




# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

Board Meeting #6

McCauley Chambers  
Tuesday, November 13, 2012  
2:00 p.m.

- A. O Canada 
- B. Roll Call
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Comments from the Public and Staff Group Representatives
- F. Reports
  - 1. Report #1 of the Caucus Committee (from the Meeting Held November 6, 2012)  
(Recommendation)
  - 2. Motion re Council of School Councils  
(Recommendation)
  - 3. Policies Bulletin for the Alberta School Boards Association (ASBA) 2012 Fall Annual General Meeting  
(Recommendation)
  - 4. District Priorities and Governance Committee  
– Update to Terms of Reference  
(Recommendation)
  - 5. District Priorities and Governance Committee  
- Trustee Survey  
(Information)
  - 6. 2011-12 Edmonton Public Schools Student, Parent, Staff and Community Satisfaction Survey Results  
(Information)
  - 7. ASBA Second Language Caucus – Call for Representatives  
(Information)

**BOARD OF TRUSTEES**

**Sarah Hoffman**  
Board Chair

**Michael Janz**  
Board Vice-Chair

**Heather MacKenzie**  
Conference Chair

**Leslie Cleary**  
**David Colburn**  
**Cheryl Johner**  
**Heather MacKenzie**  
**Catherine Ripley**  
**Ken Shipka**  
**Christopher Spencer**

8. Supports for School Councils  
(Information – Response to Request for Information #222)
9. Status of Work on Special Needs Task Force Recommendations  
(Information – Response to Request for Information #231)
10. Bereavement  
(Information – With Introduction)

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

**H. Comments from the Public and Staff Group Representatives**  
– 5:00 p.m. (*NOTE: Pre-registration is required for this item.*)

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

**J. Notices of Motion**

**K. Meeting Dates**

**L. Adjournment**

**DATE:** November 13, 2012

**TO:** Board of Trustees

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

**SUBJECT:** Report #1 of the Caucus Committee (From the Meeting Held November 6, 2012)

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

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

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#### **ISSUE**

Recommendations arising from the Caucus Committee meeting held November 6, 2012 are being presented for final approval as per the terms of reference for Caucus Committee.

#### **RECOMMENDATION**

- 1. That Report #1 of the Caucus Committee from the meeting held November 6, 2012 be received and considered.**
  
- 2. That the Board of Trustees approve the following key messages regarding next steps in developing the District Infrastructure Strategy:**
  - **The Government of Alberta funds maintenance and buildings, and the funding is not sufficient to meet our infrastructure needs.**
  - **The Board has identified the need for a district-wide strategy to address the pressing infrastructure needs facing Edmonton Public Schools.**
  - **Edmonton Public Schools must take deliberate steps to address the significant amount of deferred maintenance that has accumulated and will continue to accumulate in the coming years.**
  - **If Trustees do not take decisive action, the amount of deferred maintenance at Edmonton Public Schools will reach one billion dollars within the next decade.**
  - **Development of a clear strategy would best position Edmonton Public Schools to address this challenge collaboratively with the provincial government**
  - **Trustees will be working to develop a set of principles to guide Edmonton Public Schools' infrastructure plans.**

#### **NEXT STEPS**

Once the Board has approved the key messages, they will be shared in district documents as needed.

TT:hl

**DATE:** November 13, 2012

**TO:** Board of Trustees

**FROM:** Trustee Colburn

**SUBJECT:** Motion re Council of School Councils

**REFERENCE:** November 6, 2012 Board Meeting  
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

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**RECOMMENDATION**

**That the Administration create a Council of School Councils that will meet with the Board twice a year and provide advice on education issues.**

**BACKGROUND**

Notice of motion was served at the November 6, 2012 board meeting.

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**DATE:** November 13, 2012

**TO:** Board of Trustees

**FROM:** Trustee Colburn, Chair, ASBA Issues and Resolutions Committee  
Trustee Hoffman, ASBA Issues and Resolutions Committee  
Trustee Johner, ASBA Issues and Resolutions Committee

**SUBJECT:** Policies Bulletin for the Alberta School Boards Association (ASBA)  
2012 Fall Annual General Meeting

**REFERENCE:** Alberta School Boards Association Policies Bulletin November 2012

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#### **ISSUE**

The Alberta School Boards Association (ASBA) Fall General meeting is being held Monday, November 19, 2012. The Board is to adopt a voting position, prior to the meeting, on proposed policies that will be presented to the membership for vote at the meeting.

#### **RECOMMENDATION**

**That the Board's position, as proposed by the Alberta School Boards Association (ASBA) Issues and Resolutions Committee in Attachment I, with respect to each of the Alberta School Boards Association (ASBA) proposed policy positions be approved.**

#### **BACKGROUND**

The ASBA Policies Bulletin (Attachment II) contains the proposed policies for consideration by member board, and background information to each of the ten proposed motions. The Board's Issues and Resolutions Committee have reviewed and analyzed the proposed policies with their recommendations and rationale outlined in Attachment I.

#### **KEY POINTS**

The Alberta School Boards Association Bylaw 9(3) states: *"It shall be assumed that the board chair of each Full member board shall have the power to cast the vote to which each Full member board is entitled, unless another trustee for that board is designated, in writing, to the executive Director, prior to any General meeting or Special General meeting, or in an emergency situation, by the Full member board at the General meeting or Special General Meeting."* Board Chair Hoffman will be attending the meeting and will cast the votes on behalf of the Board.

#### **CONSIDERATIONS & ANALYSIS**

The ASBA Issues and Resolutions Committee discussed each of the proposed policies and considered input from administrators from several departments.

For consistency, the Committee determined it would be best that the Board Chair serve as the Board's sole spokesperson in speaking to motions, introducing amendments, and posing questions to the Minister. Additional Trustees, during debate, may be asked by the Board Chair to supplement the Board Chair's remarks. Should Trustees have questions about a matter and the majority of Trustees are in agreement, the Board Chair will speak on behalf of the Board. This is a departure from past practice to have the Board Chair be the primary communicator at

the general meeting; as such, a discussion of the new format of communicating at ASBA annual general meetings will be added to an upcoming Caucus Committee meeting agenda.

**NEXT STEPS**

The Board's ASBA Issues and Resolutions Committee has reviewed the proposed ASBA proposed policies and will report to the November 13, 2012 Board meeting to confirm the Board's position on each of the proposed resolutions in the November 2012 ASBA Policies Bulletin.

The Board Chair will cast the votes on behalf of the Board, following ASBA Rules of Procedure, at the business session of the ASBA Fall General Meeting on November 19, 2012.

**ATTACHMENTS & APPENDICES**

- ATTACHMENT I Proposed Policy Positions from the ASBA Issues and Resolutions Committee
- ATTACHMENT II ASBA Policies Bulletin November 2012

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**Alberta School Boards Association (ASBA) POLICIES BULLETIN  
PROPOSED POLICY POSITIONS  
November 2012**

Policy	Recommendation	EPSB Rationale
<p><b>1A/FGM12:</b> <i>Teacher bargaining (proposed from FGM 2011)</i>  <b>Page 13</b></p> <p>The provincial government should amend all required legislation to ensure that any bargaining certificate for all teachers employed by any single public school board should only be granted to an organization, union, or employee association that represents the teacher employees of the said public school board, and to no other organization, union, or employee organization which has membership from outside that employee group.</p> <p>Further, that current Association policy on teacher bargaining (ASBA Governance Handbook, p. 11-2, beginning at line 44 to p. 11-4, ending at line 43) be deleted.</p>	<p><b>Oppose</b></p>	<p>With Tripartite negotiations currently in progress, the timing for this discussion is unfavorable.</p>
<p><b>2P/FGM12:</b> <i>Optimal learning Environments</i>  <b>Page 17</b></p> <p>The Alberta School Boards Association believes optimal learning occurs in welcoming, caring, respectful, safe and healthy learning environments that respect diversity, foster a sense of belonging, and promote student wellbeing. Each student has the right to learn in inclusive environments where equality of opportunity, dignity, and respect are promoted.</p>	<p><b>Support</b></p>	<p>This is already an expectation within EPSB. Policy IF.BP – Safe, respectful and Caring Learning Environments – Effective November 2010.</p>

<p><b>3P/FGM12:</b> <i>Financial Literacy</i> Page 18</p>	<p>Financial literacy should be integrated into the Alberta K-12 curriculum.</p>	<p><b>Support</b></p>	<p><b>Put forward by EPSB</b></p>
<p><b>4P/FGM12:</b> <i>Kindergarten programming</i> Page 20</p>	<p>Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully-funded half-time kindergarten programming and, for children at-risk, fully-funded full-time kindergarten programming to equalize their opportunity to reach their full potential.</p>	<p><b>Support</b></p>	<p><b>Put forward by EPSB</b></p>
<p><b>5P/FGM12:</b> <i>Capital Funding</i> Page 21</p>	<p>Stable and predictable provincial capital funding should be provided to school boards to eradicate Alberta’s school infrastructure deficit for new facilities and modernizations, and to accommodate the predicted significant future growth of Alberta’s population in distinct communities.</p>	<p><b>Support</b></p>	
<p><b>6P/FGM12:</b> <i>Specialized needs of sexual minority students and employees</i> Page 22</p>	<p>Safe, inclusive, equitable, and welcoming learning and teaching environments for all members of the school community, including sexual orientation and gender minority students, employees and families should be established and maintained.</p>	<p><b>Support</b></p>	<p><b>Put forward by EPSB</b></p>



<p><b>7A/FGM12:</b>  <b>Student transportation system review</b>  <b>Page 25</b></p>	<p>That current ASBA policy found in section 18-1, lines 4-5, which states:  <i>Transportation Funding should be the subject of an independent review</i></p>	<p><b>Support</b></p> <p><b>WITH AMENDMENT:</b>  <i>The provincial government should undertake a comprehensive review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.</i></p>	<ul style="list-style-type: none"> <li>• Would like to ensure that Metro perspectives are considered.</li> <li>• It is unknown how the new Education Act will impact transportation needs in the District, particularly with respect to student residency and increased age of access from age 19 to 21.</li> </ul>
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<p><b>8P/FGM12:</b> <i>Board access to local education tax for facilities</i> <b>Page 28</b></p>	<p>The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities.</p>	<p><b>Support</b></p>	<p>Utilizing the education property tax for IMR funding to school jurisdictions would achieve a stable and predictable funding source to address deferred maintenance of aging school buildings.</p> <p><b>NOTE:</b> The Board Chair will ask the mover to clarify that the intention of the motion is to receive unencumbered funds to use as a district requires, or to strictly go to support infrastructure needs. Depending on the response EPSB may put forward the following amendment:</p> <p><b>This revenue would be used as the source to provide stable and predictable Infrastructure Maintenance Renewal (IMR) funding to school jurisdictions and to address deferred maintenance needs in aging facilities.</b></p>
<p><b>9EM/FGM12:</b> <i>Alberta Initiative for School Improvement (AISI)</i> <b>Page 31</b></p>	<p>The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).</p>	<p><b>Support</b></p> <p><b>WITH AMENDMENT:</b> The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI) to <b>pre 2011-12 funding levels.</b></p>	<p><b>Reinstatement of pre-2011/12 levels as AISI funding was cut by 50% starting 2011-12</b></p>

<p><b>10EM/FGM12: Infrastructure plan</b></p> <p><b>Page 32</b></p>	<p>WHEREAS the Alberta government has not announced new capital projects since May 2011 for new schools and modernizations for school districts AND WHEREAS the Alberta government has undersupplied to the need identified by school district of students modular spaces for at least two years, AND WHEREAS the Alberta government has continued to not plan for or budgeted for appropriate classroom spaces effective for student learning, The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and further, to include this implementation in the government's budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.</p>	<p><b>Support</b></p>	
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# ASBA Policies Bulletin

November 2012

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Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 19, 2012 at the Westin Hotel, Edmonton, Alberta. Please review the Rules of Procedure before the meeting. This document is posted on the ASBA website at [www.asba.ab.ca](http://www.asba.ab.ca)

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This policies bulletin was prepared by the 2012 ASBA Policy Development Advisory Committee:



**Cheryl Smith**  
ASBA Vice-President, Chair



**Becky Kallal**  
Edmonton Catholic Schools



**Lisa Brower**  
Zone 2/3 Director

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# Rules of procedure

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In order to expedite the resolutions process at general meetings, it is necessary to approve certain rules of procedure. Some of these may be specific parliamentary procedures, as in Robert's Rules of Order, while others are less formal and reside with each individual in the interests of courtesy, cooperation, and respect for all concerned as well as for the business at hand.

## Procedural Steps

1. The proposed motion shall be read by the chair who will immediately ask for a mover and a seconder.
2. As soon as the proposed motion has been moved and seconded, the chair shall call upon the mover to speak to the motion.
3. The chair shall ask if any delegate wishes to speak against the proposed motion. If no delegate so wishes, the question will be immediately called.
4. If there is evidence of opposition, debate shall subsequently continue until the question is called in the usual manner. The mover will have the right to be the final speaker in the debate.
5. A delegate wishing to speak to a motion shall first obtain recognition by the chair and clearly announce his/her name and school jurisdiction represented.

6. A delegate wishing to speak to a motion shall limit remarks to a maximum of two minutes.
7. Any delegate speaking to a motion shall be allowed to speak as often as the chair, in his or her discretion, will permit.
8. Guests shall be permitted to speak at the discretion of the general meeting delegates, but not be permitted to move or second a motion, or vote.

## Amendments

9. A delegate may, at any time during the debate on a motion, move an amendment to the motion, providing it is relevant to, and deals with, the same subject matter as the original motion. A motion to amend must be seconded.
10. An amendment of a substantive nature to a motion shall be submitted in writing on a specific form requiring the number of the resolution it is proposed to amend, the amendment, the motion as it will read when amended, the proposer's and seconder's name, and their respective school jurisdictions.
11. Amendments of a minor editorial nature may be handled by the process of general consent outlined in Robert's Rules of Order.

## Voting

12. Voting shall be conducted according to the Alberta School Boards Association Bylaws. For ease of reference, Bylaw 9, Sections 3 through 12 are set out as follows:

- 9(3) Each registered delegate shall be entitled to all rights and privileges of the General Meeting other than the right to vote by ballot which right shall be as set out in Sections 6 to 12 herein. It shall be assumed that the board chair of each Full member board shall have the power to cast the vote to which each Full member board is entitled, unless another trustee for that board is designated, in writing, to the Executive Director, prior to any General Meeting or Special General Meeting, or in an emergency situation, by the Full member board at the General Meeting or Special General Meeting.
- 9(4) The Executive Director shall, subject to such directions as may be given from time to time by the Board of Directors, make all necessary arrangements for registration of delegates and for voting as may be necessary.
- 9(5) At the general meeting voting shall be by secret ballot for election of the president and the vice-president. Voting on all other questions shall be done

openly so that it is clear how each board has cast its ballot.

- 9(6) At any General Meeting of the Association, including a Special General Meeting, all resolutions shall be determined under the double majority voting method, as follows:
- (a) Sixty (60) percent or more of Full member boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full member board; and
  - (b) Full member boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the students registered, for the most recently reported period, with the Full member boards who voted in the affirmative.
- 9(7) The total number of votes cast in favour of any resolution and/or opposed to any resolution shall be calculated in accordance with the double majority rule specified herein.
- 9(8) For the purposes of Section 6(b) of Bylaw No. 9, the percentage of students enrolled in any Full member board shall be determined utilizing the total student enrollment figures



reported to the Association as set out under Bylaw No. 10.

- 9(9) At any General or Special meeting, for the purposes of Section 6(b) of Bylaw No. 9, the percentage of students to be allocated to each Full member board in attendance will be determined by dividing the number of students enrolled in each Full member board by the total number of students enrolled in all Full member boards in attendance, resulting in a percentage (rounded to the nearest 0.1 percent).
- 9(10) When a mail-in ballot is used to amend the Bylaws, as provided for in Bylaw No. 11, Section 1, the vote shall be by ballot following the double majority voting method, as follows:
- (a) Sixty (60) percent or more of Full member boards who cast a vote and who vote in the affirmative, based upon one vote per Full member board; and
  - (b) Full member boards who cast a vote and who vote in the affirmative, represent 60 percent or more of the students registered, for the most recently reported period, with the Full member boards who voted in the affirmative.

The percentage of students will be determined by dividing the number of students enrolled in each Full member board, by the number of students enrolled in all Full member boards, resulting in a percentage, (rounded to the nearest 0.1 percent).

- 9(11) The double majority voting method shall apply to votes on all resolutions made at any General Meeting, including a Special General Meeting, with the exception of:
- (a) Voting for the President and Vice-President, which vote will be cast as provided for under Bylaw No. 4, Section 1; and
  - (b) Votes on parliamentary motions and amendments to motions will follow the one vote/Full member board rule and shall be determined by a majority of the votes cast, unless otherwise required by Robert's Rules of Order.

9(12) A balloting committee shall be appointed at the opening of every general meeting. It shall be the duty of the balloting committee to conduct the ballot voting.

### Budget

13. With respect to the budget, the following excerpts from the Alberta

School Boards Association Bylaw  
10(1)(b) shall apply:

- (i) Voting on the budget, other than amendments to the budget, will follow the double majority voting method.
- (ii) Voting on amendments to the budget will follow the one-vote-per-Full-member-board rule, and shall be determined by a majority of the votes cast.
- (iii) Notwithstanding any provisions to the contrary in these Bylaws, or in the rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted.

#### Elections

14. With respect to the election of the president and vice-president, the following excerpt from Bylaw 4(1) shall apply:

- 4(1) ...voting shall be by secret ballot on the basis of one vote per Full member board in attendance. The candidate receiving the largest number of votes will be the successful candidate.

#### Bylaw Amendments

15. With respect to amendment of the Bylaws, the following excerpts from Bylaw No. 11(1) and (2) shall apply:

- 11(1) Substantial amendments to these Bylaws may only be made and/or approved at a Spring

General Meeting, unless otherwise permitted by the Board of Directors.

Amendments of a housekeeping nature to these Bylaws may be made by a mail-in ballot. The vote, in either case, shall be by ballot following the double majority method, as outlined in Bylaw No. 9.

- 11(2) An amendment to these Bylaws shall take effect on the day following the conclusion of the Spring General Meeting at which such amendment is made, unless an effective date other than the close of the Spring General Meeting is so specified in the resolution.

#### Extraordinary and Emergent Resolutions

16. Adoption of extraordinary or emergent resolutions shall be governed by the following excerpts from the ASBA Governance Handbook, Board of Directors' Governance Policy 10 – Association Policy Development Process:

- 10(3) Extraordinary Policy Positions

A position shall be accepted for consideration as an Extraordinary Policy Position if:

- 3.1 The position arises out of the business of the General Meeting,

- 3.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
- 3.3 The mover makes available the wording of the position to all delegates.

Meeting, rationale for and decisions reached regarding compliance of the proposed emergent resolution with the principles for Association policy.

#### 10(4) Emergent Policy Positions

- 4.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 4:00 p.m. on the twenty-eighth (28) day prior to the first business day of a General Meeting.

A committee of the Board of Directors shall assess each emergent position to determine its compliance with the principles for Association policy. A Committee of the Board of Directors shall:

- 4.1.1 Reject positions that address issues which have arisen prior to the deadline for submission of positions; and
- 4.1.2 Cause to be announced, immediately after the emergent position has been placed on the floor of the General

- 4.2 Emergent positions arising after the deadline for submission of emergent issues will be addressed by the Policy Development Advisory Committee with a recommendation to the Executive Committee for disposition.

- 4.3 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:

- 4.3.1 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and

- 4.3.2 The mover makes available the wording of the policy position to all delegates.

#### Other Motion Proceedings

- 17. Other motion proceedings will be governed by Robert's Rules of Order and the Alberta School Boards Association Bylaws and Governance Policies.



# Draft minutes from SGM 2012

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## SPRING GENERAL MEETING

Monday, June 4, 2012  
Sheraton Hotel, Red Deer

### MINUTES

- ATTENDANCE:** As per registration list.
- PRESIDENT'S ADDRESS:** Following the invocation, the national anthem, a moment of silence, and introduction of special guests, President Jacquie Hansen provided her opening remarks to the assembly which included a presentation by Devon Kennedy on *Free the Children's* "We Day".
- CALL TO ORDER:** President Jacquie Hansen called the meeting to order at 9:00 a.m.
- MINISTER'S ADDRESS:** Honourable Jeff Johnson, Minister of Education addressed the assembly, followed by a Question and Answer period. He was then inducted as Honourary President of ASBA.
- CHAIR:** Vice-President Cheryl Smith assumed the Chair's position for the business meeting which started at 10:00 a.m.

### PROCEDURAL MOTIONS

*(Note: These require a simple majority)*

#### Appointment of Parliamentarian

**MOTION #1** Sharilyn Anderson (Peace Wapiti S. Div. #76)  
Kelly Hall (Livingstone Range S. Div. #68)

That Kevin Feehan be appointed Parliamentarian.

**CARRIED** (93%)

#### Approval of Rules of Procedure

**MOTION #2** Lynn Ferguson (Calgary Board of Education)  
Dianne Macaulay (Red Deer Public Schools)

That the Rules of Procedure be adopted.

**CARRIED** (100%)

**Appointment of Balloting Committee**

*MOTION #3* Dianne Macaulay (Red Deer Public Schools)  
Kelly Hall (Livingstone Range S. Div. #68)

That, according to Bylaw No. 9, Section 12, the Balloting Committee be appointed; and be chaired by Heather Rogers.

**CARRIED (100%)**

**Receipt of Emergent Issue**

Cheryl Smith, Chair of the ASBA Policy Development Advisory Committee (PDAC), advised that no emergent resolutions had been received.

**Adoption of Order Paper**

*MOTION #4* Dianne Macaulay (Red Deer Public Schools)  
Sharilyn Anderson (Peace Wapiti S. Div. #76)

That the Order Paper be adopted.

**CARRIED (100%)**

**Approval of Minutes (Fall General Meeting 2011)**

*MOTION #5* Lynn Ferguson (Calgary Board of Education)  
Sharilyn Anderson (Peace Wapiti S. Div. #76)

That the minutes of the 2011 ASBA Fall General Meeting be approved as distributed.

**CARRIED (98%)**

It was noted that there was no business arising from the minutes of the 2011 Fall General Meeting.

**Point of Order:** John Stitzenberger (Grande Yellowhead Public S. Div. #77) rose to a point of order and requested that individual board voting results be provided for all motions, including procedural motions, as required in Bylaw 9.5. Individual board results were then posted on the two procedural motions that were not passed unanimously (Appointment of Parliamentarian and Approval of 2011 Fall General Meeting Minutes).

**PROPOSED BUDGET**

*(Note: This requires a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)*

Johnette Lemke and Cathie Williams gave a presentation on the proposed 2012-2013 ASBA budget that included a 3.5% membership fee increase and the transfer of \$71,068 from building reserves to balance the budget.

**1B/SGM12 ASBA Budget 2012-2013**  
*MOTION #6* Johnette Lemke (Black Gold RD #18)  
Cathie Williams (Calgary Catholic)

That the Alberta School Boards Association adopt the budget as presented for the period September 1, 2012 to August 31, 2013.

**CARRIED**  
(% of School Boards: 80  
% of Students: 70.41)

## **NOMINATIONS FOR PRESIDENT AND VICE-PRESIDENT**

At 11:00 a.m. David Anderson, Executive Director, assumed the position of Chair and outlined the nomination and voting procedures for the election of President and Vice-President prior to calling for nominations for the position of ASBA President.

### **Call for Nominations – ASBA President**

1<sup>st</sup> Call:

Lisa Brower (Elk Island Public Schools) moved and Wendy Miller (Sturgeon S. Div. #24) seconded the nomination of Jacquie Hansen (Greater St. Albert CRD #29). Ms. Hansen accepted the nomination.

2<sup>nd</sup> Call:

No nominations were made.

3<sup>rd</sup> Call:

No nominations were made

*MOTION #7* Barb Johnson (Wetaskiwin RD #11)  
Debbie Engel (Edmonton Catholic)

That nominations for ASBA President cease.

**CARRIED**

Jacquie Hansen was acclaimed President of the Alberta School Boards Association for the term June 2012 to November 2013.

### **Call for Nominations – ASBA Vice-President**

David Anderson sought permission from the assembly to change the Order Paper to allow all three calls for nominations for Vice-President to be made today. As there was an objection, a motion to suspend the rules of procedure would be required to accomplish this. It was noted that such a motion required a 2/3 majority vote.

**MOTION #8** Terry Riley (Medicine Hat SD #76)  
Deborah Forbes (Medicine Hat SD #76)

That the rules of procedure be suspended to allow third and final call for nominations for Vice-President to be made today.

**CARRIED (85%)**

David Anderson then called for nominations for the position of ASBA Vice-President.

1<sup>st</sup> Call:

Helen Clease (Rocky View S. Div. #41) moved and Keith Warren (Wild Rose S. Div. #66) seconded the nomination of Cheryl Smith (Battle River RD #31). Ms. Smith accepted the nomination.

2<sup>nd</sup> Call:

No nominations were made.

3<sup>rd</sup> Call:

No nominations were made

**MOTION #7** Barb Johnson (Wetaskiwin RD #11)  
Debbie Engel (Edmonton Catholic)

That nominations for ASBA Vice-President cease.

**CARRIED**

Cheryl Smith was acclaimed Vice-President of the Alberta School Boards Association for the term June 2012 to November 2013.

Jacque Hansen and Cheryl Smith then each addressed the assembly.

**Point of Privilege:** Barb Johnson (Wetaskiwin RD #11) stood on a point of privilege to thank and commend Jacque Hansen and Cheryl Smith for the work they were doing for public education in Alberta.

Cheryl Smith resumed as Chair.

## **PROPOSED BYLAW AMENDMENTS**

*(Note: These require a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)*

### **2A/SGM12 Bylaw 9.11 – Representation and Voting at General Meetings**

**MOTION #8** Steven Shavers (Grande Prairie Public SD #2357)  
Wendy Kelm (Peace Wapiti S. Div. #76)

That the Alberta School Boards Association Bylaw No. 9, Section 11 be amended to add the following:



(c) *Votes on motions to amend the agenda once adopted will follow the one vote/Full member board rule and shall be determined by a majority of the votes cast.*

**DEFEATED**

(% of School Boards 65  
% of Students 43.12)

**ADJOURNMENT**

There being no further business, the Chair declared the meeting adjourned at 11:45 a.m.

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President

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Executive Director

SGM 2012 MINUTES

DRAFT



# Unfinished business and general orders

## 1A/FGM12: Teacher bargaining (postponed from FGM 2011)

This proposed policy amendment was presented at the 2011 ASBA Fall General Meeting, where it was postponed, as presented, to the 2012 ASBA Fall General Meeting.

<p><b>Teacher bargaining</b></p>	<p>The provincial government should amend all required legislation to ensure that any bargaining certificate for all teachers employed by any single public school board should only be granted to an organization, union, or employee association that represents the teacher employees of the said public school board, and to no other organization, union, or employee organization which has membership from outside that employee group.</p> <p>Further, that current Association policy on teacher bargaining (ASBA Governance Handbook, p. 11-2, beginning at line 44 to p. 11-4, ending at line 43) be deleted.</p> <hr/> <p><i>Note: Governance Policy 10, Development Principle 1.2 states that “where the substance of a position would alter or contradict an Association position in effect, amendment to or deletion of the policy is to be an integral part of the Association policy position” (ASBA Governance Handbook p. 31-1). Amendments to the current teacher bargaining policy follow (ASBA Governance Handbook, p. 11-2, beginning at line 29 to p. 11-4, ending at line 43):</i></p> <p><u>Teacher Bargaining</u></p> <p>The Alberta School Boards Association believes that collective bargaining is the most practical means of determining the remuneration of employees, but that collective agreements should be restricted to matters of salaries, special allowances, sick leave, and other benefits specifically required by law.</p> <p>Administrative procedures pertaining to role specifications of supervisory personnel, provision of stenographic and clerical services, classroom load, the provision of classroom facilities, etc., should be divorced from collective agreements and established through board policies arrived at through the co-operation of board, administration, and teaching staff.</p> <p><del>School boards should be able to engage in regional bargaining with the Alberta Teachers' Association where groups of individual boards determine it is in the public interest to do so.</del></p> <p><del>A legislated, centralized, school board controlled teacher bargaining</del></p>
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	<p>model should be established:</p> <p>The ASBA shall use the following “Key Elements” and attached detailed model to implement the Employer Bargaining Association:</p> <ol style="list-style-type: none"> <li>1. <del>The employer bargaining association will:</del> <ol style="list-style-type: none"> <li>(a) <del>have its own governance structure, as outlined in 2 and 3 below</del></li> <li>(b) <del>focus exclusively on teacher bargaining and collective agreement administration</del></li> <li>(c) <del>utilize existing and contracted ASBA resources</del></li> <li>(d) <del>levy fees separate from the ASBA.</del></li> </ol> </li> <li>2. <del>The bargaining association will be governed by a representative assembly comprised of one trustee representative appointed by each school board. The representative assembly will:</del> <ol style="list-style-type: none"> <li>(a) <del>establish the bargaining association’s initial constitution and bylaws using the double majority voting principles outlined in 2(d) below</del></li> <li>(b) <del>elect from among its members, on the basis of one board/one vote, a chair who shall also serve as chair of the council</del></li> <li>(c) <del>provide direction to the employer bargaining council regarding a bargaining mandate</del></li> <li>(d) <del>ratify any collective agreement using a system of one board/one vote and requiring a double majority such that 2/3 of the boards must be in support and the boards supporting the proposed agreement must collectively educate 2/3 of the students in Alberta.</del></li> </ol> </li> <li>3. <del>An employer bargaining council (“the council”) shall be established from among the members of the representative assembly on the following basis:</del> <ol style="list-style-type: none"> <li>(a) <del>the representative assembly members from each ASBA zone, excepting the metro boards, will elect one representative to the council on the basis of one board /one vote</del></li> <li>(b) <del>each of the metro board’s appointees to the representative assembly will automatically serve on the council</del></li> <li>(c) <del>the council will:</del> <ol style="list-style-type: none"> <li>♦ <del>develop a bargaining mandate</del></li> </ol> </li> </ol> </li> </ol>
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	<ul style="list-style-type: none"> <li>♦—oversee negotiations</li> <li>♦—determine if, and when, a draft collective agreement shall be brought forward to the representative assembly for ratification.</li> </ul> <p>The Government of Alberta should introduce legislation that will:</p> <ol style="list-style-type: none"> <li>1. As recommended by the Alberta Commission on Learning, establish a centralized and school board controlled employer bargaining association for the purpose of collective bargaining with teachers. This association will hold the bargaining certificate for all school boards. Membership in this association will be mandatory for all publicly elected school boards.</li> <li>2. As recommended by the Alberta Commission on Learning, expressly exclude from teacher collective agreements and that implementation of this policy be subject to this legislation:             <ol style="list-style-type: none"> <li>(a) pupil/teacher ratios</li> <li>(b) hours of instruction</li> <li>(c) class size.</li> </ol> </li> <li>3. Provide that all existing collective agreements will continue to be in effect until their duly negotiated expiration date. The single collective agreement provisions between the Employer Bargaining Association and the Alberta Teachers' Association would come into effect upon the expiration of these collective agreements. Legislation would further provide that the conclusion of new collective agreements be embargoed. If the parties are unable to reach a single collective agreement, binding arbitration will be used to conclude an agreement.</li> </ol>
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**Background**

Experience has demonstrated that both regional bargaining and provincial bargaining has not served the interests of students, employees or boards.

Instructional days have been lost to disputes that escalate when outside interests take over. The process of local trustees working with local teachers to solve local issues and to serve local students is in the interests of all.

The proposed bargaining model would NOT prevent the local teachers from employing the services of an Alberta Teachers' Association (ATA) staff officer from helping local teachers conduct negotiations any more than local boards would be prevented from using labour expertise from the ASBA. It would not prevent the ATA from providing financial assistance to teachers involved in a strike or lockout. It would not prevent the local teachers from designating an ATA staff officer as their representative of the

bargaining agent. The only difference would be that the staff officer would take direction from the local teachers and not from Barnett House. The primary purpose of this proposed model is to provide a balanced approach to the bargaining process. Boards in the province can seek the advice and assistance of the ASBA on bargaining issues, without that body dictating what that settlement must be. This proposal would set up a parallel process for teachers, where they could seek the advice and assistance from the ATA, without that body dictating what that settlement must be.

This proposal would prevent teachers from that local being denied the right to work with their local board to solve local problems in the best interests of local students. In short, it would put the authority to settle disputes back into the hands of the local teachers and locally elected school board members.

Submitted by Zone 6  
Initial Sponsoring Board: Medicine Hat School  
District No. 76

# Policy proposed by ASBA Board of Directors

## 2P/FGM12: Optimal learning environments

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<b>Optimal learning environments</b>	The Alberta School Boards Association believes optimal learning occurs in welcoming, caring, respectful, safe and healthy learning environments that respect diversity, foster a sense of belonging, and promote student wellbeing. Each student has the right to learn in inclusive environments where equality of opportunity, dignity, and respect are promoted.
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### Background

Over the past three years, the legislation governing education in Alberta, the School Act, was rewritten and most recently introduced October 23, 2012 in the legislature as Bill 3 – The Education Act.

Section 45(8) of the current School Act (RSA 2000) requires that "... each student ... is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours."

Bill 3 – The Education Act expands this requirement in section 33(1)(d) by requiring that "each student... is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging."

A message relayed by many of the experts who presented at ASBA's national conference: *Time for a Student Health Revolution* was that optimal learning occurs in healthy environments which address students' physical, mental and emotional health.

Consistent with Bylaw 7.2(g), which states that the Board of Directors "may adopt policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting", the ASBA Board of Directors respectfully places this Association policy proposal before the membership for its consideration.

Submitted by ASBA Board of Directors

# Proposed policy positions

## 3P/FGM12: Financial Literacy

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<b>Financial Literacy</b>	Financial literacy should be integrated into the Alberta K-12 curriculum.
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### Background

Recent cautions and warnings from the Bank of Canada are current reminders of the troubling state of personal financial affairs in Canada. Rising personal debt, declining savings levels, and delayed retirements show that Canadians are increasingly at the mercy of their financial woes. An abundance of research is available which demonstrates that many North Americans lack the basic financial knowledge and confidence needed to deal with complex financial issues and make wise financial decisions. There is also growing evidence that the level of financial literacy plays an integral part in an individual's financial scenario.

Embedding financial literacy in the K-12 curriculum could support and prepare students for lifelong financial well-being, including in the broader contexts of ethics, citizenship, and social responsibility.

The proposed policy position supports Alberta Education's overall direction, as they are in the process of curriculum redesign aimed at ensuring Alberta's curriculum (programs of study, assessment, and learning and teaching resources) remains responsive and relevant for students. The Alberta Education document Framework for Student Learning supports the development of competencies in the area

of financial literacy as it relates to students "becoming engaged thinkers and ethical citizens with an entrepreneurial spirit". This document highlights the need for students to understand the importance of education, safety, financial literacy and personal wellness.

Although Alberta Education does offer some high school programs of study that offer students limited opportunities to develop their financial literacy skills, this does not come until later in a student's educational journey. To reach successful lifelong outcomes, financial literacy must become a provincial educational priority, and clearly embedded in the curriculum earlier in a student's educational journey.

Alberta Education recently initiated a strategic review of Locally Developed Courses (LDCs). LDCs could be an option for creating formal financial literacy training in individual school districts. This individualized approach, however, may open the door for curricular inconsistencies and duplication in program development. A provincial approach to developing and mandating financial literacy curriculum at all levels would be a far more strategic use of resources aimed to help students learn to navigate the modern economy, and the develop skills for making sound financial decisions throughout their lives.



Proposing the policy position on financial literacy at a provincial level supports school boards' ongoing commitment to improving student achievement, and the interest in equipping the next generation with knowledge and skills to be successful in the 21st century.

#### Other Canadian Provinces

In September 2010, the Ontario government announced that financial literacy would be incorporated into student curriculum starting in the 2011 school year to proactively address growing issues surrounding personal financial mismanagement. Based on recommendations made by the Working Group on Financial Literacy, the Ontario government committed to making financial literacy a part of every student's learning from Grades 4 to 12 beginning in September 2011. Elementary and secondary students learn more about how to make informed financial decisions in the classroom, about saving, spending and investing money, and develop the critical skills that are needed in today's complex financial world.

British Columbia (BC) has also taken action with Planning 10, a compulsory careers course that has a financial education module. The Province has also launched The City, a learning program developed by the Financial Consumer Agency of Canada and the BC Security Commission. The materials can be downloaded for use in a classroom or use as an online, self-directed course.

In Manitoba, the Department of Education has partnered with the Canadian Foundation for Economic

Education to launch the Building Futures Project. While the project is still in the planning and development stage, the project team has made recommendations including curriculum revisions, the development of new courses and resources, and professional development for teachers to support implementation. To facilitate integration into the curriculum, a learning map has been developed which sets out a continuum of financial skills and knowledge across the grades.

#### Further Information:

[A Sound Investment – Financial Literacy Education In Ontario Schools Report of the Working Group on Financial Literacy, 2010\)](#)

[Ontario Curriculum: Financial Literacy – Scope and Sequence of Expectations Grades 4-8](#)

[Ontario Curriculum: Financial Literacy – Scope and Sequence of Expectations Grades 9-12](#)

[The Manitoba Department of Education, Citizenship and Youth Annual Report 20082009](#)

[The City \(British Columbia\)](#)

Canada Newswire article: [Bank of Canada's Debt Warning - The Ultimate Solution?](#)

Canadian Council on Learning article: [Money-wise: The growing importance of financial literacy in Canada](#)

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

## 4P/FGM12: Kindergarten programming

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<b>Kindergarten programming</b>	Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully-funded half-time kindergarten programming and, for children at-risk, fully-funded full-time kindergarten programming to equalize their opportunity to reach their full potential.
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### Background

There is an existing ASBA policy with respect to Education Finance which outlines ASBA support for early intervention with the provision of kindergarten for those children who by assessment have been identified at risk of not achieving their full potential. Section 6.1 in the *ASBA Governance Handbook* (lines 12-15) states:

*Funding for up to full-time pre-kindergarten and kindergarten for those children who by assessment are identified as at risk of not achieving to the level of their potential should be included in the base instructional grant.*

Premier Redford has indicated that the Province will move to fund full-day kindergarten. However, neither the current half-time kindergarten nor proposed full-time kindergarten are a mandated part of the basic education program.

The proposed policy goes beyond the existing ASBA policy statement in that it

calls for mandated half-day kindergarten to give all children the benefit of a quality pre-school experience to help them reach their full potential. We know that research supports the provision of full-time kindergarten to assist children deprived due to economic factors, language barriers or other specific learning needs to initially equalize their learning opportunities. Dr. DaCosta's research suggests that there are groups of high needs children who better benefit from the full-time kindergarten experience than others. When dollars are limited, the priority for full-time kindergarten programming should be for those children who by assessment are identified as at risk of not achieving to the level of their potential.

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

## 5P/FGM12: Capital funding

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<b>Capital funding</b>	Stable and predictable provincial capital funding should be provided to school boards to eradicate Alberta’s school infrastructure deficit for new facilities and modernizations, and to accommodate the predicted significant future growth of Alberta’s population in distinct communities.
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### Background

As the sole funding authority and decision-maker of capital projects, Alberta Education should employ a transparent capital approval process that would see sustainable capital funds flow in alignment with Alberta Education’s existing capital planning priorities of:

1. Health and safety issues;
2. Student growth;
3. Programming needs;
4. Comprehensive modernization or additional non-instructional spaces;
5. Cost savings; and
6. Other school or community needs.

These priorities would be the main driver in the creation of a provincial educational

facility priority list that would be published in a ten-year Alberta school infrastructure plan. This plan would be updated annually to align with the school boards’ current capital plans and would allow for emergent issues to be addressed, while giving school boards a tool to use to develop student accommodation strategies.

Submitted by Zone 5  
Initial Sponsoring Board: Rocky View School  
Division No. 41

## 6P/FGM12: Specialized needs of sexual minority students and employees

<b>Specialized needs of sexual minority students and employees</b>	Safe, inclusive, equitable, and welcoming learning and teaching environments for all members of the school community, including sexual orientation and gender minority students, employees and families should be established and maintained.
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### Background

The Public Health Agency of Canada indicates “that experiences of discrimination, stigmatization, violence, and the associated negative mental health outcomes disproportionately impact the physical, emotional, and educational lives of sexual minority youth” (2010, p. 3).

The Suicide Prevention Resource Centre reports that sexual minority youth are 1.5 to 7 times more likely to attempt suicide than their heterosexual peers. Research at the University of Calgary found that gay male and bisexual youth in Alberta were 13.9 times more at risk for suicide attempts than their heterosexual peers. A 2007 study from the McCreary Centre in British Columbia also found that lesbian, gay, and bisexual youth, when compared to their heterosexual peers, were more likely to:

- have experienced physical and sexual abuse, harassment in school, and discrimination in the community;
- have run away from home once or more in the past year;
- be current smokers, tried alcohol, or used other drugs;
- report emotional stress, suicidal thoughts, and suicide attempts;
- participate less frequently in sports and physical activity, and report higher levels of computer usage/time; and

- feel less cared about by parents and less connected to their families (Wells, 2009).

A recent survey from the Canadian Centre for Justice Statistics revealed that gay, lesbian, and bisexual adults experienced higher rates of violent victimization including sexual assault, robbery, and physical assault and rates of discrimination three times higher than heterosexuals. Statistics Canada found that the majority of hate crimes involve young people (under the age of 25), both as the perpetrators and victims of hate crimes. Only one in ten hate crimes are ever reported to authorities.

Sexual minority youth often encounter multiple risk factors, have fewer protective factors (such as a sense of connectedness to school and family), and experience more bullying, harassment, alienation, suicide ideation, and substance abuse than do their heterosexual peers. Over a decade of research evidence identifies educational institutions’ legal, ethical, and professional responsibility to respond appropriately to the urgent health, safety, and educational needs of sexual minority youth (Wells, 2009).

In 2008, in an effort to address these risk factors, the Alberta government became

the first government in Canada to name homophobic bullying as an educational concern and to create print and web-based resources to assist students, parents, coaches, and teachers in creating safe, inclusive, and welcoming environments for students who are, or who are perceived to be, lesbian, gay, bisexual, trans-identified, or two-spirited (LGBTI).

In Alberta, all publicly funded school districts have a legally mandated responsibility to provide discrimination-free educational environments. This positive duty includes a proactive, rather than reactive strategy when responding to incidents of bullying, harassment, and discrimination against sexual minority students. Courts have indicated that school districts should work proactively to address a pervasive school-wide culture of homophobia, transphobia, and heterosexism. This “proactive duty” suggests that specific LGBTI-inclusive policies ought to be developed, supporting programs and services established, professional development and in-service opportunities provided, and appropriate financial and human resources assigned to ensure that these efforts are effective and meaningfully communicated to all members of the school community.

Contemporary research demonstrates that vulnerable minority groups have needs and concerns that are seldom effectively addressed by broad “catch all” policies. For example, many school boards now have specific Aboriginal and multiculturalism policies to reflect the changing needs and diverse realities of their communities. A specific LGBTI policy and accompanying regulations help

provide teachers and administrators with the necessary knowledge, strategies, and resources to create safe, caring, equitable, and inclusive learning environments for sexual minority students and employees. In addition, these policies support heterosexual students who may come from same-sex parented families. The development of specific policy and regulations creates recommended actions and outcomes from which progress can be measured and evaluated: important benchmarks from which to gauge a district’s progress in creating safe, equitable, and inclusive learning environments for all students and employees regardless of their actual or perceived differences.

Found in the *ASBA Governance Handbook*, relevant ASBA policy includes:

Section 4-2, lines 13-14

*ASBA believes the K-12 curriculum should reflect a strong human rights emphasis.*

Section 5-1, lines 21-22

*The ASBA supports a vision for public education, which is founded on the commitment to “educate all children well”.*

Section 17-1, lines 14-15

*ASBA supports a comprehensive approach to health and learning in schools and school systems.*

### **Existing Policy and Legislative Framework**

#### Alberta School Act – Section 45(8)

“A Board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.”

Canadian Charter of Rights and Freedoms

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(The Supreme Court of Canada has considered sexual orientation to be analogous grounds of protection to the other characteristics listed in Section 15 of the Charter.)

Alberta Human Rights Act

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Pending Bill 3: The Education Act

Section 33: Welcoming, caring, respectful, and safe environment.

- Boards will be required to develop policies respecting their obligation to create a welcoming, caring, respectful and safe learning environment – which addresses all forms of bullying.

Section 35: National Bullying Awareness Week

- The Act identifies the third week in November in each year as Bullying Awareness and Prevention Week to promote awareness and understanding of bullying and its consequences in the school community.

**References**

Public Health Agency of Canada. (2010). *Questions & Answers: Sexual orientation in schools*. Author: Ottawa, ON. ISBN: 978-1-100-15119-9

Wells, K. (2009). *Research exploring the health, wellness, and safety concerns of sexual minority youth*. Canadian Journal of Human Sexuality [SIECCAN Newsletter], 43(1-2), 221-229.

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

## 7A/FGM12: Student transportation system review

<p><b>Student transportation system review</b></p>	<p>That current ASBA policy found in section 18-1, lines 4-5, which states:</p> <p><i>Transportation Funding should be the subject of an independent review</i></p> <p>be amended to read:</p> <p><i>The provincial government should undertake a comprehensive review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.</i></p>
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### Background

Found in the *ASBA Governance Handbook*, current ASBA transportation policies state in part:

Section 18-1, lines 1-2

*All school boards should be fairly and equitably funded for student transportation.*

Section 18-1, lines 4-5

*Transportation funding should be the subject of an independent review.*

Section 18-1, lines 20-22

*Funding should not be reduced for jurisdictions with declining numbers of student transported but who have fixed transportation costs.*

The resources available for student transportation funding continue to challenge all boards. The following are some observations regarding challenges of rural transportation:

- The current rural transportation funding model was instituted in the late 1990's and was based on the distance from the student's residence to their designated school. The calculation also includes a density of population factor. Prior to that, funding was based on the number

of bus routes required to serve each attendance area.

Over the years, as population shifted away from the rural areas, rural attendance areas became more sparsely populated. Although the province increased the density support, it is insufficient to address the sparse population. To address the situation, boards designed single-busing systems – systems whereby all students residing in an attendance area, regardless of grade, were transported to the school in the attendance area. From there, senior and/or junior high students are express-bussed into the town. The express bus must leave early enough from the rural school in order to reach the town schools, resulting in long days for the students in the rural school. To address the long day, affected rural schools take up to 23 additional days off per year.

The issues of moving from a double-busing (a system whereby buses transport students to their designated school independently – separate routes to the rural and town school) to a single-busing system include the following:

- Earlier pick-up and later drop-off times for students – in some instances, students are being picked up at 7:00 a.m. and dropped off at close to 5:00 p.m.
- Long instructional days for students at the rural schools with the alternate calendars – for example 8:15 a.m. – 4:00 p.m., resulting in fewer instructional days for students

The above issues result in a transportation system that has the potential to negatively impact the quality of instruction that a jurisdiction can offer its students, thereby disadvantaging them.

- Rural ECS special needs students are currently funded at either the ECS Special Transportation Rate or the Parent-provided ECS Transportation Rate. For 2011-2012, the Parent-provided ECS rate (for all children including those with a disability) is \$538. The ECS Special (per round trip/child with a disability/delay - max. of 185 trips) is \$15.44.

The maximum ECS Special Transportation funding is \$2,856.40 for 185 trips, however, the Special Transportation (per eligible funded student with a disability) is \$5,714. This means that a very severe ECS student could attend as often an older severely disabled student but receive only half as much funding even though the transportation expenses could be equivalent.

The difficulties with parent transportation can be seen through an

example. Assume a child lives 15 km from a school (although many children live much farther away) and attends 3 days a week. Even if the child is sick some days, they will probably attend at least 90 days (although for some children it could be up to 185) during the year. The parent must drive them to the school and then drive themselves home while the child is in school. This process is then repeated at the end of the day. This would mean 60 km a day. Most public institutions in Alberta now assume it costs at least 50 cents a km to operate a vehicle.

$60 \text{ km} \times \$0.50 \times 90 \text{ days} = \$2700 - \$538 \text{ (parent provided transportation)} = \$2162 \text{ unfunded expenses}$

These unfunded expenses would then either be the responsibility of the parent or the Board. It could be argued that ECS is by parent choice, however, research suggests that the most effective time to intervene is when children are younger. Parents of children with disabilities should be encouraged and enabled to obtain early intervention.

Research also suggests that it costs more to achieve the same results when children are older. Even from a strictly financial viewpoint, enabling early intervention means that the public costs are reduced.

In rural settings there are no public transportation options that would provide a more economical alternative for parents. Many marginalized families are unable to absorb additional transportation costs into their family



budgets. Ironically, these are families who are often most in need of support for their children and for whom early enrichment will have the most profound effects.

While Alberta Education acknowledges the research and importance of early intervention, transportation funding has not been revised to reflect this reality.

This causes difficulties, particularly in rural Alberta.

A comprehensive review will enable the province to ensure the funding model sufficiently funds student transportation effectively and equitably.

Submitted by Zone 2/3  
Initial Sponsoring Board: Pembina Hills Regional  
Division No. 7

## 8P/FGM12: Board access to local education tax for facilities

<b>Board access to local education tax for facilities</b>	The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities.
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### Background

The following excerpts are from section 7 (Facilities) of the *ASBA Governance Handbook*:

#### Funding Model (section 7-1, lines 1-6)

*The provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding for capital projects required to meet the needs of a growing and/or changing population as well as aging education infrastructure.*

#### Capacity and Resourcing (section 7-1, lines 8-14)

*The provincial government should provide increased capital funding. Adequate funding for new and replacement schools, modernization and other capital projects should be provided in order to eliminate the infrastructure deficit affecting all school boards.*

#### Infrastructure Preservation Funding (section 7-3, lines 10-14)

*The provincial government should provide preservation funding to school boards that is equivalent to the industry standard of two percent per year of school facility replacement costs and that this amount be above and beyond funding for major modernizations.*

#### Approval Process for School Construction (section 7-5, lines 24-28)

*The approval process for school construction, specifically the contractor prequalification process and the low bid requirement, should be reviewed to ensure the successful and timely completion of school construction contracts.*

Currently there is inadequate funding in place to allow local school jurisdictions to meet their infrastructure needs, whether that is for new capital construction or the maintenance or modernization of existing school facilities.

In the *Schools for Tomorrow – A Comprehensive 5-Year Plan* published by Alberta Education in November of 2006, it was recommended: that 2% of school facility replacement value be made available for IMR funding in order to properly maintain school facilities. The 2% of an asset's replacement cost for preservation and maintenance annually is a common private sector benchmark.

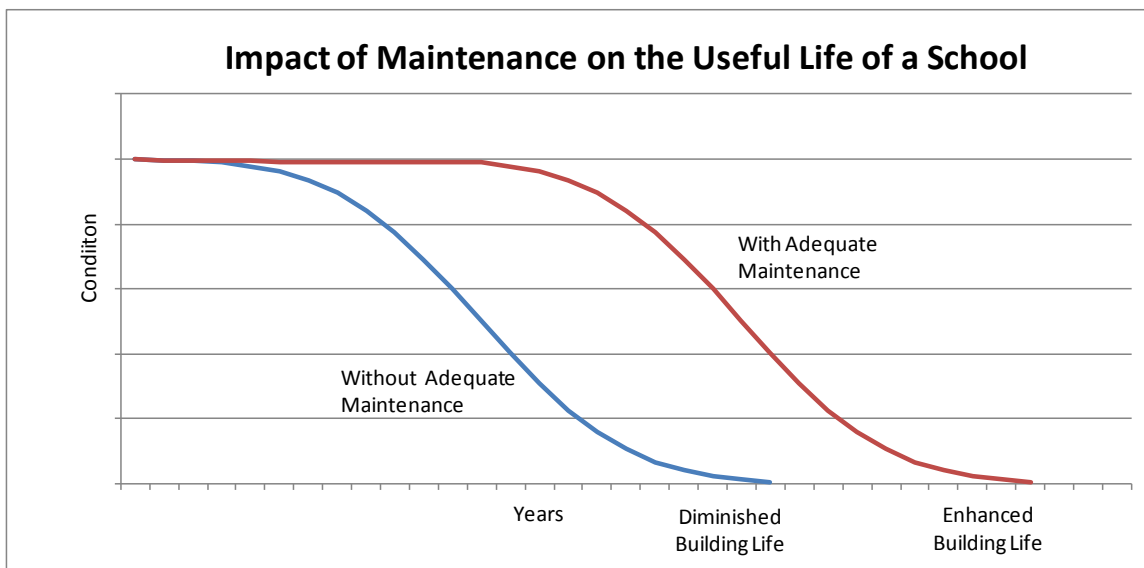
The need for increased funding for maintaining infrastructure is reiterated in Alberta's 20-Year Strategic Capital Plan. The report states "...it is also important to consider the current value of today's infrastructure and the investment that may be needed in the future to preserve that investment and maintain the quality of buildings, roads, highways and facilities." and "This means assessing the current condition of the infrastructure in each functional area and determining an appropriate investment in maintenance and renewal over time so that the infrastructure in place today can remain in good working condition." One of the objectives of that plan relating to school facilities was to "Expand our investment in capital maintenance and renewal to maintain the quality of Alberta's schools".

In addition, the Province’s 2012-15 Fiscal Plan – which is outlined in the 2012 Provincial Budget – speaks to the importance of infrastructure investments in schools and learning facilities in securing Alberta’s economic future. The concept of providing sustainable funding for school infrastructure also fits with the stated objective of the most recent Education Minister, who expressed a desire to seek an alternative to the current model for funding infrastructure which lacks transparency and is subject to the peaks and valleys of the provincial revenue stream.

It was reported in Alberta’s 20-Year Strategic Capital Plan that, as of 2006/07, the replacement value of schools was valued at \$16.5 billion. Taking into consideration construction cost increases and the construction of additional schools since then, it is estimated that the current replacement value of schools is in the order of \$20 billion. The funding required

to maintain school infrastructure utilizing 2% of an asset’s replacement cost would be \$400 million per year. This assumes that there is no backlog of deferred maintenance, which we know is not the case, as it was estimated to be in the order of \$1.4 billion in 2006, and has only increased since that time.

What happens if adequate funding is not available? Buildings require maintenance in order to achieve their full life-spans. For a school that has been well maintained, the building can be expected to last its full predicted service life. Although building conditions deteriorate over time as a result of a variety of factors, the speed at which this occurs can be controlled through the amount of maintenance undertaken. The following figure illustrates the potential impact of maintenance on the useful life of a school.



Inadequate funding for maintenance results in the diminished life of infrastructure and ultimately an increase in the life-cycle costs associated with school facilities. Providing the proper level of maintenance lowers the life-cycle cost and extends the life of the asset – both of which make good business sense.

Since 1995 the provincial government has established the Education Tax Rate, which is part of the overall property tax levy, without input from local school boards. During that period, the provincial government has continually decreased the educational tax mill rate to the extent that the portion of the educational tax is on average only 35% of what it would have

been had the 1995 education tax mill rate been maintained. In addition, since 1995, all monies collected as part of the education tax has gone directly to the provincial government. Local school boards have not had access to any of the education tax dollars generated in the municipality. The education tax for Alberta in 2012 was \$1.66 billion. The \$400 million required to fund two percent of the replacement cost of school facilities would account for 24% of the education tax for the province.

Submitted by Zone 6  
Initial Sponsoring Board: Lethbridge School  
District No. 51

# Proposed emergent issues

## 9EM/FGM12: Alberta Initiative for School Improvement (AISI)

<b>Alberta Initiative for School Improvement (AISI)</b>	The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).
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### Background

According to Alberta Education, AISI is a bold approach to supporting the improvement of student learning and performance by encouraging teachers, parents, and the community to work collaboratively to introduce innovative and creative initiatives based upon local needs and circumstances. The goal of this initiative is to improve student learning through initiatives that enhance student engagement and performance and reflect the unique needs and circumstances of each school authority.

The Inspiring Education Transformation Agenda needs AISI.

Now more than ever AISI dollars are essential in providing support for Inspiring Education's Transformation Agenda. It provides the framework for change.

AISI provides essential support, based on research, for:

- Innovation
- Collaboration
- Capacity building
- Capacity building for leadership (Cycle 5 requires a researcher)

Factors which contribute to the emergent nature of this submission include a forecasted provincial deficit, coupled with previous cuts to AISI funding in 2011.

Relevant ASBA Policy regarding AISI is in the *ASBA Governance Handbook* under Education Finance, section 6-1, lines 18-23:

### **Funding**

#### Targeted Funding

*Targeted operational funding should be minimized.*

*Continued but increased targeted funding is supported for:*

- ♦ *Alberta Initiative for School Improvement (AISI) funding.*

Sponsor: Livingstone Range School Division  
No. 68

**10EM/FGM12: Infrastructure plan**

<p><b>Infrastructure plan</b></p>	<p>WHEREAS the Alberta government has not announced new capital projects since May 2011 for new schools and modernizations for school districts AND</p> <p>WHEREAS the Alberta government has undersupplied to the need identified by school district of students modular spaces for at least two years, AND</p> <p>WHEREAS the Alberta government has continued to not plan for or budgeted for appropriate classroom spaces effective for student learning,</p> <p>The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and further, to include this implementation in the government’s budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.</p>
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**Background**

In recent years, we submit that the government has not upheld their mandate and responsibilities to ensure adequate and appropriate classroom spaces for students. School infrastructure projects such as modernizations and new schools are behind the needs of school districts and students. Further, it is a continuous concern that school spaces are not planned for in the fiscal budget of Alberta. This is causing significant issues for all school districts concerning the need to maintain infrastructure standards, and a particular challenge for growing school districts that must rely on the Alberta government’s unclear commitment for student spaces.

School districts are no longer able to enact taxation in an effective way to meet local community needs for facilities. As

such, the Alberta government has the right and mandate to collect taxes for school buildings, and must be held accountable when not fulfilling the promise of ensuring adequate and appropriate classroom spaces.

Recently, the government announced that, for the second year in a row, school districts will only be provided approximately 40 modular classrooms. Based on the significant modular needs that were identified last year by school districts that went unfilled and the expected further needs that will exist for 2013-2014, school districts are faced with barriers to meeting the needs for students. We feel the Alberta government’s actions of defining the number of classroom spaces to provide rather than the actual and real need of children impacts the ability for students to be successful.

Overcrowded classrooms are not the answer toward cost savings.

Of further concern is the continued delay of the Alberta government in announcing the full and future planning for new and modernized schools needed for students. The last capital announcement was May 2011. This lack of information and direction, including lack of transparency and lack of trust in the system, is not creating the best education opportunities possible.

We submit this as an emergent need on the basis of lack of communication to address these needs and the crisis some districts are facing to address lack of classroom spaces. The issue is timely and reflects the government lack of support

and lack of clarity on capital planning for modernizations, new school buildings, and new modular spaces. It has been recently confirmed by an announcement in October 2012 that only 40 more modular classroom spaces will be available next year. We need to address the issue of capital planning and commitments immediately.

Sponsor: Grande Prairie Public School District  
No. 2357





# Appendix A: Membership fees and student enrollments

September 1, 2012 to August 31, 2013

Zone	Jurisdiction	Total Students*	Membership Fees
23	Aspen View Regional Division #19	3,048	\$26,737
4	Battle River Regional Division #31	6,370	\$45,408
23	Black Gold Regional Division #18	8,957	\$56,807
23	Buffalo Trail PS Regional Division #28	4,353	\$35,279
5	Calgary RCSSD #1	46,884	\$145,159
5	Calgary Board of Education	103,576	\$230,851
5	Canadian Rockies R. D. #12	2,023	\$20,255
4	Chinook's Edge School Division #73	10,829	\$65,704
5	Christ the Redeemer Catholic S.R.D. #3	8,438	\$52,522
4	Clearview School Division #71	2,456	\$23,837
23	East Central Alberta CSSRD #16	2,562	\$24,867
23	E. Central Francophone Ed. Region #3	690	\$11,525
23	Edmonton Catholic Separate School District #7	34,339	\$118,889
23	Edmonton School District #7	81,307	\$198,562
23	Elk Island Catholic Separate RD #41	5,485	\$40,442
23	Elk Island Public Schools R. D. #14	16,204	\$81,199
23	Evergreen CSRD #2	3,634	\$30,638
5	Foothills School Division #38	7,430	\$49,164
23	Fort McMurray RCSSD #32	4,801	\$35,250
23	Fort McMurray Public School District #2833	5,409	\$38,839
1	Fort Vermilion School Division #52	3,297	\$28,811
5	Golden Hills School Division #75	6,281	\$44,857
1	Grande Prairie RCSSD #28	3,756	\$31,726
1	Grande Prairie Public School District #2357	7,079	\$46,308
23	Grande Yellowhead Public School Division #77	4,828	\$37,237
6	Grasslands Regional Division #6	3,512	\$29,471
23	Greater N. Central Francophone Ed. Region #2	2,638	\$23,453
23	Greater St. Albert RCSSD #734	6,288	\$44,799
5	Gr. Southern Francophone Public Ed. Region No. 4	1,409	\$15,477
5	Gr. Southern Franc. Separate Catholic Ed. Region No. 4	905	\$12,627
1	High Prairie School Division #48	3,274	\$28,100
1	Holy Family Catholic Regional Division #37	2,236	\$21,741
6	Holy Spirit RCSR #4	4,495	\$35,888
6	Horizon School Division #67	3,584	\$30,341

# Appendix A: membership fees and student enrollments

September 1, 2012 to August 31, 2013

Zone	Jurisdiction	Total Students*	Membership Fees
23	Lakeland RCSSD #150	1,940	\$20,274
6	Lethbridge School District #51	8,605	\$56,905
23	Living Waters CRD #42	1,684	\$18,563
6	Livingstone Range School Div. #68	3,728	\$32,244
23	Lloydminster Public S. D. #99	2,349	\$23,012
23	Lloydminster RCSSD #89	1,581	\$17,871
6	Medicine Hat CSRD #20	2,667	\$25,139
6	Medicine Hat School District #76	6,706	\$47,487
23	Northern Gateway Regional Division #10	5,123	\$39,638
23	Northern Lights School Division #69	5,695	\$42,473
1	Northland School Division #61	2,823	\$26,188
1	Northwest Francophone Ed. Region #1	420	\$9,852
6	Palliser Regional Division #26	6,624	\$47,077
23	Parkland School Division #70	9,450	\$61,093
1	Peace River School Division #10	3,238	\$28,963
1	Peace Wapiti School Division #76	5,517	\$41,587
23	Pembina Hills Regional Division #7	6,418	\$46,058
5	Prairie Land Regional Division #25	1,483	\$17,217
6	Prairie Rose School Division #8	3,557	\$31,098
4	Red Deer Catholic Regional Division #39	7,080	\$49,339
4	Red Deer Public Schools	9,875	\$63,198
5	Rocky View School Division #41	17,943	\$87,003
23	St. Albert Public School District No. 5565	6,619	\$47,055
23	St. Paul Education Regional Division #1	4,000	\$34,066
23	St. Thomas Aquinas RCSR #38	2,999	\$27,364
23	Sturgeon School Division #24	4,381	\$35,956
6	Westwind School Division #74	4,306	\$35,584
4	Wetaskiwin Regional Division #11	3,850	\$33,062
4	Wild Rose School Division #66	5,057	\$39,311
4	Wolf Creek School Division #72	7,184	\$49,852
23	Yellowknife Education District #1	1,868	\$19,791
23	Yellowknife Catholic Schools	1,314	\$16,086
	Totals	568,461	\$2,933,178

\*Note: Student totals were compiled from a report on Student Population for the 2011/2012 school year published by Alberta Education. Student registration information is as of Jan 28, 2012. These will be updated with the most current available information as per bylaw #10..

# Appendix B: Disposition of motions

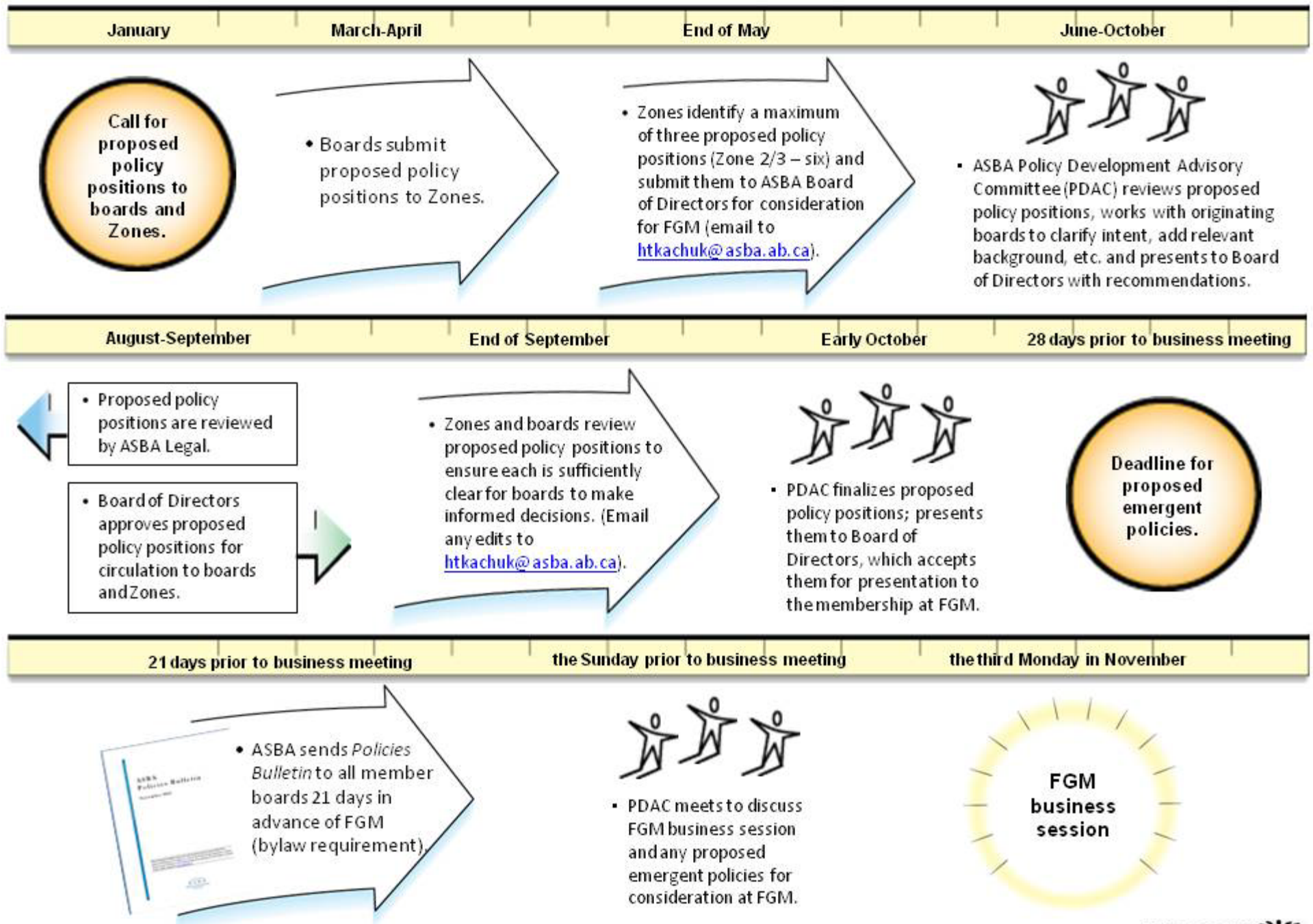


## 2012 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
<b>UNFINISHED BUSINESS AND GENERAL ORDERS</b>					
1A/FGM12	Teacher bargaining (postponed from FGM 2011)	13			
<b>POLICY PROPOSED BY ASBA BOARD OF DIRECTORS</b>					
2P/FGM12	Optimal learning environments	17			
<b>PROPOSED POLICY POSITIONS</b>					
3P/FGM12	Financial literacy	18			
4P/FGM12	Kindergarten programming	20			
5P/FGM12	Capital funding	21			
6P/FGM12	Specialized needs of sexual minority students and employees	22			
7A/FGM12	Student transportation system review	25			
8P/FGM12	Board access to local education tax for facilities	28			
<b>PROPOSED EMERGENT ISSUES</b>					
9EM/FGM12	<i>Alberta Initiative for Student Improvement (AIS)</i>	31			
10EM/FGM12	Infrastructure plan	32			



# APPENDIX C: ASBA POLICY PROCESS TIMELINE





# Amendment form

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**Amendment to Issue No.** \_\_\_\_\_

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Moved by:

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School Jurisdiction:

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Seconded by:

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School Jurisdiction:

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# Amendment form

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Amendment to Issue No. \_\_\_\_\_

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Moved by:

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School Jurisdiction:

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Seconded by:

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School Jurisdiction:

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**DATE:** November 13, 2012

**TO:** Board of Trustees

**FROM:** Trustee Leslie Cleary, Chair District Priorities & Governance Committee  
Trustee Ken Shipka, District Priorities & Governance Committee  
Trustee Christopher Spencer, District Priorities & Governance Committee

**SUBJECT:** District Priorities & Governance Committee – Update to Terms of Reference

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

**RESOURCE STAFF:** Heather Lightfoot

**REFERENCE:** District Priorities & Governance Committee Terms of Reference

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**ISSUE**

The District Priorities & Governance Committee is proposing a change to their Terms of Reference.

**RECOMMENDATION**

**That the proposed District Priorities & Governance Committee Terms of Reference be revised and approved as attached (ATTACHMENT I).**

**BACKGROUND**

On October 15, 2012 the District Priorities & Governance Committee met and discussed the Committee Terms of Reference and responsibilities.

**RELATED FACTS**

Changes to the current Terms of Reference are being recommended to ensure clarity.

**CONSIDERATIONS & ANALYSIS**

Removing the word “*In*” and “*following*” will provide clarity to the Community Relations Committee Terms of Reference

**NEXT STEPS**

Subject to Board approval, the Administration will update the Trustees Manual and the online content.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I District Priorities & Governance Committee Terms of Reference with Proposed Changes

TT:hl

**District Priorities and Governance Committee (new)**
**Purpose**

The District Priorities Committee is established for the first year of a Board's term ~~following~~ **after** an election. The Committee consists of three Trustees who are responsible for assisting the Board in identifying the priorities that will guide district operations and its budget planning cycle for the Board's three-year term of office.

**Terms of Reference**

- District priorities should be within the Board's mandate and few in number in order that district resources may be effectively concentrated to achieve measurable results.
- ~~In~~ **After** an election ~~year~~, following the organizational meeting, the committee will:
  - recommend and facilitate a process for each Board member to contribute to the development of the District priorities
  - seek student, staff, parent and community stakeholder input into the District priorities
  - consider all input received and develop and recommend a District priorities statement to Board for approval

*On June 26, 2012, the Board approved the following motions:*

1. *That the Board expand the mandate of the District Priorities Committee, to include:*
  - *Reviewing and updating the School Board Governance and Operations Section of the Policy Manual (Trustees' Manual) at least once per term or as required,*
  - *Reviewing the Trustee remuneration package every three years,*
  - *Developing an orientation plan for the next Board,*
  - *Reviewing the Trustee Protocols to ensure they are current and relevant,*
  - *Reviewing and monitoring Board Work Plan progress, and*
  - *Developing Board Retreat agendas*
2. *That the District Priorities Committee be renamed the District Priorities and Governance Committee.*

**DATE:** November 13, 2012

**TO:** Board of Trustees

**FROM:** Trustee Cleary, Chair, District Priorities and Governance Committee  
Trustee Shipka, District Priorities and Governance Committee  
Trustee Spencer, District Priorities and Governance Committee

**SUBJECT:** District Priorities and Governance Committee Trustee Survey

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

**RESOURCE STAFF:** Heather Lightfoot

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**ISSUE**

The District Priorities and Governance Committee will be conducting an online survey for Trustees to provide feedback on two matters: 1. the possibility of a winter retreat, and 2. individual perspectives on trusteeship with EPSB to assist the Administration with the development of the pre-election information package for prospective candidates.

**BACKGROUND**

At the Committee's October 26, 2012 meeting, members discussed the possibility of a winter planning retreat. There was uncertainty whether the Board is expecting or in favour of a winter planning retreat. The Committee also discussed the pre-election information package for potential trustee candidates and the orientation for new trustees in 2013. The Administration agreed it would be helpful to receive some feedback from trustees about their experiences and any information that could be considered in their development of the pre-election package.

It was determined that gathering individual information from all Board members would be most effective and efficient through an online survey.

**CURRENT SITUATION**

The Board traditionally does not hold a winter retreat in its third year of term; however, the Committee is verifying whether there is a strong desire for a 2013 winter planning retreat, and seeking clarification on desired topics and outcomes.

Plans are already underway for a re-design of the EPSB trustee pre-election information package for 2013. The Committee and the Administration are seeking input from trustees to help ensure that future trustees are aware of what they can expect in the role.

**KEY POINTS**

- The survey will be open from November 14 - 30, 2012.
- Trustees will receive an email inviting them to participate in the survey consisting of five to seven questions.
- The survey results and information will be discussed at the Committee's December meeting.
- Any recommended action about the winter retreat will be brought to the Board.

**ATTACHMENTS & APPENDICES – N/A**

**DATE:** November 13, 2012

**TO:** Board of Trustees

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

**SUBJECT:** 2011-12 Edmonton Public Schools Student, Parent, Staff and Community Satisfaction Survey Results

**ORIGINATOR:** T. Parker, Assistant Superintendent, Student Learning Services

**RESOURCE STAFF:** Diane Brunton, Sandy Forster

**REFERENCE:** Annual Report

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**ISSUE**

Summary of results from the District's annual satisfaction surveys.

**BACKGROUND**

The District's annual Students, Parent, Staff and Community surveys provide a yearly measure of stakeholder satisfaction within the District relating to education and district assets. Survey results are one measure used by all schools and central decisions units to gauge how well District Priorities are being met. Data provided by the surveys is used together with other information for budget planning, results review and the evaluation and modification of programs and initiatives.

**CURRENT SITUATION**

Respondent groups are comprised of parents, students, staff and Edmonton Public Schools (EPS) tax supporters. When comparing the total overall average, most groups remain fairly consistent relative to the previous year. The greatest change is seen in the principals' group where the total overall results experienced a decrease compared to 2011. However, principal questionnaires were modified somewhat this year and that must be taken into consideration when comparing results from year to year.

**KEY POINTS**

- Parents were surveyed at the school level, allowing for provision of parent results on a school by school basis.
- Modifications were made to survey instruments for principals as well as students at all grade levels.
- Questions were ordered to align with the current District Priorities.

**OVERVIEW**

The District's Satisfaction Surveys were administered in April 2012 to randomly selected representative samples of students and parents from each school as well as all district staff. A sample of EPS tax supporters was chosen from the City of Edmonton tax rolls to receive a copy of the district community survey. Depending on the respondent group, different methods of completion were available. Students and staff completed surveys via a secure website while parents and community members could choose online completion or mail-in using a postage-paid envelope. Parents not responding by the due date received a follow-up phone call. The

phone call was intended to capture their responses at that time or to serve as a prompt to respond via one of the alternative methods.

On alternate years, parents are surveyed at the District level or at the individual school level. In 2011-12, parent samples were randomly selected from each school. Parent respondents were asked to contribute their opinions by means of a mail out through Canada Post on April 13. Responses were due to be returned by April 27. To ensure an adequate number of responses from each school, after the due date a telephone follow up was undertaken using a local call centre. This occurred throughout the month of May and resulted in a parent response rate of 88 per cent overall.

The District's Community Satisfaction Survey was mailed in conjunction with the parent survey. This survey monitors the perceptions of EPS tax supporters as they relate to education and services provided by the District. The resulting data is used, along with other information, to assist in improving the quality of education the District provides. The information is also used to assess the overall effectiveness of Edmonton Public Schools' decisions and initiatives. Respondents could reply to the survey either by return mail or through a secure website. Reported results reflect the opinions of total respondents compared to the perspectives of those indicating they have children enrolled in district schools and those who do not.

#### **QUESTIONNAIRE REVISIONS**

Survey instruments for two respondent groups underwent revision this year. Changes to the principal questionnaire reflect the re-organization in Central Services. Questions regarding individual work units were excluded and replaced with questions focused on the areas of Finance and Infrastructure, Corporate Services and Student Learning Services.

Student questionnaires at all three grade levels were also revised. Question wording was changed to a respondent oriented point of view rather than the previous general school based perspective. As with any change, no matter how small or large, altering the wording of the questions affects the results outcome. Student responses to a number of the questions were much more positive than in previous years and this must be considered when looking at the results. Revised questions may be viewed along with the wording from the previous year in the student graphs included in the appendices.

#### **ANALYSIS OF RESULTS**

Survey results are provided to schools and central decision units at both the local and District level. As with any information of this type, results must always be taken in context. Survey data offers opportunity to explore and understand issues behind any changes in level of satisfaction and promotes open discussion among stakeholders. Results provided to principals in June allow for the information to be reviewed with staff before the end of the school year. Central decision unit managers receive survey results for their units during the summer months.

Survey information at the District level is one measure of gauging success in meeting the District Priorities. Results are used in conjunction with Provincial Achievement and Diploma exams, course completion data, Highest Level of Achievement test results and Accountability Pillar Survey data to develop a sense of the level of the District's success as it relates to its priorities.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I	Summary of Parent, Student, Staff & Community Satisfaction Survey Results Related to District Priorities
ATTACHMENT II	Parent, Student, Staff Satisfaction Survey – Multi-Year Summary Tables
ATTACHMENT III	Community Satisfaction Survey Results Summary
ATTACHMENT IV	Community Satisfaction Survey – Multi-Year Summary Tables
APPENDIX I	Parent, Student, Staff Satisfaction Survey Results Related to District Priorities
APPENDIX II	Parent, Student Staff Satisfaction Survey – Multi-Year Graphs
APPENDIX III	Community Satisfaction Survey – Multi-Year Graphs

DB:db





**SUMMARY OF PARENT, STUDENT, STAFF & COMMUNITY SATISFACTION SURVEY RESULTS  
RELATED TO DISTRICT PRIORITIES**

	2008	2009	2010	2011	2012	Increase - Decrease
<b>PRIORITY ONE</b>						
Provide supports and programs that will enable all students to complete high school.	82	83	83	82	82	0
<b>PRIORITY TWO</b>						
Deepen students' understanding of equity and empathy as key citizenship traits.	83	84	84	86	93	7
<b>PRIORITY THREE</b>						
Ensure all students and their families are welcomed, respected, accepted and supported in every school.	83	84	84	85	84	-1
<b>PRIORITY FOUR</b>						
Promote health and wellness for all students and staff.	84	86	88	88	89	1
<b>PRIORITY FIVE</b>						
Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.	78	80	79	78	73	-5



**PARENT, STUDENT, STAFF SATISFACTION SURVEY –  
MULTI-YEAR SUMMARY TABLES**

ATTACHMENT II

**DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012**

TABULAR BY QUESTION

DISTRICT PARENTS K-12 TOTAL

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr
31) With the Edmonton Transit service at your child's school?	84	88	88	83	89	6
29) With the board of trustees?	90	88	89	88	91	3
36) Staff in your child's school work as a team?	91	91	93	92	95	3
1) Overall quality of education your child receives?	96	94	97	94	96	2
4) Emphasis on Science ?	96	95	96	94	96	2
6) Programs/courses available at child's school?	92	92	92	89	91	2
14) School is preparing child to enter the world of work?	84	79	83	77	79	2
16) With how money is used in EPS?	81	82	82	77	79	2
17) Level of funding provided for public education?	57	64	60	58	60	2
22) Welcome received at your child's school?	95	94	96	93	95	2
25) Non-teaching staff at your child's school?	95	95	95	93	95	2
27) With the school principal?	91	89	92	90	92	2
28) With the Superintendent of Schools?	93	89	92	90	92	2
37) Information shared about the school's PD?	84	82	86	83	85	2
2) Emphasis on English Language Arts?	96	94	95	94	95	1
3) Emphasis on Mathematics?	94	92	94	92	93	1
5) Emphasis on Social Studies?	96	95	96	94	95	1
9) Usefulness of information received in report card?	92	90	91	88	89	1
13) School is preparing child for post-secondary education?	87	81	86	82	83	1
20) Programs/courses available in EPS?	93	92	95	92	93	1
34) Physical condition of your child's school?	88	87	91	91	92	1
35) Cleanliness of your child's school?	97	96	96	96	97	1
10) Child receives help needed to succeed in school?	88	85	88	86	86	0
21) Opportunity for involvement in school decisions?	90	90	90	88	88	0
24) Fundraising activities at your child's school?	89	88	92	89	89	0
32) Child is safe in the school?	92	95	94	94	94	0
33) Child is safe on the way to and from school?	90	91	92	93	93	0
7) Information received about learning expectations?	84	85	84	84	83	-1
8) Information received about how child is progressing?	86	86	87	86	85	-1
15) With how money is used in your child's school?	89	87	92	89	88	-1
19) How discipline is handled in the school?	88	90	88	88	87	-1
23) School fees you pay are reasonable?	84	84	89	86	85	-1
11) Child's school work is challenging?	93	92	92	94	92	-2
18) Information received about behaviour expectations?	95	96	95	96	94	-2
26) Overall, with your child's teachers?	93	92	94	95	93	-2
30) With the yellow bus service at your child's school?	80	87	82	83	81	-2
12) Information about student achievement results?	87	84	89	88	85	-3

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

TABULAR BY QUESTION

DISTRICT PARENTS K-12 TOTAL

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr
1) Overall quality of education your child receives?	96	94	97	94	96	2
2) Emphasis on English Language Arts?	96	94	95	94	95	1
3) Emphasis on Mathematics?	94	92	94	92	93	1
4) Emphasis on Science ?	96	95	96	94	96	2
5) Emphasis on Social Studies?	96	95	96	94	95	1
6) Programs/courses available at child's school?	92	92	92	89	91	2
7) Information received about learning expectations?	84	85	84	84	83	-1
8) Information received about how child is progressing?	86	86	87	86	85	-1
9) Usefulness of information received in report card?	92	90	91	88	89	1
10) Child receives help needed to succeed in school?	88	85	88	86	86	0
11) Child's school work is challenging?	93	92	92	94	92	-2
12) Information about student achievement results?	87	84	89	88	85	-3
13) School is preparing child for post-secondary education?	87	81	86	82	83	1
14) School is preparing child to enter the world of work?	84	79	83	77	79	2
15) With how money is used in your child's school?	89	87	92	89	88	-1
16) With how money is used in EPS?	81	82	82	77	79	2
17) Level of funding provided for public education?	57	64	60	58	60	2
18) Information received about behaviour expectations?	95	96	95	96	94	-2
19) How discipline is handled in the school?	88	90	88	88	87	-1
20) Programs/courses available in EPS?	93	92	95	92	93	1
21) Opportunity for involvement in school decisions?	90	90	90	88	88	0
22) Welcome received at your child's school?	95	94	96	93	95	2
23) School fees you pay are reasonable?	84	84	89	86	85	-1
24) Fundraising activities at your child's school?	89	88	92	89	89	0
25) Non-teaching staff at your child's school?	95	95	95	93	95	2
26) Overall, with your child's teachers?	93	92	94	95	93	-2
27) With the school principal?	91	89	92	90	92	2
28) With the Superintendent of Schools?	93	89	92	90	92	2
29) With the board of trustees?	90	88	89	88	91	3
30) With the yellow bus service at your child's school?	80	87	82	83	81	-2
31) With the Edmonton Transit service at your child's school?	84	88	88	83	89	6
32) Child is safe in the school?	92	95	94	94	94	0
33) Child is safe on the way to and from school?	90	91	92	93	93	0
34) Physical condition of your child's school?	88	87	91	91	92	1
35) Cleanliness of your child's school?	97	96	96	96	97	1
36) Staff in your child's school work as a team?	91	91	93	92	95	3
37) Information shared about the school's PD?	84	82	86	83	85	2

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

STUDENTS GRADES 2-6  
DISTRICT TOTAL

## TABULAR BY QUESTION

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note:
3) Follow classroom rules?	73	74	77	77	98	21	
4) Follow school rules?	81	82	84	84	99	15	
2) Report card is helpful?	93	94	92	92	94	2	
1) School work interesting?)	89	90	90	90	91	1	
9) Principal is a good leader?	95	96	96	96	97	1	
10) Like being in school?	92	93	92	93	94	1	
13) Feel safe to and from school?	92	93	93	94	95	1	
14) School is clean?	88	90	91	91	92	1	
5) Know the school rules?	98	98	98	98	98	0	
6) Teacher helps me when needed?	96	96	97	97	97	0	
8) People in the office are helpful?	95	95	96	96	96	0	
11) Feel safe in school?	95	96	95	96	96	0	
12) Feel safe during recess time?	91	92	93	93	93	0	
7) Teacher expects me to do my best?	98	99	99	98	97	-1	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

STUDENTS GRADES 2-6  
DISTRICT TOTAL

## TABULAR BY QUESTION

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note:
1) School work interesting?)	89	90	90	90	91	1	
2) Report card is helpful?	93	94	92	92	94	2	
3) Follow classroom rules?	73	74	77	77	98	21	
4) Follow school rules?	81	82	84	84	99	15	
5) Know the school rules?	98	98	98	98	98	0	
6) Teacher helps me when needed?	96	96	97	97	97	0	
7) Teacher expects me to do my best?	98	99	99	98	97	-1	
8) People in the office are helpful?	95	95	96	96	96	0	
9) Principal is a good leader?	95	96	96	96	97	1	
10) Like being in school?	92	93	92	93	94	1	
11) Feel safe in school?	95	96	95	96	96	0	
12) Feel safe during recess time?	91	92	93	93	93	0	
13) Feel safe to and from school?	92	93	93	94	95	1	
14) School is clean?	88	90	91	91	92	1	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

STUDENTS GRADES 7-9  
DISTRICT TOTAL

TABULAR BY QUESTION

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note:
7) Follow school rules?	68	69	69	72	94	22	
6) Follow classroom rules?	74	74	73	76	96	20	
9) Respect other students?	77	78	79	82	97	15	
10) Respect school property?	79	80	81	84	98	14	
11) Respect school staff?	87	87	86	88	97	9	
8) Know behaviour expectations?	97	97	96	97	98	1	
14) Teacher helps me when needed?	89	88	88	89	90	1	
17) Confidence in principal?	83	81	83	86	87	1	
1) School work interesting?	78	79	80	82	82	0	
2) Classes are challenging?	82	80	78	77	77	0	
4) Report card is helpful?	79	79	81	81	81	0	
5) Help in planning high school program?	89	85	86	86	86	0	
13) Expected to do my best?	97	97	97	97	97	0	
15) Staff member to talk to?	80	79	77	80	80	0	
20) Satisfied with school?	84	84	85	85	85	0	
23) School is clean?	82	84	86	87	87	0	
3) Clear on learning expectations?	91	91	90	92	91	-1	
21) Safe in school?	89	90	91	91	90	-1	
22) Safe to and from school?	91	92	92	93	92	-1	
12) Involved in activities outside of classroom?	92	92	91	92	90	-2	
16) People in the office are helpful?	84	85	86	87	85	-2	
18) Involved in school decisions?	83	83	81	83	74	-9	
19) Recognition for accomplishments?	91	91	90	90	81	-9	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

STUDENTS GRADES 7-9  
DISTRICT TOTAL

TABULAR BY QUESTION

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note:
1) School work interesting?	78	79	80	82	82	0	
2) Classes are challenging?	82	80	78	77	77	0	
3) Clear on learning expectations?	91	91	90	92	91	-1	
4) Report card is helpful?	79	79	81	81	81	0	
5) Help in planning high school program?	89	85	86	86	86	0	
6) Follow classroom rules?	74	74	73	76	96	20	
7) Follow school rules?	68	69	69	72	94	22	
8) Know behaviour expectations?	97	97	96	97	98	1	
9) Respect other students?	77	78	79	82	97	15	
10) Respect school property?	79	80	81	84	98	14	
11) Respect school staff?	87	87	86	88	97	9	
12) Involved in activities outside of classroom?	92	92	91	92	90	-2	
13) Expected to do my best?	97	97	97	97	97	0	
14) Teacher helps me when needed?	89	88	88	89	90	1	
15) Staff member to talk to?	80	79	77	80	80	0	
16) People in the office are helpful?	84	85	86	87	85	-2	
17) Confidence in principal?	83	81	83	86	87	1	
18) Involved in school decisions?	83	83	81	83	74	-9	
19) Recognition for accomplishments?	91	91	90	90	81	-9	
20) Satisfied with school?	84	84	85	85	85	0	
21) Safe in school?	89	90	91	91	90	-1	
22) Safe to and from school?	91	92	92	93	92	-1	
23) School is clean?	82	84	86	87	87	0	

\* Results weighted



# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

STUDENTS GRADES 10-12  
DISTRICT TOTAL

TABULAR BY QUESTION

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note
10) Follow school rules?	71	71	72	75	94	19	
9) Follow classroom rules?	79	79	81	82	95	13	
13) Respect school property?	78	79	80	85	97	12	
12) Respect other students?	81	82	85	86	97	11	
14) Respect school staff?	86	88	89	91	97	6	
5) Variety of courses available?	86	88	85	86	86	0	
11) Know behaviour expectations?	97	97	97	97	97	0	
24) Safe in school?	91	91	91	93	93	0	
3) Clear on learning expectations?	89	90	90	91	90	-1	
16) Expected to do my best?	96	96	95	96	95	-1	
26) School is clean?	84	86	88	89	88	-1	
6) Help in planning future education?	83	84	85	85	83	-2	
18) Staff member to talk to?	82	82	83	83	81	-2	
25) Safe to and from school?	90	90	91	93	91	-2	
1) School work is interesting?	76	80	80	81	78	-3	
2) Classes are challenging?	87	87	85	87	84	-3	
8) Prepared to enter the work world?	75	75	78	78	75	-3	
17) Teacher helps me when needed?	87	89	91	91	88	-3	
19) People in the office are helpful?	81	83	87	87	84	-3	
20) Confidence in principal?	77	81	84	84	81	-3	
23) Satisfied with school?	88	89	89	89	86	-3	
4) Report card is helpful?	71	73	74	76	72	-4	
15) Involved in activities outside of classroom?	90	92	88	90	86	-4	
7) Help in planning a career?	79	78	82	82	77	-5	
21) Involved in school decisions?	80	82	79	80	66	-14	
22) Recognition for accomplishments?	88	90	88	91	74	-17	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

STUDENTS GRADES 10-12  
DISTRICT TOTAL

## TABULAR BY QUESTION

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note
1) School work is interesting?	76	80	80	81	78	-3	
2) Classes are challenging?	87	87	85	87	84	-3	
3) Clear on learning expectations?	89	90	90	91	90	-1	
4) Report card is helpful?	71	73	74	76	72	-4	
5) Variety of courses available?	86	88	85	86	86	0	
6) Help in planning future education?	83	84	85	85	83	-2	
7) Help in planning a career?	79	78	82	82	77	-5	
8) Prepared to enter the work world?	75	75	78	78	75	-3	
9) Follow classroom rules?	79	79	81	82	95	13	
10) Follow school rules?	71	71	72	75	94	19	
11) Know behaviour expectations?	97	97	97	97	97	0	
12) Respect other students?	81	82	85	86	97	11	
13) Respect school property?	78	79	80	85	97	12	
14) Respect school staff?	86	88	89	91	97	6	
15) Involved in activities outside of classroom?	90	92	88	90	86	-4	
16) Expected to do my best?	96	96	95	96	95	-1	
17) Teacher helps me when needed?	87	89	91	91	88	-3	
18) Staff member to talk to?	82	82	83	83	81	-2	
19) People in the office are helpful?	81	83	87	87	84	-3	
20) Confidence in principal?	77	81	84	84	81	-3	
21) Involved in school decisions?	80	82	79	80	66	-14	
22) Recognition for accomplishments?	88	90	88	91	74	-17	
23) Satisfied with school?	88	89	89	89	86	-3	
24) Safe in school?	91	91	91	93	93	0	
25) Safe to and from school?	90	90	91	93	91	-2	
26) School is clean?	84	86	88	89	88	-1	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

SCHOOL STAFF  
DISTRICT TOTAL

TABULAR BY QUESTION

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note:
9) Satisfied with community involvement?	69	71	67	68	74	6	
5) Accountability system shapes instructional practice?	85	83	80	79	83	4	
21) Input into district level decisions?	50	55	43	43	47	4	
8) Satisfied with parent involvement?	69	70	66	68	71	3	
11) Satisfied with school's cleanliness?	81	84	84	83	86	3	
13) School is good place to work?	89	90	91	89	91	2	
2) School provides appropriate learning for all?	90	91	92	91	92	1	
6) Satisfied with handling of student discipline at school?	79	79	79	78	79	1	
7) School adequate for programs offered?	75	78	81	82	83	1	
10) Satisfied with school's physical condition?	70	74	78	80	81	1	
16) Staff work as team in school?	82	84	82	82	83	1	
1) School focused on student achievement?	96	95	96	95	95	0	
3) Satisfied with way money is used in school?	76	78	78	78	78	0	
12) School is safe environment?	90	92	93	93	93	0	
14) Satisfied with information about school happenings?	79	81	82	81	81	0	
17) Input into school level decisions?	74	76	74	74	74	0	
18) Recognition for the work that you do?	77	78	77	78	78	0	
4) Satisfied with way money is used in district?	62	65	60	59	58	-1	
24) District is a good place to work?	89	91	90	90	89	-1	
25) Principal provides effective leadership?	85	87	88	88	87	-1	
27) Confidence in the Board of Trustees?	67	71	69	69	68	-1	
15) Satisfied with information about district happenings?	80	83	81	84	82	-2	
19) Work responsibilities are reasonable?	80	82	81	82	80	-2	
26) Superintendent provides effective leadership?	77	80	82	82	80	-2	
23) District's mission consistent with personal beliefs?	83	84	80	81	78	-3	
22) District's mission communicated clearly?	85	86	78	81	77	-4	
20) Opportunities for professional development?	81	84	81	82	77	-5	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

SCHOOL STAFF  
DISTRICT TOTAL

## TABULAR BY QUESTION

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note:
1) School focused on student achievement?	96	95	96	95	95	0	
2) School provides appropriate learning for all?	90	91	92	91	92	1	
3) Satisfied with way money is used in school?	76	78	78	78	78	0	
4) Satisfied with way money is used in district?	62	65	60	59	58	-1	
5) Accountability system shapes instructional practice?	85	83	80	79	83	4	
6) Satisfied with handling of student discipline at school?	79	79	79	78	79	1	
7) School adequate for programs offered?	75	78	81	82	83	1	
8) Satisfied with parent involvement?	69	70	66	68	71	3	
9) Satisfied with community involvement?	69	71	67	68	74	6	
10) Satisfied with school's physical condition?	70	74	78	80	81	1	
11) Satisfied with school's cleanliness?	81	84	84	83	86	3	
12) School is safe environment?	90	92	93	93	93	0	
13) School is good place to work?	89	90	91	89	91	2	
14) Satisfied with information about school happenings?	79	81	82	81	81	0	
15) Satisfied with information about district happenings?	80	83	81	84	82	-2	
16) Staff work as team in school?	82	84	82	82	83	1	
17) Input into school level decisions?	74	76	74	74	74	0	
18) Recognition for the work that you do?	77	78	77	78	78	0	
19) Work responsibilities are reasonable?	80	82	81	82	80	-2	
20) Opportunities for professional development?	81	84	81	82	77	-5	
21) Input into district level decisions?	50	55	43	43	47	4	
22) District's mission communicated clearly?	85	86	78	81	77	-4	
23) District's mission consistent with personal beliefs?	83	84	80	81	78	-3	
24) District is a good place to work?	89	91	90	90	89	-1	
25) Principal provides effective leadership?	85	87	88	88	87	-1	
26) Superintendent provides effective leadership?	77	80	82	82	80	-2	
27) Confidence in the Board of Trustees?	67	71	69	69	68	-1	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

TABULAR BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note
5) Accountability system shapes instructional practice?	96	96	94	95	96	1	
13) Satisfied with parent involvement?	82	82	81	84	85	1	
14) Satisfied with community involvement?	82	83	79	83	84	1	
1) School focused on student achievement?	99	100	100	99	99	0	
6) Data from time in classroom enhances instruction?	96	97	98	98	98	0	
16) Satisfied with school's cleanliness?	91	90	92	93	93	0	
29) Assistant superintendent provides effective leadership?		93	89	95	95	0	
2) Staff in school provide appropriate learning for all?	98	99	99	99	98	-1	
7) Data from time in classroom assists allocation decisions?	95	98	98	98	97	-1	
15) Satisfied with school's physical condition?	76	78	80	81	80	-1	
18) School is good place to work?	98	99	99	100	99	-1	
12) School adequate for programs offered?	87	86	87	90	88	-2	
17) School is safe environment?	99	98	98	99	97	-2	
25) Data from time in classroom assists in PD activity decisions?	96	97	99	98	96	-2	
8) Satisfied with availability of staff for regular programs?	84	93	96	97	94	-3	
10) Satisfied with availability of staff for alternative programs?	65	82	87	82	78	-4	
27) District's mission inconsistent with personal beliefs?	97	97	97	96	92	-4	
4) Satisfied with financial information received?	95	92	90	89	84	-5	
9) Satisfied with availability of for special needs programs?	61	77	87	89	84	-5	
21) Recognition for the work that you do?	80	82	72	76	71	-5	
28) District is a good place to work?	98	98	98	98	92	-6	
22) Work responsibilities are reasonable?	78	83	75	83	76	-7	
31) Confidence in the Board of Trustees?	76	76	70	40	29	-11	
26) District's mission communicated clearly?	96	91	88	90	78	-12	
11) Satisfied with district accommodation of special needs students?	79	78	83	82	68	-14	
3) Satisfied with way money is used in district?	92	83	80	74	57	-17	
30) Superintendent of Schools provides effective leadership?	90	85	88	83	66	-17	
20) District staff work as a team?	91	90	83	85	67	-18	
24) Input into district level decisions?	80	81	80	81	62	-19	
19) Satisfied with the information about district happenings?	93	91	95	87	66	-21	
23) Opportunities for professional development?	96	95	91	88	58	-30	
32) Satisfied with services from Corporate Services?					86		
33) Satisfied with services from Finance and Infrastructure?					86		
34) Satisfied with services from Student Learning Services?					50		

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

TABULAR BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note
1) School focused on student achievement?	99	100	100	99	99	0	
2) Staff in school provide appropriate learning for all?	98	99	99	99	98	-1	
3) Satisfied with way money is used in district?	92	83	80	74	57	-17	
4) Satisfied with financial information received?	95	92	90	89	84	-5	
5) Accountability system shapes instructional practice?	96	96	94	95	96	1	
6) Data from time in classroom enhances instruction?	96	97	98	98	98	0	
7) Data from time in classroom assists allocation decisions?	95	98	98	98	97	-1	
8) Satisfied with availability of staff for regular programs?	84	93	96	97	94	-3	
9) Satisfied with availability of for special needs programs?	61	77	87	89	84	-5	
10) Satisfied with availability of staff for alternative programs?	65	82	87	82	78	-4	
11) Satisfied with district accommodation of special needs students?	79	78	83	82	68	-14	
12) School adequate for programs offered?	87	86	87	90	88	-2	
13) Satisfied with parent involvement?	82	82	81	84	85	1	
14) Satisfied with community involvement?	82	83	79	83	84	1	
15) Satisfied with school's physical condition?	76	78	80	81	80	-1	
16) Satisfied with school's cleanliness?	91	90	92	93	93	0	
17) School is safe environment?	99	98	98	99	97	-2	
18) School is good place to work?	98	99	99	100	99	-1	
19) Satisfied with the information about district happenings?	93	91	95	87	66	-21	
20) District staff work as a team?	91	90	83	85	67	-18	
21) Recognition for the work that you do?	80	82	72	76	71	-5	
22) Work responsibilities are reasonable?	78	83	75	83	76	-7	
23) Opportunities for professional development?	96	95	91	88	58	-30	
24) Input into district level decisions?	80	81	80	81	62	-19	
25) Data from time in classroom assists in PD activity decisions?	96	97	99	98	96	-2	
26) District's mission communicated clearly?	96	91	88	90	78	-12	
27) District's mission consistent with personal beliefs?	97	97	97	96	92	-4	
28) District is a good place to work?	98	98	98	98	92	-6	
29) Assistant superintendent provides effective leadership?		93	89	95	95	0	
30) Superintendent of Schools provides effective leadership?	90	85	88	83	66	-17	
31) Confidence in the Board of Trustees?	76	76	70	40	29	-11	
32) Satisfied with services from Corporate Services?					86		
33) Satisfied with services from Finance and Infrastructure?					86		
34) Satisfied with services from Student Learning Services?					50		

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

CENTRAL SERVICES STAFF  
TOTAL STAFF

## TABULAR BY QUESTION

Sorted by Incr/Decr

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note
3) Satisfied with how money is used in the district?	47	58	50	48	55	7	
5) Satisfied with cleanliness of your building?	57	65	71	69	76	7	
15) Opportunity for input into district level decisions?	38	47	34	34	36	2	
17) District's mission is consistent with your personal beliefs?	80	82	76	75	76	1	
20) Director provides effective leadership?	71	82	75	79	80	1	
2) Satisfied with how money is used in central services?	46	57	53	52	52	0	
4) Satisfied with physical condition of your building?	55	59	70	69	69	0	
6) Workplace is a safe environment?	75	79	86	86	86	0	
24) Have confidence in the board of trustees?	52	59	58	51	51	0	
12) You get recognition for the work that you do?	56	60	60	55	54	-1	
21) Managing director provides effective leadership?	71	74	84	76	75	-1	
1) District focused on student achievement?	93	91	93	90	88	-2	
16) District's mission is communicated clearly?	81	83	73	73	71	-2	
8) Satisfied with information shared about department happenings?	62	68	66	64	61	-3	
7) Central services is a good place to work?	82	86	87	86	82	-4	
10) Staff work as a team in your work unit?	73	76	74	76	72	-4	
13) Your work responsibilities are reasonable?	69	77	77	77	73	-4	
18) District is a good place to work?	81	89	90	87	83	-4	
19) Supervisor provides effective leadership?	72	71	78	78	74	-4	
9) Satisfied with information shared about district happenings?	66	73	73	69	64	-5	
11) You have opportunity for input into department level decisions?	52	59	48	50	45	-5	
22) Exe dir/asst supt provides effective leadership?	61	67	65	71	66	-5	
23) Superintendent of schools provides effective leadership?	74	76	80	78	72	-6	
14) Satisfied with opportunities for professional development?	61	68	67	68	55	-13	

\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

TABULAR BY QUESTION

CENTRAL SERVICES STAFF  
TOTAL STAFF

Sorted by Question

QUESTION	2008	2009	2010	2011	2012	Incr/Decr	Note
1) District focused on student achievement?	93	91	93	90	88	-2	
2) Satisfied with how money is used in central services?	46	57	53	52	52	0	
3) Satisfied with how money is used in the district?	47	58	50	48	55	7	
4) Satisfied with physical condition of your building?	55	59	70	69	69	0	
5) Satisfied with cleanliness of your building?	57	65	71	69	76	7	
6) Workplace is a safe environment?	75	79	86	86	86	0	
7) Central services is a good place to work?	82	86	87	86	82	-4	
8) Satisfied with information shared about department happenings?	62	68	66	64	61	-3	
9) Satisfied with information shared about district happenings?	66	73	73	69	64	-5	
10) Staff work as a team in your work unit?	73	76	74	76	72	-4	
11) You have opportunity for input into department level decisions?	52	59	48	50	45	-5	
12) You get recognition for the work that you do?	56	60	60	55	54	-1	
13) Your work responsibilities are reasonable?	69	77	77	77	73	-4	
14) Satisfied with opportunities for professional development?	61	68	67	68	55	-13	
15) Opportunity for input into district level decisions?	38	47	34	34	36	2	
16) District's mission is communicated clearly?	81	83	73	73	71	-2	
17) District's mission is consistent with your personal beliefs?	80	82	76	75	76	1	
18) District is a good place to work?	81	89	90	87	83	-4	
19) Supervisor provides effective leadership?	72	71	78	78	74	-4	
20) Director provides effective leadership?	71	82	75	79	80	1	
21) Managing director provides effective leadership?	71	74	84	76	75	-1	
22) Exe dir/asst supt provides effective leadership?	61	67	65	71	66	-5	
23) Superintendent of schools provides effective leadership?	74	76	80	78	72	-6	
24) Have confidence in the board of trustees?	52	59	58	51	51	0	

\* Results weighted



### COMMUNITY SATISFACTION SURVEY RESULTS SUMMARY

Analyses of the 2011-12 Community Satisfaction Survey shows fairly constant results compared to last year. Most survey items reflect minor increases or decreases from the total group of respondents compared to the previous years' results.

The survey results also provide a breakdown of responses from those indicating they have children attending an Edmonton Public School compared to those who do not have children enrolled in District schools. The following table summarizes increases and decreases of +/- 5% or more from last year. Changes in positive response are also shown as longitudinal trend comparisons:

	Respondents <u>With</u> Children in EPS	Respondents <u>Without</u> Children in EPS
Increase In Positive Responses	<ul style="list-style-type: none"> <li>▪ Effectiveness of Superintendent</li> <li>▪ Preparation for post-secondary</li> <li>▪ Effectiveness of principals</li> <li>▪ EPS better/same as private schools</li> <li>▪ Preparation for world of work</li> <li>▪ EPS better/same as other countries</li> <li>▪ Effectiveness of Trustees</li> <li>▪ Importance of French skills</li> <li>▪ Spending of public money</li> <li>▪ Safety of students</li> <li>▪ Importance of fine arts skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choice of different types of schools</li> </ul>
Upward Trend In Positive Responses	<ul style="list-style-type: none"> <li>▪ Schools receive funding from fund raising</li> <li>▪ Schools receive funding from partnerships (3yr)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preparation for world of work (3 yr)</li> <li>▪ Preparation for responsible citizenship</li> <li>▪ EPS better/same as other countries (3 yr)</li> <li>▪ Schools receive funding from exclusive supply agreements</li> <li>▪ Increase in funding for EPS (4 yr)</li> <li>▪ Importance of heritage language skills (4 yr)</li> </ul>
Decrease In Positive Responses	<ul style="list-style-type: none"> <li>▪ Nil</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents pay for non-basics</li> <li>▪ Effectiveness of teachers</li> </ul>
Downward Trend In Positive Responses	<ul style="list-style-type: none"> <li>▪ Parents pay beyond basic education (3 yr)</li> <li>▪ Choice of different types of schools (4 yr)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectiveness of principals (3yr)</li> </ul>

Upward and downward trends shown are based on variations over the last three to five years.

Respondents were asked to provide their perspectives on main issues currently facing education. The top ten most frequently stated issues by the overall group of respondents are graphed on the chart in Appendix III, page 20. The chart also compares the issues when separated into parent and non-parent groups as well as a comparison to the total group in 2011. Funding continues to be the primary concern of community members, followed by

class size and preparation for life after high school (including post-secondary education; world of work; life skills). This is a top three trend for the past three years. Other areas of concern this year involve meeting needs of all students (fairness, equality); safety & well-being (bullying being the primary topic); the need to focus on basic education; quality of education, achievement, standards; the need for qualified, skilled committed, effective, enthusiastic teachers; discipline & behaviour; support for inclusion and special needs students. Respondents with children in District schools also mentioned curriculum content (6.9%), infrastructure in need of maintenance and upgrading (7.3%) and the lack of quality teaching (citing ineffective, non-current, non-committed, incompetent teachers) (9.9%). Among respondents with no children in District schools, included in their top ten concerns was accountability around the administration and allocation of funds (6.2%).

## COMMUNITY SATISFACTION SURVEY - MULTI-YEAR SUMMARY TABLES

## COMMUNITY TOTAL RESPONDENTS 2008 - 2012

(n = 1492)

	2008	2009	2010	2011	2012	Increase / decrease
16. EPS better/same as private schools	58%	60%	61%	59%	63%	4%
18. EPS better/same as other countries	76%	81%	76%	76%	80%	4%
27. Importance of French skills	64%	61%	64%	60%	64%	4%
22. Choice of different school types	69%	73%	69%	68%	72%	4%
28. Importance of heritage language skills	58%	54%	54%	54%	58%	4%
11. Preparation for world of work	58%	60%	58%	57%	60%	3%
8. Effectiveness of Superintendent	74%	76%	71%	75%	77%	2%
10. Preparation for post sec.	76%	76%	75%	74%	76%	2%
13. Safety of students	81%	90%	87%	86%	88%	2%
23. Increase in funding	83%	82%	83%	83%	85%	2%
26. Importance of fine Arts skills	82%	83%	84%	82%	84%	2%
6. Effectiveness of Principals	79%	84%	84%	81%	83%	2%
15. Responding to public concerns	63%	68%	63%	65%	66%	1%
17. EPS better/same as Canada	93%	92%	91%	91%	92%	1%
20e. Funding from exclusive supply agreements	41%	44%	45%	50%	51%	1%
24. Importance of life skills	98%	98%	99%	98%	99%	1%
12. Preparation for being responsible citizens	64%	66%	67%	68%	69%	1%
1. Quality of education	87%	86%	87%	86%	86%	0%
3. Spending of public money	67%	72%	66%	70%	70%	0%
4. Availability of Continuing Education	91%	91%	90%	91%	91%	0%
7. Effectiveness of Trustees	68%	72%	65%	71%	71%	0%
14. Encouraging school completion	74%	77%	77%	78%	78%	0%
19. Provide variety of courses	92%	94%	93%	93%	93%	0%
25. Importance of job related skills	97%	97%	98%	97%	97%	0%
2. Condition of EPS bldgs.	71%	78%	82%	82%	81%	-1%
20b. Funding from fund raising	56%	60%	58%	63%	62%	-1%
20d. Funding from partnerships	87%	90%	88%	90%	89%	-1%
9. Working with agencies	79%	84%	80%	83%	81%	-2%
20c. Funding from sponsorships	65%	70%	66%	70%	68%	-2%
5. Effectiveness of teachers	84%	85%	86%	86%	84%	-2%
20a. Funding from donations	74%	79%	72%	77%	74%	-3%
21. Parents pay for non-basics	52%	51%	56%	55%	51%	-4%

**COMMUNITY TOTAL RESPONDENTS 2008 - 2012**

	2008	2009	2010	2011	2112	Increase / decrease
1. Quality of education	87%	86%	87%	86%	86%	0%
2. Condition of EPS bldgs.	71%	78%	82%	82%	81%	-1%
3. Spending of public money	67%	72%	66%	70%	70%	0%
4. Availability of Continuing Education	91%	91%	90%	91%	91%	0%
5. Effectiveness of teachers	84%	85%	86%	86%	84%	-2%
6. Effectiveness of Principals	79%	84%	84%	81%	83%	2%
7. Effectiveness of Trustees	68%	72%	65%	71%	71%	0%
8. Effectiveness of Superintendent	74%	76%	71%	75%	77%	2%
9. Working with agencies	79%	84%	80%	83%	81%	-2%
10. Preparation for post sec.	76%	76%	75%	74%	76%	2%
11. Preparation for world of work	58%	60%	58%	57%	60%	3%
12. Preparation for being responsible citizens	64%	66%	67%	68%	69%	1%
13. Safety of students	81%	90%	87%	86%	88%	2%
14. Encouraging school completion	74%	77%	77%	78%	78%	0%
15. Responding to public concerns	63%	68%	63%	65%	66%	1%
16. EPS better/same as private schools	58%	60%	61%	59%	63%	4%
17. EPS better/same as Canada	93%	92%	91%	91%	92%	1%
18. EPS better/same as other countries	76%	81%	76%	76%	80%	4%
19. Provide variety of courses	92%	94%	93%	93%	93%	0%
20a. Funding from donations	74%	79%	72%	77%	74%	-3%
20b. Funding from fund raising	56%	60%	58%	63%	62%	-1%
20c. Funding from sponsorships	65%	70%	66%	70%	68%	-2%
20d. Funding from partnerships	87%	90%	88%	90%	89%	-1%
20e. Funding from exclusive supply agreements	41%	44%	45%	50%	51%	1%
21. Parents pay for non-basics	52%	51%	56%	55%	51%	-4%
22. Choice of different school types	69%	73%	69%	68%	72%	4%
23. Increase in funding	83%	82%	83%	83%	85%	2%
24. Importance of life skills	98%	98%	99%	98%	99%	1%
25. Importance of job related skills	97%	97%	98%	97%	97%	0%
26. Importance of fine Arts skills	82%	83%	84%	82%	84%	2%
27. Importance of French skills	64%	61%	64%	60%	64%	4%
28. Importance of heritage language skills	58%	54%	54%	54%	58%	4%

**COMMUNITY PARENT RESPONDENTS 2008 - 2012**

**(n = 409)**

	2008	2009	2010	2011	2012	increase / decrease
8. Effectiveness of Superintendent	79%	81%	76%	74%	84%	10%
10. Preparation for post sec.	78%	80%	76%	72%	80%	8%
6. Effectiveness of Principals	82%	87%	88%	80%	88%	8%
16. EPS better/same as private schools	58%	62%	62%	58%	65%	7%
11. Preparation for world of work	66%	71%	70%	63%	70%	7%
18. EPS better/same as other countries	76%	80%	82%	75%	82%	7%
7. Effectiveness of Trustees	74%	77%	73%	72%	78%	6%
27. Importance of French skills	69%	60%	68%	62%	68%	6%
3. Spending of public money	71%	76%	71%	72%	77%	5%
13. Safety of students	85%	93%	90%	87%	92%	5%
26. Importance of fine Arts skills	84%	85%	86%	83%	88%	5%
2. Condition of EPS bldgs.	76%	83%	86%	82%	86%	4%
4. Availability of Continuing Education	92%	90%	91%	89%	93%	4%
5. Effectiveness of teachers	86%	89%	89%	84%	88%	4%
1. Quality of education	91%	91%	91%	87%	90%	3%
17. EPS better/same as Canada	91%	92%	93%	90%	93%	3%
15. Responding to public concerns	68%	73%	68%	67%	70%	3%
28. Importance of heritage language skills	61%	58%	58%	56%	59%	3%
12. Preparation for being responsible citizens	75%	79%	79%	79%	81%	2%
14. Encouraging school completion	82%	84%	87%	85%	86%	1%
20b. Funding from fund raising	58%	61%	62%	67%	68%	1%
20d. Funding from partnerships	89%	91%	86%	90%	91%	1%
23. Increase in funding	91%	91%	91%	90%	91%	1%
24. Importance of life skills	98%	99%	99%	98%	99%	1%
25. Importance of job related skills	97%	98%	97%	96%	97%	1%
9. Working with agencies	79%	83%	80%	83%	83%	0%
19. Provide variety of courses	94%	97%	95%	95%	95%	0%
20e. Funding from exclusive supply agreements	48%	52%	52%	55%	54%	-1%
21. Parents pay for non-basics	52%	53%	62%	58%	57%	-1%
22. Choice of different school types	76%	81%	80%	79%	77%	-2%
20c. Funding from sponsorships	70%	76%	70%	76%	73%	-3%
20a. Funding from donations	77%	84%	76%	83%	79%	-4%

**COMMUNITY PARENT RESPONDENTS 2008 - 2012**

	2008	2009	2010	2011	2012	increase / decrease
1. Quality of education	91%	91%	91%	87%	90%	3%
2. Condition of EPS bldgs.	76%	83%	86%	82%	86%	4%
3. Spending of public money	71%	76%	71%	72%	77%	5%
4. Availability of Continuing Education	92%	90%	91%	89%	93%	4%
5. Effectiveness of teachers	86%	89%	89%	84%	88%	4%
6. Effectiveness of Principals	82%	87%	88%	80%	88%	8%
7. Effectiveness of Trustees	74%	77%	73%	72%	78%	6%
8. Effectiveness of Superintendent	79%	81%	76%	74%	84%	10%
9. Working with agencies	79%	83%	80%	83%	83%	0%
10. Preparation for post sec.	78%	80%	76%	72%	80%	8%
11. Preparation for world of work	66%	71%	70%	63%	70%	7%
12. Preparation for being responsible citizens	75%	79%	79%	79%	81%	2%
13. Safety of students	85%	93%	90%	87%	92%	5%
14. Encouraging school completion	82%	84%	87%	85%	86%	1%
15. Responding to public concerns	68%	73%	68%	67%	70%	3%
16. EPS better/same as private schools	58%	62%	62%	58%	65%	7%
17. EPS better/same as Canada	91%	92%	93%	90%	93%	3%
18. EPS better/same as other countries	76%	80%	82%	75%	82%	7%
19. Provide variety of courses	94%	97%	95%	95%	95%	0%
20a. Funding from donations	77%	84%	76%	83%	79%	-4%
20b. Funding from fund raising	58%	61%	62%	67%	68%	1%
20c. Funding from sponsorships	70%	76%	70%	76%	73%	-3%
20d. Funding from partnerships	89%	91%	86%	90%	91%	1%
20e. Funding from exclusive supply agreements	48%	52%	52%	55%	54%	-1%
21. Parents pay for non-basics	52%	53%	62%	58%	57%	-1%
22. Choice of different school types	76%	81%	80%	79%	77%	-2%
23. Increase in funding	91%	91%	91%	90%	91%	1%
24. Importance of life skills	98%	99%	99%	98%	99%	1%
25. Importance of job related skills	97%	98%	97%	96%	97%	1%
26. Importance of fine Arts skills	84%	85%	86%	83%	88%	5%
27. Importance of French skills	69%	60%	68%	62%	68%	6%
28. Importance of heritage language skills	61%	58%	58%	56%	59%	3%

**COMMUNITY NON-PARENT RESPONDENTS 2008 - 2012**

**(n = 1016)**

	2008	2009	2010	2011	2012	Increase/ Decrease
22. Choice of different school types	66%	69%	65%	63%	70%	7%
16. EPS better/same as private schools	58%	59%	62%	59%	63%	4%
27. Importance of French skills	62%	61%	62%	59%	63%	4%
28. Importance of heritage language skills	56%	52%	53%	53%	57%	4%
23. Increase in funding	80%	78%	79%	79%	82%	3%
18. EPS better/same as other countries	76%	80%	74%	77%	79%	2%
11. Preparation for world of work	54%	55%	53%	55%	56%	1%
12. Preparation for being responsible citizens	59%	59%	61%	63%	64%	1%
19. Provide variety of courses	92%	93%	92%	92%	93%	1%
20e. Funding from exclusive supply agreements	38%	40%	43%	48%	49%	1%
26. Importance of fine arts skills	82%	82%	83%	82%	83%	1%
13. Safety of students	79%	88%	86%	86%	86%	0%
15. Responding to public concerns	61%	66%	60%	64%	64%	0%
17. EPS better/same as Canada	94%	93%	90%	91%	91%	0%
24. Importance of life skills	98%	98%	99%	99%	99%	0%
25. Importance of job related skills	97%	96%	98%	98%	98%	0%
1. Quality of education	85%	83%	85%	86%	85%	-1%
6. Effectiveness of Principals	77%	83%	82%	81%	80%	-1%
10. Preparation for post sec.	76%	74%	74%	75%	74%	-1%
20c. Funding from sponsorships	63%	67%	64%	67%	66%	-1%
9. Working with agencies	79%	84%	79%	82%	80%	-2%
4. Availability of Continuing Education	91%	91%	90%	92%	90%	-2%
14. Encouraging school completion	71%	73%	72%	76%	74%	-2%
20b. Funding from fund raising	55%	59%	55%	62%	60%	-2%
2. Condition of EPS bldgs.	68%	75%	79%	82%	79%	-3%
8. Effectiveness of Superintendent	72%	74%	69%	76%	73%	-3%
20a. Funding from donations	73%	77%	69%	75%	72%	-3%
20d. Funding from partnerships	86%	90%	89%	90%	87%	-3%
3. Spending of public money	65%	70%	63%	70%	66%	-4%
7. Effectiveness of Trustees	66%	69%	62%	71%	67%	-4%
5. Effectiveness of teachers	83%	83%	85%	87%	82%	-5%
21. Parents pay for non-basics	52%	50%	53%	54%	49%	-5%

**COMMUNITY NON-PARENT RESPONDENTS 2008 - 2012**

	2008	2009	2010	2011	2011	Increase/ Decrease
1. Quality of education	85%	83%	85%	86%	85%	-1%
2. Condition of EPS bldgs.	68%	75%	79%	82%	79%	-3%
3. Spending of public money	65%	70%	63%	70%	66%	-4%
4. Availability of Continuing Education	91%	91%	90%	92%	90%	-2%
5. Effectiveness of teachers	83%	83%	85%	87%	82%	-5%
6. Effectiveness of Principals	77%	83%	82%	81%	80%	-1%
7. Effectiveness of Trustees	66%	69%	62%	71%	67%	-4%
8. Effectiveness of Superintendent	72%	74%	69%	76%	73%	-3%
9. Working with agencies	79%	84%	79%	82%	80%	-2%
10. Preparation for post sec.	76%	74%	74%	75%	74%	-1%
11. Preparation for world of work	54%	55%	53%	55%	56%	1%
12. Preparation for being responsible citizens	59%	59%	61%	63%	64%	1%
13. Safety of students	79%	88%	86%	86%	86%	0%
14. Encouraging school completion	71%	73%	72%	76%	74%	-2%
15. Responding to public concerns	61%	66%	60%	64%	64%	0%
16. EPS better/same as private schools	58%	59%	62%	59%	63%	4%
17. EPS better/same as Canada	94%	93%	90%	91%	91%	0%
18. EPS better/same as other countries	76%	80%	74%	77%	79%	2%
19. Provide variety of courses	92%	93%	92%	92%	93%	1%
20a. Funding from donations	73%	77%	69%	75%	72%	-3%
20b. Funding from fund raising	55%	59%	55%	62%	60%	-2%
20c. Funding from sponsorships	63%	67%	64%	67%	66%	-1%
20d. Funding from partnerships	86%	90%	89%	90%	87%	-3%
20e. Funding from exclusive supply agreements	38%	40%	43%	48%	49%	1%
21. Parents pay for non-basics	52%	50%	53%	54%	49%	-5%
22. Choice of different school types	66%	69%	65%	63%	70%	7%
23. Increase in funding	80%	78%	79%	79%	82%	3%
24. Importance of life skills	98%	98%	99%	99%	99%	0%
25. Importance of job related skills	97%	96%	98%	98%	98%	0%
26. Importance of fine arts skills	82%	82%	83%	82%	83%	1%
27. Importance of French skills	62%	61%	62%	59%	63%	4%
28. Importance of heritage language skills	56%	52%	53%	53%	57%	4%



**PARENT, STUDENT, STAFF & COMMUNITY SATISFACTION SURVEY RESULTS RELATED TO  
DISTRICT PRIORITIES**

QUESTION	GROUP	2008	2009	2010	2011	2012	Incr - Decr
<b>PRIORITY ONE</b>							
<b>Provide supports and programs that will enable all students to complete high school.</b>							
Accountability system shapes instructional practice	PRINCIPALS	96	96	94	95	96	1
Accountability system shapes instructional practice	SCHOOL STAFF	85	83	80	79	83	4
Appropriate learning provided for all	PARENTS	92	92	92	89	91	2
Appropriate learning provided for all	PRINCIPALS	98	99	99	99	98	-1
Appropriate learning provided for all	SCHOOL STAFF	90	91	92	91	92	1
Availability of Continuing Education	COMMUNITY	91	91	90	91	91	0
Child receives help needed to succeed in school	PARENTS	88	85	88	86	86	0
Courses available in school	STUDENTS 10-12	86	88	85	86	86	0
Data from time in classroom assists allocation decisions	PRINCIPALS	95	98	98	98	97	-1
Data from time in classroom enhances instruction	PRINCIPALS	96	97	98	98	98	0
Emphasis on English Language Arts	PARENTS	96	94	95	94	95	1
Emphasis on Mathematics	PARENTS	94	92	94	92	93	1
Emphasis on Science	PARENTS	96	95	96	94	96	2
Emphasis on Social Studies	PARENTS	96	95	96	94	95	1
Encouraging school completion	COMMUNITY	74	77	77	78	78	0
EPS better/same as Canada	COMMUNITY	93	92	91	91	92	1
EPS better/same as other countries	COMMUNITY	76	81	76	76	80	4
EPS better/same as private schools	COMMUNITY	58	60	61	59	63	4
Focus on student achievement	CENTRAL STAFF	93	91	93	90	88	-2
Focus on student achievement	PRINCIPALS	99	100	100	99	99	0
Focus on student achievement	SCHOOL STAFF	96	95	96	95	95	0
Funding from donations	COMMUNITY	74	79	72	77	74	-3
Funding from exclusive supply agreements	COMMUNITY	41	44	45	50	51	1
Funding from fund raising	COMMUNITY	56	60	58	63	62	-1
Funding from partnerships	COMMUNITY	87	90	88	90	89	-1
Funding from sponsorships	COMMUNITY	65	70	66	70	68	-2
Funding level - increase	COMMUNITY	83	82	83	83	85	2
Funding level for public education	PARENTS	57	64	60	58	60	2
Information in report card useful	PARENTS	92	90	91	88	89	1
Information in report card useful	STUDENTS 10-12	71	73	74	76	72	-4
Information in report card useful	STUDENTS 2-6	93	94	92	92	94	2
Information in report card useful	STUDENTS 7-9	79	79	81	81	81	0
Information on progress	PARENTS	86	86	87	86	85	-1
Information on student achievement results	PARENTS	87	84	89	88	85	-3
Learning expectations	PARENTS	84	85	84	84	83	-1
Learning expectations	STUDENTS 10-12	89	90	90	91	90	-1
Learning expectations	STUDENTS 7-9	91	91	90	92	91	-1
Planning high school program	STUDENTS 7-9	89	85	86	86	86	0
Planning/preparation career	STUDENTS 10-12	79	78	82	82	77	-5
Planning/preparation for post-secondary	COMMUNITY	76	76	75	74	76	2
Planning/preparation for work world	COMMUNITY	58	60	58	57	60	3
Planning/preparation for work world -	COMMUNITY	97	97	98	97	97	0

importance of job related skills							
Planning/preparation post-secondary	PARENTS	87	81	86	82	83	1
Planning/preparation post-secondary	STUDENTS 10-12	83	84	85	85	83	-2
Preparation for work world	PARENTS	84	79	83	77	79	2
Preparation for work world	STUDENTS 10-12	75	75	78	78	75	-3
Quality of education	PARENTS	96	94	97	94	96	2
Quality of education	COMMUNITY	87	86	87	86	86	0
School work interesting	STUDENTS 10-12	76	80	80	81	78	-3
School work interesting	STUDENTS 2-6	89	90	90	90	91	1
School work interesting	STUDENTS 7-9	78	79	80	82	82	0
School work is challenging	PARENTS	93	92	92	94	92	-2
School work is challenging	STUDENTS 10-12	87	87	85	87	84	-3
School work is challenging	STUDENTS 7-9	82	80	78	77	77	0
Use of money - Financial information recv'd	PRINCIPALS	95	92	90	89	84	-5
Use of money - spending of public money	COMMUNITY	67	72	66	70	70	0
Use of money in central services	CENTRAL	46	57	53	52	52	0
Use of money in District	CENTRAL	47	58	50	48	55	7
Use of money in District	PARENTS	81	82	82	77	79	2
Use of money in District	PRINCIPALS	92	83	80	74	57	-17
Use of money in District	SCHOOL STAFF	62	65	60	59	58	-1
Use of money in school	PARENTS	89	87	92	89	88	-1
Use of money in school	SCHOOL STAFF	76	78	78	78	78	0

QUESTION	GROUP	2008	2009	2010	2011	2012	Incr - Decr
<b>PRIORITY TWO</b>							
<b>Deepen students' understanding of equity and empathy as key citizenship traits</b>							
Behaviour expectations	PARENTS	95	96	95	96	94	-2
Behaviour expectations	STUDENTS 7-9	97	97	96	97	98	1
Behaviour expectations	STUDENTS 10-12	97	97	97	97	97	0
Importance of life skills	COMMUNITY	98	98	99	98	99	1
Involved in activities outside classroom	STUDENTS 7-9	92	92	91	92	90	-2
Involved in activities outside classroom	STUDENTS 10-12	90	92	88	90	86	-4
Preparation for being responsible citizens	COMMUNITY	64	66	67	68	69	1
Respect other students	STUDENTS 7-9	77	78	79	82	97	15
Respect other students	STUDENTS 10-12	81	82	85	86	97	11
Respect school property	STUDENTS 7-9	79	80	81	84	98	14
Respect school property	STUDENTS 10-12	78	79	80	85	97	12
Respect school staff	STUDENTS 7-9	87	87	86	88	97	9
Respect school staff	STUDENTS 10-12	86	88	89	91	97	6
Rules in classroom followed	STUDENTS 2-6	73	74	77	77	98	21
Rules in classroom followed	STUDENTS 7-9	74	74	73	76	96	20
Rules in classroom followed	STUDENTS 10-12	79	79	81	82	95	13
Rules in school followed	STUDENTS 2-6	81	82	84	84	99	15
Rules in school followed	STUDENTS 7-9	68	69	69	72	94	22
Rules in school followed	STUDENTS 10-12	71	71	72	75	94	19
Rules in school known	STUDENTS 2-6	98	98	98	98	98	0
Student discipline	PARENTS	88	90	88	88	87	-1
Student discipline	SCHOOL STAFF	79	79	79	78	79	1

QUESTION	GROUP	2008	2009	2010	2011	2012	Incr - Decr
<b>PRIORITY THREE</b>							
<b>Ensure all students and their families are welcomed, respected, accepted and supported in every school.</b>							
Accommodation of special needs students	PRINCIPALS	79	78	83	82	68	-14
Board of Trustees	PARENTS	90	88	89	88	91	3
Board of Trustees - effectiveness	COMMUNITY	68	72	65	71	71	0
Expected to do best	STUDENTS 10-12	96	96	95	96	95	-1
Expected to do best	STUDENTS 2-6	98	99	99	98	97	-1
Expected to do best	STUDENTS 7-9	97	97	97	97	97	0
Fees - parents pay for non-basics	COMMUNITY	52	51	56	55	51	-4
Fees you pay at school reasonable	PARENTS	84	84	89	86	85	-1
Fundraising activities at school	PARENTS	89	88	92	89	89	0
Involved in school decisions	STUDENTS 10-12	80	82	79	80	66	-14
Involved in school decisions	STUDENTS 7-9	83	83	81	83	74	-9
Involvement - responding to public concerns	COMMUNITY	63	68	63	65	66	1
Involvement of community	PRINCIPALS	82	83	79	83	84	1
Involvement of community	SCHOOL STAFF	69	71	67	68	74	6
Involvement of parents	PRINCIPALS	82	82	81	84	85	1
Involvement of parents	SCHOOL STAFF	69	70	66	68	72	4
Programs/choices - importance of fine Arts skills	COMMUNITY	82	83	84	82	84	2
Programs/choices - importance of French skills	COMMUNITY	64	61	64	60	64	4
Programs/choices - importance of heritage language skills	COMMUNITY	58	54	54	54	58	4
Programs/courses - choice of different school types	COMMUNITY	69	73	69	68	72	4
Programs/courses - provide variety of courses	COMMUNITY	92	94	93	93	93	0
Programs/courses available in District	PARENTS	93	92	95	92	93	1
Recognition for accomplishments	STUDENTS 10-12	88	90	88	91	74	-17
Recognition for accomplishments	STUDENTS 7-9	91	91	90	90	81	-9
Satisfied with/like being in school	STUDENTS 10-12	88	89	89	89	86	-3
Satisfied with/like being in school	STUDENTS 2-6	92	93	92	93	94	1
Satisfied with/like being in school	STUDENTS 7-9	84	84	85	85	85	0
School adequate for programs offered	PRINCIPALS	87	86	87	90	88	-2
School adequate for programs offered	SCHOOL STAFF	75	78	81	82	83	1
School decisions involvement	PARENTS	90	90	90	88	88	0
Service from Edmonton Transit at school	PARENTS	84	88	88	83	89	6
Service from yellow bus at school	PARENTS	80	87	82	83	81	-2
Staff - people in office are helpful	STUDENTS 10-12	81	83	87	87	84	-3
Staff - people in office are helpful	STUDENTS 2-6	95	95	96	96	96	0
Staff - people in office are helpful	STUDENTS 7-9	84	85	86	87	85	-2
Staff - principal	PARENTS	91	89	92	90	92	2
Staff - principal	STUDENTS 10-12	77	81	84	84	81	-3
Staff - principal	STUDENTS 2-6	95	96	96	96	97	1
Staff - principal	STUDENTS 7-9	83	81	83	86	87	1
Staff - principal effectiveness	COMMUNITY	79	84	84	81	83	2
Staff - teacher effectiveness	COMMUNITY	84	85	86	86	84	-2
Staff - teachers	PARENTS	93	92	94	95	93	-2
Staff available for alternative programs	PRINCIPALS	65	82	87	82	78	-4
Staff available for regular programs	PRINCIPALS	84	93	96	97	94	-3
Staff available for special needs programs	PRINCIPALS	61	77	87	89	84	-5
Staff non-teaching	PARENTS	95	95	95	93	95	2

Staff to talk to	STUDENTS 10-12	82	82	83	83	81	-2
Staff to talk to	STUDENTS 7-9	80	79	77	80	80	0
Superintendent of Schools	PARENTS	93	89	92	90	92	2
Superintendent of Schools - effectiveness	COMMUNITY	74	76	71	75	77	2
Teacher helps when needed	STUDENTS 10-12	87	89	91	91	88	-3
Teacher helps when needed	STUDENTS 2-6	96	96	97	97	97	0
Teacher helps when needed	STUDENTS 7-9	89	88	88	89	90	1
Welcome received at school	PARENTS	95	94	96	93	95	2

QUESTION	GROUP	2008	2009	2010	2011	2012	Incr - Decr
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#### **PRIORITY FOUR**

##### **Promote health and wellness for all students and staff.**

Cleanliness of school/workplace	CENTRAL	57	65	71	69	76	7
Cleanliness of school/workplace	PARENTS	97	96	96	96	97	1
Cleanliness of school/workplace	PRINCIPALS	91	90	92	93	93	0
Cleanliness of school/workplace	SCHOOL STAFF	81	84	84	83	86	3
Cleanliness of school/workplace	STUDENTS 10-12	84	86	88	89	88	-1
Cleanliness of school/workplace	STUDENTS 2-6	88	90	91	91	92	1
Cleanliness of school/workplace	STUDENTS 7-9	82	84	86	87	87	0
Physical condition of District buildings	COMMUNITY	71	78	82	82	81	-1
Physical condition of school/workplace	CENTRAL	55	59	70	69	69	0
Physical condition of school/workplace	PARENTS	88	87	91	91	92	1
Physical condition of school/workplace	PRINCIPALS	76	78	80	81	80	-1
Physical condition of school/workplace	SCHOOL STAFF	70	74	78	80	81	1
Safe during recess time	STUDENTS 2-6	91	92	93	93	93	0
Safe in school/workplace	CENTRAL	75	79	86	86	86	0
Safe in school/workplace	PARENTS	92	95	94	94	94	0
Safe in school/workplace	PRINCIPALS	99	98	98	99	97	-2
Safe in school/workplace	SCHOOL STAFF	90	92	93	93	93	0
Safe in school/workplace	STUDENTS 10-12	91	91	91	93	93	0
Safe in school/workplace	STUDENTS 2-6	95	96	95	96	96	0
Safe in school/workplace	STUDENTS 7-9	89	90	91	91	90	-1
Safe to and from school	PARENTS	90	91	92	93	93	0
Safe to and from school	STUDENTS 10-12	90	90	91	93	91	-2
Safe to and from school	STUDENTS 2-6	92	93	93	94	95	1
Safe to and from school	STUDENTS 7-9	91	92	92	93	92	-1
Safety of students	COMMUNITY	81	90	87	86	88	2
Working with agencies	COMMUNITY	79	84	80	83	81	-2

QUESTION	GROUP	2008	2009	2010	2011	2012	Incr - Decr
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#### **PRIORITY FIVE**

##### **Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.**

Decisions department level - input	CENTRAL	52	59	48	50	45	-5
Decisions District level - input	PRINCIPALS	80	81	80	81	62	-19
Decisions District level - input	CENTRAL	38	47	34	34	36	2
Decisions District level - input	SCHOOL STAFF	50	55	43	43	47	4
Decisions school level - input	SCHOOL STAFF	74	76	74	74	74	0
District's mission communicated clearly	CENTRAL	81	83	73	73	71	-2
District's mission communicated clearly	PRINCIPALS	96	91	88	90	78	-12
District's mission communicated clearly	SCHOOL STAFF	85	86	78	81	77	-4
District's mission consistent with personal beliefs	CENTRAL	80	82	76	75	76	1

District's mission consistent with personal beliefs	PRINCIPALS	97	97	97	96	92	-4
District's mission consistent with personal beliefs	SCHOOL STAFF	83	84	80	81	78	-3
Good place to work - central services	CENTRAL	82	86	87	86	82	-4
Good place to work - District	CENTRAL	81	89	90	87	83	-4
Good place to work - District	PRINCIPALS	98	98	98	98	92	-6
Good place to work - District	SCHOOL STAFF	89	91	90	90	90	0
Good place to work - school	PRINCIPALS	98	99	99	100	99	-1
Good place to work - school	SCHOOL STAFF	89	90	91	89	91	2
Information - department happenings	CENTRAL	62	68	66	64	61	-3
Information - District happenings	CENTRAL	66	73	73	69	64	-5
Information - District happenings	PRINCIPALS	93	91	95	87	66	-21
Information - District happenings	SCHOOL STAFF	80	83	81	84	82	-2
Information - school happenings	SCHOOL STAFF	79	81	82	81	81	0
Leadership - Board of Trustees	CENTRAL	52	59	58	51	51	0
Leadership - Board of Trustees	PRINCIPALS	76	76	70	40	29	-11
Leadership - Board of Trustees	SCHOOL STAFF	67	71	69	69	68	-1
Leadership - director	CENTRAL	71	82	75	79	80	1
Leadership - exe dir/asst supt provides effective leadership	CENTRAL	61	67	65	71	66	-5
Leadership - exe dir/asst supt provides effective leadership	PRINCIPALS		93	89	95	95	0
Leadership - managing director	CENTRAL	71	74	84	76	75	-1
Leadership - principal	SCHOOL STAFF	85	87	88	88	87	-1
Leadership - Superintendent	CENTRAL	74	76	80	78	72	-6
Leadership - Superintendent	PRINCIPALS	90	85	88	83	66	-17
Leadership - Superintendent	SCHOOL STAFF	77	80	82	82	80	-2
Leadership - supervisor	CENTRAL	72	71	78	78	74	-4
Professional development - information	PARENTS	84	82	86	83	85	2
Professional development - time in class assists PD activity decisions	PRINCIPALS	96	97	99	98	96	-2
Professional development opportunities	CENTRAL	61	68	67	68	55	-13
Professional development opportunities	PRINCIPALS	96	95	91	88	58	-30
Professional development opportunities	SCHOOL STAFF	81	84	81	82	77	-5
Recognition for your work	CENTRAL	56	60	60	55	54	-1
Recognition for your work	PRINCIPALS	80	82	72	76	71	-5
Recognition for your work	SCHOOL STAFF	77	78	77	78	78	0
Services - Corporate Services	PRINCIPALS					86	
Services - Finance and Infrastructure	PRINCIPALS					86	
Services - Student Learning Services	PRINCIPALS					50	
Staff work as a team - District	PRINCIPALS	91	90	83	85	67	-18
Staff work as a team in child's school	PARENTS	91	91	93	92	95	3
Staff work as a team in school	SCHOOL STAFF	82	84	82	82	83	1
Staff work as a team in work unit	CENTRAL	73	76	74	76	72	-4
Work responsibilities are reasonable	CENTRAL	69	77	77	77	73	-4
Work responsibilities are reasonable	PRINCIPALS	78	83	75	83	76	-7
Work responsibilities are reasonable	SCHOOL STAFF	80	82	81	82	80	-2



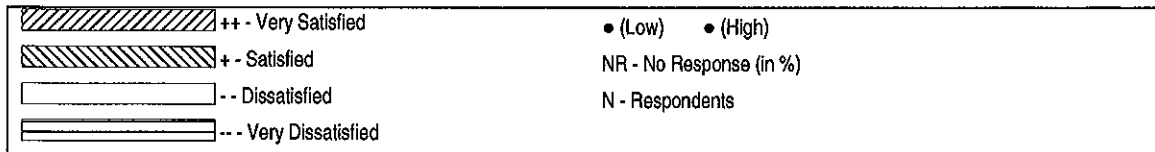
**PARENT, STUDENT, STAFF SATISFACTION SURVEY –  
MULTI-YEAR GRAPHS**

APPENDIX II

**DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012**

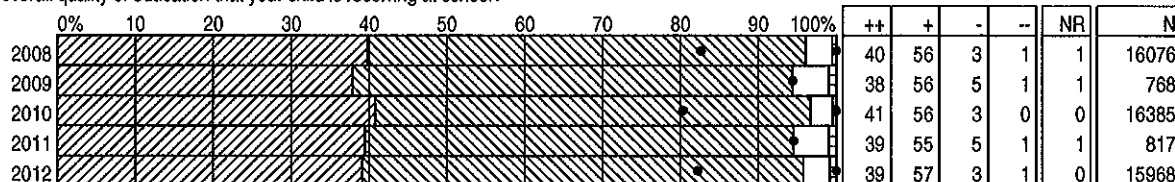
BAR GRAPH BY QUESTION

DISTRICT PARENTS K-12 TOTAL

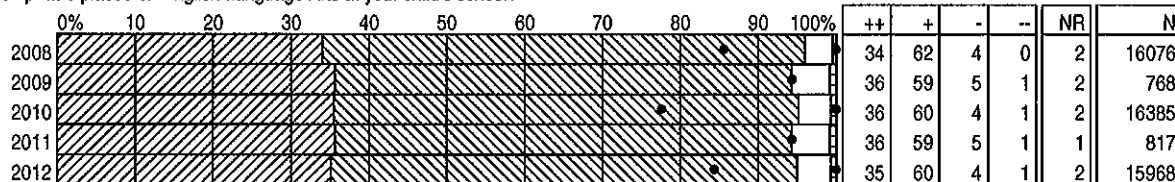


Note: Graph percentages are based on committed responses

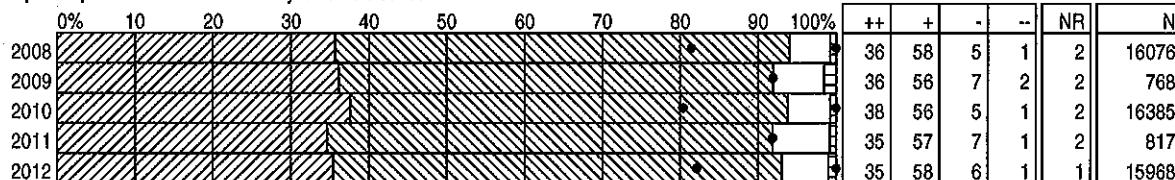
1) How satisfied are you with the overall quality of education that your child is receiving at school?



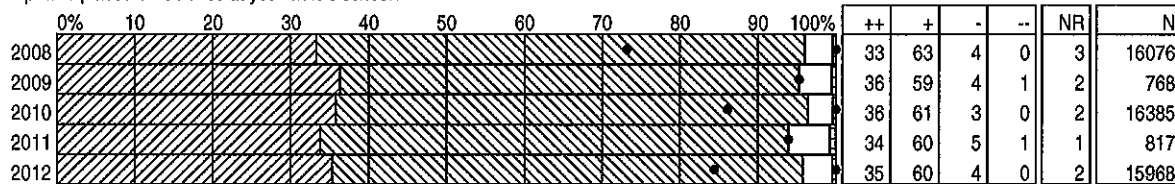
2) How satisfied are you with the emphasis placed on English Language Arts at your child's school?



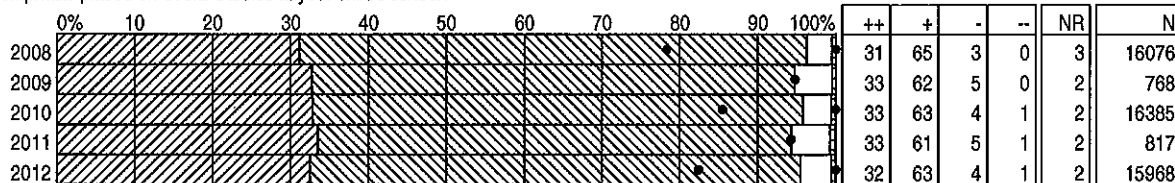
3) How satisfied are you with the emphasis placed on Mathematics at your child's school?



4) How satisfied are you with the emphasis placed on Science at your child's school?



5) How satisfied are you with the emphasis placed on Social Studies at your child's school?



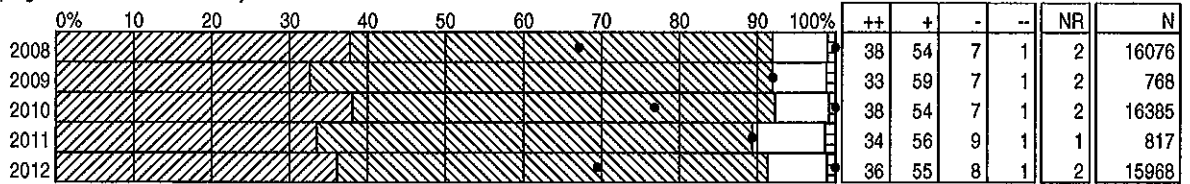
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

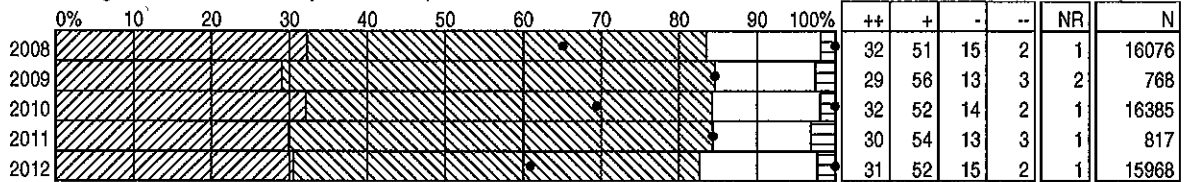
BAR GRAPH BY QUESTION

DISTRICT PARENTS K-12 TOTAL

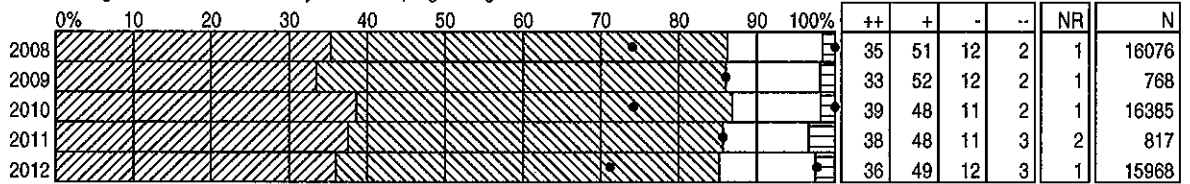
6) How satisfied are you with the programs/courses available in your child's school?



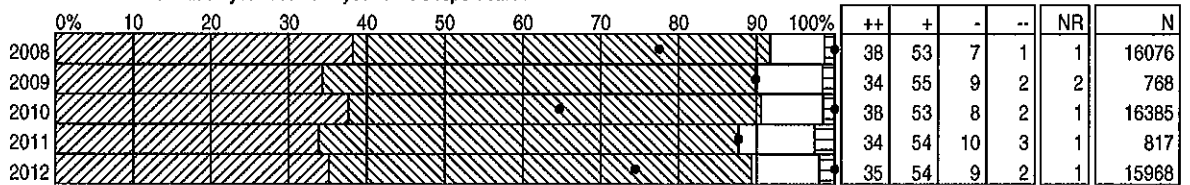
7) How satisfied are you that you receive enough information about what your child is expected to learn?



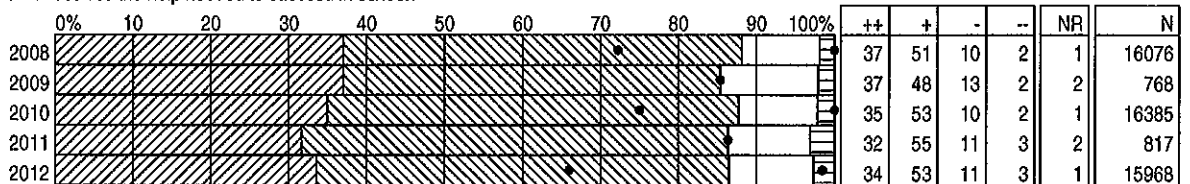
8) How satisfied are you that you receive enough information about how your child is progressing?



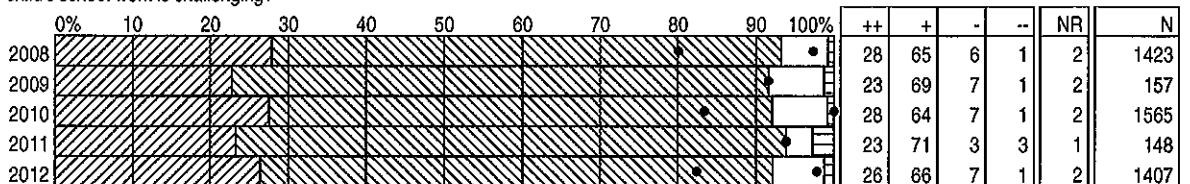
9) How satisfied are you with the usefulness of the information you receive in your child's report card?



10) How satisfied are you that your child receives the help needed to succeed in school?



11) How satisfied are you that your child's school work is challenging?



\* Results weighted

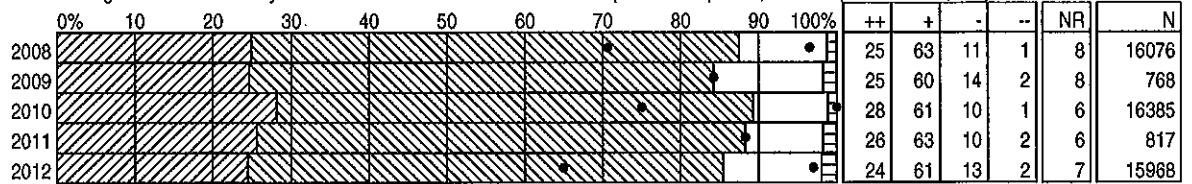


# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

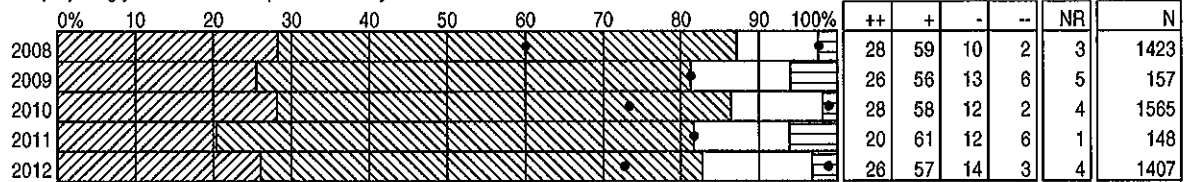
BAR GRAPH BY QUESTION

DISTRICT PARENTS K-12 TOTAL

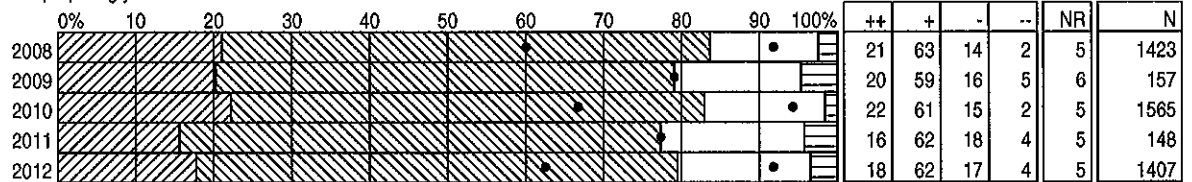
12) How satisfied are you that you receive enough information about your school's student achievement results? (course completion, Gr. 12 Diploma Exams, etc.)



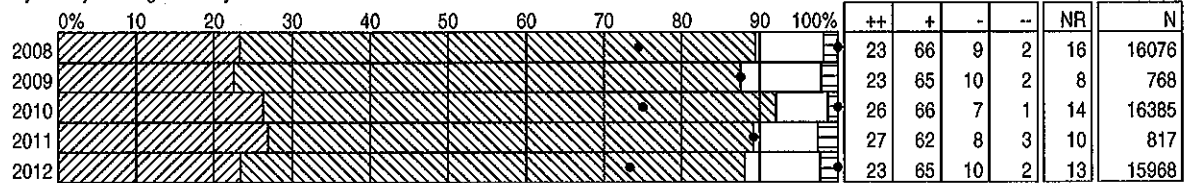
13) How satisfied are you that school is preparing your child to enter post-secondary education?



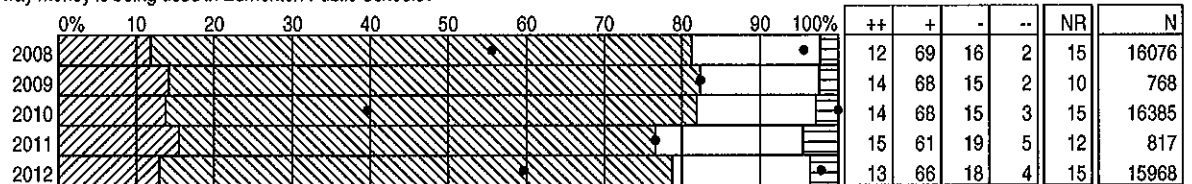
14) How satisfied are you that school is preparing your child to enter the world of work?



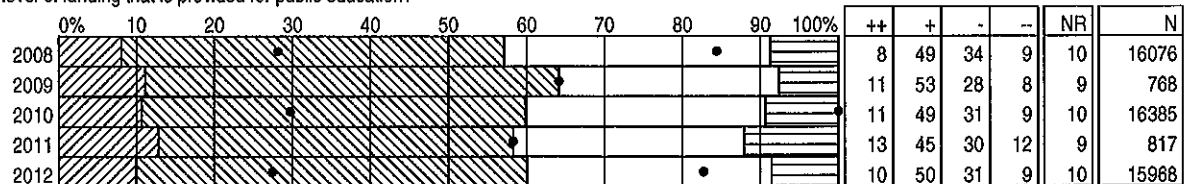
15) How satisfied are you with the way money is being used in your child's school?



16) How satisfied are you with the way money is being used in Edmonton Public Schools?



17) How satisfied are you with the level of funding that is provided for public education?



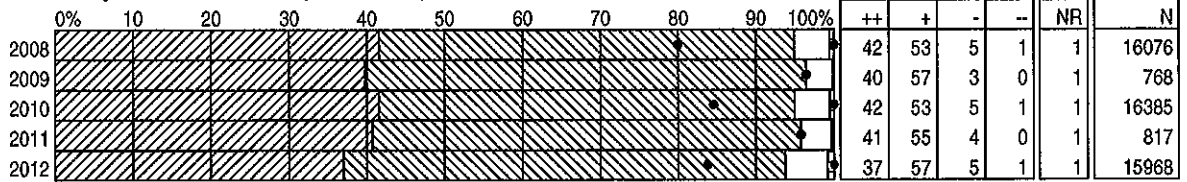
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

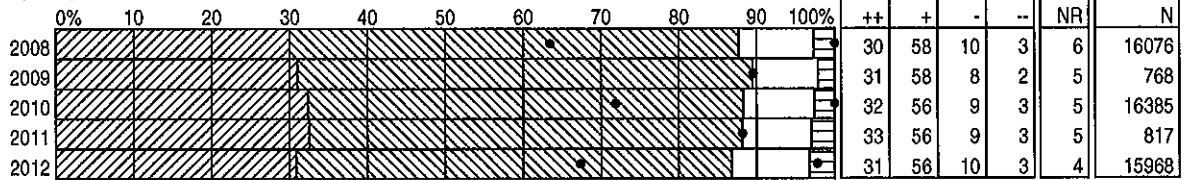
BAR GRAPH BY QUESTION

DISTRICT PARENTS K-12 TOTAL

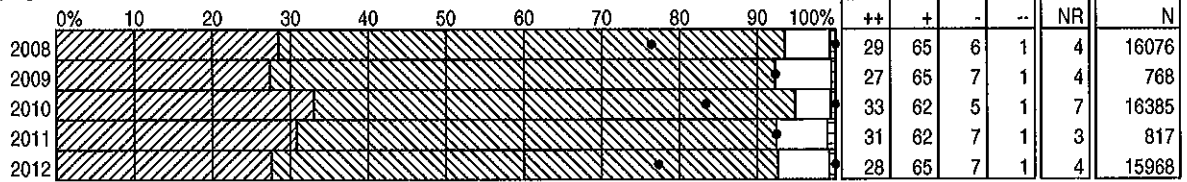
18) How satisfied are you that you receive enough information about how your child is expected to behave?



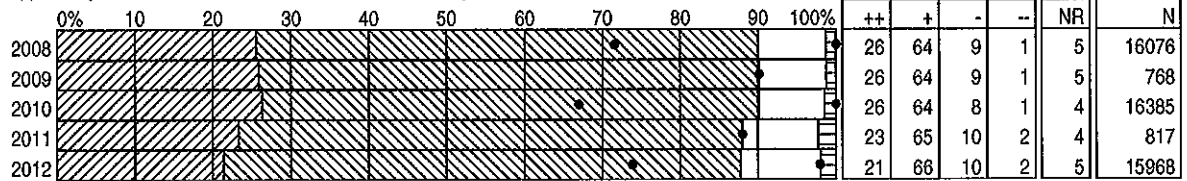
19) How satisfied are you with the way discipline is handled in the school?



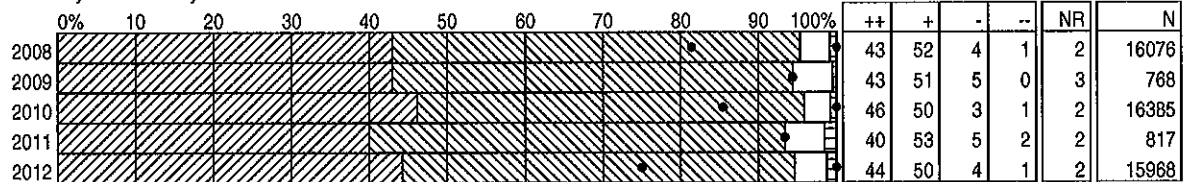
20) How satisfied are you with the programs/courses available in Edmonton Public Schools?



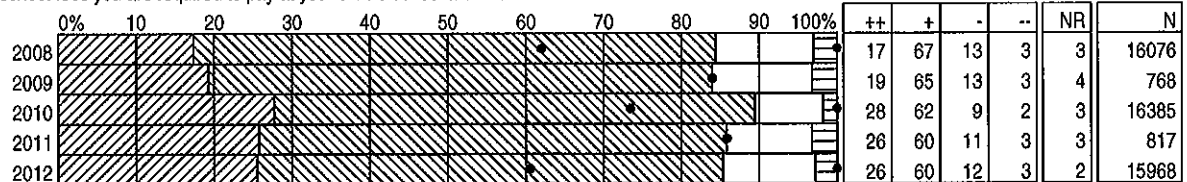
21) How satisfied are you with your opportunity for involvement in school decisions that affect your child?



22) How satisfied are you with the welcome you receive at your child's school?



23) How satisfied are you that the school fees you are required to pay at your child's school are reasonable?



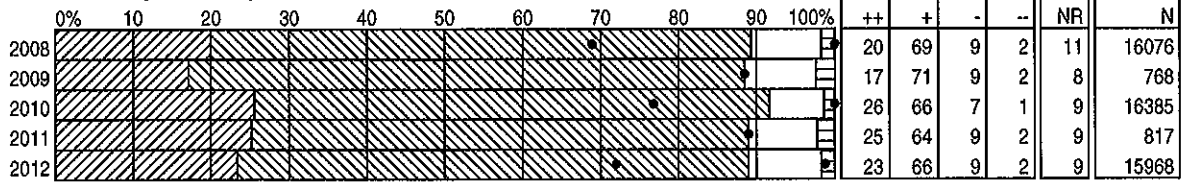
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

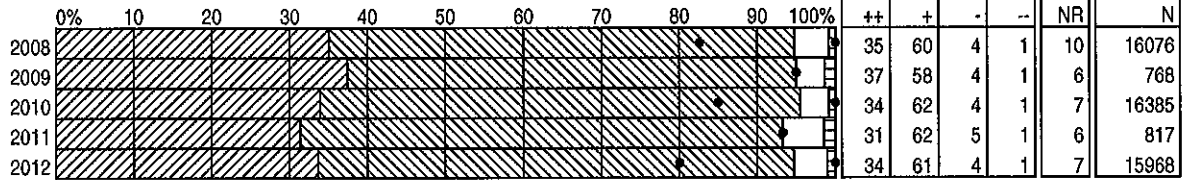
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DISTRICT PARENTS K-12 TOTAL

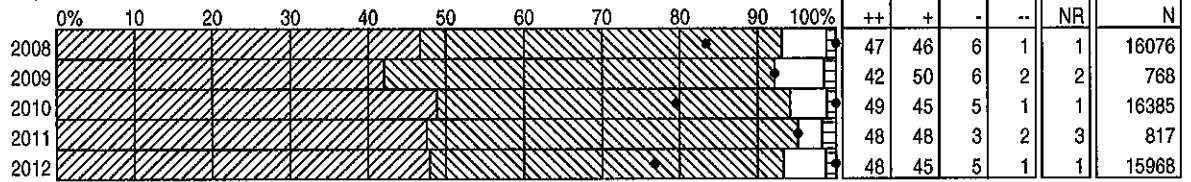
24) How satisfied are you, overall, with the fundraising activities at your child's school?



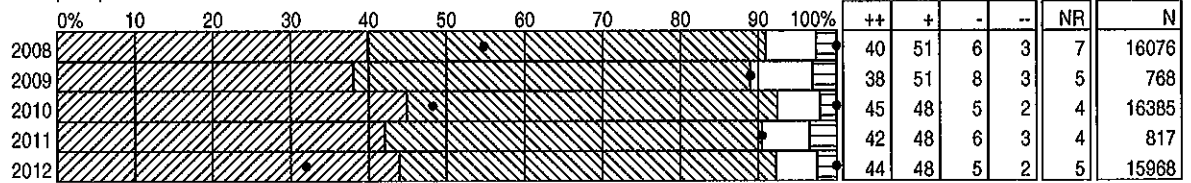
25) How satisfied are you with the non-teaching staff at your child's school? (program aides, office staff, custodians, etc.)



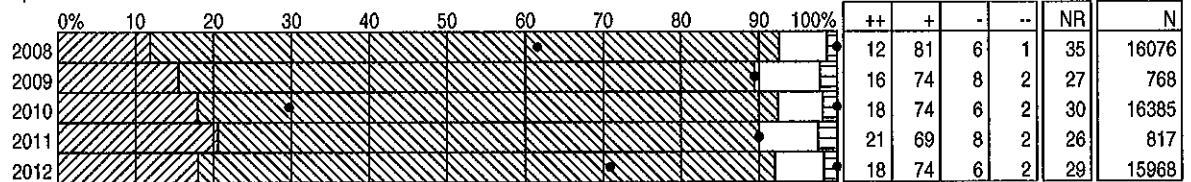
26) Overall, how satisfied are you with your child's teachers?



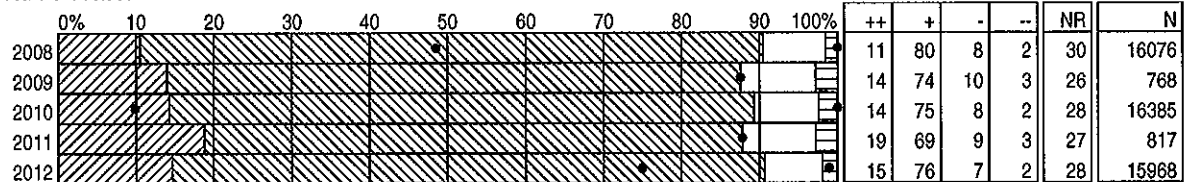
27) How satisfied are you with the school principal?



28) How satisfied are you with the Superintendent of Schools?



29) How satisfied are you with the board of trustees?



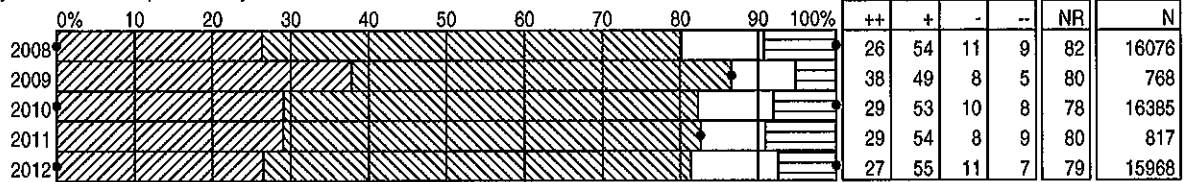
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

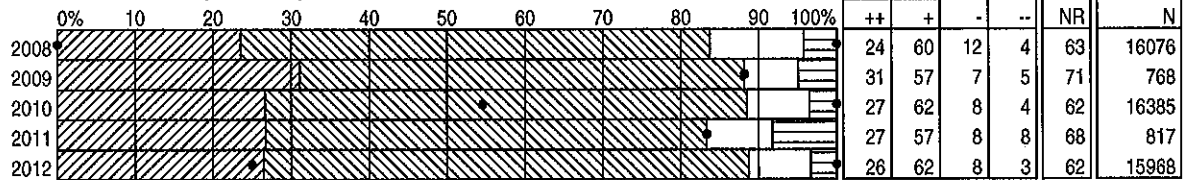
BAR GRAPH BY QUESTION

DISTRICT PARENTS K-12 TOTAL

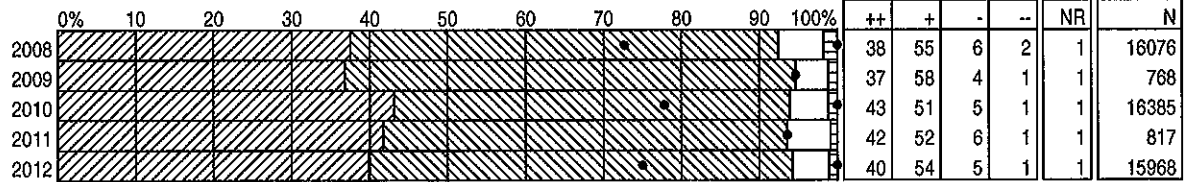
30) How satisfied are you with the yellow bus service provided at your child's school?



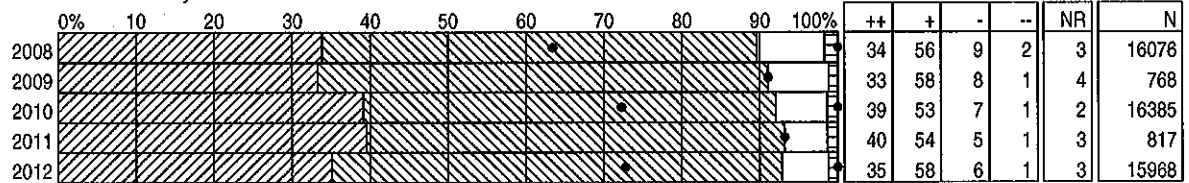
31) How satisfied are you with the Edmonton Transit service provided at your child's school?



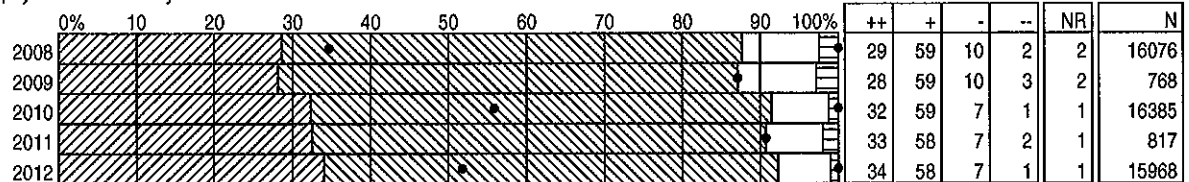
32) How satisfied are you that your child is safe in the school?



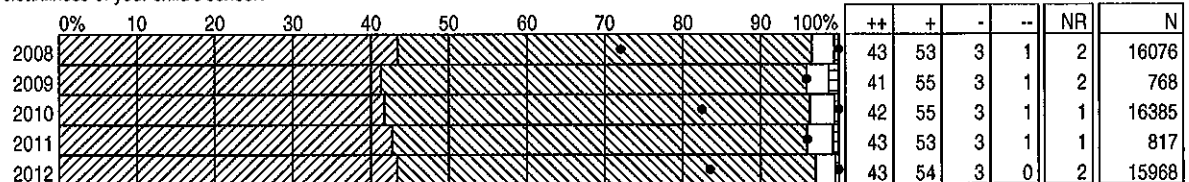
33) How satisfied are you that your child is safe on the way to and from school?



34) How satisfied are you with the physical condition of your child's school?



35) How satisfied are you with the cleanliness of your child's school?



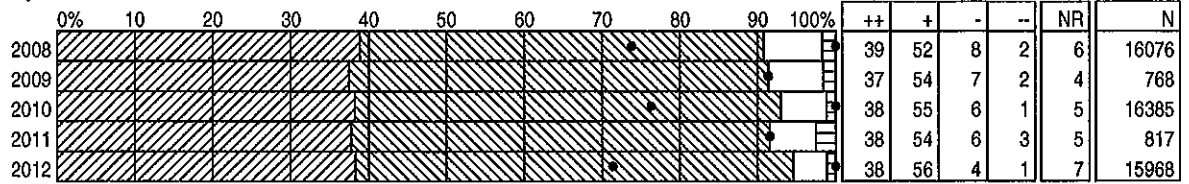
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

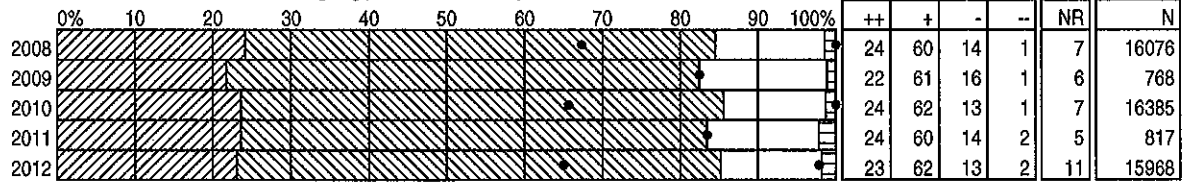
BAR GRAPH BY QUESTION

DISTRICT PARENTS K-12 TOTAL

36) How satisfied are you that staff in your child's school work as a team?



37) How satisfied are you with the information shared about the school's ongoing professional development?



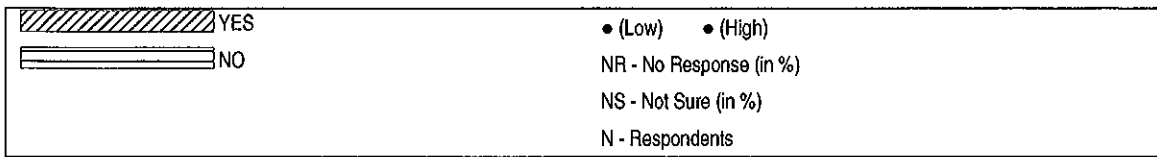
\* Results weighted



# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

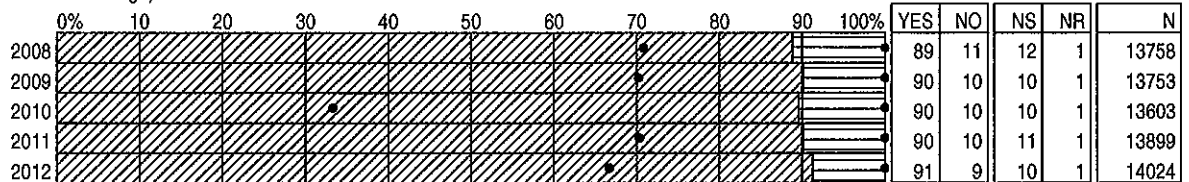
STUDENTS GRADES 2-6  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

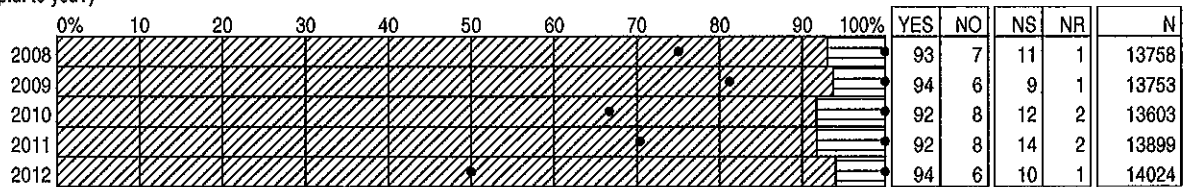


Note: Graph percentages are based on committed responses

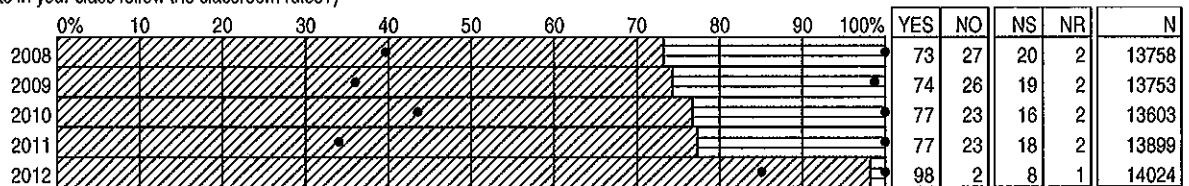
1) I find my school work interesting?  
(2008-2011 Do you find your school work interesting?)



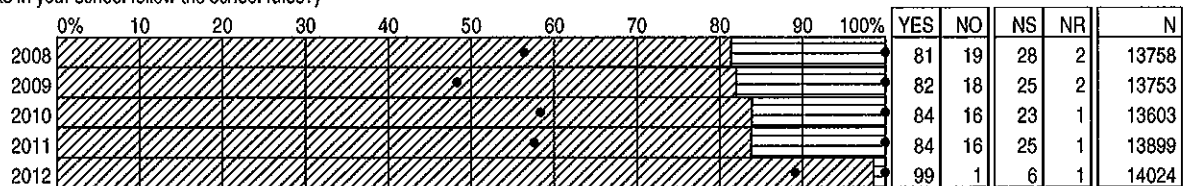
2) My report card is helpful to me?  
(2008-2011 Is your report card helpful to you?)



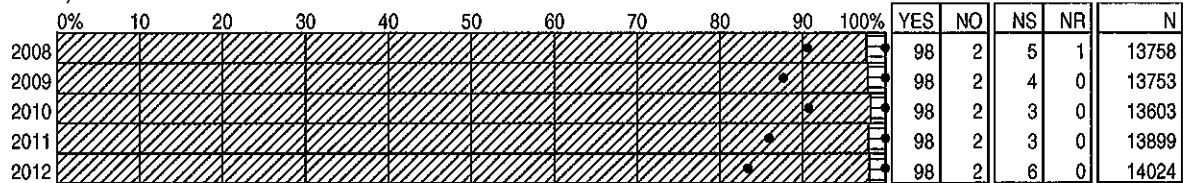
3) I follow the classroom rules?  
(2008-2011 Do most of the students in your class follow the classroom rules?)



4) I follow the school rules?  
(2008-2011 Do most of the students in your school follow the school rules?)



5) I know the school rules?  
(2008-2011 Do you know the school rules?)



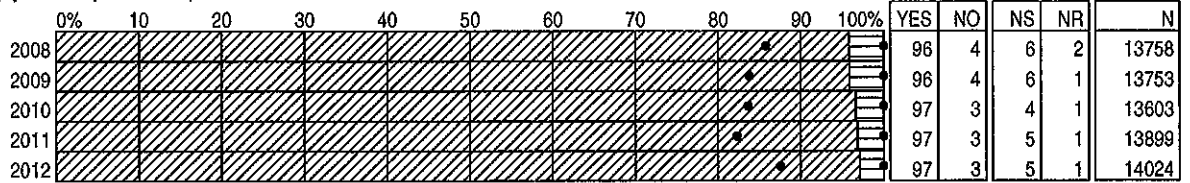
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

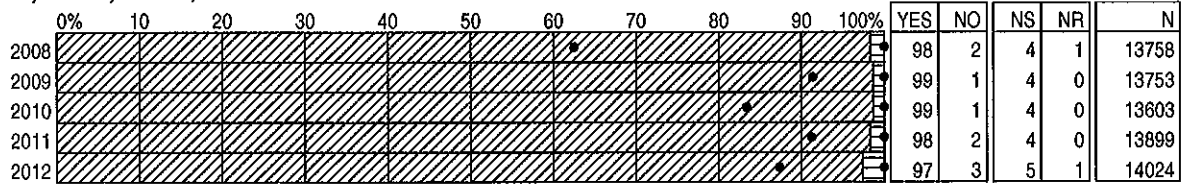
STUDENTS GRADES 2-6  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

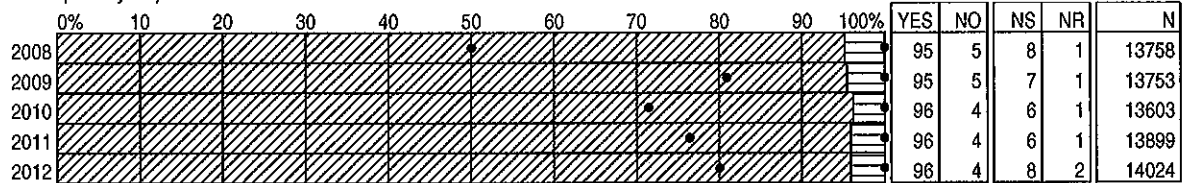
6) My teacher helps me when I need it?  
(2008-2011 Does your teacher help you when you need it?)



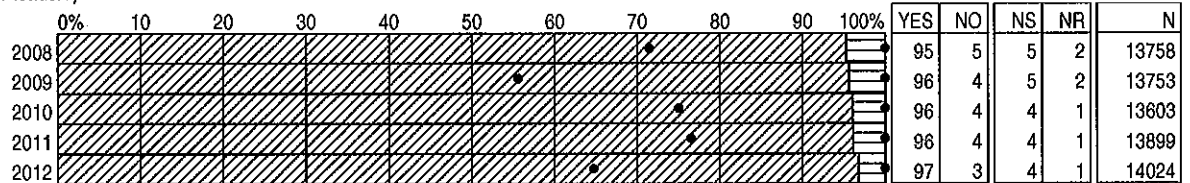
7) My teacher expects me to do my best?  
(2008-2011 Does your teacher expect you to do your best?)



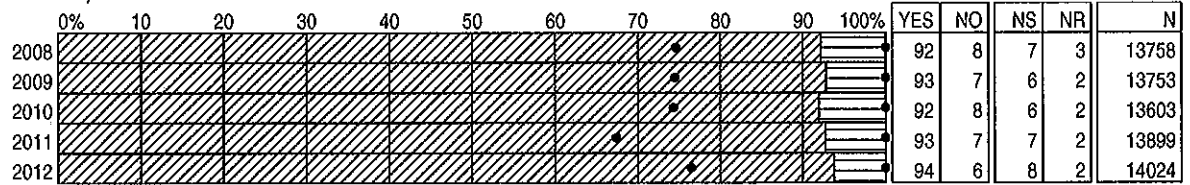
8) The people in the school office are helpful to me?  
(2008-2011 Are the people in the office helpful to you?)



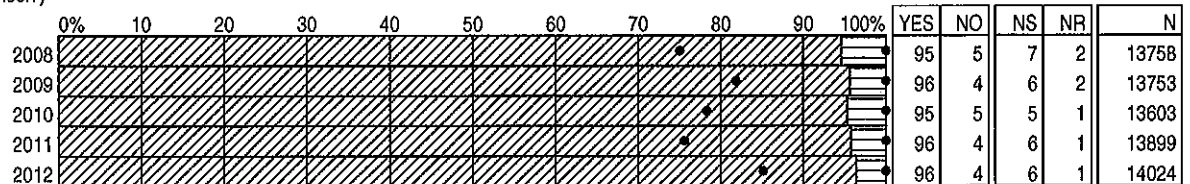
9) My principal is a good leader?  
(2008-2011 Is your principal a good leader?)



10) I like being in my school?  
(2008-2011 Do you like being in your school?)



11) I feel safe in my school?  
(2008-2011 Do you feel safe in school?)



\* Results weighted

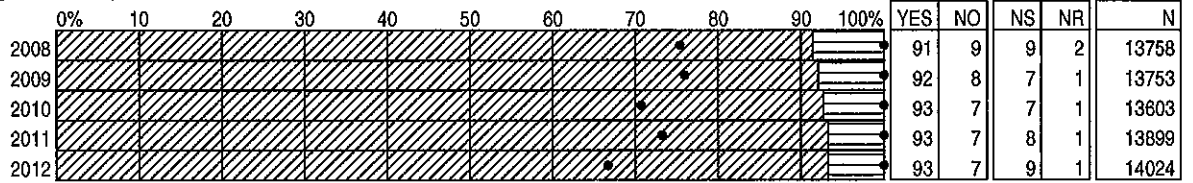


# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

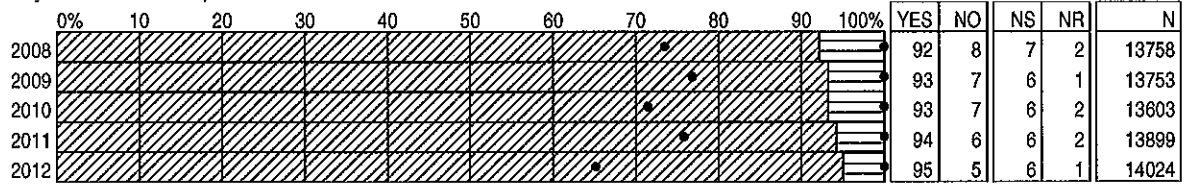
STUDENTS GRADES 2-6  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

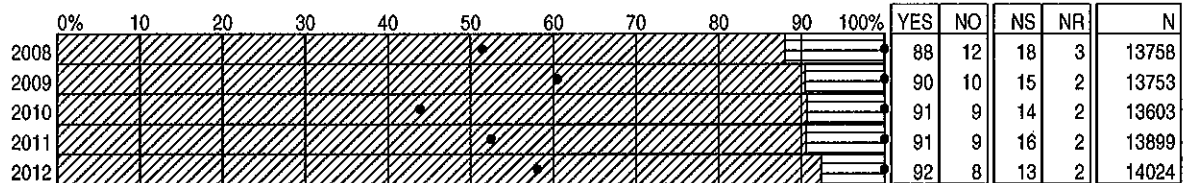
12) I feel safe during recess time?  
(2008-2011 Do you feel safe during recess time?)



13) I feel safe on the way to and from school?  
(2008-2011 Do you feel safe on the way to and from school?)



14) My school is clean?  
(2008-2011 Is your school clean?)



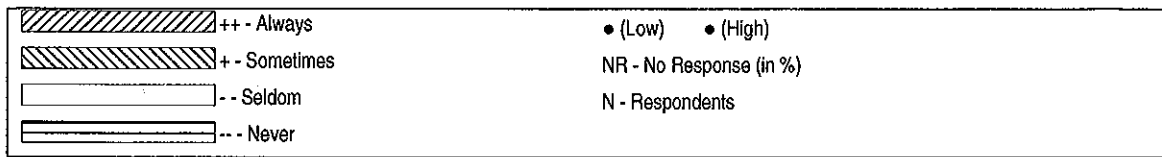
\* Results weighted



# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

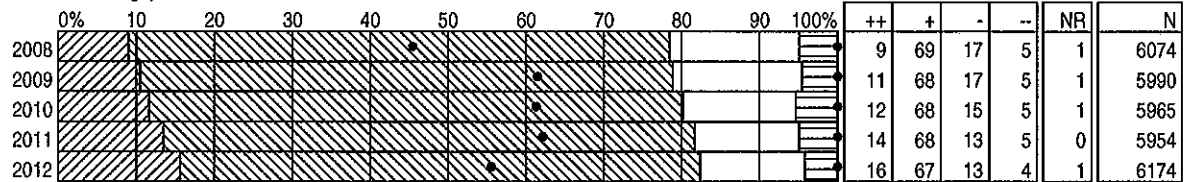
STUDENTS GRADES 7-9  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

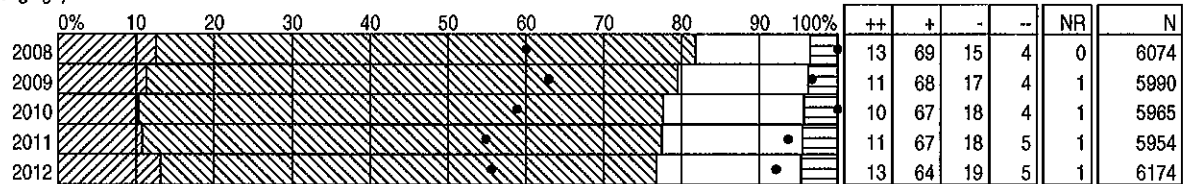


Note: Graph percentages are based on committed responses

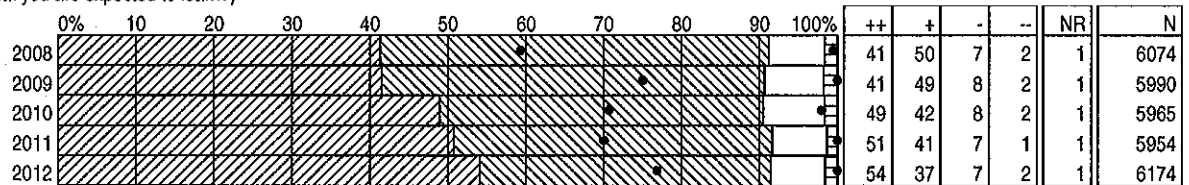
1) I find my school work interesting?  
(2008-2011 Do you find your school work interesting?)



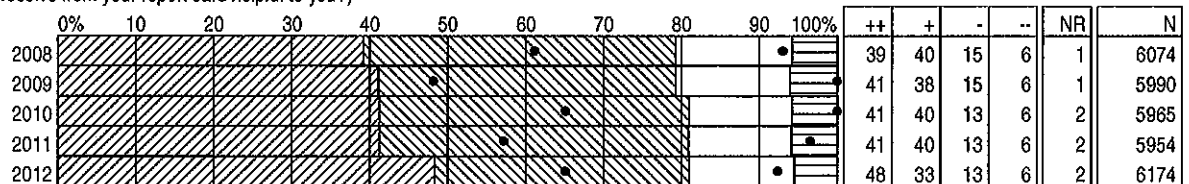
2) My classes are challenging?  
(2008-2011 Are your classes challenging?)



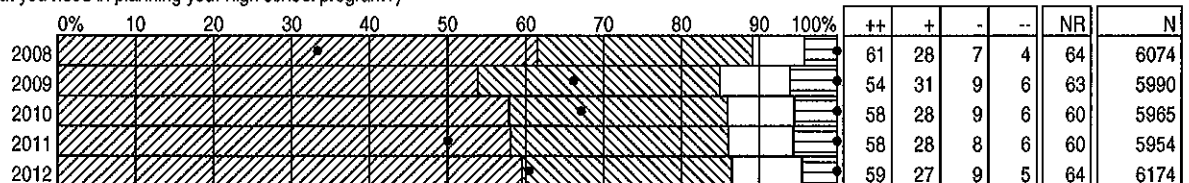
3) I am clear as to what I am expected to learn?  
(2008-2011 Are you clear as to what you are expected to learn?)



4) The information I receive from my report card is helpful to me?  
(2008-2011 Is the information you receive from your report card helpful to you?)



5) I get the help that I need in planning my high school program? (Answer only if in grade 9)  
(2008-2011 Do you get the help that you need in planning your high school program?)



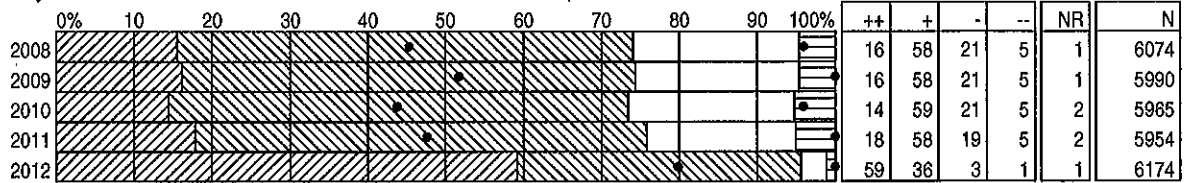
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

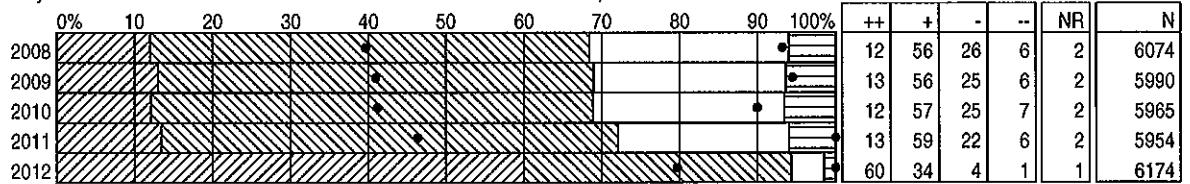
STUDENTS GRADES 7-9  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

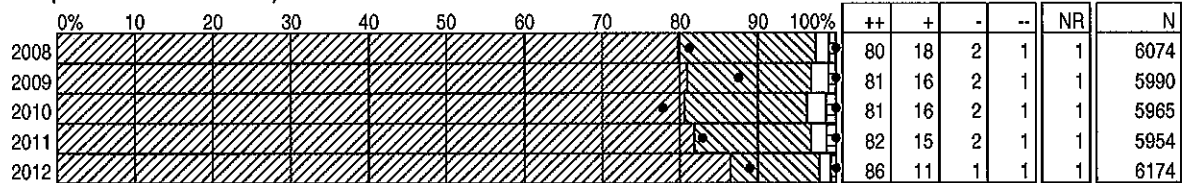
6) I follow the school's rules for behaviour in the classroom?  
(2008-2011 Do most of the students at your school follow the school's rules for behaviour in the classroom?)



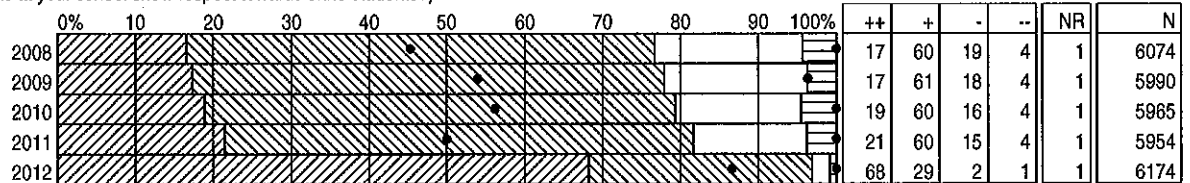
7) I follow the school's rules for behaviour out of the classroom?  
(2008-2011 Do most of the students at your school follow the school's rules for behaviour out of the classroom?)



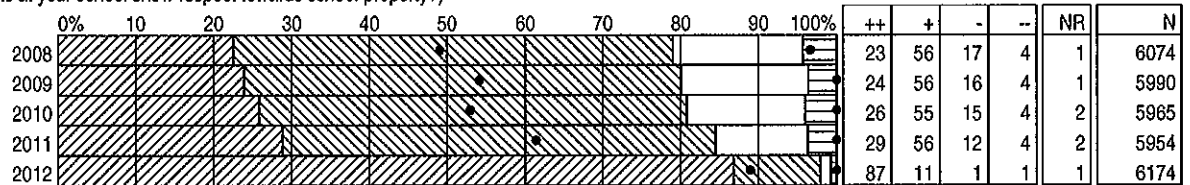
8) I know how I am expected to behave in school?  
(2008-2011 Do you know how you are expected to behave in school?)



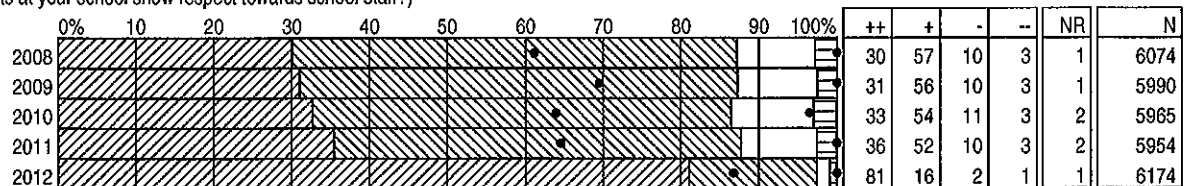
9) I show respect towards other students?  
(2008-2011 Do most of the students at your school show respect towards of the students?)



10) I show respect towards school property?  
(2008-2011 Do most of the students at your school show respect towards school property?)



11) I show respect towards school staff?  
(2008-2011 Do most of the students at your school show respect towards school staff?)



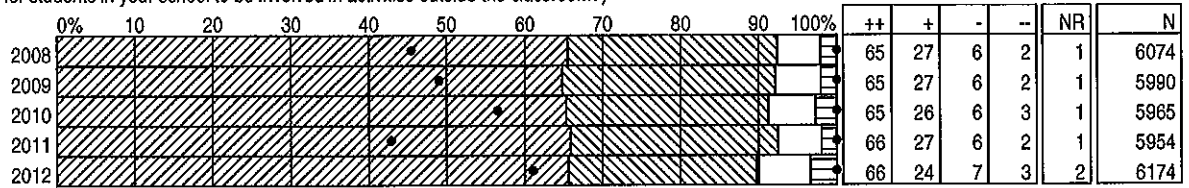
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

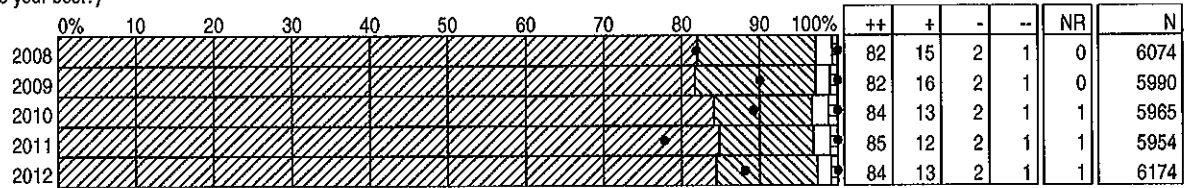
STUDENTS GRADES 7-9  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

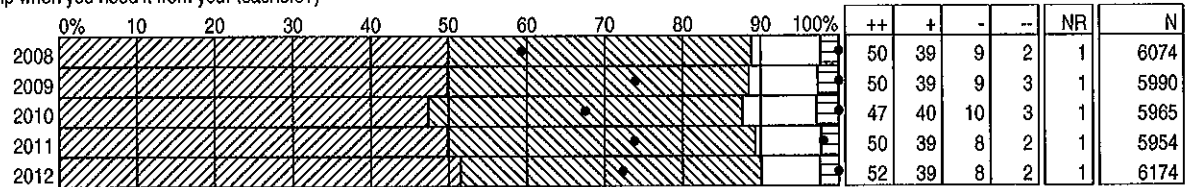
12) I have opportunities to be involved in activities outside the classroom?  
(2008-2011 Are there opportunities for students in your school to be involved in activities outside the classroom?)



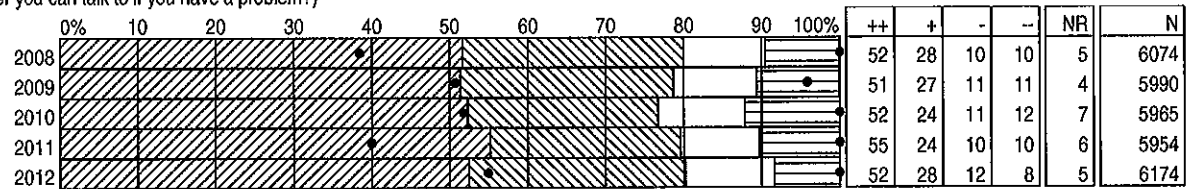
13) I am expected to do my best?  
(2008-2011 Are you expected to do your best?)



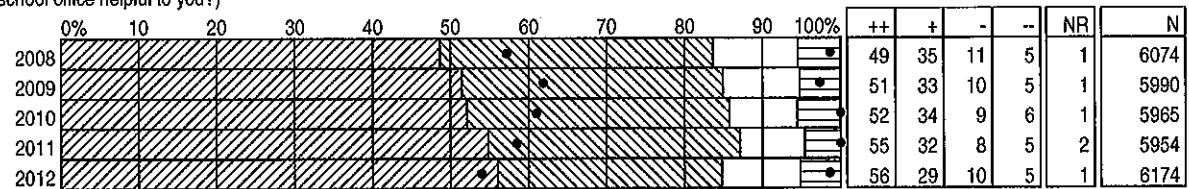
14) I get help when I need it from my teachers?  
(2008-2011 Overall, do you get help when you need it from your teachers?)



15) There is a staff member I can talk if I have a problem?  
(2008-2011 Is there a staff member you can talk to if you have a problem?)



16) The people in the school office are helpful to me?  
(2008-2011 Are the people in the school office helpful to you?)



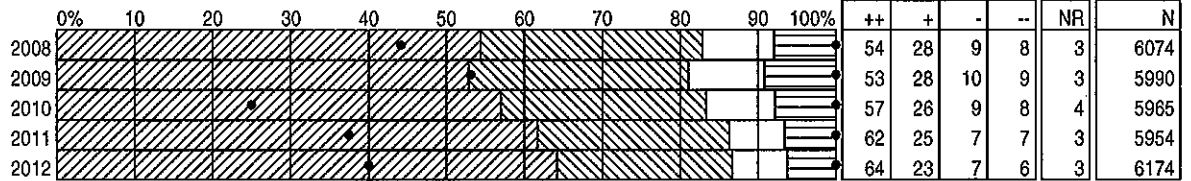
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

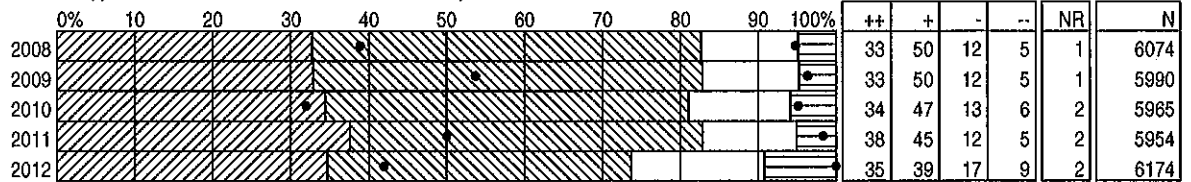
STUDENTS GRADES 7-9  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

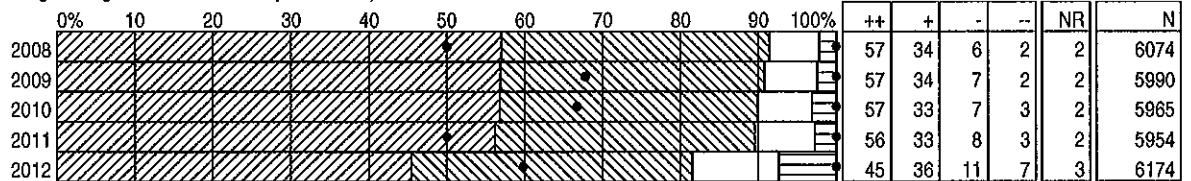
17) I have confidence in my principal?  
(2008-2011 Do you have confidence in your principal?)



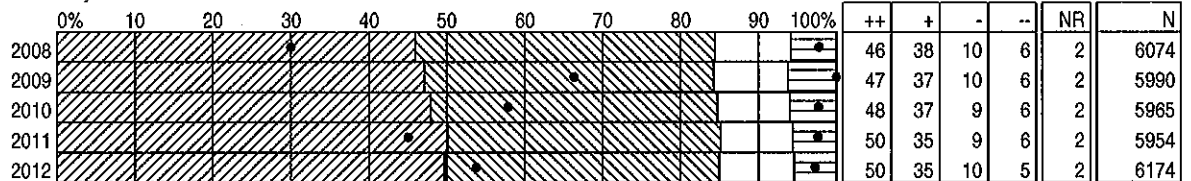
18) I have opportunities to be involved in school decisions?  
(2008-2011 Do students in your school have opportunities to be involved in school decisions?)



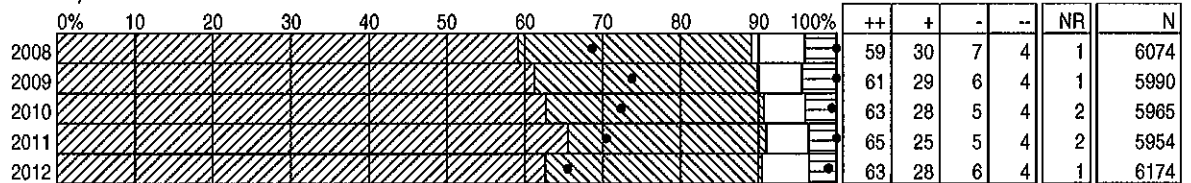
19) I get recognition for my accomplishments?  
(2008-2011 Do students in your school get recognition for their accomplishments?)



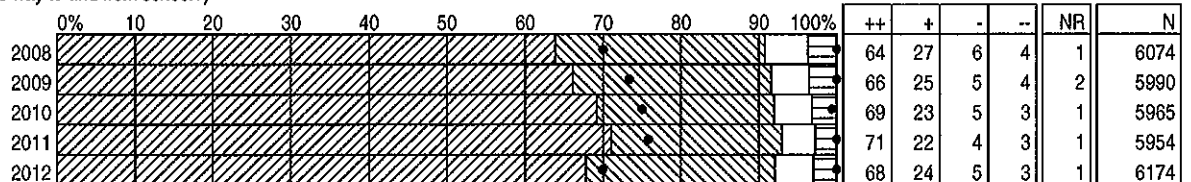
20) In general, I am satisfied with my school?  
(2008-2011 In general, are you satisfied with your school?)



21) I feel safe in my school?  
(2008-2011 Do you feel safe in your school?)



22) I feel safe on the way to and from school?  
(2008-2011 Do you feel safe on the way to and from school?)



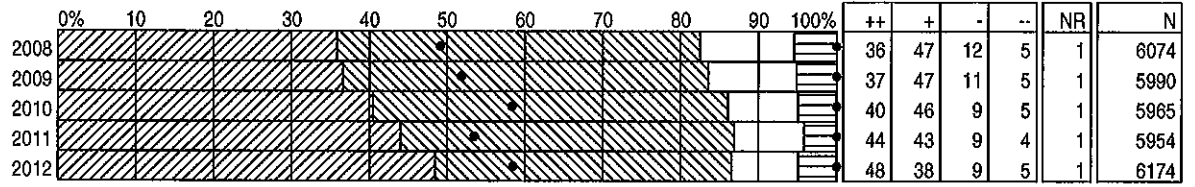
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

BAR GRAPH BY QUESTION

STUDENTS GRADES 7-9  
DISTRICT TOTAL

23) My school is clean?  
(2008-2011 Is your school clean?)



\* Results weighted

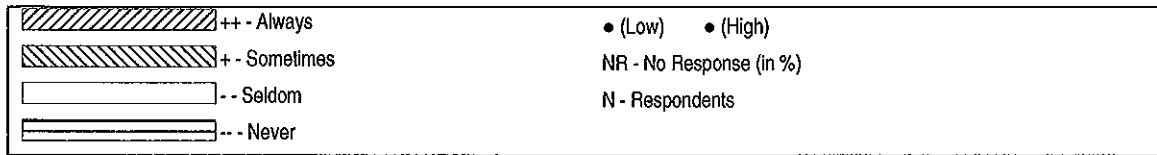




# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

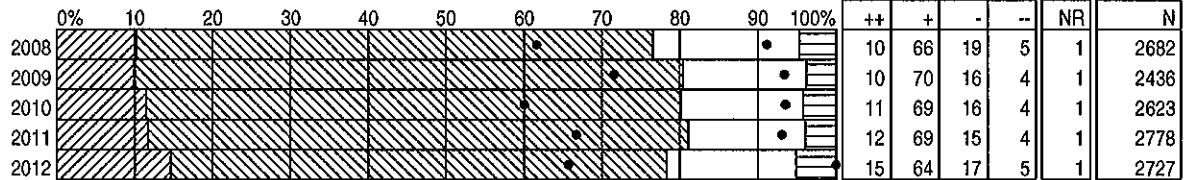
STUDENTS GRADES 10-12  
DISTRICT TOTAL

## BAR GRAPH BY QUESTION

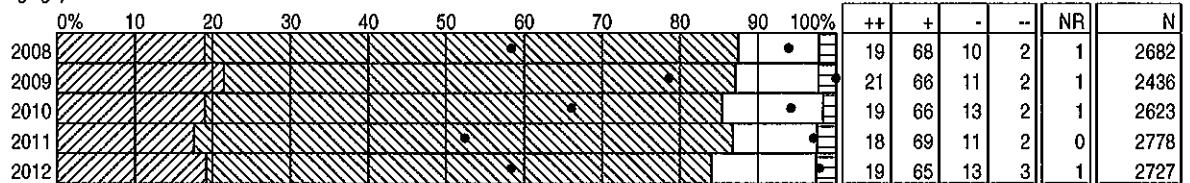


Note: Graph percentages are based on committed responses

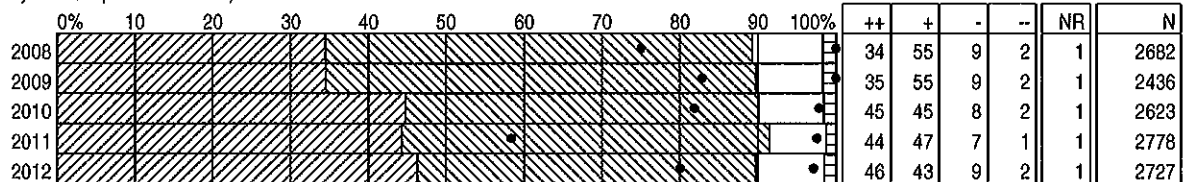
1) I find my school work interesting?  
(2008-2011 Do you find your school work interesting?)



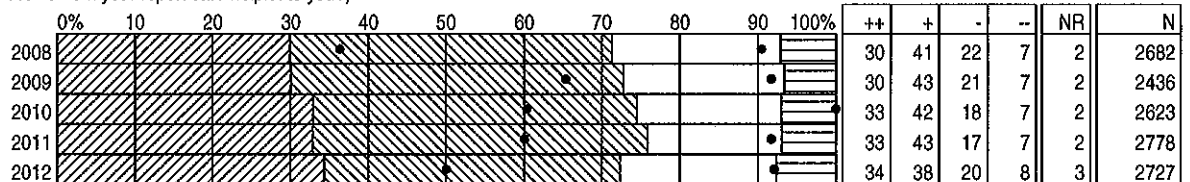
2) My classes are challenging?  
(2008-2011 Are your classes challenging?)



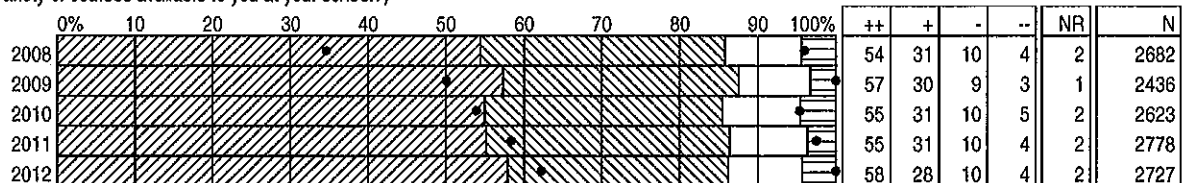
3) I am clear as to what I am expected to learn?  
(2008-2011 Are you clear as to what you are expected to learn?)



4) The information I receive from my report card is helpful to me?  
(2008-2011 Is the information you receive from your report card helpful to you?)



5) I have enough variety of courses available to me at my school?  
(2008-2011 Do you have enough variety of courses available to you at your school?)



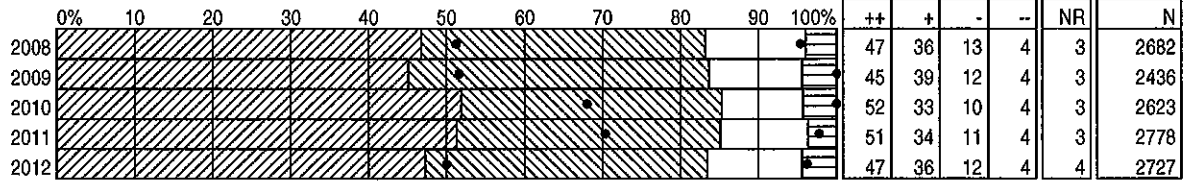
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

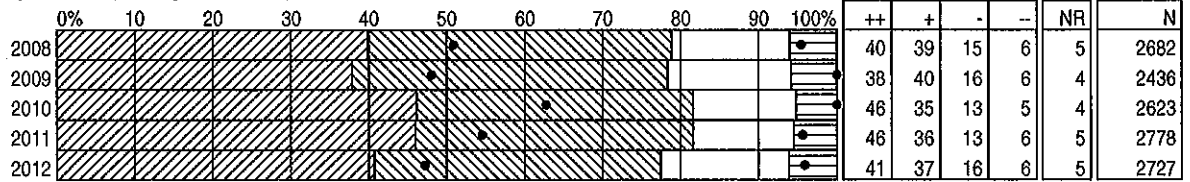
STUDENTS GRADES 10-12  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

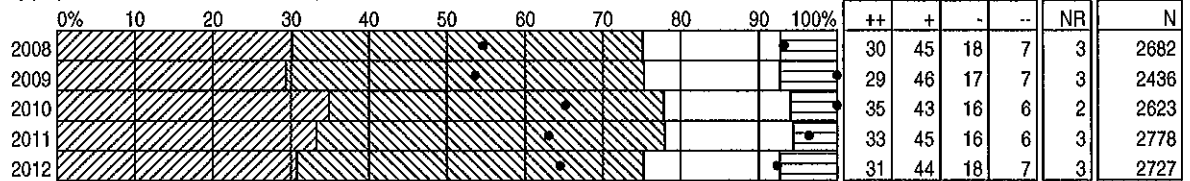
6) I get the help that I need in planning for further education?  
(2008-2011 Do you get the help that you need in planning for further education?)



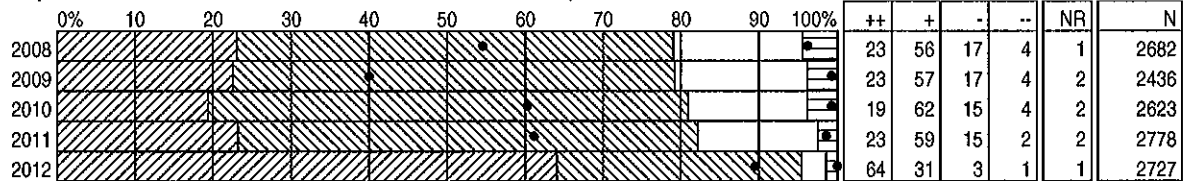
7) I get the help that I need in planning for a career?  
(2008-2011 Do you get the help that you need in planning for a career?)



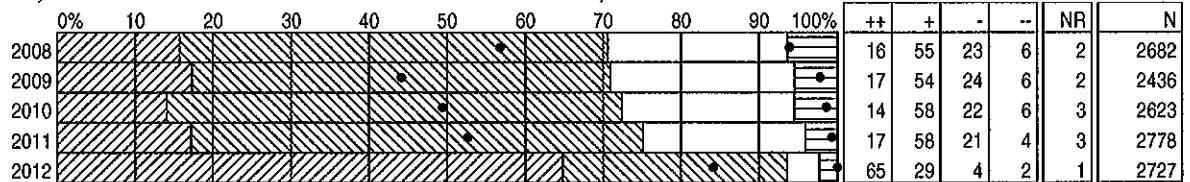
8) I feel that I am being prepared to enter the world of work?  
(2008-2011 Do you feel you are being prepared to enter the world of work?)



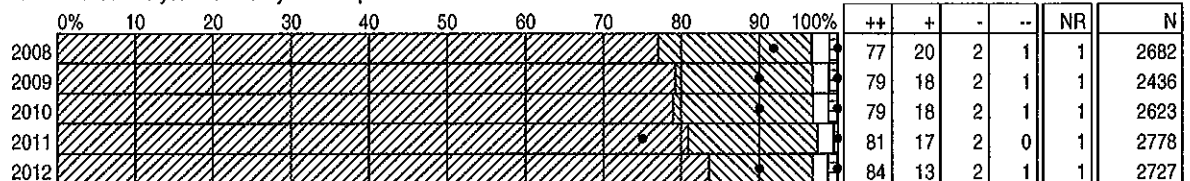
9) I follow the school's rules for behaviour in the classroom?  
(2008-2011 Do most of the students at your school follow the school's rules for behaviour in the classroom?)



10) I follow the school's rules for behaviour out of the classroom?  
(2008-2011 Do most of the students at your school follow the school's rules for behaviour out of the classroom?)



11) I know how I am expected to behave in school? Do you know how you are expected to behave in school?



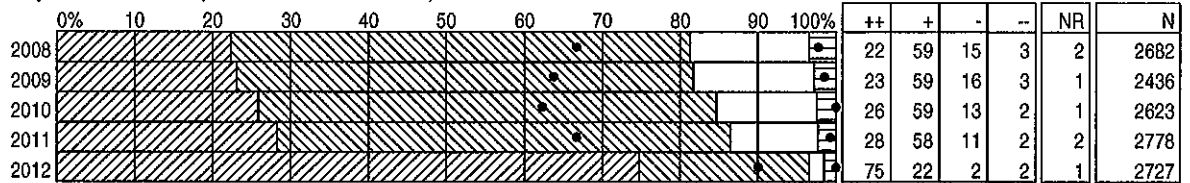
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

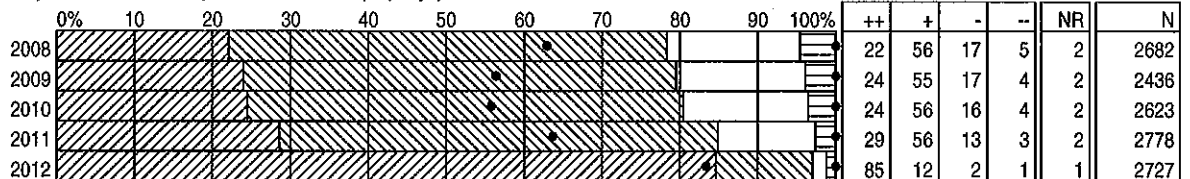
BAR GRAPH BY QUESTION

STUDENTS GRADES 10-12  
DISTRICT TOTAL

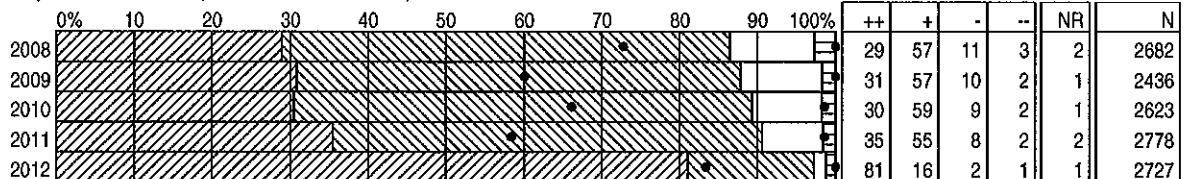
12) I show respect towards other students?  
(2008-2011 Do most of the students at your school show respect towards other students?)



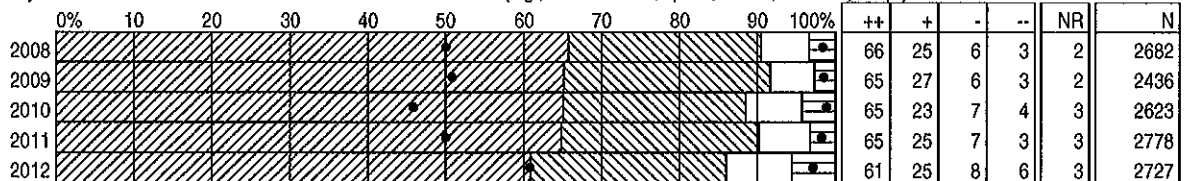
13) I show respect towards school property?  
(2008-2011 Do most of the students at your school show respect towards school property?)



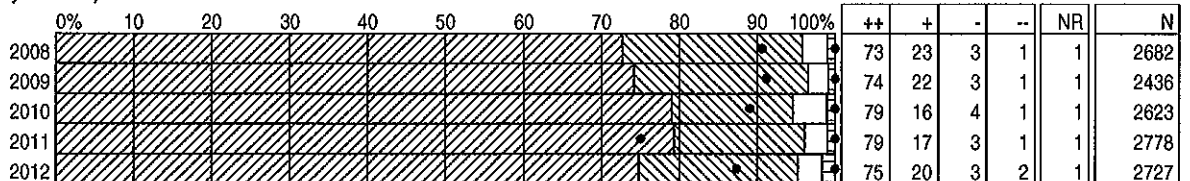
14) I show respect towards school staff?  
(2008-2011 Do most of the students at your school show respect towards school staff?)



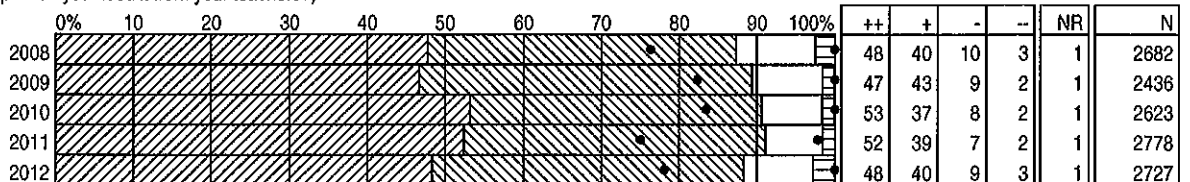
15) There are opportunities for me to be involved in activities outside the classroom?  
(2008-2011 Are there opportunities in your school to be involved in activities outside the classroom (e.g., student union, sports, drama, concerts, etc.)?)



16) I am expected to do my best?  
(2008-2011 Are you expected to do your best?)



17) Overall, I get help when I need it from my teachers?  
(2008-2011 Overall, do you get help when you need it from your teachers?)



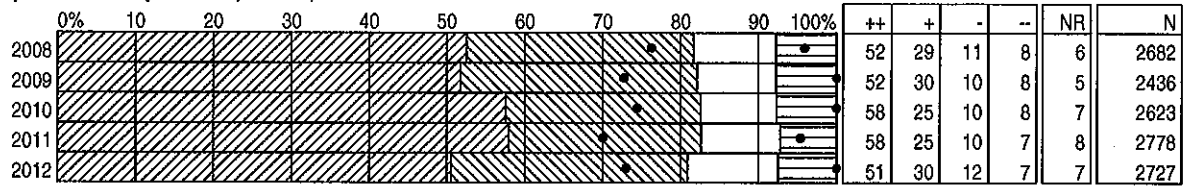
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

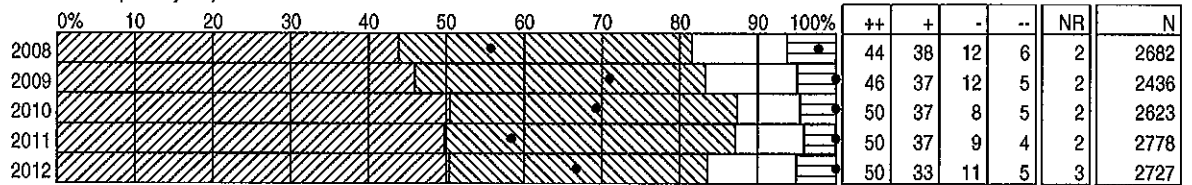
STUDENTS GRADES 10-12  
DISTRICT TOTAL

BAR GRAPH BY QUESTION

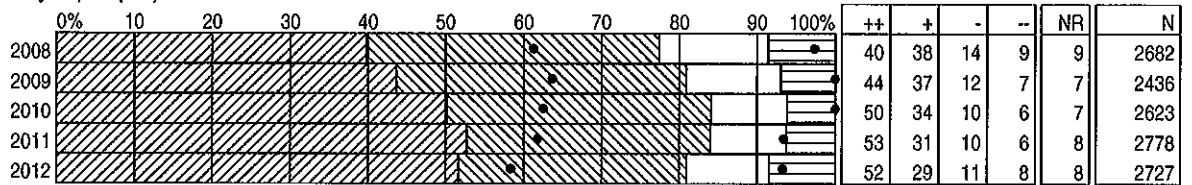
18) There is a staff member I can talk to if I have a problem?  
(2008-2011 Is there a staff member you can talk to if you have a problem?)



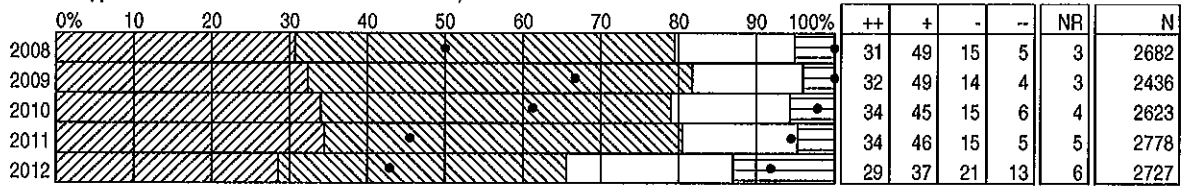
19) The people in the school office are helpful to me?  
(2008-2011 Are the people in the school office helpful to you?)



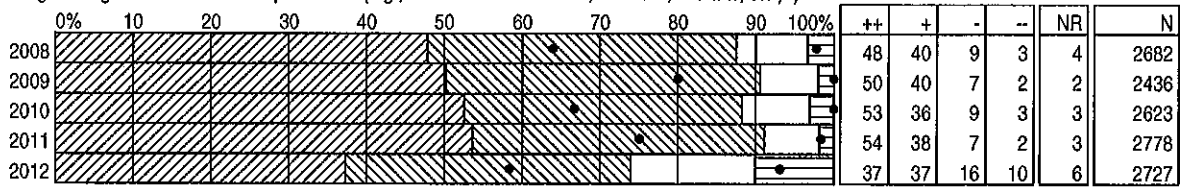
20) I have confidence in my principal?  
(2008-2011 Do you have confidence in your principal?)



21) I have opportunities to be involved in school decisions?  
(2008-2011 Do students in your school have opportunities to be involved in school decisions?)



22) I get recognition for my accomplishments?  
(2008-2011 Do students in your school get recognition for their accomplishments (e.g., academic achievement, athletics, fine arts, etc.)?)



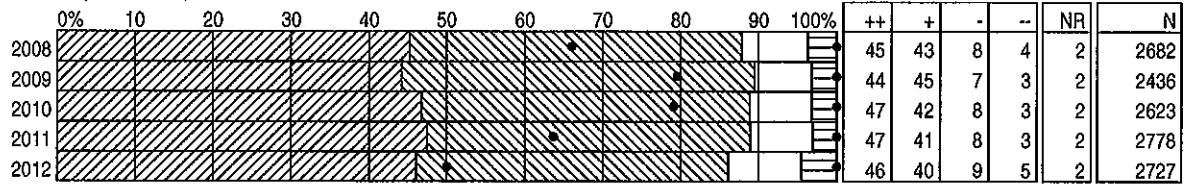
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

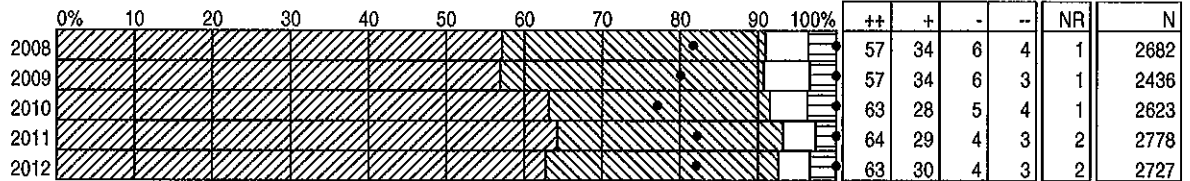
BAR GRAPH BY QUESTION

STUDENTS GRADES 10-12  
DISTRICT TOTAL

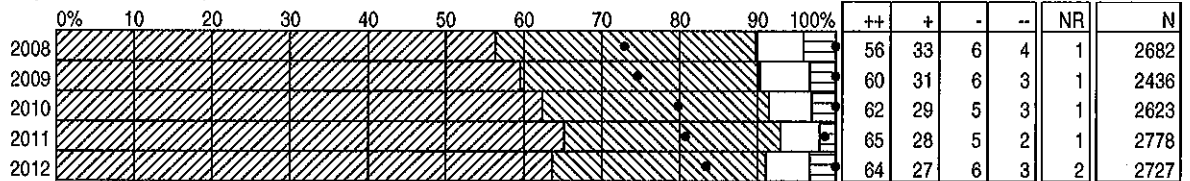
23) In general, I am satisfied with my school?  
(2008-2011 In general, are you satisfied with your school?)



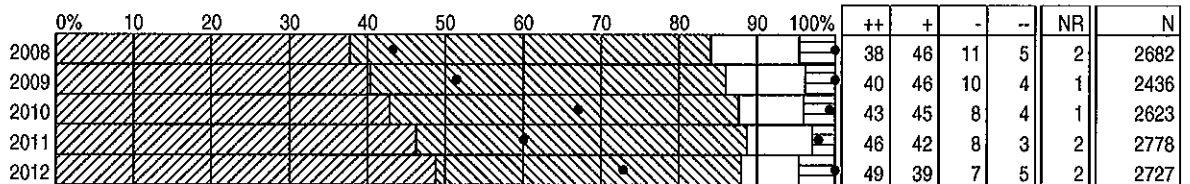
24) I feel safe in my school?  
(2008-2011 Do you feel safe in your school?)



25) I feel safe on the way to and from school?  
(2008-2011 Do you feel safe on the way to and from school?)



26) My school is clean?  
(2008-2011 Is your school clean?)



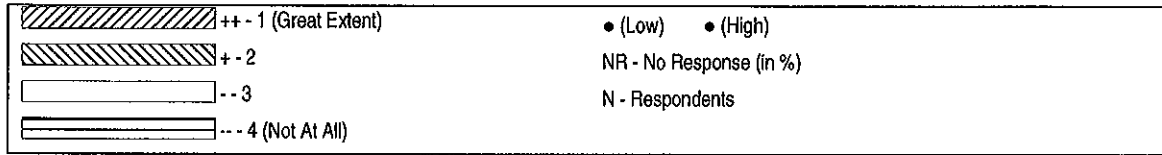
\* Results weighted



# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

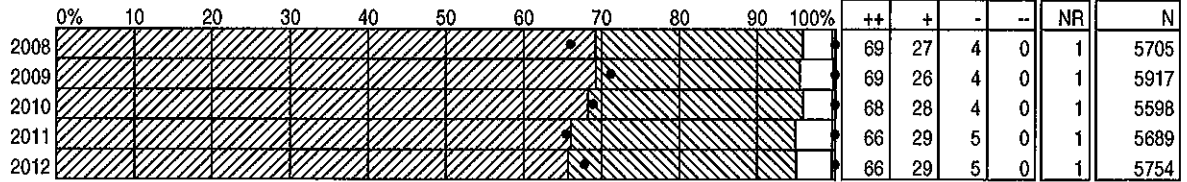
BAR GRAPH BY QUESTION

SCHOOL STAFF  
DISTRICT TOTAL

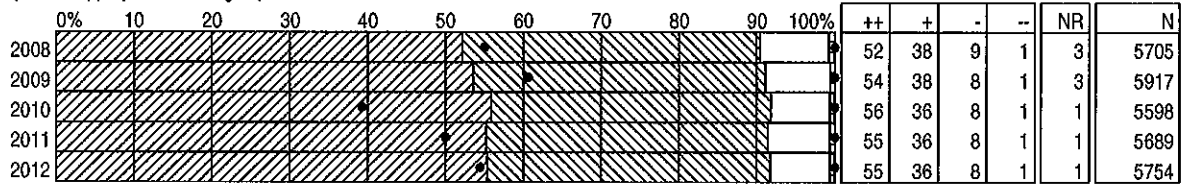


Note: Graph percentages are based on committed responses

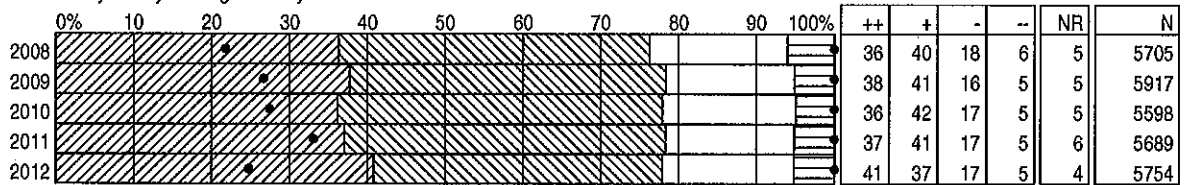
1) To what extent is your school focused on student achievement?



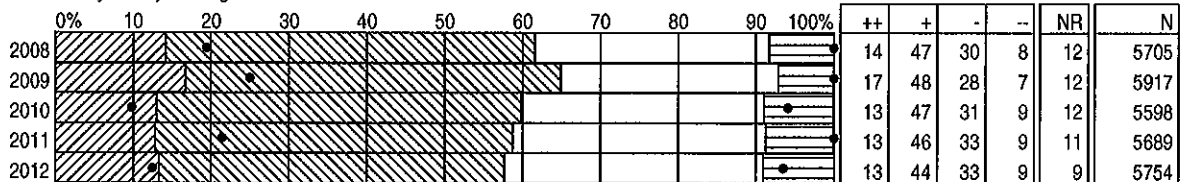
2) To what extent does your school provide appropriate learning experiences for all students?



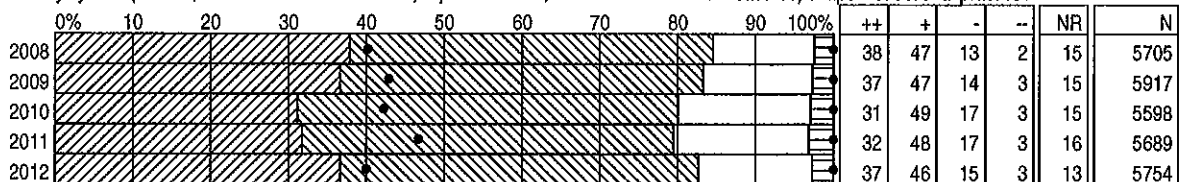
3) To what extent are you satisfied with the way money is being used in your school?



4) To what extent are you satisfied with the way money is being used in the district?



5) To what extent does your accountability system (HLATS, Alberta Achievement Tests, Diploma exams, interim school based measures) shape instructional practice?



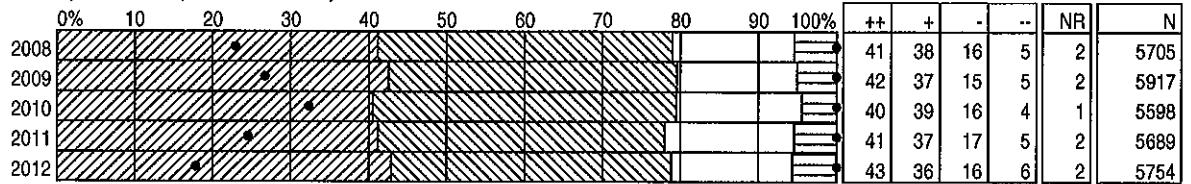
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

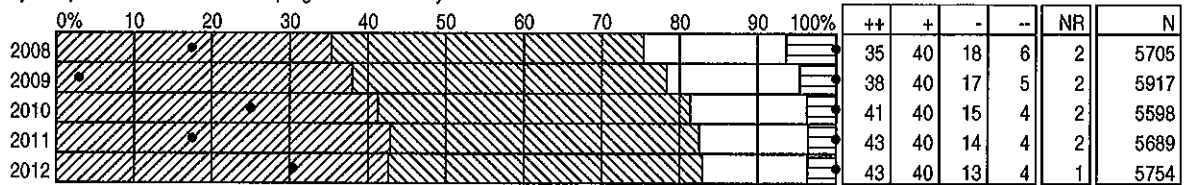
BAR GRAPH BY QUESTION

SCHOOL STAFF  
DISTRICT TOTAL

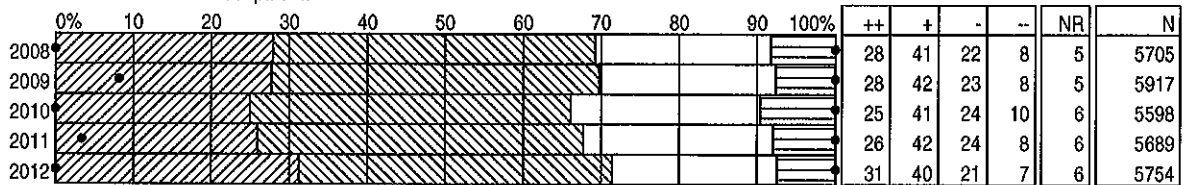
6) To what extent are you satisfied with way student discipline is handled at your school?



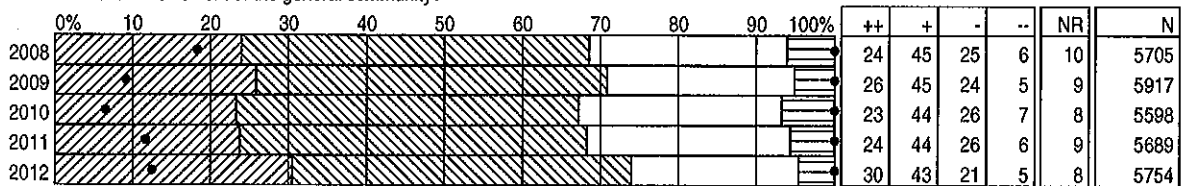
7) To what extent is the school facility adequate to accommodate the programs offered at your school?



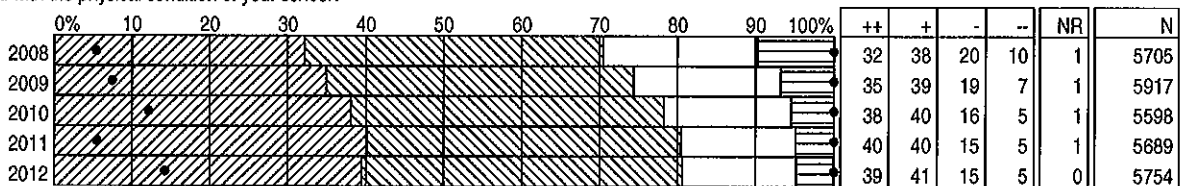
8) To what extent are you satisfied with the level of involvement of parents?



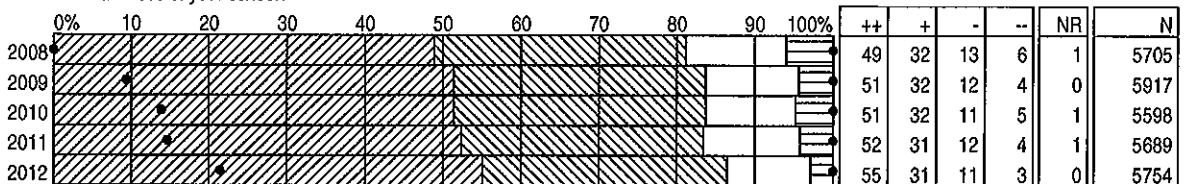
9) To what extent are you satisfied with the level of involvement of the general community?



10) To what extent are you satisfied with the physical condition of your school?



11) To what extent are you satisfied with the cleanliness of your school?



\* Results weighted

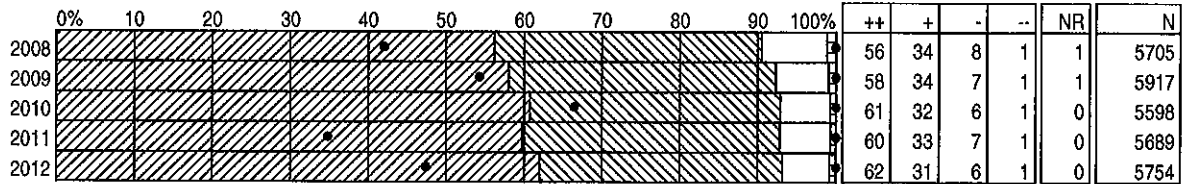


# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

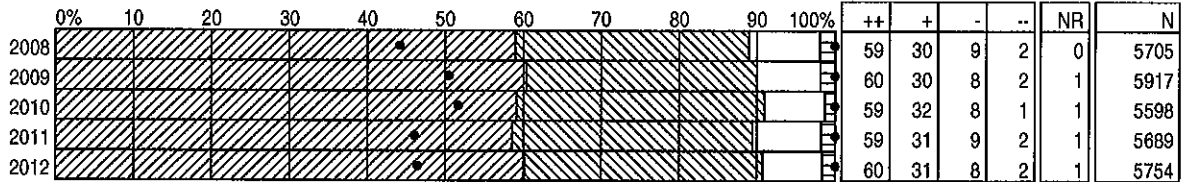
BAR GRAPH BY QUESTION

SCHOOL STAFF  
DISTRICT TOTAL

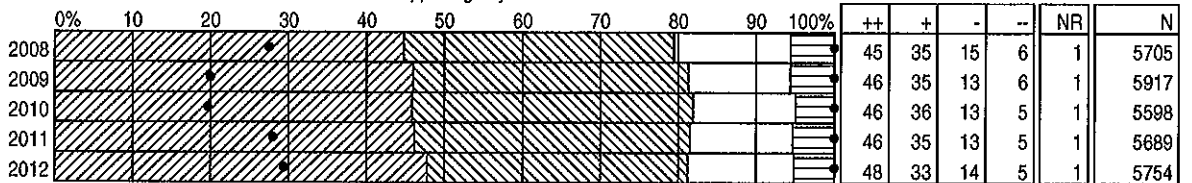
12) To what extent is your school a safe environment?



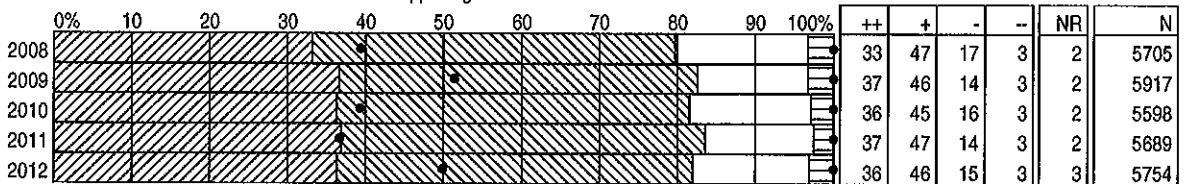
13) To what extent do you feel that your school is a good place to work?



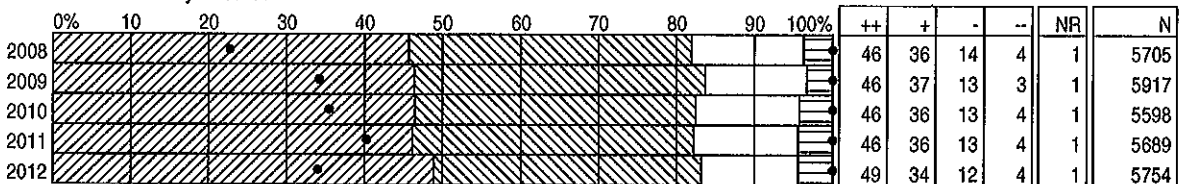
14) To what extent are you satisfied with the information that is shared about what is happening at your school?



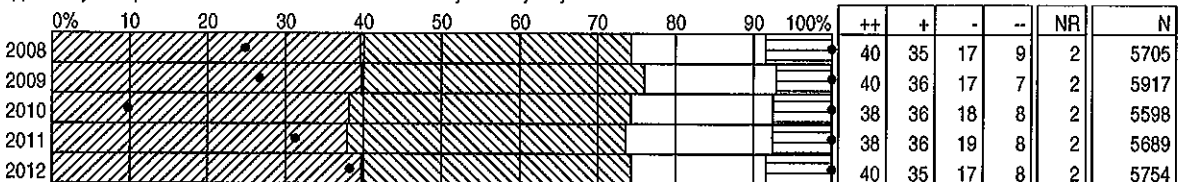
15) To what extent are you satisfied with the information that is shared about what is happening in the district?



16) To what extent do you feel that staff work as a team in your school?



17) To what extent do you have an opportunity for input into school level decisions that affect you and your job?



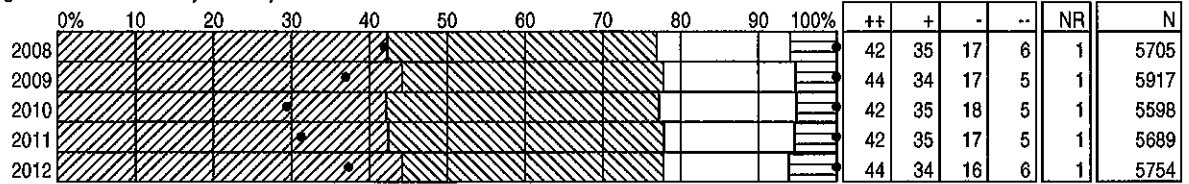
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

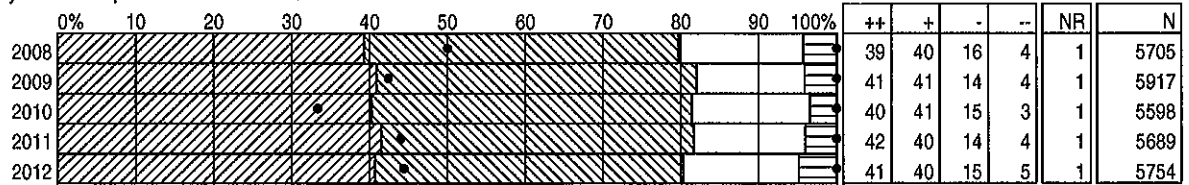
BAR GRAPH BY QUESTION

SCHOOL STAFF  
DISTRICT TOTAL

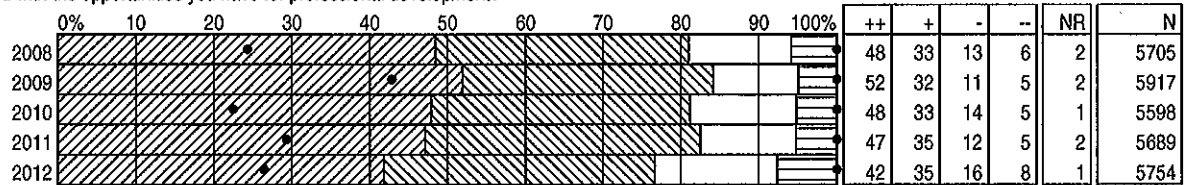
18) To what extent do you get recognition for the work that you do in your school?



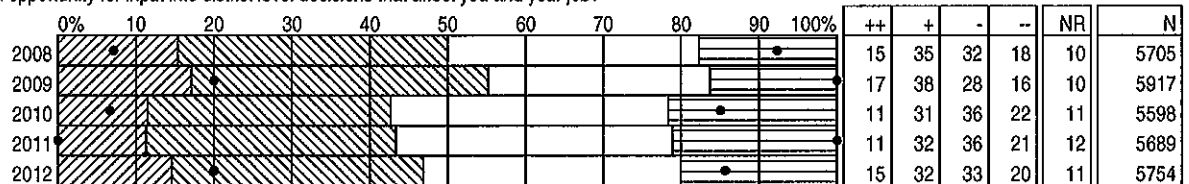
19) To what extent do you feel that your work responsibilities are reasonable?



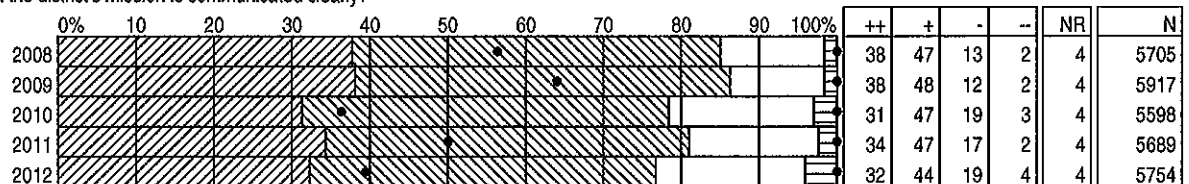
20) To what extent are you satisfied with the opportunities you have for professional development?



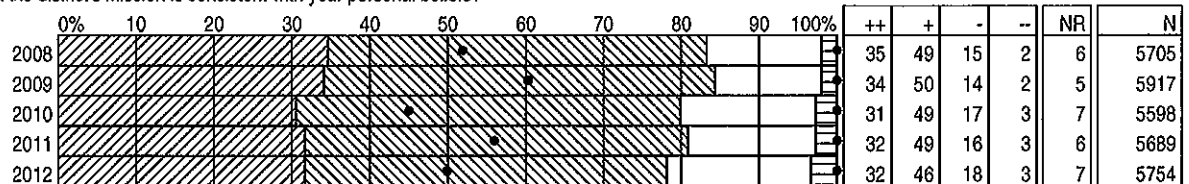
21) To what extent do you have an opportunity for input into district level decisions that affect you and your job?



22) To what extent do you feel that the district's mission is communicated clearly?



23) To what extent do you feel that the district's mission is consistent with your personal beliefs?



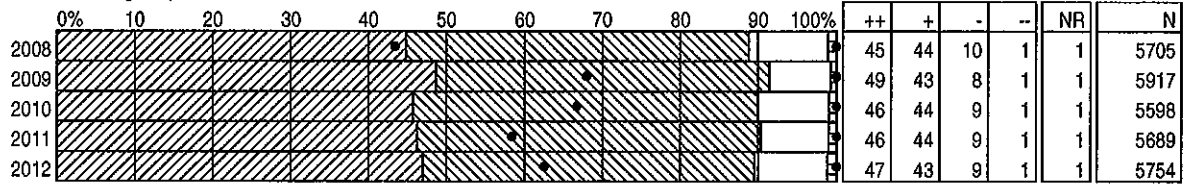
\* Results weighted

## DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

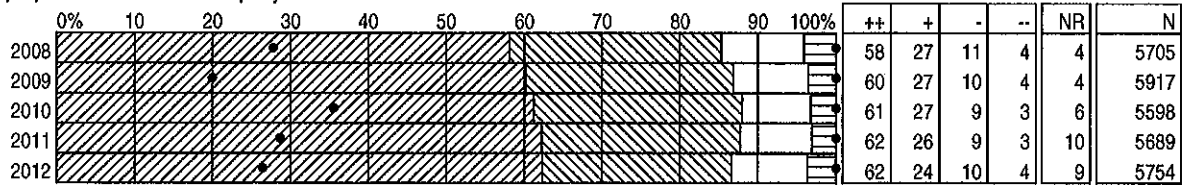
BAR GRAPH BY QUESTION

SCHOOL STAFF  
DISTRICT TOTAL

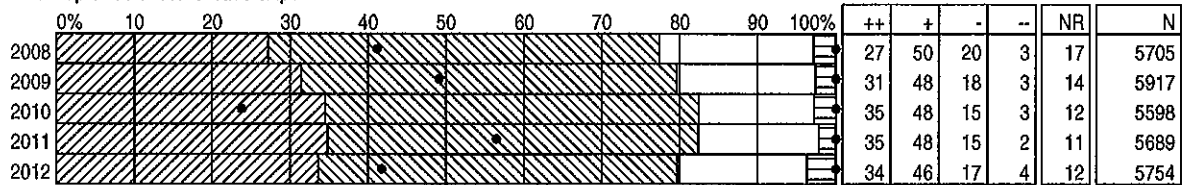
24) To what extent do you feel that the district is a good place to work?



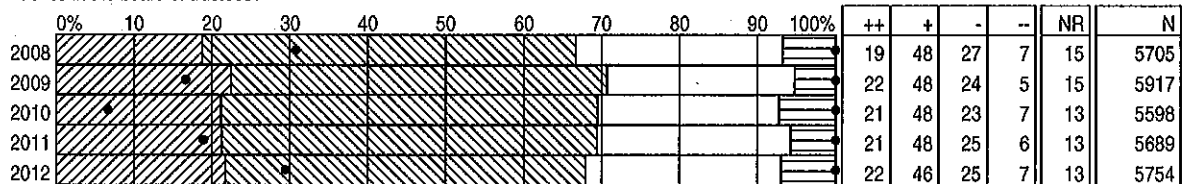
25) To what extent does your principal provide effective leadership in your school?



26) To what extent does the superintendent provide effective leadership?



27) To what extent do you have confidence in the board of trustees?



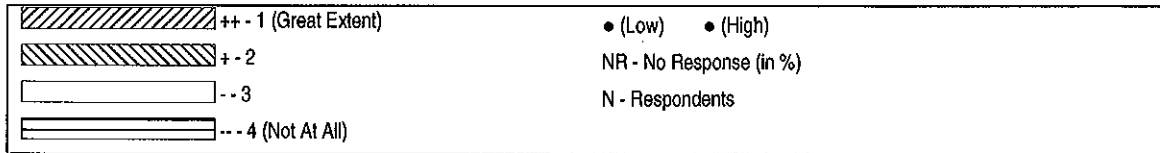
\* Results weighted



# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

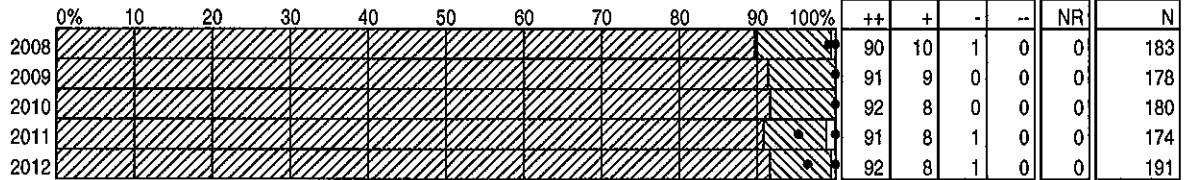
BAR GRAPH BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

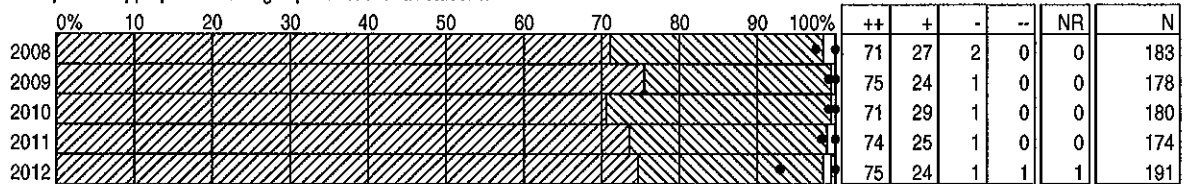


Note: Graph percentages are based on committed responses

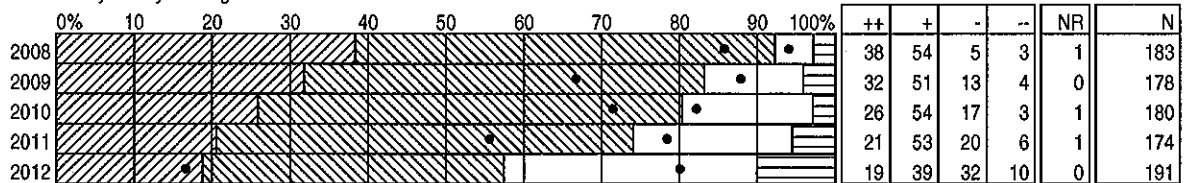
1) To what extent is your school focused on student achievement?



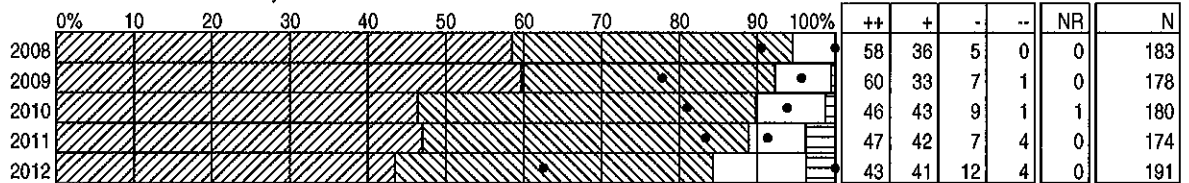
2) To what extent do staff in your school provide appropriate learning experiences for all students?



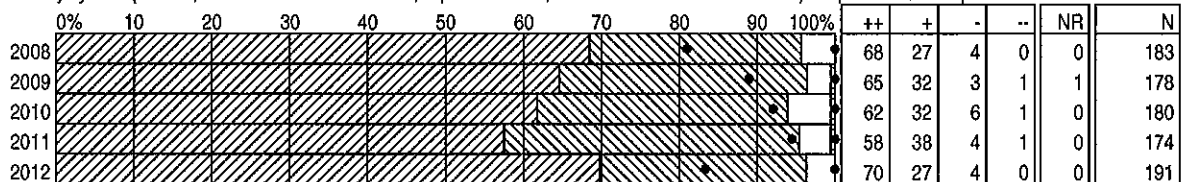
3) To what extent are you satisfied with the way money is being used in the district?



4) To what extent are you satisfied with the financial information that you receive?



5) To what extent does your accountability system (HLATS, Alberta Achievement Tests, Diploma exams, interim school based measures) shape instructional practice?



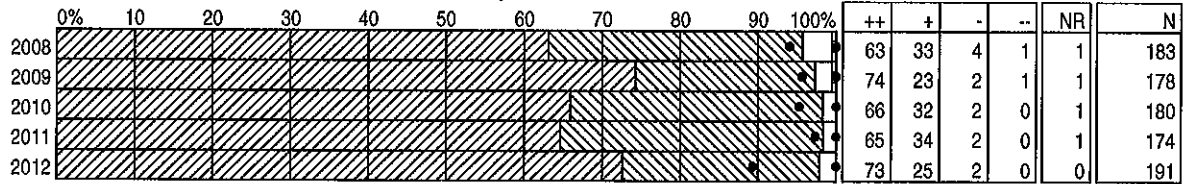
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

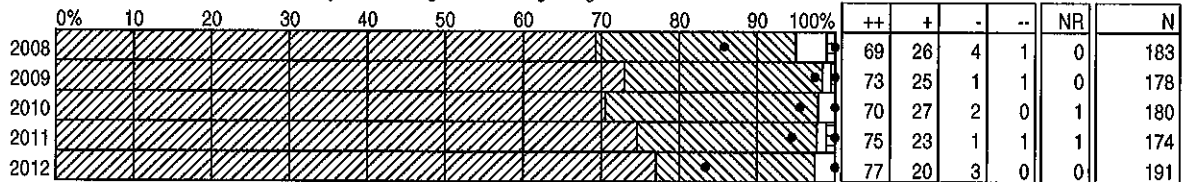
## BAR GRAPH BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

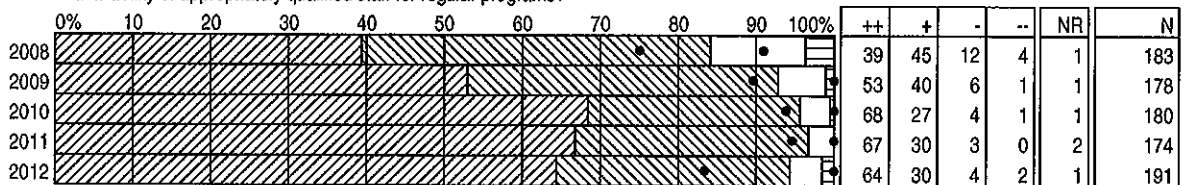
6) To what extent does the data gathered from time spent in the classroom enhance instruction in your school?



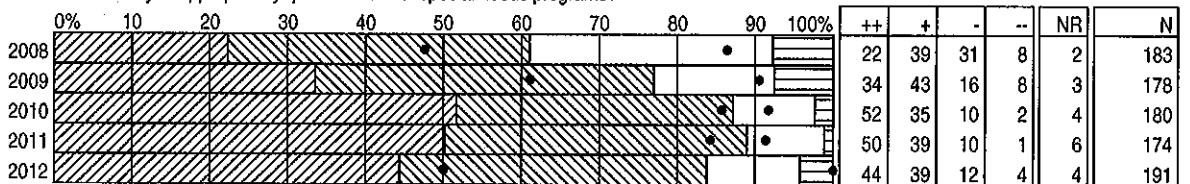
7) To what extent the data gathered from time spent in the classroom assist you in making decisions regarding the allocation of resources?



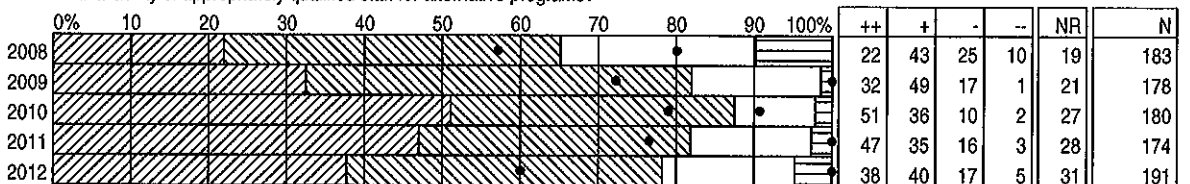
8) To what extent are you satisfied with the availability of appropriately qualified staff for regular programs?



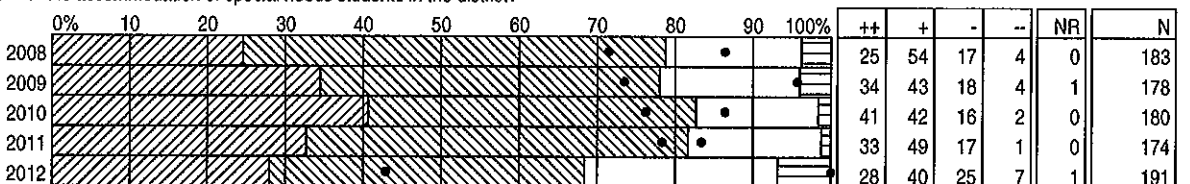
9) To what extent are you satisfied with the availability of appropriately qualified staff for special needs programs?



10) To what extent are you satisfied with the availability of appropriately qualified staff for alternative programs?



11) To what extent are you satisfied with the accommodation of special needs students in the district?



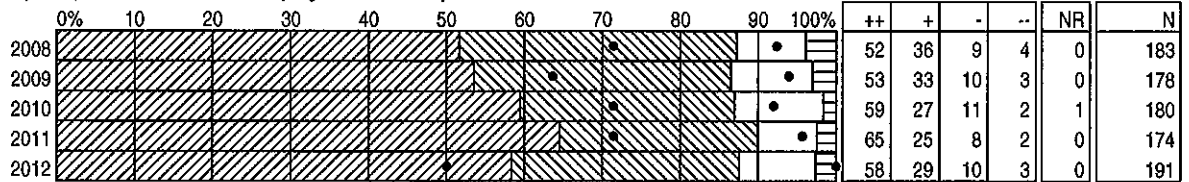
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

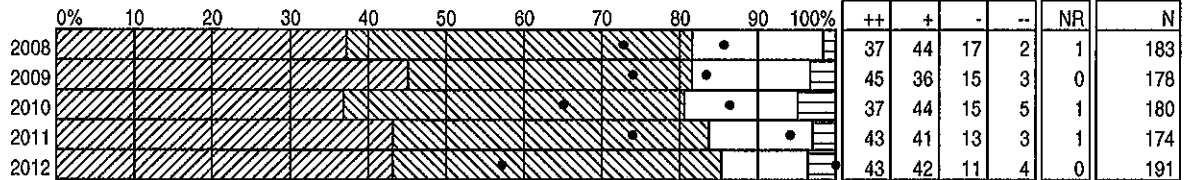
BAR GRAPH BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

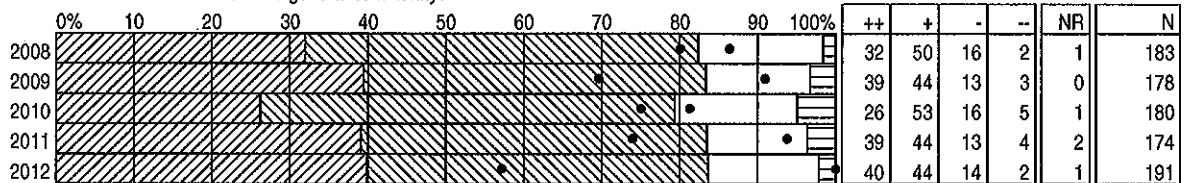
12) To what extent is the school facility adequate to accommodate the programs offered at your school?



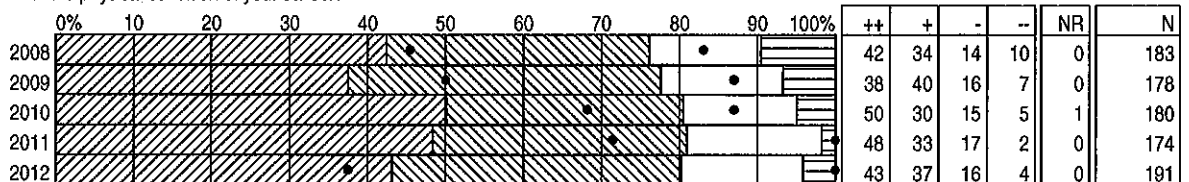
13) To what extent are you satisfied with the level of involvement of parents?



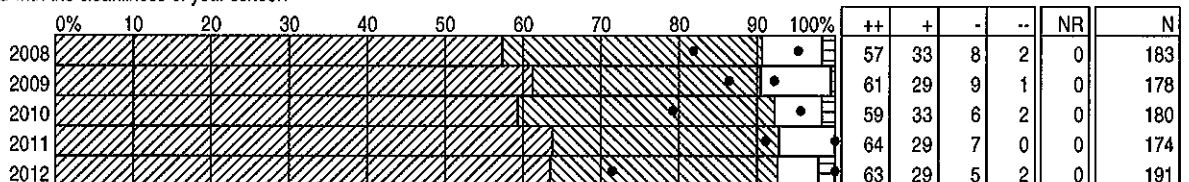
14) To what extent are you satisfied with the level of involvement of the general community?



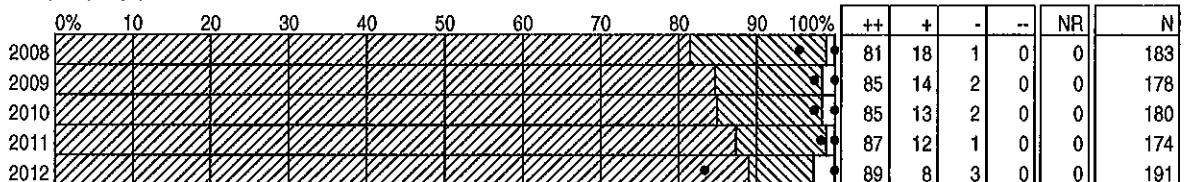
15) To what extent are you satisfied with the physical condition of your school?



16) To what extent are you satisfied with the cleanliness of your school?



17) To what extent is your school a safe environment?



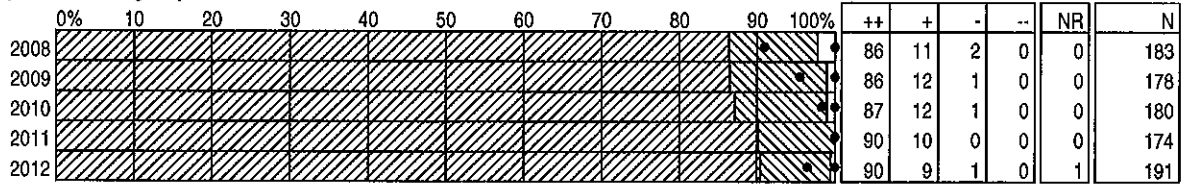
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

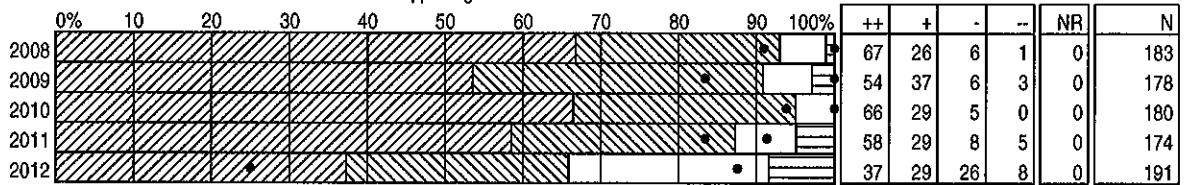
BAR GRAPH BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

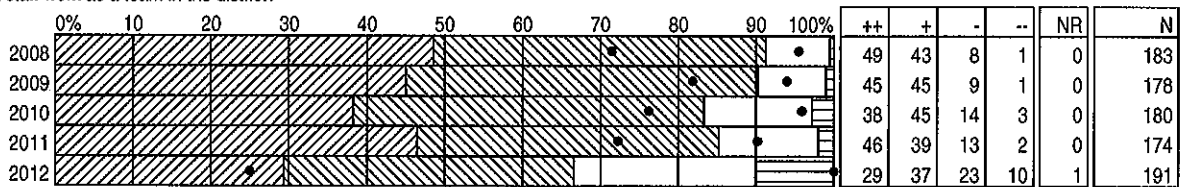
18) To what extent do you feel that your school is a good place to work?



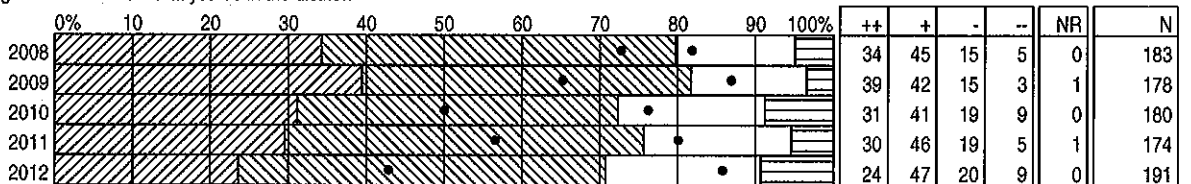
19) To what extent are you satisfied with the information that is shared about what is happening in the district?



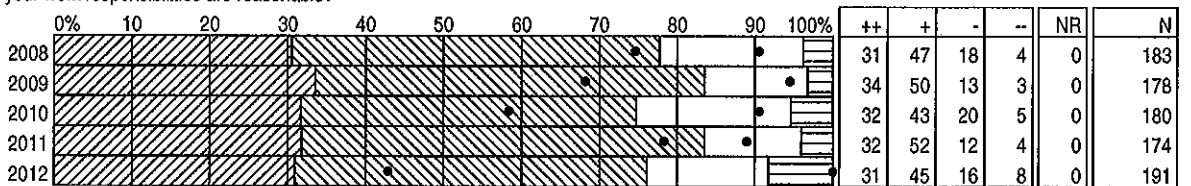
20) To what extent do you feel that staff work as a team in the district?



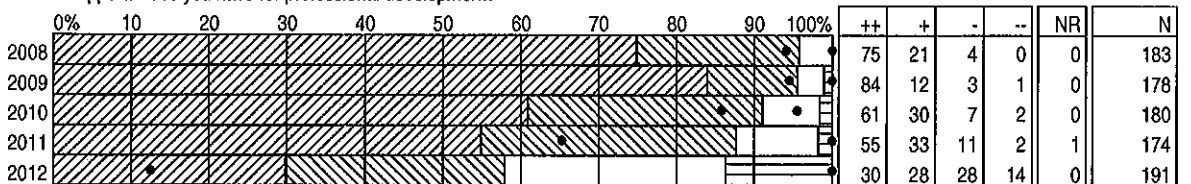
21) To what extent do you get recognition for the work that you do in the district?



22) To what extent do you feel that your work responsibilities are reasonable?



23) To what extent are you satisfied with the opportunities you have for professional development?



\* Results weighted

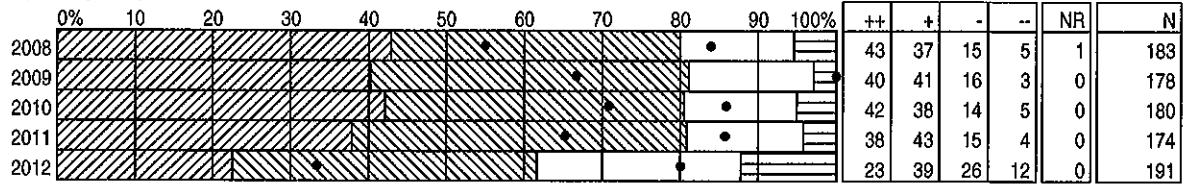


# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

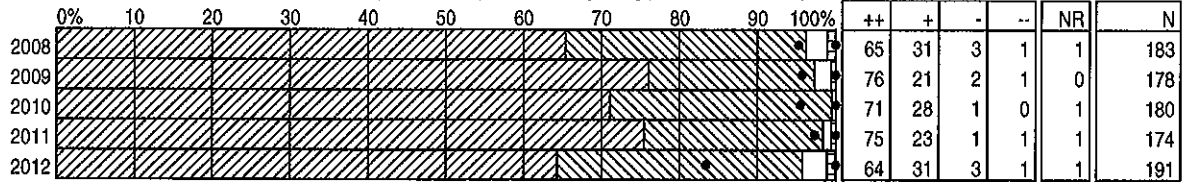
BAR GRAPH BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

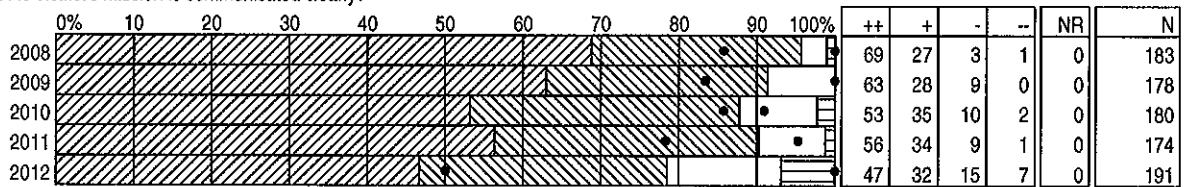
24) To what extent do you have an opportunity for input into district level decisions?



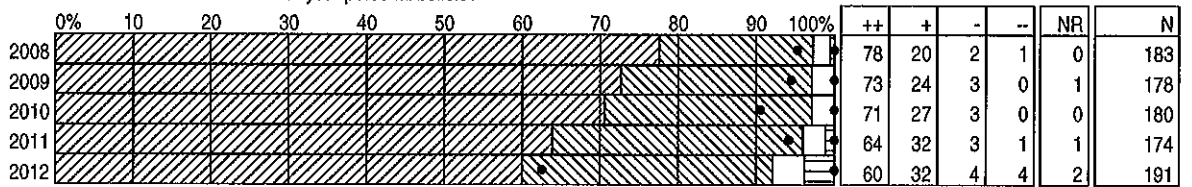
25) To what extent does the data gathered from time spent in the classroom assist you in making decisions regarding professional development activities?



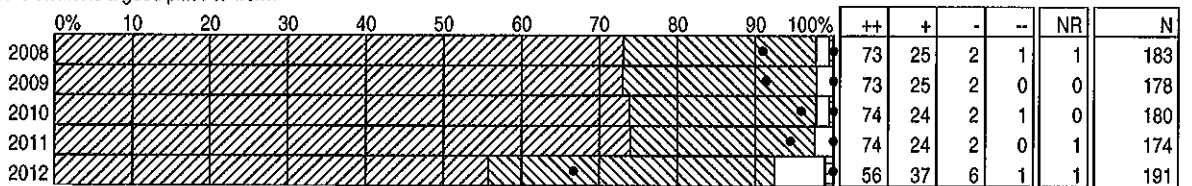
26) To what extent do you feel that the district's mission is communicated clearly?



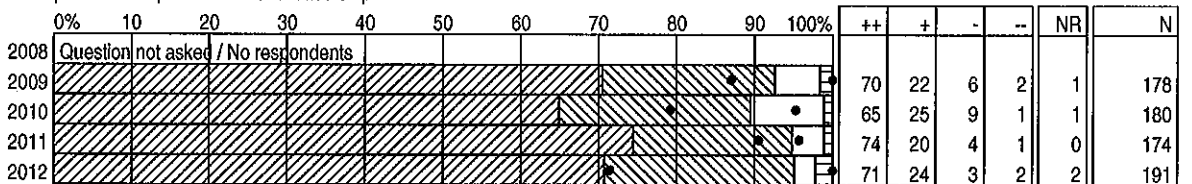
27) To what extent do you feel that the district's mission is consistent with your personal beliefs?



28) To what extent do you feel that the district is a good place to work?



29) To what extent does your assistant superintendent provide effective leadership?



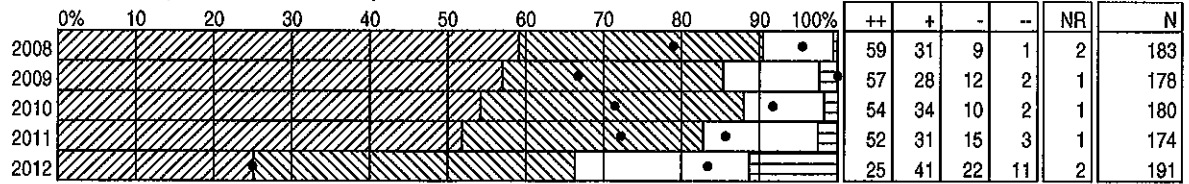
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

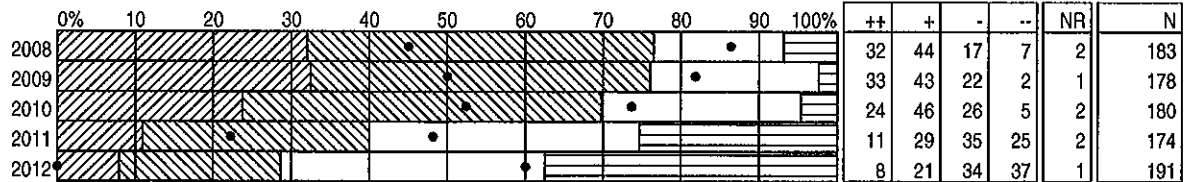
BAR GRAPH BY QUESTION

PRINCIPALS  
DISTRICT TOTAL

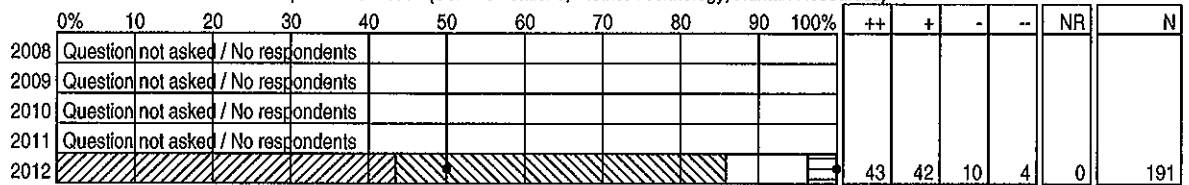
30) To what extent does the Superintendent of Schools provide effective leadership in the district?



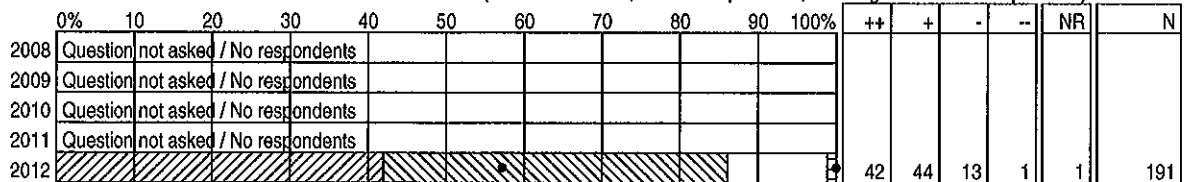
31) To what extent do you have confidence in the board of trustees?



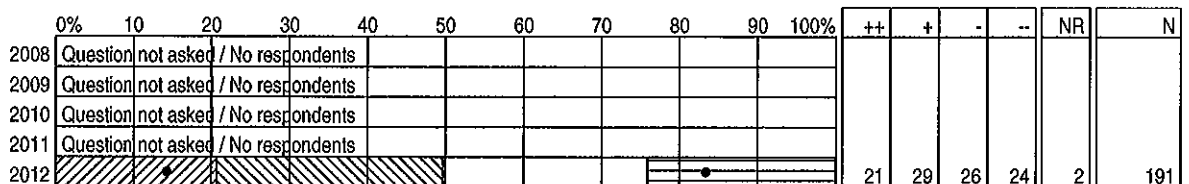
32) To what extent are you satisfied with the services received from Corporate Services? (Communications, District Technology, Human Resources)



33) To what extent are you satisfied with the services received from Finance and Infrastructure? (Facilities Services, Financial Operations, Planning & Student Transportation)



34) To what extent are you satisfied with the services received from Student Learning Services? (Executive Services, Inclusive Learning, Projects & Research, Support for Staff & Students)

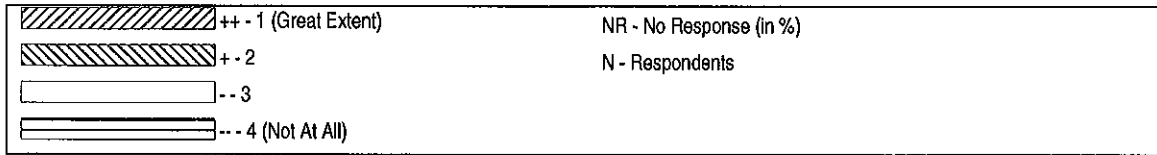


\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

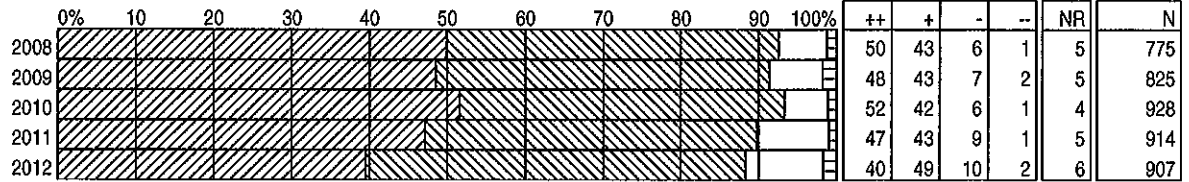
BAR GRAPH BY QUESTION

CENTRAL SERVICES STAFF  
TOTAL STAFF

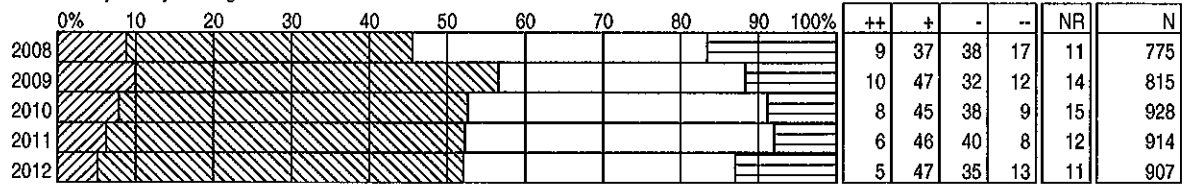


Note: Graph percentages are based on committed responses

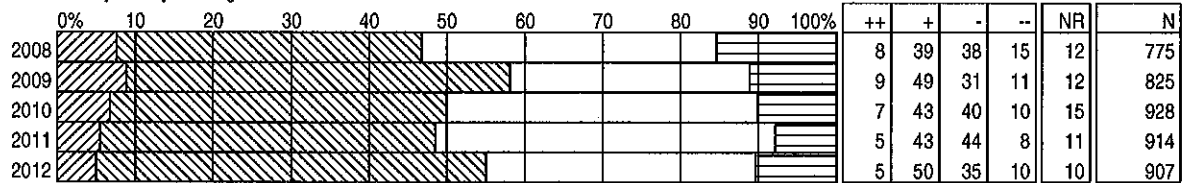
1) To what extent is the district focused on student achievement?



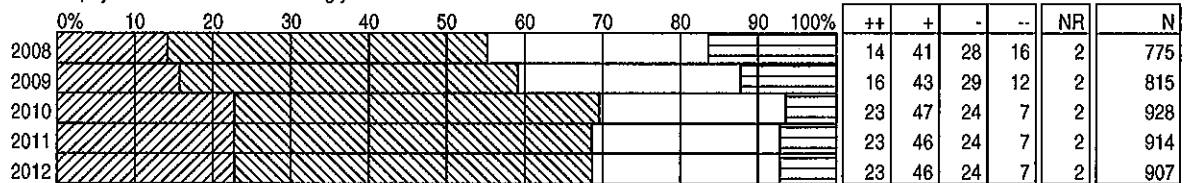
2) To what extent are you satisfied with the way money is being used in central services?



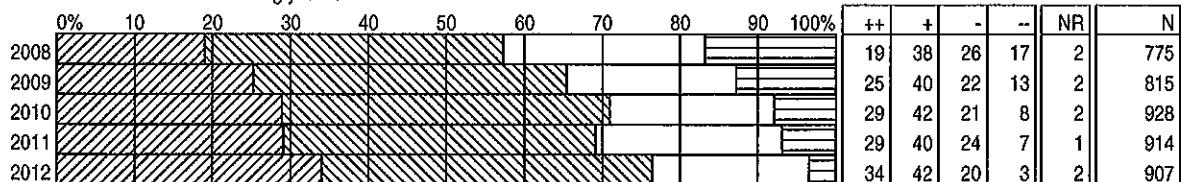
3) To what extent are you satisfied with the way money is being used in the district?



4) To what extent are you satisfied with the physical condition of the building you work in?



5) To what extent are you satisfied with the cleanliness of the building you work in?



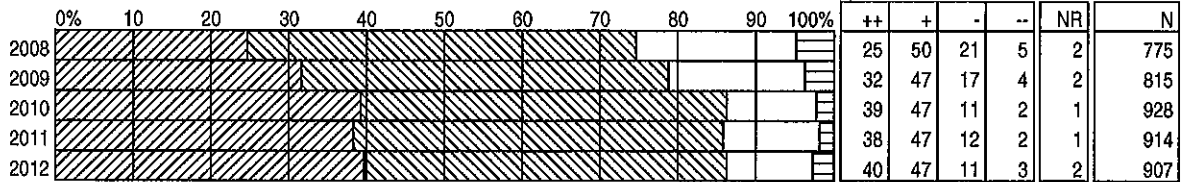
\* Results weighted

## DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

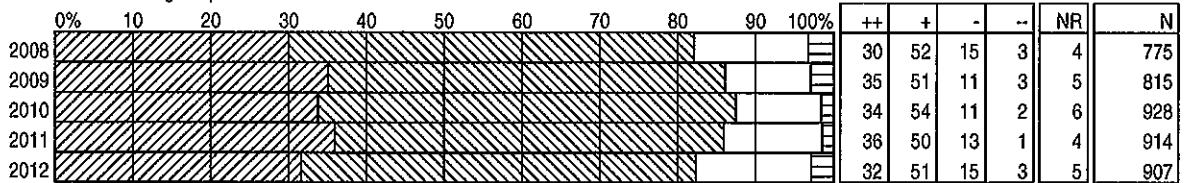
BAR GRAPH BY QUESTION

CENTRAL SERVICES STAFF  
TOTAL STAFF

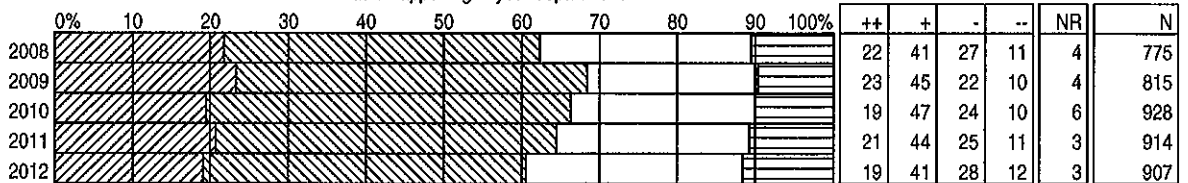
6) To what extent is your workplace a safe environment?



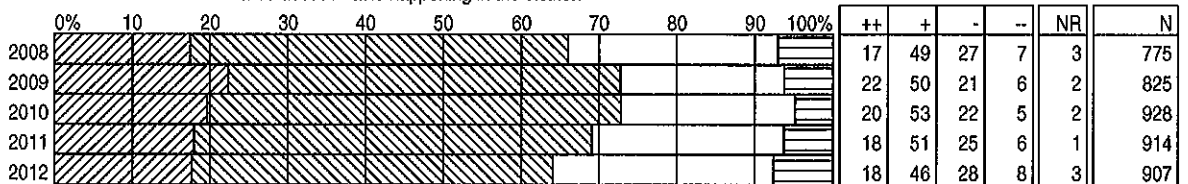
7) To what extent do you feel that central services is a good place to work?



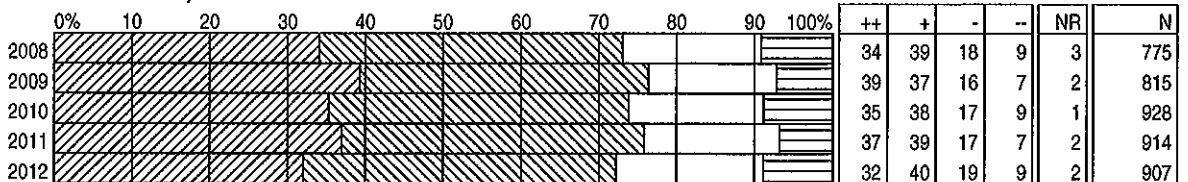
8) To what extent are you satisfied with the information that is shared about what is happening in your department?



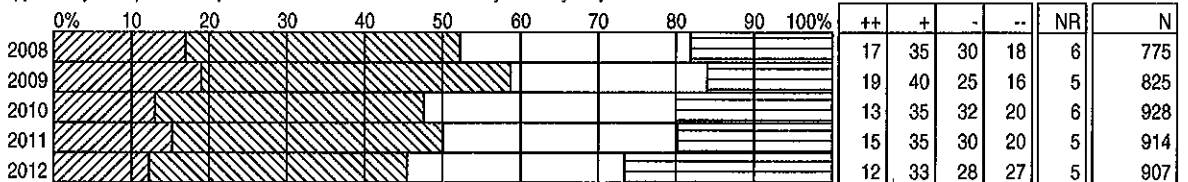
9) To what extent are you satisfied with the information that is shared about what is happening in the district?



10) To what extent do you feel that staff work as a team in your work unit?



11) To what extent do you have an opportunity for input into department level decisions that affect you and your job?



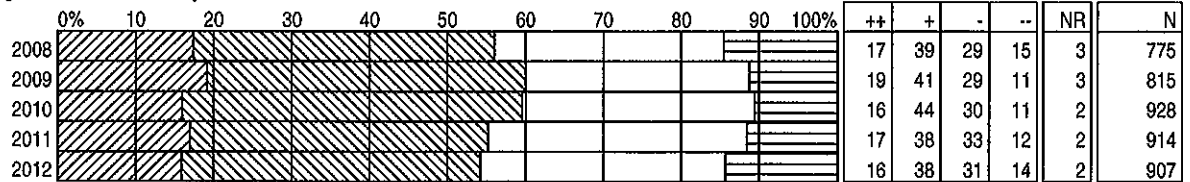
\* Results weighted

## DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

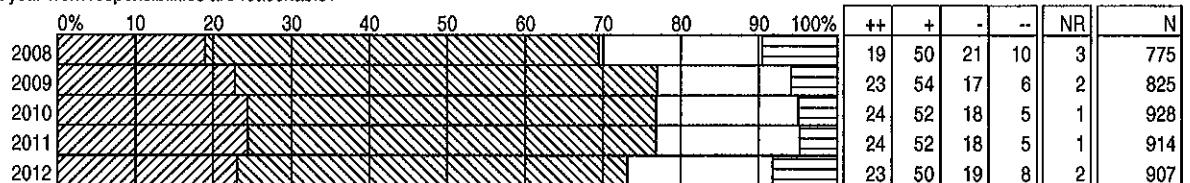
BAR GRAPH BY QUESTION

CENTRAL SERVICES STAFF  
TOTAL STAFF

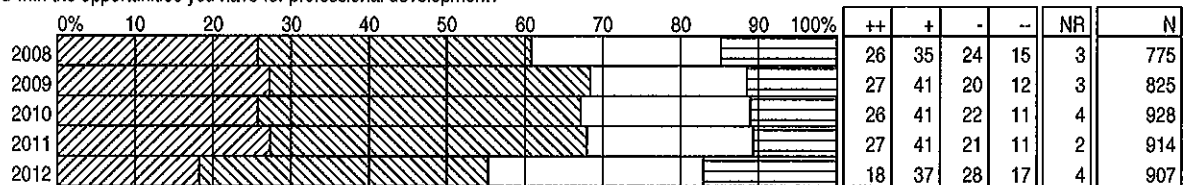
12) To what extent do you get recognition for the work that you do for Edmonton Public Schools?



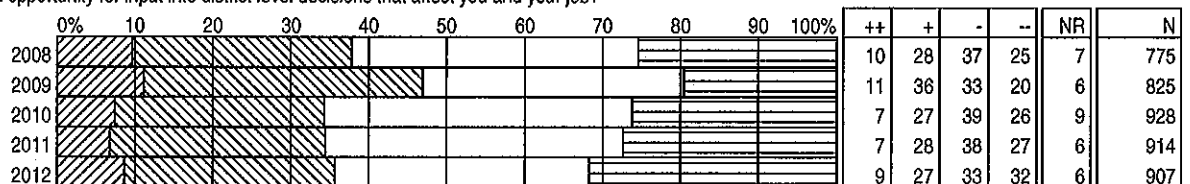
13) To what extent do you feel that your work responsibilities are reasonable?



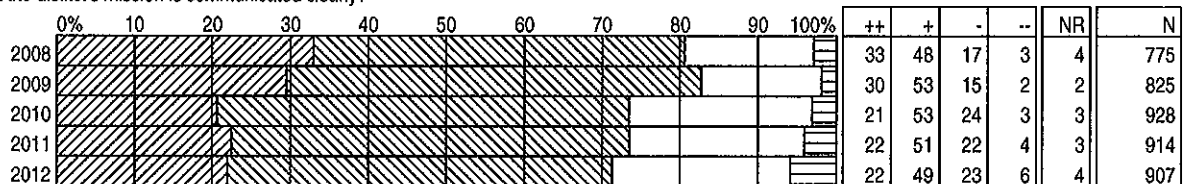
14) To what extent are you satisfied with the opportunities you have for professional development?



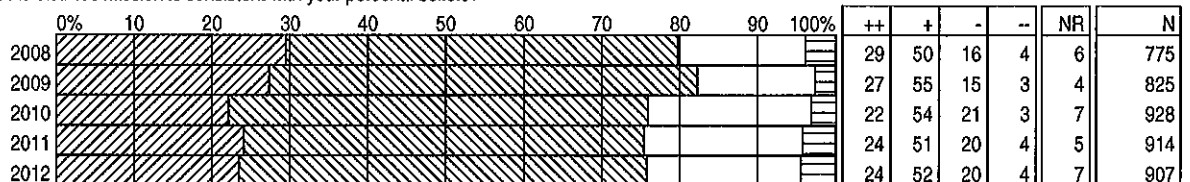
15) To what extent do you have an opportunity for input into district level decisions that affect you and your job?



16) To what extent do you feel that the district's mission is communicated clearly?



17) To what extent do you feel that the district's mission is consistent with your personal beliefs?



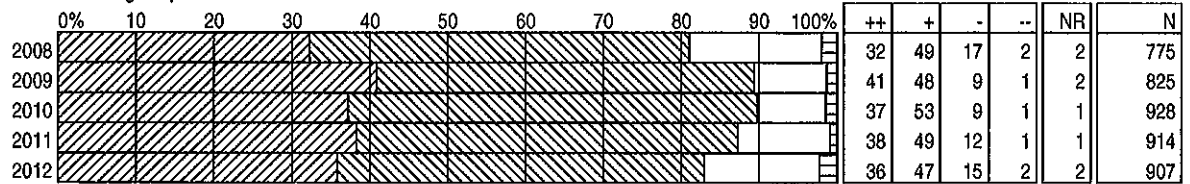
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

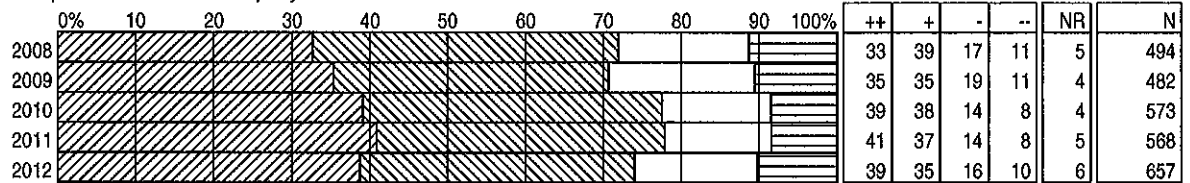
BAR GRAPH BY QUESTION

CENTRAL SERVICES STAFF  
TOTAL STAFF

18) To what extent do you feel that the district is a good place to work?

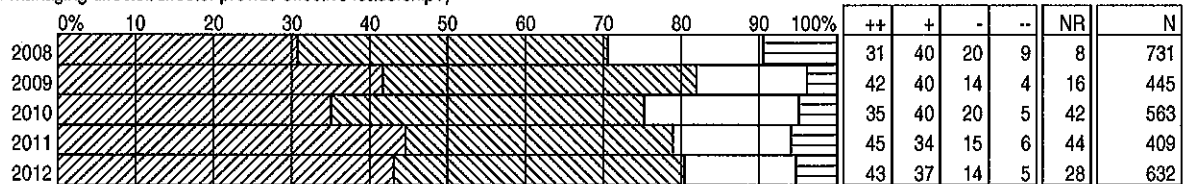


19) To what extent does your supervisor provide effective leadership in your work unit?



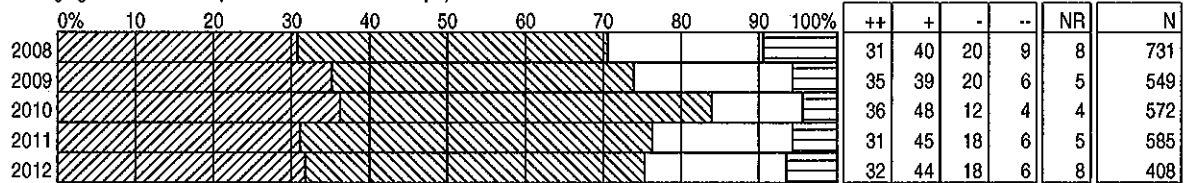
20) To what extent does your director provide effective leadership?

(2007-08 To what extent does your managing director/director provide effective leadership?)



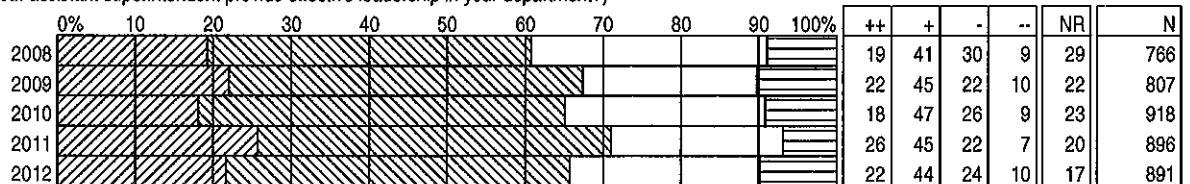
21) To what extent does your managing director provide effective leadership?

(2007-08 To what extent does your managing director/director provide effective leadership?)

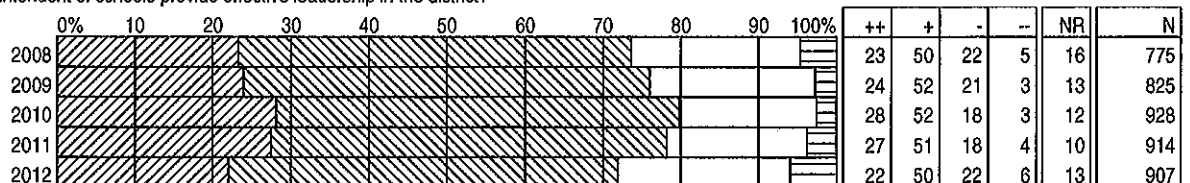


22) To what extent does your executive director / assistant superintendent provide effective leadership in your department?

(2008-2010 To what extent does your assistant superintendent provide effective leadership in your department?)



23) To what extent does the superintendent of schools provide effective leadership in the district?



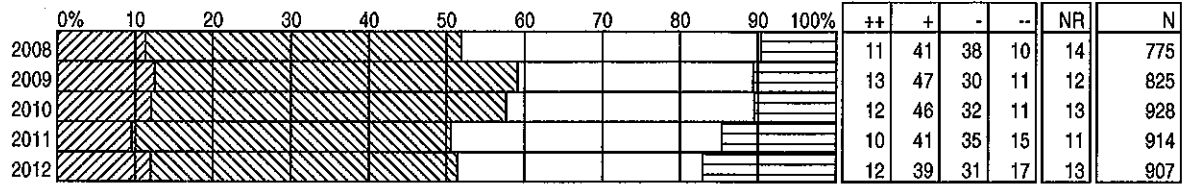
\* Results weighted

# DISTRICT SATISFACTION SURVEY RESULTS 2008 - 2012

BAR GRAPH BY QUESTION

CENTRAL SERVICES STAFF  
TOTAL STAFF

24) Do you have confidence in the board of trustees?



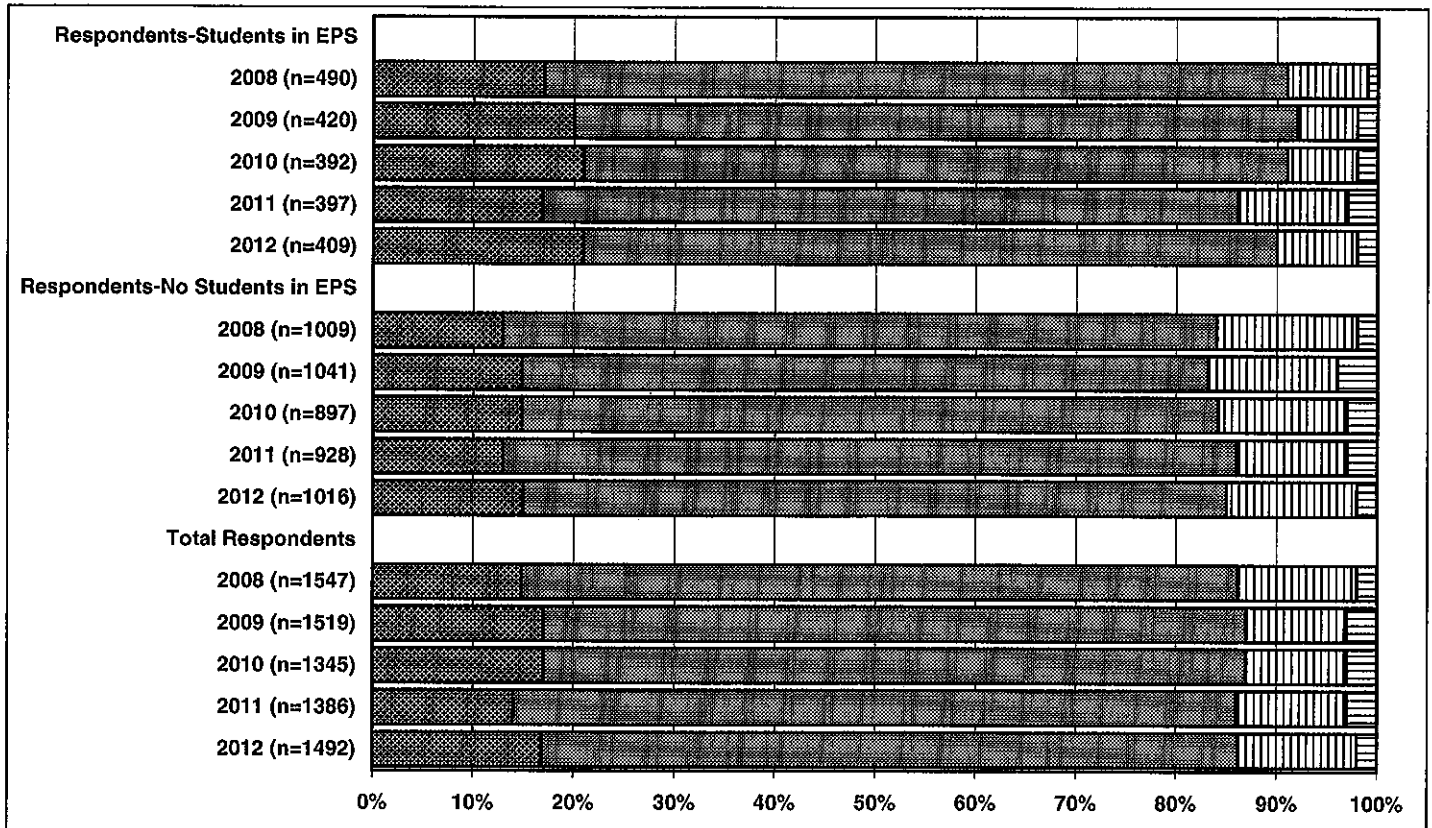
\* Results weighted



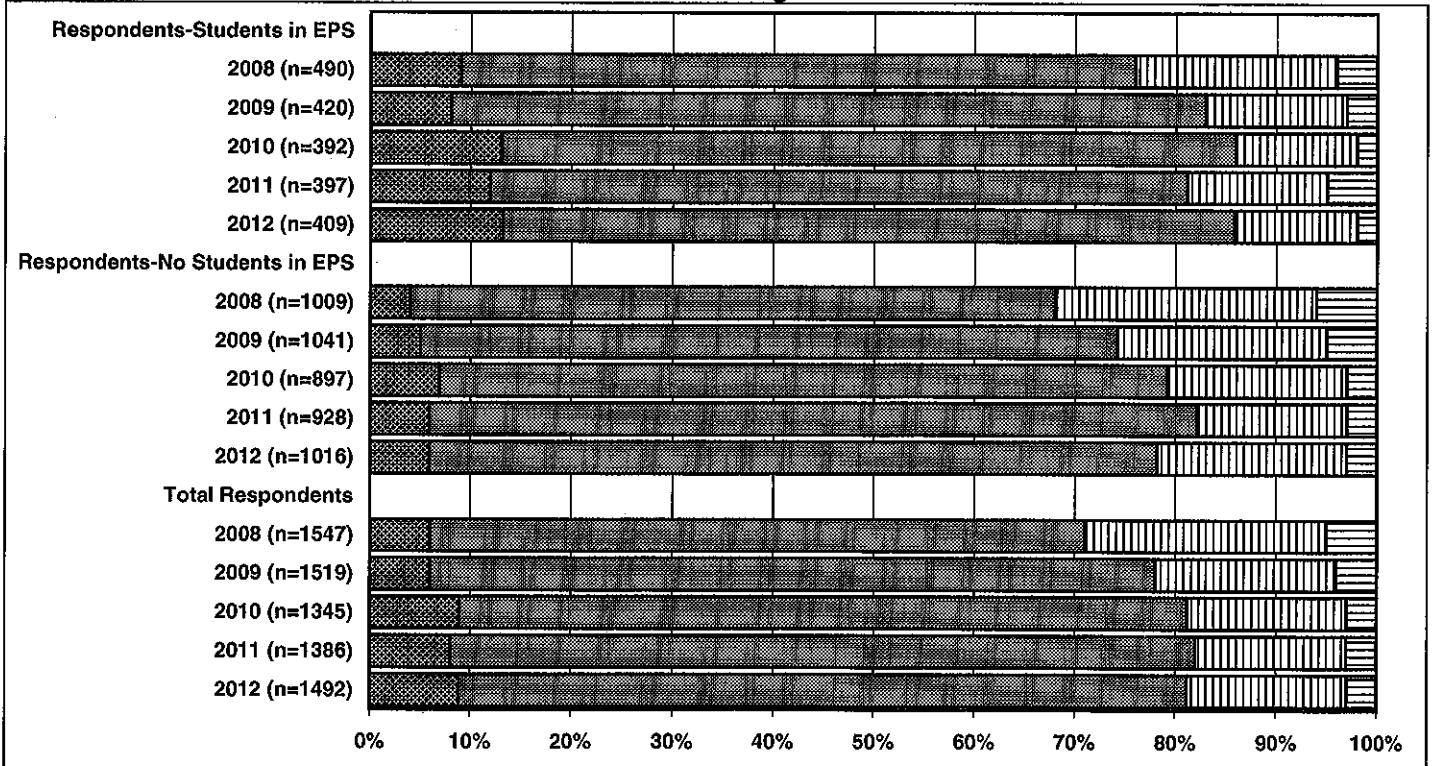


HOW SATISFIED ARE YOU WITH:

1. The overall quality of education received by students attending EPS?



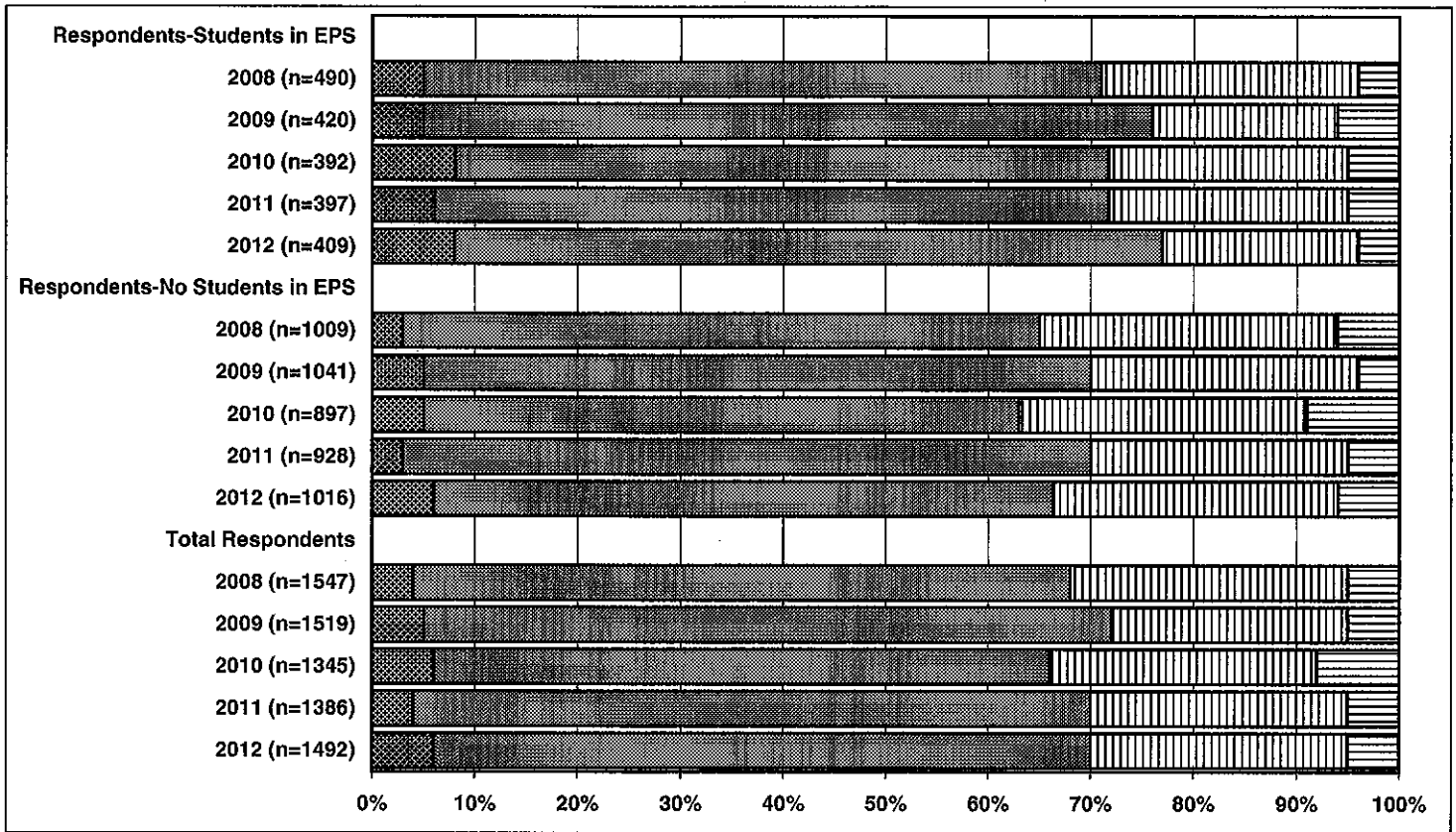
2. The general condition of Edmonton Public Schools' buildings?



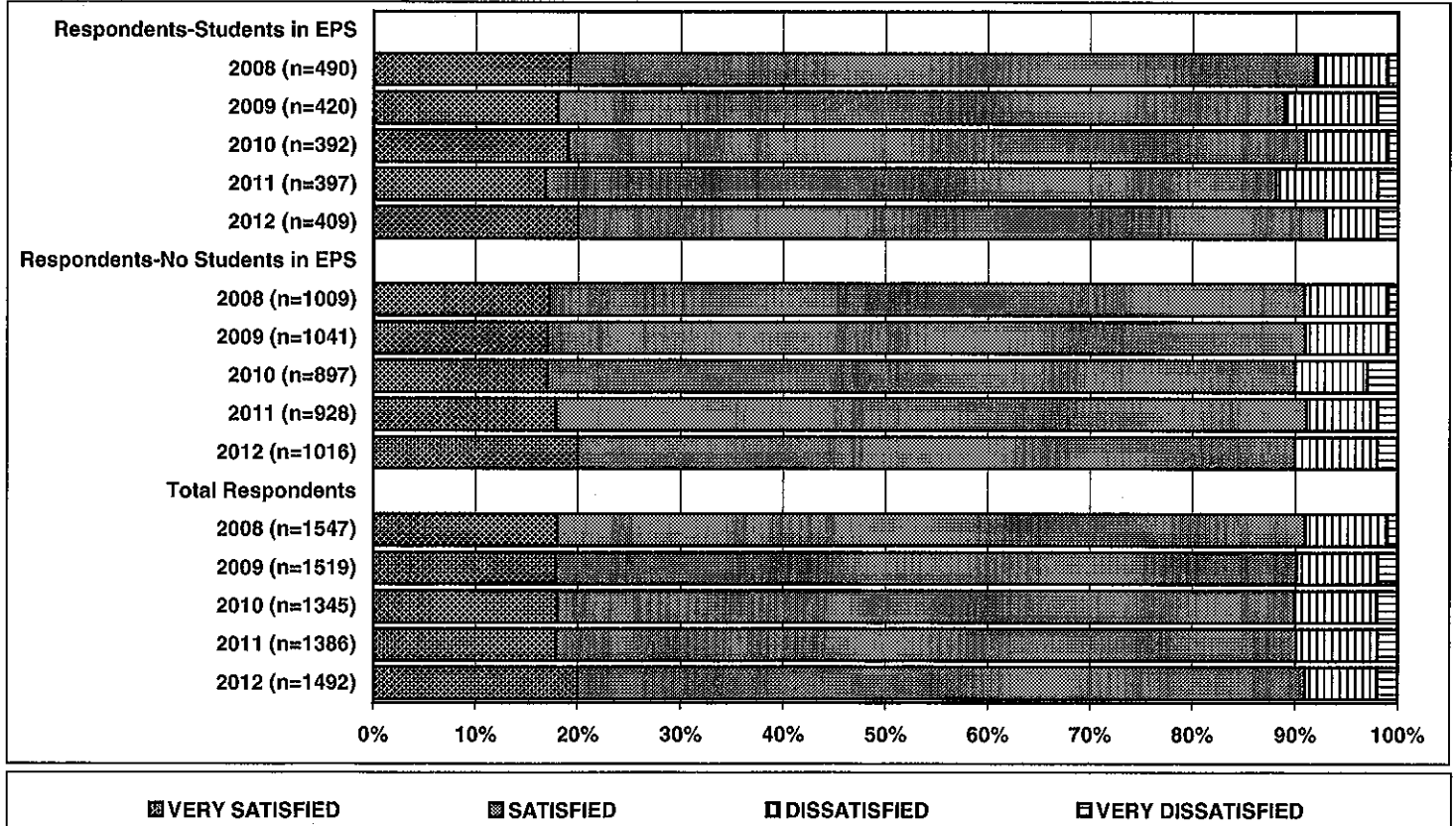
VERY SATISFIED     
  SATISFIED     
  DISSATISFIED     
  VERY DISSATISFIED

**HOW SATISFIED ARE YOU WITH:**

**3. The way Edmonton Public Schools spends its public money?**

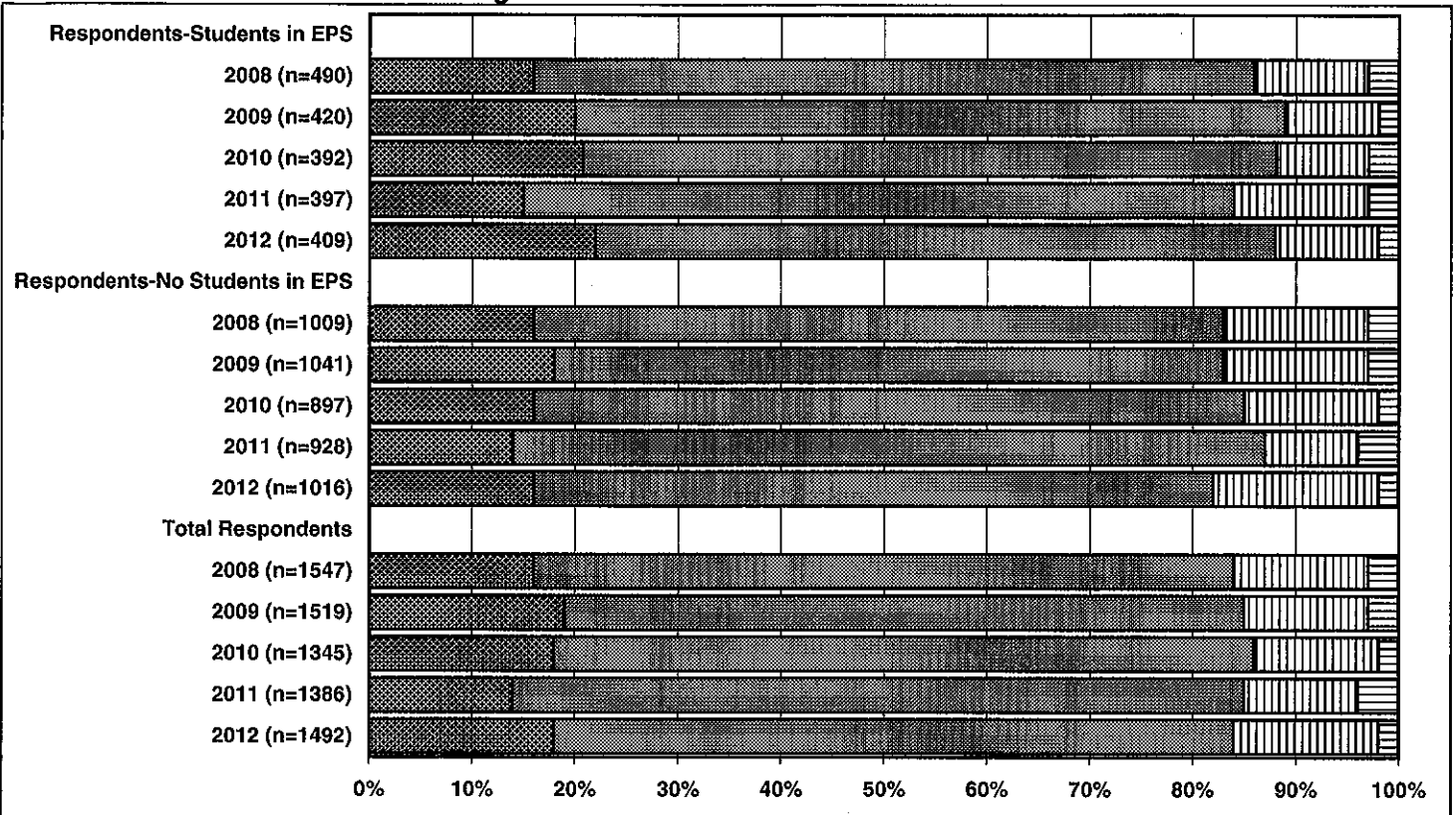


**4. The availability of continuing education from Edmonton Public Schools?**

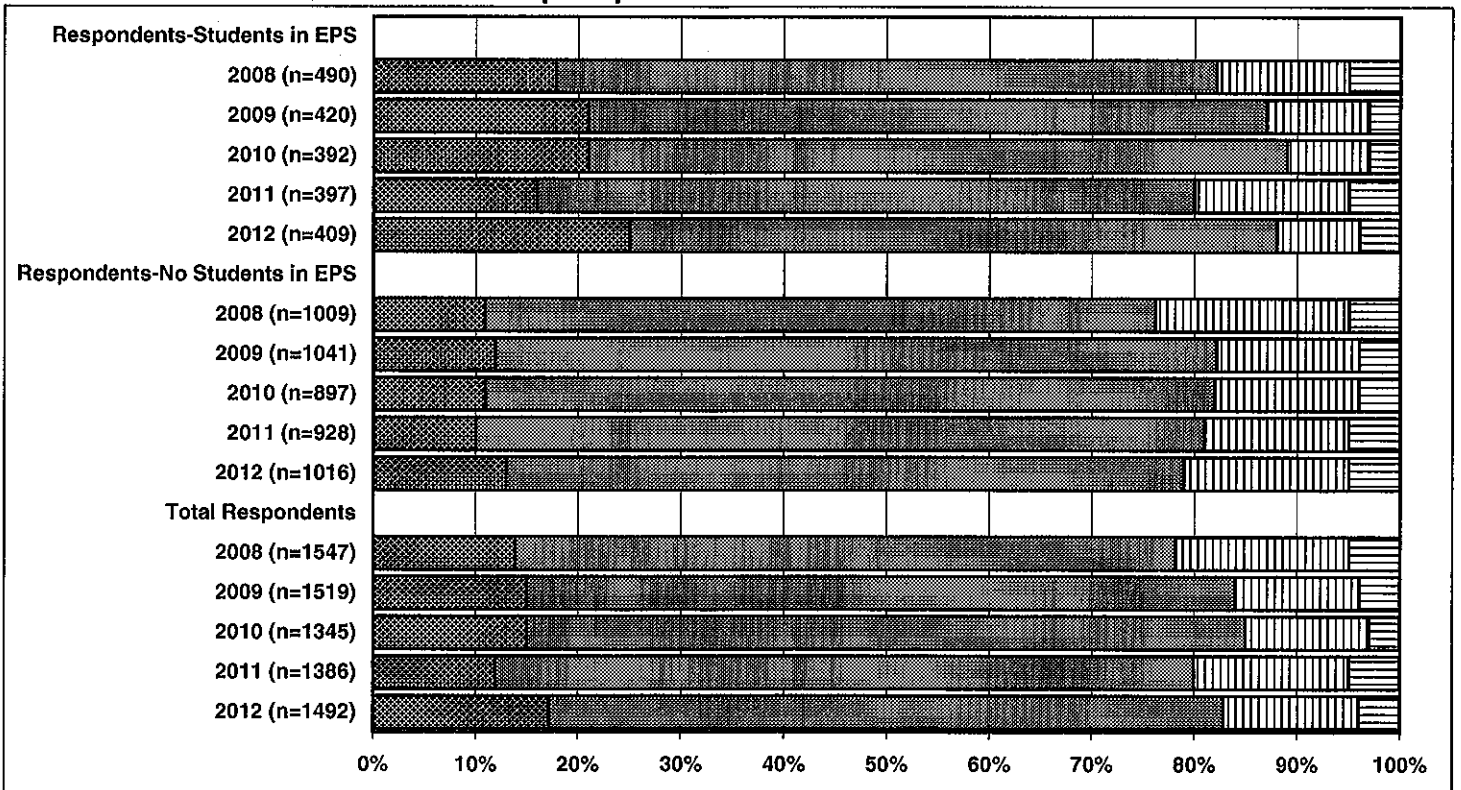


**HOW SATISFIED ARE YOU WITH:**

**5. The overall effectiveness of teaching staff?**



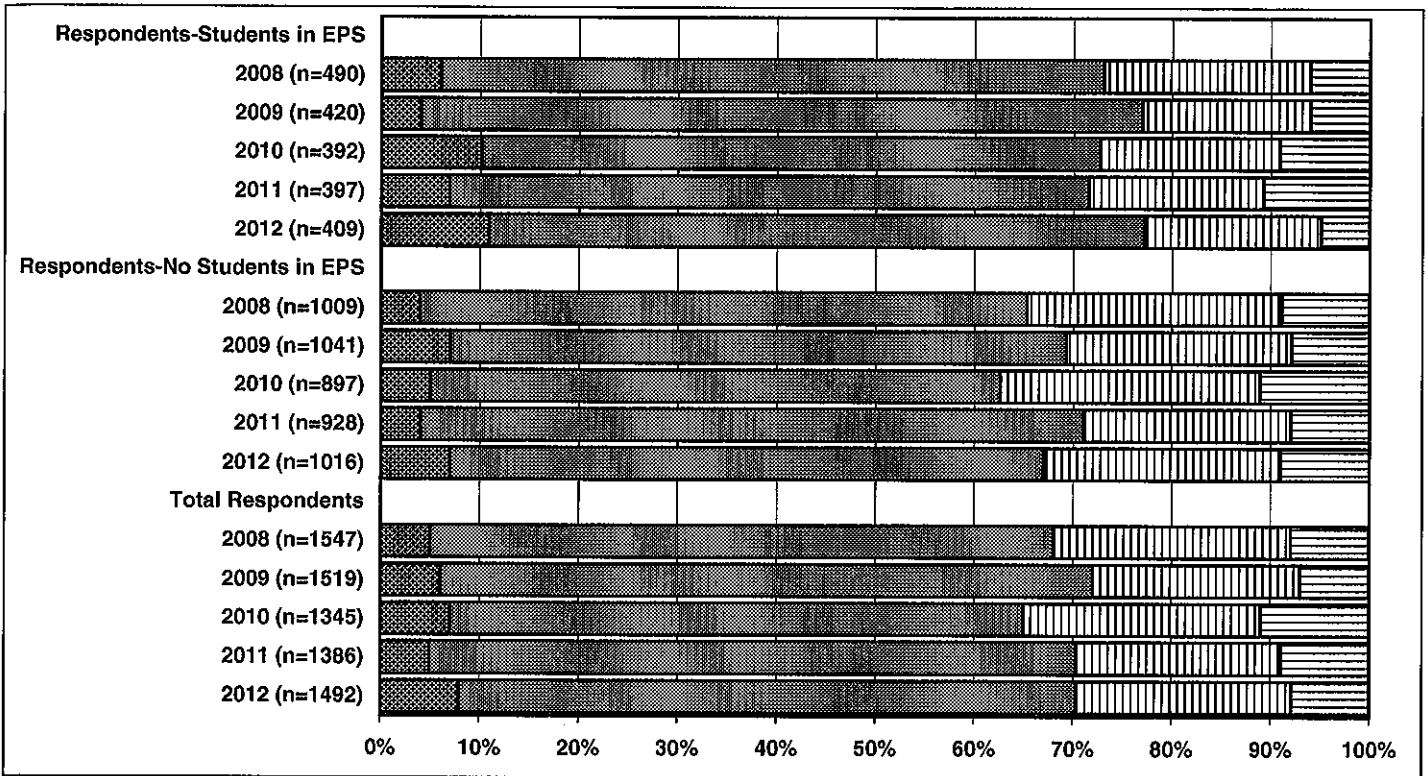
**6. The overall effectiveness of the school principals?**



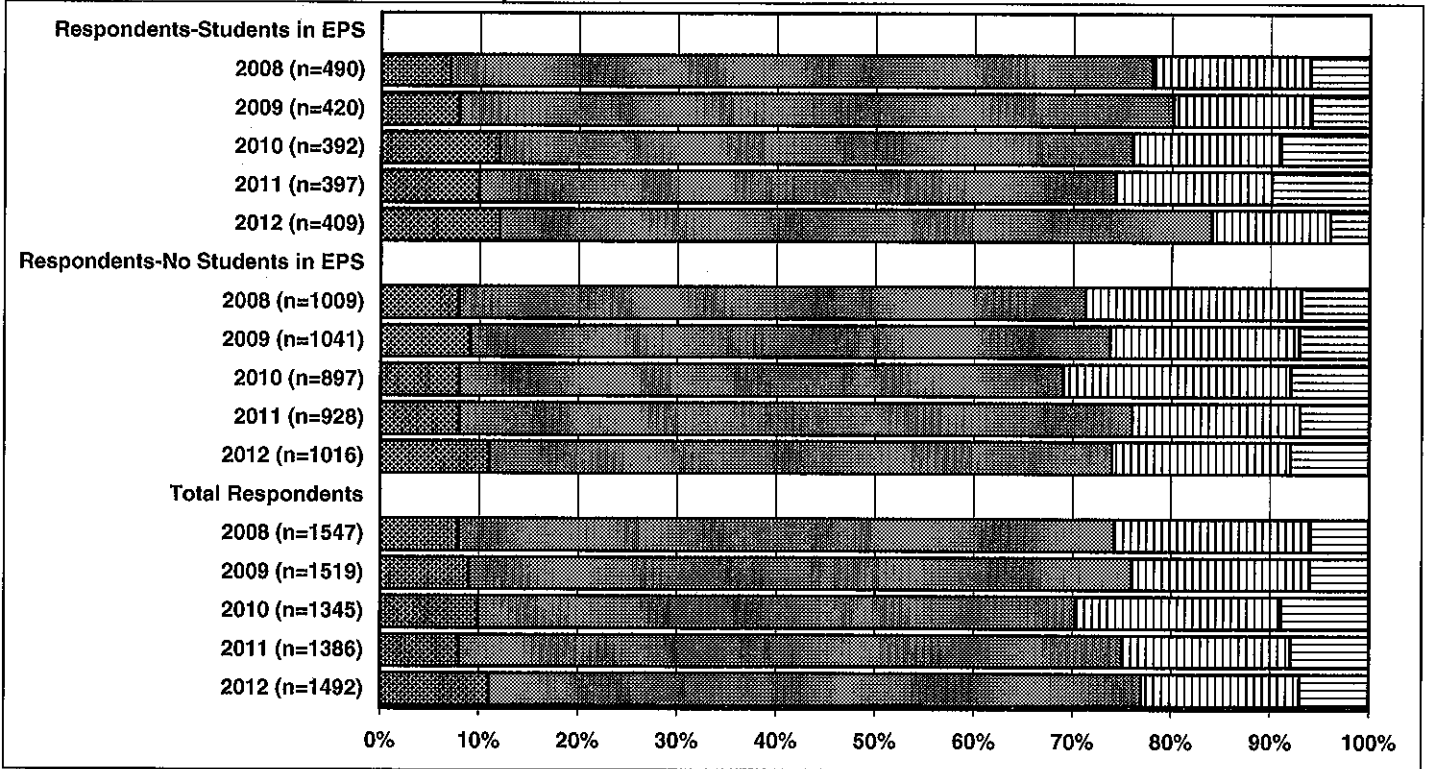
VERY SATISFIED
  SATISFIED
  DISSATISFIED
  VERY DISSATISFIED

**HOW SATISFIED ARE YOU WITH:**

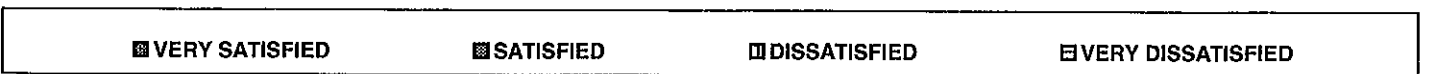
**7. The overall effectiveness of EPS' trustees?**



**8. The overall effectiveness of EPS' superintendent? \***

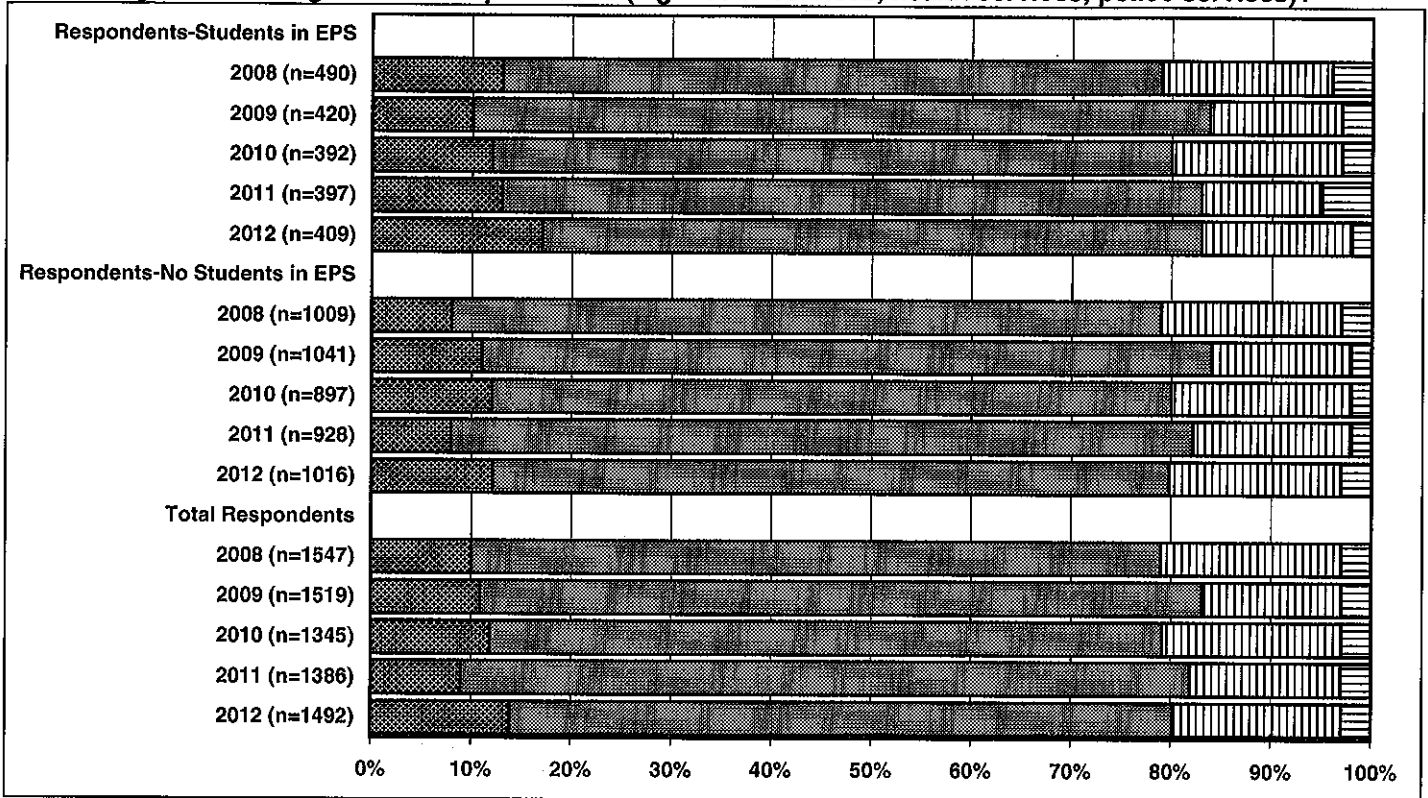


\* Question not asked in 2007

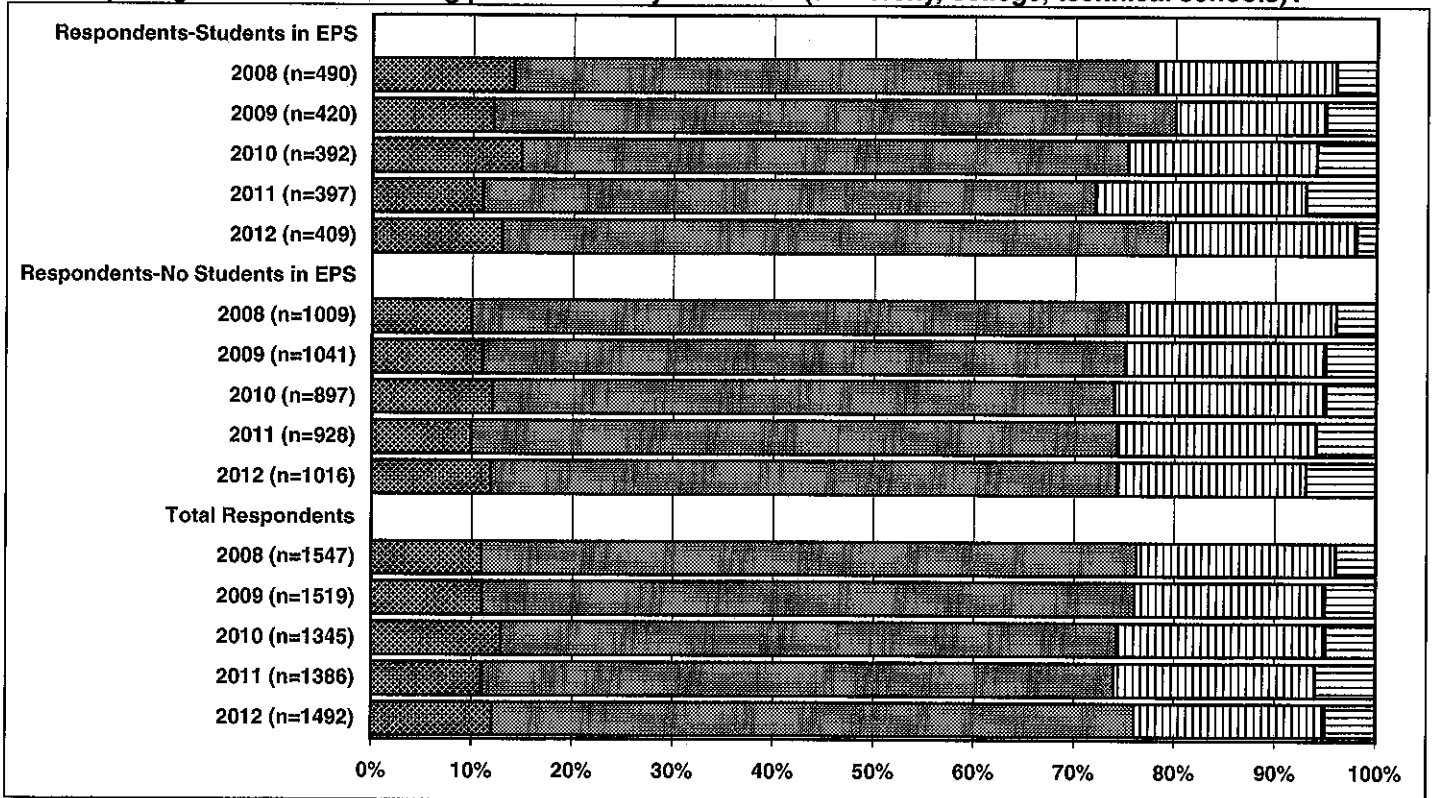


**HOW EFFECTIVE IS EDMONTON PUBLIC SCHOOLS IN THE FOLLOWING AREAS:**

**9. Working with other agencies to help students (e.g. social services, health services, police services)?**



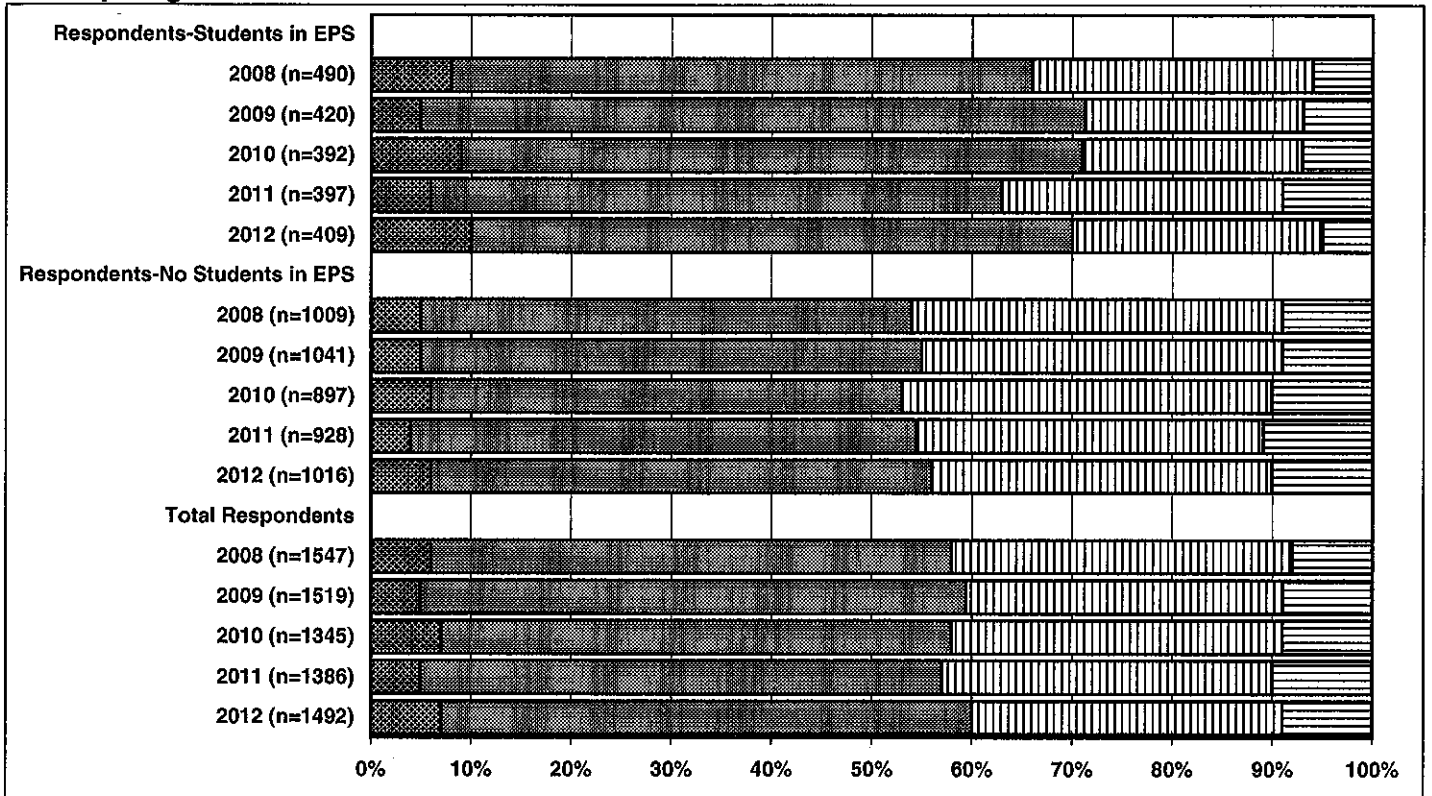
**10. Preparing students for entering post-secondary education (university, college, technical schools)?**



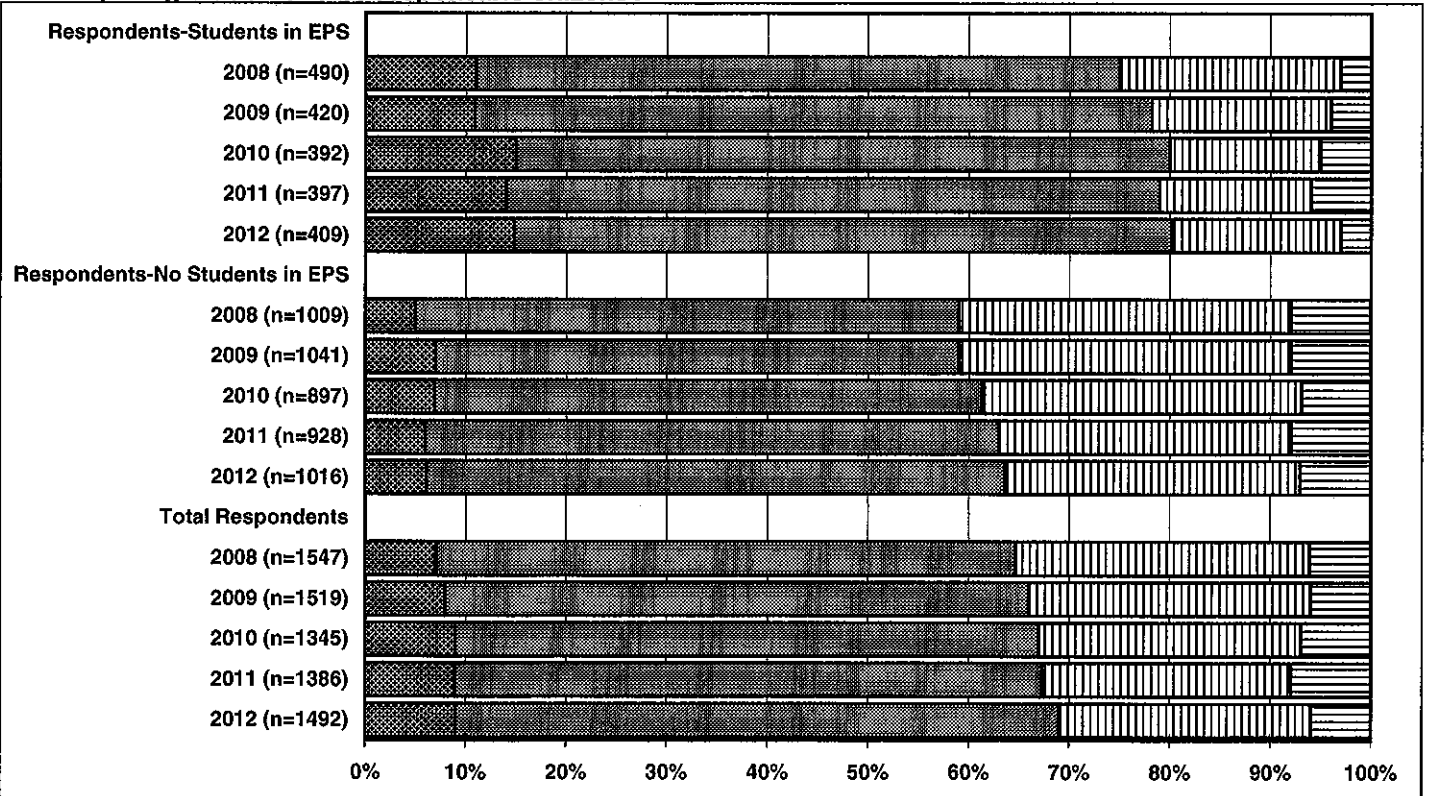
VERY EFFECTIVE
  EFFECTIVE
  INEFFECTIVE
  VERY INEFFECTIVE

**HOW EFFECTIVE IS EDMONTON PUBLIC SCHOOLS IN THE FOLLOWING AREAS:**

**11. Preparing students for the world of work?**



**12. Preparing students to be responsible citizens?**



■ VERY EFFECTIVE

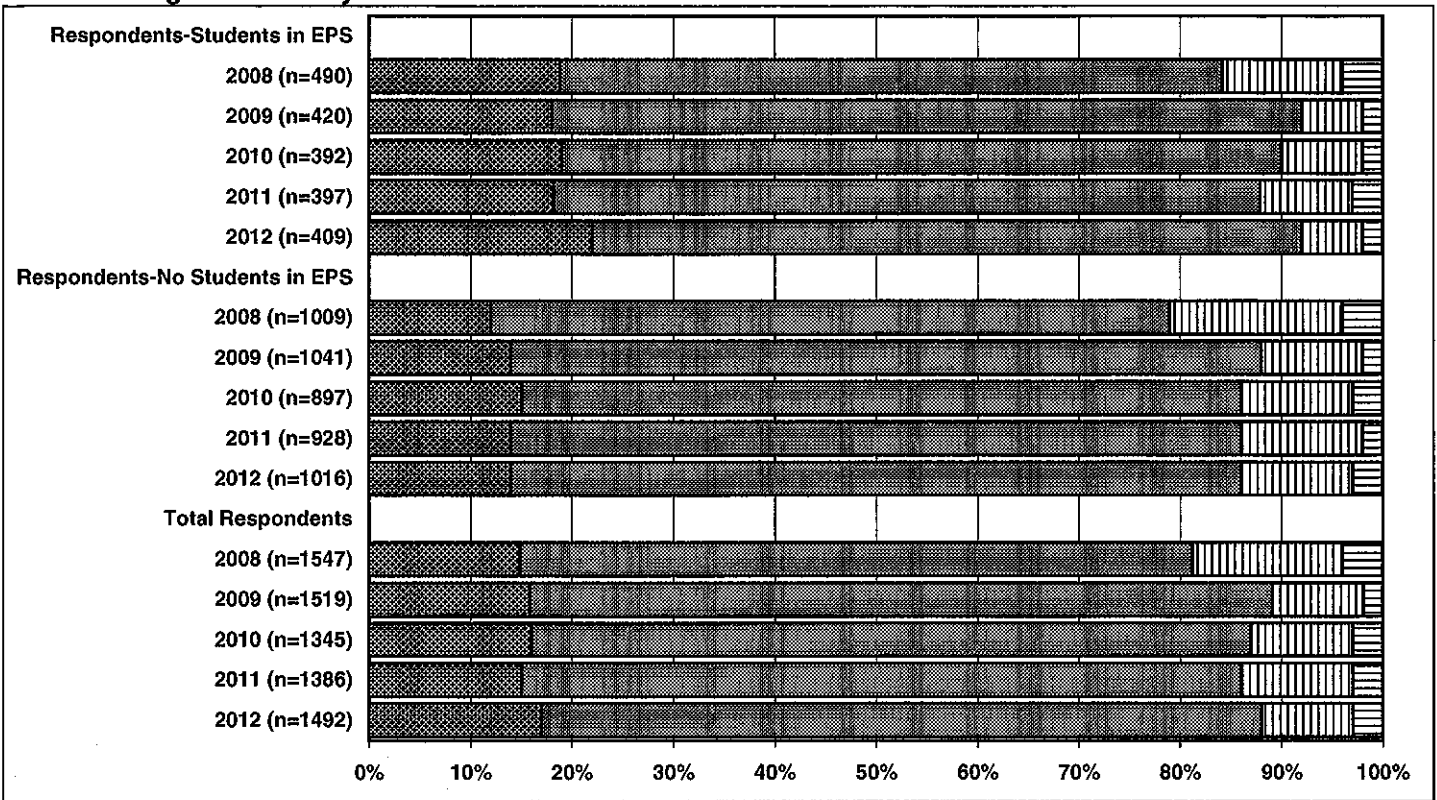
■ EFFECTIVE

□ INEFFECTIVE

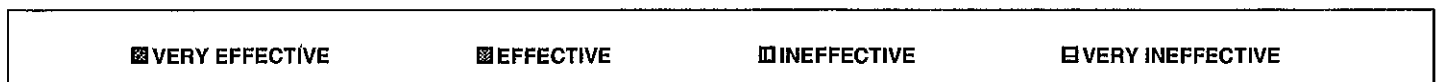
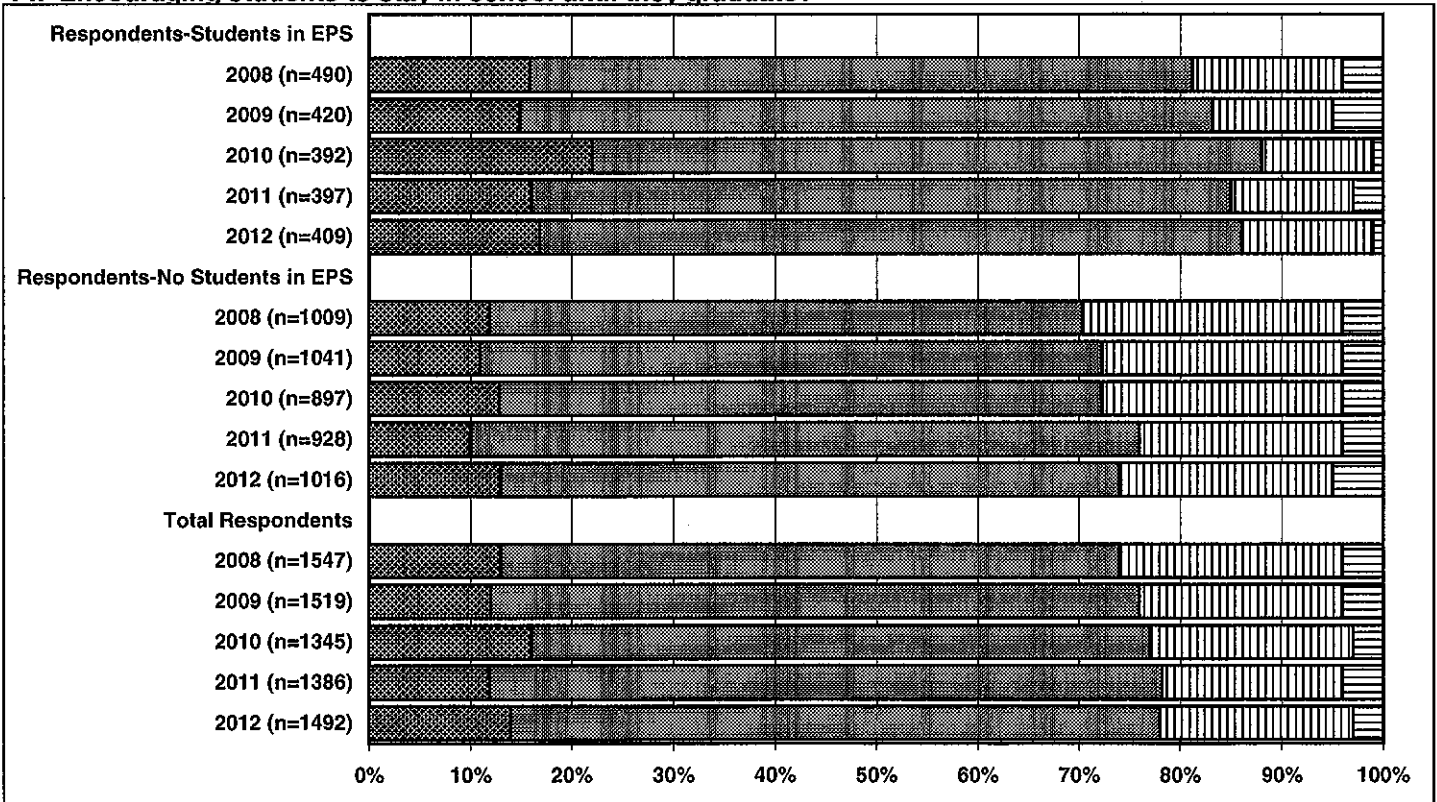
□ VERY INEFFECTIVE

**HOW EFFECTIVE IS EDMONTON PUBLIC SCHOOLS IN THE FOLLOWING AREAS:**

**13. Providing for the safety of students at school?**

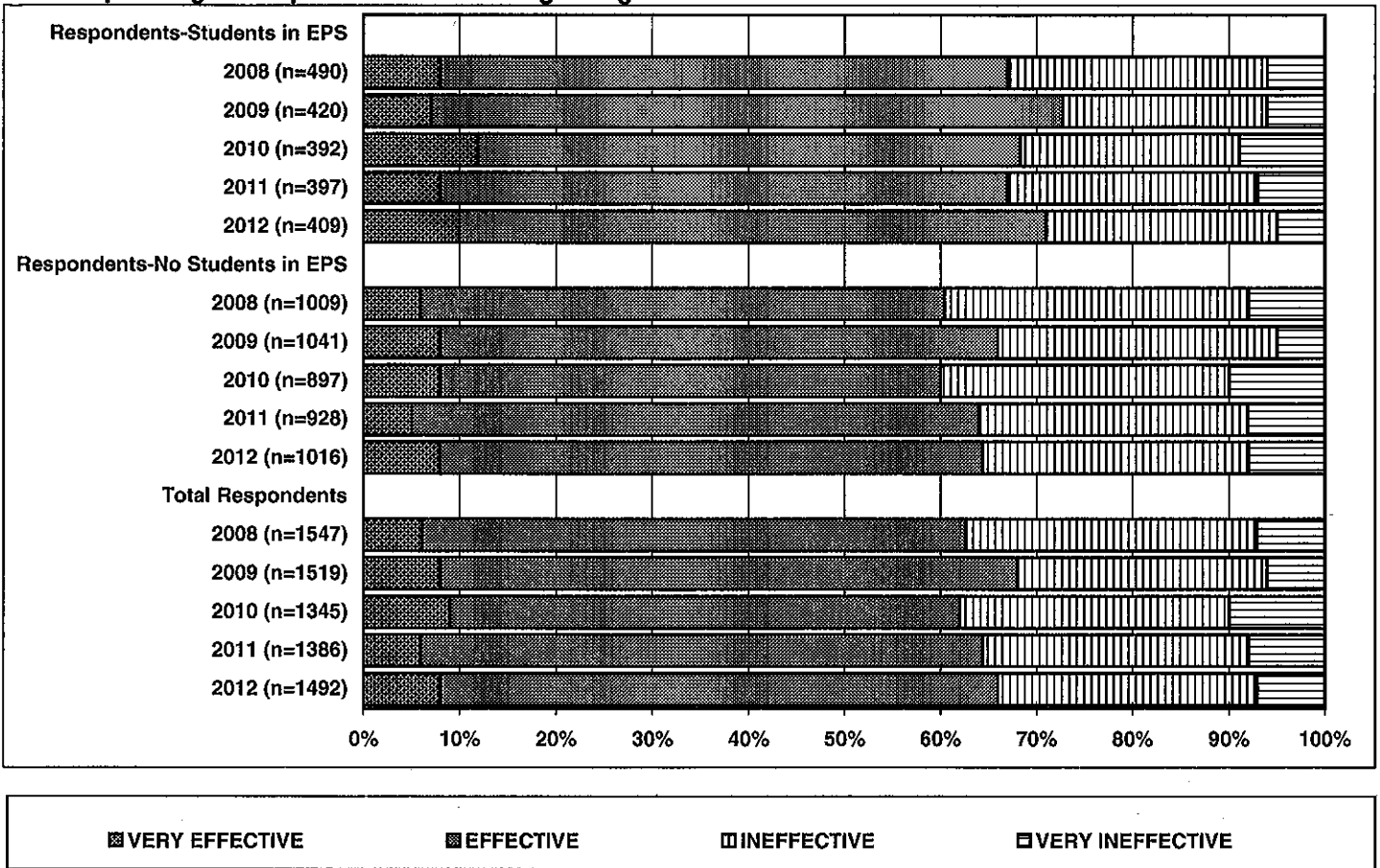


**14. Encouraging students to stay in school until they graduate?**



**HOW EFFECTIVE IS EDMONTON PUBLIC SCHOOLS IN THE FOLLOWING AREAS:**

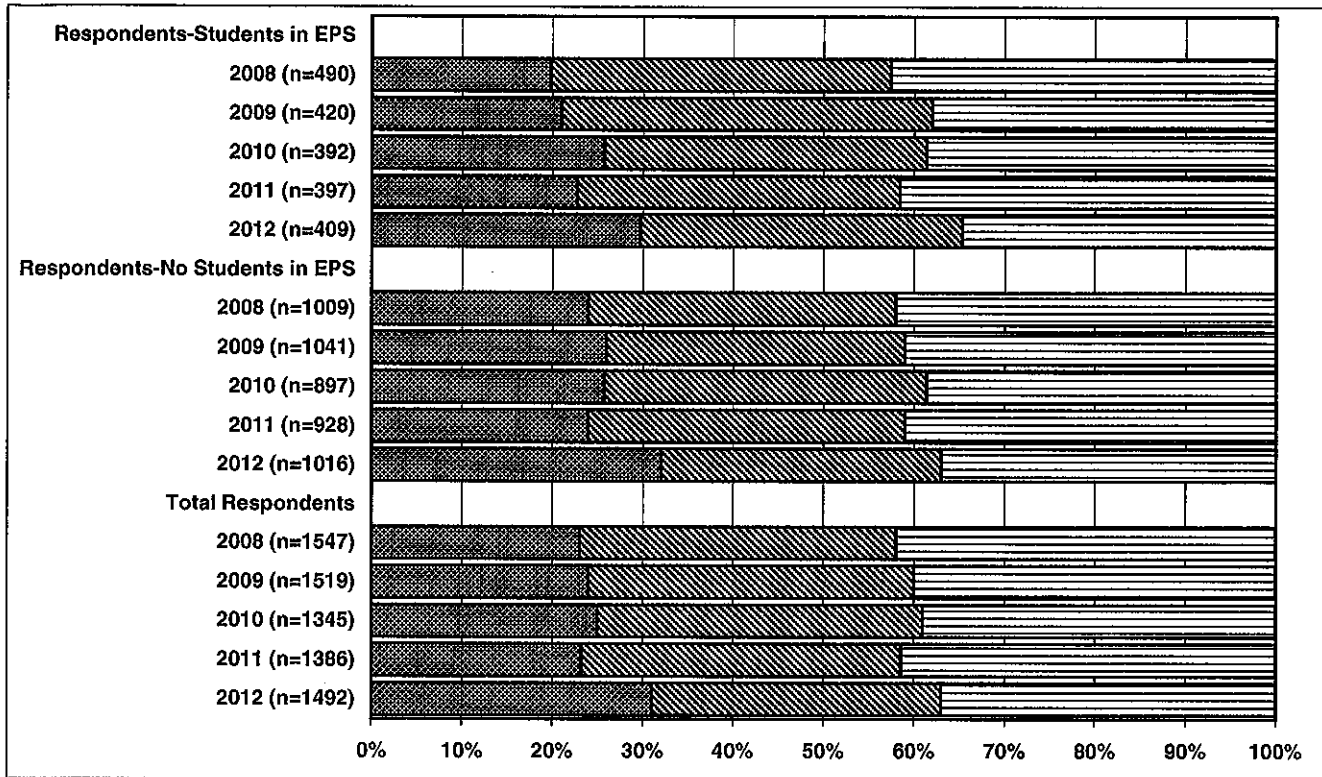
**15. Responding to the public's concerns regarding education?**



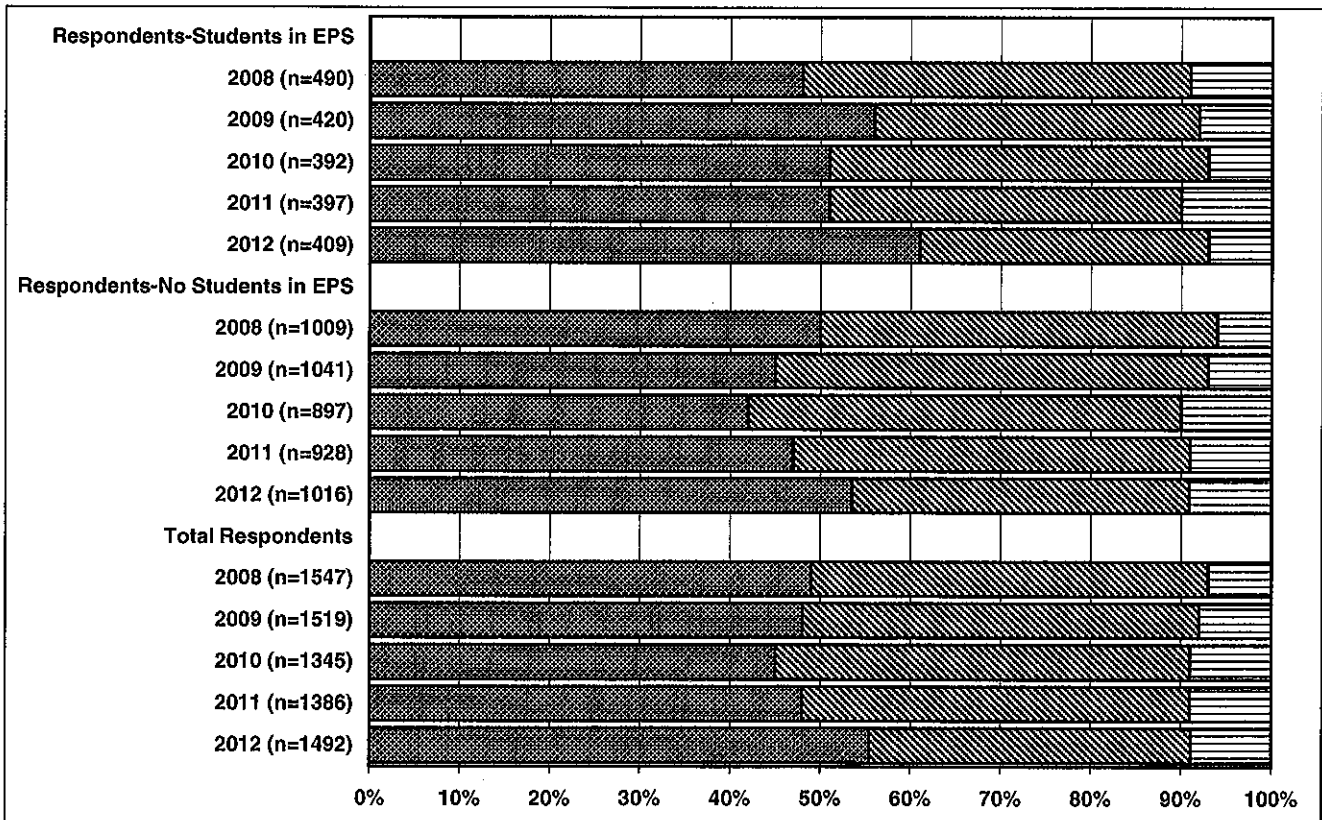


**DO YOU BELIEVE THAT STUDENTS ATTENDING EDMONTON PUBLIC SCHOOLS ARE PROVIDED WITH A QUALITY OF EDUCATION THAT IS BETTER OR WORSE THAN:**

**16. Students in private schools?**



**17. Students elsewhere in Canada?**



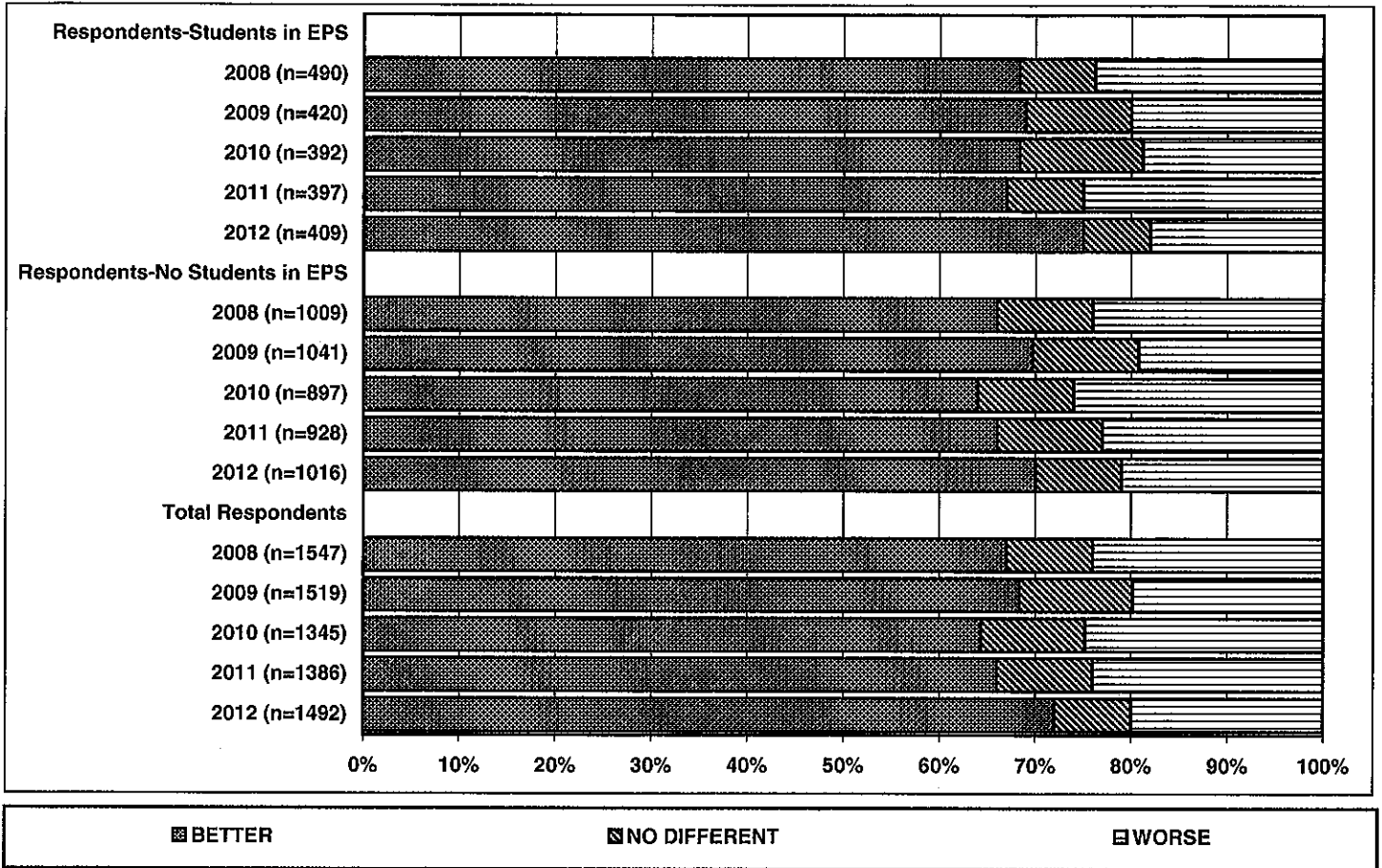
■ BETTER

▨ NO DIFFERENT

□ WORSE

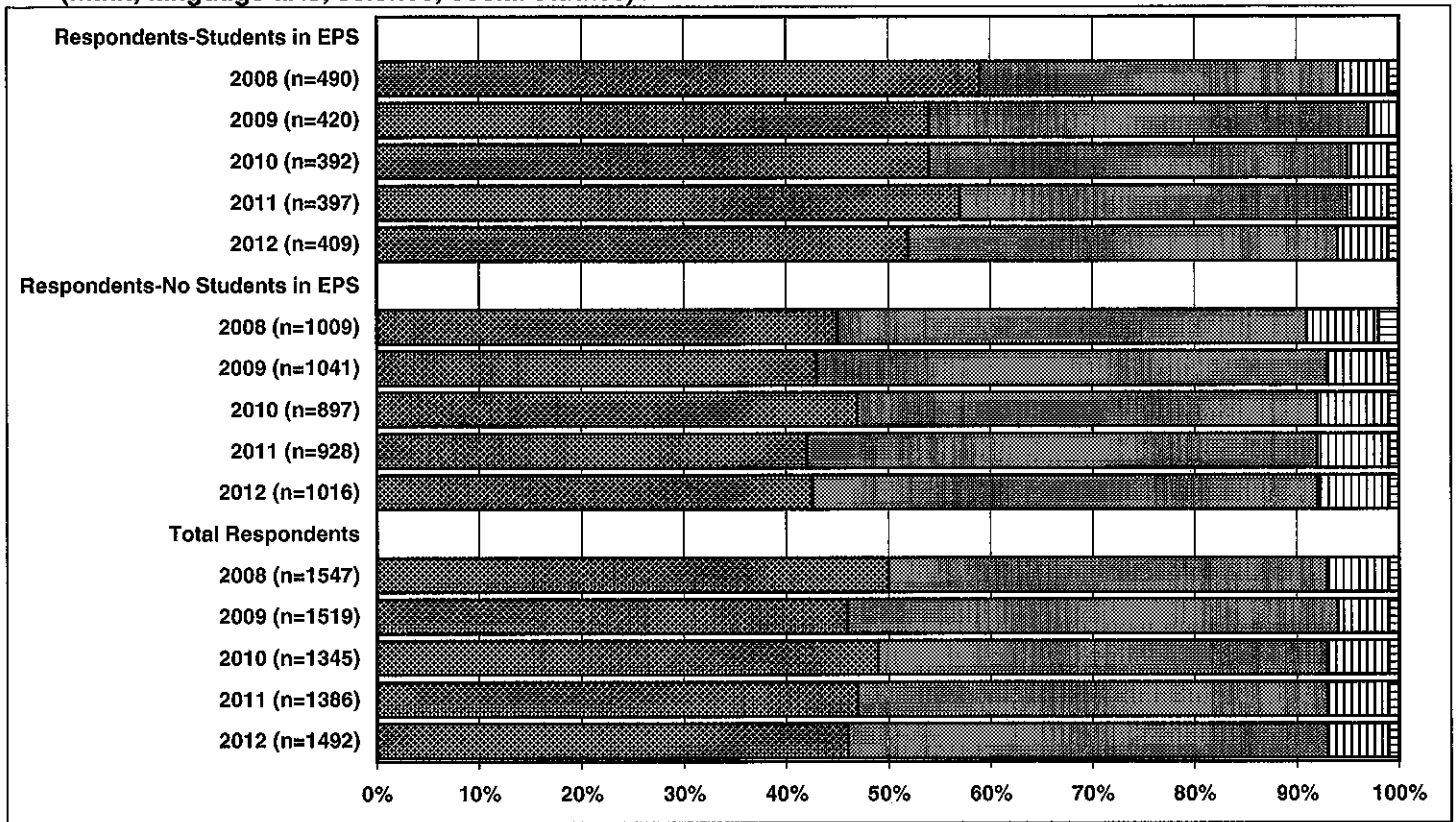
**DO YOU BELIEVE THAT STUDENTS ATTENDING EDMONTON PUBLIC SCHOOLS ARE PROVIDED WITH A QUALITY OF EDUCATION THAT IS BETTER OR WORSE THAN:**

**18. Students in other countries?**

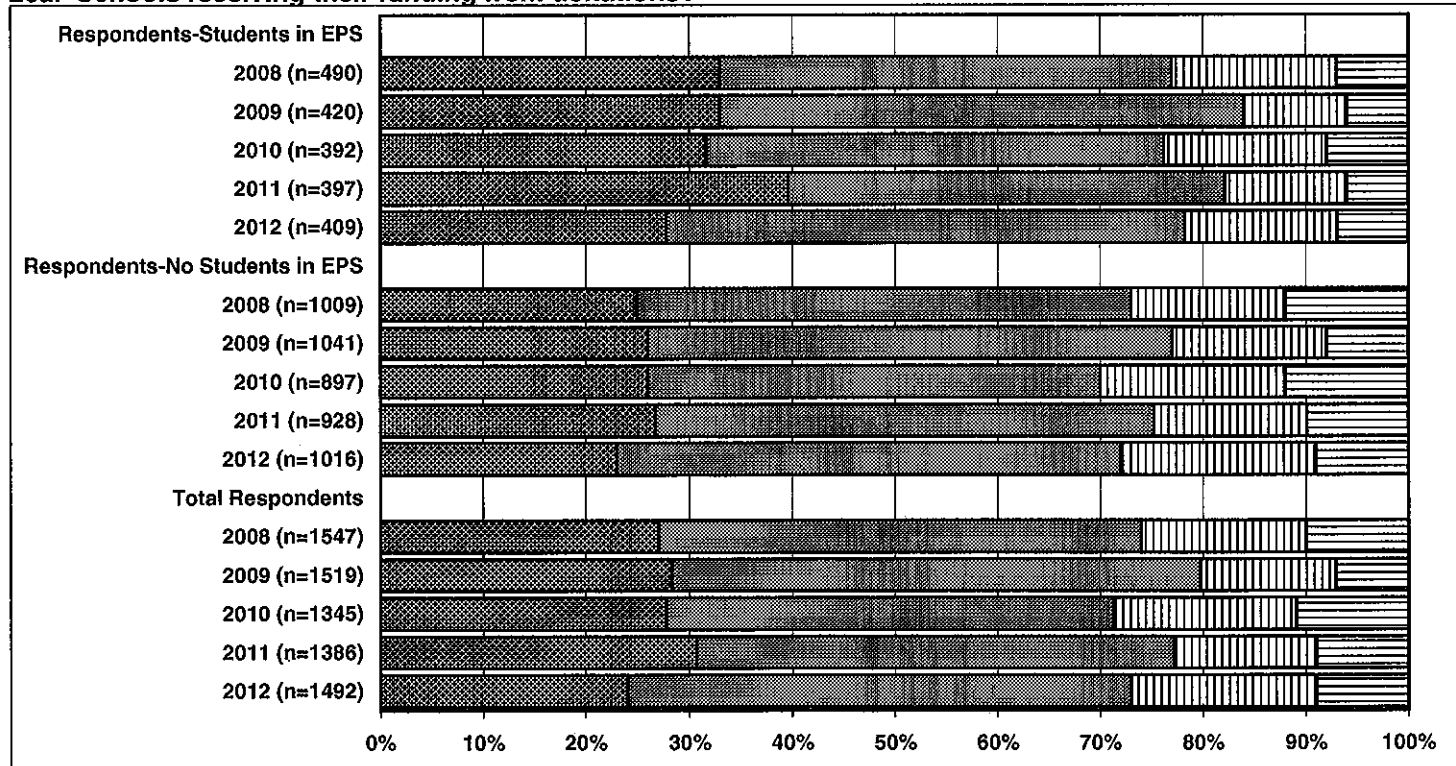


**HOW SUPPORTIVE ARE YOU OF THE FOLLOWING:**

**19. Providing students with a variety of courses in addition to the core courses?  
(math, language arts, science, social studies)?**



**20a. Schools receiving their funding from donations?**



■ VERY SUPPORTIVE

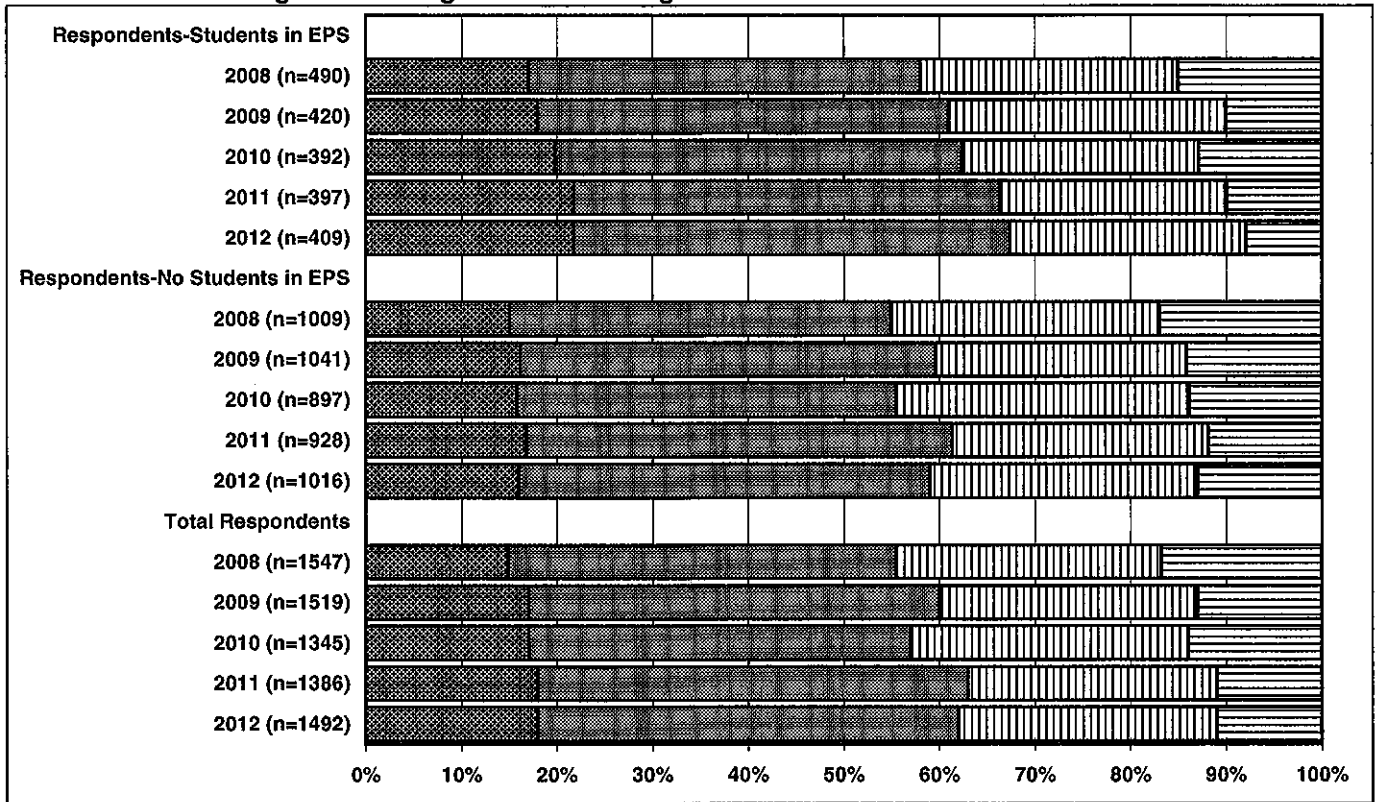
■ SUPPORTIVE

▨ SOMEWHAT AGAINST

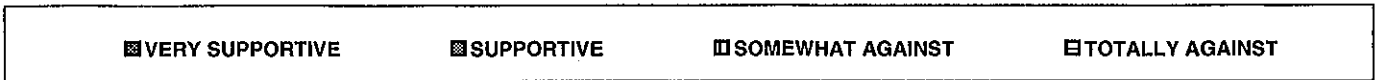
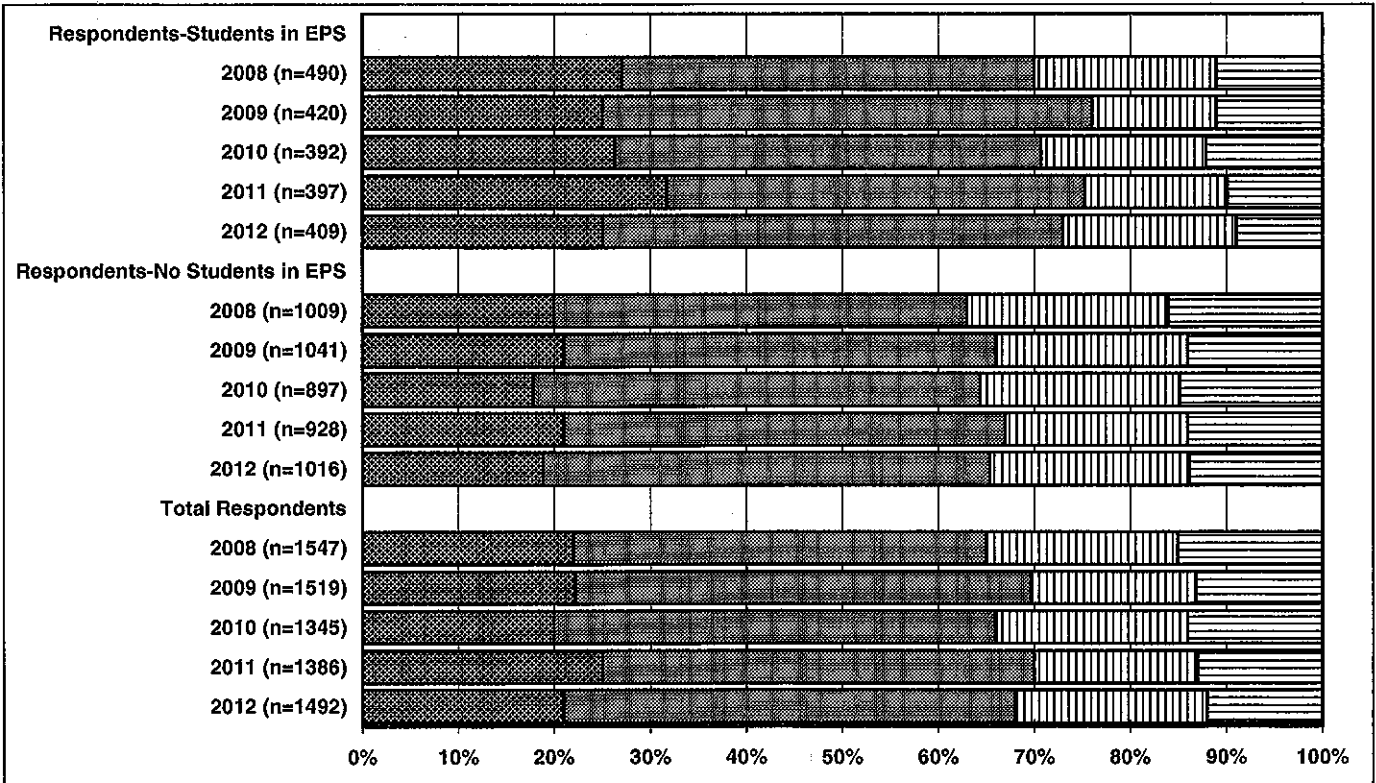
▤ TOTALLY AGAINST

**HOW SUPPORTIVE ARE YOU OF THE FOLLOWING:**

**20b. Schools receiving their funding from fund raising?**

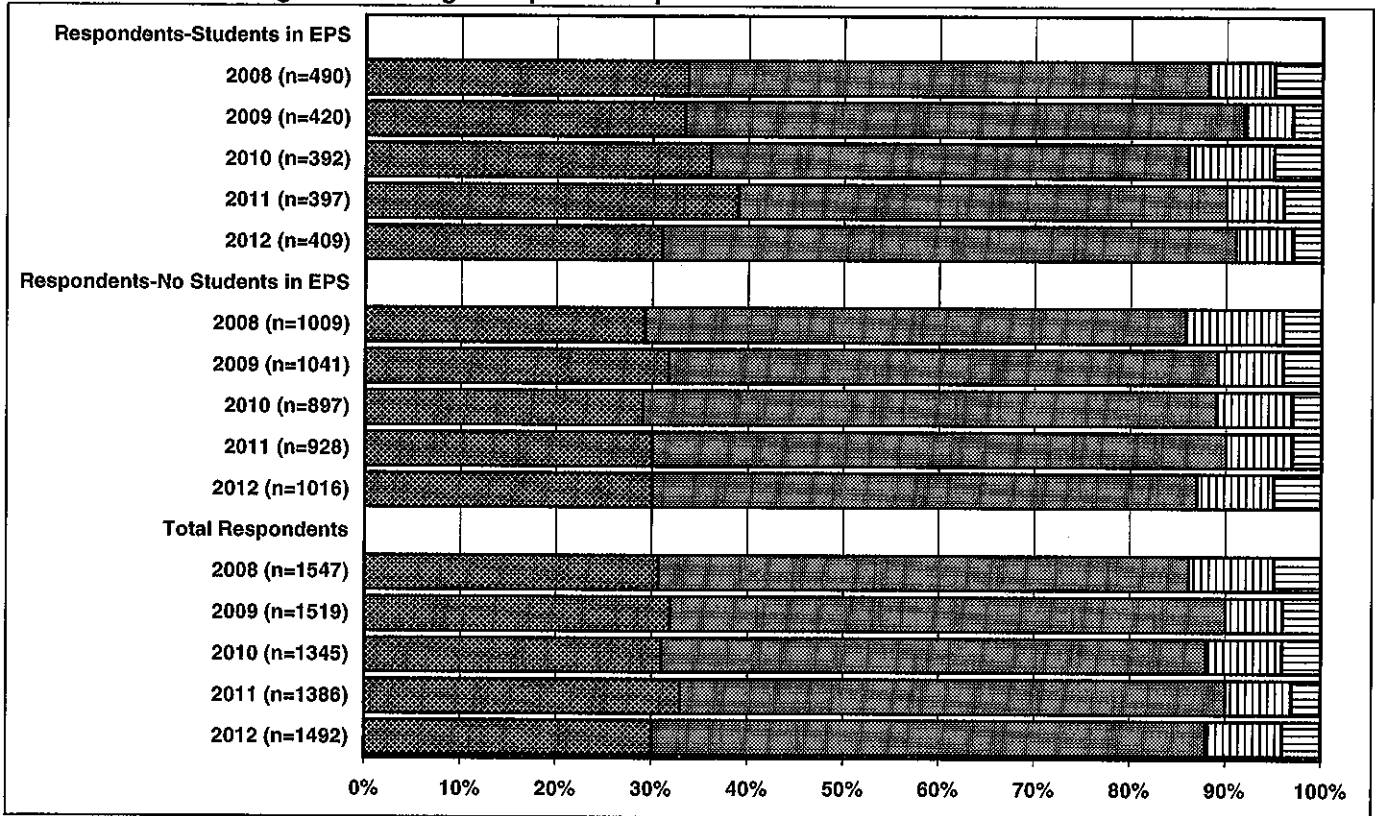


**20c. Schools receiving their funding from sponsorships?**

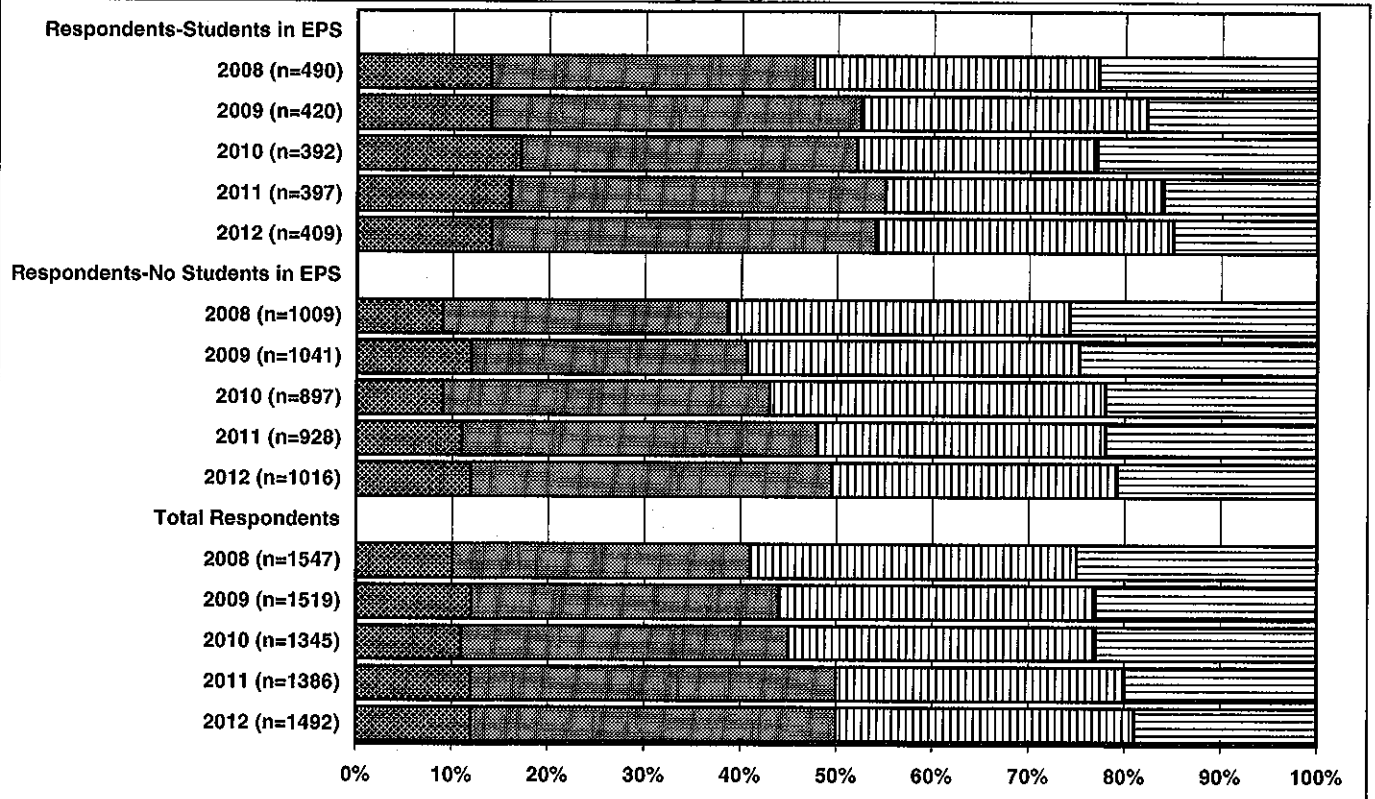


**HOW SUPPORTIVE ARE YOU OF THE FOLLOWING:**

**20d. Schools receiving their funding from partnerships?**



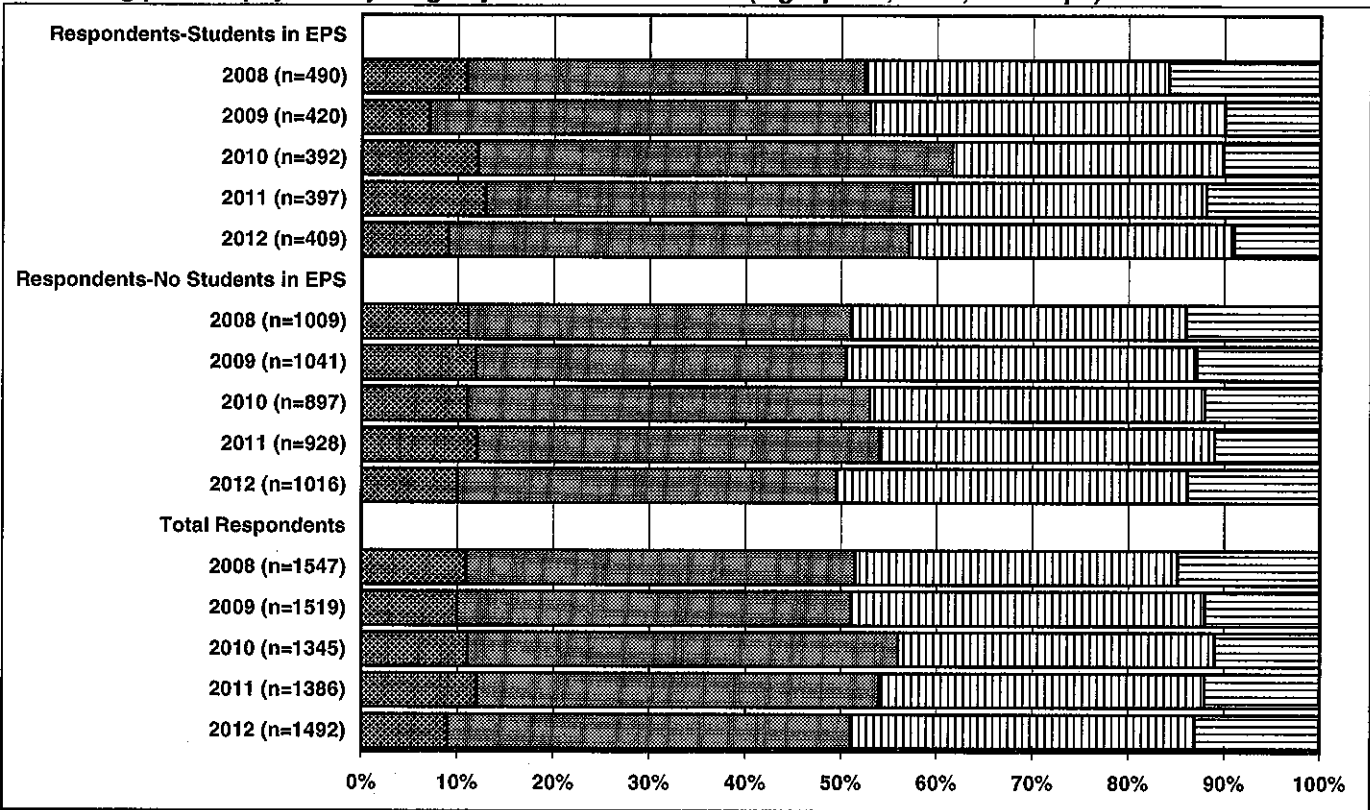
**20e. Schools receiving their funding from exclusive supply agreements?**



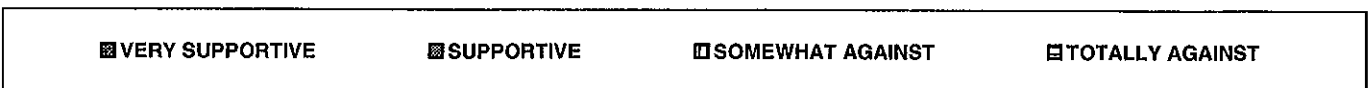
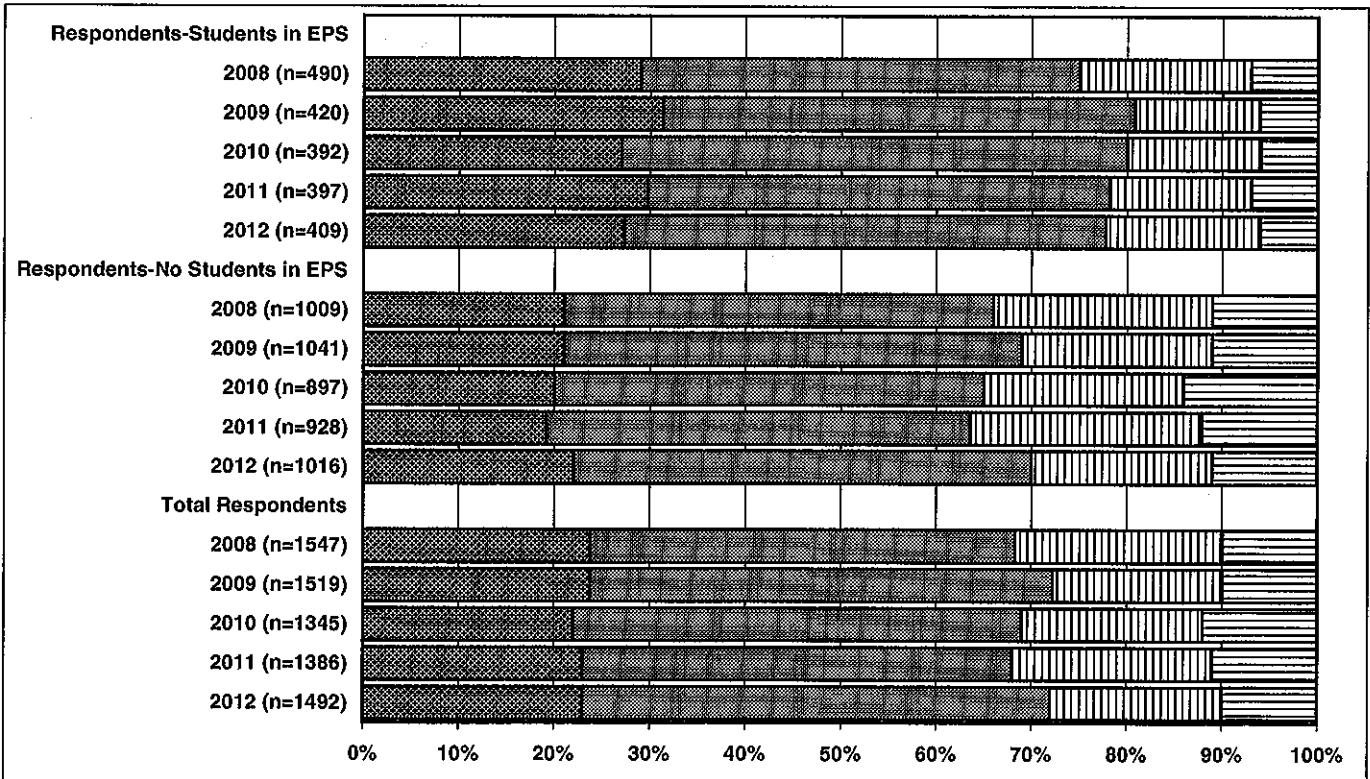
VERY SUPPORTIVE
  SUPPORTIVE
  SOMEWHAT AGAINST
  TOTALLY AGAINST

**HOW SUPPORTIVE ARE YOU OF THE FOLLOWING:**

**21. Having parents pay for anything beyond basic education (e.g. sports, band, field-trips)?**

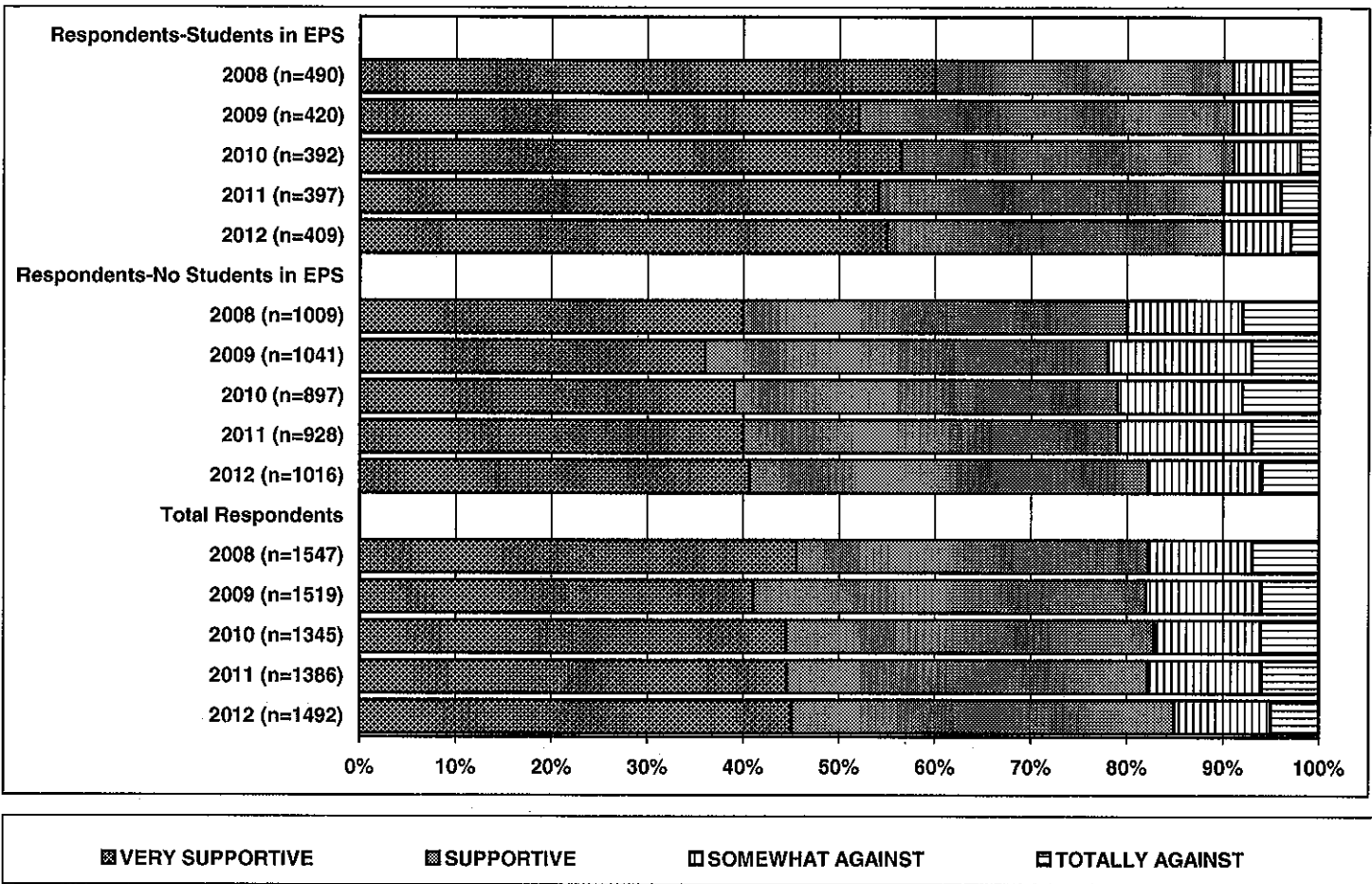


**22. Having a choice of different types of schools (e.g. gender specific, language specific, fine arts, sports,**



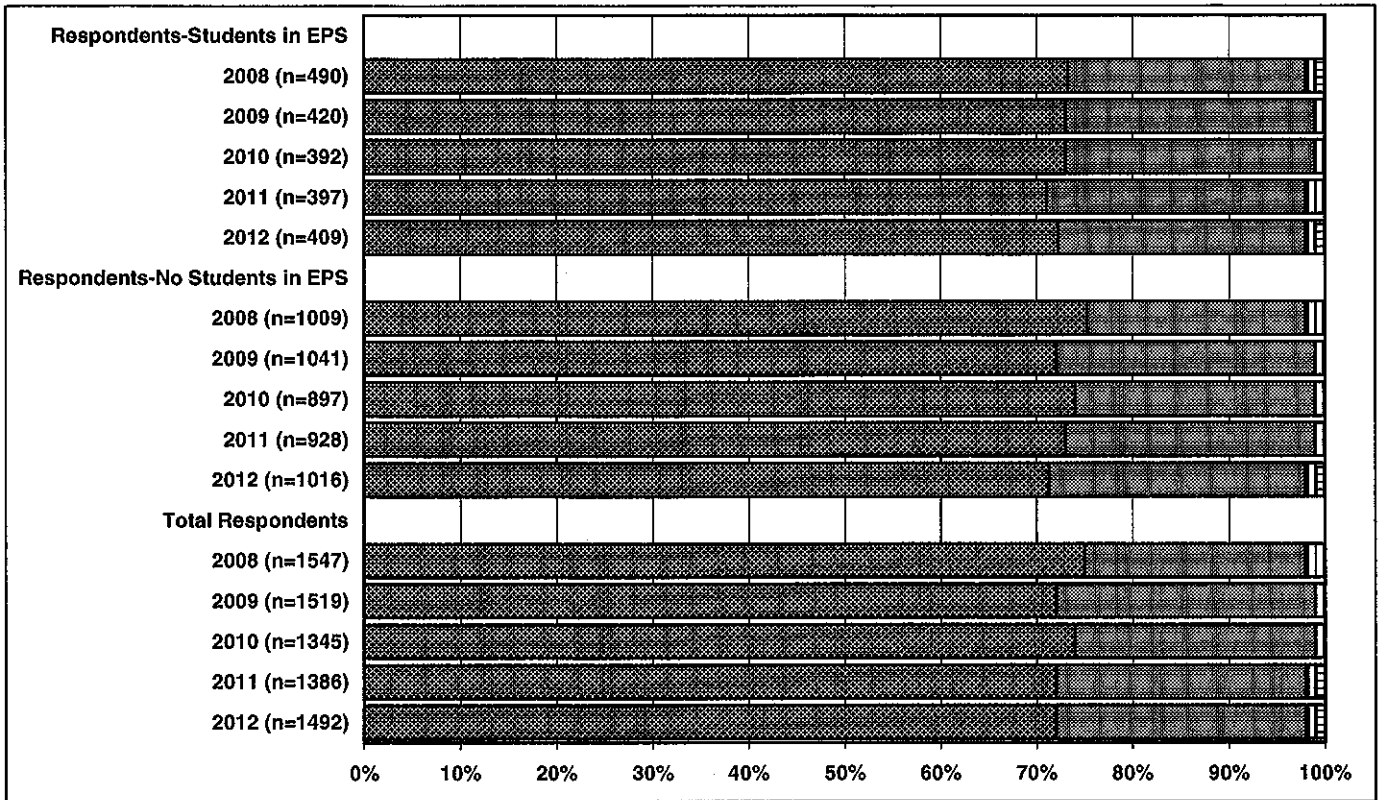
**HOW SUPPORTIVE ARE YOU OF THE FOLLOWING:**

**23. An increase in funding for Edmonton Public Schools?**

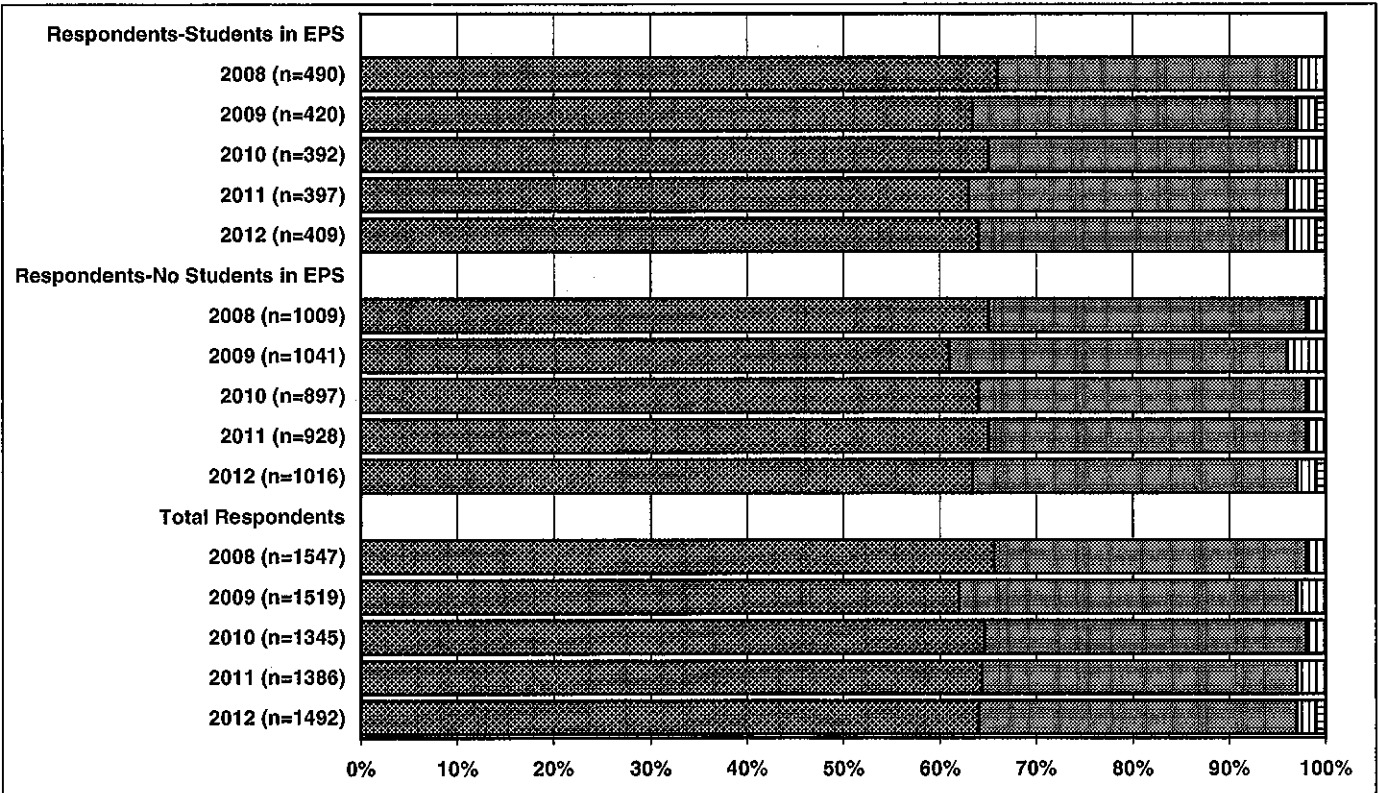


**HOW IMPORTANT DO YOU FEEL IT IS FOR SCHOOLS TO DEVELOP THE FOLLOWING:**

**24. Life skills?**



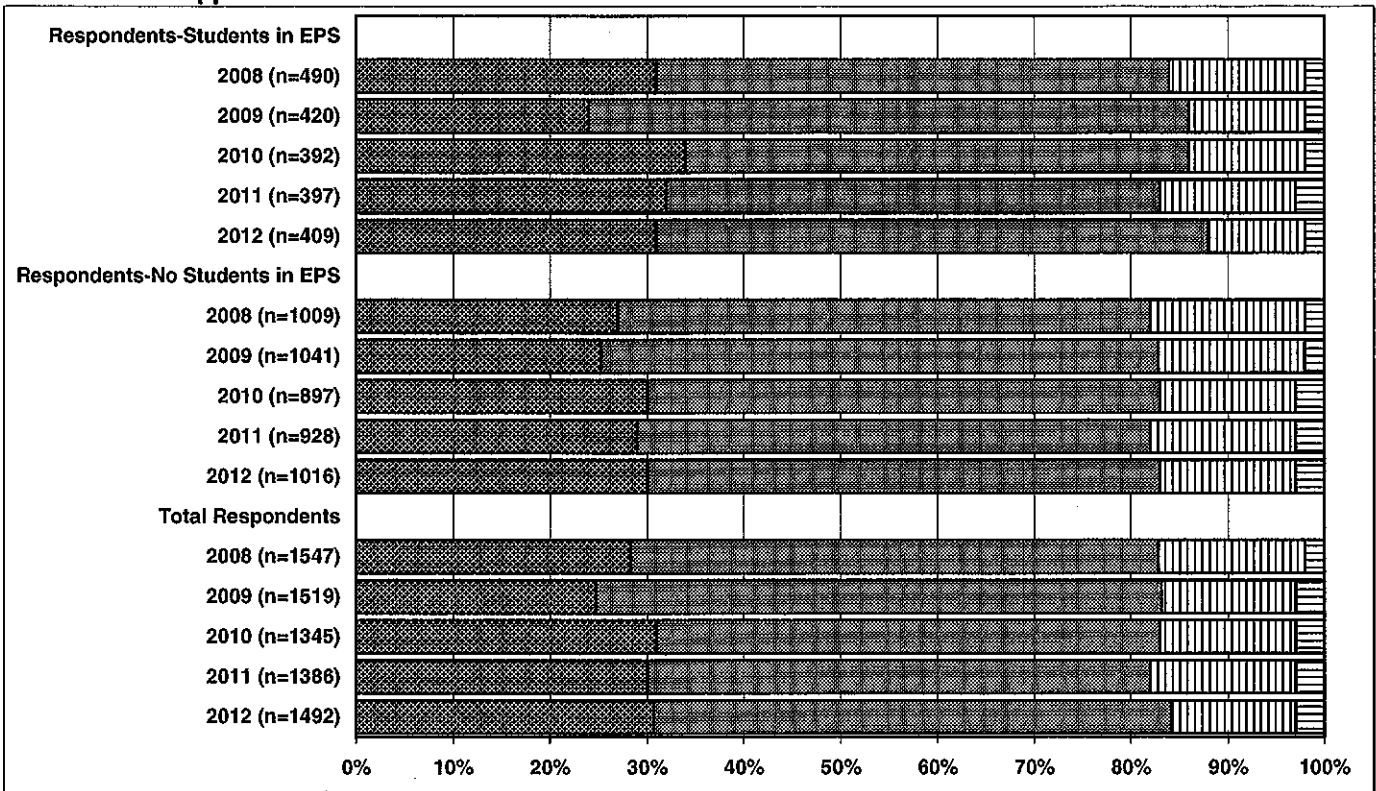
**25. Job related skills?**



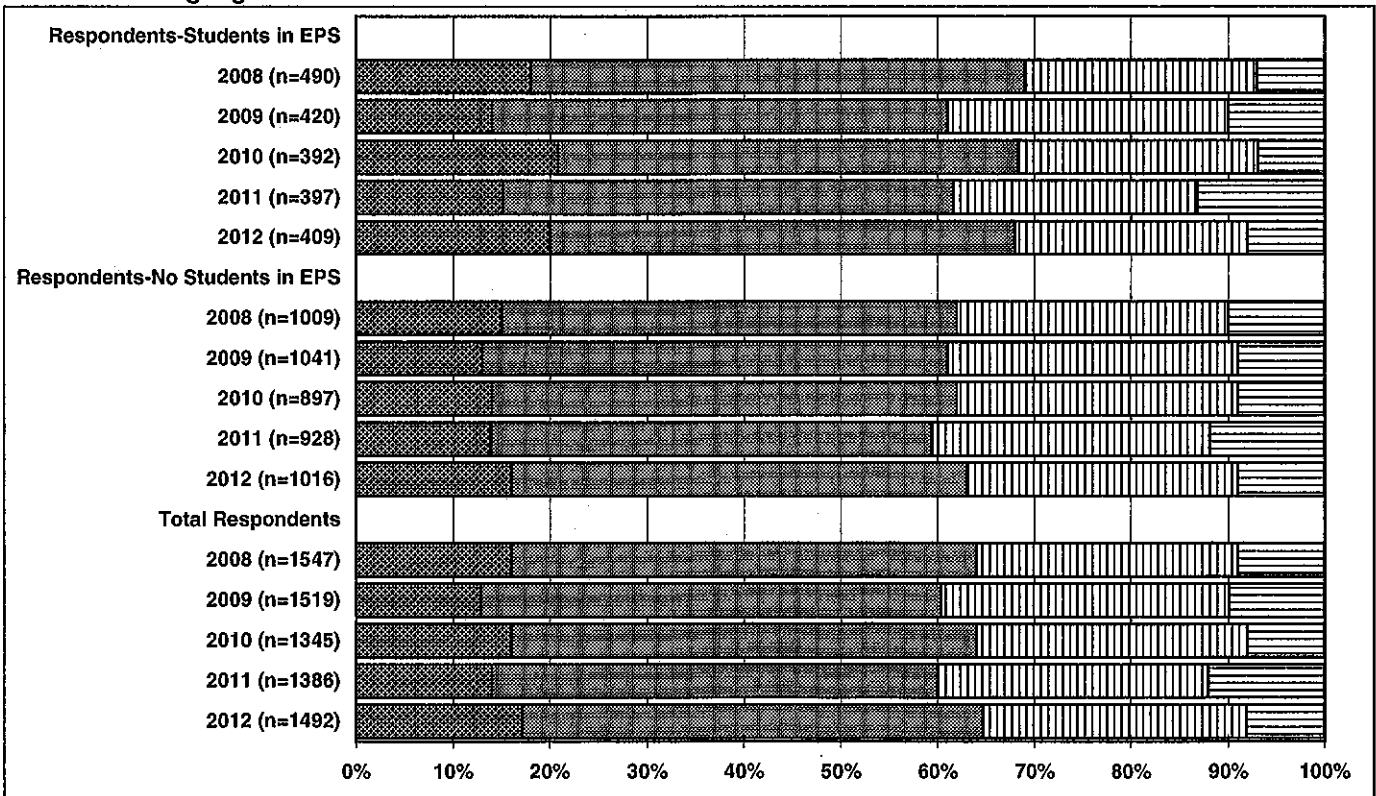


**HOW IMPORTANT DO YOU FEEL IT IS FOR SCHOOLS TO DEVELOP THE FOLLOWING:**

**26. Skills and appreciation in fine arts?**



**27. French language skills?**



■ VERY IMPORTANT

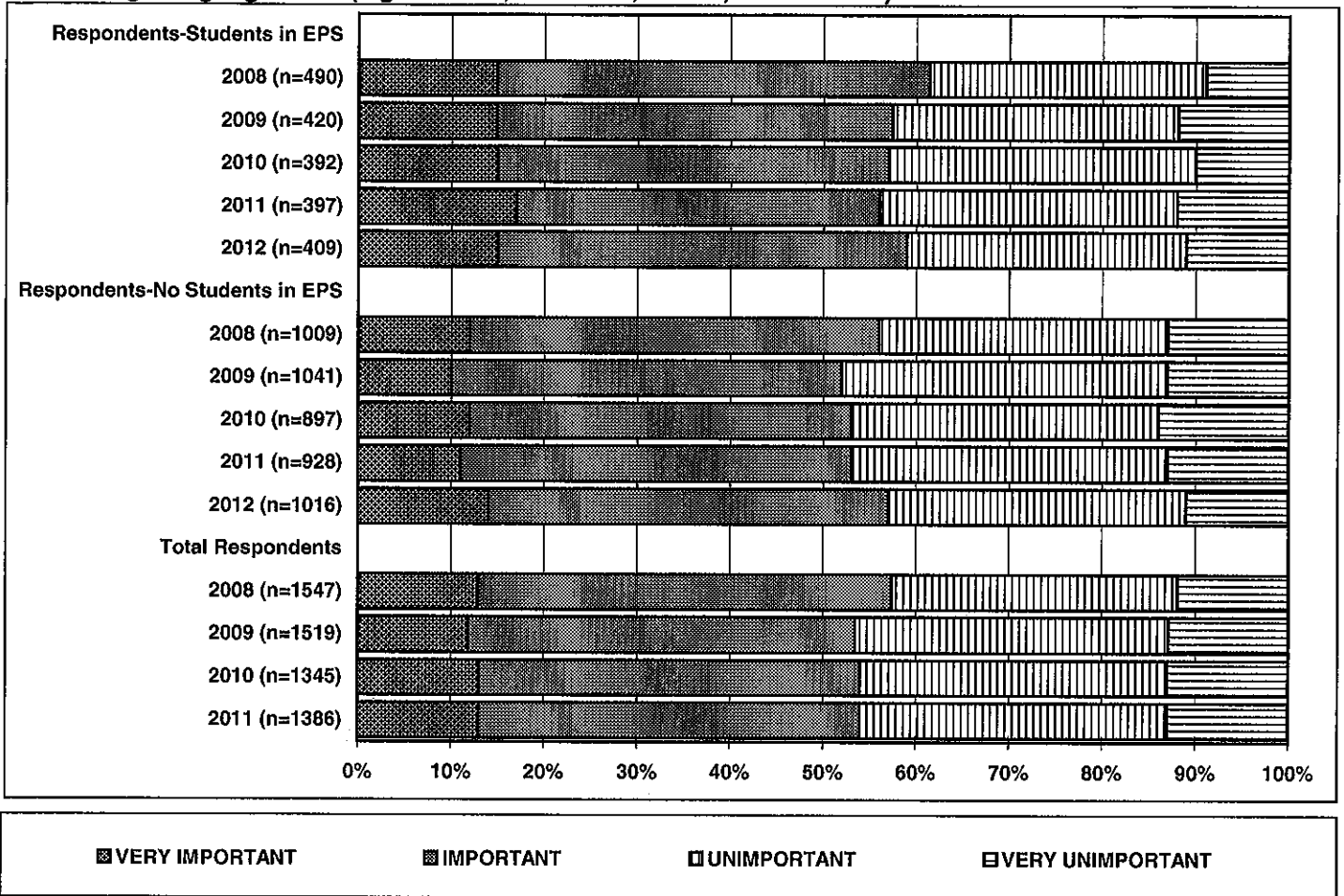
■ IMPORTANT

□ UNIMPORTANT

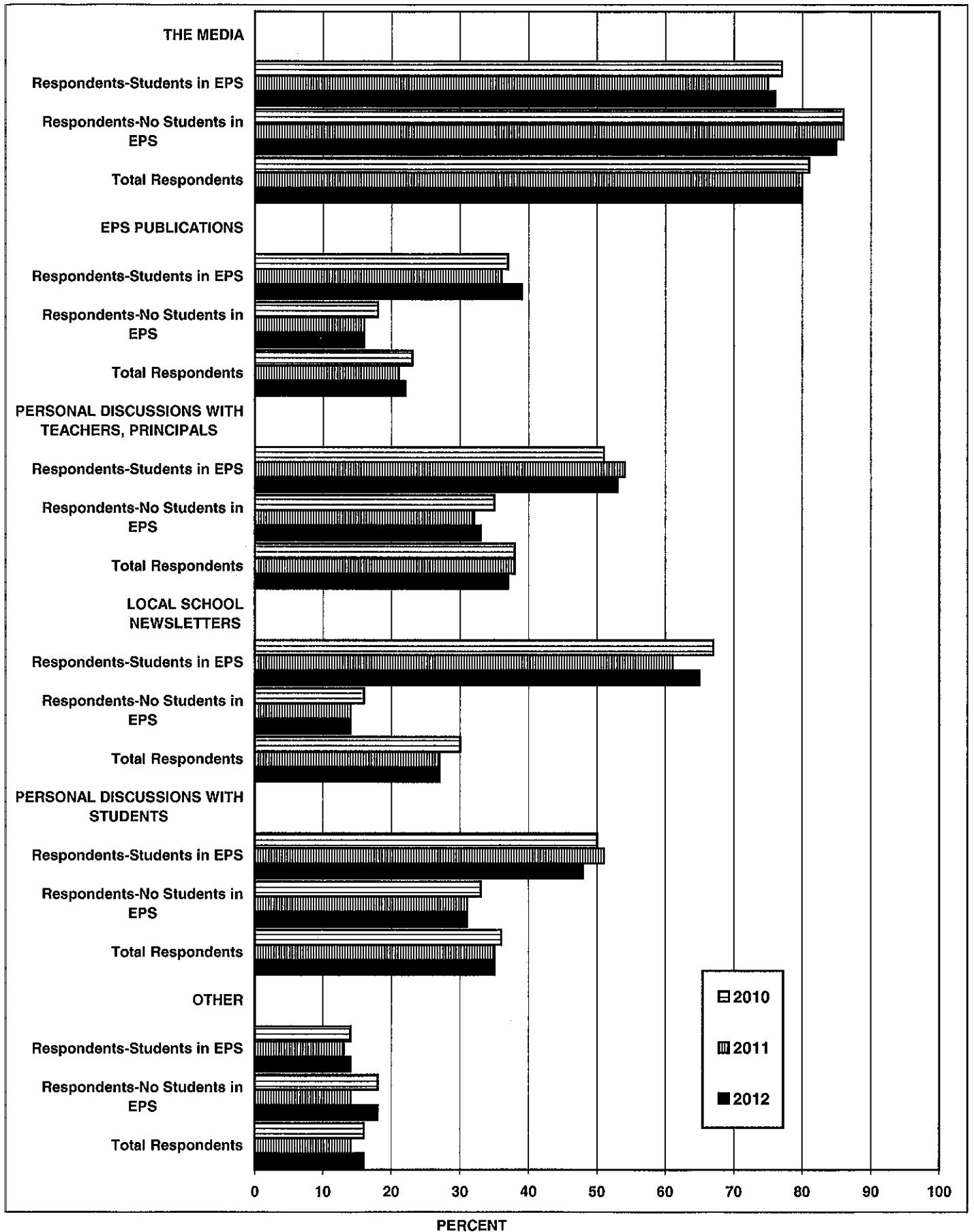
□ VERY UNIMPORTANT

**HOW IMPORTANT DO YOU FEEL IT IS FOR SCHOOLS TO DEVELOP THE FOLLOWING:**

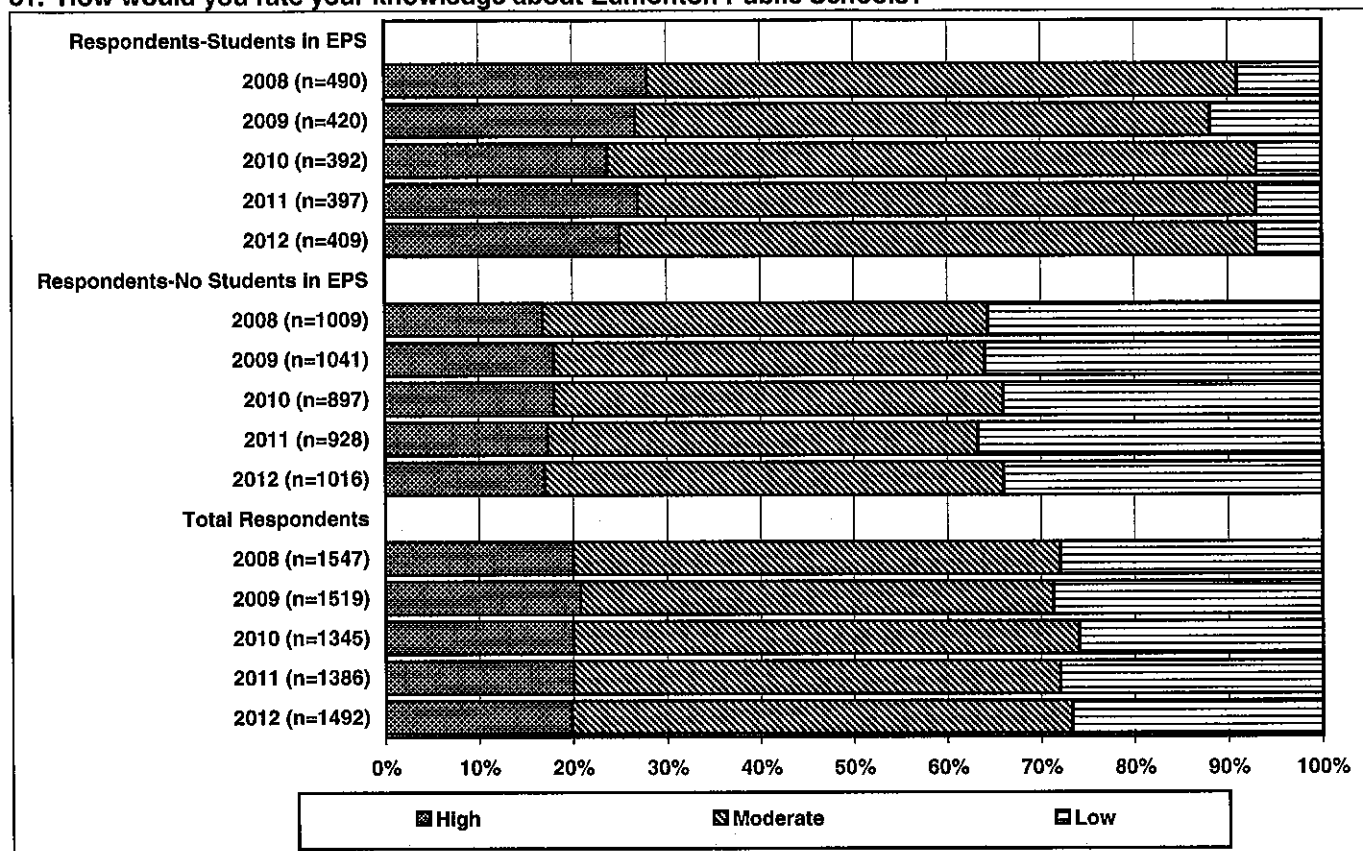
**28. Heritage language skills (e.g. German, Ukrainian, Arabic, Chinese etc.)?**



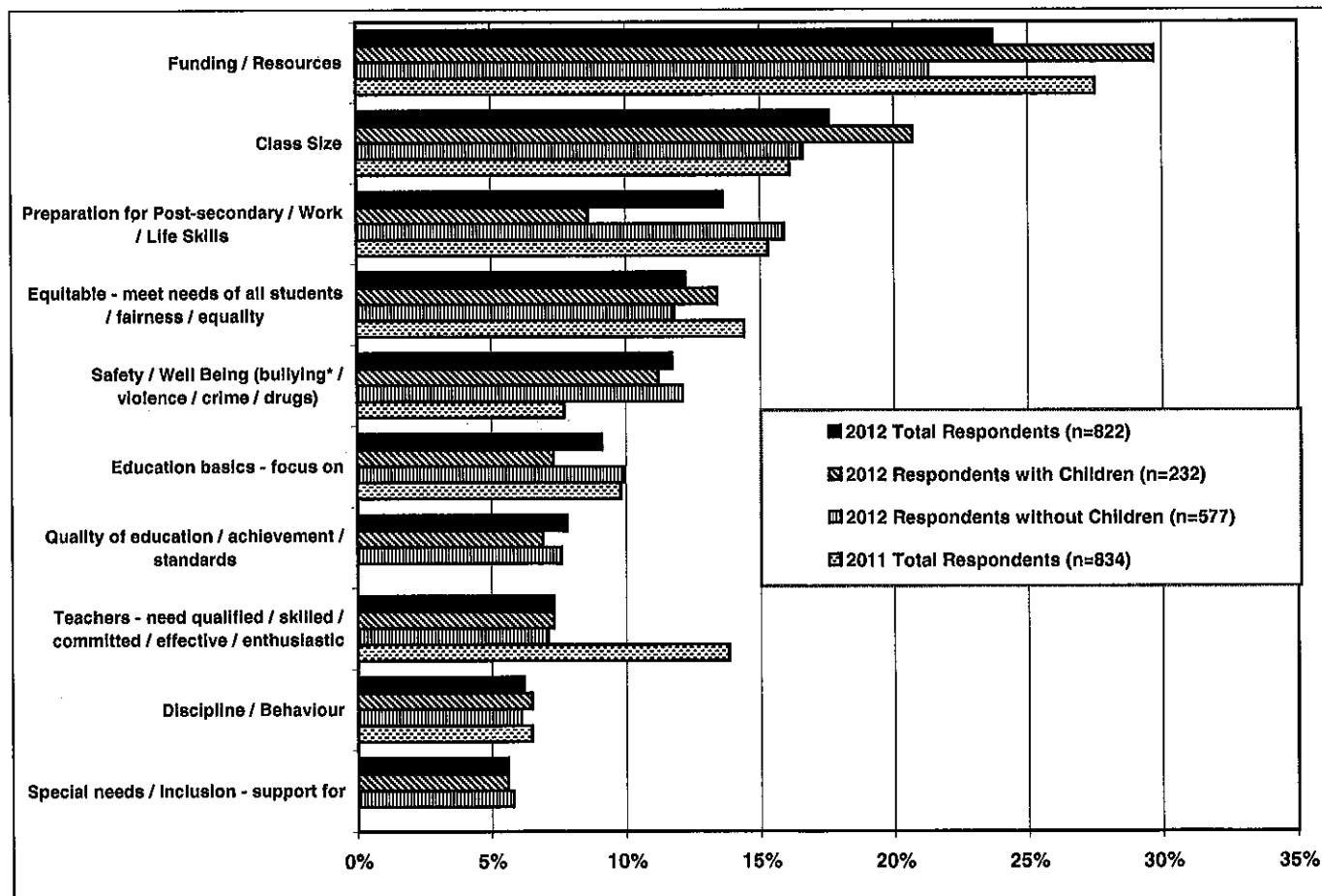
29. WHERE DO YOU USUALLY GET YOUR INFORMATION ABOUT EDUCATIONAL ISSUES IN EDMONTON?



31. How would you rate your knowledge about Edmonton Public Schools?



What would you say are the main issues facing education?



**DATE:** November 13, 2012

**TO:** Board of Trustees

**FROM:** Trustee Colburn, ASBA Issues and Resolutions Committee  
Trustee Hoffman, ASBA Issues and Resolutions Committee  
Trustee Johner, ASBA Issues and Resolutions Committee

**SUBJECT:** ASBA Second Language Caucus – Call for Representatives

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

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### ISSUE

The Alberta School Boards Association (ASBA) has invited interested boards to name a representative to the new Second Language Caucus.

### BACKGROUND

In 2011, by agreement between the two organizations, Alberta School Boards Association for Language Education (ASBALE) was disbanded, and the ASBA Board of Directors approved the incorporation of its work into the ongoing work of the ASBA. As outlined in the agreement, the ASBA established a Second Languages Task Force, consisting of three members:

- A member of the ASBA Board of Directors (Dianne Macaulay-ASBA director from Zone 4);
- **A member at large, currently Leslie Cleary** (trustee with Edmonton Public, appointed by the Board of Directors);
- And for transition purposes, the outgoing President of ASBALE, Linda Wellman.

The Task Force's role was to lead and advance the work of second language education, including English Language Learners, within ASBA.

### CURRENT SITUATION

The ASBA also agreed to support a "second language caucus", and any member school board that wishes can participate in the caucus. The caucus is a forum where discussion, networking and support for language instruction could be advanced. It is anticipated that the second language caucus would be a continuing operational activity of ASBA.

Together, the caucus and task force will:

- Provide networking opportunities to discuss issues and best practices in second language learning.
- Develop strategies for communicating best practices in second language learning throughout the province.
- Compile information on perceived and real barriers to successful delivery of second language programs. These will be communicated as a part of ASBA advocacy efforts.
- Promote the benefits and value of learning a second language.
- Liaise with key stakeholders on second language learning.

**KEY POINTS**

- The ASBA confirmed that Trustee Cleary, who served as a member of the Second Languages Task Force may also serve on the ASBA second language caucus as EPSB's representative.
- The second language caucus will meet bi-annually in conjunction with the ASBA spring and fall meetings.
- The next meeting of the caucus will be held in conjunction with the FGM on Sunday, November 18, 2012 from 3:00 pm to 5:00 pm at the Westin Hotel.
- The costs of trustee participation in caucus meetings would be the responsibility of the participating members. ASBA will provide a meeting room and refreshments; however, there are no per diems or expenses paid by ASBA for participation in caucus meetings.

**ATTACHMENTS & APPENDICES – N/A**

TT:ej

**DATE:** November 13, 2012

**TO:** Board of Trustees

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

**SUBJECT:** Supports for School Councils  
(Response to Request for Information #222)

**ORIGINATOR:** David Fraser, Executive Director, Corporate Services

**RESOURCE STAFF:** Janice Bell, Cory Sinclair

**REFERENCE:** September 25, 2012 Board Meeting (Trustee Johner)

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**ISSUE**

The following information was requested: How are other metro districts supporting their school councils, both at school level and Committee of School Councils (COSC) level? Include information on how principals and assistant superintendents are involved.

**CURRENT SITUATION**

Communications researched websites and had phone or email conversations with representatives from Edmonton Catholic Schools, the Calgary Catholic School District and the Calgary Board of Education.

**Edmonton Catholic Schools (ECS)**

- ECS has 87 schools serving 34,616 students.
- The Board provides a school council handbook to their school councils, which is updated yearly in November. They also produce a school council brochure.
- In the past, there have been district-wide school council meetings. They occur up to two times a year. Last year, none were held. No date has been set for this year.
- Individual Trustees may choose to attend school council meetings, establish a COSC (Communities of School Councils) by ward or organize topic-focused meetings. The Board has established a terms of reference document for their relationship with school councils, which outlines the scope and nature of their relationship, as well as guidelines for the establishment of COSCs.
- There is no indication on the website if there are currently COSCs in operation.
- Occasionally the Board, the Superintendent, or a COSC may schedule a meeting relating to a specific topic. This could be done to address an issue or interest related to a school, a ward, or the District as a whole.
- ECS encourages every school council to invite their Trustee to a school council meeting at least once a year.
- More information can be found at [www.ecsd.net/school\\_councils/about.html](http://www.ecsd.net/school_councils/about.html).

**Calgary Catholic School District (CCSD)**

- The CCSD has 105 schools serving over 47,000 students.

- School council chairs meet with one another, principals, district administrators and members of the Board of Trustees at district-wide meetings (one was held in October 2012).
- The CCSD holds a new school council chair orientation in September.
- Parent and Trustee Forums are scheduled for November, January and March for school council chairs and are open to any other interested parents from school councils. Forum meetings are scheduled by areas of the city.
- The CCSD provides a school council handbook to their school councils.
- The CCSD posts meeting follow up online.
- The CCSD provides links to other resources online.
- More information can be found at [www.cssd.ab.ca/default.asp?V\\_ITEM\\_ID=192](http://www.cssd.ab.ca/default.asp?V_ITEM_ID=192).

### **Calgary Board of Education (CBE)**

- The CBE has 221 schools serving 104,182 students.
- For the 2012-13 school year, the Board of Trustees is establishing a "Council of School Councils." This committee will consist of school council chairs (or an appropriate designate), members of the Board of Trustees and representatives from Administration. The purpose of this committee is for Trustees and parents to have an opportunity to work together, to share information, to discuss concerns and to plan for the future. Meetings will be scheduled a minimum of two times in the school year. Meetings of the Council of School Councils will replace system parent meetings held in the past.
- The Board of Trustees is providing all its school councils with membership in the Alberta School Councils' Association (ASCA) for 2012-13 and 2013-14.
- During the 2012-13 school year, the Board of Trustees will be hosting small meetings and inviting school council chairs (or designates) from the same geographic area to discuss ideas, concerns and plans for the future.
- The CBE posts meeting follow up online.
- The CBE provides links to other resources online.
- More information can be found at [www.cbe.ab.ca/Parents/schlcouncils.asp](http://www.cbe.ab.ca/Parents/schlcouncils.asp).

CS:pd



**DATE:** November 13, 2012  
**TO:** Board of Trustees  
**FROM:** Edgar Schmidt, Superintendent of Schools  
**SUBJECT:** Status of Work on Special Needs Task Force Recommendations  
 (Response to Request for Information #231)  
**ORIGINATOR:** Tanni Parker, Assistant Superintendent  
**RESOURCE STAFF:** Danette Andersen, Lorraine Goruk, Monika Lukas, Leona Morrison,  
 Ayesha Moughel, Ann Parker, Heather Raymond, Anthony Walsh  
**REFERENCE:** October 23, 2012 Board Meeting (Trustee Johner)

**ISSUE**

The following information was requested: Provide an update on the recommendations from the Special Needs Task Force that was approved June 2011.

**BACKGROUND**

At the June 14, 2011 Board meeting, the Board of Trustees unanimously approved the Special Needs Task Force recommendations.

**CURRENT SITUATION**

In the school year 2011-2012 the Administration created an Interdepartmental Working Committee, using a project charter model, to address the set of recommendations arising from the recommendation report. Items achieved during the year are noted below.

A year two project charter was developed and approved in October 2012 to implement the recommendations not addressed last year. Three Interdepartmental Working Committees are engaged in this work. The Assistant Superintendent and the four Directors of Student Learning Services, as a Steering Committee, oversee the project.

The Task Force's June 14, 2011 Recommendation Report to Board contained the following recommendations. The working timelines and the progress to date are reported below.

<b>RECOMMENDATION</b>	<b>TIMELINE</b>	<b>PROGRESS</b>
1. That the proposed Board Policy IA.BP – Inclusive Education be referred to the Policy Review Committee for consideration and subsequent recommendation to Board.	June 2012	Completed
2. That the District continue to provide programming for students with diverse learning needs in inclusive learning environments at community schools and designated District sites, with the first option for consideration always being the regular classroom at the community school.	Ongoing	This statement is reaffirmed in the Inclusive Education policy.

<b>RECOMMENDATION</b>	<b>TIMELINE</b>	<b>PROGRESS</b>
<p>3. That the Administration prepare an Administrative Regulation to accompany the proposed Board Policy and, in recognition of key themes identified in the consultative process, that the regulation provide guidelines for the following:</p> <ul style="list-style-type: none"> <li>• Acceptance and welcoming, with placement in the regular classroom at the community school the first option.</li> <li>• Communication to all staff and parents about District programming options, and central services support for parents.</li> <li>• A central services parental point of contact with the authority to act as a facilitator, mediator and advocate for the best interests of the child/student.</li> <li>• A dedicated section on the district website that provides easy-to-access information regarding inclusive education.</li> <li>• Parental and, as appropriate, student engagement in program planning and placement, as members of the learning team.</li> <li>• Adoption and implementation of universal design for learning (UDL) philosophy, practices and principles that will support all learners.</li> <li>• Strength-based assessments and programming for identification and support of students with diverse learning needs, including access to appropriate augmented and alternative communication support, sign communication, assistive technology and digital resources.</li> <li>• Professional learning in inclusive education values and practices for all staff with opportunities for mentorship.</li> <li>• Professional learning in inclusive and specialized instructional strategies.</li> <li>• Targeted recruitment of qualified staff with academic training and/or experience in inclusive education.</li> <li>• Specialized supports and services for consultation to schools.</li> </ul>	Completed	IA.AR: Students in Need of Specialized Supports and Services.
	Completed	Statement reaffirmed in the Administrative Regulation.
	Completed	Information updated on district website with dedicated page for Inclusive Education Established within Executive Services.
	Completed	Redesign of district website will provide dedicated data.
	Completed	Statement reaffirmed in the Administrative Regulation.
	Ongoing	Inclusive Learning, Support for Staff and Students and school staff receiving training in UDL.
	June 2013	Currently being developed; work continues in area of Assistive Technology for Learning.
	Ongoing	Action on Inclusion videos developed with self-guided learning.
	Ongoing	School demonstration sites established.
	Ongoing	Will form part of a Human Resources recruitment strategy.
Completed	Inclusive Learning multi-disciplinary teams.	

<b>RECOMMENDATION</b>	<b>TIMELINE</b>	<b>PROGRESS</b>
<ul style="list-style-type: none"> <li>• Transition support for students entering, moving through, and leaving schooling.</li> <li>• An accountability process involving but not limited to reports to Board, annual results reviews at each school to address the school's accountability on inclusive education practices, and regular audits and reviews of designated district sites.</li> </ul>	June 2013  March 2013	Protocols for transition currently being developed. Accountability process currently being developed.
4. That the Administration develop a consistent orientation and registration process that provides accurate information to families when new students first register with the District.	Completed	Pre-enrolment package and yearly orientation for school staff.
5. That the Administration investigates alternate funding models to support students with special learning needs, and bring an information report back to the Board by January 15, 2013.	TBD	Work is under way through Budget Review Committee work. Recommendation to Executive Team in December 2012.
6. That, to ensure community involvement, the Administration establish and maintain an external Inclusive Education advisory committee, and that the purposes of the committee be clearly outlined.	Completed	Established.
7. That the Administration develop a comprehensive accountability framework for the monitoring and implementation of the Administrative Regulation.	April 2013	Work is under way.
8. That the Board include progress on the implementation of the Inclusive Education policy as part of its evaluation processes.	May 2013	Will form part of the annual Special Education report to Board.

A significant amount of staff time continues to be dedicated for the implementation of the Task Force recommendations. Three working committees will be involved in up to four to twelve working days each through the year to complete tasks, and its progress is being monitored by the Steering Committee.

The results of this coordinated project, activity which is occurring over the duration of this school year, will be communicated to Board in May 2013 as part of the annual report on Special Education.

#### **ATTACHMENTS & APPENDICES**

APPENDIX I	IA.BP - Inclusive Learning Policy
APPENDIX II	IA.AR: Students in Need of Specialized Supports and Services
APPENDIX III	June 14, 2011 Board Report - Special Needs Task Force: Recommendation Report

HR:dl

# Edmonton Public Schools Board Policies and Regulations

CODE: IA.BP

EFFECTIVE DATE: 08-05-2012

TOPIC: Inclusive Education

ISSUE DATE: 16-05-2012

REVIEW DATE: 05-2019

The Board is committed to inclusive education. The Board expects the District to be an inclusive education system with its values reflected in District programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in District early years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The board believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The board believes that program implementation should provide continuity and flexibility for student learning.

## PHILOSOPHICAL FOUNDATION STATEMENT

The Board believes that the District, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and

- accountability;
- continually develops partnerships with community organizations.

The Board believes that schools, as inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board understands that creating an inclusive education system is complex and will take time. The provision of an annual report at a public board meeting on progress towards the strategic direction of this Policy will ensure accountability and demonstrate the District's commitment to inclusive education throughout this transformation.

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Reference(s):

[HA.BP](#) - Student Programs

[IA.AR: Students in Need of Specialized Supports and Services](#)

[IC.BP](#) - Student Accommodation

[School Act](#) Sections 8(1), 20(e), 45(1)(2)(3)(7)(8), and 47

[Standards for Special Education - Amended June 2004](#)

[Setting the Direction Framework, June 2009](#)

[Setting the Direction Framework: Government of Alberta Response, June 2010](#)

[Setting the Direction: Moving Toward an Inclusive Education System in Alberta, revised November 2010](#)

# Edmonton Public Schools

## Board Policies and Regulations

CODE: IA.AR

EFFECTIVE DATE: 24-08-2012

TOPIC: Students in Need of Specialized  
Supports and Services

ISSUE DATE: 28-08-2012

REVIEW DATE: 08-2017

### BACKGROUND FOR INTERPRETATION

This regulation aligns to expectations of Board Policy [IA.BP](#) - Inclusive Education, that students in need of specialized supports and services are included within one inclusive learning system that takes responsibility for all students.

#### A. ACCESS

##### 1. INFORMATION AND COMMUNICATION

###### a. District Administration shall:

- Delegate to Executive Services the responsibility to serve as a central point of contact for schools and parents/guardians, for advice and assistance about district policies, procedures, and program options for students in need of specialized supports and services. Staff in Executive Services will have the authority to:
  - i. facilitate and mediate any concerns, in consideration of the best educational interests, and most enabling placement, of students in need of specialized supports and services; and
  - ii. provide information, advice or recommendations during any appeal process to parents/guardians of students in need of specialized supports and services.
- Designate and maintain an administrative officer to chair an Inclusive Education Parent and Community Advisory Committee, consisting of a representative group of interested parents and community members, to provide regular input and advice specific to inclusive education.
- Maintain, keep current, and communicate, through the district website:
  - i. the District's commitment to inclusive education;
  - ii. the range of program options for students in need of specialized supports and services;
  - iii. information on the specialized consultation and assessment process; and
  - iv. information on the appeal process.

b. Principals shall:

- Ensure that, for students in need of specialized supports and services, the first placement option for due consideration is, in consultation with parents/guardians, the regular classroom in the attendance area school.
- Welcome students and parents/guardians and ensure they are provided with accurate and timely information, advice, and assistance regarding:
  - i. the range of programming and placement options available within the school and the District;
  - ii. registration, orientation, course selection, and program planning; and
  - iii. transitioning to new schools, other programs, and beyond secondary school.
- Invite meaningful involvement of parents/guardians in the learning team for planning and problem solving relating to programming for the student in need of specialized supports and services.
- Build, maintain and ensure respectful working relationships between parents and other members of the learning team.
- Provide parents with access to information contained in the student record, including student progress reports and results of specialized consultation or assessments, in accordance with the [School Act](#) and the [Student Record Regulation](#).

2. IDENTIFICATION

a. District Administration shall:

- Develop appropriate and consistent practices related to early and timely assessment and identification of students in need of specialized supports and services.

b. Principals shall:

- Identify, in collaboration with specialist and professional staff, students in need of specialized supports and services.
- Involve parents/guardians according to all expectations outlined in [Standards for Special Education](#), including:
  - i. obtaining parent/guardian's written informed consent for specialized consultation, assessment, or referral for services; ensuring that consent is understood as voluntary and may be revoked in writing at any time;
  - ii. involving parents/guardians and, when appropriate, students in the screening, identification and referral process;
  - iii. requesting information from parents/guardians that is relevant to students' education; and
  - iv. providing parents/guardians interpretation by qualified professionals of results of specialized

consultation or assessment results.

## **B. APPROPRIATENESS**

### **1. PROGRAMMING**

#### **a. District Administration shall:**

- Provide a range of choices throughout the District in programming placement options for students in need of specialized supports and services.
- Provide professional learning opportunities to support inclusive education values and practices for all district staff.
- Provide teachers with on-going access to professional learning for inclusive and specialized instructional strategies for students in need of specialized supports and services.
- Enhance programming capacity through targeted recruitment of teaching staff with expertise in inclusive and specialized instructional strategies.

#### **b. Principals shall:**

- Invite and enable collaborative conversations on program planning between the classroom teacher(s) responsible for programming, other school or district staff who provide advice, assistance or specialized consultation, and the students' parents/guardians.
- Ensure that programming for all students in need of specialized supports and services is aligned to appropriate Programs of Study.
- Ensure that programming for all students in need of specialized supports and services meets expectations for instructional time.
- Ensure that such programming utilizes effective teaching, informed by aspects of strength-based programming, multiple means of instruction and evaluation, and evidence-based practices.
- Utilize specialist services for programming collaboration, consultation and review of student progress.
- Develop, implement, modify, and evaluate programming strategies and Individual Program Plans (IPPs). IPPs will use results from school data, specialized consultation and assessment, other specialist reports, and outline the nature and extent of adapted or modified programming, special accommodations provided, and relevant programming goals.
- Use assessment data to develop, implement and evaluate the effectiveness of programming and services provided to students in need of specialized supports and services.
- Ensure assignment of teachers to programs for students in need of specialized supports and services is based on prior success with inclusive and specialized instructional strategies.



## 2. SUPPORTS AND SERVICES

### a. District Administration shall:

- Ensure schools have access to specialist and professional staff to provide consultation, planning and problem solving relating to identification and programming for students in need of specialized supports and services.
- Collaborate with ministries, community services or other partners in securing consistency of access to other associated services for student success.
- Develop, keep current and implement written procedures for working with other members of the community to design and deliver services for children and students in need of specialized supports and services.
- Establish links or formal partnerships with other agencies offering pre-school or private early childhood services, post-secondary services, program placements or employment services, for the purpose of planning and securing transition support.

### b. Principals shall:

- Ensure that each student receives a range of specialized supports and services, aligned to individual programming needs as identified through an (IPP) or equivalent planning tool.
- Document the supports and services received on the IPP or equivalent planning tool.

## C. ACCOUNTABILITY

### 1. REPORTING, MONITORING AND EVALUATION

#### a. District Administration shall:

- Provide an annual special education report to the Board of Trustees.
- Conduct regular audits and reviews of designated district programs for students in need of specialized supports and services to ensure consistency and reliability in programming practices.

#### b. Principals shall:

- Monitor and evaluate, in collaboration with specialist and professional staff, the effectiveness of specialized supports and services provided to each student.
- Communicate school initiatives and activities for fostering inclusive learning environments through various means, including the Budget Planning and Results Review process.

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Reference(s):

[AB.BP](#) - Appeals

[AB.AR](#) - Appeal Processes

[GBCA.BP](#) - Respectful Working Environments

[HA.BP](#) - Student Programs

[HD.BP](#) - Instructional Time

[IA.BP](#) - Inclusive Education

[IB.AR](#) - Student Placement

[IF.BP](#) - Safe, Caring and Respectful Learning Environments

[School Act](#) Sections 8(1), 20(e), 45(1)(2)(3)(7)(8), and 47

Alberta Education: [Standards for Special Education- Amended June 2004](#)

Alberta Education: [The Learning Team: A Handbook for Parents of Children with Special Needs \(2003\)](#)

Alberta Education: [Student Record Regulation](#)

## EDMONTON PUBLIC SCHOOLS

June 14, 2011

TO: Board of Trustees

FROM: Trustee C. Johner, Special Education Task Force Chair  
Trustee L. Cleary, Special Education Task Force  
Trustee C. Spencer, Special Education Task Force

SUBJECT: Special Needs Task Force: Recommendation Report

ORIGINATOR: T. Parker, Assistant Superintendent

## RESOURCE

STAFF: Danette Andersen, Deborah Brandell, John Edey, Colleen McClure, David  
Piercey, Heather Raymond

## RECOMMENDATION

1. That the proposed Board Policy IA.BP – Inclusive Education (Appendix I) be referred to the Policy Review Committee for consideration and subsequent recommendation to Board.
2. That the District continue to provide programming for students with diverse learning needs in inclusive learning environments at community schools and designated district sites, with the first option for consideration always being the regular classroom at the community school.
3. That the Administration prepare an Administrative Regulation to accompany the proposed Board Policy and, in recognition of key themes identified in the consultative process, that the regulation provide guidelines for the following:
  - Acceptance and welcoming, with placement in the regular classroom at the community school the first option
  - Communication to all staff and parents about district programming options, and central services support for parents
  - A central services parental point of contact with the authority to act as a facilitator, mediator and advocate for the best interests of the child/student
  - A dedicated section on the district website that provides easy-to-access information regarding inclusive education
  - Parental and, as appropriate, student engagement in program planning and placement, as members of the learning team

- Adoption and implementation of universal design for learning (UDL) philosophy, practices and principles that will support all learners
  - Strength-based assessments and programming for identification and support of students with diverse learning needs, including access to appropriate augmented and alternative communication support, sign communication, assistive technology and digital resources
  - Professional learning in inclusive education values and practices for all staff with opportunities for mentorship
  - Professional learning in inclusive and specialized instructional strategies
  - Targeted recruitment of qualified staff with academic training and/or experience in inclusive education
  - Specialized supports and services for consultation to schools
  - Transition support for students entering, moving through, and leaving schooling
  - An accountability process involving but not limited to reports to Board, annual results reviews at each school to address the school's accountability on inclusive education practices, and regular audits and reviews of designated district sites
4. That the Administration develop a consistent orientation and registration process that provides accurate information to families when new students first register with the District.
  5. That the Administration investigate alternate funding models to support students with special learning needs, and bring an information report back to the Board by January 15, 2012.
  6. That, to ensure community involvement, the Administration establish and maintain an external Inclusive Education advisory committee, and that the purposes of the committee be clearly outlined.
  7. That the Administration develop a comprehensive accountability framework for the monitoring and implementation of the Administrative Regulation.
  8. That the Board include progress on the implementation of the Inclusive Education policy as part of its evaluation processes.

#### Background Information

At the May 24 Board meeting, the Special Needs Task Force provided an interim report which documented the processes used to gather and process information from November 26, 2010 until May 24, 2011. An executive summary of the information gathered from students, staff members, parents and community members through focus groups and surveys is contained in

Appendix II. The approach to implementation of an inclusive education system in Alberta provided by Alberta Education is provided in Appendix III. After reviewing the vast amount of information gathered, this report contains the recommendations that the Task Force wishes the Board to consider to strengthen programming for students with special education learning needs.

#### Rationale for Recommendations

1. The proposed policy reflects the input received from the full range of consultations, and recognizes the District's role in welcoming the diverse range of students that depend on Edmonton Public Schools to meet their educational needs. The policy focuses on articulating the beliefs surrounding inclusive education valued by Trustees. The title of the proposed policy, "Inclusive Education", is recommended in recognition of this term being more current than one which refers to "special education". It begins with a definition of inclusive education which is aligned to the province's definition and expectations for schooling of students with diverse learning needs. The definition speaks to the attitudinal shift towards acceptance and belonging of all students, and to the District's responsibility in including all students within school programming. It then articulates the Board's beliefs and expectations around an inclusive education system, and around inclusive learning environments. It then ends with the expectation that these beliefs and values be reflected within District practices.
2. Strong support for inclusive programming in both community schools and designated district sites was evident throughout the consultation process.
3. Once the policy is approved, an administrative regulation will be developed to address the identified key themes.
4. Stakeholders expressed a need for consistent, accurate district information to be provided at the time students initially register with the District.
5. Funding repeatedly surfaced as an issue, and there was strong support for looking at alternative models.
6. Parents and community members indicated strong interest in the establishment of an ongoing Inclusive Education advisory committee. (A similar advisory committee has been previously established after the Aboriginal Education Task Force.)
7. The Task Force advisory group requested the development of a comprehensive accountability framework to ensure adherence to the policy.
8. Including progress on the implementation of the Inclusive Education policy in the Board's evaluation processes provides accountability alignment.

JE:ss

APPENDIX I Proposed Board Policy IA.BP – Inclusive Education

APPENDIX II Executive Summary of Information Gathered

APPENDIX III Approach to implementation of an inclusive education system in Alberta

# Edmonton Public Schools

## Board Policies and Regulations

CODE: IA.BP  
TOPIC: Inclusive Education

EFFECTIVE DATE:  
ISSUE DATE  
REVIEW DATE:

### DEFINITION

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all students, including those with diverse learning or special education needs. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included within their greater school community regardless of their programming needs or physical placement at any particular time. An inclusive education system provides for the engagement of parents, students, staff and community, and honours family choice.

### PHILOSOPHICAL FOUNDATION STATEMENT

The Board believes that an inclusive education system:

- welcomes, respects, accepts and supports students and families in every school and program
- demonstrates an ongoing commitment to meet the needs of the diverse student population in all school settings
- provides equitable opportunity for all students to be included in any learning program operated by the District
- provides educational and associated services to meet the diverse learning needs of all students
- maintains a high standard of responsiveness, open communication, and accountability
- provides appropriate supports for diverse learners within the curriculum
- provides for a continuum of specialized supports and services to students that is consistent with the principles of inclusive education
- actively seeks partnerships with community organizations

The Board believes that inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system
- provide welcoming, acceptance and belonging for all students and their families
- emphasize the achievement of learning outcomes for all students through using effective instructional practices; incorporating assistive technologies into instruction; ensuring delivery of specialized supports and services; and utilizing collaborative

- decision making
- model strength-based programming and assessment activities

The Board supports the targeted recruitment of qualified staff with academic training and/or experience in inclusive education.

The Board expects these values to be reflected in district programs, operations and practices. The community school is the guaranteed point of entry for all students, and, in alignment with *Standards for Special Education*, the regular classroom shall be the first placement option considered.

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Reference(s):

*School Act*, Revised Statutes of Alberta 2000, Chapter S-3

- Right of Access to Education Section 8
- Responsibility to Students Section 45

*Standards for Special Education*, Ministerial Order (#015/2004)

[Setting the Direction Framework, June 2009](#)

[Setting the Direction Framework: Government of Alberta Response, June 2010](#)

[Setting the Direction: Moving Toward an Inclusive Education System in Alberta, revised November 2010](#)

## **EXECUTIVE SUMMARY OF INFORMATION GATHERED**

### **1. What supports and services will you need to build your capacity to operate effectively in an inclusive education system?**

- Ongoing professional Learning for school staff
- Opportunity to collaborate and share expertise
- Access to specialized support from central services
- Improved processes and communication
- Adequate school resources
- Clear district mandate and framework for an inclusive education system
- Action research on inclusion versus segregated settings
- Freedom from cost recovery
- Additional resources
- Time to complete a meaningful consultation process at the school
- Stronger relationships with staff and community partners
- Clearly articulated district vision and framework
- Support for teachers to refine their instructional practice
- Ongoing professional learning and collaborative team building opportunities
- Timely access to external supports

### **2. How can EPSB ensure that families are welcome, supported and respected in their choice of programming for their child with special education learning needs?**

- Communicate and administer district policy clearly and consistently
- Educate and support staff to change practice
- Enable families to make informed decisions regarding the best choice for the child
- Improve district communication to parents and schools about programming and services
- Eliminate the negative financial impact of inclusion on schools
- Implement a central intake and orientation centre
- Change district practices to reflect the vision and culture of diversity
- Strengthen partnerships with parents at school
- Enforce a consistent culture of an inclusive education system in the district
- Facilitate access, at all district levels, to programming for students and services for parents
- Clearly communicate to the public the various programming options available as well as the process for accessing
- Provide adequate funding to schools for specialized resources and programming
- Enhance staff knowledge of student needs and programming options available
- Conduct ongoing, meaningful collaboration with parents and families
- Create communities of support for families and students
- Remove barriers that inhibit a welcoming attitude
- Deliver clear and consistent communication and protocol to schools and parents
- Build and maintain parent partnerships and meaningful relationships



**3. What model of distribution of financial resources would best serve our students?**

- Principal-Managed, Formula-Based Model
- Principal-Managed Base Allocation + Formula-Based Allocation Dedicated to Special Needs
- Principal-Managed Base Allocation + Wrap-Around Service Team for Special Needs
- Centrally Funded and Managed

**4. What are some high-leverage universal supports that educators can use, at the bottom layer of the pyramid of intervention, that would not only support students with special learning needs, but also provide support for all students?**

- Classroom environment that supports and promotes learning
- Teacher effectiveness
- Behavior support techniques
- Assessment practices
- Technology for learning
- Support external to the classroom
- Peer tutoring and teams
- Flexible, creative and responsive local school environment
- Teacher/student relationship building
- Teacher effectiveness: differentiated learning and assessment strategies
- Improve adult/student ratios
- Hold staff accountable for their professional learning and performance
- Utilize technology to improve student engagement
- Provide adapted curriculum and resources to support differentiation
- Focus on literacy intervention
- Provide adequate wraparound support for all students
- Build positive relationships with students and staff and develop a sense of community

**5. What other actions should the task force recommend that have not surfaced during discussion of the first three questions?**

- Develop a realistic implementation strategy that respects staff, students and the public
- Lobby for commitment from all provincial ministries and society at large in the vision and implementation of an inclusive setting for education
- Educate advocacy groups to respect ALL stakeholders in education
- Build staff capacity
- Conduct more research
- Focus on the multi-agency approach
- Strengthen existing relationships with community partners
- Celebrate existing programs and services and honor our staff and our students
- Customize the concept of service delivery teams and wrap-around services
- Advocate with Alberta Education for adequate funding and resources
- Collaborate with other school districts

- Celebrate successes and honor/share what works
- Empower staff to improve services to students with special needs
- Protect the rights of special needs students in an inclusive environment
- Vision and Long-Term Commitment to Students with Special Needs

**6. What actions should the task force recommend to improve wraparound, coordinated supports for students?**

- Provide adequate funding to meet the programming and support needs of all students
- Build and maintain 2-way relationships between families and school/community professionals
- Hire more “doers” and reduce the burden on classroom teachers
- Ensure teachers and educational assistants have the skills to maximize learning for students
- Establish district processes to bridge the gap between school and community professional services

**7. What should the task force recommend to ensure accountability and responsiveness in the area of education for students with special learning needs?**

- Conduct ongoing action research to evaluate satisfaction and adapt practice
- Establish and maintain timely, two-way communication between parents and the school learning team.
- Demonstrate leadership by advocating for “parent choice” and enforcing accountability

# Approach to implementation of an inclusive education system in Alberta

## VISION:

"Success for all children and youth in an inclusive education system<sup>\*</sup>."

## BUILDING CAPACITY:

Essential for implementation.

## TRANSFORMATION:

To work together to build an inclusive education system that changes practices to support success for all children and youth.

## WHAT'S CHANGING:

Government removing barriers to provide the best possible educational experience for children and youth.

Which means: *everyone will need to think and work differently.*

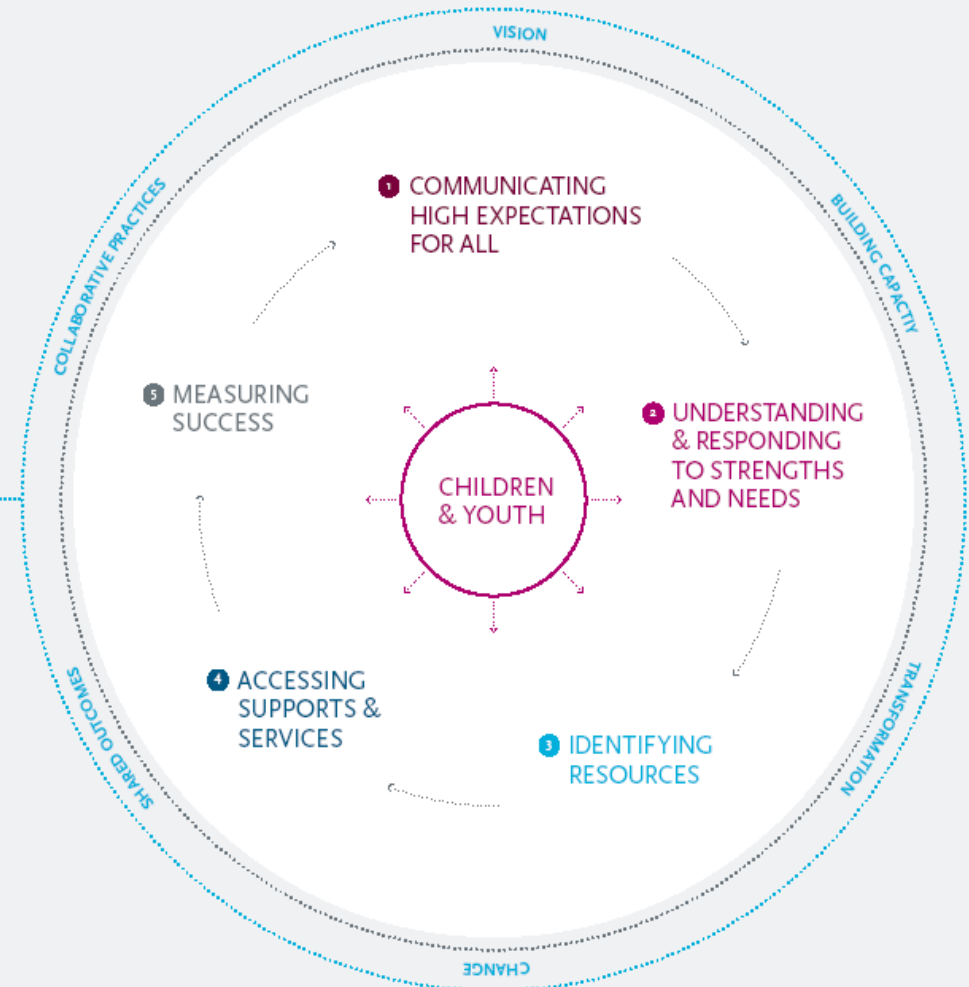
## SHARED OUTCOMES:

Children and youth are supported in their education success through the co-ordination of appropriate and seamless service from Government of Alberta ministries and community service providers who work with them and their families, during their pre-school to grade 12 education journey.

## COLLABORATIVE PRACTICES:

- Collaboration
- Shared leadership
- Team-based approach
- School and community are linked
- Persistence - in finding solutions
- Family voice and choice is valued
- Culturally appropriate and sensitive support
- A child or youth's existing support system is valued
- Individual approach
- Building on strengths
- Decisions are based on shared information

<sup>\*</sup> an inclusive education system means that children and youth, regardless of their ability or disability, language, cultural background, gender, or age are valued in the same way.



**DATE:** November 13, 2012

**TO:** Board of Trustees

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

**SUBJECT:** Bereavement

**ORIGINATOR:** David Fraser, Executive Director, Corporate Services

**RESOURCE STAFF:** Cheryl Singer

**REFERENCE:** [GM.BP – Acknowledgement of Deaths and Bereavements](#)  
[GM.AR – Deaths and Bereavements](#)

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**ISSUE**

To report the death of a current staff member.

**BACKGROUND**

James Durec passed away October 20, 2012, at the age of 54 years. Mr. Durec began his teaching career with Edmonton Public Schools and taught at Eastglen and Ross Sheppard Schools. Mr. Durec is survived by his wife Tamara, son Nathan and daughter Ashley.

**CURRENT SITUATION**

A donation in memory of Mr. Durec has been made to the Heart and Stroke Foundation on behalf of the Administration and Board of Trustees.

**KEY POINTS**

N/A

**ATTACHMENTS & APPENDICES**

N/A

DF:cls

**A. O Canada:  (2:00 p.m.)****B. Roll Call:** Trustee Spencer was absent. All other Trustees were present.**C. Communications from the Board Chair***- This information will be included in the minutes of the November 13, 2012 board meeting.***D. Communications from the Superintendent of Schools***- This information will be included in the minutes of the November 13, 2012 board meeting.***E. Comments from the Public and Staff Group Representatives – None.****F. Reports**1. Report #1 of the Caucus Committee (From the Meeting Held November 6, 2012)

Approved recommendation.

2. Motion re Council of School Councils

That motion re Council of School Councils was referred to the Community Relations Committee to return at the end of the stakeholder mapping process to ensure that the recommendation meets with the Board Work Plan.

3. Policies Bulletin for the Alberta School Boards Association (ASBA) 2012 Fall Annual General Meeting

Approved recommendation.

4. District Priorities and Governance Committee – Update to Terms of Reference

Approved recommendation.

5. District Priorities and Governance Committee – Trustee Survey
6. 2011-12 Edmonton Public Schools Student, Parent, Staff and Community Satisfaction Survey Results
7. ASBA Second Language Caucus – Call for Representatives
8. Supports for School Councils  
(Response to Request for Information #222)
9. Status of Work on Special Needs Task Force Recommendations  
(Response to Request for Information #231)
  - a) The following motion was approved with respect to report #7: *That Trustee Cleary's name be put forward to serve as the Board's representative on the Alberta School Boards Association (ASBA) Second Language Caucus.*
  - b) Received for information.
10. Bereavement – Received with regret.

**G. Other Committee, Board Representative and Trustee Report**  
*- This information will be included in the minutes of the November 13, 2012 board meeting.*

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

- Trustee Hoffman requested that a brief report be provided outlining the recent initiatives of the Seven Oaks School District presented at the 2012 Canadian School Boards' Association Conference that resulted in high school completion rates increasing by 20% now approaching 90% overall completion and some of the factors that led to those results.

**J. Notices of Motion** – None.

**K. Next Board Meeting Date - Tuesday, November 27, 2012 at 2:00 p.m.**

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

The Board heard from the following pre-registered speakers:

- Ms Kathy Tachynski re the 2011-12 Edmonton Public Schools student, parent, staff and community satisfaction survey results – she also provided her written statement to the Board
- Ms Michelle Martin re anti-bullying – she also provided written information to the Board

**L. Duration of the Board Meeting: 2:00 p.m. to 4:25 p.m. & 5:00 p.m. to 5:10 p.m.**

**MINUTE BOOK**

**- Board Meeting #6 -**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, November 13, 2012 at 2:00 p.m.

**Present:**

**Trustees**

Leslie Cleary  
David Colburn  
Sarah Hoffman

Michael Janz  
Cheryl Johner  
Heather MacKenzie

Catherine Ripley  
Ken Shipka

**Officials**

Edgar Schmidt  
Bruce Coggles  
David Fraser

Cheryl Hagen  
Mark Liguori  
Ron MacNeil

Jamie Pallett  
Tanni Parker  
Tash Taylor

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

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

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

C. **Communications from the Board Chair**

The Board Chair advised that Board Vice-Chair Janz and Ms Sandra Woitas, Director of the Edmonton Public Schools Foundation, will be receiving a Queen Elizabeth II Diamond Jubilee Medal. Ms Woitas was chosen by the Premier for her significant contributions and achievements in the community.

## MINUTE BOOK

The Board Chair advised that, both she and Trustee Ripley, attended the Remembrance Day ceremony at the Butterdome on behalf of the Board. She added that Trustees also attended other ceremonies held at district schools. She commended the students for their exemplary efforts in honouring the sacrifices of the men and women who have gone before them and those who are still active in combat.

The Board Chair noted that November 20, 2012 is Universal Children's Day declared by the United Nations. In honour of this, the YMCA as well as a number of Edmonton City pools will open their doors on Sunday, November 18, 2012 for a free swim for children.

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

The Superintendent noted that this is National Bullying Awareness Week. The District has undertaken important action in the way of providing additional resources and supports for staff and students. Bullying Awareness Week is an important opportunity to highlight the needs and plight of students and staff members who are experiencing conditions, while in school, that can be quite damaging. He is very pleased with the efforts being undertaken by schools as well as central services staff in this regard. This is not only a national interest but a provincial one as well in relation to the *Education Act* which gives specific language around bullying. The Board has also placed an emphasis on making sure that we do everything we can to prevent bullying from occurring and to ensure that there are safe places for all students and staff. While this Bullying Awareness Week, this is activity that must be done on a daily basis.

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

### **F. Reports**

1. Report #1 of the Caucus Committee (From the Meeting Held November 6, 2012)

### **MOVED BY Trustee MacKenzie:**

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



## MINUTE BOOK

**MOVED BY Trustee MacKenzie:**

**“2. That the Board of Trustees approve the following key messages regarding next steps in developing the District Infrastructure Strategy:**

- **The Government of Alberta funds maintenance and buildings, and the funding is not sufficient to meet our infrastructure needs.**
- **The Board has identified the need for a district-wide strategy to address the pressing infrastructure needs facing Edmonton Public Schools.**
- **Edmonton Public Schools must take deliberate steps to address the significant amount of deferred maintenance that has accumulated and will continue to accumulate in the coming years.**
- **If Trustees do not take decisive action, the amount of deferred maintenance at Edmonton Public Schools will reach one billion dollars within the next decade.**
- **Development of a clear strategy would best position Edmonton Public Schools to address this challenge collaboratively with the provincial government**
- **Trustees will be working to develop a set of principles to guide Edmonton Public Schools’ infrastructure plans.”**

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

2. Motion re Council of School Councils

**MOVED BY Trustee Colburn:**

**“That the Administration create a Council of School Councils that will meet with the Board twice a year and provide advice on education issues.”**

**Trustee MacKenzie moved the following Substitute Motion:**

**“That the Administration work with the Alberta School Councils Association to create ward councils of school council representatives that meet with ward trustees twice a year and provide advice on educational issues.”**

MINUTE BOOK

**MOVED BY Trustee Ripley:**

*“That the Substitute Motion be amended to read: That the Administration work with the Alberta School Councils Association to ~~create ward~~ support high school catchment councils of school council representatives that meet with ~~ward~~ catchment trustees twice a year and provide advice on educational issues.”*

**MOVED BY Trustee Janz:**

*“That the motion be referred to the Community Relations Committee to return in January 2013 to ensure that the recommendation meets with the Board Work Plan.”*

**MOVED BY Trustee MacKenzie:**

*“That the referral motion be amended to read: That the motion be referred to the Community Relations Committee to return ~~in January 2013~~ at the end of the stakeholder mapping process to ensure that the recommendation meets with the Board Work Plan.”*

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

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

**OPPOSED:** Trustee Cleary

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

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

**The Amended Referral Motion was UNANIMOUSLY CARRIED.**

There was a break at this point in the meeting.

3. Policies Bulletin for the Alberta School Boards Association (ASBA) 2012 Fall Annual General Meeting

**MOVED BY Trustee Colburn:**

*“That the Board’s position, as proposed by the Alberta School Boards Association (ASBA) Issues and Resolutions Committee, with respect to each of the Alberta School Boards Association (ASBA) proposed policy positions be approved.” (UNANIMOUSLY CARRIED)*

## MINUTE BOOK

4. District Priorities and Governance Committee – Update to Terms of Reference

**MOVED BY Trustee Cleary:**

**“That the proposed District Priorities & Governance Committee Terms of Reference be revised and approved.” (UNANIMOUSLY CARRIED)**

5. District Priorities and Governance Committee – Trustee Survey
6. 2011-12 Edmonton Public Schools Student, Parent, Staff and community Satisfaction Survey Results
7. ASBA Second Language Caucus – Call for Representatives
8. Support for School Councils  
(Response to Trustee Request #222)
9. Status of Work on Special Needs Task Force Recommendations  
(Response to Trustee Request #231)

**MOVED BY Trustee Johner:**

**“That the following reports be received for information:**

- **District Priorities and Governance Committee – Trustee Survey**
- **2011-12 Edmonton Public Schools Student, Parent, Staff and community Satisfaction Survey Results**
- **ASBA Second Language Caucus – Call for Representatives**
- **Support for School Councils (Response to Trustee Request #222)**
- **Status of Work on Special Needs Task Force Recommendations (Response to Trustee Request #231)”**

**MOVED BY Trustee Hoffman:**

**“That Trustee Cleary’s name be put forward as the Board’s representative to serve on the Alberta School Boards Association (ASBA) Second Language Caucus.”**

**The Board Chair requested Waiver of Notice for the motion.**

**Waiver of Notice was UNANIMOUS.**

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

**The Motion was UNANIMOUSLY CARRIED.**

## MINUTE BOOK

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

**The Omnibus Motion was UNANIMOUSLY CARRIED.**

### 10. Bereavement

Vice-Chair Janz reported on the passing of Mr. James Durec.

**MOVED BY Trustee Janz:**

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

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

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, noted the following:

- Wrap and Roll Fundraiser - Volunteers are needed to man the coat check and gift-wrapping station in December at Kingsway Mall – all the proceeds will go to the Foundation.
- The Fashion Event in the west end is showcasing an exquisite collection of pewter and stainless functional art from South Africa on November 15, 2012 between 4:00 p.m. and 9:00 p.m. A percentage of all sales will go to the Foundation.
- The Teddy Bear Picnic will be held on November 29, 2012 at Tipaskan School to celebrate three full-day kindergarten programs made available by donations to the Foundation.
- The South Edmonton Business Association, through the work of Trustee Ripley, has selected the Foundation as their charity of choice for 2013.

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

Trustee Johner, the Board’s representative on ASBA Zone 23, advised that the next general meeting will be held on November 23, 2012 at the Executive Royal Inn West.

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

Trustee Cleary, the Board’s representative on the Capital Region Services to Children Linkages Committee, advised that she will provide a report at the next board meeting.

## MINUTE BOOK

Trustee Hoffman advised that Trustees have been scheduled to attend school results review meetings throughout this week. She noted that Trustees reviewed central service results this morning. These meetings which, review the results achieved as well as the plans for moving forward, are open to the public.

### **I. Trustee and Board Requests for Information**

Trustee Hoffman requested that a brief report be provided outlining the recent initiatives of the Seven Oaks School District presented at the 2012 Canadian School Boards' Association Conference that resulted in high school completion rates increasing by twenty per cent now approaching ninety per cent overall completion and some of the factors that led to those results.

**J. Notices of Motion** – None.

**K. Next Board Meeting Date:** Tuesday, November 27, 2012 at 2:00 p.m.

The meeting recessed at 4:35 p.m. and reconvened at 5:00 p.m.

Trustee Spencer was absent. All other Trustees were present.

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

The Board heard from the following pre-registered speakers:

- Ms Kathy Tachynski regarding the 2011-12 Edmonton Public Schools student, parent, staff and community satisfaction survey results – she also provided her written statement to the Board.
- Ms Michelle Martin regarding anti-bullying – she also provided written information to the Board.

### **L. Adjournment (5:10 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Cheryl Hagen, Acting Secretary-Treasurer