

EDMONTON PUBLIC SCHOOLS

June 10, 2008

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
ORIGINATOR: D. Barrett, Assistant Superintendent
SUBJECT: Edmonton Public Schools' *Three-Year Education Plan 2008-2011*

RESOURCE

STAFF: Karen Bardy, Diane Brunton, Gloria Chalmers, Margaretha Ebbers, John Edey, Michael Ediger, Mike Falk, Sandy Forster, David Fraser, Glenn Johnson, Kerry-Anne Kope, Veda Lastiwka, Darwin Martin, June Mielnichuk, Anne Mulgrew, John Nicoll, Jamie Pallett, Lorne Parker, Nancy Petersen, Dean Power, Programs Principal Committee, Heather Raymond, Alva Shewchuk, Cory Sinclair, Kevin Stevenson, Stuart Wachowicz, Stephen Wright, Corrie Ziegler

RECOMMENDATION

That the district's *Three-Year Education Plan 2008-2011* be approved for forwarding to Alberta Education.

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In response to the provincial requirement for an annual three-year education plan, the *Three-Year Education Plan 2008-2011* for the district (Appendix I) has been developed. It is based on the direction provided by the Board of Trustees, information provided through the district's budget planning process and within the context of the district mission and district priorities. This report represents the first year of a three-year planning cycle.

As required, the plan reflects a Grades 1 to 12 perspective. It highlights a range of strategies proposed by schools and central services decision units through the plans already reviewed by trustee subcommittees. It balances the required provincial performance expectations with some local satisfaction measures.

Once the Edmonton Public Schools' *Three-Year Education Plan 2008-2011* is approved for forwarding, it will be sent to Alberta Education by June 20, 2008 and made available to the community through the district's web site. Copies of the plan will be sent to schools, school councils, and central services departments. It will be sent to all Capital Region school jurisdictions and the public library. As well, the District will develop a community report on the information in the plan.

ES:ee

APPENDIX I: Edmonton Public Schools' *Three-Year Education Plan 2008-2011*



EDMONTON PUBLIC SCHOOLS

**EDMONTON
PUBLIC
SCHOOLS'**

**THREE-YEAR
EDUCATION PLAN**

2008 – 2011

DISTRICT THREE YEAR EDUCATION PLAN 2008-2011

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Message from Board Chair

Edmonton Public Schools' Board of Trustees believes every student has the capacity and desire to learn and that *Bright Futures Begin Here* for each of them. Our District's Three-Year Education Plan outlines a variety of initiatives our staff and partners will undertake to provide students with the skills, knowledge and attitudes they need to be successful in school and in life. One of our core beliefs is that to experience success in life, all of our students must complete high school. Not just 80 or 90 percent; 100 per cent. In order for our District to accomplish this task, we must continually assess our students' needs and adapt our instructional practices to meet them. This approach helps ensure that students confidently and successfully transition into each phase of their education.

As a District, we also have to look beyond a one-year or three-year planning horizon. We must consider what students will need far into the future. For example, those students who began Kindergarten in 2007-2008 will complete high school in 2020. The world in which we live will undergo a significant transformation between now and then. It is vital we anticipate these developments, so we can prepare our students to become lifelong learners and contributing citizens who are able to adapt to changing circumstances. That is the challenge facing public education today; it is a challenge we embrace and successfully address so that every one of our students can enjoy a bright future.

Bev Esslinger
Board Chair

Accountability Statement

The Edmonton Public Schools' education plan for the three years commencing September 1, 2008 was prepared under the direction of the Board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the Provincial Government's business and fiscal plans. The Board is committed to achieving the results laid out in this education plan.

Bev Esslinger
Board Chair

Foundational Statements

Mission

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

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

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

District Priorities

Edmonton Public Schools' Board of Trustees is committed to excellence and to providing students with outstanding educational experiences that prepare them to be leaders in an evolving global society. We respect and embrace the diversity of our students' unique needs, interests and strengths. We believe education is a shared responsibility that requires the active engagement of students, staff, parents and the community.

Through an extensive consultation process with stakeholders, the Board has adopted the following priorities:

- **To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**
- **To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.**
- **To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

Our success is measured in many ways:

- student achievement, personal growth, responsibility and satisfaction;
- staff effectiveness and satisfaction;
- exemplary leadership and service of all staff and the Board of Trustees;
- parent satisfaction, involvement and support;
- community support, engagement and partnerships;
- provision and maintenance of functional, safe and well-kept facilities; and
- Alberta Education's mandated Accountability Pillar.

Board of Trustees' Strategic Plan

The mandate of the Board of Trustees covers three key areas of responsibility:

- leadership and governance;
- community relations; and
- government relations.

The Board's mandate supports the District's mission and involves setting priorities for the school district as a whole (see previous page).

The district priorities are aligned with the priorities set out by Alberta Education:

- increase student participation and completion rates in health, math, science and Career and Technology Studies courses to grow the technology and science sectors; and
- increase broad-based supports and early intervention initiatives for at-risk children to improve their learning outcomes.

The priorities developed by the District serve to guide the work of all district staff. Each school and department develops its own specific plans to support the district priorities.

The Board of Trustees has also developed its own strategic plan. The plan is intended to help Trustees focus their efforts on fulfilling the Board's mandate and supporting the district priorities. The Board's strategic plan outlines a number of strategic outcomes and objectives.

To ensure every student is successful, the Board will:

- improve the state of early child development to positively support school success of students attending Edmonton Public Schools; and
- increase high school completion rates and provide all students with the skills and experience to smoothly transition to a variety of post-secondary institutions or meaningful work.

The Board is committed to ensuring the District's learning culture is respectful, responsive and inclusive. To foster this type of learning culture, the Board will:

- provide direction regarding diversity within the District, which includes, for example, English Language Learning, transition programming and supports for refugee students.

The Board recognizes that in order to be successful, it must work closely with district staff.

To ensure the District is recognized as an employer of choice, the Board will:

- provide competitive compensation to staff;
- help staff build their own individual skills and knowledge; and
- expand the District's capacity to support student learning.

As a vital, locally elected level of government, the Board is dedicated to fiscal accountability and effectively engaging parents and the community in the work of public education. The Board believes that staff, parents and community members are integral partners in the work of teaching and strongly values their ongoing involvement and support. The Board is confident that its strategic plan will assist Trustees in carrying out their duties in the most effective and efficient manner possible.

Jurisdictional Profile

Edmonton Public Schools serves about 80,000 students and their families in 197 schools located in a range of socio-economic neighbourhoods. Additionally, it provides educational programming in hospitals, correctional institutions, non-profit social service agencies and in non-traditional settings. District schools typically are organized as Kindergarten to Grade 6, Grades 7 to 9 and 10 to 12, but there are Kindergarten to Grade 9 sites, Kindergarten to Grade 12 sites, as well as Grades 7 to 12 sites. The District employs 7,365 staff, including teachers, support staff, custodians, maintenance staff and exempt staff.

The District is committed to improving the achievement of every student and ensuring that they complete high school. Regardless of when a student joins Edmonton Public Schools, it is our belief that their *Bright Futures Begin Here*. The District has developed a comprehensive Framework to Support Teaching and Learning; the framework plays a vital role in helping staff members share ideas, experiences and strategies that foster gains in achievement across the District. All district schools participate in one of five Alberta Initiative for School Improvement (AISI) projects: Assessment (*Using assessment to enhance student learning and success*); Differentiation (*Engaging all learners through differentiated instruction*); Community Collaboration (*Working collaboratively with community partners*); Literacy (*Deepening literacy instruction*); and Technology (*Learning with technologies*). These projects are aligned with a district framework that outlines a process to support improved teaching and learning.

The District values **parent and community involvement** and is always looking for collaborative ways to support teaching and learning and provide students with enriched learning experiences. Parents and members of the community are invited to attend ad-hoc budget and public board meetings, engage in the District's policy review process, support and volunteer in schools, participate in district-wide events such as READ IN and participate in public opinion polls and surveys. All parents are invited to participate in the District's *Parents as Partners* program and School Councils. The program provides parents with a venue to interact with each other and the Board at a number of meetings scheduled throughout the school year. In addition, the meetings offer pertinent information about district level initiatives and are focused on topics that can help families support the learning that occurs in school and at home. For specific projects and initiatives, District staff reach out to the community to work together with industry, business and post-secondary institutions to provide enhanced learning opportunities. Also, the Board of Trustees and senior staff members regularly meet with business, community and post-secondary representatives to garner their feedback on district initiatives and educational issues, discuss trends and the role of public education and identify opportunities to work more collaboratively.

The District continues to provide **choice** through its open boundaries policy, site-based decision-making approach, **alternative program** options and variety of settings for students with **special needs**, ranging from full inclusion in regular classrooms to schools that serve only students with special needs. In combination, open boundaries and site-based decision-making enable **neighbourhood schools** to enrich and modify programming in response to the needs of the families they serve. Alternative programs, in turn, respond to needs that cannot be addressed in every site. Alternative programs include bilingual and immersion language programs, arts core and fine and performing arts, academic programming, an all-girls program, science and sports alternatives, Aboriginal programming, pedagogical alternatives and Christian programs. As well, the District offers transition programs for junior high students and outreach programs for senior high students in non-traditional school settings. Most of the district programs are offered in multiple locations to support greater accessibility for students. A few district schools offer modified school calendars.

The district's strong ties with the community combined with work undertaken in schools and central services decision units ensures that the District is aware of emerging **trends and issues**. Some examples of the district's response to these trends and issues include:

- The city of Edmonton continues to have a growing **First Nations, Métis and Inuit (FNMI)** population. It currently has the second largest urban Aboriginal population in Canada. The recently released 2006 census data indicate that the median age for this group is 26, making a much younger population than the non-Aboriginal population, which has a median age of 40. At this time, the District serves over 7,000 self-identified Aboriginal students and their families. We are currently in year one of the Aboriginal Education Policy and Regulation implementation plan. The District has begun numerous initiatives that are responsive to the learning and cultural needs of Aboriginal children, youth and families, including working with the community to develop a new Cree language extended program at the elementary level.
- As a result of the continuing demographic changes in Edmonton, the District is serving increasing numbers of students from culturally diverse backgrounds. In response to these changes, the District is developing a continuum of supports which focus both on **cultural diversity** and English language learning. The AISI projects, in particular differentiation of instruction, are designed to address the needs of a range of learners. In the past year, the district has been piloting an early learning opportunity for pre-school aged children from new immigrant and refugee families, and implementing the English Language Learning Cluster Initiative, which provides on-site assessment for students, professional development for staff, and social worker plus psychologist support for refugee students with complex needs. The District is also providing orientation and transition programming to government-sponsored refugee students and families by providing educational support at the "reception house" where families are served for the first two weeks after arrival in the city. There has been increased awareness about the need for understanding diversity through offering staff professional development on cultural competency, involving students in learning about anti-racism strategies, and providing information sessions for immigrant and refugee families. The District is involved in a number of collaborative projects with cultural communities and community agencies; these projects are focusing on providing homework clubs, mentoring, and parent sessions. Transitioning to post-secondary education and the world of work also is an area of emphasis.
- Because of the strong research evidence that indicates the critical importance of the **early years** in enabling children to have success in school and in life, the District supports various early learning opportunities. The Board continues to approve funding for full-day Kindergarten at 25 of the district's high needs schools, which includes professional learning for the teachers that encompasses skill development in meeting the needs of students who are FMNI, English Language Learners or have special needs. This past school year, support has been in place to explore the development of early learning culturally sensitive opportunities for English Language Learners in partnership with community partners. Further sites will be established in 2008-09. The District provides subsidized space for childcares, preschools, before and after school care and is actively involved in community organizations and projects that support children and family programming, particularly for families at risk due to poverty.
- The District recognizes the importance of preparing students to successfully engage in a globalizing world. A major strategy in this regard is its innovative and expanding leadership role in **second languages**. Students and teachers have the opportunity to receive international

credentials recognizing what they can do with second languages. The credentials offered by the District are recognized in over 180 countries by business, governments and post-secondary institutions. To further support this work, the District has partnered with foreign ministries of education and government agencies in France, Spain, Germany and China to establish the first comprehensive International Languages Credentialing Centre in any school district as well as the Institute for Innovation in Second Language Education. These partner entities help to provide support to school-based second language stakeholders and the wider community, in the areas of international recognition for second language proficiency, current pedagogy, assessment practices, curriculum and programming. Most recently, the District acquired a Confucius Institute that, in partnership with Hanban and the Shandong Ministry of Education and Communications University of China, will increase the District's capacity in supporting Chinese language and cultural education and in recognizing Chinese language proficiency. Additionally, the Spanish Ministry of Education will be establishing, as part of the Institute for Innovation in Second Language Education, a Spanish Language Resource Centre and an Associate Cervantes Institute. These will provide support for teachers and students of Spanish language.

- In recognition that a global and knowledge-based economy minimally requires that students **complete high school**, the District employs multiple strategies to encourage all students to do so. Monitoring successful course completion at the high school level, particularly the grade 10 level, has shown results and will be continued. Also, the District is working with a variety of agencies, business, industry and post-secondary, as well as Alberta Education and Advanced Education, to create pilot programs designed to encourage youth to stay in school and connect learning to a career direction and employment. The Youth Apprenticeship Program (YAP) and the Print Media Production project with Norquest and Advanced Education are examples. The Skill Centre, in partnership with the Northern Alberta Institute of Technology (NAIT) under the Access to the Future Innovation Fund, will be piloted over the next three years. It is designed to serve all students and increase interest in technologies and trades and encourage students to complete programs leading directly to NAIT and/or employment. The Skill Centre has the capacity to provide additional engagement in learning for all students including at-risk youth.
- The district has taken on a strong leadership role with regard to **health and wellness** to assist in combating obesity issues that lead to chronic diseases and increased rates of other debilitating conditions. In the spring of 2007, the District adopted a *Health and Wellness of Staff and Students* policy that supports a comprehensive school health approach. This year, under the direction of the Board of Trustees, the district introduced a health and wellness regulation and a plan to promote and provide healthy food and beverage options. The intent of the plan is to encourage students to routinely make healthy choices and to reduce, and ultimately eliminate, the sale of less healthy food in the District. The implementation of the plan is underway and the District is committed to supporting the Alberta Nutrition Guidelines for Children and Youth once they are approved.
- As a result of the District's involvement with parents and community, in particular in the areas described previously, it is clear that **collaboration** is essential from both a district and a community perspective. The District requires collaboration to address needs that extend far beyond education and community members and organizations desire collaboration as it enables them to contribute their expertise in addressing the needs of the children, youth and families in our city. The City Centre Education Project, the AISI Collaboration Project, early

learning initiatives and work with our Aboriginal and ethno-cultural communities bring community members and district staff together to address joint priorities and to develop the skills required to work successfully across disciplines and reporting structures. The District will continue to support schools in this important work.

- The District values the contributions and commitment made by our staff every day to ensure the success of our students. With just over 80 per cent of our budget covering salaries and benefits for teaching, support, custodial, maintenance and exempt staff, the Board of Trustees needs to ensure that the District remains an **employer of choice** in order to attract, motivate and retain quality staff. The District is committed to developing and implementing a human resources strategy that offers employees a competitive rewards package in exchange for their effort and commitment. Discussions were held with our non-teaching staff groups in 2007-2008, which resulted in the compensation component of the rewards package being addressed in exchange for extending collective agreements and terms and conditions of employment until August 31, 2011. Other components of the rewards package will be reviewed and revised over the next three years through the development and implementation of the organizational health and staff professional development frameworks. The District will continue to consult with its staff groups and employees to enhance the effectiveness of the *Framework for Involvement in Site-based Decision Making* and review the implementation of the district policies related to *Respectful Learning and Working Environments* and *District Staff Code of Conduct*. Other areas of emphasis over the next three years will be on performance and recognition, workforce planning, and attracting and developing a workforce to meet the diverse needs of our student population.

The **Accountability Pillar Overall Summary** on the following page is provided annually to jurisdictions by Alberta Education. This summary includes the specific measures which each jurisdiction is required to report on in their *Annual Education Results Report*. Jurisdictions are required to set targets and create an action plan for any measure that achieved an overall rating of either “issue” or “concern.” Edmonton Public Schools has only one such measure - “percentage of students meeting the acceptable standard on provincial achievement tests.” For all other measures, Edmonton Public Schools achieved a rating of either excellent, good or acceptable.

3020 Edmonton School District No. 7

Accountability Pillar Overall Summary

May 1, 2008

Goal	Measure Category	Measure Category Subcategory	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Pre-Year Result	Pre-3 Yr Average	Current Result	Pre-Year Result	Pre-3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	84.8	85.4	83.7	84.2	84.4	82.7	High	Improved Significantly	Good
			Program of Studies	80.6	79.7	78.2	78.5	78.1	76.9	High	Improved Significantly	Good
			Education Quality	89.5	89.5	87.8	87.6	87.7	86.0	High	Improved Significantly	Good
			Drop Out Rate	6.3	6.3	6.4	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 yr)	64.6	63.5	62.6	71.0	70.4	70.0	Intermediate	Improved Significantly	Good
			PAT: Acceptable	75.6	71.4	71.7	75.9	76.9	77.1	High	Declined Significantly	Concern
			PAT: Excellence	22.1	22.0	22.5	19.5	19.1	19.3	High	Maintained	Good
			Diploma: Acceptable	85.3	84.7	85.0	85.4	84.7	85.4	Intermediate	Maintained	Acceptable
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Student Learning Achievement (Grades 10-12)	Good	Diploma: Excellence	24.8	25.5	24.7	23.3	23.0	22.7	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	35.4	35.5	34.3	33.6	33.7	33.2	Intermediate	Improved	Good
			Rutherford Scholarship Eligibility Rate	36.4	34.5	32.3	38.2	37.2	35.4	High	Improved Significantly	Good
			Transition Rate (6 yr)	61.3	59.8	58.0	60.3	59.5	57.1	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Work Preparation	79.6	79.8	77.1	77.1	77.0	74.7	High	Improved Significantly	Good
			Citizenship	78.7	79.0	76.7	76.6	76.8	74.7	High	Improved Significantly	Good
			Parental Involvement	77.5	77.2	75.9	77.5	77.9	76.0	Intermediate	Improved Significantly	Good
			School Improvement	78.8	79.3	73.4	76.3	76.8	73.2	High	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Pre-Year Result	Pre-3 Yr Average	Current Result	Pre-Year Result	Pre-3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	69.9	69.4	68.7	68.2	68.5	67.8
		In-service Jurisdiction Needs	79.1	76.3	77.6	78.8	78.2	77.3

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of respondents is less than 6.

Specific Action Plan

The plan to address “Issue” with Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests (PATs) - cohort results.

The District developed a comprehensive framework to address the needs of the broad range of students it serves. It recognizes that this is long-term work and that strategies need to be reviewed on a yearly basis and refined based on experience and research. For the following year, the District will add the following new or expanded strategies:

- Early learning opportunity pilots for children will be expanded to complement current offerings provided through Head Start and childcares to increase access for children who could benefit from language-rich, developmentally appropriate programming. The District is refining its approach based on previous work in the City Centre Education Program and a pilot this year which enabled English language learning along with learning in the children’s mother tongues.
- Based on the research that indicates sustained *Reading Recovery* intervention makes a significant difference for students who experience early literacy delays, the District committed to increasing the number of schools providing this intervention to young students at risk in their literacy learning. This year, 22 schools participated and 20 additional schools will be added in 2008-09.
- The plan developed this year for the implementation of the Aboriginal Education Policy and Regulation approved in the spring of 2007 will be expanded. Examples include the introduction of a Cree language extended alternative program involving parents and Elders, a pilot early learning opportunity, expansion of cultural awareness training and improving transitions between school divisions.
- The work begun this year with clusters of schools serving significant numbers of immigrant and refugee students is being adapted based on experience and expanded to include the high schools. Transition classrooms will be developed and the efficacy and feasibility of a congregated school will be investigated.
- A “Safe Place Classroom” was introduced in January 2008 as a part of a coordinated effort among three junior highs and community organizations and agencies to intervene early and provide wrap around support to students and their families, particularly in the area of mental health.

Additionally, the District will continue its work in the following areas.

1. **Early intervention/prevention:** examples include early education programming for children aged 2 1/2 to 5 1/2 identified with severe special needs, early learning opportunities for students with mild-moderate special needs, full-day kindergarten in high needs neighbourhoods, summer school, language-rich early learning opportunities and provision of subsidized space for playschools, Head Start programs, childcares and before and after school care.
2. **Literacy and numeracy initiatives:** examples include *Reading Recovery*, Balanced Literacy, Middle Years Literacy Initiative (MYLI), Meaningful Applied Phonics, AISI deepening literacy project, partnership with the Centre for Family Literacy, district-developed resources in mathematics and effective practices posted on the district website.
3. **Alternate modes of delivery:** examples include City Centre Education Project and the AISI community collaboration project, transition and outreach programs, AISI learning with technologies project, Rites of Passage, LearnNet, alternative programs, Registered

Apprenticeship Program, Knowledge and Employability programming and programming in institutional settings.

4. **Targeted/enhanced resources:** examples include Aboriginal Collection online, English Language Learning Resource Centre, bicultural and multilingual resources, modified Saskatchewan Cree curriculum documents, Aboriginal education consultants and liaison workers, Aboriginal web mentor project, multilingual workers, speech therapists, physical therapists, psychologists, occupational therapists and social workers.
5. **Assessment and monitoring:** examples include identification of students one year or more behind on Highest Level of Achievement Tests (HLATs) and provision of intervention plans for these students (e.g., paired reading, mentoring), AISI assessment for learning project, data retreats, adoption of “no zeroes” policy by many schools, provision of opportunities to complete missed assignments and research on culturally sensitive, bias-free assessment.
6. **Partnerships and alliances with community organizations and groups:** examples include Literacy mentorship, Aboriginal mentorship, Help your Child to Read and Write, Study Buddy program, Edmonton’s School Lunch Program, Food for Thought, Hockey Education Reaching Out Society program, Aboriginal social workers in junior highs, cultural brokers and success coaches, YMCA Kids Club and Summer Kids University, library cards, Eye See...Eye Learn, Medic Alert, Safe Classroom, mental health classroom and recreational, homework and other assistance provided by community partners serving the Aboriginal and ethno-cultural communities.
7. **Family involvement:** examples include Learning Partnership’s Welcome to Kindergarten, Stepping into School, Wichitowin family nights, Families First project, Parents as Partners program, curriculum handbooks for parents, School Zone and Aboriginal family nights.
8. **Staff development:** examples include the Alberta Initiative for School Improvement (AISI) initiatives, consulting services offerings, provision of opportunities in collaboration with post-secondary institutions, the Edmonton Regional Learning Consortium, peer coaching pilot and Aboriginal cultural sensitivity training.
9. **Research:** examples include pilot of Aboriginal visual narrative research project, APPLE pilot with the School of Public Health, CRYSTAL project, research accessed through the Community-University Partnership for the Study of Children, Youth and Families (CUP), full-day kindergarten research, continuing Reading Recovery program evaluation, gender research and provision of research-based information on strategies successful with at-risk learners.

For additional examples, see strategies listed in Outcome 1.2, page 14, Outcome 1.3, page 17, Outcome 1.4, page 19, Outcome 2.1, page 21, and Outcome 3.2, page 32.

GOAL ONE: High Quality Learning Opportunities for All

Outcome 1.1: Schools provide a safe and caring environment for students.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2008 Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	84.8	83.7	High	Improved Significantly	Good			

Strategies

- In partnership with Heart-Safe Public Access to Defibrillation and the Canadian Legion of Frontiersmen, defibrillators will be installed in all district high schools.
- Each school ensures and provides for an adequate number of first aid certified staff. The CTS Tools and Equipment Enhancement grant will also provide increased First Aid Training for CTS teachers.
- The range of approaches at the school level to provide a safe and caring environment includes Peace Talks program, Peaceable Schools program, anti-bullying programs, the provision of school lunch, Young Chef's, involvement with the School Resource Officer program and the provision of student leadership opportunities.
- The District provides consultant support to schools in developing positive school environments through teaching conflict resolution and positive interaction skills to students, teachers and parents.
- Schools use community groups to provide recess supervision and support for the "walking school bus."
- The District ensures that our students are transported in a safe and timely manner.
- The District provides supports and safeguards to schools to ensure the safe use of the Internet.
- The District has a student behaviour and conduct policy. It requires schools to adhere to this policy as well as to develop any additional student behaviour and conduct expectations, in collaboration with staff, students, parents and community, to address specific school needs. These expectations are communicated to students and parents on an annual basis.
- The District citizenship and character education framework establishes district expectations related to behaviour and conduct in the school context.
- The District has a Respectful Learning and Working Environments policy developed in collaboration with all staff groups. The District has provided training for all district staff regarding the changes in the policy and regulation, and will provide information to parents, community members and contractors in 2008-09.
- Staff or students who subject any other person to discrimination or harassment are subject to disciplinary action.
- Through the Differentiation and Community Collaboration AISI projects, support is provided to schools by the Programs and Consulting units to promote respect of ethnic, racial, religious and linguistic differences and similarities.
- The District collaborates with cultural communities and community organizations to provide information to schools and departments on strategies that support and promote cross-cultural understanding and respect.
- The District is represented on the Racism Free Edmonton coalition.

- The District provides supports to schools to ensure safe off-campus learning experiences and field trips.
- The District has a central unit that is responsible for developing and implementing emergency preparedness plans. The unit ensures that the schools have specific plans for security incidents, security alerts, and fire drills, that these are practiced regularly, and staff and students understand their roles.
- The District has an emergency response plan that involves key district resources and can be activated immediately to deal with emergency situations in a school or in the District.

Local measures for this outcome:

- Percentage of parents satisfied with the safety of their child in school.
- Percentage of students who feel safe in school.
- Percentage of community members who believe Edmonton Public Schools is effective in providing for the safety of students at school.
- Percentage of school staff who feel their school is a safe environment.

Outcome 1.2: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	80.6	78.2	High	Improved Significantly	Good			
• Overall teacher, parent and student satisfaction with the overall quality of basic education.	89.5	87.8	High	Improved Significantly	Good			
• Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community	69.9	68.7	n/a	n/a	n/a			

Note: Shaded measures are required but are not part of the Accountability Pillar.

Strategies

- The District is extending the early learning pilot from one to four sites. The pilots are intended to provide language-rich opportunities for 3 ½ to 4 ½ year olds.
- The District supports early education programming for children 2 ½ to 5 ½ years identified with severe special needs.
- The District will continue to provide full-day Kindergarten in 25 high needs schools.
- The District is phasing in a plan to increase the number of schools offering *Reading Recovery* for young students at risk in their literacy learning.
- The District provides and supports a wide range of alternative programs that enable families to have choice in the education of their children. The District will introduce a Cree Extended alternative program in September 2008.

- The District offers the International Baccalaureate Primary Years Program (PYP), the International Baccalaureate Middle Years Program (MYP), the Pre-Advanced Placement program (Pre-AP), the International Baccalaureate Program (IB) and the Advanced Placement Program (AP).
- The District provides and supports a wide range of special needs programming and services, in community schools and district-centre settings. The District continues to implement the Critical Learning documents, which outline curriculum-based programming for students with moderate and severe special needs.
- The District provides Challenge and Extension programs for students in Grades 1 to 9 who are intellectually and/or academically gifted.
- Consulting Services provides a broad range of supports to schools and central services. In addition to assisting staff build expertise in teaching and learning, it helps schools implement daily physical activities, provides sessions on Curriculum changes, recommends resources, offers Balanced Literacy training, advises about research-based best practices and customizes professional development as required.
- The District continues to provide specialized consulting support for students with severe and complex special needs through its continuing involvement as one of four provincial Regional Educational Consulting Services (RECS) teams and through specialized consultant services under the Edmonton Student Health Integrated Partnership (ESHIP).
- The District provides increased access to technology, e.g., wireless laptops, videoconferencing, interactive white boards and video streaming.
- The Learning with Technologies AISI project supports staff and students in identifying and selecting the most appropriate technology as a tool to enhance student learning.
- The District establishes additional sites for approved alternative programs and special needs programs based on demand, space availability and impact on other programs in order to maximize accessibility for families.
- The Board approved the provision of a seven day per week unrestricted student ETS bus pass effective September 2008. This will expand student access to evening and weekend educational and recreational opportunities.
- The District will continue to implement a second language requirement for students in Grades 4 to 9 by adding Grade 6 in September 2008.
- The District, in partnership with the Ministries of Education of France, Spain, Germany and China, is the first school district in Canada to establish an International Language Credentialing Centre serving a variety of educational stakeholders.
- In support of the District Aboriginal Policy and regulation, a comprehensive plan addressing major areas of programming responsive to the needs of Aboriginal students has been developed and is being implemented.
- The District is encouraging recognition of Aboriginal students by providing all FNMI schools with a database of Aboriginal awards.
- Cree curriculum documents from Saskatchewan will be modified to suit the Alberta context. As well, Balanced Literacy books will be translated into Cree.
- The District will involve Elders in supporting resource development and program implementation.
- The District provides Aboriginal Education consultants, Aboriginal Liaison workers and an Aboriginal social worker to provide a range of supports to schools, including curriculum and resource assistance, home and school relations support and assistance with acquiring community services.
- The Board of Trustees approved a motion to create a Multicultural Task Force. The Task Force will consult with students, parents and community members to develop a responsive policy.

- The District will refine and expand its pilot initiative to provide additional targeted supports to clusters of schools serving a significant number of refugee and immigrant children and youth.
- The District's English Language Learning Centre will continue to provide initial assessments, identification and orientation of new English Language Learners and their parents/guardians. It is also involved in the clusters of schools work.
- The Centre also provides in-services, school visits, coaching, translation and other consultant support to school staff and teachers who are providing programming for English language learners.
- The District is developing bi-cultural and multi-lingual resources for English language learners.
- Targeted classes for English language learners are available through Metro Continuing Education during the school year for adults and in the summer for youth.
- The district will create programs for high school students in the field of health care that provide entry level skills for employment in the health care field and transferable skills for all life/career areas. This will provide action information for development of "health care high schools".
- The district will pilot The Skill Centre with the support of NAIT and Advanced Education funding through the Innovation Grant to provide a concentrated, supported learning environment for hands-on instruction.
- At the request of the Board, the administration developed and is implementing a plan to eliminate the sale of less healthy food in the District.
- The District provides a number of nutrition programs (e.g., Edmonton's School Lunch program, Food for Thought program, snack programs).
- A comprehensive collection of nutrition resources and lesson plans to support Health and Physical Education for Grades K to 9 has been completed and posted on the Curriculum website.
- The District provides assistance to organized sporting events at the district level (i.e., Kid's Triathlon) and at the school level (e.g., school track meets).
- The District provides access to online resources, including digital video-on-demand, Academy of Reading/Math and the LearnAlberta portal.
- The District is a member of Edmonton Economic Development Corporation (EEDC) working group and the Edmonton Aboriginal agency/industry consortium.
- The District and Amiskwaciy Academy are partnering with the Paul Martin Foundation to offer the Paul Martin Youth Entrepreneur Program.
- District high schools provide off campus experiences including: Career Internship, Work Experience, Registered Apprenticeship Program (RAP), and Military Work Experience.
- The District offers 10 outreach or transition programs throughout the city, thereby increasing accessibility for students.
- High school outreach students are required to take a career directions course to assist them in understanding high school graduation requirements and in planning for a career path.
- Summer school programming is made available in an outreach delivery model for students.
- Centre High identifies and capitalizes upon partnership opportunities that address student needs, e.g., NAIT equivalent courses, Military Co-Op Program, XEROX training program, Canadian Academy of Travel and Tourism.
- Metro and other district high schools provide support for school to work transitions, including RAP, work experience and employability skills programming.
- Metro hours of operation allow students the flexibility to learn in a classroom setting during evening and weekend hours.

- The District provides a supportive environment for home schooling families through the Argyll Centre (e.g., in-services, online resources, on-site workshops and face-to-face individual and group tutoring sessions).
- The District continues to work in collaboration with the City of Edmonton, Edmonton Catholic Schools and the Conseil Scolaire du Centre-Nord to provide a Joint Use Agreement that supports the sharing of publicly funded facilities for the benefit of district students and citizens within the City of Edmonton. The Joint Use Agreement guides the four partners in planning, assembling, designing, building, and maintaining schools and park sites.

Note: Some of the strategies listed under “Children and youth at risk have their needs addressed through effective programs and supports” and “Students complete programs” apply here as well.

Local measures for this outcome:

- Percentage of parents satisfied with the overall quality of education received by their child.
- Percentage of community satisfied with the overall quality of education received by students attending Edmonton Public Schools.
- Percentage of parents satisfied with:
 - Programs and courses available in their child’s school.
 - Programs and courses available in Edmonton Public Schools.
- Percentage of high school students satisfied with the variety of courses available.

Outcome 1.3: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• Annual dropout rate of students aged 14 to 18.	6.3	6.4	Intermediate	Maintained	Acceptable			

Strategies

- Curriculum and instruction consultants provide professional development and coaching on differentiation and accommodation strategies for students at risk and multi-disciplinary teams (e.g., language arts consultants, reading specialists, psychologists, social workers) provide programming consultation and sessions on the needs of at-risk learners.
- The District provides schools with research-based teaching and organizational strategies that have promise for students who are at risk of not completing high school for a broad range of reasons (e.g., poverty, English proficiency).
- The District, through the programming for student differences team and support for strategies such as Reading Recovery and Middle Years Literacy Initiative (MYLI), provides professional development targeted to students who are at risk.
- Schools have partnerships with local community agencies to provide additional supports to students and families. For instance, schools collaborate with the Big Brothers and Big Sister’ organization to access in-school literacy mentors and individual big brothers and big sisters who support children and youth after school hours. As well, Big Brothers and Big Sisters provide an electronic mentoring program, through a secured website, involving a caring relationship with an older student mentor from within the district. Schools collaborate with the

Centre for Family Literacy to access literacy support for parents and students. Schools work with E4C, the Hope Mission, the Abbotsfield Youth Projects and many others. Braemar school partners with the Terra Association to obtain supports for pregnant and parenting teens.

- Schools in the AISI collaboration project are working in geographically-based clusters. They have identified priority needs and are partnering with community organizations and agencies to address them. For example, they collaborate with the Family Centre to access family therapists and success coaches, Big Brothers and Big Sisters for mentors, Aboriginal and ethno-cultural agencies for family involvement and many other supports.
- The District has developed and continues to develop and maintain a broad range of partnerships at the district level with community members, groups and organizations to enhance supports for students (e.g., a transition program for Aboriginal youth with Bent Arrow Traditional Healing Society, school social workers with Métis Child and Family Services, Aboriginal Head Start with Ben Calf Robe Society, English language learning support from Multicultural Health Brokers, Mennonite Centre and Catholic Social Services, Food for Thought program and Vision for Literacy Program with dedicated individuals in the community).
- Prior to the start of the school year, all schools receive lists of students who are a year or more behind in HLAT reading and writing. This data helps schools to provide appropriate programming.
- Schools develop intervention plans for students who are not coded special needs but who are currently working below grade level as determined by the highest level of achievement tests. These students are flagged on the Student Information System. This designation follows the student from school to school. These students are the focus of principal visits to classrooms.
- The District supports teachers and schools in using a number of assistive technologies to support at-risk learners through their involvement in the Learning with Technologies AISI project and consulting services.
- The District implemented the provincial Knowledge and Employability courses in Grades 8 through 12, introduced supporting district administrative regulations and is developing resources to assist teachers. It is also providing an online collaboration tool.
- District high schools use courses such as Reading 15 and Learning Strategies 15-25-35 to provide support to learners in core courses.
- Centre High Campus has implemented the Workplace Essential Skills Locally Developed Course to better prepare students to be successful in the workplace.
- Career practitioners and trained teaching staff at Centre High provide PD for teaching staff to provide students with skills and information to allow them to better make an informed career choice.
- Tutorial support is available to all students registered in Metro's academic programming.
- The District provides flexible programming through the provision of non-school location outreach and transition programs, LearnNet, a transitional high school (Centre High) and an academic upgrade continuing education arm (Metro).
- The District provides psychological assessment and social work consultant support services, to deal with attendance issues and social/emotional issues.
- The District has implemented "Specialized Assessment Practices Standards" to ensure equitable access and reliable data in specialized assessments for all schools.
- The District is providing a range of supports (assessment, professional development, cultural brokers, social worker) to clusters of schools serving a significant number of refugee and immigrant students.
- The District will collaborate with Alberta Education to pilot modifications to the current attendance board process.

- The district will expand the recognition of student learning in high school based on Employability Skills as credentialed in cooperation with The Conference Board of Canada.
- The District will implement a pilot involving three clusters of schools, several decision units and external partners to develop a model for effectively serving English language learners, especially those with refugee backgrounds, and their families.
- The District, in collaboration with the Community-University Partnership for the Study of Children, Youth and Families (CUP) and with individual researchers is involved in a number of research studies (e.g., gender, Aboriginal, literacy, mentoring) to identify and evaluate effective strategies.
- Three schools have students involved in the Hockey Education Reaching Out Society (H.E.R.O.S.) program, which, in addition to teaching hockey skills, develops leadership and study skills of the participants. The program also encourages school completion and provides scholarships for the school completers.
- The Learning Store at West Edmonton Mall has a strong partnership with the Boys and Girls Club, thereby extending the range of services and opportunities available for the students.
- The Edmonton YMCA provides services to youth in a number of our schools through their Youth Transitions Program. Metro Continuing Education, upon request, offers customized programs at the schools. This includes Cool School (literacy/numeracy supports), test preparation, tutorials and personal development (study skills/self-esteem) courses.
- Schools in the District are involved with the Roots of Empathy program.

Note: Some of the strategies provided under “The education system meets the needs of all K-12 students, society and the economy” and “Students complete programs” apply here as well.

Local measure for this outcome:

- Percentage of students who feel they get the help they need from teachers.

Outcome 1.4: Students complete programs.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• High school completion rate of students within three years of entering Grade 10.	64.6	62.6	Intermediate	Improved Significantly	Good			

Strategies

- The Workplace Essential Skills locally developed course enables students to make a smooth transition from school to work and be successful in a range of occupations.
- The District has a Career-Focused Education (CFE) model that helps schools provide clusters of courses and experiences related to a broad range of career opportunities and assists students and their families in making decisions related to post-secondary education and the world of work.
- Support resources and specific teacher in-services are being prepared to provide teachers and students with the best possible opportunities for success in Knowledge and Employability (K & E) courses, including implementation of occupational courses at high school.
- Career Portfolios continue to be used by secondary schools to enable students in collaboration with parents and teachers to begin planning a high school program while still in junior high and inform and improve programming decision making.

- Redevelopment of the Community Resource Database with identified teacher learning experiences, speakers and presentations for classrooms, and off-campus sites for YAP, RAP, work experience and career internship is underway.
- Schools are increasingly using one-on-one, small groups, mentors and tutoring outside of school hours.
- At the junior and senior high school levels, there is a focus on enhancing relationships between staff and students (e.g., adopt a student program, welcoming atmosphere for students with traditionally poor attendance, learning about students' personal interests, etc.).
- In response to identified needs relating to high school completion, Resource Development Services develops high quality resources such as Real Math, Secondary Writing Resource and Algebra 35 that directly support this initiative.
- Schools are increasingly using technology to support student learning in classroom and non-classroom settings.
- Enhanced support is being provided to schools serving a significant number of immigrants and refugees with English language learning and social/emotional needs.
- The AISI assessment for learning and differentiation initiatives support students to complete their programs.
- High schools receive a core course retention and marks analysis report by course in which the data for all high schools is displayed. This information allows schools to see how their successful course completion compares to the other high schools, leading to a sharing of successful practices.
- Many district schools have instituted a "no zero" policy with respect to student work and provide descriptive feedback rather than marks while students are in the process of learning. This allows students to take risks with their learning and to more clearly link their work to improving learning prior to summative assessments.
- Providing students with a second chance to complete missed assignments, accompanied by support for students who have had various difficulties with completing assignment in a timely and independent manner, is another strategy used.
- The District will enhance cultural mentor opportunities for Aboriginal students in partnership with Grant MacEwan College and the University of Alberta.
- The District, in partnership with the Bent Arrow Traditional Healing Society, will complete and advertize the web mentor project involving Aboriginal role models.
- The District has made initial contact with surrounding Aboriginal bands (e.g., Ermineskin, Alexis, Enoch and Paul) and will continue to evolve these relationships.
- In partnership with community organizations, two senior highs are providing additional supports to English language learners, including strategies for transitioning to life beyond high school.
- The District is working with community partners on developing summer camps, focusing on tutoring, mentoring and recreation, for ELL students with high needs.
- Through Outreach, distance education, Centre High and Metro, the District provides and continues to investigate alternative models for organizing instruction, such as fast-track scheduling, multiple entry and exit points as well as outreach and online learning.
- Through Centre High, Metro, Outreach and Argyll, the district enables students who have already taken three years of high school to finish or upgrade their diploma to enable them to access post-secondary education or enter the world of work.
- Through Metro, the District provides students with opportunities to review courses already taken, to preview courses, prepare for Grade 12 diploma examinations and Grade 9 achievement tests and develop the skills and habits of successful students.

- Metro and district high schools work co-operatively to provide comprehensive summer school options for students.
- Centre High’s online registration process allows district students to select the block of the day and the course. This enables students to accommodate part-time employment and other pursuits.
- High schools receive annual reports of students enrolled in programs at the University of Alberta, Grant MacEwan College and NAIT.

Note: Some of the strategies in “The education system meets the needs of all K-12 students, society and the economy” and “Children at risk have their needs addressed through effective programs and supports” apply here as well.

Local measure for this outcome:

- Percentage of students who are successful in completing Grade 10 high school core courses.

GOAL TWO: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	75.6	77.7	Low	Declined Significantly	Concern	76.0	76.5	77.0
• Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	22.1	22.5	High	Maintained	Good			
• Overall percentage of students who achieved the acceptable standard on diploma examinations.*	85.3	85.0	Intermediate	Maintained	Acceptable			
• Overall percentage of students who achieved the standard of excellence on diploma examinations.	24.8	24.7	Very High	Maintained	Excellent			
• Percentage of students writing four or more diploma exams within three years of entering Grade 10.	55.4	54.3	Intermediate	Improved	Good			
• Percentage of Grade 12 students eligible for a Rutherford Scholarship.	36.4	32.3	High	Improved Significantly	Good			

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Strategies

- The Board of Trustees has approved three priorities that support high standards. They include improved achievement of all students in core subjects with an emphasis on literacy and numeracy; providing a student learning environment that encourages citizenship, well-being and positive relationships; and supporting an innovative workplace that provides PD and growth opportunities for staff.
- Participation of staff in the administration and marking of the HLATs writing task assists in the development of common language arts standards across the District.

- The development and use of rubrics within a school and across schools also supports common standards and expectations.
- The AISI projects developed around four themes – (1) using Assessment for Learning to enhance student achievement, (2) learning with technology, (3) deepening literacy instruction and (4) engaging all learners through differentiated instruction – are structured to improve student achievement. In addition, 28 schools are participating in the community collaboration AISI project.
- Additional support to schools is provided through the posting of best practices on the District’s website, inter/intra visitations and the sharing of “school stories” at AISI professional development sessions. Also, school successes are shared at annual year-end sharing sessions, as part of all AISI project work.
- The District’s Supporting Teaching and Learning Framework supports collaboration among all district departments but, in particular, Student Achievement Services, Student Assessment, Consulting Services, District Technology, Student Information and Personnel Support Services. These departments work together with schools to provide targeted professional development and best practice training in a variety of formats to meet the needs of individual schools.
- The District provides support for instructional strategies effective in achieving language arts and other literacy learning curriculum outcomes (e.g., Balanced Literacy, Reading Recovery, Meaningful Applied Phonics (MAP) and Middle Years Literacy).
- At the secondary level, locally developed courses such as Reading 15, to improve reading levels, and World Literature 35, to support International Baccalaureate and Advanced Placement, are provided to meet the different needs of students.
- The student and staff recognition awards celebrate high standards in the District.
- The District will expand the number of early learning opportunity sites.
- District numeracy and mathematics resources are available to elementary and junior high school staff. Resource Development Services is working with Curriculum to develop bilingual versions of Math to the Max in support of district elementary second language programs. Maximizing Math for elementary is being developed to align with the new curriculum framework. Kindergarten and Grade 1 are authorized under the Western, Northern Canada Protocol (WNCP). The district will continue to develop and produce grades two through nine as support resources to cover the entire curriculum.
- The district is developing and defining course sequences in CTS with post-secondary institutions that provide entry level learning for further study at post-secondary and employment. This will include the referencing of necessary “core” academic courses necessary for further learning in the associated areas.
- Metro Continuing Education offers literacy support for students in Kindergarten to Grade 9 in centralized locations outside the regular school day (Saturdays and in the summer) and on site at schools on request.
- The City Centre Education Project works collaboratively with the United Way, The Family Centre, Big Brothers Big Sisters, Aboriginal Youth and Family Wellbeing and Education Society, Capital Health, Children’s Services, ART Start of E4C, ORT (a world-wide, not-for profit organization), the YMCA and others to provide support and enrichment to children from high needs areas of the city. Metro offers diploma and achievement test preparation classes.
- The District is a partner in the University of Alberta’s CRYSTAL Project, an approved research study, which is focused on identifying strategies to strengthen literacy in mathematics and science.
- In partnership with the Centre for Family Literacy, pre-school literacy programs for children and families are provided.

- In partnership with the Edmonton Public Library, students at over 75 schools are issued library cards; students from across the District are involved in reading initiatives; district staff are involved in Stepping Into School programs and staff members from both organizations exchange professional expertise.

Note: Some of the strategies in “The education system meets the needs of all K-12 students, society and the economy” “Children at risk have their needs addressed through effective programs and supports” and “Students complete programs” apply here as well.

Local measures for this outcome:

- Percentage of students reading at or above grade level as measured by the District’s highest level of achievement tests.
- Percentage of students writing at or above grade level as measured by the District’s highest level of achievement tests.
- The percentage of students enrolled in Grades 1-9 judged to be at grade level in language arts and mathematics.

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• High school to post-secondary transition rate of students within six years of entering Grade 10.	61.3	58.0	High	Improved Significantly	Good			

Strategies

- The District considers the Canadian Council on Learning’s four pillars of education as it develops strategies to enable all students to become lifelong learners. It also has benefited from the work of the Council’s knowledge centres, particularly the Aboriginal Learning and Early Childhood Learning centres.
- The District responds to students’ motivational and interest needs that assist students to experience the joy of learning. It does so by helping students to experience academic success through differentiated instruction, and by provision of alternative programs, option courses, extracurricular activities and field trips.
- The District’s technology plan includes building a technical infrastructure that will enable students to access online learning resources from school or home.
- Schools are providing opportunities for students to use personal technologies to support learning.
- Schools provide many opportunities for students to develop technological and analytical skills that enable responsible use of various media.
- The assessment AISI project provides staff with effective strategies for student involvement in setting assessment criteria to assist in developing self-evaluation and reflection skills. This strategy and the former address the “learning to know” pillar of the Canadian Council on Learning.
- Co-operative learning strategies and inquiry-based approaches assist students to develop social and research skills. This strategy addresses the “learning to live together” pillar of the Canadian Council on Learning.

- District schools have developed partnerships with the business, government and post-secondary communities to provide students with opportunities to participate in meaningful learning experiences.
- Schools, particularly junior and senior highs, provide an emphasis on goal setting and program planning to guide further study and transition to careers through the use of career portfolios.
- The Registered Apprenticeship Program (RAP) is now in all high schools and is encouraging lifelong learning in trades and advanced technology areas. This and the previous two strategies address the “learning to do” pillar of the Canadian Council on Learning.
- The District is providing Grade 12 students in second language courses with the opportunity to sit for internationally recognized credentials of language proficiency.
- High school teachers visit and contact post-secondary institutions in order to be well informed, thereby better meeting students’ needs.
- Centre High students develop a primary and a secondary career plan.
- High schools and Curriculum Services provide students with seminars and workshops on learning strategies, employer or workplace expectations and employment strategies.
- Metro is an innovative hub and resource for personal and professional learning in the capital region, offering individual courses and continuing education programs that enhance job performance or are offered for leisure and recreation.
- Metro provides basic language training focused on settlement and development of functional English skills to newcomers to Canada and for those who need English upgrading or other basic training in order to participate fully in society and the economy.
- Metro provides opportunities for mature students to earn a high school diploma or an adult equivalency diploma. This is done through selective course completion and recognizing life experience equivalent to that gained through study.
- The District provides a mechanism through our high schools and Metro for mature students to earn a high school equivalency diploma.

Note: Some of the strategies in “Students complete programs” apply here as well.

Local measure for this outcome:

- Percentage of the community who are satisfied with the availability of continuing education from Edmonton Public Schools (courses for academic upgrading, skill development and general interest).

Outcome 2.3: Students are well prepared for employment.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6	77.1	High	Improved Significantly	Good			

Strategies

- High schools provide work experience, CTS job safety courses and career directions programs.
- Schools will continue to utilize the Student In-Site program to provide Grade 9 students with a career awareness experience in Edmonton businesses and industries.

- Career Centres in schools provide resource materials, links to employment opportunities and to post-secondary programs and information about bursaries and scholarships. They assist in the development of student portfolios that focus on goal setting and career plans.
- Schools will expand the use of the Knowledge and Employability courses to meet student's learning needs.
- Metro continuing education in partnership with industry offers career transitions to the construction industry programs at various high school locations.
- The District and schools have a number of community business partnerships.
- The district supports the involvement of students in competitions that reinforce learning such as the Culinary Competition.
- Skills Canada - Alberta provides competitions in the areas of skilled trades for high school students and the opportunity to observe these skilled trades competitions for junior high students.
- The District and schools are involved with the Junior Achievement program.
- The **Registered Apprenticeship Program (RAP)** is available to all high school students and consists of initial safety and employability skills training, an internship program and finally the apprenticeship phase. It enables students to broaden their horizons beyond the classroom into the practical and stimulating realm of the workplace. In addition to developing valuable job skills as apprentices, the students' motivation is increased due to the ability to relate classroom studies to the world of work. Some of this work is done in collaboration with Careers, The Next Generation.
- Edmonton Public Schools has developed placement for RAP students within its own Facilities department paired with journeymen already employed by Edmonton Public Schools.
- **Credentialing programs** are being implemented. These programs enable students to document skills developed in high school to satisfy the needs of employers and post-secondary institutions. They include:
 - Language proficiency tests in French and five international languages provide students who choose to take the tests with credentials recognized around the world.
 - The Safety Passport recognizes initial and intermediate safety training to support the needs of employers to ensure workplace safety for students in off campus learning experiences or for students who directly enter the workforce after completing high school.
 - Industry credentialing is also available either through assessment by classroom teachers (e.g., National Coaching Certification Program (NCCP coaching), or by external examination (e.g., Transport Canada or Alberta Fitness Leader Certification Association).
 - An Employability Credential has been piloted and is now in use in some schools and will be expanded to other high schools in the 2008-09 school year. The Skills Credentialing Tool has been developed in partnership with the Conference Board of Canada and is recognized as measuring "soft" employability skills identified by industry as critical.
- Transition programming for specific student groups (e.g., print media and students with limited English – Norquest) that articulates and ladders with other post-secondary education and the world of work is available.
- A centrally organized Workplace Showcase that demonstrates the range of employment opportunities available to Grade 12 students upon completing high school will be expanded to additional school sites to reach a greater range of students in high school.
- Centre High consults with business, industry and post-secondary institutions to identify relevant experiences beneficial for students when seeking employment in particular career areas, i.e., dress code, off-campus placement and so forth.

- Trustees and the Superintendent meet with business and post secondary leaders in the community regarding needs, opportunities for students and feedback on district strategies for improving learning and school to work transitions.

Note: Some of the strategies in “Students are well prepared for lifelong learning” apply here as well.

Local measures for this outcome:

- Percentage of high school parents who are satisfied that school is preparing their child to enter the world of work.
- Percentage of high school parents who are satisfied that school is preparing their child to enter post-secondary education.
- Percentage of the community who feel that EPS is effective in preparing students for the world of work.
- Percentage of the community who feel that EPS is effective in preparing students for entering post-secondary education (university, college, technical schools).
- Percentage of the community who feel that EPS is effective in encouraging students to stay in school until they graduate.

Outcome 2.4: Students model the characteristics of active citizenship.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	78.7	76.7	High	Improved Significantly	Good			

Strategies

- District schools offer a range of formal (e.g., Learning to Lead locally developed course) and informal (e.g., student councils, peer support groups, student patrols, office helpers) student leadership opportunities.
- District junior and senior high schools involve students in community service projects. For instance, some initiatives include visits and assistance at seniors’ residences and hospitals, assisting neighbours and being emergency workers.
- Schools participate in a range of philanthropic activities such as Cops for Cancer, Multiple Sclerosis Bike-a-thon, Terry Fox Run, Little Big Run, The Great Human Race, United Way, Third World initiatives, humanitarian causes and others.
- Some high schools involve students in an advisory group to the principal, on interviews for staff selection, on parent council and so forth.
- Students act as “ambassadors” to represent the school at community events.
- High school students organize and are involved in “welcome week” activities to smooth transition of new students to the school.
- High school students are involved as study buddies and in tutoring and mentoring students in junior high and elementary.
- Centre High students act as first aid personnel, tour guides and in other supportive roles at Greater Edmonton Teachers’ Convention Association (GETCA) and the Edmonton Grand Prix.

- City Centre Education Project schools and partnering agencies have been engaged in ongoing training with Resiliency Canada. The resiliency framework is being integrated into work with students and families to reduce risks and to build capacity by increasing pro-social factors and enhancing protective factors. Other clusters of schools are beginning to engage in resiliency work.
- The District provides a framework that establishes common language and expectations across the District regarding creating cultures of character, which are fundamental to productive, engaging citizenship.
- Schools incorporate expectations related to character and citizenship education into the expectations in the Supporting Teaching and Learning Framework.
- Through the AISI differentiation project, teachers continue to deepen their understanding of the importance of modeling and creating learning environments wherein students feel physically, psychologically, socially and culturally secure. They establish a positive relationship with students, characterized by mutual respect, trust and harmony.

Local measure for this outcome:

- Percentage of the community who feel that Edmonton Public Schools is effective in preparing students to be responsible citizens.

GOAL THREE: Highly Responsive and Responsible Jurisdiction

Outcome 3.1: The education system at all levels demonstrates effective working relationships.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
<ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 	77.5	75.9	Intermediate	Improved Significantly	Good			

Strategies

- The Province and District expect that parents and staff will be involved in the development of school budgets. Trustees, through the budget review process, seek confirmation that this expectation is met.
- School administrators work collaboratively with parent councils to create a supportive and effective school environment. They do this in a number of ways that take into account the unique characteristics of the culture of the school and community. They provide parent evenings on topics determined by parents; they hold family nights; they have parents facilitating school clubs; and involve parent councils in the development of the school plans and results review.
- Schools partner with the community nurse to teach specific health topics, to acquire resources supportive of the curriculum and of health and wellness generally.
- In partnership with Aboriginal agencies, the District provides Wicitowin family nights and Stepping into School.
- Schools use the School Zone web application to provide parents with on-line access to homework, news, attendance records, achievement reports, timetables and digital resources.

- The District provides Curriculum Handbooks for Parents.
- The District offers a “Parents as Partners” program that provides information pertinent to the well-being of students and their families and is a forum for Trustee and parent communication.
- The District is committed to stakeholder engagement and regularly invites parents and the community to participate in public consultations. These discussions assist the Board in making decisions that are in the best interests of all students.
- In collaboration with the Alberta Teachers’ Association (ATA) and other staff groups, the District has undertaken a review of the *Framework for Involvement in Site-Based Decision Making*. This document was introduced as a joint initiative by the District and ATA Local in 2000-2001. As part of the review, a survey of all staff was undertaken in 2007-2008 to determine the awareness, understanding and application of this *Framework* throughout the District. The parties have reviewed the results of the survey and are currently working on several initiatives to improve the effectiveness of the *Framework*: building awareness and understanding of the *Framework* through new staff orientation, leadership development programs and Teachers’ Convention; linking the *Framework* to other frameworks and initiatives (e.g., Respectful Learning and Working Environments); and providing enhanced skill development for staff in effective communications and conflict resolution.
- The District is in the process of developing a formalized community engagement framework. It is anticipated that the framework will include policy, regulation and supporting guidelines as well as suggestions for developing district staff expertise in this area.
- The Board of Trustees approved the establishment of a district-level Foundation to complement the current district-level fundraising approaches. The foundation will promote public education and focus on engaging the community’s support in specific areas determined by the foundation board.
- The District has about 100 educational partnerships with businesses, community organizations and post-secondary institutions. Examples include the Canadian Space Agency, E4C, Junior Achievement and Shaw.
- The District enjoys a collaborative working relationship with many departments within Alberta Education (e.g., stakeholder technology, curriculum, special education, Aboriginal education, infrastructure, workforce planning) and the Alberta Government.
- The District collaborates with the University of Alberta and other post-secondary institutions to provide student practicum placements, internships for Masters’ level students and to enable research within our District.
- The District partners with other districts and post-secondary institutions in areas of curriculum and career transitions.
- The District in partnership with the Faculty of Education at the University of Alberta offers the Child Study Centre alternative program.
- The Career Focused Education (CFE) initiative promotes collaboration among Edmonton Public Schools, and area post-secondary institutions and industry/business by obtaining stakeholders’ input in the development of locally developed courses, Career and Technology Studies (CTS) scope and sequences, off-campus learning experiences and also makes learning relevant for students and teachers.
- The District works with Careers, The Next Generation for trades awareness presentations and RAP/career internships.
- The District collaborates with Edmonton Economic Development Corporation (EEDC) on a number of committees, (e.g., Apprenticeship, Career Planning and Aboriginal).
- The District co-chairs the Youth in Transition to Apprenticeship (YITTA) Advisory that provides support for youth who want to transition to a career in the trades.

- Braemar School has a partnership with the Terra Association in support of programming for pregnant and parenting teens. The Association provides a range of services such as infant care, counseling and a children's clothing exchange.
- A Trustee co-chairs the Capital Region Services to Children Linkages Committee, which provides a regional forum for governing bodies involved with services to children and families.
- The District is a founding member of the Joint Action for Children Committee (JACC) in the capital region, a partnership involving 13 school districts, the health authority, including mental health, children's services, Alberta Alcohol and Drug Abuse Commission (AADAC), Solicitor General's office and Family and Community Social Services (FCSS). This group co-ordinates plans for services to children, links community-based working committees to regional and provincial plans and is working on developing a two-way information flow with the Alberta Children and Youth Initiative (ACYI).
- The District is represented on the Complex Needs Case Management Team, which hears cases for all school jurisdictions in the capital region.
- The District is working collaboratively with Capital Health and other health authorities to improve the health and well-being of students and staff. This includes support for curriculum and for improving the knowledge and decision-making of students with regard to healthy nutrition.
- A Trustee is co-chair of the Alberta Coalition for Healthy School Communities.
- A representative for the District regularly attends the Healthy Eating and Active Living (HEAL) committee meetings (with Capital Health).
- The District is a partner with the School of Public Health at the University of Alberta on research related to the successful implementation of a comprehensive school health approach.
- Edmonton Public Schools works in partnership with Capital Health, Edmonton and Area Child and Family Services, Edmonton Catholic Schools and various school authorities and early childhood societies through ESHIP in the provision of a range of supports, programs and services, including speech and language, occupational therapy, physical therapy, children's home care services (nursing), mental health, neuro-developmental and emotional/behavioral supports to students with mild, moderate and severe needs.
- The District is an active partner in the Success By 6 Council of Partners and is represented on the childcare subcommittee. Through this involvement, the District remains current and provides input to early childhood initiatives that impact children's early development and ultimately their success in school.
- Key stakeholders from the Success by 6 Council of Partners - Child and Family Services Region 6 and Capital Health and CUP - are collaborating in support of implementing the Early Developmental Instrument (EDI) in the capital region.
- Representatives from the District and the City of Edmonton will engage in facilitated discussions to further and support collaborative work.
- The District works with Edmonton community leagues as an important contact point to engage neighbourhoods and communities in district or school initiatives, decisions, plans or consultations. The district also provides after-hours use of schools for community league sponsored events and activities.
- The District works collaboratively with Alberta Association for Community Living and the Edmonton Regional Coalition for Inclusive Education to support inclusion of students with special needs. As well, the district will work with a number of schools in an inclusion pilot to learn how we can better serve students in inclusive settings.
- District schools involved in the AISI community collaboration project are partnering with the City of Edmonton and other agencies to improve services to children, youth and families.

- Three junior highs, with financial support from the Alberta Mental Health Board, are partnering with Big Brothers and Big Sisters, the YMCA, The Family Centre and Capital Health (Mental Health) to provide preventive and supportive services that will help the students in their cluster deal with emotional and social challenges.
- The District partners with the Alberta Optometrist Association to provide the Eye See..Eye Learn program, enabling each kindergarten child, if necessary, to get a free pair of glasses.
- The District partners with the Medic Alert *No Child Without* initiative, which enables children ages 4 to 14 to receive a free medic alert bracelet.
- The District, in collaboration with M.A.P.S. Alberta Capital Region, is developing a database regarding demographics and current services to enable effective service delivery, especially for those at risk due to poverty.
- The district maintains an alliance with the Edmonton Public Library and with the Centre for Family Literacy to enhance literacy opportunities for students and families and resources for staff.
- The District maintains an alliance with the YMCA to enhance supports for children, youth and their families and subsequently their success in school.
- The District is a founding member of the Community-University Partnership for the Study of Children, Youth and Families (CUP) which is dedicated to reducing the gap between university research and practices in the community. It promotes reciprocal, sustained and mutually beneficial interactions among researchers, practitioners, policy-makers and families to improve practice, inform policy and enhance the development of children, youth and families.
- The District works in partnership with schools and a range of Aboriginal organizations such as Bent Arrow Traditional Healing Society, Métis Child and Family Services, Ben Calf Robe Society and Red Road Healing Society.
- The District works with schools and a range of multicultural community organizations such as the Mennonite Centre for Newcomers, Northern Alberta Alliance on Race Relations (NAARR), Multicultural Health Brokers, Immigration and Settlement Services at Catholic Social Services, Edmonton Immigrant Services Association and The Family Centre.
- The District is working with the Somali and Sudanese communities on identifying and developing supports for their students and families.
- The District has received a grant in collaboration with the Kurdish community to develop a homework club, a mentoring program and parent sessions.
- The District received a grant in collaboration with the Multicultural Health Brokers and the Mennonite Centre to collect information on the health needs of refugee students and to develop some responsive strategies.
- The District is working with Actions for Healthy Communities on developing three summer camps for refugee students.
- The District is working with the African Centre on developing support for tutoring and recreational opportunities for students.
- The District is working with the YWCA on implementing the Power of Being a Girl program in two school sites.
- The District collaborates with the Sports Medicine Council, Alberta Sport, Recreation, Parks, and Wildlife Foundation, National Coaching Certification Program, Alberta Fitness Leaders Certification Association and Edmonton Sports Council to develop programs that enhance lifelong health and wellness.
- In collaboration with the Canadian Athletic Coaching Centre (CACC), CACC staff have the opportunity to provide teacher in-servicing on the Run-Jump-Throw resource.

- The District has established formal partnerships with Edmonton Emergency Medical Services, Edmonton Fire Rescue and Strathcona County Emergency Services in support of career-related programming at selected high schools.
- The District continues to work with Edmonton Police Services so that police resource officers are available in high schools.
- The District works collaboratively on cross-ministry initiatives that promote student safety (e.g., Edmonton Drug Strategy, Safe and Caring Schools).
- The District is represented on the SafeEdmonton Committee and provides a contact person to the Edmonton Youth Gang Intervention and Diversion Program.
- The District participates in district safety committees with the Alberta Teachers' Association (ATA) and the Canadian Union of Public Employees (CUPE). It is also developing a partnership with Alberta Human Resources and Employment (AHRE), Workplace Safety and the Alberta Boiler Safety Association (ABSA) regarding the development and implementation of safety resources that can be used by all school districts in Alberta.
- With support from, and in collaboration with, the Edmonton local of the Alberta Teachers' Association (ATA), a teacher mentoring program will continue to be offered as a part of our services for new teachers.
- The District works with the Edmonton Chapter of the Association for Bright Children, providing programming information and sharing information about resources and sessions for students and parents.
- The District is connected with the Edmonton Fetal Alcohol Network through its participation on the Child and Youth Committee, helping social workers and support groups access information about the District.
- The District is a major provider of space at a reasonable cost for Head Start programs, pre-school, before and after school care and child care programs.
- The District has established formal partnerships with the Royal Alberta Museum and the Clifford E. Lee Bird Sanctuary in support of the elementary science alternative program.
- The District is represented on the operations committee and the "Sounding Board" of the Families First initiative.
- The District is represented on the Roots of Empathy advisory committee.
- Metro programs provide a link to public education for those who are no longer in school, for those who do not have students in school and for those who may have no other connection to public education.

Local measures for this outcome:

- Percentage of parents satisfied with their opportunity for involvement in school decisions that affect their child.
- Percentage of community members who are satisfied that Edmonton Public Schools is effective in working with other agencies to help students (social services, health services, police services).

Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
<ul style="list-style-type: none"> Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 	78.8	73.4	High	Improved Significantly	Good			
Percentage of teachers reporting that in the past 3-5 years the professional development and in-services received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	79.1	77.6	n/a	n/a	n/a			

Note: Shaded measures are required but are not part of the Accountability Pillar.

Strategies

- All schools are engaged in school-based professional development.
- School principals mentor potential leadership candidates.
- Staff in some schools are involved in action research projects.
- Through instructional leadership teams in schools and central departments, distributed leadership is practiced throughout the District.
- The District provides training and preparation for positions of leadership through the Principal Education Development and the Leadership Education Development programs.
- The District provides programs and support for first-year principals.
- The District utilizes the Framework for Supporting Teaching and Learning to guide continuous improvement. Through this framework, schools incorporate job-embedded professional development into the daily work of the school. As well, through inter- and intra-school visitations, professional practice is further enhanced.
- The District provides orientation support and a mentorship program for teachers in their first year of teaching and those new to the District. All first-year teachers will also receive ongoing coaching and support in deepening instructional practices. Teacher institutes begin in August and continue throughout the year for teachers to explore classroom organization and management, curriculum expectations, short and long term planning.
- Schools provide orientation and support to staff new to the school and/or new to the profession.
- Nine district schools are involved in a school-wide coaching pilot, whereby teachers open up their practice, engage in continuous reflection and professional conversations with colleague(s) as well as an entire staff about teaching and learning, which results in a culture of continuous improvement.
- The District provides in-services for support and custodial staff through Consulting Services and Metro.
- District professional development sessions assist schools to effectively analyze school and district data (attendance, report card marks, HLAT test scores, provincial examination test scores, etc.) to determine next steps in the school's work to enhance student achievement.

- Staff from schools and central are part of project leadership teams associated with each of the five AISI projects. They discuss successes, challenges, professional development and monitor projects to ensure they continue to enhance student learning and meet AISI criteria.
- Personnel Support Services is committed to providing facilitative leadership in working with Leadership Services, Personnel Recruitment and Staffing, Consulting Services, Student Achievement Services and other stakeholders to develop a district framework for leadership development related to certificated and exempt leadership positions. This initiative considers issues related to staff development, succession planning and building leadership capacity within the District.
- The District has a cadre of curriculum and instructional specialists, as well as staff from a broad range of professions (e.g., audiology, psychology, speech language pathology, occupational therapy, physical therapy, adaptive physical education, social workers, multilingual and Aboriginal workers) who provide advice, assistance and support to schools through in-services, customized professional development and assistance with individual students and their families.
- The District provides specialized assistance and support to alternative programs to enhance the effectiveness of the programs and to sustain program integrity.
- Principals and decision unit managers monitor a variety of indicators (e.g., achievement results, financial statements, satisfaction surveys) and adjust their actions accordingly.
- The District continues to develop high-quality curriculum support and assessment resources to assist staff in delivering effective programming.
- The District provides language proficiency assessments for staff teaching in a language program, helping to inform their professional growth plan and enhancing teacher skill in the language of instruction.
- The District continues to support participation in high-quality research through the provision of research assistance, professional development and guidance needed to access current research findings related to district expectations.
- The joint District and A.T.A committee on the *Framework for Involvement in Site-Based Decision Making* conducted a survey. The results of this survey serve as a baseline to identify positive changes.
- The District has initiated a staff development program for teachers who wish to upgrade their curricular content knowledge. This program has been developed in collaboration with several faculties at the University of Alberta and the University of Lethbridge and is currently targeted to teachers of second languages and physical education and secondary teachers of mathematics, language arts (English), science and social studies.
- Personnel Support Services has adjusted the plans for new staff orientation to include time for an introduction to Aboriginal awareness. One pilot orientation with new teachers has occurred and implementation will continue next year.
- When possible, Personnel Recruitment and Staffing will implement exit interviews with Aboriginal staff leaving the District.
- The District has initiated a pilot, involving staff from Personnel, Staff Relations and Staff Development, Facilities Services, Consulting Services and Metro Continuing Education, whereby custodial staff may obtain a Building Operator Certificate and prepare for 5th and 4th Class Power Engineering certification.
- The District, in collaboration with CUPE Locals 474 and 3550 representatives, has established joint committees whose mandate is to examine custodial and support staff development needs and to prepare recommendations regarding the development and implementation of training.
- The District committed to establishing a position for a support staff mentor for teaching assistants to provide on-site coaching and support and share best practices.

- The Board of Trustees approved a health and wellness policy that resulted in the development of an administrative regulation and a plan to promote and provide healthy food and beverage options and to encourage students to routinely make healthy choices.
- Schools are required to include plans to support physical activity and nutritional health in their budget-planning document. Schools are also asked to highlight supports they are putting in place for Aboriginal students, English language learners and students deemed to be at risk.
- An annual occupational health and safety audit was conducted and incremental improvements to the occupational health and safety program are being introduced. More than 800 staff members have received basic occupational health and safety training.
- A district return to work committee has been established to discuss issues and processes surrounding return to work planning accommodations.
- The District provides an Employee and Family Assistance Program to support employees and members of their household as they deal with stressful situations in their lives.
- The District continues to make organizational health a priority. A policy on Respectful Learning and Working Environments has been approved and communicated with all district staff during the 2007-2008 school year. Discussions are also occurring regarding a Staff Code of Conduct.
- In collaboration with a variety of district stakeholders, Resource Development Services assumes a leadership role in producing a variety of resources incorporating effective research-based practices that support teaching and learning.
- Central decision units (DUs) work collaboratively to host an annual Central Services Showcase. The showcase provides an opportunity for principals and central DU staff to liaise and discuss ways to support the work being done by each.
- Through the CTS Tools and Equipment Enhancement grant, teacher collaboration software will be purchased and implemented to prevent isolation of CTS teachers.
- Junior High practical arts teachers will establish *innovation teams* to develop and share programming solutions related to learning theories and aligned to current industry and business processes.
- High school CTS teachers will develop module sequences to support teacher collaboration, improve student mobility, and ease resourcing and recognition issues.
- District staff serve as part of ATA Specialist Councils Executive Committees.

Local measure for this outcome:

- Percentage of staff who feel that the District is a good place to work.

Highlights of Facility and Capital Plans

Plan Hierarchy

Edmonton Public Schools annually prepares the Ten-Year Facilities Plan and the Three-Year Capital Plan, as required by Alberta Infrastructure, to address the District's ongoing priorities for facility investment, and ensures a valuable educational experience for all students. These plans are responsive and long-term in focus, continually striving to positively enhance the critical relationships that exist between quality learning environments and excellence in teaching and learning, through the responsible use and management of district facilities.

Edmonton Public Schools' Ten-Year Facilities Plan provides overall direction to the District's capital planning process. As a planning framework and reference, the Ten-Year Facilities Plan is

valuable in ensuring that the District maintains a balanced and consistent approach in all of its work involving capital development, space utilization, facilities management and program distribution. The practical application of the planning principles as described in the District's Ten-Year Facilities Plan has supported a more consistent and integrated approach to the District's planning around all aspects of student accommodation, use of space and programming. An analysis has been done to determine appropriate facility strategies for each district school over a ten-year period and is included in the district's Ten-Year Facilities Plan.

Edmonton Public Schools' Three Year Capital Plan 2009-2012 requests funding for new and preservation projects to address growing facility deficiencies and establishes the District's highest capital priorities for school facility needs over the forthcoming three-year period. The capital plan takes into account building condition and ratings, program distribution and student accommodation opportunities, transportation requirements, and capital development needs. Specific requests involve new and replacement school requests, preservation projects, modular classroom requests and ongoing lease requirements. A set of planning criteria, including building condition, district initiatives, program needs, sector analysis and transportation issues, guides the Capital Plan.

District Capital Priorities

Over the past year, a number of projects have been announced, commenced and continue to be underway to benefit all students in the District. These projects include:

- Nine new schools were announced through the Alberta Schools Alternative Procurement (ASAP) project. Suburban neighbourhoods in the City of Edmonton continue to be the location of considerable development. To manage growth pressures resulting from Alberta's prosperous economy, the Province introduced the ASAP project as a pilot project and announced nine new schools for Edmonton Public Schools using the public-private partnership (P3) approach. These nine new schools represent the top nine priorities listed in the *2008-2011 Three-Year Capital Plan* and are:
 - Schools Announced June 2007
 1. Palisades K-9
 2. The Lake District K-9
 3. Pilot Sound
 4. Terwillegar Heights K-9
 5. Heritage Valley K-9
 6. Meadows K-9
 - Schools Announced January 2008
 7. The Grange K-9
 8. Griesbach K-9
 9. Ellerslie K-9
- In the fall of 2006, Edmonton Public Schools received approval to proceed with the modernization of Balwin Elementary/Junior High School and Holyrood Elementary School. Construction is currently underway in both schools and is anticipated to be completed by September 2009.
- The revitalization project for Victoria School of Performing and Visual Arts continues. The project, which includes several phases, is scheduled for completion in 2011.
- Lillian Osborne High School is currently under construction in the Riverbend/Terwillegar area of Edmonton and is scheduled to open in September 2009.
- In August 2007, the Province announced a \$35 million dollar funding strategy for Edmonton Public Schools for upcoming construction and renewal projects. Edmonton Public Schools

followed the modernization projects outlined in the *Three-Year Capital Plan 2008-2011* to determine the list to include as renewal projects:

- Ellerslie North Campus - Urban Infrastructure Project
- Strathcona School - Essential Upgrade Project
- Eastglen School - Essential Upgrade Project
- Prince Charles School - General Upgrade Project
- Forest Heights School - General Upgrade Project

Capital Investment and Benefits to Students

The District is committed to providing students at all grade levels with high quality, modern facilities wherever they live in the City of Edmonton, and with a balanced choice of regular, alternative and special education programs within each sector. The approach will reduce the dependency on designated receiving schools and reduce the amount of time students spend being transported to school.

The District seeks ways to creatively re-use surplus space to provide value to students and the community. Work continues towards improving and using space more efficiently. With anticipated changes to the approach taken by the Provincial Government in determining how it allocates funds for plant operations and maintenance, this efficient use of space becomes more significant. With the reduction of surplus space, a greater portion of the District's annual allocation for plant operation and maintenance can be applied to the remaining area, i.e. more dollars allocated per square meter.

Space Reduction Initiative

In an effort to reduce surplus space in areas of the District where school facilities are larger than needed, space reduction initiatives will continue to be considered as an alternative to school closure. Currently, there is more than sufficient space in Edmonton Public Schools to accommodate the current student population. However, one of the issues the District faces is that some schools are not in close proximity to where students live. According to capacity as calculated by the Provincial Government, within the next five years, the District will gain another 5,700 student spaces with the addition of Lillian Osborne High School and the first six ASAP schools. Although the new schools are welcome, with the addition of student spaces in the midst of empty student spaces, the issues of excess space and use of space need to be addressed. By relocating portable space to where students live, the District strives towards accommodating students closer to home, while decreasing the amount of excess space on school sites where enrolments have decreased, thereby utilizing core school space more efficiently. By reducing and relocating unused non-core school space, Edmonton Public Schools continues to work towards retention of schools in aging neighbourhoods.

In March 2008, the Board of Trustees approved the closure of two district school and students will be accommodated into existing schools beginning September 2008.

For further information, visit Edmonton Public Schools Planning Department website at www.planning.epsb.ca or phone the Planning department at 429-8427.

Budget Highlights

The 2008-2009 Budget is based on the premise that all resources should be distributed equitably in accordance with responsibilities for results. While most of the funding is directly linked to student populations, other resources are allocated based on environmental factors and the socio-economic dynamics of the school. Priority funding is also allocated based on Alberta Education guidelines.

This budget represents the first year of the 2008-2011 planning cycle. While the focus remains on student achievement and growth, the plans continue to highlight initiatives in support of the board priorities:

- To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.
- To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.
- To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

The proposed expenditure budget is \$738.8 million. This consists of \$3.8 million carried forward from 2007-2008 and an anticipated revenue of \$735 million. The revenue reflects an enrolment of 78,701 students. This is a decrease of 622 students from the previous year.

Approximately 81% of the district's budget is planned directly by the schools with input from staff, students, parents, and the community. Each school receives an allocation of dollars with which to plan the number of staff and the supplies, equipment, and services they need to provide the best possible programs for all students. The allocation is based primarily on the number of the students enrolled at the school.

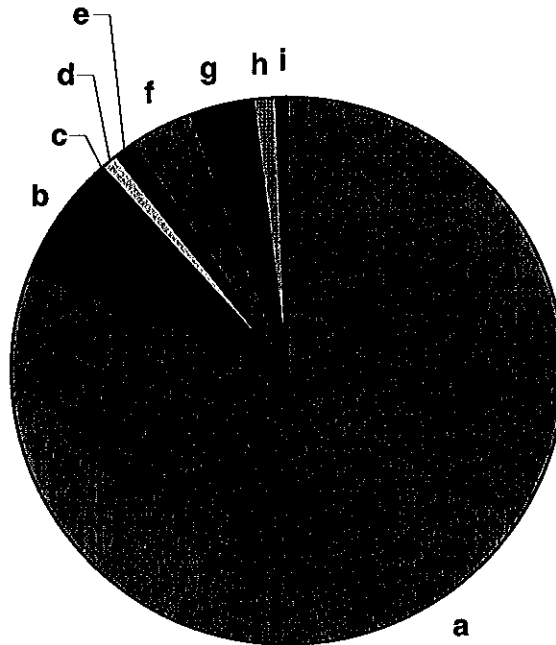
The remaining 19% of the district's budget includes board and central services (9.3%), Metro Continuing Education (0.9%), transportation (4.0%), Debt Services (3.6%), and External Revenue (1.2%). Although board and central services represent 9.3% of the budget, this includes some resources for instructional support services as well as building operations and maintenance.

Of the above, the district does not have the discretion to allocate the revenue for Debt, Metro Continuing Education, or Transportation. Therefore, when the revenue that is available to allocate is taken into consideration, 89.6% of these dollars are in the schools. Of the remaining 10.4%, only 2.9% is allocated for administration and governance, and the remainder is broken up as follows: 5.5% for instruction/instructional support, 0.5% for support to central departments, 0.7% for operations and maintenance, 0.2% for support to capital projects and 0.6% for external services.

Detailed information regarding district and individual school budget and expenditure plans can be obtained from neighborhood schools in the district and from public libraries.

For additional information, please contact Budget Services at 429-8060 or view the district's website at www.epsb.ca.

2008 - 2009 APPROVED BUDGET



		\$ (million)	%
a	School Budgets	597.5	81.0%
b	Board and Central	54.3	7.3%
c	Professional Improvement	1.6	0.2%
d	Supply Services	8.2	1.1%
e	Metro Continuing Education	6.6	0.9%
f	Transportation	29.3	4.0%
g	Debt	26.9	3.6%
h	External Revenue	9.3	1.2%
i	District Level Expenditures	5.1	0.7%
		738.8	100%

Publication and Communication

The Edmonton Public Schools' Three Year Education Plan 2008-2011 is posted on the jurisdiction's website at <http://www.epsb.ca/datafiles/ThreeYearEducationPlan.pdf>.

The plan was developed in accordance with the requirements outlined in the Province's accountability statement for the Board of Trustees. Similarly, with regard to requirements for school principals, principals were informed about provincial expectations, including the involvement of school councils in the updating of the schools' three-year education plan. School administrators have indicated within their 2008-09 school plans how school councils have been involved.

The plan will be sent to school council chairs to share with parents and to principals to share with staff. As well, it will be sent to all capital region school jurisdictions, community partners and the public library.

In addition, the District will develop a community report based on the information in its Three Year Education Plan 2008-2011. The report, which will include a link to the complete plan, will be shared with parents and community members.