EDMONTON PUBLIC SCHOOLS

May 10, 2011

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: T. Parker, Assistant Superintendent
                B. Smith, Executive Director

RESOURCE
STAFF: Sandy Forster, Jack Geldart, Lorne Parker, Stephen Wright, Corrie
                Ziegler

INFORMATION

TRUSTEE REQUEST #80, APRIL 20, 2011, (TRUSTEE COLBURN) PROVIDE INFORMATION IDENTIFYING THE LOCATIONS OF OPPORTUNITY PROGRAMS IN THE DISTRICT AT THE JUNIOR HIGH AND SENIOR HIGH LEVEL: Opportunity gives support to students who demonstrate mild cognitive disabilities and significant academic delays. Programming emphasizes development of literacy and numeracy skills, and the application of important academic, social, work and life skills in the classroom, school and community. The program fosters student independence. Some schools offer Behaviour and Learning Skills/Opportunity programming which assists students with mild cognitive disabilities and extreme behavioural difficulties.

Further information regarding the Opportunity Program and the locations of other district centre special education programs is available on the Edmonton Public Schools website via the Programs menu.

Following the pre-enrolment process, demand for Opportunity Program student spaces is monitored by school principals, Leadership Services and Planning staff. District centre Opportunity Program classes may be established, expanded, or deactivated according to demand. Appendix I identifies district centre sites for the 2010-2011 school year.

TRUSTEE REQUEST #81, APRIL 13, 2011, (TRUSTEE COLBURN) PROVIDE INFORMATION REGARDING THE PARTICULARS OF THE REGISTERED APPRENTICESHIP PROGRAM (RAP) INCLUDING THE APPROXIMATE PERCENTAGE OF RAP STUDENTS WHO ENTER RAP IN GRADE 10 AND GRADUATE WITH A DIPLOMA AS WELL THE PERCENTAGE OF STUDENTS WHO DROPOUT. The year 2005-2006 was selected as a being a typical year snapshot of the RAP data requested. The school year 2005-2006 cohort was selected as it permitted the collection of data aligned to the five-year high school completion model for the following questions:
1. How many students were in the RAP Program and what percentage were Grade 10 students?

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- 199 students were in the RAP Program during 2005-2006
- 28 were Grade 10 students (14 per cent) – typically students do not enter RAP until Grade 11

2. Of the students who entered the RAP Program, how many graduated?
    - 24 of the 28 Grade 10 students (86 per cent) earned a diploma.
    - 155 of the 199 students (79 per cent) who were in RAP in 2005-2006 earned a diploma.

3. Of the students who entered the RAP Program, how many were leavers?
   The district does not have access to data for the four Grade 10 students who did not earn a diploma (or the 44 in the 2005-2006 cohort). They may be high school completers through any of the following methods:
    - earned a diploma by finishing in another school district in Alberta.
    - earned a diploma outside of the five-year window (2005-2006 was chosen to best capture students who take more than three years.)
    - completed a Certificate of High School Achievement (instead of a Diploma).
    - earned a High School Equivalency Diploma (GED)
    - enrolled in a post-secondary institution
    - achieved Academic Standing (five Grade 12 courses)

TRUSTEE REQUEST #82, APRIL 13, 2011, (TRUSTEE RIPLEY) PROVIDE INFORMATION ON THE IMPLICATIONS, COSTS AND ANY OTHER CONSIDERATIONS TO THE DISTRICT AND CURRENT AND FUTURE LESSORS REQUIRING EVIDENCE OF RECOGNIZED, ACCEPTABLE, SOCIAL AND ETHICAL PRACTICES FOR THOSE LEASING OR LICENSING SPACE IN DISTRICT BUILDINGS: District practice requires external parties wishing to lease space in district facilities to submit an application form, complete with registered Certificate of Incorporation name, for a for-profit corporation or a not-for-profit society. District staff confirm that the tenant would provide services to children and families, or that the organization provides broader community services. Schools would be contacted where space needs and services might align for both parties. If the schools and the outside party wish to pursue a lease, the outside party would be required to demonstrate that they have required insurance regarding damages to district property, or harm to students, staff and visitors to the site.

All visitors and users of district facilities are expected to adhere to all laws and bylaws applicable to district property, and they are expected to adhere to all district policies, rules and regulations in place at a school or district level. Standard district leases, licenses and space use agreements typically specify these. District principals or site managers are responsible for tenants and users of their facilities. They provide the best assessment as to the appropriateness of tenants and users of district facilities. Outside of existing district policies, there are no established standards or evaluation metrics in place that can be used to assess submissions by external parties and tenants regarding their evidence of "recognized, acceptable, social and ethical practices". These would need to be researched and developed prior to implementation.

Implications for the District would include increased staff time and cost to require, collect and assess submissions of third-parties wishing to lease space, in terms of the new requirement assessment and screening. Preliminary queries of some existing tenants and partner agencies suggests there would be an increased level of frustration with this requirement as an "additional hoop" above and beyond all of the requirements the agencies are already required to meet, in terms of government regulations, industry standards, licensing requirements, staff and site accreditation standards, financial and insurance responsibilities, records checks, etc. A question has been raised in terms of why there was no consultation or engagement process for tenants and partners to provide feedback on adopting this requirement before it was approved. In many cases, tenants are governed or managed by volunteers. Some current tenants may choose not to continue with leases or partnerships, and future tenants may choose not to pursue leases with the District. Future lease revenues could be impacted negatively if tenants decide not to continue to lease district space, or potential tenants choose not to try and meet this new requirement. Any impacts to the number of out-of-school care providers in district schools could have significant impacts on parents, families and the schools themselves.

TRUSTEE REQUEST #83, APRIL 13, 2011, (TRUSTEE RIPLEY) PROVIDE INFORMATION SUMMARIZING THE RECENT PROVINCIAL FINDINGS ABOUT SCHOOL LIBRARIES AND A COPY OF THE EPSB RESULTS FROM THE SCHOOL LIBRARY SURVEY THE PROVINCE ADMINISTERED. This report compares the Edmonton Public Schools' results and the provincial results of the June 2009 Alberta Education "School Library Survey". The survey encompassed 629 individual school responses. The report does not break down results by types of school authorities for provincial results. A summary of nine key areas and comparison of district and provincial survey results is attached (Appendix II).

TP:BJS:ja

APPENDIX I   Opportunity Program District Centres – Junior and Senior High Schools
APPENDIX II   June 2009 School Libraries Survey Report Summary and Survey Results

Opportunity Program District Centres

Junior High Schools

Balwin School
7055 - 132 Avenue T5C 2A7
Phone: 780-475-3646

Edith Rogers School
8308 Mill Woods Road T6K 1Y7
Phone: 780-462-3310

Highlands School
11509 - 62 Street T5W 4C2
Phone: 780-479-4206

Hillcrest School
16400 - 80 Avenue T5R 3M6
Phone: 780-489-2516

John D. Bracco School
3150 - 139 Avenue T5Y 2P7
Phone: 780-475-1760

Killarney School
13110 - 91 Street T5E 3P6
Phone: 780-475-1737

L.Y. Cairns School
10510 - 45 Avenue T6H 0A1
Phone: 780-434-9561, 435-7812

Lawton Junior High
11602 - 40 Street T5W 2K6
Phone: 780-471-1052

Londonderry School
7104 - 144 Avenue T5C 2R4
Phone: 780-473-4560

Major General Griesbach School
14315 - 102A Street T5E 4L5
Phone: 780-456-9482

Mary Butterworth School
16315 - 109 Street T5X 2R2
Phone: 780-476-1480

Ottewell School
9435 - 73 Street T6B 2A9
Phone: 780-466-7331, 466-7341

Rosslyn School
13215 - 113A Street T5E 5B9
Phone: 780-453-1576

S. Bruce Smith School
5545 - 184 Street T6M 2L9
Phone: 780-444-4946, 444-7702

Spruce Avenue School
11424 - 102 Street T5G 2E7
Phone: 780-479-0155, 474-4509

T.D. Baker School
1750 Mill Woods Road East T6L 5C5
Phone: 780-462-5496

Westmount School
11124 - 130 Street T5M 0J2
Phone: 780-452-8350

Senior High Schools

L.Y. Cairns School
10510 - 45 Avenue T6H 0A1
Phone: 780-434-9561, 435-7812

June 2009 School Libraries Survey Report Summary and Survey Results

General Information about School Libraries
More district schools (100 per cent) report having a library compared to provincial results (97 per cent). Both the district and provincial results are equal for occurrences of when the school serves as a community library (5 per cent). Most district school libraries (83 per cent) are open at all times during the day compared to the provincial results (75 per cent). Fewer district school libraries (17 per cent) are open at selected times during the week compared to provincial results (21 per cent). Fewer district schools (77 per cent) have student learning outcomes linked to library services in the annual school education plan than schools in the province (83 per cent) as reported in the survey.

School Library Plan
District results are slightly higher than provincial results for: a school library having a plan (40 per cent vs. 38 per cent), collection development policy (35 per cent vs. 34 per cent), and learning outcome plan (22 per cent vs. 19 per cent). Both district and provincial results are identical for the question "does your school library plan include a budget plan" (37 per cent).

Library Staff and Qualifications
The District has a greater percentage of staff with higher qualifications supervising the library compared to provincial results. The utilization of library technicians/clerks (54 per cent) and teacher librarians (19 per cent) are substantially greater for the District compared to provincial results for library technician/clerks (35 per cent) and teacher librarians (10 per cent). The results indicate district use of library assistants/clerks (19 per cent) is substantially lower than that reported for provincial results (35 per cent).

Current State of Library Collections
Both the district and the province results (85per cent) report that resources are complete and in good repair. Slightly more district school libraries (15 per cent) report that library resources are dated compared to provincial results (12 per cent).

Types of Study Areas Provided by School Library Facilities
When compared to provincial results, designated district school library space is higher for reading (95 per cent vs. 90 per cent), group instructional (88 per cent vs. 85 per cent), individual instructional (88 per cent vs. 80 per cent) and class areas (75 per cent vs. 73 per cent).

Types of Services Provided by School Library Facilities
District school libraries (94 per cent) are substantially more automated for circulation when compared to the provincial results (77 per cent). Approximately one third of district school libraries (32 per cent) provide greater access to videoconferencing compared to provincial results (23 per cent). Access to personal email in district school libraries (14 per cent) is substantially lower when compared to provincial results (19 per cent). Also, access to school email accounts in district school libraries (22 per cent) is substantially lower when compared to provincial results (43 per cent).

Availability of School Library Online Information
More district school libraries (75 per cent) report using Alberta Education's Online Reference Centre through LearnAlberta.ca compared to provincial results (59 per cent). District libraries use the internet substantially less often as a platform for sharing online information compared to provincial results (library catalogue – 8 per cent district, 30 per cent province; library web page – 15 per cent district, 29 per cent province).

Student Access to Various Types of School Library Services
The district reports a greater percentage of schools offering recreational reading services compared to the provincial percentage (99 per cent vs. 95 per cent). The District reports a greater percentage of schools offering reference services compared to the percentage reported by the province (97 per cent vs. 91 per cent). More district libraries report offering cooperative programs and teaching compared to the percentage reported by the province (59 per cent vs. 43 per cent).

School Libraries' Support for Various Types Learning Outcomes
A higher percentage of district school libraries (91 per cent) support inquiry-based learning compared to provincial survey results (80 per cent). A substantial percentage of district school libraries (88 per cent) support information literacy learning compared to provincial survey results (75 per cent). More district school libraries (63 per cent) support Information and Communication Technology (ICT) learning outcomes compared to provincial survey results (59 per cent).

Question	District %	Province %
General Information About School Libraries		
Does your school have a library	100	97
Does it serve as a community library	5	5
Library open at all times during the day	83	75
Library open at selected times during the week	17	21
Student learning outcomes are not linked to library services in the annual school education plan	77	83
School Library Plan		
School has library plan	40	38
School has library budget plan	37	37
Library has collection development policy	35	34
Library has learning outcome plan	22	19
Library Staff and Qualifications		
Services of Masters of Library Science Librarian (MLS) without BEd	3	2
Library has teacher librarian	19	10
Use of library technician	54	35
Use of library assistant/clerks	19	35
Use of other than MLS, tech, assistant/clerk	22	25
Less than 0.5 FTE assigned to teaching staff for coordinating school library	73	74
Current State of Library Collections		
Most library resources are complete and in good repair	85	85
Current library resources are dated	15	12
Types of Study Areas Provided by School Library Facilities		
Schools provide reading areas in library	95	90
Schools provide group instructional areas in library	88	85
Schools provide individual instructional areas	88	80
Schools provide class areas	75	73
Types of Services Provided by School Library Facilities		
Provide students with internet access	82	81
Provide an automated circulation area	94	77
Provide students with email access to school accounts	22	43
Provide students with access to video conferencing	32	23
Allow students to access personal email accounts from school	14	19
Availability of School Library Online Information		
Provides an online library catalogue	59	59
Makes use of Alberta Education's Online Reference Centre through LearnAlberta.ca	75	59
Have school library catalogue available on internet	8	30
School library has a web page	15	29
Student Access to Various Types of School Library Services		
Offer recreational reading services	99	95
Offer Reference Services	97	91
Offer students cooperative program and teaching	59	43
School Libraries' Support for Various Types of Learning Outcomes		
School libraries' support inquiry based learning	91	80
School libraries' support information literacy learning	88	75
School libraries' support Information and Communication Technology Learning (ICT)	63	59