



# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, December 11, 2012  
2:00 p.m.

Board Meeting #9

- A. O Canada 🇨🇦
- B. Roll Call
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes
  - 1. DRAFT – Board Meeting #7 – November 27, 2012
  - 2. DRAFT – Board Meeting #8 – December 4, 2012
- F. Comments from the Public and Staff Group Representatives
- G. Reports
  - 3. Report #3 of the Caucus Committee (From the Meeting Held December 3, 2012)  
(Recommendation)
  - 4. Motion re District Satisfaction Survey  
(Recommendation)
  - 5. Board and Superintendent of Schools Evaluation Committee:  
Approval of the Superintendent Evaluation Instrument for 2011-2012  
(Recommendation)
  - 6. Policy Review Committee: Revised Board Policy HK.BP –  
Student Assessment, Achievement and Growth  
(Recommendation)
  - 7. Moratorium Committee – Final Report  
(Recommendation)
  - 8. Determining Demand for Alternative Programs, Community  
Schools and Language Options  
(Information)
  - 9. Bereavement  
(Information)

**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

- H. Other Committee, Board Representative and Trustee Reports**
- I. Comments from the Public and Staff Group Representatives**  
– 5:00 p.m. (*NOTE: Pre-registration is required for this item.*)
- J. Trustee and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

**MINUTE BOOK**

**- Board Meeting #7 -**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, November 27, 2012 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

Cheryl Hagen  
Mark Liguori  
Ron MacNeil

Jamie Pallett  
Tanni Parker  
Tash Taylor

**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

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

The Superintendent advised that all Trustees were present.

**C. Communications from the Board Chair**

The Board Chair advised that Trustees conducted the reviews of 2011-2012 results and 2012-2013 plans and revised budgets for schools and central services November 12 to 15, 2012. She found it a rewarding process and thanked the staff involved.

## MINUTE BOOK

The Board Chair advised that the White Ribbon Campaign began November 25<sup>th</sup> and will run through to December 6<sup>th</sup>. The White Ribbon Campaign is intended to make the public aware that violence against women is unacceptable. The Board endorsed this campaign in 1996 and urges schools and staff to recognize this initiative. CUPE Local 474 has provided each Trustee and staff member with a white ribbon.

The Board Chair advised that, last Friday, Trustees completed a series of meetings with the each of the provincial opposition party leaders and education critics. The Board focused on the following key points during the discussions: supports for socially vulnerable students, early education opportunities, infrastructure challenges and the *Education Act*.

The Board Chair advised that Trustees attended the Alberta School Boards Association (ASBA) Fall General Meeting November 18 to 20, 2012. The Board put forward three policy position recommendations the first two: (1) *integrate financial literacy into the province's K-12 curriculum*; and (2) *make fully funded half-day kindergarten mandatory for all children, and fully fund full-day kindergarten for children at risk* were approved. The third policy position recommendation on the protection for sexual orientation and gender minority students, staff and families was not approved. The Board, however, looks forward to working with other school boards and interested parties to support their work in this area moving forward. She noted the Board is very proud of the work happening in the District to ensure everyone feels safe, respected and welcomed.

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

The Superintendent advised that the District has made a corporate commitment to support the United Way. United Way funds support many of the families and students who are most vulnerable and enhance the educational opportunities Edmonton Public Schools provides. Part way through the campaign, The District has raised \$67,500 or 51% of its goal. He expressed his appreciation for everyone's efforts in continuing to support the United Way.

## MINUTE BOOK

### **E. Minutes**

1. Board Meeting #5 – November 6, 2012

The Board Chair asked that the minutes be amended to reflect that Mr. Ed Butler, President Edmonton Public Teachers, was present at the meeting.

**MOVED BY Trustee Ripley:**

**“That the minutes of Board Meeting #5 held November 6, 2012 be approved as amended.” (UNANIMOUSLY CARRIED)**

2. Board Meeting #6 – November 13, 2012

**MOVED BY Trustee Shipka:**

**“That the minutes of Board Meeting #6 held November 13, 2012 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **F. Comments from the Public and Staff Group Representatives – None.**

### **G. Reports**

3. Report #2 of the Caucus Committee (From the Meetings Held November 6 and 13, 2012)

**MOVED BY Trustee MacKenzie:**

**“1. That Report #2 of the Caucus Committee from the meetings held November 6 and 13, 2012 be received and considered.” (UNANIMOUSLY CARRIED)**

**MOVED BY Trustee MacKenzie:**

**“2. That the consent agenda model not be used for Caucus Committee meetings.” (UNANIMOUSLY CARRIED)**

**MOVED BY Trustee MacKenzie:**

**“3. That the Edmonton Public School Board approve the Metro School Boards Charter and contribute \$1,000 per year to the ongoing costs of the Metro School Boards Group.” (UNANIMOUSLY CARRIED)**

## MINUTE BOOK

4. Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report

**MOVED BY Trustee Cleary:**

**“That the Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report be approved for submission to Alberta Education.”**

Trustee Cleary asked how the change in the FNMI allocation is being reflected in the submission to Alberta Education.

Ms. Parker undertook to add a reference to the strategies that are new for 2012-2013 with respect to the change in the FNMI allocation as being a new strategy for this year so that it can be tracked moving forward (page 18).

Trustee Hoffman referred to page thirty-eight of the report and noted a decline in some of the diploma exam results such as Applied Math 30 and French Language Arts. She asked what the reasons were for the decline and what strategies are being put in place to improve the results.

The Superintendent undertook to provide this information.

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

There was a short break at this point in the meeting.

5. Review of 2011-2012 Results and 2012-2013 Plans and Revised Budgets

**MOVED BY Trustee Johner:**

**“That the report titled ‘Review of 2011-2012 Results and 2012-2013 Plans and Revised Budgets’ be received for information.” (UNANIMOUSLY CARRIED)**

**MINUTE BOOK**

6. Board Chair Discretionary Expenses Allowance Report 2011-2012

**MOVED BY Trustee Spencer:**

**“That the report titled ‘Board Chair Discretionary Expenses Allowance Report 2011-2012’ be received for information.” (UNANIMOUSLY CARRIED)**

7. Board and Superintendent Evaluation Committee: Board Self-Evaluation 2011-2012

Trustee Ripley, Chair Board and Superintendent Evaluation Committee, read the following statement with respect to the 2011-2012 Board Self-Evaluation:

*On behalf of the Board and Superintendent Evaluations Committee, I wish to report that the Board of Trustees has completed its annual self-evaluation for the 2011-2012 school year.*

*Each year the Board undertakes an annual self-evaluation to monitor and measure its performance. To this end, in June, each trustee completed a survey and assessed the Board’s effectiveness with respect to its key roles and responsibilities: Decision making, Advocacy, Leadership and direction, Resource stewardship, Monitoring/evaluating/accountability, Reporting/communication, and Staff relations. At its September 2012 planning retreat, the Board reviewed the results and discussed areas of strength and areas for improvement.*

*The entire Board believes that it is nearing a model of excellence in relation to:*

- 1. Representing the interests of the community and reflecting the values of the community in its decision-making, and*
- 2. Reporting results achieved to the public.*

*The District and community survey results for Effectiveness of the Board of Trustees were quite positive with District Parents at 91% and Community Members at 71% (includes parent and non-parent).*

*A majority of Trustees (7/9) also gave the Board high ratings in relation to: Setting priorities and policies to provide leadership and overall direction for the Board Serving as an advocate for public education*

## MINUTE BOOK

*Specifically, the Board cited a new series of Annual Reports related to student success as an improvement in accountability and transparency, and in terms of leadership, it is pleased to have approved a balanced budget for 2012-13 focused on equity and enhancing supports for schools. Finally, the Board worked hard to raise awareness during the 2012 Provincial Election around three priority areas:*

- 1. the need for adequate, predictable, sustainable funding,*
- 2. the value of early education opportunities for socially vulnerable children, and*
- 3. the need for more flexibility and funding to support the “schools as community hubs” model.*

*In relation to continuous improvement, the evaluation survey revealed that monitoring the implementation of policies continues to be an area of concern. The Board’s commitment to undertake a full policy review under the framework of an enhanced Policy Development and Review policy should support progress in the year ahead.*

*Another area cited for continued effort is staff relations. While the Board believes it has improved in providing clear direction to the Superintendent over the past year, it recognizes a need to improve in the area of listening to staff and honouring their contributions. In the year ahead, to continue to gain greater insight into the complexities of the excellent work being done by staff, the Board will build on its successful 2011-12 school tours and the PD sessions offered by various departments (for example, student learning services, budget services, etc.) as well as its traditional awards and recognition nights, appreciation breakfasts, etc.*

*As another measure of its effectiveness, the Board also considered the April 2012 satisfaction survey results related to “Confidence in the Board of Trustees.” While the Board is encouraged by the confidence levels expressed by parents and community members, the confidence levels of Central Services staff and principals are worrying. In the spring, the Board requested and received qualitative feedback from District Leaders on what the Board was doing well and where it could improve to enhance staff relations. The Board will continue to consider this information in its actions. As well, reflecting on the results of the upcoming Employee Engagement Survey will aid the Board in better understanding the perspectives, motivations, and needs of staff.*



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*In conclusion, the Board is proud and honoured to guide the work of Edmonton Public Schools. We continue to be motivated and dedicated in working with the Government of Alberta, our Superintendent and staff, our students and their families, and our community partners to ensure that all students in our care “will learn to their full potential and develop the ability, passion, and imagination to pursue their dreams and contribute to their community.”*

**MOVED BY Trustee Ripley:**

**“That the report titled ‘Board and Superintendent Evaluation Committee: Board Self-Evaluation 2011-2012’ and the verbal statement be received for information.” (UNANIMOUSLY CARRIED)**

8. School Year Calendar 2014-2015

**MOVED BY Trustee Hoffman:**

**“That that the Board of Trustees approve the 10-month calendar for the 2014-2015 school year.”**

Trustee MacKenzie requested the high school examination schedule be provided noting it would be helpful to have this information included in future reports.

Ms Matter undertook to provide the information.

Trustee Spencer noted that Remembrance Day will fall on Tuesday, November 11, 2014 and requested information be provided regarding whether there is a higher rate of student absenteeism on a Monday if Remembrance Day falls on a Tuesday or on a Friday if it falls on a Thursday.

The Superintendent undertook to provide the information.

**The Board Chair called the question.**

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

**OPPOSED: Trustee Shipka**

**The Motion was CARRIED.**

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9. Financial Disclosure Practices (Response to Request for Information #225)

**MOVED BY Trustee Spencer:**

**“That the report titled ‘Financial Disclosure Practices (Response to Request for Information #225)’ be received for information.” (UNANIMOUSLY CARRIED)**

**H. Other Committee, Board Representative and Trustee Reports**

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, advised that the Teddy Bear Picnic will be held on November 29, 2012 at Tipaskan School to celebrate three full-day kindergarten programs made available by donations to the Foundation. She also noted that volunteers are needed for the *Wrap and Roll Fundraiser* to man the coat check and gift-wrapping station from December 1<sup>st</sup> to 24<sup>th</sup> at Kingsway Mall – all the proceeds will go to the Foundation.

Trustee Colburn, the Board’s representative on the Alberta School Boards Association (ASBA) Board of Directors, advised that the next meeting will be held December 7, 2012.

Trustee Janz, the Board’s alternate representative on ASBA Zone 23, reported on the November 23, 2012 ASBA Zone 23 general meeting. There was a presentation by Alberta Education on high school completion and some of the information and research they have conducted with respect to the engagement of students and retaining them in their programs. There was also a brief presentation by the Advocacy Committee regarding the new *Education Act* and opportunities for engagement with MLAs. The next ASBA Zone 23 general meeting will be held January 25, 2012.

Trustee Cleary, the Board’s representative on the ASBA Second Languages Caucus, advised that the first meeting of the Caucus was held November 18, 2012. She noted the Caucus will be using a Second Languages Caucus portal to communicate about the various resources related to second languages education in the province.

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

Trustee Cleary, the Board’s representative on the Capital Region Services to Children Linkages Committee, reported on the meeting held on November 8, 2012 hosted at the Centre for Education. A strategic planning session will be held at the next meeting on January 10, 2013. She advised she will be contacting Trustees seeking feedback in preparation for the planning session.

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Trustee Janz, the Board's representative on the Public School Boards Council (PSBC), had no report at this time.

Trustee Cleary congratulated the Mill Woods Christian School Royals Football Team who are this year's Alberta Bowl provincial final champions with a 42 – 36 victory over the Rimbey Spartans. She commended the players, coach (former Eskimo Rob Harrod), Principal Al Lowrie and Assistant Principal Dan Vandermeer.

Trustee Cleary advised she hosted her first community conversation with REACH Edmonton engaging stakeholders in Ward I to re-imagine how to address the needs of Mill Woods youth with a community-driven approach. They are committed to understanding how all participants are personally connected to this work. The outcome was very positive with a commitment to host a second community conversation in early February 2013. The focus will be on engaging youth with their ideas and vision. She thanked all who participated for sharing resources, expertise, and ideas.

**I. Comments from the Public and Staff Group Representatives** – None.

**J. Trustee and Board Requests for Information**

Trustee Colburn requested a report be provided analyzing formal Trustee meetings with school principals from 2004 to present day. This report will track the number of these meetings, format followed, and any other information that would allow the Board to understand the historical change of these meetings. Included, if possible, should be the number of Trustees attending results review meetings outside of their ward this year.

Trustee Janz requested information be provided on how district teams are compliant with best practices regarding concussions in athletics.

**K. Notices of Motion**

Trustee Cleary served notice of the following motion:

*That the Policy Review Committee develop a District policy to guide social media communication.*

**MINUTE BOOK**

Trustee Colburn served notice of the following motion:

*That the District Priorities and Governance Committee draft a series of questions related to Board performance that will be added to the district satisfaction survey in order to deepen the Board's evaluation of its work.*

Trustee Hoffman served notice of the following motion:

*That the Administration develop a public reporting process applicable to Trustees, the Superintendent, Executives and Managing Directors that aligns with the Government of Alberta's Directive on Public Disclosure of Travel and Expenses to take effect by the next fiscal year.*

**L. Next Board Meeting Date: Tuesday, December 4, 2012 at 2:00 p.m.**

**M. Adjournment (4:45 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Cheryl Hagen, Acting Secretary-Treasurer

**MINUTE BOOK**

**- Board Meeting #8 -**

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, December 4, 2012 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

Cheryl Hagen  
Mark Liguori  
Ron MacNeil

Jamie Pallett  
Tanni Parker  
Tash Taylor

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

**Staff Group Representatives**

Edmonton Public Teachers – Ed Butler, President

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

The Superintendent advised that all Trustees were present.

C. **Communications from the Board Chair**

The Board Chair advised that the Confucius Institute has invited a delegation of five people including her to attend the Confucius Institute International Conference in Beijing December 15 to 18, 2012. Representatives from Confucius Institutes from around the world will come together to share best practices. She looks forward to learning how other Confucius Institutes support learning about Chinese language and culture and sharing

## MINUTE BOOK

district success stories. The cost for the conference and related travel expenses will be covered by the Confucius Institute.

The Board Chair advised that, last Friday, she attended Confucius Institute Edmonton's celebration of Chinese second language learners. \$80,000 was donated to cover the costs for the event as well as a number of scholarships for second language learners in and around the Edmonton area. Fourteen of the seventeen scholarship recipients were district students.

The Board Chair noted the District Recognition Awards will be held this evening at the Eva O. Howard Theatre in Victoria School.

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

The Superintendent acknowledged the outstanding efforts of District Facilities and Maintenance as well as the District's custodial staff for their committed and dedicated work to clean up and make Meadowlark Christian School ready to welcome back students as quickly as they were able to following a fire at the school. It took the concerted efforts of many staff members, including those from Executive Services, Occupational Health and Safety, Human Resources, Finance and Insurance, Planning and Transportation and Communications. Staff worked together to make sure students could get back into the school as soon as possible. Their collective effort has been remarkable and worthy of recognition.

The Superintendent acknowledged the ongoing professional efforts of two staff members who have committed to more in-depth professional learning. They applied and were successful in obtaining the Language Teacher Bursary of \$5,000 in recognition of successful completion of second language professional development programming. He congratulated Mr. Adam Dickau and Ms. Jianyi Li-Mitra for earning this bursary.

**E. Comments from the Public and Staff Group Representatives** – None.

### **F. Reports**

The Board Chair sought the Board's concurrence for reordering the agenda so that report #5 could be dealt with at this point.

There were no objections.

MINUTE BOOK

5. 2011-2012 Financial Statements and Auditors' Report

**MOVED BY Trustee Shipka:**

- “1. That \$4.4 million be transferred from the operating reserve to offset the net deficit position in unrestricted net assets.**
  
- 2. That the audited financial statements for the year ending August 31, 2012 be approved.”**

Trustee MacKenzie requested information be provided regarding the reasons for the increase in revenues from the rental of facilities from the projected amount (page 5 of the Statement of Revenues and Expenses).

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

1. Motion re Development of District Policy to Guide Social Media Communication

**MOVED BY Trustee Cleary:**

**“That the Policy Review Committee develop a District policy to guide social media communication.”**

**MOVED BY Trustee Hoffman:**

**“That the motion be referred to the Policy Review Committee for integration in existing policies as well as to the District Priorities and Governance Committee for consideration in both the policy review process as well as the review of the Trustees' Manual.”**

**MOVED BY Trustee Spencer:**

**“That the Referral motion be amended to read: That the motion be referred to the Policy Review Committee for integration in ~~existing policies~~ **the policy review process** as well as to the District Priorities and Governance Committee ~~for consideration in both the policy review process as well as the~~ **as part of the** review of the Trustees' Manual.”**

**The Board Chair called the question on the Amendment to the Referral Motion.**

**The Amendment to the Referral Motion was UNANIMOUSLY CARRIED.**

**MINUTE BOOK**

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

**IN FAVOUR: Trustee Cleary and Hoffman**

**OPPOSED: Trustees Colburn, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer**

**The Referral Motion was DEFEATED.**

**The Board Chair called the question.**

**IN FAVOUR: Trustees Cleary and Ripley**

**OPPOSED: Trustees Colburn, Hoffman, Janz, Johner, MacKenzie, Shipka and Spencer**

**The Motion was DEFEATED.**

There was a break at this point in the meeting.

2. Motion re Questions Regarding Board Performance for the District Satisfaction Survey

Trustee Colburn withdrew the motion and noted he would serve notice of a revised motion at the end of the meeting under the Notices of Motion.

3. Motion re Public Reporting Process for Travel and Expenses

**MOVED BY Trustee Hoffman:**

**“That the Administration develop a public reporting process applicable to Trustees, the Superintendent, Executives and Managing Directors that aligns with the Government of Alberta’s Directive on Public Disclosure of Travel and Expenses to take effect by the next fiscal year.”**



MINUTE BOOK

**MOVED BY Trustee Hoffman:**

“That the motion be referred to the January 8, 2013 board meeting.”

**The Board Chair called the question on the Referral Motion.**

**IN FAVOUR:** Trustees Cleary, Colburn, Hoffman and Johner

**OPPOSED:** Trustees Janz, MacKenzie, Ripley, Shipka and Spencer

**The Referral Motion was DEFEATED.**

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

4. Acquiring Locally Developed Courses – Yoga 15, Yoga 25, Reading 25

**MOVED BY Trustee Cleary:**

“That the acquisition of the following locally developed courses and resources be approved for use in the District:

<b>Course Name</b>	<b>Credits</b>	<b>Developing Jurisdiction</b>	<b>Approval Period</b>
<b>Yoga 15</b>	<b>3 credits</b>	<b>Calgary Board of Education</b>	<b>February 2013 – August 2015</b>
<b>Yoga 25</b>	<b>3 credits</b>	<b>Calgary Board of Education</b>	<b>February 2013 – August 2015</b>
<b>Reading 25</b>	<b>3 or 5 credits</b>	<b>Calgary Board of Education</b>	<b>February 2013 – August 2013”</b>

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

6. Fall 2012 Update to the 2012-2013 Budget

**MOVED BY Trustee MacKenzie:**

“That the report titled ‘Fall 2012 Update to the 2012-2013 Budget’ be received for information.” (UNANIMOUSLY CARRIED)

## MINUTE BOOK

7. Replacement School Model (Response to Request for Information #224)

**MOVED BY Trustee Colburn:**

**“That the report titled ‘Replacement School Model (Response to Request for Information #224)’ be received for information.” (UNANIMOUSLY CARRIED)**

**G. Other Committee, Board Representative and Trustee Reports**

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, advised that the Teddy Bear Picnic held on November 29, 2012 at Tipaskan School to celebrate three full-day kindergarten programs made available by donations to the Foundation was a great success with sixty people in attendance. She noted the MCs were students who had graduated from full-day kindergarten. She also noted the food for the event was prepared by the students from NAIT’s culinary arts program.

Trustee Cleary advised that volunteers are still needed for the *Wrap and Roll Fundraiser* to man the coat check and gift-wrapping station until December 24<sup>th</sup> at Kingsway Mall – all the proceeds will go to the Foundation. Those wanting to volunteer are asked to contact Ms Alva Shewchuk at the Foundation.

Trustee Colburn, the Board’s representative on the Alberta School Boards Association (ASBA) Board of Directors, advised that the next meeting will be held December 7, 2012.

Trustee Johner, the Board’s representative on ASBA Zone 23, had no report at this time. The next scheduled meeting will be held on January 25, 2013.

Trustee Janz, the Board’s representative on the Public School Boards Council (PSBC), had no report at this time.

Trustee Cleary, the Board’s representative on the Capital Region Services to Children Linkages Committee, advised that she has requested the minutes and key messages from the November 8, 2012 be posted on the Board Intranet Site.

Trustee Cleary, Chair of the District Priorities and Governance Committee, advised that the results of the recently conducted Trustee survey concluded that there is not sufficient interest in holding a Trustee winter retreat.

## **MINUTE BOOK**

Trustee Cleary advised that she had attended the Edmonton and Area Child and Family Services Authority (CSFA) Annual Meeting which showcased and celebrated the many achievements in service to children, youth and families in the community. The highlight of the evening was the Heather Jacobs Governors' Award recognizing outstanding youth who have made a significant contribution to their community, peers and their futures. One of the recipients of the award was a McNally School student.

Trustee Cleary advised that she and a number of other Trustees attended the 2012-2013 New Teacher Induction Ceremony on November 22, 2012. She congratulated the following teachers who are teaching in Ward I schools:

- LeBao Doan, Sakaw School
- Naomi Legg, Michael Strembitsky School
- Kimberley Littlejohn, Hillview School
- Melodie Picco, Michael Strembitsky School
- Peng Wu, Edith Rogers School

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

There were no pre-registered speakers.

### **I. Trustee and Board Requests for Information – None.**

### **J. Notices of Motion**

Trustee Colburn served notice of the following motion:

*That the District Priorities and Governance Committee work with the Administration to review and possibly revise the district satisfaction survey.*

### **K. Next Board Meeting Date: Tuesday, December 11, 2012 at 2:00 p.m.**

**MINUTE BOOK**

**L. Adjournment (4:50 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Cheryl Hagen, Acting Secretary-Treasurer

**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** Board Authorization of Trustee Absence

**ORIGINATOR:** Tash Taylor, Director Executive and Board Relations

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

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**ISSUE**

Trustee Spencer has indicated he will be absent for up to possibly four board meetings. He has requested a resolution granting permission for his absence from board meetings be approved at public board.

**RECOMMENDATION**

**That Board authorization for Trustee Spencer to be absent from board meetings from December 11, 2012 to January 22, 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.*

TT:mmf

**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Trustee Heather MacKenzie, Caucus Committee Chair

**SUBJECT:** Report #3 of the Caucus Committee (From the Meeting Held December 3, 2012)

**ORIGINATOR:** Tash Taylor, Director Executive and Board Relations

**REFERENCE:** [Terms of Reference – Committee of the Whole – Caucus School Act](#) Section 61  
[GB.BP - Authority for Human Resources Decisions](#)  
[GBA.AR - Designation, Appointment and Assignment to Leadership Positions](#)

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#### **ISSUE**

Recommendations arising from the Caucus Committee meeting held December 3, 2012 are being presented for final approval as per the terms of reference for Caucus Committee.

#### **RECOMMENDATION**

- 1. That Report #3 of the Caucus Committee from the meeting held December 3, 2012 be received and considered.**

#### **Central Administrative Appointment**

- 2. That the following appointment, effective January 7, 2013, be confirmed:**

**Roberta Malysh – Executive Director, Finance and Infrastructure**

#### **Expanded Community Engagement for Review of Policy – HK.BP – Student Assessment, Achievement and Growth**

- 3. That, in addition to the six-week online survey, the Board proceed with the following community engagement activity for policy HK.BP: A community teleconference in January 2013.**
- 4. That the Board allocate up to \$10,000 from the Board Initiatives Fund for costs associated with the community engagement activity.**

#### **RELATED FACTS – Recommendation 2**

In accordance with Administrative Regulation GBA.AR, exempt management staff who do not hold a teacher contract are appointed for an indefinite term.

TT:mmf

**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Trustee Dave Colburn

**SUBJECT:** Motion re District Satisfaction Survey

**REFERENCE:** December 4, 2012 Board Meeting  
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

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**RECOMMENDATION**

**That the District Priorities and Governance Committee work with the Administration to review and possibly revise the district satisfaction survey.**

**BACKGROUND**

Notice of motion was served at the December 4, 2012 board meeting.

DC:mmf

**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Trustee Catherine Ripley, Chair, Board and Superintendent Evaluation Committee  
Trustee Sarah Hoffman, Board and Superintendent Evaluation Committee  
Trustee Christopher Spencer, Board and Superintendent Evaluation Committee

**SUBJECT:** Approval of the Superintendent Evaluation Instrument for 2011-2012

**RESOURCE STAFF:** Tash Taylor, Director, Executive and Board Relations

**REFERENCE:** [School Act, Section 113](#)  
[Board Policy GGB.BP - Evaluation of Superintendent of Schools](#)  
[Board and Superintendent Evaluations Committee Terms of Reference](#)

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**ISSUE**

The Board and Superintendent Evaluations Committee (BSEC) is initiating the annual evaluation of the Superintendent, Edgar Schmidt, for the 2011-2012 school year.

**RECOMMENDATION**

- 1. That the Board proceeds with the annual evaluation of the Superintendent using the Superintendent Evaluation Instrument (Attachment 1) with the evaluation survey taking place from December 14 through December 31, 2012.**

**BACKGROUND**

The Board and Superintendent Evaluations Committee (BSEC) reviewed the superintendent evaluation process and survey instrument used for the first time last year. The committee determined that the new instrument achieved the intended outcomes: a fair, focused and useful evaluation for both the Board and the Superintendent, which assisted the Board in clarifying its expectations of the Superintendent, and provided the opportunity to share constructive feedback and recognize accomplishments.

**RELATED FACTS**

Trustees will be asked to evaluate and rate the Superintendent's performance for 2011-12 using a combination of personal observation, personal experience, and evidential data and results.

Several new indicators and a new section on Communications and Stakeholder Relations have been added to enhance the evaluation. There are a total of 153 performance indicators in the evaluation.

In support of an evidence-based approach, an array of informational documents will be provided to Trustees for review and consideration in their evaluation of the Superintendent. The list of supporting documents is included as Attachment II.

The individual evaluations will be conducted online, and a secure and confidential password will be provided to access the evaluation survey.



The online evaluation will not need to be filled out at one sitting. The online evaluation survey will be open from December 14 to December 31, 2012, and Trustees may return to it as often as they wish.

Survey results will be compiled in early January, and brought to the BSEC for discussion on January 18, 2013. The BSEC will then present to Caucus Committee in late January/early February.

It is expected the entire process will be concluded by the end of February.

#### **CONSIDERATIONS & ANALYSIS**

- Both the Board and the Superintendent expressed satisfaction as to the increased usefulness of the new evaluation instrument and process used last year, which allowed more clarity around areas of strength and improvement in the Superintendent's performance.
- The timeline allows Trustees to complete the evaluation in time with the District's year-end results, audited annual financial statements, and decision unit reviews completed in November.

#### **NEXT STEPS**

Upon approval of the recommendation, the Administration will post the online evaluation on December 14, and will provide Trustees with their confidential password. A compilation of supporting documents and information sources will be accessible on the Board Intranet Site under the Board and Superintendent Evaluation Committee tab.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I Updated Evaluation Instrument - Superintendent of Schools  
ATTACHMENT II List of Supporting Documents

TT:



# **Annual Evaluation Superintendent of Schools**

**School Year: 2011-2012**  
**Superintendent: Edgar Schmidt**

## Superintendent Evaluation

### Purpose

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school district. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated in order to 1- ensure the Superintendent understands what is being expected and evaluated; 2- ensure the Board understands what to expect of the Superintendent; and 3- the Superintendent and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- Help to continuously improve the functioning of the District;
- Recognize areas and trends that are showing positive change or progress;
- Provide feedback to the Superintendent regarding his leadership and performance expectations in key areas;
- Provide ground work for establishing future goals;
- Allow the Superintendent to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- Enable the Board and Superintendent to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- Strengthen the relationship between the Superintendent and the Board.

### General Information

The superintendent evaluation instrument consists of three parts:

- A. Priority Performance Goals
  - B. District Management, and Leadership
  - C. Professional Conduct
- A. Priority Performance Goals are three to five main areas of focus the Superintendent will work toward in addition to carrying out ongoing duties and responsibilities. These goals should be developed in relation to an established district mission or other priorities established by the Board, and may also include personal/professional goals, which would not be included in the District's work plan. In collaboration with the BSEC, the Superintendent sets annual goals and provides updates to the Board on a periodic basis.
- B. The assessment of District Management practices is geared to evaluate general management performance of ongoing responsibilities, and to assist the Board and Superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the District and plan for superintendent priorities in coming years.
- C. Leadership and Professional Conduct reviews the Superintendent's performance in leadership through empowering others, visioning, and creating a school culture and climate of engagement. It also stresses the importance of modeling appropriate values, ethical behavior, and assesses the Superintendent's understanding and sensitivity of competing interests in the District and broader community.

## Implementation Steps

The steps to carry out a fair and comprehensive evaluation process are outlined below. The Board and Superintendent Evaluation Committee (BSEC) will lead the process, with support from the Administration, as per the committee's terms of reference.

1. The BSEC will review the evaluation instrument to ensure it meets current needs. (Nov 16, 2012)
2. Customize the indicators in selected areas to meet district expectations. (Nov 16, 2012)
3. Prior to Board approval, the BSEC will consult with the Superintendent about the process, the instrument and timelines. (Nov 30, 2012)
4. The Board will approve use of the instrument prior to the evaluation taking place. (Dec 11, 2012)
5. The Administration will gather supporting documents and reports that will serve to inform the Board and Trustees in the evaluation, including an update or progress report from the Superintendent. (Nov 16 – Dec 14 – items will be posted on BIS)
6. Identify who will prepare the documentation, collect and tabulate the input.
7. Train all input providers on how to complete the evaluation instrument.
8. Trustees complete the evaluation instrument individually. (Dec 14 – 31, 2012)
9. Tabulate the data and compile the overall results and comments into one document and will include the range of ratings provided in each category. (Admin to provide to BSEC – Jan 11, 2013)
10. The Board will meet in-camera to discuss the compiled results and prepare a final summary representing the consensus of the Board. (Jan 22, 2013)
11. The chair of the BSEC will present the evaluation to the Superintendent and provide feedback. (Feb 1, 2013)
12. The Superintendent will provide a response to the Board at an in-camera meeting. (Feb 12, 2013)
13. The Board and the Superintendent will then engage in dialogue about the results. (Feb 12, 2013)
14. A statement will be read at a public meeting to inform the community on the broad results of the evaluation and progress on district goals. (Feb 19, 2013)
15. The results will serve to inform future work including the identifying new priority performance goals for the year. Priority performance goals should not be considered additive work and should not exceed five (5) goals.
16. Through the Board Chair, mid-year feedback will be provided informally to the Superintendent on his performance in June.
17. Begin the evaluation process again in December.

## Evaluation

The Board acknowledges that individual members' judgment on the indicators may vary from board member to member and from incident to incident. Significant differences among members of the Board about superintendent performance in this area will be discussed among the Board so that consistent direction and expectations can be provided to the Superintendent.

Providing a particularly low score based on one incident can be perceived as an unfair assessment if The Superintendent performs well or makes sound decisions in most cases. It should be remembered that corrective action on an unmet expectation should not show up on the evaluation as a point of first contact on a matter of concern to the Board.

A Trustee should assess each item based on whether or not the individual feels the Superintendent exercised sound judgment on a generally consistent basis. The Board's overall rating on an item will reflect the assessment of a majority of the Board.

## Rating Scale:

Trustees will be required to fill out the evaluation individually using the following rating scale.

**5 - Always / Outstanding**

The Superintendent excels in this category.

**4 - Almost always / Very competent**

The Superintendent exceeds the expectations of his job description.

**3 - Usually / Satisfactory**

The Superintendent meets expectations outlined in his job description.

**2 - Sometimes / Needs Improvement**

The Superintendent needs to concentrate self-improvement efforts in this area.

**1 - Rarely / Unsatisfactory**

The Superintendent's performance in this category is unacceptable and requires immediate attention.

**N/A** No basis for judgment

## Written Comments:

Constructive and detailed written comments always help clarify the evaluation. This provides the Board with the opportunity to deliver specific constructive feedback, including accolades and provides the Superintendent with useful information for continuous performance improvement. The Board should speak with one voice in making written comments on the final summary evaluation form.

**Note:** Any rating of "2" or "1" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the Board expected to see in the performance that was not evident.

## PART A: Priority Performance Goals

**Information Sources:** The Superintendent's activity summary report and Decision Unit results should serve as the basis of evaluation for this section.

---

### **Superintendent Goal 1:**

*Establishment of a set of metrics directly related to the Board's priorities.*

**Rating:** \_\_\_\_

**Comments:**

### **Superintendent Goal 2:**

*Provide the Board with a schedule of operation reviews (annual reports) for effectiveness and efficiencies and actions taken to address previous recommendations and requirements.*

**Rating:** \_\_\_\_

**Comments:**

### **Superintendent Goal 3:**

*Regularly report District financial health status.*

**Rating:** \_\_\_\_

**Comments:**

## PART B: District Management

### A. Educational Leadership and Student Achievement

The Superintendent:

- Upholds the education of children as the District's foremost responsibility.
- Ensures assessment, programming and improvement systems for student learning result in ongoing improvement in student achievement.
- Provides information on how the District determines deficiencies or areas for improvement in instruction and curriculum.
- Ensures a trend of ongoing improvement is reflected in longitudinal data on student scores over a three to five year period.
- Ensures a trend of ongoing improvement is reflected in longitudinal data on high school completion over three to five year period.
- Provides programs, supports and student services to support students' unique circumstances across the District.
- Provides leadership supports to schools and coaching to principals to further student success in the District.
- Sets annual goals, targets, or benchmarks and rationale behind them based on data and evidence.
- Ensures a variety of educational opportunities are available to meet the range of interests and needs of students.
- Ensures supports for students with vulnerabilities and special needs receive targeted and timely support.
- Ensures issue resolution mechanisms are in place for concerns of parents/guardians.
- Ensures fair and timely expulsion hearings.
- Provides monitoring reports annually related to student services programs.
- Ensures teachers and principals have the tools and resources to work effectively within their classroom, throughout the school and district, and with their parent community.
- Encourages community partnerships to advance the District mission.
- Ensures effective protocols are in place for dealing with emergencies and crises, threats to a school, violence, and trauma.
- Ensures student achievement data is analyzed and explained to the Board and the public.
- Identifies clearly for the Board, progress and areas needing improvement to further advance student achievement.
- Ensures the creation and implementation of practices and procedures that promote safe school environments.
- Fosters and encourages a teaching culture that incorporates innovation and creative approaches to learning.
- Ensures students are provided with opportunities to develop 21<sup>st</sup> century competencies.
- Ensures a positive culture throughout the district in which all students are valued and respected.

Other measures:

- Parents, staff, and students report feeling physically and emotionally safe and respected.
- Overall, students are satisfied with their school program and the help they receive from teachers.
- Overall, parents are satisfied with school programming and options.

**Comments and examples:**

## **B. Financial and Fiduciary**

The Superintendent:

- Provides the Board with advice on achieving a long term, positive and stable financial position as per Board policy BA.BP.
- Ensures effective budget development, implementation, and monitoring processes that reflect sound business and fiscal practices that supports district goals.
- Ensures budget assumptions and priorities are brought forward to the Board prior to development of the budget and finalization of the budget.
- Ensures proposed budget is in line with established assumptions, district priorities, and Alberta Education requirements.
- Ensures contingency plans are developed for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Provides quarterly financial reports to the Board showing implementation compared to adopted budget.
- Ensures finances and assets are managed in accordance with Generally Accepted Accounting Practices and using current accounting systems.
- Ensures administrative procedures/regulations are instituted to reduce the risk of fraud.
- Provides full cooperation with external auditors and implements recommendations in a timely manner.
- Ensures effective management of district information and records according to FOIPP legislation.
- Ensures purchasing practices are competitive, fair and follow all legislative requirements.
- Ensures appropriate insurance policies are in place to adequately cover losses and protect assets.

Other measures:

- Annual audit shows no material deficiencies.
- Timelines are met for submissions to Alberta Education  
(i.e. Annual Education Results Report and Three-year plan, audited financial statements, capital plan, etc.)
- End of year results are generally consistent with adopted budget.

**Comments and examples:**



## C. Human Resources and Labour Relations

The Superintendent:

- Promotes an open, cooperative and collaborative culture.
- Ensures that comprehensive and effective human resources policies and regulations are in place for staff recruitment, retention, role changes, compensation, benefits, recognition and corrective action.
- Provides for formal mentoring of staff to further support career growth and encourage leadership development.
- Ensures succession plans are established in all DUs to minimize risk.
- Ensures consistent implementation of the Safe, Caring and Respectful Workplace policy.
- Ensures that professional competencies and standards are established and implemented for all staff.
- Provides for ongoing staff development designed to improve teaching practices.
- Provides for ongoing staff development designed to enhance practices of school leaders.
- Provides for ongoing staff development opportunities to build capacity and competencies of staff.
- Ensures misconduct of staff is dealt with appropriately and in a timely manner.
- Ensures employment opportunities are communicated to staff across the District
- Ensures productive, respectful, and collaborative relationships, with staff groups.
- Ensures collective bargaining strategies advance and promote learning; school leadership and the flexibility of the District to respond to students; enhance skills of other staff groups.
- Ensures bargaining contracts meet District needs and meet legislative requirements.

**Comments and examples:**

## **D. Infrastructure and Facilities**

The Superintendent:

- Implements a system designed to produce and/or ensure ongoing efficiencies in building maintenance and operations.
- Ensures all buildings meet safety, occupational health, and construction codes.
- Ensures facilities and equipment are not subject to improper wear or insufficient maintenance.
- Ensures multi-year plans for maintenance, repairs, and facility upgrades are in place and updated.
- Ensures ongoing inspection and reporting systems are utilized.
- Ensures formal leasing agreements are in place for all tenants.
- Ensures effective emergency response protocols are in place across the District.
- Ensures staff members are aware of emergency protocols through regular drills and scenario simulations.
- Ensures appropriate security precautions are in place to protect the District's capital assets.
- Presents to the Board the 10-Year Facilities Plan and Annual Capital Plan as required by Alberta Education.
- Ensures facilities meet standards for optimal learning environments including thermal comfort, indoor air quality, lighting, and acoustical control.

**Comments and examples:**

## **E. Transportation**

The Superintendent:

- Provides a range of transportation options to accommodate students across the District while balancing resource constraints.
- Provides student ride times within 60 minutes each way for regular programs.
- Ensures collaboration with service providers and partners to improve service and financial efficiency.
- Provides timely busing information to parents.
- Provides support to students new to the District and/or new to taking the school bus.
- Provides flexible payment options for payment of transportation fees.
- Investigates and implements new ideas to improve efficiency in transportation.

Other measures:

- Overall, parents are satisfied with transportation services.

**Comments and examples:**

## **F. Technology**

The Superintendent:

- Ensures the development and implementation of long range plans for district technology and information systems to enable ongoing modernization and staff development.
- Fosters a climate where technology contributes to building 21st century learning environments.
- Ensures adequate security practices are in place and implemented consistently to reduce technological risks.
- Ensures all students have access to standard level of technology available without posing additional financial hardship to the school.
- Ensures staff have the knowledge and ability to incorporate common software programs and tools (Microsoft Suite, SmartBoard, [Google Apps](#), [Power School](#), projector, etc.) in their work.
- Ensures recommendations for assistive technology are assessed and addressed.
- Ensures all staff use technology responsibly and ethically, and issues are handled in a timely manner.

**Comments and examples:**

## **G. Board Relations**

The Superintendent:

- Ensures that all public enquiries and complaints are handled promptly, courteously and fairly.
- Informs the Board of significant issues as they arise that may impact the Board in their work.
- Responds in a timely and complete manner to Board requests for information.
- Ensures that items requiring Board approval are brought forward on time with appropriate supporting materials.
- Follows established Board policy and Board decisions.
- Maintains a future focus and anticipates possible risks and implications to all decisions or actions.
- Advises the Board of risks and benefits associated with potential decisions and courses of action.
- Ensures Board reports are useful and information is analyzed in a concise, yet comprehensive manner.
- Communicates legal liabilities to the Board.
- Meets deadlines and follows up on commitments and assignments.
- Ensures supports are in place to facilitate Board orientation and ongoing professional development.
- Supports the Board in strategic planning and related initiatives
- Provides resources to support the Board in its committee work.
- Supports the Board in its efforts to maintain effective two-way communications with the broader community.
- **Supports the Board in understanding excellent governance practices.**

**Comments and examples:**

## H. Policy

The Superintendent:

- Assigns appropriate resources to assist the Board in developing, adopting and updating policies.
- Ensures systems are in place to monitor standard policy and regulation reviews.
- Ensures the opportunity for community input in the development and review of policies.
- Ensures procedures/regulations are aligned with board policy and comply with legislative requirements.
- Involves legal counsel to identify legislative risks and avoid legal liabilities related to policy interpretation.
- Provides the Board with ample and timely information to support policy making decisions.
- Understands and articulates the system of governance and the differences between governance policy making and administrative roles.
- Ensures new policies and regulations are communicated to staff and implementation is monitored throughout the District, and correct measures are taken.
- Ensures administrative regulations are up-to-date and relevant and support current policy.
- **Informs the Board of any significant changes to administrative regulations or new regulations prior to public release.**

**Comments and examples:**

## I. Communications and Stakeholder Relations

The Superintendent:

- Expects and ensures open, honest, transparent and respectful communication throughout the District in a timely manner.
- Incorporates a range of communication vehicles to communicate District information and opportunities for involvement and participation (internally and externally).
- Ensures all District communications (print, correspondence, online, verbal) serve to enhance the understanding and reputation of Edmonton Public Schools.
- Systems are in place to monitor perceptions of the District and appropriate actions are taken accordingly.
- Ensures timely and effective issues management and crisis response in consideration of multiple and varying audiences.
- Effectively engages the media to cover a range of District events and issues.
- Understands the role and importance of media in shaping District reputation.
- Involves appropriate stakeholders to fully participate in matters that affect them (e.g. policy development, boundary changes).
- Ensures staff develop and maintain positive working relationships with government and partnering administrators.
- Ensures all schools have access to communications services without posing additional financial hardship to the school.
- Provides timely and effective strategic communications advice and support to schools and staff.
- Provides effective and timely media support to schools.
- Ensures timely information is provided to parents about matters affecting their child's school and education.
- Ensures staff use digital communications responsibly and ethically.
- Ensures the District website contains current and useful information, and information is easily located.
- Ensures online communication tools effectively communicate and promote District activities.
- Provides publications and information (print/electronic) to parents about District offerings.
- Provides effective and timely media support to the Board.
- Provides timely and effective strategic communications advice and support to the Board.
- Provides expertise to the Board in crafting key messages for emergent issues.
- Provides expertise to the Board to develop strategic approach and messaging for its advocacy and community relations work.
- Provides for quality support and event management to Trustees for District and Board hosted events (e.g. speaking notes, key messages).

## PART C: Leadership and Professional Conduct

The Superintendent:

- Promotes and fosters an inter-generational and cross-functional climate of collaboration and contribution.
- Demonstrates openness to workforce diversity at the management and leadership level.
- Develops and promotes a culture of continuous improvement.
- Fosters a climate of celebration and pride within the District.
- Promotes activities that create and enhance professional learning communities within the District.
- Exhibits understanding and sensitivity to the differing values and beliefs held in the community.
- Ensures an equitable and fair approach in decision-making.
- Demonstrates personal accountability.
- Manifests a professional code of ethics and demonstrates personal integrity.
- Promotes and develops ways to find common ground in dealing with difficult and divisive issues.
- Demonstrates appropriate reaction to various situations.
- Demonstrates interpersonal skills with stakeholders (internal and external).
- Speaks effectively
- Writes effectively
- Acts in a decisive manner.
- Prepares and implements a district-wide plan to provide vision and direction.
- Hires and assigns competent senior staff to key roles in the organization.
- Fosters a climate of openness, adaptability and flexibility to change.
- Shares credit and recognizes contributions of others.
- Undertakes professional development to remain current and knowledgeable.
- Maintains poise under pressure**
- Maintains principles under pressure.**

Other measures:

- Overall, parents are satisfied with Superintendent
- Overall, community is satisfied with Superintendent
- Overall, staff are satisfied with Superintendent
- Overall, principals are satisfied with Superintendent



**List of Supporting Documents – Superintendent’s Evaluation**

- Superintendent’s Annual Activity Report (related to Priority Performance Goals)
- Administration District Plan (Superintendent’s)
- District Satisfaction Results (Binder provided to Trustees prior to results reviews)
- AERR – Three-year Education Plan
- Financial Audit **and quarterly update reports**
- Major Maintenance Plan & IMR
- Three- Year High School Completion Rates & Drop-Out Rates
- Policy Review List (Included in Results Review 2011-12 – Corporate Services)
- Communications Activity Report (Included in Results Review 2011-12 – Corporate Services)
- Technology Activity Report (Included in Results Review 2011-12 – Corporate Services)
- Superintendent’s Results Review (2011-12 Superintendent’s Area)
- Human Resources Report (Included in Results Review 2011-12 – Corporate Services)
- List of Trustee PD and orientation support/topics
- List of Community Partnerships
- Other resources - SRs and RFIs, Trustees’ Committee support

# Edmonton Public Schools Board Policies and Regulations

CODE: GGB.BP

TOPIC: Evaluation of Superintendent of  
Schools

EFFECTIVE DATE: 24-03-2009

ISSUE DATE: 26-03-2009

REVIEW DATE: 03-2016

1. The Board shall evaluate annually the performance of the Superintendent of Schools based on achievement of District Priorities and any other initiative that the Board has approved.
2. A three (3) member Trustee subcommittee elected at the Organizational Board meeting shall be responsible for:
  - a. recommending the evaluation process to be used to Conference Committee;
  - b. organizing and overseeing the evaluation process; and
  - c. reporting the evaluation results to the Conference Committee.
3. The Chair of the Trustee subcommittee shall report to Board at a public board meeting that the process has been completed.
4. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
  - a. review all information used in the evaluation;
  - b. discuss the evaluation report with the Trustee subcommittee;
  - c. include a response to the evaluation in the report to Conference Committee; and
  - d. discuss the evaluation report with the Conference Committee.
5. Notwithstanding 2.c. and 4.a. above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
6. The Superintendent of Schools shall be provided copies of the evaluation report submitted to Conference Committee and the final evaluation report to Board.
7. The Conference Committee evaluation report and Board evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent of Schools, any Board Trustee for that evaluation period, or as directed by motion of the Conference Committee. References:

[Trustees' Manual](#) - Board Role and Responsibilities

[School Act Alberta Regulation - Superintendent of Schools Regulation](#)

[School Act](#) Section 113

**DATE:** December 11, 2012

**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, Ann Sherwood

**REFERENCE:** N/A

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**ISSUE**

A review of Board Policy HK.BP – Student Achievement and Growth was directed by a Board supported motion on June 26, 1012: *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 the revised policy HK.BP – Student Assessment, Achievement and Growth (Attachment I) be considered for the first time and approved for posting on the district website for stakeholder input.**

**BACKGROUND**

In June 2012, the Board approved Board policy CH.BP – Framework for Policy Development and Review (Attachment II). This new policy created a more specific process related to the development of policy and included the development of a Policy Plan which outlines how policy is to be developed.

The following information was gathered and used to inform the draft revision of HK.BP – Student Assessment, Achievement and Growth:

1. Executive Summary of Literature Review (Attachment III)
2. Interviews with Key Informants (Attachment IV)

Current Board policy HK.BP – Student Achievement and Growth is attached (Attachment V).

**RELATED FACTS**

N/A

**OPTIONS**

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

1. The Board approves the draft HK.BP – Student Assessment, Achievement and Growth for posting on the district website.
2. The Board does not approve draft HK.BP – Student Assessment, Achievement and Growth and provides direction to the Policy Review Committee to revise the policy and return to public Board.

**CONSIDERATIONS & ANALYSIS**

The review of 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 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 practices will be further clarified through an accompanying Administrative Regulation.

**NEXT STEPS**

1. If approved, HK.BP – Student Assessment, Achievement and Growth will be posted on the district website on December 17, 2012 for six weeks for stakeholder feedback. The accompanying Board report and attachments will also be posted to inform stakeholder input.
2. A recommendation from Caucus Committee outlining additional opportunities for feedback will be considered by the Board on December 11, 2012.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I	Draft Board Policy HK.BP – Student Assessment, Achievement and Growth
ATTACHMENT II	Board Policy CH.BP – Framework for Policy Development and Review
ATTACHMENT III	Executive Summary of Literature Review
ATTACHMENT IV	Interviews with Key Informants
ATTACHMENT V	Current Board Policy HK.BP – Student Achievement and Growth

TP:ja

# Edmonton Public Schools

## Board Policies and Regulations

CODE: HK.BP

TOPIC: Student Assessment, Achievement  
and Growth

EFFECTIVE DATE:

ISSUE DATE:

REVIEW DATE:

### PURPOSE

The purpose of the policy HK.BP is to articulate the Board's beliefs and values related to student assessment, achievement and growth.

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 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.

**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.

**Growth** – measure of the increase in student learning that has occurred over time, compared to a baseline.

**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.

### 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 shall be based on student strengths, and evidence demonstrated throughout the course of the

term. Information on achievement and growth shall be related to key learner outcomes as stated in the Alberta Program of Studies. Assessment information is required for students, parents and teachers to track and understand individual student progress and to inform student 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 helps 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 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.
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).

## ACCOUNTABILITY

The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study. 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 Assessment Plan for each school.

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 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](#)

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DRAFT

# Edmonton Public Schools

## Board Policies and Regulations

CODE: CH.BP  
 TOPIC: Framework for Policy  
 Development and Review

EFFECTIVE DATE: 12-06-2012  
 ISSUE DATE: 14-06-2012  
 REVIEW DATE: 06-2019

### PURPOSE

To provide clarity around the Board's governance role through policy and to create coherence and consistency across all board policy by establishing the Board's expectations for process, content development, structure and format to guide the development and review of policies.

The *School Act* legislates that a board must establish policies respecting the provision of educational programs and services affecting student learning. The Board governs the district through the adoption of carefully developed policies which have the force of local law applied to Edmonton Public Schools. Policies provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, students, electors and others with respect to Edmonton Public Schools.

### DEFINITIONS

1. **Policy** is a statement of intent, belief, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.
2. **Board Governance Policy** is a policy statement that applies to the Board's own internal operations and expectations of its members which may also include specific directives and regulations for the Board and Trustees.
3. **Administrative Regulations** are the directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the district.
4. **Stakeholders** are individuals and groups who are affected by a policy and have a vested interest in its implementation. Stakeholders may include, but are not limited to students, parents, staff, school councils, associations, unions, community members and organizations.

### POLICY

The Board believes that a coherent, consistent and transparent approach to policy development and regular review will improve alignment with the Board's vision, mission and priorities, increase accountability and help translate the intention of the Board into actions for its students.

The Board is committed to making student learning its primary focus when meeting its responsibility to develop policy in keeping with the requirements of legislation and the values of the community. The Board believes that the development and review of policy is enhanced when the process allows for the meaningful involvement of staff, parents, students and other interested groups and persons.

When developing policy, the Board strives to achieve a balance between the responsibility of the Board to govern by the adoption of policy to guide the District and the responsibility of the Superintendent of Schools and school administrators to exercise professional expertise and judgment



in the management of the district by implementing policy.

## EXPECTATIONS

1. The Board may adopt new or revise existing policy to:
  - a. comply with legislative requirements and fulfill the Board's mandate;
  - b. give substance to the Board's vision, mission and priorities;
  - c. provide the Superintendent of Schools with parameters for the effective operation of the District and to inform and guide actions of staff;
  - d. provide the Board of Trustees with parameters for effective Board governance; and
  - e. articulate the District's culture and communicate the Board's values and philosophy to students, parents and the public.
2. All statements of board policy shall meet the following criteria:
  - a. conform to the *School Act* and regulations, policies and orders issued under the authority of the *School Act*, and other relevant provincial and federal legislation;
  - b. support the Board's vision, mission and priorities;
  - c. be consistent with other board policies;
  - d. create a framework within which the Superintendent of Schools can exercise professional judgment in discharging responsibility for the administration of the District;
  - e. be broadly stated to provide guidance and the flexibility to address diverse situations while ensuring consistency across the system;
  - f. be capable of implementation, review and evaluation; and
  - g. be developed and reviewed with appropriate stakeholder engagement in accordance with the Board's policy on stakeholder engagement, with due consideration for the contentiousness of the policy topic, its impact on student learning and wellness, and whether the policy is new or expected to be significantly revised.
3. All board policies shall have a consistent format and the following sections as appropriate:
  - a. Purpose: include a purpose statement indicating the intent and rationale for the policy;
  - b. Definitions: may include definitions of terminology used specific to the understanding of the policy statement;
  - c. Policy: include statements of belief, values and philosophy or approach;
  - d. Expectations: may include statements of specific expectations, outcomes or results to be achieved by the Board itself or by the Superintendent of Schools and the Administration;
  - e. Accountability: include a statement of how the effectiveness of the policy implementation will be measured and reported to the Board; and
  - f. References: include a listing of references pertinent to the understanding of the policy such as related legislation, policies and administrative regulations.
4. The decision to initiate a policy change, that is, the development of a new policy or the review of an existing board policy that may result in policy affirmation, amendment or rescission, resides with the Board of Trustees.
  - a. A Trustee, a Board Committee, the Administration, or an individual or community delegation may make suggestions for policy development or review of a board policy to the Board. The request for policy change must include a rationale for the request.
  - b. The development of a new policy or the review of an existing policy shall be initiated by a Board approved motion.
  - c. The Board shall be provided the opportunity to give preliminary guidance to the Policy Review Committee as to the desired intent of the policy change.

5. The Board shall formally review each existing policy a minimum of every seven (7) years\*, with the exception of:
  - a. the District Priorities, which the Board shall review at the beginning of its term;
    - i. The Board's District Priorities Committee shall assist the Board in this process by facilitating an open stakeholder consultation process and developing recommendations for the Board's consideration.
  - b. board governance policies, also known as the Trustees Manual, which the Board shall review the year prior to a Board election in preparation for the newly elected Board of Trustees.
6. The Board shall be responsible for the development, review and approval of its board governance policies in the manner and frequency it deems necessary.
7. The Board's Policy Review Committee shall be responsible for assisting the Board in its policy role by:
  - a. overseeing the review of proposed board policy changes in accordance with this policy, *Framework for Policy Development and Review*;
  - b. giving advance notice of Board policy review discussions and providing the Board the opportunity to give preliminary input prior to policy development or review by providing regular reports to Board on the status of policies coming up for and currently under review; and
  - c. recommending policies meeting the Board's expectations for policy to the Board for approval.
8. The Superintendent of Schools shall be responsible for assisting the Board and Policy Review Committee in their roles by assigning resources for drafting new and revised board policy for consideration in accordance with the *Framework for Policy Development and Review*. The draft should be accompanied by a Recommendation Report that provides information on the process used and stakeholders involved in the development, an analysis of intended and unintended consequences of the policy and relevant supporting data that may be helpful to the understanding of the Policy Review Committee.
9. With the exception of board governance policies, every new policy or substantive change to the intent of an existing policy shall receive three separate considerations by the Board before the policy is finally approved. Not more than two considerations may be given at any one meeting unless the Trustees present at the meeting unanimously agree.
  - a. First Consideration: The proposed policy change is recommended by the Policy Review Committee to provide the Board the opportunity to seek clarification, request additional information and make suggestions for change.
  - b. After first consideration of a proposed policy change, the Policy Review Committee shall oversee the updating of the draft policy as needed and request the Superintendent of Schools to circulate the draft policy for broad stakeholder review. At minimum, each policy shall be made available on the district website for four weeks for stakeholder input.
  - c. The Superintendent of Schools shall review and summarize the stakeholder input received and recommend any changes to the Policy Review Committee as deemed necessary. The Policy Review Committee shall review stakeholder input received, and consider any recommended changes.
  - d. Second Consideration: The proposed policy, with changes as needed, is recommended by the Policy Review Committee to the Board for second consideration. Amendments may be made.
  - e. Third Consideration: The proposed policy, with changes as needed, is recommended

by the Policy Review Committee for approval.

10. Only those statements meeting the Board's criteria for policy and approved by the Board as policy shall be recorded as board policy.
11. The Superintendent of Schools shall ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the District's website.
12. The Board shall be responsible for implementing Board governance policies which govern the Board's own operations.
13. The Superintendent of Schools shall be responsible for implementing board policy through the establishment of administrative regulations and processes and assignment of responsibilities as needed.
14. The Superintendent of Schools shall report to the Board on the implementation of board policy on a regular basis. Accordingly, the Board shall be informed of new administrative regulations and substantive changes to existing administrative regulations prior to these regulations being made public.

#### ACCOUNTABILITY

The Board shall evaluate implementation of this policy on an annual basis as part of the Board's evaluation process.

\***ADDENDUM** The minimum seven year review cycle for existing policy shall be suspended for the duration of the *Full Review of Board Policy Project*, approximately three (3), years September 2015.

The Board approved the following motion January 31, 2012:

*That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.*

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Reference(s):

[AA.BP](#) - Stakeholder Engagement

[CH.AR](#) - Policy Development and Review

[CHA.BP](#) - Board Delegation of Authority

[JA.BP](#) - Parent and Community Involvement

[Trustees' Manual - Policy Review Committee Terms of Reference](#)

[School Act](#) - Sections 60, 113

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EDMONTON PUBLIC SCHOOLS

# Student Assessment and Evaluation

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# Literature Review

**John Macnab, PhD**

**November 9, 2012**

A review of research literature relevant to assessment and evaluation of student achievement for Edmonton Public Schools. The focus is on legal obligations, valid assessment and optimal use of student assessment and evaluation.

## Background

Assessment of student work and reporting of progress is part of a teacher's legal and professional obligation.

According to the Alberta Teachers' Association's *Code of Professional Conduct*, the teacher has a responsibility to assess and report student progress, and to use this information to develop appropriate programming for each student, and to report on student progress.

- 2(1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils
- (2) The teacher may not delegate these responsibilities to any person who is not a teacher.

The *Code* does not specify details of student assessment, but does clearly state that the purpose of assessment and evaluation is twofold: to provide information to assist student learning, and to provide information to report student progress, presumably to parents and to authorized agencies such as Alberta Education, the school and the District.

The *School Act* establishes the responsibility of a teacher to evaluate, but gives no clear direction as to what is being evaluated, nor how it is to be done.

- 18(1) A teacher while providing instruction or supervision must...
  - (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board.

Responsibility is further given to the principal:

- 20 A principal of a school must
  - (h) supervise the evaluation and advancement of students;

Further elaboration is given in Alberta Education's *Guide to Education*. The *Guide* articulates two main purposes of student assessment.

- Assessment as a Guide for Learning and Instruction (Assessment for learning, or formative assessment).
- Assessment as the Basis for Communicating Individual Student Achievement (Assessment of learning, or summative assessment).

While it does not exclude assessment for other purposes, the *Guide* is explicit in insisting that students be assessed "in relation to the outcomes outlined in the programs of study." Alberta Education's *Student Evaluation Policy* provides slightly more detail.

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions...shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for:

- accurate, fair and equitable student evaluation;
- the student's right of appeal and procedures for appeal;
- the role of the student and the teacher in evaluations;

- the use of evaluation information for the improvement of the quality of educational programs; and
- timely communication of evaluation information to students, parents and school councils.

On the basis of law and policy, Alberta teachers are charged with the duty to assess student work in relation to the *Programs of Study*, as specified by Alberta Education. The teacher is responsible to make judgments based on assessments to program for student success, to report to parents and guardians, and to report to school, the District, Alberta Education and to other agencies that have a legitimate interest in student achievement.

Implicit in this background is the principle that student assessment is based upon student learning and performance as measured against the legally mandated curriculum.

### **Social Promotion and Grade Retention: Research and Current Practice**

Typically, students in Edmonton Public Schools remain with their age cohort from Kindergarten through Grade 9. If a student is not working at the grade level of his/her peers in one or more subjects, the teacher will program individually for her/him. In High School, courses have strict prerequisites and students cannot move to the next level of a course without first passing the prerequisite course.

Grade promotion is a complex and unresolved issue within educational research and practice. Until the later parts of the 20<sup>th</sup> century, it was common practice for students to be held back an entire grade if their work did not meet the minimal requirements for passing marks. Grade repetition was part of many students' school experience. By the 1980s this practice was becoming uncommon, with students who did not make the passing requirements moving forward with their same-age cohort. In the past 20 years, there has been considerable research assessing the value of the two approaches.

House (1989) found that grade retention was not practiced uniformly in schools, with males, minorities and children from lower socio-economic status families, considerably more likely to be retained than other similarly-achieving children. Students who were retained for one year had twice the dropout rate of similar children who were socially promoted; students who were retained for two years are nearly certain to drop out (Byrnes, 1989). While the empirical evidence almost uniformly condemns grade retention, social promotion on its own does not remedy the situation. It has been repeatedly noted that fear of retention has no measurable motivational effect on students.

Jimerson (2001) conducted a massive meta-analysis of published empirical research into the question of grade promotion and retention. The evidence from this meta-analysis and of earlier studies is clear: students who are candidates for grade retention have a low likelihood of successful high school completion *regardless of whether they are promoted or retained*. Jimerson concluded with a very strong recommendation:

In isolation, neither social promotion nor grade retention will solve our nation's educational ills nor facilitate the academic success of children. Instead attention must be directed toward alternative remedial strategies. Researchers, educators, administrators, and legislators should commit to implement and investigate specific remedial intervention strategies designed to facilitate socioemotional adjustment and educational achievement of our nation's youth. (p. 435)

Current practice in Edmonton Public Schools recognizes the dilemma—students who fail to make the standard in parts of their studies are at risk if they are promoted with their social peers, and are a greater risk if they are retained in a grade. Teachers should record and report the current Grade level at which each student is currently programmed. Most students work at grade level for all subjects, but many do not. The goal is to move each student as far forward as possible, guiding daily activity in the student's best interest.

### **Research Review**

A 2009 report funded by Alberta Education summarized research to illuminate

- (a) optimal assessment theory, policies, and practice that will inform educational decision-making in Alberta;
- (b) educational leadership practices that support effective student assessment and reporting; and
- (c) professional development frameworks that enhance the capacity of Alberta educators in classroom assessment. (Webber et. al., 2009, p.1)

The report forms the basis of this summary, with expansion and clarification from peer-reviewed academic research.

Student assessment and evaluation typically occurs in two contexts: internal to the classroom, and through an external agency. In Edmonton Public Schools, the bulk of assessment is conducted by the teacher in the classroom and is used for both planning and for reporting to school and parents. In Edmonton Public Schools, external assessments are most often Provincial Achievement Tests, Provincial Diploma Examinations, or District-directed assessments such as the Highest Level of Achievement (HLAT) tests.

### *Assessment validity and reliability*

Assessments are valid to the extent that they accurately measure their targets. A student assessment in Mathematics 10C, for example, is valid if and only if it accurately measures the stated student outcomes of that course. Bonus marks for cooperation, or penalties for misbehavior are threats to the validity of the student assessment. Kelly (2008) found that classroom marks are often affected by teacher perceptions of cooperation, and student assistance in moving the classroom activities forward. This difference was shown to be biased, with boys, students from lower socio-economic status and minorities receiving lower grades than other equally achieving students. Further, he documented that a student's chance of receiving a high grade was increased by being in a classroom with relatively lower-achieving students.

Validity of student grades is important for a number of reasons. Most importantly, the purpose of the grade is to meaningfully communicate the student's achievement of the legally mandated curriculum. Grades that reflect effort, cooperation, timeliness and so on are not likely to be accurate or to be clearly understood.

Since important decisions are often based on a student's grade, invalid grades may result in dire consequences for the student. Grades can open up or close down important learning opportunities for students. With high grades, students get admitted to colleges and universities of their choice and receive scholarships and tuition assistance, since grades are a major selection criterion in the college admission process. The reverse is also true. It is very difficult for students to get admitted to some schools if their grades are not sufficiently high. Invalid grades that understate the student's knowledge may prevent a student with ability to pursue certain educational or career opportunities. Also, based on principles of attribution and social cognitive theories, if students receive grades lower than ones that accurately depict their true level of academic knowledge, it may lead students to believe they lack the ability to succeed academically and lower their sense of self-efficacy as well as their motivation to learn. (Allen, 2005, p. 220)

Large-scale assessments such as the Provincial Achievement Tests (PAT) at grades 3, 6 and 9 and the Diploma Examinations at the end of 30-level subjects are designed to have a high degree of validity. On a large scale, this is undoubtedly true. On a case-by-case basis, there are undoubtedly effects of students having good (or bad) days, of fortunate or unfortunate item selection and so on. We should expect, overall, that classroom grades correlate well to PAT and Diploma Examination scores, but not that they are identical.

It has been noted by numerous researchers that the use of percentage grades and, to a lesser degree, letter grades is misleading because they claim precision well beyond the capacities of the measuring tools. It is highly unlikely that any educational measurement is capable of showing a meaningful distinction between, say, a score of 70% and a score of 73%. Does the student with 73% know more than the student with 70%? Or is the mark an artifact of the means by which data was gathered and the mark calculated? Randall and Engelhard (2008) looked at grading differences between elementary and middle school teachers. In general, elementary school teachers awarded higher grades for statistically comparable achievement than did middle school teachers. Further analysis indicated that the bulk of the difference in the awarding of grades was



accountable to the use of grades to reward behaviour. They note that differences in criteria for the awarding of grades across school divisions contribute to misinformation and deception about student achievement and abilities.

### *Motivation*

Kelly (2008) noted that many students report that grades are primary motivators for effort and cooperation in class. In spite of these self-reports there is extensive literature indicating that in the long term grades-based motivation can be self-undermining. (e.g. Kohn, 1999; Marzano, 2000). In a study of older students, Shim & Ryan (2005) found an important distinction in the motivational power of grades. First, they found that grades based on self-improvement and mastery were motivational: students who were approaching benchmarks toward mastering some material were motivated by monitoring their progress. Performance goals that simply stated a mark on a scale or in comparison to others are highly vulnerable to negative effects of grading. “When students focus on how they do compared with others, their motivation is vulnerable to negative changes when grades are given. In contrast, a focus on self-improvement and mastery is beneficial regardless of the level of feedback.” (p. 347)

In an interesting but limited study of elementary science students, Stefanou and Parkes (2003) explored the effect of different types of assessment and future student motivation. They reported that pencil-and-paper tests and performance assessments were more motivational to students than were laboratory tests. It is not clear how far this result can be generalized, but it does suggest that assessment is related to student motivation and goals, and that the format of the assessment is relevant. This provides counterpoint to theoretical arguments from Kohn (1999) and Marzano (2000) that student assessment undermines student motivation. The deep nature of this relationship is still murky and worthy of further study.

### *Feedback to Students*

In a synthesis of 134 meta-analyses of all possible influences on student achievement, Hattie (1992) found that meaningful feedback to students was one of the most powerful influences of achievement that has been studied or measured. In order to have high-quality information to feed back to students, the teacher must have access to meaningful and comprehensible data relevant to student performance. In-class assessment of student understanding and performance must be interpreted and communicated back to the student in a timely and informative manner for this feedback to be helpful. A single score from a multiple-choice examination—no matter how well the test is constructed—is of very little use to the student.

Hattie and Timperley (2007) further reviewed the research literature to develop a comprehensive model of teacher-student feedback. Effective feedback is meaningful information based on valid student assessment, combined with correctional review. Feedback involves interaction between students and their teachers such that students provide information for teachers to assess, and teachers interpret that assessment to provide further information for students to self-correct until “the process itself takes on the forms of new instruction, rather than informing the student solely about correctness” (Kulhavy, 1977, p. 212).

Teachers in Edmonton Public Schools typically distinguish *Assessment of Learning* and *Assessment for Learning*. It is assessment for learning that is most important in the feedback process. It is very often the case that teachers will get small amounts of information from students for no purpose other than to help the student to understand what she/he knows at the moment, and to set a study agenda for later Assessment of Learning. Assessments for learning are often recorded without being used in the calculation of the final, or summative, grade for the student. There is currently no District-wide policy or common practice with regard to assessment for learning or for meaningful feedback to and with students.

### *Assessment and Intervention*

*The Alberta Student Assessment Study* was commissioned by Alberta Education and published in 2009 (Webber, *et. al.*). Consistently with the comments about Grade Retention and Social Promotion, above, Webber noted the importance of valid assessment of student Grade Level of Achievement in each curriculum subject. In particular they noted that the once teachers engaged in the practice of reporting Grade Level of Achievement, they began to become aware of the urgency of individual intervention for students who have not met the age-expected benchmarks. Reporting is clearly insufficient; appropriate intervention is crucial.

### *Effects of Large-Scale Assessments*

A large body of research literature has shown that classroom teaching and assessment practices are influenced by large-scale assessments, such as PAT and Diploma Examinations. Many of these effects are in opposition to student learning and motivation (Rogers and Klinger, 2007). In response to the pressures of these assessments, teachers typically narrow their view of the curriculum, reduce instructional time to make time for test preparation, teaching practice becomes similar to test-questions and less like a pedagogical conversation, and student cheating increases. (Darling-Hammond, Anness & Falk, 1994).

Mehrens (1997) noted that large-scale assessments undoubtedly impact curriculum and instruction, but they do not do so in isolation. It is not clear that students are unduly stressed by high-stakes test, but there is clear evidence that teachers do find them stressful. Beyond stress, however, many of the effects of high-stakes testing are predictable, and are arguably beneficial or detrimental, depending on the extent to which these effects are valued.

### *Concluding Comments*

This brief review is intended to show the main themes of current empirical educational research in the area of student assessment and evaluation. Implicit in this research are statements of measurement accuracy, fairness and acting in students' best interest. There is a broad consensus that student assessment and evaluation is an attempt to measure student learning, understanding, achievement and performance in terms of the criteria established in formal curricula. In this light, it is crucial that assessment and evaluation make these measurements as accurately as possible, that they inform appropriate student programming and intervention, and that reporting to parents and to Alberta Education be as valid as possible.

## Glossary

**Assessment:** Assessment is the process of gathering and interpreting information to measure how well a student is meeting the curriculum expectations in a subject or course.

**Curriculum:** Curriculum is the material that a student is expected to learn. It is the formal content of the Program of Studies.

**Diploma Examination:** The diploma examination is the final examination for many Grade 12 courses. The Diploma Examinations are written and assessed by Alberta Education, and count for 50% of the student's final mark in a subject.

**Evaluation:** This is 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.

**Grade:** "Grade" has two common meanings. First, it can refer to a percent or letter given in an evaluation. Second, it refers to the level of programming for a student, from Kindergarten to Grade 12.

**Grade Retention:** Grade retention is a situation wherein a student stays in the same academic grade for more than one year. This is typically a consequence of the student's not meeting the academic criteria for passing all subjects in the grade.

**Mark:** A mark is a percentage or letter grade given in an evaluation.

**Monitor:** Teachers are to consistently use the results of assessment and evaluation to make judgments about a student's academic needs. This monitoring and response is a central aspect of student success.

**Program of Studies:** The Program of Studies is a formal set of documents from Alberta Education. The Program of Studies specifies the specific learning outcomes for students in each course.

**Progress Report:** The Progress Report is a formal statement of progress that is sent to parents and guardians. It is often called a "report card".

**Provincial Achievement Test (PAT):** These tests are given in Grades 3, 6 and 9. Teachers may use scores from these tests as part of their student evaluation for the year, but they are under no obligation to do so.

**Reliability:** Reliability refers to the extent to which assessment is repeatable. Reliable assessments give similar results in similar situations over time.

**Social Promotion:** Social promotion is a situation where a student is promoted to the next grade with her/his age cohort. This is of note when the student has not met all the academic criteria for passing the lower grade.

**Validity:** Validity refers to the extent to which assessment accurately measures what it is intended to measure. All valid assessments are reliable, but not all reliable assessments are valid.

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Assessment Policy Review  
Interviews with Key Informants

The following report summarizes the information shared with Edmonton Public Schools Research by Key Informants as they were asked to clarify their fundamental values and beliefs regarding student assessment and evaluation.

John Macnab, PhD.  
Research, Edmonton Public Schools  
November 23, 2012

## Summary

To discover the underlying values behind education held by key informants, two large focus group discussions and one survey were conducted, all asking the same questions.

The SLS Principals group met and discussed the questions in sub-groups, providing one set of data. The second set came from the Inclusive Education Parent and Community Advisory Committee. Finally, a select group of university professors and other assessment experts were requested to answer the questions in an online survey.

There was significant agreement in the three groups over most areas of assessment, evaluation and reporting. The differences were in the emphasis of individual points, with no substantial disagreement arising.

### Key Values Articulated:

- Students should be assessed and evaluated as individuals, and reporting needs to be sensitive to educationally relevant differences.
- Both formative and summative assessments are required for reporting and for providing meaningful feedback to students.
- Assessment should be equitable and based on student strengths.
- Assessment and evaluation should measure student achievement against a standard, the Program of Studies.
- It is desirable to report on non-academic measures of student success, but this should be separate from standards-based achievement.
- Assessment and evaluation should always be based on relevant evidence.
- Evaluation should be transparent and useful for students, parents, other teachers, government and postsecondary institutions.

The graphic below shows the relative frequency of the main comments brought forward in the discussions.

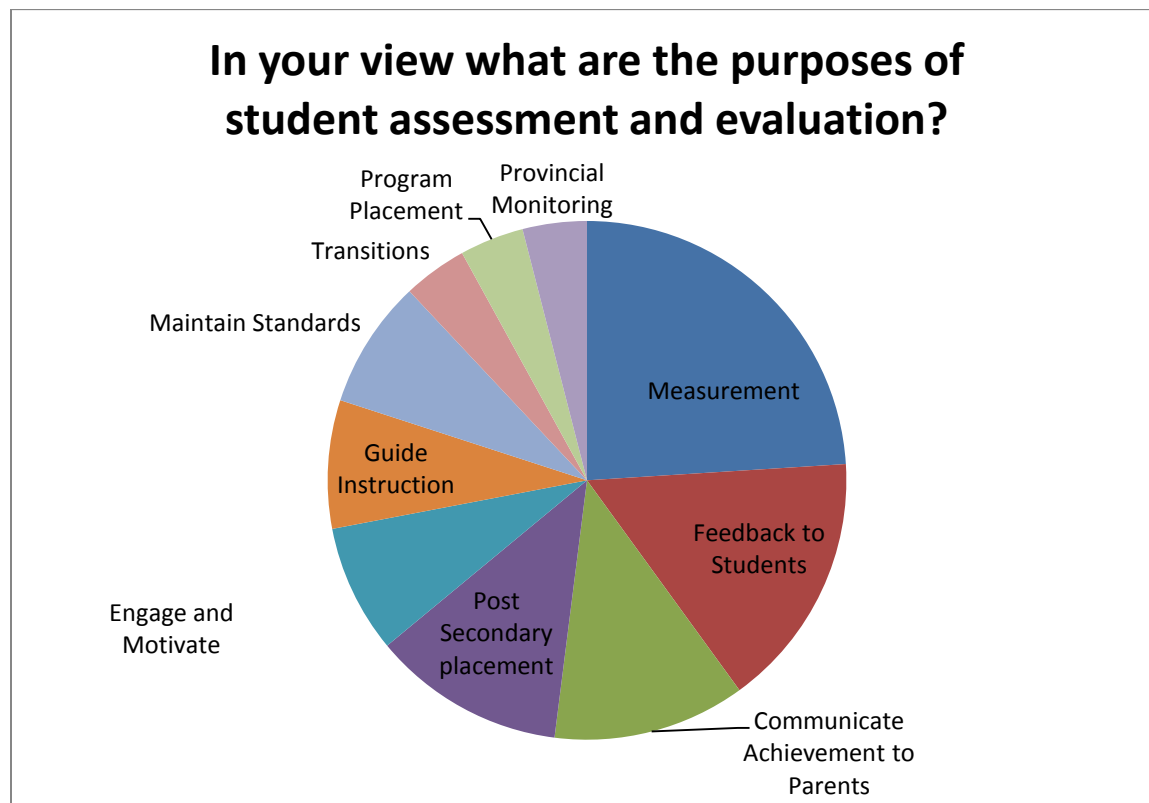


The following sections provide details from the individual questions.

**In your view, what are the purposes of student assessment and evaluation?**

All groups agreed that the fundamental purpose of student assessment and evaluation was to provide accurate measurement of some aspect of the student. This measurement is seen to be a measure of the student’s learning and abilities relative to the provincial curriculum as well as the student’s Individualized Program Plan (IPP) where appropriate.

While there was general agreement on the basic idea that assessment and evaluation are measurements, there were a number of proposed purposes for the measurements. The most commonly cited purpose for assessment and evaluation was to provide meaningful feedback to students. For the Inclusive Education Parent and Community Advisory Committee, it was especially important that the student and parents have an accurate picture of the student’s current strengths as well as areas for improvement; the principals noted that this information should be used by teachers to appropriately program for each student. It was further noted that student evaluations can be valuable for the assessment of programs, whether as individual classes or as programs as wholes. It was noted that student assessment and evaluation can be important components of student engagement and motivation in school. Finally, assessment and evaluation can provide accurate information for the purposes of student programming, transition between grades and divisions, and entry into post-secondary school or the workforce.



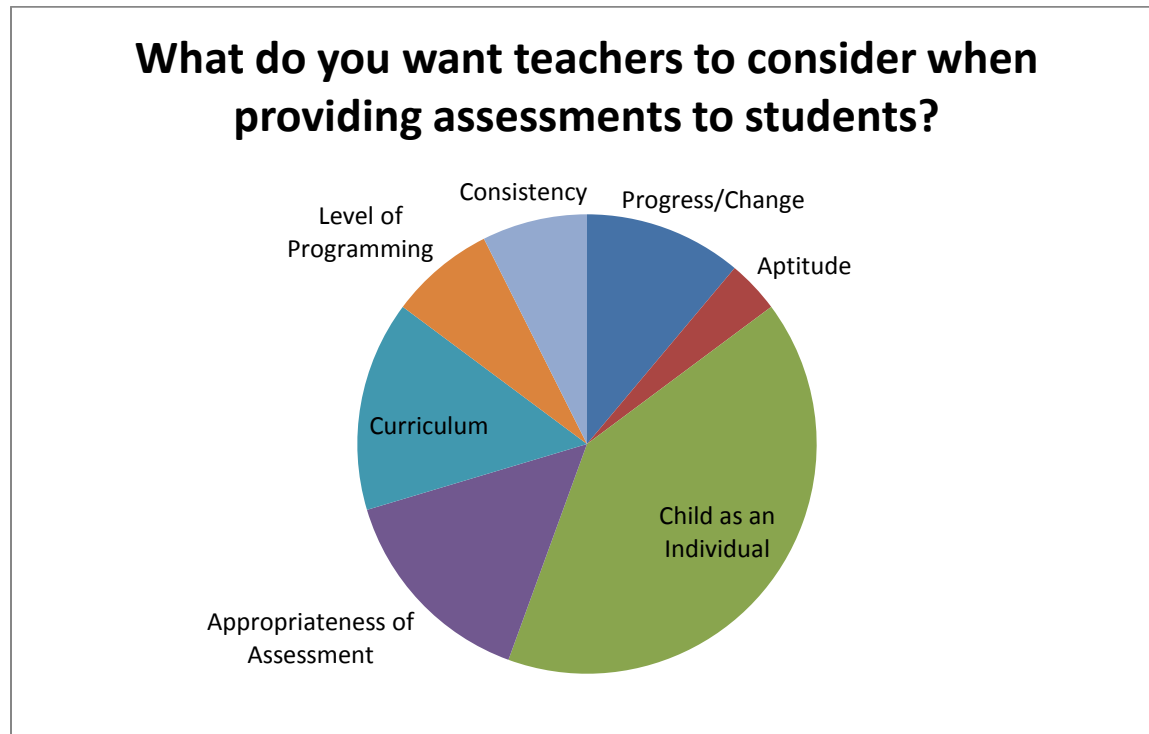


### **What do you want teachers to consider when providing assessments to students?**

The overwhelming response here was that each child has different educational needs and should be assessed and evaluated as an individual. This was articulated in a number of ways, with emphasis on student current Grade Level of Achievement, Level of Programming, and the IPP. A very important consideration is that the information from the assessment and evaluation will become part of how the student conceives of himself/herself and it will have a powerful motivation or demotivational influence. As the principal group noted, teacher should not use assessment as a punishment or as a reward for students. In this context, it was suggested that assessment must not only show what a student can do; it should also show growth or improvement.

Appropriateness of assessment came to the fore in this question. There was a sense that sometimes assessments are not closely tied to specific, curriculum-relevant purposes and become meaningless information. It was also noted that students should understand the purpose of each assessment and be clearly informed of the meanings of evaluations. Not all students are able to show their achievement in the same way, with all groups noting that multiple and individually-appropriate means of assessing and evaluating are necessary.

Equity between individuals and between classes of students was also raised as important. This is related to the two above points, with equity being a desirable consequence of appropriateness and of attention to individual differences.

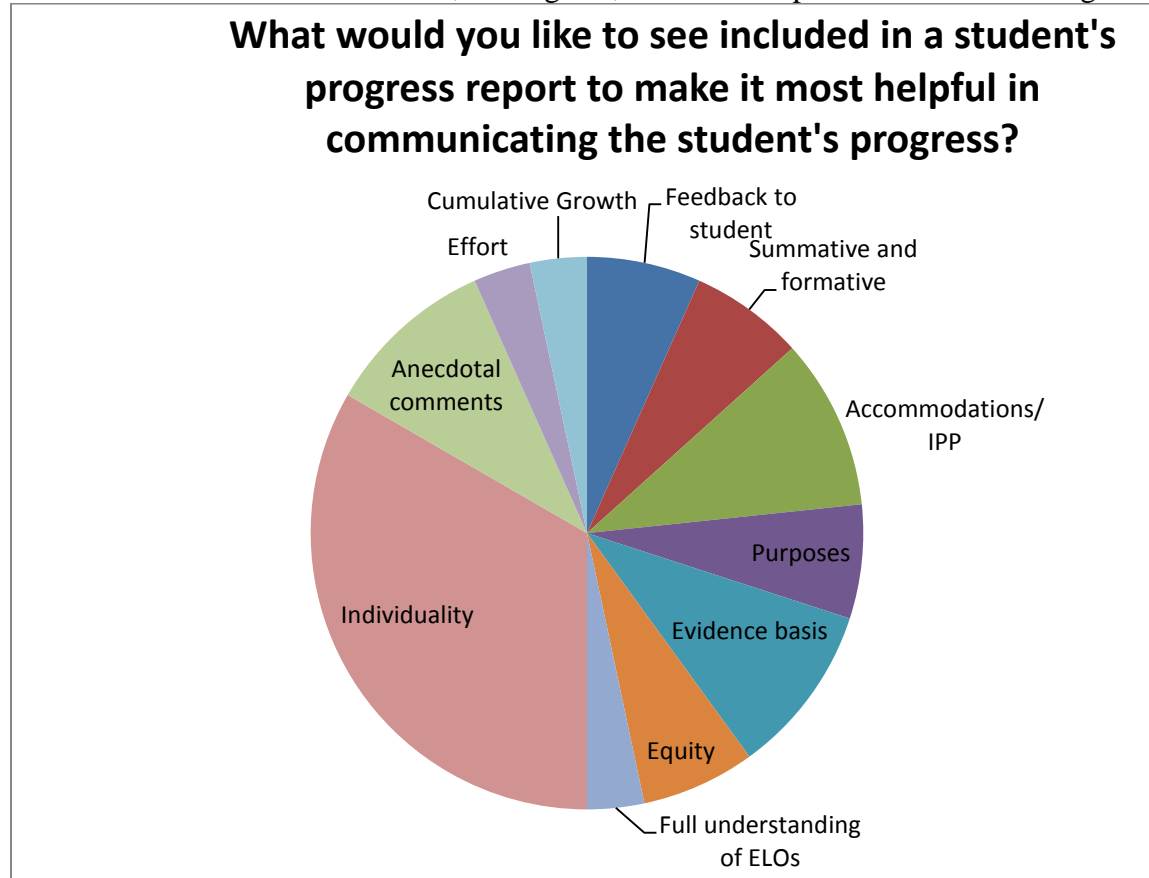


**What would you like to see included in a student's progress report to make it most helpful in communicating the student's progress?**

Again the emphasis was strongly on recognizing the individuality of each student. Respondents were clear that generic reporting did not provide sufficient information to make sense of each child's prior achievement, personal strengths and aspirations and achievement during the reporting period. An important idea was that each student learns by building on existing knowledge and skills, and it is desirable that reporting show how this is happening. Anecdotal comments that apply to this child in particular—not the class as a whole—were reported as important and desirable.

A second important theme was the importance of an evidence basis for reporting. Not only is it important that student assessment and evaluation be based on strong and relevant evidence, it is desirable that the nature of the evidence be reported. How was this evaluation reached?

Another key theme was the notion of usefulness to the student. Not only should reporting be both summative and formative, it was reported that students should have concrete feedback to better assess her/his current achievement, to set goals, and to make plans to achieve these goals.



## **Conclusions**

The three groups—the SLS Principals, the Inclusive Education Parent and Community Advisory Committee and the professors and assessment professionals—all agreed that the primary purpose of student assessment and evaluation is to meaningfully measure and report on student achievement of stated curricular outcomes. All agreed that there are good reasons to report on non-curricular outcomes, such as effort, socialization, cooperation, etc. but that these indicators should not be blended with measures of achievement.

It was also noted that assessment and evaluation should take into account both standard measures and individualized measures. The outcomes stated in curriculum documents are standard and public; each child, however, is working at a personal pace and placement, and these need to be reflected in assessment and evaluation. Some students are programmed at different level than their current grade level; others are off the graded curriculum; others still are working at grade level, but perhaps at a different pace than their peers. In all cases, assessment must be appropriate to each student's situation, and evaluation and reporting have to be sensitive to such particulars.

The evidence basis of assessment and evaluation was emphasized in the conversations. Not only is it important that assessment be based on relevant evidence for the inferences being drawn, it is desirable that this evidence be communicated in evaluation.

# Edmonton Public Schools

## Board Policies and Regulations

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CODE: HK.BP

TOPIC: Student Achievement and  
Growth

EFFECTIVE DATE: 09-03-2010

ISSUE DATE: 11-03-2010

REVIEW DATE: 03-2017

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**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.**

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**Reference(s):**

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

**[IO.AR](#) - Student Records**

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**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Trustee Heather MacKenzie, Chair, School Closure Moratorium Committee  
Trustee Dave Colburn, School Closure Moratorium Committee  
Trustee Sarah Hoffman, School Closure Moratorium Committee

**SUBJECT:** Moratorium Committee, Final report

**ORIGINATOR:** School Closure Moratorium Committee

**RESOURCE**

**STAFF:** Lorne Parker, Tanni Parker

**REFERENCE:** Board School Closure Moratorium Committee Recommendations

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**ISSUE**

On November 30, 2010, the Board of Trustees approved a two-year moratorium on school closures. The moratorium expired on November 30, 2012. This report provides an update on the previously approved School Closure Moratorium Committee (SCMC) recommendations and identifies a number of recommended next steps.

**RECOMMENDATION**

- 1. That the recommended actions as next steps be approved (Attachment I).**
- 2. That the School Closure Moratorium Committee be dissolved.**

**BACKGROUND**

Following the approval of a two-year moratorium on school closures, the Board established the SCMC to further understand the issues and impacts surrounding school closures and find ways to support schools and keep them open.

To further understand the impact and issues surrounding this issue, eight public meetings were held where staff members, students, parents and members of the community were invited to attend presentations delivered by the administration. After the committee's deliberations, an opportunity for members of the public to provide feedback and generate suggestions in support of the committee's mandate was provided. Topics included:

1. Urban Sprawl
2. Aging School Buildings and Infrastructure Deficit
3. Instructional and Plant Operation and Maintenance Funding
4. District Enrolment Trends
5. Space Utilization
6. Alternative Programs and Open Boundaries
7. Leasing
8. Concluding Public Forum

The SCMC concluded its public meetings in October 2011 and notes from the meetings have been posted on the District website for public access.

Subsequent to the public meetings, the Board approved recommendations under three general categories: Space Utilization, Community Development and Program Planning (January 31, 2012 and February 14, 2012 Board Meetings)

**RELATED FACTS**

Through the SCMC public meetings, a number of key learnings have been identified:

- Due to the Provincial funding structure, low enrolment schools face unique challenges in providing basic educational programming.
- Plant Operation and Maintenance (PO&M) funding is received from the Province on a per pupil basis. These funds are used to heat, light, clean and maintain district schools. Based on the 2011 Provincial assessment of district space utilization (ACU report = 68 per cent), there are 37,504 excess student spaces. While these spaces are unfunded, the District must still heat, light, clean and maintain them.
- The District has a sizable inventory of school facilities that are less densely populated than newer school facilities. As PO&M funding is provided on a per pupil basis, less densely populated schools are allocated fewer funds for operations and maintenance by the province.
- The current District provincial utilization rate (68 per cent in 2011-2012) is considerably lower than Alberta Infrastructure's "at capacity" metric of 85 per cent, which has been used in some instances as the level which qualifies districts across the province to secure funding for new school construction.
- Open boundaries and programs of choice have resulted in some schools experiencing an increase in enrolment, while others experience a decline in enrolment. Given that the District's student population is relatively stable, choice in school does not increase or decrease the total number of schools with low enrolment, it simply shifts the demographics around.
- The most significant demand for space from potential tenants is in areas of the city where there is minimal surplus school space available for leasing. Further, where there is significant surplus space, there is not as much demand to lease that space. Due in part to subsidization of community and wraparound services tenants, the overall revenue generated through the leasing of district space does not generate adequate funds to cover the costs to heat, clean, light and maintain the space occupied.
- The district has attempted to generate funds by leasing space, however, the majority of leased space is ineligible for any capital upgrade funding, including modernization and IMR funding. Ineligibility for this funding penalizes the District for leasing space and thereby puts pressure on the District to close schools.
- Commencing in 2012, the Province informed the District of changes to provincial funding support of leases of jurisdiction-owned facilities to Charter and Francophone jurisdictions:
  - Prior to 2012, the Province supported lease costs for other jurisdictions to use Edmonton Public School space based on the District's approved leasing rates.
  - The new support funding structure will be phased in as lease agreements expire.
  - The expectation is that the host jurisdiction will charge \$1 a year for annual rent.
  - The host jurisdiction will see the building reactivated as eligible for Infrastructure Maintenance and Renewal (IMR) funding based on regular IMR factors identified in the School Capital Manual (student count, area, age and condition of building).

- The new level of support will result in a reduction of \$323,094 in 2011-2012 from the lease of Sherbrooke School to Aurora Charter School Society.
- Full implementation will result in a net loss of \$855,706 in revenue by the end of 2013.
- New leasing requirements will significantly limit the Board's ability to capitalize non-operational schools.
- Majority of the growth in Edmonton's population is occurring in the city's suburban areas. There are currently 45 neighbourhoods under construction in developing areas of Edmonton, assuming that all factors remain constant. As children move to new schools built in new neighbourhoods, enrolment at other schools will decrease.

**OPTIONS**

Upon approval of the recommendation, the actions outlined in Attachment I will be implemented.

**CONSIDERATIONS & ANALYSIS**

The SCMC examined at length the complex and interconnected factors related to school sustainability and closure. Given the expiry of the moratorium and the results analysis of the data presented, a series of future recommended actions have been identified (Attachment I).

**NEXT STEPS**

Upon approval of the recommended actions, tasks will be assigned to the appropriate Board sub-committees and administration. In addition to the recommended next steps outlined in Attachment I, the Board's Advocacy Committee will present an update on the SCMC recommendations semi-annually. As the policy review process moves forward, the appropriate policies will need to be amended to embody the values of the moratorium.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I Board School Closure Moratorium Committee Recommendations

ATTACHMENT II Letter to Minister of Education from Board Chair

ATTACHMENT III ASBA Disposition of Motions Fall 2012

HM: km

Approved Recommendations	Timeline	Progress	New Recommended Actions
<b>Space Utilization</b>			
1. Advocate for a revision to the Plant Operations & Maintenance (PO&M) funding formula that is not per pupil.	June 2012		
2. Advocate for adequate, predictable and sustainable funding to address deferred maintenance and infrastructure maintenance renewal (IMR).	June 2012	Completed – Letter to Minister of Education from Board Chair Colburn (Attachment II)	That the Advocacy Committee write a follow up letter requesting a response to the Board’s letter
3. Advocate for a revision to the provincial Area Capacity and Utilization (ACU) formula to more accurately reflect school space available for educational purposes.	June 2012	ASBA Motion on these topics were supported by Board representatives – November 2012 (Attachment III )	
4. Work with partners to promote schools as community hubs (i.e. space for senior drop-in, stay at home parent groups).	Ongoing	<p>Superintendent currently serves as a member of the ELEVATE Steering Committee</p> <p>Managing Director of Planning serves as a member of the ELEVATE Working Committee</p> <p>Currently, over 200 district leases support parents and community partners</p>	
5. Advocate for lease terms beyond one year.	June 2012	Completed – Letter to Minister of Education from Board Chair Colburn	That the Advocacy Committee write a follow up letter requesting a response to the Board’s letter



Community Development	Timeline	Progress	Recommended Actions
6. Develop a formal process for both urban boards to meet with the City of Edmonton to address growth and development highlighting the need to promote smart growth and increase densification in established communities	On-going	Recent establishment of metro boards group which may result in opportunities to engage the City  An invitation to meet with the Minister has been extended	Raise the issue at the next Metro Boards meeting  Further action to be taken in January
7. Initiate at least three joint discussions a year between the Board of Trustees, the City of Edmonton and the provincial government to discuss joint planning	On-going	Sept. 20/12- Tri-partite meeting to discuss ELEVATE  Oct. 2/12 Meeting with the Minister was requested. Response was received and the Minister was unable to meet at that time  Oct 2012 ELEVATE workshop conducted between the City and school board Superintendents	Initiate meeting request  Administration will continue to work with the City of Edmonton administration through: <ul style="list-style-type: none"> <li>• Land Development Application review processes</li> <li>• Three Joint Use Agreement Committees</li> <li>• ELEVATE Working Committee</li> </ul>
8. Advocate for family-friendly housing in mature neighbourhoods through new development or by providing housing for seniors so as to “free up” housing for families with children		No action to date	Advocacy Committee referral for follow-up
9. Encourage and support government incentives for retro-fitting older homes to make them more attractive to younger families		No action to date	Advocacy Committee referral for follow-up

<b>Program Planning</b>	<b>Timeline</b>	<b>Progress</b>	<b>Recommended Actions</b>
10. Give first priority in the Three-Year Capital Plan to modernization of existing school buildings	March 2012	Implemented in the two most recent Three-Year Capital Plans approved by the Board of Trustees	Can be required in the next Three-Year Capital Plan
11. The Board will engage in discussions with administration about the concept of strategically locating programs to encourage enrolment.	On-going		This will be addressed within the context of the Ten-Year Facilities Strategy
12. That the Board engage in discussions with the Calgary Board of Education (CBE) and the Province regarding the potential to right-size schools.	On-going	<p>District space strategy will be developed that identifies timelines and goals to address deferred maintenance deficit and right size district space to more effectively meet short-term and long-term needs</p> <p>This strategy will include actions such as school consolidations, right sizing, expansions, and space sharing with other jurisdictions and/or replacement schools</p>	<p>Administration has confirmed that similar actions to EPSB practices have been considered and implemented; including closure and consolidation, partial demolitions and portable/pod relocations or dispositions</p> <p>That the administration and boards continue to work together to build on best practices and find opportunities to collaborate in the area of right-sizing schools.</p>
13. That the Edmonton Public School Board (EPSB) find ways to collaborate with Edmonton Catholic School District (ECSD) and explore the opportunities to have joint operations.	On-going	<p>The District is working with the City in support of the ELEVATE recommendations</p> <p>(12) Conversations have recently occurred with CBE and are ongoing</p> <p>(13) Managing Director of Planning meets regularly with ECSD administrators to collaboratively support school and community initiatives</p>	<p>Assign to District Administration (Planning)</p> <p>EPSB Trustees and administrators continue to work collaboratively with ECSD Trustees and administrators to explore opportunities to partner on school and community initiatives</p>
14. That the Board identify schools and educational programming to support in areas under revitalization by the City, share this information with the City, communities and other school boards in the province and advocate for commitment to these schools to give predictability to communities.	On-going	<p>The Metro Boards have committed to joint advocacy on the topic of infrastructure</p>	<p>Ongoing work with the City of Edmonton in support of the ELEVATE Report recommendations – provide the City with a report re: supports that EPSB provides in key areas that have been identified</p> <p>Administration is actively involved in efforts such as supporting the Jasper Place revitalization initiative</p>



**Board of Trustees**  
 Dave Colburn, Chair  
 Sarah Hoffman, Vice-Chair  
 Leslie Cleary  
 Michael Janz  
 Cheryl Johner  
 Heather MacKenzie  
 Catherine Ripley  
 Ken Shipka  
 Christopher Spencer

**Superintendent of Schools**  
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 Centre for Education  
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September 7, 2012

The Honourable Jeff Johnson  
 Minister of Education  
 323 Legislature Building  
 10800 – 97 Avenue  
 Edmonton, AB T5K 2B6

Dear Minister Johnson:

On behalf of the Board of Trustees of Edmonton Public Schools, I would like to share with you how much we appreciated your comments at the recent Alberta School Boards Association Directors meeting. We look forward to working with you in our common goal to support our province's public education system. We would also like to share with you our Board's perspective on a number of topics we feel are vital for the Provincial Government to address. We strongly believe that resolving these issues will help us move in a positive direction over the next several years. Our Board would like to ask that you address the following items:

1. **Review the current Plant Operations & Maintenance (PO&M) funding model.** As the model operates on a per pupil basis, allocated funding proves to be insufficient to heat, light and maintain all of our space. Our District continues to tap into valuable instructional dollars to compensate, thereby limiting our ability to fully address educational needs and provide enhanced learning opportunities to students. This model needs to be revised so that it is not per pupil based and is increased to reflect actual operating and utility costs. One of the ways this situation could be addressed, at least in part, is by providing school boards with a capital funding envelope specifically targeted at reducing the size of oversized school buildings where student populations have peaked (right-sizing).
2. **Review the Area Capacity Utilization (ACU) formula for calculating school space.** The current formula does not accurately reflect the space available in schools for educational purposes. This method paints an erroneous picture of how space in our schools is being used, and especially penalizes schools in established communities, which were built according to older design standards. We understand that Alberta Education is considering making changes to the ACU formula. We urge you to support this work and to encourage your staff to find new, more effective ways of calculating the learning space in schools.
3. **Provide adequate and predictable infrastructure funding.** We require adequate, predictable and sustainable funding to address deferred maintenance and modernization costs of school and administration buildings. According to the Province's own estimates, we have a substantial and growing deferred maintenance backlog in our buildings. Stable and predictable funding for modernizations, and Infrastructure Maintenance Renewal (IMR) funding to address this backlog and complement the investment in modernizations, is also recommended. Industry property management standards for

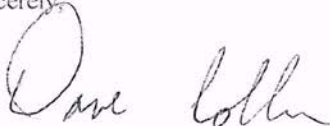
Bright futures  
 begin here

reinvestment suggest that 2 to 4 per cent of building replacement value should be reinvested in facilities annually to maintain condition levels. Currently, PO&M and IMR funding can only be spent on operating schools, while Administration buildings that support education are not eligible for funding. It would help if all building infrastructure was eligible for funding in the same manner as operating schools.

4. **Lease Agreements – extend leases beyond one year for community partners; increase capital funds to upgrade leased space.** Current leaseholders who wish to retain space in our schools are limited to lease extensions for periods no longer than one year without Ministerial Consent. This reality, coupled with the fact that renovations to this leased space (often in older schools) are not covered by capital planning funds, deters community organizations from investing their time and resources in our schools. Their insecurity leads to partnerships that fall short of reaching their potential, particularly in delivering critical wrap-around services.
5. **Charter/Private School Leases.** The change in funding support for charter or private school leases of closed schools is unsatisfactory. When schools are formally closed by a jurisdiction, they are no longer eligible for Plant Operation and Maintenance (operating) funding and IMR (capital renewal) funding. Operation of closed buildings is typically done on a site-specific, cost-recovery basis. The recent model adopted by Alberta Education is to provide funds to accommodate competing Charter or private schools as though a school building is still open. Plant Operation and Maintenance funding is assigned to the tenant jurisdiction, while IMR funding is re-initiated and provided to the host school jurisdiction. Though calculated on a school by school basis, IMR funds are provided as a block grant to jurisdictions, and there is flexibility to expend the funds on a jurisdiction-wide basis, based on deferred maintenance priorities. The Charter/private school model suggests IMR funds be spent on a site-specific basis for closed school buildings. This is not an equal expectation for use of IMR funds with a school jurisdiction's operating schools. Schools are closed by jurisdictions to remove the burden of operating school inventory as an educational facility, including seeking capital funds to maintain aging infrastructure. All aspects of operation and capital funding responsibility should be shifted to the tenant jurisdiction if a full cost-recovery model for leases to Charter and private schools is no longer supported.

The Board looks forward to discussing these issues with you in more detail. We hope to work collaboratively with all relevant ministries to explore new and different ideas to address these challenges. By finding concrete solutions to these problems, we will more effectively meet the needs of our students and lay a strong foundation for their future success.

Sincerely,



Dave Colburn  
Board Chair

DC:sb

cc The Honourable Dave Hancock, Minister of Human Services  
The Honourable Wayne Drysdale, Minister of Infrastructure



**DISPOSITION OF MOTIONS  
2012 FALL GENERAL MEETING**

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred Withdrawn, etc.
<b>UNFINISHED BUSINESS AND GENERAL ORDERS</b>					
1A/FGM12	Teacher bargaining (postponed from FGM 2011)	13			Postponed to SGM 2013
<b>POLICY PROPOSED BY ASBA BOARD OF DIRECTORS</b>					
2P/FGM12	Optimal learning environments	17	✓		% Boards 84 % Students 91.15
<b>PROPOSED POLICY POSITIONS</b>					
3P/FGM12	Financial literacy	18	✓		% Boards 95 % Students 80.32
4P/FGM12	Kindergarten programming	20			Divided
	Part A (fully funded ½ time Kindergarten programming)		✓		% Boards 78 % Students 91.04
	Part B (fully funded full-time Kindergarten programming)		✓		% Boards 78 % Students 86.92
	Part C (fully funded other full-time Kindergarten programming where such programs are offered)			✓	% Boards 58 % Students 36.62
5P/FGM12	Capital funding	21			Withdrawn
6P/FGM12	Specialized needs of sexual minority students and employees	22		✓	% Boards 38 % Students 36.66
7A/FGM12	Student transportation system review	25	✓		Amended % Boards 91 % Students 88.51
8P/FGM12	Board access to local education tax for facilities	28	✓		Amended % Boards 72 % Students 63.56
<b>PROPOSED EMERGENT ISSUES</b>					
9EM/FGM12	<i>Alberta Initiative for Student Improvement (AIS)</i>	31	✓		% Boards 95 % Students 99.21
10EM/FGM12	Infrastructure plan	32	✓		% Boards 88 % Students 91.91

**6P/FGM12 Specialized Needs of Sexual Minority Students and Employees**

This proposed policy was defeated.

**7A/FGM12 Student Transportation System Review (Amendment to current policy)**

The provincial government should undertake a comprehensive independent review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.

**8P/FGM12 Board Access to Local Education Tax for Facilities**

The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities for the purpose of the preservation and maintenance of current facilities.

**Emergent Issues**

**9EM/FGM12 Alberta Initiative for Student Improvement (AISI)**

The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).

**10EM/FGM12 Infrastructure Plan**

WHEREAS the Alberta government has not announced new capital projects since May 2011 for new schools and modernizations for school districts AND

WHEREAS the Alberta government has undersupplied to the need identified by school districts of students modular spaces for at least two years, AND

WHEREAS the Alberta government has continued to not plan for or budgeted for appropriate classroom spaces effective for student learning,

The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and, further, to include this implementation in the government's budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.

**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** Determining Demand for Alternative Programs, Community Schools and Language Options

**ORIGINATOR:** Tanni Parker, Assistant Superintendent Student Learning Services

**RESOURCE STAFF:** N/A

**REFERENCE:** September 11, 2012 Board Meeting

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### **ISSUE**

On September 11, 2012 the Board of Trustees approved the following motion: *That the Administration identify a range of mechanisms, including cost estimates for determining demand for alternative programs, community schools and language options among those families who do not yet have children in our programs. Including families with children who are 0-5 and families who have chosen to send their children to schools outside of the District as there is currently no public school with their desired program in their desired location.*

### **BACKGROUND**

The Communications department utilizes a survey on the district website to assist the Planning department in determining demand for alternative and language programs from the general public. The survey is promoted on the home page of epsb.ca (“give us your feedback” icon).

In past years the survey has been advertised in the Edmonton Public Schools *Quick Guide* publication, which is available at district schools and distributed to the general public through day cares, community organizations for immigrant and newcomer families, and recreational facilities city-wide. Mention of the survey can once again be included in the 2013-2014 version of the guide, scheduled for publication in January 2013.

The District participates in the Mom, Pop and Tots Fair annually, where the online survey could be promoted to families with young children or where an in-person survey could be conducted.

The Communications department funded research in 2012 to explore the complexities involved in the decision-making process that parents go through when choosing a school, in order to better inform the development of Edmonton Public Schools promotional materials and public relations efforts. Findings from the research are attached (Attachment I).

### **CURRENT SITUATION**

Demand for alternative programs could also be gathered through large scale, targeted surveys or the use of focus groups. Costs for these two methods would range from \$25,000 to \$50,000 per year based on surveys and focus groups previously completed by the District.

Regardless of the process used, parents of children from 0-5 and parents with students in other jurisdictions would have to be identified and then approached to participate in a survey or focus group. This could be accomplished by approaching other agencies that may have this information and creating an information sharing agreement that would allow the District to contact these parents. This would be a very time intensive process.

Additionally, the placement of alternative programs is based on available school space. The District must first ensure that school space is available for regular program delivery within the attendance area of a school. Involving parents earlier in the discussion about alternative program placement could create an expectation that a program would be available when due to factors such as space availability, the District is unable to meet.

Finally, the District would be unable to rely on choices made three to five years prior to a child enrolling in the District due to the multiple changes families face including changing residence.

**KEY POINTS**

- District currently has a process for determining interest in alternative programs.
- Prior to engaging the public in regards to program offerings – predict appropriate space in schools where the program is required.
- Predicting school space needs has been more difficult with the significant population growth in the City of Edmonton.
- Commitment a parent makes to a program when a child is one year old cannot be guaranteed.
- Freedom of Information and Protection of Privacy (FOIP) and cost need to be considered.

**ATTACHMENTS & APPENDICES**

Attachment I 2012 Research Findings

TP:ja



## 2012 Research Findings

Stormy Lake Consulting conducted 24 in-depth interviews with parents, students, principals and other stakeholders to gain insight into the decision making process, as well as six focus groups with parents currently choosing elementary, junior high and high schools to gain further insight into the issues and influences that shape their decisions.

Findings from the research include:

- Offering choice has created a perceived need for parents to choose. This leads to the need to differentiate between schools that essentially may not be that different, and creates anxiety for many parents.
- Parents do not have experience in getting to choose a school – no personal history to guide them on how to make this kind of decision or to know that is important.
- Parents are experienced consumers that are suspicious of being sold to; they are looking to gain an understanding of how to best choose a school for their child, tools to source information regarding school options, and reassurance that there is no wrong choice.
- School choice is influenced by many personal factors: location and transportation (for example, distance to home or work), options for before and after school care, and the logistics of having children in multiple schools are just a few.
- Location and transportation are factors that are always considered against other options.
- Although parents consider three aspects of a school in their decision making process – academics, program options, and school environment – the elementary school decision rests almost exclusively on the environment of the school. Parents of children entering Kindergarten are simply looking for a school that feels like the right fit for their child.
- Word of mouth is the most influential information parents gather about a school.
- Being the designated school may be a differentiator from the school's perspective, but it is not often in the queue of attributes being considered by a parent.
- A parent's search for a school (elementary or junior high) typically begins in March or April, approximately six months prior to the start of a new school year.

**DATE:** December 11, 2012  
**TO:** Board of Trustees  
**FROM:** Edgar Schmidt, Superintendent of Schools  
**SUBJECT:** Bereavement  
**ORIGINATOR:** David Fraser, Executive Director, Corporate Services  
**RESOURCE STAFF:** Cheryl Singer  
**REFERENCE:** [GM.BP – Acknowledgement of Deaths and Bereavements](#)  
[GM.AR – Deaths and Bereavements](#)

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**ISSUE**

To acknowledge the death of a current staff member.

**BACKGROUND**

Mrs. Wendy Mott passed away November 15, 2012, at the age of 63 years. Mrs. Mott spent her entire career with Edmonton Public Schools at Mee-Yah-Noh School. She was hired in 1985 as a program aide and then held the positions of secretary and administrative assistant. Mrs. Mott is survived by her husband Bill and sons Allan and Chris.

**CURRENT SITUATION**

A donation in memory of Mrs. Mott has been made to the Cancer Research Society on behalf of the Administration and Board of Trustees.

**KEY POINTS**

N/A

**ATTACHMENTS & APPENDICES**

N/A

DF:cls



**Summary of Board Meeting #9  
Held Tuesday, December 11, 2012**

**A. O Canada:  (2:00 p.m.)**

**B. Roll Call:** Trustees Hoffman and Spencer were absent.

**C. Communications from the Acting Board Chair** – None.

**D. Communications from the Superintendent of Schools**  
*This information will be included in the minutes of the December 11, 2012 board meeting.*

**E. Minutes:**

1. Board Meeting #7 – November 27, 2012

Approved as printed.

2. Board Meeting #8 – December 4, 2012

Approved as amended -- Trustee Cleary noted a correction on page six of the minutes – the food for the Teddy Bear picnic was prepared by students from W.P. Wagner School's culinary arts program.

**F. Comments from the Public and Staff Group Representatives** – None.

**G. Reports**

Board Authorization of Trustee Absence

a) Waiver of notice of motion approved.

b) The following recommendation was approved: *That Board authorization for Trustee Spencer to be absent from board meetings from December 11, 2012 to January 22, 2013 inclusive be approved.*

3. Report #3 of the Caucus Committee (From the Meeting Held December 3, 2012)

Approved recommendation.

4. Motion re District Satisfaction Survey

The motion was defeated.

5. Approval of the Superintendent Evaluation Instrument for 2011-2012

Approved recommendation.

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

Approved recommendation as amended.

*The third sentence under the Purpose section of the policy was amended to read: The Board expects students to be diligent in their studies and develop the attributes of responsibility, **creativity** and accountability while completing their studies.*

7. Moratorium Committee – Final Report

Approved recommendation.

8. Determining Demand for Alternative Programs, Community Schools and Language Options

Received for information.

9. Bereavement

Received with regret.

**H. Other Committee, Board Representative and Trustee Reports**

*This information will be included in the minutes of the December 11, 2012 board meeting.*

**J. Trustee and Board Requests for Information – None.**

**K. Notices of Motion – None.**

**L. Next Board Meeting Date:**

*The Superintendent advised that the December 18, 2012 board meeting was cancelled. The next board meeting will be held on Tuesday, January 8, 2013 at 2:00 p.m.*

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

- The Board heard from the following pre-registered speaker:
  - Mr. Michael Tachynski re student assessment

**M. Duration of Meeting: 2:00 p.m. to 4:20 p.m.  
4:55 p.m. to 5:05 p.m.**

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**- Board Meeting #9 -**

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, December 11, 2012 at 2:00 p.m.

**Present:**

**Trustees**

Leslie Cleary  
David Colburn  
Michael Janz

Cheryl Johner  
Heather MacKenzie

Catherine Ripley  
Ken Shipka

**Officials**

Edgar Schmidt  
Bruce Coggles  
David Fraser

Cheryl Hagen  
Ron MacNeil  
Jamie Pallett

Tanni Parker  
Tash Taylor

**Acting Board Chair:** Michael Janz

**Recording Secretary:** Manon Fraser

A. O Canada 

**Staff Group Representatives**

Edmonton Public Teachers – Ed Butler, President

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

The Superintendent advised that Trustees Hoffman and Spencer were absent. All other Trustees were present.

C. **Communications from the Acting Board Chair** – None.

D. **Communications from the Superintendent of Schools**

The Superintendent advised that, earlier today, Mr. Larry Anderson from Larry and Janet Anderson Philanthropies announced that both Victoria and Strathcona High Schools are the recipients of cash awards of \$4,000 for their student video submissions to the

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*Empowering Self-Talk Video* contest. The contest was intended to promote student conceived, led and implemented initiatives that help high school students improve their self-talk. Empowering self-talk is about youth focusing on their strengths instead of their weaknesses. The cash award is intended to provide resources for the initiative highlighted in the video. Initiatives must be completed by June 2013. The winning submission from Strathcona is entitled “Building a Home” and Victoria’s submission is entitled “Mental Health Proposal”. Both videos can be viewed on YouTube.

### **E. Minutes**

1. Board Meeting #7 – November 27, 2012

**MOVED BY Trustee Johner:**

**“That the minutes of Board Meeting #7 held November 27, 2012 be approved as printed.”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

2. Board Meeting #8 – December 4, 2012

Trustee Cleary noted a correction on page six of the minutes – the food for the Teddy Bear picnic was prepared by students from W.P. Wagner School’s culinary arts program.

**MOVED BY Trustee Colburn:**

**“That the minutes of Board Meeting #8 held December 4, 2012 be approved as amended.”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

### **F. Comments from the Public and Staff Group Representatives – None.**

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**G. Reports**

The Acting Board Chair requested the concurrence of the Board to add an item to the agenda at this point with respect to Board authorization of a Trustee absence.

There were no objections.

Board Authorization of Trustee Absence

**MOVED BY Trustee Janz:**

**“That Board authorization for Trustee Spencer to be absent from board meetings from December 11, 2012 to January 22, 2013 inclusive be approved.”**

Trustee Janz requested a waiver of notice with respect to the motion.

The Board unanimously concurred with waiving notice of motion.

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

3. Report #3 of the Caucus Committee (From the Meeting Held December 3, 2012)

**MOVED BY Trustee MacKenzie:**

**“1. That Report #3 of the Caucus Committee from the meeting held December 3, 2012 be received and considered.”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

**MOVED BY Trustee MacKenzie:**

**“2. That the following appointment, effective January 7, 2013, be confirmed: Roberta Malysch – Executive Director, Finance and Infrastructure”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**



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**MOVED BY Trustee MacKenzie:**

- “3. That, in addition to the six-week online survey, the Board proceed with the following community engagement activity for policy HK.BP: A community teleconference in January 2013.**
- 4. That the Board allocate up to \$10,000 from the Board Initiatives Fund for costs associated with the community engagement activity.”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

4. Motion re District Satisfaction Survey

**MOVED BY Trustee Colburn:**

**“That the District Priorities and Governance Committee work with the Administration to review and possibly revise the district satisfaction survey.**

**MOVED BY Trustee Colburn:**

**“That the motion be postponed definitely to a meeting following the Superintendent’s report in January 2013 in order to understand if the Administration is undertaking substantive changes to the district satisfaction survey.”**

**The Acting Board Chair called the question on the motion to postpone definitely.**

**IN FAVOUR: Trustees Colburn, Janz and Johner**

**OPPOSED: Trustees Cleary, MacKenzie, Ripley and Shipka**

**The Motion to postpone definitely was DEFEATED.**

**The Acting Board Chair called the question.**

**IN FAVOUR: Trustees Colburn, Johner and Shipka**

**OPPOSED: Trustees Cleary, Janz, MacKenzie and Ripley**

**The Motion was DEFEATED.**

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5. Approval of the Superintendent Evaluation Instrument for 2011-2012

**MOVED BY Trustee Ripley:**

**“That the Board proceed with the annual evaluation of the Superintendent using the Superintendent Evaluation Instrument with the evaluation survey taking place from December 14 through December 31, 2012.”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

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

**MOVED BY Trustee Ripley:**

**“That the revised policy HK.BP – Student Assessment, Achievement and Growth be considered for the first time and approved for posting on the district website for stakeholder input.”**

**MOVED BY Trustee MacKenzie:**

**“That the third sentence under the Purpose section of the policy be amended to read: The Board expects students to be diligent in their studies and develop the attributes of responsibility, **creativity** and accountability while completing their studies.**

**The Acting Board Chair called the question on the Amendment.**

**IN FAVOUR: Trustees Janz, Johner, MacKenzie and Ripley**

**OPPOSED: Trustees Cleary, Colburn and Shipka**

**The Amendment was CARRIED.**

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

**The Motion was CARRIED UNANIMOUSLY.**

There was a break at this point in the meeting.

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7. Moratorium Committee – Final Report

**MOVED BY Trustee MacKenzie:**

- “1. That the recommended actions as next steps be approved.**
- 2. That the School Closure Moratorium Committee be dissolved.”**

Trustee Ripley requested that Recommendation #10 contained in Attachment I– *Give first priority in the Three-Year Capital plan to modernization of existing school buildings* be severed from the recommendation.

The Board Chair ruled the request to sever Recommendation #10 from the recommendation was out of order.

**The Acting Board Chair called the question on Recommendation 1.**

**The Motion was UNANIMOUSLY CARRIED.**

**The Acting Board Chair called the question on Recommendation 2.**

**The Motion was UNANIMOUSLY CARRIED.**

8. Determining Demand for Alternative Programs, Community Schools and Language Options

**MOVED BY Trustee MacKenzie:**

- “That the report titled ‘Determining Demand for Alternative Programs, Community Schools and Language Options’ be received for information.”**

**The Acting Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

9. Bereavement

The Acting Board Chair reported on the passing of Mrs. Wendy Mott.

**MOVED BY Trustee Janz:**

- “That the report be received with regret and the actions of the Administration in this regard be confirmed.” (UNANIMOUSLY CARRIED)**

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

Trustee Cleary advised that volunteers are still needed until December 24<sup>th</sup> for the *Wrap and Roll Fundraiser* at Kingsway Mall to man the coat check and gift-wrapping station – all the funds raised through this partnership with Kingsway Mall will go to the Foundation.

Trustee Colburn, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the meeting held December 7, 2012. There was a presentation by Alberta Education Assistant Deputy Minister Ellen Hambrook regarding curriculum redesign. Central to the redesign will be examining how outcomes of the redesign will be assessed. The curriculum will shift from content focused to competencies. Cross-section learning will be encouraged. Movement will occur from summative assessment to summative and formative assessment. Boards are expected to free up time for generative governance discussions and publicly discuss student learning. He noted that the Assistant Deputy Minister gave two district schools as examples with respect to cross-section learning – Esther Starkman and Jasper Place schools. The Assistant Deputy Minister particularly singled out Principal Jean Stiles who she described as being ahead of the curve in creating an integrated learning model in advance of the curriculum redesign.

Trustee Johner, the Board's representative on ASBA Zone 23, had no report at this time. The next scheduled meeting will be held on January 25, 2013.

Trustee Janz, the Board's representative on the Public School Boards Council (PSBC), had no report at this time.

Trustee Cleary, the Board's representative on the Capital Region Services to Children Linkages Committee, had no report at this time but reminded her colleagues that she had requested their input and feedback regarding the upcoming Linkages meeting on January 10, 2013.

Trustee MacKenzie reported that, last evening, she, Trustee Colburn and District Foundation Director Sandra Woitas attended the inaugural Edmonton Human Rights Award Gala hosted by the John Humphrey Centre for Peace and Human Rights. The excellent work of the Centre was showcased as was the work taking place in some of the District's schools on the topic of human rights. She noted the District was nominated for an award.

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**J. Trustee and Board Requests for Information** – None.

**K. Notices of Motion** – None.

**L. Next Board Meeting Date:**

The Superintendent advised that the December 18, 2012 board meeting was cancelled. The next board meeting will be held on Tuesday, January 8, 2013 at 2:00 p.m.

The meeting recessed at 4:20 p.m. and reconvened at 4:55 p.m.

Trustees Hoffman and Spencer were absent.

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

The Board heard from the following pre-registered speaker:

- Mr. Michael Tachynski regarding student assessment

**M. Adjournment** (5:05 p.m.)

**The Acting Board Chair** adjourned the meeting.

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Michael Janz, Acting Board Chair

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Cheryl Hagen, Acting Secretary-Treasurer