

EDMONTON PUBLIC SCHOOLS

November 29, 2005

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: D. Barrett, Executive Director
C. McCabe, Executive Director
T. Parker, Executive Director

RESOURCE

STAFF: Jenise Bidulock, Gloria Chalmers, Michael Ediger, Anne Mulgrew

INFORMATION

RESPONSE TO TRUSTEE REQUEST #121, NOVEMBER 8, 2005 (TRUSTEE GIBSON): PROVIDE COMPARABLE DATA FOR THE PROVINCE FOR STUDENTS IN GRADES 3, 6, AND 9 AS WAS PROVIDED IN THE ALBERTA EDUCATION ACHIEVEMENT TEST RESULTS REPORT FOR THE DISTRICT: Appendix I provides a five-year history of the percentage of students meeting standards on Alberta Education achievement tests **for the province** based on the cohort population. These graphs are formatted to provide a comparison with district cohort information provided at the November 8, 2005 board meeting. The following trends can be noted:

- for 6 of the 10 achievement tests the percentage of students meeting the *acceptable standard* has essentially remained constant over the five-year period
- for grade 3 mathematics, grade 6 language arts and grade 9 social studies, there is a decreasing trend in the percentage of students meeting the *acceptable standard*
- for grade 9 mathematics there is an increasing trend in the percentage of students meeting the *acceptable standard*
- for 8 of the 10 achievement tests the percentage of students meeting the *standard of excellence* has essentially remained constant over the five-year period
- for grade 6 social and grade 9 mathematics the percentage of students meeting the *standard of excellence* shows a slight increasing trend

(A. Mulgrew)

TRUSTEE REQUEST #131, NOVEMBER 8, 2005 (TRUSTEE COLBURN AND TRUSTEE GIBSON) MAKE A MATTER OF PUBLIC RECORD MS. BIDULOCK'S VERBAL INTRODUCTION SUMMARIZING CONCLUSIONS FOR THE REPORT EXTERNAL RETROSPECTIVE REVIEW OF THE 2005 SCHOOL CLOSURE PROCESS: The results of the internal and external reviews conducted regarding last years' 2005 school closure process were presented to the Board of Trustees on September 13, 2005 and November 8, 2005 respectively.

At the November 8, 2005 Public Board Meeting, the following points were presented as part of the opening comments regarding the report. These comments were also incorporated into the Key Communicators presentation regarding district learning space on November 9, 2005.

“What was learned through the school closure review will be incorporated into the new draft ten-year facilities plan to be presented to the Board of Trustees in December.

The following were themes summarized from the two reviews:

- There must be clear, consistent, and widely understood district criteria and rational for school closure that identifies when and why a school would be considered for closure.
- The rational for considering school closure should communicate clearly the process leading to a decision by the board to consider closure of a school.
- Schools identified for closure should be considered on an individual basis, although in the context of other schools, so that communities are not pitted against each other.
- Parents and communities need to be involved in determining the long term sustainability of the school, and exploring viable options for sustainability at a school, prior to any initiation of school closure.
- Timelines for school closure need to allow for:
 - Alignment with the pre-enrolment process (earlier in the year)
 - Earlier notification to communities when the sustainability of a school is in question and provided a year or more in advance so that there are no surprises for communities.
 - Bring closure to the process of closing a school through school closure celebrations.”

(J. Bidulock)

TRUSTEE REQUEST #132, NOVEMBER 8, 2005 (TRUSTEE GIBEAULT) PROVIDE INFORMATION ON THE STATUS OF THE AUMA RESOLUTION ENCOURAGING GREATER AFTER-HOURS USE OF SCHOOLS: Resolution 2005.C.ii.1 was passed at the AUMA Convention held in Calgary, Alberta on October 5-8, 2005 as follows:

NOW THEREFORE BE IT RESOLVED THAT the AUMA request that the Government of Alberta give special funding consideration enabling School Divisions to mobilize resources needed to support and encourage greater after-hours community use within their facilities.

The AUMA process going forward is as follows: letters are sent to the appropriate Ministry or Ministries to request action on all passed resolutions (completed). The AUMA awaits a response from the provincial ministries, which typically takes until June of the following year. The AUMA then produces a status of resolutions document before the end of July. Information regarding this resolution was provided by the AUMA's Director of Public Affairs. (M. Ediger)

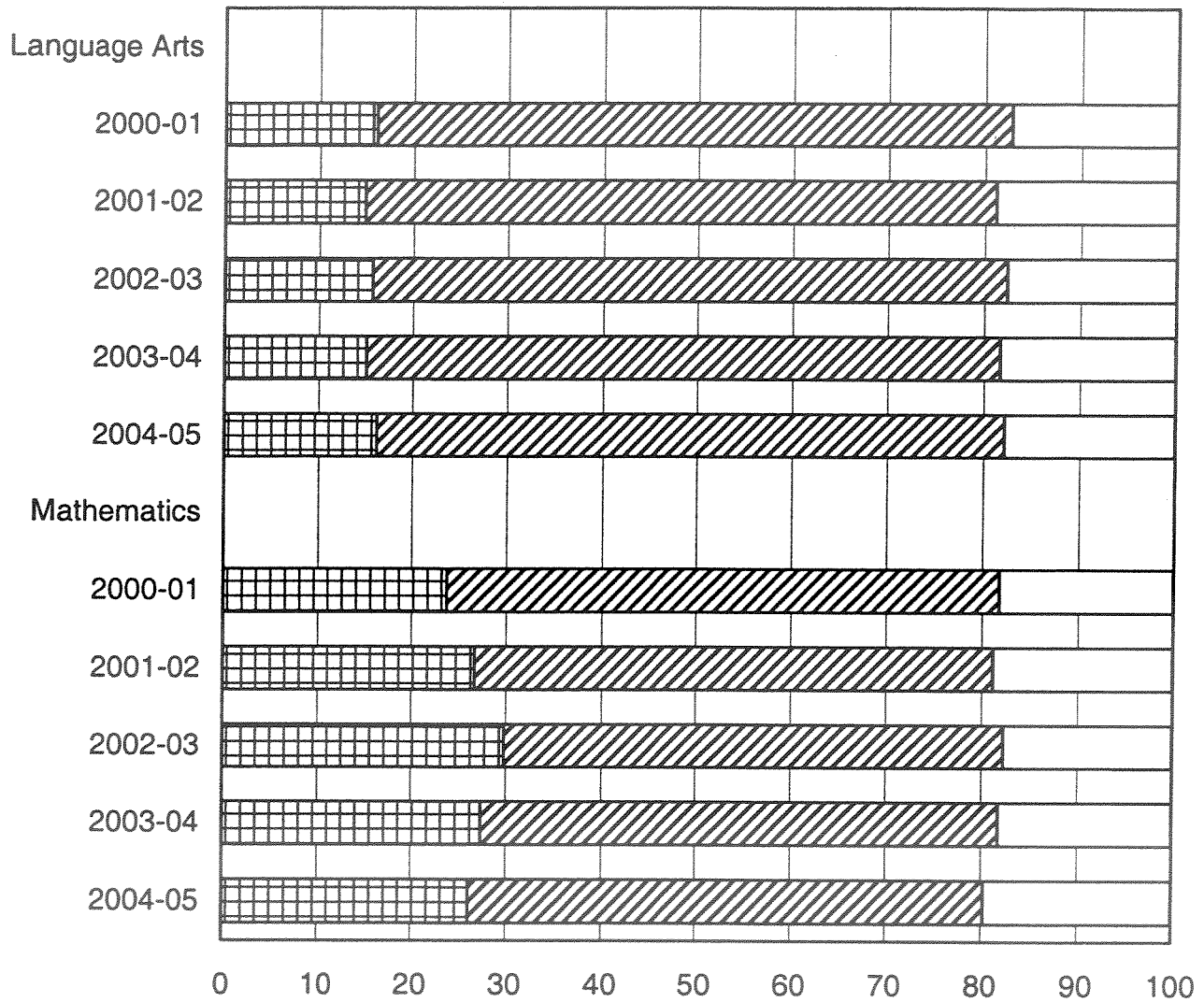
TRUSTEE REQUEST #135, NOVEMBER 8, 2005 (TRUSTEE GIBSON): PROVIDE AN INFORMATION REPORT ON EXISTING INITIATIVES FOR ONGOING DIALOGUE WITH EDMONTON'S ABORIGINAL COMMUNITY. As indicated through results review, the district's external Aboriginal Education Advisory Committee was suspended last year while Aboriginal Education was realigned and transitioned to Consulting Services. Through this period, the district maintained contact with the broader Aboriginal community in a variety of ways. Partnerships with the Bent Arrow Traditional Healing Society, Metis Child and Family Services and

Aboriginal Youth & Family Well-Being & Education Society were maintained and enhanced. Aboriginal representatives were involved in the district's diversity work and also provided input to the district through our work with the Northern Alberta Association on Race Relations. The district connects directly with Elders and parents in our Aboriginal alternative programs, Awasis and Amiskwaciy Academy. Additionally, the district interacts with the Aboriginal community through its involvement in collaborative initiatives and committees such as Families First, Success By 6, the Fetal Alcohol Syndrome Disorder committee and the Edmonton Urban Aboriginal Accord Initiative. The district Aboriginal Education advisory committee is being reconvened this year. (G. Chalmers)

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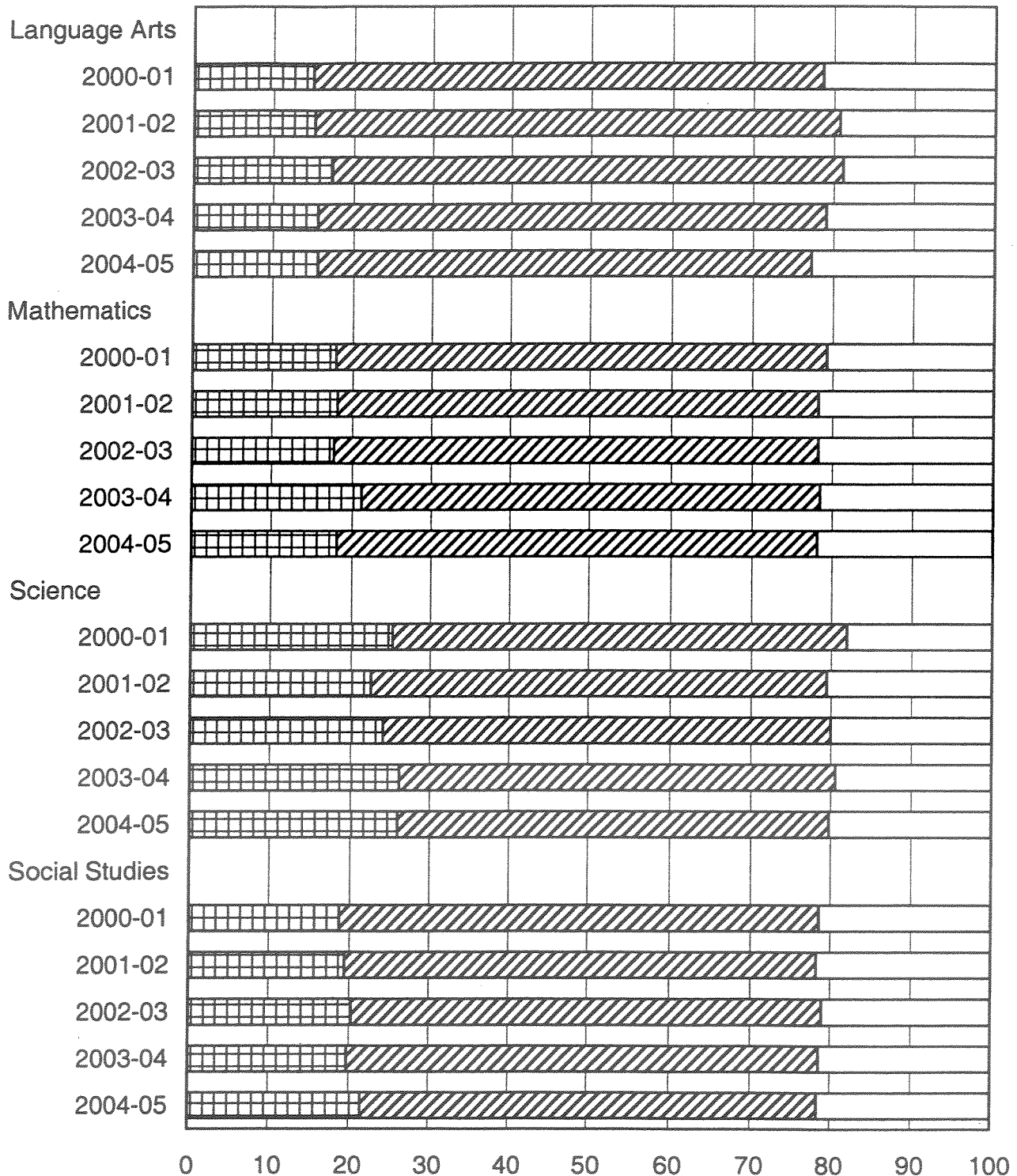
Appendix I: Grade 3 Provincial Results Based on Cohort Population

GRADE 3 PROVINCIAL RESULTS BASED ON COHORT POPULATION



■ % Meeting Standard of Excellence
 ▨ % Meeting Acceptable Standard
 □ % Not Meeting Acceptable Standard

GRADE 6 PROVINCIAL RESULTS BASED ON COHORT POPULATION



% Meeting Standard of Excellence
 % Meeting Acceptable Standard
 % Not Meeting Acceptable Standard

GRADE 9 PROVINCIAL RESULTS BASED ON COHORT POPULATION

