#### c) <u>Policy Review Committee</u>

<u>The Board Chair</u> called for nominations for three Trustee representatives to serve on the Policy Review Committee.

The Board Chair called for nominations.

Trustee Gibson nominated Trustees Adams, Estabrooks and Stirling

<u>The Board Chair</u> declared Trustees Adams, Estabrooks and Stirling as representatives to serve on the Policy Review Committee for the 2018-19 school year.

#### d) Mental Health Ad-Hoc Committee

<u>The Board Chair</u> advised that the Board of Trustees determined a need for a Mental Health Ad-Hoc Committee. The Board Chair explained that the focus of the committee will be to:

- Understand the provincial landscape of mental health service provisions by accredited mental health professionals accessible by children and families, and how this impacts student learning in the education system.
- Promote collaboration and partnerships across school boards and community organizations working for increased mental health services for children and families.
- Advocate for provincial collaboration and funding for improved access to accredited mental health professionals available to students in schools.

<u>The Board Chair</u> called for nominations for Trustee representatives to serve on the Mental Health Ad-Hoc Committee.

Trustee Janz nominated Trustees Dunn, Estabrooks, Ip and Stirling

<u>The Board Chair</u> declared Trustees Dunn, Estabrooks, Ip and Stirling as representatives to serve on the Mental Health Ad-Hoc Committee for the 2018-19 school year.

#### 3. <u>Negotiations</u>

#### a) <u>Custodial Staff (CUPE Local 474)</u>

<u>The Board Chair</u> advised that Trustee representatives are not required for the 2018-19 school year as a tentative collective agreement has been negotiated for the period of September 1, 2017 – August 31, 2020.



#### b) Maintenance Staff (CUPE Local 784)

<u>The Board Chair</u> advised that Trustee representatives are not required for the 2018-19 school year as a collective agreement has been negotiated for the period of September 1, 2017 – August 31, 2020.

#### c) Support Staff (CUPE Local 3550)

<u>The Board Chair</u> called for nominations for two Trustee representatives to serve on the negotiating committee for Support Staff – CUPE 3550.

Trustee Adams nominated Trustees Estabrooks and Ip.

<u>The Board Chair</u> declared Trustees Estabrooks and Ip as representatives to serve on the negotiating committee for Support Staff – CUPE Local 3550 for the 2018-19 school year.

#### d) <u>Teaching Staff – Edmonton Public Teachers' Local 37</u>

<u>The Board Chair</u> called for nominations for two Trustee representatives to serve on the negotiating committee for Teaching Staff – Edmonton Public Teachers' Local 37.

Trustee Stirling nominated Trustees Draper and Janz.

<u>The Board Chair</u> declared Trustee Janz and herself as representatives to serve on the negotiating committee for Teaching Staff – Edmonton Public Teachers' Local 37 for the 2018-19 school year.

<u>The Board Chair</u> declared Trustee Janz the representative for the Teachers' Employer Bargaining Association (TEBA) for the 2018-19 school year.

#### 4. Representatives to Public School Boards' Association of Alberta (PSBAA)

<u>The Board Chair</u> called for nominations for Trustee representatives to serve on the PSBAA Executive Committee.

Trustee Ip nominated Trustees Janz and Johner.

<u>The Board Chair</u> declared Trustees Janz and Johner as representatives to serve on the on the PSBAA Executive Committee for the 2018-19 school year.

#### 5. Representatives to Alberta School Boards Association (ASBA)

<u>The Board Chair</u> called for nominations for the Board's provincial executive representative to serve on the ASBA Board of Directors.



Trustee Ip nominated Trustee Janz.

<u>The Board Chair</u> declared Trustee Janz as the Board's provincial executive representative on the ASBA Board of Directors for the 2018-19 school year.

<u>The Board Chair</u> called for nominations for the Board's provincial executive alternate representative on the ASBA Board of Directors.

<u>Trustee Ip</u> nominated Trustee Estabrooks.

<u>The Board Chair</u> declared Trustee Estabrooks as the Board's provincial executive alternate representative on the ASBA Board of Directors for the 2018-19 school year.

<u>The Board Chair</u> called for nominations for the Board's representative on the ASBA Zone 2/3 executive.

Trustee Ip nominated Trustee Adams.

<u>The Board Chair</u> declared Trustee Adams as the Board's representative on the ASBA Zone 2/3 executive for the 2018-19 school year.

<u>The Board Chair</u> called for nominations for the Board's alternate representative on the ASBA Zone 2/3 executive.

<u>Trustee Ip</u> nominated Trustee Estabrooks.

<u>The Board Chair</u> declared Trustee Estabrooks as the Board's alternate representative on the ASBA Zone 2/3 executive for the 2018-19 school year.

#### 6. <u>ASBA Issues and Resolutions Committee</u>

<u>The Board Chair</u> declared Trustees Adams, Janz and herself as the Board's representatives on the ASBA Issues and Resolution Committee for the 2018-19 school year.

7. <u>Board Representative Assignment- Edmonton Public Schools Foundation Board of Governors</u>

<u>The Board Chair</u> called for nominations for a Trustee representative to serve on the Edmonton Public Schools Foundation Board of Governors.

<u>Trustee Johner</u> nominated Trustee Ip.



<u>The Board Chair</u> declared Trustee Ip as the representative to the Edmonton Public Schools Foundation Board of Governors for the 2018-19 school year.

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

<u>Trustee Dunn</u> thanked school council volunteers in Ward C for offering to help organize a Ward Council for parents and community members in the Ward, with the purpose of connecting parents, community and the work of the Board.

<u>Trustee Estabrooks</u> thanked the District for ensuring that Treaty Six and Métis flags were delivered to all schools within the District prior to the beginning of the 2018-19 school year. She reflected on student conversations she overheard about the flags, such as why they are displayed at the schools and the importance of the flags. Trustee Estabrooks stated that the flags will play an integral role in keeping conversations of reconciliation going.

Trustee Estabrooks thanked a number of schools for inviting her to their back to school events. She congratulated the more than 300 students that will be receiving awards at the 17<sup>th</sup> Educational Muslim Achievement Awards ceremony on the weekend.

<u>Trustee Janz</u> reminded everyone wanting to attend the Won't You Be My Neighbor movie to get their tickets soon as the deadline to do so was approaching.

Trustee Janz invited everyone to the September 30<sup>th</sup> "Coffee with Trustee Janz" session at Square One Coffee from 11 a.m. to 1 p.m. He asked that anyone wishing to attend please RSVP him.

#### J. <u>Trustee and Board Requests for Information</u>

<u>Trustee Dunn</u> stated that the nature of school consolidation projects undertaken by the District has been evolving, with a current focus on modernized and or replacement schools. She said that this has resulted in extensive engagement throughout the process of potential school consolidation projects and in certain cases, requests to the Minister of Education for exemption to sections of the *Closure of Schools Regulation*.

Trustee Dunn requested that an outline be provided of a series of steps for school consolidation/school closure considerations, including a timeline for public engagement, and requests for information such as a community impact statement from the City of Edmonton. She also requested that an outline of reports and recommendations to come before the Board of Trustees in the form of Capital Plan items and amendments, and school closure motions required by the *School Act*.

<u>Trustee Dunn</u> stated that Edmonton Public Schools values partnerships with community at the school level, advocates for schools as community hubs, and recognizes the importance of



childcare to many families. She said that many daycares, out-of-school care centres and preschools share space within Edmonton Public Schools. Trustee Dunn requested the following information:

- How does the District manage relationships and leases with childcare organizations?
- If a school no longer has space to accommodate a childcare organization, how does the District ensure that partnerships are to be ended in a mutually beneficial way?
- Is there a minimum required notice to end a lease agreement with a childcare organization?

К.	Notices of Motion - None	
L.	Next Board Meeting: Tuesday, Septem	ber 25, 2018, at 2:00 p.m.
M.	Adjournment: 2:45 p.m.	
The Bo	ard Chair adjourned the meeting.	
Michel	le Draper, Board Chair	Karen Mills, Director of Board and

**Superintendent Relations** 

DATE: September 25, 2018

**TO:** Board of Trustees

**FROM:** Trustee Ken Gibson, Governance and Evaluation Committee

Trustee Michael Janz, Chair, Governance and Evaluation Committee Trustee Cheryl Johner, Board and Superintendent Evaluation Committee

**SUBJECT:** 2017-18 Board Self-Evaluation Summary

**RESOURCE** 

STAFF: Karen Mills

**REFERENCE:** Trustees' Handbook – Section 6.1.1 (page 45) Governance and Evaluation

Committee

#### **ISSUE**

The Board of Trustees provides to the public a summary of the annual Board Self-Evaluation survey results from the previous school year.

#### **BACKGROUND**

Each year, the Board conducts a self-evaluation to assess its performance with respect to the Board's roles and responsibilities. The purpose of the self-evaluation is to review the Board's performance with the goal of determining:

- a) what is being done well, and
- b) what aspects of Board activity require improvement and a corporate commitment to Board development

The 2017-2018 Board of Trustees' self-evaluation survey was organized into eleven categories relating to the Board's role and responsibility statement. The data derived from the survey will be used to inform planning and process improvement.

The survey was open from June 27–July 13, 2018. There was a response rate of 100%; each of the nine Trustees completed the survey.

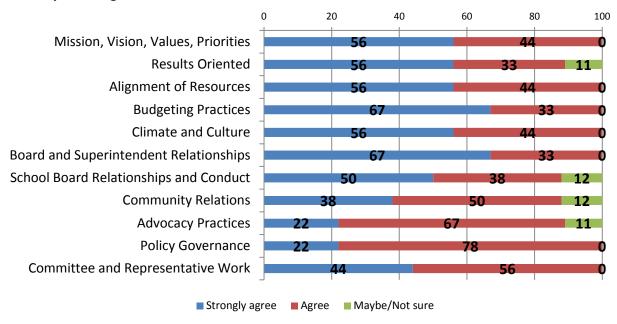
Trustees were asked to rate the Board's overall effectiveness on each key area using the following five-point scale:

- 1 Strongly disagree
- 2 Disagree
- 3 Maybe or Not Sure
- 4 Agree
- 5 Strongly agree

#### **CURRENT SITUATION**

A copy of the 2017-2018 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of responses for each category is provided below and is being reported to the public as part of the Board's annual accountability practices.

#### **Summary of Ratings**



#### Mission, Vision, Values and Priorities

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated there is a strong sense of the vision, mission, and values and that the work of the Board and District are directly connected to them. The well-communicated vision gives a great sense of ownership as the Board and District administration and staff work together. The Board is in the process of revisiting its mission, vision values and priorities.

#### **Results Oriented**

Rating: 89 per cent positive (56 per cent strongly agreed, 33 per cent agreed, 11 per cent maybe/not sure)

Comments received signify that the Board's decisions are highly driven by data and results. A desire to have more metrics to assist with understanding the academic success of vulnerable learners and students who may have particular learning support needs was expressed. It was cited that there would be value to the Board in establishing metrics that would demonstrate the number of students who face multiple barriers accessing education, measuring scores of improvement in attendance rates, and receiving data regarding the success of students with disabilities over time. It was also suggested that there may be the opportunity to aggregate more of the data that is collected at a school level but not tallied centrally.

#### Alignment of Resources

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated that the continued existence of the Equity Fund is vital in order to provide additional support to students and schools with higher needs.

#### **Budgeting Practices**

Rating: 100 per cent positive (67 per cent strongly agreed, 33 per cent agreed)

Qualitative comments indicated that the budget process is clear, transparent, thorough and responsible. It was noted that the Board has been successful in advocating for adequate, predictable and sustainable funding. The importance of having conversations with community and stakeholders regarding budget decisions and obtaining their input was cited.

#### **Climate and Culture**

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated that there are positive relationships among the Trustees. It was noted that a major strength of the Board is the acknowledgement and celebration of students and staff accomplishing high levels of achievement and improvement. The desire to continue efforts to recruit and retain staff who reflect the diversity of our student population is strong.

#### **School Board and Superintendent Relationships**

Rating: 100 per cent positive (67 per cent strongly agreed, 33 per cent agreed)

Comments confirmed that the Board has an excellent working relationship with the Superintendent; it is respectful, transparent and focused on creating the best outcomes for students.

#### **School Board Relationships and Conduct**

Rating: 88 per cent positive (50 per cent strongly agreed, 38 per cent agreed, 13 per cent maybe/not sure)

Comments indicated that one of the strengths of the Board is the honour and respect displayed when sharing differing perspectives and opinions. It was noted that meaningful use of meeting time is essential in order to accomplish all that needs to be done. Sharing the responsibility of Board representation was recognized as an area for improvement.

#### **Community Relations**

Rating: 88 per cent positive (38 per cent strongly agreed, 50 per cent agreed, 13 per cent maybe/not sure)

Comments indicated that the Board is very community minded and will be looking at ways to increase parent engagement and improve communication with constituents and schools. The Student Senate was recognized as an excellent avenue for student voice.

#### **Advocacy Practices**

Rating: 89 per cent rating (22 per cent strongly agreed, 67 per cent agreed, 11 per cent disagreed)

Comments indicated that the Board is continually engaged at advocating the needs of students and the District through motions, the Board Chair and Vice-Chair, and through the work of every Trustee. It was suggested that developing an advocacy plan to provide a more unified and effective advocacy strategy would be helpful.

#### **Policy Governance**

Rating: 100 per cent positive (22 per cent strongly agreed, 78 per cent agreed)

Comments indicated that policy governance is carried out in a thoughtful and informed manner in partnership with the District and its stakeholders. Increasing stakeholder and community engagement and effectively monitoring the implementation of polices were cited as an opportunities for growth.

#### **Committee and Representative Work**

Rating: 100 per cent positive (44 per cent strongly agreed, 56 per cent agreed)

Comments indicated that the committees are completing effective work on behalf of the Board and are achieving their goals with the valued assistance of staff throughout the District.

The final survey question asked: How could the Board improve its achievement of goals identified in the Strategic Plan? Responses acknowledged that this question was difficult to answer since the strategic planning process was still in process. However, suggestions included considering ways to monitor student growth year-over-year for students not participating in provincial achievement tests, improving the collection of data regarding specialized supports for students, and scheduling more opportunities for Trustees to hold generative conversations.

#### **NEXT STEPS**

The information in this report will be used to inform planning, and assist with the development of strategic work plans and Board professional development for the 2018-2019 school year.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I 2017-2018 Board Self-Evaluation Survey instrument

KM:sj



# **Board Self-Evaluation**

For each question, please provide a rating on a five-point scale: Strongly Disagree (1); Disagree (2); Maybe or Not Sure (3); Agree (4); Strongly Agree (5). The Indicators set the criteria against which each area is to be rated.

You are encouraged to include comments that illustrate or support your rating. This qualitative data will be helpful during the discussion of the evaluation results and may be used to inform action planning.

Each board member is required to complete the evaluation by **July 6, 2018**, so that the results can be compiled and shared at the Trustee Retreat.

#### **DISTRICT MISSION, VISION, VALUES AND PRIORITIES**

#### 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 core 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.

#### **Indicators:**

- We frequently revisit and reaffirm our vision to ensure our constancy of purpose.
- Our vision, mission, values, and priorities form the basis for our strategic planning and policy decisions.
- We base our resource and budget decisions on our vision, mission, values, and priorities.

The Board consistently aligns its work with the District Vision, Mission, Values and Priorities.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opp	Strengths/Opportunities for growth/General comments:						

#### **RESULTS ORIENTED**

#### Indicators:

- The Annual Education Results Report is shared with stakeholders and used to develop targets around areas for growth.
- Our Board compares our data with provincial education data.
- We disaggregate our data to measure the success of all students (Special Needs, ELL, FNMI).
- We use our student achievement data to make decisions and establish District priorities.
- We communicate to the public how our decisions are linked to student achievement data.
- We tie our evaluation of ourselves, as a Board, to our results.
- We tie the evaluation of the Superintendent to the results of our students.
- Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals.
- Annual reports and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.

#### The Board is Results Oriented.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:					

#### **ALIGNMENT OF RESOURCES**

#### Indicators:

- We have established a specific and limited set of priorities for improving student learning that gives everyone in the District clear focus.
- We ensure resource equity by providing additional supports to students and schools with higher needs.
- Programs and initiatives are added, continued, changed or deleted based on analysis of results,
   District priorities and available resources.
- We consider the strengths, expertise and capacity of District staff when making resource decisions
- Plans and actions in the area of infrastructure, (e.g., Three-Year Capital Plan, Infrastructure Strategy, Ten-Year Facilities Plan) clearly support the vision, mission, values, and priorities.

The Board consistently aligns resources based on data and the District Vision, Mission, Values and Priorities.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:				

#### **BUDGETING PRACTICES**

#### Indicators:

- The budget planning and allocation process is clear and communicated to the District and the public.
- The budget planning process involves community input.
- We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.
- Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.
- We report regularly to the public on the District's financial position and future.
- We advocate for adequate, predictable and sustainable funding.

The Board consistently demonstrates transparent and responsible budgeting practices.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:				

#### **CLIMATE AND CULTURE**

#### Indicators:

- We model the core values and beliefs of the District's vision and mission.
- We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.
- We are building a diverse workforce that reflects our student population.
- We promote continuous learning in which change, innovation and creativity are embraced.
- We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.
- We ensure periodic assessment of school climate throughout the District through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.
- We ensure a safe, caring and respectful working and learning environment for staff and students
- We value distributed leadership that results in decisions being made at the level closest to implementation.
- We demonstrate our value of building leadership capacity.
- We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.
- We value transparency.

The Board consistently creates and promotes a positive climate and culture.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:	

#### SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

#### Indicators:

- We maintain a professional relationship with the Superintendent and understand and respect the executive function of the role.
- Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.
- Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.
- In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision making.
- The Superintendent's performance is regularly assessed and communicated, using agreed-upon indicators.
- The evaluation process for the Superintendent is fair and valid.
- We hold the Superintendent accountable for implementation of the policies (including the vision, mission, values, and priorities) and achievement of the strategic plan.

The Board consistently fosters a positive, professional relationship with the Superintendent.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:	

#### SCHOOL BOARD RELATIONSHIPS AND CONDUCT

- We work as a team.
- We are principled and ethical in fulfilling our governance responsibilities.
- We respect the confidentiality of private conversations.
- We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.
- We model respect and courtesy for all through our choice of words, body language, and actions.
- We endeavor to keep each other well informed as to our actions and comments.
- We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.
- We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.
- When asked about a Board decision, we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.
- The system for addressing divergence from our protocols is clear and followed.
- We share the responsibility of representing the Board at EPSB and partner events.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportuniti	ies for growth/General o	comments:	

#### **COMMUNITY RELATIONS**

#### Indicators:

- Our communication with stakeholders and the community is a two-way process.
- We have policies and practices in place to encourage parents to be active partners in their children's education.
- We encourage parents and members of the community to share responsibility for the success of schools and students.
- Our communication with the media is effective.
- We use social media responsibly.
- We provide opportunities for stakeholder and community input into key actions of the Board.
- Our vision and priorities reflect community needs and interests.
- We regularly report on student achievement and accomplishment of District priorities to the public.
- We actively seek out student voice and perspective.

#### The Board consistently demonstrates excellent community relations practices.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:	

#### **ADVOCACY PRACTICES**

- We pursue advocacy initiatives year round before, during, and after elections.
- We develop a long-range plan and strategies for advocacy.
- We engage regularly with municipal partners, MLAs, MPs where appropriate and the media to serve the needs and achievement of students and the District.
- We develop and share key messages with key stakeholders for advocacy purposes.
- All Board members are clear about who serves as official spokesperson for the organization.
- All Board members take an active part in advocacy.
- We regularly assess the effectiveness of our relations with our key external stakeholders and decision makers.

The Board consistentl	y d	emonstrates exce	llent	ac	dvocacy	practices.
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Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:	

#### **POLICY GOVERNANCE**

- Our policy-making process is well-defined and understood.
- Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.
- Board policies are clearly communicated to stakeholders.
- Board policies are accessible.
- The policy process provides timely guidance for the operation of the school District.
- We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.
- We monitor the implementation of our policies.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:	

#### **COMMITTEE AND REPRESENTATIVE WORK**

- We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.
- The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities as a Board.
- Each committee and representative regularly provides reports to assist us in our work.
- Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.
- We share the responsibility of committee work and Board representation on external committees and boards.
- Each committee uses staff support effectively to achieve its goals.

The Board	committees and	representatives	consistently	operate	effectively

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:	

How could the Board improve its achievement of goals identified in the Strategic Plan?			



# **Strategic Plan Update Report**

**DATE:** September 25, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Strategic Plan Update: Supports for the Whole Child

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

**RESOURCE** 

STAFF: Marnie Beaudoin, Lisa Boston, Ping Chung, Amanda Lau, Karen Linden, Brian Paick

#### **ISSUE**

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of efforts being taken in support of Priority 3, Goal Two: Support for the Whole Child by providing a snapshot of the role community plays in support of student success across District schools.

#### **BACKGROUND**

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014-2018 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

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

#### **CURRENT SITUATION**

This Strategic Plan Update report reflects the work between community members and District schools and is in direct response to Priority 3 Goal Two of the 2014-2018 District Strategic Plan.

#### **KEY POINTS**

Strategic Plan Update reports, introduced in 2016-2017, provide an extension of the AERR.

The attached report is focused on the District's school-community relationships.

#### **ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update: Supports for the Whole Child

NP:mh



# Strategic Plan Update

# Supports for the Whole Child:

A Summary of School-Community Relationships in Support of Student Success

September 25, 2018



#### INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with a snapshot of the role community plays in support of student success across District schools. The District's strategic efforts to work with community reflect Priority 3 Goal Two: Supports for the Whole Child, and the outcome and impact of this work resonate across all three Strategic Plan priority areas.

The responsibility to support our 100,000 plus students on their K-12 educational journey is a shared one between District staff and members of the broader community. The diversity and complexity of need across our student body requires expertise, knowledge and opportunities beyond that of education. For all students to engage, learn and thrive in the classroom, no matter their background, capabilities or circumstances, the District needs to work closely with our fellow community stakeholders who share our commitment to the success and well-being of children and youth in the Edmonton area.

To support this work, the Board of Trustees has laid the foundation for community involvement through Board Policy AA.BP Stakeholder Relations. The policy confirms the importance of community partners, identifies the values foundational to working in partnership and articulates the principles that guide our collaborative work with community. The policy also reflects the voice of Alberta Education: "Schools are most effective in addressing the needs of all children, youth and their families when school authorities, staff members, parents and community partners work collaboratively." (Alberta Education, 2013)

### **SCHOOL-COMMUNITY RELATIONSHIPS**

Working with members of the broader community looks unique for each District school, as the principal works strategically to form relationships and opportunities with community stakeholders in response to the needs and circumstances of their student population. Principals look at their school data, engage with staff, students and families and assess the community assets available within their broader community to determine what community supports will best enhance and support the conditions relative to student success and achievement.

"Our work in EPSB schools is largely dependent on the principal's site based leadership."

"Very welcoming and accommodating – I am very impressed with the respective school administrators who are children centered..."

"The mentoring program my organization provides through School X receives excellent support from the admin team."

Voices of agency partners, District Feedback Survey 2018 To support District leaders in their work with community stakeholders, the District has developed the <u>School-Community Relationships</u> document. This document defines the various types of school-community relationships that are possible and provides principals with information around expectations to appropriately support and execute each type of relationship.

To help principals manage, organize and record the various community supports within their school, an electronic tool, the School-Community Relationships Tracker Tool, was developed and introduced to school leaders in the spring of 2017. Schools had the 2017-2018 school year to become familiar with the tool and enter their community supports related data.

At the individual school level, the data from the tracker tool helps principals manage community relationships. The data is particularly helpful when there is a change in school leadership. The incoming principal can go directly into the tracker tool to learn about the various community supports within the school and, from this information, is able to reach out to maintain a positive working relationship between the

school and the community member. Data entered from all District schools is compiled to provide information at a system level around various aspects of community supports for students.

## 2018 School-Community Tracker Tool Data

The data from the tracker tool offers insights into the range and nature of community supports across District schools, and helps us understand the strength and impact of these relationships.

The data serves as a snapshot of school-community relationships at a moment in time across District schools within a given school year. There are both strengths and limitations to this data set. These include:

- The data is entered by school leaders, who are the most knowledgeable and best positioned to provide data about the key community supports within their school.
- The data serves as the only summative perspective of the community's contributions across the District.
- The data only reflects information that has been entered and may not fully account for all community contributions across District schools.
- Community supports to schools are nimble and evolving continuously throughout the school year. Thus, the data is not absolute.
- The data is not intended to be interpreted as trend data or used for multi-year comparisons.

#### Initial data from the tracker tool tells us...

The following information speaks to the capacity and overall commitment the Edmonton community has to support the work of public education.

- Schools entered 1,650 community relationships into the tracker tool. Each entry represents a unique support or benefit to the school community (e.g., contributes a cash donation, supports an after school enrichment program, volunteers as a classroom guest speaker).
- These benefits were delivered through the efforts of 646 community organizations or individual community members.
- Community is committed to the ongoing success of our students, with 88.9 per cent of the relationships carrying forward from last year to this school year.
- Many community members provide more than one support or service within a school community (e.g. a single organization funds morning snack, offers enrichment cooking programming and supports parents).
- Of the 646 community members/organizations, 88.9 per cent support one or two District schools; this speaks to the importance of relationships, demographic proximity and the capacity of the community member.
- The other 11.1 percent of community members/organizations are connected across multiple District schools, ranging from three to 43 schools. These community members are typically organizations that serve the broader Edmonton area as part of their core work and value the opportunity to partner with the District in support of children, youth and families.

# A Closer Look at the Benefits of School-Community Relationships

When principals enter a community relationship into the tracker tool they identify the benefit from that relationship to the school community. The following is a summary of these benefits, or in other words, the community's positive contributions towards student success.

#### Instruction/curricular learning represent 39.5 per cent of entries.

Academic success is fostered through community supports that enhance:

- Alternative program support
- Career Pathways initiatives
- Citizenship and leadership development
- Comprehensive school health and safety
- Curriculum-based learning opportunities
- Early learning
- English Language Learning
- First Nations, Métis, and Inuit student supports
- First Nations, Métis, and Inuit cultural awareness
- Literacy development

Numeracy development

#### Wrap-around services represent 37.0 per cent of entries.

The overall well-being of students and their families is supported by community through:

- Out-of-school programming
- School-based wrap-around supports for families (e.g., translation supports, access to therapeutic supports)
- School-based wrap-around supports for students (e.g., mental health, Success Coaches)
- School nutrition
- School-sponsored extra-curricular activity
- Support for immigrant and/or refugee students and families

#### Functional operations represent 13.0 per cent of entries.

School operations are supported by community through:

- Financial support (e.g., donations and sponsorships)
- Leasing of school space
- Support for specific school operations (e.g., vendor contracts)

#### Positive relationships represent 10.5 per cent of entries.

Schools maintain a positive connection with members of the community to:

- Promote a good working relationship
- Promote the school as a positive asset to the broader community

## **Key Areas of Community Support**

There are key areas of benefit that are foundational for student success and would be commonly supported in partnership with community members across multiple District schools. The work and effort of the community to support each of these areas reflects the engagement and commitment of several community stakeholders, as demonstrated by the following tracker tool data:

Key area of support	Number of community stakeholders identified as providing this support
Career Pathways	42
Early learning	19
Enrichment and out-of-school-time	71
programming	
Financial support to District schools	75
Literacy learning	47
Numeracy learning	15
School nutrition	45
Student wrap-around supports	92

# Acknowledging the Contributions of Community

An important aspect of working with the community is the action of thanking and acknowledging community members for their interest and investment in the well-being and success of students. Each school has its own way of working with their various community members and thanking them in a manner best suited to the nature of their contribution to the school community. Through the data provided in the tracker tool, schools have identified the following ways they recognize and honour community contributions in their school:

- Acknowledgement during a school event, such as an assembly or volunteer appreciation tea.
- Highlight the contribution of the community member on the school website, SchoolZone or in a newsletter.
- Thank you cards and letters.

One of the features of the tracker tool supports schools in their efforts to honour community contributions. When entering community data, principals are able to indicate that the community agency or member's name can be published on the school's website. This acknowledgement is enabled when the community member gives permission for their name to be publicly displayed.

## **2018 DISTRICT FEEDBACK SURVEY**

#### What the District Feedback Survey tells us about working with the community

In the 2018 District Feedback Survey, staff, families and community members had the opportunity to respond to questions regarding the role of community in District schools. The following is a summary of feedback received relevant to the District's school-community relationships.

Staff survey data indicates that District staff recognize and value the community contributions within their school:

- 91.2 per cent of staff agreed with the statement, "Edmonton Public Schools as a whole has partnerships that support student success."
- 90.5 per cent of staff agreed with the statement, "My school has partnerships that provide access to supports and services for students with challenging circumstances."
- 93.1 per cent of staff agreed with the statement, "My school has partnerships that support student success."

While District staff are aware of community members who support their school, family survey data indicates that there is an opportunity to increase family awareness around the role of community supports within the school:

• 59.4 per cent of families were aware of partnerships that support student success and 33.9 per cent indicated that they did not know or were unsure.

Community stakeholder survey data reflects the input from community partners as well as members of the broader community. This series of survey questions serves as a community progress report and one source of feedback around how we are doing in our work with community stakeholders.

District Feedback Survey Data: Community Members (varying n size reflects branching of the survey questions: n=12 is a group of agency leaders; n=73 is a cohort of agency staff working in our schools; and n=194 is the entire community stakeholder cohort made up of partners and broader members of the community)	% Community Agreement	% Community Disagreement	% Community Don't Know/Unsure
Edmonton Public Schools uses feedback from parents/guardians, students and the broader community to improve services to students and communities.	74.2	9.3	16.5
	(n=144)	(n=18)	(n=32)
I have a positive working relationship with the staff at this school.	94.5	1.4	4.1
	(n=69)	(n=1)	(n=3)
It is easy for my organization to connect with individuals/departments in Edmonton Public Schools.	100 (n=12)		
My organization has a positive working relationship with Edmonton Public Schools.	100 (n=12)		
My organization has access to the school space required to support the services and programs we offer.	85.9	7.1	7. 1
	(n=73)	(n=6)	(n=6)

Our schools are actively involved in the community.	77.8	9.3	12.9
	(n=151)	(n=18)	(n=25)
Our schools are perceived positively by the community.	88.7	7.7	3.6
	(n=172)	(n=15)	(n=7)
Our schools feel welcoming.	93.8	5.2	1.0
	(n=182)	(n=10)	(n=2)
Our schools respect the diversity of all people (e.g., beliefs cultures, identities and religions).	93.8	5.2	1.0
	(n=182)	(n=10)	(n=2)
There are effective decision making processes between myself and school staff.	89.0	8.2	2.7
	(n=65)	(n=6)	(n=2)
There is effective communication between myself and school staff.	90.4	8.2	1.4
	(n=66)	(n=6)	(n=1)

From this data the following observations can be made:

- Overall, agency leaders who participated in the survey and agency staff working directly in District schools feel they have a positive working relationship with the District.
- Open ended comments, combined with the quantitative results, show there can always be opportunities for improved communication related to decision-making or the sharing of information between schools and agencies.
- Questions including the voice of the broader community members have a slightly lower positive response rate; this is not surprising as members of the broader community would not be as actively engaged in a working relationship with the school.

"Our inter-agency has had a very positive partnership with the school. From ensuring that we have adequate meeting space, to always acknowledging our efforts, to seeing to it that we are well fed during our lunchtime meetings, the school staff goes out of its way to strengthen and build on this partnership."

Voice of agency partner, District Feedback Survey 2018

#### **NEXT STEPS**

Community partners are essential to the academic and personal success of our students. As we strive to work even more effectively and efficiently with our community partners, the District will:

- Continue to establish District processes to support school leaders in their work to form and maintain critical and strategic school-community relationships.
- Provide a central point of contact to assist community stakeholders in their interest and efforts to support student success.
- Engage school principals around the use of the tracker tool to inform the opportunity to improve function for the user and support the gathering of information and data that is accurate, comprehensive and meaningful.

"Providing quality education in today's changing world and diverse communities is a challenge. EPSB is doing an admirable job with its resources and high demands. Our organization works in three provinces, and EPSB is admired for its organizational structure in catchment areas and the support it creates."

Voice of agency partner, District Feedback Survey 2018

# **Information Report**

**DATE:** September 25, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Update on Joint Transportation

**ORIGINATOR:** Dr. Lorne Parker, Assistant Superintendent

**RESOURCE** 

**STAFF:** Geoff Holmes, Chris Wright

**REFERENCE:** January 23, 2018 Board Report – Motion re: Joint Transportation Plan Feasibility

January 23, 2018 Board Report – Third Party Panel Study of Operational Services of

**School Jurisdictions** 

March 18, 2014 Board Report – Edmonton Student Transportation Authority

**Feasibility Study** 

#### **ISSUE**

At the January 23, 2018, Board meeting, Trustees approved a motion to outline their support for the benefits of an Edmonton Student Transportation Authority (ESTA) consortia framework. These benefits are outlined in the joint feasibility study completed in 2014 by Edmonton Catholic Schools (ECS) and Edmonton Public Schools (EPS).

#### **BACKGROUND**

One benefit of the proposed consortia model was a minimum route efficiency savings of \$2.5 million with no impact to student service or changes to school bell times. The study also outlined other benefits of a consortia model, including the identification of further financial savings resulting from operational economies of scale. Since the 2014 study, yellow bus ridership has increased at both jurisdictions, which would result in additional route savings under a consortia model.

On a broader scale, Edmonton Public Schools' administration are engaged in collaborative initiatives with other jurisdictions to maximize provincial education funding through the creation of shared efficiencies. This work is summarized in the January 23, 2018, Board report, *Third Party Panel Study of Operational Services of School Jurisdictions*. The joint initiative in student transportation with ECS demonstrates how shared busing can realize efficiencies in both service delivery and expenditures, ensuring financial resources provided for the education of students are maximized.

#### **CURRENT SITUATION**

As a result of the approved motion on January 23, 2018, and following discussions between EPS and ECS in spring 2018, the parties are setting ESTA aside and pursuing a more informal shared transportation arrangement to expand shared bus routes and find efficiencies. While students will ride separately, the buses operating these routes will be shared and the costs and efficiencies split between the parties. Effective September 4, 2018, Administration has implemented 25 bus routes using the shared transportation arrangement.

# **Information Report**

#### **KEY POINTS**

- Nine of the 25 shared routes were implemented in September 2017. These shared routes will be maintained for the 2018-2019 school year.
- Sixteen additional shared routes were implemented in September 2018.
- Sharing the cost of the 25 routes will result in savings of over \$600,000 for EPS.
- To achieve the efficiencies, four Edmonton Public schools were required to shift their start time by a maximum of 5 minutes, following engagement with stakeholders.
- Student Transportation staff will continue to identify additional efficiencies through shared service with Edmonton Catholic Schools for implementation in September 2019.

#### **ATTACHMENTS and APPENDICES**

None

GH:kk

#### 2017 - 2018 School Year

ECSD School	# of students	EPSB School	# of students	Total # of Bus Routes
Holy Family	40	Daly Grove	35	1
Holy Family	59	Bisset	53	1
Mary Hanley	97	Bisset	109	2
Mary Hanley	43	Daly Grove	37	1
Monsignor Fee Otterson	103	Roberta MacAdams	95	2
St. John XXIII	50	Constable Daniel Woodall	42	1
St. Nicholas	32	Ivor Dent	5	1
TOTALS	424	-	376	9

**Combined Total # of Students** 800 **Combined Total # of Bus Routes** 9 **Combined Total # of Schools** 10

2018 - 2019 School Year

ECSD School	# of students	EPSB School	# of students	Total # of Bus Routes
Father Michael Mireau	79	Satoo	96	2
Holy Family	36	Daly Grove	36	1
Holy Family	65	Bisset	55	1
Mary Hanley	93	Bisset	112	2
Mary Hanley	45	Daly Grove	38	1
Mary Hanley	99	Svend Hansen	150	3
Monsignor Fee Otterson	110	Roberta MacAdams	97	2
St. Angela	43	Hilwie Hamdon	41	1
St. Gerard	47	Delton	96	2
St. John Bosco	44	Dr. Donald Massey	41	1
St. John XXIII	81	Dr. Margaret-Ann Armour	72	2
St. John XXIII	56	Constable Daniel Woodall	46	1
St. Kateri	104	Velma E. Baker	159	3
St. Nicholas	30	Ivor Dent	7	1
St. Thomas Aquinas	91	Dr. Lila Fahlman	68	2
TOTALS	1023		1114	25

**Combined Total # of Students** 2137 **Combined Total # of Bus Routes** 25 **Combined Total # of Schools** 24

DATE: September 25, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Response to Request for Information #020

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

**RESOURCE** 

STAFF: Angela Anderson, Vanessa Croswell-Klettke, Madonna Proulx

REFERENCE: Approved 2018-2019 Spring Budget

#### **ISSUE**

In reference to the Approved 2018-2019 Spring Budget, Trustee Janz requested a report outlining the impact to schools, staffing and the educational experience under the following scenarios:

- 1. No funding for enrolment growth.
- 2. Hiring Freeze not permitted to staff retirements.
- 3. The District is faced with a three per cent decrease to the budget for the next four years.
- 4. The District is faced with a five per cent decrease to the budget for the next four years.

#### **BACKGROUND**

The current government's commitment to education has provided the District with relatively stable funding. Although the funding rates have not been adjusted to offset inflationary increases, the District has continued to receive enrolment growth funding. With uncertainty around the upcoming spring 2019 provincial election, administration has been requested to prepare budget scenarios.

#### **CURRENT SITUATION**

In response to the request for information, each scenario listed above is addressed in Attachments I – IV with additional supplemental information included in Attachment V.

#### **KEY POINTS**

- Almost 95 per cent of the District's operating budget is dependent upon government funding.
- The District's largest expense category is related to staffing, at approximately 80 per cent.
- The number of students supported by the District has grown by over three per cent per year for the last six years.

# **ATTACHMENTS and APPENDICES**

ATTACHMENT I Scenario 1: No Funding for Enrolment Growth.

ATTACHMENT II Scenario 2: Hiring Freeze – Not Permitted to Staff Retirements.

ATTACHMENT III Scenario 3: The District is Faced with a Three Per Cent Decrease to the Budget for

the Next Four Years.

ATTACHMENT IV Scenario 4: The District is Faced with a Five Per Cent Decrease to the Budget for the

Next Four Years.

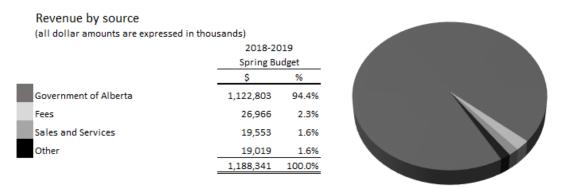
ATTACHMENT V Supplemental Information

TB:ja

#### Scenario #1: No Funding for Enrolment Growth

#### No funding for enrolment growth

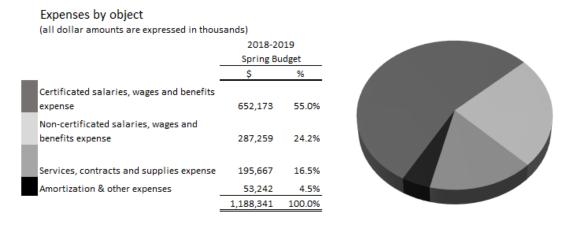
Out of the total District operating budget, almost 95 per cent is from the Government of Alberta. Any changes to Education funding have a significant impact on the Edmonton Public School Board's operations.



With no changes to funding rates, the increase of \$39.6 million in revenue between the 2018-2019 Spring and the 2017-2018 Fall budget is directly related to a projected enrolment growth of 2.9 per cent (in eligible funded students).

#### Expenses by program (all dollar amounts are expressed in thousands) 2018-2019 Spring Budget \$ % ECS - Grade 12 Instruction 933,156 78.5% Plant Operations and Maintenance 151,772 12.8% Transportation 46,478 3.9% Board and System Administration 39,202 3.3% External Services 17,733 1,188,341 100.0%

Salaries and wages for all staff groups is the largest expense item at 79 per cent, with 55 per cent being for certificated staff.



# Scenario #1: No Funding for Enrolment Growth

Specific details around the impact on staffing as a result of enrolment growth can be highlighted by looking at the increase in full time equivalent (FTEs) included in the 2018-2019 Spring budget (which factors in enrolment growth funding of \$39.6 million) compared to the 2017-2018 Fall budget.

	2018-2019		2017-2018		NET CHANGE
	Spring Proposed		Fall Revised		Spring vs
Staffing Group	Budget	%	Budget	%	Fall
Schools					
Teaching FTE	5,078.46	62%	5,015.28	62%	63.18
Support FTE	2,180.28	27%	2,145.36	27%	34.92
Custodial FTE	629.71	8%	619.89	8%	9.82
Exempt FTE	277.59	3%	270.25	3%	7.34
Total Schools FTE	8,166.03	100%	8,050.77	100%	115.26
Central Services					
Teaching FTE	204.77	19%	188.15	19%	16.62
Support FTE	186.50	17%	150.80	15%	35.70
Custodial FTE	66.00	6%	66.22	7%	(0.22)
Maintenance FTE	244.00	22%	231.00	23%	13.00
Exempt FTE	383.26	35%	376.86	37%	6.40
Total Central Services FTE	1,084.53	100%	1,013.03	100%	71.50
Metro Continuing Education	1				
Teaching FTE	8.13	24%	6.80	21%	1.33
Support FTE	16.14	48%	16.99	52%	(0.85)
Custodial FTE	0.69	2%	0.69	2%	-
Exempt FTE	9.00	27%	8.48	26%	0.52
Total Metro Cont. Ed. FTE	33.96	100%	32.96	100%	1.00
Total FTE's	9,284.52		9,096.76		187.76
Total by Group					
Teaching FTE	5,291.35	57%	5,210.23	57%	81.13
Support FTE	2,382.92	26%	2,313.15	25%	69.77
Custodial FTE	696.39	8%	686.79	8%	9.60
Maintenance FTE	244.00	3%	231.00	3%	13.00
Exempt FTE	669.85	7%	655.59	7%	14.26
Total FTE's	9,284.52	100%	9,096.76	100%	187.76

<sup>&</sup>lt;sup>1</sup> Metro Continuing Education offers a variety of academic classes for students of all ages, including part-time evening or weekend high school upgrading, summer school, diploma exam preparation, and elementary and junior high enrichment courses as well as adult continuing education.

# Scenario #1: No Funding for Enrolment Growth

In summary, based on the table's information, the District is projecting enrolment growth of 2.9 per cent for the 2018-2019 school year; this translates into enrolment growth funding of approximately \$39.6 million or 3.4 per cent of our operating budget. Over 78 per cent of this funding directly supports classroom instruction and 13 per cent is used to provide high quality learning and working environments (plant operations and maintenance). The District's largest expense is related to staffing and for 2018-2019, enrolment growth funding will be used to hire an additional 188 FTEs.

# Hiring Freeze – not permitted to staff retirements

The following information shows retirements by staff group over the last three years. (Note: the information on FTEs provided in response to Question 1 reflects new FTEs, not total hires. Staff hired to replace retirements would not appear as a new FTE).

EPSB - Retirees by Paygrou	ıp				
Staff Group	2015-2016	2016-2017	2017-2018	2017-2018 Budget Total FTEs	Retirees as a Percentage of total FTEs
Custodian	30	35	20	687	2.9%
Maintenance	7	3	8	231	3.5%
Support	68	70	67	2,313	2.9%
Teacher	134	171	146	5,210	2.8%
Exempt Non-Management	17	17	15		
Exempt Management	6	4	5	656	3.1%
	262	300	261	9,097	2.9%

For 2017-2018, the number of retirees represents 2.9 per cent of the total number of FTEs included in the 2017-2018 fall budget.

#### Scenario 3: The District is faced with a three per cent decrease to the budget for the next four years

#### Three per cent cut to the budget for the next four years

Based on clarification from Trustee Janz, this scenario assumes a 3 per cent reduction in funding in Year 1 with ongoing enrolment growth similar to recent years. Funding to remain the same (as Year 1) for Years 2-4, but with no funding for enrolment growth in any of the years.

To calculate the impact of this scenario, the table below shows a five-year history of our actual Alberta Education Revenue and the actual number of funded students. This information was then used to calculate a high level average funding per student per year amount.

School Year	AB ED Revenue	Enrol. Growth	Funded Students *	Funding per Student
2016-2017	1,030,475,577	3.6%	95,061	10,840
2015-2016	999,312,051	3.1%	91,734	10,894
2014-2015	949,281,061	3.5%	88,959	10,671
2013-2014	906,721,994	3.6%	85,916	10,554
2012-2013	889,385,333	3.3%	82,954	10,721
		3.4%	5-year average	

<sup>\*</sup> Actual eligible funded student numbers are from the Funding Event System (FES) frozen count information calculated by the Province.

As reflected in the table, the average annual enrolment growth over the five-year period is 3.4 per cent. Funding per student has remained fairly consistent with a net increase of \$119 per student (or 1 per cent) from 2012-2013 to 2016-2017. In other words, funding has not been indexed to factor in any inflationary impact. Information on inflation (Consumer Price Index) has been included in Attachment V – Supplemental Information.

Scenario: Three per cent reduction in revenue in Year 1, enrolment growth of 3.4 per cent (non-funded) using the Actual 2016-2017 information from the above table as Year 0

	AB ED Revenue		Enrolment Growth 3.4%	Funding per Student	
Year 1	1,000,461,725		98,293	10,178	
Year 2	1,000,461,725		101,635	9,844	
Year 3	1,000,461,725		105,091	9,520	
Year 4	1,000,461,725		108,664	9,207	18%
	funding alone (not cumul nd continued enrolment fu		•	177,472,423	
Based on #1, If \$3	9.6 million = 188 FTEs the	n \$177,4	72,423 = 841 FTEs		
* Reduction in fundi	ng per student over entire	e 4 year p	period		

#### Scenario 4: The District is faced with a five per cent decrease to the budget for the next four years

#### Five per cent cut to the budget for the next four years

Based on clarification from Trustee Janz, this scenario assumes a 5 per cent reduction in funding in Year 1 with ongoing enrolment growth similar to recent years. Funding to remain the same (as Year 1) for Years 2-4, but with no funding for enrolment growth in any of the years.

To calculate the impact of this scenario, the table below shows a five-year history of our actual Alberta Education Revenue and the actual number of funded students. This information was then used to calculate a high level average funding per student per year amount.

School Year	AB ED Revenue	Enrol. Growth	Funded Students *	Funding per Student
2016-2017	1,030,475,577	3.6%	95,061	10,840
2015-2016	999,312,051	3.1%	91,734	10,894
2014-2015	949,281,061	3.5%	88,959	10,671
2013-2014	906,721,994	3.6%	85,916	10,554
2012-2013	889,385,333	3.3%	82,954	10,721
		3.4%	5-year average	

<sup>\*</sup> Actual eligible funded student numbers are from the Funding Event System (FES) frozen count information calculated by the Province.

As reflected in the table, the average annual enrolment growth over the five-year period is 3.4 per cent. Funding per student has remained fairly consistent with a net increase of \$119 per student (or 1 per cent) from 2012-2013 to 2016-2017. In other words, funding has not been indexed to factor in any inflationary impact. Information on inflation (Consumer Price Index) has been included in Attachment V - Supplemental Information.

Scenario: Five per cent reduction in revenue in Year 1, enrolment growth of 3.4 per cent (non-funded) using the Actual 2016-2017 information from the above table as Year 0

	AB ED Revenue	Enrolment Growth 3.4%	Funding per Student	
Year 1	981,405,311	98,293	9,984	
Year 2	981,405,311	101,635	9,656	
Year 3	981,405,311	105,091	9,339	
Year 4	981,405,311	108,664	9,032	20%
	funding alone (not cumulation and continued enrolment fundi		196,528,837	
Based on #1, If \$3	9.6 million = 188 FTEs then \$3	196,528,837 = 932 FTEs		
	9.6 million = 188 FTES then \$3 ing per student over entire 4 y			

# **Supplemental Information**

# **Consumer Price Index**

The Consumer Price Index (CPI) is not a cost-of-living index. The objective behind a cost-of-living index is to measure changes in expenditures necessary for consumers to maintain a constant standard of living. The idea is that consumers would normally switch between products as the price relationship of goods changes. If, for example, consumers get the same satisfaction from drinking tea as they do from coffee, then it is possible to substitute tea for coffee if the price of tea falls relative to the price of coffee. The cheaper of the interchangeable products may be chosen. A cost-of-living index for an individual could be computed if complete information about that person's taste and spending habits was available. However, this would be impossible to do for a large number of people, so for this reason, regularly published price indexes are based on the fixed-basket concept rather than the cost-of-living concept.

Consumer Price Index				
		% Incre	ease	
All Items (see note 1)	2014	2015	2016	2017
Alberta	2.6	1.1	1.1	1.6
Edmonton	2.2	1.2	1.1	1.6
Source:				
Statistics Canada. Table 18-10-0005-01 Cons	umer Price In	dex, annua	al average	
https://www150.statcan.gc.ca/t1/tbl1/en/t	v.action?pid	=181000050	01	

#### Note 1: All Items

The goods and services that make up the Consumer Price Index (CPI) are organized according to a hierarchical structure with the "all-items CPI" as the top level. Eight major components of goods and services make up the "all-items CPI". They are:

- 1. food
- 2. shelter
- 3. household operations, furnishings and equipment
- 4. clothing and footwear
- 5. transportation
- 6. health and personal care
- 7. recreation, education and reading
- 8. alcoholic beverages and tobacco products

#### Classroom Diversity Increasing

Students	September 2013	September 2016	% Increase
English Language Learners	18,411	23,503	28%
First Nations, Metis, and Inuit			
(self-declared)	7,591	8,375	10%
Requiring specialized services	11,035	11,953	8%

# **Supplemental Information**

# **Budget Allocations**

Under the site-based decision model used by Edmonton Public Schools, the majority of the District's annual operating revenue is allocated directly to schools through school-based allocations (73 per cent). District-level fixed and committed costs amount to just under 15 per cent. Central Decision Units receive allocations totaling 5.5 per cent; out of this, 2.2 per cent directly supports instruction, leaving approximately 3.3 per cent classified as system administration and board governance (which is below the 3.6 per cent maximum allowed).

					2018-2019
					Spring Proposed
Proj	ected Reveni	ıe		*	Budget
	Operating R	evenue			\$ 1,188,341,310
	Operating R	eserve Fu	unds		11,148,603
	Operating R	evenue			\$ 1,199,489,913
Scho	ool Allocation	15			
	School Alloc	ations Le	vels 1 to 8		\$ 659,684,707
	Other Suppl	emental S	School Allocation	s	170,161,782
					829,846,489
	School Gene	erated Fur	nds/External Rev	enues	34,711,345
Sub	total School	Allocatio	ns	72.8%	864,557,834
Oth	er Allocation	5			
	Metro Conti	nuing Edu	ucation		12,929,271
	External Rev	venue All	ocations - Centra	I	11,273,673
	District Leve	el Fixed C	osts	6.8%	80,836,488
	District Leve	el Commit	tted Costs	7.9%	93,416,777
					198,456,209
	Central Dec	ision Unit	ts	5.5%	65,053,867
Sub	total Other A	llocation	15		263,510,076
Albe	erta Teachers	' Retirem	ent Fund (ATRF)	)	60,273,400
Tota	al Allocations				1,188,341,310
	Planned Use	of Rese	rves		11,148,603
Tota	al Budget				\$ 1,199,489,913

# **Supplemental Information**

It is important to note that in the event of funding reductions, the District would need to review the fixed and committed costs as the majority of these would continue.

	2018-2019
	Spring Proposed
	Budget
District Level Fixed Costs	
Debt and Fiscal Services	\$ 53,701,893
Utilities	20,000,000
Insurance	4,537,795
High Speed Networking	2,596,800
	80,836,488
District Level Committed Costs	
Student Transportation	42,683,335
School Plant Operations & Maintenance	15,276,051
Human Resources Supply Services	14,241,330
Core Technology Enterprise Management	2,472,266
Language and Cultural Support	4,455,670
Enterprise Systems	4,529,316
Placeholder for Staffing Agreements	3,023,448
Professional Improvement Leaves	1,540,000
Board of Trustees	984,625
Central Building Maintenance	1,000,000
PeopleSoft Road Map	538,800
Staff Development	650,000
Election	480,000
Partnership Commitments	446,490
Infrastructure Parking Allocation	405,000
Audit	136,946
Board Initiative Fund	45,000
ASBA Membership	160,000
PSBAA Membership	120,000
Survey	160,000
District Awards	30,000
Youth Engagement Model	26,000
Trustee Transition Allowance	12,500
	93,416,777