AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers

<u>**Board Meeting**</u>
Continuation of June 18, 2013 Board Meeting

<u>**Tuesday, June 25, 2013**</u>
2:00 p.m.

A.   O Canada

B.   Roll Call

C.   Reports:

Reports 1 through 7 are carried forward from the June 18, 2013 board meeting:

1. Policy Review Committee: Draft Board Policies HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study
   (Recommendation)

2. Policy Review Committee: Draft New Board Policy CNA.BP – Information Security
   (Recommendation)

3. Senior High Locally Developed Courses
   (Recommendation)

4. Response to Staff Group Budget Presentations
   (Information)

5. Framework for Involvement in Site-Based Decision Making
   (Information)

6. Community Relations Committee: School Tours
   (Information)

7. Delegation of Authority – 2013 Summer Recess
   (Recommendation)

D.   Other Committee, Board Representative and Trustee Reports

E.   Trustee and Board Requests for Information

F.   Notices of Motion

G.   Meeting Dates

   8.   Introduction of the New Superintendent of Schools – **5:30 p.m.**
         (NO ENCLOSURE)

H.   Adjournment

DATE:	June 18, 2013
TO:	Board of Trustees
FROM:	Trustee Dave Colburn, Policy Review Committee Trustee Sarah Hoffman, Policy Review Committee Trustee Catherine Ripley, Chair Policy Review Committee
SUBJECT:	Draft Board Policies HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study
ORIGINATOR:	Tanni Parker, Assistant Superintendent, Student Learning Services
RESOURCE STAFF:	Anne Sherwood
REFERENCE:	CH.BP – Framework for Policy Development and Review Plan for Overall Policy Review *Education Act*

ISSUE

As part of the overall review of board policy, existing board policies are being reviewed through the lens of Board responsibilities as identified in the new *Education Act* Section 33. The first set of policies to be reviewed in this manner are those responsive to *Education Act* section 33(1)a – "deliver appropriate education programming to meet the needs of all students" - what is taught and how it is delivered.

RECOMMENDATION

1. **That draft Board Policy HA.BP - Student Programs of Study (Attachment I) be considered for the first time and approved for posting on the district website for stakeholder input.**

2. **The draft Board Policy HAA.BP - Delivery of the Student Programs of Study (Attachment II) be considered for the first time and approved for posting on the district website for stakeholder input.**

BACKGROUND

One of the objectives of the comprehensive policy review is to create consistency of Board direction among all policies and, where possible, consolidate related board policies. Using the Board's responsibilities as outlined in the new *Education Act* as the lens to identify common themes and create a framework for consistent policy, all policies responsive or related to *Education Act* section 33(1)a – "deliver appropriate education programming to meet the needs of all students" were examined. Appendix I provides a schematic of how existing board policies are aligned to this theme and where there are gaps. Three main content streams for this group of policies were identified: Content (what must be taught), Programming (how we deliver the content), and Organization (how we organize for instruction).

RELATED FACTS

The Alberta Ministry of Education's *Guide to Education* serves as the key repository for the ministry's policies and provides information about the expectations for Early Childhood Services (ECS) to Grade 12 programs of study established by the province, education delivery, and achievement standards that apply for all students enrolled in Alberta Schools.

OPTIONS CONSIDERED

Address the Board's responsibility "for the delivery of appropriate education programming to meet the needs of all students" by:

1. developing new comprehensive policy in the new policy framework format which clarifies the Board values and expectations with respect to this responsibility and where possible consolidating those relevant values and expectations found in the current numerous topic specific policies; or
2. reviewing, revising and retaining in the new policy framework format existing stand-alone board policy that address this responsibility.

CONSIDERATIONS & ANALYSIS

The Board currently has policy that speaks to alternative and special pedagogical or organizational approaches to the delivery of education, commonly referred to as programs of choice. However, there is no board policy that addresses what the District refers to as the "regular program" or the concept of what is to be taught in all schools for all students.

The Board has expressed concern in the past with the perception among some that alternative programs or programs of choice are given greater emphasis than district regular programs available in attendance area schools. The Policy Review Committee noted that Alberta Education refers to the regular program as "basic" or "core" education which may inadvertently be implying to some that there is a "tier" or hierarchy of quality of programs. The notion of "alternative programs" actually relates to program delivery method or programming not program content. Alternative programs, as defined by Alberta Education, refer to delivering the Alberta programs of study in alternate ways: a different language, infused with faith, delivered in a different organizational structure or from a different pedagogical stance.

In order to address the Board's responsibilities with respect to student programs and to clarify that programs of choice are actually choices of program delivery model, that all student programs are based on the same Alberta programs of study and have the same expectations for a high quality education, two new policies have been drafted.

In Attachment I, HA.BP – Student Programs of Study, the specific outcomes of an inclusive Kindergarten to Grade 12 education have been included verbatim from the Alberta *Guide to Education* to make explicit what the desired student outcomes are from an inclusive, high quality, education in Alberta and demonstrate alignment with the District's Vision and Mission. This ensures both compliance with the *School Act* and that district students will be held to the same high standards as all Alberta students. The policy also consolidates the Board's additional expectations for student programs found in other stand-alone policies, for example, field trips, homework and second language education (as noted in Appendix II in bold text and bracket by policy code and name).

Equity is a key value of the Board. The consolidation of the Board's expectations for a student program is intended to ensure that all student programs provide students an equitable opportunity to achieve to their full potential the Board's desired outcomes of a district education regardless of program delivery model. The policy explicitly states that all students will have equitable access to a high quality education program. This is the standard of equity that is expected in the *Guide to Education* learning outcomes of an inclusive education.

Should this new policy HA.BP – Student Programs of Study be approved by the Board on third consideration, those policies which have been noted in Appendix II will be recommended for rescission. Administrative regulations related to the policies that will be recommended for rescission will be retained and cross referenced to the new parent policy.

HAA.BP – Delivery of Student Programs of Study (Attachment II), addresses how the Alberta programs of study is delivered and implemented in the District to enable all district students to achieve to their full potential the desired learning outcomes of a K-12 education in Alberta. It incorporates current Board Policy HA.BP - Student Programs (Appendix IV) approved by Board in May 2012 which addresses criteria for alternative programs and special education. It also incorporates Board Policy HGE.BP – Continuing Education (Appendix V) in its entirety. To emphasize that programs of choice are actually program delivery models, alternative, special education and outreach/transition programs have been defined as "programming" - the program delivery and instructional model used to deliver the programs of study with specific groups of students and individual students. The policy reinforces the Board's commitment to maximize student learning potential and links the provision of a range of programming and instructional model choices to increasing student engagement and accommodating diverse learning needs and interests. The concept of choice of program delivery model is a key tenet of equity of access to a high quality education. It also establishes the Board's expectation that there will be consistency across all district locations of a board approved program delivery model.

NEXT STEPS
Should the Board of Trustees give first consideration and approval of the draft policies for posting on the district website, the draft policies will be posted for stakeholder input over the summer to the beginning of the new school year. Following stakeholder input, the policies will be reviewed by the Policy Review Committee and prepared for second Board consideration in September 2013. Work will continue on development of the third policy content stream related to organization for instruction.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft New Board Policy HA.BP – Student Programs of Study
ATTACHMENT II	Draft New Board Policy HAA.BP – Delivery of Student Programs of Study
APPENDIX I	Alignment of Board Policy to *Education Act* s33(1)a
APPENDIX II	Policies Consolidated in Draft new HA.BP Student Programs of Study and to be Recommended for Rescission
APPENDIX III	Policies Consolidated in Draft new HAA.BP – Delivery of Student Programs of Study
APPENDIX IV	Current Board Policy HA.BP – Student Programs
APPENDIX V	Current Board Policy HGE.BP – Continuing Education

AS:lb

Board Policy

CODE: HA.BP

TOPIC: Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE
To explicitly state and reinforce the provincial expectation that students in the District will be taught the content that is prescribed in the programs of study. This ensures both compliance with the *School Act* and that district students will be held to the same high standards as all Albertan students.

DEFINITIONS
Programs of study are established by Alberta Education and identify the student learning outcomes for all students in all courses and programs.

An **Engaged Thinker** knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning. Ministerial Order (#001/2013)

An **Ethical Citizen** understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles. Ministerial Order (#001/2013)

An individual with an **Entrepreneurial Spirit** is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream. Ministerial Order (#001/2013)

POLICY

In keeping with the District Vision and Mission, the Board of Trustees supports and is fully committed to the Alberta Ministry of Education's desired student learning outcomes of an inclusive Kindergarten to Grade 12 education in Alberta to enable all students to achieve to their full potential.

As per Ministerial Order (#001/2013), and as detailed in the *Guide to Education,* the goal for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:

(1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;

(2) strive for engagement and personal excellence in their learning journey;

(3) employ literacy and numeracy to construct and communicate meaning; and

(4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:

(a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;

(b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;

(c) identify and solve complex problems;

(d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;

(e) innovate: create, generate and apply new ideas or concepts;

(f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;

(g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;

(h) demonstrate good communication skills and the ability to work cooperatively with others;

(i) demonstrate global and cultural understanding, considering the economy and sustainable development; and

(j) identify and apply career and life skills through personal growth and well-being.

In alignment with the programs of study and further supported through the outcomes in the *Guide to Education*, the Board of Trustees expects that all students will have equitable access to student programs that contain the following characteristics:

1. program continuity with balanced, integrated and sequenced implementation;

2. a focus on basic literacy skills to develop proficiency in language arts;

3. instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12;

4. differentiated program delivery responsive to assessed student learning needs;

5. a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum;

6. the provision a safe learning environment for students whether or not the activities occur outside the boundaries of the students' schools;

7. curricular and extracurricular educational activities which enhance student engagement, learning and development such as but not limited to:

a. homework assignments related to the outcomes of the programs of study;

b. activities outside the boundaries of the students' schools as a means of extending the learning that takes place in the classroom such as:

  i.   field trips;
  ii. performance and exhibit opportunities to promote achievement and enable the pursuit of excellence in music, art, drama and dance; and
  iii. interschool athletic activities to enhance skill development and encourage healthy lifestyles.

EXPECTATIONS

1. All student programs shall be in compliance with the *School Act*, Alberta Education's policies, regulations, and standards and all Board of Trustees policies and district administrative regulations.

2. The Superintendent of Schools shall review and where necessary, create administrative regulations and assign responsibilities to implement the purpose and intent of this policy.

3. Principal expectations related to program implementation are outlined in Section 20 of the *School Act* and are excerpted as follows:
   A principal of a school must:…
   (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
   (c) evaluate or provide for the evaluation of programs offered in the school; and
   (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister.

4. Teacher expectations related to program implementation are outlined in Section 18(1) of the *School Act* and are excerpted as follows:
   A teacher while providing instruction or supervision must:…
   (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
   (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
   (d) encourage and foster learning in students.

5. Parents shall be provided with information on the educational program in which their child is enrolled each year to enable them to continue to be involved and support their child's education.

6. The Superintendent of Schools shall ensure that teachers and principals are informed of changes in the programs of study and that opportunities to engage in professional learning related to these changes are provided. The Superintendent of Schools shall also ensure that principals are provided support to supervise teachers in the delivery of the programs of study.

7. The Superintendent of Schools shall ensure that all students have access to the outcomes of the programs of study to the highest level possible as determined by student ability.

ACCOUNTABILITY

The Superintendent of Schools shall inform the Board of Trustees as changes occur within the programs of study. The Superintendent of Schools shall report on the consistency of programming provided in schools with the course of study and education programs prescribed, approved or authorized pursuant to the *School Act.*

REFERENCES
HAA.BP – Student Programming
HAA.AR – Off-Campus Education
HGAF.AR - French Language Programs
HGAG.AR - International and Aboriginal Language Programs and Courses
HGDJ.AR - Participation in Interschool Athletic Activities
HI.AR - Instructional and Learning Resources
HICA.AR - Field Trips
HK.BP – Student Assessment, Achievement and Growth
School Act
Ministerial Order #016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Guide to Education

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HAA.BP

TOPIC: Delivery of Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To articulate and reinforce the Board of Trustees' beliefs and expectations related to how the Alberta programs of study are delivered and implemented in District. The Board of Trustees believes that teaching the programs of study in different ways and in different settings, helps students to achieve the learning outcomes of a K-12 education and allows students to reach their full potential. Regardless of how the programs of study are delivered, all students will have equitable access to high quality programming throughout the District.

DEFINITIONS

Programs of study - are established by Alberta Education and identify the student learning outcomes for all students in all subject-area courses and programs.

Program - an education program based on the prescribed Alberta programs of study.

Programming - refers to the program delivery and instructional model used to deliver the programs of study to particular groups of students and with individual students.

Alternative programming - or alternative program delivery models deliver the programs of study by emphasizing a particular language, culture, religion, subject-matter, or using a particular teaching philosophy.

Special education programming - the provision of programming and services which make it possible for students in need of specialized supports and services to receive an education appropriate to their abilities and needs. Adaptations to the outcomes in the programs of study, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports.

Outreach/Transition programming - flexible student program delivery in non-traditional settings. Senior high outreach programming and junior high transition programming is provided to students who, due to individual circumstances, find that the traditional school setting does not meet their need.

POLICY

The Board of Trustees is committed to ensuring that all students are provided access to a high quality education that will enable them to achieve desired student learning outcomes of a K-12 education and to reach their full potential.

The Board of Trustees believes that all students can learn, and acknowledges that students learn in unique and diverse ways. Optimal student learning occurs with the effective use of instructional time, proven instructional strategies and assessment of and for learning that focus on the prescribed learning outcomes. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

To maximize the potential of each student, the Board of Trustees supports the development and provision of a range of programming and instructional models, in accordance with Board Policy HA.BP – Student Programs of Study, to increase student engagement and accommodate their diverse learning needs and interests including but not limited to:

- regular program delivery models;
- board approved alternative program delivery models;
- special education program delivery models;
- senior high outreach and junior high transition program delivery models located in non-traditional settings;
- locally developed courses; and
- continuing education program delivery models.

The Board of Trustees reserves to itself the authority to approve the establishment and deletion of alternative program delivery models and locally developed courses.

The Board of Trustees supports the concept of providing educational programming for students in need of specialized supports and services in both attendance area schools and in district centres. The attendance area school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centres provide alternate program delivery options.

Recognizing some students are successful in non-traditional school settings, the Board of Trustees authorizes the provision of senior high outreach programming and junior high transition programming in non-traditional school settings. Students may complete their schooling in non-traditional settings or transition to more traditional school settings once the skills and knowledge to be successful in these settings are developed.

The Board of Trustees believes in the importance of life-long learning and, as both a publicly funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue or extend their education and pursue their interests. To this end, the Board of Trustees shall provide continuing education and programming on a cost-recovery basis.

The Board of Trustees recognizes the importance of working with parents, community organizations, and government in the development and implementation of all program delivery models.

EXPECTATIONS

1. The Superintendent of Schools shall review and where necessary, develop administrative regulations and assign responsibilities to implement the purpose and intent of this policy.

2. Programming for students, regardless of their location or type of programming they receive, will be in alignment with the philosophy of the programming as outlined in the *Guide to Education* or, in the case of alternative programming or locally developed courses, in alignment with the outcomes and expectations as approved by the Board of Trustees.

3. Section 20(c) of the *School Act* states: "Principals must evaluate or provide for the evaluation of programs (programming) in the school."

4. The Superintendent of Schools shall consider the following when recommending to the Board of Trustees the addition, expansion, deletion or consolidation of district program delivery models (programming) and locally developed courses:
   a. compliance with the *School Act*, Alberta Education's policies, regulations, standards, mission and mandate for education;
   b. compliance with all board policies and administrative regulations;
   c. consistency with sound educational theory and practice;
   d. impact on financial and human resources, facilities, and current course and program delivery offerings;
   e. availability of staff and resources;
   f. degree of demand;
   g. alternative program delivery models shall have:
      i. a defined and consistent set of unique features intended to be long term and sustainable; the programming usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
      ii. an educational approach that affects the entire schooling experience of a child;
      iii. a school culture or environment that reflects the uniqueness of the program;
   h. any faith-based alternative program delivery model shall be:
      i. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation; and
      ii. based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith.

5. Parents of students in need of specialized supports and services shall be provided with information about the special needs programming options available in the attendance area school and at district centres.

ACCOUNTABILITY

The Superintendent of Schools shall report annually as part of district results review on the alignment of the outcomes and expectations for each board approved program delivery model across all district locations.

REFERENCES
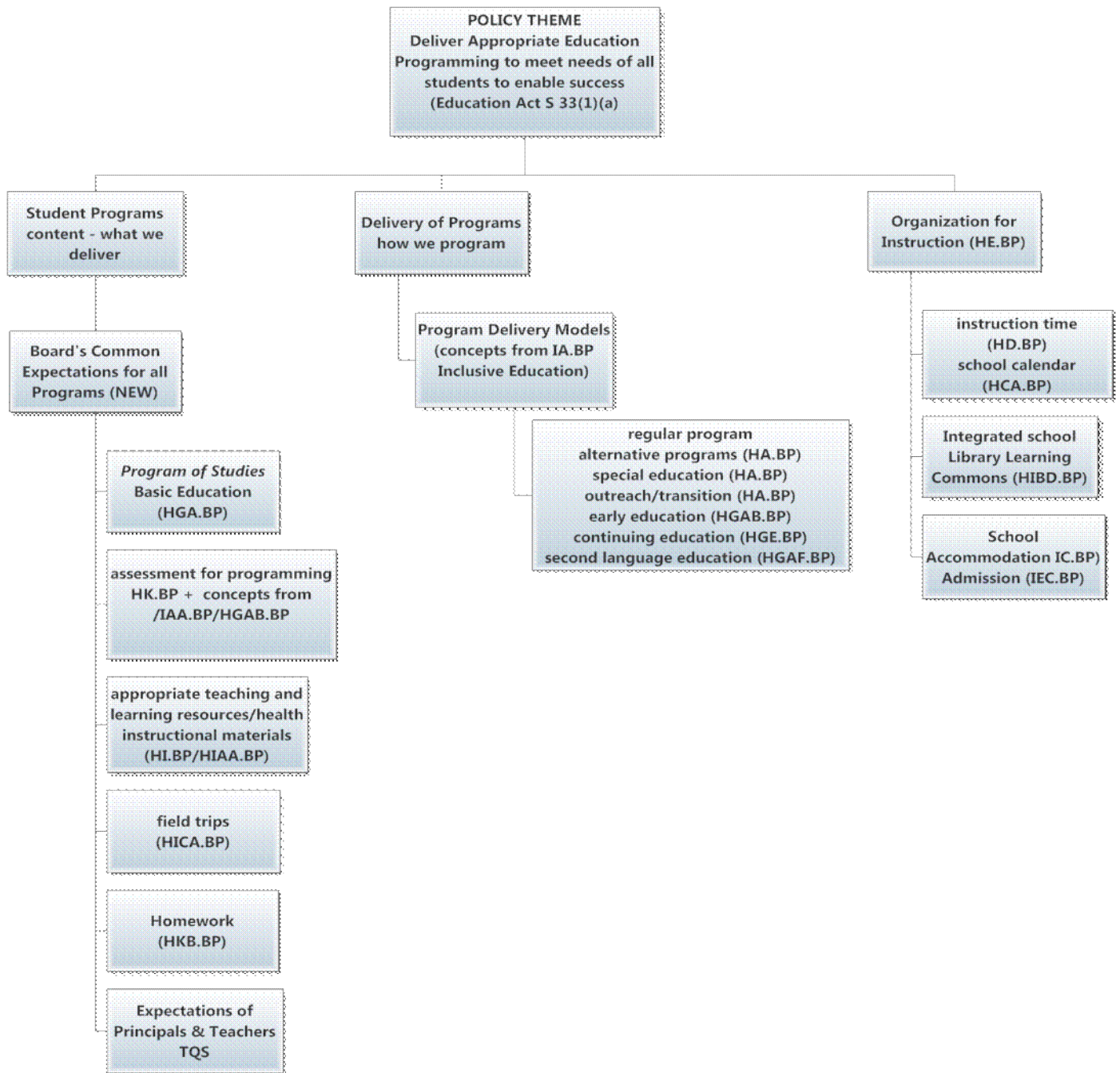
HA.BP – Student Programs of Study
IA.BP – Inclusive Education
School Act
Guide to Education

Policy Theme
Alignment of Board Policy to *Education Act* s33 (1) a– "deliver appropriate education programming to meet the needs of all students to enable success".

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HA.BP

TOPIC: Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To explicitly state and reinforce the provincial expectation that students in the District will be taught the content that is prescribed in the programs of study. This ensures both compliance with the *School Act* and that district students will be held to the same high standards as all Albertan students.

DEFINITIONS

Programs of study are established by Alberta Education and identify the student learning outcomes for all students in all courses and programs.

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EDMONTON PUBLIC SCHOOLS

POLICY
In keeping with the District Vision and Mission, the Board of Trustees supports and is fully committed to the Alberta Ministry of Education's desired student learning outcomes of an inclusive Kindergarten to Grade 12 education in Alberta to enable all students to achieve to their full potential.

As per Ministerial Order (#001/2013), and as detailed in the *Guide to Education,* the goal for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
(1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
(2) strive for engagement and personal excellence in their learning journey;
(3) employ literacy and numeracy to construct and communicate meaning; and
(4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
(a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
(b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
(c) identify and solve complex problems;
(d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
(e) innovate: create, generate and apply new ideas or concepts;
(f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
(g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
(h) demonstrate good communication skills and the ability to work cooperatively with others;
(i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
(j) identify and apply career and life skills through personal growth and well-being.

In alignment with the programs of study and further supported through the outcomes in the *Guide to Education*, the Board of Trustees expects that all students will have equitable access to student programs that contain the following characteristics:
1. program continuity with balanced, integrated and sequenced implementation;
2. a focus on basic literacy skills to develop proficiency in language arts; (**replaces HGA.BP – Basic Instructional Program)**
3. instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12; (**replaces HGAF.BP – Second Language Education**)
4. differentiated program delivery responsive to assessed student learning needs; *(**concept from** HK.BP – Student Assessment, Achievement and Growth)*
5. a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum; **(replaces HI.BP Teaching and Learning Resources)**
6. the provision a safe learning environment for students whether or not the activities occur outside the boundaries of the students' schools;

7. curricular and extracurricular educational activities which enhance student engagement, learning and development such as but not limited to:

c. homework assignments related to the outcomes of the programs of study;

d. activities outside the boundaries of the students' schools as a means of extending the learning that takes place in the classroom such as:

   iv. field trips; **(replaces HICA.BP – Field Trips)**

   v. performance and exhibit opportunities to promote achievement and enable the pursuit of excellence in music, art, drama and dance **(replaces HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts); and**

   vi. interschool athletic activities to enhance skill development and encourage healthy lifestyles. **(replaces HGDJ.BP - Participation in Interschool Athletic Activities)**

EXPECTATIONS

1. All student programs shall be in compliance with the *School Act*, Alberta Education's policies, regulations, and standards and all board policies and district administrative regulations.

2. The Superintendent of Schools shall review and where necessary create administrative regulations and assign responsibilities to implement the purpose and intent of this policy.

3. Principal expectations related to program implementation are outlined in Section 20 of the *School Act* and are as follows:

   A principal of a school must:…

   (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;

   (c) evaluate or provide for the evaluation of programs offered in the school; and

   (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister.

4. Teacher expectations related to program implementation are outlined in Section 18(1) of the *School Act* and are as follows:

   A teacher while providing instruction or supervision must:…

   1. teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;

   2. promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;

   3. encourage and foster learning in students.

5. Parents shall be provided with information on the educational program in which their child is enrolled each year to enable them to continue to be involved and support their child's education.

6. The Superintendent of Schools shall ensure that teachers and principals are informed of changes in the programs of study and that opportunities to engage in professional learning related to these changes are provided. The Superintendent of Schools shall also ensure that principals are provided support to supervise teachers in the delivery of the programs of study.

7. The Superintendent of Schools shall ensure that all students have access to the outcomes of the programs of study to the highest level possible as determined by student ability.

ACCOUNTABILITY

The Superintendent of Schools shall inform the Board of Trustees as changes occur within the programs of study. The Superintendent of Schools shall report on the consistency of programming provided in schools with the course of study and education programs prescribed, approved or authorized pursuant to the *School Act.*

REFERENCES

HAA.BP – Student Programming
HAA.AR – Off-Campus Education
HGAF.AR - French Language Programs
HGAG.AR - International and Aboriginal Language Programs and Courses
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HI.AR - Instructional and Learning Resources
HICA.AR - Field Trips
HK.BP – Student Assessment, Achievement and Growth
School Act
Ministerial Order #016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Guide to Education

CODE: HGA.BP   EFFECTIVE DATE: 13-06-2006
TOPIC: Basic Instructional Program   ISSUE DATE: 23-06-2006
                                            REVIEW DATE: 06-2013

Language Arts
Proficiency in language arts is the first duty in the education of students within the school system.

Reference(s):
AD.BP - District Priorities

CODE: HGAF.BP   EFFECTIVE DATE: 18-04-2006
TOPIC: Second Language Education   ISSUE DATE: 19-04-2006
                                            REVIEW DATE: 04-2013

Appreciating the benefits of second language learning for first language development, as well as other developmental, scholastic, economic and cultural benefits, Edmonton Public School students shall study a second language (in addition to English) in grades four to nine, beginning in grade four in September 2006.
Edmonton Public Schools shall support and encourage students to continue to build proficiency in a second language through the end of grade twelve.

Types of Second Language Education:
French Language:
Given that French is an official language of Canada, and is important in international, economic, political, diplomatic and cultural exchange, all Edmonton Public School District students shall have access to French language courses in schools choosing to offer French as a second language (FSL) and in school sites designated for French Immersion (FIM) programming.

International Languages:
Given that international languages are an important asset in international, economic, political, diplomatic and cultural exchange, Edmonton Public School District students shall have access to International Language and Culture courses at schools where demand permits courses to be offered and Bilingual language programs (K-12) at designated sites.

Aboriginal Languages:
Given that aboriginal languages are an important part of Canadian heritage, and given that aboriginal languages are a growing part of the cultural and economic mosaic of the nation, Edmonton Public School District students shall have access to Aboriginal Language and Culture programming, as a second language course, at schools choosing to offer such courses.

Special Needs Students:
If a student is coded as moderate or severe special needs, and in the opinion of the principal the student is unable to learn a second language, then the principal may exempt the student.

Reference(s):
HA.BP - Student Programs
HGAF.AR - French Language Programs
HGAG.AR - International and Aboriginal Language Programs and Courses

CODE: HGDD.BP
TOPIC: Performance and Exhibit
Opportunities in the Fine Arts

EFFECTIVE DATE: 14-09-2010
ISSUE DATE: 16-09-2010
REVIEW DATE: 09-2017

Students shall be provided with performance and exhibit opportunities to promote achievement in music, art, drama and dance, and encouraged to pursue such studies to a level of artistic excellence. The Board supports all such opportunities, including the Board-sponsored annual Night of Music with its accompanying student visual art displays.

Reference(s):
HA.BP - Student Programs

CODE: HGDJ.BP
TOPIC: Participation in Interschool Athletic
Activities

EFFECTIVE DATE: 22-05-2007
ISSUE DATE: 24-05-2007
REVIEW DATE: 05-2014

The Board recognizes participation in interschool athletic activities as an important component of the total school experience. It enhances students' skills, knowledge, and character development; it encourages healthy lifestyles; and it promotes positive attitudes within and among participating schools. The Board's commitment to providing a safe learning environment for all students extends to students' participation in all forms of interschool athletic activities.

Reference(s):
HGDJ.AR - Participation in Interschool Athletic Activities
HA.BP - Student Programs
HICA.BP - Field Trips
HICA.AR - Field Trips

CODE: HI.BP
TOPIC: Teaching and Learning Resources

EFFECTIVE DATE: 13-06-2006
ISSUE DATE: 23-06-2006
REVIEW DATE: 06-2013

The board supports the use of a wide range of teaching and learning resources presenting various points of view to meet the programming and curricular needs of all students.

Reference(s):
HI.AR - Instructional and Learning Resources

CODE: HICA.BP
TOPIC: Field Trips

EFFECTIVE DATE: 27-09-2011
ISSUE DATE: 29-09-2011
REVIEW DATE: 09-2018

The Board recognizes field trips as valuable educational activities that may be used to enhance student learning and development. It also acknowledges the value of out of province and international trips as a means to extend the learning that takes place in the classroom. The Board's commitment to providing a safe learning environment for students includes school activities which occur outside the boundaries of the students' schools.

Reference(s):
HICA.AR - Field Trips
AD.BP - District Priorities
School Act Section 60.2.h

CODE: HKB.BP
TOPIC: Homework

EFFECTIVE DATE: 13-06-2006
ISSUE DATE: 23-06-2006
REVIEW DATE: 06-2013

The Board recognizes the value of homework that furthers students' learning in relation to the curriculum.

Reference(s):

EDMONTON PUBLIC SCHOOLS

CODE: HAA.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Delivery of Student Programs of Study

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To articulate and reinforce the Board of Trustees' beliefs and expectations related to how the Alberta programs of study are delivered and implemented in District. The Board of Trustees believes that teaching the programs of study in different ways and in different settings, helps students to achieve the learning outcomes of a K-12 education and allows students to reach their full potential. Regardless of how the programs of study are delivered, all students will have equitable access to high quality programming throughout the district.

DEFINITIONS

Programs of study - are established by Alberta Education and identify the student learning outcomes for all students in all subject-area courses and programs.

Program - an education program based on the prescribed Alberta programs of study.

Programming - refers to the program delivery and instructional model used to deliver the programs of study to particular groups of students and with individual students.

Alternative programming - or alternative program delivery models deliver the programs of study by emphasizing a particular language, culture, religion, subject-matter, or using a particular teaching philosophy.

Special education programming - the provision of programming and services which make it possible for students in need of specialized supports and services to receive an education appropriate to their abilities and needs. Adaptations to the outcomes in the programs of study, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports.

Outreach/Transition programming - flexible student program delivery in non-traditional settings. Senior high outreach programming and junior high transition programming is provided to students who, due to individual circumstances, find that the traditional school setting does not meet their need.

POLICY

The Board of Trustees is committed to ensuring that all students are provided access to a high quality education that will enable them to achieve desired student learning outcomes of a K-12 education and to reach their full potential.

The Board of Trustees believes that all students can learn, and acknowledges that students learn in unique and diverse ways. Optimal student learning occurs with the effective use of instructional time, proven instructional strategies and assessment of and for learning that focus on the prescribed learning outcomes. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

To maximize the potential of each student, the Board of Trustees supports the development and provision of a range of programming and instructional models to increase student engagement and accommodate their diverse learning needs and interests in accordance with Board Policy HA.BP – Student Programs of Study including but not limited to:

- regular program delivery models;
- board approved alternative program delivery models;
- special education program delivery models;
- senior high outreach and junior high transition program delivery models located in non-traditional settings;
- locally developed courses; and
- continuing education program delivery models.

The Board of Trustees reserves to itself the authority to approve the establishment and deletion of alternative program delivery models and locally developed courses. (current HA.BP – Student Programs)

The Board of Trustees supports the concept of providing educational programming for students in need of specialized supports and services in both attendance area schools and in district centres. The attendance area school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centres provide alternate program delivery options. (current HA.BP – Student Programs)

Recognizing some students are successful in non-traditional school settings, the Board of Trustees authorizes the provision of senior high outreach programming and junior high transition programming in non-traditional school settings. Students may complete their schooling in non-traditional settings or transition to more traditional school settings once the skills and knowledge to be successful in these settings are developed. (current HA.BP – Student Programs)

The Board of Trustees believes in the importance of life-long learning and, as both a publicly funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue or extend their education and pursue their interests. To this end, the Board of Trustees shall provide continuing education and programming on a cost-recovery basis. **(replaces HGE.BP – Continuing Education)**

The Board of Trustees recognizes the importance of working with parents, community organizations, and government in the development and implementation of all program delivery models. (current HA.BP – Student Programs)

EXPECTATIONS
1. The Superintendent of Schools shall review and where necessary, develop administrative regulations and assign responsibilities to implement the purpose and intent of this policy.

2. Programming for students, regardless of their location or type of programming they receive, will be in alignment with the philosophy of the programming as outlined in the *Guide to Education* or, in the case of alternative programming or locally developed courses, in alignment with the outcomes and expectations as approved by the Board of Trustees.

3. Section 20(c) of the *School Act* states: "Principals must evaluate or provide for the evaluation of programs (programming) in the school."

4. The Superintendent of Schools shall consider the following when recommending to the Board of Trustees the addition, expansion, deletion or consolidation of district program delivery models (programming) and locally developed courses:
    a. compliance with the *School Act*, Alberta Education's policies, regulations, standards, mission and mandate for education;
    b. compliance with all board policies and administrative regulations;
    c. consistency with sound educational theory and practice;
    d. impact on financial and human resources, facilities, and current course and program delivery offerings;
    e. availability of staff and resources;
    f. degree of demand;
    g. alternative program delivery models shall have:
        i.   a defined and consistent set of unique features intended to be long term and sustainable; the programming usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
        ii. an educational approach that affects the entire schooling experience of a child;
        iii. a school culture or environment that reflects the uniqueness of the program;.
    h. any faith based alternative program delivery model shall be:
        i.   of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation; and
        ii. based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith. (current HA.BP – Student Programs)

5. Parents of students in need of specialized supports and services shall be provided with information about the special needs programming options available in the attendance area school and at district centres. (current HA.BP – Student Programs)

ACCOUNTABILITY
The Superintendent of Schools shall report annually as part of district results review on the alignment of the outcomes and expectations for each board approved program delivery model across all district locations.

REFERENCES
HA.BP – Student Programs of Study
IA.BP – Inclusive Education
School Act
Guide to Education

Edmonton Public Schools
Board Policies and Regulations

CODE: HA.BP
TOPIC: Student Programs

EFFECTIVE DATE: 22-05-2012
ISSUE DATE: 24-05-2012
REVIEW DATE: 05-2019

The Board acknowledges that students learn in unique and diverse ways. To maximize the potential of each student, the Board supports the development and provision of a variety of programs including alternative programs, special education programs, and outreach and transition programs located in non-traditional settings. The Board recognizes the importance of working with parents, community organizations, and government in the development and implementation of these programs. The Board reserves to itself the authority to approve the establishment and deletion of programs and locally developed courses.

When considering the addition, expansion, deletion or consolidation of programs and locally developed courses, the administration shall address factors including but not limited to:
- compliance with the *School Act,* relevant Administrative Regulations and Alberta Education's policies, mission and mandate for education
- compliance with all Board policies and administrative regulations
- consistency with sound educational theory and practice
- impact on financial and human resources, facilities, and current course and program offerings
- availability of staff and resources
- degree of demand

A.   ALTERNATIVE PROGRAMS

1. The Board will consider alternative programs which emphasize a particular language, culture, religion, subject-matter, or uses a particular teaching philosophy.

2. The uniqueness of alternative programs lies in the existence of the following defined set of elements:
    - a defined and consistent set of unique features intended to be long term and sustainable. The program usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
    - an educational approach that affects the entire schooling experience of a child;
    - a school culture or environment that reflects the uniqueness of the program.

3. Any faith based alternative program shall be:
    - of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation;
    - based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith.

B. SPECIAL EDUCATION PROGRAMS

1. The Board is committed to providing programs and services which make it possible for students in need of specialized supports to receive an education appropriate to their abilities and needs. Changes to the curriculum, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports. The Board supports the concept of providing educational programs for students in need of specialized supports in both neighbourhood schools and in district centres. The neighbourhood school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centres provide alternate program options.

2. Parents and students shall be provided with information about the program options available.

C. OUTREACH PROGRAMS/TRANSITION PROGRAMS

Recognizing some students are successful in non-traditional school settings, the Board will provide senior high outreach programs and junior high transition programs in non-traditional school settings, and provide opportunities for students to develop the skills and knowledge required to make the transition back to more traditional school settings. Students may complete their schooling in non-traditional settings.

Reference(s):

School Act Sections 10, 11, 21, 47 and 50(1)
IA.BP – Inclusive Education

EDMONTON PUBLIC SCHOOLS

Edmonton Public Schools
Board Policies and Regulations

CODE: HGE.BP
TOPIC: Continuing Education

EFFECTIVE DATE: 15-06-2010
ISSUE DATE: 23-06-2010
REVIEW DATE: 06-2017

The Board believes in the importance of life-long learning and, as both a publicly-funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue their education and to pursue their interests. To this end, the Board shall provide continuing education programming on a cost-recovery basis.

Reference(s):

School Act Sections 8 and 55

EDMONTON PUBLIC SCHOOLS

DATE:	June 18, 2013
TO:	Board of Trustees
FROM:	Trustee Dave Colburn, Policy Review Committee Trustee Sarah Hoffman, Policy Review Committee Trustee Catherine Ripley, Chair Policy Review Committee
SUBJECT:	Draft New Board Policy CNA.BP – Information Security
ORIGINATOR:	David Fraser, Executive Director Corporate Services
RESOURCE STAFF:	Lea Beeken, David Callander, Gena Dogor, Bik Grewal, Jim Malenczak, Sherry Matter, Patrick Miller, Anne Sherwood, Mark Strembicke, Jason Stevenson (KPMG),
REFERENCE:	CN.BP – Managing District Information

ISSUE

The development of an Information Security Policy is necessary to comply with the Provincial Approach to Student Achievement (PASI) Usage Agreement (Appendix I) and will form part of the larger policy framework for Information Governance identified as lacking by the 2011 KPMG Audit (Appendix II). The Policy Framework for an Information Governance structure is outlined in Appendix III.

RECOMMENDATION

1. **That draft Board Policy CNA.BP – Information Security (Attachment I) be considered for the second time.**
2. **That draft Board Policy CNA.BP – Information Security (Attachment I) be considered for the third time and approved.**

BACKGROUND

In October 2011, KPMG completed an audit of the District's information security practices. The audit found that:

- Overall, the information security management practices in place in the District are not systemic and are therefore not aligned with and able to adequately support the strategic objectives of the District.
- There is a general lack of clarity of the various district information asset management roles and responsibilities to ensure information quality, life cycle management and protection.

The audit highlighted the need for developing and implementing an Information Governance Framework for the District. This concept aligns with the Board's comprehensive review of its policies. The Board has identified the effective stewardship of all district resources, including information and data, as a policy theme for the comprehensive review of board policy. Information is a vital asset of the District, and it must be managed effectively and efficiently to support the District Vision, Mission and Priorities. As part of this work, an Information Security

policy and the regulations, roles and responsibilities, and processes that follow from the policy must be developed and implemented.

On August 31, 2013 the student information system of the District (PowerSchool) will be directly connected to PASI core, the provincial student information database. Direct connection to the PASI core enables school staff to have live and editing capabilities for any Alberta student in the PASI data base. Currently, the data flow between schools and Alberta Education is facilitated through Student Information, and occurs as a batch process. Alberta Education has required that PASI Security Controls be implemented before that date, and has formalized this requirement with a contact signed by the Superintendent of Schools.

The first security control required by the province is that an Information Security policy be approved by the proper authority, be published and be communicated to all employees and relevant external parties. To meet this deadline, the Information Security Policy requirement in the overall Information Governance framework has been fast tracked.

An Information Security project charter was developed with assistance from KPMG and a project sponsor; David Fraser was assigned the overall responsibility for development of this policy. A project lead was assigned and a working committee from multiple departments (Human Resources, District Technology, Information Security, Research Data and Knowledge and District Records and FOIP Management) was assigned the work of developing the draft policy and related regulations, processes and framework that would be required.

At the May 7, 2013, board meeting the draft Board Policy CNA.BP – Information Security (Appendix IV) was considered for the first time and approved for posting on the district website for stakeholder input. The Board received 95 responses to the web survey: 13 parents, 80 staff, one student, and one community member. Respondents were asked if they had any concerns (additions, deletions, comments) on each section of the policy: purpose, definitions, policy, expectations and accountability. There was a range from 89 percent to 95 percent of respondents that had no concerns or comments over the five questions.

RELATED FACTS
Information security is a robust and well defined discipline with international standards. The PASI Usage agreement references ISO/IEC 27000:2005 standards. International standards for information security were used to develop the draft Information Security policy.

OPTIONS
N/A

CONSIDERATIONS & ANALYSIS
The proposed policy clarifies the value of information to the Board, and affirms that international principles for information security will guide district operations. The policy clarifies the Board expectation that information security will be coordinated across all district departments, and that an appropriate governance structure will be established to ensure that the following outcomes of information security are met:
  • Specific responsibilities are assigned for Information Security and a district-wide security strategy is developed.

- An appropriate governance structure is developed within the Information Security function.
- Formal Information Security regulations, standards and guidelines are developed in accordance with accepted standards.
- The integrity, availability and confidentiality of all information assets is ensured.
- Information Security is viewed as an enabler of business and educational objectives and is seen as a core capacity for managing information risks and delivering services to end users.

The few comments that were received from the web survey of the policy were reviewed and minor modifications to the policy were made for clarification:

- The concept of risk management was added to the purpose statement.
- The purpose statement was modified so that it does not "over-promise" what information security can do to protect privacy and manage risk, i.e., it better positions the District to do those things.
- The expectation that the Superintendent of Schools shall "immediately" notify the Board of any significant breaches of information security was changed to notification "in a timely manner" to allow flexibility for the Superintendent and administration to assess and address emergent issues.

IMPLICATIONS

Supporting Information Security administrative regulations must be developed to implement the intent of the proposed policy. The Information Security initiative will have budget implications and require allocation or re-deployment of adequate resources to be successful.

NEXT STEPS

Pending approval of the recommended policy, CNA.BP – Information Security will be posted on the district website. Work will continue in the fall to develop the corresponding Information Security regulations, a training and awareness program, an assignment of roles and responsibilities, a governance structure for Information Security and a plan developed for the yearly reporting on Information Security outcomes.

ATTACHMENTS & APPENDICES

ATTACHMENT I Revised draft CNA.BP - Information Security
APPENDIX I   PASI Usage Agreement
APPENDIX II   KPMG Information Security Audit Executive Summary
APPENDIX III   Policy Framework – Information Governance
APPENDIX IV   May 7, 2013 draft of CNA.BP – Information Security

LB:as

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CNA.BP

TOPIC: Information Security

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the District is better positioned to: protect the privacy of staff and students; manage risks; preserve resources; enable innovation and provide seamless and integrated educational programming.

DEFINITIONS

District information is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the District's educational mandate and Mission, Vision and Priorities.

Information security is the protection of information from losses of:

- Confidentiality: Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- Integrity: Information needs to be accurate and complete.
- Availability: Information must be available when required.

POLICY

The Board is committed to a district-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of district information assets in order to support the District's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the District's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

1. *Accountability* - The responsibilities and accountability of the District, its staff and all users of district information systems should be explicit.

2. *Awareness* – The District, its staff and all users of district information should be aware of the need for the security of information systems and what they can do to enhance security.

3. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.

4. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.

5. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.

6. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.

7. *Timeliness* – The District should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.

8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.

9. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution.

EXPECTATIONS

1. The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.

2. The Superintendent of Schools shall notify the Board of Trustees of any significant breaches of information security in a timely fashion.

ACCOUNTABILITY

1. A yearly report of information security actions and issues regarding confidentiality, integrity and availability shall be completed internally, and a report of the findings presented to the Board as part of the district's annual results review.

2. An external audit of information security shall be completed every four years, and a report of the findings presented to the Board of Trustees.

REFERENCES
ISO/IEC 27001:2005
FOIP Act
The School Act
Provincial Approach to Student Information (PASI) Usage Agreement
Student Record Regulation of Alberta
CN.BP – Managing District Information
CN.AR – Creation, Use and Maintenance of District Information
CNA.AR - Security of Personal and District Information
IO.AR – Student Records
KA.BP – District Technology

THIS AGREEMENT made as of the ϶9ᵗʰ day of Nᴏᴠᴇᴍ� ᴮᴇᴿ , 2011
BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA
as represented by the Minister of Education
(hereinafter called "Alberta Education")

-and-

THE BOARD OF TRUSTEES OF
EDMONTON SCHOOL DISTRICT NO. 7
(hereinafter called the "School Authority")

WHEREAS Alberta Education's project known as the *Provincial Approach to Student Information* (PASI) represents a province-wide approach to the management of information about the delivery of educational services to students in early childhood services (ECS) through Grade 12 with the goal of improving the accuracy and availability of student information for schools and school authorities and Alberta Education;

AND WHEREAS PASI creates a consolidated database of student enrolment information to improve the management of student enrolment and related functions by Alberta Education and school authorities which include organizations in Alberta governed by the *School Act* or one of its regulations, or a similar organizations outside Alberta to which Alberta Education provides services under the terms of a contract, agreement or memorandum of understanding or a school operated by a council of a band as defined in the *Indian Act* (Canada);

AND WHEREAS PASI is the primary means by which student enrolment figures and related information is passed by school authorities to Alberta Education and is under the custody and control of Alberta Education for the purposes of the *Freedom of Information and Protection of Privacy* (FOIP) *Act* of Alberta;

AND WHEREAS the applicable Legislation requires that the parties ensure that the collection, use and disclosure of the Personal Information contained in the PASI Core which is the new repository of student information, is managed and secured in accordance with the specific requirements of the Legislation given the following:

a) Access to the PASI Core is available to the School Authority through PASIprep or its own Student Information System (SIS).

b) The School Authority controls who has access to its SIS, or to PASIprep from its premises.

c) Because access to the PASI Core is jointly controlled by the parties, the parties require a common understanding of their respective obligations related to the protection of Personal Information residing in the PASI Core;

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AND WHEREAS the parties acknowledge that they must comply with their respective provincial or federal access and privacy legislation that is applicable;

NOW THEREFORE the parties agree as follows:

DEFINITIONS

1. The following definitions apply in this Agreement:

   a) "ISO Security Standard" means the standard published as *ISO 27001:2005* by the International Standards Organization, or a subsequent ISO standard that replaces that standard

   b) "Legislation" means the legislation, as it applies and as amended from time to time, that governs Alberta Education or the School Authority, including but not limited to:

      i) The *School Act* and its regulations
      ii) The *Freedom of Information and Protection of Privacy Act* and its regulations
      iii) The *Personal Information Protection Act* and its regulations
      iv) The *Personal Information Protection and Electronic Documents Act* (Canada)

   c) "PASI" means the software and databases that comprise the Provincial Approach to Student Information.

   d) "PASI Compliance Checklist for the ISO Security Standard" means the checklist appended to this Agreement as Schedule "A", or as subsequently revised to accommodate changes to the ISO Security Standard.

   e) "PASIprep" means the transitional software application used by the School Authority to connect to PASI before its SIS has been made ready to connect to PASI.

   f) "Personal Information" means personal information as defined in Alberta's *Freedom of Information and Protection of Privacy Act* or *Personal Information Protection Act,* or the *Personal Information Protection and Electronic Documents Act* (Canada).

   g) "SIS" means the student information system used by the School Authority to connect with PASI.

RESPONSIBILITIES OF SCHOOL AUTHORITY

2. The School Authority shall have the following primary responsibilities, subject to the terms of this Agreement:

   a) Operate and maintain School Authority student information systems, whether directly or under contract with the vendors of such systems.

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b) Ensure that School Authority student information systems are compliant with PASI standards and requirements before such systems are connected to PASI for operational purposes.

c) Ensure that access to information of students or children is strictly limited to those persons who are authorized to access such information as part of their employment by, or contracts with, the School Authority.

RESPONSIBILITIES OF ALBERTA EDUCATION

3. Alberta Education shall have the following primary responsibilities, subject to the terms of this Agreement:

   a) Design, operate and maintain the PASI software and database.

   b) Ensure the physical and technical security for Alberta Education facilities and servers used to host PASI.

   c) Liaise with other Government of Alberta departments and agencies as necessary, to ensure the effective and secure hosting of the PASI software and databases.

   d) Design, operate and maintain the application known as PASIprep.

   e) Define province-wide PASI requirements and standards.

LEGISLATIVE AUTHORITY

4. The School Authority shall ensure that it has the authority under the Legislation to collect and use Personal Information from PASI.

5. The School Authority shall ensure that it has authority under the Legislation to disclose Personal Information to PASI from its SIS.

6. Alberta Education shall ensure it has the authority under the Legislation to collect and use Personal Information from the School Authority SISs into PASI, or from the School Authority via PASIprep.

7. Alberta Education shall ensure that it has the authority under the Legislation to disclose Personal Information to the School Authority SISs via PASI, or to the School Authority via PASIprep.

PERSONAL INFORMATION

8. The School Authority shall implement policies and procedures to ensure that the collection of any Personal Information that may be transmitted to PASI is authorized by the Legislation, collected for the purposes of law enforcement, or is necessary for the delivery of either an education program of a student or an early childhood program of a child to whom the personal information pertains to.

9. The School Authority shall ensure that Personal Information obtained from PASI is used and disclosed only for purposes consistent with the maintenance of student records and the delivery of an educational program to students and the maintenance of similar records in the context of the delivery of early childhood services program to children and only to the extent that is reasonably necessary to accomplish these purposes.

10. The School Authority shall advise Alberta Education as soon as practicable of any purpose for which it proposes to use or disclose Personal Information obtained from PASI that may differ from the purposes for which the information was originally collected, or which may not be authorized by the Legislation.

STUDENT INFORMATION SYSTEM (SIS)

11. The School Authority shall ensure that its SIS vendor provides the SIS functions and support necessary to give full effect to the access control measures the School Authority implements.

12. The School Authority shall provide copies of its contracts and related agreements with SIS vendors to Alberta Education upon request.

AUDITS

13. The School Authority shall permit Alberta Education and its authorized agents, upon request to have access to the School Authority's premises, records and computing facilities for investigation or audit purposes.

14. The School Authority shall ensure that its SIS creates and maintains audit trails and records that are sufficient to fully support investigations into any actual or potential privacy or security breaches that may occur.

15. Alberta Education shall ensure that PASI and PASIprep maintain audit trails and records sufficient to fully support investigations into any actual or potential privacy or security breaches that may occur.

16. The School Authority shall make available its audit records to Alberta Education upon request to support investigations into any actual or potential privacy or security breaches that may affect information of students or children held by PASI.

17. Alberta Education shall make available its audit records to the School Authority, upon request, to support investigations into actual or potential privacy or security breaches that may affect information of students or children held in the School Authority's SIS or other records.

18. Any audit records exchanged between Alberta Education and the School Authority shall be treated as strictly confidential by both parties except as agreed to by the parties or as required by law.

BREACHES AND INVESTIGATIONS

19. The School Authority shall advise Alberta Education of any actual or potential breach of privacy or security, as soon as the School Authority becomes aware of such breach, including a known threat that has not yet resulted in a breach, which may affect information about students or children obtained from or disclosed to PASI.

20. Alberta Education shall advise the School Authority of any actual or potential breach of privacy or security, as soon as Alberta Education becomes aware of such breach, including a known threat that has not yet resulted in a breach, which may affect information about students or children in the custody or control of the School Authority.

21. Alberta Education may limit or prohibit access to information of students or children contained in PASI by the School Authority if it has reason to believe that the School Authority is collecting, using or disclosing that information in contravention of the Legislation, or that there exists an actual or potential threat of a privacy or security breach.

22. The School Authority and Alberta Education shall on a collaborative basis investigate any breach of privacy or security that may have affected student information collected from, held in or disclosed to PASI and shall share all results of such investigations.

23. Time shall be of the essence in any investigation conducted under paragraph 22 of this Agreement, which shall begin as soon as practicable after the breach becomes known to either party.

INFORMATION SECURITY CONTROLS

24. The School Authority shall implement the information security controls specified in Schedule "A" by 31 August 2013 or the date on which the School Authority first connects to PASI via its SIS, whichever is earlier.

25. In the event that Alberta Education develops and provides a revised version of Schedule "A" after this Agreement is signed, the School Authority shall make every reasonable effort to comply with the requirements of the revised version by the date specified in the revised version, or within 365 days of receiving the revised version, whichever is later.

26. The School Authority shall provide evidence of its implementation of the security controls in Schedule "A" to Alberta Education upon request.

27. Alberta Education may make available guidance documents to assist in the implementation of the security controls in Schedule "A", but such documents shall not form part of this Agreement and shall not bind any party to this Agreement.

HOLD HARMLESS

28. The School Authority agrees to indemnify and hold harmless Alberta Education from any and all third party claims, demands, actions or costs (including legal costs on a solicitor-client basis) for which the School Authority is legally responsible, including those arising out of negligence or willful acts by the School Authority or the School Authority's employees or agents.

29. Alberta Education agrees to indemnify and hold harmless the School Authority from any and all third party claims, demands, actions or costs (including legal costs on a solicitor-client basis) for which Alberta Education is legally responsible, including those arising out of negligence or willful acts by the Alberta Education or Alberta Education's employees or agents.

TERMINATION

30. Alberta Education may terminate this Agreement without cause at any time by providing the School Authority with 45 days of written notice of termination.

31. This Agreement may be terminated immediately by Alberta Education providing the School Authority with written notice of termination, if, in the sole opinion of Alberta Education, reasonably exercised, the School Authority is not complying with the terms of this Agreement.

AMENDMENT OF AGREEMENT

32. The parties shall not change this Agreement except by mutual written agreement.

DESIGNATION OF OFFICIALS

33. Alberta Education hereby designates the Executive Director, Information and Technology Management, as its designate for all purposes under this Agreement.

34. The School Authority hereby designates _____*Sandy J. Forsth*_____ as its designate for all purposes under this Agreement.

GENERAL TERMS

35. The School Authority is not acting as an agent of Alberta Education in carrying out the terms of the Agreement, nor does the School Authority have any authority, actual, apparent, ostensible, or otherwise, to act as an agent of Alberta Education.

36. This Agreement constitutes the entire agreement between the parties and no understandings, representations or agreements, oral or otherwise, exists between the parties with respect to the subject matter of this Agreement, except as expressly set out in this Agreement.

37. Any notice given under this Agreement shall be given in writing and sent by registered mail, fax or by personal delivery as follows:

To Alberta Education: Executive Director
Information and Technology Management
Alberta Education
9th floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta   T5J 4L5

Facsimile #: 780-422-0880

To the School Authority: Superintendent of Schools
The Board of Trustees of
Edmonton School District No. 7
One Kingsway Centre for Education
Edmonton, Alberta
T5H 4G9

Facsimile #: 780-429-8383

and, if mailed, shall be conclusively deemed to be received by the party on the third business day following the day of such mailing and if sent by fax or personal delivery, on the day of such sending. Either party may change its address for service by notice in writing to the other given as aforesaid.

38. Schedule "A" which is attached to this Agreement is an integral part of this Agreement; however, if there is any discrepancy between this Agreement and Schedule "A", this Agreement governs.

39. This Agreement may be executed in any number of counterparts or by facsimile, each of which shall be deemed an original and all of which together shall constitute one and the same Agreement.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the day and year first above written.

HER MAJESTY THE QUEEN in Right of Alberta, as represented by the Minister of Education

WITNESS

Per: _____
Assistant Deputy Minister Learning Supports & Information Management

THE BOARD OF TRUSTEES OF EDMONTON SCHOOL DISTRICT NO. 7

WITNESS

Per: _____

Approved as to Form

W. J. Davies
General Counsel
Edmonton Public Schools

SCHEDULE "A"

PASI Security Controls for School Authorities

The School Authority shall implement the following security controls by 31 August 2013 or the date on which the School Authority first connects to PASI via its SIS, whichever is earlier.

The implementation of all security controls contained in ISO/IEC 27001:2005 is recommended, but is not required by this Agreement.

Selected Security Controls from ISO/IEC 27001:2005[1]

ISO 27001:2005 Numbering	ISO 27001:2005 Control[2]
A.5.1.1	An information security policy document shall be approved by School Authority senior management, and published and communicated to all employees and relevant external parties.
A.6.1.5	Requirements for confidentiality or non-disclosure agreements reflecting the School Authority's needs for the protection of information shall be identified and regularly reviewed.
A.8.1.1	Security roles and responsibilities of employees, contractors and third party users shall be defined, documented and communicated in accordance with the School Authority's information security policy.
A.10.2.1	The School Authority shall ensure that the security controls, service definitions and delivery levels included in any third party service delivery agreement are implemented, operated, and maintained by the third party.
A.10.8.2	Agreements shall be established for the exchange of information and software between the School Authority and external parties.
A.10.4.1	Detection, prevention, and recovery controls to protect against malicious code and appropriate user awareness procedures shall be implemented by the School Authority.
A.11.1.1	A School Authority access control policy shall be established, documented, and reviewed based on business and security requirements for access.
A.11.3.1	School Authority users shall be required to follow good security practices in the selection and use of passwords.
A.11.5.1	Access to School Authority operating systems shall be controlled by a secure log-on procedure.
A.11.7.1	A formal policy shall be in place, and appropriate security measures shall be adopted to protect the School Authority and PASI against the risks of using mobile computing and communication facilities.
A.13.2.1	Management responsibilities and procedures shall be established to ensure a quick, effective, and orderly response to information security incidents involving PASI data.

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[1] See Table A.1 in International Standards Organization, *International Standard ISO/IEC 27001*, 2005-10-15, ©ISO/IEC 2005, available for purchase at www.iso.org.

[2] The original language of some controls has been amended to explicitly apply to school authorities in the PASI context. There have been no changes to the basic intent of the controls. See *International Standard ISO/IEC 27001* for the original language.

ISO 27001:2005 Numbering	ISO 27001:2005 Control[2]
A.15.1.4	Data protection and privacy shall be ensured as required by the Legislation in relevant School Authority policy, procedures and, if applicable, contractual clauses, insofar as they may affect or involve PASI data.
A.15.2.2	School Authority information systems shall be regularly checked for compliance with security implementation standards.

KPMG

Executive summary

Overview

KPMG was engaged by Edmonton Public Schools (the "District") to perform a comprehensive review of the District's practices as they relate to information security using a phased approach. The objective of Phase 1 was to provide preliminary observations on the current state of the District's information security management practices and related capabilities including:

- Understanding the District's current and future use of technology;

- Identify critical information assets;

- Review the design of information security governance practices and procedures designed to identify, assess and mitigate potential threats of disruption to systems and data including but not limited to:

  - Security policies and procedures including methods and processes in place to communicate such policies;

  - Assignment of roles and responsibilities;

  - Procedures with respect to data loss prevention with specific consideration of use of USB's;

  - Procedures to protect against infection by computer viruses, malicious code, and unauthorized systems and software;

  - Procedures to identify, report, and act upon system security breaches and other incidents;

  - Procedures to maintain up-to-date system components

- A key concern of the District is the safety of information kept on their computer systems. Greater volumes of confidential data and information are being stored electronically, which makes them more inviting as targets of attacks to misappropriate information and assets. At the same time there is a growing computer literacy among users of computers resulting in far greater numbers of people having the skills to misappropriate or corrupt sensitive information stored on network servers. The potential for attacks on the District's information is also increasing as the District becomes more web enabled prompting new security considerations. Due to the open nature of the Internet it is important that the District view security as an enabler, a necessary step in mitigating the risks associated with new applications and devices involving Internet use and broadened access to the organization's electronic data.

Overall, the information security management practices in place at the District are not aligned with and do not support the strategic objectives of the District. There does not appear to be adequate consideration of information security in District decision making and information security activities are largely reactive rather than enabling District objectives. The IT organization, including roles, responsibilities, processes and tools, does not support monitoring, reporting and enforcement of those policies which do exist. Consequently, important information assets are not being safeguarded to the extent the District stakeholders expect and require.

Addressing individual deficiencies in policies and procedures will not be effective without addressing the broader issues of governance and organizational structure. It is important that the District as a whole view information security as an enabler, a necessary step in mitigating the risks associated with new applications and devices involving Internet use and broadened access to the organization's electronic data.

The District appears to be struggling to harness technology opportunities in a controlled and secure manner that provides confidence and supports capabilities to enable the Board's priorities. This is creating friction within the organization.

Part of the challenge is that security, and to a larger extent management of technology, is viewed as an obstacle by most of the District functions. The District's philosophy towards access to information from "any device from anywhere" is creating great expectations on the part of users and District Technology, as the primary manager and gatekeeper, is struggling to meet that demand despite their attempts to operate in a more strategic manner.
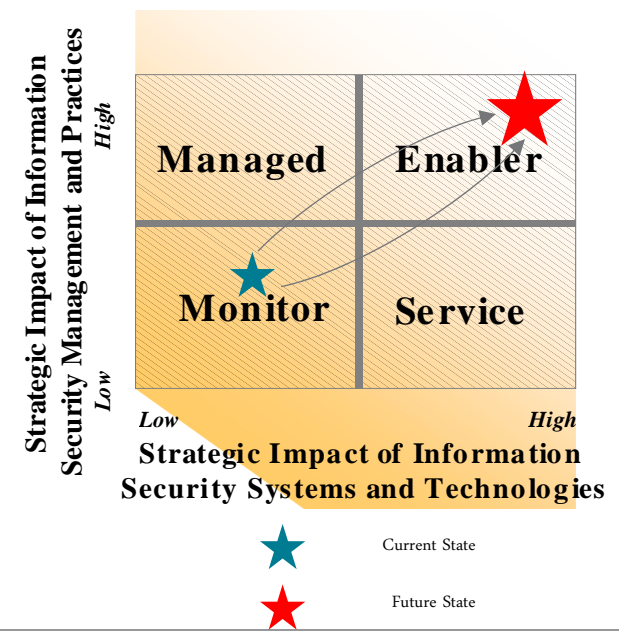
Information security management practices include security policies, procedures, and user awareness. Information security systems include firewalls, detection systems and security management systems. The Enterprise Security Maturity Model describes various roles and stages for the evolution of information security:

■ *Monitoring*—Information security is used to audit policy compliance and monitor security exceptions and violations with little integration into enterprise strategic directions. This has been the approach in the past for many organizations that do not rely on information systems.
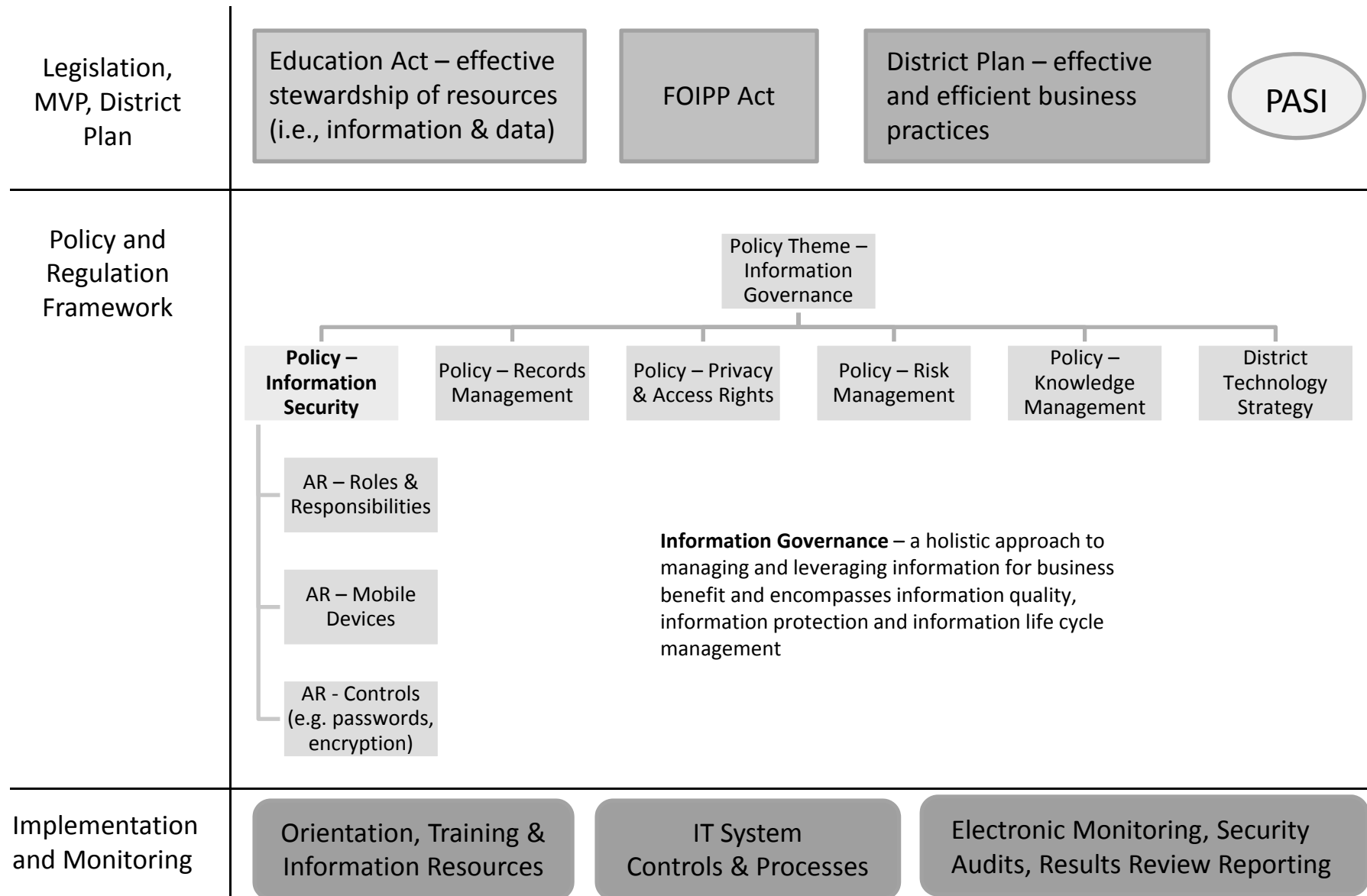
■ *Managed*—Information security is primarily manual and organizationally driven with strong user discipline, but no significant investment in automation and technologies. This approach may be used to support organizations that manage a small number of non-routine processes. As such, it relies on knowledgeable users to make the appropriate decisions based on defined policies and procedures.

■ *Service*—Information security has been highly automated and leverages information technology to manage an integrated process control. This approach is used to support organizations that rely heavily on information systems. As such, security is embedded into the information systems to diminish reliance on user intervention.

■ *Enabler*—Information security is an enabler of business objectives and has been integrated into enterprise strategies. Information security is seen as a core capability managing enterprise risks and delivering services to end-users. This approach is used to empower organizations that rely on information systems to develop new products and markets. As such, information security is strategically delivering confidence to core products and services

Based on our preliminary observations, the District's current security posture is Monitor as depicted by the Current State on the Enterprise Security Maturity Model diagram below – information security is mostly compliance monitoring for unauthorized use of email and there is little integration with enterprise strategic direction. There are other activities to manage security configurations but they generally rely on the discipline and knowledge of individuals and may not be consistent. There is little automation to facilitate security management.

As the District's objectives and priorities change so must the security architecture adapt. Movement through the Enterprise Security Maturity Model from a monitoring phase to an enabling posture requires the development and fostering of information security capabilities highlighted in the body of our report to strengthen both Managed and Service capabilities. A phased approach is recommended to fully understand the drivers and enablers to information security and strengthen core capabilities to achieve a smooth migration to the future posture.

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3

Policy Framework – Information Governance

Legislation, MVP, District Plan	Education Act – effective stewardship of resources (i.e., information & data)	FOIPP Act	District Plan – effective and efficient business practices	PASI

Policy and Regulation Framework

Policy Theme – Information Governance

- **Policy – Information Security**
- Policy – Records Management
- Policy – Privacy & Access Rights
- Policy – Risk Management
- Policy – Knowledge Management
- District Technology Strategy

Under Policy – Information Security:
- AR – Roles & Responsibilities
- AR – Mobile Devices
- AR - Controls (e.g. passwords, encryption)

Information Governance – a holistic approach to managing and leveraging information for business benefit and encompasses information quality, information protection and information life cycle management

Implementation and Monitoring

Orientation, Training & Information Resources	IT System Controls & Processes	Electronic Monitoring, Security Audits, Results Review Reporting

EDMONTON PUBLIC SCHOOLS

CODE: CNA.BP

TOPIC: Information Security

PURPOSE
To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the District can protect the privacy of staff and students; preserve resources; enable innovation and provide seamless and integrated educational programming.

DEFINITIONS
District information is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the District's educational mandate and Mission, Vision and Priorities.

Information security is the protection of information from losses of:
- Confidentiality: Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- Integrity: Information needs to be accurate and complete.
- Availability: Information must be available when required.

POLICY
The Board is committed to a district-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of District information assets in order to support the District's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the District's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

1. *Accountability* - The responsibilities and accountability of the District, its staff and all users of district information systems should be explicit.
2. *Awareness* – The District, its staff and all users of District information should be aware of the need for the security of information systems and networks and what they can do to enhance security.
3. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
4. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.
5. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.
6. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.

7. *Timeliness* – The District should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.

8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.

9. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution.

EXPECTATIONS

The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.

The Superintendent of Schools shall immediately notify the Board of any significant breaches of information security.

ACCOUNTABILITY

A yearly report of information security actions and issues regarding confidentiality, integrity and availability will be completed internally, and a report of the findings presented to the Board as part of the district's annual results review. An external audit of information security will be completed every four years, and a report of the findings presented to the Board.

REFERENCES
ISO/IEC 27001:2005
FOIP Act
The School Act
Provincial Approach to Student Information (PASI) Usage Agreement
Student Record Regulation of Alberta
CN.BP – Managing District Information
CN.AR – Creation, Use and Maintenance of District Information
CNA.AR - Security of Personal and District Information
IO.AR – Student Records
KA.BP – District Technology

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Senior High Locally Developed Courses

ORIGINATOR: Tanni Parker, Assistant Superintendent

**RESOURCE
STAFF:**   Diane Brunton, Sandy Forster, Stephen Wright

REFERENCE: Alberta Education - Guide to Education
                      Alberta Education Policy 1.2.1 - Locally Developed/Acquired and
                      Authorized Junior and Senior High School Complementary Courses

ISSUE
Edmonton Public Schools' locally developed courses in elementary, junior high, and senior high school courses require regular renewal on a three year cycle for continued use.

RECOMMENDATION
That the following locally developed courses and resources be approved for use in Edmonton Public Schools:
Renewal of courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
American Sign Language & Deaf Culture (second language programming)	4-12	September 2013 – August 2016

BACKGROUND
Locally developed courses are developed and authorized by school authorities to provide their students with learning opportunities that complement provincially authorized curricula and provide supports and programs that will enable all students to complete high school. Districts may develop their own courses, or they may seek permission to acquire courses from other districts.

Locally developed courses and resources must be approved and renewed every three years by the developing board. In the case of high school courses, Alberta Education also renews courses on a three year cycle. The process is governed by Alberta Education policies. All courses developed align to these policy guidelines such as:
courses are completed within the year they are started;
- a certificated teacher is required for instruction;
- unique hours of instruction are required for each course; and
- waiver of prerequisites provision cannot apply to locally developed courses.

Alberta Education Policy 1.2.1 - Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Locally developed courses are created to meet specific identified schools' needs. The costs of developing a course varies greatly with differing topics, external requirements, number of courses in sequence, established frameworks, and complexity of stakeholders. Courses are written and prepared through collaboration with classroom teachers and school administrations.

RELATED FACTS
American Sign Language & Deaf Culture 9Y was not presented to Trustees earlier in the year because the District does not yet require the high school American Sign Language & Culture nine year program since students who begun at Grade 4 in September 2008 have not yet entered high school. Board approval is required at this time to permit other jurisdictions to acquire the course for their use with Edmonton Public Schools retaining ownership of the course.

CONSIDERATIONS & ANALYSIS
Elementary and junior high locally developed courses are approved by the Board of Trustees for use in the District. Senior high courses are reviewed by Alberta Education in addition to the approval by the Board of Trustees.

NEXT STEPS
Upon approval of this recommendation, the administration will complete the application to submit these courses to Alberta Education for approval and complete processes to make the courses available to students for 2013-2014. Valid course codes will be available in PowerSchool by June 30, 2013 and course documents will be available on the internal district website by August 15, 2013.

ATTACHMENTS & APPENDICES
N/A

SW:daw

DATE:	June 18, 2013
TO:	Board of Trustees
FROM:	Edgar Schmidt, Superintendent of Schools
SUBJECT:	Response to Staff Group Budget Presentations
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Diana Bolan, Darrel Robertson
REFERENCE:	Board Meeting #18– April 9, 2013 Staff Group Presentations Edmonton Public Teachers, CUPE Local 474 and Exempt Staff Board Meeting #19 – April 23, 2013 Staff Group Presentation CUPE Local 784 and CUPE Local 3550

ISSUE

The Board in its role as employer has committed to providing a response from the Board (Trustees) and Administration (Superintendent of Schools and senior leadership team) to the presentations by staff groups regarding the 2013-14 budget.

BACKGROUND

Presentations regarding the 2013-14 budget were made to the Board on April 9, 2013, by Edmonton Public Teachers Local 37 of the ATA representing teachers (Attachment I), CUPE Local 474 representing custodial staff (Attachment II) and Exempt Staff (Attachment III), and on April 23, 2013 by CUPE Local 784 representing maintenance staff (Attachment IV) and CUPE Local 3550 representing support staff (Attachment V).

CURRENT SITUATION

As in previous years, there were common themes in the presentations regarding specific issues. Each staff group also identified matters of particular concern for their individual Local.

The first of the common themes again relates to ongoing implications relative to the decrease in provincial funding for the District. Shortfalls in funding over the past six years have impacted our ability to cover all costs in our collective agreements. The District has depleted its operational reserves in developing successive budgets to carry us through these difficult years and even with utilizing these operational reserves, positions have been eliminated in order to balance the budget.

The 2013-14 budget will present significant challenges for Decision Units (DU) across the District. As DU Administrators work to gather feedback from stakeholders, they will be faced with difficult decisions on how best to organize for the coming school year. Decisions related to reductions in staff are the most difficult for the Board and Administration. We value the contributions of all our staff. In Edmonton Public Schools, our collective focus is on student achievement and we work together to create a culture of continuous improvement. It is important that we maintain this focus on supporting the process of teaching and learning as we navigate through these challenging times. As an employer, we are committed to our valuable

staff as they all play an important role in our District, contributing to the success of our students. Our challenge is to balance the interests of our students, the interests of our staff groups, and the fiscal realities faced by our District.

The Board has lobbied over the past three years for adequate, stable and sustained funding that at least addresses the rate of inflation. The Board is disappointed the provincial government has not followed through on its commitment in this area. Lobbying efforts in this area will continue to be a primary objective of its advocacy committee and all trustees.

Again this year, a second commonality in the briefs is the need for on-going district support for professional development for all employees. Professional development is a critical aspect of our District Plan to support successful outcomes for students, and will help to build effective succession planning for our staff into the future. The District remains committed to continuing the work in the area of staff development to ensure the availability of appropriate learning opportunities for all employees. This work is in direct support of the fifth District Priority, *listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.*

Last year, the District and staff groups shared a focus on the need to promote good health and well-being. In an effort to create healthier workplaces and to encourage staff to improve their health and fitness levels the District launched the Healthy Living pilot which is a collaborative project delivered by Edmonton Public Schools and the Alberta School Employee Benefit Plan and supported by the Alberta Teachers' Association and the District's three Canadian Union of Public Employees locals. The pilot involved 700 staff members in 17 schools and central departments and was launched in February 2012. The second phase of the pilot will be concluded in June 2013. The results of the pilot will be shared with the Board in the fall, and discussions on the implementation of the initiative will continue. The Healthy Living Initiative supports District Priority #4, which *promotes health and wellness of all students and staff.*

The Board commends and thanks the staff groups for their interest in working collaboratively with Trustees and the Administration on the many issues identified. It recognizes the important work accomplished through joint committees and the provision of input by the staff groups. The following sections outline the Board and Administration responses to the individual presentations, in order of presentation.

Edmonton Public Teachers Local 37 of the ATA

The Board appreciates and values the relationship between the Edmonton Public Teacher's Local 37 and the District. The collaborative manner in which the Administration and the Local approach a number of initiatives continues to support student success in Edmonton Public Schools.

In its presentation, Local 37 presented work completed by the Canadian Teachers' Federation and the provincial Alberta Teachers' Association. The focus of this work was on the attributes of teaching in the ideal circumstances in the year 2020. In addition, copies of *Alberta Voices: Teachers' Aspirations for the Future of Teaching*, as well as *The 2011/12 National Study on*

Balancing Work, Life and Caregiving in Canada: The Situation for Alberta Teachers were provided to the Board.

The report summarized six elements that serve to create the ideal teaching situation:
1. Personal Attributes
2. Resources
3. Relationships
4. Infrastructure
5. Leadership
6. Protocol and Procedures

The Board acknowledges that all of these elements contribute towards ideal teaching conditions in our schools. The Board shares the Local's belief in the importance of ongoing professional development, which is reflected in District Priorities and the core strategies of the District Plan. Significant work in many of our schools is taking place relative to the development of collaborative Professional Learning Communities. The Board believes that this work also contributes towards ideal teaching conditions. As we are currently in negotiations with Local 37, we look forward to achieving a collective agreement with teachers that will continue to allow us to work together to support positive outcomes for the children under our care. Elements of the Tripartite Framework Agreement and local bargaining will help support classroom conditions needed for student success. The ideal situation for teaching requires increased levels of funding and support from the province. The District is currently in challenging financial circumstances.

The Board appreciates the Local's commitment to working collaboratively to resolve issues and to nurturing a relationship based on trust and respect. We extend our appreciation to all teachers across the District for their hard work to ensure successful outcomes for the students in Edmonton Public Schools.

CUPE Local 474 (Custodial Staff)

The Board relies on the work of the members of Local 474 Custodial Workers to keep our buildings clean and safe for students and staff. Although it may sometimes seem that clean and safe learning environments are taken for granted, our students, staff, parents and community members notice and appreciate the work of our custodial staff. We very much appreciate this important contribution to the success of the District.

In its presentation, the Local expressed their belief that in order to meet the need for clean and healthy schools which will meet the health and safety needs of students and staff as well as being environmentally responsible, centralization of custodial services for the District is needed. The District has put in place many supports to assist our schools in providing clean and safe learning environments. Custodial staff represent an important stakeholder group for sites across the District, as decisions related to organizing for operations are contemplated. Through the effective engagement of stakeholders, effective decisions related to our working and learning environments can be made. This is a central premise of site-based decision making, which provides a foundation upon which we have built our District.   Decisions on how to best utilize

the resources allocated to our schools are best made by the people who are working in the school. Our DU Administrators are given the responsibility to consult with stakeholders in making all decisions related to student success, including safe and healthy learning environments. This engagement also helps to ensure that all stakeholders have a voice in planning for the future. DU Administrators are also given the responsibility and support for the effective supervision of staff to ensure student success through building and maintaining safe and positive learning environments.

As a result of the establishment of the Supervisor Custodial Support Services position in March 2011, custodial supply staff continue to receive the training, guidance, support and supervision necessary to ensure effective work practices in supporting the work of administrators and custodial staff in schools. One of the key deliverables from the establishment of this position is the standardization of practices related to supply services. Functions that were spread across several departments have been centralized under this position. Support for schools and central departments has continued to evolve through the development of an on-line Custodial Support Services website. This website provides information relative to OH&S, custodial training, Green Cleaning, Board Policies and Administrative Regulations related to custodial staff. It is anticipated that this instant access to information will result in enhanced efficiency as supply staff work to provide short-term, quality service to our schools.

The Local recommended standardized purchase of custodial equipment in order to ensure equity for all school sites. The Administration notes that the Purchasing Department negotiates the best possible prices for equipment, and that schools and decision units are required to make any major purchase through that department. The Administration commits to further reviewing this issue over the next year as the Custodial Support Services function continues to evolve.

The Board appreciates the collaborative work underway to establish a Custodial Career Pathway for our staff. It is our collective aspiration that this Career Pathway will assist our staff in achieving the certification required of their position. In addition, a Custodial Career Pathway will enable our staff to aspire towards increasing levels of responsibility in our organization, helping us to achieve effective succession planning into the future. The Board congratulates Local 474 for participation in this important work and looks forward to achieving outcomes that will effectively support our staff to aspire towards positions based on their ability, commitment and skill. The Administration believes that successful completion of this work will have a positive impact on the District's ability to attract and retain custodial staff into the future.

In the last round of bargaining, the District and Local 474 agreed to renew the Letter of Understanding – Staff Cleaning Guidelines. The Board supports the guidelines whereby custodial staff clean between 2500 and 3000 square feet per hour per FTE. The Board acknowledges the Local's concern regarding the application of the custodial staffing guidelines in schools, particularly in those instances where rooms designated as decommissioned space are continuing to be used. The Administration commits to investigating and resolving issues as they arise. In the budget presentation, the Local asked the Board to consider staffing one full-time head custodian in each school, regardless of student enrollment. The Board supports the language in our collective agreement with Local 474, where schools with an enrollment of 125 students or more are entitled to work 2080 hours a year.

The Board and Administration extend our appreciation to the members of Local 474 for their collaborative efforts on many joint committees, including the Custodial Staff Development Committee. In addition, we thank all members of our custodial staff for their work to keep our buildings welcoming, safe and clean. Together, we will continue to make a difference for the students we serve.

Exempt Staff

The Board acknowledges the varied and valuable service provided by the exempt staff; it concurs that it is through this group's diversity that the intricate, unique and essential service needs of the District can be fully achieved.

The Board recognizes that exempt staff in central services provide essential core services to support schools and overall district operations. Given the current financial challenges, the Board voted to defer the 2.5 per cent salary increase until September 2015. The delayed increase will help the District limit the number of exempt positions that will be lost in the coming school year as we work to implement a budget that contains fewer resources.

The revised Exempt Classification System is on target for implementation later in the 2013-14 school year. Our revised system will help to ensure that exempt staff are compensated fairly and appropriately according to the duties of their position. The Board appreciates the efforts of our exempt staff who are serving on the advisory committee. Although much work still needs to be completed, the Board and Administration are pleased with the progress.

The Administration has committed to a review of the hours of work for 10-month exempt staff, implementation of a professional improvement fund and a review of leave entitlements. The Administration recognizes that this is in support of the fifth District Priority, *listen to staff, honour their contribution and support their opportunities for collaboration, growth and professional development.*

The Board thanks exempt staff for their diverse and valuable work throughout the District to support student success.

CUPE 784 (Maintenance Staff)

The Board acknowledges the important contributions of Local 784 Maintenance Workers to the success of the District. It is widely recognized and appreciated that our maintenance staff take a great deal of pride in keeping our District facilities in good repair. The timely, professional service from our maintenance staff on a daily basis is appreciated by all stakeholders.

The District is experiencing challenging financial times. Plant, Operations and Maintenance and Infrastructure Maintenance Renewal funding have been reduced by a total of $9.2 million. The Board shares the Local's concern that this reduction of funding will have an impact on staffing levels in Facilities Maintenance. The administration is working to balance short term resource challenges with the long term needs related to maintaining the expertise that we have in Facilities Maintenance.   The Board also acknowledges the Local's concerns related to hiring

outside contractors as Facilities Maintenance experience reductions in staff. Working to maintain expertise in Facilities Maintenance will be an important consideration. Recent changes in our collective agreement with CUPE 784 include revisions to Article 19 – Sub-Contracting, increasing the dollar amount of work automatically assigned to the bargaining unit to $8000. The Board values the work of our maintenance staff, and supported this increase to help ensure timely, quality service to our sites across the District. Maintaining an expert staff to repair our sites is important to the Board and Administration.

The Board is currently reviewing policies related to an overall Infrastructure Strategy, and welcomes all stakeholders, including our maintenance staff, to provide on-line feedback on the draft revisions. Details on how to access the on-line feedback related to these policies will be published in the Need to Know News.

The Board appreciates the safe, accountable and expert service from Facilities Maintenance. The service of Local 784 staff helps to create the conditions required for student success. You are an important part of our team who is working together to ensure student success.

CUPE Local 3550 (Support Staff)

The Board acknowledges and values the important contribution that support staff make to Edmonton Public Schools through their work in offices, classrooms, cafeterias, libraries and labs.

The Board understands the Local's frustration regarding funding from the Province, and will continue to lobby for resources to support the children under our care. Such funding will enable the Board to continue to provide a total compensation package that allows the District to attract and retain the quality and nature of support staff that we need to help our students achieve their potential. The Board is pleased we have reached a new collective agreement with CUPE 3550, and is looking forward to working together over the coming years to ensure the success of our students.

The Board appreciates the collaborative efforts of CUPE 3550 through a number of joint committees that are working towards enhanced efficiency and effectiveness of District operations. The work of the Joint Violence in the Workplace committee to examine ways to reduce injuries in the workplace provides an excellent example of your valued contributions to District operations. This work is important in helping the District provide safe and positive learning environments for our staff and students. The Board is looking forward to hearing more about the collaborative efforts related to addressing concerns about support supply coverage and contracting out of supply work.

The District is in challenging financial times. The Local expressed concern that financial pressures will result in staff reductions and increased workloads for remaining staff. The Board and Administration share this concern. Together, we have completed some excellent work at the bargaining table in order to reduce the number of staff who will be impacted by F.T.E reductions. The Board and Administration are committed to working with CUPE 3550 to address the issues of workload and training for new and existing staff to be effective in their

work. In addition, Employee Health Services will continue to work diligently to ensure that staff members who experience health issues have the support needed for a successful return to work.

The Board is pleased with recent changes to the collective agreement related to a reduction in the number of days that a support supply staff members need to work in an assignment before reaching Temporary Bi-Weekly status. In addition, Human Resources will continue to work with DU Administrators to address concerns relative to posting vacant positions where appropriate. The Board recognizes that our benefits and the pension plans are important elements of our total compensation package that allow us to attract and retain our valuable support staff. Recent improvements to our benefit plan should also serve to strengthen the District's ability to attract and keep the staff required to help us achieve our vision.

The Board thanks CUPE 3550 for their continued collaboration on the many complex issues and challenges facing the District. We thank our more than 2000 support staff who provide amazing service to Edmonton Public Schools. Together, our focus remains on the success of the children under our care.

CONCLUSION AND NEXT STEPS
The Board appreciates the effort that each staff group undertakes in preparing and presenting their budget brief. The Board on an annual basis recognizes and honours our staff by considering their views on the upcoming budget and responding to the issues they raise.

All Decision Unit Administrators and Principals will be provided with copies of the Board report and written submissions provided by the staff groups. District leaders will review this information and consider the issues raised through the perspective of their school or central decision unit.

ATTACHMENTS & APPENDICES
ATTACHMENT I   Edmonton Public Teachers Local 37
ATTACHMENT II   CUPE Local 474 (Custodial Staff)
ATTACHMENT III   Exempt Staff
ATTACHMENT IV   CUPE Local 784 (Maintenance Staff)
ATTACHMENT V   CUPE Local 3550 (Support Staff)

DR:

Edmonton Public Teachers Local No. 37

of the Alberta Teachers' Association

Budget Presentation to the

Edmonton Public Board of Trustees

April 9, 2013

April 9, 2013

Chair Hoffman, Trustees, Superintendent Schmidt:

Thank you for this opportunity to share the views of Edmonton Public Teachers Local 37 of the Alberta Teachers' Association as you prepare for the District's 2013-2014 Budget.

We are still involved in a complex bargaining scenario where the Government, the Alberta Teachers' Association (Association), the Alberta School Boards' Association (ASBA), this Board and our Local are involved and as such many issues and concerns need to be left for now to the bargaining protocols in place.

Having said this, I appreciate this forum so I can share with you some work done by the Canadian Teachers' Federation and our provincial Association. Our Local was involved as a focus group in these discussions. The task was to plant yourself in the year 2020 (now only seven years in front of us), consider personal attributes, resources, relationships, infrastructure, leadership, and protocols and procedures, and ask what would be the ideal teaching situation?

Today I will share with you a summary of the findings from these focus groups across the province in these six areas:
1. Personal Attributes (Slide 2)
2. Resources (Slide 3)
3. Relationships (Slide 4)
4. Infrastructure (Slide 5)
5. Leadership (Slide 6)
6. Protocol and Procedures (Slide 7)

In order to achieve the dream of 2020 we need to take steps now to expand on our strengths and to move toward meeting deficiencies. There will be obstacles and we need to commit to work together to address them including the need to lobby together where the obstacles are created by third-party involvement.

To close, I wish to share with you the complete document coming out of the focus group study, *Alberta Voices: Teachers' Aspirations for the Future of Teaching*, as well as a paper by Linda Duxbury and Christopher Higgins, *The 2011/12 National Study on Balancing Work, Life and Caregiving in Canada: The Situation for Alberta Teachers*.

Thank you for the opportunity to speak to you today. It has been an honour and a privilege to represent and to speak for Edmonton Public Teachers for the past four years. I trust that the relationships we have built will be continued and will be strengthened further as a new Local president takes office in July.

Edward C. Butler
President
Edmonton Public Teachers Local 37 of the ATA

The Future of Teaching in 2020: Six Elements
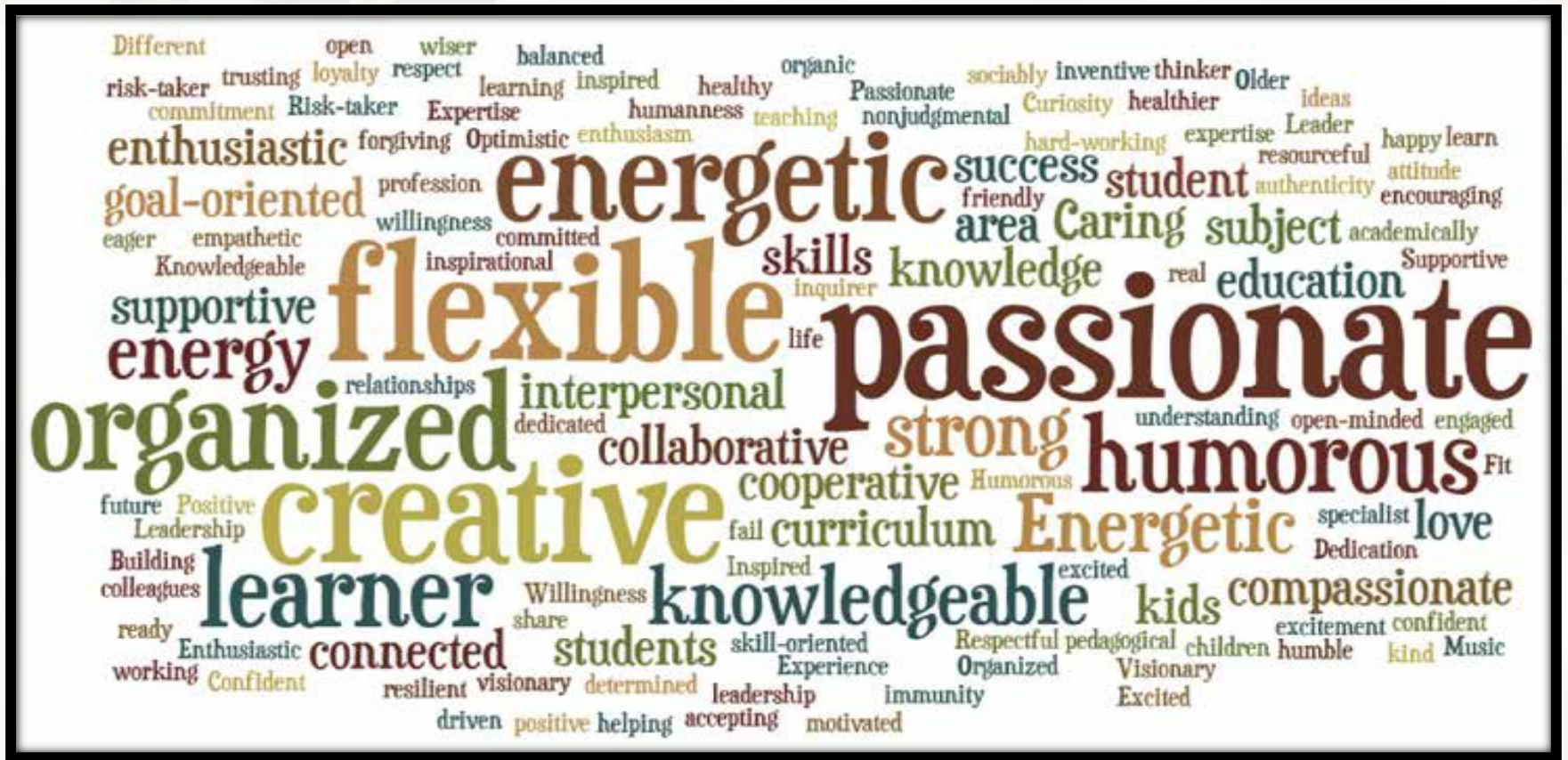
Personal Attributes

1. **Passion** for students, teaching, learning and subject area (for example, for the written word)

2. **Creativity, flexibility, open-mindedness and willingness to taking risks** (for example, trying new things, out-of-the-box thinking, trying new teaching approaches)

3. **Energy, enthusiasm and engagement** (for example, positive, optimistic and loving energy; well rested, fit and healthy; ability to motivate and inspire students; engaged with and engaging to students)

4. **Knowledge** of pedagogy, subject areas, trends in education and curriculum; and **drive for self-improvement** (for example, commitment to lifelong learning; curiosity and research orientation; seeking intellectual stimulation, professional development opportunities

5. **Humility, authenticity and a sense of humour** (for example, not taking oneself too seriously; recognizing one's own weaknesses and personal limits, and others' strengths; being human)

6. **Caring and commitment to students** (for example, respect, kindness, patience and calmness, acceptance of differences, compassion, empathy, and commitment to success for all)

7. **Trust, collaboration and connectedness** with students, parents, colleagues and community

Resources

1. **Time** (for example, to plan and implement new ideas, provide feedback to each student, organize interesting learning activities, locate resources for professional development)

2. **Technology and related support** (for example, open access to resources at school and home; reliable, interactive, unlimited technology; open Internet access for students; professional development on new applications; onsite technology assistance; iPads for every student)

3. **Flexible and adaptable learning spaces** (for example, movable furniture, flexible grouping, comfortable chairs, lap desks, room for students to spread out in groups, carpets and bean bag chairs)

4. **Access to field trip opportunities/ community resources/expert visitors** (for example, grocery store for math, airport for aerodynamics)

5. **Opportunities to collaborate** (for example, to plan and organize activities and field trips, take courses on new approaches, collaborate with colleagues)

6. **Personnel** (for example, enough teachers and educational assistants to work with small groups, help high-needs students, create smaller class sizes)

7. **Basic resources** (for example, adequate resources for each student, high-quality and unbiased print resources and props for hands-on learning activities)

8. **Focus on teaching tasks, fewer clerical and administrative tasks** (for example, no individual program plans, less onerous report card processes, less fundraising for basic resources, no excess paperwork for specialist referrals)

9. **Student readiness** (for example, students are well fed each day, have suitable clothing, have support at home)

Relationships

1. **Collaborative**: Teachers need ongoing, sustained time for staff to collaborate.
2. **Collegial, constructive, compassionate relationships**: The best relationships are based on dignity and respect for individual knowledge, and acknowledge the human element in teaching and learning.
3. **Trusting and mutually respectful**: Trust and respect are a must between students, teachers, parents, administrators and community members.
4. **Responsible**: Good relationships improve learning and help people pursue common goals.
5. **Facilitative**: Teachers need to forge good relationships and assume a variety of roles to help students explore learning.
6. **Whole and authentic**: Good relationships foster warmth and caring, recognize and celebrate others, and allow for humour, too.
7. **Encouraging and empowering**: Good relationships mean being positive about new ideas, allowing for risk taking, being noncompetitive and not based in compliance.
8. **Inclusive**: Good relationships reduce boundaries between roles, and between school and community.

Infrastructure

1. **Smaller classes**: Fewer students per grouping in all grades and subjects, with 20 students maximum in secondary classes.

2. **Schools as optimal learning sites**: Schools must be clean and comfortable, with open rooms, flexible spaces, dedicated collaborative spaces, storage, plenty of natural light and operable windows with places for plants, and unique learning spaces such as lofts, study carrels, large rooms, and spaces outdoors.

3. **Fewer expectations**: Ideally, there should be fewer subject areas to teach, no achievement testing, fewer supervision assignments.

4. **Dedicated time for professional tasks**: Teachers need time for preparation, assessment, collaboration, parental contact and professional development.

5. **Realistic district and provincial visions**: Administrators and decision makers must be aware of socioeconomic realities and of the need to guide more than prescribe. They also must remember that they are dealing with real kids in real communities.

6. **Program Support**: The following kinds of support are necessary: technology personnel for troubleshooting; better programming for English language learners and for high-needs students; flexible scheduling for cross-grade learning projects.

7. **Ready access to resources**: The following resources are necessary: knowledge access points, tools and hands-on props, spare spaces, buses for field trips, enough for everyone.

Leadership

1. **Distributed collegial leadership**: Teachers are meaningfully involved in site-based and system-level decision making; trusted in their professionalism; free to engage in inventive, creative practice; respected by their colleagues for their expertise.

2. **Supportive jurisdiction and provincial leadership**: Leaders and decision makers recognize workload; assign time-consuming, nonteaching tasks to support staff; implement fewer system-driven goals and initiatives; schedule to support engaging practices and structures; ensure adequate dedicated professional development and preparation time; provide adequate resources without complicated restrictions.

3. **Leadership that invites and supports teacher autonomy**: This kind of leadership encourages teamwork, risk taking and acting on teachable moments; respects various learning and teaching styles; trusts the learning process; and promotes democracy in decision making and school structures.

4. **Involved and supportive school- based administration**: A supportive administrator empowers, is directly involved in teaching and learning, offers to participate during hands-on activities, encourages risk taking and provides feedback, invests in creative learning practices, promotes collaboration in decision making, identifies resources and negotiates access to them, promotes autonomy, and respects everyone's contributions.

Protocol and Procedures

1. **Support learning**: Protocols and procedures are required that allow freedom, flexibility and student- driven choice; focus on citizenship; are flexible but with consistent expectations; and support learning through organized chaos.

2. **Create a structure that supports professional responsiveness**: Teachers need a fluid, collaboratively built structure that is teacher guided but student centred.

3. **Dedicate time realistically**: Teachers need adequate time to respond to individual student needs, less structured time spent in class, and time for professional development, assessment, communication, collaboration and planning.

4. **Recognize the variability of context**: Teaching contexts vary widely. Having protocol and procedures in place that take this variability into account ensures safety for students and teachers and encourages a variety of learning environments,

5. **Are based on respect and value for the school community**: respect for the community means an insistence on positive learning behaviours and respect for students' and teachers' ability to make responsible choices

Edmonton Public Schools
Addressing Custodial
Staff Issues

WE WORK FOR YOU
474 CUPE

2013 BUDGET BRIEF

Presented to the Edmonton Public Schools
Board of Trustees

April 9, 2013

To: Chairperson Sarah Hoffman

Trustees Cheryl Johner, Ken Shipka, Christopher Spencer, Dave Colburn, Heather MacKenzie, Michael Janz, Catherine Ripley, Leslie Cleary

Superintendent Edgar Schmidt

The executive and members of CUPE Local 474 thank you for this opportunity to take part in your budget process.

We asked our members to identify the issues and recommendations that should be brought to your Board. To a man or woman, they made it clear that they value the work they do for Edmonton's schools. They see the schools as theirs and want to provide the highest possible standard of custodial care for the children, staff and public.

However, they are concerned about *staffing levels,* as well as some of the organizational and financial decisions that this Board has taken in the past, which are impacting on their ability to provide quality custodial services in the schools. They recognize the difficult situation the Province has imposed on school boards in Alberta, but nevertheless believe that you can begin to take steps in the upcoming year to address some of these issues.

> *You can truthfully say that, in every school, the custodians are doing the best they can. They try not to let the short-staffing and other problems get in the way. We go far beyond the bare requirements spelled out in our contracts.*

1. Custodial staffing levels in Edmonton's schools have not recovered from the 'temporary' cuts that began in the early 1980's and have been maintained to this day.

For over ten years, and particularly after Alberta Learning conducted an Operational Review of Edmonton Public Schools in Spring 2003, we have been expressing our concerns about the slow erosion of staffing levels that was affecting our ability to do our jobs. This year, we analyzed EPSB Budget documents going back 10 years and found that the steady reduction in budget lines for Custodial FTE's that began in the early 80's, and was heightened during the early 90's was never reversed. As a result, in 2007, the *Kinnaird Planning and Research Ltd. Study of Operations and Maintenance Expenditures of Alberta School Districts* found that Edmonton Public's custodial workers ranked as cleaning the most square footage per hour compared to all other school districts in the province - 19% above the average. It also found that expenditures on cleaning and custodial new equipment and tools were also well below the provincial average.

In addition, members tell us that, in too many cases, this trend has been aggravated where custodial costs are sacrificed to other priorities. Finally, they tell us that this Board could be facing a situation in which it may be difficult to compete for qualified staff to maintain adequate staffing levels in your schools in the future.

Many of our recommendations have been put forward to you in the past. Some call for increased staffing, others for reorganization. In either case, we wish to remind you that the Union and its members are prepared to work with the Board and administrators to implement changes in the least disruptive and most cost-effective way possible. However,

our recommendations will mean something only if custodial services are valued by this Board. This may require some reorientation, as the work we do is too often taken for granted and given little priority in the planning process.

Although you all have a general idea about the service we provide in the schools, it may serve a purpose to remind you about the actual services are being affected by past decisions to cut staff and reorganize custodial services.

Good housekeeping and hygiene are being compromised when custodial services are poorly organized and inadequately staffed. We clean and dust all parts of the school, sanitize desks, washrooms and such key contact points as doorknobs, toilets and wash-basins. We remove garbage and check building exteriors to ensure they

> *Bacteria lives in dust – it thrives in dust. That's why dusting is such a big deal; it's not just a case of being picky.*

are free of garbage, debris, and safety hazards. We identify and correct deficiencies and submit service requests. We order and maintain custodial supplies, tools and equipment, remove snow, sweep, monitor flowerbed maintenance, ensure grass is cut, clean up vandalism, and liaise with City of Edmonton departments (e.g. Parks and Recreation, Transportation) regarding trees on school property, clean up, in addition to numerous other responsibilities.

Our ability to maintain the building and its mechanical equipment is compromised when we are inadequately staffed to maintain, monitor and report on boilers and heating, ventilation and air conditioning (HVAC) equipment, maintain fire extinguishers, security systems, emergency lighting, and the school's Energy Management System, or look after the overall condition of building itself. As well, we perform minor maintenance on indoor fixtures and power equipment, perform water testing and filter cleaning; treat boiler water; prepare pressure vessels for inspection. Finally, we oversee and provide assistance for the responsible community use of the school and other facilities.

> *In some cases, they replace a Custodian with a Custodial Assistant, who can't do everything – they're not qualified and can do light duty only. They save money by doing this, but it means that the Head Custodian has to pick up many of the jobs that a Custodian would otherwise do.*

Our ability to ensure a safe, secure environment is compromised – the assurance that children enjoy a safe, healthy and caring environment at school. We are the parent figures who children usually see first in the morning and the last in the afternoon. We lock and unlock the building, including all of its doors and windows, ensure security and fire safety systems, initiate emergency service requests, watch for unwanted visitors and clean up after vandalism. As well, we help coordinate the school's health & safety program, report potential hazards and unsafe conditions, report workplace accidents and incidents, ensure supplier labels (WHMIS) and workplace labels and current MSDS's, and perform numerous other functions to ensure that the school is safe and secure.

> ***We recommend the Board take steps in the upcoming year to restore custodial staffing to levels required to achieve objective standards for facility maintenance and cleanliness.*** Custodial staffing should be based on such variables as school size, age of

facility, student enrollment, staff population and community use. Based on our surveys of other districts and facilities, we consider the following to be basic requirements.

a) Regardless of enrollment, no school of 50,000 sq ft. or less should be staffed with less than 2.5 FTE, including a full-time Head Custodian. Facilities of 100,000 sq ft or more must have a Utility Custodian (with few exceptions). Where twinning occurs, each location should have its own Head Custodian and custodial staff.

b) Locations between 50,000 and 75,000 require a minimum of 3-4 FTE custodial staff.

c) As the majority of school cleaning is done in the afternoon, staffing should be increased on this shift. Where schools are used year around, they should return to three shifts (day, afternoon and night shift).

2. **Head Custodians are the ones who bear most of the burden of staff shortages.** The disciplinary record and the difficulty some schools are experiencing in retaining head custodians attest to the increased pressure some are experiencing. Staff shortages force Head Custodians to juggle responsibilities for a wide range of other work requirements.

Amongst other duties, your Head Custodians assist with hiring, supervising and training of custodial staff, develop work schedules and assign duties. They must find time to perform daily checks of the building,

> *You don't see Custodial Assistants on Article 16 [Discipline]; you see Head Custodians. It's all the responsibility without the benefit; at times it's impossible to get the job done. They aren't respected – or paid - for their leadership role.*

respond to requests or concerns from staff and advise the Decision Unit Administrator or designate of any problems, issues or concerns**.** They have to order and maintain custodial supplies, tools and equipment; liaise with City and assist with bookings as required. They monitor and report problems on boilers, HVAC system, pressure vessels and safety devices and initiate repairs and provide mechanical training to other staff. In addition, they are in charge of health & safety, must report potential hazards and unsafe conditions to administration; report workplace accidents and incidents to the administration, ensure supplier labels and workplace labels are appropriately affixed, select and ensure the appropriate use of personal protective equipment for all custodial staff; ensure custodial staff receive appropriate training, and that they are aware of and comply with practices and procedures

One of the more unfortunate developments, never reversed, was a reduction of as much as two (2) hours per day for a number of Head Custodians. While saving only a few thousand dollars, such cuts have a profound effect on service. Amongst other things, part-timers are under pressure to work through breaks and engage in unpaid overtime to maintain minimum standards. Work can simply not be done in the designated hours.

We recommend the Board provide a minimum of one full-time head custodian in each school regardless of student enrollment, staff population or community use to be responsible for air quality, heating plant, facility safety and cleaning. Provide leadership training for Head Custodians on an ongoing basis, akin to the training regularly provided for principals and administrators.

3. **Specially-qualified, certified staff are not always available**; their work is too often downloaded to staff who are often not qualified and already have heavy workloads; e.g., work is in confined spaces cleaning school filters being done by custodial staff on day shift, even though they are not being paid for this work and may not have a 4th Class ticket. Boiler Safety remains an issue in our schools, particularly when cold spells strain our systems, and adequate supervision of boilers is needed, particularly on weekends. The case for reducing qualification levels of custodial staff was made to avoid the requirement that the 5th class Power Engineering course not be mandatory, as required under the collective agreement. Our District currently enjoys the advantage of properly trained and certified custodians who can do this.

> *We recommend the Board take steps to ensure a full complement of qualified custodial staff* for such functions as boiler operations (particularly steam boilers). **4. Replacement staff** The current number of spare custodians (33) is not sufficient to cover staff on leave. Filling in with temporary staff is not an answer, as they seldom have the experience or qualifications (e.g., a power engineer's certificate or training in school heating/cooling systems), few have prior experience in an education environments or even the most basic in-service training. Worse yet are the times when facilities are in use but no custodial staff is available.

4. **Replacement staff** The current number of spare custodians (33) is not sufficient to cover for staff on leave. Replacing them with temporary staff is not an answer, as they seldom have the experience or qualifications; e.g., a power engineer's certificate or training in school heating/cooling systems. Few have prior experience in an education environments or even the most basic in-service training. Worse yet are the times when no custodial staff is on duty, because spare or temporary custodians are not available. There are times where facilities are in use but no custodial staff is assigned.

> *We're very short of Spares. They have the people; they just don't hire them as permanent. I have to keep training new people. When we can't get replacements, we ask our staff to work overtime. Sometimes they can't, and we [Head Custodians] have to pick up the slack. It's taking its toll. We're not getting any younger.*

> *We recommend that this Board take steps to increase the complement of custodial staff on the spare board to address temporary staff shortages.*
> a) Strike a Joint Committee to review the past five years to determine which schools require spares, how many are needed, and develop a staffing plan for replacement staff.
> b) Identify temporary positions that are more accurately classified as permanent, and to provide the additional training they need to shift to these positions.

5. **Joint Use Agreement for community use** The schools' ability to accommodate community, sports and extra-curricular use through the Joint Use Agreement with the City is compromised when we are inadequately staffed or organized. Amongst other services, custodial staff communicate with and assist building tenants, parents and community. We advise Administrators and respond to requests from staff or students. We monitor users, clean up after (including vandalism), and perform numerous other services. Problems arise when there is no provision for custodial services during or

immediately after use, especially during weekends. Not only are damage and security of immediate concern; cleaning and monitoring are left for the next regular shift of custodians. Since we presented our Community Use survey in 2003, there has been reduced use, likely to reduce custodial services during evening hours. This goes against the spirit of the Joint Use Agreement, and our members regret it. Unfortunately, we were not consulted on these matters.

> *My Custodial Assistant has to regularly look after 3-4 groups after hours every week. That really takes a lot out of her time. People don't always leave when they're supposed to. Sometimes the coach or group leader leaves while there's still kids in the bathroom or shower. We have to stay because we're responsible. It's not factored into the square footage formula.*

> ***We recommend that this Board take steps to ensure adequate custodial staff to fully accommodate the Joint Use Agreement*** through a standardized plan laying out which schools can be used. Budgeting for custodial care must be part of any agreement for leases, after-hours, weekend, rentals or community use; some of the funding from such use should be applied to the required custodial services.

6. **The Staffing Formula** needs to be revisited primarily because it utilizes a ratio of custodial staff to school cleaning which ignores the wide range of custodial work actually being done. Competing demands for a custodian's time cut into time available for the cleaning duties on which the formula is based. All custodians, not just Head Custodians, are responsible for core tasks that require time and effort regardless of the size of the facility; e.g., a Custodial Assistant may have four hours to clean 14 rooms, two bathrooms, secure building and take care of rentals - shortened by a 45 minute break and the time required to open doors for rentals fifteen minutes early, and at least ten minutes after to walk

> *I work in an elementary school. The formula doesn't mean anything in my school.*

through with groups after to check for damages. A custodian on an eight-hour shift is similarly torn between competing demands. Portables only add to the problem.

> ***We recommend that a new formula be implemented, which recognizes actual custodial workload*** and that reflects such factors as: the age of the school, the student population, school population including, teaching, support, maintenance staff, parents, and volunteers, the type of courses offered and equipment used, the level of community use after hours and on weekends, the kinds of tasks (for example, snow removal and grounds care) included in the custodian's responsibilities.

7. **Some short term 'fixes' to staff shortages are not true solutions** e.g. decommissioning space in the schools, reducing service requirements (e.g. boiler inspections), rotational cleaning, allowing community users to handle security, etc. Decommissioning space, might appear to be an answer,

> *Decommissioning? They're using my hallways, they're using my sidewalks and my gym – we're cleaning up the whole area. It doesn't matter that there's 1-2 less classrooms; it's just those 1-2 rooms inside that we aren't supposed to clean. They may decommission those rooms, but they're still using the whole rest of my school.*

however, the space still requires service after all, and servicing requirements for other parts of the school remain; e.g., washrooms and hallways. Rotational cleaning, on the other hand, can only compromise hygiene and good housekeeping standards; this 'solution' completely ignore the reasons why we clean, dust and sanitize on a regular basis.

8. **Problems due to site-based budgeting and organization of custodial service** Site-based budgeting (SBB) was imported into Edmonton's Public Schools from the United States in the early late 1970's (system-wide in the early 1980's) as part of a fashionable business model that swept North America. Since then, it has been widely discredited as organizations have experienced the inefficiencies, distortions and troubles associated with it. School systems that experimented with site-based budgeting began moving away from it years ago, as it did not live up to claims of (i) efficiency (ii) educational effectiveness, or (iii) stakeholder involvement. As a result, no other school district in Canada uses this model for delivery of custodial services. (http://bctf.ca/publications/ResearchReports.aspx?id=5614)

In 1994, ten years after School-based budgeting (SBB) became system-wide in Edmonton, we gave this Board a report *Take a Look; Behind The Scenes at Edmonton's Public Schools* that contained clear evidence of the marked disparities SBB caused in the system. The disparity we noted then have never been corrected, as the following chart shows:

Custodial budget as % of total school budget
193 Edmonton Public Schools
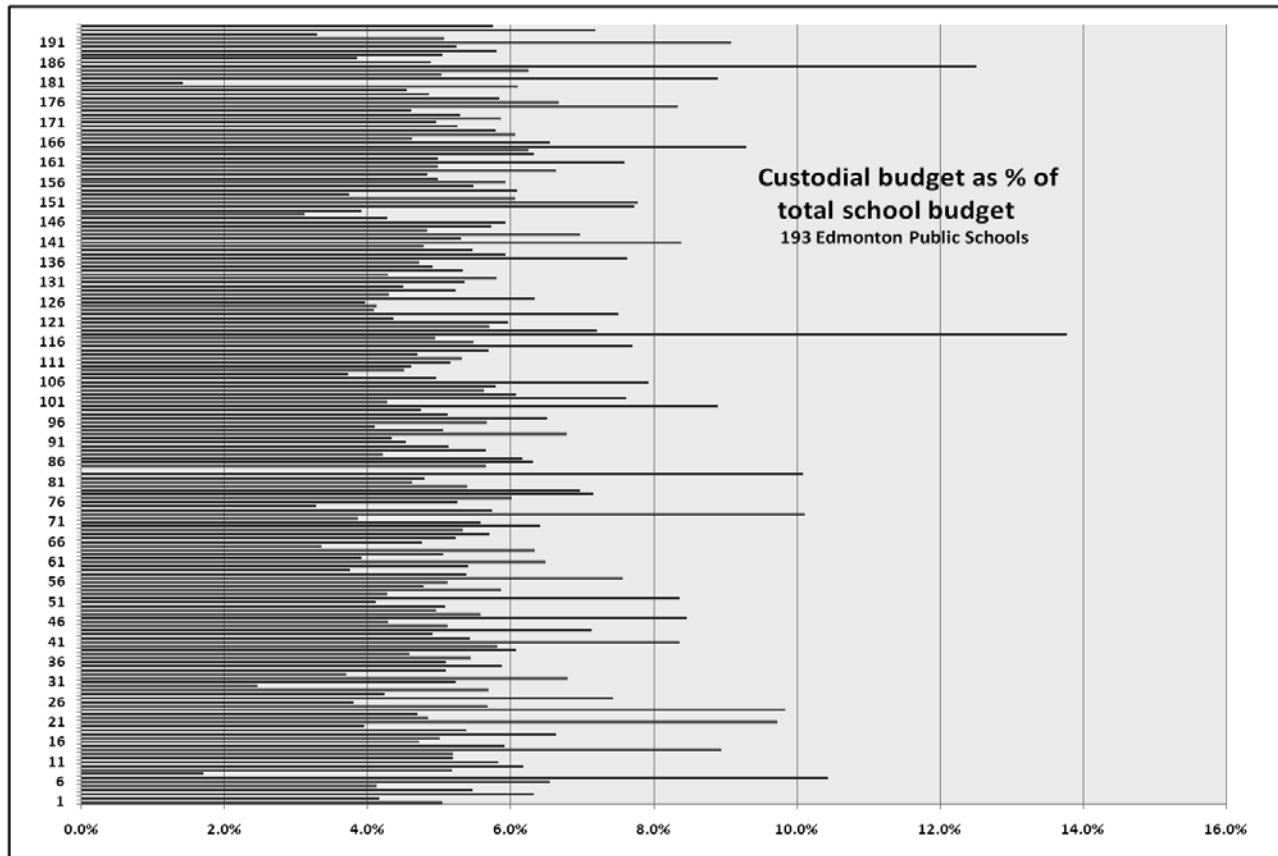
Our members will tell you that this model has serious limitations. Not only must such basic functions as custodial care compete for scarce budget dollars in individual schools; the capacity for savings and efficiencies through co-ordination is lost. As well, they find that the participatory decision-making it was supposed to promote is more often 'principal-based budgeting.' While they are undoubtedly educational leaders, principals are generally not facility managers. Budget priorities are set according to varying interests and competencies and our members have found, in far too many cases, that custodial service and maintenance can be sacrificed to classroom teaching priorities.

When Plant Operation and Maintenance (POM) funding was absorbed into the per student grants to schools, funds intended for custodial

> *I know I'm supposed to have so much POM money in my budget – but then it's used for other things. I wonder, where does the money go?*

care could be used for classroom teaching needs. Even though the District has now centralized allocation of POM money, members continue to report little uniformity in provisions for custodial service – from staffing levels to equipment and supplies. They report:

- working with equipment that is old and outmoded
- taking care of inventory and ordering, which is not only time-consuming; it also means that schools may lack needed supplies
- lacking access to the District's carpet-cleaning program, instead asking staff to use less effective methods. Carpets retain dirt and germs and must be cleaned regularly to ensure a healthy environment and extend carpet life.
- varying responses to fire, flood and other disasters from school to school.
- varied access to computers and IT for custodians, often makeshift arrangements, even though almost everyone else in the District now communicate with email and its website. As well, there is no comprehensive computer-training program available to our members.
- a *de facto* two-tiered approach to school funding in which some services are centralized and guaranteed and others are delivered on a cost-recovery basis. It contributes to have/have-not schools, and does not promote true cost recovery.

We recommend that EPSB follow the lead of many jurisdictions across Canada where costs have been reduced and service delivery enhanced by standardizing services and centralizing management of existing resources. CUPE 474 and other affected unions should be consulted and participate in the plan. After repeated assurances in the past, the time has come to establish a central department with a qualified director to :

a) Centralize and standardize purchasing of custodial equipment and supplies. Bulk purchasing and assigning common equipment across the district will mean cost savings, as well as ability to inventory and track the equipment and ensure a preventative maintenance program; i.e., as has happened with the Green Cleaning program which has already centralized purchasing and distribution through a Distribution Centre.

b) Update cleaning equipment: Outmoded auto-scrubbers, swing machines, propane burnishers and vacuums, etc, contribute to a toxic environment in our schools and reduce productivity; it defeats the purpose of a sustainable green cleaning program to pollute the school indoor air quality with exhaust fumes or dust from outdated equipment. The cleaning industry has gone through major changes in the past twenty years, in providing technology that makes our jobs more efficient and safer; yet the district has not adopted these for custodial staff; e.g., self propelled floor scrubbers that custodians can drive rather than the push models of yesteryear are ergonomically safer and safe time. As well, lighter, small vacuums for classroom areas should replace larger bulky wet dry vacuums.

c) Move towards district wide standards for school cleaning, security and maintenance away from current practice in which each school largely determines its own standards. E.g., schools should be required to have carpets cleaned annually by EPSB's Truck Mounted Carpet Cleaning units coordinated by a centralized custodial department, which may also contract out this service to other users.

d) Establish a firm protocol to be observed by school administration in the case of fire, flood or disaster events. Post-flood and fire clean up should be done in-house using custodial and Health and Safety Consultants as Supervisors for spares and school custodial staff. A district based training program should be implemented in this area.

9. P3's are not the answer! Experimentation with P3 schools in Edmonton and other cities provides classic examples of short-term cost-avoidance that could result in long-term expense. Studies show that P3's are particularly ill-suited to public schooling (see Appendix A) as they:

a) guarantee inflated costs (Loxley). Firms profit from development of projects, then again by re-financing their projects after the construction stage. Finally, they make even more money from selling their equity in the projects.

b) form part of a market in which public assets are privatized, in which schools, hospitals and roads are traded as commodities. Whitfield (below) shows how P3 projects have little or no democratic control or transparency, provide poor value, lack innovation and flexibility, reduce employment and exaggerate risk transfer. It is small wonder, he says, that, around the world, nearly 1,000 P3 and privatization projects valued at over US$500bn have been terminated or radically reduced in the past few years

3. are not 'partnerships' at all; really one a form of privatization that results in higher costs, lower quality, loss of public control, and less service to the public. Public funding is a more efficient route. (See Pollock, in this case she refers to hospitals)

On a local level, your custodial staff has identified numerous problems and potential issues with the five Edmonton schools already built and operated P3, in particular, the fact that maintenance and repair depend on outside contractors whose headquarters may be thousands of miles away from Edmonton.

We recommend that this Board refrain from any further P3 experiments until a full cost/benefit analysis is conducted on existing P3 schools with particular attention to custodial and maintenance standards and costs.

10. **Human resource management issues** There are also sharp differences amongst Edmonton's public schools when it comes to the hiring, staff retention; training of custodial staff- and in particular to the extent to which we are appreciated and involved. As well, the District has difficulty filling custodial positions, particularly for positions requiring special certification or day-to-day temporary staff, where we are perennially short-staffed.   Routine cutting of utility and charge hand positions to save money has removed incentive for those who might want to advance (even though some progress has been made under the new collective agreement). It is not simply a perceived undervaluing of our work.

The current custodial staff is ageing, which should give rise to concern for succession planning. However, why would a person with a power engineering certificate, for example, take on the greater responsibility of managing a school's custodial services, when work is available to work in Alberta's chemical industry as a process engineer? These are issues that EPSB's Human Resource Department cannot leave unaddressed.

Custodial staff are also the EPSB staff suffering most injury on the job, often due to unrealistic cleaning and work expectations resulting from inadequate staffing levels in schools and facilities. Medical and stress leaves, modified work and workplace injuries are all on the rise among custodial staff. This is a direct result of workload and staffing issues. Custodians working faster, juggling tasks and doing jobs for which they are improperly trained all lead to increased injury and illness.

We recommend that EPSB implement a human resource management strategy that ensures a standardized approach to hiring, training and retention of custodial staff through a strategic staffing plan, established through a joint Union-District Committee, which addresses the changing nature of custodial staffing. It is a fundamental precept of strategic human resource management that quality service can only be ensured when employers provide for proper training, development and motivation of staff. Steps should also be taken to outreach for custodial staff, to encourage post secondary students to consider custodial work; in part by offering a building service program for High School students, and to review the relationship EPSB has with the Norquest Building Service Workers program to ensure it meets our needs

We recommend that EPSB address the IT needs of custodial staff by equipping all custodians, including spare and relief staff with Blackberries and access to computers, along with adequate training to allow then to fully utilize the modern Information Communication Technologies (ICT) required for their jobs. All custodial offices should be equipped with telephones, computers and printers, internet access and e-mail accounts.

Edmonton can afford a quality school system; we can afford quality custodial care for our schools

The Province of Alberta is in the best position of all provinces – by far – to provide the financial resources to ensure that our students enjoy a quality learning environment.

The PR 'spin' put on a mythical 'bitumen bubble' and the Province's ability to pay during this budgetary cycle cannot be accepted as a reason for compromising – it must be challenged. There is no legitimate reason for placing this or any other Alberta board in a position of cutting back further on operating costs, when they have already cut too far. As the following charts* show, Alberta is well below the national average for provinces in terms of its 'its ability to raise revenues and support higher taxes.
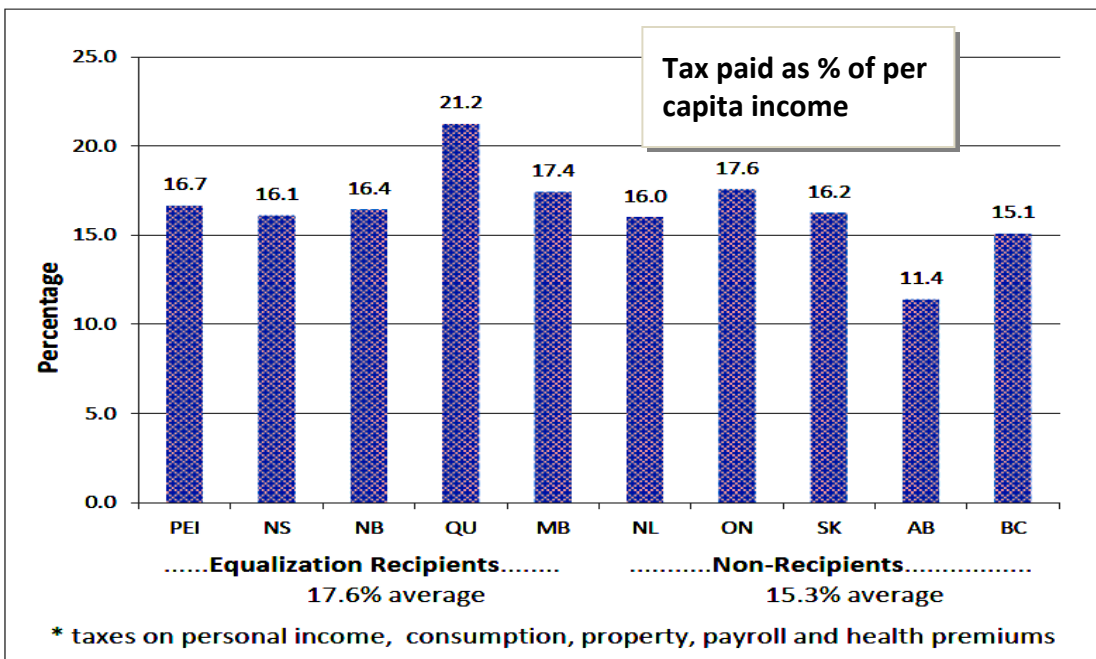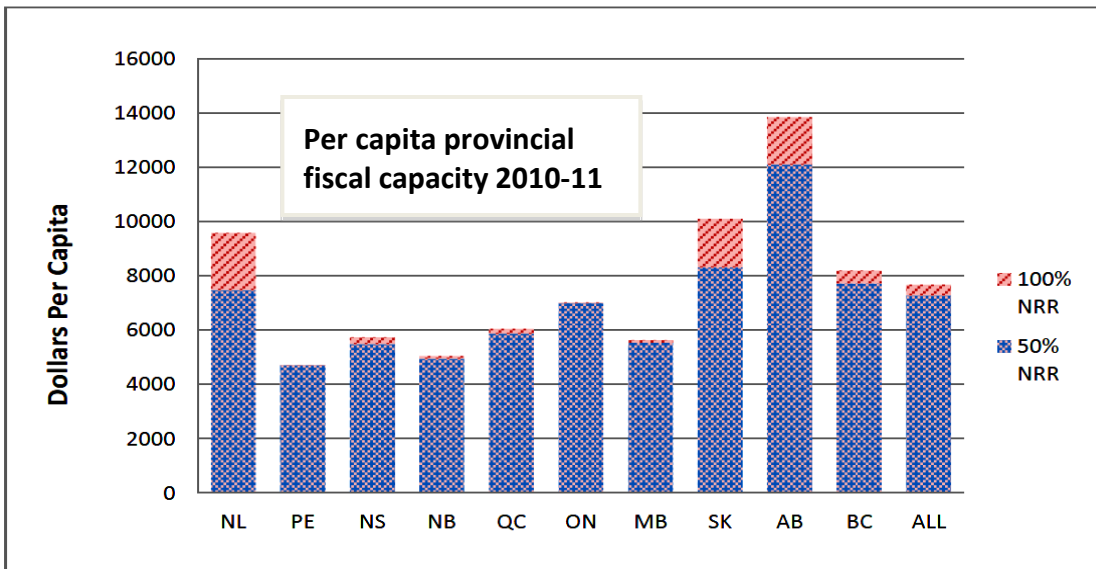
This Board needs no introduction to the large number of studies that underline the importance of learning environments for student achievement and broader issues of child development. In fact, it has been clearly established that the condition of a school facility is a "key factor" or "absolutely critical" to student achievement. Several of these studies, as well as considerable evidence concerning the correlation of education environments to student well-being and achievement has been presented to this Board in the past.

We therefore find it unforgivable that the wealthiest province in Canada (as measured by the provincial GDP on both a nominal and per capita basis) should be punishing its school districts with austerity measures. In fact, Alberta's GDP per person in 2011 was $78,155, some 10% higher than Saskatchewan and some 40% higher than BC. Despite the incredible wealth generated in Alberta each year (around $295 billion, or 17% of Canada's GDP, while accounting for only around 11% of Canada's population). Our provincial government, however, collects and returns a remarkably small portion of that wealth in program spending and services to Albertans – including education. (*Melville McMillan (January 2012) *Alberta and 'Equalization': Separating Fact from Fiction*. Western Centre for Economic Research, University of Alberta)

This School Board must advocate for the citizens of Edmonton as part of its governance mandate, even when this means taking a stand against decisions of senior levels of government. Both this Board and by the Alberta School Boards Association (ASBA) must take steps to counter the steady erosion in standards that are being promoted by austerity budgets and draconian measures imposed by the Alberta Government. To neglect this obligation is to turn our backs on the welfare of our children.

The Albertan government has made a political and ideological choice, not to collect and redistribute provincial wealth, and our school children should not be expected to pay the price.

Neither should your custodians.

Let's work together to create a quality learning environment for our children.

APPENDIX – P3's in the Public Sector

The following studies were referenced in the above, because they provide direct evidence of the shortcomings of P3's as a choice for public sector facilities and services.

John Loxley with Salim Loxley. (2010) *Public Service, Private Profits: The Political Economy of Public Private Partnerships in Canada*. Winnipeg: Fernwood Publishing This scholarly book shows, amongst other things, that P3 firms are guaranteed inflation. They profit from the development of projects, then profit again by re-financing their projects after the construction stage. Finally, they make even more money from selling their equity in the projects.

Dexter Whitfield (2010) *Global Auction of Public Assets: Public sector alternatives to the infrastructure market and Public-Private Partnerships.* Nottingham: Spokesman Books This study argues for public provision of infrastructure, saying that it has a vital role in economic development, increases productivity, generates employment and improves community well-being. It provides a solid critique of Public-Private Partnerships and a global infrastructure market that is financed by investment and pension funds, in which public asset are being privatized, giving rise to a market in which schools, hospitals and roads are traded like commodities. Over and over again, PPP projects are shown to have little or no democratic control or transparency, are costly, poor value, lack innovation and flexibility, reduce employment and exaggerate risk transfer – small wonder that nearly 1,000 PPP and privatization projects globally, valued at over US$500bn, have been terminated or radically reduced in the past few years (See: http://www.spokesmanbooks.com/RevPDFS/CCPAreview.pdf)

Dr. Allyson Pollock. *Written Evidence to the National Assembly for Wales Finance Committee with Regards to its Inquiry on Public Private Partnerships*. University of Edinburgh Pollock shows conclusively that P3's are not 'partnerships' at all; they are a form of privatization. They result in higher costs, lower quality, loss of public control, and less service to the public. Public funding is a more efficient way to fund hospitals. P3 hospitals waste money since they cost two to three times the price of public hospitals. P3 hospitals cost so much since they involve private corporations that charge profits. Costs are also higher due to P3 contract negotiation and contract monitoring. (See http://cupe.ca/updir/CUPE_P3_Hospital_Research_Report_April_2011%5B1%5D.pdf)

Good afternoon Chair Hoffman, Vice Chair Janz, Trustees, Superintendent Schmidt, ladies and gentlemen. My name is Cindy Camp. As a member of the Exempt Staff Liaison Committee, I am here on behalf of the 630 strong Exempt Staff.

Thank you for this opportunity to address the Board and highlight some of the issues affecting the most diverse group of staff within Edmonton Public Schools. As a non-negotiating group, we represent 117 different positions. Our ages range from our early twenties to our sixties. 88% of us are non-management and 12% are classified as management. Our positions exist in every building across the district.

Let me start in the past, to explain why we are optimistic about the future. Our main focus as a group this past year was our participation in the terms and conditions renewal process. Members from our Exempt Liaison Committee were asked to act as leaders and organize input from all Exempt Staff to identify amendments to be considered by Superintendent Schmidt and brought to you, the Trustees, for approval. This process showed that even a diverse group such as we, can actively participate in sharing the key issues that will be important in the coming years and ensure that our voices were heard.

On June 26, 2012, you voted unanimously to approve changes to our salaries, benefits, and entitlements for the term of September 1, 2011 to August 31, 2014. These changes include items brought forward by our Exempt Staff group.

This year we are pleased to be working with senior staff in implementing many of the ideas outlined in our new Terms and Conditions of Employment. Four of these ideas require significant follow-up and this work has already begun.

1) Exempt Classification & Compensation System

Currently, Exempt Staff from all over the district, representing a variety of positions and departments, are working diligently with Human Resources on a major review of the Exempt Classification & Compensation system. The Exempt Liaison Committee understands that this work is proceeding quickly and smoothly and it is anticipated that the project will be completed this school year. As Exempt Staff, we are confident that this will address issues associated with attracting and retaining quality Exempt Staff to the District.

2) Exempt Leave Entitlements

The Board has also committed to a review of all Exempt Leave entitlements. It is hoped that the result will put Exempt Leaves such as graduated vacation and family illness more in line with the other staffing groups as well as external organizations in the Alberta MASH sector.

3) Exempt Professional Improvement Fund

Until now, Exempt Staff have applied for professional improvement leaves and tuition support under Clause 23 of the Teacher's Collective Agreement. Even though this information has been shared with Exempt Staff, not all Exempt Staff were aware of this opportunity. As well, it could be difficult to identify the purpose of their leave on a teacher-related application. We believe that the establishment of a separate application and fund will ensure that the process will be aligned to meet the needs for professional improvement of the Exempt Staff. As well, in the future, these applications will be reviewed by their peers. This will ensure the best benefit to the District through preparing Exempt Staff to lead, innovate, and build for the future of Edmonton Public Schools. Despite upcoming financial restraints, we are hopeful that this support will be in place in the 2013-14 school year.

4) 10-Month Exempt Staff Hours of Work

Finally, the Board has committed to undertake a review of the hours of work for the group of 10-month staff who work directly with students in the classrooms. In order to maximize time spent working directly with students, consultants may work extra hours without compensation in order to complete the necessary paperwork or reports. We anticipate that this review will enable Edmonton Public Schools to attract and retain qualified staff to best meet the needs of our students.

The Edmonton Public Schools' Exempt Staff group is proud to support teaching and learning – from tech support to therapists, accountants to managers, and over 100 different positions in between. On behalf of the Exempt Staff group, we would like to take this opportunity to thank you, the Trustees, for your contribution to Edmonton Public Schools over the past three years. We would also like to express our appreciation for the support and work of Superintendent Schmidt and congratulate him on his 31 years of service with our organization.

Thank you.

Board of Trustees Meeting
CUPE Local 784 – Presentation Notes
Presented by: Jeffrey McIntyre

April 22, 2013

Opening - intro and restate purpose
I would like to thank Chairperson Hoffman and the rest of the trustees for giving me the time today to speak on behalf of CUPE Local 784 and hear our concerns.

Slide 1 - intro main points of discussion
We are all familiar with the recent provincial budget and its cuts in the area of education, I want to talk about two issues that I see:
1. We fear that short term cuts to maintenance staffing could result in a future reliance to outside contractors, and the impact to EPSB for doing so
2. The investment that's been made in the maintenance department, and continuing that commitment

Slide 2 - illustration of maintenance department
Maintenance workers in conjunction with custodial workers feel a sense of ownership in our schools and take great pride in how well our buildings operate.

- Teachers, principals, students, custodians and support staff become familiar with us, they trust us, they feel like we are part of a team, they appreciate that we know and understand our schools
- And we feel the same - and it shows in how we approach and conduct ourselves at schools
- And that's why at every one of our staff meetings, John Nicoll reads out all of the wonderful thank you letters received from schools for work done by maintenance staff
- HERE IS AN EXAMPLE and we have could give you countless more examples

Slide 3 - current direction of maintenance labour
We know and can appreciate that budgets are difficult.

We are concerned that the current provincial budget may lead to asymmetric cuts across the district, with a greater burden born by our aging schools which already faces a large infrastructure deficit.

I'm not here to simply ask for money, but to help show to you that the more effective direction to take is not to cut staffing but rather to rely on us more heavily.

Slide 4 - the benefits of relying on the maintenance department

Our reputation in the schools
- Schools are like our home - principals, custodians, support staff and teachers get to know and trust us, recognize us, feel comfortable working with us and appreciate having a relationship with the people working for them
- Higher amount of accountability because we see these schools and teachers over and over again, vs a contractor who may not care because he may never see them again
- Contractors have other clients - if they lose EPSB work or decide they don't want to do it, they have other clients to work for - it's not like that for us - our coworkers, the teachers, custodians, principals and students are forever our clients
- Schools and the learning needs of children are the one and only priority for the maintenance department and this is not necessarily the case for contractors

- P3 schools would not have been ready for September 1 openings if had not been for our maintenance department being able to pick up the slack, and step up, to get work completed for the start of the school year, and we continue to do work at P3 schools when outside contractors didn't share the same level of priority.
- We had trades people working 30 days straight with no days off to get the P3 schools ready for the start of this school year

Safety rating

- The maintenance department has excellent safety systems in place which is important in being a great maintenance provider, especially in buildings where children are present.

Higher level of accountability

- Countless times we have had to fix contractor mistakes.
- I'm not saying that contractors can't do good work or make good decisions - it's just that they don't have the same motivation as us.
- The maintenance department work is better suited to schools because we know that 5 years from now it's us coming back to school for follow up maintenance - it's our reputation, our work today directly impacts our work tomorrow, as well as our coworkers and the learning environment of the children we see progressing through the district every day.

Expert knowledge of the schools and equipment

- With over 200 buildings in the system, most decades old and every year more becoming over a century old.

- All 200 plus buildings are unique, even buildings with the same original design, over the last 100 years there have been countless renovations, modernizations and repurposing of spaces. Along the way the maintenance department has been there to witness it all. For every crawlspace, buried utility, obscurely placed steam trap, and 100 year old locomotive boiler there is a maintenance employee intimately familiar with it.
- These are not buildings that any tradesperson from off the street can simply walk into and begin working on. It can take several years to fully understand how every system in an old school is integrated into the building.

Ability to react when you need us most. Example:

- Amiskwaciy school - last year they had a complete power outage from severe flooding - that day we had electricians and other maintenance staff there almost immediately to help resolve it and mitigate further damage that would have led to a an even greater disruption in learning.
- It is not uncommon for a maintenance worker to be called to a school on a weekend or evening when its -30 degrees outside. We can have someone in our schools to quickly remedy a problem that would, without remedy, result in a school "freezing up" and having to be closed for days, weeks or even months. Compared with calling out a contractor who may not be familiar with the 200 different heating systems across all our schools and may not be able to resolve a problem in time to prevent a school closure.
- We are the board's most efficient and effective option and we urge the board to help us maintain this capability by maintaining appropriate staffing levels
- we could do this because we had the manpower to do so, and to be able to react while still serving the rest of the schools at the same time
- with contractors you are out searching quotes or possibly charged last minute/emergency rates, if you reduce our workforce we may not have the manpower to be able to react so quickly for the students and staff impacted in an emergency like that

Lack commitment to our policies

- The truth is that every contractor will receive a contract and may even have to do safety orientation to get on site, so they may know the rules they have to follow, but the point that needs to be made is that they don't live those policies every day and they don't believe in the reason behind those policies like we do.

- Every time a contractor comes into a school they have to learn the processes and setup of the school, from signing to the layout to the type of equipment used -- it's lost time and money that isn't lost when relying on our in-house maintenance department - no contractor is likely to know that we have a policy that we don't drive a truck on or off school property during breaks and recesses, for the safety

of everyone at that school we wait until the break is over - policies like this are ingrained in us but not necessarily in contractors.

- I make these points not to say that any particular contractor is bad, but to point out that we feel maintenance dollars lost to contractors, despite the fact that we have trained, equipped, willing, and committed workers that can do the job, would result in lower quality work now and higher long-term costs.

Slide 6 - investments in the maintenance department
The other point I want to talk about is to reinforce that now isn't the time to cut the maintenance department budget. I want to talk about the investments that have been made in the maintenance department by the board and by our management team.

Ability to retain knowledge

- Because we can retain staff, if something goes wrong there is often a good chance we have the person who originally installed the equipment still part of the maintenance department and able to look into the issue. That person is best equipped to understand all of the surrounding issues, there is no learning curve.
- If you rely on contractors, you don't have the same guarantee of the same employee responding, or even the same company

We train great labourers

- Part of the retention process is accomplished by training labourers and give them an opportunity to become a ticketed tradesperson
- These are people now demonstrate their appreciation for these opportunities through their dedication to the board

Succession planning in place

- We have an aging workforce, but the board has done a great job of planning and put many resources towards making sure the new recruits are trained and ready for the senior people to retire. We're just working through that training - this isn't the time to cutback and lay off these people that you've invested in training just before the senior people retire.

Our reputation as a stable employer

- Many of our employees have come to the school board, taking less money, in the hopes and beliefs that this is a stable employer with reliable prospects for their future career.

Safety investment in the department

- Recently the Board has invested in a new electrical safety program with the associated safety equipment and training. This program is designed to mitigate to the greatest degree possible any effects of arc flashing.
- These sorts of programs help the Board become an employer of choice and attract the highest skilled tradesperson into our schools while creating the safest possible environment for the children and staff in our schools.
- It would be a terrible waste to now lose the junior staff after resources have been spent of the last 5 years in attracting and training them to the high level of School Board standards.

Slide 7 - closing
In the summer you can drive around and see the school yards grass cut, in the winter you can see the schools parking lots plowed but there is so much more going on inside, work done by carpenters, plumbers, electricians, and other trade workers to see our buildings that are suffering a severe infrastructure deficit through yet another school year.

We feel we are there not simply to maintain buildings but to provide the best environment to facilitate learning and we don't feel any one else can offer the same commitment in the area of building maintenance and operations.

As you undergo the budgeting process we urge you to choose us and choose to keep us a strong department. We are gravely concerned about the state in which our buildings may end up if they must be maintained with fewer resources. And we urge you to consider the potential harm to the student achievement when buildings get nosier, temperatures are inconsistent, air gets stagnant, etc…as buildings fail us.

Thank you again for your time and we look forward to hearing your response

Board of Trustees Meeting

CUPE Local 784 Presentation

By: Jeff McIntyre, President

Purpose

Communicate an understanding of our perspective of the benefits and impact your maintenance department can have at EPSB.

Presentation Agenda

Two issues for discussion:

1. Impact of possible cuts to building maintenance and reliance on contractors

2. Impact cuts may have on investments made in maintenance department

Who Is Your Maintenance Department?

- Sense of ownership and pride in buildings
- Familiar and comfortable with school staff
- Understanding of school layout and operations
- Receive positive feedback

CUPE

Local 784 – Maintenance Construction

Relying On Maintenance Department

Important factors:

- Reputation in the schools
- Accountability and motivation for long-term solutions
- EPSB is our only client
- Commitment to the schools
- Safety rating
- Expert knowledge of schools and equipment
- Ability to react quickly
- Commitment to policies

Investments In Maintenance Department

Important factors:

- Ability to retain knowledge

- We train great labourers

- Succession planning in place

- Reputation as stable employer

- Safety investments

CUPE
Local 784 – Maintenance Construction

Summary

Rely on your maintenance department:

We urge you to maintain high quality learning environments by committing to maintaining our schools by relying on the maintenance department.

CUPE
Local 784 – Maintenance Construction

Canadian Union of Public Employees
Local 3550

Budget Presentation to Edmonton Public Schools Board of Trustees

April 23, 2013

Board Chair Hoffman;

Trustees;

Superintendent Schmidt;

Staff Members;

Ladies and Gentlemen;

Good afternoon. I am Carol Chapman, President of Canadian Union of Public Employees Local 3550 – Edmonton Public Schools Support Staff. Joining me today is Chief Steward, Gloria Lepine and Treasurer, Linda Harris.   As the public board meetings are now held during school hours, the other elected executive officers and other members of CUPE 3550 are in their workplaces in support of 'bright futures' for the students of Edmonton Public Schools.

Thank you for this opportunity to share what we, the non-teaching staff of Edmonton Public Schools believe to be important points for schools, central departments and the Board to consider when developing the 2013 - 2014 Proposed Budget and for long term planning for Edmonton Public Schools.

I struggled with writing this presentation given the economic climate of the day. We live and work in the richest province in our country, and we still suffer from the lack of adequate, sustainable funding for education.

CUPE Local 3550 is proud to represent approximately 2,400 permanent full-time, part-time and hourly dedicated non-teaching education workers. Our members play critical roles in support of student learning, student safety and business administration in our district sites every day.

On Wednesday, April 17, after nearly two years of bargaining, our members ratified a Collective Agreement that included some of the benefit improvements that were a high priority. They realize that the District is in a difficult situation when deciding priorities for the funding.   Although our membership was anticipating fairness and equality in wage and benefit increases, they accepted the four year offer in the spirit of maintaining labour peace.

CUPE Local 3550 looks forward to resuming the joint committee work that was suspended while we were at the Bargaining Table. We are excited about striking up the new committees that will be created as a result of discussions at the table. We continue to successfully work jointly with Administration and other employee groups to address issues and strengthen our district.

The Joint Violence in the Workplace Project is doing great work to help address our concerns about injuries to support staff and other front line workers. When the work of this team is completed and implementation plans are in place, WCB claims should be reduced as a result of the reduction of workplace injuries to district staff. The scope of this issue is broader than the classroom and all staff will enjoy workplaces that are more safe and secure. I congratulate this District for being leaders on many fronts.

I spoke last year about position and FTE cuts, increased workloads and high expectations contributing to increased medical absences. We anticipate increased workloads next year due to reduction in staffing levels and as a result, an increase in medical issues and absences.

We continue to work with the Employee Health Services department to provide our members support when there are health issues. We appreciate Employee Health Services' cooperative approach that ensures our members are supported through health issues or injuries and are returned to work safely.

Work/life balance is becoming a dream and not a reality.

CUPE Local 3550 continues to work with the Staff Relations department to solve issues and come to a win/win for the District and the members of the local. We appreciate the cooperative working relationship that has developed between the District and the Local. This relationship will continue in other areas as we move forward with our joint committee work.

Some support staff shared with me that after our bargaining was finished, they planned to retire. I anticipate that they will follow through with their decision and begin a new chapter in their lives. Unfortunately, they are also taking with them their many years of experience, skills and knowledge. Like our students, this District needs to support our new staff as they begin their career with Edmonton Public Schools. They have massive shoes to fill! The New Staff Orientation program is a great initiative in setting them up for success.

Professional development and training needed to prepare staff to do their best work is often sacrificed during tough economic times. Some of our support staff members have access to PD but others are denied or are severely restricted. Staff Development programs, our mentorship program for clerical staff and educational assistants, and our network groups for library technicians, science technicians and administrative assistants are more critical than ever. Participation needs to be supported and encouraged by Administration.

Appalling numbers of supply teachers are filling Educational Assistant vacancies when there are no supply Educational Assistants available. I hope that offering supply support staff ½ day or full day assignments, as a result of the new Collective Agreement, will assist in reducing these costs. It makes sense to us that support staff work is performed by support staff workers. Recruitment must continue to be a priority to ensure the Supply Support Staff pool is adequately staffed. Filling supply staff vacancies with supply teachers is not fiscally responsible.

We hope to have discussions in the near future with Administration about the feasibility of a permanent Spare Supply Board similar to CUPE 474 Custodians. The difference in the cost of supply teachers versus supply support staff filling vacancies would go a long way in funding permanent spare support staff or temporary supply staff.

We are concerned about the number of staff cuts that all staff groups will experience for the next school year. In uncertain times, our fear is that DU Administrators will not post vacant positions and many of our members will be filling temporary positions instead. Hourly staff do not have benefit

coverage nor do they accumulate pensionable service. Some staff will choose to work elsewhere as they cannot afford to stay at Edmonton Public Schools with reduced hours.

We are also concerned about the contracting out of support staff work during difficult financial times when volunteer and community members will be readily brought in to replace support staff. We understand the role that volunteers play in our District. However, library staff positions and FTEs are being cut when libraries are in the process of implementing a new system with the expectation that volunteers will do that work. Learning Resource Centres in schools must be maintained by competent, consistent library technicians to ensure our libraries remain the exciting vital hubs of the school.

The District is tasked with difficult budget decisions due to the funding provided by the province. We believe that recruitment and retention will continue to be a challenge for our Human Resources Recruitment and Staffing Department.

We want to thank you and Administration for your support of the Support Staff Job Evaluation project and implementation in October 2012. Support staff positions are now being rated on 9 factors and many of the hotspots are now addressed by the new rating system. We do have concerns about duties assigned to support staff that are out of the scope of support staff work. We look forward to on-going maintenance through joint committee work to ensure the job evaluation system is kept up-to-date.

What keeps CUPE Local 3550 members on the job are the children in our schools and knowing that, as partners in their education, we are making a difference in their school experiences and successes. Support staff are willing to go the extra mile in support of the quality teaching and learning that takes place every day in this district. The District needs all staff groups working together to make the wheels go round and support staff are a vital cog in this wheel. We are a proud part of the team of Edmonton Public Schools support staff, maintenance, custodial, teachers, and exempt staff who ensure 'bright futures begin here!'

Thank-you very much for your time and your attention.

The future of K-12 Public Education for Alberta's children depends on our Public School Trustees. I understand that, for some of you, this is your last term as a Trustee on this Board. I would like to thank you for your contributions and wish you well in your future endeavours, wherever they may lead.

Thank you again for your time.

Carol Chapman,
President, CUPE Local 3550

DATE:	June 18, 2013
TO:	Board of Trustees
FROM:	Edgar Schmidt, Superintendent of Schools
SUBJECT:	Framework for Involvement in Site-Based Decision Making
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Joanne Bergos, Naltalka Bilotta, Ed Butler, Julia Cerisano-Niven, Terry Hall, Catherine LeBlanc, Faye Parker, Kent Pharis, Darrel Robertson, Bonnie Zack

ISSUE

This report is presented to update the Board on the status of the Joint Committee with the ATA regarding the application of the *Framework for Involvement in Site-Based Decision Making* (Attachment I). The report was presented to the Council of School Representatives by the Joint Committee on May 29, 2013.

BACKGROUND

The committee was originally formed in 1998 to review teacher involvement in site-based decision making. The committee published the *Framework for Involvement in Site-Based Decision Making* in 2000. In 2007, a survey of all District staff was conducted to determine the level of awareness with respect to the document, as well as the current status of staff involvement in decision making. The results were presented to Board on February 26, 2008, and to the Council of School Representatives on March 5, 2008.

The *2007–2012 Teachers' Collective Agreemen*t provided for a new standing committee charged with monitoring and evaluating the effectiveness of the *Framework for Involvement in Site-Based Decision Making*. The committee was also to provide recommendations regarding future use of the Framework. The committee provided an update to Board May 26, 2009 and to the Council of School Representatives May 27, 2009. One of the highlights of the report was an amended Letter of Intent which was ratified by both parties in the fall of 2009:

> *"Framework for Involvement in Site-Based Decision Making"*
>
> *The parties hereby agree that the joint committee (maximum of 10 members) consisting of an equal number of representatives from the Board and the Local, shall continue. The committee working on the Framework for Involvement in Site-Based Decision Making (May 2000) shall expand its focus to investigate and report on developing a culture that engages, values and respects staff, fosters their well-being and enables them to be involved in decision making processes resulting in staff satisfaction. The committee will explore strategies and best practices that can be used by schools to achieve these ends. The committee shall issue a written report to the Superintendent of Schools and the President of the ATA Local at least once within each school year.*

The most recent report to Board was on May 24, 2011, and the Council of School Representatives was on September 28, 2011. One of the highlights of that report was the introduction of the "Engage for Education: Edmonton Public Schools Framework for Staff Engagement" (Attachment II), which outlined and confirmed Edmonton Public Schools' commitment to engaging staff in appropriate and respectful ways through clear processes and consistent approaches that are inclusive, transparent, and adaptable.

It was acknowledged within the Framework for Staff Engagement that there was significant value in identifying sound processes and approaches for staff engagement in decision making. The committee believed that this would help staff and decision unit administrators understand and clarify expectations relative to the input sought, how the input will inform the decision, as well as an understanding that the scope of the engagement process will appropriately respond to and align with the size and complexity of the decisions being made

CURRENT SITUATION
As a result of the need to identify sound processes and approaches for staff engagement in decision making and in consideration of District Priority 5 which states: *"Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development"*, the committee decided in the 2011- 2012 school year to identify exemplary practices related to meaningful involvement and high engagement in the District.

Bearing in mind the Letter of Intent, the priorities for the District and the Local, recommendations of the previous committee, and considering our common values, the committee chose to establish itself as a steering committee. Areas of interest were identified for further exploration through the creation of subcommittees who would report back to the steering committee as work progressed. The establishment of subcommittees was intended to strengthen positive, trusting and strong communications between the Local and the District.

The following subcommittees were identified:

1)   Exemplars Committee: Developing exemplars of successful staff engagement/involvement in school and central services decision units.

2)   Leadership Development: Providing advice and assistance related to the development of staff engagement/involvement training modules that could be incorporated into the Leadership Development Framework. These modules would include dimensions, competencies and strategies for developing effective relationships.

3)   District Level Engagement: Examining ways to create engagement at District Level (Senior Administrators and the Board). This would be consistent with District Priority 5 related to listening to staff and supporting opportunities for collaboration.

It quickly became apparent that the work of these subcommittees would need be sequential with the Exemplars Committee leading the way. This committee made inquiries about a variety of tools that schools were using to shape school culture and to build engagement. They hosted a forum to learn about a number of different programs. A growing number at schools were involved in Stephen Covey's "*Leader in Me*" program, others were using Tribes or Olweus and

still others were developing their own tool, such as Guidance and Support Groups at S. Bruce Smith and Crest Groups at Hillcrest.

The subcommittee discovered that the term "program" in reference to developing a culture of involvement and engagement has different meanings. Many of the commercially copyrighted programs such as Leader in Me, Tribes and Olweus came complete with specific resources and defined processes.

All schools that presented provided evidence of engaging and involving students. The committee also identified residual benefits for staff that had resulted from the involvement and engagement of the students. Through the identification and exploration of these benefits, the committee in 2012-2013 determined that schools that had successfully involved and engaged staff in the decision making process had established an environment that relied on facilitative leadership combined with an acknowledgement, a desire and a responsibility to seek improvement within the school. When these conditions for involvement and engagement are combined with program components that include common language and processes, formal training, self-reflection, a sense of purpose and a pre-planned, sustainable structure, there are resulting common outcomes. These outcomes include self-awareness, improved relationships and empowerment of staff through the use of staff expertise to resolve issues in the school, and the acknowledgement that staff can impact change through their involvement as all staff have something to contribute and no one contributing factor is valued more than another.

The Leadership Development Committee met briefly and adjourned to await the input of the Exemplars Committee. In the meantime, the District put out plans to develop modular leadership training programs for all staff according to their own self assessed needs and aspirations. After reviewing this new District plan the Leadership Development Committee recognized no need to meet further at this time. The District was asked to share updates with the steering committee as they became available.

As a result of the District's initiatives including the Leadership Development Framework, which addressed the engagement outcomes the committee believed to be important, the third committee was never formed.

The Committee believes that its work has positively influenced the relationship between the Local and the District over the years and continues to positively impact the cultural shift that is occurring in how the Local and the District collaborate. Examples of this include:
- Staff professional development
- Staff orientation program
- Occupational Health & Safety (OHS)
- Co-ordination of service delivery with ASEBP
- District Staff Code of Conduct and Respectful Working Environment
- Return to Work Committee
- Consultation with the Substitute Teachers' Committee
- Liaison Committee
- Board Representation at Local Council meetings
- District Leadership Development Program

KEY POINTS
The committee recommends that Site-Based Decision Making and in particular how it is working to ensure all staff feel their input into decisions which affect them is valued, be placed as a regular topic at Liaison.

The committee further recommends that the District Leadership Programs continue to be promoted and developed using the experts we have in the District to act as presenters and that both parties continue to explore a range of opportunities and processes to facilitate listening to staff, honoring their contributions and supporting their opportunities for collaboration, growth and professional development.

These conversations will occur at the Local, within the District and at Liaison. In addition, either party can request that the Joint Committee be recalled to look at concerns which arise or to explore new initiatives in greater depth. This Committee will meet only on an as-needed basis.

In closing, this Committee has done a tremendous job of modeling collaborative work. The ability to work together to align resources to support consensus building has been the cornerstone of this Committee's success over the past fifteen years. As this important work continues to evolve, it is hoped that all staff will feel valued in the decision-making processes which impact them in their work. We appreciate the opportunity to be a part of this dialogue.

ATTACHMENTS & APPENDICIES
ATTACHMENT I   Framework for Involvement in Site-Based Decision Making
ATTACHMENT II   Engage for Education: Edmonton Public Schools Framework for Staff
                 Engagement

DR:cm

FRAMEWORK FOR INVOLVEMENT IN SITE-BASED DECISION MAKING

Approved for use in Edmonton Public Schools
May 2000

EDMONTON PUBLIC SCHOOLS

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PURPOSE

This document provides a framework to facilitate improved involvement in decision making within Edmonton Public Schools.

BACKGROUND

This document is the result of a co-operative effort between the Edmonton Public Local of the ATA and Edmonton Public Schools. It came about as a result of a letter of intent between the two parties that was agreed upon during the 1998 round of bargaining. Teachers had expressed concerns that their level of involvement in decision making seemed to be significantly different from school to school, and they were looking for guidelines about what could be expected. The purpose of the document is to provide a framework and suggestions for effective ways of involving stakeholders in decision-making processes within the context of the district's site-based decision-making model.

A committee was formed consisting of four members appointed by the Local and four members appointed by the district. The representatives of the Local were Karen Beaton, Allan Jack, Catherine LeBlanc, and Peter McNab. The representatives of the district were Mary-Ellen Deising, Avi Habinski, Angus McBeath, and Faye Parker. The committee decided to obtain input regarding the important aspects of involvement in decision making from teachers, principals and parents, as well as support, maintenance, custodial and exempt staff groups through a series of focus groups. The focus groups responded to a series of open-ended questions designed to obtain their views regarding the nature of genuine involvement, the things they wanted to be involved in, and the processes and conditions that encourage genuine involvement in decision making. In addition, through the Local's mailing councillors, all school staffs had the opportunity to respond to similar questions.

An analysis of the input from the various stakeholders revealed many common characteristics of what people perceive to be genuine involvement, and the working environment that fosters it.

This document summarizes the input received and provides a framework to facilitate improved involvement in decision making.

OVERVIEW

"Involvement" means having the opportunity to make or influence decisions in a variety of ways. Individuals want to engage in a meaningful and genuine process and receive feedback on the results of the decision-making process. They would like to be kept informed but would also like to be respected if they choose not to be involved.

In general, staff want to be involved in decisions that affect them and their job including direction setting, the use of available resources and the selection of staff.

The value of stakeholder involvement in decision making is reflected in legislation, policy and practice from Alberta Learning, Edmonton Public Schools and the Alberta Teachers' Association. Appendix I quotes relevant documents from all three.

When asked what involvement meant to them, individuals shared a number of perspectives, including the following:
- expressing ideas without fear of negative consequences
- having the opportunity to debate and share ideas
- feeling that views are solicited and considered
- having opportunities for input to influence decisions
- being invited to share or being asked for an opinion
- having an impact on the results
- having a right to influence decisions
- having a right to be heard

Others focused on circumstances related to the decision maker. They suggested that both the "asker" and "giver" have responsibilities for involvement. A number of the respondents indicated that involvement must be "genuine", "real", and "meaningful" and that the opinion of the participants must be respected. They sent a clear message to the decision maker. **"Don't involve us if the decision has already been made."** Involvement should be an on-going process and not a single event. They recognized that not all their views or positions could be adopted. They believed, however, that genuine involvement included receiving feedback in exchange for the input provided and knowing the rationale for the decision that was made.

Participants emphasized that involvement should be optional. It should be recognized and accepted that some might want to limit their involvement to simply being kept informed.

The desire for involvement ranged from those who reserved the right not to take part in the process at all to those who wanted to be involved in every decision, even those not directly related to their work.

All staff want to be involved in decisions that affect them and their job.

Participants were asked what kinds of decisions they did and didn't want to be involved in.

Classroom teachers most often cited a desire to be involved in the distribution of budget resources, the school's discipline policy, classroom organization and the selection of staff. Smaller numbers of teachers identified the learning conditions, the professional development for the school and the overall policy and goal setting for the school. Principals also want to be involved in decisions that affect them and their job.

Support staff want to be involved in decisions that affect their working environment, their work load and their work deadlines. Custodial staff expressed the need to be involved in decisions about custodial staffing ratios in schools' budget plans. Maintenance staff indicated that they want to be involved in decisions related to the maintenance and repair of district buildings. Exempt staff expressed interest in areas such as the budget and the selection of staff.

Parents most frequently mentioned the budget, the financial state of the school and the discipline policy as the areas of involvement that most interested them. They also want to be involved in decisions directly affecting their child. They expressed interest in having some input into the selection of staff, including the principal, and the establishment of the over-all direction for the school.

With respect to areas in which staff do **not** desire involvement, teachers made it clear that they are not interested in being involved in the maintenance of the physical plant or in fundraising activities. A smaller number of teachers mentioned the budget details, staffing and other areas where they lack expertise. Principals recognized that they do not have to be involved in everything and used the example of day-to-day classroom discipline to illustrate this point.

In general, the other staff groups said they did **not** want to be involved in minutiae that are not part of their responsibilities.

The most frequent response from parents suggested they did **not** want to be involved in the evaluation of staff. The day-to-day operation of the school and the discipline of students were also of less interest to parents.

GUIDELINES FOR INVOLVEMENT IN DECISION MAKING

It should be self-evident that when you involve people in the decision-making process they are more likely to support the decisions once they have been made.

The following guidelines recognize the inherent value to be gained when stakeholders are involved in decisions that affect their work environment, their ability to do their job, and the learning environment provided for students. Equally important, stakeholders need to have input into significant school expenditures and strategies for school improvement plans.

- Principals must strive to create a school environment for staff, students, parents and the community that openly welcomes involvement in the decision-making process.

- Principals and decision unit managers need to acquire the skills to implement appropriate involvement in their schools and units respectively.

- Input of staff, students, parents and the community into the decision-making process should be received in a respectful manner and should demonstrate to stakeholders that they may have input without fear of repercussion.

- Input may take many forms including discussions with individuals affected by a decision or those who have expertise in the area, small group staff meetings, full staff meetings, e-mail, committees, questionnaires and surveys, newsletters, parent and school council meetings.

- Involvement in decision making may sometimes include the delegation of authority to stakeholders such as a committee of staff, a department, or a school council to make specific decisions.

- When determining who should be involved in a decision-making process, consider involving both those who will be affected by the decision and those who have expertise in the area. These may be quite different groups or individuals. Also consider any available information on those processes or approaches that have worked well for others.

- It is important that feedback and a rationale be provided for the decision that has been made.

- The process for involving people in decision making needs to demonstrate that their involvement is genuine and that it is expected to have an impact on the outcome of the decision. The process to be used in seeking input should be chosen with care to reflect the magnitude and nature of the decision and the characteristics of those being involved.

- Individuals and groups who are involved in the decision-making process need to be in possession of necessary background information regarding the decision to be made and the necessary time to provide meaningful input into that decision.

- Parents, staff, community and students should be encouraged to attend those meetings where input into decisions takes place. Stakeholders should demonstrate commitment to becoming involved in making decisions by attending meetings and participating fully.

- Decision makers should recognize those areas of importance to stakeholders where involvement in the decision-making process is highly desirable. Not all stakeholders wish to be involved in decisions they perceive are unimportant to them. This position needs to be respected by decision makers. Those who forego involvement in a decision should be respectful of the outcome of the decision-making process.

- The decision maker needs to monitor the involvement process and make adjustments as necessary.

- Stakeholders affected by decisions should provide open and honest input into the decision-making process and support decisions once they have been made.

INVOLVEMENT IN DECISION MAKING: MISCONCEPTIONS AND RESPONSES

Misconception	Response
If you are responsible/accountable for the results of a decision, you must make it yourself.	Better decisions usually result from having a variety of perspectives and all the available information. You can delegate the authority to make a particular decision even though you are accountable for the results.
If you already know what should be done, there is no point involving anyone.	If you involve others, you may get information or different perspectives that will suggest other possible – perhaps better – solutions. Involvement also engenders support for a decision.
You diminish your power by sharing it.	Collaboration and consultation are powerful tools for effective decision making and do not diminish power. Leadership is not synonymous with making decisions by oneself.
Involving others is too time-consuming.	It is critical to involve people in decisions that affect them. Time saved by not involving others is often lost in fighting the resistance to an imposed decision.
You can retain control of a situation by making the decision yourself and then involving others in the implementation.	People recognize immediately whether their involvement is genuine – that is, whether it has the potential to make a difference. There is often significant resistance to helping implement a decision in which people have had no involvement.
As a leader/manager, you should involve others in every decision you make.	There are times when it is not appropriate to involve others in a decision. An example would be in an emergency situation where immediate action is required. Another example would be a situation where, in fact, your decision is already made and you are not prepared to be influenced by what others say.
The school has no real ability to make decisions because everything is decided centrally. Therefore, there is no point in getting involved.	One of the advantages of site-based decision making is that it allows schools to address the unique needs of their community and staff. Schools in EPS have a great deal of autonomy. Getting involved in decision making at the school level can have a significant impact.
The principal or decision unit manager doesn't really want or value my input.	One of the prime determiners of success is the extent of staff involvement in decision-making processes.
The budget is so tight that there is really no point in getting involved – there are no real decisions to be made.	Because the budget is so tight, it is crucial that staff be involved in setting priorities to achieve the greatest possible benefit for students within the limited resources.
Only teachers have the expertise to be involved in decisions related to education.	All members of a school staff as well as parents have a commitment to and vested interest in education. All may bring valuable insights and perspectives to a decision-making process.

RECOMMENDATIONS REGARDING PROFESSIONAL DEVELOPMENT FOR INVOLVEMENT IN DECISION MAKING

The basis for many difficulties in making decisions results from problems with communications and relationships. Therefore, it is recommended that:

- leadership programs, principal training programs and principal institutes incorporate strategies for involving stakeholders in the decision-making process;

- district, school and decision unit professional development and training opportunities include training in communications and relationships skills;

- school councils be assisted in becoming positively involved in the decision-making process;

- Edmonton Public Schools have resources available to assist school staffs in assessing how they make decisions and how they might improve the processes for involvement;

- the Alberta Teachers' Association extend services that currently support members in involving stakeholders in decision making, and in enhancing communications and relationship skills;

- the Edmonton Public Teachers' Local and Edmonton Public Schools work together to compile and disseminate an inventory of effective practices related to involvement in decision making.

EXAMPLES OF SUCCESSFUL EXPERIENCES WITH INVOLVEMENT IN DECISION MAKING

The following examples of successful involvement experiences were provided by focus group participants.

- Staff had effective input into the selection of some staff. Examples included teachers, an assistant principal, and a foreman.

- Maintenance has more equipment and materials in the shops as a result of input.

- A three-member committee wrote a new discipline policy after having input from staff, parents, and students.

- The superintendent's "dumb rules" committee was very effective. Note: this was a district wide committee established several years ago to rid the district of rules and myths that interfered with getting the job done.

- Staff and parents used a collaborative process to agree to early school dismissal.

- Staff were given the flexibility to cross-schedule classes in mathematics and language arts to meet student needs.

- The decision about a school-corporate partnership was made to the satisfaction of everyone.

- The support staff's classification committee took years of work but was highly successful.

- The staff decided to direct professional development resources to a mentorship program for teachers.

- School committees were established to examine early dismissal, academic achievement, and curriculum alignment.

- A new principal made an important decision quickly and respectfully after consulting with staff.

- All staff groups, parents, students, and departments had significant input into the strategic planning committee.

- Staff had significant involvement in the quantum leap concept.

ALBERTA LEARNING, EDMONTON PUBLIC SCHOOLS AND ALBERTA TEACHERS' ASSOCIATION SUPPORT DOCUMENTS RELATED TO INVOLVEMENT IN DECISION MAKING

A. Policy, Regulations and Forms Manual, Alberta Learning, February 1997

Policy 1.8.2 – School-Based Decision Making

Background

Alberta Education believes that major decisions about policies, instructional programs and services and the allocation of funds to support them must be made collaboratively. School-based decision making should involve collaboration between the principal, superintendent, teachers, instructional support staff, parents, and the community in keeping with the policies of the Board of Trustees. School-based decision making enables schools to be responsive to local needs.

Under section 15 of the School Act, and the direction set by the Three-Year Business Plan, the principal is the key educational leader at the school level, who will provide leadership in successful school-based decision making. Principals must work with parents, teachers and members of the community to establish a school-based decision-making process to develop school policies and budgets as well as to establish the scope of the school program and extra-curricular activities. Establishing an integral relationship among teaching, learning and the decision-making process should result in higher levels of student performance.

Alberta Education supports excellence in teaching and learning and the involvement of parents and the community in the education of students.

Policy

A school and its community shall have the authority and the support to make decisions which directly impact on the education of students and shall be accountable for the results.

Statute

School Council

7 (4) A school council may, at its discretion,

> (a) advise the principal and the board respecting any matter relating to the school,
> (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent,

Additional Definitions

In this policy,

1. "School-based decision making" involves the whole school community in teaching and learning in order to ensure high levels of student achievement. School-based decision making is a process through which major decisions are made at the school level about policies, instructional programs and services, and how funds are allocated to support them; and

2. "Community" means a school's students, their parents and other community-based support elements available to the school.

Procedures

2. School board policy and procedures for school-based decision making shall:

   (3) encourage input from all staff, parents and the community into school-based decisions on programs, instructional services, extra-curricular activities and the allocation of funds to support them;

   (7) define the roles, responsibilities and relationships with a focus on broad distribution of power and authority for decision making among all participants: principal, teachers, instructional support staff, parents, school councils, the community, central office and the board of trustees;

   (9) define procedures for widespread communication and information sharing among stakeholders, including: appropriate involvement in school-based planning, evaluating and reporting processes;

1.8.3 Education Programs and Services – School Councils

Background

Parents should have meaningful involvement in their children's education. Such involvement includes ensuring that their children are ready to learn as well as being able to choose education programs that best meet their children's learning needs.

Other members of society also have a responsibility to contribute to the education of young people and an important role to play in education. Everyone has a role and everyone's role is important. In an education system, few decisions can be made by one person or group alone. Parents, students, teachers, principals, superintendents, trustees, government, business and other community members are all participants in the educational endeavour and have a responsibility to work together, cooperate and communicate with one another.

Section 17 of the School Act recognizes and reaffirms the right of parents and the school community to have meaningful involvement in the education of their children through School Councils. School Councils are responsible to the parents and the community they serve.

Policy

In each school operated by a board or a charter school board, parents and the school community have an opportunity through the School Council, as one means, to advise and consult with the principal and to advise the board or the charter board on any matter relating to the school.

B. Edmonton Public Schools, Board Policy and Regulations, (2000)

AE.BP – District Mission

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

JA.AR – Parent Involvement

1. Principals shall:
   a. create, facilitate, communicate, and encourage opportunities for meaningful parent and community involvement in school matters;
   b. foster staff acceptance, understanding, and co-operation in matters relating to parent and community involvement;
   c. facilitate the formation of and support for school councils in accordance with section 17 of the School Act and as outlined in the district's School Councils Resource manual;
   d. support School Council participation in the School Council Partners program which connects local school councils with each other, trustees, and district staff;
   e. establish guidelines for the involvement of volunteers in the school;
   f. ensure that parents have access to information about the progress of their children, and about budgets and programs in the school and the district; and
   g. provide parents and community members with information regarding appeal procedures

JA.BP – Parent and Community Involvement

The board believes that:

The education of students is best served through the co-operative efforts of students, parents, district staff, elected school trustees, business, union and association staff representatives, and community members;

Parents should be active participants in their child's education and have a role in guiding student decision making;

School Councils should work closely with their school and the district to ensure that students receive the best possible education; and

Parents, business, and community members can assist in the development of responsible citizens through co-operative working relationships with schools and the district.

AFA.AR – Results Review

4. Trustees, staff, students, parents, and community members shall be provided with an opportunity for involvement in the review process.

C. *Collective Agreement between Board of Trustees, Edmonton School District No. 7 and The Alberta Teacher's Association, September 1, 1998 to August 31, 2000*

13. Teacher Assignment, p. 13

13.1 Teachers have the right to assist in determining the grouping of students for instructional purposes and in determining instructional duties and other duties in accordance with Board policies and the terms of this agreement. It is the responsibility of each teacher to provide such instruction and perform such duties as assigned by the principal.

D. *The Alberta Teachers' Association Members' Handbook, (1999)*

Code of Professional Conduct, p.1.

17. The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

Declaration of Rights and Responsibilities for Teachers, p. 2

3. Teachers have the right to a voice in all decisions of a professional nature, which affect them and have the responsibility to seek the most effective means of consultation and of collaboration with their professional colleagues.

Long-Range Policy, Working Conditions for Professional Service, p. 74 – 75

5.A.1 A voice in the determination of conditions for professional service is a right of the teaching profession.

5.A.5 Teachers have the right to a voice in the determination of educational policy.

5.A.6 Joint teacher/board committees should be established to discuss and recommend policy on educational matters and teacher-board relationships at the local level.

Long-Range Policy, Education Finance, p. 82 – 83

7.A.33 The basic purpose of school-based budgeting should be to meet student needs by involving in decision making those individuals who will be responsible for implementing the decisions.

7.A.35 Basic requirements for the successful operation of a school-based budgeting system are:

2. Policies that ensure that school staffs have timely and authentic participation in decision making including provision for
   (a) a consensus model for reaching decisions,
   (b) adequate time and support for participation,
   (c) staff development to build required skills,
   (d) access to all relevant information and
   (e) effective communication with and among all decision-making levels; and

4. Annual review and evaluation of school-based budgeting procedures.

Long-Range Policy, Administration of Schools, p. 90 – 91

9.A.4 School administration should

2. provide structures that

   (a) ensure that decision making is based on staff involvement as a group,
   (b) encourage respect for and trust in each member's expertise and professional authority,

9.A.5 Conditions should be established that allow for the inclusion of teachers in decision making and evaluation procedures by considering such activities as part of their teaching load.

9.A.6 The decision-making process in education should provide for the involvement of all certificated personnel in matters that concern them.

9.A.8 Schools should be organized to provide structures that ensure teacher involvement in decision making related to program development, allocation of educational resources, staffing policy, use of technology and policies related to student, staff and program evaluation.

9.A.9 In keeping with the collegial model, budgeting within a school is an open matter among all teachers within that school.

9.A.11 It is essential that each school's professional staff have a major voice in the formulation of a school statement of educational philosophy and objectives in conjunction with provincial goals of education and schooling.

9.A.34 The school administrator's role is to facilitate teaching and learning by acting as

3. a decision maker who is responsible for establishing an appropriate collaborative, shared decision-making model for the school;

Long-Range Policy, Nature of Teaching Profession, p. 92

10.A.7 Teachers have a right to participate in all decisions that affect them or their work and have a corresponding responsibility to provide informed leadership.

Reference to involvement is also found in the ATA Members' Handbook 1999 in the Position Paper on School-Based Budgeting and Decision Making, p. 127

"Engage for Education: Edmonton Public Schools Framework for Staff Engagement"

I. CONTEXT

A. Framework for Staff Engagement in Decision Making

Edmonton Public Schools recognizes the value of its long standing relationships with its staff as being a vital foundation for its consultative efforts.

Effective staff engagement is about building and sustaining trusting relationships. By intentionally creating the space to speak and hear a range of staff perspectives based on their different experiences and knowledge, school and district leadership is able to make better, sustainable decisions that impact the education of children.

School leaders are committed to engaging staff in appropriate and respectful ways through clear processes and consistent approaches that are inclusive, transparent, adaptable and accountable. In particular, the school leaders need to make a concerted effort to connect with those staff who for a variety of reasons, have been disenfranchised from the engagement process. School and district leaders need to make all reasonable efforts to connect with the full range of staff. These connections are vital for building and maintaining relationships, as well as ensuring that engagement in decision making includes all, not just the majority of, staff.

Through sound processes and approaches:
- staff know what to expect, how to participate, and how their involvement and input will contribute to the decision;
- everyone's time and input, and the available resources, are respected and factored in;
- staff gain confidence and trust, knowing that genuine involvement aligned with the continuum of staff engagement is practiced; and
- credible data results.

The framework for staff engagement in decision making is consistent with and aligned to the Framework for Site Based Decision Making.

### B. Framework For Engaging Staffs in Decision Making

Use of the framework will ensure that:
- The scope of engagement process appropriately responds to and aligns with the size and complexity of the decisions being made.
- All staffs and decision makers will understand what information is being sought and how it will inform the decision making process.
- The people who need to be involved have been invited to participate.
- Effort is made to hear the voices of the disenfranchised and the "hard to reach."
- Time taken, budgets, and other resources respond to the scope of the decision.
- The process clearly adds value to the quality of the decision.
- Shared solutions, recommendations, or decisions are credible, defensible and sustainable.

C. Definition of Terms

Staff: Refers to individuals or groups of Edmonton Public School employees who have direct interest, involvement or investment in the initiatives, activities, and decisions of Edmonton schools.

The diagram below, ***Orbits of Participation in Staff Engagement**, depicts the level of staff interest and perceived distance from the impacts of the decision, helping to visualize the need for varying degrees of engagement by staff by different techniques in different steps of the process.
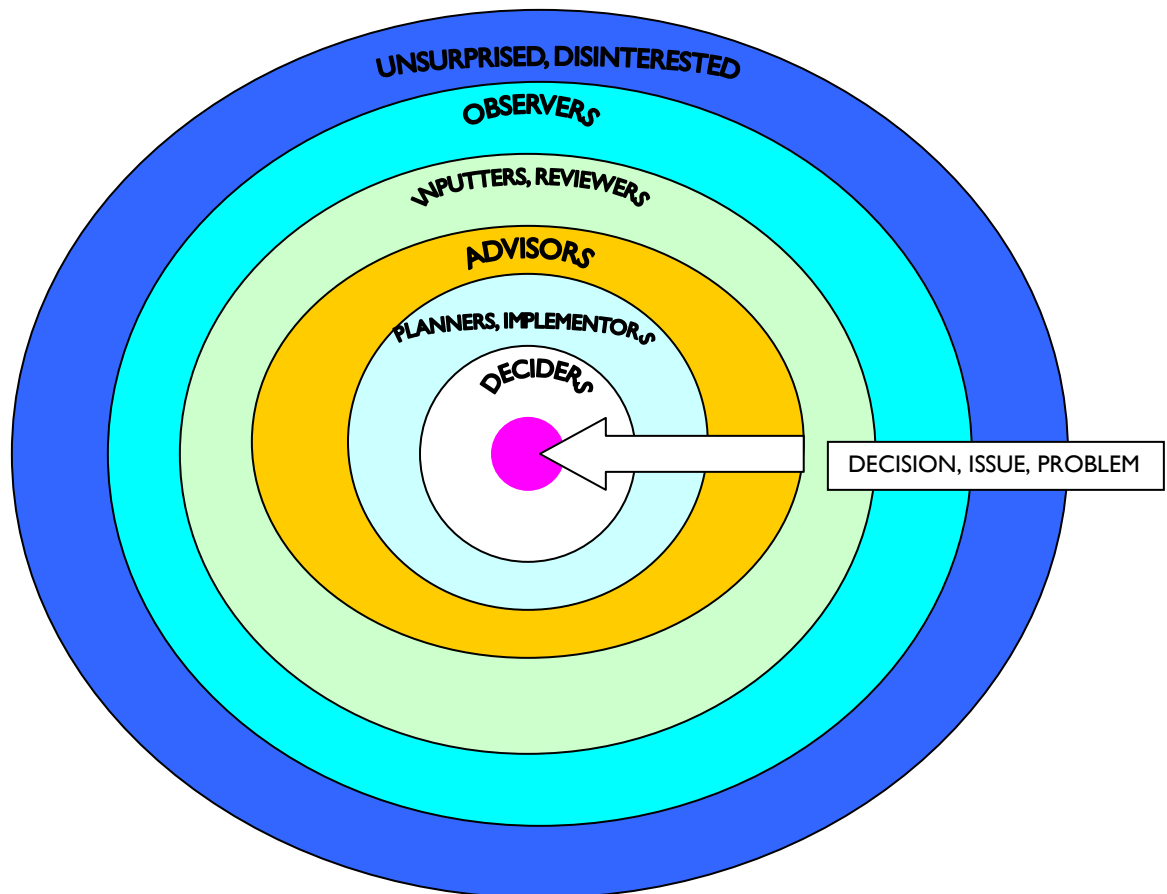
* Adapted from the IAP 2 (International Association for Staff Participation), Planning for Public Participation, Orbits of Public Participation.

Engagement: The term used to cover the continuum of purpose or phases for involving staffs in discussions about education matters that affect them, e.g. staff/community/citizen - participation/involvement /consultation. This continuum includes sharing information, consulting, collaborating and possibly empowering staff during a decision-making process.

Community: A community is a set of people with some shared element - location, situation, culture, common interests, or values.

2

II. Principles of Practice for Staff Engagement

Edmonton Public Schools is committed to staff engagement practices that:
- treat everyone with respect, honesty and integrity;
- have a clear purpose, as determined by the Continuum of Staff Engagement; and
- seeks to include all perspectives.

A. *Continuum of Staff Engagement:

*Continuum of Staff Engagement

The increasing level of staff involvement in and influence on decision making

If we:	Inform	Listen & Learn	Consult	Collaborate	Empower
It means:	Information is shared that helps staff understand issues, alternatives or solutions.	Staff listen to and learn about each others' views, plans, concerns and expectations.	Feedback is obtained in order to analyze issues and explore alternatives.	Staff are involved in many or all of the steps of the decision-making process, including making recommendations.	Aspects of the decision making process are delegated to groups of staff.
We promise to:	Do our best to provide information that is timely, accurate, complete, easy to find and understand, and respond to questions for clarification. Advise one another of the decision.	Listen to and learn about other's plans, views, issues, concerns and expectations. Advise how input influenced the decision.	Work with input from everyone and incorporate input to the maximum extent possible. Advise how input influenced the decision.	Engage in a process that results in joint recommendations. Advise how those recommendations affected decision-making.	Implement the decision where policy and regulation permits. Where it does not, the decision will be taken under advisement to the greatest extent possible. Staff will be advised of the degree of implementation.

Listen and learn is part of all strategies

Inform is part of all strategies

* This spectrum incorporates aspects of the IAP2 (International Association of Public Participation) Public Participation Spectrum and the City of Calgary Engage! Spectrum of Strategies and Promises.

The Continuum of Staff Engagement is one of the most critical components of the engagement plan, as it specifies, at each of the five distinct levels:
- the role staff are being asked to play in engagement;
- how their input will be used; and
- the promise made as a result of that engagement.

1. **INFORM** – the most basic of all levels AND a component of each of the other 4 levels of engagement includes reaching out to staff to build awareness and understanding. It is least likely to influence decision making. Engagement strategies at every level promise to inform staffs with timely, accurate, balanced, objective, highly accessible and easily understood information.

2. **LISTEN AND LEARN** – a component of each of the other 3 levels of engagement provides opportunities for staff at the school to listen and learn about each other's issues, concerns, plans, opinions and expectations. Feedback on if and how staff input influences decisions is promised.

3. **CONSULT -** staff input and feedback is actively sought to surface, analyze and understand concerns and issues, and develop alternative recommendations. Staffs are promised they will be advised on how their input affected the decision.

4. **COLLABORATE -** as active partners in shaping recommendations and formulating solutions, staffs' input and feedback are given throughout the engagement process.

5. **EMPOWER-** staffs are given authority for all or some components of the decision making process, with the school administrator most typically, retaining its ultimate decision making power, but abiding by the outcomes.

The school's adherence to the promises in the continuum, through consistent application by all staff involved in engagement processes, is a significant way to build and sustain trust with all involved. Equally, staffs are expected to honour these same promises when they participate. Over time it is hoped that staff respect, trust and are active participants in the decision making process, and that their satisfaction will be enhanced when they see the consistent use of the continuum as it is incorporated into engagement processes.

DATE:	June 18, 2013
TO:	Board of Trustees
FROM:	Trustee Cheryl Johner, Chair Community Relations Committee Trustee Dave Colburn, Community Relations Committee Trustee Heather MacKenzie, Community Relations Committee
SUBJECT:	Community Relations Committee: School Tours
ORIGINATOR:	Sandra Stoddard, Director, Executive and Board Relations
RESOURCE STAFF:	Heather Lightfoot

ISSUE

2012–2013 Community Relations Committee (CRC) school tours update.

BACKGROUND

School tours were established by the CRC in the 2011-2012 school year as a means of enhancing Board relationships with staff and students and to gain a deeper understanding of the critical work of schools.

CURRENT SITUATION

Carrying on the tradition of school tours, from January through February of 2013, the CRC, on behalf of the Board, visited one school in each Ward. The CRC was accompanied by available Ward Trustees and the Assistant Superintendents.

KEY POINTS

1. The purpose of conducting school tours was to enhance Board relationships with staff and students (District Priority 5), deepen understanding of the critical work of schools, increase awareness of the diversity of program offerings and see first-hand how schools are addressing the complex needs of students.

2. A key focus of the 2012-2013 school tours was for the CRC to learn about socially vulnerable populations; including First Nations, Métis and Inuit (FNMI) students, English Language Learners (ELL) and students living in poverty. As such, schools from across all areas of the District were selected to give the CRC insight into the experience of vulnerable students, in a variety of programs from K-12.

3. The school tours took place at:

Ward A - Rosslyn School	Ward F - Malmo School
Ward B - Steele Heights School	Ward G - W. P. Wagner School
Ward C - Winterburn School	Ward H - Steinhauer School
Ward D - Norwood School	Ward I - Kate Chegwin School
Ward E - Thorncliffe School	

4. The CRC expressed appreciation for the schools that hosted the tours and commends the ongoing work that is done to support the success of all students through exemplary teaching, learning, and community connectivity.

5. In follow-up to the school tours, the CRC identified key themes and challenges that emerged.

Themes:

- Schools have a clear understanding of the need to build relationships with vulnerable students and see this as an effective strategy for increasing engagement and success in school.
- Schools are using the same definition of bullying and are implementing strategies across the District to address this concern. The Leader in Me, 7 Habits and the Olweus programs are endorsed widely across many schools.
- Schools were implementing a variety of interventions to support students who are struggling in reading such as Reading Recovery, Leveled Literacy and Middle Years Literacy Interventions).
- Schools are trying to connect vulnerable students with a diverse array of experiences and give them extra-curricular opportunities to enhance their sense of citizenship and social responsibility.
- Schools desire increased support from social workers, Aboriginal liaisons, counselors; etc., and view these wrap-around supports as essential to student success.
- Schools are finding the pyramid of interventions very helpful in determining where to put resources and focus attention to support the success of all learners.
- Schools deeply value partnerships with other community agencies that help support vulnerable students and families.

Challenges:

- Some schools reported that many of the students identified as being at-risk or vulnerable often do not meet the coding criteria for additional funding. Providing necessary supports for these at-risk students continues to be a challenge.
- During the school tours, the CRC noted that not all schools have wireless or up-to-date computer and communication tools. Equitable access to 21st Century technologies is essential for the success of all learners.
- Some schools identified poor attendance as a factor related to achievement and that a disproportionate amount of time and money was spent on getting children to school (i.e. bus passes; home visits).
- Some schools reported a high mobility rate and indicated that the transfer in and out of students makes continuity of programming a challenge resulting in a negative impact on achievement.
- Large class sizes were identified by school staff to be a barrier in meeting the special needs of students in inclusive settings.
- School staff reported there is a need to explore strategies to support second generation ELL students who are not necessarily getting the language modeling they need from home to support their success in school.
- Hiring staff who have the qualifications to work in severe special needs programs and meet the complex learning needs and diversity in the classroom continues to be a focus.

ATTACHMENTS & APPENDICES
ATTACHMENT I   Summary of School Tours Chart

SS:hl

Summary of School Tours Chart

School Description	Grades Programs	Unique Practices to Support the Vulnerable Student	Vulnerable Populations	Mobility Rate for 2011/12 Mobility Rate is based on student transfers and withdrawals for the entire school year
Rosslyn Ward A 364 Students	7-9 Mandarin BLA Interaction Pre Advanced Placement	• Service Dog, Eddie, for the Interactions students. • Amazing Healthy Food program benefits the vulnerable student population.	16.9% FNMI 28.9 ELL 17.2% Special Needs	26.6%
Steel Heights Ward B 463 Students	7-9	• The School is an equity exemplar - No student is cut from junior teams and other club which allows for more participation from a diverse group of students with varied interests. • A variety of extra-curricular programs which involve partnerships with community agencies are available for at-risk youth.	11.7% FNMI 10.4% ELL 20.7% Special Needs	14.9
Winterburn Ward C 520 Students	K-9 Regular Logos	• Learner profile and intervention plans are developed to track student progress. • A success Coach and the Inclusive Learning team works with vulnerable students on transitions.	6.7% FNMI 16% ELL 5.9% Special Needs	20.1%
Norwood Ward D 218 Students	K-6 CCEP	• Partners for Kids (PFK) program provides wrap-around support for vulnerable children. • There is a focus on building hope through steadfast literacy skills.	21.3% FNMI 39.6% ELL 15.2% Special Needs	44.4%
Thorncliffe Ward E 198 Students	K-6 Regular BLA	• A Literacy Coach work directly with the classroom teachers to provide intervention strategies that benefit all students. • Grade six students have the opportunity to attend a two week summer camp at Hillcrest to assist in successful transition to junior high.	34.4% FNMI 11.5% ELL 27.1% Special Needs	47%
Malmo Ward F 293 Students	K-6 Regular Arabic	• The school continues to focus on deepening their connection with the surrounding community (i.e. bazaar, community pancake breakfast) • A detailed school-to-home communication plan has been established for all students.	1.3% FNMI 55.6% ELL 6.1% Special Needs	14.0%

School Description	Grades Programs	Unique Practices to Support the Vulnerable Student	Vulnerable Populations	Mobility Rate for 2011/12 Mobility Rate is based on student transfers and withdrawals for the entire school year
W.P. Wagner Ward G 1357 Students	Grades 10-12: Regular Interactions Program	• All students are supported in developing an e-portfolio by the end of Gr. 12 which entails researching career and post-secondary choices, developing a plan of how they will meet the entry requirements or job qualifications and accumulating information to support their applications. • A focus on building a sense of family has been established through engagement of students and recognizing them for their various achievements and involvement in school life.	5.9% FNMI 9.5% ELL 8.9 % Special Needs	9.5%
Steinhauer Ward H 234 Students	K-6 Literacy BLAP	• A community partnership has been established with St. Joseph's Auxiliary Hospital that helps students develop community and global awareness. • The school works collaboratively with central DUs and external agencies such as Study Buddies, Big Brother's Big Sisters Boys and Girls Club, to support students.	10.8% FNMI 25% ELL 9.5% Special Needs	14.9%
Kate Chegwin Ward I 580 Students	7-9 Regular AP	• Newcomer students are matched with a peer who speaks their language. • Having staff that reflects the diversity of the students is a support and a strength of the school.	9.0% FNMI 35% ELL 12.9% Special Needs	7.2%

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DATE:	June 25, 2013
TO:	Board of Trustees
FROM:	Edgar Schmidt, Superintendent of Schools
SUBJECT:	Delegation of Authority – 2013 Summer Recess
ORIGINATOR:	Dr. Sandra Stoddard, Director Executive and Board Relations
REFERENCE:	*School Act* Sections 61, 65(2), 65(3), 67(1)

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.

RECOMMENDATION

1. **That, in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special board meetings during the 2013 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.**

2. **That, in accordance with Section 61(1) of the *School Act*, effective June 25, 2013, delegation of authority to the Superintendent of Schools to make decisions during the 2013 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 2013.**

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 61 of the *School Act*.

RELATED FACTS

The delegation of authority is effective June 25, 2013 following the last official meeting of the Board.

CONSIDERATIONS & 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.

SS:mmf

<u>**MINUTE BOOK**</u>

<u>**Board Meeting**</u>

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on <u>Tuesday, June 25, 2013</u> at 2:00 p.m.

<u>**Present:**</u>

<u>**Trustees**</u>

<u>**Board Chair:**</u> Sarah Hoffman   <u>**Recording Secretary**</u>: Manon Fraser

A.   **O Canada**

<u>**Staff Group Representatives**</u>

Edmonton Public Teachers – Ed Butler, President

B.   <u>**Roll Call:**</u> (2:00 p.m.)

<u>The Superintendent</u> advised that Trustee MacKenzie was absent. All other Trustees were present.

1

June 25, 2013

C.   **Reports**

1.   Policy Review Committee: Draft Board Policies HA.BP –Student Programs of Study and HAA.BP – Delivery of Student Programs of Study

MOVED BY Trustee Ripley:
"1.   That draft Board Policy HA.BP - Student Programs of Study be considered for the first time and approved for posting on the district website for stakeholder input.

2.   The draft Board Policy HAA.BP - Delivery of the Student Programs of Study be considered for the first time and approved for posting on the district website for stakeholder input."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

2.   Policy Review Committee: Draft New Board Policy CNA.BP – Information Security

MOVED BY Trustee Ripley:
"1.   That draft Board Policy CNA.BP – Information Security be considered for the second time.

2.   That draft Board Policy CNA.BP – Information Security be considered for the third time and approved."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

June 25, 2013

3.   Senior High Locally Developed Courses

MOVED BY Trustee Cleary:
"That the following locally developed courses and resources be approved for use in Edmonton Public Schools:

Renewal of courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
American Sign Language & Deaf Culture (second language programming)	**4-12**	**September 2013 – August 2016"**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

4.   Response to Staff Group Budget Presentation

MOVED BY Trustee Shipka:
"That the report titled 'Response to Staff Group Budget Presentation' be received for information."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

5.   Framework for Involvement in Site-Based Decision Making

MOVED BY Trustee Johner:
"That the report titled 'Framework for Involvement in Site-Based Decision Making' be received for information."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

June 25, 2013

6.   Community Relations Committee: School Tours

MOVED BY Trustee Johner:
    "That the report titled 'Community Relations Committee: School Tours' be received for information."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

7.   Delegation of Authority – 2013 Summer Recess

MOVED BY Trustee Janz:
    "1.   That, in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special board meetings during the 2013 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.

    2.   That, in accordance with Section 61(1) of the *School Act*, effective June 18, 2013, delegation of authority to the Superintendent of Schools to make decisions during the 2013 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 2013."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

June 25, 2013

D. Other Committee, Board Representative and Trustee Reports

Trustee Cleary, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported that the *Ready for Life Breakfast* held on May 30, 2013 raised $275,000 and counting. Discussions will begin for the establishment of two new sites for full-day kindergarten which will make five funded full-day kindergarten classrooms in the district. To date, the Foundation has collected roughly $700,000 for the 2012-2013 school year. She also noted that proceeds from the following three fundraisers held in June will add to that sum: the South Edmonton Business Association (SEBA) golf tournament; the Terry Sulyma and Friends Solstice Party; and an event *Mother's Night Out: How to Find Balance in Motherhood* featuring Erica Ehm sponsored by Kingsway Mall.

Trustee Cleary also noted that an event *Taking the Garden Out of Kingsway* sponsored by Holes and Kingsway Mall will be held July 4 to 6, 2013 with all the proceeds going to the Foundation. She noted the Foundation is looking for volunteers to help with this event.

Trustee Cleary noted that Christmas came early today for the three-full day kindergarten programs at Mee-Yah-Noh, Lauderdale and Tipaskan schools by way of a $7,500 donation in the form of over 200 musical instruments from the Singing Christmas Tree.

Trustee Ripley, Policy Review Committee Chair, noted that Board Policy IGD.BP - Student Suspension and Expulsion is currently on-line for stakeholder input until July 11, 2013.

Trustee Ripley, Board and Superintendent Evaluation Committee Chair, reminded Trustees to complete the self-evaluation survey by June 28, 2013.

Trustee Cleary reported that, on June 14, 2013, she represented the District at the Citizenship Fair put on by City Hall School. This, past year, twenty-two schools participated in the program which is a week-long, hands-on learning experience where students gain an understanding of municipal government beyond the walls of a classroom. She thanked Linda Hut, Coordinator of City Hall School, and Mayor Mandel and City Councillors for their support of this program. She noted the original idea for City Hall School was started by Councillor Karen Leibovici many years ago.

E. Trustee and Board Requests for Information – None.

F. Notices of Motion – None.

G. **Next Board Meeting Date:** **Tuesday, September 3, 2013 at 2:00 p.m.**

The meeting recessed at 2:55 p.m. and reconvened at 5:30 p.m.

8. Introduction of the New Superintendent of Schools

The Board Chair announced that Mr. Darrel Robertson was the new Superintendent of Schools.

H. **Adjournment** **(5:50 p.m.)**

The Board Chair adjourned the meeting.

_____   _____
Sarah Hoffman, Board Chair   Cheryl Hagen, Acting Secretary-Treasurer

June 25, 2013