



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, April 23, 2013
2:00 p.m.

Board Meeting #19

- A. O Canada 🇨🇦
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes
 - 1. DRAFT – Board Meeting #18 – April 9, 2013
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by noon Tuesday, April 23, 2013 to speak under this item.)
- H. Reports
 - 2. Report #9 of the Caucus Committee (From the Meetings Held April 9 and 18, 2013)
(Recommendation)
 - 3. Motion re Reconsideration of Decision on Trustee Remuneration
(Recommendation)
 - 4. Board Authorization of Trustee Absence
(Recommendation)
 - 5. Policy Review Committee: Revised Board Policy HK.BP – Student Assessment, Achievement and Growth
(Recommendation)
 - 6. Distribution of Funds
(Recommendation)
 - 7. Staff Group Presentations re Proposed 2013-2014 Budget:
(NO ENCLOSURE)
 - CUPE Local 784 **3:30 p.m. – 3:45 p.m.**
 - CUPE Local 3550 **3:45 p.m. – 4:00 p.m.**
 - 8. Proposed Three-Year Capital Plan 2014-2017
(Recommendation)

BOARD OF TRUSTEES

- Sarah Hoffman
Board Chair
- Michael Janz
Board Vice-Chair
- Heather MacKenzie
Caucus Chair
- David Colburn
- Leslie Cleary
- Cheryl Johner
- Catherine Ripley
- Ken Shipka
- Christopher Spencer

9. Annual Report – Aboriginal Education Update
(Information)

10. Annual Report – English Language Learners
(Information)

I. Other Committee, Board Representative and Trustee Reports

**J. Comments from the Public and Staff Group Representatives
– 5:00 p.m.**

*(NOTE: Pre-registration with the Board Office [780-429-8021]
is required by noon Tuesday, April 23, 2013 to speak under this item.)*

K. Trustee and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

MINUTE BOOK

Board Meeting #18

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, April 9, 2013 at 2:05 p.m.

Present:

Trustees

David Colburn
Sarah Hoffman
Michael Janz

Cheryl Johner
Heather MacKenzie
Catherine Ripley

Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 474 – Felix De Los Santos, President
CUPE Local 784 – Jeff McIntyre, President

B. **Roll Call:** (2:05 p.m.)

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

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the April 9, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair advised that Monday, April 22nd is International Earth Day which is the largest, most celebrated environmental event worldwide. Several years ago, the Board identified Earth Day and Week as an initiative to promote within the district. The Board encourages schools to participate.

The Board Chair welcomed and congratulated Mr. Jeff McIntyre on his election as the President CUPE Local 784 representing the District's maintenance staff.

The Board Chair noted that Mr. Mark Ramsankar, a staff member, was recently elected as the President of the Alberta Teachers' Association. She congratulated him on behalf of the Board.

The Board Chair advised that she would be leaving the board meeting at 3:30 p.m. to attend a meeting with the other metro board chairs and the Minister of Education. Vice-Chair Janz will assume the chair at that point. She further advised the exempt staff representative that she would view the exempt staff budget presentation on the district website via Livestream.

E. Communications from the Superintendent of Schools – None.

F. Minutes

1. Board Meeting #17 – March 19, 2013

MOVED BY Trustee MacKenzie:

“That the minutes of Board Meeting #17 held March 19, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers:

- Mr. Ed Butler, President Edmonton Public Teachers regarding revised board policy HK.BP – Student Assessment, Achievement and Growth
- Ms Sheryl McCumsey regarding pesticides

Both speakers provided their speaking notes to the recording secretary.

MINUTE BOOK

H. Reports

2. Motion re Special Tax Levy

MOVED BY Trustee Ripley:

“That the Board herewith gives notice that, at the June 11, 2013 Board meeting, it will consider a resolution to hold a plebiscite related to a Special School Tax Levy in conjunction with the October 2013 Election. Further, if approved, that the Board seek feedback from the public on possible options for a Special School Tax Levy in advance of the June 11th meeting.”

Trustee MacKenzie asked by how much the education property tax was recently reduced by the Province.

The Board Chair called the question.

IN FAVOUR: Trustees Colburn, Hoffman, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Janz

The Motion was CARRIED.

4. Staff Group Presentations re Proposed 2013-2014 Budget

- Edmonton Public Teachers
- CUPE Local 474 (Custodial Staff)
- Exempt Staff

The Board Chair advised that CUPE Local 784 (maintenance staff) and CUPE Local 3550 (support staff) will make their presentations at the April 23, 2013 board meeting.

Mr. Ed Butler, president Edmonton Public Teachers, verbally presented the Local's brief.

Mr. Felix De Los Santos, president CUPE Local 474 (custodial staff), verbally presented the Local's brief.

There was a short break at this point.

Trustee Hoffman left at this point for the duration of the meeting.

MINUTE BOOK

Trustee Janz assumed the chair.

Ms Cindy Camp, a member of the Exempt Staff Liaison Committee, made a verbal presentation on behalf of the District's exempt staff.

Trustee Colburn left at this point in the meeting.

The Acting Board Chair thanked the staff group representatives for their input and advised that a report in response to the presentations will be prepared. A copy of the presentations as well as the report in response to the presentations will be disseminated to school principals and decision unit administrators for consideration in the development of their plans for the 2013-2014 school year.

MOVED BY Trustee Shipka:

**“That the verbal presentations by the staff group representatives with respect to the proposed 2013-2014 budget be received for information.”
(UNANIMOUSLY CARRIED)**

Trustee Colburn was absent for this vote.

Copies of the staff group budget presentations were provided to the Recording Secretary.

3. Revised Board Policy HK.BP – Student Assessment, Achievement and Growth

MOVED BY Trustee Ripley:

“That revised Board Policy HK.BP – Student Assessment, Achievement and Growth be considered for the second time.”

Trustee Colburn returned at this point in the meeting.

The Acting Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

I. Other Committee, Board Representative and Trustee Reports

Trustee Johner, the Board's representative on Alberta School Boards Association (ASBA) Zone 23, reported that the MLA advocacy event held on March 21, 2013 was very successful with twenty-six MLAs and five Ministers attending. The event allowed the opportunity to provide MLAs with information regarding both the positive progress and challenges school boards are experiencing. The participants were provided with a booklet produced for the event for their future reference. She will distribute a copy of the booklet to Trustees as well as to the other school boards who are members of ASBA Zone 23.

Trustee MacKenzie noted she and Trustee Spencer "share" a high school since she does not have one in her ward and was pleased to advise that the "Global Café" at Jasper Place High School has received Public Interest Alberta's Northern Alberta Award. Public Service Alberta notes: *The Global Café occupies a unique niche within the school, a niche well-loved by teachers and students, and at the same time fosters relations between the school and surrounding community, and Edmonton at large. It has become a space for engagement, active participation and creation. Students spearhead events and initiatives, from starting a radio station (CKJP), to running a coffee shop, building a website, growing their own tea and composting. This spring, led by Global Café youth, students started a campaign called #EdStake in response to provincial government cuts to public education. The Global Cafe has received acclaim and recognition from the likes of educators and mentors in Calgary and Grande Prairie, in the Globe and Mail, and from as far away as Helsinki, Finland, and was recently nominated for a Human Rights Award from the John Humphrey Centre.* She will be attending the Public Interest Alberta's conference this week, during which, a reception will be held where the award will be presented. She will pass on the Board's congratulations to the leaders of the Global Café.

J. Trustee and Board Requests for Information

Trustee Colburn asked that information be provided regarding the feasibility of creating a junior high arts core program in northeast Edmonton.

Trustee Janz, asked, building on the existing Joint Use Agreement, how the Board can support greater access to school gymnasiums by community groups. What opportunities or limitations are there to increasing rental programs on a cost-recovery basis?

Trustee Janz requested that information be provided regarding the Small Schools by Necessity funding changes. Which schools received this funding last year? Which schools are no longer eligible and why?

MINUTE BOOK

Trustee MacKenzie requested that the following information be provided regarding the Edmonton Catholic School District Council of Elders:

- How the Council came into existence.
- A description of the ways in which they interact with the Board, administration, and students.
- A description of how the Council differs from the EPSB Aboriginal Advisory Committee.
- Some examples of recommendations the Council has brought forward to the Board.
- What impact has the Council had on achieving the ECSD mission, vision, priorities, and student achievement?

K. Notices of Motion

Trustee Janz served notice of the following motion on behalf of Trustee Hoffman:

That the Board reconsider the increases to Trustee remuneration approved at the January 8, 2013 Board meeting and,

- a) adjust the rates for Trustee per annum honoraria and per diem honoraria by 5.32% rather than the approved 7.69% effective October 22, 2013.*
- b) make no adjustment to the advance on expenses (travel) allowance rate on October 22, 2013.*

L. Next Board Meeting Date: Tuesday, April 23, 2013 at 2:00 p.m.

M. Adjournment (4:20 p.m.)

The Acting Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer

DATE: April 23, 2013

TO: Board of Trustees

FROM: Trustee Heather MacKenzie, Caucus Committee Chair

SUBJECT: Report #9 of the Caucus Committee (From the Meetings Held April 9 and 18, 2013)

ORIGINATOR: Sandra Stoddard, Director Executive and Board Relations

REFERENCE: [Terms of Reference – Committee of the Whole – Caucus School Act](#) Section 61 and 146
[March 19, 2013 Board Meeting Minutes of June 26, 2012 Board Meeting](#)
Board Policy [DIE.BP - Auditor Terms of Reference, Audit Committee](#)

RECOMMENDATION

1. That Report #9 of the Caucus Committee from the meetings held April 9 and 18, 2013 be received and considered.

Collective Agreement - Support Staff

2. That the agreed to changes for a four-year collective agreement with CUPE Local 3550 (Support Staff) from September 1, 2011 to August 31, 2015 be confirmed.

Provincial Teachers' Framework Agreement of March 13, 2013

3. That the Board ratify the proposed Provincial Framework Agreement between the parties: Her Majesty the Queen in Right of the Province of Alberta Government), the Alberta Teachers' Association (The Association) and the Alberta School Boards Association (ASBA) of March 13, 2013.

Exempt Staff Terms and Conditions of Employment

4. That the Board reconsider the 2.25% salary increase for exempt staff effective September 1, 2013, approved at the June 26, 2012 Board meeting.
5. That the 2.25% salary increase approved for exempt staff effective September 1, 2013 be delayed until September 1, 2015.

Auditor

- 6. That the requirement for re-tendering the audit every 5 years be extended to 6 years as a one-time exception, and**
- 7. That KPMG LLP, Chartered Accountants, be appointed as auditors of the Edmonton School District No. 7 for the fiscal year September 1, 2012 to August 31, 2013.**

:mmf

DATE: April 23, 2013

TO: Board of Trustees

FROM: Trustee Sarah Hoffman

SUBJECT: Motion re Reconsideration of Decision on Trustee Remuneration

REFERENCE: April 9, 2013 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion and Motions to Reconsider\)](#)
[January 8, 2013 Board Meeting](#)

ISSUE

A motion to reconsider a previous Board decision regarding Trustee per annum honoraria, Trustee per diem honorarium and the advance on expenses (travel) allowance rate is before the Board for decision. Notice of motion was served at the April 9, 2013 board meeting.

RECOMMENDATION

- 1. That the Board reconsider the increases to Trustee per annum honoraria, Trustee per diem honorarium and the advance on expenses (travel) allowance rate approved at the January 8, 2013 Board meeting.**
- 2. That the rates for Trustee per annum honoraria and per diem honorarium be adjusted by 5.32% rather than the approved 7.69% effective October 22, 2013.**
- 3. That no adjustment be made to the advance on expenses (travel) allowance rate on October 22, 2013.**

SH:mmf

DATE: April 23, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Board Authorization of Trustee Absence

ORIGINATOR: Sandra Stoddard, Director Executive and Board Relations

REFERENCE: [School Act](#) Section 82(1)(h)

ISSUE

Trustee Janz has indicated he will be absent for two consecutive board meetings in May. He has requested a resolution granting permission for his absence from board meetings be approved at public board.

RECOMMENDATION

That Board authorization for Trustee Janz to be absent from board meetings from May 8, 2013 to May 23, 2013 inclusive be approved.

BACKGROUND

Section 82(1)(h) of the *School Act* states: *A person is disqualified from remaining as a trustee of a board if that person absents himself or herself, without being authorized by a resolution of the board to do so, from 3 consecutive regular meetings of the board, unless the person's absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person's absence.*

SS:mmf

DATE: April 23, 2013

TO: Board of Trustees

FROM: Trustee Catherine Ripley, Chair, Policy Review Committee
Trustee Dave Colburn, Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee

SUBJECT: Revised Board Policy HK.BP – Student Assessment, Achievement and Growth

ORIGINATOR: Tanni Parker, Assistant Superintendent, Student Learning Services

RESOURCE STAFF: Sandy Forster, John Macnab, Carolyn Mathew, Greg McNulty, Anne Sherwood, Colin Woelfle

REFERENCE: N/A

ISSUE

A review of Board Policy HK.BP – Student Achievement and Growth was directed by a Board supported motion on June 26, 2012: *That the Board direct the Policy Review Committee to review policies related to student assessment to ensure clarity, consistency and to ensure students are held to high standards. The policy will also ensure that students must demonstrate proficiency and understanding in relation to Alberta Education’s required curriculum.*

RECOMMENDATION

That revised Board Policy HK.BP – Student Assessment, Achievement and Growth (Attachment I) be considered for the third time and approved.

BACKGROUND

At the December 11, 2012, board meeting, the draft Board Policy HK.BP - Student Assessment, Achievement and Growth (Attachment II) was considered for the first time and approved for posting on the district website for stakeholder input. The Board received 1,676 responses to the web survey. Of the respondents, 84 per cent were from the City of Edmonton, 14 per cent from the Greater Edmonton Area and two per cent responded other. A summary of the feedback is included in Attachment III.

On January 29, 2013, the Board hosted a teleconference to create an additional opportunity for input. There were 22 participants for the teleconference - nine parents, four staff, four media, four Trustees and one student. Key themes were recorded and are included in Attachment IV.

Input was also received in the form of letters and/or emails. All input was reviewed and considered in the attached draft of HK.BP – Student Assessment, Achievement and Growth, which received second consideration at the April 9, 2012, board meeting.

Current Board Policy HK.BP – Student Achievement and Growth is attached (Appendix I).

RELATED FACTS

The December 2012 draft policy has been updated to respond to comments made in the public consultation process. In summary, the following areas of the policy were adjusted in response to input from public consultation:

- Additional terms were added to the Definitions section.
- Stronger ties between assessment, evaluation and growth, to the outcomes in the Alberta programs of study were made. These are the outcomes to which all students in Alberta are held accountable.
- Inclusion of the Individual Program Plan (IPP) to ensure application of the policy to all students, specifically those not working on the graded curriculum.
- More specificity in the Expectations section to address the issue of varied practice that was reported by respondents. This includes reference to assessment and/or evaluation against the outcomes in the programs of study and communication to parents/guardians related to assignments that have not been submitted.
- Specific reference to the principal having responsibility to ensure consistent and reliable assessment and evaluation processes within the school and to supervise the evaluation and advancement of students.
- Specific reference to the role of the teacher as determinant of the students' final level of achievement and responsibility for communicating achievement to parents.
- Inclusion of phrasing in the Purpose section that outlines the role of assessment and evaluation in the teaching/learning cycle.
- Inclusion of an expectation related to bias-free assessments as it is an overarching value related to how students are assessed that is currently referenced in other policies.
- Inclusion of a reference for the ability of a high school student to challenge a course.
- Removal of redundancies throughout the document.

One aspect that is not addressed in the current policy is related to the manner in which competencies such as responsibility, creativity and accountability will be assessed. Through the Curriculum Redesign process currently underway in Alberta Education, competencies including creativity and responsibility will be defined, woven into the programs of study as outcomes and will have assessment criteria. As the policy links assessment to the outcomes in the programs of study, as new outcomes are developed and implemented, including those of competencies, the policy will remain relevant.

OPTIONS

1. The Board considers HK.BP – Student Assessment, Achievement and Growth for the third time and approves the policy.

CONSIDERATIONS & ANALYSIS

The review of current HK.BP – Student Achievement and Growth was initiated by a board motion on June 26, 2012. The revised policy clarifies the values that the Board holds in relation to assessment and/or evaluation, and sets out expectations for students and staff.

The policy also provides clarity related to “high standards” referred to in the motion in that it refers to achievement related to key learner outcomes outlined in the Alberta programs of study.

Direction to district staff related to consistent assessment and/or evaluation practices will be further clarified through an accompanying administrative regulation.

NEXT STEPS

Pending approval of the recommendation, HK.BP – Student Assessment, Achievement and Growth will be posted on the district website and a communication plan will be developed to inform District staff.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Draft Board Policy HK.BP – Student Assessment, Achievement and Growth
- ATTACHMENT II December 11, 2012, Draft Policy HK.BP - Student Assessment, Achievement and Growth, with markup
- ATTACHMENT III Summary of Feedback from Stakeholder Input
- ATTACHMENT IV Summary of Feedback from Teleconference
- APPENDIX I Current Board Policy HK.BP – Student Achievement and Growth

TP:ja

CODE: HK.BP**EFFECTIVE DATE:** dd-mm-yyyy**TOPIC:** Student Assessment, Achievement and Growth**ISSUE DATE:** dd-mm-yyyy**REVIEW YEAR:** yyyy**PURPOSE**

The purpose of the policy is to encourage and enhance the use of assessment to guide instruction and improve learning. Assessments provide teachers information to understand what students know and do not know in relation to programs of study outcomes. This information is then used to guide instruction and provide support for students to achieve the Board's vision.

The Board's vision and mission speak to each student learning and achieving his or her full potential. The Board expects students to be diligent in their studies and develop the attributes of responsibility, creativity and accountability while completing their studies. These attributes will assist students in their transition to post-secondary and/or the world of work and are crucial in order for students to achieve their full potential and contribute to their community. Assessment practices based on individual educational needs will assist and enhance the development of these attributes and the completion of individual student programs. In addition, the *School Act* requires that schools and school districts report on student achievement and growth.

DEFINITIONS

Achievement – a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes in the Alberta programs of study or in Individualized Program Plans (IPPs).

Assessment – the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the Alberta programs of study.

Evaluation – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.

Formative Assessment – assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as "assessment *for* learning" which refers to information not used for evaluation.

Graded Curriculum – the grade-specific Alberta programs of study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the IPP.

Growth – changes in student learning over time, measured against the relevant programs of study and/or IPP.

Individualized Program Plan (IPP) – a concise plan of action designed to address students' special education needs, and is based on diagnostic information which provides the basis for intervention strategies.

Performance – how well a student demonstrates grade level learner outcomes represented by a grade. Grades are represented by letters A, B, C, D; percentages 0-100%; or descriptors: not yet demonstrating to demonstrating in-depth understanding.

Programs of Study – provincial documents that define the learning outcomes for all students working on the graded curriculum.

Reliable – the extent that assessment results are repeatable; giving similar results in similar situations over time.

Students in Need of Specialized Supports and Services – students in need of special education programming because of behavioural, communicational, intellectual, learning or physical characteristics or a combination of those characteristics. An IPP is created for all students in need of specialized support and services.

Summative Assessment – the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as “assessment *of* learning” which refers to information used for evaluation.

Valid – the extent to which an assessment accurately measures what it is intended to measure.

POLICY

The Board is committed to ensuring that information about student achievement and growth is used to inform instruction and to meet students’ individual educational needs. Assessments and evaluations shall be based on evidence of learning demonstrated throughout the course of the term. Information on achievement and growth shall be related to learner outcomes stated in the Alberta programs of study and/or IPP. Assessment information is required for students, parents and teachers to track and understand individual student progress and to inform a student’s performance, grade/course placement and/or level of programming.

As an accountable public institution, the Board believes that the public should be provided with district and school-level information about the growth and achievement of students on an annual basis. The Board believes the communication of valid, accurate, and meaningful information about student achievement and growth to parents/guardians, district staff, and community members help to build confidence in the school district and the educational services that it provides.

EXPECTATIONS

1. The development, implementation and monitoring of consistent district assessment practices, format of progress reports, and/or IPPs shall be guided by an administrative regulation.
2. The administrative regulation shall state expectations for the development and sharing of individual school assessment plans with the school community. The principal shall be responsible for the development of the assessment plan in collaboration with school staff. The school assessment plan shall articulate the schools’ performance measures, progress report format, philosophy in support of the policy and expectations for communication to parents/guardians. The administrative regulation shall outline all expectations for the school assessment plan.

3. A range of bias-free assessments that are respectful of student differences and reflective of the diverse student population will be used.
4. All learning activities, including all forms of formative and summative assessment shall be linked to the learner outcomes in the programs of study and/or an IPP.
5. The principal shall ensure that all assessments are reliable and valid and that evaluation is fair.
6. The principal shall make grade and/or course placement decisions in consultation with staff and parents/guardians. These decisions are based on student achievement.
7. Teacher(s) shall make grade level of programming or course of study decisions. These decisions are based on student achievement.
8. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.
9. Teacher(s) shall determine students' final level of achievement and communicate the level of achievement through the performance measure specified in the school's assessment/evaluation plan (A-D, 0-100%, not yet demonstrating to demonstrating in-depth understanding).
10. a. Students enrolled in a course of studies shall complete assignments in order to demonstrate their achievement throughout the term of their course of studies. This shall be achieved through:
 - communicating to students and parents/guardians when assignments are absent or incomplete; and
 - communicating to students and parents/guardians about the remedial procedures that are in place when incomplete or absent student work will adversely impact student achievement.
- b. Alternatively, at high school, students can request to challenge a course and complete a formal, summative assessment process if the student believes they have the knowledge, skills and attitudes for the course as specified in the programs of study. The process for a course challenge is outlined in the *Guide to Education*.

ACCOUNTABILITY

The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or IPP. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year. This information will be outlined in the school assessment plan, and monitored by the Superintendent of Schools to ensure consistency of practice.

Each year, the District reports student achievement data in the district [Accountability Pillar](#) reflecting district student achievement in provincial categories which include preparation for lifelong learning, world of work, citizenship and achievement on Provincial Achievement Tests and Diploma exams.

The Accountability Pillar is included in the Annual Education Results Report (AERR), which is reported annually to the Board of Trustees.

REFERENCES

[HK.AR](#) – Communicating Student Achievement and Growth (Progress Reports and Individual Program Plans)

[IO.AR](#) – Student Records

[Guide to Education](#) - p. 77; p. 97

[Alberta Education Programs of Study](#)

[School Act](#) – Sections 18 and 20

[Accountability Pillar](#)

DRAFT

CODE: HK.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Student Assessment, Achievement and Growth

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

The purpose of the policy ~~HK.BP~~ is to ~~articulate the Board's beliefs and values related to student assessment, achievement and growth.~~ encourage and enhance the use of assessment to guide instruction and improve learning. Assessments provide teachers information to understand what students know and do not know in relation to programs of study outcomes. This information is then used to guide instruction and provide support for students to achieve the Board's vision.

The Board's vision and mission speaks to each student learning and achieving his or her full potential. The Board expects students to be diligent in their studies and develop the attributes of responsibility, **creativity** and accountability while completing their studies. These attributes will assist students in their transition to post-secondary and/or the world of work and are crucial in order for students to achieve their full potential and contribute to their community. Student assessment practices based on individual educational needs will assist and enhance the development of these attributes and the completion of individual student programs. In addition, the *School Act* requires that schools and school districts report on student achievement and growth.

DEFINITIONS

Achievement – a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes **in the Alberta programs of study or in Individualized Program Plans (IPPs).**

Assessment – the process of gathering from a variety of sources, information that accurately reflects how well a student is achieving the Alberta programs of study ~~expectations in a subject or course.~~

Evaluation – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.

Formative Assessment – assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as “assessment *for* learning” which refers to information not used for evaluation.

Graded Curriculum – the grade-specific Alberta programs of study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the IPP.

Growth – ~~measure of the increase~~ **changes** in student learning ~~that has occurred~~ over time, ~~compared to a baseline~~ **measured against the relevant programs of student and/or IPP.**

Individualized Program Plan (IPP) – a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies.

Performance – how well a student demonstrates grade level learner outcomes represented by a grade. Grades are represented by letters A, B, C, D; percentages 0-100%; or descriptors: not yet demonstrating to demonstrating in-depth understanding.

Programs of Study – provincial documents that define the learning outcomes for all students working on the graded curriculum.

Reliable – the extent that assessment results are repeatable; giving similar results in similar situations over time.

Students in Need of Specialized Supports and Services – students in need of special education programming because of behavioural, communicational, intellectual, learning or physical characteristics or a combination of those characteristics. An IPP is created for all students in need of specialized support and services.

Summative Assessment – the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as “assessment of learning”, which refers to information used for evaluation.

Valid – the extent to which an assessment accurately measures what it is intended to measure.

POLICY

The Board is committed to ensuring that information about student achievement and growth is used to inform instruction and to meet students’ individual educational needs. Assessments **and evaluations** shall be based on ~~student strengths, and~~ evidence **of learning** demonstrated throughout the course of the term. Information on achievement and growth shall be related to ~~key~~ learner outcomes as stated in the Alberta programs of study **and/or IPP**. Assessment information is required for students, parents and teachers to track and understand individual student progress and to inform **a student’s performance**, grade/course placement and/or level of programming.

As an accountable public institution, the Board believes that the public should be provided with district and school-level information about the growth and achievement of students on an annual basis. The Board believes the communication of valid, accurate, and meaningful information about student achievement and growth to parents/guardians, district staff, and community members help to build confidence in the school district and the educational services that it provides.

EXPECTATIONS

1. The development, implementation and monitoring of consistent district assessment practices, ~~and~~ formats of progress reports, ~~and individual program plans~~ **and/or IPPs** shall be guided by an administrative regulation.
2. The administrative regulation shall also state expectations for the development and sharing of individual school assessment plans with the school community. **The principal shall be responsible**

for the development of the assessment plan in collaboration with school staff. The school assessment plan shall articulate the schools' performance measures, progress report format, philosophy in support of the policy and expectations for communication to parents/guardians. The administrative regulation shall outline all expectations for the school assessment plan.

- ~~3. Grade and/or course placement or level of programming decisions are made by the principal in consultation with staff, parents and guardians and are based on student achievement in relation to appropriate learner outcomes.~~
- ~~4. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement related to the learner outcomes. Student assignments shall be linked to learner outcomes.~~
- ~~5. The Board expects students to complete assignments in order to demonstrate their achievement throughout the term of their course of studies. The final grade a student earns shall be based on their achievement of outcomes through assignment completion and may include a range of performance grades on individual assignments (A-D, 0-100%, not yet demonstrating to demonstrating in-depth understanding).~~
- 3. A range of bias-free assessments that are respectful of student differences and reflective of the diverse student population will be used.**
- 4. All learning activities, including all forms of formative and summative assessment shall be linked to the learner outcomes in the programs of study and/or an IPP.**
- 5. The principal shall ensure that all assessments are reliable and valid and that evaluation is fair.**
- 6. The principal shall make grade and/or course placement decisions in consultation with staff and parents/guardians. These decisions are based on student achievement.**
- 7. Teacher(s) shall make grade level of programming or course of study decisions. These decisions are based on student achievement.**
- 8. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.**
- 9. Teacher(s) shall determine students' final level of achievement and communicate the level of achievement through the performance measure specified in the school's assessment/evaluation plan (A-D, 0-100%, not yet demonstrating to demonstrating in-depth understanding).**
- 10. a. Students enrolled in a course of studies shall complete assignments in order to demonstrate their achievement throughout the term of their course of studies. This shall be achieved through:**
 - communicating to students and parents/guardians when assignments are absent or incomplete; and**

- **communicating to students and parents/guardians about the remedial procedures that are in place when incomplete or absent student work will adversely impact student achievement.**

- b. Alternatively, at high school, students can request to challenge a course and complete a formal, summative assessment process if the student believes they have the knowledge, skills and attitudes for the course as specified in the programs of study. The process for a course challenge is outlined in the *Guide to Education*.**

ACCOUNTABILITY

The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study **and/or IPP**. An individual student's progress and growth shall be communicated regularly to student and parents/guardians throughout the year. This information will be outlined in the **school** assessment plan for each school **and-monitored by the Superintendent of Schools to ensure consistency or practice.**

Each year, the District reports student achievement data in the district Accountability Pillar, reflecting district student achievement in provincial categories which include preparation for lifelong learning, world of work, citizenship and achievement on Provincial Achievement **Tests** and Diploma exams.

The Accountability Pillar is included in the Alberta Education Results Report (AERR), which is also reported annually to the Board of Trustees.

Reference(s):

[HK.AR](#) – Communicating Student Achievement and Growth (Progress Reports and Individual Program Plans)

[IO.AR](#) – Student Records

[Guide to Education](#) - p. 77; p.97

[Alberta Education Programs of Study](#)

[School Act – Sections 18 and 20](#)

[Accountability Pillar](#)

Draft Board Policy HK.BP Survey Executive Summary

Background

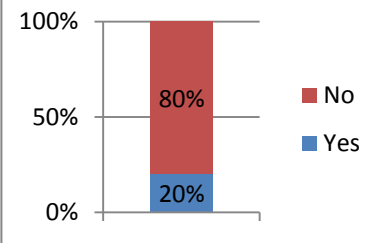
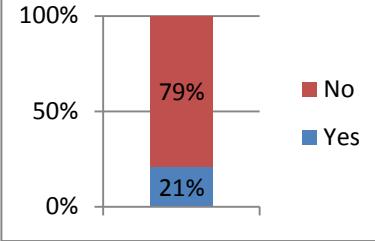
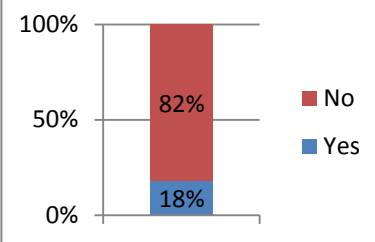
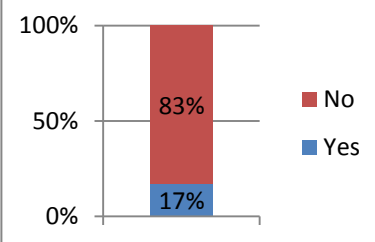
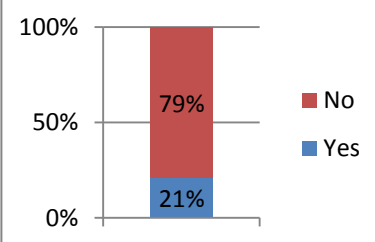
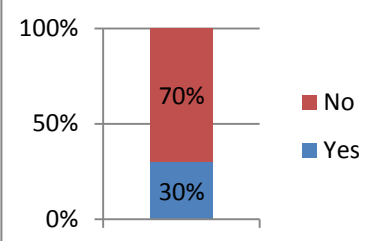
The Board of Trustees placed Draft Board Policy HK.BP - Student Assessment, Achievement and Growth on the district website for public consultation from December 17, 2012, until January 31, 2013.

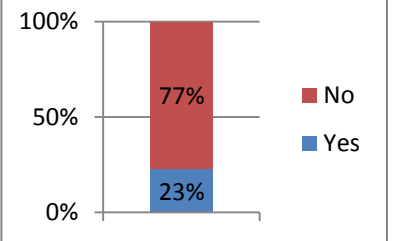
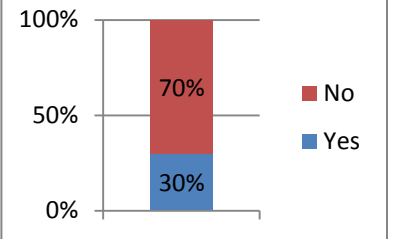
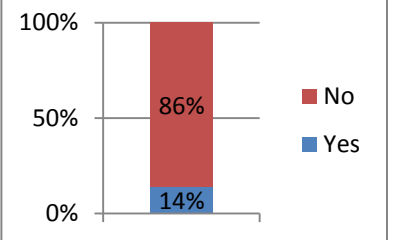
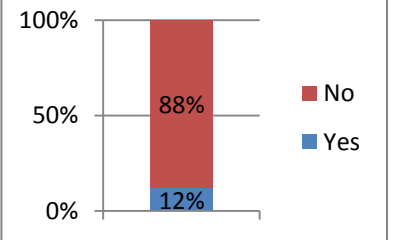
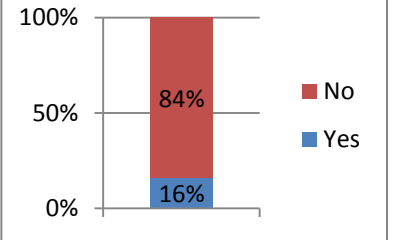
Who Responded?

Respondents were asked to identify with one or more of the following groups.

Group	EPSB Parent	Non EPSB Parent	EPSB Student	Non EPSB Student	EPSB Staff	Community Member	Community Organization	Professional Organization
Count	669	184	62	20	897	455	31	102

<p>Are there aspects of the Purpose statement for the policy that require clarification?</p> <p>Most respondents did not believe the Purpose statement required further clarification. Several reported that they were unsure how the policy related to character virtues such as diligence, honesty, punctuality, etc. There was also some uncertainty about the meaning of “individual educational needs”. Some found the statement confusing or vague.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>76%</td></tr> <tr><td>Yes</td><td>24%</td></tr> </table>	Response	Percentage	No	76%	Yes	24%
Response	Percentage						
No	76%						
Yes	24%						
<p>Are there additional elements that should be considered in the Purpose statement?</p> <p>Most respondents did not believe that additional elements should be considered. The two dominant elements recommended for consideration were explicit statements regarding the awarding of zeros and of student promotion and retention. Also prominent were questions of consistency and transparency in assessment.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>77%</td></tr> <tr><td>Yes</td><td>23%</td></tr> </table>	Response	Percentage	No	77%	Yes	23%
Response	Percentage						
No	77%						
Yes	23%						
<p>Are there elements of the Purpose statement about which you have concerns?</p> <p>Most respondents indicated they did not have concerns. The biggest concerns regarded the emphasis on assessment of students as individuals and on the assessment of character virtues. Statements were made both for and against these ideas. Several respondents reported that they found the Purpose statement confusing or awkward.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>72%</td></tr> <tr><td>Yes</td><td>28%</td></tr> </table>	Response	Percentage	No	72%	Yes	28%
Response	Percentage						
No	72%						
Yes	28%						
<p>Are there aspects of the Definitions for the policy that require clarification?</p> <p>Most respondents did not believe that the definitions required clarification. Of those that did, beliefs about existing or possible Zero Policies were prominent. Also, requests for clarification of the use of the letter grade F and responsibility to external standards were raised as significant.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>79%</td></tr> <tr><td>Yes</td><td>21%</td></tr> </table>	Response	Percentage	No	79%	Yes	21%
Response	Percentage						
No	79%						
Yes	21%						

<p>Are there additional elements that should be considered in the Definitions?</p> <p>Most respondents indicated satisfaction with the definitions; of those who did not, several reported a desire for increased consistency and clarity in assessment, and the inclusion of character virtues in student assessment.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>80%</td> </tr> <tr> <td>Yes</td> <td>20%</td> </tr> </tbody> </table>	Response	Percentage	No	80%	Yes	20%
Response	Percentage						
No	80%						
Yes	20%						
<p>Are there elements of the Definitions about which you have concerns?</p> <p>Most respondents did not have concerns with the elements of the definitions. The majority of concerns dealt with clarity, zeros and student promotion.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>79%</td> </tr> <tr> <td>Yes</td> <td>21%</td> </tr> </tbody> </table>	Response	Percentage	No	79%	Yes	21%
Response	Percentage						
No	79%						
Yes	21%						
<p>Are there aspects of the Policy statement for the policy that require clarification?</p> <p>Most respondents had no concerns with the Policy statement's clarity. Of those who did have concerns, one consideration accounted for 43% of responses under this question: What is meant by <i>strength-based assessment</i>?</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>82%</td> </tr> <tr> <td>Yes</td> <td>18%</td> </tr> </tbody> </table>	Response	Percentage	No	82%	Yes	18%
Response	Percentage						
No	82%						
Yes	18%						
<p>Are there additional elements that should be considered in the Policy statement?</p> <p>Most respondents did not believe that additional elements needed to be considered. From the 17% who indicated otherwise, additions to "strength-based" were suggested, along with concerns about timeliness, grade promotion and students with special education needs.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>83%</td> </tr> <tr> <td>Yes</td> <td>17%</td> </tr> </tbody> </table>	Response	Percentage	No	83%	Yes	17%
Response	Percentage						
No	83%						
Yes	17%						
<p>Are there elements of the Policy statement about which you have concerns?</p> <p>Most respondents did not have concerns with the elements of the Policy statement. Those who did have concerns asked about validity and reliability in assessment.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>79%</td> </tr> <tr> <td>Yes</td> <td>21%</td> </tr> </tbody> </table>	Response	Percentage	No	79%	Yes	21%
Response	Percentage						
No	79%						
Yes	21%						
<p>Are there aspects of the Expectations statement for the policy that require clarification?</p> <p>The majority of respondents did not believe the Expectations statement required clarification. Of those responses requesting further clarity, the most numerous asked questions about the Administrative Regulation: many wanted to know what such regulations are in general. Zeros continue to be a focus, but concerns about general vagueness were indicated.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>70%</td> </tr> <tr> <td>Yes</td> <td>30%</td> </tr> </tbody> </table>	Response	Percentage	No	70%	Yes	30%
Response	Percentage						
No	70%						
Yes	30%						

<p>Are there additional elements that should be considered in the Expectations statement?</p> <p>The majority of respondents did not believe that additional elements should be considered in the Expectations statement. Of those who believed that additional elements should be considered, consistency of expectations was the most frequently occurring suggestion. Clarity of communication in reporting was also stated as desirable.</p>	 <p>A stacked bar chart with a vertical axis from 0% to 100%. The 'No' response (red) is 77% and the 'Yes' response (blue) is 23%.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>77%</td> </tr> <tr> <td>Yes</td> <td>23%</td> </tr> </tbody> </table>	Response	Percentage	No	77%	Yes	23%
Response	Percentage						
No	77%						
Yes	23%						
<p>Are there elements of the Expectations statement about which you have concerns?</p> <p>The majority did not have concerns about the Expectations statement. Where concern was indicated, it was expressed in terms similar to the additional elements. There was some concern of the legitimate authority of teachers and principals in making grading decisions—i.e. What is the formal role of teachers and principals in assessment?</p>	 <p>A stacked bar chart with a vertical axis from 0% to 100%. The 'No' response (red) is 70% and the 'Yes' response (blue) is 30%.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>70%</td> </tr> <tr> <td>Yes</td> <td>30%</td> </tr> </tbody> </table>	Response	Percentage	No	70%	Yes	30%
Response	Percentage						
No	70%						
Yes	30%						
<p>Are there aspects of the Accountability statement for the policy that require clarification?</p> <p>Most respondents did not indicate that the Accountability statement required clarification. Some respondents indicated that the terminology was vague, and expressed concerns regarding the generality of the policy.</p>	 <p>A stacked bar chart with a vertical axis from 0% to 100%. The 'No' response (red) is 86% and the 'Yes' response (blue) is 14%.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>86%</td> </tr> <tr> <td>Yes</td> <td>14%</td> </tr> </tbody> </table>	Response	Percentage	No	86%	Yes	14%
Response	Percentage						
No	86%						
Yes	14%						
<p>Are there additional elements that should be considered in the Accountability statement?</p> <p>Most respondents did not believe that additional elements needed to be considered in the Accountability statement. Some suggested that consistency and clarity should be considered.</p>	 <p>A stacked bar chart with a vertical axis from 0% to 100%. The 'No' response (red) is 88% and the 'Yes' response (blue) is 12%.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>88%</td> </tr> <tr> <td>Yes</td> <td>12%</td> </tr> </tbody> </table>	Response	Percentage	No	88%	Yes	12%
Response	Percentage						
No	88%						
Yes	12%						
<p>Are there elements of the Accountability statement about which you have concerns?</p> <p>The majority of respondents did not have concerns about the Accountability statement. Any concerns that were indicated centred on the validity and reliability of assessment, the assessment of character virtues and students with special education needs. Issues of zeros and grade promotion were also present.</p>	 <p>A stacked bar chart with a vertical axis from 0% to 100%. The 'No' response (red) is 84% and the 'Yes' response (blue) is 16%.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>84%</td> </tr> <tr> <td>Yes</td> <td>16%</td> </tr> </tbody> </table>	Response	Percentage	No	84%	Yes	16%
Response	Percentage						
No	84%						
Yes	16%						

Draft Board Policy HK.BP Teleconference Executive Summary

Background

On January 29, 2013, the Board of Trustees hosted a teleconference with interested members of the general public to provide another opportunity for community members to share their feedback on the revised policy. There were 22 participants for the teleconference – nine parents, four staff, four media, four Trustees, and one student.

Summary

Purpose (one caller)

- Seeking reassurance there is an expectation that the forms of assessment will meet individual educational needs and be designed with individual abilities in mind, for example students with learning disabilities.

Definitions (one caller)

- Concern regarding the term – staff, when writing policy.
 - It was suggested to list those members of staff, i.e. teachers, to distinguish from non-teaching staff.

Policy (seven callers)

- Concerns were raised regarding the meaning and use of the word “strengths”.
 - It was suggested that both strengths and weakness should be assessed, to allow for better feedback to students and parents.
 - It was mentioned that the measurement of strength is subjective and may only be in one area and not take into account the student’s overall performance in all classes.
 - Are the assessments based on the curriculum not strengths?
- Concerns were raised regarding consistency.
 - As individuals learn differently how a level of consistency could be maintained?
 - How will the Board ensure consistency across the whole District?
 - Are we using a consistent measuring stick?
- Concern was raised that this policy still did not address the teacher’s role in assessment nor a student’s accountability to complete assignments.

Expectations (one caller)

- The caller commented on #7 – *Staff are expected to provide ongoing support...* that when a grade is given it is also an indication of what is happening in a classroom. Where is the accountability that the support is given, how do we know that policy is being followed?

Accountability (three callers)

- Questions were raised about the “assessment plan” indicating clarification or definition needed.
 - Is the assessment plan tailored for the school or the individual student?
 - Is the school assessment plan available for parents/guardians and members of the public?
- What is the level of accountability for the Individualized Program Plan (IPP)?

Edmonton Public Schools Board Policies and Regulations

CODE: HK.BP

TOPIC: Student Achievement and
Growth

EFFECTIVE DATE: 09-03-2010

ISSUE DATE: 11-03-2010

REVIEW DATE: 03-2017

The Board believes in the assessment, evaluation and communication of student achievement and performance, and the provision of valid and reliable information about student achievement and growth to students, their parents or guardians, district staff, and community members.

As an accountable public institution, the Board believes that the public should be provided with district and school-level information on an annual basis. With respect to reporting individual student achievement and growth, the Board believes in the importance of consistent practices throughout the District. District homogeneity will be reflected in the application of the Administrative Regulation for progress reports and individual program plans, and through the use of a common progress report format at kindergarten, elementary, junior high and senior high respectively.

Reference(s):

[HK.AR](#) - Communicating Student Achievement and Growth (Progress Reports and Individual Program Plans)

[IO.AR](#) - Student Records

DATE: April 23, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Distribution of Funds
ORIGINATOR: Roberta Malysh, Executive Director, Finance & Infrastructure
RESOURCE STAFF: Todd Burnstad, Cheryl Hagen

ISSUE

This report identifies the proposed distribution of the 2013 - 2014 budget funds.

RECOMMENDATION

That the Board approve the distribution of funds. (Attachment IV)

KEY MESSAGES

The mandate of Edmonton Public School Board (EPSB) is to educate children so that they succeed in their courses and complete high school.

EPSB will not, however be able to deliver the services in the same way and will be refocusing energies and resources to achieve this mandate.

The Distribution of Funds sets the stage for allocations to schools and central units. These allocations are used to support the priorities and actions in support of the District vision, mission and priorities. EPSB's mandate for children to learn, to experience success and for ultimately more students to complete high school remains front and centre.

BACKGROUND**Provincial Funding**

On March 7, 2013, the Provincial Government announced the funding allocations to school boards for 2013 - 2014. The impact of this announcement was a reduction in grants of \$30.5 million or 3.8%. The net funding impact including projected increases in student enrolment of 1.5% means the district will provide education to just over 1,200 additional students while receiving a reduction in provincial funding of \$18.9 million or 2.3%.

Budget Allocation Model

A new school budget allocation model has been approved by the Superintendent based on recommendations from the School Budget Allocation Committee.

This funding model helps to ensure basic funding to our small schools, even though the province has removed the small school by necessity grants for Metro school boards. The allocation model has been simplified through the reduction of a number of categories providing greater transparency of budget resources provided to schools.

This new school allocation model provides a new fixed base allocation to schools as well as per student allocations for individual eligible students in levels 1 to 8. A number of other allocations were maintained including Kindergarten to Grade 3 class size, high social vulnerability, First Nation, Métis, Inuit (FNMI) and full day kindergarten in the current 22 classrooms for our most vulnerable students.

Appendix I contains future revenue highlights and Appendix II provides details on the new budget allocation model.

OPTIONS

There are limited options to consider in achieving our mandate of balancing services within tight financial constraints.

CONSIDERATIONS & ANALYSIS

- A balanced budget is required due to the projected depletion of surplus funds and the resulting projected accumulated operating deficit as of August 31, 2013.
- The Province expects Boards to balance their annual operating budget and as referenced in the funding manual:
 - *Boards may budget a deficit where the Accumulated Operating surplus (AOS) is sufficient to cover this planned shortfall. Where AOS is not sufficient the accumulated deficit from operations (ADO) must be supported by a Ministry approved ADO Elimination Plan to be submitted with the Budget Report. A Board submitting an ADO Elimination Plan will be expected to work with Alberta Education to achieve expected financial results.*
- The proposed distribution of funds presented in Attachment IV will allow the maximum flexibility to schools as well as maintain essential central services required for district operations.
- A one year transition fund will be provided during the 2013-14 year to limit school budget reductions to 7% or less as a percentage of normalized enrolment, based on the combination of budget reductions and changes in the funding allocation model.
- Funding for our most vulnerable students including high social vulnerability and supports for full time kindergarten in existing classrooms is maintained.
- Small class size funding allocations for kindergarten to grade 3 continue to be targeted in the new school allocation formula, and aligns to the provincial funding framework.
- Although Allocations for Level 7 & 8 special education students are reduced from the 2012/13 allocations rates, the allocations are up from 2011-12 funding rates to preserve supports to high needs students.
- FNMI per student funding formulas have been continued in the 2013-14 school year.
- Student Transportation funding has been directed to support the delivery of transportation services within the district.
- ESL/ELL funding has been reduced based on new eligibility requirements and student allocations will be provided for 5 years rather than 7 years.
- Plant Operations and Maintenance (PO&M) funding has been significantly reduced in this budget when you consider both the current impacts of funding reductions to both PO&M funding (\$5.3 million) and Infrastructure Maintenance Renewal (IMR) funding (\$3.1 million) for a total reduction of \$8.4 million. Based on our 2011-12 unaudited Schedules, Plant, Operations and Maintenance reported a deficiency of revenue over expenditures of \$25.4 million. The 2013-14 reductions combined with current PO&M

spending above the revenue received by the Province will create extreme pressures on the use of these funds and the continued need to transfer funds from instructional dollars.

- PO&M allocations to both schools and facility services for operation and maintenance of our school buildings have been reduced and reflect the provincial targeted reductions.
- The Provincial reduction of System Administration and Board Governance funding of 10% has been achieved through directed reductions to administrative functions within Central Service decision units.
- Decreases in Central service allocations include reductions of 10% for administration functions, elimination of AISI funding and reduction to other Central functions in the range of 3% to 10%.
- The budget does not include any use of surplus funds for spending within schools and decision units based on a projected accumulated operating deficit at the end of the 2012/13 school year.

NEXT STEPS

Budget Services will incorporate the approved recommendations into the allocations being sent out to schools and decision units for completion of the 2013- 2014 budget. The Board will receive the proposed budget for analysis before budget approval at the June 18, 2013 Board meeting.

ATTACHMENTS & APPENDICES

ATTACHMENT I	2013-14 Provincial Funding Impact
ATTACHMENT II	2013-2014 Preliminary Revenue Budget
ATTACHMENT III	Student Enrolment 2013-14 to 2012-13 Year to Year Comparison
ATTACHMENT IV	Distribution of Funds
ATTACHMENT V	District Fixed and Committed Costs
APPENDIX I	Preliminary Revenue Highlights
APPENDIX II	Budget Allocation Model and Samples

CDH : ja

Edmonton Public Schools
Impact of Provincial 2013-2014 Funding Announcement
In (\$000'S)

Funding Categories	2012/13	2013/14	Notes	
1 Base Instruction	-	-	No change in rates	
2 Tier 4 CEU's (Special Proj. & work experience)	-	(1,292)	From \$187 to \$112 (\$75) x 17,221 CEU's	
3 Alberta Distance Learning (ADLC)	-	(743)	Funded at 44% of previous CEU Tier rate	
4 System Administration & School Board Governance (SA&BG) (Other Prov. Support)	-	(3,027)	10 % reduction. From 4% max to 3.6%	
<i>Updated April 14 - additional reduction (SA&BG)</i>		(664)	part of #4	
5 Class Size increase	-	670	2% rate increase	
6 Inclusive Education	-	919	2% rate increase	
7 Small School By Necessity	-	(2,619)	Removed from Metro Boards only	
8 Plant Operation & Maintenance (PO&M):				
- Small School By Necessity	-	(2,957)	Removed from Metro Boards only	
- Remove Spec. Ed. Weighting	-	(3,185)	(Total PO&M reduction = 6,142)	
9 Infrastructure Maintenance Renewal (IMR)	-	(3,104)	Based on % of total Provincial funding	
10 Transportation Fuel Contingency	(700)	(1,488)	Discontinued effective April 1, 2013	
11 Equity of Opportunity	-	(4,312)	Reallocate to Rural Schools	
12 AISI	(2,300)	(5,553)	Suspended effective April 1, 2013	
13 Learning Resource Credit (LRC)	-	(634)	Discontinued effective Sept 1, 2013	
14 English Second Language (ESL)	-	(2,356)	Criteria changed from 7 to 5 years	
Subtotal: Decrease in Provincial Funding*	(3,000)	(30,345)	As a % of total Provincial Funding	3.76%
Plus: Projected Enrolment Growth		11,492	Based on EPSB Enrolment forecast	
Net Impact		(18,853)	As a % of total Provincial Funding	2.33%
Other District Revenue Adjustments				
Other Provincial Grants		(1,566)	One time grant funding	
Increase in International Student Fees		236		
Increase in Amortization of Capital Allocations		261		
Investment Income	-	(500)		
Debenture Interest		(51)		
Total Est. Funding Impact	(3,000)	(20,473)		

* Does not include Enrolment Growth

**Edmonton Public Schools
2013-2014 Preliminary Revenue Budget**

	2013-2014 Preliminary Budget	2012-2013 Revised Budget	Variance \$	Variance %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 24,829,400	\$ 24,452,100	\$ 377,300	1.5%	
Base Instruction (Grades 1 to 9)	357,408,800	347,318,400	10,090,400	2.9%	1
Base Instruction (Grades 10 to 12)	120,950,800	124,502,534	(3,551,734)	(2.9%)	2
Base Instruction Special Ed Block (Grades 10 to 12)	15,479,000	14,737,500	741,500	5.0%	
Base Instruction Metro (Grades 10 to 12)	761,800	761,800	-	0.0%	
Base Instruction Metro Summer (Grades 10 to 12)	4,462,500	4,462,500	-	0.0%	
Outreach Site Funding	377,800	377,800	-	0.0%	
ECS Base Instruction Class Size	5,534,400	5,343,400	191,000	3.6%	
Base Instruction Class Size (Grades 1 to 3)	28,148,300	26,174,400	1,973,900	7.5%	3
Base Instruction Tier 2 Class size (Grades 10 to 12)	171,500	173,000	(1,500)	(0.9%)	
Base Instruction Tier 3 Class size (Grades 10 to 12)	1,842,500	1,858,100	(15,600)	(0.8%)	
Base Instruction Tier 4 (Work Exp. & Sp. Proj)	1,937,100	3,228,666	(1,291,566)	(40.0%)	4
Reduced Funding ADLC courses	(743,108)	-	(743,108)	-	5
Home Education	702,500	699,200	3,300	0.5%	
SUBTOTAL BASE FUNDING	561,863,292	554,089,400	7,773,892	1.4%	
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding	28,360,700	28,360,700	-	0.0%	
Inclusive Education	54,325,700	52,503,800	1,821,900	3.5%	6
English as a Second Language (ESL)	11,871,700	14,227,900	(2,356,200)	(16.6%)	7
First Nations, Metis and Inuit Education (FNMI)	7,513,300	7,513,300	-	0.0%	
Socio Economic Status	9,597,300	9,458,300	139,000	1.5%	
Small School by Necessity	-	2,618,800	(2,618,800)	(100.0%)	8
Plant Operations and Maintenance (PO&M)	60,751,700	66,020,700	(5,269,000)	(8.0%)	9
Metro Urban Transportation	19,900,100	19,611,800	288,300	1.5%	
ECS Special Transportation	2,067,200	2,039,200	28,000	1.4%	
Transportation - Fuel Price Contingency	-	1,487,900	(1,487,900)	(100.0%)	10
Equity of Opportunity	8,040,600	12,230,800	(4,190,200)	(34.3%)	11
SUBTOTAL DIFFERENTIAL COST FUNDING	202,428,300	216,073,200	(13,644,900)	(6.3%)	
PROVINCIAL PRIORITY TARGETED FUNDING					
Alberta Initiative for School Improvement (AISI)	-	5,553,200	(5,553,200)	(100.0%)	12
High Speed Networking	2,179,200	2,179,200	-	0.0%	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,179,200	7,732,400	(5,553,200)	(71.8%)	
OTHER PROVINCIAL SUPPORT					
Institutional Support	9,034,100	9,034,100	-	0.0%	
Regional Education Consulting Services	3,212,400	3,212,400	-	0.0%	
Learning Resource Credit (LRC)	-	634,200	(634,200)	(100.0%)	13
Children and Youth with Complex Needs	500,000	500,000	-	0.0%	
Student Health Initiative	1,743,303	1,743,303	-	0.0%	
System Admin & School Bd Gov'n - 10% Reduction	(3,691,000)	-	(3,691,000)	-	14
SUBTOTAL OTHER PROVINCIAL SUPPORT	10,798,803	15,124,003	(4,325,200)	(28.6%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	777,269,595	793,019,003	(15,749,408)	(2.0%)	

	2013-2014 Preliminary Budget	2012-2013 Revised Budget	Variance \$	Variance %	Notes
CAPITAL					
Debenture Interest	38,500	88,800	(50,300)	(56.6%)	
Infrastructure Maintenance Renewal (IMR)	11,241,700	14,345,600	(3,103,900)	(21.6%)	15
SUBTOTAL CAPITAL	11,280,200	14,434,400	(3,154,200)	(21.9%)	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	845,000	845,000	-	0.0%	
Secondments	7,037,900	7,037,900	-	0.0%	
Alberta Teachers' Retirement Fund (ATRF)	43,561,131	43,561,131	-	0.0%	
SUBTOTAL OTHER PROVINCIAL REVENUES	51,444,031	51,444,031	-	0.0%	
OTHER PROVINCIAL GRANTS	4,896,600	6,197,700	(1,301,100)	(21.0%)	16
TOTAL GOVERNMENT OF ALBERTA	844,890,426	865,095,134	(20,204,708)	(2.3%)	
FEDERAL GOVERNMENT AND FIRST NATIONS	2,500,200	2,765,200	(265,000)	(9.6%)	
OTHER ALBERTA SCHOOL AUTHORITIES	1,518,500	1,518,500	-	0.0%	
FEES					
School Fees	12,956,500	12,956,500	-	0.0%	
Transportation Fees	9,430,000	9,430,000	-	0.0%	
International Student Fees	3,937,500	3,701,250	236,250	6.4%	
Metro Continuing Education Fees	2,733,200	2,733,200	-	0.0%	
Textbook Rental Fees	1,473,300	1,473,300	-	0.0%	
Lunch Program Fees	3,755,000	3,755,000	-	0.0%	
SUBTOTAL FEES	34,285,500	34,049,250	236,250	0.7%	
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	5,441,972	5,441,972	-	0.0%	
Other Sales and Services - School Generated Funds	5,208,700	5,208,700	-	0.0%	
SUBTOTAL SALES AND SERVICES	10,650,672	10,650,672	-	0.0%	
INVESTMENT INCOME	-	500,000	(500,000)	(100.0%)	
GIFTS AND DONATIONS					
School Gifts and Donations	4,741,926	4,741,926	-	0.0%	
EPSB Foundation Support	222,900	222,900	-	0.0%	
SUBTOTAL GIFTS AND DONATIONS	4,964,826	4,964,826	-	0.0%	
FUNDRAISING	2,095,000	2,095,000	-	0.0%	
RENTAL OF FACILITIES	2,933,402	2,933,402	-	0.0%	
AMORTIZATION OF CAPITAL ALLOCATIONS	23,966,400	23,705,500	260,900	1.1%	
TOTAL OPERATING REVENUE	\$ 927,804,926	\$ 948,277,484	\$ (20,472,558)	(2.2%)	

Notes Attachment II:

1. **Base Instruction (Grades 1 to 9)**
Increase is due to enrolment growth of 2.9% for this population of students.
2. **Base Instruction (Grades 10 to 12)**
Decrease is mostly due to a decrease in enrolment of 2% for this population of students. Also see note 5.
3. **Base Instruction Class Size (Grades 1 to 3)**
Increase of 7.5% reflects a grant rate increase of 2% as well as enrolment growth of 5.4%.
4. **Base Instruction Tier 4 (Work Exp. & Special Projects)**
Decrease of 40% through creation of a new tier 4 CEU funding category from \$187 down to \$112 for work experience and special projects courses.
5. **Reduced Funding ADLC Courses**
CEU Funding rates are reduced by 44% from the previous rates.
6. **Inclusive Education**
Increase of 3.5% is due to a 2% grant rate increase as well as a 1.5% increase in student enrolment.
7. **English as a Second Language (ESL)**
Decreased by 16% through student eligibility criteria changed from 7 years to 5 years.
8. **Small School by Necessity**
Funding removed from Metro Boards.
9. **Plant Operations & Maintenance (PO&M)**
Calculation changed to remove Small School by Necessity component as well as Special Education student weighting factors. The total decrease in funding has been slightly offset by enrolment growth.
10. **Transportation – Fuel Price Contingency**
Funding eliminated effective April 1, 2013.
11. **Equity of Opportunity**
Change in funding calculation effective September 1, 2013.
12. **Alberta Initiative for School Improvement (AISI)**
Funding suspended effective April 1, 2013.
13. **Learning Resource Credit (LRC)**
Discontinued effective September 1, 2013.
14. **System Admin & School Board Governance 10% Reduction**
Removal of funding based on 10% of the 4% maximum expenditure for system administration and Board governance.
15. **Infrastructure Maintenance Renewal (IMR)**
Reduction in funding amount effective September 1, 2013.
16. **Other Provincial Grants**
Removal of other non-recurring grants.

Edmonton Public Schools
2013-2014 Projected Enrolment
Funded vs Other

Student Enrolment Enrolment by Division	2013-2014 Projected Enrolment	2012-2013 Sept. 30th Enrolment	Increase/ (Decrease) Enrolment	Change %
Funded Students:				
ECS	7,568	7,453	115	1.5%
Grade 1 to 3	19,246	18,254	992	5.4%
Grade 4 to 6	17,748	17,161	587	3.4%
Junior High	17,476	17,516	(40)	(0.2%)
Senior High	21,591	22,027	(436)	(2.0%)
Subtotal Funded Students	83,629	82,411	1,218	1.5%
Other :				
International Students	350	329	21	6.4%
Early Education- Community Kids	58	133	(75)	(56.4%)
Other/Non Resident/Blended/Sponsorships	196	142	54	37.9%
Home Education	428	426	2	0.5%
Subtotal Other Students	1,032	1,030	2	0.2%
Total Student Enrolment	84,661	83,441	1,220	1.5%

**Edmonton Public Schools
2013-2014 Proposed Budget
Distribution of Funds**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
Projected Revenue					
Operating Revenue	\$ 927,804,926	\$ 948,277,484	\$(20,472,558)	(2.2%)	
Operating Reserve Funds *	-	32,662,982	(32,662,982)	(100.0%)	
	\$ 927,804,926	\$ 980,940,466	\$(53,135,540)	(5.4%)	1
School Allocations					
School Allocations Levels 1 to 8	\$ 497,570,878	\$ 527,567,659	\$(29,996,781)	(5.7%)	
Other Supplemental School Allocations	148,290,660	130,684,720	17,605,940	13.5%	
	645,861,538	658,252,379	(12,390,841)	(1.9%)	2
School Generated Funds/External Revenues	33,805,050	35,371,050	(1,566,000)	(4.4%)	
	679,666,588	693,623,429	(13,956,841)	(2.0%)	3
Other Allocations					
Metro Continuing Education	10,570,387	10,570,387	-	0.0%	
External Revenue Allocations - Central	17,755,189	17,755,189	-	0.0%	
District Level Fixed Costs	67,689,444	67,367,780	321,664	0.5%	
District Level Committed Costs	60,126,862	62,411,901	(2,285,039)	(3.7%)	
	156,141,882	158,105,257	(1,963,375)	(1.2%)	4
Central Decision Units	48,435,325	52,987,667	(4,552,342)	(8.6%)	5
Alberta Teachers' Retirement Fund (ATRF)	43,561,131	43,561,131	-	0.0%	6
Total Allocations	927,804,926	948,277,484	(20,472,558)	(2.2%)	
Planned Use of Reserves *	-	32,662,982	(32,662,982)	(100.0%)	
Total Budget	\$ 927,804,926	\$ 980,940,466	\$(53,135,540)	(5.4%)	

* 2012-13 Revised budget reserve use represents planned use of reserves in the fall of 2012 and does not represent actual spending of reserves.

Notes Attachment IV:

1. Projected Revenue

Proposed Revenue budget of \$927.8 million is down 2.2% from the prior year budget including student enrolment growth of 1.5%. The proposed distribution of funds represents a balanced budget and equals proposed Revenue of \$927.8 million with no use of reserve funds.

2. School Allocations

Proposed School budget allocations of \$645.9 million are down 1.9 % or \$12.4 million from the prior year budget. Budget comparatives from 2013-14 to 2012-13 represent larger variances within the separate categories of school allocations and other supplemental school allocations due to a new school allocation model implemented for the 2013-14 proposed budget.

3. School Generated Funds/External Revenues

Allocations are down 4.4% based on known one-time conditional grants being removed, otherwise these funds represent local school revenues and will be updated as schools prepare their budgets.

4. Other Allocations

Other allocations of \$156.1 are reduced by 1.2%. The metro and external allocations are status quo for now, however as they represent local central services revenues, these will be updated during completion of decision unit budgets. Variances for District level fixed and Committed costs are provided as notes to Attachment V.

5. Central Decision Unit

Central decision unit allocations are down 8.6% or \$4.6 million and reflect the targeted reductions of 10% system administration and board governance as well as the elimination of AISI funds. In addition, reductions were made to other central functions in the range of 3% to 10 % of budget.

6. Alberta Teacher Retirement Fund (ATRF)

This amount represents a flow through of Teacher retirement benefits paid by the province on behalf of our teachers and matches the revenue from the province.

**Edmonton Public Schools
2013-2014 Proposed Budget
District Fixed and Committed Costs**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 42,935,560	\$ 41,973,896	\$ 961,664	2.2%	1
Utilities	18,900,000	19,540,000	(640,000)	(3.4%)	2
Insurance	2,750,000	2,750,000	-	0.0%	
High Speed Networking	2,179,200	2,179,200	-	0.0%	
VOIP Telephone Services	924,684	924,684	-	0.0%	
	\$ 67,689,444	\$ 67,367,780	\$ 321,664	0.5%	
District Level Committed Costs					
Student Transportation	\$ 31,349,154	\$ 32,837,154	\$ (1,488,000)	(4.7%)	3
Human Resource Supply Services	10,714,770	8,714,770	2,000,000	18.7%	4
School Plant Operations & Maintenance	9,252,014	13,621,730	(4,369,716)	(47.2%)	5
Language and Cultural Support	4,516,724	4,516,724	-	0.0%	
Professional Improvement Leaves	1,540,000	1,540,000	-	0.0%	
Election	1,200,000	450,000	750,000	62.5%	6
Enterprise Systems	1,000,000	-	1,000,000	100.0%	7
Partnership Commitments*	200,000	-	200,000	100.0%	8
Pinpoint	150,000	150,000	-	0.0%	
Audit Fees	111,200	81,200	30,000	27.0%	9
Board Initiative Fund	50,000	50,000	-	0.0%	
Access Copyright** & Edulink	43,000	450,323	(407,323)	(947.3%)	10
	\$ 60,126,862	\$ 62,411,901	\$ (2,285,039)	(3.8%)	

* Partnership Commitments includes: Partnership for Kids, Community University Partnership Critics and Awards Program, and Welcome to Kindergarten.

** Access Copyright no longer required effective 2013-2014.

Notes Attachment V:

1. Debt and Fiscal Services

This allocation was increased by \$961K to reflect increases in supported school buildings amortization costs and other unsupported capital amortization costs based on current year capital additions.

2. Utilities

Utilities are down \$640K due to cost savings, which will help to offset the PO&M funding reductions.

3. Student Transportation

Decrease of \$1.5 million reflects elimination of the fuel contingency grant from the Province.

4. Human Resource Supply Services

Increase of \$2.0 million reflects costs to cover pooled staffing costs for illness, which are not covered in school budgets.

5. Plant Operations & Maintenance (PO&M)

Decrease of \$4.4 million to support school building maintenance, based on reduction of PO&M funding from the province.

6. Election

Election costs have increased due to restrictions on the use of reserves by \$750K to cover the 2013 trustee election costs.

7. Enterprise Systems

Increase of \$1 million to cover annual maintenance costs for our district systems.

8. Partnership Commitments

Increase of \$200K represents the district's commitment to Partnerships within the community.

9. Audit Fees

Increase of \$30K represents additional audit work.

10. Access Copyright

Access Copyright is no longer required effective 2013-2014.

PRELIMINARY REVENUE HIGHLIGHTS

A preliminary revenue estimate using enrolment projections for 2013-2014 shows an overall revenue decrease of 2.2% or \$20.4 million (Attachment II). Major changes in funding can be summarized as follows:

- Base funding rates remain the same as in the 2012-13 school year, the revenue increase of \$7.8 million is a result of a 1.5% increase in student enrolment and other base instruction reductions to high school Credit Equivalent Units (CEU).
- Other Base funding reductions include High School funding for Alberta Distance Learning Consortium (ADLC) courses reduced through revised funding rates equal to 44% of the current CEU rate, as well a new funding tier was created for work experience students at 40% of the original high school rate.
- Differential funding has been reduced by \$13.4 million based on limited grant rate increases of 2% for inclusive education and class size funding. There are also targeted reductions in Plant, Operations and Maintenance (PO&M), English as a Second Language (ESL), Transportation, Small School by Necessity and Equity of Opportunity.
- Metro Boards are no longer eligible for Small School by Necessity funding, and the small school component of PO&M funding was also removed from Metro Boards, resulting in a \$2.6 million and \$3.0 million reduction in funding for EPSB respectively.
- PO&M funding allocations were reduced a further \$3.2 million for a total reduction in this category of \$6.2 million based on removing weighted calculation of special education students.
- Transportation fuel contingency funding was discontinued effective April 1, 2013 resulting in budget reductions in the 2012-13 and 2013-14 school years of \$0.7 million and \$1.5 million respectively.
- English as a Second Language (ESL) funding is reduced by decreasing the number of years of eligibility from 7 years to 5 years.
- Equity of Opportunity was restructured and resulted in a reduction of 34.3% or \$4.2 million. The Equity of Opportunity formula is comprised of three components per student, distance and low student density. EPSB receives the per student component only. The other components were established through removing a portion of the per-student funding, which was reallocated to distance and low student density funding to increase funding to rural school boards with declining enrolment and distance challenges.
- Priority Targeted funding was reduced through suspending the Alberta Initiative for School Improvement (AISII) funding as of April 1, 2013 resulting in a current year budget reduction of \$2.3 million, as well as a reduction of \$5.6 million for the 2013-14 budget year.
- Other changes include a 10% reduction in the maximum expenditure for System Administration and Board governance funds of \$3.7 million to maintain a new maximum limit of 3.6% and discontinuing the Learning resource credit for purchases of resources at the learning resource centre.
- Infrastructure Maintenance Renewal (IMR) funding is down 22% or \$3.1 million, which further reduces our ability to meet the lifecycle needs of our aging building infrastructure.

BUDGET ALLOCATION MODEL AND EFFECTS ON SAMPLE SCHOOLS

A new school budget allocation model has been adopted based on recommendations from the School Budget Allocation Review Committee.

This new school allocation model provides a fixed base allocation to schools as well as allocations for individual eligible students (levels 1 to 8). In addition, many allocations were removed including multiple school programs, literacy intervention, teacher aide grant, and inservice/PD allocations to name a few and the funding was rolled into the creation of the new fixed base allocation.

The new base allocation amount of \$260,000 per school is based on the cost of a school principal, head custodian and an administrative assistant. In conjunction with the base allocation, a Tier Optimization Calculation was created to remove a portion of the base allocation based on the schools normalized enrolment in relation to an optimal normalized enrolment range. This reduction would be applied against the base allocation amount for schools with a normalized enrolment above or below the optimal range. For example, the optimal normalized enrolment range for elementary schools is between 200 to 400 students. A small elementary school with a normalized enrolment of 96 would receive a tier optimization reduction of \$25,474, therefore they would receive a base allocation of \$234,526 ($\$260,000 - \$25,474 = \$234,526$). On the other end, a large elementary school with a normalized enrolment of 604 students would receive a tier optimization reduction of \$54,264, therefore they would receive a base allocation of \$205,736 ($\$260,000 - \$54,264 = \$205,736$).

We have provided samples of a small, medium and large elementary school based on the new allocation model (pages 2-4 of Appendix II)

The **sample school “small”** shows that in 2012-2013 the school allocation was an average of \$10,278 per student. The new funding model provides an average allocation of \$10,002 per student which is reduced by \$276 per student. The allocation change is due to a combination of a new model, enrolment and reduced funding to all schools in the 2013-2014 proposed budget.

The **sample school “mid-size”** shows that in 2012-2013 the school allocation was an average of \$6,813 per student. The new funding model provides an average allocation of \$6,754 per student which is reduced by \$59 per student. The allocation change is due to a combination of a new model, enrolment and reduced funding to all schools in the 2013-2014 proposed budget.

The **sample school “large”** shows that in 2012-2013 the school allocation was an average of \$6,427 per student. The new funding model provides an average allocation of \$6,432 per student which is increased by \$5 per student. The allocation change is due to a combination of a new model, enrolment and reduced funding to all schools in the 2013-2014 proposed budget.

Edmonton Public Schools
PROJECTED ENROLMENT AND ALLOCATION

		12-13 Revised
---[Sample School "small"]---		Allocations
Fall		
12	Regular Kindergarten	31,842
62	Regular Elementary (1-6)	329,034
1	E.L.L. (Division I)	5,307
2	E.L.L. (Division II)	11,730
2	Learning Disability	19,710
1	Literacy	9,855
2	Mild Cognitive Disability	19,710
1	Pervasive Developmental Disorder 6	11,006
2	Pervasive Developmental Disorder 7	38,360
1	Pervasive Developmental Disorder 8	26,880
4	Severe Emotional/Behavioural Disability	76,720
	1st Program	94,941
	Alberta Small Class Size Initiative	69,884
	Community Use of Schools (98)	1,323
	FNMI	14,364
	High Social Vulnerability	9,968
	Inservice/PD	5,816
	Literacy Intervention Funding	29,895
	Other Services	4,235
	Plant Operations & Maintenance	111,597
	Teacher Aide	2,835
90	TOTAL RESOURCE ALLOCATION	\$925,012

2013-2014 PROJECTED ENROLMENT AND ALLOCATION

---[Sample School "small"]---		
15	Regular Kindergarten	38,175
64	Regular Elementary (1-6)	325,760
2	E.L.L. (Division II)	10,944
2	Learning Disability	18,904
1	Literacy	9,452
2	Mild Cognitive Disability	18,904
1	Pervasive Developmental Disorder 6	10,556
2	Pervasive Developmental Disorder 7	37,666
1	Pervasive Developmental Disorder 8	26,468
3	Severe Emotional/Behavioural Disability	56,499
	Alberta Small Class Size Initiative	65,661
	Base Allocation*	229,617
	Community Use of Schools (98)	1,323
	FNMI	13,940
	High Social Vulnerability	16,061
	Plant Operations & Maintenance**	50,218
93	TOTAL RESOURCE ALLOCATION	\$930,148

Average Allocation per student	\$ 10,278	Average Allocation per student	\$ 10,002
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* reduced from \$260K by the Tier Optimization Calculation
 **PO&M is lower than the previous year as funding related to the head custodian now forms part of the Base Allocation.

Edmonton Public Schools
PROJECTED ENROLMENT AND ALLOCATION

---[Sample School "Mid Size"]---		12-13 Revised Allocations
Fall		
49	Regular Kindergarten	130,022
149	Regular Elementary (1-6)	790,743
47	E.L.L. (Division I)	249,429
41	E.L.L. (Division II)	240,465
1	G & T Challenge Elem.	5,307
4	Learning Disability	39,420
1	Literacy	9,855
1	Pervasive Developmental Disorder 8	26,880
1	Physical Or Medical Disability	11,006
1	Severe Multiple Disability 8	26,880
	1st Program	24,656
	A.I.S.I. Project	10,000
	Alberta Small Class Size Initiative	234,720
	Community Use of Schools (285)	3,847
	FNMI	6,048
	Inservice/PD	15,338
	Literacy Intervention Funding	70,637
	Other Services	7,658
	Plant Operations & Maintenance	98,016
	Teacher Aide	8,941
<u>295</u>	TOTAL RESOURCE ALLOCATION	<u>\$2,009,868</u>

2013-2014 PROJECTED ENROLMENT AND ALLOCATION

---[Sample School "Mid Size"]---		
48	Regular Kindergarten	122,160
133	Regular Elementary (1-6)	676,970
50	E.L.L. (Division I)	254,500
41	E.L.L. (Division II)	224,352
1	G & T Challenge Elem.	5,090
2	Learning Disability	18,904
1	Pervasive Developmental Disorder 8	26,468
1	Severe Multiple Disability 8	26,468
	Alberta Small Class Size Initiative	213,579
	Base Allocation*	260,000
	Community Use of Schools (285)	3,847
	FNMI	5,869
	Plant Operations & Maintenance**	32,516
<u>277</u>	TOTAL RESOURCE ALLOCATION	<u>\$1,870,723</u>

Average Allocation per student	\$ 6,813	Average Allocation per student	\$ 6,754
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* no reduction is applied by the Tier Optimization Calculation as the normalized enrolment falls within the Optimal range.

**PO&M is lower than the previous year as funding related to the head custodian now forms part of the Base Allocation.

Edmonton Public Schools
PROJECTED ENROLMENT AND ALLOCATION

---[Sample School "large"]---		12-13 Revised Allocations
Fall		
71	Regular Kindergarten	188,399
300	Regular Elementary (1-6)	1,592,100
14	E.L.L. (Division I)	74,298
7	E.L.L. (Division II)	41,055
14	G & T Challenge Elem.	74,298
1	Deafness 7	19,180
4	Learning Disability	39,420
1	Moderate Emotional/Behavioural Disability	9,855
2	Pervasive Developmental Disorder 6	22,012
1	Pervasive Developmental Disorder 7	19,180
1	Physical or Medical Disability 6	11,006
	Alberta Small Class Size Initiative	348,662
	Community Use of Schools (399) (461)	6,216
	FNMI	756
	Inservice/PD	20,960
	Literacy Intervention Funding	70,191
	Other Services	9,679
	Plant Operations & Maintenance	113,783
	Teacher Aide	12,539
416	TOTAL RESOURCE ALLOCATION	\$2,673,589

2013-2014 PROJECTED ENROLMENT AND ALLOCATION

---[Sample School "large"]---		
73	Regular Kindergarten	185,785
291	Regular Elementary (1-6)	1,481,190
24	E.L.L. (Division I)	122,160
10	E.L.L. (Division II)	54,720
9	G & T Challenge Elem.	45,810
1	Deafness 7	18,833
12	Learning Disability	113,424
1	Moderate Emotional/Behavioural Disability	9,452
2	Pervasive Developmental Disorder 6	21,112
1	Pervasive Developmental Disorder 7	18,833
1	Physical or Medical Disability 6	10,556
	Alberta Small Class Size Initiative	334,800
	Base Allocation	260,000
	Community Use of Schools (399) (461)	6,216
	FNMI	734
	Plant Operations & Maintenance	49,962
425	TOTAL RESOURCE ALLOCATION	\$2,733,587

Average Allocation per student \$ 6,427

Average Allocation per student \$ 6,432

* no reduction is applied by the Tier Optimization Calculation as the normalized enrolment falls within the Optimal range.
 **PO&M is lower than the previous year due funding related to the head custodian now forms part of the Base Allocation.

DATE: April 23, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Proposed Three-Year Capital Plan 2014-2017

ORIGINATOR: Roberta Malysh, Executive Director, Finance and Infrastructure

RESOURCE STAFF: Mike Cherniwchan, Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Ken Erickson, Leanne Fedor, Roland Labbe, Kyle McFarlane, Marco Melfi, John Nicoll, Ann Parker, Lorne Parker, Jim Ray, Christopher Wright

REFERENCE: [Alberta Education/Alberta Infrastructure School Capital Manual \(2012\)](#)
Three-Year Capital Plan 2013-2016
(http://www.epsb.ca/board/march13_2012/item07.pdf)
Ten-Year Facilities Plan 2009-2018
(<http://epsb.ca/datafiles/TenYearFacilitiesPlanboard.pdf>)

ISSUE

Alberta Education requires every school district in Alberta to annually approve and submit a Three-Year Capital Plan (Appendix I). The deadline for submitting the plan to Alberta Education is June 1, 2013.

RECOMMENDATION

That the proposed District Three-Year Capital Plan 2014-2017 be approved for submission to Alberta Education.

BACKGROUND

The proposed Three-Year Capital Plan identifies the District's capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be combined in one aggregated list (Attachment I). A separate list for each of the two categories is included to provide clarity (Attachment II).

The District has not included lease payment requests in the plan, as they are funded through other mechanisms outside of the Capital Planning process. Requests for portables and modular units are submitted under a separate provincial process. The Ten-Year Facilities Plan 2009-2018 is not being updated at this time. A comprehensive district infrastructure strategy will be developed over the next year. The results of the infrastructure strategy will guide the development of the next Ten-Year Facilities Plan and be reflected in future three-year capital priority identification.

The Ten-Year Facilities Plan 2009-2018 articulates a set of Planning Principles to guide decision-making around infrastructure capital investment. One of the principles emphasizes equitable access to quality learning environments and choice of programs. The District believes that all students should have access to a quality learning environment regardless of the age of the building or the socio-economic status of the neighbourhood. In that regard, the

Infrastructure Maintenance and Renewal (IMR) and Major Maintenance funding is distributed to all schools based on the building's infrastructure needs. Resolving matters of health and safety relating to all our buildings is the highest priority. The District also places a high priority on providing access to school space for a number of wrap around services to support children and families. These tenants and partners provide a broad range of supports and services fostering student success and achievement.

Over the past 26 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas (Attachment III). Over \$250 million has been invested in mature area schools through IMR, Capital Projects or other provincial capital funding programs. Approximately \$11 million was announced in 2011 to complete Phase II of projects started at Forest Heights and Strathcona schools. No other modernization projects have been funded by the Province since that time. The District has not historically received modernization project funding on an annual basis (Attachment IV).

The District recognizes the critical need to reinvest in our existing buildings. In 2008, the District faced \$173 million in deferred maintenance requiring component replacement. According to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District has a current deferred maintenance total of \$256 million. At the current rate, this figure will escalate to \$715 million by 2016, and could reach as high as \$1 billion by 2026.

Building condition data is based on a revised provincial, five-year Facility Condition Index (FCI) rating for all buildings (Appendix II). This rating reflects a change in condition categorization from five categories to three: Good, Fair and Poor. The revised provincial FCI ratings, coupled with updated provincial RECAPP and district data, significantly changed the condition order ranking of district buildings. This led to the development of new criteria for determining modernization projects based on an evaluation of three general factors: building condition, utilization trends, and partnership opportunities (Attachment V). The new criteria were applied to all school buildings within the South Central, Central, North East and West 1 sectors. These criteria are aligned with the provincial capital funding criteria (Appendix I). Requests for funding in the modernization priorities list are categorized as either an Essential or General Upgrade (Attachment VI).

The new criterion resulted in eight new priorities being added to the plan and nine previous priorities being removed. Condition changes and ratings will be reassessed annually. Removal from the plan does not indicate future closure, or permanent removal from future modernization consideration. The modernization projects proposed to be removed from the plan could be part of a planning study to determine the mature neighbourhood school project location as identified within each year of the plan.

The Province has indicated that projects which benefit education and the community more broadly through partnerships will receive greater consideration for funding approval, to maximize efficiencies and investment. Two opportunities exist to align district modernizations with a major city project, specifically at Vimy Ridge Academy with a proposed twin arena; and Ross Sheppard School and the Coronation Recreation Centre (Velodrome and Triathlon training facility). Efficiencies in integrated mechanical, servicing, access, parking, operations and maintenance could be realized through project partnership.

Predominantly the requests for new construction projects are located within the new suburban areas. However, a request for a replacement school is included in each year of the plan to be located within a mature neighbourhood. The project could include a consolidation of a number of schools. The location for the project will be determined after a planning study, identifying the best location for a replacement school, is concluded. If it was determined that a modernization of an existing building is more cost effective than a replacement building, a request would be made to the Province to amend the project type.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies, and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including:

- Number of 0-4 year olds living in the new areas, based on the 2012 municipal census;
- Number of EPSB students currently living in the new area;
- The percentage of neighbourhood built out (future growth potential);
- Available student capacity in the plan area;
- Ability of nearby schools to accommodate current and projected growth in new areas; and
- Average travel time by yellow bus to a designated receiving school.

These criteria take into consideration both current demand and projected future growth in the new suburban areas.

RELATED FACTS

- District deferred maintenance is estimated at \$256 million and could reach as high as \$1 billion by 2026.
- Failure to address deferred maintenance issues over the long-term could lead to the failure of some building components, resulting in increased costs to address emergent issues and potentially impacting student learning.
- Modernization of schools will be evaluated in relation to a building’s long term operational and physical sustainability.
- Replacement schools are considered in mature areas where building conditions warrant, and student enrolment trends are relatively flat to declining.
- Newer suburban areas in the City of Edmonton will continue to grow.
- District student residency growth rates in newer suburban areas is significant and growing.
- Providing accommodation in the new suburban areas is significantly challenged, especially in the southwest.

Additional related facts are provided in Attachment VII.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the proposed Three-Year Capital Plan 2014-2017 as presented for submission to Alberta Education.

2. Approve the proposed Three-Year Capital Plan 2014-2017 as amended by the Board of Trustees for submission to Alberta Education.

CONSIDERATIONS & ANALYSIS

The uncertainty of capital funding creates challenges in prioritizing projects, for both school modernizations and new schools. The challenges are intensified when blending the priorities of modernizations with new construction projects. A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order.

The funding for modernizing mature area schools has been consistently below the levels needed to keep the District’s entire aging infrastructure in fair to good condition. The proposed priorities for modernizations are based on the condition of the building, the locations that will provide the most benefit to the most students in today’s context, and current partnership opportunities.

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace (Attachment VIII). This has resulted in a significant rise in student population in new suburban areas. The pace of residential development in suburban areas has outpaced capital funding for constructing local accommodation. In the absence of new schools being constructed in these suburban areas, the distance future students will need to travel to be accommodated within a school may exceed district ride-time standards. Lengthy travel times are not beneficial to the student or the environment. In that regard, there is a strong need for local accommodation within suburban areas.

NEXT STEPS

The approved Three-Year Capital Plan will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Proposed Three-Year Capital Plan 2014-2017 Aggregated Priorities
ATTACHMENT II	Proposed Priorities by Category and Year
ATTACHMENT III	Modernization Projects Realized
ATTACHMENT IV	History of Modernization Funding
ATTACHMENT V	Modernization Criteria
ATTACHMENT VI	Essential and General Upgrade - EPSB Descriptions
ATTACHMENT VII	Related Facts
ATTACHMENT VIII	Sector Utilization Trends - Edmonton Public Schools Student Data
APPENDIX I	Alberta Education/Alberta Infrastructure School Capital Manual (2012)
APPENDIX II	Provincial Facility Condition Index - Background
APPENDIX III	City of Edmonton Growth Coordination Strategy
APPENDIX IV	Edmonton Developing and Planned Neighbourhoods 2011

JD:gm

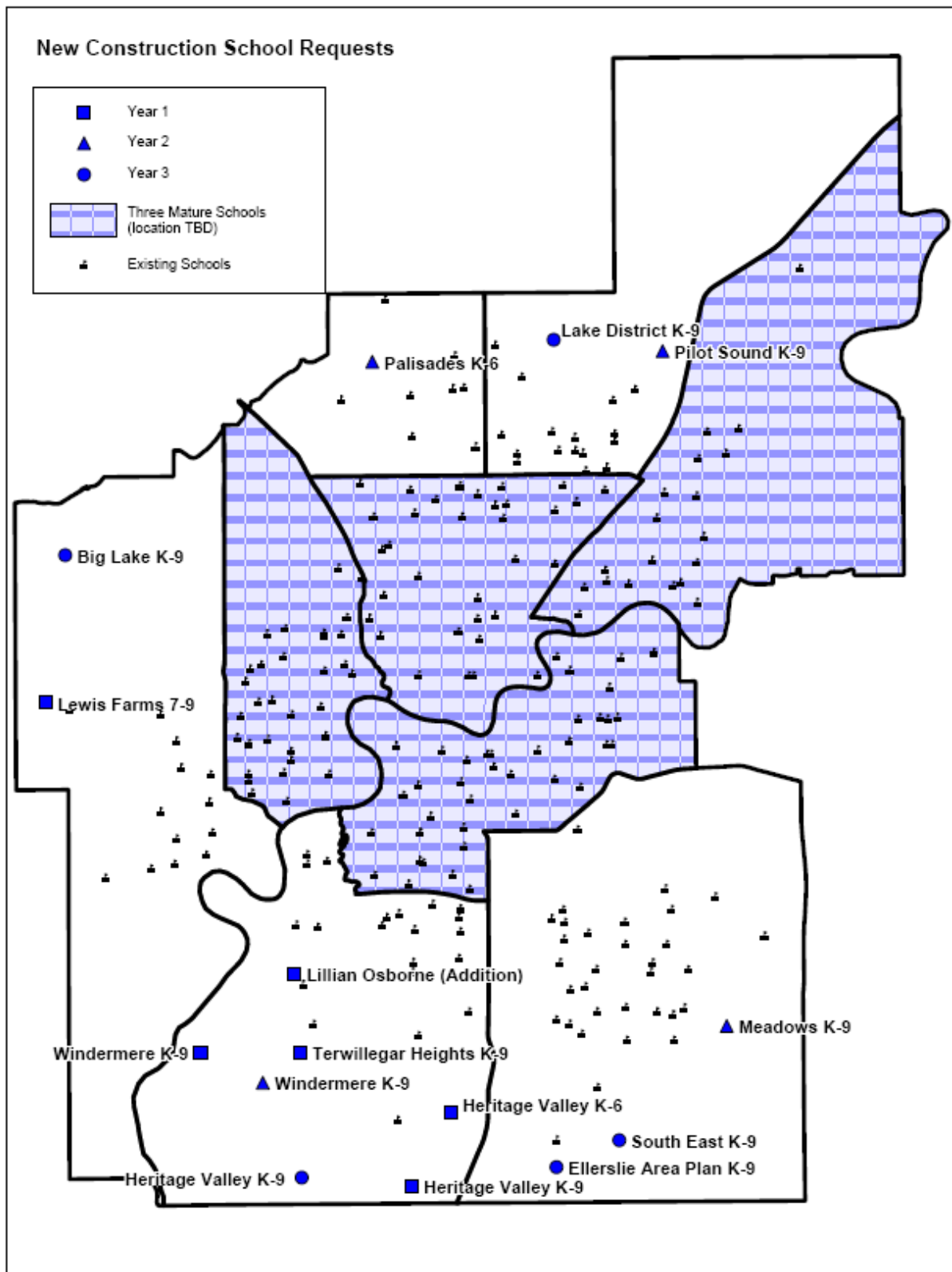
Proposed Three-Year Capital Plan 2014-2017 Aggregated Priorities

Proposed Priority	Project Description	Category	Sector	Costs (millions)
YEAR 1				
1	Ross Sheppard School	Modernization	HS	\$45.8
2	K-6 Heritage Valley	New	SW	\$18.1
3	K-9 Terwillegar Heights	New	SW	\$21.9
4	7-9 Lewis Farms	New	W2	\$15.5
5	Vimy Ridge Academy	Modernization	HS	\$38.7
6	Belgravia School	Modernization	SC	\$2.2
7	K-9 Windermere	New	SW	\$21.9
8	Lillian Osborne School (addition)	New (addition)	HS	\$19.1
9	K-9 Heritage Valley	New	SW	\$21.9
10	Mill Creek School	Modernization	SC	\$6.5
11	Glengarry School	Modernization	C	\$10.8
12	Mature Neighbourhood School as determined by Infrastructure Strategy	New or Modernization	SC	TBD (up to \$21.9)
13	Mee-Yah-Noh School	Modernization	C	\$2.7
14	Kensington School	Modernization	C	\$3.9
YEAR 2				
15	Delton School	Modernization	C	\$10.5
16	K-6 Palisades	New	NW	\$18.1
17	K-9 Windermere	New	SW	\$21.9
18	K-9 Pilot Sound	New	NC	\$21.9
19	Mature Neighbourhood School as determined by Infrastructure Strategy	New or Modernization	NE	TBD (up to \$21.9)
20	Westglen School	Modernization	C	\$7.8
21	Spruce Avenue School	Modernization	C	\$9.1
22	Crestwood School	Modernization	W1	\$11.9
23	Homesteader School	Modernization	NE	\$2.9
24	K-9 Meadows	New	SE	\$21.9
YEAR 3				
25	K-9 South East	New	SE	\$21.9
26	K-9 Big Lake	New	NW	\$21.9
27	Allendale School	Modernization	SC	\$5.2
28	Gold Bar School	Modernization	SC	\$7.1
29	Laurier Heights School	Modernization	W1	\$11.0
30	Mature Neighbourhood School as determined by Infrastructure Strategy	New or Modernization	SC	TBD (up to \$21.9)
31	K-9 Heritage Valley	New	SW	\$21.9
32	K-9 Lake District	New	NC	\$21.9
33	K-9 Ellerslie Area Plan	New	SE	\$21.9
34	McKernan School	Modernization	SC	\$16.1

Proposed Priorities by Category and Year**Proposed New School Construction, Replacement, and Major Additions Priorities**

Priority 2014-2017	New Construction Project Location	Capacity	Sector	Costs (millions)
Year 1				
1	K-6 Heritage Valley	600	SW	\$18.1
2	K-9 Terwillegar Heights	900	SW	\$21.9
3	7-9 Lewis Farms	900	W2	\$15.5
4	K-9 Windermere	900	SW	\$21.9
5	Lillian Osborne School (addition)	600	SW	\$19.1
6	K-9 Heritage Valley	900	SW	\$21.9
7	Mature Neighbourhood School as determined by Infrastructure Strategy	900	SC	TBD (up to \$21.9)
Year 2				
8	K-6 Palisades	600	NW	\$18.1
9	K-9 Windermere	900	SW	\$21.9
10	K-9 Pilot Sound	900	NC	\$21.9
11	Mature Neighbourhood School as determined by Infrastructure Strategy	900	NE	TBD (up to \$21.9)
12	K-9 Meadows	900	SE	\$21.9
Year 3				
13	K-9 South East	900	SE	\$21.9
14	K-9 Big Lake	900	NW	\$21.9
15	Mature Neighbourhood School as determined by Infrastructure Strategy	900	SC	TBD (up to \$21.9)
16	K-9 Heritage Valley	900	SW	\$21.9
17	K-9 Lake District	900	NC	\$21.9
18	K-9 Ellerslie Area Plan	900	SE	\$21.9

Proposed New School Construction, Replacement, and Major Additions Priorities Map

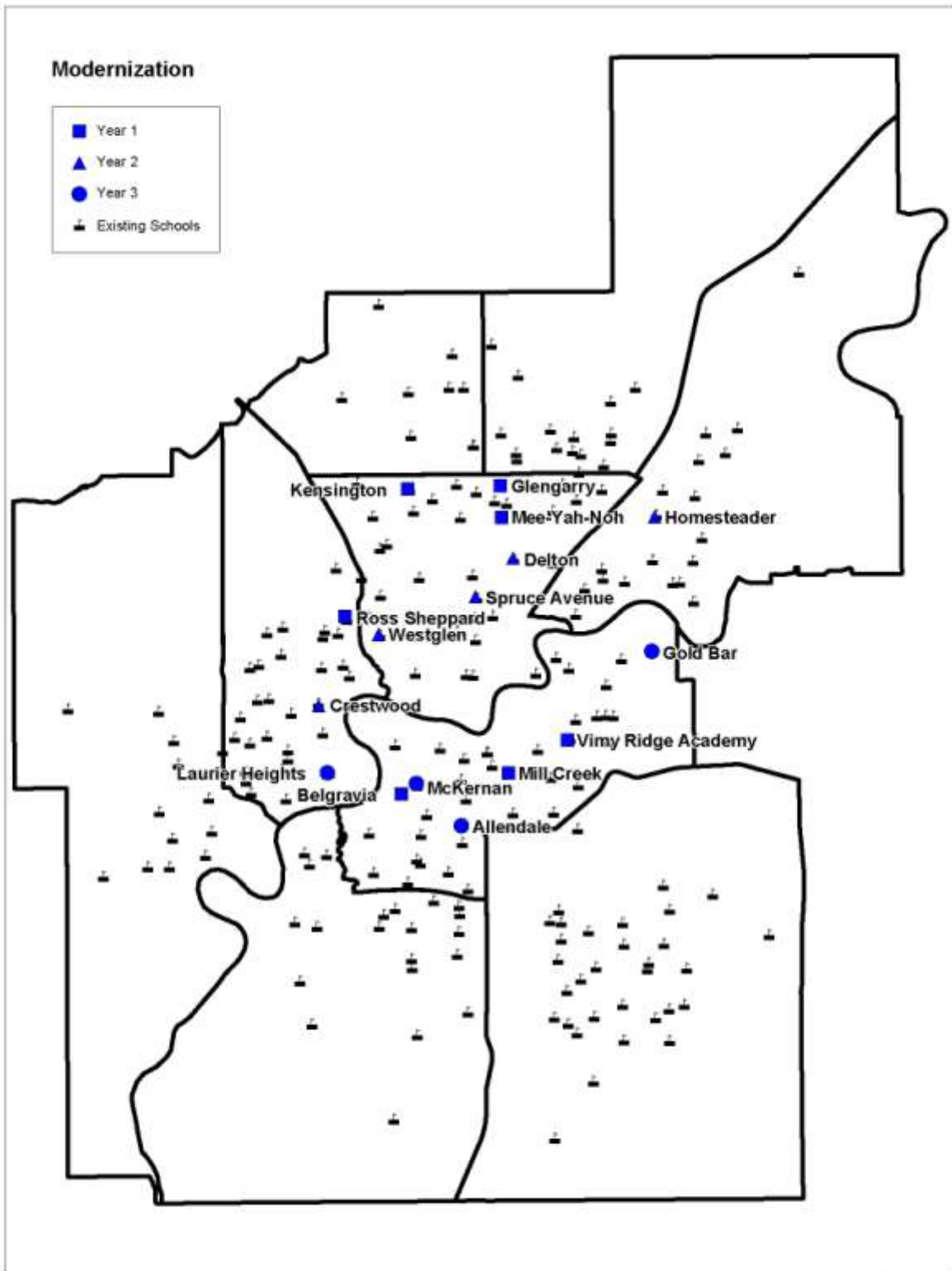


Prepared by Planning, Edmonton Public Schools
April 2013

Proposed Modernization Funding Priorities

Priority 2014- 2017	Previous Plan	School Name	Project Description	Sector	Costs (millions)
Year 1					
1	Y	Ross Sheppard School	General Upgrade	HS	\$45.8
2	Y	Vimy Ridge Academy	General Upgrade	HS	\$38.7
3	N	Belgravia School	Essential Upgrade	SC	\$2.2
4	Y	Mill Creek School	Essential Upgrade	SC	\$6.5
5	Y	Glengarry School	Essential Upgrade	C	\$10.8
6	N	Mee-Yah-Noh School	Essential Upgrade	C	\$2.7
7	N	Kensington School	Essential Upgrade	C	\$3.9
Year 2					
8	Y	Delton School	General Upgrade	C	\$10.5
9	Y	Westglen School	Essential Upgrade	C	\$7.8
10	Y	Spruce Avenue School	General Upgrade	C	\$9.1
11	Y	Crestwood School	General Upgrade	W1	\$11.9
12	N	Homesteader School	Essential Upgrade	NE	\$2.9
Year 3					
13	N	Allendale School	Essential Upgrade	SC	\$5.2
14	N	Gold Bar School	Essential Upgrade	SC	\$7.1
15	N	Laurier Heights School	Essential Upgrade	W1	\$11.0
16	N	McKernan School	Essential Upgrade	SC	\$16.1

Proposed Modernization Funding Priorities Map



Prepared by Planning, Edmonton Public Schools
April 2013

Preservation Projects Realized

Modernizations and Additions (1987 to 2012)

Geographical Sector	School	Year			Total
Central	1	Bahin	2010	General Modernization	\$11,431,889
Central	2	Calder	1999	General Modernization	\$2,842,310
Central	3	Delton	2010	Receiving Cap. Reserve	\$482,146
Central	4	John A. McDougall	2001	General Modernization	\$5,360,200
Central	5	John A. McDougall Annex	2001	General Modernization	\$404,000
Central	6	Kilamey	1993	Essential Modernization	\$1,293,686
Central	7	McCaughey*	2001	General Modernization	\$4,545,500
Central	8	Norwood	1999	General Modernization	\$2,731,063
Central	9	Oliver	1999	General Modernization	\$3,607,936
Central	10	Prince Charles	2008	General Modernization	\$5,027,268
Central	11	Queen Elizabeth	2001	ISP Modernization	\$621,000
Central	12	Riverdale	1998	General Modernization	\$1,037,427
Central	13	Rosslyn	1988	Essential Modernization	\$2,900,000
Central	14	Spruce Avenue	2010	Receiving Cap. Reserve	\$457,303
Central	15	Victoria School (N)	2012	General Modernization	\$68,614,814
Central	16	Westmount	2003	General Modernization	\$2,338,861
TOTAL - Central Sector					\$113,695,403
South Central	1	Belgravia	1998-1999	Essential Modernization Phase I & II	\$759,698
South Central	2	Braemar	1997	Essential Modernization Terra Program	\$405,839
South Central	3	Forest Heights	2010-2012	General Modernization Phase I & II	\$5,517,911
South Central	4	Gold Bar	2010	Receiving Cap. Reserve	\$20,490
South Central	5	Grandview Heights	2000-2002	Essential Modernization + Expansion	\$1,832,792
South Central	6	Hardisty	2010	Receiving Cap. Reserve	\$619,290
South Central	7	Hazeldean	2004	General Modernization	\$4,597,318
South Central	8	Holyrood	1993	Essential Modernization	\$822,360
South Central	9	Holyrood	2010	General Modernization	\$7,999,997
South Central	10	Kenilworth	2003	Essential Modernization	\$1,493,860
South Central	11	L.Y. Cairns	2003	Essential Modernization	\$2,338,945
South Central	12	McKernan	1993	Essential Modernization	\$1,286,300
South Central	13	McNally	1996	Essential Modernization	\$1,085,789
South Central	14	Mount Pleasant	1998-1999	General Modernization	\$2,147,322
South Central	15	Old Scona	1996	Essential Modernization	\$1,417,839
South Central	16	Ottewell	2001	Essential Modernization	\$2,770,000
South Central	17	Strathcona (N)	2010-2012	Essential Modernization Phase I & II	\$16,179,451
South Central	18	Terrace Heights**	1998-2001	General Modernization	\$3,425,215
South Central	19	Windsor Park	1993	Essential Modernization	\$249,000
TOTAL - South Central Sector					\$54,969,416
West 1	1	Crestwood	1996-1997	Essential Modernization Phase I to III	\$1,355,381
West 1	2	Dovercourt	1998-1999	General Modernization Phase I & II	\$2,914,917
West 1	3	Elmwood	1993	Essential Modernization	\$1,195,001
West 1	4	Glendale	1996	General Modernization	\$1,203,971
West 1	5	Hillcrest	1987	Essential Modernization	\$560,000
West 1	6	James Gibbons	1998-1999	General Modernization Phase I & II	\$1,909,345
West 1	7	Jasper Place	2003	Essential Modernization	\$14,020,981
West 1	8	Lynnwood	1998	General Modernization	\$2,136,315
West 1	9	Mayfield	1997	Essential Modernization	\$1,607,118
West 1	10	Meadowlark	1998	Essential Modernization	\$1,833,964
West 1	11	Parkview	1988	Essential Modernization	\$2,700,000
West 1	12	Ross Sheppard	2000	Barrier Free Access	\$500,000
West 1	13	Stratford	1993	Essential Modernization	\$565,000
West 1	14	Westminster	2001	Essential Modernization	\$5,560,801
West 1	15	Youngstown	1998	General Modernization	\$1,969,900
TOTAL - West 1 Sector					\$40,032,694
North East	1	Beacon Heights	1995	Essential Modernization	\$446,643
North East	2	Eastglen	2003	Essential Modernization	\$1,092,410
North East	3	Eastglen (N)	2007-2012	General Modernization Phase I & II	\$15,786,437
North East	4	Horse Hill	1991	Essential Modernization - 1953 Wing	\$450,000
North East	5	Lawton	1996	Essential Modernization	\$548,461
North East	6	Virginia Park	1998-1999	General Modernization Phase I & II	\$1,297,034
TOTAL - North East Sector					\$19,620,985
North Central	1	Kildare	2002	Essential Modernization + Expansion	\$2,542,792
North Central	2	M.E. Lazerte	1997	Essential Modernization Phase I	\$1,428,813
North Central	3	M.E. Lazerte	1999	Essential Modernization Phase II	\$5,214,513
TOTAL - North Central Sector					\$9,186,118
South East	1	Ellerslie E.J.H.	1990	Essential Modernization	\$1,640,000
South East	2	Ellerslie Primary	1997	General Modernization	\$776,413
South East	3	Ellerslie E.J.H.	2007	Essential Modernization	\$982,892
South East	6	W.P. Wagner	1992	Essential Modernization	\$2,181,820
South East	7	W.P. Wagner	1993	Essential Modernization	\$1,920,680
TOTAL - South East Sector					\$7,501,805
West 2	2	Winterburn	1994	Essential Modernization	\$851,707
West 2	3	Winterburn	2004	Essential Modernization + Expansion	\$732,792
TOTAL - West 2 Sector					\$1,584,499

(N) Project Not Yet Completed

*Closed Site

**Closed Site - Serves as EPSB Home Education Centre

History of Modernization Funding

Annually the District has submitted funding requests for modernization projects within the Three-Year Capital Plan. However, the Province has not announced funding for projects on an annual basis. The following table indicates the number of projects requested within the various Three-Year Capital Plans, the number of projects carried forward from previous plans, and the number of projects funded from each of the plans.

Three-Year Capital Plan	Number of projects funded	Number of modernization projects requested	Number of projects carried over from the previous year
2013-2016	0	17	17
2012-2015	2	19	19
2011-2014	0	19	17
2010-2013	0	18	16
2009-2012	0	18	4
2008-2011	5*	8	7
2007-2010	2	13	8

Note: * Only the first phase of Strathcona and Forest Heights schools projects was funded.

Modernization Criteria

A new criterion for determining modernization projects was implemented this year. For the past few years the list of priorities was only adjusted to reflect funding announcements. A number of projects have been on the list of priorities for a number of years. Administration believes that a review of the priorities was required to confirm that the existing requests accurately reflected the infrastructure needs across the District.

Some projects were added to the list of priorities as a result of the five-year Facility Condition Index (FCI) rating for the building and the utilization trends for the school and sector. In other cases projects moved up on the list primarily as a result of a potential partnership project on the site.

Projects proposed to be removed from the list of priorities were primarily impacted by the following criteria:

- school and sector utilization trends; and
- a review of the total cost of events identified on the BLIMS evaluation module per student enrolled at the school.

The second criteria provided a cost-benefit analysis to the variety of projects proposed. Removal from the proposed plan does not indicate future closure, or permanent removal from future modernization consideration. The modernization projects proposed to be removed from the plan could be part of a planning study to determine the mature neighbourhood school project location as identified within each year of the plan.

Previous Criteria	New criteria
Projects carried over from previous years	Condition of Building
2009-2012 Three-Year Capital Plan considered the following criteria	<ul style="list-style-type: none"> • 5 Year FCI
<ul style="list-style-type: none"> • Condition of Building 	<ul style="list-style-type: none"> • Lifecycle Cost Reduction (simple payback)
<ul style="list-style-type: none"> • District Initiative 	Utilization Trends
<ul style="list-style-type: none"> • Program Needs 	<ul style="list-style-type: none"> • School Utilization Trend
<ul style="list-style-type: none"> • Sector Analysis 	<ul style="list-style-type: none"> • Sector Utilization Trend
<ul style="list-style-type: none"> • Transportation Issues 	<ul style="list-style-type: none"> • Total cost of events/number of students enrolled at the school
	Partnership Potential
Sector Analysis considered if the school was a receiving school identified during a school closure process.	

Essential and General Upgrade - EPSB Descriptions

An **Essential Upgrade** is intended to prolong the life of the facility through replacement of major components, as identified in provincial facility condition audits, district condition assessments, or as identified by external consultants, which address:

- Replacement of components at risk of failure or that are posing a life, health/safety risk and/or are creating an immediate need of repair/replacement.
- Replacement of mechanical, electrical and structural components based on age and condition.
- Ensuring school facility upgrades meet all regulatory agency requirements.
- Meet the requirements of students with disabilities or special educational needs through provision of barrier-free accessibility.
- Correct components to address environmental and energy concerns that will positively impact life cycle costs.

Essential Upgrades typically would not reconfigure existing space within the building in any significant way, unless required to address specific challenges with barrier-free accessibility or life, health and safety risks. Buildings may be reduced in size if excess capacity is not required. For the purposes of this plan, an Essential Upgrade would be the equivalent of a provincially described 'medium' upgrade, in terms of provincial funding-level support.

A **General Upgrade** to a school facility is intended to achieve all of the objectives of an essential upgrade, as well as address improvements to the learning environment through:

- Space reconfigurations including expansions and reductions to total floor areas;
- Upgrading of educational areas to meet specialized program requirements in the school; and
- Changes to circulation and way-finding within the building.

For the purposes of this plan, a General Upgrade would be the equivalent of a provincially described 'major' upgrade, in terms of provincial funding-level support.

Related Facts

City Facts

- The City adopted a Growth Coordination Strategy in November 2012 to responsibly accommodate growth, and to forecast the impact of developing neighbourhoods on the City's operating and capital budgets. The document also acknowledges the impact growth has on other agencies, such as school districts.
- The strategy states that the following development trend is anticipated to continue: "In 2011, 81 per cent of new dwelling units (all types) were located in the new neighbourhoods" (Appendix III).
- In addition to the previously planned new neighbourhoods, the City has identified three urban growth areas: Horse Hill (NE), Riverview (SW), and the southeast.
- A Bylaw for the adoption of the Horse Hill Area Structure Plan was given 2nd reading on February 26, 2013. Third reading is pending review by the Capital Region Board.
- Plans for development in Riverview and the southeast are also well underway.
- Newer suburban areas in the City of Edmonton will continue to grow.
- A most recent development is the City's proposal to annex additional lands south of Edmonton and the District's current boundaries.
- Future growth potential forecasts for the suburban areas are based on the *City of Edmonton's Land Supply in Developing and Planned Neighbourhoods 2011* report (see Appendix IV).

Infrastructure Facts

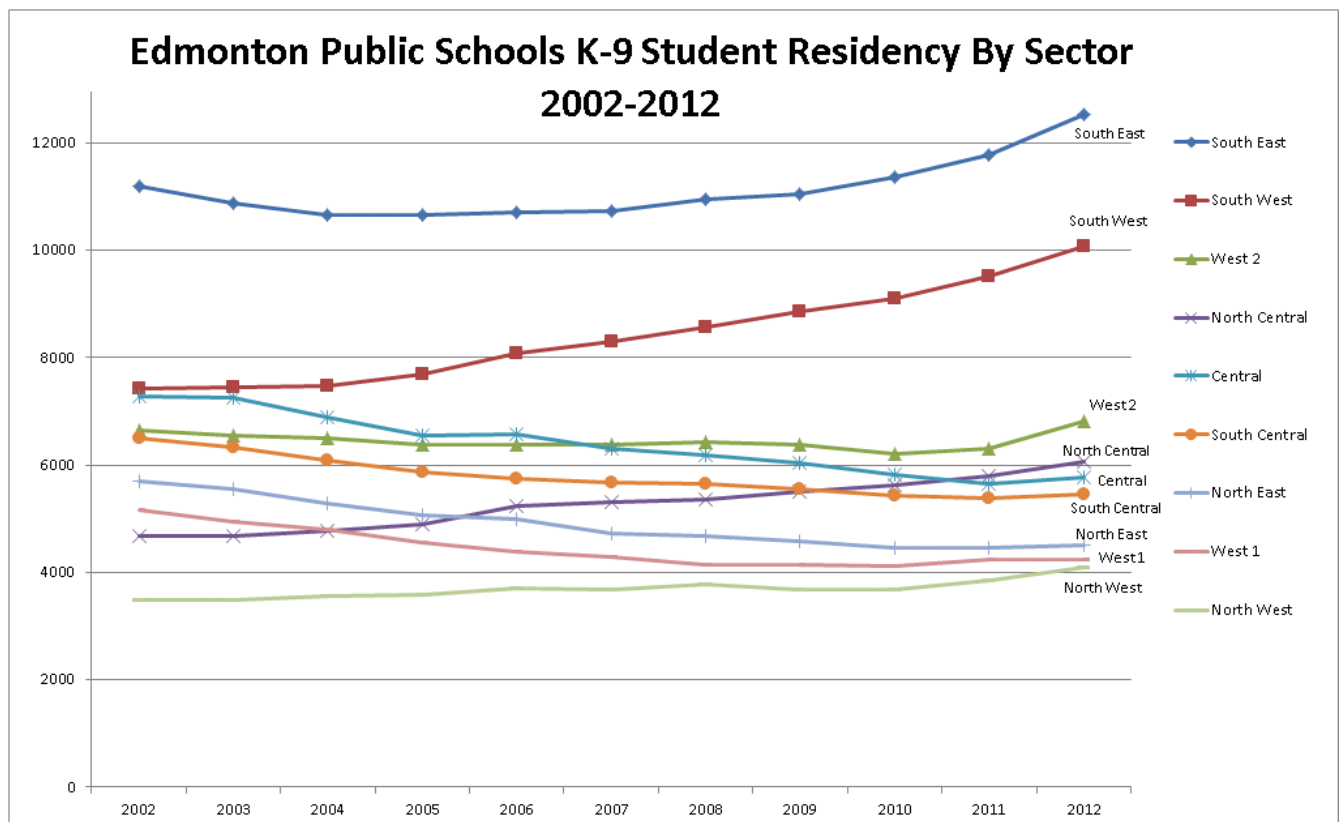
- Building condition data in the provincial Real Estate Capital Asset Priority Planning (RECAPP) system is used to determine a condition rating, including information about component lifecycle and likelihood for the need to replace components over the next five years. Condition assessments and FCI rating methodology have been revised by the Province. They reflect adjusted standards and processes. The cost to renovate buildings is based on the provincial Buildings and Land Infrastructure Management System (BLIMS) Evaluation Module and the FCI ratings through to 2016.
- If the status quo is maintained, the District's accumulated deferred maintenance value for school facilities is projected to increase to approximately \$1 billion by 2021 (Provincial RECAPP – Real Estate Capital Asset Priority Planning).
- Failure to address deferred maintenance issues over the long-term could lead to the failure of some building components, resulting in increased costs to address emergent issues and potentially impacting student learning.
- Operating costs and environmental efficiencies should be considered when evaluating a building's sustainability, and these costs will not improve without upgrading, replacement or discontinued operation.
- Investment in buildings that provide a viable educational program over the long run will provide the most effective use of limited provincial funding.
- In some cases, the consolidation of the students from two or more buildings into one existing building would create larger student enrolments that could remain sustainable in the longer term, and offer a broader range of educational opportunities to students.
- Replacement schools will be considered in mature areas where building conditions warrant. Replacement schools may accommodate the student population from one or more schools, depending on an evaluation of the educational needs for the area. An infrastructure strategy would/will guide the District on determining the best location for a replacement school.

Partnership Opportunities

- Partnership opportunities that align with capital infrastructure investment can provide greater efficiencies of funding and greater opportunities for students. For example, there could be a potential for energy co-generation, utility servicing, shared accesses, as well as parking and drop-off integration with partner facilities. Collaborative synergies can create better facilities at lower total costs.

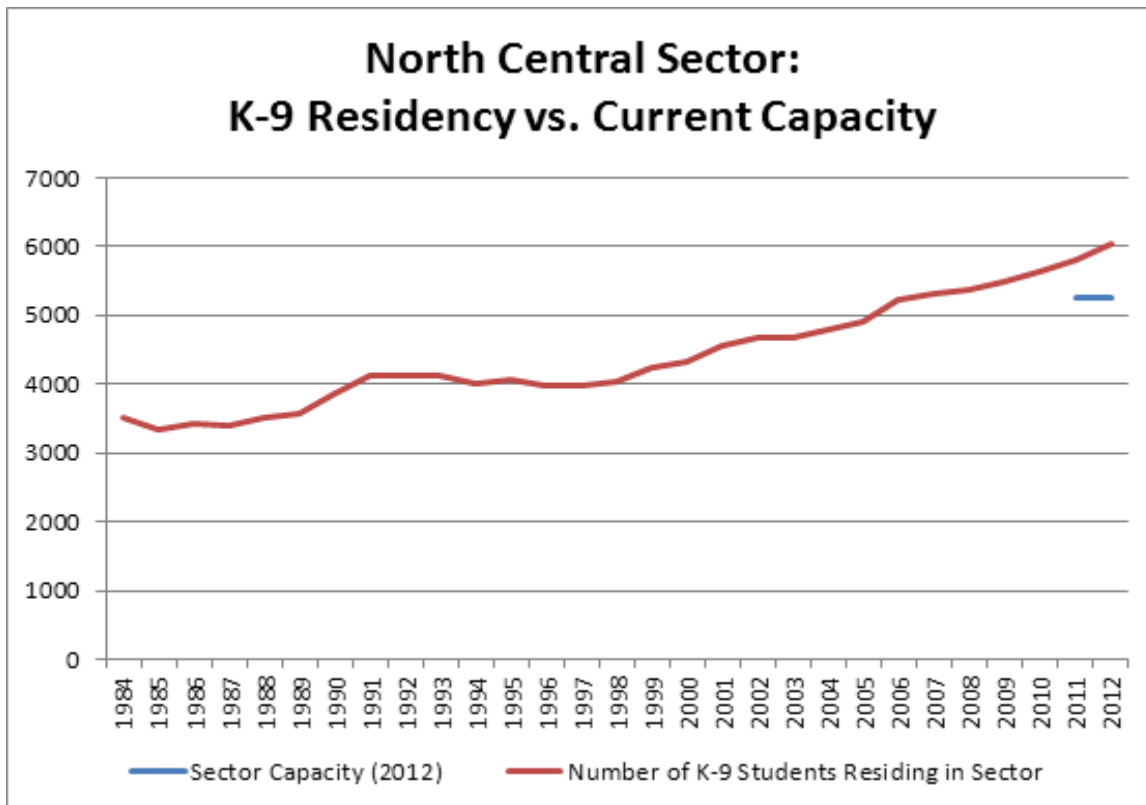
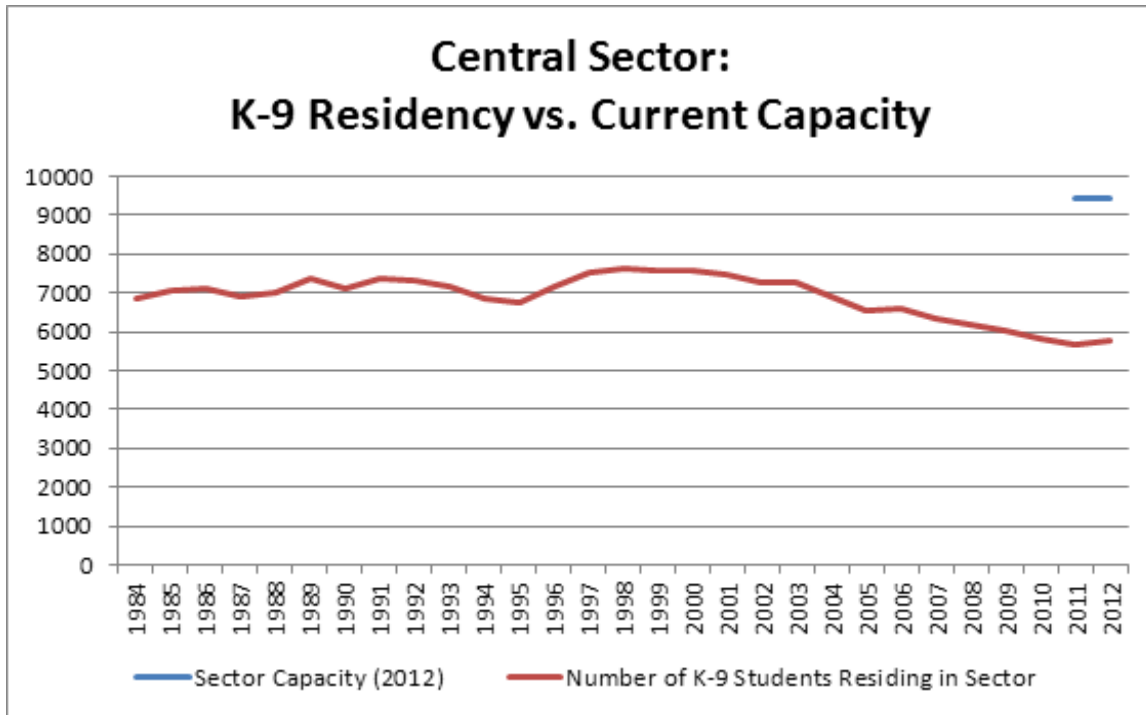
District Facts

- The Central, Northeast, South Central, and West 1 Sectors all have flat to declining student residency.
- District student residency growth rates in newer suburban areas continue to increase rapidly.
- 13.4 per cent of all district Kindergarten students are registered in the nine ASAP K-9 schools located in new growth areas.
- Parent demand for local accommodation in suburban areas is significant.
- The ability to provide local or proximate accommodation within the Southeast and Southwest Sectors are significantly challenged by the insufficiency of new schools being opened.
- Transporting students to schools that result in long travel times is environmentally undesirable and can negatively impact student learning.

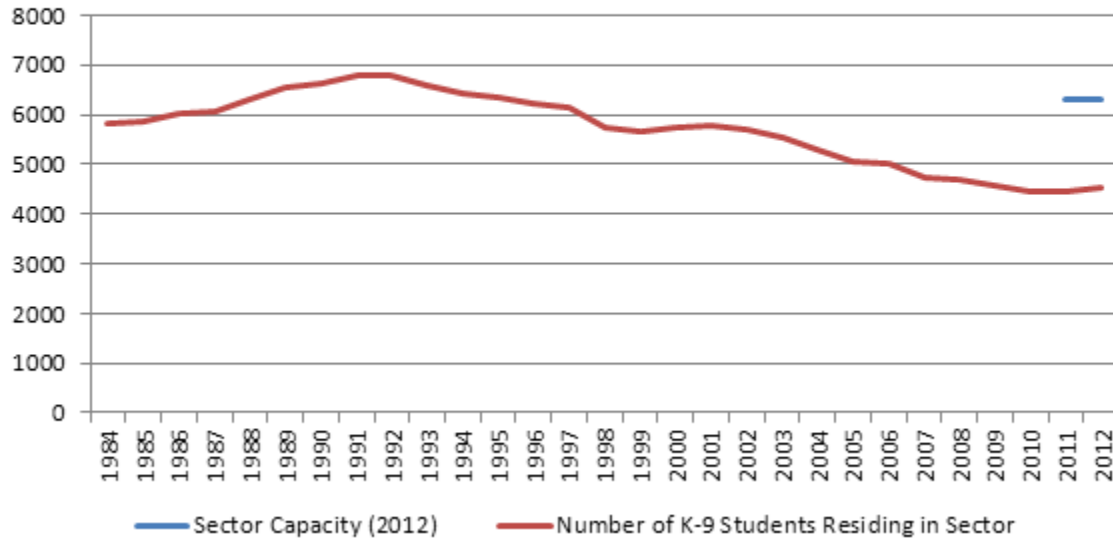


Sector Utilization Trends

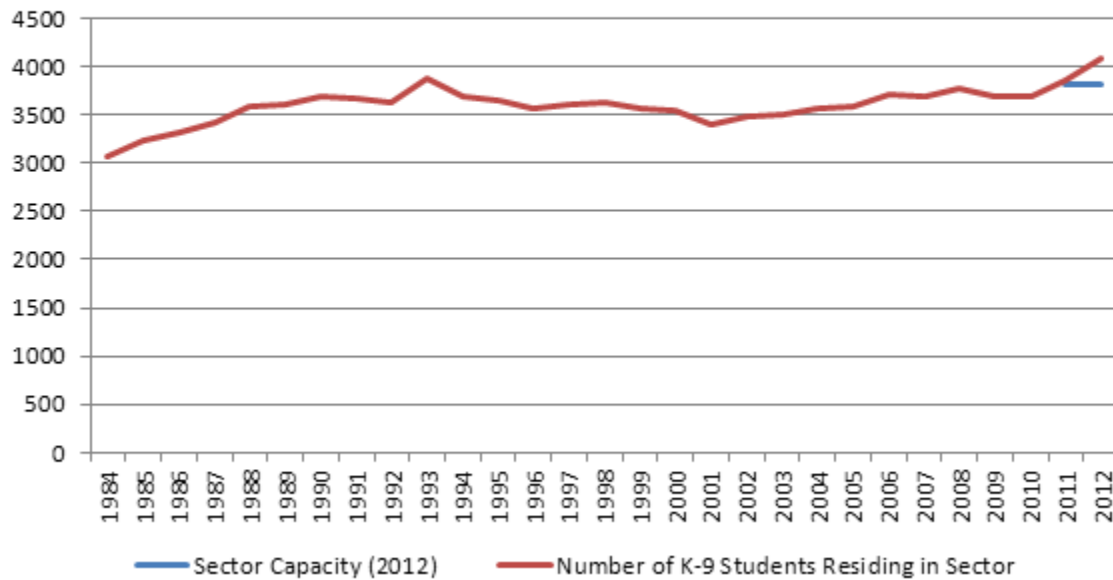
Edmonton Public Schools Student Data



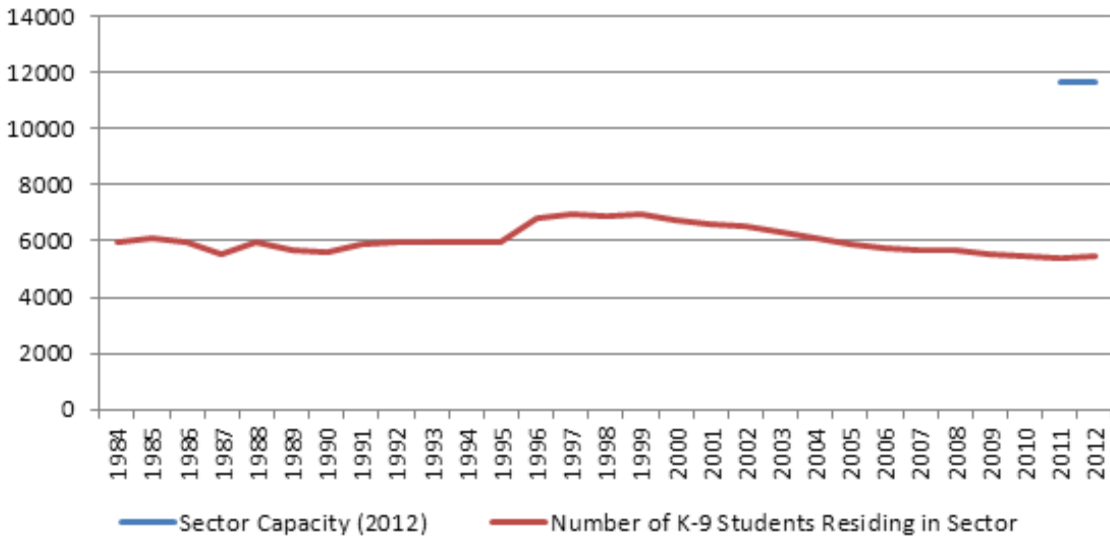
North East Sector: K-9 Residency vs. Current Capacity



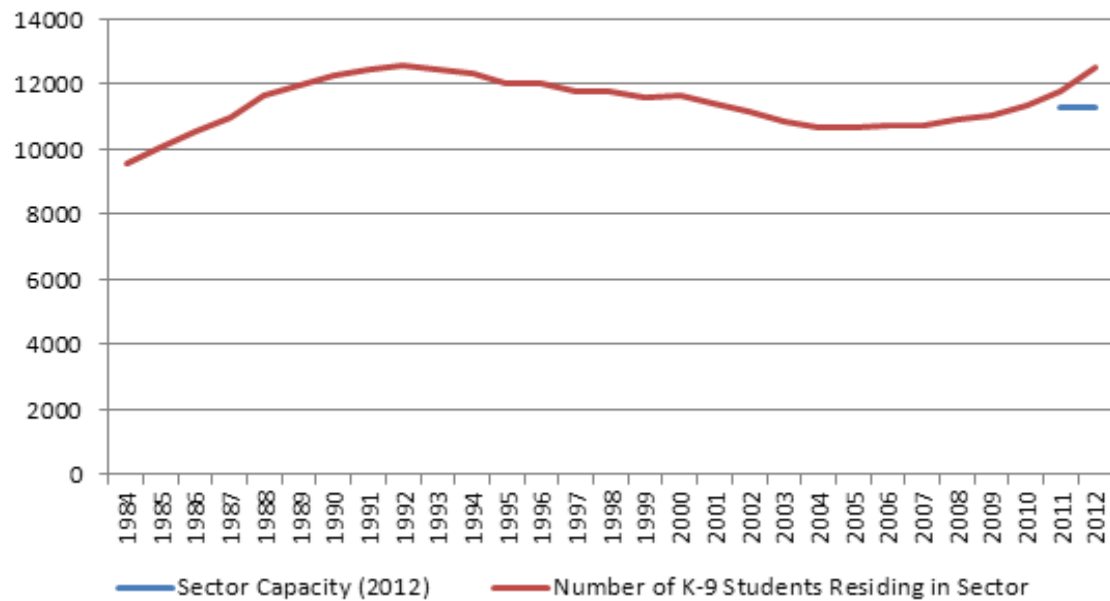
North West Sector: K-9 Residency vs. Current Capacity



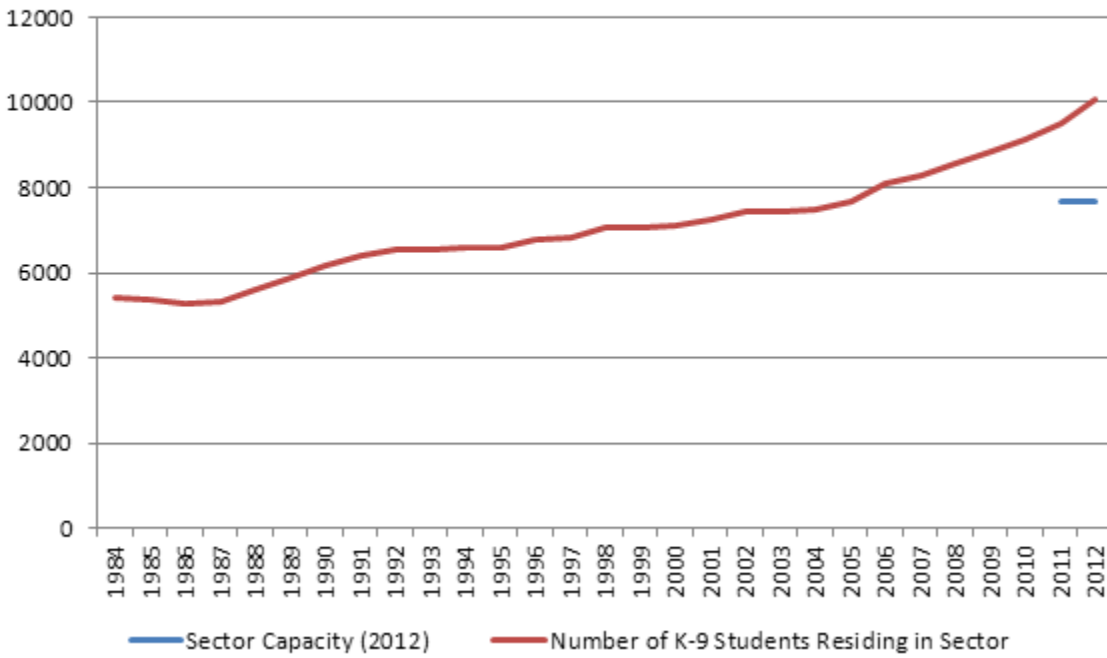
South Central Sector: K-9 Residency vs. Current Capacity



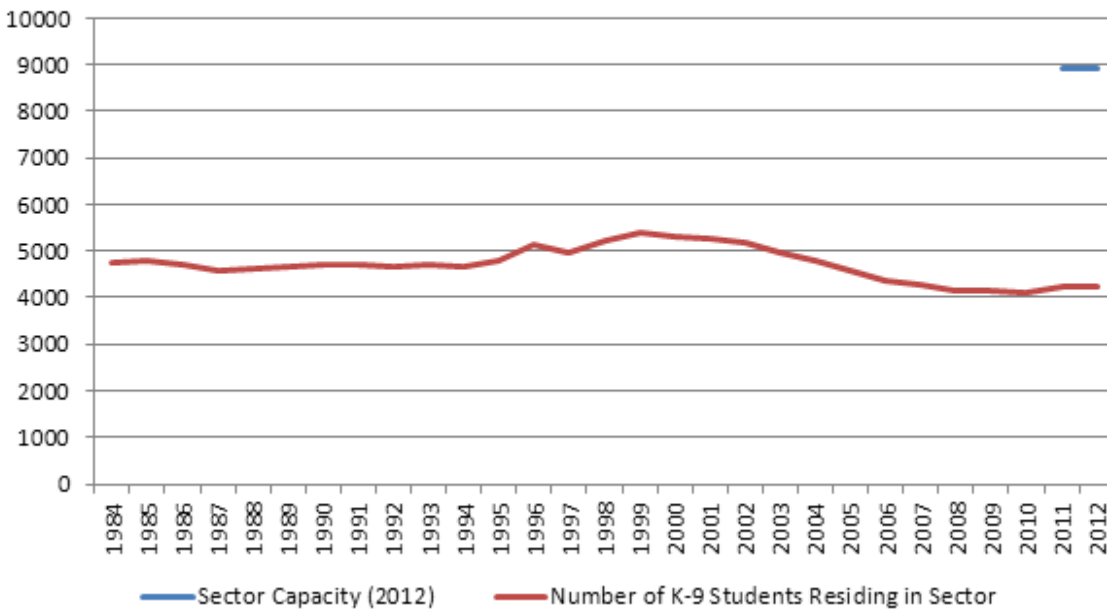
South East Sector: K-9 Residency vs. Current Capacity



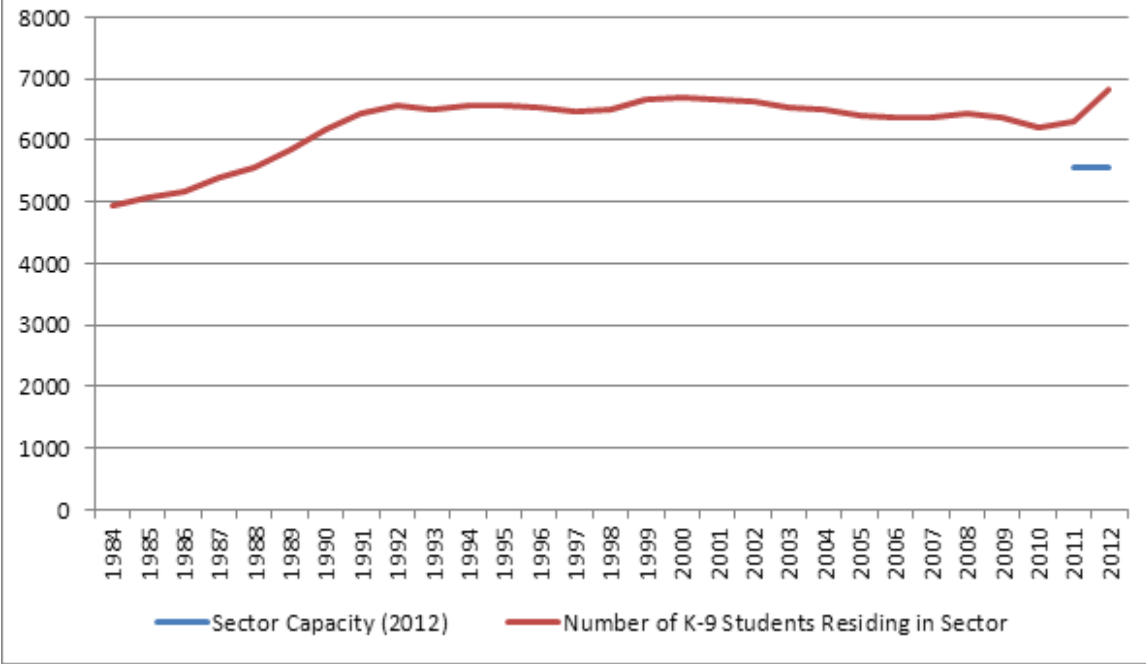
South West Sector: K-9 Residency vs. Current Capacity



West 1 Sector: K-9 Residency vs. Current Capacity



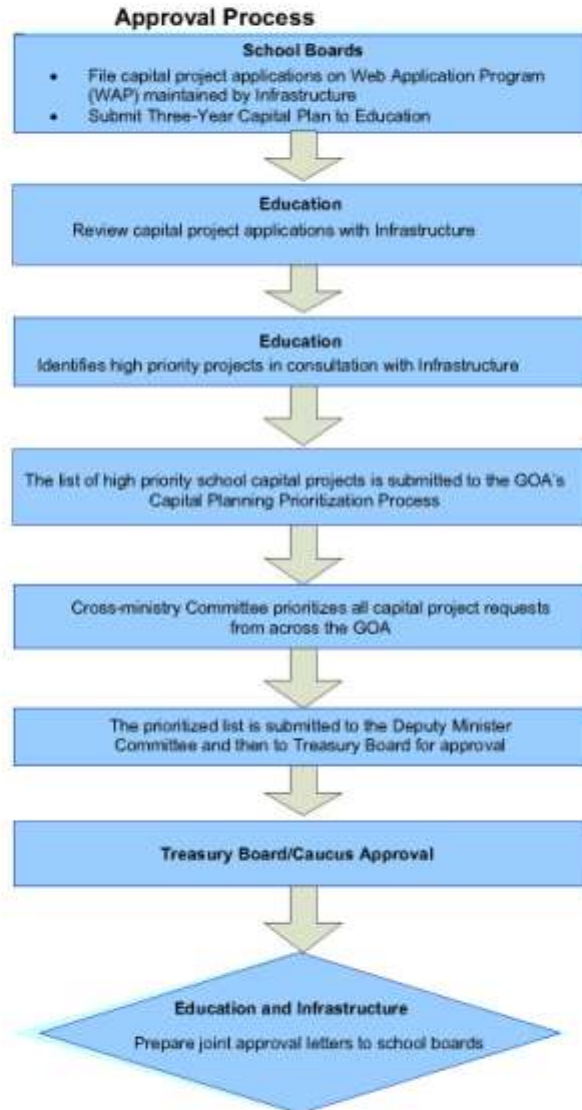
West 2 Sector: K-9 Residency vs. Current Capacity



Alberta Education/Alberta Infrastructure School Capital Manual (2012)

3. Approval Process for School Building Projects

As required by the School Act, Part 7, Division 2, Ministerial approval must be obtained prior to commencement of any capital project. **There will be no funding provided to a jurisdiction for a project commenced without prior written Ministerial approval.**



3.1 School Capital Funding Priorities

Capital projects are reviewed and prioritized by Education, with technical expertise from Infrastructure, prior to being submitted to the government's Capital Planning Prioritization Process led by Treasury Board.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the identified priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

- Health and Safety – Potential impact on health and safety of occupants by not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- Building Condition – Facility audit scores.
- Utilization Rates – Utilization of existing facilities.
- Enrolment Projections - Trends and subsequent school board plans for the accommodation of students.
- Education Program Delivery – Alignment with the direction the board has described in the Three-Year Capital Plan.
- Additional Information – (e.g., Studies, regional plans).

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process. All government projects are evaluated and prioritized using a Project Rating System focussed on:

- Program Delivery Impact – Importance of the project to achieving ministry program delivery requirements.
- Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.
- External Impacts (Economic, Social and Environmental)
 - The degree to which the project increases economic efficiency, creates jobs and diversifies the economy.
 - The degree to which the project extends services, fosters provision of facilities and increased opportunities for vulnerable groups.
 - The degree to which the project improves, protects or mitigates existing harmful substances in the environment.

- Budget Impacts – The contributions to the project from external groups and the operational savings that will be realized.

An in-depth review of the ranking rationale assigned to each capital project is undertaken by a cross-ministry committee resulting in a recommendation being submitted to the Deputy Minister Capital Planning Committee (DMCPC) and then to the Treasury Board Capital Planning Committee (TBCPC). Caucus reviews the Treasury Board recommendations and, ultimately, approves the Provincial Capital Plan.

4. School Capital Planning

4.1 Approaches for Delivering Education Programs

School jurisdictions must consider all possible alternatives and approaches for delivering education programs and accommodating students, including:

- Making more efficient use of existing space available in other schools or other facilities in the community, in other communities in the region, or in other school jurisdictions.
- Adjusting grade structures within the school(s).
- Operating schools for longer periods each day.
- Offering year-round schooling.
- Equipping schools with technology in lieu of building new school buildings and using existing school facilities.
- Considering other innovative approaches to delivering education programs and accommodating students.

4.2 Three-Year Capital Plan Requirements

School jurisdictions must prioritize projects submitted for funding based on safety of school facilities, enrolment pressures, modernization needs, etc., as identified through the Three-Year Capital Plan and Ten-Year Facilities Plan. School jurisdictions must formally sign off on these plans on an annual basis.

Both the capital and facilities plans must demonstrate to stakeholders and the government how the plans support the education program and reflect the needs and intended results for students.

The fiscal year for Capital Plans will be April 1 to March 31. The Three-Year Capital Plan must be submitted by April 1 of the year prior to the commencing year of the plan.

The Ten-Year Facilities Plan must be developed and be made available upon request. School jurisdictions may also be asked to submit additional information or a business case in support of a project.

4.2.1 Three-Year Capital Plan

The Three-Year Capital Plan:

- Identifies the highest priority school facility/infrastructure needs for the three-year period.
- Must be updated by the school jurisdiction and submitted on an annual basis.
- Must include, at a minimum, the detailed breakdown of costs by facility required to complete the web-based New School Project Application and the Expansion and Modernization Project Application (Forms 1 and 2 available on the WAP).
- Must demonstrate that the school jurisdiction has evaluated its ability to manage the requested projects during the three-year period.

- A completed copy of the Site Readiness Checklist must be included for all New or Replacement School projects requested in the first year of the submission.

4.2.2 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's facilities. It helps each school jurisdiction, Education and Infrastructure to identify long-range facility needs in support of school jurisdictions' education and technology plans.

A school jurisdiction should annually review its Plan to confirm its continued relevance and submit an updated plan to Education upon request. The plan should include the following information:

- Enrolment pressures and emerging learning opportunities that need to be addressed through expansion (new schools, additions, modular classrooms and leases). The plan must indicate the jurisdiction's expected facilities utilization for the ten-year period. This should include enrolment projections for areas of growth and for areas with declining enrolments.
- All aspects of modernization needs for its schools over the ten-year period.
- Grade structures and forecast of program changes requiring capital funding either under the Modernization program to convert existing space, or construction under the Expansion program to facilitate the new program(s) and technology.
- Facility condition evaluation information.
- Declining enrolments that may lead to closure of programs or school buildings.
- Identify any impact on the need for capital funding to modernize or add space to the school(s) where students are being relocated.

4.2.3 Public-Public & Public-Private Partnerships (P3) Proposals

The GOA encourages school jurisdictions to consider opportunities that may exist to use public-public and P3 models as an alternative method for financing, including new construction, expansions, modernizations and facility adjustments to address declining enrolment. A fundamental criterion is that the proposed project must be a high priority project for government and the school jurisdiction, and any school jurisdiction proposal must demonstrate the benefit of such procurement approach to government.

School jurisdictions are requested to locally prioritize their P3 proposals along with their other priority capital project requests and include them in their annual Three-Year Capital Plan submission.

For more information about P3 projects and submission processes, refer to the Public-Private Partnership (P3s) Management Framework: Assessment Process on Infrastructure's website at <http://www.infrastructure.alberta.ca/526.htm>.

Provincial Facility Condition Index (FCI) - Background

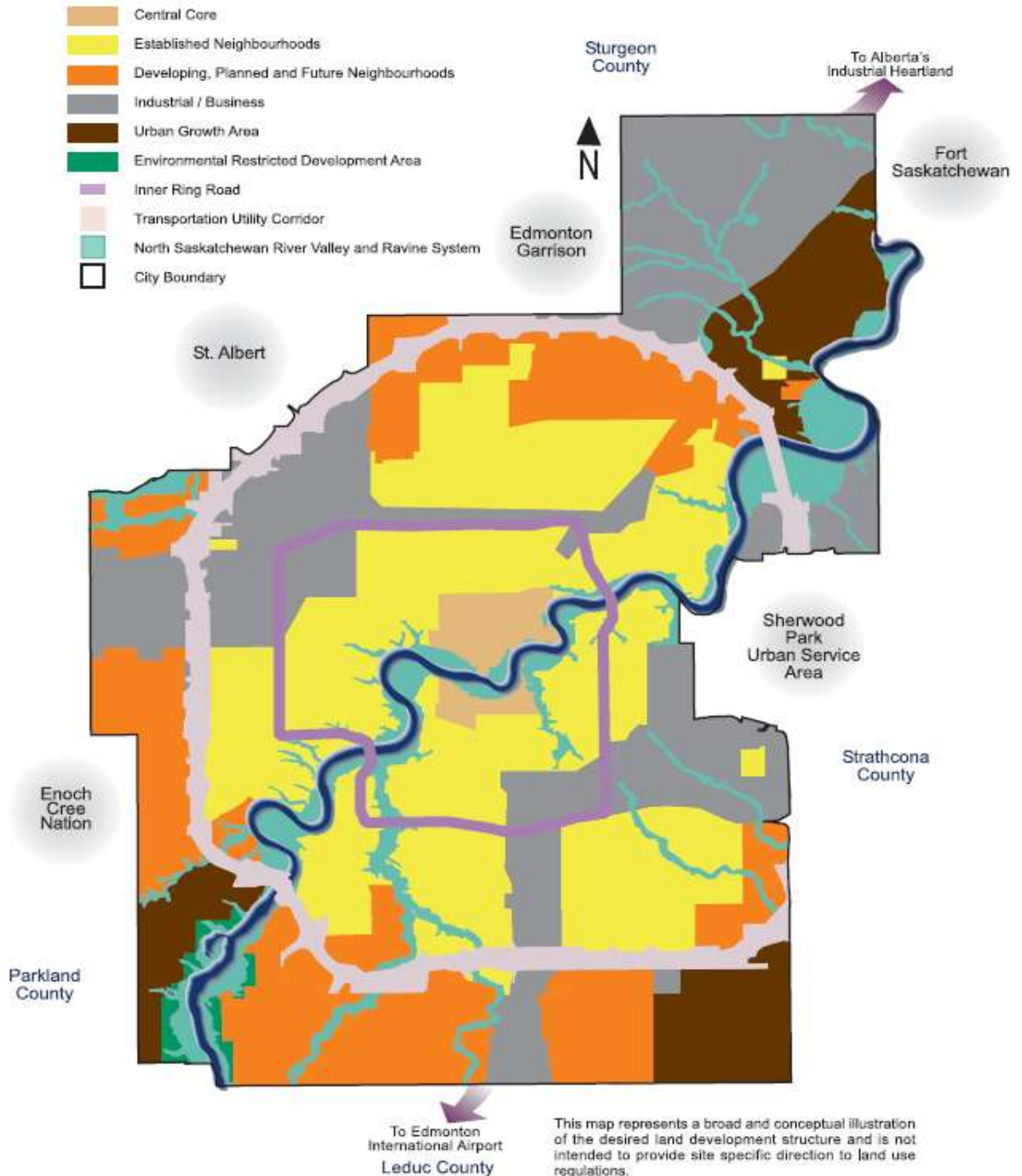
The Facility Condition Index (FCI) was adopted as a common measure to enhance reporting by enabling the ministry to compare condition ratings across facility types (health facilities, schools, post-secondary institutions and government-owned facilities). The FCI is produced slightly differently for different facility types depending on the amount of data available and the ability of on-site facility operators to update the data. The FCI is the ratio of the cost to correct current and future (five-year) physical condition deficiencies, relative to the current facility replacement values. The percentages are calculated by taking the square metres of all facilities in good, fair, or poor condition (as defined by the FCI) and dividing each by the total area of all buildings.

Condition	FCI Definition	Capital Planning Initiative Definition
Good	Facilities with an FCI of less than 15%	Adequate for intended use and expected to provide continued service life with average maintenance.
Fair	Facilities with an FCI that is equal to or greater than 15%, or equal to or less than 40%	Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
Poor	Facilities with an FCI of greater than 40%	Upgrading is required to comply with current codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

City of Edmonton Growth Coordination Strategy

http://www.edmonton.ca/city_government/urban_planning_and_design/growth-coordination-strategy.aspx

Map 2: Land Development Map of Edmonton



Edmonton Developing and Planned Neighbourhoods, 2011

Summary

This report measures the demand and supply of residential land in developing and planned neighbourhoods including the potential lot supply remaining based on low density residential development. The numbers provided here show the level of completion of neighbourhoods as directed in Section 3.1.1.4 of the Municipal Development Plan (MDP), *The Way We Grow*. They measure the land supply compared to current and potential capacity under the approved Area Structure Plans (ASPs).

The objective is to show where current growth is taking place and when new land is needed for future growth. This is especially relevant in terms of the Growth Coordination Strategy's policy to focus land development activity and infrastructure provision on approved and developing neighbourhoods to ensure their timely completion and the provision of the full range of services to their residents (see Section 3.1.1.3, MDP). For that reason, remaining supply is provided for both approved and developing neighbourhoods, as well as projected numbers for planned but not yet approved neighbourhoods in approved ASPs.

As of December 2011, the potential low density residential lot supply that is available in approved ASPs is slightly less than 63,000. Based on current absorption rates, Edmonton has an average of 17 years of remaining land supply (see the Table 4: *Total Low Density Residential Supply by Sector*). Future levels of economic activity and overall demand for housing and its affordability will affect the actual absorption of low density lots and lot supply.

Land supply remaining in the approved Area Structure Plans ranges from a high of 18 years in the West sector to a low of 10 years in the Northeast sector. The overall City average is 17 years. The Northeast sector had the lowest average absorption rate at 373 lots per year and the Southwest had the highest absorption rate at 1,218 lots per year. An absorption rate for the Northwest sector is not calculated as this sector was recently created in 2011 and there has been only one year of development.

Definition and Assumptions

Low density residential development is used as a consistent measure of the rate of development and land consumption. Low density residential development includes single and semi-detached lots. Once a low density lot has been registered at Land Titles it is legally available to be built on and therefore considered to be absorbed. Potential lot supply means the estimated number of low density residential lots within approved Area Structure Plans or Servicing Concept Design Briefs that have not been registered.

Absorption is the number of low density lots registered each year within the approved Area Structure Plans. The average absorption rate is calculated over a ten year period. The ten-year running average is reflective of market variations and economic cycles which occur over a decade of growth. Lot absorption rates vary significantly from one sector of the city to another. By dividing the potential lot supply by the ten average absorption rates within each City sector, the number of years of land supply for future low density residential development can be estimated. Once a neighbourhood has 95 percent or more of its low density residential lots registered, it is considered to be complete for the purposes of this report. This recognizes that there may be ownership or other barriers to 100% completion.

Neighbourhood Completion Citywide

A total of 86 Neighbourhood Area Structure Plans (NSPs) are in approved Area Structure Plans within Edmonton's developing areas. As of December 2011 there were:

- 44 neighbourhoods under development,
- 13 neighbourhoods at the planned stage (no approved NSP), and
- 29 neighbourhoods with 95-100% of the low density residential completed.

Of the 44 developing neighbourhoods:

- 13 neighbourhoods had no development started,
- 6 neighbourhoods were less than 25% complete,
- 14 neighbourhoods were between 25-75% complete, and
- 11 neighbourhoods were 76 to 94 % complete.

Completion of Approved Neighbourhoods by Sector

Neighbourhood completion varies by city sector. See maps for each approved Area Structure Plan, SCBD, or NASP in Appendix 1.

North Sector (20 neighbourhoods):

- Two of 12 developing neighbourhoods have yet to experience any development
- Seven neighbourhoods are more than 95 percent complete
- One neighbourhood is being planned; a Neighbourhood Structure Plan must be approved before any development can occur

Northeast Sector (9 neighbourhoods):

- One of four developing neighbourhoods have no development
- Three are complete and two require Neighbourhood Structure Plan approval

Northwest Sector (5 neighbourhoods):

- Two of three developing neighbourhoods have no development started
- Two neighbourhoods need Neighbourhood Structure Plan approval

West Sector (12 neighbourhoods):

- Three neighbourhoods have no development
- Another five are at various stages of development
- Four neighbourhoods are complete

Southeast Sector (14 neighbourhoods):

- One has no development
- Six neighbourhoods range from 13 to 91 percent of the low density residential being complete
- Neighbourhood Structure Plans are needed for three planned neighbourhoods
- Four neighbourhoods are complete

Southwest Sector (26 neighbourhoods):

- Southwest Edmonton has the most developing and planned neighbourhoods
- Four neighbourhoods have no development
- Six neighbourhoods have low density residential ranging between 13 – 79% complete
- 11 neighbourhoods have more than 95 percent of the low density residential complete
- Five neighbourhoods in the Southwest are in the planning process

Prepared by the Growth Analysis Unit, Sustainable Development
For more information, contact the City of Edmonton at:
311 (in Edmonton) or 780-442-5311

**Table 1
Developing (Approved) Neighbourhood Structure Plans
Low Density Residential Lot Potential as of December 2011***

Sector	ASP	Neighbourhood	Year Approved	Low Density Lots Projected	Remaining Potential Lots	Percent of Lots Completed
North	Castle Downs Extension	Canossa	1984	1,370	377	72
		Elsinore	1985	894	56	94
		Rapperswill	2010	1,091	923	15
	Edmonton North	Crystallina Nera	2007	1,128	1,128	0
		Crystallina Nera East	2011	870	870	0
		Eaux Claires	1983	666	57	91
		Klarvatten	1982	1,605	232	86
	Palisades	Schonsee	2002	1,368	832	39
		Albany	2009	187	115	39
		Hudson	1997	628	136	78
		Oxford	1985	927	178	81
				10,734	4,904	
Northeast	Fraser NASP	Fraser	1984	1,138	337	70
	Ebbers NASP	Ebbers	2006	208	208	0
	Pilot Sound	Brintnell	2001	1,728	154	91
		McConachie	2006	2,082	1,448	30
				5,156	2,147	
Northwest	Big Lake	Hawks Ridge	2010	1,396	1,396	0
		Starling	2010	1,118	1,118	0
		Trumpeter	2008	969	701	28
				3,483	3,215	
West	Cameron Heights NASP	Cameron Heights	2001	883	125	87
	Lewis Farms	Rosenthal	2009	2,905	2,905	0
		Secord	2007	2,339	1,785	24
		Stewart Greens	2007	592	592	0
		Webber Greens	2000	750	293	61
	The Grange	Granville	2007	1,149	844	27
		The Hamptons	1998	3,520	315	91
	Edgemont NASP	Edgemont	2011	3,844	3,844	0
				15,982	10,703	

Note: Low density residential lots includes single detached and semi-detached, and excludes country residential.

Table 1 (con't)
Developing (Approved) Neighbourhood Structure Plans
Low Density Residential Lot Potential as of December 2011*

Sector	ASP	Neighbourhood	Year Approved	Low Density Lots Projected	Remaining Potential Lots	Percent of Lots Completed
Southeast	Elderslie	Orchards at Elderslie	2007	2,505	2,170	13
		Summerside	1999	3,589	631	82
	The Meadows	Laurel	2007	3,491	2,456	30
		Maple	2010	1,527	1,527	0
		Tamarack	2006	1,824	934	49
	Southeast	Charlesworth	2005	1,299	120	91
		Walker	2007	2,786	2,068	26
				17,021	9,906	
Southwest	Heritage Valley	Allard	2007	1,993	1,576	21
		Chappelle	2008	4,042	3,425	15
		Desrochers	2010	1,092	1,092	0
		H. V. Town Centre	2009	150	150	0
		H. V. Nbhd 12	2011	774	774	0
	Terwillegar Heights	Magrath Heights	2003	997	211	79
	Windermere	Ambleside	2005	2,023	1,171	42
		Glenridding Heights	2011	1,247	1,089	13
		Keswick	2010	3,987	3,987	0
		Windermere	2006	4,243	2,523	41
				20,548	15,998	

Note: Low density residential lots includes single detached and semi-detached, and excludes country residential.

Table 2
Planned Neighbourhoods (Not yet approved)
Low Density Residential Potential as of December 2011*

Sector	ASP	Neighbourhood	Low Density Lots Projected	Remaining Potential Lots
North	Goodridge Corners NASP	Goodridge Corners	987	987
				987
Northeast	Pilot Sound	Cy Becker	1,207	1,207
		Gorman	320	320
				1,527
Northwest	Big Lake	Neighbourhood 4	1,441	1,441
		Neighbourhood 5	1,564	1,564
				3,005
Southeast	Southeast	Neighbourhood 3	2,666	2,666
	Ellerslie	Neighbourhood 4	1,089	1,089
	The Meadows	Neighbourhood 5	2,000 (est)	2,000 (est)
				5,755
Southwest	Heritage Valley	Hays Ridge	1,148	1,148
		Heritage Valley 13	0	0
		Heritage Valley 14	0	0
	Windermere	Glenridding Ravine	1,210	1,210
		Neighbourhood 5	2,450	2,450
				4,808

Note: Low density residential lots includes single detached and semi-detached, and excludes country residential.

An Area Structure Plan (ASP) is a plan approved by City Council which, according to provincial legislation, must describe proposed land uses, sequence of development, density of proposed population, and general location of major transportation routes and public utilities for a number of neighbourhoods. Once an Area Structure Plan is approved by City Council, individual neighbourhood plans within the approved Area Structure Plan must also be approved prior to commencement of development.

**Table 3
Neighbourhood Structure Plans 95 - 100% Complete
Low Density Residential as of December 2011***

Sector	ASP	Neighbourhood	Year Approved	Low Density Lots Projected	Remaining Potential Lots	% of Lots Completed
North	Castle Downs Extension	Chambery	1985	708	0	100
	Edmonton North	Belle Rive	1982	1,147	0	100
		Lago Lindo	1980	1,255	0	100
		Mayliewan	1983	1,202	0	100
		Ozerna	1981	1,193	0	100
		Carlton	1999	1,177	61	95
	Palisades	Cumberland	1984	1603	9	99
				70		
Northeast	Clareview	Clareview Town Centre	1980	271	0	100
	Pilot Sound	Hollick Kenyon	1991	1,375	0	100
		Matt Berry	1988	1,247	0	100
				0		
West	Lewis Farms	Breckenridge Greens	1991	427	0	100
		Potter Greens	1990	510	0	100
		Suder Greens	2002	1,025	0	100
	The Grange	Glastonbury	1998	1,454	0	100
				0		
Southeast	Ellerslie	Ellerslie	2001	1,218	0	100
	The Meadows	Larkspur	1987	1,213	0	100
		Silver Berry	1994	1,286	0	100
		Wild Rose	1998	2,478	0	100
				0		
Southwest	Heritage Valley	Blackmud Creek	1998	635	0	100
		Callaghan	2005	905	0	100
		MacEwan	2001	1,118	16	99
		Richford	1999	327	0	100
		Rutherford	2001	2,815	0	100
	Terwillegar Heights	Haddow	1993	895	0	100
		Hodgson	1995	731	0	100
		Leger	1995	848	0	100
		Mactaggart	2005	948	0	100
		South Terwillegar	2003	1,885	0	100
		Terwillegar Towne	1995	2082	0	100
				16		

**Table 4
Total Low Density Residential Supply by Sector**

Neighbourhood	City Sector						City
	North	Northeast	Northwest	West	Southeast	Southwest	
Developing	4,904	2,147	3,215	10,703	9,906	15,998	46,873
Planned	987	1,527	3,005	0	5,755	4,808	16,082
95% Complete	70	0	0	0	0	16	86
Potential Lot Supply	5,961	3,674	6,220	10,703	15,661	20,822	63,041
Average Absorption*	592	373	3	606	936	1,218	3,729
Year Supply	10	10	n/a**	18	17	17	17

*Based on a ten year running average 2002-2011

**Northwest Sector was separated out in 2011

ANNUAL ABSORPTIONS (ten year running average)											
SECTOR	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	AVERAGE
NORTH	1,428	868	928	546	458	481	142	76	121	876	592
NORTHEAST	332	627	522	751	546	75	231	91	373	179	373
NORTHWEST	0	0	0	0	0	0	0	0	0	30	3
WEST	725	699	572	732	671	513	659	241	798	452	606
SOUTHEAST	1,046	943	767	802	941	1,531	356	700	1,270	1,007	936
SOUTHWEST	1,747	1,210	1,198	1,523	1,371	1,415	708	357	1,266	1,388	1,218
TOTAL	5,278	4,347	3,987	4,354	3,987	4,015	2,096	1,465	3,828	3,932	3,729

Note: **Potential Lot Supply** means the estimated future number of single or semi family (low density) lots within approved Area Structure Plans or Servicing Concept Design Briefs. Once a lot has been registered it is considered absorbed. **Absorption** means the number of low density lots registered each year within the approved Area Structure Plans. The average absorption rate is calculated over a ten year period.

Developing neighbourhoods have an approved Neighbourhood Structure Plan and are within an approved Area Structure Plan or Servicing Concept Design Brief. Low density residential development can range from 1 to 94 percent. **Planned neighbourhoods** require a Neighbourhood Structure Plan before development can start. When a developing neighbourhood has more than 95% of the low density residential registered it is considered to be a **complete neighbourhood**.

City of Edmonton

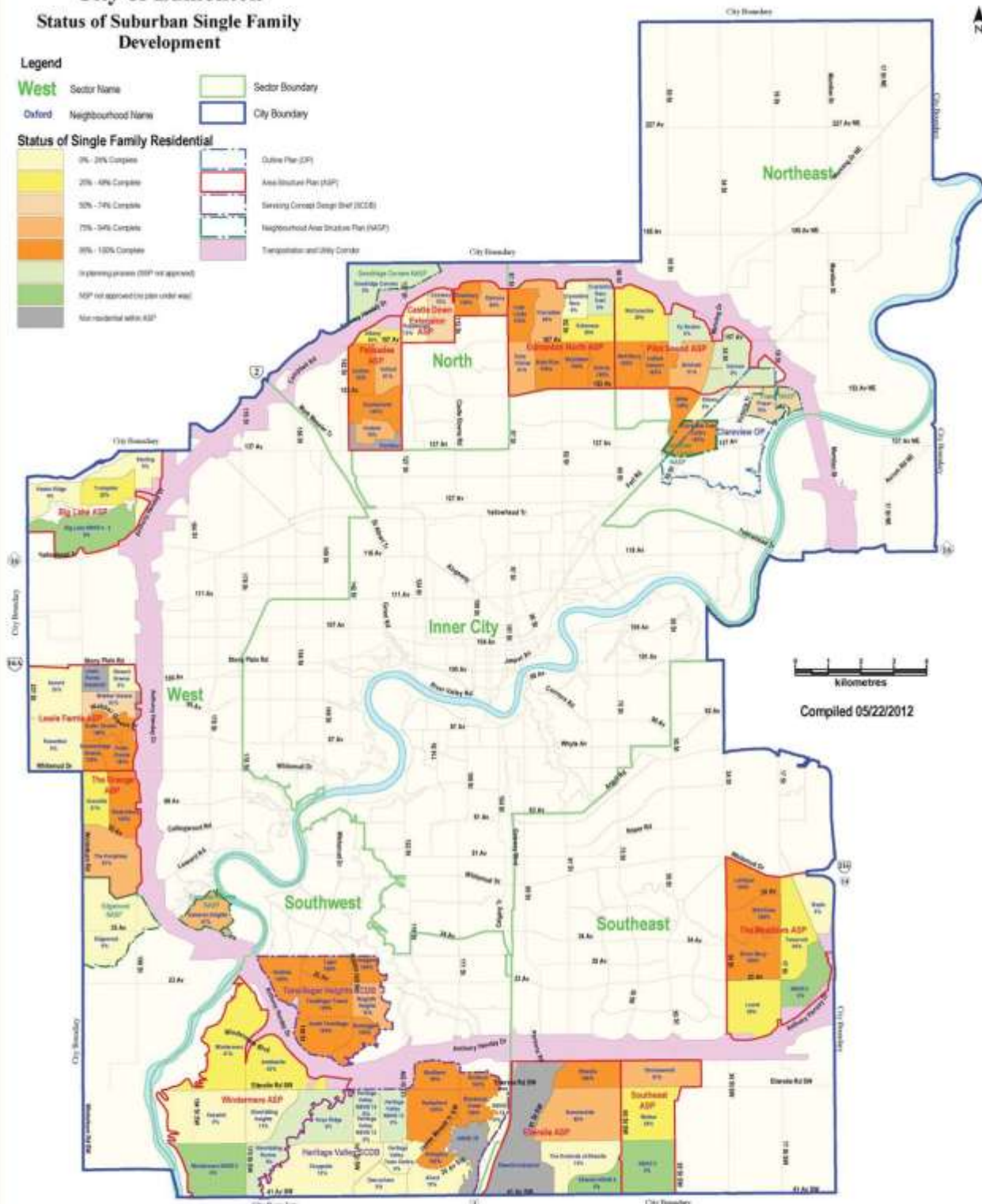
Status of Suburban Single Family Development

Legend

- West** Sector Name
- Oxford Neighbourhood Name
- Sector Boundary
- City Boundary

Status of Single Family Residential

- 0% - 24% Complete
- 25% - 49% Complete
- 50% - 74% Complete
- 75% - 98% Complete
- 99% - 100% Complete
- In planning process (OSP not approved)
- OSP not approved (no plan under way)
- Non-residential within ASP
- Outline Plan (OP)
- Area Structure Plan (ASP)
- Servicing Concept Design (SCD)
- Neighbourhood Area Structure Plan (NASP)
- Transportation and Utility Corridor



Map compiled by:
GIS and Cartography Unit
Urban Planning and Environment Branch

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Sustainable Development Department

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International
Airport (IATA)

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DATE: April 23, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Annual Report – Aboriginal Education Update

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Fred Hines, Debbie Jackson, Eileen Marthiensen, Carolyn Mathew, Louise Osland, Rosalind Smith, Corrie Ziegler

REFERENCES: [IAA.BP - Aboriginal Education](#)
[IAA.AR - Aboriginal Education](#)
[Annual Report – Aboriginal Education Update 2011-2012](#)
[FNMI Funding \(Response to Request for Information #211 June 14, 2011 Board Meeting\)](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on Aboriginal Education. This is the report for 2012-2013.

BACKGROUND

- The information provided in this report outlines supports and services provided by central staff in relation to Aboriginal education. This report also includes selected student achievement data that provides further context to the work of the District to support First Nations, Métis, and Inuit (FNMI) students. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be shared during the Results Review process that occurs in the fall of each year.
- IAA.BP and IAA.AR - Aboriginal Education provide direction for the FNMI work in the District.
- The number of students self-identifying as First Nations, Métis or Inuit has increased from 6,307 to 7,404 from 2008-2012 (Attachment I).
- Of the 7,404 who self-identified as First Nations, Métis or Inuit on September 30, 2012, 6,534 of the original student cohort remain in Edmonton Public Schools. Enrolment data is provided in Attachment II.
- Overall, the percentage of FNMI students writing below grade level has decreased, while the percentage of students writing at grade level has increased. Students reading below, at and above grade level has remained relatively stable. Highest Level of Achievement Test (HLAT) data is provided in Attachment III.
- District staff continue to collect and analyze data and research to inform programming, resources and supports that foster student achievement and support high school completion.
- The Government of Alberta renewed the Flexible Funding Framework in 2005, which provided an annual differential FNMI funding allocation to school authorities based on the number of self-identified First Nations, Métis and Inuit students they serve. The funding is targeted to close the educational achievement gap between FNMI and non-FNMI learners. The 2012-2013 per eligible full-time equivalent student allocation is \$1,178. Provincially, the District has taken

a leadership role in the allocation of differential funding by providing schools with \$756 per self-identified First Nations, Métis and Inuit student and retaining \$422 centrally to support the FNMI unit in Support for Staff and Students (SFSS) department, Cree Culture and Language programming, Prince Charles School and amiskwaciy Academy. The funding allocation provides schools with an opportunity to support FNMI students based on the identified collective needs of all FNMI students at each school.

- As of March 31, 2013, there are 7,454 students self-identifying as First Nations, Métis or Inuit in the District. Six schools have no students self-identifying as First Nations, Métis or Inuit. Fifty-six schools in the District have 15 per cent or more of their student population self-identifying as First Nations, Métis or Inuit. Ninety-five schools in the District have 10 per cent or more of their student population self-identify as First Nations, Métis or Inuit.
- Cree language programs are offered from Kindergarten to Grade 9 at Prince Charles, Abbott, Westlawn and Westmount schools. amiskwaciy Academy offers conversational Cree with cultural activities in Grades 8 to 12.
- Aboriginal Headstart programs are offered at Abbott, Sherwood and Belmead schools.
- FNMI staff in SFSS assisted several schools in the District with literacy supports, resources, professional learning opportunities, recommendations, emergent requests for student support, transition support, FNMI allocation recommendations, support in hiring liaison staff, assistance and recommendations for the development of a three year FNMI funding allocation school plan.
- FNMI staff in SFSS are student-centered with a focus on supports and resources to enhance the educational experience and increase high school completion for FNMI students. One program coordinator, three full-time and one part-time consultants support students, parents/guardians, and connect with community partners. Consultants also analyze data to inform practice and bridge culture and curriculum through resource development, initiatives to support and enhance FNMI literacy and provide professional learning sessions for district staff.
- Seven liaison staff members in SFSS are assigned to 13 junior high and three elementary schools. Liaisons provide individual student, group and classroom support in schools to reduce barriers and increase cultural competency and cultural integrity in FNMI education. Staff bridge home and school relationships to support student achievement.
- One liaison staff member in SFSS is assigned to respond to emergent requests for student support for schools in the District that have no liaison support.
- One Cree language consultant/traditional knowledge keeper in SFSS provides support to the Cree Language and Culture Programs in the District through resource development and classroom support.
- One traditional knowledge keeper in SFSS provides cultural supports and resources for students, parents/guardians and district staff.

CURRENT SITUATION

Initiatives for the 2012-2013 year include:

Respect and Recognition

- Planning continues for the Sixth Annual Honouring Celebration for FNMI student graduates to be held on June 6, 2013, at hosting high school, Victoria School of the Arts.
- The Junior High Art Project with Holly Rae Yuzicapi, a First Nations artist, provided an opportunity for 22 students from across the District to participate in a three day enriching

artistic experience. Ten district staff participated on day four and engaged in traditional arts techniques and strategies for their classroom.

- FNMI staff in SFSS are currently planning the National Aboriginal Day Celebrations for the Board of Trustees on June 18, 2013.
- *Honouring the Unseen: Past, Present & Future* welcomed authors David Bouchard and Richard Wagamese who presented to 750 students and staff from eight participating junior and senior high schools. The authors shared their journey, provided inspiration and motivated reluctant readers and writers through the use of FNMI literature to address the environment, social justice, identity and orality.
- Student learning opportunities were developed and offered by FNMI staff in SFSS at no cost for district staff and students. The FNMI sessions focused on cultural, historical, scientific, oral, print, and physical literacies.
- High School Circle gatherings hosted in collaboration with school staff, provides an opportunity for students to connect with one another and school staff. Traditional teachings, high school course credit planning, post-secondary preparation such as scholarship opportunities and individual supports occur or are discussed at the gatherings.
- Westlawn School was chosen to receive the Innovative Practices Award by the Alberta Association for Supervision and Curriculum Development for their *Identity Digital Storytelling Project*. Students created an iMovie to share their individual narratives and gain a sense of pride and understanding of the diverse stories and cultures within the school.

Community Involvement

- FNMI staff in SFSS continue to collaborate with community partners, post-secondary institutions, First Nations bands and organizations through the FNMI External Advisory Committee to provide supports, services and resources for students, parents/guardians and district staff.
- FNMI staff in SFSS continue to support Wicihitowin Family Nights, Aboriginal Family Nights in Millwoods and the newly created Tawow and Northern Lights (Calder) Family Night, which are held at various schools in the District.
- Year three of the provincially mandated Success in Schools initiative saw targeted support provided to elementary schools, the final piece of the implementation phase. Ongoing support and direction were also provided to junior and senior high schools to ensure plans were developed for each student with permanent guardian status, using a strength based, student led approach to student success and high school completion.
- Presentations were provided by FNMI staff in SFSS for post-secondary institutions on FNMI education and strategies to engage and empower students.
- FNMI staff in SFSS continue to consult parents/guardians and community members in the development of a parent handbook to support, inform and engage FNMI students, parents and guardians.
- External partners continue to provide integral supports, services and resources for students, parents/guardians and district staff.
 - Frontier College, a national literacy organization provided literacy support, tutoring and programs at no cost for two district schools. Frontier College in collaboration with the University of Alberta identified two FNMI mentors who received training and volunteer as tutors in a junior high school.
 - Bent Arrow Traditional Healing Society leased Parkdale School in 2011-2012 and is at capacity in their new location given the multiple services, supports and programs offered.

Programs such as New In Town - Aboriginal Welcome Service which assists new families, parents/guardians with transition supports; Wicihitowin Family Nights; Coyote Kids; and Coyote Pride are programs and services provided at various district schools.

- Métis Child and Family Services Society Provides Choices - a stay-in-school program at two junior high schools.
- In collaboration with Rupertsland Institute - Métis Centre of Excellence, a Métis Edukit will be developed for students and staff in the District.
- Post-secondary partners continue to provide programming and support for FNMI students via Discovery Days and other transition to post-secondary supports.

Staffing and Professional Development

- In alignment with the K-12 Literacy Plan for 21st Century Learners, FNMI staff in SFSS developed resources, supports, and services including professional learning opportunities in FNMI literacy, wise practices in FNMI education, cultural teachings and FNMI resource reviews for district staff.
- FNMI staff in SFSS collaborated with literacy consultants to integrate FNMI perspectives in intervention strategies and literacy modules for district staff. As a result, an FNMI lending library was created to promote FNMI perspectives and cross-train in FNMI literacy resources.
- FNMI staff in collaboration with literacy consultants in SFSS developed and facilitated a three part FNMI literacy module for district staff that focused on the historical and current contextual realities of FNMI peoples, Wise Practices in FNMI education and literacy resources.
- Continuation of the annotated, web-based bibliography of recommended FNMI literature and resources representing diverse Aboriginal cultures remains a priority as district staff and staff from other jurisdictions and provinces utilize the online resource.
- Development of an FNMI literacy resource share site for district staff that recommends FNMI literature and novel studies for each division.
- A Literacy Seed Kit developed in partnership with Alberta Education provides a supplement which includes curricular links, text sets, and activity ideas for each of the recommended 76 FNMI titles in the collection for Kindergarten to Grade 9. The resource is available at no cost to schools and should schools choose to purchase the 76 titles listed in the resource, the cost is under \$1,000.
- The Aboriginal Learning Resource Centre (Woodcroft) in collaboration with the Institute for Innovation in Second Language Education continues to provide FNMI educational support, resources and learning opportunities for students and district staff.
- The Cree Culture and Language Network, consisting of consultants and Cree teachers, developed a data bank of resources through sharing wise practices, strategies, methodologies, and assessment tools.
- FNMI staff in SFSS work with publishers to identify current FNMI titles that support the Alberta Programs of Study.
- FNMI staff in SFSS collaborated with Edmonton Regional Learning Consortium (ERLC) to provide three professional learning sessions in: Cree Culture and Language, Edukit Development and Liaison Networking for the province.
- FNMI staff in SFSS collaborated with Dr. Lynne Wiltse, Associate Professor at the University of Alberta to prepare for the three-year FNMI literacy research project entitled *Seeing Self in Literature* which will be implemented in three schools in January 2014.
- Seven First Nations and Métis liaisons were hired by principals to provide support to students and staff at the following schools: Londonderry, M.E. LaZerte, John Barnett, Queen Elizabeth,

Rosslyn, Scott Robertson, Jasper Place, Eastglen Centre High, J. Percy Page and Outreach Programs. FNMI staff in SFSS provided training, a support resource manual, job shadowing opportunities and mentoring to each liaison hired by principals. In support of the new liaisons, FNMI staff in SFSS established a Liaison Network Committee to provide ongoing supports, resources and training.

- Professional learning sessions were offered for New Teacher Induction Program (NTIP) participants on supports, resources, cultural protocols/knowledge, and information on wise practices in FNMI education.
- A Portfolio Resource was developed by FNMI staff in SFSS which provides a process for liaisons, school counsellors and FNMI champions at each school to connect with and support FNMI students. The resource contains processes to track students, develop individual student portfolios for support, culturally responsive strategies, transition recommendations and supports, post-secondary scholarships/bursary, community supports, resources and programs.
- amiskwacy Academy staff host professional learning sessions, and work on projects and initiatives that strengthen community collaboration and build cultural competency (Attachment IV).
- Professional learning sessions for district and out-of-district staff are currently under development and will be offered by FNMI staff in SFSS throughout 2013-2014. These sessions include: FNMI Literacy, Resource Evaluation, FNMI Perspectives in Social Studies, Traditional Environmental Knowledge in Science, Residential Schools, Cultural Arts, Universal Design for Learning and FNMI Perspectives, Traditional Winter and Summer Indigenous Games, Health Promotion and Addressing Social Justice, Orality and Identity Through Literature.
- Student learning opportunities on Treaties, Métis Culture, Traditional Winter and Summer Games, Traditional Teachings, Traditional First Nations Dance will be offered by FNMI staff in SFSS throughout 2013-2014.

Achievement

- FNMI staff in SFSS, continue to track and collect data on the 2020 Cohort of self-identified First Nations, Métis or Inuit students, now in Grade 5, to determine literacy status, supports, resources, and effective transitions to support high school completion.
- Conduct monthly monitoring and tracking of district FNMI student enrolment data to support retention, transitions and high school completion.

Challenges

- Effectively communicate the District programs, supports, resources, growth and progress of FNMI students to parents/guardians and district staff.
- Collaborate with Human Resources to identify and hire FNMI staff in all areas of employment in the District.
- Poverty impacting student achievement and high school completion.
- 2011-2012 data reveal that 31 per cent of students in the 2020 cohort are below grade level in reading and writing.

Next Steps (next steps outlined below are dependent on allocation/staffing in SFSS and are subject to change)

- Develop a parent newsletter entitled *Honouring Our Voices* which will be published quarterly, made available on the Aboriginal Education website and sent to schools and community

partners for distribution. The first publication will be released by April 30, 2013. The newsletter will highlight the supports, services and programs in the District, showcase achievements of FNMI students and wise practices in the District.

- A grand opening and art exhibit at the Stanley A. Milner Library on June 4, 2013 to showcase the art produced by students in the junior high art project.
- In partnership with Edmonton Catholic Schools and Grant MacEwan the Transition to Post-Secondary Life Program will be offered from July 2 to 5, 2013. The program provides 15 FNMI students from district high schools with a weeklong campus experience. The program meets high school curriculum guidelines and upon completion students will receive three credits in either CALM or Learning Strategies 35.
- Expand on the success of Edukits by completing the Métis Edukit, Aboriginal Veteran's Edukit, First Nations Music & Dance and Traditional Games Edukits.
- Implement the FNMI Guiding Document in the District.
- Develop a three year recommendation plan for the annual FNMI differential funding allocation for administrators which may be tailored to reflect the needs of each school community. The plan supports achievement and high school completion through the identified collective needs of FNMI students. It would also reflect a collaborative approach inclusive of all stakeholders.
- Continue to work towards an agreement on a memorandum of understanding (MOU) with Enoch Cree Nation regarding students that attend both jurisdictions.
- Explore the development of online modules for Aboriginal Studies 10-20-30 and the Cree Culture and Language programs for Kindergarten to Grade 7.
- Explore the connection between early language development and literacy attainment.
- Communicate the district programs, supports, resources, growth and progress of FNMI students to parents/guardians and district staff.
- Through community consultation, update the Aboriginal board policies and administrative regulations to reflect current initiatives and the 2011-2012 reorganization of Student Learning Services and Aboriginal Education to FNMI and Diversity.

KEY POINTS

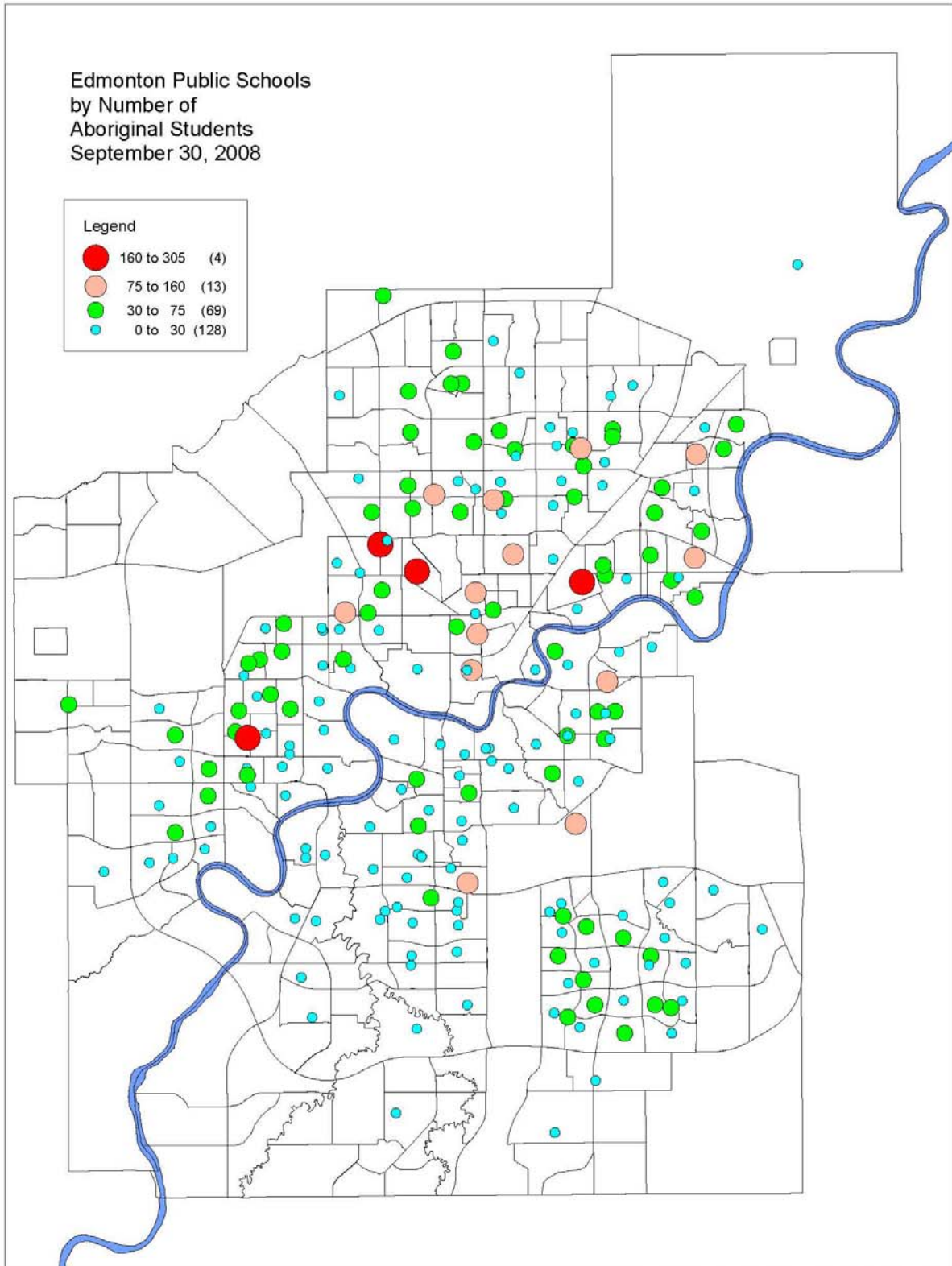
- The District is committed to supporting and empowering First Nations, Métis and Inuit students.
- The FNMI funding allocation provides an equitable distribution of funds to support the identified needs of FNMI students at each school.
- The FNMI staff in SFSS focus on enriching the educational experience of FNMI students by working collaboratively on initiatives to cultivate programs, supports and resources that foster identity, engage students, support achievement and high school completion.
- IAA.BP and IAA.AR - Aboriginal Education continue to guide the work of the First Nations, Métis and Inuit staff in SFSS.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Aboriginal Education Demographics 2008-2012
- ATTACHMENT II FNMI Enrolment Data 2008-2012
- ATTACHMENT III FNMI HLAT Data 2008-2012
- ATTACHMENT IV amiskwaciy Academy Initiatives

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Aboriginal Education Demographics 2008-2012

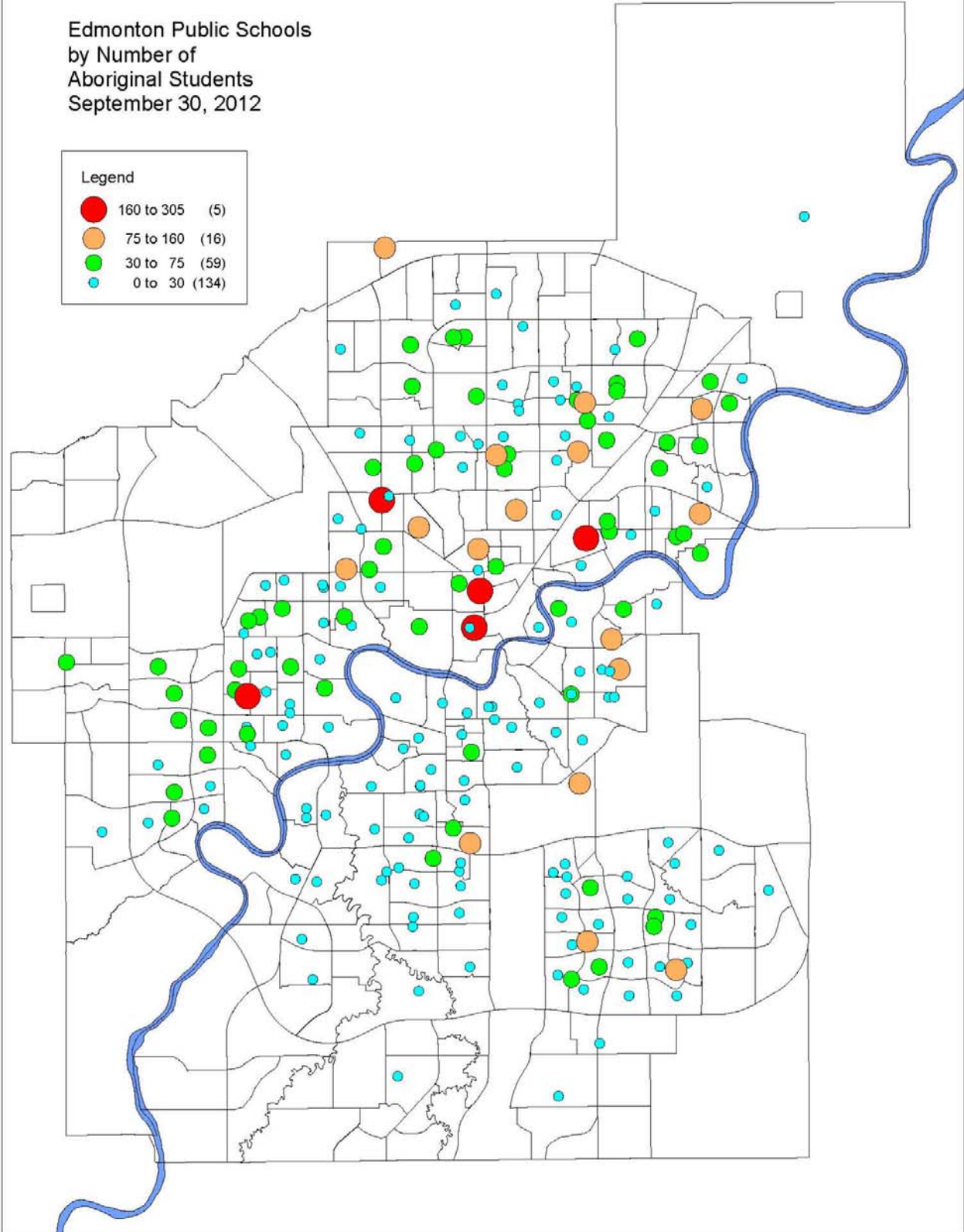


Prepared by Planning, Edmonton Public Schools
Aboriginal Thematic 2008.wor

Edmonton Public Schools
by Number of
Aboriginal Students
September 30, 2012

Legend

- 160 to 305 (5)
- 75 to 160 (16)
- 30 to 75 (59)
- 0 to 30 (134)



Prepared by Planning, Edmonton Public Schools
Aboriginal Thematic 2012.wor

FNMI ENROLMENT DATA

School Year	Pre	Grade												Total	
	K	K	1	2	3	4	5	6	7	8	9	10	11		12
2007-08	56	393	475	478	504	495	523	524	517	536	494	524	369	419	6,307
2008-09	66	412	458	505	504	531	541	535	566	585	538	570	512	524	6,847
2009-10	72	395	437	453	497	491	526	530	546	568	609	601	547	702	6,974
2010-11	64	377	435	448	459	501	507	533	549	572	601	623	561	759	6,989
2011-12	59	387	430	464	516	469	505	502	557	581	602	619	616	838	7,145
2012-13	88	462	495	503	495	539	507	508	547	595	608	593	567	897	7,404

**PERCENTAGE DISTRIBUTION OF HLAT READING SCORES FOR
SELF-IDENTIFIED FIRST NATIONS, MÉTIS AND INUIT STUDENTS FOR FIVE
YEARS**

Enrolment Grade	Year	Percentage of Students			Total N Writing
		Below Grade Level	At Grade Level	Above Grade Level	
All Grades	2008	32.7	58.9	8.4	4414
All Grades	2009	32.5	60.0	7.5	4384
All Grades	2010	34.4	58.6	7.0	4382
All Grades	2011	33.5	58.8	7.7	4275
All Grades	2012	33.7	58.9	7.4	4367

The total number of students in this data has decreased by 47 students since 2008. Overall, the percentage of students reading below, at and above grade level has remained relatively stable, with slight increased and decreased over the past five years.

The five year trend (2008 – 2012) for HLAT Reading indicates:

- The percentage of students reading below grade level has increased slightly from 32.7 per cent in 2008 to 33.7 per cent in 2012 (+1.0 per cent).
- The percentage of students reading at grade level is unchanged.
- The percentage of students reading above grade level has remained relatively stable with a decrease from 8.4 per cent in 2008 to 7.4 per cent in 2012 (+-1.0 per cent)
- In 2012, 228 FNMI students did not write the HLAT Reading test.

**PERCENTAGE DISTRIBUTION OF HLAT WRITING SCORES FOR
SELF-IDENTIFIED FIRST NATIONS, MÉTIS AND INUIT STUDENTS FOR FIVE
YEARS**

Enrolment Grade	Year	Percentage of Students			Total N Writing
		Below Grade Level	At Grade Level	Above Grade Level	
All Grades	2008	28.7	71.2	0.1	4437
All Grades	2009	27.5	72.3	0.2	4413
All Grades	2010	29.3	70.6	0.2	4392
All Grades	2011	28.0	71.9	0.1	4267
All Grades	2012	26.1	73.8	0.1	4369

The total number of students in this data has decreased by 68 students since 2008. Overall, the percentage of students writing below grade level has decreased, while the percentage of students writing at grade level has increased. The percentage of students writing above grade level has remained stable.

The five year trend (2008 – 2012) for HLAT Writing indicates:

- The percentage of students writing below grade level has decreased from 28.7 per cent in 2008 to 26.1 per cent in 2012 (- 2.6 per cent).
- The percentage of students writing at grade level has increased from 71.2 per cent in 2008 to 73.8 per cent in 2012 (+2.6 per cent).
- There are no noticeable trends in the percentage of student writing above grade level.
- In 2012, 226 FNMI students did not write the HLAT Writing test.

amiskwaciy Academy Initiatives 2012-2013
Submitted by Fred Hines, Principal

- Hosted 19 elementary schools for cultural teachings.
- Hosted Alberta Education FNMI Conference in October 2012.
- Hosted Provincial Professional Day “Pathways to Success” on February 1, 2013.
- Victoria School of Performing Arts and amiskwaciy Academy Partnership:
 - Blending traditional Aboriginal drumming, dance and art in with the contemporary music program.
 - Joining talent forces for a music gathering afternoon and evening at amiskwaciy on May 28, 2013.
- Boyle Street Partnership: Traditional drumming and promotion of good citizenship with our donation of benches for clients to sit outside built by our students in Woodworking class.
- Rotary Club: First ever Aboriginal partnership – amiskwaciy Interact Club.
- Theron Fleury Visit: In partnership with the Citadel Theatre promoting live performance. Theron also delivered a touching inspiration speech to staff and students.
- Hosted four annual feasts. Invited district staff, community members and families.
- June 21 Aboriginal Day: Partnership with the Royal Bank.
- Monthly daycare visits for teachings and crafts – Kids R Us Childcare Centre from NAIT.
- Monthly spontaneous drumming, pipe ceremonies, and cultural teachings throughout the District.
- Hosted the Edmonton Public Schools Custodial PD on March 1, 2013. 400 people opening ceremony, drumming and cultural teachings with the resident Elder at amiskwaciy academy.
- Catering – Culinary Arts Program.
- Métis Child and Family Services Community Partnership: Provide to amiskwaciy Academy a full-time social worker on site assisting our students and other Aboriginal students in need.
- University of Alberta “Why act now”:
 - Global Aboriginal Health – Research Study of healthy eating in the Aboriginal community.
- Edmonton Police Service Partnership: Several Edmonton Police Service constables partake in the annual floor hockey tournament and attend many of our feasts and special events.
- The resident Elder at amiskwaciy Academy is an Executive Director on the board Elimination to Poverty.
- Dreamspeaker Conference being held at amiskwaciy on May 29, 2013. 500+ participants are expected to attend.
- Two teaching staff from amiskwaciy Academy will be teaching the Aboriginal unit: “Transition to Post Secondary” at Grant MacEwan this summer.
- Presented on media in Aboriginal schools at EverActive Schools conference in Kanaskis – attendees Elder Francis Whiskeyjack and Jason Gondziola .
- Sharing Spirit Oral History project in partnership with Royal Alberta Museum, Edmonton Heritage, Wichitowin.
- Ready to Frame: Is a donation of student artwork for the Edmonton Public School Board Foundation Art fundraiser.
- FNMI Grad on June 6 –resident Elder from amiskwaciy - pipe ceremony.

DATE: April 23, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Annual Report, English Language Learners

ORIGINATOR: Tanni Parker, Assistant Superintendent, Student Learning Services

RESOURCE STAFF: Janice Aubry, Ann Calverley, Debbie Jackson, Carolyn Mathew, Louise Osland, Linda Siu, Rosalind Smith, Corrie Ziegler

REFERENCES: [HGAB.BP - Multicultural Education](#)
[HGAB.AR - Multicultural Education](#)
[K-12 Literacy for 21st Century Learners Guiding Document](#)
[English as a Second Language Guiding Document](#)
[ESL Reception Centres](#)
[Alberta K-12 ESL Proficiency Benchmarks](#)
[English Language Learners Annual Report 2011-12](#)
[Making a Difference: Meeting diverse needs with differentiated instruction June 14, 2011 Board Meeting](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on English language learners (ELL). This is the report for 2012-2013.

BACKGROUND

- The information provided in this report outlines supports and services provided by central staff in relation to English language learners (ELL). This report also includes selected course completion and accountability pillar data that provide further context to the work of the District to support ELL. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be shared during the Results Review process that occurs in the fall of each year.
- HGAB.BP and HGAB.AR - Multicultural Education, provide direction for the ELL work in the District.
- The Highest Level of Achievement Test (HLAT) data for foreign born students are provided in Attachment I. The percentage of students reading above grade level has increased from 9.3 per cent in 2008 to 10.7 per cent in 2012. The percentage of students writing at grade level has increased from 74.2 per cent in 2008 to 79 per cent in 2012.
- The HLAT data for Canadian born students are provided in Attachment II. While the percentage of students reading at grade level has decreased, the percentage of students reading below grade level has remained relatively stable and the percentage of students reading above grade level has increased.
- The ELL enrolment data are provided in Attachment III. The number of students identified as ELL has increased from 7,698 students in 2008 to 16,284 students in 2013.
- A first language report is provided in Attachment IV.
- International student demographics and achievement data is provided in Attachment V.

- District English language learners are students from diverse backgrounds, including Canadian born, immigrant and refugee students, as well as international fee-paying students.
- The K-12 Literacy for 21st Century Learners Guiding Document and the K-12 English as a Second Language (ESL) Guiding Document provides a framework for best practices to facilitate a common understanding of key strategies, tools and resources required for effective support of ELL achievement.
- By offering professional learning opportunities that are research based, the work of literacies consultants along with the English as a Second Language (ESL) teacher consultants assist teachers to meet the needs of a diverse classroom of students.
- District support from the Support for Staff and Students (SFSS) ESL teacher consultants, intercultural consultants, the ESL Reception Centres and the ESL teacher consultants on the Inclusive Learning team provide a strong framework of services for schools, parents and families.
- The Transition Program is an integral support to immigrant and refugee students and their families. The support from community agencies provides in and out of school interventions to ELL, enhancing the learning of these students.

CURRENT SITUATION

Provided below are the key initiatives that support ELL in schools:

- Four ESL Reception Centres, one in each quadrant of the city, have been established to provide initial programming recommendations and information regarding schooling in the District to new, foreign students and their families. During the initial programming assessment, SFSS ESL teacher consultants meet with families at the ESL Reception Centre. The intercultural consultants also meet with students and families and provide culturally sensitive and multilingual support throughout the year. To date, the District has welcomed students speaking 38 different languages, with Somali, Arabic, Tagalog, Chinese and East Indian languages being the most prevalent.
- To better serve district schools, the ESL teacher consultants have been reorganized into two distinct teams: The SFSS ESL teacher consultants support the ESL Receptions Centres, the development of professional learning supports for schools and provincial reporting. The Inclusive Learning ESL teacher consultants provide classroom support to teachers who are programming for foreign and Canadian born ELL students. Both teams have worked collaboratively to assist classroom teachers to identify the language proficiency levels of ELL.
- The Transition Program, currently in its third year of operation, is now housed in schools closest to the residences of students in need of short term, intense language support. The schools providing transition support, now include Balwin, Edith Rogers, Queen Elizabeth, J. Percy Page and M.E. Lazerte. The foundation of the Transition Program focus is on supporting students who demonstrated a language proficiency of Level 1 and 2 on the Alberta K-12 ESL Proficiency Benchmarks. Each school has designed a transition program to maximize opportunities for students to be integrated into regular programming. To date, with the exception of one school, all Transition Programs are oversubscribed, serving approximately 100 students in total. In addition, the learning collaboration from the Transition Program, intercultural consultants, ESL teacher consultants, from SFSS and the Inclusive Team, have joined with ESL teachers across the District to spearhead a number of high schools to establish support services to serve their ELL students.
- Using the English as a Second Language Guiding Document as a development tool, a series of literacy learning modules have been developed by literacies consultants and ESL teacher consultants for classroom teachers. These offerings assist teachers to teach literacy strategies,

interventions and language instructions skills to the ELL as they are integrated into the regular classroom. The literacy learning modules include the development of knowledge and skills related to reading, writing, speaking and listening for students new to English language learning. The resources and learning materials that reflect the diversity and multiple perspectives of diverse learners are shared in a collaborative manner at the training. The onsite coaching provides teachers with opportunities to reflect on the learning tasks provided to students. In addition, Inclusive Learning ESL teacher consultants also support these literacy learning modules by assisting teachers within a school to ensure consistent programming. This cross-team training and support has assisted teachers to be involved in job-embedded professional learning.

Support from External Agencies

Instrumental to providing a holistic model of learning of support for families are several community agencies. Their services assist with capacity building of parents and families. The work of external agency includes:

- The Edmonton Mennonite Centre for Newcomers (EMCN) has provided support to 21 schools during this school year, including the Transition Centres. Though some service is contracted by the District, their support extends to include support for parents, evening classes, multilingual support, homework club, culture classes and responses to students in trauma. In the past two years EMCN has worked with schools to transition students smoothly from junior high to high school.
- The In-School Settlement Support Program (ISSSP) connects newly arrived families with services and resources that will promote settlement and foster student achievement. Currently ISSSP has staff in six schools to respond to family's issues and they provide after school academic support to 73 students attending five elementary and junior high schools.
- The New Student Leadership and Orientation Program, which runs each August in three high schools, will be expanded to support a fourth school in August 2013.
- The Schools as Community Hubs Initiative now operates in four schools, three of which have Transition Centres. The work to foster positive youth development and strengthening youth and family resiliency positively influences the achievement and learning environment of these schools. Schools as Hubs collaborate with many organizations in the city who work to meet the need of immigrant and refugee students. Winter, spring and summer camps hosted by Schools as Community Hubs have a strong component of literacy development, which supports learning outside of the regular operational days.
- The Centre for Race and Culture has been instrumental in supporting the work around race and equity. The organization has been integral in the development of the Professional Learning entitled Changing the Conversation. This workshop focuses upon understanding some of the strategies to building a culturally proficient organization which promotes equity and anti-racist behaviours. The Changing the Conversation professional learning session examines the changing landscape of our schools. Equity related to race, sexual orientation and gender and diversity are explored. Since January 2013, five sessions have been held for 550 district staff.

Partners such as Multicultural Health Brokers, Africa Centre, Catholic Social Services and Bamboo Shield also play a role in providing support to families and students.

International Students

- The District operates an international student program that annually serves approximately 400 international students from a variety of countries with academic and English language programming.

- International students support cross cultural and global learning amongst all students.
- In 2011-2012, 305 international students from 26 different countries attended 35 district schools.
- International students are required to pay tuition fees, the bulk of which go directly to the schools serving the students.
- The additional revenues, amounting to several million dollars each year for the District, allow participating schools enhanced opportunities to retain teachers and strengthen English language programs.

Challenges

- District staff continue to work towards a consistent practice as to how to use the Alberta K-12 ESL Proficiency Benchmarks to support programming for ELL students.
- Creating opportunities for schools to access external community agencies which provide support to immigrant and refugee students and their families.
- Continuing to provide opportunities for staff and students to express and preserve their cultural identity within the framework of district work.

Next Steps (next steps outlined below are dependent on allocation/staffing in SFSS and are subject to change)

- Provide opportunities for families to learn more about district schools in their first language.
- Continue the development of ESL resources and create opportunities to use emerging technology to enhance language acquisition.
- Communicate to district staff information regarding protocols and practices to support ELL students and their families.
- Continue to work collaboratively with Human Resources to attract and retain staff who are representative of the diversity in the District.

KEY POINTS

- SFSS and Inclusive Learning ESL teacher consultants work collaboratively to support ELL across the District.
- The Transition Program and the work of community agencies provide supportive services to immigrant and refugee students and their families.
- The International Student Program has proven to be a strong, viable program for international students and Edmonton Public Schools.
- The K-12 Literacy for 21st Century Learners Guiding Document and the K-12 ESL Guiding Document provide teachers with a foundation of knowledge and strategies to support ELL.

ATTACHMENTS & APPENDICES

- ATTACHMENT I ESL Foreign-Born HLAT Results
- ATTACHMENT II ESL Canadian-Born HLAT Results
- ATTACHMENT III ELL Enrolment Data
- ATTACHMENT IV First Language Report
- ATTACHMENT V International Student Demographics and Achievement Data

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**ESL: FOREIGN-BORN (INCLUDES ELSSC LEVEL 5)
PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT
READING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2008	33.6	57.1	9.3	3081
All Grades	2009	30.1	60.1	9.8	3801
All Grades	2010	31.1	59.5	9.4	4268
All Grades	2011	29.5	59.5	11.0	4967
All Grades	2012	28.7	60.6	10.7	5420

The total number of students in this data has increased by 2339 students since 2008. Overall, while the percentage of students reading at grade level has remained relatively stable, the percentage of students reading below grade level has decreased, and the percentage of students reading above grade level has increased.

The five year trend (2008 – 2012) for HLAT Reading indicates:

- The percentage of students reading below grade level has decreased from 33.6 per cent in 2008 to 28.7 per cent in 2012 (- 4.9 per cent).
- There are no noticeable trends at this time for the percentage of students reading at grade level.
- The percentage of students reading above grade level has increased from 9.3 per cent in 2008 to 10.7 per cent in 2012 (+ 1.4 per cent).

**ESL: FOREIGN-BORN (INCLUDES ELSSC LEVEL 5)
PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT
WRITING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2008	25.7	74.2	0.1	3072
All Grades	2009	21.5	78.4	0.1	3799
All Grades	2010	24.2	75.6	0.2	4287
All Grades	2011	21.9	77.9	0.1	4961
All Grades	2012	20.7	79.0	0.3	5424

The total number of students in this data has increased by 2352 students since 2008. Overall, the percentage of students writing above grade level has increased, the percentage of students writing below grade level has decreased, and the percentage of students writing at grade level has increased.

The five year trend (2008 – 2012) for HLAT Writing indicates:

- The percentage of students writing below grade level has decreased from 25.7 per cent in 2008 to 20.7 per cent in 2012 (- 5.0 per cent).
- The percentage of students writing at grade level has increased from 74.2 per cent in 2008 to 79.0 per cent in 2012 (+ 4.8 per cent).
- There are no noticeable trends in the percentage of student writing above grade level.

**ESL: CANADIAN-BORN
PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT
READING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2008	16.2	75.0	8.8	2336
All Grades	2009	14.4	74.6	10.9	3250
All Grades	2010	18.6	70.7	10.7	4066
All Grades	2011	17.8	71.3	10.9	4984
All Grades	2012	16.2	71.6	12.2	5648

The total number of students in this data has increased by 3312 students since 2008. Overall, while the percentage of students reading at grade level has decreased, the percentage of students reading below grade level has remained relatively stable and the percentage of students reading above grade level has increased.

The five year trend (2008 – 2012) for HLAT Reading indicates:

- The percentage of students reading below grade level has remained unchanged at 16.2 per cent.
- There are no noticeable trends at this time for the percentage of students reading at grade level.
- The percentage of students reading above grade level has increased from 8.8 per cent in 2008 to 12.2 per cent in 2012 (+ 3.4 per cent).

**ESL: CANADIAN-BORN
PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT
WRITING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2008	9.1	90.9	0.0	2339
All Grades	2009	6.5	93.5	0.0	3257
All Grades	2010	11.3	88.6	0.0	4072
All Grades	2011	11.5	88.5	0.0	4995
All Grades	2012	9.5	90.3	0.1	5647

The total number of students in this data has increased by 3308 students since 2008. Overall, the percentage of students writing below grade level has increased, while the percentage of students writing at grade level has decreased.

The five year trend (2008 – 2012) for HLAT Writing indicates:

- The percentage of students writing below grade level has increased from 9.1 per cent in 2008 to 9.5 per cent in 2012 (+ 0.4 per cent).
- The percentage of students writing at grade level has decreased from 90.9 per cent in 2008 to 90.3 per cent in 2012 (- 0.6 per cent).

ENGLISH LANGUAGE LEARNERS ENROLMENTS 2007 – 2012

ELL Enrolment – All ELL Codes

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08	19	557	723	775	731	709	663	710	532	503	470	374	351	581	7698
2008-09	95	767	928	904	931	890	901	857	726	618	545	452	402	581	9597
2009-10	133	929	1100	1129	1075	1074	945	975	840	726	603	537	480	682	11228
2010-11	127	1109	1244	1271	1248	1169	1179	1034	981	900	772	469	449	663	12615
2011-12	150	1290	1389	1420	1389	1348	1267	1237	1042	1023	979	578	478	805	14395
2012-13	161	1355	1623	1579	1572	1554	1471	1373	1289	1099	1042	722	576	868	16284

ELL Enrolment – ELL Foreign Born

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08	3	194	336	336	372	360	362	402	343	345	310	244	234	446	4287
2008-09	22	271	373	417	439	458	485	464	418	415	379	313	276	438	5168
2009-10	23	310	422	471	501	499	494	533	479	438	412	369	327	507	5785
2010-11	46	344	475	514	537	558	570	563	564	526	486	331	317	476	6307
2011-12	34	385	480	566	596	600	627	637	609	624	588	373	348	644	7111
2012-13	31	399	542	604	673	715	680	705	686	654	642	499	404	690	7924

ELL Enrolment – ELL Canadian Born

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08	16	363	387	438	359	348	299	304	187	157	153	111	82	81	3285
2008-09	73	496	555	487	492	432	415	392	305	202	164	126	91	81	4311
2009-10	110	619	678	658	574	575	451	442	361	287	190	145	119	103	5312
2010-11	81	765	768	757	711	610	608	471	416	371	281	114	98	116	6167
2011-12	116	902	909	852	791	747	637	600	433	397	388	178	83	87	7120
2012-13	130	956	1081	975	898	838	790	665	603	432	390	185	125	95	8163

ELL Enrolment – ELL No Request for ELL Funding

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08				1		1	2	4	2	1	7	19	35	54	126
2008-09							1	1	3	1	2	13	35	62	118
2009-10										1	1	23	34	72	131
2010-11			1			1	1		1	3	5	24	34	71	141
2011-12		3		2	2	1	3			2	3	27	47	74	164
2012-13					1	1	1	3		13	10	38	47	83	197

**First Language Report
September 2012 – February 2013**

Language	Total	%
African (Amharic)	10	1.1%
African (Ndebele)	1	0.1%
African (Oromo)	7	0.8%
African (Somali)	194	20.8%
African (Swahili)	8	0.9%
African (Tigrina)	4	0.4%
Albanian	1	0.1%
Arabic	143	15.3%
Bosnian/ Serbian/ Croatian	2	0.2%
Cambodian/Khmer	0	0.0%
Chinese	21	2.3%
Chinese (Cantonese)	31	3.3%
Chinese (Mandarin)	109	11.7%
East Indian (Bangali)	5	0.5%
East Indian Gujarati)	16	1.7%
East Indian (Hindi)	28	3.0%
East Indian (Malayalam)	6	0.6%
East Indian (Punjabi)	67	7.2%
East Indian (Singhalese)	4	0.4%
East Indian (Telugu/ Tamil/Marathi)	8	0.9%
East Indian (Urdu)	35	3.8%

Language	Total	%
English	10	1.1%
Farsi/ Dari/ Persian	11	1.2%
French	7	0.8%
German	6	0.6%
Hungarian	0	0.0%
Korean	30	3.2%
Kurdish	0	0.0%
Japanese	1	0.1%
Polish	0	0.0%
Portuguese	6	0.6%
Romanian	1	0.1%
Russian	16	1.7%
Spanish	31	3.3%
Tagalog	59	6.3%
Thai/Burmese/ Mon	3	0.3%
Turkish	5	0.5%
Vietnamese	46	4.9%
TOTAL	932	100.0%

International Student Demographics 2011-12

Number of Students	Number of Schools	Number of Countries	Total Revenues to District
305	35 district sites, including 21 students in elementary schools, 13 students in junior high schools and 271 students in senior high schools.	26 countries, including Australia, Brazil, Brunei, Colombia, Germany, Honduras, Hong Kong, India, Indonesia, Iran, Japan, Kazakhstan, Korea, Macau, Malaysia, Mexico, Moldova, Peru, P. R. China, Saudi Arabia, South Korea, Taiwan, Thailand, USA, Venezuela, Vietnam	\$2,804,510

International Student Achievement and Attendance Data 2011-2012

- Performance of senior high international students on Alberta Education Diploma courses for 2011-2012 – percentage of students who met the provincial acceptable standard:

- Science 30: 100%	- Social Studies 30-2: 93%
- Social Studies 30-1: 100%	- Chemistry 30: 92%
- Math 31: 98%	- English 30-2: 90%
- Pure Math 30: 95%	- Biology 30: 90%
- Physics 30: 94%	- English 30-1: 84%

- 90 per cent of junior high international students met the acceptable standard on Alberta provincial achievement tests in mathematics, 56 per cent met the standard in science, and 56 per cent met the standard in social studies.
- International students achieved almost perfect school attendance rates in the 2011-2012 school year.

MINUTE BOOK

Board Meeting #19

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, April 23, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 3550 – Carol Chapman, President
CUPE Local 474 – Felix De Los Santos, President
CUPE Local 784 – Jeff McIntyre, President

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the April 23, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair advised that Support Staff Appreciation Week is April 21st to 27th with April 24th designated as Support Staff Appreciation Day in the district. Schools and central service decision units will have the opportunity on that day to recognize the important contributions of all support staff for the excellent work that they do in supporting the success of all students and staff.

The Board Chair advised that April 28th is the 29th Anniversary of the National Day of Mourning for Workers Injured or Killed at the Workplace. In recognition of the men and women of Alberta and of the District who are part of those statistics, the Edmonton Public School Board on April 27, 1998 proclaimed every April 28th as an annual 'Day of Mourning' in recognition of workers killed, injured or disabled on the job. The Board encourages each and everyone to do their part to ensure that Edmonton Public Schools' work and learning environments are as healthy and safe for staff, students and community as possible every day of the year.

The Board Chair advised that she represented the Board at a Metro Board Chairs' meeting with the Minister of Education on April 9, 2013. Two of the central items of discussion were the 2013 budget as well as infrastructure needs for the District in all parts of the City of Edmonton.

The Board Chair advised that, last week, the Board met with Provincial Conservative Caucus members from Edmonton. In attendance, were Minister Dave Hancock, MLA Matt Jeneroux and MLA Steve Young. Agenda items included specific line-item impacts of budget 2013 that have a disproportionately negative impact on Edmonton and Calgary students such as the Equity of Opportunity grant being realigned, the reduction of supports for English Language Learners and the removal of Small Schools by Necessity for urban districts funding. The District's infrastructure needs were discussed in terms of the need for new schools in all parts of the City, the changing enrolment patterns and the need to address deferred maintenance. Full-day kindergarten was also discussed.

The Board Chair advised that, yesterday, she attended the U School Convocation. She was proud to see so many District students who, statistically, are less likely to go on to post-secondary institutions celebrate the opportunity they had to spend a week on the University campus. Many of the students talked about how they now have dreams they didn't know were possibilities for them. She expressed appreciation to the University of Alberta for the role it plays in helping students realize their dreams.

MINUTE BOOK

E. Communications from the Superintendent of Schools

The Superintendent was pleased to advise that twenty-eight district staff, including three principals, are among the one hundred and twenty-nine semi-finalists for the 2013 Excellence in Teaching Awards announced by Alberta Education. Trustees will honour the District's semi-finalists at a Board-hosted event on May 2, 2013. Of the one hundred and twenty-nine semi-finalists, twenty will be chosen to receive a Provincial Excellence in Teaching Award. The award recipients will be formally recognized at a dinner and ceremony with Education Minister Johnson on May 25, 2013. Both semi-finalists and award recipients will have access to special funds for professional development.

F. Minutes

1. Board Meeting #18 – April 9, 2013

MOVED BY Trustee Cleary:

“That the minutes of Board Meeting #18 held April 9, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers regarding the Proposed Three-Year Capital Plan 2014-2017:

- Mr. Mike Lanteigne, Chair Esther Starkman School Council
- Ms Amber Michaud, Vice-Chair Parents Advisory Council Laurier Heights School
- Ms Gaylene Borgstede, Parents Association of Laurier President
- Ms Geraldine Wilson, parent of children attending École Rio Terrace and Laurier Heights schools

The Board heard from the following speaker regarding the Annual Report – English Language Learners:

- Ms Charlene Hay, Executive Director Centre for Race and Culture

MINUTE BOOK

H. Reports

2. Report #9 of the Caucus Committee (From the Meetings Held April 9 and 18, 2013)

MOVED BY Trustee MacKenzie:

- “1. That Report #9 of the Caucus Committee from the meetings held April 9 and 18, 2013 be received and considered.” (UNANIMOUSLY CARRIED)

MOVED BY Trustee MacKenzie:

- “2. That the agreed to changes for a four-year collective agreement with CUPE Local 3550 (Support Staff) from September 1, 2011 to August 31, 2015 be confirmed.” (UNANIMOUSLY CARRIED)

MOVED BY Trustee MacKenzie:

- “3. That the Board ratify the proposed Provincial Framework Agreement between the parties: Her Majesty the Queen in Right of the Province of Alberta Government), the Alberta Teachers’ Association (The Association) and the Alberta School Boards Association (ASBA) of March 13, 2013.”

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Hoffman, MacKenzie, Ripley and Spencer

OPPOSED: Trustees Colburn Janz, Johner and Shipka

The Motion was CARRIED.

There was a short break at this point.

MINUTE BOOK

MOVED BY Trustee MacKenzie:

- “4. That the Board reconsider the 2.25% salary increase for exempt staff effective September 1, 2013, approved at the June 26, 2012 Board meeting.”**

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Hoffman, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Colburn

The Motion was CARRIED.

MOVED BY Trustee MacKenzie:

- “5. That the 2.25% salary increase approved for exempt staff effective September 1, 2013 be delayed until September 1, 2015.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MOVED BY Trustee MacKenzie:

- “6. That the requirement for re-tendering the audit every 5 years be extended to 6 years as a one-time exception, and**
- 7. That KPMG LLP, Chartered Accountants, be appointed as auditors of the Edmonton School District No. 7 for the fiscal year September 1, 2012 to August 31, 2013.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

7. Staff Group Presentations re Proposed 2013-2014 Budget
 - CUPE Local 784 (Maintenance Staff)
 - CUPE Local 3550 (Support Staff)

The Board Chair advised that the Board heard from representatives from Edmonton Public Teachers, CUPE Local 474 (Custodial Staff) and the District's exempt staff at the April 9, 2013 board meeting.

Mr. Jeff McIntyre, President CUPE Local 784, verbally presented the Local's brief.

Ms Carol Chapman, President CUPE Local 3550, verbally presented the Local's brief.

The Board Chair thanked the staff group representatives for their input and advised that a report in response to the presentations will be prepared. A copy of the presentations as well as the report in response to the presentations will be disseminated to school principals and decision unit administrators for consideration in the development of their plans for the 2013-2014 school year.

MOVED BY Trustee Shipka:

**“That the verbal presentations by the staff group representatives with respect to the proposed 2013-2014 budget be received for information.”
(UNANIMOUSLY CARRIED)**

Copies of the staff group budget presentations were provided to the Recording Secretary.

3. Motion re Reconsideration of Decision on Trustee Remuneration

MOVED BY Trustee Hoffman:

“1. That the Board reconsider the increases to Trustee per annum honoraria, Trustee per diem honorarium and the advance on expenses (travel) allowance rate approved at the January 8, 2013 Board meeting.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

MOVED BY Trustee Hoffman:

- “2. That the rates for Trustee per annum honoraria and per diem honorarium be adjusted by 0% rather than the approved 7.69% effective October 22, 2013.**

- 3. That no adjustment be made to the advance on expenses (travel) allowance rate on October 22, 2013.”**

The Board Chair called the question.

IN FAVOUR: Trustees Colburn, Hoffman, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Cleary

The Motion was CARRIED.

4. Board Authorization of Trustee Absence

The report was withdrawn.

There was a break at this point in the meeting.

5. Revised Board Policy HK.BP – Student Assessment, Achievement and Growth

MOVED BY Trustee Ripley:

“That revised Board Policy HK.BP – Student Assessment, Achievement and Growth be considered for the third time and approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

6. 2013-2014 Distribution of Funds

MOVED BY Trustee Janz:

“That the Board approve the distribution of funds.”

The Board set this item aside temporarily to deal with the following item:

J. Comments from the Public and Staff Group Representatives – 5:00 p.m.

The Board heard from the following speakers regarding the Annual Report - English Language Learners:

- Ms Beatrice Ghettuba
- Ms Meheret Worku
- Mr. Tesfaye Ayalew, Executive Director Africa Centre

The Board heard from the following speaker regarding the Annual Report - Aboriginal Education Update:

Ms Muriel Stanley Venne, Chair Aboriginal Commission on Human Rights and Justice

6. 2013-2014 Distribution of Funds (Continued)

MOVED BY Trustee Ripley:

“That the Board Initiative Fund be reduced by 10 per cent from \$50,000 to \$45,000.”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Colburn, Janz, Hoffman, Ripley and Shipka

OPPOSED: Trustees Cleary, Johner, MacKenzie and Spencer

The Amendment was CARRIED.

MINUTE BOOK

The Board Chair called the question on the Motion as Amended.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Janz

The Motion was CARRIED.

There was a break at this point in the meeting.

8. Proposed Three-Year Capital Plan 2014-2017

MOVED BY Trustee Janz:

“That the proposed District Three-Year Capital Plan 2014-2017 be approved for submission to Alberta Education.”

MOVED BY Trustee MacKenzie:

“That the Capital Plan be amended by rearranging the projects within each year to alternate between modernizations and new school constructions. Year 1 will still begin with Ross Sheppard School, Year 2 will still begin with Delton School, and Year 3 will still begin with the new K-9 school in South East Edmonton.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
1. Ross Sheppard	1. Delton	1. K-9 South East
2. K-6 Heritage Valley	2. K-6 Palisades	2. Allendale
3. Vimy Ridge Academy	3. Westglen	3. K-9 Big Lakes
4. K-9 Terwillegar	4. K-9 Windermere	4. Gold Bar
5. Belgravia	5. Spruce Avenue	5. Mature new school/modernization
6. 7-9 Lewis Estates	6. K-9 Pilot Sound	6. Laurier Heights
7. Mill Creek	7. Crestwood	7. K-9 Heritage Valley
8. K-9 Windermere	8. Mature new school/modernization	8. McKernan
9. Glengarry	9. Homesteader	9. K-9 Lake District
10. Lillian Osborn Addition	10. K-9 Meadows	10. K-9 Ellerslie”
11. Mee-Yah-Noh		

MINUTE BOOK

- 12. K-9 Heritage Valley
- 13. Kensington
- 14. Mature new school/
modernization

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees MacKenzie, Shipka and Spencer

OPPOSED: Trustees Cleary, Colburn, Hoffman, Janz, Johner and Ripley

The Amendment was DEFEATED.

MOVED BY Trustee Ripley:

“That the Capital Plan be amended so that Priorities 16-19 become Priorities 10-13.”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Janz and Ripley

OPPOSED: Trustees Cleary, Colburn, Hoffman, Johner, MacKenzie, Shipka and Spencer

The Amendment was DEFEATED.

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Johner, Ripley and Spencer

OPPOSED: Trustees Janz, MacKenzie and Shipka

The Motion was CARRIED.

MINUTE BOOK

9. Annual Report – Aboriginal Education Update
10. Annual Report – English Language Learners

MOVED BY Trustee Colburn:

“That the reports titled ‘Annual Report – Aboriginal Education Update’ and ‘Annual Report – English Language Learners’ be received for information.”

Trustee Cleary left at this point for the duration of the meeting.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

Trustee Cleary was absent for this vote.

I. Other Committee, Board Representative and Trustee Reports

Trustee Johner, the Board’s representative on ASBA Zone 23, reported that the next general meeting will be held Friday, April 26, 2013 at 9:30 a.m. at the St. Anthony Centre.

Trustee Hoffman advised that she attended the Public School Administrators Association’s (PSAA) *Bids for Kids* fundraising event on April 19, 2013. Also in attendance, were Superintendent Schmidt and Assistant Superintendent Pallett as well as Trustees Johner and Cleary. The event raises funds for summer programming opportunities for children at risk.

Trustee Hoffman advised that she attended the United Way’s Labour Appreciation Event on April 20, 2013. The event thanks labour groups for their ongoing commitment to supporting the United Way causes and initiatives. She shared a table with representatives from CUPE Local 474. She thanked everyone in the district who are committed to working with these partners to meet the needs of all students.

Trustee Spencer expressed appreciation to the Board Chair for her donation at *Bids for Kids*. She won the grand prize and donated it back to support the charity.

MINUTE BOOK

K. Trustee and Board Requests for Information

Trustee Spencer, requested, in response to the tragedies in Cole Harbour/Halifax and Port Coquitlam, that information be provided that outlines current strategies that the District is using, along with additional strategies that could be adopted, to promote consent as a value in Edmonton's public schools. Available information on how well students understand consent as a legal and ethical concept should be included, as well as best educational practices to teach the causes and consequences of sexual assault in ways that counter victim blaming. The District's priority to deepen students' understanding of equity and empathy as key citizenship traits should inform this work.

L. Notices of Motion

Trustee Colburn served notice of the following motion:

That, in order to better support the health of students, a policy be developed to eliminate the application of non-essential pesticides on school property, including playing fields. This policy will allow latitude for the use of pest-management products that are permitted for residential use in Canadian provinces with cosmetic pesticide bans.

Trustee Spencer served notice of the following motion:

That a measure of optimal enrolment for all elementary and junior high schools be developed. It should be based on the Alberta Commission on Learning (ACOL) calculation of building capacity using recommended class sizes. Those classrooms leased to wraparound partners providing services to children and families shall be considered as fully occupied. The measure shall use provincially adjusted student enrolment to support equity for students with special needs.

M. Next Board Meeting Date: Tuesday, May 7, 2013 at 2:00 p.m.

N. Adjournment (7:55 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer