



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Sherry Adams
Michelle Draper
Shelagh Dunn
Ken Gibson
Michael Janz
Bridget Stirling

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

Via Zoom
Tuesday, June 22, 2021
2:00 p.m.

Board Meeting #18

- A. Roll Call
- B. Approval of the Agenda
- C. Recognition
 - 1. Michael A. Strembitsky Awards (Information)
 - 2. School Name Honouree (Information) **(NO ENCLOSURE)**
Note: This report will be posted to the Division's website after the official announcement.
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 3. DRAFT – Board Meeting #17 – June 8, 2021
- 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, June 21, 2021, to register under this item.)
- H. Reports:
 - 4. Report 25 of the Caucus Committee (from the meeting held October 20, 2020) (Information)
 - 5. Next Steps for the Evaluation Framework (Recommendation)
 - 6. Board Policy HG.BP Student Behaviour and Conduct (Recommendation)
 - 7. Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives (Recommendation)
 - 8. Board Policy FGB.BP Evaluation of Superintendent of Schools (Recommendation)
 - 9. Board Policy HAAB.BP Anti-racism and Equity (Recommendation)
 - 10. Motions re Edmonton Council for Early Learning and Care (Recommendation)

11. Referendum Questions – 2021 Municipal Election Ballot
(Recommendation)
 12. 2021-2022 School Year Calendar
(Recommendation)
 13. Strategic Plan Update – First Nations Métis and Inuit
(Information)
 14. COVID-19 Impact on the Division from May 26 to June 8, 2021
(Information)
 15. Implementation Strategy and Costs for the Division to Provide Free Menstrual Products
(Information – Response to Request for Information #103)
 16. Replacement of School Playground on Edmonton Public Schools Land
(Information – Response to Request for Information #104)
 17. Bereavement
(Information)
 18. Delegation of Authority - 2021 Summer Recess
(Recommendation)
- I. Other Committee, Board Representative and Trustee Reports**
- J. Trustee and Board Requests for Information**
- K. Notice of Motion**
- L. Meeting Dates**
- M. Adjournment**

DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Michael A. Strembitsky Awards

ORIGINATOR: Carrie Rosa, Acting for Director, Communications

RESOURCE STAFF: Cathy MacDonald

REFERENCE: [Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community](#)
[Administrative Regulation HI.AR – Recognition of Students](#)

ISSUE

Every year, each Division high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award's criteria and selects three recipients.

BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the Division's longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000 respectively are presented to the three Grade 12 students who best exemplify the award criteria.

CURRENT SITUATION

Each of the following nominees will be acknowledged and have a plaque sent to their homes.

Name	School
Jackson Durocher	Academy at King Edward
Elisabeth Yuen	Centre High Campus
Amelie Lang-Muller	Eastglen School
Athena Xaysana	Edmonton Christian High School
Hala El-Assadi	Harry Ainlay School
Zainab Warsame-Farah	J. Percy Page School
Katey Dambrowitz	Jasper Place School
Rayna McFeetors	Lillian Osborne School
Johanna Lau	M.E. LaZerte School
Corey Ly	McNally School
Joshua Goonewardene	Millwoods Christian School
Alexander Cai	Old Scona School
Medina Qasqas	Queen Elizabeth School
Eric Au	Ross Sheppard School
Victoria Zhou	Strathcona School

Penny Gullion
Reese Jones
Natasha Larson

Victoria School
Vimy Ridge Academy
W.P. Wagner School

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair at the public Board meeting on June 22, 2021.

CR:cm

MINUTE BOOK

Board Meeting #17

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, June 8, 2021, at 2:00 p.m.

Present:

Trustees

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Bridget Stirling

Student Trustees

Sarah Freeman

Helen Pan

Ellen You

Officials

Angela Anderson
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Nancy Petersen

Kent Pharis
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

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.

A. **O Canada** **Recognition of National Indigenous Peoples Day**

Ms Sheila Williams, a consultant with the Division, sang O Canada in Cree.

The Board Chair advised that Division students and staff are wearing orange today to honour the 215 children whose remains were discovered. On behalf of the Division, the Board Chair extended its sympathies to the Tk'emlúps te Secwépemc First Nation and to all who are grieving. She said that flags at Division schools and buildings are now at half-mast and will remain that way until after June 21, National Indigenous Peoples Day, in remembrance of all of the children who died at residential schools and all those who continue to feel the impact of residential schools. A moment of silence was shared in honour of the 215 children whose remains were found.

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Ms Clarice Anderson, Supervisor with the Division's First Nations, Métis and Inuit unit spoke and shared a video about the traditional Jingle Dress and dance.

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Gibson:

**"That the agenda for the June 8, 2021, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair recognized that June is Pride month and the first week of June is Pride week at Edmonton Public Schools. Pride is a time to celebrate but it's also a time to remember the hard-fought battles for inclusion. She said that Edmonton Public Schools has a strong sexual orientation and gender identity policy and previous Boards of Trustees, including many of the Trustees on this current board, have been leaders in ensuring LGBTQ+ students and staff are safe and welcome in Division schools. The Board Chair remarked that this leadership was important especially when considering some of the rights rolled back by the UCP government when it comes to supporting Gay Straight Alliances in schools Alberta-wide. The Board Chair stated that Edmonton Public Schools policies remain some of the strongest in this province.

The Board Chair reported that the Edmonton Public School Division received news last week that of the 30 requests put forward to the Alberta government for portables, funding for 25 will be received. She said this is a significant investment in modular classrooms and will help accommodate growth that the Division is seeing in schools, in particular schools in the southwest. The Board Chair stated that the Division appreciates this investment but reinforced that what is needed is further investments in the capital plan. She said the Division is one of the fastest growing school divisions in Alberta, and it is imperative that it continue to see new schools announced as well as funding for replacement schools in its mature neighbourhoods.

The Board Chair reported that on June 10, 2021, she and Trustee Draper will be participating in an event with Edmonton Catholic Trustees as well as ParityYEG to share information about what it means to be a school board Trustee. She appreciates ParityYEG's role in encouraging women to run for public office, including the position of school board Trustee.

The Board Chair said she is very encouraged, as many Edmontonians are, to see the decreasing number of daily COVID-19 cases. She remarked that vaccinations work and it's really powerful to talk to students or young people right now about the significance of receiving the vaccine for them. The Board Chair said that everyone has sacrificed so much this year, including students,

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and many of the young people she has been talking to feel the hope that a vaccine can bring as well as a sense of doing their part in this pandemic when they receive the vaccine.

The Board Chair reported that the membership of the Alberta School Boards Association (ASBA) met yesterday. Trustees from 61 boards from across the province attended the ASBA Spring General Meeting. She provided an update on the motion put forward by Edmonton Public School Division in conjunction with the Evergreen Catholic School Division calling for a delay, review and rewrite of the provincial draft K-6 curriculum.

The Board Chair advised that Trustees thoroughly discussed the motion and the motion weathered a number of amendments but was amended to remove the word *rewrite* from the original motion.

In the end, the ASBA membership passed a motion that calls for a delay, a review and further engagement on the draft K-6 curriculum. The Board Chair said this is a step forward for ASBA but in the Board's opinion stronger language, in particular calling for a rewrite, is truly what is needed in order to ensure the best curriculum for Alberta students.

On behalf of the Board, the Board Chair congratulated Trustee Michael Janz for receiving the Public School Boards' Association of Alberta (PSBAA) award for Advancing Association Business. She noted that Trustee Janz has been a strong advocate for public education and this award recognizes his passion and contributions to the PSBAA and to public education.

E. Communications from the Superintendent of Schools

The Superintendent congratulated all students that will be graduating this year. He said this is a great accomplishment. The Superintendent thanked parents and school staff who help every student on their academic journey. The Superintendent also thanked all the creative folks who are figuring out amazing ways to celebrate graduation, even though it won't be in person.

F. Minutes

1. Board Meeting #16 – May 25, 2021

MOVED BY Trustee Adams:

**"That the minutes of Board Meeting #16 held May 25, 2021, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There was one registered speaker for this item who opposed the mandatory requirement for students to wear masks at school.

MINUTE BOOK**H. Reports**

2. Report #24 of the Caucus Committee (From the meeting held May 11, 2021)

Information was provided regarding actions taken at the May 11, 2021, Caucus Committee meeting.

3. Student Senate Work Plan Update

The Student Senate presented a final update of their work in support of their 2020-2021 Work Plan.

4. Locally Developed Courses

MOVED BY Trustee Draper:

"That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2025:

- Design Thinking for Innovation 15-25-35 (3 and 5)
- Expanded Core Curriculum for Students with Visual Impairment 15-25 (3 and 5)
- Extended Essay 35 (3)
- Film and Media Art 15-25-35 (3 and 5)
- Forensic Studies 25-35 (3)
- Instrumental Jazz 15-25-35 (3 and 5)
- Leadership, Character and Social Responsibility 15-25-35 (3 and 5)
- Musical Theatre Performance 15-25-35 (5)

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2023:

- Orientation & Mobility 15-25 (3)
- Unified English Braille Code 15 (5)

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2022:

- Aboriginal Studies 7-8-9"

(UNANIMOUSLY CARRIED)

Trustee Ip was not present for the vote.

5. Rescindment of Board Policy GIBD.BP Integrated School Library Learning Commons

MOVED BY Trustee Stirling:

"1. That Board Policy GIBD.BP Integrated School Library Learning Commons be rescinded."

(UNANIMOUSLY CARRIED)

Trustee Ip was not present for the vote.

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**“That the budget report for the year ending August 31, 2021, be approved.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

7. Three-Year Education Plan (2021-2024)**MOVED BY Trustee Dunn:**

“That the Edmonton Public Schools’ Three-Year Education Plan (2021-2024) be approved.”

MOVED BY Trustee Dunn that the motion be amended:

**“That the Three-Year Education Plan be amended to include achievement data as a measure under Goal 2.”
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee Dunn:

**“That the Edmonton Public Schools’ Three-Year Education Plan (2021-2024) be approved as amended.”
(UNANIMOUSLY CARRIED)**

8. COVID-19 Impact on the Division from April 28 to May 25, 2021

An update was provided regarding the COVID-19 impact on the Division from April 28 to May 25, 2021.

9. School Safety Coach

The Division has created a new school-based role that supports safety and well-being in the Division’s school communities. The School Safety Coaches will help meet the needs of school communities with an emphasis on trauma informed practices, restorative practices and relationship building with students and youth from the surrounding community. Principals now have the option, should they choose, to initiate the process to hire a school safety coach.

I. Other Committee, Board Representative and Trustee Reports:

Trustee Draper, Trustee Representative for the Edmonton Public Schools Foundation, reported that on June 7, 2021, the Division welcomed Ms Kyla Amrhein as the new Director of the Edmonton Public Schools Foundation. She advised that Ms Amrhein brings 15 years of experience to the position in the areas of governance, volunteer management, fund development and

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community engagement. In her most recent role, as Director of Advancement within the University of Alberta Faculty of Engineering, Ms Amrhein was responsible for leading a team focused on alumni relations, fund development, communications and events. On behalf of the Board of Trustees, Trustee Draper welcomed Ms Amrhein to the Division.

Trustee Draper reported that on May 7, 2021, approximately 2,000 donors, friends, volunteers, students and staff members took time to read a book for a good cause, and many also donated to the Foundation's 2021 Reading for Life virtual fundraiser. She said that including the \$10,000 matching donation made through EPCOR's Heart and Soul Fund, over \$35,000 was raised through the Reading for Life fundraiser. Trustee Draper explained the money will support full-day Kindergarten programming and help level the educational playing field for children who come to the classroom at a disadvantage.

Trustee Draper reported that the Edmonton Public Schools Foundation will be receiving \$25,000 through EPCOR's Heart and Soul Fund to embark on a 2021 Chromebooks for Kids Campaign. The campaign will run from September to December of the 2021-22 school year with the goal of raising \$50,000 or more to purchase Chromebooks. These Chromebooks will supplement the Division's supply and help ensure that the Division's vulnerable students have equitable access to technology to support their learning journey.

J. Trustee Requests for Information:

The Board Chair requested that the Administration provide contextual information related to the construction, maintenance, and eventual replacement of school playgrounds on Edmonton Public Schools land. More specifically:

1. Who determines whether a playground located on EPSB land is the responsibility of the City or Edmonton or the school division?
2. Who is responsible for maintaining and eventually replacing school playgrounds?
3. What Division supports are offered to parent groups trying to raise money to construct new or replacement playgrounds?
4. How is money for replacement playground construction generated?
5. What costs to the Division would be associated with providing additional supports to address any gaps in the system?
6. On behalf of parent groups, are there opportunities for trustee advocacy that could help improve efforts to construct playgrounds?

K. Notices of Motion:

Trustee Draper served notice of motion that the Board of Trustees provides a letter of support to endorse the Edmonton Council for Early Learning and Care's "Recommended Actions for the City of Edmonton."

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Trustee Draper served notice of motion that the Board of Trustees direct Administration to collaborate with the Edmonton Council for Early Learning and Care and explore the feasibility of implementation of the “Recommended Actions for Education.”

Trustee Janz served notice of motion that Edmonton Public Schools request Mayor Iveson and City Council to add two referendum questions to the 2021 Municipal Election Ballot as follows:

1. A rejection of the UCP Alberta Education equalization formula (the Weighted Moving Average).
2. The rejection of the current draft K-6 curriculum and call for a rewrite.

L. **Next Board Meeting: Tuesday, June 22, 2021, at 2:00 p.m.**

M. **Adjournment: 5:00 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Nathan Ip, Caucus Committee Chair

SUBJECT: Report #25 of the Caucus Committee (From the meeting held October 20, 2020)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

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

The following recommendation was approved at the October 6, 2020, Special Caucus Committee meeting:

Capital Reserves – Construction Bridging Costs

That authorization for the Superintendent to proceed with the utilization of up to \$3,800,000 of Capital Reserve funds, previously approved as part of the \$4,200,000 for Growth Accommodation in the 2020–2021 Capital Reserve Plan, to acquire additional modular classrooms not funded by the province be approved.

BACKGROUND

The Division requested 10 new modular classrooms, including evergreening of four units, and funding for two modular classroom relocations as part of the provincial 2021–2022 Modular Classroom Program. Given the timelines to procure, install, and prepare units for occupancy, administration recommended proactively determining whether Capital Reserve funds could be accessed to acquire these needed new modular classrooms that may not be funded by the province.

The Province requested a resubmission due to program funding expansion included in the provincial budget announced in late February. The Division's request changed from 10 units in the fall submission to 30 units in the March submission. Alberta Education has now approved funding for 25 of 30 modular classrooms requested as part the Division's resubmission of the request in late March.

The resubmission has caused a delay in installation. Implications for occupancy will be determined on a site-by-site basis over the coming weeks. The timelines are being developed in collaboration with the impacted schools; however, it is likely that occupancy in many instances will occur after the start of the 2021-2022 school year.

KM:sj

DATE: June 22, 2021

TO: Board of Trustees

FROM: Governance and Evaluation Committee: Trustees Draper, Dunn, and Gibson (chair)

SUBJECT: Next Steps for the Evaluation Framework

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) Section 5.4 – Caucus Committee
[Trustees' Handbook](#) Section 6.1.1 A – Governance and Evaluation Committee, Board Self-Evaluation

ISSUE

The Governance and Evaluation Committee is recommending next steps for the Strategic Evaluation Framework they have designed.

BACKGROUND

The Board of Trustees establishes the Division Strategic Plan in collaboration with stakeholders. The strategic plan sets the direction for the Division, guiding its efforts and investments for the Board's four-year term. The Board is also responsible for establishing Board policies.

A robust system of evaluation and performance monitoring provides a solid base for policy review and is a key part of the development cycle. As part of their 2021 work plan, the Governance and Evaluation Committee led the creation of a draft Strategic Policy Evaluation Framework (Framework) to guide the evaluation of the Division's Strategic Plan and guiding policies.

RELATED FACTS

- An evaluation framework is a written document that describes the overall approach and strategy that will be used to guide evaluation. It identifies scope (in this case the focus is on the Strategic Plan and in-scope Board-level policies), approach, resources required, timelines, responsibilities, etc.
- Systematically evaluating the strategic plan and associated policies will contribute to organizational learning and supports evidence-based decision-making, helping the Board of Trustees and Administration better understand impacts on student learning, and ultimately contributing to the vision, "Success, one student at a time."
- A full Framework, along with the Summary presented with this report, were developed over the course of the past year by the Governance and Evaluation Committee.
- There were several opportunities for engagement and to obtain feedback on the Framework.
 - Governance and Evaluation Committee: February 2021
 - Policy Committee: March 26, 2021
 - Board and Superintendent: Generative Discussion, May 4, 2021
 - Student Senate: May 12, 2021

There is a lot of synergy between the questions asked in policy evaluation and what is important to consider in strategic plan development. Reviewing the Framework could help inform the incoming Board's approach to developing their new strategic plan.

RECOMMENDATION

That Administration present the Strategic Evaluation Framework to the incoming Board for their consideration before December 15, 2021.

CONSIDERATIONS and ANALYSIS

- Given that it is near the end of this Board's term, Trustees felt it would best serve the incoming Board to create the Framework's structure, but leave the finalization and implementation decisions for the newly elected Board. If the incoming Board sees this Framework as a valuable resource, they will need to decide how and when they would like to use it, what resources to allocate toward the implementation and who will be assigned oversight of it.

NEXT STEPS

Following approval of this recommendation, Administration will arrange time to discuss the Framework, its potential uses and outstanding decisions with the newly elected Board before December 15, 2021.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summary from the Governance and Evaluation Committee on the Creation of a Strategic Policy Evaluation Framework

MD:km

SUMMARY FROM THE GOVERNANCE and EVALUATION COMMITTEE ON THE CREATION OF A STRATEGIC POLICY EVALUATION FRAMEWORK

Last updated: June 8, 2021

INTRODUCTION AND BACKGROUND

The Board of Trustees establishes the Division Strategic Plan in collaboration with stakeholders. The strategic plan sets the direction for the Division, guiding its efforts and investments for the Board's four-year term. The Board is also responsible for establishing Board policies. The Board of Trustees' policies reflect the values they bring to a specific issue as representatives of the community.

A robust system of evaluation and performance monitoring provides a solid base for policy review and is a key part of the development cycle. The *Alberta Education Act* Board Procedures Regulation states the Board must (a) establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and (b) monitor and evaluate the effectiveness of the established policies and procedures on a regular basis (Section 4 AR 82/2019 BOARD PROCEDURES REGULATION). The Superintendent Quality Standards indicates the Superintendent is responsible for implementing Board policies and supporting the regular review and evaluation of their impact.

As part of their 2021 work plan, the Governance and Evaluation Committee led the creation of a draft Strategic Policy Evaluation Framework (Framework) to guide the evaluation of the Division's Strategic Plan and guiding policies. The Board of Trustees recognizes the act of systematically evaluating our strategic plan and associated policies contributes to organizational learning and supports evidence-based decision-making, helping the Board of Trustees and Administration better understand impacts on student learning, and ultimately contributing to our vision, "Success, one student at a time." When creating and evaluating the strategic plan, it is important to consider how the Division's Strategic Plan and policies align with Alberta Education's business plan and how our Three-Year Education Plan ties the work of the Division to Alberta Education's priorities.

SCOPE OF THE FRAMEWORK

The Framework focuses on the Division's strategic plan and associated policies. However, it may not always be possible to separate the various components of the system. In some instances, it may be necessary, as part of the evaluation, to review the Administrative Regulation, programs or initiatives associated with the policy for greater clarity and understanding of how it has been implemented.

Part of determining scope is to ascertain if some policies are more conducive to being assessed and reported on through other functions. When drafting the Framework, policies associated with each priority of the strategic plan were assessed for their evaluability. It is interesting to note that some policies were determined to not be evaluable, mainly due to the legislative requirements or simply better suited to a review or monitoring process.

APPROACH

The approach to policy evaluation within the Division aligns with our core values of accountability, collaboration, equity and integrity. Evaluations will occur through engagement and collecting evidence to inform decision making. Monitoring data should be collected on an ongoing basis. A list of data that could be accessed for evaluation purposes is listed in the Framework. The evaluation and monitoring processes can contribute to strengthening relationships with stakeholders. Evaluation practices must be respectful and encompass and acknowledge different ways of knowing, respecting the rich diversity of

cultures, worldviews, histories, and current realities that inform policy development and are lived realities for those who will be impacted by policies.

Policies are reviewed on a planned schedule of every seven years. Some policies, in their accountability section, have more frequent reporting or review requirements than others due to legislative requirements or the significance of the topic. The Division may wish to establish an evaluation planning cycle that aligns with the Board's four-year term and length of the strategic plan, with annual updates. The planning cycle should also include a review of the evaluation framework and processes to revise as new learning occurs. Evaluation findings can be used to support the extent to which the priorities of the strategic plan are being met and strengthen policies. As the strategic plan is revised every term and policies will be reviewed, indicators will also need to be reviewed and adapted as required. The intention is that this Framework is robust enough to adapt to changes to the strategic plan and policy revisions throughout the years with updates made as required.

EVALUATION CRITERIA and POTENTIAL EVALUATION QUESTIONS

The following criteria, adapted from the Organization for Economic Cooperation and Development/Development Assistance Committee on Development Evaluation (2019) was identified by Governance and Evaluation and reviewed with the full Board of Trustees to guide evaluations and serve as a measure to which to assess the strategic plan priorities and policies. Each one is described in the Framework.

- relevance
- coherence
- efficiency
- effectiveness
- impact
- sustainability
- equity

In addition to being assessed against the criteria, the following questions are a few examples of what could be asked through the evaluative process:

- To what extent does the policy align with the current strategic plan, mission, vision and values of the Division?
- To what extent has the policy been implemented as intended?
- To what extent is the policy achieving its intended outcomes?
- Have various populations been differentially impacted? If yes, to what extent have known disparities between populations been effectively diminished? What are the unanticipated favourable and unfavourable effects on non-dominant populations?
- What changes are needed to achieve more equitable results for different populations?

The Framework includes an evaluation matrix and list of sources of data accessible for helping to answer evaluation questions. Further discussion on possible benchmarks on which to assess against is needed.

REQUIRED RESOURCES

To be successfully implemented, this Framework requires the support of the Board of Trustees and Senior Administration, the existence of a culture of inquiry, learning and evidence-based decision making and allocation of financial and human resources to support the process.

To continue the development and support the implementation and capacity building surrounding the Framework, the incoming Board may wish to access the Board Initiative Fund. Future resources may consist of Administration appointing a dedicated staff to support the evaluative function, to oversee the policy evaluation process and implement the Framework. Additional funds could be in the creation of a yearly set budget allocation to provide access to external evaluators. It will also be important to determine where the Framework “lives” in terms of oversight. This may be through the Governance and Evaluation Committee, the Policy Review Committee or integration with the Audit Committee (which consists of the full Board).

ENGAGEMENT

The current Board of Trustees have been engaged in the creation of the Framework through discussions at the Governance and Evaluation and Policy Committee and through a Generative Discussion. A representative from the Committee met with the Student Senate to ask about measuring student success and input into how the Board should measure its progress on our Strategic Plan. Our students shared the importance of looking at student success in a holistic way, how career pathways are strengthened through learning, and the need to amplify the voices of Black, Indigenous, and People of Colour individuals and people from different communities. Ultimately, there exists the desire to continue to collaborate with stakeholders to inform this Framework and future evaluations.

The work is not complete. There is opportunity for continued outreach to stakeholders (e.g., Equity Advisory Committee, SCOPE), as well as integrating the collection of input into the Framework as part of the incoming Board’s strategic plan engagement.

PROPOSED NEXT STEPS

- The incoming Board of Trustees is requested to take ownership of the draft Framework for further development. As part of the transition, the Board is asked to review the proposed criteria and determine overarching questions they would like to use to guide the evaluative process and continue to engage stakeholders to gather input to inform the development of the Framework.
- Additional work weaving equity throughout the Framework remains to be done, recognizing the role of Truth and Reconciliation, expanding to anti-racism and equity analysis, moving beyond Gender Based Analysis +.
- Allocation of resources, clarity on roles and a schedule to implement the Framework needs to be determined.
- Finally, where the framework “lives”, how the Board retains oversight of the document to ensure it is kept up to date and implemented as planned remains to be identified.

DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Michael Janz, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: Board Policy HG.BP Student Behaviour and Conduct

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Rachel Foley, Gail Haydey, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is presenting the updated policy to the Board of Trustees at public Board for first reading.

BACKGROUND

Section 33 of the *Education Act* requires Boards to establish, implement and maintain a policy and code of conduct respecting the Board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior. An annual review of the code of conduct is required.

RELATED FACTS

- Updates to Board Policy HG.BP Student Behaviour and Conduct have been informed by recent engagements to inform the Board's work in support of the development of the new Anti-racism and Equity policy. Changes to HG.BP Student Behaviour and Conduct that reflect the Board's work on anti-racism and equity include:
 - Addition of anti-racism language and the commitment to anti-racist learning and working environments.
 - A definition of anti-racism, in alignment with the draft Anti-racism and Equity policy.
 - Inclusion of racism and discrimination as unacceptable behaviours.
 - Specification that respecting diversity includes the expectation to refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination.
- The policy also now recognizes the importance of restorative practices and includes:
 - New wording in the Purpose section to affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.
 - A definition of restorative practice.
 - Recognition throughout the policy that responsive discipline involves a continuum of restorative responses and interventions, not just consequences, following misconduct or behaviour issues.

- Finally, the policy has also been updated to recognize the use of online learning environments. The revised policy indicates that expectations for student behaviour and conduct include both in-person and online environments.
- After first reading of the policy, it is the intent of the Policy Review Committee to proceed with stakeholder engagement through a public online survey to inform the final draft of the policy.

This work by the Board of Trustees supports the following areas of the 2018-2022 District Strategic Plan:

- Priority 1 Goal 2: Success for every student.
- Priority 2: Provide welcoming, high quality learning and working environments.
- Priority 2 Goal 1: Our learning and working environments are welcoming, inclusive, safe and healthy.

RECOMMENDATION

1. **That Board Policy HG.BP Student Behaviour and Conduct be introduced.**
2. **That Board Policy HG.BP Student Behaviour and Conduct be read for the first time and approved for further stakeholder feedback.**

OPTIONS

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

1. Approve first reading of the policy.
2. Provide the Policy Review Committee with feedback to inform revision of the document to support approval of first reading at an upcoming Board meeting.

CONSIDERATIONS and ANALYSIS

To ensure compliance with the *Education Act*, Board Policy HG.BP Student Behaviour and Conduct is required to undergo a review every year.

The Policy Review Committee's annual work plan reflects this annual review. Approval to move forward with this draft of the policy will support achievement of this requirement.

NEXT STEPS

Upon approval of the recommendation, the draft policy and a public survey will be posted for 60 days for stakeholder feedback.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HG.BP Student Behaviour and Conduct

BS:kd

CODE: HG.BP

EFFECTIVE DATE: (12-09-2006)

TOPIC: Student Behaviour and Conduct

ISSUE DATE: (29-04-2020)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, caring, respectful and safe learning and working environment that respects diversity, commits to anti-racism and fosters a sense of belonging throughout the Division.

To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community. To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the Alberta *Education Act*.

To affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are also found in a Glossary of Terms (linked in References).

- **Bullying** is defined in the *Education Act* as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Academic Integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.
- **Anti-racism** is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.
- **Restorative practice** is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice and demonstrate positive personal and interpersonal character traits that contribute to the development of positive learning environments, including both in-person and online.

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable.

This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student, as a partner in education, has the responsibility to:
 - a. Be ready to learn, actively engage in and diligently pursue the student's education.
 - b. Attend school regularly and punctually.
 - c. Co-operate with everyone authorized by the Board to provide education programs and other services.
 - d. Comply with the rules of the school and the policies of the Board.
 - e. Be accountable to the student's teachers and other school staff for the student's conduct.
 - f. Respect the rights of others in the school.
 - g. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - h. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

i. Positively contribute to the student's school and community.

2. Furthermore, students are expected to:

- a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
- b. Use school and personal technology appropriately and ethically.
- c. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
 - a. Behaviours that interfere with the learning of others and/or the school environment.
 - b. Behaviours that create unsafe conditions.
 - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in person, indirectly or by electronic means.
 - d. Physical violence.
 - e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
 - f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
 - g. Any illegal activity such as:
 - i. Possession, use or distribution of illegal substances.
 - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.
 - iii. Possession, use, display or distribution of offensive messages, videos or images.
 - iv. Theft or possession of stolen property.
 - h. Any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct.
 - i. Failure to comply with Section 31 of the *Education Act*.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action. Responsive discipline provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development.
2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the

situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
 - a. Temporary assignment of a student to an alternate supervised area within the school.
 - b. Temporary assignment of a student to an alternate learning location.
 - c. Short term removal of privileges.
 - d. Interventions such as positive behaviour supports, contracts, counselling, restorative practices.
 - e. Replacement or restitution for loss of or damage to property.
 - f. In-school or out-of-school suspension.
 - g. Referral to Attendance Board.
 - h. Recommendation for expulsion.
4. Responses to unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report. This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

The Division is governed by the *Freedom of Information and Protection of Privacy Act* (FOIP).

In alignment with Section 33(3) of the *Education Act*, the Board shall ensure the policy:

- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

REFERENCES

AD.BP Vision, Mission, Values and Priorities
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
AEBB.BP Wellness of Students and Staff
DKB.AR Appropriate Use of Division Technology
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBEB.AR Workplace Violence
GGAB.BP Multicultural Education
HAA.BP First Nations, Métis and Inuit Education
HED.BP Student Attendance



HF.BP Safe, Caring and Respectful Learning Environments

HFA.BP Sexual Orientation and Gender Identity

HG.AR Student Behaviour and Conduct

HGD.BP Student Suspension and Expulsion

Glossary of Terms

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act

Education Act 1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50

DRAFT

DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Michael Janz, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: First, Second, Third and Final Reading of Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Rachel Foley, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives to the Board of Trustees (the Board) for first, second, third and final readings at the June 22, 2021, public Board meeting.

BACKGROUND

Under the *Petitions and Public Notices Regulation*, a board must establish and maintain a policy regarding the administration of petitions received by the Board, other than those received by the Board under Section 102, 110 or 190 of the *Education Act*.

RELATED FACTS

- Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives has been updated to include petitions, in alignment with legislative requirements. Specifically, the updated policy:
 - Clearly articulates that petitions received by the Board may only pertain to matters other than those articulated in Sections 102, 110 and 190 of the *Education Act*.
 - Includes the role of the secretary to the Board to ensure the petition meets the requirements articulated in the *Education Act*.
 - Requires the Board to administer petitions in compliance with the *Education Act*, including giving public notice, when and as required.
- Changes have also been made to more clearly reflect current practices outlined in this policy. Specifically, these changes address:
 - The timing for individuals to register to speak to the Board on a specific board agenda has been updated to indicate that individuals must register with the Board office by noon the business day before the Board meeting.
 - The timing currently indicated in the policy is noon the day of the meeting. The proposed change allows sufficient time for confirming the agenda and providing individuals with the necessary information and instruction in advance of speaking at the meeting.

- Agreement of the Board to hear individuals will now be obtained by the Board Chair through the approval of the agenda.
 - Agreement to hear individuals through approval of the agenda represents current practice. The current policy is not explicit on how concurrence to hear an individual is obtained.
- The policy has also been updated to reflect that an extension to the three minute time limit may be granted to accommodate individuals who have disabilities that affect their communication, translation requirements or other required communication supports.

RECOMMENDATION

That Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives be read for the first, second, third and final time and be approved.

OPTIONS

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

1. Approve the first, second, third and final reading of Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives.
2. Decline to approve Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives for first, second and third reading and provide feedback to the Policy Review Committee.

CONSIDERATIONS and ANALYSIS

Given the administrative nature of this change, online stakeholder engagement is not required.

NEXT STEPS

Upon approval, the updates to Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives will be posted to the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives

BS:rf

CODE: IAB.BP**EFFECTIVE DATE:** (22-06-2021)**TOPIC:** Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2019)**POLICY**

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

The intent of this policy is to clarify the Board's procedures for its official Board meetings with respect to members of the public and staff group representatives providing general comments to the Board on an educational issue or on specific Board meeting agenda items, making formal presentations to the Board or presenting a petition to the Board.

In accordance with the *Education Act*, the Board of Trustees as the Corporate Board of Edmonton School Division holds its official business meetings in public. Board meeting agendas are posted to the Division website www.epsb.ca. No person will be excluded from the meeting except for improper conduct. Attacks on the personal character or performance of any individual or disruptive remarks will be ruled out of order and persistence in such remarks shall cause the individual to be excluded from the meeting room.

A. GENERAL COMMENTS ON AN EDUCATIONAL ISSUE AT A BOARD MEETING

1. A member of the public or a staff group representative may address the Board on any educational issue.
2. A member of the public or a staff group representative may speak for three minutes at a public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of the *Comments from the Public and Staff Group Representatives* section of the agenda will not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
3. Speakers will address their comments to the Board Chair.

B. COMMENTS ON SPECIFIC BOARD AGENDA ITEMS

1. If a member of the public or a staff group representative wishes to give a position to the Board on a specific board agenda item, the individual must register with the Board office by noon the business day before the meeting.
2. The Board Chair will, through the approval of the agenda, seek agreement of the Board to hear the individual.
3. Speakers will confine themselves to three minutes and address their comments to the Board Chair. This may be extended to accommodate individuals who have disabilities that affect their communication, translation requirements or other required communication supports. Extensions will be granted at the discretion of the Board Chair or designate.

4. The total duration of public comment on a specific agenda item will not exceed 20 minutes per agenda item. Exceptions to the time limits may be made by a majority vote of the Board.

C. FORMAL DELEGATIONS, PRESENTATIONS, AND PETITIONS TO BOARD

1. The Board office will advise the delegation on the procedures for submitting a brief and/or making a verbal presentation and assist the delegation in making their request.
2. Groups or individuals who wish to appear before the Board to make a presentation to or a request of the Board will first discuss the request with the Superintendent of Schools or a designate. This provides the presenter an opportunity to clarify his/her understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.
3. If after meeting with the administration an appearance before the Board is still desired, the delegation must make their request in writing to the Board office at least three weeks in advance of the preferred meeting at which they wish to appear. Notwithstanding the three week notice, the Superintendent of Schools may consider a request to waive the timelines if circumstances warrant; for example, if the Board will be making a decision on the matter before the delegation is scheduled to present to Board.
4. The Board reserves the right to determine whether the delegation will be heard, and if so, whether it will be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Board office in consultation with the Superintendent of Schools and Board Chair will make appropriate arrangements for the delegation to be heard.
5. Written briefs or a digest of the information to be presented must be submitted to the Board office at least five days prior to the meeting. The notice and the brief will be provided to each Trustee with the notice of meeting at which the delegation is to appear.
6. The delegation may have 10 minutes in total to make its presentation and may appoint two spokespersons.
7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present.
8. Petitions received by the Board may only pertain to matters other than those articulated in Sections 102, 110 and 190 of the *Education Act*.
9. Petitions will be reviewed by the secretary to the Board to ensure the petition meets the requirements articulated in the *Education Act*.
10. The Board will administer petitions in compliance with the *Education Act*. This includes giving public notice, when and as required under the *Act*, and in alignment with the *Petitions and Public Notice Regulation*.

REFERENCES

AB.AR Appeal Processes

EPSB - Speaking at a Board Meeting

Education Act Section 42, 102, 110, 190

Alberta Regulation 91/2019 *Petitions and Public Notices Regulation*

DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Michael Janz, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: First, Second, Third and Final Reading of Board Policy FGB.BP Evaluation of Superintendent of Schools

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Marnie Beaudoin, Kelsey Duebel, Rachel Foley, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting Board Policy FGB.BP Evaluation of Superintendent of Schools to the Board of Trustees (the Board) for first, second, third and final readings at the June 22, 2021, public Board meeting.

BACKGROUND

The Policy Review Committee (PRC) reviewed Board Policy FGB.BP Evaluation of Superintendent of Schools as part of their 2020-2021 work plan. Changes were made to ensure alignment with the *Education Act*.

RELATED FACTS

The revisions are administrative and do not change the original intent of the policy as it was approved by the Board. Minor changes have been made to language in the policy to refer to the Division (previously the District) and the *Education Act* (previously the *School Act*).

RECOMMENDATION

That Board Policy FGB.BP Evaluation of Superintendent of Schools be read for the first, second, third and final time and be approved.

OPTIONS:

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

1. Approve the first, second, third and final reading of Board Policy FGB.BP Evaluation of Superintendent of Schools
2. Decline to approve Board Policy FGB.BP Evaluation of Superintendent of Schools for first, second and third reading and provide feedback to the Policy Review Committee.

CONSIDERATIONS and ANALYSIS

Given the administrative nature of this change, online stakeholder engagement is not required.

NEXT STEPS

Upon approval, Board Policy FGB.BP Evaluation of Superintendent of Schools will be posted to the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy FGB.BP Evaluation of Superintendent of Schools

BS:kd

CODE: FGB.BP**EFFECTIVE DATE:** (20-06-2017)**TOPIC:** Evaluation of Superintendent of Schools**ISSUE DATE:** (21-06-2017)**REVIEW YEAR:** (2023)

PURPOSE

To establish the Board of Trustees' (the Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the Division in accordance with the *Education Act*. The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *Education Act*, Alberta Education regulations, Board policies, and our Vision, Mission, Values and Priorities.

To reflect the Board mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a glossary of terms (linked in References).

- Division Priorities
- Strategic Plan

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school Division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees helps to model and foster a collaborative working environment critical to a high functioning Division.

The Board is committed to an annual performance evaluation process that measures:

- The Superintendent's performance with respect to the roles and responsibilities of the Superintendent.
- Achievement of the Division Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators will be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information will be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources will serve to:

- Provide feedback on the Superintendent's leadership and performance in key areas.
- Allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals.
- Recognize areas and trends that are showing positive change or progress.
- Enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process.
- Inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

1. A three (3) member Trustee Committee elected at the Organizational Board meeting will, in accordance with the terms of reference established by the Board for the Committee and this policy, be responsible for:
 - a. Recommending the evaluation process to be used to Caucus Committee.
 - b. Organizing and overseeing the evaluation process.
 - c. Reporting the evaluation results to the Caucus Committee and to public Board.
 - d. Initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *Education Act* and provisions of the Superintendent's contract.
2. If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee or a contracted party external to the Division will compile and/or summarize the individual responses for reporting purposes to maintain respondents' anonymity.
3. The evaluation process will provide the Superintendent of Schools with an opportunity to:
 - a. Review all information used in the evaluation.
 - b. Discuss the evaluation report with the Trustee subcommittee.
 - c. Include a response to the evaluation in the report to Caucus Committee.
 - d. Discuss the evaluation report with the Caucus Committee.
4. The Superintendent will be provided copies of the evaluation report submitted to the Caucus Committee and the final evaluation report to the Board.
5. The Caucus Committee evaluation report and the Board's evaluation report will be filed in the Board records. The records will be accessible to the Superintendent, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's evaluation will be brought to a public Board meeting.

REFERENCES

Trustees' Manual - Board Role and Responsibilities

AD.BP Vision, Mission, Values and Priorities

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

Glossary of Terms

[Superintendent of Schools Regulation Alberta Regulation 98/2019](#)
Education Act Sections 11(1), 222, 223, 224



DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Michael Janz, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: Second, third and final reading of Board Policy HAAB.BP Anti-racism and Equity (replaces GGAB.BP Multicultural Education)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Youssra Badr, Marnie Beaudoin, Kelsey Duebel, Rachel Foley, Amanda Lau, Ann Parker, Nancy Petersen, Elizabeth Shen, Jt Tehara, Munira Wazir, Gail Wilson

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting Board Policy HAAB.BP Anti-racism and Equity to the Board of Trustees at public Board for second, third and final reading.

BACKGROUND

Edmonton Public Schools' Board of Trustees (the Board) is committed to welcoming, inclusive, safe and healthy learning and working environments.

To support the early work to review the policy, the Board invited community members to participate in a Policy Review Advisory Committee. The committee met several times throughout 2019 and 2020 to discuss the policy and refine its scope and intent. Members of the committee provided their perspectives through in-person conversations, online meetings and electronic feedback forms. Additionally, other educational institutions' anti-racism and equity policies were reviewed to help inform developing the updated direction of the first draft.

In June 2020, the Board issued a statement that acknowledged the existence of racism in the Division. The statement also committed to bring anti-racist education and practice into formal Board policy through an update to Board Policy GGAP.BP Multicultural Education. The first draft of the updated policy was read by the Board on January 26, 2021, and approved for further consultation and stakeholder feedback.

RELATED FACTS

Board Policy HAAB.BP Anti-racism and Equity will serve as the foundation for the Division's on going work on anti-racism and equity. Engagement from students, family, staff and community members has been critical to the development of a policy that will serve to support an anti-racist public school system. While this policy is currently coded to the Curriculum and Instruction (G) section of Board policies, the updated policy will be coded to the Student (H) section of Board policies. This will signal the shift from a



curriculum and instruction policy, to a policy focused on addressing the collective and individual needs, academic success and well-being of students. This approach is consistent with other Division Board policies, such as Board Policy HAA.BP First Nations, Métis and Inuit Education, and aligns with a student-centered approach to policy that is responsive to students' life experiences.

Feedback to support the final development of this policy was provided through a variety of processes including:

- A public survey that was available for 60 days from February to March 2021. A total of 256 respondents completed the survey. Respondents were provided the first draft of the policy and invited to provide feedback on each area of the draft policy.
- A series of online Listening Circles in May 2021 with students, staff, parents and community agency partners who identify as Black, Indigenous or People of Colour. Approximately 150 individuals participated in the Listening Circles. The sessions were focused on understanding participants' lived experiences with, and perspectives on, belonging, equity, racism and anti-racism in Edmonton Public Schools.
- A review of feedback provided by the Equity Advisory Committee. Although this committee was largely focused on providing feedback on the collection and use of race-based data, relevant feedback was incorporated including the need for race-based evidence in decision making, the importance of relationships in the school community, as well as staff that represent the diversity of our students, and the need for on going anti-racism professional learning for Division staff.
- A review of the draft policy by the Board of Trustees' Caucus Committee

As a result of this feedback, changes have been made to update the policy. These revisions are focused on:

- Clarifying and strengthening language to be as direct, specific and action-focused as possible. This includes revising the definitions, with a particular focus on the terms of equity and racism, and including the delineation between individual, institutional and systemic racism.
- Acknowledging that racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy and colonialism.
- Strengthening emphasis on student lived experiences, culture and language and the need for staff to be responsive to students' lived experiences to support their success and sense of belonging in school.
- A strengthened emphasis on the responsibility of school staff to address and respond to racism and direction for the Division to support staff in carrying through with this responsibility, including the need for developing safe reporting of incidents of racism.
- Acknowledging the importance of compassion, empathy and on going learning as the Division strives to mitigate racism and work towards equity.
- Including a commitment to using race-based evidence and data to better understand how racism exists in Edmonton Public Schools.
- Including, where relevant, references to staff experiences, responsibilities and workplaces. While this policy is primarily focused on students, staff references are included in recognition that staff and student experiences are interrelated.

A significant amount of feedback was received regarding human resource practices. Feedback related to anti-racism and equity in human resources practices will be used to inform future anti-racism work focused on the area of Division Human Resources, including a review of Board Policy FA.BP Human Resources Framework and associated administrative regulations.



The feedback from students, staff, families and community that helped to inform the development of this policy also supported the Board's work on the recently passed early years policy, GGAJ.BP Early Years, and the annual work to revise HG.BP Student Behaviour and Conduct. The lens of anti-racism and equity will continue to be applied to the Board's work in support of policy review and development going forward.

This work by the Board of Trustees supports the following areas of the 2018-2022 District Strategic Plan:

- Priority 1 Goal 2: Success for every student.
- Priority 2: Provide welcoming, high quality learning and working environments.
- Priority 2 Goal 1: Our learning and working environments are welcoming, inclusive, safe and healthy.

RECOMMENDATION

1. That Board Policy HAAB.BP Anti-racism and Equity be read for a second time.
2. That Board Policy HAAB.BP Anti-racism and Equity be read for a third and final time and be approved.

OPTIONS

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

1. Support the recommendation to approve Board Policy HAAB.BP Anti-racism and Equity.
2. Complete the second reading of the policy and direct the Policy Review Committee to adopt revisions to the policy and engage further with stakeholders prior to third reading.

CONSIDERATIONS and ANALYSIS

The draft policy being brought forward has been informed by the work of an advisory committee, stakeholder engagement and a review of other anti-racism and equity policies.

In the Policy Review Committee's work plan the intended timeline to have this policy work completed is the 2020-2021 school year. Approval on June 22, 2021, will align with this timeline.

NEXT STEPS

Upon approval of the recommendation, the updated policy will be posted to the Division website.

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, reviewing and updating related policies and administrative regulations and, as applicable, developing new administrative regulations, processes and best practices.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HAAB.BP Anti-racism and Equity

BS:rf

CODE: HAAB.BP**EFFECTIVE DATE:** (09-06-2009)**TOPIC:** Anti-racism and Equity**ISSUE DATE:** (22-06-2021)**REVIEW YEAR:** (2028)

PURPOSE

To affirm the Board of Trustees' (the Board) responsibility for providing a welcoming, inclusive, safe and healthy learning and working environment; one that respects diversity, commits to anti-racism and fosters a sense of belonging throughout the Division.

To affirm the Board's commitment to addressing individual, institutional and systemic racism and inequity in the public school system.

To promote an environment of anti-racism that recognizes diversity as a strength and values diversity in its schools, staff and communities.

To affirm the Board's commitment to developing positive relationships with staff, families and community members and working together in support of student success.

DEFINITIONS

Anti-racism: is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Racism: includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level. In this context:

- **Individual racism** refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly.
- **Institutional racism** occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.
- **Systemic racism** occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

Cultural Diversity: refers to the presence of all diverse groups in an organization and community and acknowledges and values their socio-cultural differences and their cultural expressions and contributions within the organization and community.

Discrimination: is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

Diversity: refers to the uniqueness of human differences. It includes ways of being, doing and knowing.

Equity: is achieved in an educational institution when students with diverse backgrounds, lived experiences and needs are fully able to participate in the benefits of an education. Equity involves providing each learner with the type and amount of support needed to be successful, including culturally relevant and responsive environments and resources. Students are provided the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as citizens in society.

Implicit Bias: refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

Inclusive: an inclusive education system is a way of thinking and acting that demonstrates acceptance of, and belonging for, all students. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. An inclusive education system supports every student to be included and feel represented within their greater school community.

Intercultural Understanding: learning from and engaging with diverse cultures in ways that support commonalities and differences, create connections with others and cultivate mutual respect.

White Supremacy: in this context, is the systematic marginalization of People of Colour based on a socially constructed racial hierarchy that privileges people who identify as white. It does not refer to extremist ideologies which believe that white people are genetically or culturally superior to non-whites.

POLICY

All members of the school community have the right to learn and work in an environment free of discrimination and racism. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. The Board confirms its commitment and role in achieving racism-free Division schools and recognizes that working toward this vision is for the benefit of all students, staff and the community at large.

The Board acknowledges that racism exists and the important role of public education in reflecting, influencing and driving positive systemic change. Racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy and colonialism. Proactive action is required to create anti-racist environments. The Board further acknowledges that individuals experiencing racism at any level encounter barriers to positive relationships, learning, academic success, personal fulfilment and well-being. The Board recognizes the complexity of how racism is experienced by students and commits to addressing incidents of racism through responsive and transparent processes.

The Board acknowledges that anti-racism and equity require continuous action, learning and improvement. The Board commits to using evidence and data to better understand issues of racism and equity in Edmonton Public Schools, to inform decision-making and action and to monitor progress and outcomes of this ongoing work.

The diversity of the students, staff and families of Edmonton Public schools is a strength. The Board recognizes that respect for diverse cultural perspectives, traditions, languages, beliefs and values enriches the learning and working environment for everyone and is important to student well-being and personal growth. The Board is committed to honouring cultural diversity, promoting intercultural understanding to enable reflection and growth and fostering a sense of belonging. The Board is committed to supporting systemic change and acknowledges that empathy, compassion and learning are critical for achieving anti-racism and equity.

A. ANTI-RACISM AND NON-DISCRIMINATION

The Board recognizes that racism exists in our schools, the education system and the broader community and that the efforts to eradicate racism, discrimination and privilege from our learning and working environments is an ongoing and collective responsibility. The Board commits to this through:

1. Developing processes and resources that enable safe reporting of incidents and healthy relationships to strengthen open, respectful and restorative dialogue supportive of an environment of anti-racism, compassion and empathy.
2. Providing professional development and capacity building for Division staff to better understand their responsibility to address racism when it occurs and their role in preventing and mitigating biases and barriers caused by racism and discrimination that affect students, staff and families in the school system.
3. Continuously and meaningfully engaging with members of the community who have experienced systemic and institutional racism and marginalization to help inform the Division's deliberate efforts to eradicate racism and discrimination within the school system.

B. EQUITY AND INCLUSION

The Board understands that a sense of belonging for students and staff enriches the learning environment for all students. The Board commits to equity and inclusion through:

1. Establishing and implementing an anti-racist environment that reflects the cultural diversity of the school and broader community and that is responsive to students' life experiences and cultural backgrounds.
2. Supporting staff through professional development that is focused on helping staff understand the diversity within their school and broader community and their responsibility to respect cultural diversity and promote intercultural understanding.
3. Actively establishing and maintaining community relationships that reflect the diversity of the school and broader community.

C. STUDENT SUCCESS AND ACHIEVEMENT

The Board believes that every student can reach their full potential, and acknowledges that respect for, and responsiveness to, students' lived experience, culture and language is fundamental to their success. Deliberate and strategic efforts are required to ensure the success and achievement for all students. The Board commits to this through:

1. Supporting an environment where students' diverse histories, identities and lived experiences are valued and recognized as part of their success, engagement and belonging in schools.
2. Building staff capacity to review, identify and use resources and materials that represent the cultural diversity of the community.
3. Engaging with staff, family, educational institutions, community members and cultural groups to support student success and provide culturally meaningful opportunities to learn in a way that brings unique voices and lived experiences to the curriculum and their learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities and developing administrative regulations, processes and best practices, including processes for safe reporting of incidents of racism.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

The Division will identify goals and strategies that support the diversity of our school communities, including English Language Learners, through the Three-Year Education Plan and will provide an annual update on progress and priority strategies through the Annual Education Results Report to Alberta Education.

REFERENCES

ACB.BP National Anthem and Flag
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
GI.AR Teaching and Learning Resources
GGAB.AR Multicultural Education
HAA.BP First Nations, Métis and Inuit Education
HEGD.AR Exemption of Pupil from Instruction on Religious Grounds
HF.BP Safe, Caring and Respectful Learning Environments
Teaching Quality Standard
Leadership Quality Standard

DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Michelle Draper

SUBJECT: Motions re: Edmonton Council for Early Learning and Care

RESOURCE

STAFF: Karen Mills, Natalie Prytyluk

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the June 8, 2021, Board meeting.

BACKGROUND

The [Edmonton Council for Early Learning and Care](#) (ECELC) was established in 2016 in response to the Mayor's Task Force for the elimination of poverty in Edmonton, which evolved into EndPovertyEdmonton. EndPovertyEdmonton identified six critical game changers to eliminate poverty in Edmonton within a generation. High quality, affordable child care was named as one of the six game changers and the Edmonton Council for Early Learning and Care was formed to provide leadership in managing, planning and supporting the development of a system of early learning and care services in Edmonton, with an emphasis on meeting the needs of low-income and vulnerable families, including Indigenous, newcomer and families of children with special needs.

The Council is comprised of representation from the provincial Ministry of Children's Services, three Edmonton school boards, the City of Edmonton, EndPovertyEdmonton, the Muttart Foundation, Edmonton Early Years Coalitions, the United Way of the Alberta Capital Region, the Edmonton Community Foundation, the YMCA of Northern Alberta, the Association of Early Childhood Educators of Alberta, MacEwan University, and others in the early learning and care field.

The vision of the Council is to develop a system of early learning and care for all children that is high in quality, universally available, accessible, affordable, and responsive to the diversity of individual children and their families. To achieve this vision, the Council has created four working groups focused on:

- research needed to inform decisions regarding early learning and care
- policies and regulations that affect early learning and care
- programming for early learning and care
- workforce issues related to early learning and care

From these working groups, the council has developed recommended actions for the City of Edmonton and for school boards to strengthen partnerships in support of a system of early learning and care, to reduce barriers for families of young children, and to contribute to eliminating poverty.

RELATED FACTS

- There is an increasing support for universal early learning and care, including the federal government's spring budget announcement and plan for a national system of child care.
- The urgency of creating a system of high-quality, affordable early learning and care has increased with the need to have a strategic economic recovery plan that will support many families, contribute to economic and social recovery from the COVID pandemic, and help address the critical ongoing work of EndPovertyEdmonton.
- In response to the changing landscape, ECELC has developed a set of recommended actions that can be taken by the City of Edmonton in support of the development of a high-quality early learning and care that is affordable, accessible, and inclusive for all the families that need it, including low-income and vulnerable families. The ECELC plans to present the recommended actions to City Council in the near future.
- The Recommended Actions for Education target pressing issues for families, and are designed to reduce barriers, and create and strengthen partnerships to support families of young children to access early learning and care.
- The ECELC is asking all Edmonton school boards for their support.

RECOMMENDATIONS

1. **That the Board of Trustees provides a letter of support to endorse the Edmonton Council for Early Learning and Care's "Recommended Actions for the City of Edmonton."**
2. **That the Board of Trustees direct Administration to collaborate with the Edmonton Council for Early Learning and Care and explore the feasibility of implementation of the "Recommended Actions for Education."**

OPTIONS

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

1. Approve the recommendations as presented.
2. Provide feedback on desired changes to the recommendation(s) and ask that the revised recommendation(s) be brought to a future meeting.

CONSIDERATIONS and ANALYSIS

The ECELC believes Edmonton needs an integrated system of early learning and care for its young children and families. To build a system that can accomplish this will require systemic, coordinated solutions to meet the needs of the city's diverse and expanding population.

Edmonton Public Schools' Board of Trustees is committed to high quality early learning opportunities for children across Edmonton. Priority 1 of the Division's Strategic Plan is, "Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond." The first goal under this priority is, "An Excellent Start to Learning", with the desired outcome being that more children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

At the May 25, 2021, meeting, the Board affirmed their support of early learning by approving an updated [Early Years policy](#). The policy recognizes that, "the Division is an early childhood service provider as set out by Alberta Education and the provincial funding manual. There are many community organizations who serve as important partners in the provision of early years programming for families

in the Edmonton community. The Division acknowledges the diversity of perspective, expertise and services of these partners and values the opportunity to collaborate with them to provide additional support for children and families. The Board acknowledges the importance of strategic collaboration with community partners and various orders of government, including municipal and provincial, to advance funding, access and guidelines to support the needs of children and families in the community.”

In the budget just approved at the June 8, 2021, public Board meeting, Trustees made early learning a priority by directing \$40 million dollars to Kindergarten to Grade 3 education. Although these students typically make up 30 per cent of the learners, they will be receiving 37 per cent of the weighted enrolment allocation.

Our Board has also strongly expressed to the Provincial government [our concerns](#) about the reduction to Program Unit Funding (PUF) and the detrimental impacts it will have on children, their families and our education system (last year, 900 fewer children were able to access our programming because of the changes to PUF). We continue to advocate for funding of the PUF program to be restored to the equivalent per-student amount as 2018 levels, including Family Oriented Supports, allowing ECS providers to offer fully funded half-day programming, and that program funding be extended from two years to three years to include supports for Kindergarten.

NEXT STEPS

Upon approval of Recommendation 1, the Board Chair will send a letter of support on behalf of all Trustees to the Edmonton Council for Early Learning and Care to endorse the “Recommended Actions for the City of Edmonton”.

Upon approval of Recommendation 2, staff from relevant Division units will collaborate with the Edmonton Council for Early Learning and Care to explore the feasibility of implementing the “Recommended Actions for Education”.

ATTACHMENTS and APPENDICES

ATTACHMENT I ECELC Recommended Actions for the City of Edmonton
ATTACHMENT II ECELC Recommended Actions for Education

MD:km

**Edmonton Council for Early Learning and Care:
Recommended Actions for the City of Edmonton**

7 May 2021

The Edmonton Council for Early Learning and Care recommends 10 actions that can be taken by the City of Edmonton and that will support many families, contribute to economic and social recovery from the COVID pandemic, and help to address some of the critical priorities found in the City Plan, the Economic Action Plan, and the ongoing work of EndPovertyEdmonton.

EndPovertyEdmonton identified early learning and care as one of six “game changers” that must be addressed if poverty is to be eliminated from Edmonton in a generation. EndPovertyEdmonton also recognized the need to work toward an integrated system of high quality and affordable early learning and care. The Edmonton Council for Early Learning and Care (ECELCC) was created to pursue this work. It comprises eighteen institutional and community partners with expertise and experience in early learning and care.

The ECELCC has worked diligently to assess current conditions and needs, to develop partnerships, to explore options, and to identify paths for moving forward. It is time to act. Based on its work to date, the ECELCC recommends to the City of Edmonton actions in three categories (Policy, Initial Strategy, and Advocacy) that, together, constitute initial steps toward building a system that will

- provide high quality early learning and care that is affordable, accessible, and inclusive for all families that need it, including low-income and vulnerable families,
- nurture healthy social, emotional, and intellectual development in children, preparing them for success in school and in their communities,
- support families who need or want to improve their employment status and/or advance their education or training,
- advance the City of Edmonton’s commitments to economic recovery from the pandemic, to gender equity, to elimination of poverty, and to the wellbeing of Indigenous, newcomer, low-income, and homeless families,
- support specific objectives in the *Edmonton City Plan* (Direction 1.2.2, 1.3.3) and the *Edmonton Economic Action Plan* (Action 17),
- position Edmonton to benefit from the plan for a national system of early learning and child care, as described in the federal budget of April, 2021, and
- support the rights of children and parents (as defined in the United Nations Convention on the Rights of the Child) and advance reconciliation (as prescribed by the Truth and Reconciliation Commission of Canada in its *Calls to Action*).

To build a system that can accomplish these outcomes, patchwork responses to immediate, short-term problems will not be sufficient. Systemic, coordinated solutions are required to meet the needs of the city’s growing population and diverse communities. Edmonton desperately needs an integrated system of early learning and care for its young children, from infancy to kindergarten.

Policy and Strategy

City Council has endorsed the EndPovertyEdmonton strategy, but Edmonton lacks an overarching early learning and care policy and strategy of the sort that provides strong guidance in municipalities elsewhere. Actions 1 and 2 will ensure that the City develops, implements, and monitors a clear policy and strategy that will guide the development of an integrated system of early learning and care in the years to come.

- Action 1: That designated City staff engage with the Edmonton Council for Early Learning and Care and partners to create a policy and strategy to promote high quality, affordable, accessible, and inclusive early learning and care in Edmonton, and that this policy and strategy be presented to City Council for endorsement.
- Action 2: That City staff and the Edmonton Council for Early Learning and Care report on progress to City Council annually and revise the strategy as necessary.

Elements of an Initial Strategy

Municipal governments in Canada typically are not primarily responsible for early learning and care. Nevertheless, many municipalities have chosen to improve the delivery of early learning and care services because they recognize its importance to the vitality of their cities and the wellbeing of their citizens.

In our review of municipal actions elsewhere, one key ingredient is the City's role in establishing partnerships with local school boards and other levels of government to address barriers to high quality, affordable, accessible, and inclusive early learning and care. These barriers include lack of coordinated planning, inadequate assessment of needs, challenges to ensuring quality, lack of space, lack of affordable options, challenges to ensuring cultural responsiveness, and more. Actions 3-8 target some pressing issues and will create and strengthen the partnerships and capacities necessary for building a system. Implementing these actions will require active input from Indigenous and newcomer families and those marginalized by economic and social factors.

- Action 3: That City staff engage with the Edmonton Council for Early Learning and Care and partners to ensure that high quality, affordable, accessible, and inclusive early learning and care is part of ongoing plans regarding zoning (such as the Zoning Bylaw Renewal Initiative), space (such as the Joint Use Agreement), and neighbourhood development (including 15-minute districts).
- Action 4: That City staff engage with the Edmonton Council for Early Learning and Care and partners to ensure that high quality, affordable, accessible, and inclusive early learning and care is included in implementing elements of the *City Plan* and the *Economic Action Plan* that involve the development of healthy, vibrant communities.
- Action 5: That City staff engage with the Edmonton Council for Early Learning and Care, local school boards, and other levels of government to convene and resource a Data Working Group to ensure that the data required for needs assessments and for planning and managing a system of early learning and care are collected, analyzed, and shared.

- Action 6: That City staff engage with the Edmonton Council for Early Learning and Care, local school boards, and the provincial government to convene and resource a Problem-Solving Working Group to address problems in finding space, co-locating services, and addressing issues of affordability, quality, and inclusiveness in early learning and care.
- Action 7: That City staff engage with the Edmonton Council for Early Learning and Care and partners in other levels of government, postsecondary education, and community organizations to plan the development of two high quality early learning and care demonstration centres. These centres will help early childhood educators build the culturally sensitive competencies and dispositions needed to work effectively with diverse children and families. One centre would be devoted to meeting the needs of Indigenous children and families, and the other to meeting the needs of refugee and immigrant children and families.
- Action 8: That City staff engage with the Edmonton Council for Early Learning and Care, and possibly with other levels of government, to create and fund a grant program designed to help early learning and care centres meet the needs of Indigenous and newcomer children and families and those marginalized by economic and social factors.

Advocacy

The City has been very effective in advocating for increased support for critical social development goals, such as improving transit and increasing the supply of affordable housing. Municipal governments can be powerful advocates to other levels of government and local school boards in support of high quality, affordable, accessible, and inclusive early learning and care. Implementing Actions 9 and 10 will allow the City to capitalize on opportunities related to building an integrated system of early learning and care by advocating in a timely and targeted fashion.

- Action 9: That the City, with advice from the Edmonton Council for Early Learning and Care, advocate to the federal and provincial governments for a role in planning, implementing, and allocating federal funding for the anticipated national system of early learning and child care as it applies to Edmonton.
- Action 10: That the City, with advice from the Edmonton Council for Early Learning and Care, advocate strongly for an integrated system of early learning and care that is high in quality, affordable, accessible, and inclusive for all families that need it, with an emphasis on meeting the needs of low-income and vulnerable families.

Conclusion

These actions can be initiated immediately, and subsequent actions can take place over the next few years after an overarching early learning and care policy and strategy are developed. The Edmonton Council for Early Learning and Care looks forward to working with City Council and administration to implement these actions. More detailed support for these actions will be available at ecelc.ca, the website for the Edmonton Council for Early Learning and Care.

Edmonton Council Early Learning and Care Recommended Actions for Education

28 May 2021

Overview

EndPovertyEdmonton identified early learning and care as one of six “game changers” that must be addressed if poverty is to be eliminated from Edmonton in a generation. EndPovertyEdmonton has also recognized the need to work toward an integrated system of high quality and affordable early learning and care. The Edmonton Council for Early Learning and Care (ECELC) was created to pursue this work. It comprises eighteen institutional and community partners with expertise and experience in early learning and care.

The ECELC has worked diligently to assess current conditions and needs, to develop partnerships, to explore options. The following recommendations present an opportunity to act and identify a clear path forward. Based on work to date, the ECELC recommends, in partnership with the City of Edmonton and school boards, the following actions that provide initial steps toward building a system of early learning and care that will:

- provide high-quality early learning and care that is affordable, accessible, and inclusive for all families that need it, including low-income and vulnerable families;
- nurture healthy social, emotional, and intellectual development in children, preparing them for success in school and in their communities;
- support families who need or want to improve their employment status and/or advance their education or training;
- advance the City of Edmonton’s commitments to economic recovery from the pandemic, to gender equity, and to the wellbeing of Indigenous, newcomer, low-income, and vulnerable families;
- position Edmonton to benefit from the plan for a national system of early learning and child care, as described in the federal budget of April, 2021, and
- support the rights of children and parents (as defined in the United Nations Convention on the Rights of the Child) and advance reconciliation (as prescribed by the Truth and Reconciliation Commission of Canada in its *Calls to Action*).

Edmonton needs an integrated system of early learning and care for its young children and families. To build a system that can accomplish the above outcomes requires systemic, coordinated solutions to meet the needs of the city’s diverse and expanding population.

School boards are in a unique position to be an integral part of the development, support and sustainability of a system of early learning and care that will benefit children and families in their journey to and through the education system. This requires school boards to partner with the City of Edmonton to address barriers to high-quality, affordable, accessible, and inclusive early learning and care. The following five actions will target pressing issues for families, help to reduce barriers, and will create and strengthen partnerships to support families of young children to access early learning and care.

Action 1: That School Board staff engage with City of Edmonton staff, the Edmonton Council for Early Learning and Care, and other levels of government to convene and resource a Data Working Group to ensure that the data required for needs assessments and for planning and managing a system of early learning and care are collected, analyzed, and shared to inform distribution of and access to early learning and care within the City of Edmonton, school communities and neighbourhoods.

Action 2: That School Board staff engage with City of Edmonton staff, the Edmonton Council for Early Learning and Care, the provincial government, and community partners, to convene and resource a Problem-Solving Working Group to address issues in finding space, co-locating services, and addressing issues of affordability, quality, and inclusiveness in early learning and care in or around schools and communities where services are needed by families of young children.

Action 3: That School Board staff develop partnership guidelines or regulations to provide a framework for school and childcare partnerships within school buildings or nearby community child care centres within the school attendance area. The guidelines will outline school and child care engagement and collaboration to support high-quality programming, environments and child/family involvement. Examples may include involving child care centres in school events such as assemblies, sports days or artist in residence, and providing access to professional learning and resources for child care staff.

Action 4: That the School Board trustees, with advice from the Edmonton Council for Early Learning and Care, advocate for an integrated system of early learning and care that is high in quality, affordable, accessible, and inclusive for all families that need it, with an emphasis on meeting the needs of low-income and vulnerable families.

Action 5: That School Board trustees, with advice from the Edmonton Council for Early Learning and Care, advocate to the provincial government for funding and infrastructure guidelines to include dedicated child care space within new school builds and renovations, as a reliable support for families and children in the school community.

Conclusion

The Edmonton Council for Early Learning and Care looks forward to working with the City Council, School Boards and administration to take action in developing and implementing an overarching system of early learning and care to support the needs of families and children into the future.

DATE: June 22, 2021

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Referendum Questions – 2021 Municipal Election Ballot

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[Local Authorities Election Act](#), Sections 35, 44, 95
[Local Authorities Election Forms Regulation](#), Schedule 1

ISSUE

The Board of Trustees has the opportunity to put forward a plebiscite question to the October 18, 2021 municipal election. This has the unique opportunity to inform, engage, and galvanize support for public education. Once we determine the questions, a campaign could be generated to mobilize and engage support on these issues.

BACKGROUND

Edmonton public schools will be receiving 2700 new students next year without one additional dollar to educate them. While we have been making this point repeatedly, misinformation and misdirection from the provincial government, including MLAs, continue to obfuscate the negative impacts of the UCP equalization funding formula for Education, the Weighted Moving Average (WMA). This is especially concerning as Edmontonians are paying more and more education property taxes, yet not seeing any additional funding to our classrooms. We are not asking for a special deal, just a fair deal.

Our advocacy has fallen on deaf ears. The province has refused to either amend the WMA or withdraw and rewrite the terrible K-6 draft curriculum. While posing referendum questions may be unprecedented, so is the outcry against the draft ideological curriculum and the \$120 million and thousands of jobs that we will continue to lose through the impacts of the WMA this term.

Finally, Edmontonians will have a chance to have their voice heard.

RELATED FACTS

- School board could put forward the request to the Returning Officer on their own.
- There would be a cost incurred by Edmonton Public Schools (estimated at a minimum of \$1 per capita, as outlined in Section 3(2) of the Referendum Payments Regulation) if the questions went ahead. These costs would be in addition to what we are contracted to pay the City to run our election.
- A final decision on the questions would have to be made by the second week of July (i.e., it couldn't be carried over to the next Board meeting in September if there were questions or requests for more research).

RECOMMENDATION

That Edmonton Public Schools request that the City Clerk/Returning Officer add the following two referendum questions to the 2021 municipal election:

1. Do you support the UCP education equalization funding formula (Weighted Moving Average) that provides less funding per student to Edmontonians than students in any other school board?
2. Do you support the K-6 draft curriculum?

OPTIONS

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

NEXT STEPS

Upon approval of these recommendations, the Board Chair would write to the City Clerk/Returning Officer requesting the addition of two referendum to the October 18, 2021 municipal election.

ATTACHMENTS

- | | |
|---------------|--|
| ATTACHMENT I | Impact of the Weighted Moving Average for Edmonton Public Schools |
| ATTACHMENT II | Letter to Minister of Education requesting halting piloting and implementation of the K-6 curriculum |

DATE: April 28, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Impact of the Weighted Moving Average for Edmonton Public Schools
(Response to Request for Information #064)

ORIGINATOR: Todd Burnstad, Chief Financial Officer

REFERENCE: [Interim Funding Manual for School Authorities 2020/21 School Year](#)

ISSUE

At the March 10, 2020, public Board meeting, Trustee Estabrooks requested Administration provide a detailed explanation of the impact of the Weighted Moving Average (WMA) for Edmonton Public Schools. The information requested is to include:

- How the Division will receive funding allocation through grants now based on the WMA
- The funding gap under the new model (assuming per pupil funding from 2019-2020)
- The impact of this formula on our students

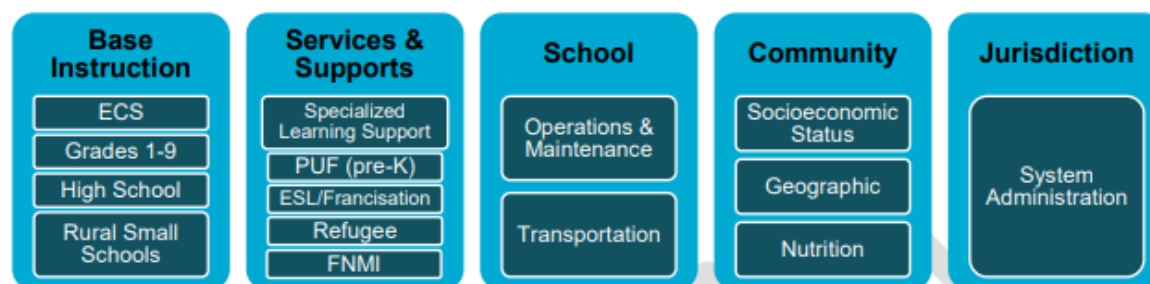
BACKGROUND

Provincial Funding

Since elected, the government has consistently communicated that funding for education would be frozen for the next three years at approximately \$8.223 billion and, beginning in 2020-2021, a new funding and assurance framework would be developed. The new framework, where possible, would support the recommendations of the Blue Ribbon panel as well as those of the Auditor General. Taking its commitments and recommendations into consideration, the 2020-2021 provincial budget was tabled on February 27, 2020, and a new *Interim Funding Manual for School Authorities 2020/2021 School Year* was released.

2020-2021 Interim Funding Manual highlights

- The new provincial funding model consists of 15 major grants (compared to 36).



- With the exception of the Rural Small School grant, our Division qualifies for all remaining grants.
- Out of the grants the Division will receive, with the exception of the Transportation and the Geographic grant, all other grants are either fully or partially calculated using the new Weighted Moving Average (WMA) enrolment approach introduced by the province.
- The WMA model captures the number of funded students across three school years and does not allocate funding per individual student.
- For the 2020-2021 school year, the WMA calculation is based on the following formula:

School Year	Weighted Factor	Enrolment count (FTE)
2018-2019	20%	Actual
2019-2020	30%	Estimates**
2020-2021	50%	Projection***

**Estimates are based on the frozen funded enrolment counts and are not usually finalized until the end of March in any given school year.

***There will be no in-year adjustments if the projected enrolment count is different from the actual count. The difference between the projected count and actual student count will be adjusted for in the calculation of the WMA for the subsequent school year. If the projected count is higher than the actual count, the WMA for the next year will be adjusted down, and if the projected count is lower, the WMA for the next year will be adjusted up to account for the difference.

CURRENT SITUATION

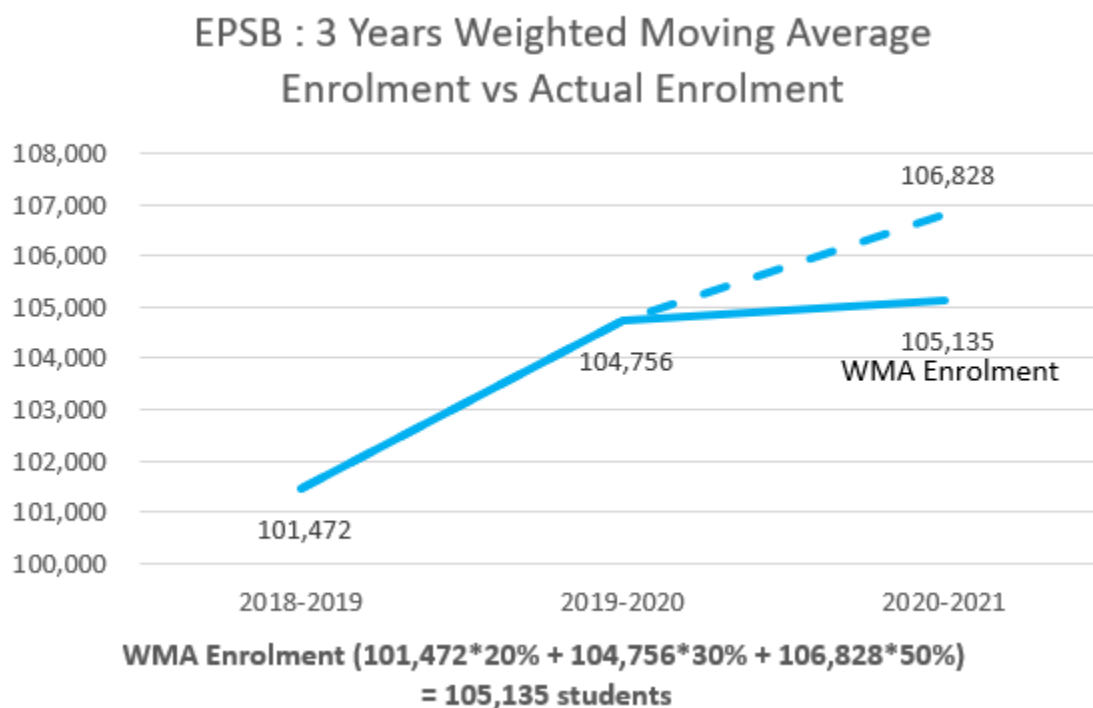
In recent years, the Division has been experiencing an average year-over-year enrolment growth of three per cent and is projecting an increase in enrolment of two per cent between 2019-2020 and 2020-2021 (based on enrolment projections at March 2020).

School Year	Funded Enrolment Count	Enrolment Growth (Year over Year)
2018-2019	101,472	3%
2019-2020	104,756	3%
2020-2021	106,828	2%

Under the WMA model (next page), our Division funding for 2020-2021 will be based on 105,135 students. Our projected funded enrolment is 106,828 for 2020-2021, an anticipated additional 2,072 students. However, our funding will be based on 105,135 (WMA) students, or an increase of 379 students from the 2019-2020 funded enrolment count of 104,756.

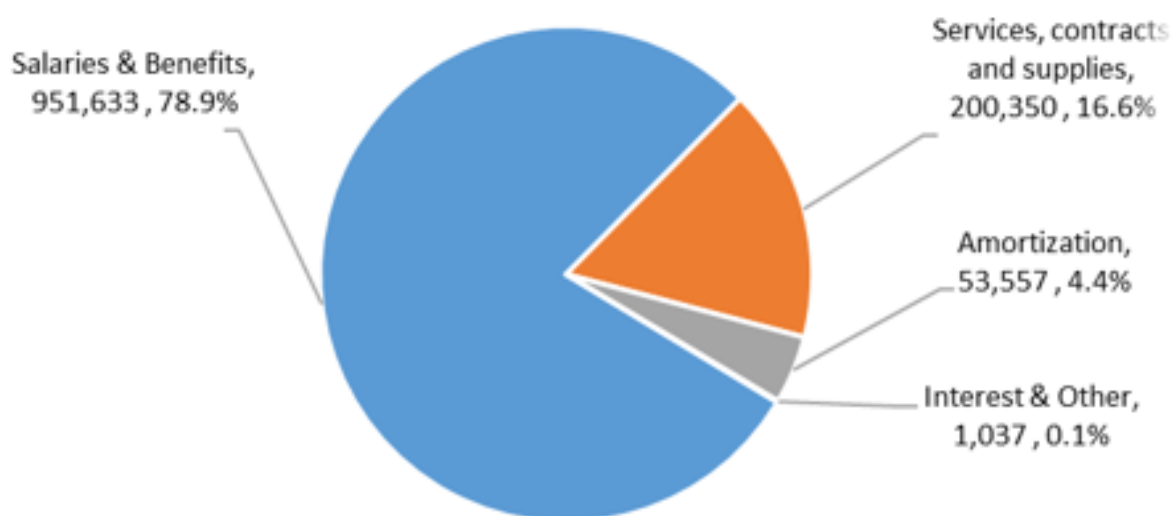
School Year	Weighted Factor	Enrolment Count
2018-2019	20%	101,472
2019-2020	30%	104,756
2020-2021	50%	106,828
WMA Enrolment (FTE)		105,135

The difference is further illustrated in the graph below:



The difference between our projected enrolment and the WMA enrolment is 1,693 students (106,828 – 105,135). It is very challenging to make direct comparisons between the current funding model and the new model that will be implemented for September 2020. As previously stated, the new funding model uses a weighted moving average, while the current model is based on a per student allocation. Using a very high-level calculation, based on our most recent 2019 Audited Financial Statements, the total Government of Alberta Revenue divided by the number of funded students equals \$11,103 per student. Applying this same per student figure to the difference between our projected enrolment and the WMA enrolment number of students translates to \$18.8 million (\$11,103 x 1,693). Therefore, if the funding model remained equal to 2018-2019, we would have received approximately \$18.8 million in additional funding based on our enrollment increases. (Note: as our 2019-2020 year is not finalized and as a result of the reduction of funding in response to the COVID-19 pandemic, per student funding for 2018-2019 was used in this analysis).

2018/19 Expenses by Type (in \$ thousands)



As a Division, the majority of our funding is spent on salaries and benefits (78.9 per cent); therefore, the decrease in funding will have a direct impact on the classroom and the supports that we are able to provide for our students.

TB:ja

BOARD OF TRUSTEES

WARD A *vacant*
WARD B Michelle Draper
WARD C Shelagh Dunn
WARD D Trisha Estabrooks
WARD E Ken Gibson
WARD F Michael Janz
WARD G Bridget Stirling
WARD H Nathan Ip
WARD I Sherry Adams

SUPERINTENDENT OF SCHOOLS

Darrel Robertson

 Centre for Education
 1 Kingsway NW
 Edmonton AB T5H 4G9
T 780-429-8000
F 780-429-8318
E info@epsb.ca

May 20, 2021

Honourable Adriana LaGrange
 Minister of Education
 204 Legislature Building
 10800 – 97 Avenue
 Edmonton, AB T5K 2B6

Dear Minister LaGrange,

Request to halt piloting and implementation of the draft K-6 curriculum

As a former school board Trustee, you would be aware that the role of a Trustee does not include oversight or drafting of the curriculum, but that it does include ensuring students have a modern, up-to-date curriculum. The job of Trustee also involves speaking up on behalf of parents when they express either support or concerns on issues pertinent to education.

The Edmonton Public Schools Board of Trustees is hearing, loudly and clearly, from parents (and 56 other school boards to date) that there are significant, well-founded concerns with the draft curriculum.

It has errors, examples of plagiarism, and content that is not age appropriate or reflective of Alberta's diversity. First Nations and Métis leaders, curriculum experts, educators, and parents agree that the current proposed curriculum is unsuitable for today's classrooms. Put simply, this assignment receives a grade of "incomplete."

We were encouraged to hear that your Ministry will be accepting comprehensive feedback from all school divisions, regardless of their decision to pilot the draft curriculum. As you are aware, EPSB has a long history of providing robust and meaningful feedback on different iterations of the curriculum. While the work of reviewing the current draft of the curriculum is underway within our Division, initial feedback from curriculum experts with Edmonton Public suggest there are significant areas of concern including:

- The outcomes reflecting the skills to support critical thinking and evaluating are not strongly represented across the draft curriculum and there is a lack of clear connections between historical events (e.g., the enslavement of African peoples, the KKK, residential schools) and the present.
- Content within the draft curriculum is often developmentally inappropriate. For example, Pascal's triangle is currently taught in high school and has been moved to Grade 2 in the draft curriculum, and division by a fraction is currently taught in Grade 8

and has been moved to Grade 6 in the draft curriculum. Furthermore, in the draft mathematics curriculum, students in Grade 3 are required to convert commonly used units of measure between metric and “Canadian” (imperial) units within 100; in the current mathematics curriculum, this is a concept addressed in Grade 10.

- The progression of content through grade levels in the draft curriculum is frequently problematic. For example, in the draft social studies curriculum in Grade 2, there is a focus on complex and specific topics such as global migration, ancient Greek culture and world religions. In the current social studies curriculum, students’ learning is contextualized in the world that is closest to the student (family, neighbourhood, community) and builds out into more complex topics and concepts as the grades progress.
- The draft curriculum lacks strong Indigenous perspectives. Concerns have been expressed from the Confederacy of Treaty Six First Nations and Rupertsland Institute that the draft curriculum presents a predominantly Eurocentric perspective and a minimized Indigenous perspective.

Given the concerns voiced by students, educators and parents across the province, our Board along with Evergreen Catholic School Division will be bringing forward the following emergent position statement for discussion at the Alberta School Boards Association (ASBA) Spring General Meeting:

BE IT RESOLVED THAT, The ASBA shall formally and actively lobby the provincial government to delay the proposed K-6 curriculum to allow for further review and a rewrite to address the shortfalls that have been identified:

1. Having sufficient and meaningful consultation with primary stakeholder groups.
2. For the government to work with school boards and educational partners to create a first-class curriculum with suitable implementation dates for students and teachers.

We are calling for a rewrite of the curriculum given the numerous and valid concerns raised and the lack of support for it as demonstrated by the 56 boards who have chosen to not pilot the draft. We believe the only acceptable solution is to begin the process again, this time with full transparency and up-to-date education experts.

We agree that the current curriculum being used in schools does need updating and acknowledge that revisiting the development will cause a delay. However, given the lifespan and reach of curriculum, it is imperative that we get it right. Due to the continued impacts of the COVID-19 pandemic, the next year is also not an appropriate time to introduce a wholesale

change in curriculum. We must allow teachers and students to focus on re-establishing relationships and school practices and recover from the stress of the last year.

Students, staff, and families will not tolerate their first-rate education system being subjected to anything less than a first-rate curriculum redesign. There is material in the previous draft curriculum, much contributed through the expertise of our staff, that could be used, thereby saving time and money in development. Let's work together to design a curriculum that will continue to make Alberta the gold standard in public education and give our students the skills and knowledge they need for success.

Sincerely,



Trisha Estabrooks
Board Chair

KM/mj

- c. Lorrie Jess, President, Alberta School Boards Association
Ron McKay, Board Chair, Evergreen Catholic School Division

DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2021-2022 School Year Calendar

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE

STAFF: Vicki de Haan, Terry Korte, Bob Morter

REFERENCE: [GCA.BP](#) – Approval of the School Year Calendar
[GCA.AR](#) – The School Year Calendar

ISSUE

An amendment to the 2021-22 School Year Calendar is being requested to accommodate the new national holiday, the National Day for Truth and Reconciliation, on September 30, 2021.

BACKGROUND

The 2021-22 School Year Calendar was previously approved by the Board of Trustees. In early June the Government of Canada proclaimed a new national holiday to occur on September 30 to commemorate the tragic legacy of residential schools in Canada. As indicated by the Canadian Heritage Minister, Steven Guilbeault, “The objective is to create a chance for Canadians to learn about and reflect on a dark chapter in their country’s history and to commemorate the survivors, their families and their communities”. An adjustment to the School Year Calendar is required to accommodate this holiday.

RELATED FACTS

Key points to consider of the amended 2021-22 School Year Calendar include:

- Public Holiday on Thursday, September 30, 2021
- Shift a professional development day from Monday, September 27, 2021, to Friday, October 1, 2021.

RECOMMENDATION

That the attached amended 2021-22 Division Calendar be approved.

OPTIONS

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

1. Approve the attached 2021-22 school year calendar.
2. Approve the attached 2021-22 school year calendar with modifications.

CONSIDERATIONS and ANALYSIS

While this new legislation applies to federally regulated employers only, the Division is supportive of this day of reflection and the purpose for which it was enacted. Additionally, our collective Agreements with CUPE 474 (Custodial staff), CUPE 784 (Maintenance staff), and CUPE 3550 (Support staff) require that

any holidays proclaimed by the City of Edmonton, the provincial government, or the federal government be provided to eligible employees within these staff groups.

The current calendar has already undergone an amendment at a prior date. The proposed calendar represents the best identified solution to removing September 30 as an instructional day and accommodating plans made by both stakeholders and the requirements of the Division. The proposed changes to the calendar are to accommodate the newly created day of reflection and cluster the non-instructional days so as to be less disruptive to families.

NEXT STEPS

Following the approval of the calendar, it will be published on the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft 2021-22 School Year Calendar

BM:bm

2021-22 Division Calendar – DRAFT – June 16, 2021

epsb.ca

AUGUST • 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER • 2021

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12	13	14	15	16	17	18
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26	27	28	29	30		

OCTOBER • 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APPROVED HOLIDAYS

Labour Day	September 6
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 11
Remembrance Day	November 11
Winter Break	December 20–31
Christmas Day	December 25
Boxing Day	December 26
New Year's Day	January 1
Family Day	February 21
Teachers' Convention	March 3–4
Spring Break	March 28–April 1
Good Friday	April 15
Easter Monday	April 18
Victoria Day	May 23

NOVEMBER • 2021

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28	29	30				

DECEMBER • 2021

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JANUARY • 2022

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30	31					

FEBRUARY • 2022

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27	28					

MARCH • 2022

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27	28	29	30	31		

APRIL • 2022

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

First Operational Day (No Students)

First Operational Day (No Students)	August 31
First Day of Classes	September 2
Last Day of Classes	June 28
Last Operational Day	June 29

LEGEND

PUBLIC HOLIDAY	RED DAY (NO STUDENTS)	FIRST/LAST DAY OF CLASSES	OPERATIONAL DAY (NO STUDENTS)	TEACHERS' CONVENTION	TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)	BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)	WINTER/SRING BREAK
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MAY • 2022

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE • 2022

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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JULY • 2022

S	M	T	W	T	F	S
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EDMONTON PUBLIC SCHOOLS

021 June 16, 2021

DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: First Nations, Métis and Inuit

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Clarice Anderson, Marnie Beaudoin, Rachel Foley, Amanda Lau, Owen Livermore, Bob Morter, Ann Parker, Leanne Spelman, Soleil Surette, Nicole Tice

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an update on the Division's efforts in support of First Nations, Métis and Inuit education and the academic progress of students who self-identify as First Nations, Métis or Inuit.

BACKGROUND

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

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

CURRENT SITUATION

This Strategic Plan Update report reflects the work in support of high quality teaching and learning for First Nations, Métis and Inuit students and is in direct response to Priority 1 of the 2018-2022 District Strategic Plan, Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

KEY POINTS

This report further supplements the achievement results provided in the [Literacy and Numeracy Strategic Plan Report](#) from March 23 by reflecting on additional high school completion data for the Division's self-identified First Nations, Métis or Inuit student cohort. Complementary to this data, the report explores the intentional work undertaken in the High School Completion Coach (HSCC) model in support of self-identified First Nations, Métis and Inuit students.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: First Nations, Métis and Inuit

NP:mh

Strategic Plan Update:

First Nations, Métis and Inuit

June 22, 2021

[epsb.ca](https://www.epsb.ca)

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an update on the Division's efforts in support of First Nations, Métis and Inuit education and the academic progress of students who self-identify as First Nations, Métis or Inuit. Priority 1 of the 2018-2022 District Strategic Plan calls for the Division to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. In alignment with the provincial Business Plan for Education Outcome 2: *Alberta's education system supports First Nations, Métis and Inuit students' success*, the Division's Priority 1 includes work to intentionally focus on the educational success for self-identified First Nations, Métis or Inuit students.

This report further supplements the achievement results provided in the [Literacy and Numeracy Strategic Plan Report](#) from March 23 by reflecting on additional high school completion data for the Division's self-identified First Nations, Métis or Inuit student cohort. Complementary to this data, the report explores the intentional work undertaken in the High School Completion Coach (HSCC) model in support of self-identified First Nations, Métis and Inuit students. Additionally, the report will highlight other efforts undertaken this year intended to support student success. The work highlighted reflects the Division's attention to the findings of the 2017 OECD report, Promising Practices in Supporting Success for Indigenous Students. The OECD report identifies six areas of policies and practices critical to improving achievement for Indigenous students: high quality teaching, leadership in schools, enlisting the active engagement of families, high quality early learning, regular monitoring and provision of tailored support.

The OECD research was introduced in the [February 20, 2018, Strategic Plan Update Report: Self-identified First Nations, Métis or Inuit Students](#), and further explored in the [May 14, 2019, Strategic Plan Update Report: Self-identified First Nations, Métis or Inuit Students](#) and [May 26, 2020, Strategic Plan Update Report: Self-identified First Nations, Métis or Inuit Students](#) reports. With this fourth report, we focus on the work being done in support of high school completion by the HSCC model through the active engagement of families, regular monitoring of student progress and the provision of tailored support, while recognizing the impact of disruptions to data collection caused by the COVID-19 pandemic.

This work also fulfills requirements in Alberta Education's new Assurance Framework, which is a broader and more balanced approach to accountability for educational stakeholders, focusing on:

- Providing assurance and demonstrating responsibility.
- Continuous improvement based on evidence, engagement and learning.
- Flexibility and responsiveness to local context.

A component of the Assurance Framework is supporting First Nations, Métis and Inuit student achievement. Though this report is primarily framed around high school completion, there were several steps taken Kindergarten to Grade 12 to support student success. These include, but are not limited to:

- Prioritizing literacy and numeracy instruction within the challenges and disruption caused by the pandemic.
- Establishing a Division-wide scope and sequence to support continuity of instruction.
 - Complementary and supportive for teachers were the Teacher Support Packs and several high school resources including sample quarterly plans, scope and sequence documents identifying priority learning outcomes and High School Course Packs for select courses.
- Releasing materials and information to assist schools in their work with families to support positive school attendance patterns. These materials were:
 - Based on the foundation of building supportive relationships with families.
 - Informed by schools experiencing success with certain strategies.
 - Reflected additional evidence-based practices to support positive attendance.
 - Covered the three tiers of the pyramid of intervention: universal, targeted and specialized strategies and supports.
- Continuing to partner with Enoch Cree Nation in the area of early years.
- Implementing a coordinated approach to supporting mental health and well-being for students and families.

HIGH SCHOOL COMPLETION

Preparing students for their futures and equipping them to be productive contributors within 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 Kindergarten to Grade 12, students are provided opportunities that focus on the development of knowledge, skills, 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. High school completion is a fundamental milestone that influences future educational paths, life goals and ultimately quality of life. As such, preparing all students to graduate and supporting the transition into post-secondary education, the world of work and life is a fundamental outcome of public education.

In the Division, students' journeys to high school completion are supported through Career Pathways. Through-out their Kindergarten to Grade 12 experience, students explore their interests and passions, set goals and develop the skills, knowledge and attitudes that will increase their readiness to successfully transition beyond high school. In Grades 10 to 12 this planning becomes even more intentional as students are that much closer to high school completion with an eye on their hopes beyond Grade 12. Through these continuing efforts, students are able to develop transferable skills, understand how their personal interests play an important role in exploring careers and reflect on the skills they excel at. To support the many paths that reflect the range of skills, goals, interests and talents of all students, the Division offers a broad range of supports, programming and learning options. These include, but are not limited to:

- A variety of alternative programs such as (but not limited to) second languages and academic programs.
- Locally developed courses in response to student interest and programming requirements.
- Knowledge and Employability programming.
- myBlueprint: Online, interactive education and career planning tools that personalize learning for Kindergarten to Grade 12 students through self-reflection, goal setting, portfolio building and exploring age-appropriate pathways and occupations.
- Campus EPSB: Students can attend another Division high school for a semester to access specialized courses to earn high school credits and industry credentials. They explore opportunities and get hands-on experience to help them plan their next steps.
- Flexible learning opportunities through Alternative High School Completion options, such as Argyll, Metro Continuing Education, Centre High and Outreach.

Despite the intentionality of supporting students towards high school completion, a variety of programming options and a range of supports and interventions, the path to high school completion remains challenging for many students, including a significant number of students who self-identify as First Nations, Métis or Inuit. This is evident when looking at our Division's results.

What The Data Tells Us

Similar to many things during the COVID-19 pandemic, there was a disruption to the data that speaks to student achievement for the 2019-2020 school year. Because of this, administration took a similar approach to looking at the data for this report, as was taken for the [March 23 Literacy and numeracy report](#). Each data set provides a five-year window of trend data factored together with the impact of high social vulnerability.

The Division defines and examines high social vulnerability through the Social Vulnerability Index (SVI). The SVI is a research and evidence-based measure that takes into account three factors that research has demonstrated have a direct impact on school success:

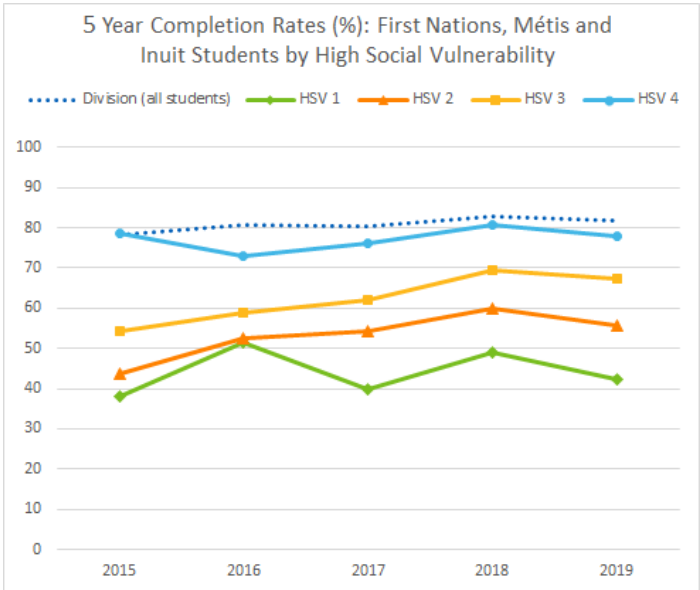
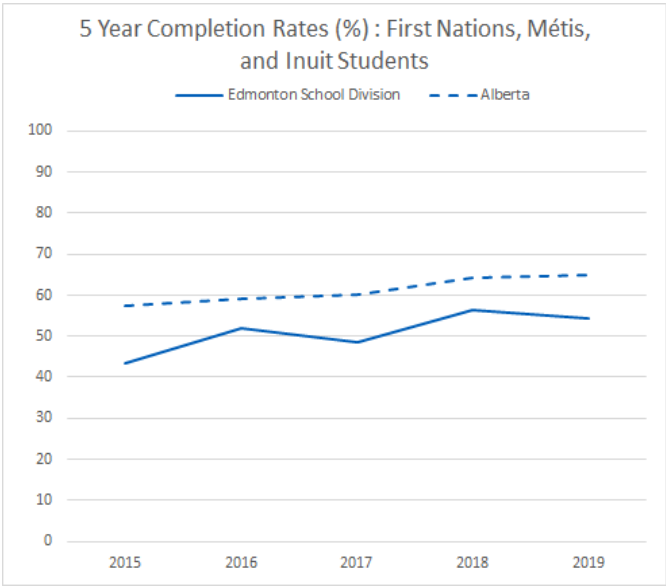
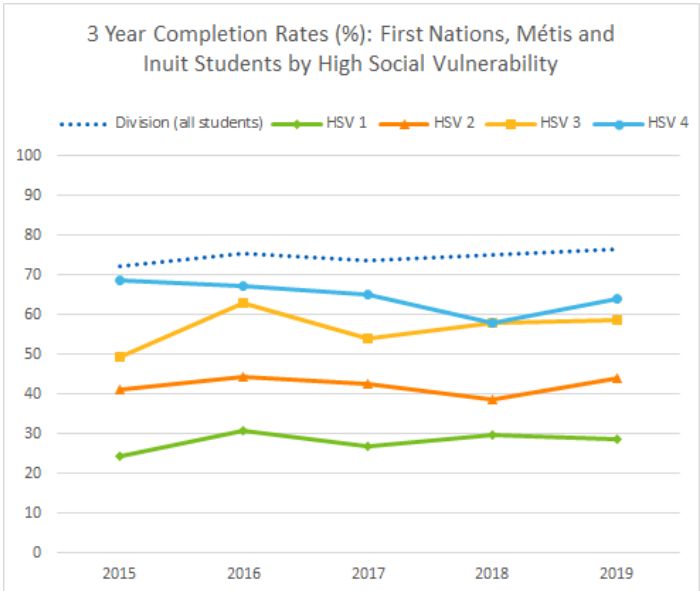
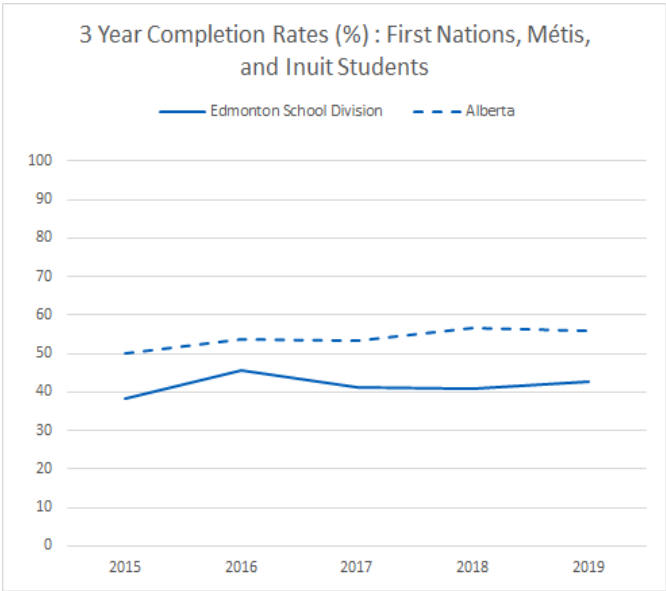
- Student mobility (Division data).
- Median family income (Census data).
- Lone parent family status (Census data).

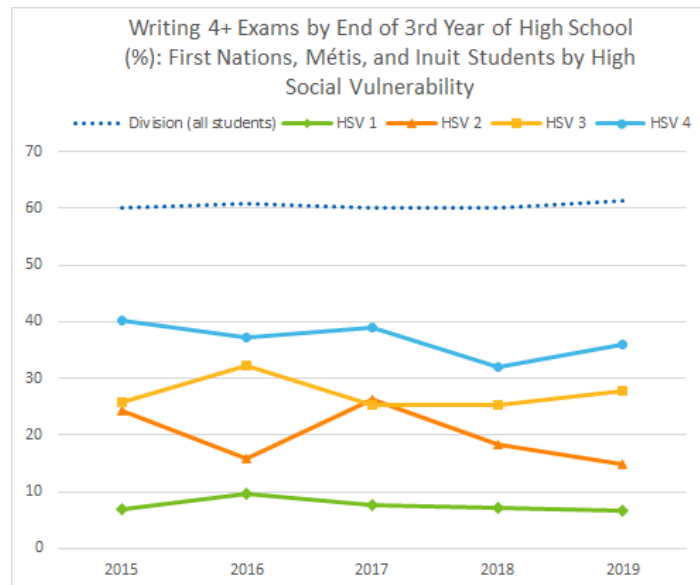
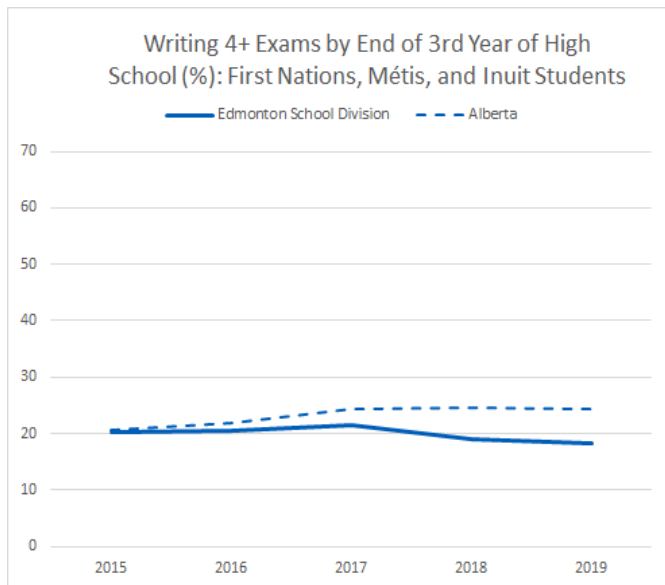
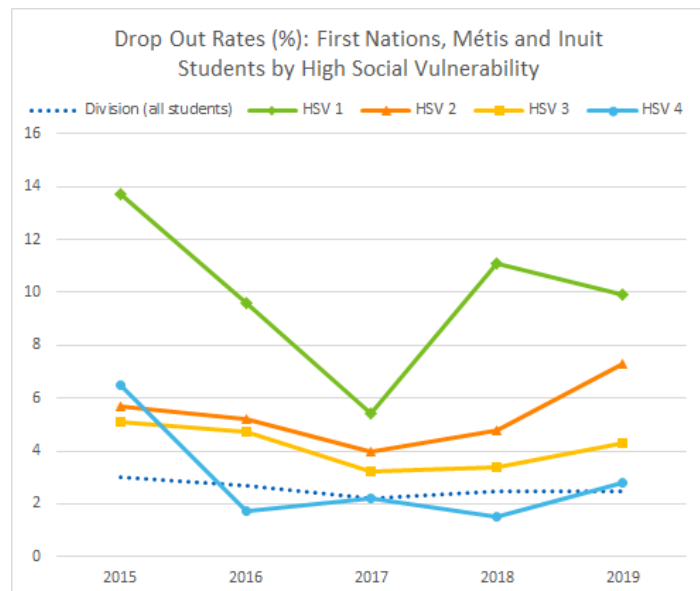
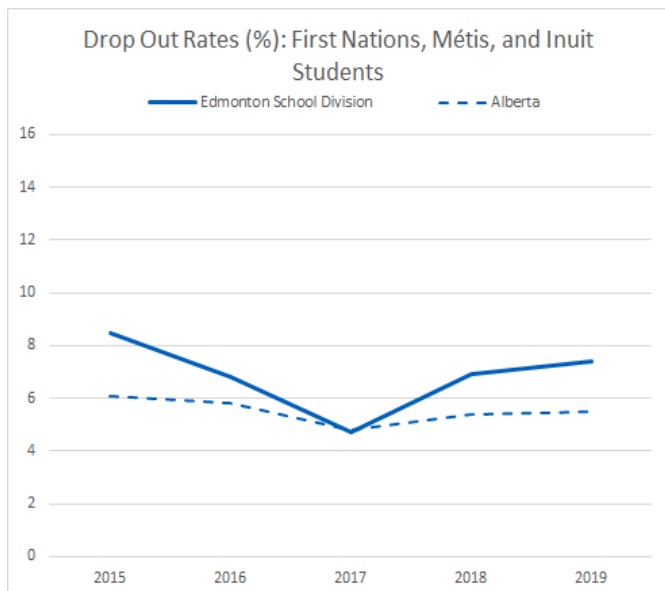
To inform a better understanding of the impact of high social vulnerability within the Division, these three factors are

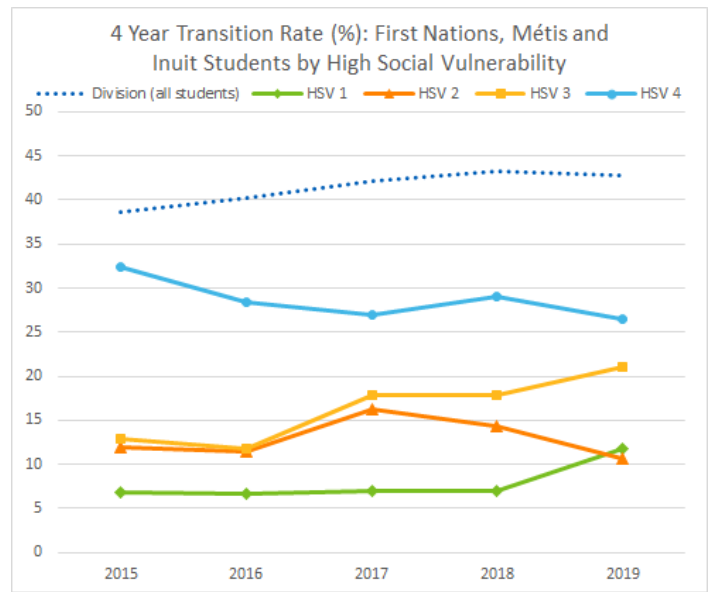
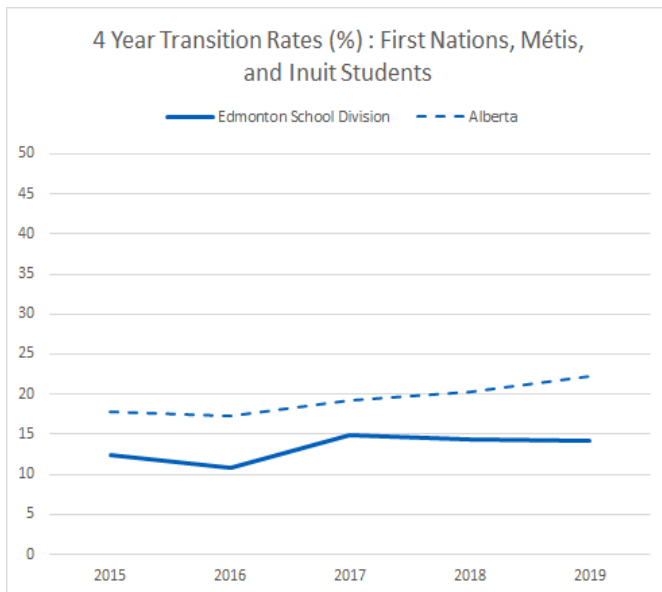
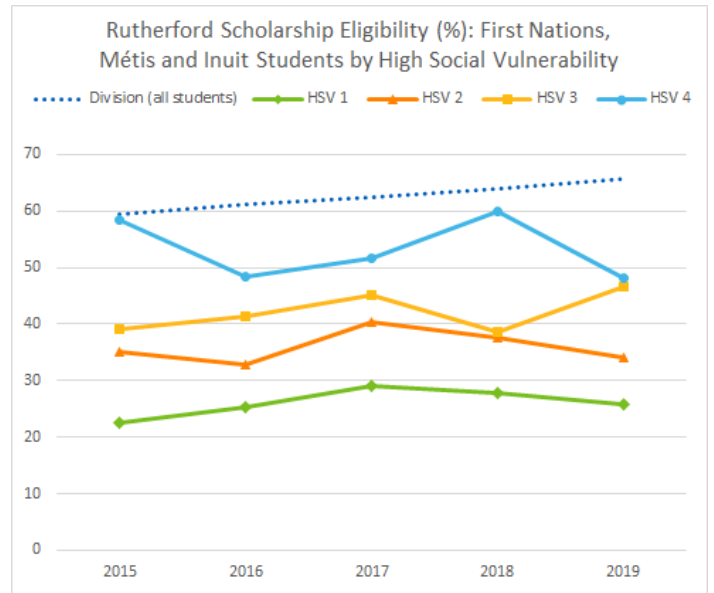
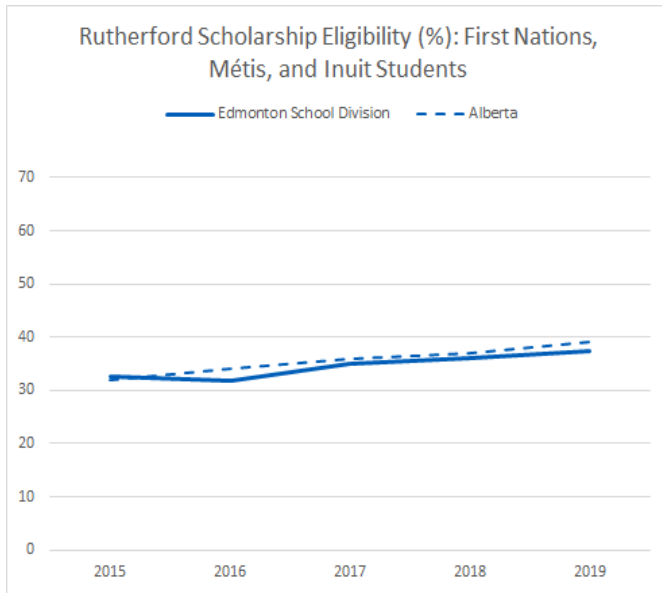
applied to the demographic profile of Division students. Based on this information, all Division schools are then ranked, resulting in a listing of Division schools from the most to least socially vulnerable; this list is calculated on an annual basis. SVI1 represents the most vulnerable schools, with SVI4 representing the least vulnerable.

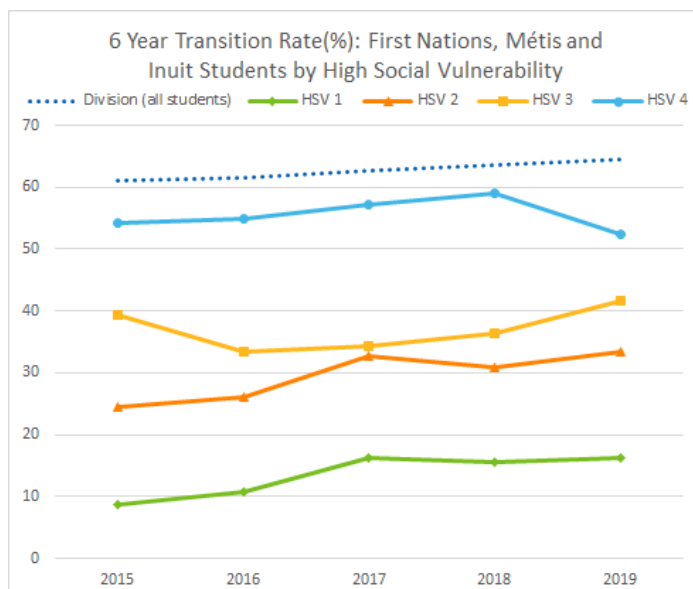
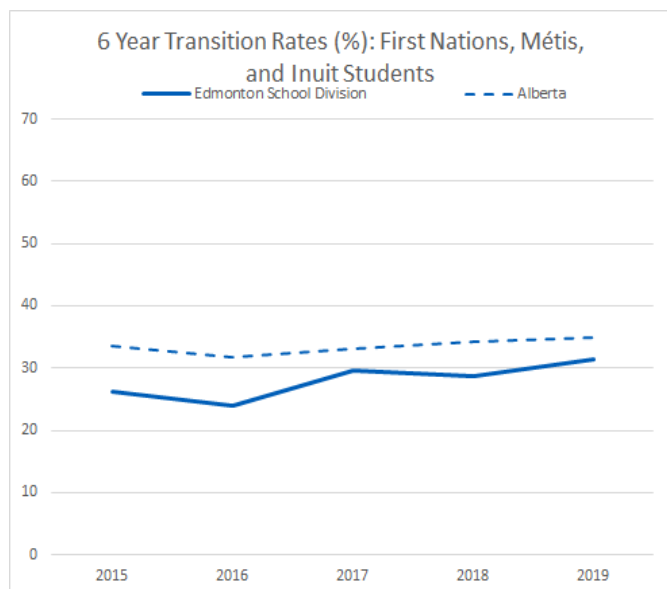
For each chart below demonstrating the results for Division students there is a chart on the left that provides a provincial comparison.

Five Year Data Trends for Self-identified First Nations, Métis and Inuit Students









Further context to the Division results are the provincial targets for five-year completion rates for First Nations, Métis and Inuit students over the next three years:

Table 1. Alberta Education graduation rate targets for First Nations, Métis and Inuit Students within five years of entering Grade 10

Year	2021-22	2022-23	2023-24
Graduation Rate	67.0%	68.0%	68.5%

Division results indicate that the cohort of students in High Social Vulnerability (HSV) 3 and 4 are on track towards achieving these targets. However, it should be noted that the majority of self-identified First Nations, Métis and Inuit students attend a school in either the HSV 1 or 2 groupings. There is much work to be done for the Division to meet provincial targets; Division results are currently 14.2 per cent below the 2023-2024 five-year completion target of 68.5 per cent.

Further reflection on Division results indicates the following:

- The multiyear trend for the six-year transition rate is one of improvement.
- Gains made in the four-year transition rate at the beginning of the five-year trend period are being maintained.
- Three-year completion rates improved in the most recent year of data, but overall have not shown a steady improvement trend over either the five-years or the three-years averaging.
- Rutherford Scholarship eligibility continues to improve every year.
- A downward trend for writing 4+ exams within three years of entering Grade 10.
- Dropout rates have increased over the past two years, and when averaged out over three years remain between six and seven per cent.
- Student achievement by high social vulnerability quadrants follows a similar pattern to the data in the literacy and numeracy report, with the most vulnerable students having the greatest challenge.

HIGH SCHOOL COMPLETION COACH MODEL

Overview

In 2019-2020, the Division established the HSCC model after closely examining OECD research and evidence from various successful models of high school completion across Canada. The initiative focuses on:

- Strengthening First Nations, Métis and Inuit student academic achievement in an environment that is welcoming and inclusive, where First Nations, Métis and Inuit cultures are visible and valued.
- Increasing high school completion rates by supporting students on their path to school completion with a systemic approach which includes a range of individualized, targeted and direct supports, as well as school-based efforts in collaboration with school leaders, teachers and families.

To support the implementation of a model that was focused on supportive and intentional steps in respect to student success, the model was developed to target many of the highest impact priorities identified in the Promising Practices in Supporting Success for Indigenous Students OECD report:

- Monitoring progress to inform practice.
- Providing tailored support.
- Engaging families.
- Facilitating learning activities.
- Sustaining dedicated rooms and providing access to cultural experiences.

More information about supports and ways with which the HSCC engage students and families can be found in the [May 26, 2020, Strategic Plan Update Report: First Nations, Métis and Inuit Students](#), as well as [Appendix A](#) to this report where work of the high school completion coach is mapped out over the course of a day, week, month and school year.

The HSCC model is currently in its second year of operation at Queen Elizabeth School and first year at Eastglen School. The unique circumstances resulting from the COVID-19 pandemic has not deterred the coaches. Coaches have remained persistent, responsive and agile throughout the year to ensure self-identified First Nation, Métis and Inuit students are receiving support whether they are learning in-person or online.

Preliminary Data

The process to collect and analyze data relevant to the success of each student in the program is a shared responsibility between the completion coach and school staff. This data is used to collaboratively identify specific intervention strategies that should be continued, modified, discontinued or initiated. This work reflects intentional and strategic efforts to support the success of self-identified First Nations, Métis and Inuit students throughout their learning journey. While “three to five years is a reasonable time frame in which improvements should be visible” (OECD: Promising Practices in Supporting Success for Indigenous Students, 2017, pg. 17), there are some early indications of the positive impacts the model has had for students.

Sense of Belonging

The HSCC model is rooted in the nurturing of positive relationships that center First Nations, Métis and Inuit identities. A foundational part of creating positive relationships is helping students feel a sense of belonging. In a questionnaire answered by 24 students who are part of this model, 87 per cent of students felt that having a HSCC helped them feel a sense of belonging at school (Graph 1).

Graph 1. Sense of belonging (n=24)

Having high school completion coaches helped me have a sense of belonging at school

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree



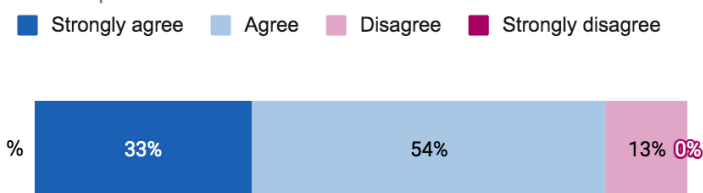
Students further responded to the open-ended question prompts and shared:

- The HSCC are: “Honestly some of the friendliest people I’ve met and they helped me feel more comfortable in the school and helped me get on my feet as a confused new kid.”
- The best part of working with the HSCC is: “the friendships and lifelong relationships I’ve made with the help of the completion coaches.”
- “I have had personal conversations with both of them and they have listened to me, and offer advice every now and then, based on their understanding of my feelings and what I may need to hear. There’s also always positive energy in their room, never any negativity from either of them and the other students there.”

First Nations, Métis and Inuit cultures are visible and valued

Coaches have been intentional in their support to align with the OECD’s priority of providing access to cultural experiences and the Division’s First Nations, Métis and Inuit Education Policy which lays the foundation for students “to thrive within a welcoming, inclusive, safe and healthy learning environment that is respectful of and responsive to students’ life experiences.” Eighty-seven per cent of students felt having a high school completion coach has helped to provide cultural experiences for students (Graph 2).

Having high school completion coaches has helped to provide cultural experiences for students



Attendance

Regular attendance is an important part of being successful at school. Research shows that chronic absenteeism (absent more than 10 per cent of the time) is a risk factor to school success and high school completion. Barriers to regular attendance can include unstable housing, unreliable transportation, food insecurity and family responsibilities; relative to the circumstances of learning during the pandemic, for online learners access to a device and reliable internet can also be a concern.

HSCC work intentionally with students and their families to help support consistent attendance. The coaches connect with students and families in-person, online or via a phone call to explore how they can support students with attendance. They assist students with such things as creating catch up plans for classes, following up with teachers and arranging for bus passes and Chromebooks to mitigate barriers. This year they have coached students who were struggling with online learning back to in-person learning, where there is a greater sense of connection and support. They encourage and support students academically, emotionally and mentally by connecting with them on a monthly basis at minimum, but also weekly and even daily to help them, as students indicate need. This ongoing relationship and trust building with families and students supports greater consistency in student attendance. Some examples of the work undertaken by coaches that supported school engagement and student success include:

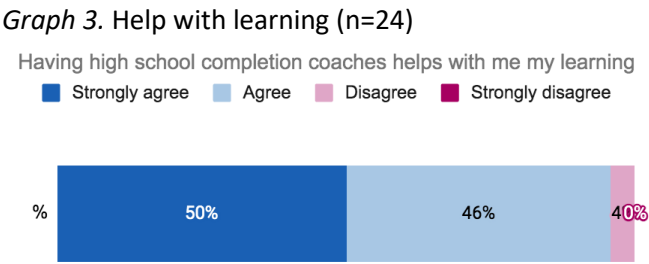
- A student had fallen behind in their work. The coach connected with the teacher to support the student to catch up on the modules. With this support the student began attending more regularly, brought their marks back up and successfully completed the course.
- A student came to the dedicated coaches’ room daily for support. Their attendance improved a great deal, and as a result, they are feeling more connected. The student successfully completed Math and Photography.
- A student was struggling with attendance. The coach connected with both the student and their family, met with their Science and English teachers to make a catch-up plan and continued to closely track attendance. Through this intentional work and the building of relationships, the student successfully completed Science and ELA.
- A student was not experiencing success in the online learning environment. The HSCC worked with the student to consider a return to in-person classes. The Coach and the student worked together around any barriers to school success. This resulted in the student registering for in-person classes, reviewing their graduation plan and the coach providing the student with a bus pass. With this transition to in-person learning, the student’s attendance improved,

the coach continued to support the student in their academic work and the student successfully completed Social Studies and Art.

Academic Success

While it is early to fully understand the impact of the High School Completion model at a school-level, student voice and proxy measures like credits earned demonstrate the positive impacts the HSCC are having on academic achievement and readiness for success after high school.

Ninety-six per cent of students felt that their HSCC helped them with their learning (Graph 3).



One student recounts the help the HSCC provided them during a difficult year impacted by the COVID-19 pandemic:

“First quarter was very difficult for me, as online schooling was not my strong suit. However, because of the high school completion program, I was able to ask for extra help from [my coaches]. Regarding school work, the coaches would give me ideas and help me review my work one-on-one. This adapts to my learning style, and gives me more insight than having to only listen to a teacher in front of a class. This helped me get through the entire year without too much stress, and I feel very confident in my success.”

Other ways students indicated having HSCC helped them with their learning:

- Acting as advocates for students, as well as connecting and collaborating with teachers and school staff to ensure the student has access to appropriate supports such as tutoring, writing accommodations, etc.
- Providing a welcoming and safe environment in the school in a dedicated space where students can complete assignments, study for tests and receive tutoring.
- Creating academic plans to help students catch up on assignments, complete online credit recovery modules and progress from being at risk in a course to successfully completing the course.

To quantify this impact, data for Quarter 3 (Q3) of the 2020-2021 school year demonstrates that the coaches helped 92 per cent of the students they work with successfully complete at least one course (Table 2 below). The data also demonstrated that the coaches have helped 30 per cent of students who were at risk of not completing a course to successfully complete a course. The following table provides a summary of course completion for Q3.

Table 2. Eastglen and Queen Elizabeth course completion in Q3

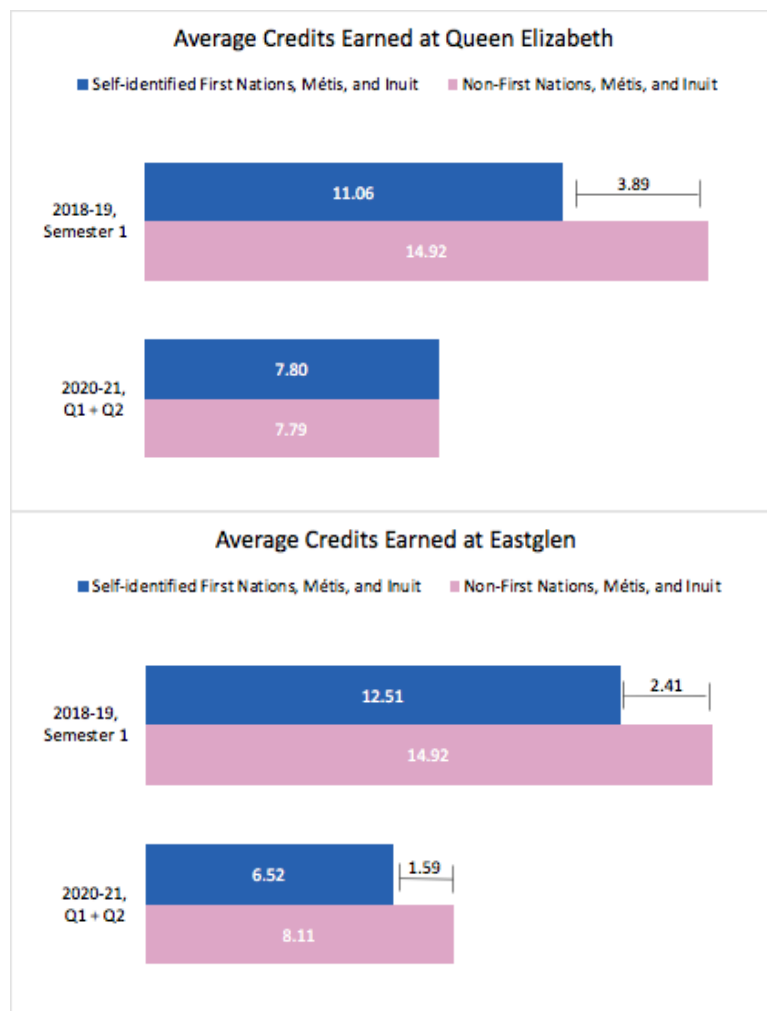
Course/Credit Completions	Number of self-identified First Nation, Métis, and Inuit students (n=182)
Students completing one or more courses in Q3	167 students or 92%
<ul style="list-style-type: none"> ● Those who completed two courses in Q3 	112 students or 62%
<ul style="list-style-type: none"> ● Those who completed one course in Q3 	55 students or 30%
Students moving from at risk of not completing a course to successfully completing a course	54 students or 30%

To further highlight the positive impact the coaches are having in supporting school success for the students they work with, the average credits earned were compared between each school's non-First Nation, Métis and Inuit Students and self-identified First Nation, Métis and Inuit Students (Graph 4.) Please note, as a result of COVID-19 a quarterly schedule was adopted in the 2020-2021 school year, when mapped against the semester schedule, it can be said that Semester 1 is the same as Q1 and Q2 combined.

A few observations can be made about the data:

- After the introduction of the HSCC Model (i.e. 2020-2021), the difference between average credits earned by Non-First Nations, Métis and Inuit students and First Nation, Métis and Inuit students decreased.
- For Queen Elizabeth High School in 2020-2021, First Nations, Métis and Inuit students are earning, on average, 0.01 more credits than their Non-First Nations, Métis and Inuit counterparts.

Graph 4. Average credits earned by non-First Nations, Métis, and Inuit Students and First Nation Métis, and Inuit students at Queen Elizabeth and Eastglen Schools.



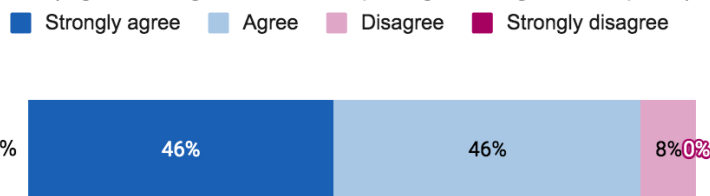
Planning for the Future

An important part of the HSCC work is helping students think about and plan for the future.

Ninety-two per cent of students felt that having a HSCC helped them think about their future (Graph 5).

Graph 5. Thinking about the future

Having high school completion coaches helps me think about my future (e.g. selecting course and exploring after high school plans)



Throughout the course of the year, coaches have:

- Provided career coaching.
- Organized presentations with post-secondary institutions and other career fulfillment companies.
- Assisted with and facilitated the use of myBlueprint to support students in the development and monitoring of a plan towards high school completion.

The following student testimonial highlights the HSCC intentionality and dedication to students:

"One day when I was meeting with my completion coach, I mentioned that I wanted to maybe join the military after I finished school. She told me about a program called The Bold Eagle Program for Indigenous students in Grade 11. She printed the forms and helped me fill out all of the paperwork for the program; she even mailed it in for me. So far, I have gone through all of the testing and interviews and I should be attending the program all summer of this year. It is cool because I am getting great training but I am also getting my food and accommodations covered and am getting paid to go. I was really happy about that because after I graduate, I want to join the military. I find the staff at my school to be trustworthy and reliable. My completion coaches' room is relaxing and very helpful."

NEXT STEPS

The results provided in this report and those from the March 23 Literacy and Numeracy report reinforce the urgency and importance of the Division's intentional work in support of student success. The further analysis of our achievement data alongside high social vulnerability data provides the Division with a clearer understanding of how best to prioritize resources. In the Division's ongoing commitment to school success for all students, with an intentional focus on self-identified First Nations, Métis and Inuit students the following actions are a priority for the 2021-2022 school year:

- To support literacy and numeracy programming at each student's place of readiness, implement the CAT-4 as a fall and spring assessment tool across Division classrooms Grades 2 to 9.
- To support schools in planning through the lens of the OECD research, explore modifying the budget planning template to allow schools to identify what they are already doing and what their intentional next steps to enhance success for self-identified First Nations, Métis and Inuit student success will be.
- To build upon this year's work related to attendance, provide schools with phase two of supporting materials and resources; this group of materials and resources will be more targeted to tiers two and three of the pyramid of intervention.
- To support student well-being, implement the resiliency survey with all students Grades 4 to 12; continue to have professional learning that builds staff capacity in this area.
- To support well-being for students and families, continue to implement a coordinated approach to mental health in support of schools and catchments.
- To support school success and well-being for students impacted by high social vulnerability, implement the Division's High Social Vulnerability Achievement Project in 41 Division schools serving socially complex communities.
- To continue to explore the effectiveness of the HSCC, expand the model to an additional high school for September 2021.

APPENDIX

Appendix A: The Work of High School Completion Coaches

The work of the HSCC is very intentional, and continuously weaves individualized support, monitoring and engagement together in support of student success. The HSCC model is designed to provide tailored, individualized support to students and engage families in the public education system. As indicated in the OECD research, providing this kind of support and engagement benefits students with respect to their overall well-being, participation and engagement in learning and ultimately their school achievement. Together, these practices form the foundation for the work of the HSCC. Key components of this work include:

- Connecting with the self-identified First Nations, Métis and Inuit students and helping them see themselves as members of the school community through cultural experiences and relationships.
- Meeting with students regularly to discuss their participation, engagement and well-being in respect to learning.
- Connecting students to existing wrap-around supports within the school and the broader community.
- Uncovering barriers to participation and building plans for re-engagement with students, their family and school.

HSCC perform daily, weekly, monthly and ongoing tasks (Table 3) that work to continuously engage, monitor and support students on their path to a successful completion of high school.

Table 3. HSCC Tasks

Daily Tasks:
Connection: Welcome and connect with students throughout the day.
Weekly Tasks:
Timely, individualized support: Identify students that are beginning to show signs of risk and initiate timely, individualized mentorship and support.
Attendance: Monitor student attendance to inform timely, individualized support.
Academic support: Support students with educational planning, access to tutoring, homework help, credit recovery and workshops.
Leadership opportunities: Engage and encourage students in leadership opportunities.
Career Pathways: Support students with career planning, organize and promote career related workshops, guest speakers and events.
Access to cultural activities and learning: Organize and promote cultural activities and learnings
Engaging families as partners in student success: Connect with families to discuss successes, academic standing and the opportunities and supports accessed.

Monthly Tasks:
Newsletter: The monthly newsletter communicates highlights of the program from the previous month and informs families about upcoming events, activities and opportunities in the month to come.
Achievement: Monitor student achievement biweekly to inform and plan timely, individualized support.
Meet and mentor: Connect with each self-identified student at minimum of once every month.
HSCC collaboration meetings: Meet with all HSCCs to reflect and share ideas and strategies.
Semester or Quarter Transition Tasks:
Engaging families and students: Meet with new students and their families at registration to provide a welcome package and to orientation.
Course/credit completion data tracking: Update all students' courses and credits earned and any change in course enrollments.
Course completion support: Offer assistance with academic support and credit recovery to students.
Family events: host one family night approximately every quarter (3-4 per year) pandemic restrictions permitting.
Ongoing Tasks:
Invite school staff to HSCC events and highlight the HSCC initiative at the school's open house.
Participate in school-wide events/activities to support and include First Nations, Métis and Inuit student perspectives.
Help students explore post-secondary information, complete applications and access and apply for post-secondary scholarships and assistance.
Connect with Grade 9 students and families at orientation and transition events.

DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: COVID-19 Impact on the Division from May 26 to June 8, 2021

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Laurie Barnstable, Anna Batchelor, Megan Normandeau, Carrie Rosa

REFERENCE: January 12, 2021 Caucus Committee meeting

ISSUE

The Board of Trustees are receiving ongoing verbal and written updates on the Division's efforts to support students and staff and mitigate transmission during the COVID-19 pandemic. Trustees have asked that information be shared regularly at public Board meetings.

BACKGROUND

Information reports about the impact of COVID-19 on the Division were presented at the November 24, February 9, March 9, April 13, May 11 and June 8 Board meetings. Every weekday, updates on the number of COVID-19 cases in schools are provided to Trustees via a transmittal memo, to students and families via a [page](#) on the Division website, and to the media through a direct report. Each week, the Superintendent emails an update to all staff.

Division schools continue to do everything they can to mitigate risk by following safety guidelines outlined in the Government of Alberta's school re-entry plan and our Division's Re-entry Strategy. This includes: screening for illness, handwashing and sanitizing, physical distancing where possible, enhanced cleaning standards, strict illness protocols, personal protective equipment (PPE), masks and cohorts.

CURRENT SITUATION

There continues to be incidences of COVID-19 cases in our schools. From May 26 to June 8, 2021:

- We received notice that 37 individuals in the Division tested positive for COVID-19
- 26 out of 215 schools had COVID-19 cases
- 1,001 students were recommended or required to quarantine
- 111 staff were recommended or required to quarantine

Transition to online learning at Westminster School

Following approval from Alberta Education, in-person learners at Westminster School transitioned to online learning on June 8, 2021. Four cases of COVID-19 were reported at the school in early June and approximately 140 students and 12 staff were asked to quarantine due to potential close contact with a positive case. The shift to online learning supports school operations and continuity of learning. Students are scheduled to return to in-person learning on June 21, 2021.

AB:pd



DATE: June 22, 2021

TO: Board of Trustees

FROM: Kathy Muhlethaler, Assistant Superintendent, Operational and Learning Supports

SUBJECT: Implementation Strategy and Costs for the Division to Provide Free Menstrual Products

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

ISSUE

At the April 27, 2021, Board meeting Board Chair Estabrooks brought forward the following motion:

Given that menstrual products are a basic need and that access to these products can be a barrier for students, the Board of Trustees moves that administration explore ways to provide free menstrual products in Division schools, including pursuing partnerships, to provide what should be essential products in Edmonton Public School washrooms.

BACKGROUND

Not having access to proper menstrual products is a health risk and a barrier to an individual participating fully in their daily life, including school. One way to help address the impact of period poverty is to have menstrual products readily available barrier-free in schools.

To better understand the work involved to see the provision of menstrual products in Division washrooms, administration has taken the following steps:

- Connecting with Red Deer to learn more about their pilot.
- Connecting with potential community partners.
- Exploring infrastructure and procurement logistics.

CURRENT SITUATION

Since the April 27 Board meeting administration has learned:

- The pilot in Red Deer is a partnership between the school division, The United Way and the Central Alberta Chapter of Soroptimist International.
- Red Deer's pilot will see barrier-free access to menstrual products in four schools: Lindsay Thurber Comprehensive High School; Eastview Middle School; Normandeau School (Pre-K - Grade 8); and G.H. Dawe School (Kindergarten - Grade 8).
- May 28, 2021, a [provincial announcement](#) saw the commitment of \$260,000 towards Alberta's United Way's Period Promise campaign; the provincial funding is in support of a two-year pilot.
 - The province anticipates that the first year of the pilot will see menstrual products available barrier-free in approximately 100 schools for the 2021-2022 school year.
- In collaboration with the province, the Edmonton United Way is embarking upon a local Period Promise campaign with seed money from the provincial pilot.
 - The Division has been in conversation with the United Way to explore how best to partner together on this initiative.



- The United Way has prioritized schools in the Edmonton area serving high socially vulnerable communities. As such, the Division is working with the United Way to identify a group of schools from the Division's High Social Vulnerability List as a starting point for the pilot.
- Both organizations are also exploring who other stakeholders in the Edmonton community may be, with the intention to establish a group of community organizations who will work together on a long-term strategy to support this initiative.
- Division administration has further explored the costs associated with product dispensers, installation of dispensers and product procurement.
 - The Division's 2021-2022 operating budget reflects the designation of committed funding to support this initiative.
- Having the pilot schools in the 2021-2022 school year will help to inform:
 - The expansion of the initiative across Division schools.
 - Long-term implications for installation, maintenance and procurement.
 - How best to support the needs of students.

KEY POINTS

- Administration is working with the United Way to pilot access to barrier-free menstrual products in a group of schools from the Division's High Social Vulnerability list for the 2021-2022 school year.
- The provincial government has provided \$260,000 to local United Ways to support a two-year pilot; year one of the pilot will involve 100 schools from across the province.
- The Division is working in partnership with the United Way and other community stakeholders.
- The work to support the pilot will inform a long-term implementation strategy for the Division.

KM:np

DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Replacement of School Playground on Edmonton Public Schools Land
(Response to Request for Information #104)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Josephine Duquette, Terri Gosine, Roland Labbe, Linda McConnell, Madonna Proulx, Matthew Tam, Jennifer Thompson, Christopher Wright

REFERENCE: [Alberta School Capital Manual](#)
[Funding Manual for School Authorities](#)
[Administrative Regulation IH.AR, Public Gifts](#)
[Administrative Regulation CSGA.AR, School Generated Funds](#)

ISSUE

At the June 8, 2021, Board meeting, Trustee Estabrooks requested that Administration provide information related to the construction, maintenance, and eventual replacement of school playgrounds on EPSB land, more specifically:

1. Who determines whether a playground located on EPSB land is the responsibility of the City of Edmonton or the school division?
2. Who is responsible for maintaining and eventually replacing school playgrounds?
3. What Division supports are offered to parent groups trying to raise money to construct new or replacement playgrounds?
4. How is money for replacement playground construction generated?
5. What costs to the Division would be associated with providing additional supports to address any gaps in the system?
6. On behalf of parent groups, are there opportunities for trustee advocacy that could help improve efforts to construct playgrounds?

BACKGROUND

On May 18, 2021, Trustees Estabrooks and Draper, along with members of Administration met with parents concerned about playgrounds within our school division, specifically playgrounds located on EPSB land. The parent group provided a presentation for information and context.

CURRENT SITUATION

1. **Who determines whether a playground located on EPSB land is the responsibility of the City of Edmonton or the school division?**

The City of Edmonton determines the level of support and maintenance they will provide related to a playground on school division lands. In the absence of City maintenance support, the Division is responsible for ensuring that any improvements on sites present no health and safety risks. There is

no specific operating funding provided to school divisions specifically to maintain playgrounds. Costs to maintain any existing or future playground in the absence of City provided maintenance would need to be absorbed within existing operation and maintenance funding grants.

2. Who is responsible for maintaining and eventually replacing school playgrounds?

Maintenance of playgrounds on Division property can be the responsibility of either the Division or the City of Edmonton. There are currently 89 playgrounds on Division land; 39 are maintained by the Division and 50 are maintained by the City of Edmonton. Of the 50 maintained by the City of Edmonton, maintenance of 47 playgrounds will revert to the Division when they reach the end of their functional life. The City has recently indicated that the City will no longer support (fund) or maintain playgrounds at these 47 sites over the next ten to fifteen years, as the equipment reaches the end of serviceable life. The City will continue to offer support and maintenance where a school property is the community-preferred or only suitable location for a neighbourhood playground (Garneau, Malmo and Windsor Park schools).

Playgrounds on school sites are not mandated as a facility requirement within school capital projects funded by the province. Funding to construct playgrounds (capital funding) has recently been included as a separate grant for some Division capital projects approved by the province, beginning in 2017. This included playground grants for four school consolidation and replacement projects: Ivor Dent School, Mill Creek School, Highlands School, and the Westlawn Cluster. It is hoped that moving forward, playground grants will be made available for all new, modernization and consolidation/replacement school projects. Playground replacement is not an eligible expense utilizing Infrastructure Maintenance and Renewal (IMR) funding available to school jurisdictions for building component repair or replacement. A provincial pilot grant proposed in 2018, specifically for playground replacement, was ultimately not funded. In the absence of a targeted funding source, playground components that require removal cannot be replaced by the Division.

3. What Division supports are offered to parent groups trying to raise money to construct new or replacement playgrounds?

The Division's support of playground projects does not have any dedicated resources specific to supporting playground project fundraising, and is guided by [Administrative Regulation CSGA.AR, School Generated Funds](#) in relation to funds raised by school parent groups. Division staff provide support in the following activities:

- continue to meet with interested parent groups and provide a written overview of the process involved with funding and constructing playgrounds. Topics captured in the document include: planning and funding, tendering construction work, and design meetings/construction. Support documents can be reviewed and revised as needed in response to parent group feedback.
- assigning a project manager from Integrated Infrastructure Services to be the point of contact for parent groups and principals regarding playgrounds
- helping identify possible locations to build a playground
- liaising with the City of Edmonton to determine level of support the City will offer
- continuing to advise on playground vendors who can support equipment selection, layouts, and establishing budgets
- providing a list of grant funding bodies and organizations to help with fundraising
 - Schools across the Division are assigned a school accountant who is available to support principals with questions about charitable receipts, grants, etc.

- assisting schools with managing funds for playgrounds when received from the parent group; Financial Services staff will provide advice to administrators in reference to best practices that are in alignment with Board Policy and Administrative Regulations.
- continue to provide letters of support for grant applications and formalize other correspondence needed in support of grant applications by parent groups
- supporting charitable donations if applicable; please refer to [Administrative Regulation IH.AR, Public Gifts](#), for further information on charitable donations
- continue to provide construction project management support to parent groups in the preparation of RFP documents and review bid submissions when approximately 90 per cent of the required construction funding is in place
- continue conducting condition assessments and safety monitoring for existing EPSB maintained playgrounds
- continue maintenance and repair services as required for some existing playgrounds on EPSB lands.

4. How is money for replacement playground construction generated?

Whether for an initial playground installation or for a replacement, funds for playground construction are typically raised through volunteer parent/community fundraising. In Alberta, grants are made available to support community and not-for profit groups for the development and replacement of playgrounds. The City of Edmonton, as well as the Federal government, may make some playground funds available for a playground on school division property in certain circumstances. There are a number of corporate and non-governmental organization grants that may be available from time to time. School jurisdictions are typically not eligible to apply for most grants directly. For this reason, specific fundraising efforts of volunteers are the main source of funding for new or replacement playgrounds on Division lands.

5. What resources would be associated with providing additional supports, with specific focus on the solutions proposed by parent groups, to address any gaps in the system?

Additional supports recommended by the parent advocacy group include:

- Creating a playground development guiding document:
 - o clarify roles of parents, school and Division staff
 - o detail policies, processes and resources
 - o recommend fundraising approaches
 - o provide key support contacts
 - o clarify allowable community roles, such as construction volunteering
 - o clarify vendor selection criteria
 - o include a Q & A
- Provide continuous project management support throughout the project
 - o designate a Project Manager from inception to installation of a playground project
 - o assign a person in Finance to support parent groups and administrators
 - o provide or fund grant writing support services through staff or contract service provider
- Provide funding for redevelopment/replacement of playgrounds or partner in advocating for additional resources.
 - o develop a playground replacement capital plan
 - o allow the use of EPSB charitable registration number for grants and donations
 - o allocate funding to schools redeveloping playgrounds
 - o advocate to the province for a school playground redevelopment grant

- o advocate to the City of Edmonton to increase Neighbourhood Park Development Program (NPDP) eligibility to these school playgrounds
- o renegotiate the Joint Use Agreement to ensure City funding can be accessed.

The Division will develop a playground development guiding document to better support schools and parent volunteers through the process, reflecting parent group feedback provided on May 18, 2021. The Division will consider grant writing support for parent groups in grant applications.

6. On behalf of parent groups, are there opportunities for trustee advocacy that could help improve efforts to construct playgrounds?

Advocating to other orders of government (City of Edmonton, or the Provincial or Federal government) for additional playground funding grants would best be conducted at the political level and through parent advocacy.

KEY POINTS

- The Division will develop a playground development guiding document to better support schools and parent volunteers through the process, reflecting parent group feedback provided on May 18, 2021.
- Integrated Infrastructure Services has a project manager assigned to be the point of contact for parent groups and principals regarding playgrounds. This information will be included in the guiding document and updated as required.
- Schools across the Division are assigned a school accountant who is available to support principals with questions about charitable receipts, grants, etc.
- The Division will consider grant writing support for parent groups in grant applications.
- Advocating to other levels of government (City of Edmonton, or the provincial or Federal government) for additional playground funding grants would best be conducted at the political level and through parent advocacy.

ATTACHMENTS AND APPENDICES

ATTACHMENT I Parents' Advocacy Group Slide Presentation, May 18, 2021

RL:or

A stylized, colorful illustration of a landscape. The foreground features rolling green hills in various shades of green, with a dark brown path or stream winding through them. On the left, there are stylized trees and bushes in green, purple, and orange. A small red bird is flying in the upper left. The background consists of light blue and white wavy bands representing the sky.

EPSB Playground Redevelopment

May 18, 2021

Presenters:

Laura Mercier, Hardisty School

Nicole Schmidt, Principal, Forest Heights School

Jeanie Chin, Kildare School

Jill Tucker, Forest Heights School

Meeting Attendees

EPSB Board and Administration

- Trisha Estabrooks, Chair and Wards A/D Trustee
- Michelle Draper, Ward B Trustee
- Christopher Right, Managing Director, Infrastructure
- Roland Labbe, Director, Infrastructure
- Kathy Muhlethaler, Assistant Superintendent

Parent Representatives

- Laura Mercier & Kerry McKinstry, Hardisty School
- Jill Tucker, Mary Parsons & Anna Krall, Forest Heights School
- Joy Stevens, Clara Tyner School
- Tamara Clark & Barb Sheehan, Rio Terrace School
- Jeanie Chin, Kildare School
- Angela Moroz, Princeton School

Principals

- Nicole Schmidt, Forest Heights School
- Jim Scott, Hardisty School
- Jolene Kitt, Riverdale School



Why are we here?

To highlight current inequities between playgrounds on EPSB owned land relative to those located on City of Edmonton owned land.

We will focus on 3 topics:

- Environmental Scan
- Our Challenges
- Potential Solutions

Who are our Stakeholders?



~40 Edmonton Public Schools
with playgrounds on EPSB
owned land



Schools located in mature
neighbourhoods



Some playgrounds are due for
redevelopment and/or not
meeting the needs of the
school community

What are the goals of playground redevelopment?

- All of our stakeholders are committed to developing playgrounds that:



Promote **physical literacy** and provide experiential learning in an outdoor setting



Support children with diverse developmental needs and incorporate **universal and inclusive designs**



Are **actively maintained in order to ensure** that they are in accordance with safety codes

Connections to EPSB Strategic Plan

PRIORITY ONE

Foster growth and success for every student

Goal 1. An excellent start to learning outcome

More children enter Grade 1 reaching emotional, social and physical developmental milestones

PRIORITY TWO

Provide welcoming, high quality learning and working environments

Goal 1. A focus on well-being and student citizenship

Our learning and working environments are welcoming, inclusive, safe and healthy

Goal 2. Quality infrastructure for all

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

PRIORITY THREE

Enhance public education through communication, engagement and partnerships

Goal 2. Enhance public education through communication, engagement and partnerships

Community partnerships are established to provide supports and services to foster growth, well-being and success of students and families

Environmental Scan

Playground Redevelopment Support(s)	City of Edmonton	Elk Island School Division	St. Albert Schools (City Led)	ECSD	EPSB
Project Manager (Comprehensive support throughout the Playground Development Lifecycle)	Yes	Yes	Yes	Yes	No
Landscape Architect & Site Surveys	Yes	No	Yes	No	No
Guiding Document (Policies, Tips, Process, FAQs)	Yes	Yes	Yes	Yes	No
Playground Capital Planning	Yes	Yes	Yes	Yes	?
Funded Grant Writing Support	No	No	No	Yes	No
Funding	Yes	Yes (Municipality funded)	Yes (Municipality funded)	No	No
RFP & Construction Support	Yes	Yes	Yes	Yes	Yes

A stylized, colorful illustration of a landscape. The background features wavy blue and white bands representing the sky. The foreground consists of rolling green hills in various shades of green, with a dark brown path or stream winding through them. On the left, there are stylized trees and plants: a green tree, a purple flower, and an orange flower. A small red bird is flying in the upper left area.

What are our challenges?

1. Gaps in Policies & Procedures
2. Comprehensive Project Support
3. Funding Sources/Eligibility
4. Volunteer Capacity & Burnout

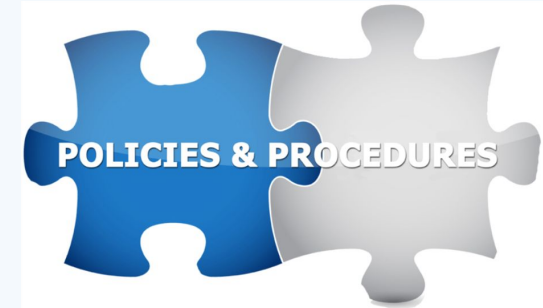
Challenge 1: Gaps in Policies & Procedures

- **Financial**

- Capital Plan for redevelopment or renewal
- Charitable Receipts (Individuals, Organizations)
- Accounting Practices (G.S.T., Interest, Reporting requirements)
- Maintenance Costs

- **Playground-Specific**

- Assessment, Site Surveys & Development Permit Process
- Sponsorship Signage/Recognition
- Inclusive Design Requirements
- Vendor Partnerships & RFP Selection Criteria
- Volunteer Community Builds
- Unclear Roles and Responsibilities for School Administration



Standards in Industry (Jeanie Chin – engineer/project manager/Kildare School parent)

- A playground redevelopment is a big undertaking, with multiple interconnecting tasks that require management such as fundraising, coordination with EPSB grant writing, procurement, and vendor oversight.
- Currently, there is no project management support from the EPSB to help with the parent groups to plan and execute their playground initiatives. The lack of defined processes further compounds the problem because parents don't know what to do.
- Parents groups vary in capacity and expertise.
- Lack of single point of contact and connection to subject matter experts create confusion.
- To fill that void, many parents' groups rely on playground vendors for information and guidance. However, with the current procurement procedure, this creates inherent conflict of interest.

Challenge 2: Comprehensive Project Support

- **Lack of project management support**
 - Parent groups have been told that project management support will be offered from EPSB once approximately 95% of the funding has been raised
 - Support is currently limited to coordinating the RFP and construction process
- **Lack of financial management support**
 - Currently we do not have a dedicated role within the Finance Department to support parent groups and school administration to answer questions about financial management/policy at the school level (charitable receipts, grants, signage)



Challenge 3: Funding Sources/Eligibility

- Playgrounds cost ~\$300,000 – 100% of which is funded by parent groups, without financial support from EPSB.
- Our projects are ineligible for 3 major funding sources:
 - **Federal Investing In Canada Infrastructure Program (ICIP) Grant**– Which funds up to 40% of the total project
 - **Municipal Neighbourhood Park Development Program (NPDP)** - Up to \$250,000 matching funds
 - **New School Playground Grant** - \$250 000 (non matching), ONLY available to playgrounds at new schools
- Schools located next to community league playgrounds benefit from not having to pay for the playground that their students use and are eligible for these grants.



Challenge 3: Funding Sources cont'd

- **Casino Revenue**
- **Provincial CFEP Grant** - \$125,000 matching funds
 - Over 50% reduction in accessible funding
- **Other Funding Challenges**
 - Charitable receipts
 - Grant application complexities



Challenge 4: Volunteer Capacity & Burnout

- Difficult to find dedicated parents that will commit extensive time and expertise to a long-term volunteer project
 - Most fundraisers generate an average of \$1,500
 - \$300,000 is an extraordinary amount of money for small parent groups
 - Low success rate on grants
 - Skill sets differ widely between parent groups
 - Attrition and burnout due to extremely long timeline (~10 years)



Parent's Perspective – Jill Tucker, Forest Heights School

Volunteer Hours

- \$90 000 in 3 years
- 1200 volunteer hours to date (conservative estimate)
- require 5 more years for \$300 000 unless funding eligibility changes

Grant Success Rate

- to date, 165 applications with 11 successes (\$38 000 in grants)
- 3% success rate
- grants are small (<\$5000) and field is highly competitive

Biggest Challenges for FH

- grant ineligibility (NPDP, Federal, New School Playground) for which other schools are eligible > inequitable situation
- lack of written roadmap or guiding document for parents and administrators
- support is limited to RFP/construction, but ongoing personnel support is needed throughout
- unclear who to ask questions to, lack of consistency of personnel
- information is confusing and inconsistent, we rely on vendors and word of mouth

Proposed Solutions

Proposed solutions will improve clarity and consistency, remove barriers and decrease project timelines:

1. Create an integrated EPSB playground [redevelopment guiding document](#) that can be used to consistently guide parent groups and school administrators through this process
2. Provide [comprehensive and continuous](#) support throughout the playground redevelopment process
3. [Provide funding](#) or [partner with us](#) to advocate for access to additional funding sources



Solution 1: Redevelopment Guide

Develop a comprehensive Playground Redevelopment Framework document to facilitate a consistent approach and streamline supporting processes.

1. [Consult](#) other jurisdictions (ECSD's Doris Paquette, City of Edmonton and City of St. Albert) for best practices
2. [Collaborate](#) with School Administrators and Parent Groups to identify what this document should contain to support schools
3. [Ensure](#) that this document is kept up to date and changes are communicated to stakeholders



Solution 1: Redevelopment Guide

Contents should include:

- Playground redevelopment specific policies, processes and resources
- Answers to frequently asked questions e.g. How to set up accounts
- Recommended fundraising approaches
- Key contacts for support
- Policy on community builds
- Vendor Selection Criteria
- Terms of reference to clarify roles of parent groups, school administration, and EPSB staff



Solution 2: Comprehensive & Continuous Support

Designate subject matter experts:

- Designate an EPSB Project Manager to provide comprehensive support and guidance throughout the playground redevelopment process
- Assign a support person within Finance to support parent groups and school administrators
- Provide or fund grant writing support (either within EPSB or contracted externally)



Solution 3: Funding Sources

- [Advocate with us](#) to City of Edmonton to broaden municipal (NPDP) funding eligibility
- [Renegotiate](#) playground land ownership / joint use agreements so municipal funding can be accessed
- [Advocate with us](#) to the Provincial Government to create a playground redevelopment grant similar to New School Grant
- [Allow](#) use of EPSB charitable registration number for grants and donations
- [Allocate funding](#) to schools redeveloping playgrounds on EPSB-owned land





Playgrounds are a valuable investment of time which enhance physical literacy and social development. In the EPSB Strategic plan, a key goal is to [ensure inclusive, safe and healthy learning environments for our children.](#)

Our joint partnership will support the Division, School Administrators, Parent Groups and most importantly our children [in achieving this goal.](#)

Questions & Discussion

- Questions or Clarifications
- Next Steps: how do we move forward?



DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Cindy Maksymuik

REFERENCE: AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

Mrs. Audrey Letourneau passed away on June 6, 2021, at the age of 60 years. Mrs. Letourneau started with the Division in 2008. She spent her 13-year career working as an educational assistant in supply services, Westlawn, John D. Bracco, Queen Elizabeth, Afton, Hillcrest and S. Bruce Smith schools. She is survived by her husband, Marc; sons, Matthew (Gabriella), Roger (Christine); mother, Robbin; father, Paul; her brother and sisters, as well as numerous other family and friends. A private ceremony took place on June 12, 2021.

AA:cm

DATE: June 22, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2021 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [Board Procedures Regulation](#)
[Education Act](#)

ISSUE

Each year, at the conclusion of the last scheduled public Board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

BACKGROUND

The first recommendation provides for the calling of special Board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

RELATED FACTS

- The delegation of authority is effective immediately following the June 22, 2021 Board meeting.
- The next scheduled public Board meeting is Tuesday, September 14, 2021.

RECOMMENDATION

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2021 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 22, 2021, Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2021 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2021.

CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

KM:sj