



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, February 19, 2013
2:00 p.m.

Board Meeting #15

- A. O Canada 🇨🇦
- B. Roll Call
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration is required for this item.)
- F. Minutes
 - 1. DRAFT – Board Meeting #14 – February 12, 2013
- G. Reports
 - 2. Report #6 of the Caucus Committee (From the Meeting Held February 12, 2013)
(Recommendation)
 - 3. Board and Superintendent Evaluations Committee:
- Superintendent of Schools Evaluation 2011-2012
(Information)
 - 4. Any Time, Pace and Place Learning
(Information - Response to Request for Information #247)
 - 5. Status of the Vision 2020 Cohort
(Information - Response to Request for Information #248)
 - 6. Trustee Campaign Disclosures
(Information - Response to Request for Information #252)
- 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

**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

MINUTE BOOK

Board Meeting #14

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, February 12, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

CUPE Local 474 – Felix De Los Santos, 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 February 11 to 17th is Random Acts of Kindness Week. The Board has endorsed and recognized Random Acts of Kindness Week since 1996.

MINUTE BOOK

The Board Chair advised that, last year, the Board approved a motion that the Administration create a Student Advisory Council to meet with the Board and Administration at least twice per year to provide student perspectives on educational issues. The first meeting of the Council will take place Tuesday, February 19, 2013. Approximately forty Grade 10, 11 and 12 student representatives from district high schools will serve on the Council.

The Board Chair advised that she attended the Premier's Economic Summit on February 9, 2013 in Calgary. She noted Minister Horner had requested participants work that day on what would help prepare Alberta for the world we will be in twenty years from now. She spoke at the summit indicating that there was no greater way of creating economic diversification than through investment in public education. She also acknowledged that the Premier has talked about the importance of having consistent class sizes; safe, quality schools throughout our city and province; full-day kindergarten, especially for children who are socially vulnerable; and the importance of ensuring that our staff feel valued and respected and that none of this is possible if we fail as a province to provide stable, adequate and predictable funding to school boards. The question she raised at the summit was: *What do you think needs to change now to ensure that we have revenue stability so children can have the same stability in the classroom?*

D. Communications from the Superintendent of Schools

The Superintendent introduced Dr. Sandra Stoddard the new Director Executive and Board Relations.

E. Minutes

1. Board Meeting #13 – February 5, 2013

MOVED BY Trustee Janz:

“That the minutes of Board Meeting #13 held February 5, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

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

MINUTE BOOK

G. Reports

2. Motion re Joint Transportation Plan Feasibility

MOVED BY Trustee Hoffman:

“That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be completed by January 31, 2014.” (UNANIMOUSLY CARRIED)

3. Policy Review Committee: Facility and Capital Planning Principles Policy

Trustee Ripley, Chair Policy Review Committee, advised that the Committee was withdrawing the policy at this point for further work prior to it being brought back to the Board for first consideration.

4. Enhance Student and Staff Knowledge of the Newcomer Experience (Response to Request for Information #246)
5. First Nations, Métis and Inuit (FNMI) Advisory Committee (Response to Request for Information #250)

MOVED BY Trustee MacKenzie:

“That the following reports be received for information:

- **Enhance Student and Staff Knowledge of the Newcomer Experience (Response to Request for Information #246)**
- **First Nations, Métis and Inuit (FNMI) Advisory Committee (Response to Request for Information #250)”**

Trustee Colburn asked for information regarding the length of the lease term with the Multicultural Health Brokers.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

H. Other Committee, Board Representative and Trustee Reports

Trustee Ripley reported the following from a Ward H Community Meeting she held at Harry Ainlay School on January 30, 2013.

- A dozen people, along with Trustee Janz, attended the meeting to provide their “two cents on policy” – specifically, the Student Assessment, Achievement and Growth policy draft and the current Planning Principles in preparation for the Board’s development of new Planning Principles. Both policies were viewed through the lenses of three main questions (as per the online survey):
 - Is there any clarification required?
 - Are there any additional elements needed?
 - Do you have any concerns?
- She promised the attendees she would share their input with the Board, Superintendent and administrators working on the policies. The comments of the meeting participants can be found [here](#).

I. Trustee and Board Requests for Information

Trustee Colburn requested that information be provided examining the provincial pesticide bans currently in place in Ontario, Quebec and Nova Scotia. He asked that information be provide on how these provinces distinguish higher-risk pesticides that are banned and lower-risk pesticides that are not banned; e.g. garlic and vinegar. He also asked that the most appropriate model be identified for a Board policy on the non-essential use of pesticides in the district.

J. Notices of Motion – None.

K. Next Board Meeting Date: Tuesday, February 19, 2013 at 2:00 p.m.

L. Adjournment (3:00 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer

DATE: February 19, 2013

TO: Board of Trustees

FROM: Trustee Heather MacKenzie, Caucus Committee Chair

SUBJECT: Report #6 of the Caucus Committee (From the Meeting Held February 12, 2013)

ORIGINATOR: Sandra Stoddard, Director Executive and Board Relations

REFERENCE: [Terms of Reference – Committee of the Whole – Caucus School Act](#) Section 61

RECOMMENDATION

- 1. That Report #6 of the Caucus Committee from the meeting held February 12, 2013 be received and considered.**
- 2. That the use of up to \$1,890,800 of accumulated Capital Renewal Funds from district lease revenues, to perform roofing and building repairs at the McKay Avenue Archives and Museum, be approved and that the future of McKay Avenue Archives and Museum be explored in the development of the district infrastructure strategy.**

BACKGROUND

Due to a variety of issues, not the least of which is age, and interior condensation, the roof at the McKay Avenue School building has failed and is allowing water to penetrate the building envelope, causing substantial damage to the interior plaster and finishes. Heat from the attic is causing significant ice damming on the roof and condensation inside the attic. The masonry is also in need of repair and suffering damage from roof leakage. Continued dampness in the attic and walls creates an ideal situation for mold growth which potentially could render the building uninhabitable.

Facilities Services has worked with Archives and Museum staff and with ACI Architecture to determine a course of corrective action to repair and prevent future damage. As the McKay Avenue School Archives and Museum is a designated historic resource, the search for solutions has involved Alberta Municipal Affairs and the City of Edmonton to ensure heritage preservation through the repair process. Additionally, Archives and Museum staff are working with the City of Edmonton and the Province of Alberta to apply for grants to aid in the preservation of historical resources. The District is eligible to receive up to \$500,000 from the City of Edmonton and \$300,000 from the Province of Alberta in grants as contributions to the project. The grants are contingent upon the District approving the work in advance of the grant approval.

RELATED FACTS

The work is essential and must be undertaken in the summer of 2013 to protect the asset value and functionality of the building. The total cost of the project is estimated at \$1,890,800 with contributions of up to \$800,000 from the City of Edmonton and Province of Alberta collectively. The grants are contingent upon the District approving the work in advance of the grant approval.

A portion of external lease revenues are collected specifically for capital renewal of district space and buildings that are not eligible for provincial school capital grants or Infrastructure Maintenance and Renewal. The District’s source of funding for the project would be \$1,890,800 from the District’s Lease Area Capital Renewal reserve. These funds are part of the planned expenditures within D.U. 307 – Property Management and Leasing’s operating budget. Receipt of \$800,000 in municipal and provincial heritage grants would result in a final District investment of \$1,061,000. The current balance of the Lease Area Capital Reserve account is \$6,250,000 as of January 31, 2013.

Further, it is anticipated that the Board will have to consider the long-term status of McKay Avenue School in relation to the District Infrastructure Strategy (in development) and ongoing demands for the necessary maintenance of all buildings under the stewardship of the Edmonton Public School Board.

CONSIDERATIONS & ANALYSIS

Scope of Work costs	\$1,751,000
Architect and Admin. fees	<u>\$110,000</u>
Estimated Cost of Project	\$1,861,000
GST	<u>\$29,800</u>
Total Estimated Cost of Project	<u>\$1,890,800</u>

NEXT STEPS

In order to start construction in time for this year’s construction season, the following is the proposed schedule:

Board of Trustees Caucus Committee Approval	February 12, 2013
Confirmation of Caucus Committee Approval at Public Board of Trustees meeting	February 19, 2013
Tendering	March 1, 2013
Construction start	May 1, 2013
Construction completion	September 30, 2014

ATTACHMENTS & APPENDICES – n/a

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DATE: February 19, 2013

TO: Board of Trustees

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

SUBJECT: Superintendent of Schools Evaluation 2011-2012

RESOURCE STAFF: Sandra Stoddard, Director Board and Executive Relations

REFERENCE: [December 11, 2012 Board Report – Approval of the Superintendent Evaluation Instrument for 2011-2012](#) (Report 5)

ISSUE

The Board annually provides a summary report of its evaluation of the Superintendent of School's performance for the previous school year to the public. The summary report for the work done in 2011-2012 will be given by the Chair of the Committee at the February 19, 2013 public board meeting.

BACKGROUND

Each year the Board evaluates the performance of the Superintendent of Schools. This year Trustees were asked to evaluate and rate the Superintendent's performance for 2011-2012 using a combination of personal observation, personal experience, and evidential data and results. Trustees rated the Superintendent's work in 156 indicators that fell within three main sections: (1) Priority Performance Goals, (2) District Management (including Educational Leadership, Financial and Fiduciary, Human Resources and Labour Relations, Facilities, Transportation, Board Relations, Policy, Communication and Stakeholder Relations, and (3) Leadership and Professional Conduct. In addition they provided comments.

The results of the individual responses were compiled and provided to the Board for discussion. On February 12, 2013 the Board and the Superintendent shared perspectives on the Superintendent's work during 2011-2012. Key areas of strength were identified and areas for improvement.

CURRENT SITUATION

The summary of the Superintendent's evaluation is being reported to the public as part of the Board's annual accountability practices.

KEY POINTS

- During 2011-2012, the Superintendent met or exceeded expectations in the vast majority of his work.
- The Board particularly commends the Superintendent's openness to shared leadership, his commitment to enhancing the professional growth of all staff in the District, his integrity, and his evident commitment to equity and supporting vulnerable children.

- The Board encourages the Superintendent to focus attention on honing political insight and enhancing District understanding of public perspectives, succession planning, and clear communication of the realities, implications, risks and benefits for all recommendations to the Board.

ATTACHMENTS & APPENDICES – n/a

CGR

DATE: February 19, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Any Time, Pace and Place Learning (Response to Request for Information #247)

ORIGINATOR: Tanni Parker, Assistant Superintendent Student Learning Services

RESOURCE STAFF: N/A

REFERENCE: January 15, 2013 Board Meeting (Trustee MacKenzie)

ISSUE

The following information was requested: What are we doing to move towards any time, pace and place learning?

BACKGROUND

In the *Education Business Plan 2010-2013* from Alberta Education, the concept of “Personalized Learning” was listed as “Opportunities and Challenges”. The report stated: “Students need to be engaged in multiple ways to create new learning possibilities that are available anywhere, any time, anyplace and at any pace – in other words, through a range of learning environments that provide flexible timing and pacing to meet diverse student needs”. The report also referenced this concept as Strategy 1.2, under Goal One: High-quality learning opportunities: “Support a flexible approach to enable learning any time, anyplace and at any pace, facilitated by increase access to learning technologies and in-servicing/professional development in innovative teaching approaches.” Subsequent Business Plans from the Ministry do not refer directly to the concept of “any time, any place, any pace” which may indicate that this is no longer seen as a priority for Education.

CURRENT SITUATION

Currently the District provides some programming that creates more flexible learning environments for students. The Stollery Hospital School program operates year round to support children who are both in and out patients at the hospital. These students come from a variety of jurisdictions in Northern and Central Alberta. Students work at their own pace and are able to access teachers and technology to support their learning year round. Institutional Services also operates a 12 month program. Blended and Home Education programming are provided through Argyll and provide opportunities for parents to work through the *Program of Studies* with their child(ren) independent of the school system in the case of home schooling and with the support of teachers and the school system in the case of a Blended Program.

One of the limitations that exist for any pace programming is the timing of “exit examinations”. Currently provincial achievement tests are administered once a year. Although these examinations are not mandatory, parents who wish to have their children write these exams can only access them in June. Completing the curricular expectations for a subject area in February and then having to wait four months to complete the examination can be problematic.

For students in high school, diploma examinations are written three times a year; January, June and August (for students registered in summer school). For schools participating in the High School Flexibility Project, diploma exams can be accessed in November.

A second limitation relates to the definition of a teacher's work day. Currently teachers in Edmonton Public have a set number of instructional minutes per week; a more flexible work schedule may be problematic for the tracking and recording of instructional minutes.

Over the past few years, District Technology has been provisioning network tools and services to provide staff and students with any time, anyplace access to the resources they need to teach and learn. The strategic move to cloud based resources such as Google Apps for Education are enabling staff and students to access documents, calendars and to collaborate in real time, whether they are at school or home. When combined with information that teachers share with parents and students about homework and online resources in SchoolZone, new opportunities to extend learning beyond the traditional classroom walls are being provided. It is anticipated that the District will continue to see exponential growth in students bringing their own devices to school, and through the district wireless network they have access to the resources they need to support their learning.

KEY POINTS

- The concept of any time, anyplace, any pace, was listed as a key strategy in the Business Plan of Alberta Education in 2010. Subsequent business plans from the Ministry do not list this as a key strategy or priority.
- No strategic support or direction has been provided from Alberta Education to jurisdictions to address the concept.
- The District provides flexible programming through Institutional, Hospital, Blended and Home Education programs.
- Provision of network tools and services to provide staff and students with any time, anyplace access to the resources they need to teach and learn.
- The move to cloud based resources such as Google Apps for Education are enabling staff and students to access documents, calendars and to collaborate in real time, whether they are at home or school.
- Teachers share information with parents and students on SchoolZone.

ATTACHMENTS & APPENDICES

N/A

TP:ja

DATE: February 19, 2013

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Status of the Vision 2020 Cohort (Response to Request for Information #248)

ORIGINATOR: Sandy Forster, Director, Projects and Research

RESOURCE STAFF: Darlene Kassian, Carolyn Mathew, Greg McNulty

REFERENCE: January 15, 2013 Board Meeting (Trustee Ripley)

ISSUE

The following information was requested: Provide an update on how the 2020 cohort of children are doing as well as on any lessons learned by following this cohort of students from year to year.

BACKGROUND

The current status of the children who entered Kindergarten in 2007 in terms of their achievement against key performance benchmarks has previously been provided upon request. Student achievement data for the school years 2008-2009 through 2011-2012 will be referenced from three different data sources: District Highest Level of Achievement Tests (HLAT) Grade Level of Achievement (GLA), and Grade 3 Provincial Achievement Tests (PAT) results. In addition, four yearly cohort monitoring values are included:

- updated cohort numbers,
- updated programming information,
- number in the 2020 Cohort compared to actual number of district students enrolled in Grade 5, and
- number of students receiving interventions.

CURRENT SITUATION

The 2020 Cohort has completed Grade 3 PATs and Grade 4 HLATs in Reading and Writing since the previous update (May 10, 2010). It is interesting to note that there are 2,202 new students in the 2020 Cohort. Regarding the 2007 Cohort, it is difficult to predict whether or not all students are on track to graduate. The Government of *Alberta High School Completion Longitudinal Study (2009)* demonstrates that the results of the Grade 3 PATs are closely associated with high school completion. The 2020 Cohort's Grade 3 PAT results from 2011 should be approached with caution, however, as there are many other factors that influence high school completion. For lessons learned, it is advisable to begin tracking the entire cohort of students currently in Grade 5, as the number of additional Grade 5 students who now belong to this group is substantial and including them would provide a more accurate picture of all Grade 5 district students who have the potential to graduate in 2020.

KEY POINTS

- Attachment I identifies the cohort numbers for 2007, 2010 and 2012. It also outlines the different programming codes for this population in 2007, 2010 and 2012.
- Attachment II compares HLAT results for the 2020 cohort for the years 2008-2009 and 2011-2012.
- Attachment III provides the cohort's Grade 3 PAT results from 2010-2011.
- Attachment IV compares GLA in English Language Arts and Mathematics for the 2020 cohort for the years 2008-2009 through 2011-2012.
- Attachment V outlines three literacy intervention programs in Edmonton Public Schools and provides information about the number of Grade 4 students receiving the interventions.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Cohort Monitoring Values
ATTACHMENT II	District Highest Level of Achievement Tests (HLAT) Results Comparison
ATTACHMENT III	Grade 3 Provincial Achievement Test Results
ATTACHMENT IV	Grade Level of Achievement in English Language Arts and Mathematics: 2008-2009 through 2011-2012
ATTACHMENT V	Grade 4 Cohort Literacy Interventions Numbers

CM:daw

COHORT MONITORING VALUES

Cohort monitoring values are measured in September of each year. One value that is monitored is the total numbers of students identified in the Vision 2020 cohort; the other monitored value is the primary eligibility coding. Often a change in the eligibility coding specifies a student's program of choice, second language instruction, or special needs coding.

TABLE 1
PRIMARY ELIGIBILITY CODES FOR SEPTEMBER 2007, SEPTEMBER 2010 and
SEPTEMBER 2012: COHORT DATA

Primary Eligibility Codes	September 2007	September 2010	September 2012
Regular	2668	2176	47
ESL Foreign Born	170	200	165
ESL Canadian Born	293	545	526
Alternative Programs	329	283	218
French Immersion	326	231	169
*Second Languages / Bilingual Programs	313	144	1946
Distance Learning	32	20	0
Gifted & Talented	2	76	86
Home Education	n/a	n/a	11
Blended Program Student	n/a	n/a	4
Learning Partnership (Argyll)	n/a	1	0
Early Childhood Services	103	n/a	n/a
Early Education Outreach	774	n/a	n/a
Institution	n/a	0	2
Literacy	n/a	n/a	35
Adaptation	n/a	n/a	4
Communication Disorder	n/a	6	3
Deafness	n/a	1	1
Hearing Disability	n/a	1	1
Learning Disability	n/a	138	203
Learning Disability Non-Verbal	n/a	3	7
Cognitive Disabilities	n/a	64	48
Emotional / Behavioral Disability	n/a	102	84
Pervasive Developmental Disorder (Autism)	n/a	15	13
Physical Disabilities	n/a	31	20
Multiple Disabilities	n/a	0	3
**Total Students	5010	4037	3596

***This category includes all students whose primary eligibility code changed to a second language code (e.g.: French as a Second Language—FSL) in Grade 4 as per Alberta Education's requirements.**

****Represents only students in original cohort group.**

Summary of Results:

- In September 2007, 5010 students were identified as the Vision 2020 Cohort (Kindergarten).
- As of September 2010, 4037 students remained in the Vision 2020 Cohort (Grade 3).
- As of September 2012, 3596 students remained in the Vision 2020 Cohort (Grade 5).

N.B.: As of January 31, 2013, there are 5798 students enrolled in Grade 5 in Edmonton Public Schools.

**TABLE 2
THE NUMBER OF ORIGINAL 2020 COHORT STUDENTS COMPARED TO THE ACTUAL
NUMBER OF DISTRICT STUDENTS ENROLLED IN GRADE 5**

Students	N	Students	N	Total number of additional students
Original 2007 “2020 Cohort” students enrolled in grade 5	3596	Current District total grade 5 student enrollment	5798	+ 2202

HIGHEST LEVEL OF ACHIEVEMENT TESTS (HLAT) RESULTS COMPARISON

Highest Level of Achievement Test (HLAT) results are used to monitor student achievement district-wide. Schools use HLAT results, classroom-based teacher assessments, and external measures such as the Provincial Achievement Tests to guide decisions about student programming.

The HLAT in English reading is a multiple choice test for each grade level, used to assess reading comprehension.

The HLAT in English writing was developed for students registered in Grades 1 through 9 (with the exception of French Immersion students who write the HLAT in English beginning in Grade 2). This test provides students with an opportunity to demonstrate their achievement relative to the graded curriculum in English Language Arts. Teachers in each school score the writing of their students.

The following table represents only the results of the students who remain in the previously identified Vision 2020 Cohort in enrolled in Grade 1 in 2008-2009 and in Grade 4 in 2011-2012.

TABLE 3
PERCENTAGE OF STUDENTS ACHIEVING AT OR ABOVE THEIR ENROLLMENT GRADE:
COMPARING 2009 AND 2012 HLAT RESULTS

	Percentage of Students At or Above Grade Level					
	Reading			Writing		
	2009 Grade 1	2012 Grade 4	Difference	2009 Grade 1	2012 Grade 4	Difference
At or Above	92.6%	88.2%	-4.4%	92.2%	92.4%	+0.2%

Summary of Results:

- Historical HLAT data shows that the percentage of students achieving at or above their enrollment grade for reading in Grade 1 is approximately seven per cent lower by Grade 4, thus the decrease of 4.4 per cent is small relative to historical data.
- Historical HLAT data shows that the percentage of students achieving at or above their enrollment grade for writing in Grade 1 is tends to be one to two per cent lower by Grade 4, thus the increase of 0.2 per cent is as would be predicted.

**GRADE 3 PROVINCIAL ACHIEVEMENT TEST RESULTS FOR THE VISION 2020 COHORT
2010-2011**

Cohort data for English Language Arts, French Language Arts and Mathematics is provided. The Grade 3 Provincial Achievement Test (PAT) for English Language Arts and French Language Arts consists of two parts that are designed to measure outcomes from the Program of Studies for Language Arts. Part A of the test measures written communication by having students plan, write and revise a story based on a picture prompt. Part B of the test measure students' reading comprehension through 40 multiple choice items. The Grade 3 Mathematics PAT consists of 40 multiple choice questions designed to measure outcomes from the Program of Studies for Mathematics.

Student achievement is categorized as *below the acceptable standard*, *meeting the acceptable standard* or *meeting the standard of excellence*. Students who are exempt from the tests or who are absent have not demonstrated the acceptable standard and are included in the *below the acceptable standard* category.

**TABLE 4
JUNE 2011 ACHIEVEMENT TESTS: 2020 COHORT DATA
PAT RESULTS 2011**

JUNE 2011 ACHIEVEMENT TESTS	2011			
	% at Acceptable Standard	% at Standard of Excellence	% Below Standard	% N/A
Grade 3 LA	85.9	18.2	10.5	3.6
Grade 3 FLA	82.2	18.3	16.5	1.3
Grade 3 Math	83.0	29.6	13.6	3.5

**Notes: 'Acceptable Standard' includes students scoring 'Acceptable' and 'Excellent'
Percentages are based on all students in the cohort group.**

**GRADE LEVEL OF ACHIEVEMENT (GLA) IN ENGLISH LANGUAGE ARTS AND
MATHEMATICS: 2008-09, 2009-10 AND 2011-2012**

Grade Level of Achievement (GLA) data for English Language Arts and Mathematics for Grades 1 to 9 is based on classroom teachers' end-of-year judgments of student achievement. Classroom teachers assess a broad range of outcomes from the Programs of Study. A variety of different assessments, administered throughout the school year, contribute to these judgments. Students are considered to be at grade level if the grade level of achievement is at or above the enrolment grade, and the performance mark was a pass. Students are considered to be below grade level if their grade level of achievement is below their enrollment grade, or if their grade level of achievement is equal to their enrolment grade but they receive a failing mark in the course. GLA data reflects a complete picture of student achievement relative to the Programs of Study because it is based on the body of evidence collected for a student over the course of the year.

**TABLE 5
GRADE LEVEL OF ACHIEVEMENT FOR ENGLISH LANGUAGE ARTS AND
MATHEMATICS: COHORT DATA**

	Grade 1 (2008/09) %	Grade 2 (2009/10) %	Grade 3 (2010/11) %	Grade 4 (2011/12) %
English Language Arts				
At or Above	89.3	89.5	98.6	98.6
Below	10.7	10.5	1.4	1.4
Mathematics				
At or Above	94.5	94.7	98.7	98.7
Below	5.5	5.3	1.3	1.3

Summary of Results:

- In both English Language Arts and Mathematics, the GLA data indicates a substantial increase between the end of Grade 2 and the end of Grade 3. The increases were maintained for both subjects at the end of Grade 4.

LITERACY INTERVENTIONS

Reading Recovery (RR), Leveled Literacy Intervention (LLI), and Middle Years Literacy Intervention (MYLI) are literacy interventions that are available to elementary students in Edmonton Public Schools.

RR is an individualized literacy intervention program for students who struggle with reading and writing in Grade 1. The one-to-one thirty minutes per day lesson model supplements regular classroom teaching. The program is designed to bring students to average achievement in reading and writing in 12 to 20 weeks.

LLI uses the Fountas & Pinnell Benchmark Assessment System and is a small group intervention program designed for students in Kindergarten to Grade 3 and English Language Learners who struggle with reading and writing. The 30 minutes per day lesson model supplements regular classroom teaching. LLI is designed to bring students up to the level of performance in their classroom in 14 to 20 weeks.

MYLI is an intervention program designed for students in Grades 3 to 9 who struggle with literacy learning. Students are taught in one-to-one or small group settings for 45 minutes per day over a period of 15 to 20 weeks. This intense intervention supplements regular classroom instruction.

2010-2011	Students who have received or are receiving RR	Students who have received or are receiving LLI	Students who have received or are receiving MYLI
Students enrolled in Grade 3	201	205	4
2011-2012	Students who have received or are receiving RR	Students who have received or are receiving LLI	Students who have received or are receiving MYLI
Students enrolled in Grade 4		12	45 recorded as finishing MYLI

- The data from 2010-2011 represents all students enrolled in Grade 3; thus these were students who may or may not have been part of the original Vision 2020 cohort.
- We do not currently have the data regarding how many Grade 5 students are receiving interventions this year. This information will be systematically collected at the end of year when teachers provide their year-end data for the various interventions.

DATE: February 19, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Trustee Campaign Disclosures
(Response to Request for Information #252)

ORIGINATOR: Jim Davies, General Counsel

**RESOURCE
STAFF:** Heather Lightfoot

REFERENCE: February 5, 2013 Board Meeting (Trustee Janz)

ISSUE

The following information was requested: Provide information on the steps and process required to develop a guideline for Trustee campaign disclosures mirroring provincial legislation and requirements of City Council candidates.

BACKGROUND

The Board has not previously required disclosure of campaign contributions and expenditures.

CURRENT SITUATION

Section 118 of the *Local Authorities Election Act* (the Act) sets out the steps and process by which a school board may require disclosure to the public of all campaign contributions and campaign expenses of all candidates for election as trustee.

KEY POINTS

The steps and process to implement this requirement are as follows:

1. **Passing of Bylaw:** The Board must pass a bylaw prior to April 15th in the election year.
2. **Mandatory Contents of Bylaw:** The bylaw must require that all candidates for election as trustee for the District prepare and disclose to the public statements of all their campaign contributions and campaign expenses.
3. **Unused Campaign Contributions:** If the Board so chooses, the bylaw may prescribe how campaign contributions not used for campaign expenses must be dispersed.
4. **Audit Requirement:** If the Board so chooses, the bylaw may require that the statements of campaign contributions and expenses be audited in accordance with generally accepted auditing standards.
5. **Disclosure to the Public:** Any person eligible to vote in the election may request to examine the statements of campaign contributions and campaign expenses during regular business hours in the presence of the Board's secretary. The implication of this is that the statements of campaign contributions and expenses must be deposited with the District's secretary treasurer, however this is not specified in the Act. Further, no date is specified in the Act for the deposit. Again, the implication is that the Board may prescribe the date.

6. Definitions in Bylaw: The bylaw must define what is included in the terms “campaign contributions” and “campaign expenses”, and may prescribe forms for candidates to use.
7. Enforcement: The method of enforcement of the requirements of the bylaw is set out in section 118(4) of the Act. It states that any person who contravenes a bylaw passed under section 118 is guilty of an offence and liable to a penalty of not more than \$1,000. Any fine paid becomes the property of the board for which the person was a candidate. The clear implication of this is that it would be up to the Board to file a complaint with the police respecting any candidate who did not deposit statements or who deposited deficient statements. This could be particularly difficult for the Board if the offending candidate were financially vulnerable or had actually been elected to the Board.

ADDITIONAL CONSIDERATIONS

The District could administer the campaign disclosure procedure or engage the City to do it. The City has advised that it does not consider such administration to be part of its contracted duties as Returning Officer for the Board in respect of the election. Therefore, additional costs would be incurred if the Board wished to engage the City to administer the campaign disclosure procedure.

ATTACHMENT

ATTACHMENT I Section 118, [Local Authorities Election Act](#)

WJD:cv

Section 118, *Local Authorities Election Act*

Allowable election expenses

118(1) In any election under this Act, the following expenses shall be held to be lawfully incurred and the payment of them is not a contravention of this Act:

- (a) the actual personal expenses of the candidate;
- (b) the cost of acquiring premises, accommodation, goods or services used for proper election campaign purposes;
- (c) bona fide payments for the fair cost of printing and advertising;
- (d) reasonable and ordinary payment to any person for the hire of transportation used
 - (i) by a candidate or speakers in travelling to and from public meetings, or
 - (ii) by any person in connection with and for the proper purposes of an election.

(2) With respect to an election of a school board trustee under this Act, an elected authority may, by a bylaw passed prior to April 15 of a year in which a general election is held require that candidates prepare and disclose to the public statements of all their campaign contributions and campaign expenses and may prescribe how campaign contributions not used for campaign expenses must be used.

(2.1) If a bylaw is passed under subsection (2), the elected authority may require that the statements of campaign contributions and campaign expenses be audited in accordance with generally accepted auditing standards.

(2.2) If a bylaw is passed under subsection (2), a person eligible to vote in the election may request to examine the statements of campaign contributions and campaign expenses during regular business hours and in the presence of the returning officer, deputy or secretary.

(3) A bylaw passed under subsection (2)

- (a) shall define “campaign contributions” and “campaign expenses”, and
- (b) may prescribe forms

for purposes of the bylaw.

(4) A person who contravenes a bylaw passed under this section is guilty of an offence and liable to a penalty of not more than \$1000, and on conviction the penalty enures to the benefit of the local jurisdiction in respect of which the election was conducted.

RSA 2000 cL-21 s118;2006 c22 s55;2009 c10 s2

MINUTE BOOK

Board Meeting #15

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, February 19, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Heather Lightfoot

A. O Canada 

Staff Group Representatives

CUPE Local 474 – Felix De Los Santos, 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 noted ‘Pink Shirt Day’ is Wednesday, February 27th explaining the event started in 2007 following an anti-bullying stand by two grade 12 Nova Scotia students after witnessing a grade 9 student being bullied for wearing pink to school. Since then, the Pink Shirt Day Campaign has sent a powerful message that *Bullying Stops Here*.

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The Board Chair noted a meeting scheduled last week with the Minister of Education and the Board had been cancelled. It is hoped there will be another opportunity to meet with the Minister as a full Board in the near future.

The Board Chair noted the Board approved a motion last year that the Administration create a Student Advisory Council to meet with the Board and Administration at least twice per year to provide student perspectives on educational issues. The first meeting of the Student Council was held at the Centre for Education earlier in the day. The Student Council is made up of student representatives from grades 10 through 12. Students did a wonderful job sharing their individual insights and those of their peers.

D. Communications from the Superintendent of Schools

The Superintendent advised that many students are engaging in their communities and demonstrating their citizenship in terms of contributing and connecting. One such activity took place on February 12, 2013 when students from Oliver School in the Nellie McClung program and Spruce Avenue School learned to curl for the first time with the help of seniors at the Avonair Curling Club in Edmonton.

The Superintendent advised that many district schools are involved in *Club Moo* -- Alberta's school milk program that began in 1985 with 25 schools the first year to over 400 schools to date. He expressed appreciation and recognition to *Club Moo* for its continued support for students on good nutrition options while attending District schools.

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

F. Minutes

1. Board Meeting #14 – February 12, 2013

MOVED BY Trustee Janz:

“That the minutes of Board Meeting #14 held February 12, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Reports

2. Report #6 of the Caucus Committee (From the Meeting Held February 12, 2013)

MOVED BY Trustee MacKenzie:

“1. That Report #6 of the Caucus Committee from the meeting held February 12, 2013 be received and considered.” (UNANIMOUSLY CARRIED)

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MOVED BY Trustee MacKenzie:

- “2. That the use of up to \$1,890,800 of accumulated Capital Renewal Funds from district lease revenues, to perform roofing and building repairs at the McKay Avenue Archives and Museum, be approved and that the future of McKay Avenue Archives and Museum be explored in the development of the district infrastructure strategy.”**

MOVED BY Trustee Spencer:

- “That the motion be referred to the March 5, 2013 board meeting.”**

The Board Chair called the question on the Referral motion.

IN FAVOUR: Trustees Ripley, Shipka and Spencer

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

The Referral Motion was DEFEATED.

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Ripley and Shipka

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

The Motion was DEFEATED.

There was a break at this point in the meeting.

- 3. Board and Superintendent Evaluations Committee: Superintendent of Schools Evaluation 2011-2012**

Trustee Ripley, Chair Board and Superintendent of Schools Evaluations Committee, read the following verbal report with respect to the 2011-2012 evaluation of the Superintendent of Schools:

The Edmonton Public School Board of Trustees recently completed its annual evaluation of the Superintendent of Schools. The Board's evaluation of the Superintendent's performance is a core responsibility that the Board takes seriously. This year the Board evaluated the Superintendent's 2011-2012 work in 156 competencies within three main areas:

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- (1) *Three Priority Performance Goals;*
- (2) *District Management (including Educational Leadership, Financial and Fiduciary, Human Resources and Labour Relations, Facilities, Transportation, Board Relations, Policy, Communication and Stakeholder Relations; and*
- (3) *Leadership and Professional Conduct.*

Superintendent Schmidt met or exceeded expectations in the vast majority of the 156 competencies, and sincere congratulations to him on the continuing upward trend in student achievement. The Superintendent's integrity is undeniable, and his ongoing commitment to equity and supporting vulnerable children shines through in all of his recommendations and actions.

The Superintendent clearly recognizes the importance of the District's most valuable resource – its people. For example, he effectively uses his leadership team to actively support staff and respond to educational needs across the district, particularly those needs related to teaching and learning. This openness to shared leadership and the Superintendent's commitment to enhancing the professional growth of all staff are critical in the relentless pursuit of ALL children completing high school.

Other 2011-2012 highlights include improvement in the regular reporting of the District's financial health, including the excellent use of feedback reports at budget time. Trustees also appreciate the new annual reports in key areas such as First Nations, Métis and Inuit (FNMI) Education, English Language Learning (ELL), Inclusive Education, Health and Wellbeing, and Diversity and Equity. The work on a series of metrics to specifically track progress in achieving the District Priorities is exciting, and the Board looks forward to this data coming to Public Board in the future.

In the area of technology the Board thanks the Superintendent for the efforts that have been made to reduce risk during 2011-2012. The Board perceives there is a "digital divide" between schools in accessing technology. Trustees ask the Superintendent to address disparities so that all schools and students across the District may be supported by technology appropriately.

In addition, there has been much good work done in the areas of Transportation, Facilities, Internal Communications, and Policy. The upcoming policy overhaul for relevance, consistency and coherence will be beneficial to the District, for example, and the Board is pleased with the Superintendent's commitment to, and resourcing of, this work.

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Walking “with” the public while making plans and addressing issues is critical to building District understanding as well as enhancing support for Edmonton Public Schools. Going forward, the Board encourages Mr. Schmidt to give focused attention to honing a deeper understanding of public perspectives and District political insight. Many decisions have political dimensions and can be contentious. High level, frequent and open communication is key to ensuring congruency between Board values, priorities, and policy and the work of staff “on the ground.” A standardized method of reporting on the realities, implications, risks and benefits for all recommendations would assist in this process.

The Board knows that the Superintendent is genuinely committed to promoting diversity. However, diversity is not as well reflected in staff at all levels across the District as it might be. Given the increasing diversification of our student and family populations, Trustees encourage further diligence in this area, and with a rapidly aging workforce, Trustees also encourage continued attention to succession planning.

In conclusion -- in a world of increasingly diverse classrooms; in a world of quickly evolving technology full of opportunities; in a world of aging infrastructure and financial constraints; and in a world of increased expectations and demands, Edmonton Public Schools continues to adapt, grow, change, and serve its students well. This is, in large part, thanks to the strong, persevering, and dedicated leadership of Superintendent Schmidt.

The Board looks forward to working with the Superintendent as he builds on his many accomplishments of 2011-2012 and ensures that all children in Edmonton Public Schools reach their full potential and develop the passion, ability and imagination to pursue their dreams and contribute to their community.

MOVED BY Trustee Ripley:

“That the report titled ‘Superintendent of Schools Evaluation 2011 - 2012’ be received for information.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

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4. Any Time, Pace and Place Learning
(Response to Request for Information #247)
5. Status of the Vision 2020 Cohort
(Response to Request for Information #248)
6. Trustee Campaign Disclosures
(Information - Response to Request for Information #252)

MOVED BY Trustee MacKenzie:

“That the following reports be received for information:

- **Any Time, Pace and Place Learning**
(Response to Request for Information #247)
- **Status of the Vision 2020 Cohort**
(Response to Request for Information #248)
- **Trustee Campaign Disclosures**
(Information - Response to Request for Information #252)”

Trustee Hoffman referred to Report 6 – Trustee Campaign Disclosures and requested that information be provided regarding the costs of the District administering a Trustee campaign disclosure procedure.

The Board Chair called the question.

The Motion was 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, reported on the following with respect to the Penny Project:

- The purpose of the Penny Project is to honor the life of the penny and to raise funds for the Foundation. The project is a part of the ongoing partnership of Kingsway Mall and the Edmonton Public Schools Foundation.
- The Penny Gallery Gala event will be held March 14, 2013 from 6:00 to 8:00 p.m. at Kingsway Mall. Friends, service providers and businesses are encouraged to purchase tickets. A few complimentary tickets will be provided for the Foundation Board of Governors as well as the principals and full-day Kindergarten teachers at the three schools funded by the Foundation.
- A pre-event reception will be held during the afternoon of March 14, 2013 to honor the Mount Royal School students who created penny sculptures.

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- The penny sculptures will be available for viewing at the mall (outside the Gap and Body Works) from March 15, 2013 to April 5, 2013. Shoppers will be encouraged to drop off their penny collections at that time.
- Penny collections are coming from everywhere including the following:
 - Kingsway Mall staff
 - Centre for Education departments (departments are collecting pennies between February 1st and 27th)
 - The three schools receiving funding for full-day kindergarten programs (Lauderdale, Mee-Yah-Noh and Tipaskan) are collecting pennies from their communities;
 - Harry Ainlay School has organized a penny collection activity with schools in its catchment area
 - Generous individuals who have contacted the Foundation.
- Details about how to make a “copper” contribution are available in the event section on the Foundation’s website at: <http://foundation.epsb.ca/>

Trustee Cleary noted that an additional Foundation information session will take place Thursday, April 11, 2013 from 11:50 a.m. to 1:10 p.m. at Tipaskan School.

Trustee Cleary also reported the following two events she attended:

- February 12, 2013 -- The 2nd Mill Woods Community Youth Conversation Café. The event, hosted and organized by Trustee Cleary, had over 20 youths and 25 adults in attendance. The discussion was around specific needs and wants for youth and how leisure time is spent. She thanked REACH Edmonton for sponsoring the food, facilitator, and swag bags for the youth participants. All meeting attendees are now visioning safe place/spaces for Mill Woods youth to call their own and are looking forward to the next conversation to be held in April 2013.
- February 16, 2013 -- Edmonton Chinese Bilingual Education Association Chinese New Year of the Snake celebration at City Centre Mall. The event provided a wonderful showcase for student talent from those attending the twelve district schools offering the Chinese Mandarin bilingual program. The entertainment ranged from a traditional lion dance to a Chinese yo-yo demonstration performed on the main stage. Another entertaining item was “Anyone Can Learn Chinese in 2 Minutes” which was a guest panel featuring herself, City Councillor Ben Henderson, a parent of a bilingual student, and Marty Chan. Marty Chan won the audience over with his convincing pronunciation of his phrase in Mandarin. She thanked all of the volunteers, sponsors, and parents for their support in making this annual event a success.

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Trustee Johner, the Board's representative on ASBA Zone 23, advised that the next ASBA Zone 23 general meeting will be held Friday, February 22, 2013 at 9:30 a.m. at the St. Anthony Centre. She will provide an update at the meeting from the Advocacy Committee on the MLA event occurring March 21, 2013 and will ask for feedback, information, stories and anecdotes that might be shared with MLAs. She encouraged Trustees to take a look at the request the Advocacy Committee has put forward and noted she will follow up with an e-mail.

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

There were no registered speakers for this item.

J. Trustee and Board Requests for Information

Trustee Hoffman requested that information be provided outlining cost-saving initiatives the District has implemented over the last two years

K. Notices of Motion

Trustee Janz served notice of the following motion:

That the Administration develop a campaign disclosure bylaw to be put in place prior to the 2013 election aligned with the campaign disclosure requirements for Edmonton City Council candidates.

L. Next Board Meeting Date: Tuesday, March 5, 2013 at 2:00 p.m.

M. Adjournment (4:40 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer