



Summary of the Organizational Board Meeting Held Tuesday, October 25, 2005

ASSIGN.

A. **O Canada** – CD

B. **Roll Call:** (7:30 p.m.) - All trustees were present.

C. **Communications from the Board Chairman**

1. The chairman expressed appreciation on behalf of the board for Mr. McBeath's service to the district.
2. The chairman advised that he would not be seeking re-election as board chair.

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

The superintendent expressed confidence in Mr. Schmidt's abilities as he becomes Acting Superintendent of Schools.

E. **Reports:**

1. Report #20 of the Conference Committee (From the Meeting Held October 18, 2005)

AMcB Approved recommendation re central administrative appointment and received the attached verbal report regarding board evaluation for information.

2. Community Access to Schools Task Force

ES a) Received verbal report for information.

ES b) A report will be coming to board November 8, 2005 with respect to this matter.

3. Confirmation of Committees, Board Representation and Regular Meetings

AS a) Approved recommendation.

b) See attached chart for 2005-2006 trustee committees.

F. Committee and Board Representative Reports – None.

- **Community Relations Activities** – None.

G. Comments from the Public and Staff Group Representatives

Mark Ramsankar, President Edmonton Public Teachers, expressed thanks to Superintendent McBeath for his leadership, integrity and his unwavering support for public education.

Doug Luellman, President CUPE Local 474, expressed appreciation for Superintendent McBeath's support of the district's custodial staff and for his efforts on behalf of Edmonton Public Schools.

H. Trustee and Board Requests for Information – None.

I. Notices of Motion - None.

J. Next Meeting Date: Tuesday, November 8, 2005– 6:00 p.m. - Board

K. Duration of Meeting: 7:30 p.m. to 8:40 p.m.

BOARD EVALUATION STATEMENT

I would like to report from the Board Evaluation Committee on the results of this year's board self-evaluation. The board conducts an annual self-evaluation for a number of reasons:

- to facilitate communication and teamwork among board members
- to enable the board to model its policy of system wide evaluation
- to assist the board in clarifying its direction in the context of its legacy statement and to plan more effectively, and provide for, the learning opportunities of children in the district.

In October 2004, the board came together as a new working team. We developed what we call a "legacy statement" that we would work towards achieving in our term of office in support of the district priorities. The legacy statement assists the board in developing and maintaining a common focus and guiding the board's actions as a governing body.

The legacy statement reads:

As leaders and advocates for public education, we have:

- raised academic achievement levels and high school completion rates, and promoted the physical and mental well-being of every student
- actively engaged community partners in support of defining and obtaining superb results from every student
- secured broad community support for sustained investment in public education and provided sound stewardship of district resources
- instilled in every student a strong belief in societal involvement, values and responsibilities
- celebrated excellence in teaching and the work of all district staff.

In reviewing the self-evaluation results, we believe that we have made significant progress on our legacy objectives and that these objectives continue to be valid and important to achieve.

In terms of our first objective of raising academic achievement levels...

- We see steady progress and believe that the district's work on supporting teaching and learning is key. As a district, we continue to provide our teachers with high quality training, which helps them in their ongoing work to improve student achievement.
- For most of the 2005 Provincial grade 3, 6 and 9 Achievement Tests, district students did better than the province. For the 2005 Grade 12 diploma exams, more district students achieved the standard of excellence than the province.

- Edmonton Public Schools' commitment that all of its students should complete high school is bearing substantial gains in both course completion and high school completion rates.
- We are particularly pleased with the gains made at the Grade 10 level, where students had increases in all core subject areas. If our students are successful in their Grade 10 courses, it is much more likely that they will complete high school.

In terms of actively engaging community partners in support of defining and obtaining superb results from every student...

- The board was pleased with stakeholder participation in developing the district priorities for this board's term of office last fall
- And this fall, we have very much appreciated the stakeholder support provided in defining the attributes and qualities for the ideal candidate for superintendent of schools.
- We recognized the stakeholder consultation in the cluster studies and resulting school closure processes was invaluable to the board's deliberations and decision making.
- Schools have also been sharing information with staff, parents and their community not only about their budget and financial needs but about their instructional focus and have sought community assistance in supporting teaching and learning in the classroom.
- We recognize that engaging the community requires ongoing effort and our success or failure will directly impact community support for public education.

In terms of securing broad community support for sustained investment in public education and providing sound stewardship of district resources...

- We see public education as the most important work in society today -- our challenge is to communicate this importance with passion to our students and to our broader communities. Other educational bodies such as colleges and universities and parents also carry this message and we have assisted them in their advocacy efforts by providing access to valid information on student achievement, district operations and social research.
- For our part, we want to prepare the public for challenges we can see coming and engage our public in successfully addressing the challenges. Trustees believe that they and the board need to have more visibility in the community. Although trustees regularly attend school and public events we need more effective mechanisms for delivering our messages clearly to stakeholders.
- We want to focus our efforts for the balance of this term on developing strategies that will assist us in engaging the best opinion leaders in the community in promoting the importance of education. We want to build and present a business and a social case for ensuring that public education receives the resources and priority it needs.

With respect to stewardship of district resources,

- The board has risen to the challenge of addressing the use of all district resources- human, financial, and physical including district space for maximum benefit of students. Work will continue this year with the review of district practices and policies related to the use of space as a district resource and as an asset that must be managed.
- We are committed to lowering average class sizes by the 2006/07 school year to the levels recommended by the Learning Commission and to this end, ensured that class size funding was used for class size reductions. The data for 2004/05 show that the Learning Commission targets were met for the 4-6, 7-9, and 10-12 grade divisions. Significant progress was also made at the K-3 division, lowering the average class size from 22.0 in 2003/04 to 19.2 in 2004/05. By 2006/07 the Learning Commission targets will be met for all grade ranges.

In terms of instilling in every student a strong belief in societal involvement, values and responsibilities...

- We believe that the district's framework and focus on character education is having a positive impact in the schools as evidenced by increased student and parent satisfaction levels.
- We are also pleased that many schools have incorporated character education into their instructional focus initiatives.

In terms of celebrating excellence in teaching and the work of all staff...

- The board takes pride in the service and accomplishments of staff both within and outside of the district
- The board believes that the board, administration and staff are all committed to supporting teaching and learning.
- The board continues to support the offering of recognition programs and professional development to enable all staff to achieve high standards of performance and fulfillment.

Overall, in reviewing the board's self-evaluation, the board is pleased with both our effort and the results of our work. We acknowledge that sustainability and sufficiency of funding will continue to challenge us. We will focus our efforts on engaging our communities in support of public education.

Thank you Mr. Chairman



Committees of the Board and Representatives on Committees for 2005-2006

BOARD CHAIR	- Bev Esslinger
BOARD VICE-CHAIR	- Gerry Gibeault
CONFERENCE COMMITTEE & AUDIT COMMITTEE CHAIR	- Ken Gibson
Representatives on Other Standing Committees	
Community Relations <i>*includes board chair</i>	David Colburn *Bev Esslinger Wendy Keiver
Evaluation of Superintendent of Schools	Gerry Gibeault Wendy Keiver Don Williams
District Priorities	Ken Gibson Svend Hansen George Nicholson
Board Evaluation and Results	David Colburn Svend Hansen George Nicholson
Planning and Policy	Bev Esslinger Don Fleming Ken Gibson
Results Review Committees	All trustees serve on results review subcommittees to review school and central services results.
Budget Review Committees	All trustees serve on budget review subcommittees to review school and central services budgets.
Ad Hoc Negotiation Assignments	
Teaching Staff (Agreement expires August 31, 2006)	David Colburn Wendy Keiver
Custodial Staff (Agreement expires August 31, 2006)	Bev Esslinger Svend Hansen
Maintenance Staff (Agreement expires August 31, 2006)	Don Fleming Wendy Keiver
Support Staff (Agreement expires August 31, 2006)	Bev Esslinger Gerry Gibeault

Representatives to Other Agencies	
Alberta School Boards Association (ASBA)	
Provincial Executive	Gerry Gibeault
Provincial Executive – Alternate	Bev Esslinger
ASBA Zone 23 Executive	Don Fleming
ASBA Zone 23 Executive – Alternate	Bev Esslinger
ASBA Issues and Resolution Committee	Bev Esslinger Don Fleming Gerry Gibeault
ASBA for Bilingual Education (ASBABE)	David Colburn
Public School Boards' Association of Alberta (PSBAA)	
Board Nominee for First Vice President	Wendy Keiver
Liaison – Public School Boards Council (PSBC)	Wendy Keiver
Other:	
Capital Region Services to Children Linkages Committee	Wendy Keiver