




# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

Board Meeting #18

McCauley Chambers  
Tuesday, April 9, 2013  
2:00 p.m.

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes
  - 1. DRAFT – Board Meeting #17 – March 19, 2013
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office (780-429-8021) is required by noon April 9, 2013 to speak under this item.)*
- H. Reports
  - 2. Motion re Special Tax Levy  
(Recommendation)
  - 3. Policy Review Committee: Revised Board Policy HK.BP – Student Assessment, Achievement and Growth  
(Recommendation)
  - 4. Staff Group Presentations re Proposed 2013-2014 Budget:  
**(NO ENCLOSURE)**
    - Edmonton Public Teachers           **3:00 p.m. – 3:15 p.m.**
    - CUPE Local 474                           **3:15 p.m. – 3:30 p.m.**
    - Exempt Staff                               **3:30 p.m. – 3:45 p.m.**

*NOTE: CUPE Locals 784 and 3550 will present April 23, 2013.*
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

**BOARD OF TRUSTEES**

Sarah Hoffman  
Board Chair

Michael Janz  
Board Vice-Chair

Heather MacKenzie  
Caucus Chair

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

**MINUTE BOOK**

**Board Meeting #17**

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

**Present:**

**Trustees**

Leslie Cleary  
David Colburn  
Sarah Hoffman

Michael Janz  
Cheryl Johner  
Heather MacKenzie

Catherine Ripley  
Ken Shipka  
Christopher Spencer

**Officials**

Edgar Schmidt  
Bruce Coggles  
David Fraser

Mark Liguori  
Ron MacNeil  
Roberta Malysh

Jamie Pallett  
Tanni Parker  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Heather Lightfoot

A. O Canada 

**Staff Group Representatives**

CUPE Local 474 – Felix De Los Santos, President

B. **Roll Call:** (2:05 p.m.)

The Superintendent advised that all Trustees were present.

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### **C. Approval of the Agenda**

The Board Chair advised that a report from the Caucus Committee to Board would be added to the agenda as the first item under Section I – Reports.

#### **MOVED BY Trustee Janz:**

**“That the agenda for the March 19, 2013 board meeting be approved as amended.” (UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair**

The Board Chair provided an update on the district budget planning and the proposed agreement with teachers announced by the Government. Based on the March 7, 2013 provincial budget, Edmonton Public Schools will see a three per cent reduction to revenue. For the remainder of the current school year, this means we will receive \$3 million less than expected. For next year, we will receive \$29 million less in revenue. In addition to less revenue, there will also be increased costs next year for staffing, supplies, equipment and services. Although the full impact of the budget on the District’s operations is still to be analysed, it is already known the current level of service will not be sustained. The proposed agreement with teachers is another major element of budgetary considerations, and carries with it increased costs for the District.

The Board Chair advised that March 21, 2013 is the Annual United Nations International Day for the Elimination of Racial Discrimination.

The Board Chair advised Rutherford School had made it to the finals of the “*Majesta Trees of Knowledge*” competition and is in the running to win a \$20,000.00 outdoor classroom. The school’s outdoor classroom project was selected as one of ten finalists from across Canada. Rutherford is the only school in Edmonton, and one of the only two Alberta schools, chosen for the final round of the competition.

The Board Chair advised that the April 2, 2013 board meeting has been cancelled. The next board meeting is scheduled for Tuesday, April 9, 2013 at 2:00 p.m.

The Board Chair advised the Board has approved the ideal candidate profile with respect to the search for a new Superintendent. The recruitment process has also been approved, and will be initiated in the coming weeks. Although the Board has approved a set of key competencies as part of the ideal candidate profile, there is a commitment to engage with key stakeholders in identifying which of these are most important to them; as such, plans are underway to provide district staff, students, parents and community partners with the

## MINUTE BOOK

opportunity to submit their input through a survey. This feedback will help to gain an even deeper picture of what qualities our next Superintendent should possess in order to successfully lead us into the future. Further information on the survey will be forthcoming.

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

The Superintendent reported that Ms Kim Hordal, a Comprehensive School Health Consultant, is the Edmonton Public Schools' winner of the Health and Physical Education Council (HPEC) Certificate of Commendation. She will be presented with her award during the HPEC Conference in Medicine Hat, May 4 – 6, 2013 and will also be featured in the conference program.

### **F. Minutes**

1. Board Meeting #16 – March 5, 2013

**MOVED BY Trustee Janz:**

**“That the minutes of Board Meeting #16 held March 5, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives - None**

### **H. Recognition**

2. Edwin Parr Teacher Awards

**MOVED BY Trustee Janz:**

**“That the report titled ‘Edwin Parr Teacher Awards’ be received for information.”**

The Superintendent announced Ms Michelle Jackson, a teacher at Eastglen School, as the District's nominee for the Edwin Parr Teacher Award.

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

## MINUTE BOOK

### **I. Reports**

Report #8 of the Caucus Committee (From the Meeting Held March 19, 2013)

**MOVED BY Trustee MacKenzie:**

- “1. That Report #8 of the Caucus Committee from the meeting held March 19, 2013 be received and considered.” (UNANIMOUSLY CARRIED)**

**MOVED BY Trustee MacKenzie:**

- “2. That the Board encourage the ASBA Board of Directors not recommend the proposed Framework Agreement Between the Parties: Her Majesty the Queen in Right of the Province of Alberta (Government), the Alberta Teachers’ Association (The Association) and the Alberta School Boards Association (ASBA)” of March 13, 2013, to ASBA member boards because it is not good for students and erodes democratic decision making.” (UNANIMOUSLY CARRIED)**

- 3. Motion re Social and Environmental Justice Initiatives Annual Event**

**MOVED BY Trustee MacKenzie:**

- “That beginning in the 2013-2014 school year, the District host an annual event to publicly showcase the social and environmental justice initiatives taking place across our District.”**

**The Board Chair called the question.**

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

**OPPOSED: Trustee Cleary**

**The Motion was CARRIED.**

**MINUTE BOOK**

4. Bylaw No. 2012-2013-1 – Trustee Campaign Disclosure Procedure

**MOVED BY Trustee Janz:**

- “1. That the School Trustee Candidates Election Campaign Disclosure Bylaw Number 2012-2013-1 (“the “Bylaw”) be introduced.” (UNANIMOUSLY CARRIED)**

**MOVED BY Trustee Janz:**

- “2. That the Bylaw be read for the first time.” (UNANIMOUSLY CARRIED)**

Trustee Janz read Bylaw Number 2012-2013-1 for the first time.

**MOVED BY Trustee Janz:**

- “3. That By-aw be read for the second time.” (UNANIMOUSLY CARRIED)**

Trustee Janz read Bylaw Number 2012-2013-1 for the second time.

**MOVED BY Trustee Janz:**

- “4. That, in accordance with the authority of Section 69 of the *School Act*, trustees unanimously agree to give the Bylaw a third reading at this meeting.” (UNANIMOUSLY CARRIED)**

**MOVED BY Trustee Janz:**

- “5. That the Bylaw be read for the third time.” (UNANIMOUSLY CARRIED)**

Trustee Janz read Bylaw Number 2012-2013-1 for the third time.

**MOVED BY Trustee Janz:**

- “6. That the Bylaw having been given three readings at this meeting, be passed.” (UNANIMOUSLY CARRIED)**

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### 5. Active Transportation Plans

**MOVED BY Trustee Janz:**

“That the report titled ‘Active Transportation Plans’ be received for information.”

**The Board Chair called the question.**

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

**OPPOSED:** Trustee MacKenzie

**The Motion was CARRIED.**

### 6. Pesticides (Response to Request for Information #258)

The Board heard from Mr. Travis Pulfer and Mr. Nigel Bowels with respect to this report. Mr. Pulfer and Mr. Bowels provided copies of their comments and background material.

**MOVED BY Trustee Colburn:**

“That the report titled ‘Pesticides (Response to Request for Information #258)’ be received for information.” (UNANIMOUSLY CARRIED)

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

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, reported that M.E. LaZerte students raised over \$9,000 last week participating in a wake-a-thon. She also reported that the *Ready to Frame* art fundraiser for the Foundation will be held on Thursday, April 4, 2013 at the Chateau Nova Kingsway, 159 Airport Road. This fundraiser will showcase art made by high school students from Amiskwaciy Academy, Eastglen, Jasper Place, J. Percy Page, M.E. LaZerte, Harry Ainlay, McNally, Old Scona, Ross Sheppard and Wagner schools.

Trustee Cleary, the Board’s representative on the Capital Region Services to Children Linkages Committee, reported on the key messages from the March 14, 2013 meeting and advised they would be posted on the Board Intranet System for Trustee information. The next Linkages Committee meeting is scheduled for April 11, 2013.

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Trustee Johner, reported that, on March 13, 2013, district schools collaborated to bring together Canadian Métis author and literacy advocate David Bouchard and Richard Wagamese, author and journalist from the Ojibway Wabasseemoong First Nation to facilitate a workshop for junior and senior high students. Both speakers reinforced the District's commitment to literacy through reading.

Trustee Colburn, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the Board of Directors meeting held March 14 and 15, 2013. Much of the discussions centred on the recently released Framework Agreement between the teachers and the Province. Three senior Alberta Education employees delivered a presentation on the budget and its implications. As a result of many of the regular business items being deferred, another meeting has tentatively been scheduled for April 2013 to deal with those items.

Trustee Johner, the Board's representative on ASBA Zone 23, Advocacy Committee, noted the MLA Advocacy event being held on Thursday, March 21, 2013.

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

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

Trustee Colburn requested the following information:

Provide information regarding the District's practices in supporting people with disabilities and answering the following questions:

- 1) Has the District assessed compliance with the "Convention on the Rights of Persons with Disabilities", ratified in March, 2010?
- 2) How does the District track the number of students experiencing disabilities? Does the District consider people accessing special needs education to be people experiencing disability?
- 3) How many people are experiencing disability that is people requiring accommodations for barriers, are employed in the District? How many of these people are teachers?
- 4) Does the District commit funding to support assessments and diagnosis of children experiencing disability? If yes, what would be a ball park estimate of this funding?



**MINUTE BOOK**

- 5) Does the District formally engage qualified people experiencing disability to advise the District on how to best create a language and environment of dignity and respect to support people with disabilities?

**M. Notices of Motion**

Trustee Ripley served notice of the following motion:

*That the Board herewith gives notice that, at the June 11, 2013 Board meeting, it will consider a resolution to hold a plebiscite related to a Special School Tax Levy in conjunction with the October 2013 Election.*

**N. Next Board Meeting Date: Tuesday, April 9, 2013 at 2:00 p.m.**

**O. Adjournment (4:25 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Roberta Malysh, Secretary-Treasurer

## BYLAW NO. 2012-2013-1

### A Bylaw to Require the Public Disclosure of Campaign Contributions and Campaign Expenses of Candidates for Trustee for The Board of Trustees of Edmonton School District No. 7

WHEREAS the Board of Trustees of Edmonton School District No. 7 (“Edmonton Public Schools”) believes that public disclosure of campaign finances provides for transparency and improves the accountability of candidates to the electorate;

AND WHEREAS Section 118(2) of the *Local Authorities Election Act*, R.S.A. 2000, Chapter L-21 provides that a school board may by bylaw require that candidates for trustee of a school board disclose to the public statements of all their campaign contributions and expenses;

AND WHEREAS Section 118(4) of the *Local Authorities Election Act*, R.S.A. 2000, Chapter L-21 provides that a person who contravenes a bylaw passed under section 118(2) is guilty of an offence and liable to a penalty of not more than \$1000;

NOW, THEREFORE, THE BOARD ENACTS AS FOLLOWS:

1. This Bylaw may be cited as “The School Trustee Candidates Election Campaign Disclosure Bylaw of The Board of Trustees of Edmonton School District No. 7”.
2. In this Bylaw:
  - (a) “campaign” means events or activities in, by, or on behalf of, a candidate for the purpose of promoting the election of the candidate.
  - (b) “campaign contribution” means any money paid or any donation in kind provided to or for the benefit of a candidate for the purpose of financing a campaign without compensation from the candidate, including, in support of any fundraising function for a candidate, money paid for admission charge, or ticket purchase paid for or fair market value of donated merchandise or auction items, or any other donation in kind except volunteer labour.
  - (c) “campaign expense” means money spent or liabilities incurred other than an expense relating to a recount in respect of the election; and
  - (d) “campaign period” means the period of time between consecutive general elections of the Board, except, where a by-election is held, it means the period of time between the by-election and the preceding general election.
  - (e) “candidate” means any person who files nomination papers with the Returning Officer of The City of Edmonton for any election or by-election for trustee of the Board.

- (f) “contributor” means an individual, organization, or corporation providing a campaign contribution.
  - (g) “donation in kind” means the fair market value of goods and services donated or provided by or on behalf of a candidate during a campaign period for the purpose of an election but does not include volunteer labour.
  - (h) “fundraising function” means events or activities held for the purposes of raising funds for an election campaign of the person by whom or on whose behalf the function is held.
  - (i) “Returning Officer” means the person appointed by City of Edmonton Council to act as Returning Officer pursuant to the *Local Authorities Elections Act*.
3. A candidate shall keep complete and proper accounting records of all campaign contributions received and all campaign expenses incurred during the campaign period.
4. The candidate is responsible for ensuring that:
- (a) proper records are kept of all campaign contributions and campaign expenses incurred during the campaign period;
  - (b) a record is kept of the value of every campaign contribution, whether in the form of money, goods or services, and of the name and address of the contributor;
  - (c) receipts are issued for every campaign contribution accepted.
5. All Candidates shall file with the Returning Officer on or before the first working day of March in the year immediately following the year in which an election for Trustees to the Board has been held, or in the case of a by-election, within 90 days after the by-election, a disclosure statement in the prescribed form, which must include:
- (a) a statutory declaration in the form of Schedule “A” to this Bylaw, stating their campaign contributions and campaign expenses; and
  - (b) a list, in the form of Schedule “B” to this Bylaw, of:
    - (i) each contributor whose cumulative campaign contributions exceed \$100.00;
    - (ii) the amount of each contributor’s cumulative campaign contribution(s) under the appropriate heading; and
    - (iii) if no cumulative campaign contribution exceeded \$100.00, then Schedule “B” must still be completed and marked “Nil”.
6. All records of a candidate shall be retained by that candidate for a period of two years following the date on which the financial statements or statutory declarations were required to be filed under this Bylaw.

7. The Returning Officer shall forward for information, a letter summarizing campaign contributions and campaign expenses of candidates and all documents filed pursuant to this Bylaw to the Office of the Secretary-Treasurer for the Board within forty-five (45) days of the prescribed filing date or within thirty (30) days following the receipt of the information, whichever is later.
8. All documents filed with the Returning Officer pursuant to this Bylaw are public record upon the expiration of the time prescribed by this Bylaw for the filing of same and may on request be inspected at the offices of the Board at the Centre For Education, One Kingsway, Edmonton, during normal office hours and may be available to the public through other media.
9. The Returning Officer shall make provision for each prospective candidate to have access to this Bylaw.
10. This Bylaw comes into force upon receiving third reading.

READ A FIRST TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2013

READ A SECOND TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2013

READ A THIRD TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2013

\_\_\_\_\_

Chair, Board of Trustees

Sarah Hoffman

\_\_\_\_\_

Secretary-Treasurer

Roberta Malysh

# SCHEDULE "A"

## CAMPAIGN DISCLOSURE - STATEMENT OF REVENUES AND EXPENSES TRUSTEE CANDIDATES FOR EDMONTON PUBLIC SCHOOLS

I, \_\_\_\_\_  
(name)

of \_\_\_\_\_  
(street address or legal land description of candidate's residence)

in the Province of Alberta, do solemnly declare:

1. That I was a candidate for the position of Trustee for The Board of Trustees of Edmonton School District No. 7 in the election (or by-election, as the case may be) held on the \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_.

2. That the following is a true account of all the campaign contributions and campaign expenses incurred by me or by my agent on my behalf in respect of the aforesaid election:

a) Campaign Contributions:

i) Total amount of contributions of \$100.00 or less \$ \_\_\_\_\_

ii) Total amount of all contributions of \$100.01 and greater  
(Together with the contributor's name  
and amount on the attached listing) \$ \_\_\_\_\_

NOTE: For lines i and ii, include all campaign contributions as defined in section 2(b) of this Bylaw.

iii) Net Contributions (add lines i and ii) \$ \_\_\_\_\_

b) Other Sources:

iv) Total amount contributed out of candidate's own funds \$ \_\_\_\_\_

c) TOTAL CAMPAIGN REVENUE (add lines iii and iv) \$ \_\_\_\_\_

- d) Campaign Expenses Incurred:
- v) Nomination Deposit (if not refunded) \$ \_\_\_\_\_
  - vi) Fundraising Costs \$ \_\_\_\_\_
  - vii) Advertising/Printing \$ \_\_\_\_\_
  - viii) Office/Facility Space Rental \$ \_\_\_\_\_
  - ix) Office Administration \$ \_\_\_\_\_
  - x) Office Supplies and Equipment \$ \_\_\_\_\_
  - xi) Electoral Materials (Maps, List of Electors, etc.) \$ \_\_\_\_\_
  - xii) Food and Beverages/Entertainment \$ \_\_\_\_\_
  - xiii) Telephone/Communications/Utilities \$ \_\_\_\_\_
  - xiv) Insurance \$ \_\_\_\_\_
  - xv) Distribution/Postage \$ \_\_\_\_\_
  - xvi) Transportation \$ \_\_\_\_\_
  - xvii) Other (Detail) \$ \_\_\_\_\_
- e) TOTAL CAMPAIGN EXPENSES \$ \_\_\_\_\_
- f) SURPLUS (DEFICIT) of Campaign Revenues  
Over Campaign Expenses (deduct line e from line c) \$ \_\_\_\_\_

3. That I have no reason to believe that any monies other than those listed above have been expended by me or with my authority and consent or by any person for the purpose of assisting me in the election.
4. That I make this solemn declaration conscientiously, believing it to be true and knowing that it is of the same force and effect as if made under oath.

Declared before me at  
in the province of Alberta  
this      day of      20 .

\_\_\_\_\_  
(Signature of Candidate)

\_\_\_\_\_  
(To be declared before a Justice of the Peace  
Notary Public, or a Commissioner of Oaths, etc.)

# SCHEDULE "B"

## LISTING OF CUMULATIVE CAMPAIGN CONTRIBUTIONS FROM CONTRIBUTORS IN EXCESS OF \$100.00

I have accepted campaign contributions in excess of \$100.00 towards my campaign expenses from the following contributors and in the following cumulative amounts:  
(Use additional space on reverse if required)

Contributor Name	Contributor Address	Money Donation	Donation in Kind	Total

I have no reason to believe that any cumulative campaign contributions from any contributor in excess of \$100.00 have been received or expended for the purpose of assisting me in the Election other than those listed above.

**IT IS AN OFFENCE TO SIGN A FALSE STATEMENT**

Signature: \_\_\_\_\_

SCHEDULE "B", Page 2

LISTING OF CUMULATIVE CAMPAIGN CONTRIBUTIONS  
FROM CONTRIBUTORS IN EXCESS OF \$100.00

Contributor Name	Contributor Address	Money Donation	Donation in Kind	Total



**DATE:** April 9, 2013

**TO:** Board of Trustees

**FROM:** Trustee Catherine Ripley

**SUBJECT:** Motion re Special Tax Levy

**REFERENCE:** March 19, 2013 Board Meeting  
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

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#### ISSUE

Notice of motion was served at the March 19, 2013 board meeting.

#### RECOMMENDATION

**That the Board herewith gives notice that, at the June 11, 2013 Board meeting, it will consider a resolution to hold a plebiscite related to a Special School Tax Levy in conjunction with the October 2013 Election.**

#### BACKGROUND

Edmonton Public Schools (EPSB) receives the majority of its funding from the Government of Alberta. Other revenue sources for EPSB include:

- a) fees (e.g., fees for various school activities, student transportation fees, international student tuition, adult education fees),
- b) other sales and services provided by EPSB, (e.g., lease revenue, recoveries for secondments, one time grants, employee parking); and
- c) other (e.g., gifts and donations, school fundraising, rental of facilities, Edmonton Public Schools Foundation donations).

An additional revenue source available to the District is the Special School Tax Levy outlined in Section 190 of the *School Act*, which allows school boards to requisition revenue beyond those provided by the Province. Boards are required, though, to pass a resolution to authorize a plebiscite to obtain electorate approval for such a levy. The amount of the special levy cannot exceed 3% of the Board's budget for the year in which the plebiscite is held. Attachment 1 provides the full details about the parameters and process of the Special School Tax Levy.

#### RELATED FACTS

- EPSB revenue for 2013-2014 is projected to be approximately 3% less than the 2012-2013 revenue. Any reduction in revenue impacts the level of service provided to students.
- EPSB has received no funding for major capital projects since 2011, and its infrastructure maintenance deficit is currently estimated to be \$257 million.
- At least 60 days prior to considering a resolution for a plebiscite, the Board must give public notice to eligible voters of the board's intention to meet and consider the resolution. The June 11<sup>th</sup> public board meeting is 63 days from April 9<sup>th</sup>.
- The maximum amount of a levy can be up to a maximum of 3%. Based on the 2012-2013 approved budget, a 1% tax levy would generate \$9,482,775; 2% - \$18,965,550; 3% - \$28,448,325.

- The potential impact of a levy on a property owner will not be known until after April 16th. However, in a [March 23, 2010](#) Board report (Response to Board Request for Information #280), it was noted that, to raise \$24 million per year, education taxes would have to increase each year by \$21/year for every \$100,000 in assessed value.
- A plebiscite for a Special School Tax Levy can only be held during an election year.

**CONSIDERATIONS & ANALYSIS**

Recognizing that the provincial funding for EPSB operations has been reduced for 2013-2014 and remains uncertain for the next four years, and in its stewardship role for the welfare of current and future students, considering a Special School Tax Levy at this time is prudent. The opportunity to even consider this additional source of revenue comes only at election periods; the Board should take advantage of this window of opportunity.

Approving this motion gives the required 60-day notice to the public school electors that the Board will debate the advisability of asking them to approve a Special School Tax Levy through a plebiscite in the October 2013 Election. By June 11<sup>th</sup>, the Board and the public will have a complete understanding of the 2013-2014 budget and its impact on next year's level of service to children as well as implications for future budgets. The Board will also have been able to ascertain that all possible cost-saving measures were considered in the development of the budget.

Practically, making such a decision before the summer recess during a regularly scheduled business meeting avoids calling a special meeting in mid-August. Also, if the Board votes in favour of holding a plebiscite, the City of Edmonton's Returning Officer will then have sufficient time to prepare the ballots. It also means that, during the fall election period, public school trustee candidates and the electors can discuss the plebiscite, the reasons behind it, and the implications of public school electors accepting or rejecting a Special School Tax Levy.

The Special School Tax Levy, if approved by public school electors, would allow for the execution of a public-approved plan that allocates the additional revenue for a specific purpose, thus providing certainty and predictability in the chosen area of allocation.

**NEXT STEPS**

- If this motion is approved, the Board will need to discuss the amount of the Special School Tax Levy, the length of time for the levy, and the various options for what such additional revenue might be allocated in order that a specific resolution, meeting all requirements, can be debated June 11<sup>th</sup>.
- As per Attachment 1 (page 6), prior to May 13<sup>th</sup>, Municipal Affairs needs to be contacted to discuss the potential impact of a levy on the municipality and jurisdiction, and by May 21<sup>st</sup>, coordination with the City of Edmonton's Returning Officer needs to happen (so all will be ready should the resolution to hold a plebiscite pass on June 11<sup>th</sup>).

**ATTACHMENTS & APPENDICES**

ATTACHMENT I [Special School Tax Levy Information Package](#)

# SPECIAL SCHOOL TAX LEVY

## INFORMATION PACKAGE

**Business Operations & Stakeholder Support**  
**Alberta Education**  
**8<sup>th</sup> Floor Commerce Place**  
**10155 102 Street**  
**Edmonton Alberta T5J 4L5**

**Grants and Education Property Tax**  
**Alberta Municipal Affairs**  
**17<sup>th</sup> Floor Commerce Place**  
**10155 102 Street**  
**Edmonton Alberta T5J 4L4**

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## 1. CONTACTS

Staff in the Business Operations & Stakeholder Support Branch at Alberta Education assist with the process of requisitioning revenues, beyond those provided by government, with a Special School Tax Levy. They are available to assist you with application of the relevant legislation, passing of a resolution, and timelines for the plebiscite. Branch staff also provides supporting legislation and requisite forms for the process.

**Address:** Business Operations & Stakeholder Support Branch  
Alberta Education  
8<sup>th</sup> Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L5  
**Phone:** 780-427-2055 (Toll Free at 310-0000)  
**Facsimile:** 780-644-5799

Staff in the Grants and Education Property Tax Branch at Municipal Affairs can assist with determining the distribution of a board's requisition among affected municipalities, estimating the impact of the levy on property taxpayers, and can assist municipalities with calculating the Special School Tax Levy rates.

**Address:** Grants and Education Property Tax Branch  
Alberta Municipal Affairs  
17<sup>th</sup> Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L4  
**Phone:** 780-422-7125 (Toll Free at 310-0000)  
**Facsimile:** 780-422-1016

## 2. INTRODUCTION

The purpose of this information package is to inform public and separate school jurisdictions of the process when considering a Special School Tax Levy.


For more information on legislation that governs the process, please refer to the *School Act*, the *Special School Tax Levy Plebiscite Regulation*, the *Local Authorities Election Act* and the *Municipal Government Act*.


A Special School Tax Levy allows public and separate school boards to requisition revenues beyond those provided for by government. The *School Act* enables public and separate school boards to pass a resolution to authorize a plebiscite to obtain the approval of the electors of that district or division for a Special School Tax Levy. The amount of the levy cannot exceed three per cent of the budget of the board in the year the resolution is passed and cannot be in effect for more than four years, ending December 31 of the year of the next general election. Money raised through the levy can only be used for the purpose outlined in the resolution.


### A. SPECIAL SCHOOL TAX LEVY PROCESS


Section 190 of the *School Act* provides that the board may hold a Special School Tax Levy plebiscite of the eligible electors of a district or division. Under Section 193(3) of the *School Act* the eligible voters in the plebiscite are the persons eligible to vote at the general election for members of the board that passed the resolution, (the “Eligible Voters”).


Sections 190 to 193 of the *School Act* describe the process available to school boards when considering a Special School Tax Levy plebiscite. The process involves a number of specific steps and it is essential that the following steps and timelines are completed in accordance with the legal requirements in the *School Act*. The process and results of the vote may be challenged by an elector if all of the requirements are not met.


 Step 1 – The school jurisdiction contacts Municipal Affairs to obtain municipal contact information for the municipalities that may be affected by the Special School Tax Levy, and to determine the potential impact of the levy that could apply to each municipality.


 Step 2 – The school jurisdiction contacts the potentially affected municipalities within the school jurisdiction with the levy amount that could be applied so that each municipality may calculate local Special School Tax Levy rates.

 Step 3 – At least 60 days prior to considering a resolution for a plebiscite, the board must give public notice to eligible voters of the board’s intention to meet and consider the resolution. To meet this deadline, the notice would have to be scheduled prior to mid-June. (NOTE: Calculation of the exact dates must be based on when the actual general election date is scheduled to be held).

 Step 4 – At least 60 days before the general election day, the board must pass a resolution to hold a plebiscite at a general public meeting of the board. To meet this deadline, the meeting would have to be scheduled in mid-August.

 Step 5 – During the 30 days immediately before the general election date the board is required, by public notice, to provide the information in the prescribed Form 20A. This includes a yearly estimate of the amount that would be raised by the Special School Tax Levy, the number of years for which the Special School Tax Levy would apply, and the purpose of the Special School Tax Levy. To meet the deadline, the notice would have to be made in Mid-September.

 Step 6 – Unless the plebiscite is withdrawn prior to the date of the general election, the plebiscite is held on the day of the general election.

 Step 7 – If the plebiscite receives a “yes” vote from more than 50 per cent of the electors voting on the Special School Tax Levy, the levy will be imposed on the declared property (or undeclared in the case of individually owned property) contained within the geographical area governed by the school jurisdiction for education purposes.

### 3. IMPORTANT DATES TO REMEMBER WHEN CONSIDERING A 2013 SPECIAL SCHOOL TAX LEVY

**NOTE: CALCULATION OF THE EXACT DATES MUST BE BASED ON WHEN THE  
ACTUAL GENERAL ELECTION DATE IS SCHEDULED TO BE HELD.**

Prior to; Monday, May 6, 2013	Review the <i>School Act (SA)</i> , the <i>Special School Tax Levy Plebiscite Regulation (SSTLP Reg.)</i> , the <i>Local Authorities Election Act (LAEA)</i> , and the <i>Municipal Government Act (MGA)</i> .
Prior to; Monday, May 13, 2013	Contact Municipal Affairs to discuss the potential impact of the Special School Tax Levy on the municipality and jurisdiction, and for the municipal contact information.
Tuesday, May 21, 2013	Coordinate with each affected municipality's returning officer, if plans are to proceed with a question on the ballot.
Sunday, June 23, 2013	Last day to give public notice of the board's intention to meet and consider a resolution to authorize the holding of a plebiscite (Section 190(2) SA).
Thursday, August 22, 2013	Last day to hold a public meeting and pass a resolution to authorize the holding of a plebiscite (Section 190(1) SA).
Sunday, October 20, 2013	Last day to withdraw a plebiscite by resolution, (Section 190(4) SA).
Monday, October 21, 2013	<b>Election Day</b>
Friday, October 25, 2013	Returning officer must post results of plebiscite vote by noon at the office of each local jurisdiction and advise the relevant Minister's Deputy Minister, (Section 96 LAEA).



## A. CALENDAR OF EVENTS FOR A 2013 SPECIAL SCHOOL TAX LEVY

**MAY**

**2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 <b>COMPLETE Review</b> - SA - SSTLP Reg. - LAEA - MGA	7	8	9	10	11
12	13 <b>COMPLETE Contact with</b> Municipal Affairs re: - Impact of Levy - Municipal Contact info	14	15	16	17	18
19	20	21 <b>CONTACT</b> Municipality re: - Calculation - Apply rates	22	23	24	25
26	27	28	29	30	31	

**JUNE**

**2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 <b>LAST DAY</b> to give public notice of the board's intent to consider a resolution	24	25	26	27	28	29
30						

**JULY****2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**AUGUST****2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 <b>LAST DAY</b> to hold a public meeting and pass a resolution	23	24
25	26	27	28	29	30	31

**SEPTEMBER****2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**OCTOBER****2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20 <b>LAST DAY</b> to withdraw a plebiscite by resolution	21 <b>ELECTION</b> <b>DAY</b>	22	23	24	25 <b>POST</b> <b>RESULTS</b> of plebiscite vote by noon	26
27	28	29	30	31		

#### 4. SPECIAL SCHOOL TAX LEVY FREQUENTLY ASKED QUESTIONS

- Q. Which jurisdictions may raise additional funds by way of a Special School Tax Levy?  
A. Only public and separate boards can pass a resolution, under Section 190 of the *School Act*, to authorize a plebiscite to obtain the approval of electors of that district or division for a Special School Tax Levy. Under Section 4 of the *School Act*, Francophone boards cannot impose a Special School Tax Levy.
- Q. How are local Special School Tax Levy rates calculated?  
A. The potentially affected municipalities within the school jurisdiction boundaries calculate and apply the local Special School Tax Levy rates, (Section 164(1)(b) and Section 192(1) of the *School Act*).
- Q. When should a school jurisdiction consider a Special School Tax Levy?  
A. There may be instances in which a school jurisdiction and electors may want to raise additional funds beyond those provided by government, for a specific purpose. A resolution must be passed at least 60 days before the general election, (Section 193(1) of the *School Act*).
- Q. When can a school jurisdiction impose a Special School Tax Levy?  
A. School jurisdictions must first pass a resolution to authorize a plebiscite and the majority of the electors of the district or division must vote in favour of the Special School Tax Levy, (Section 190(1) and 192(1) of the *School Act*).
- Q. Why must there be a resolution to authorize a plebiscite and electors vote in favour of a plebiscite?  
A. Raising funds in this manner ensures that taxpayers support the purpose for additional payments they will make and that these dollars are used for the purpose for which they were intended, (Section 191(3) of the *School Act*).
- Q. How does the jurisdiction keep its electors informed of the Special School Tax Levy?  
A. The jurisdiction keeps its electors informed from the beginning to the end of the process by way of public meetings and notices, (Section 190 of the *School Act*, and Sections 1 and 2 of the *Special School Tax Levy Plebiscite Regulation*).
- Q. When should the jurisdiction post and publish the public notices?  
A. During the 30 days immediately before the election date, the public notice must be posted and published in the prescribed Form 20A at least once a week for two weeks, (Section 271(1) and 271(2) of the *School Act*, and Section 35(2) of the *Local Authorities Election Act*).
- Q. Can an elector provide notice to change their school support declaration after a school board passes a resolution to hold a plebiscite for a Special School Tax Levy?  
A. In general, an individual may not change their school support declaration or withdraw a notice already given on or after the date on which the board of a school district or division passes a resolution authorizing a plebiscite (Section 156(4) of the *School Act*).

The exceptions to this general rule are found in section 156(4) of the *School Act*, where an individual may only change the school support declaration if the board withdraws the resolution or the plebiscite is not supported by the majority of electors. If the plebiscite is successful, then the individual may not change their school support declaration until the taxable period of the levy ends or public notice is given that a board intends to pass a resolution for another Special School Tax Levy, whichever occurs first.

Q. What is the maximum amount of a Special School Tax Levy?

A. The amount of a Special School Tax Levy can be up to a maximum of three per cent of the board's budget for the year in which the resolution is passed, (Section 191(1) of the *School Act*).

Q. What can the money raised by way of a Special School Tax Levy be used for?

A. The money raised through a Special School Tax Levy can only be used for the purpose outlined in the jurisdiction's resolution, (Section 191(3) of the *School Act*).

Q. How long is a Special School Tax Levy in effect?

A. A Special School Tax Levy is in effect for a maximum four year period, ending on December 31 of the year of the next general election, (Section 191(2) of the *School Act*). Any subsequent Special School Tax Levy would require another successful plebiscite.

Q. What kind of information must be provided when giving public notice?

A. When commencing with Step 3, public notice must be in accordance with Section 190.2 of the *School Act*. It is recommended that the public notice include the same information outlined in Section 2 of the *Special School Tax Levy Plebiscite Regulation*. When commencing with Step 5, the public notice must be in accordance with Section 271 of the *School Act* and Sections 1 and 2 of the *Special School Tax Levy Plebiscite Regulation*, using the prescribed Form 20A.

Q. Who is responsible for collecting the additional funds if electors support the plebiscite?

A. Boards will requisition the amount of the Special School Tax Levy from the municipalities involved. The collection of the Special School Tax Levy is the responsibility of the municipalities, who then forward it to the school board, (Section 164(1)(b) and Section 192(1) of the *School Act*).

Q. How does a municipality know what amount to pay to the district or division if electors support the plebiscite?

A. Each affected municipality is required to pay the amount of the board's requisition. The affected municipalities are required to levy the amount of the requisition required by the board on the assessable property of the electors of that district or division, (Sections 179, 180, 181 of the *School Act*, Section 355 of the *Municipal Government Act*).

Q. Can a jurisdiction withdraw its plebiscite for a Special School Tax Levy?

A. The jurisdiction may withdraw its plebiscite by way of a resolution at any time up to the date on which the plebiscite is to be held, (Section 190(4) of the *School Act*).

- Q. What should the ballot look like if the plebiscite is passed by a resolution?
- A. The ballot to be used for a plebiscite for a Special School Tax Levy is set out in the schedule to the *Special School Tax Levy Plebiscite Regulation*. It simply asks electors to indicate if they approve of the Special School Tax Levy (yes or no). This ballot would only be used in the year in which a general election is held under the *Local Authorities Election Act*.
- Q. How does the jurisdiction notify the Deputy Minister of the results of the plebiscite?
- A. The returning officer must forward a signed statement showing the number of votes for and against the plebiscite to the relevant Minister's Deputy Minister. (Section 96 of the *Local Authorities Election Act*)
- Q. Can an elector contest the validity of a vote on a bylaw or question, such as the Special School Tax Levy plebiscite?
- A. Any elector can contest the validity of a vote on a bylaw or question and the issue may be tried by the Court, (Section 126 of the *Local Authorities Election Act*).
- Q. Where can I find the links to the legislation and prescribed form referred to in this information package?
- A. All of the links to the legislation can be found on the Queen's Printer and Alberta Education website:

*School Act* –

[http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg\\_type=Acts&isbncln=9780779733941](http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941)

*Special School Tax Levy Plebiscite Regulation* –

[http://www.qp.alberta.ca/574.cfm?page=1998\\_094.cfm&leg\\_type=Regs&isbncln=9780779735471](http://www.qp.alberta.ca/574.cfm?page=1998_094.cfm&leg_type=Regs&isbncln=9780779735471)

*Local Authorities Election Act* –

[http://www.qp.alberta.ca/574.cfm?page=L21.cfm&leg\\_type=Acts&isbncln=9780779725687](http://www.qp.alberta.ca/574.cfm?page=L21.cfm&leg_type=Acts&isbncln=9780779725687)

*Municipal Government Act* –

[http://www.qp.alberta.ca/574.cfm?page=M26.cfm&leg\\_type=Acts&isbncln=9780779744916](http://www.qp.alberta.ca/574.cfm?page=M26.cfm&leg_type=Acts&isbncln=9780779744916)

*Prescribed Form 20A* –

<http://education.alberta.ca/media/305920/20a.pdf>

## **5. COMPLETING FORMS AND BALLOTS**

### **APPENDIX A: FORMS AND BALLOTS**

There is a prescribed form and ballot that must be completed entirely and accurately to validate the Special School Tax Levy process. The following are examples of the form and ballot to be used:

**SPECIAL SCHOOL TAX LEVY PLEBISCITE PUBLIC NOTICE FORM 20A**

Form 20A

**SPECIAL SCHOOL TAX LEVY PLEBISCITE  
PUBLIC NOTICE**

**School Act, Sections 271 & 276  
Special School Tax Levy Plebiscite Regulation, A.R. 94/1998**

ATTENTION: ELECTORS of \_\_\_\_\_  
(Name of District or Division)  
\_\_\_\_\_  
No. \_\_\_\_\_  
(Specify a Separate School Jurisdiction)

TAKE NOTICE that: The Board of Trustees of the above District/Division is seeking the approval of electors to levy an additional \$ \_\_\_\_\_ per year for a period of \_\_\_\_\_ year/years through a special school tax levy.  
(amount) (number)

The funds raised will only be used for:

If this special school tax levy is supported by a majority of electors, it will result in an additional tax of approximately \$ \_\_\_\_\_ per year for a period of \_\_\_\_\_ year/years for a property valued at \$100 000 for tax purposes.  
(amount) (number)

The Board of Trustees will present the question of a special school tax levy to its electors at the election for school trustees to be held on \_\_\_\_\_  
(date of election)

\_\_\_\_\_  
Secretary-Treasurer/Treasurer Name of School District or Division

Public Notice  
271 (1) Subject to this Act, when public notice, other than notice of a public meeting under Section 269, is required to be given under this Act, the notice shall be given  
(a) by posting it in 5 or more conspicuous places to which the public has normal and regular access, and  
(b) by publishing it, at the same time the notice is posted, in a newspaper circulating within the district or division at least once a week for 2 weeks.  
(2) A notice given under this section shall be in a form prescribed by the Minister.

# SPECIAL SCHOOL TAX LEVY PLEBISCITE REGULATION

(Consolidated up to 181/2008)

ALBERTA REGULATION 94/98

School Act

## SPECIAL SCHOOL TAX LEVY PLEBISCITE REGULATION

### Table of Contents

- 1 Date of public notice
- 2 Content of public notice
- 3 Ballot
- 4 Repeal
- 5 Expiry

### Schedule

#### **Date of public notice**

- 1 If a board passes a resolution authorizing a plebiscite under section 190 of the *School Act*, the board shall give public notice in accordance with section 271(1) of the *School Act* of the board's resolution during the 30 days immediately before the date on which the plebiscite is to be held.

AR 94/98 s1;251/2001

#### **Content of public notice**

- 2 The public notice under section 1 shall state
  - (a) the amount per year the board estimates would be raised by the special school tax levy,
  - (b) the number of years for which the special school tax levy would apply, and
  - (c) the purpose for which the funds raised by the special school tax levy would be used by the board.

#### **Ballot**

- 3 A ballot used in a plebiscite authorized under section 190 of the *School Act* shall be in the form set out in the Schedule to this Regulation.

AR 94/98 s3;251/2001

#### **Repeal**

- 4 The *Special School Tax Levy Plebiscite Regulation* (AR 78/95) is repealed.

#### **Expiry**

- 5 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be re-passed in its present or an amended form following a review, this Regulation expires on October 31, 2013.

AR 94/98 s5;63/2003;181/2008



## SCHEDULE FORM BALLOT

### Schedule Form Ballot

The Board of Trustees of  (school jurisdiction)  No.   is seeking the approval of electors to levy an additional \$ (amount) per year for a period of (number) year/years through a Special School Tax Levy.

The funds raised will be used for:

Do you approve?

- Yes, I am in favour of this Special School Tax Levy.
- No, I am against this Special School Tax Levy.

**DATE:** April 9, 2013

**TO:** Board of Trustees

**FROM:** Trustee Catherine Ripley, Chair, Policy Review Committee  
Trustee Dave Colburn, Policy Review Committee  
Trustee Sarah Hoffman, Policy Review Committee

**SUBJECT:** Revised Board Policy HK.BP – Student Assessment, Achievement and Growth

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

**RESOURCE STAFF:** Sandy Forster, John Macnab, Anne Sherwood

**REFERENCE:** N/A

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**ISSUE**

A review of Board Policy HK.BP – Student Achievement and Growth was directed by a Board supported motion on June 26, 2012: *That the Board direct the Policy Review Committee to review policies related to student assessment to ensure clarity, consistency and to ensure students are held to high standards. The policy will also ensure that students must demonstrate proficiency and understanding in relation to Alberta Education’s required curriculum.*

**RECOMMENDATION**

**That revised Board Policy HK.BP – Student Assessment, Achievement and Growth (Attachment I) be considered for the second time.**

**BACKGROUND**

At the December 11, 2012, board meeting, the draft Board Policy HK.BP - Student Assessment, Achievement and Growth (Attachment II) was considered for the first time and approved for posting on the district website for stakeholder input. The Board received 1,676 responses to the web survey. Of the respondents, 84 per cent were from the City of Edmonton, 14 per cent from the Greater Edmonton Area and two per cent responded other. A summary of the feedback is included in Attachment III.

On January 29, 2013, the Board hosted a teleconference to create an additional opportunity for input. There were 22 participants for the teleconference - nine parents, four staff, four media, four Trustees and one student. Key themes were recorded and are included in Attachment IV.

Input was also received in the form of letters and/or emails. All input was reviewed and considered in the attached draft of HK.BP – Student Assessment, Achievement and Growth.

Current Board Policy HK.BP – Student Achievement and Growth is attached (Appendix I).

**RELATED FACTS**

The December 2012 draft policy has been updated to respond to comments made in the public consultation process. In summary, the following areas of the policy were adjusted in response to input from public consultation:

- Additional terms were added to the Definitions section.
- Stronger ties between assessment, evaluation and growth, to the outcomes in the Alberta programs of study were made. These are the outcomes to which all students in Alberta are held accountable.
- Inclusion of the Individual Program Plan (IPP) to ensure application of the policy to all students, specifically those not working on the graded curriculum.
- More specificity in the Expectations section to address the issue of varied practice that was reported by respondents. This includes reference to assessment and/or evaluation against the outcomes in the programs of study and communication to parents/guardians related to assignments that have not been submitted.
- Specific reference to the principal having responsibility to ensure consistent and reliable assessment and evaluation processes within the school and to supervise the evaluation and advancement of students.
- Specific reference to the role of the teacher as determinant of the students' final level of achievement and responsibility for communicating achievement to parents.
- Inclusion of phrasing in the Purpose section that outlines the role of assessment and evaluation in the teaching/learning cycle.
- Inclusion of an expectation related to bias-free assessments as it is an overarching value related to how students are assessed that is currently referenced in other policies.
- Inclusion of a reference for the ability of a high school student to challenge a course.
- Removal of redundancies throughout the document.

One aspect that is not addressed in the current policy is related to the manner in which competencies such as responsibility, creativity and accountability will be assessed. Through the Curriculum Redesign process currently underway in Alberta Education, competencies including creativity and responsibility will be defined, woven into the programs of study as outcomes and will have assessment criteria. As the policy links assessment to the outcomes in the programs of study, as new outcomes are developed and implemented, including those of competencies, the policy will remain relevant.

**OPTIONS**

1. The Board considers HK.BP – Student Assessment, Achievement and Growth for the second time, approves the recommendation and schedule the third consideration and approval to a subsequent board meeting.
2. The Board considers HK.BP – Student Assessment, Achievement and Growth for the second time and may make amendments and schedule the third consideration and approval to a subsequent board meeting.
3. The Board considers HK.BP – Student Assessment, Achievement and Growth for the second time and provides direction to the Policy Review Committee to consider further changes and to bring a revised draft HK.BP – Student Assessment, Achievement and Growth for third consideration and approval to a subsequent board meeting.

**CONSIDERATIONS & ANALYSIS**

The review of current HK.BP – Student Achievement and Growth was initiated by a board motion on June 26, 2012. The revised policy clarifies the values that the Board holds in relation to assessment and/or evaluation, and sets out expectations for students and staff.

The policy also provides clarity related to “high standards” referred to in the motion in that it refers to achievement related to key learner outcomes outlined in the Alberta programs of study.

Direction to district staff related to consistent assessment and/or evaluation practices will be further clarified through an accompanying administrative regulation.

**NEXT STEPS**

1. HK.BP – Student Assessment, Achievement and Growth is put on a subsequent board agenda for third reading and approval.
2. The Administration will revise the supporting administrative regulation as needed.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I	Draft Board Policy HK.BP – Student Assessment, Achievement and Growth
ATTACHMENT II	December 11, 2012, Draft Policy HK.BP - Student Assessment, Achievement and Growth, with markup
ATTACHMENT III	Summary of Feedback from Stakeholder Input
ATTACHMENT IV	Summary of Feedback from Teleconference
APPENDIX I	Current Board Policy HK.BP – Student Achievement and Growth

TP:ja

**CODE:** HK.BP  
**TOPIC:** Student Assessment, Achievement and Growth

**EFFECTIVE DATE:** dd-mm-yyyy  
**ISSUE DATE:** dd-mm-yyyy  
**REVIEW YEAR:** yyyy

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### **PURPOSE**

The purpose of the policy is to encourage and enhance the use of assessment to guide instruction and improve learning. Assessments provide teachers information to understand what students know and do not know in relation to programs of study outcomes. This information is then used to guide instruction and provide support for students to achieve the Board's vision.

The Board's vision and mission speak to each student learning and achieving his or her full potential. The Board expects students to be diligent in their studies and develop the attributes of responsibility, creativity and accountability while completing their studies. These attributes will assist students in their transition to post-secondary and/or the world of work and are crucial in order for students to achieve their full potential and contribute to their community. Assessment practices based on individual educational needs will assist and enhance the development of these attributes and the completion of individual student programs. In addition, the *School Act* requires that schools and school districts report on student achievement and growth.

### **DEFINITIONS**

**Achievement** – a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes in the Alberta programs of study or in Individualized Program Plans (IPPs).

**Assessment** – the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the Alberta programs of study.

**Evaluation** – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.

**Formative Assessment** – assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as "assessment *for* learning" which refers to information not used for evaluation.

**Graded Curriculum** – the grade-specific Alberta programs of study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the IPP.

**Growth** – changes in student learning over time, measured against the relevant programs of study and/or IPP.

**Individualized Program Plan (IPP)** – a concise plan of action designed to address students' special education needs, and is based on diagnostic information which provides the basis for intervention strategies.

**Performance** – how well a student demonstrates grade level learner outcomes represented by a grade. Grades are represented by letters A, B, C, D; percentages 0-100%; or descriptors: not yet demonstrating to demonstrating in-depth understanding.

**Programs of Study** – provincial documents that define the learning outcomes for all students working on the graded curriculum.

**Reliable** – the extent that assessment results are repeatable; giving similar results in similar situations over time.

**Students in Need of Specialized Supports and Services** – students in need of special education programming because of behavioural, communicational, intellectual, learning or physical characteristics or a combination of those characteristics. An IPP is created for all students in need of specialized support and services.

**Summative Assessment** – the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as “assessment *of* learning” which refers to information used for evaluation.

**Valid** – the extent to which an assessment accurately measures what it is intended to measure.

#### **POLICY**

The Board is committed to ensuring that information about student achievement and growth is used to inform instruction and to meet students’ individual educational needs. Assessments and evaluations shall be based on evidence of learning demonstrated throughout the course of the term. Information on achievement and growth shall be related to learner outcomes stated in the Alberta programs of study and/or IPP. Assessment information is required for students, parents and teachers to track and understand individual student progress and to inform a student’s performance, grade/course placement and/or level of programming.

As an accountable public institution, the Board believes that the public should be provided with district and school-level information about the growth and achievement of students on an annual basis. The Board believes the communication of valid, accurate, and meaningful information about student achievement and growth to parents/guardians, district staff, and community members help to build confidence in the school district and the educational services that it provides.

#### **EXPECTATIONS**

1. The development, implementation and monitoring of consistent district assessment practices, format of progress reports, and/or IPPs shall be guided by an administrative regulation.
2. The administrative regulation shall state expectations for the development and sharing of individual school assessment plans with the school community. The principal shall be responsible for the development of the assessment plan in collaboration with school staff. The school assessment plan shall articulate the schools’ performance measures, progress report format, philosophy in support of the policy and expectations for communication to parents/guardians. The administrative regulation shall outline all expectations for the school assessment plan.

3. A range of bias-free assessments that are respectful of student differences and reflective of the diverse student population will be used.
4. All learning activities, including all forms of formative and summative assessment shall be linked to the learner outcomes in the programs of study and/or an IPP.
5. The principal shall ensure that all assessments are reliable and valid and that evaluation is fair.
6. The principal shall make grade and/or course placement decisions in consultation with staff and parents/guardians. These decisions are based on student achievement.
7. Teacher(s) shall make grade level of programming or course of study decisions. These decisions are based on student achievement.
8. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.
9. Teacher(s) shall determine students' final level of achievement and communicate the level of achievement through the performance measure specified in the school's assessment/evaluation plan (A-D, 0-100%, not yet demonstrating to demonstrating in-depth understanding).
10. a. Students enrolled in a course of studies shall complete assignments in order to demonstrate their achievement throughout the term of their course of studies. This shall be achieved through:
  - communicating to students and parents/guardians when assignments are absent or incomplete; and
  - communicating to students and parents/guardians about the remedial procedures that are in place when incomplete or absent student work will adversely impact student achievement.
- b. Alternatively, at high school, students can request to challenge a course and complete a formal, summative assessment process if the student believes they have the knowledge, skills and attitudes for the course as specified in the programs of study. The process for a course challenge is outlined in the *Guide to Education*.

#### **ACCOUNTABILITY**

The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or IPP. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year. This information will be outlined in the school assessment plan, and monitored by the Superintendent of Schools to ensure consistency of practice.

Each year, the District reports student achievement data in the district [Accountability Pillar](#) reflecting district student achievement in provincial categories which include preparation for lifelong learning, world of work, citizenship and achievement on Provincial Achievement Tests and Diploma exams.

The Accountability Pillar is included in the Annual Education Results Report (AERR), which is reported annually to the Board of Trustees.

**REFERENCES**

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

[IO.AR](#) – Student Records

[Guide to Education](#) - p. 77; p. 97

[Alberta Education Programs of Study](#)

[School Act](#) – Sections 18 and 20

[Accountability Pillar](#)

DRAFT



CODE: HK.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Student Assessment, Achievement and Growth

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

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#### PURPOSE

The purpose of the policy ~~HK.BP~~ is to ~~articulate the Board's beliefs and values related to student assessment, achievement and growth.~~ encourage and enhance the use of assessment to guide instruction and improve learning. Assessments provide teachers information to understand what students know and do not know in relation to programs of study outcomes. This information is then used to guide instruction and provide support for students to achieve the Board's vision.

The Board's vision and mission speaks to each student learning and achieving his or her full potential. The Board expects students to be diligent in their studies and develop the attributes of responsibility, **creativity** and accountability while completing their studies. These attributes will assist students in their transition to post-secondary and/or the world of work and are crucial in order for students to achieve their full potential and contribute to their community. Student assessment practices based on individual educational needs will assist and enhance the development of these attributes and the completion of individual student programs. In addition, the *School Act* requires that schools and school districts report on student achievement and growth.

#### DEFINITIONS

Achievement – a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes **in the Alberta programs of study or in Individualized Program Plans (IPPs).**

Assessment – the process of gathering from a variety of sources, information that accurately reflects how well a student is achieving the Alberta programs of study ~~expectations in a subject or course.~~

Evaluation – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.

**Formative Assessment – assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as “assessment *for* learning” which refers to information not used for evaluation.**

**Graded Curriculum – the grade-specific Alberta programs of study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the IPP.**

Growth – ~~measure of the increase~~ **changes** in student learning ~~that has occurred~~ over time, ~~compared to a baseline measured against the relevant programs of student and/or IPP.~~

**Individualized Program Plan (IPP) – a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies.**

Performance – how well a student demonstrates grade level learner outcomes represented by a grade. Grades are represented by letters A, B, C, D; percentages 0-100%; or descriptors: not yet demonstrating to demonstrating in-depth understanding.

**Programs of Study – provincial documents that define the learning outcomes for all students working on the graded curriculum.**

**Reliable – the extent that assessment results are repeatable; giving similar results in similar situations over time.**

**Students in Need of Specialized Supports and Services – students in need of special education programming because of behavioural, communicational, intellectual, learning or physical characteristics or a combination of those characteristics. An IPP is created for all students in need of specialized support and services.**

**Summative Assessment – the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as “assessment of learning”, which refers to information used for evaluation.**

**Valid – the extent to which an assessment accurately measures what it is intended to measure.**

#### POLICY

The Board is committed to ensuring that information about student achievement and growth is used to inform instruction and to meet students’ individual educational needs. Assessments **and evaluations** shall be based on ~~student strengths, and~~ evidence **of learning** demonstrated throughout the course of the term. Information on achievement and growth shall be related to ~~key~~ learner outcomes as stated in the Alberta programs of study **and/or IPP**. Assessment information is required for students, parents and teachers to track and understand individual student progress and to inform **a student’s performance**, grade/course placement and/or level of programming.

As an accountable public institution, the Board believes that the public should be provided with district and school-level information about the growth and achievement of students on an annual basis. The Board believes the communication of valid, accurate, and meaningful information about student achievement and growth to parents/guardians, district staff, and community members help to build confidence in the school district and the educational services that it provides.

#### EXPECTATIONS

1. The development, implementation and monitoring of consistent district assessment practices, ~~and~~ formats of progress reports, ~~and individual program plans~~ **and/or IPPs** shall be guided by an administrative regulation.
2. The administrative regulation shall also state expectations for the development and sharing of individual school assessment plans with the school community. **The principal shall be responsible**

**for the development of the assessment plan in collaboration with school staff. The school assessment plan shall articulate the schools' performance measures, progress report format, philosophy in support of the policy and expectations for communication to parents/guardians. The administrative regulation shall outline all expectations for the school assessment plan.**

- ~~3. Grade and/or course placement or level of programming decisions are made by the principal in consultation with staff, parents and guardians and are based on student achievement in relation to appropriate learner outcomes.~~
- ~~4. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement related to the learner outcomes. Student assignments shall be linked to learner outcomes.~~
- ~~5. The Board expects students to complete assignments in order to demonstrate their achievement throughout the term of their course of studies. The final grade a student earns shall be based on their achievement of outcomes through assignment completion and may include a range of performance grades on individual assignments (A-D, 0-100%, not yet demonstrating to demonstrating in-depth understanding).~~
- 3. A range of bias-free assessments that are respectful of student differences and reflective of the diverse student population will be used.**
- 4. All learning activities, including all forms of formative and summative assessment shall be linked to the learner outcomes in the programs of study and/or an IPP.**
- 5. The principal shall ensure that all assessments are reliable and valid and that evaluation is fair.**
- 6. The principal shall make grade and/or course placement decisions in consultation with staff and parents/guardians. These decisions are based on student achievement.**
- 7. Teacher(s) shall make grade level of programming or course of study decisions. These decisions are based on student achievement.**
- 8. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.**
- 9. Teacher(s) shall determine students' final level of achievement and communicate the level of achievement through the performance measure specified in the school's assessment/evaluation plan (A-D, 0-100%, not yet demonstrating to demonstrating in-depth understanding).**
- 10. a. Students enrolled in a course of studies shall complete assignments in order to demonstrate their achievement throughout the term of their course of studies. This shall be achieved through:**
  - communicating to students and parents/guardians when assignments are absent or incomplete; and**

- **communicating to students and parents/guardians about the remedial procedures that are in place when incomplete or absent student work will adversely impact student achievement.**
  
- b. Alternatively, at high school, students can request to challenge a course and complete a formal, summative assessment process if the student believes they have the knowledge, skills and attitudes for the course as specified in the programs of study. The process for a course challenge is outlined in the *Guide to Education*.**

#### ACCOUNTABILITY

The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study **and/or IPP**. An individual student's progress and growth shall be communicated regularly to student and parents/guardians throughout the year. This information will be outlined in the **school** assessment plan for each school **and-monitored by the Superintendent of Schools to ensure consistency or practice.**

Each year, the District reports student achievement data in the district Accountability Pillar, reflecting district student achievement in provincial categories which include preparation for lifelong learning, world of work, citizenship and achievement on Provincial Achievement **Tests** and Diploma exams.

The Accountability Pillar is included in the Alberta Education Results Report (AERR), which is also reported annually to the Board of Trustees.

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#### Reference(s):

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

[IO.AR](#) – Student Records

[Guide to Education](#) - p. 77; p.97

[Alberta Education Programs of Study](#)

[School Act – Sections 18 and 20](#)

[Accountability Pillar](#)

**Draft Board Policy HK.BP Survey Executive Summary**

**Background**

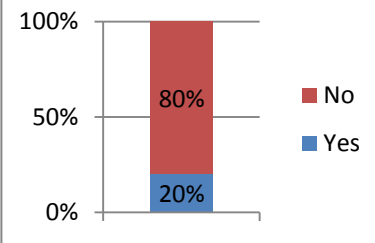
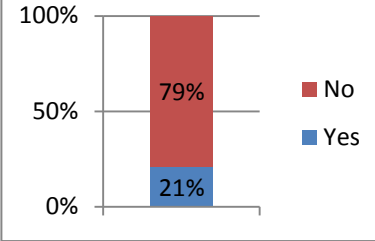
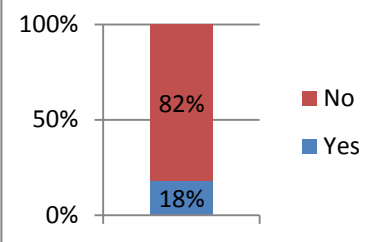
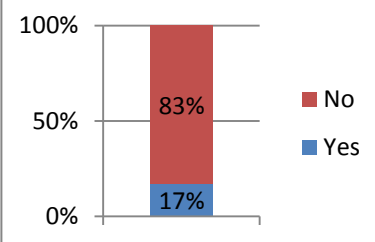
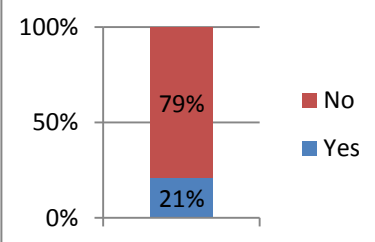
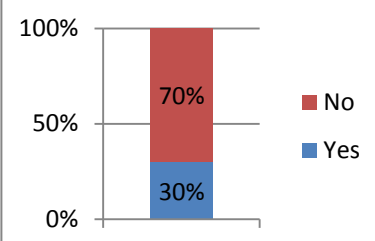
The Board of Trustees placed Draft Board Policy HK.BP - Student Assessment, Achievement and Growth on the district website for public consultation from December 17, 2012, until January 31, 2013.

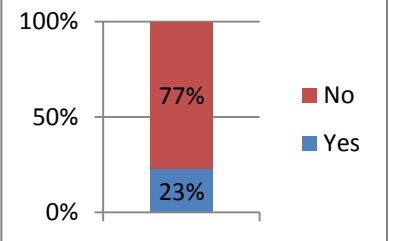
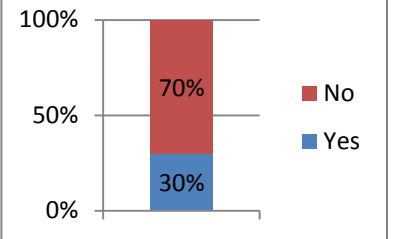
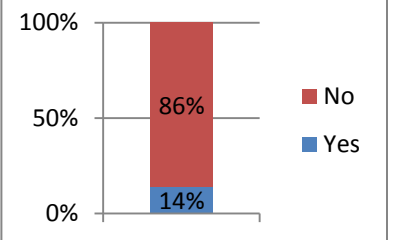
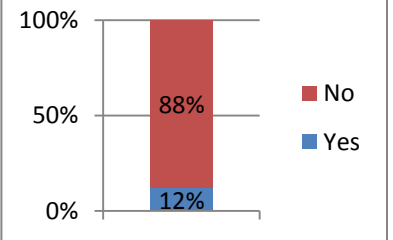
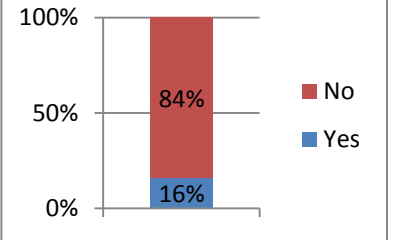
**Who Responded?**

*Respondents were asked to identify with one or more of the following groups.*

Group	EPSB Parent	Non EPSB Parent	EPSB Student	Non EPSB Student	EPSB Staff	Community Member	Community Organization	Professional Organization
Count	669	184	62	20	897	455	31	102

<p><b>Are there aspects of the Purpose statement for the policy that require clarification?</b></p> <p>Most respondents did not believe the Purpose statement required further clarification. Several reported that they were unsure how the policy related to character virtues such as diligence, honesty, punctuality, etc. There was also some uncertainty about the meaning of “individual educational needs”. Some found the statement confusing or vague.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>76%</td></tr> <tr><td>Yes</td><td>24%</td></tr> </table>	Response	Percentage	No	76%	Yes	24%
Response	Percentage						
No	76%						
Yes	24%						
<p><b>Are there additional elements that should be considered in the Purpose statement?</b></p> <p>Most respondents did not believe that additional elements should be considered. The two dominant elements recommended for consideration were explicit statements regarding the awarding of zeros and of student promotion and retention. Also prominent were questions of consistency and transparency in assessment.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>77%</td></tr> <tr><td>Yes</td><td>23%</td></tr> </table>	Response	Percentage	No	77%	Yes	23%
Response	Percentage						
No	77%						
Yes	23%						
<p><b>Are there elements of the Purpose statement about which you have concerns?</b></p> <p>Most respondents indicated they did not have concerns. The biggest concerns regarded the emphasis on assessment of students as individuals and on the assessment of character virtues. Statements were made both for and against these ideas. Several respondents reported that they found the Purpose statement confusing or awkward.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>72%</td></tr> <tr><td>Yes</td><td>28%</td></tr> </table>	Response	Percentage	No	72%	Yes	28%
Response	Percentage						
No	72%						
Yes	28%						
<p><b>Are there aspects of the Definitions for the policy that require clarification?</b></p> <p>Most respondents did not believe that the definitions required clarification. Of those that did, beliefs about existing or possible Zero Policies were prominent. Also, requests for clarification of the use of the letter grade F and responsibility to external standards were raised as significant.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>No</td><td>79%</td></tr> <tr><td>Yes</td><td>21%</td></tr> </table>	Response	Percentage	No	79%	Yes	21%
Response	Percentage						
No	79%						
Yes	21%						

<p><b>Are there additional elements that should be considered in the Definitions?</b></p> <p>Most respondents indicated satisfaction with the definitions; of those who did not, several reported a desire for increased consistency and clarity in assessment, and the inclusion of character virtues in student assessment.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>80%</td> </tr> <tr> <td>Yes</td> <td>20%</td> </tr> </tbody> </table>	Response	Percentage	No	80%	Yes	20%
Response	Percentage						
No	80%						
Yes	20%						
<p><b>Are there elements of the Definitions about which you have concerns?</b></p> <p>Most respondents did not have concerns with the elements of the definitions. The majority of concerns dealt with clarity, zeros and student promotion.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>79%</td> </tr> <tr> <td>Yes</td> <td>21%</td> </tr> </tbody> </table>	Response	Percentage	No	79%	Yes	21%
Response	Percentage						
No	79%						
Yes	21%						
<p><b>Are there aspects of the Policy statement for the policy that require clarification?</b></p> <p>Most respondents had no concerns with the Policy statement's clarity. Of those who did have concerns, one consideration accounted for 43% of responses under this question: What is meant by <i>strength-based assessment</i>?</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>82%</td> </tr> <tr> <td>Yes</td> <td>18%</td> </tr> </tbody> </table>	Response	Percentage	No	82%	Yes	18%
Response	Percentage						
No	82%						
Yes	18%						
<p><b>Are there additional elements that should be considered in the Policy statement?</b></p> <p>Most respondents did not believe that additional elements needed to be considered. From the 17% who indicated otherwise, additions to "strength-based" were suggested, along with concerns about timeliness, grade promotion and students with special education needs.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>83%</td> </tr> <tr> <td>Yes</td> <td>17%</td> </tr> </tbody> </table>	Response	Percentage	No	83%	Yes	17%
Response	Percentage						
No	83%						
Yes	17%						
<p><b>Are there elements of the Policy statement about which you have concerns?</b></p> <p>Most respondents did not have concerns with the elements of the Policy statement. Those who did have concerns asked about validity and reliability in assessment.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>79%</td> </tr> <tr> <td>Yes</td> <td>21%</td> </tr> </tbody> </table>	Response	Percentage	No	79%	Yes	21%
Response	Percentage						
No	79%						
Yes	21%						
<p><b>Are there aspects of the Expectations statement for the policy that require clarification?</b></p> <p>The majority of respondents did not believe the Expectations statement required clarification. Of those responses requesting further clarity, the most numerous asked questions about the Administrative Regulation: many wanted to know what such regulations are in general. Zeros continue to be a focus, but concerns about general vagueness were indicated.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>70%</td> </tr> <tr> <td>Yes</td> <td>30%</td> </tr> </tbody> </table>	Response	Percentage	No	70%	Yes	30%
Response	Percentage						
No	70%						
Yes	30%						

<p><b>Are there additional elements that should be considered in the Expectations statement?</b></p> <p>The majority of respondents did not believe that additional elements should be considered in the Expectations statement. Of those who believed that additional elements should be considered, consistency of expectations was the most frequently occurring suggestion. Clarity of communication in reporting was also stated as desirable.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>77%</td> </tr> <tr> <td>Yes</td> <td>23%</td> </tr> </tbody> </table>	Response	Percentage	No	77%	Yes	23%
Response	Percentage						
No	77%						
Yes	23%						
<p><b>Are there elements of the Expectations statement about which you have concerns?</b></p> <p>The majority did not have concerns about the Expectations statement. Where concern was indicated, it was expressed in terms similar to the additional elements. There was some concern of the legitimate authority of teachers and principals in making grading decisions—i.e. What is the formal role of teachers and principals in assessment?</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>70%</td> </tr> <tr> <td>Yes</td> <td>30%</td> </tr> </tbody> </table>	Response	Percentage	No	70%	Yes	30%
Response	Percentage						
No	70%						
Yes	30%						
<p><b>Are there aspects of the Accountability statement for the policy that require clarification?</b></p> <p>Most respondents did not indicate that the Accountability statement required clarification. Some respondents indicated that the terminology was vague, and expressed concerns regarding the generality of the policy.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>86%</td> </tr> <tr> <td>Yes</td> <td>14%</td> </tr> </tbody> </table>	Response	Percentage	No	86%	Yes	14%
Response	Percentage						
No	86%						
Yes	14%						
<p><b>Are there additional elements that should be considered in the Accountability statement?</b></p> <p>Most respondents did not believe that additional elements needed to be considered in the Accountability statement. Some suggested that consistency and clarity should be considered.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>88%</td> </tr> <tr> <td>Yes</td> <td>12%</td> </tr> </tbody> </table>	Response	Percentage	No	88%	Yes	12%
Response	Percentage						
No	88%						
Yes	12%						
<p><b>Are there elements of the Accountability statement about which you have concerns?</b></p> <p>The majority of respondents did not have concerns about the Accountability statement. Any concerns that were indicated centred on the validity and reliability of assessment, the assessment of character virtues and students with special education needs. Issues of zeros and grade promotion were also present.</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>84%</td> </tr> <tr> <td>Yes</td> <td>16%</td> </tr> </tbody> </table>	Response	Percentage	No	84%	Yes	16%
Response	Percentage						
No	84%						
Yes	16%						

## **Draft Board Policy HK.BP Teleconference Executive Summary**

### **Background**

On January 29, 2013, the Board of Trustees hosted a teleconference with interested members of the general public to provide another opportunity for community members to share their feedback on the revised policy. There were 22 participants for the teleconference – nine parents, four staff, four media, four Trustees, and one student.

### **Summary**

#### Purpose (one caller)

- Seeking reassurance there is an expectation that the forms of assessment will meet individual educational needs and be designed with individual abilities in mind, for example students with learning disabilities.

#### Definitions (one caller)

- Concern regarding the term – staff, when writing policy.
  - It was suggested to list those members of staff, i.e. teachers, to distinguish from non-teaching staff.

#### Policy (seven callers)

- Concerns were raised regarding the meaning and use of the word “strengths”.
  - It was suggested that both strengths and weakness should be assessed, to allow for better feedback to students and parents.
  - It was mentioned that the measurement of strength is subjective and may only be in one area and not take into account the student’s overall performance in all classes.
  - Are the assessments based on the curriculum not strengths?
- Concerns were raised regarding consistency.
  - As individuals learn differently how a level of consistency could be maintained?
  - How will the Board ensure consistency across the whole District?
  - Are we using a consistent measuring stick?
- Concern was raised that this policy still did not address the teacher’s role in assessment nor a student’s accountability to complete assignments.

#### Expectations (one caller)

- The caller commented on #7 – *Staff are expected to provide ongoing support...* that when a grade is given it is also an indication of what is happening in a classroom. Where is the accountability that the support is given, how do we know that policy is being followed?

#### Accountability (three callers)

- Questions were raised about the “assessment plan” indicating clarification or definition needed.
  - Is the assessment plan tailored for the school or the individual student?
  - Is the school assessment plan available for parents/guardians and members of the public?
- What is the level of accountability for the Individualized Program Plan (IPP)?



# Edmonton Public Schools Board Policies and Regulations

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CODE: HK.BP

TOPIC: Student Achievement and  
Growth

EFFECTIVE DATE: 09-03-2010

ISSUE DATE: 11-03-2010

REVIEW DATE: 03-2017

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The Board believes in the assessment, evaluation and communication of student achievement and performance, and the provision of valid and reliable information about student achievement and growth to students, their parents or guardians, district staff, and community members.

As an accountable public institution, the Board believes that the public should be provided with district and school-level information on an annual basis. With respect to reporting individual student achievement and growth, the Board believes in the importance of consistent practices throughout the District. District homogeneity will be reflected in the application of the Administrative Regulation for progress reports and individual program plans, and through the use of a common progress report format at kindergarten, elementary, junior high and senior high respectively.

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Reference(s):

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

[IO.AR](#) - Student Records

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**MINUTE BOOK**

**Board Meeting #18**

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, April 9, 2013 at 2:05 p.m.

**Present:**

**Trustees**

David Colburn  
Sarah Hoffman  
Michael Janz

Cheryl Johner  
Heather MacKenzie  
Catherine Ripley

Ken Shipka  
Christopher Spencer

**Officials**

Edgar Schmidt  
Bruce Coggles  
David Fraser

Mark Liguori  
Ron MacNeil  
Roberta Malysh

Jamie Pallett  
Tanni Parker  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

**Staff Group Representatives**

Edmonton Public Teachers – Ed Butler, President  
CUPE Local 474 – Felix De Los Santos, President  
CUPE Local 784 – Jeff McIntyre, President

B. **Roll Call:** (2:05 p.m.)

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

C. **Approval of the Agenda**

**MOVED BY Trustee Janz:**

**“That the agenda for the April 9, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

## MINUTE BOOK

### **D. Communications from the Board Chair**

The Board Chair advised that Monday, April 22<sup>nd</sup> is International Earth Day which is the largest, most celebrated environmental event worldwide. Several years ago, the Board identified Earth Day and Week as an initiative to promote within the district. The Board encourages schools to participate.

The Board Chair welcomed and congratulated Mr. Jeff McIntyre on his election as the President CUPE Local 784 representing the District's maintenance staff.

The Board Chair noted that Mr. Mark Ramsankar, a staff member, was recently elected as the President of the Alberta Teachers' Association. She congratulated him on behalf of the Board.

The Board Chair advised that she would be leaving the board meeting at 3:30 p.m. to attend a meeting with the other metro board chairs and the Minister of Education. Vice-Chair Janz will assume the chair at that point. She further advised the exempt staff representative that she would view the exempt staff budget presentation on the district website via Livestream.

### **E. Communications from the Superintendent of Schools – None.**

### **F. Minutes**

1. Board Meeting #17 – March 19, 2013

**MOVED BY Trustee MacKenzie:**

**“That the minutes of Board Meeting #17 held March 19, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives**

The Board heard from the following speakers:

- Mr. Ed Butler, President Edmonton Public Teachers regarding revised board policy HK.BP – Student Assessment, Achievement and Growth
- Ms Sheryl McCumsey regarding pesticides

Both speakers provided their speaking notes to the recording secretary.

## MINUTE BOOK

### **H. Reports**

#### 2. Motion re Special Tax Levy

**MOVED BY Trustee Ripley:**

**“That the Board herewith gives notice that, at the June 11, 2013 Board meeting, it will consider a resolution to hold a plebiscite related to a Special School Tax Levy in conjunction with the October 2013 Election. Further, if approved, that the Board seek feedback from the public on possible options for a Special School Tax Levy in advance of the June 11<sup>th</sup> meeting.”**

Trustee MacKenzie asked by how much the education property tax was recently reduced by the Province.

**The Board Chair called the question.**

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

**OPPOSED: Trustee Janz**

**The Motion was CARRIED.**

#### 4. Staff Group Presentations re Proposed 2013-2014 Budget

- Edmonton Public Teachers
- CUPE Local 474 (Custodial Staff)
- Exempt Staff

The Board Chair advised that CUPE Local 784 (maintenance staff) and CUPE Local 3550 (support staff) will make their presentations at the April 23, 2013 board meeting.

Mr. Ed Butler, president Edmonton Public Teachers, verbally presented the Local's brief.

Mr. Felix De Los Santos, president CUPE Local 474 (custodial staff), verbally presented the Local's brief.

There was a short break at this point.

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

## MINUTE BOOK

Trustee Janz assumed the chair.

Ms Cindy Camp, a member of the Exempt Staff Liaison Committee, made a verbal presentation on behalf of the District's exempt staff.

Trustee Colburn left at this point in the meeting.

The Acting Board Chair thanked the staff group representatives for their input and advised that a report in response to the presentations will be prepared. A copy of the presentations as well as the report in response to the presentations will be disseminated to school principals and decision unit administrators for consideration in the development of their plans for the 2013-2014 school year.

**MOVED BY Trustee Shipka:**

**“That the verbal presentations by the staff group representatives with respect to the proposed 2013-2014 budget be received for information.”  
(UNANIMOUSLY CARRIED)**

**Trustee Colburn was absent for this vote.**

Copies of the staff group budget presentations were provided to the Recording Secretary.

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

**MOVED BY Trustee Ripley:**

**“That revised Board Policy HK.BP – Student Assessment, Achievement and Growth be considered for the second time.”**

Trustee Colburn returned at this point in the meeting.

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

**The Motion was UNANIMOUSLY CARRIED.**

## MINUTE BOOK

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

Trustee Johner, the Board's representative on Alberta School Boards Association (ASBA) Zone 23, reported that the MLA advocacy event held on March 21, 2013 was very successful with twenty-six MLAs and five Ministers attending. The event allowed the opportunity to provide MLAs with information regarding both the positive progress and challenges school boards are experiencing. The participants were provided with a booklet produced for the event for their future reference. She will distribute a copy of the booklet to Trustees as well as to the other school boards who are members of ASBA Zone 23.

Trustee MacKenzie noted she and Trustee Spencer "share" a high school since she does not have one in her ward and was pleased to advise that the "Global Café" at Jasper Place High School has received Public Interest Alberta's Northern Alberta Award. Public Service Alberta notes: *The Global Café occupies a unique niche within the school, a niche well-loved by teachers and students, and at the same time fosters relations between the school and surrounding community, and Edmonton at large. It has become a space for engagement, active participation and creation. Students spearhead events and initiatives, from starting a radio station (CKJP), to running a coffee shop, building a website, growing their own tea and composting. This spring, led by Global Café youth, students started a campaign called #EdStake in response to provincial government cuts to public education. The Global Cafe has received acclaim and recognition from the likes of educators and mentors in Calgary and Grande Prairie, in the Globe and Mail, and from as far away as Helsinki, Finland, and was recently nominated for a Human Rights Award from the John Humphrey Centre.* She will be attending the Public Interest Alberta's conference this week, during which, a reception will be held where the award will be presented. She will pass on the Board's congratulations to the leaders of the Global Café.

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

Trustee Colburn asked that information be provided regarding the feasibility of creating a junior high arts core program in northeast Edmonton.

Trustee Janz, asked, building on the existing Joint Use Agreement, how the Board can support greater access to school gymnasiums by community groups. What opportunities or limitations are there to increasing rental programs on a cost-recovery basis?

Trustee Janz requested that information be provided regarding the Small Schools by Necessity funding changes. Which schools received this funding last year? Which schools are no longer eligible and why?

## MINUTE BOOK

Trustee MacKenzie requested that the following information be provided regarding the Edmonton Catholic School District Council of Elders:

- How the Council came into existence.
- A description of the ways in which they interact with the Board, administration, and students.
- A description of how the Council differs from the EPSB Aboriginal Advisory Committee.
- Some examples of recommendations the Council has brought forward to the Board.
- What impact has the Council had on achieving the ECSD mission, vision, priorities, and student achievement?

### **K. Notices of Motion**

Trustee Janz served notice of the following motion on behalf of Trustee Hoffman:

*That the Board reconsider the increases to Trustee remuneration approved at the January 8, 2013 Board meeting and,*

- a) adjust the rates for Trustee per annum honoraria and per diem honoraria by 5.32% rather than the approved 7.69% effective October 22, 2013.*
- b) make no adjustment to the advance on expenses (travel) allowance rate on October 22, 2013.*

**L. Next Board Meeting Date: Tuesday, April 23, 2013 at 2:00 p.m.**

**M. Adjournment (4:20 p.m.)**

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

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Sarah Hoffman, Board Chair

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Roberta Malysh, Secretary-Treasurer