




AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, October 23, 2012
2:00 p.m.

Board Meeting #4

- A. O Canada 
- B. Roll Call
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes
 - 1. DRAFT – Board Meeting #3 – October 9, 2012
- F. Comments from the Public and Staff Group Representatives
- G. Reports
 - 2. Report #1 of the Conference Committee (From the Meeting Held October 9, 2012)
(Recommendation)
 - 3. Motion re Student Field Trips
(Recommendation)
 - 4. Action Post-Moratorium: Strategic Direction Following the Expiry of the Two Year Moratorium on School Closures
(Recommendation)
 - 5. Board Meeting Scheduling and Timing
(Recommendation)
 - 6. Community Relations Committee – Update to Terms of Reference
(Recommendation)
 - 7. Accountability Pillar and Student Achievement Results
(Information)
 - 8. Implications of Extension of Second Language Requirement
(Information - Response to Request for Information #219)
 - 9. Bereavement
(Information with Introduction)

**BOARD OF
TRUSTEES**

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Heather MacKenzie
Conference Chair

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

- H. Other Committee, Board Representative and Trustee Reports**
- I. Comments from the Public and Staff Group Representatives**
– 5:00 p.m. (*NOTE: Pre-registration is required for this item.*)
- J. Trustee and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK

- Board Meeting #3 -

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, October 9, 2012 at 2:00 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

Cheryl Hagen
Mark Liguori
Ron MacNeil

Jamie Pallett
Tanni Parker
Tash Taylor

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Grade 12 students from Victoria School performed the following:

- Natasha Mihell *O Canada*
- Phoebe Davis and Tim Dowler-Coltman *Song: Falling Slowly*
(From the movie/play ONCE)
- Zsakira Del Col, Katherine Semchuk and Morgan Heck *Dance: Sort Of*
- Natasha Mihell *Song: Sally Gardens*

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 3550 – Carol Chapman, President

MINUTE BOOK

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

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

C. Communications from the Board Chair

The Board Chair advised that October is Learning Disabilities Awareness Month across Canada and is intended to improve and deepen the awareness of Learning Disabilities. Most people are not aware that a learning disability is a life-long condition that affects a minimum of one in ten Canadians of all people with average or above-average intelligence. Learning disabilities cross all ages, genders, socio-economic, cultural and linguistic groups.

D. Communications from the Superintendent of Schools

The Superintendent advised that, on October 2nd, the Ambassador of France to Canada Phillippe Zeller and representatives from Edmonton Public Schools, including himself, as well as from the French consulate in Calgary welcomed delegates to the annual meeting of the National DELF Centres (Diplôme d'études en langue française). He noted that the Board Chair as well as several Trustees were able to attend. Co-hosted by the Embassy of France and Edmonton Public Schools, the meeting took place at the Institute for Innovation in Second Language Education. This is the first time this national meeting has taken place outside of Ottawa, and followed a historic signing on October 1st of a Declaration of Intent between the Ministry of Education of the French Republic and Alberta Education.

Edmonton Public Schools is highly regarded internationally as a leader in the teaching and learning of French and other languages. It was the first school district in Canada to be accredited and approved as an examination centre for Le Diplôme d'études en langue française (DELF) and Le Diplôme approfondi en langue française (DALF). Since 2005, students who have participated in the DELF and DALF exams have received international recognition for their high achievements of French language proficiency, including receiving internationally-recognized diplomas from the French Ministry of Education. These exams serve as a valuable asset for students who are seeking to further their studies in French or to work in settings where knowledge of and proficiency in the French language is vital.

MINUTE BOOK

The District's efforts to deliver high quality second language programs strongly supports a long-standing commitment to literacy development and the preparation of students to be successful in a global world.

The Superintendent advised that the District's student achievement results for the 2011-2012 school year show progress in a number of key measures and that trend is expected to continue over the next several years. The Accountability Pillar, which is used by the Province to monitor all school jurisdictions performance, shows Edmonton Public Schools made significant improvement in creating safe and caring learning environments over the past year, receiving a rating of excellent in this area. The District also maintained its rating of excellence in terms of the high quality of education provided to students.

Edmonton Public Schools continues to see growth in its five-year high school completion rate. From 2006-2007 to 2010-2011, the District saw a 2.3 per cent increase in this rate, rising from 73.8 per cent to 76.1 per cent. High school students showed strong results this year on diploma exams, slightly exceeding the Province at the standard of excellence in all science subjects, while results at the acceptable standard and standard of excellence in English, social studies and math demonstrated room for improvement. In comparison to the Province, students in Grades 3, 6 and 9 did very well in achieving the acceptable standard and standard of excellence.

E. Minutes

1. Board Meeting # 2 – September 25, 2012

MOVED BY Trustee Spencer:

“That the minutes of Board Meeting #2 held September 25, 2012 be approved as printed.” (UNANIMOUSLY CARRIED)

F. Comments from the Public and Staff Group Representatives – None.

G. Reports

2. Policy Review Committee: FM.BP – Alcoholic Beverages and Tobacco Use on District Premises and at District-Sponsored Functions

MOVED BY Trustee Janz:

“That revised Board Policy FM.BP - Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions be considered for the third time and approved.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

3. Webcasting Update
4. Community Relations Committee: School Tours 2012
5. Boards Gathering Feedback and Dialoguing with Staff
(Response to Request for Information #201)
6. Financial Disclosure Practices
(Response to Request for Information #220)

MOVED BY Trustee Colburn:

“That the following reports be received for information:

- **Webcasting Update**
- **Community Relations Committee: School Tours 2012**
- **Boards Gathering Feedback and Dialoguing with Staff (Response to Request for Information #201**
- **Financial Disclosure Practices (Response to Request for Information #220).”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

7. Bereavement

Vice-Chair Janz reported on the death of Mrs. Agnes Robinson.

MOVED BY Trustee Janz:

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

H. Other Committee, Board Representative and Trustee Reports

Trustee Colburn, the Board’s representative on the Alberta School Boards Association (ASBA) Board of Directors, reported that the next Board of Directors meeting is scheduled for October 11, 2012.

MINUTE BOOK

Trustee Johner, the Board's representative on ASBA Zone 23, reported on the following from the ASBA Zone 23 General Meeting held September 28, 2012:

- The selection criteria for the Edwin Parr Awards were discussed. A number of recommendations will be brought forward from Zone 23 in this regard and she will bring this information forward to the Board as soon as it is available.
- A subcommittee was established to examine the by-laws for Secretary-Treasurers. She will also provide this information as soon as it is available.

The next meeting will be the ASBA Annual General Meeting on October 26, 2012 at 9:30 a.m. at the St. Anthony Centre.

Trustee Janz, the Board's representative on the Public School Boards Council (PSBC), advised that the PSBAA Annual General Meeting will be held October 17, 2012 in Edmonton.

Trustee Spencer was pleased to advise that every student in the Aspen Program at High Park School who wrote diploma exams in June passed. He congratulated the students, Principal Venta Kabzems, and the teachers at the school.

Trustee Colburn advised that he attended the Alberta School Boards Association (ASBA) national *Time for Student Health Revolution* conference held in September 30 to October 2, 2012. Trustees Cleary and Shipka were in attendance as was Executive Director Corporate Services David Fraser. There were 218 registrants representing eight provinces.

Trustee Hoffman noted, on behalf of the Board, that last week was Read-In Week and expressed appreciation for being able to go to schools and read to students. She noted a number of staff from Central Services, fire fighters, police officers, parents and community members also took the opportunity to participate. She thanked the staff responsible for coordinating this year's Read-In events.

J. Trustee and Board Requests for Information

Trustee Colburn requested that information be provided regarding the feasibility of a replacement school model becoming the preferred Board strategy in response to school closure.

Trustee Spencer, further to report #6 - *Financial Disclosure Practices (Response to Request for Information #220)* requested that information be provided regarding how the District's financial disclosure practices compare to measures recently adopted by Calgary Public Schools.

MINUTE BOOK

K. Notices of Motion

Trustee Shipka served notice of the following motion:

That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after the School at the Legislature Program and City Hall School.

L. Next Board Meeting Date: Tuesday, October 23, 2012 at 2:00 p.m.

The meeting recessed at 3:00 p.m. and reconvened at 5:00 p.m.

Trustees Cleary and MacKenzie were absent. All other Trustees were present.

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

The Board heard from Mr. Michael Tachynski regarding the “zero” grade practice. Mr. Tachynski also provided information to the Board.

M. Adjournment (5:05 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Cheryl Hagen, Acting Secretary-Treasurer

DATE: October 23, 2012

TO: Board of Trustees

FROM: Trustee Heather MacKenzie, Conference Committee Chair

SUBJECT: Report #1 of the Conference Committee (From the Meeting Held October 9, 2012)

ORIGINATOR: Tash Taylor, Director Executive and Board Relations

REFERENCE: [Terms of Reference re In-Camera Sessions Committee of the Whole – Conference](#)
[School Act](#) Sections 61 and 113
[IGD.BP – Student Suspension and Expulsion](#)

ISSUE

Recommendations arising from the Conference Committee meeting held October 9, 2012 are being presented for final approval as per the terms of reference for Conference Committee.

RECOMMENDATION

- 1. That Report #1 of the Conference Committee from the meeting held October 9, 2012 be received and considered.**

Roster of Individual to Preside at Expulsion Hearings

- 2. That, effective immediately, the addition of Kent Pharis as a member of the roster of persons available to preside at student expulsion and reinstatement hearings on behalf of the Superintendent of Schools, be confirmed.**
- 3. That, effective immediately, the deletion of Bruce Cline as a member of the roster of persons available to preside at student expulsion and student reinstatement hearings on behalf of the Superintendent of Schools, be confirmed.**

In-Camera Conference Committee Protocols

- 4. That the Board adopt the updates to the Board’s In-Camera Conference Committee protocols as outlined in Attachment I.**
- 5. That the Conference Committee be renamed to “Caucus Committee.”**

BACKGROUND – RECOMMENDATIONS 2 & 3

Item six of Board Policy [IGD.BP - Student Suspension and Expulsion](#) stipulates that the roster of persons who can preside at student expulsions and student reinstatement hearings shall be composed of persons recommended by the Superintendent and approved by the Board.

Staffing changes, the need to maintain sufficient individuals on the roster and a desire to enhance the skills and experience of staff lead to this recommendation to revise the roster.

BACKGROUND – RECOMMENDATIONS 4 & 5

On January 11, 2011 the Board voted unanimously to “examine its meeting practices and policies with the view to reducing in-camera discussions, increase transparency of decision making, and improving Board governance.”

On April 13, 2011 the Board debated various aspects of a recommendations put forward by Trustee Janz. This item was disposed of through a referral motion directing Trustee Janz “to consult with general counsel, and bring the changes back to public Board.”

On May 29, 2012, the Board carried the following motion: “That the report be referred to the Policy Review Committee for review and brought back to the October 2, 2012 Conference Committee meeting.”

BACKGROUND – RECOMMENDATIONS 4 & 5

- Changes to the current protocols are being recommended to enhance transparency and accountability.
- The current draft states the Board’s values and beliefs as an opening sentence.
- All recommended changes are within legislative authority provided through the *School Act* and the draft has been reviewed by Legal Counsel.

ATTACHMENTS & APPENDICES

ATTACHMENT I In-Camera Sessions *Committee of the Whole – Conference: Clean with proposed changes*

APPENDIX I In-Camera Sessions *Committee of the Whole – Conference: Proposed changes with tracking*

APPENDIX II In-Camera Sessions *Committee of the Whole – Conference: Current Policy without Changes*

TT:mmf

In-Camera Sessions Committee of the Whole - Conference

Purpose

The Board values transparency and accountability and believes that, to the greatest extent possible, its decision making should be conducted in public. There are, however, specific instances when the public interest is best served by private discussion in "in-camera" sessions.

The Board holds in-camera meetings to deal with land, labour, and legal matters. The Board also gathers privately for professional development, reviewing the functioning of the Board, and for strategic planning purposes. The requirement for confidentiality of in-camera materials and proceedings is fundamental to protect individual privacy and the District's fiduciary and strategic interests. For this reason, all in-camera meetings are closed to the public and news media.

All recommendations from the Conference Committee must be approved at a public Board meeting prior to being enacted or implemented.

Expectations

1. In accordance with Section 61 of the School Act, the Board delegates to the Conference Committee the following powers:
 - a) Discussing and, or developing recommendations to Board on matters pertaining to:
 - o the personal or proprietary information of an identifiable individual or group, including staff, students and parents
 - o labour relations and employee negotiations
 - o a proposed or pending acquisition or disposition of property
 - o law enforcement matters, litigation or potential litigation, including matters before administrative tribunals affecting the District
 - o the security of the property of the District
 - o the terms and conditions of a contract with the Superintendent of Schools in accordance with Section 113 of the *School Act*.
 - b) Reviewing the functioning of the Board
 - c) Developing advocacy plans to other levels of government and strategic planning activities
 - d) Engaging in professional development

2. The first order of business for a Conference Committee meeting shall be approval of the agenda and confirmation of the items as appropriate for discussion in-camera.
3. All matters requiring Board decision arising from discussions in Conference Committee shall be reported to a public board meeting for Board approval. Recommendation reports to Board shall contain sufficient background information to explain the recommendation and implications of the decision to be made with due consideration to protection of personal or proprietary information.
4. All agenda items and supporting materials on which motions and recommendations are based, and the substance of deliberations shall remain confidential, except when:
 - the Board of Trustees determines that the information should be submitted to a public meeting,
 - ~~when~~ the Board of Trustees specifically authorizes its public release, or when legally required to release such information.
 - ~~A~~ motion of the Board of Trustees is required to release this information to any persons other than to the Board of Trustees, employees or agents of the Board who require such information to carry out their duties on behalf of the District.

The Conference Committee may appoint a subcommittee of Trustees, or administrators, or other individuals to act on its behalf.

Quorum

The membership of the Conference Committee is the full Board. A quorum is the majority of the Committee members.

Rules of Order

- The Conference Committee Chair will preside at every meeting and will vote on all questions submitted. In the Chair's absence the Board Vice-Chair will preside. In the absence of the Board Vice-Chair, the members present will appoint one of their members to be Chair.
- The rules of the Board will be observed.
- The Committee submits its recommendations to the Board.

Confidentiality

All materials submitted and the substance of discussions held in Conference Committee shall be treated as confidential by all Trustees and Administration in attendance.

Agendas

- The preparation of the agenda for a Conference Committee meeting is the responsibility of the Superintendent of Schools, in accordance with Board policy, practice or law.
- The draft agenda is reviewed by the Conference Committee Chair.

Proposed additions are noted in red underlined text.

Proposed deletions have been removed.

Format of Agendas

The following will be the format for agendas of Conference Committee meetings:

- Roll Call
- Approval of the Agenda
- Communications from the Board Chair
- Communications from the Superintendent of Schools
- Minutes
- Reports
 - Recommendation
(Board Committee, Representative and Trustee Motions and Superintendent of Schools)
 - Feedback
 - Information
(Board Committee, Representative or Trustee and Superintendent of Schools)
 - Delegation or External Presentation (time specific given)
- Other Committee, Board Representative and Trustee Reports
- Trustees and Board Requests for Information
- Notices of Motion
- Meeting Dates
- Adjournment

Except in special circumstances, Conference Committee reports will be limited to two written pages including any recommendations and a summary of any appendices.

Delivery of Agendas

- Material for Conference Committee meetings will be posted on the Board Intranet Site (BIS) at least three days in advance of the meeting.
- Agenda materials that are not dealt with at a meeting should be kept by Trustees for the next meeting.

Time and Place

- Conference Committee meeting will be held on an as needed basis at the call of the Conference Committee Chair.
- Notices of meetings will be provided in the same manner as for regular board meetings unless, by consent of all the Trustees, notice is waived.

Minutes

- The minutes of the Conference Committee will contain motions, recommendations and questions that require administrative follow up.
- The minutes of Conference Committee are accessible to Trustees on request; however, a motion of the Conference Committee is required prior to providing a Trustee the minutes of a Conference Committee meeting if that Trustee was not a member of the Conference Committee at the time of the meeting.

Proposed additions are noted in red underlined text.

Proposed deletions have been removed.

- The minutes of the Conference Committee are approved by the Conference Committee at the next regular meeting of the Conference Committee.

In-Camera Sessions

Committee of the Whole - Conference

Purpose

The Board values transparency and accountability, and believes that, ~~while~~ to the greatest extent possible its ~~discussions-~~ decision making should be conducted in public, there are specific instances when the public interest is best served by private discussion in "in-camera" sessions.

The Board holds ~~regularly scheduled~~ in-camera meetings to deal with land, labour, and legal matters, and other matters typically considered to be in the public interest to be discussed in private. The Board also gathers privately for professional development, reviewing the functioning of the Board, and for strategic planning purposes. The requirement for confidentiality of in-camera materials and proceedings is fundamental to protect individual privacy and the District's fiduciary and strategic interests. Board's own position in sensitive negotiations and legal matters. For this reason, All in-camera meetings are closed to the public and news media.

All recommendations from the Conference Committee must be approved at a public Board meeting prior to being enacted or implemented.

~~All agenda items and supporting materials on which motions are based, and the substance of deliberations shall remain confidential, except when the Board of Trustees determines that the information should be submitted to a public meeting, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required to release this information to any persons other than to the Board of Trustees, employees or agents of the Board who require such information to carry out their duties on behalf of the District.~~

Expectations

1. In accordance with Section 61 of the School Act, the Board delegates to the Conference Committee the following powers:
 - a. Discussing and, or developing recommendations to Board on matters pertaining to:
 - the personal or proprietary information of an identifiable individual or group, including staff, students and parents
 - labour relations and employee negotiations
 - a proposed or pending acquisition or disposition of property
 - law enforcement matters, litigation or potential litigation, including matters before administrative tribunals affecting the District
 - the security of the property of the District
 - the terms and conditions of a contract with the Superintendent of Schools in accordance with Section 113 of the School Act and Section 19 the Freedom of Information and Protection of Privacy Act.

~~b. Studying a matter in depth to build Trustee understanding of an issue that may be coming before the Board;~~

~~c. Engaging in strategic planning activities;~~

d. Reviewing the functioning of the Board ~~and Board development activities, and~~

~~e. Providing advice to the Superintendent of Schools.]~~

Add: Developing advocacy plans to other levels of government and strategic strategic planning activities

Add: Engaging in professional development

2. The first order of business for a Conference Committee meeting shall be approval of the agenda and confirmation of the items as appropriate for discussion in-camera. ~~A consent agenda process will be used for approval of the agenda. The Conference Committee Chair will ask each Trustee to indicate in turn the agenda item(s) he or she wishes to debate or ask questions about. Those agenda items not selected for debate will be voted on in a single (omnibus) motion before Conference Committee begins dealing with the agenda items selected for debate. (Approved December 13, 2011)~~
3. All matters requiring Board decision arising from discussions in Conference Committee shall be reported to a public board meeting for Board approval. Recommendation reports to Board shall contain sufficient background information to explain the recommendation and implications of the decision to be made with due consideration to protection of personal or proprietary information.
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Quorum

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Rules of Order

- The Conference Committee Chair will preside at every meeting and will vote on all questions submitted. In the Chair's absence the Board Vice-Chair will preside. In the absence of the Board Vice-Chair, the members present will appoint one of their ~~number~~ members to be Chair.
- The rules of the Board will be observed.
- The Committee submits its recommendations to the Board.

Confidentiality

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Recommended
Specified Time

~~TBD~~ Consent
Agenda

Except in special circumstances, Conference Committee reports will be limited to two written pages including any recommendations and a summary of any appendices.

Delivery of Agendas

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Time and Place

- ~~• Regular meetings of the Conference Committee will be held from 9:30 a.m. to 12 noon on the first Tuesday of each month. The third Tuesday of each month will be held as a reserve meeting date for Conference Committee meetings that may be held at the call of the Chair.~~
- ~~• In order to accommodate principal appointments in the spring and emergent issues, Conference Committee meetings may be held prior to the regularly scheduled board meeting; however, wherever possible, preference should be given to scheduling the reserve Conference Committee meeting dates for that purpose.~~
- Conference Committee meeting will be held on an as needed basis at the call of the Conference Committee Chair.
- Notices of meetings will be provided in the same manner as for regular board meetings unless, by consent of all the Trustees, notice is waived.

Adjournment

~~The Conference Committee will remain in session no later than 12:00 noon unless otherwise determined by a majority vote of the members present.~~

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Edmonton Public Schools Board Policies and Regulations

In-Camera Sessions Committee of the Whole - Conference

The Board believes that, while to the greatest extent possible its discussions should be conducted in public, there are specific instances when the public interest is best served by private discussion in "in-camera" sessions.

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- the security of the property of the District
 - the terms and conditions of a contract with the Superintendent of Schools in accordance with Section 113 of the *School Act*
- b. Studying a matter in depth to build Trustee understanding of an issue that may be coming before the Board;
 - c. Engaging in strategic planning activities;
 - d. Reviewing the functioning of the Board and Board development activities, and
 - e. Providing advice to the Superintendent of Schools.
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- The rules of the Board will be observed.
- The Committee submits its recommendations to the Board.

Confidentiality

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Agendas

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- The draft agenda is reviewed by the Conference Committee Chair.

Format of Agendas

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<ul style="list-style-type: none"> • Roll Call • Approval of the Agenda • Communications from the Board Chair • Communications from the Superintendent of Schools • Minutes • Reports <ul style="list-style-type: none"> ○ Recommendation (Board Committee, Representative and Trustee Motions and Superintendent of Schools) ○ Feedback ○ Information (Board Committee, Representative or Trustee and Superintendent of Schools) ○ Delegation or External Presentation (time specific given) • Other Committee, Board Representative and Trustee Reports • Trustees and Board Requests for Information • Notices of Motion • Meeting Dates • Adjournment 	<table border="1" style="border-collapse: collapse;"> <tr> <td style="text-align: center;"> <u>Recommended Specified Time</u> </td> </tr> <tr> <td style="text-align: center; height: 200px;"> TBD – Consent Agenda </td> </tr> </table>	<u>Recommended Specified Time</u>	TBD – Consent Agenda
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TBD – Consent Agenda			

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- In order to accommodate principal appointments in the spring and emergent issues, Conference Committee meetings may be held prior to the regularly scheduled board meeting; however, wherever possible, preference should be given to scheduling the reserve Conference Committee meeting dates for that purpose.
- Notices of meetings will be provided in the same manner as for regular board meetings unless, by consent of all the Trustees, notice is waived.

Adjournment

The Conference Committee will remain in session no later than 12:00 noon unless otherwise determined by a majority vote of the members present.

Minutes

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- The minutes of the Conference Committee are approved by the Conference Committee at the next regular meeting of the Conference Committee. Circulation of the minutes is restricted.

Reference(s):

[September 14, 2010 board meeting](#)

[December 13, 2011 board meeting](#)

DATE: October 23, 2012

TO: Board of Trustees

FROM: Trustee Ken Shipka

SUBJECT: Motion re Student Field Trips

REFERENCE: October 9, 2012 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

RECOMMENDATION

That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after the School at the Legislature Program and City Hall School.

BACKGROUND

Notice of motion was served at the October 9, 2012 board meeting.

KS:mmf

DATE: October 23, 2012

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Action Post-Moratorium: Strategic Direction Following the Expiry of the Two Year Moratorium on School Closures

ORIGINATOR: Tanni Parker, Assistant Superintendent, Student Learning Services

RESOURCE STAFF: Roland Labbe, Leanne Fedor, Ann Parker, Lorne Parker

REFERENCE: *Meeting of the Board of Trustees: November 30, 2010*
Meeting of the Board of Trustees: March 13, 2012
Meeting of the Board of Trustees: September 11, 2012
Conference Committee Meeting: October 9, 2012
[Board Policy FL.BP – School Closure](#)

ISSUE

Following the conclusion of the two year moratorium on school closures, a strategic direction is required. It is recommended the outcome include the development of a comprehensive district strategy to ensure all district students have access to high quality learning opportunities and environments. The district strategic direction will address deferred maintenance and right sizing of district space to meet short term and long term needs.

RECOMMENDATION

That after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs.

BACKGROUND

On November 30, 2010, the Board carried the following motion:

“That the Board impose a renewable two-year moratorium on school closures, and that during this time the Board seek to further understand the issues and impacts surrounding school closures. During the moratorium, the Board will also identify a number of ways to support schools instead of close them.”

The following three motions have been approved by the Board of Trustees prior to final outcomes and recommendations of the two-year Moratorium on School Closures:

March 13, 2012

1. *“Leading up to the expiration of the Moratorium in November 2012, the Administration shall work with stakeholders, including students, parents, community members, tenants and other levels of government, to bring forward recommendations in December 2012 to take effect September 2013 for consolidation, expansions, right-sizing schools, space sharing with other districts, or replacement schools, including the possibility of school closure, using the following criteria:*
 - a. *Consider schools that are located in the same city neighbourhood as, or less than 700 meters from another EPSB school and where there is comfortably enough space to bring together students in one facility while continuing to offer the existing range of grades and programming options.*
 - b. *Consider schools which do not offer regular programming and which have an enrolment of less than 100 students.*
 - c. *Consider schools which draw from an attendance area where there are less than 80 EPSB students residing at the elementary or junior high levels.*

The Administration shall also conduct programming fit reviews at schools where a regular or alternative programming stream has enrollment of less than 80 students.

This work shall be informed by the District Priorities, with an emphasis on equity and healthy transportation, as well as the work of the Moratorium Committee, previous public consultation processes, and the recommendations included in the Elevate report to support strong schools and strong communities”.

April 10, 2012

2. *“Building on the Elevate Report recommendations, that Administration review and update the Ten-Year Facilities Plan in conjunction with communities, other levels of government and school boards, to support excellent K-12 education, enrich life-long learning opportunities and provide supports for children and families, and which may include renewal of existing facilities, modernizations, consolidations, replacement schools, cross-district partnerships, expansions, right-sizing and new school construction. The plan should demonstrate our District’s commitment to offering choice for families and reflect the new vision and mission.”*

September 11, 2012

3. *“That the Policy review Committee review, as a high priority, the Capital and Accommodation Planning Principles used in the current Ten-Year Facilities Plan and any associated Board policies, and develop a coordinating Board policy to guide the renewal and revision of the Ten-Year Facilities Plan”.*

RELATED FACTS

- Several Board initiatives to address the issue of managing excess learning space have been developed and initiated since 1979. Each initiative was intended to address issues associated with operating schools with low enrolments, shifting demographics, aging and educationally outdated buildings, along with a desire to support local schools. In response to public feedback, processes were continuously adjusted and refined in an attempt to create a more responsive and transparent school review and closure process. It is also important to note that the majority of the buildings reviewed under these processes required significant capital re-investment.
- Some of the major initiatives were:
 - Semi-Permanent Classroom Pods and Portables (1975-2007)
 - Twinning/Multi-Campus Schools (1975-2007)
 - City Centre Education Project (2001)
 - Concept Development Studies (2001)
 - Leasing and Partnerships (1982-2007)
 - Inventory of Student Space (1983-2004)
 - Cluster Studies (2004-2005)
 - Viability Indicator Benchmark and Facility Planning Principles Consultation (2006)
 - Ten-Year Facilities Plan - Annual Implementation Plan/Sustainability Reviews (2006-2010)
 - Sector Reviews (2009-2010)
- The outcomes of these processes varied and were impacted by shifting political dynamics, resulting in the need to continuously address issues related to operating schools with low enrolments and aging infrastructure. As evidenced through the findings of the Moratorium Committee, the District is still challenged by excess capacity and a growing deferred maintenance deficit.

OPTIONS

1. Proceed with status quo, which is to continue with current practices in alignment with approved recent board motions.
2. Direct Administration to develop and implement a district infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, address the deferred maintenance deficit and right size district space to more effectively meet short-term and long-term needs

CONSIDERATIONS & ANALYSIS

- Actions recommended will need to be aligned with provincial regulation, board policies and administrative regulations.
- A key driver for implementing a comprehensive district strategy is evidenced in a meta-analysis of research conducted by Dr. Lance Roberts, who identifies a direct correlation between building condition and learner outcomes.

- Given the age and condition of our buildings and insufficient provincial capital funding to address outstanding deferred maintenance, the District's ability to provide safe and healthy learning and work places is becoming a significant challenge. If the status quo is maintained, operating costs and efficiencies will not improve, and the accumulated deferred maintenance value will grow to approximately \$1 billion by 2021.
- Funding available to Alberta Education to meet all provincial school capital needs has not, and is not likely, to be sufficient to maintain all school buildings. Additionally, Provincial interpretation of the magnitude of excess capacity the District operates is challenging the ability of the District to access modernization funding. The Ministry of Education is generally not supportive of initiatives unless projects address over-capacity in locations where the student population is flat to declining.
- Approval for new schools in high growth areas may be impacted to ensure that overall District inventory does not grow beyond our ability to operate buildings with the funding provided.
- District initiatives to address over-capacity of school buildings in mature areas have been sporadic and inconsistent. As a result:
 - Schools with low enrolment continue to experience difficulty acquiring resources that will enable them to offer a broad range of quality learning opportunities and supports for students.
 - Credibility for any past or future community engagement is challenged by perceptions of limited results.
 - Maintaining high quality learning environments for all students will become a significant challenge if cumulative deferred maintenance deficits remain unresolved.
 - Small, incremental changes over an extended period of time will not reduce the burden of increasing operating costs, nor reduce the deferred maintenance deficit.
 - Challenges to accommodate changing demographics and new area growth will continue.
 - The District continues to subsidize Plant Operation and Maintenance funding from operational grants.
- Implementing a comprehensive district infrastructure strategy will empower the Board of Trustees to provide high quality learning opportunities and environments for all students. The strategy will enable the District to rationalize capacity thereby alleviating a significant percentage of the deferred maintenance and infrastructure deficit, Plant Operations and Maintenance deficit.
- The strategy must include consistent action that provides the best outcomes to deliver quality educational facilities for all communities, including school consolidations, right sizing, expansions, and space sharing with other jurisdictions and/or replacement schools. The strategy must also include greater alignment of all associated district infrastructure activities to achieve a targeted end state. Realignment will include, but not be limited to, the following functions:

- Ten Year Infrastructure Plan
 - Three Year Capital Plan
 - District Real Estate Strategy (Leases, Rentals and Property Disposition)
 - Program Distribution
 - District Maintenance
 - PO&M and IMR Allocations
 - Joint Use Agreement: Facilities
 - Joint Use Agreement: Land
- It is believed that implementing the strategy will position the Board of Trustees to be responsive to the findings of the Moratorium Committee, address the intent of the referenced motions and receive strong support from Alberta Education.
 - Through the implementation of this strategy, facilities can be identified for surplus and applied toward other provincial and civic objectives, including the City of Edmonton Community Sustainability Vision: ELEVATE.

NEXT STEPS

Given the foregoing factors, the Administration is seeking direction to develop the strategy, including timelines and opportunities for community engagement. Additionally, the Administration will work with provincial authorities and the City of Edmonton to gain support for the strategy which includes a commitment to appropriate and sustainable funding. As directed by the Board, public consultation relating to implementation of the plan would be conducted by external third party facilitators.

ATTACHMENTS & APPENDICES

- | | |
|---------------|--|
| Attachment I | Board Policy FL.BP School Closure |
| Attachment II | April 14, 2009 Board Report – Results of the Ad Hoc Committee for School Closure and Sustainability Review |

LP:sb

Edmonton Public Schools Board Policies and Regulations

CODE: FL.BP
TOPIC: School Closure

EFFECTIVE DATE: 07-11-2006
ISSUE DATE: 08-11-2006
REVIEW DATE: 11-2013

The Board believes that the closure of schools is an important consideration in ensuring the responsible use of the resources placed in its trust; making efficient use of the District's school space; and safeguarding the health and safety of students, staff, and the public.

A. SCOPE AND AUTHORITY

1. The authority of the Board is derived from the *School Act* and the Alberta Closure of Schools Regulation, which say that the Board of Trustees may:
 - a. close a school permanently or for a specified period of time, or
 - b. close entirely three or more consecutive grades in a school, or
 - c. transfer all students from one school building to one or more other school buildings on a permanent basis.

The process for closure of schools under this authority is explained in section C, Process for School Closure.

2. The Board authorizes the administration, under the direction of the Superintendent of Schools and with consultation as determined by the Alberta Closure of Schools Regulation to:
 - a. close or permanently relocate fewer than three consecutive grades in a school, or
 - b. temporarily relocate any number of grades from one school to another.

The process for this shall be in accordance with the Alberta Closure of Schools Regulation, which says that, the Board will convene an information meeting with parents of the students affected by the transfer and the alternative arrangements for continuing the education program at another school.

Discontinuance or relocation of a regular program or an alternative program or a special needs program, is not a school closure. The process for discontinuance or

relocation of an alternative program is addressed in [HA.BP - Student Programs](#).

B. CRITERIA FOR RECOMMENDING SCHOOL CLOSURE

Before recommending the closure of a school to the Board of Trustees, the Administration will develop viability benchmarks and school profiles through the Ten-Year Facilities Plan and will consider all of the following criteria:

- the educational impact on students in the school;
- the enrolment of the school and programs within the school;
- the population and demographic data;
- the amount and cost of excess space in the school;
- the cost to staff and operate the educational program at the school;
- the cost to maintain the facility in operable condition or to restore the facility to operable condition;
- the location and accessibility of the school and the proximity of other schools;
- the necessity to safeguard the health and safety of students, staff, and public;
- the need to consolidate or relocate existing programs;
- the impact of closing the school on the community taking into account existing or proposed development plans.

C. PROCESS FOR SCHOOL CLOSURE

The process for closure will be in accordance with the *School Act* and Alberta Closure of Schools Regulation.

A [process for school closure flow chart](#) is provided for reference. In case of conflict between this policy and the flow chart, the policy shall prevail.

Reference(s):

[HA.BP - Student Programs](#)

[School Act](#) Section 58

[Alberta Closure of Schools Regulation](#)

[Ten-Year Facilities Plan 2009-2018](#)

[Process for School Closure Flow Chart](#)

Alberta Infrastructure and Transportation - [School Infrastructure Manual](#)

EDMONTON PUBLIC SCHOOLS

April 14, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Results of the Ad Hoc Committee for School Closure and Sustainability Review

ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE
STAFF: Tanni Parker

INFORMATION

Background

In May 2008, the Board approved the “Terms of Reference” (Appendix I) that would frame the work of the Ad Hoc Committee to Review Sustainability and School closure processes.

During the 2008-2009 school year, the Board undertook the following actions related to:

Outcome 1: Input on Sustainability and School Closure Reviews

In May 2008, the Board approved the use of focus groups as a way to better understand the issues related to school sustainability reviews and school closures since 2000. Following a Request for Proposals (RFP) process, the Board approved Johnston Research as the company to complete the work.

The focus groups were held in July 2008 and an executive summary was provided to the Board through the on-line Trustee Reading Room in September 2008.

An on-line survey was developed using the themes that arose from the focus groups and was made available to 3,500 parents and community members as well as approximately 100 staff members for two weeks in January 2009. One hundred forty two responses to the survey were received.

Ms Sandra Johnston from Johnston Research is in attendance to provide an overview of the processes that were used, key findings from the focus groups and on-line survey, as well as her key research findings (Appendix II).

Outcome 2: Understanding the Greater Community

In May 2008, the Board approved the use of a Discrete Choice Measure survey as a way to gather information about the greater community’s awareness of the challenges the District faces related to school and school space. Information gained from this review would assist in direction-setting that is reflective of broad community values as related to effective, efficient

and ideal use of school spaces and buildings. The contract to complete this work was granted to Cambridge Strategies Inc.

The on-line survey was developed and available from December 1 – 10, 2008. The response rate was better than expected with 706 responses generated. Mr. Ken Chapman is in attendance to share the process that was used and the key findings (Appendix III).

One year after the approval of the terms of reference, the work is completed and both outcomes have been met.

On March 24, 2009 the Board approved the recommendations related to this work (Appendix IV).

ES:ee

Appendix I: Terms of Reference

Appendix II: Key Research Findings – Johnston Research

Appendix III: Process and Key Findings – Cambridge Strategies Inc.

Appendix IV: Recommendations Approved by Board of Trustees (Report #9 from Conference - without Appendix I – Terms of Reference)

TERMS OF REFERENCE

With regard to outcomes, consensus was achieved. The steering committee agreed that two separate yet related outcomes would be achieved through the review process. First, input gathered from stakeholders that were impacted by Sustainability and School Closure would be used to inform changes that would improve the processes. Secondly, the review would gather information about the greater community's awareness of the challenges the district faces related to schools and school space and possible solutions to these challenges. This would facilitate the board's understanding of the values that the community places on schools and it would provide input for a re-visioning of schools for the future.

Process Related to Outcome 1: Input on Sustainability and School Closure Reviews

The purpose of reviewing the process with stakeholders is to gather input on the impact the reviews had, and on suggested improvements to the process. To achieve this end, the steering committee recommends that focus group consultations based on the model used to gather input related to district priorities be established. The use of a focus group is one technique identified by the International Association for Public Participation (IAP2) as a way to effectively consult with the public to gain feedback.

The focus group model will allow trustees the opportunity to hear from parents, community, staff and where appropriate, students, about how they were impacted by the process and how the process could be improved. It is suggested that these focus groups be held prior to the end of May 2008 to allow the input to be included in the planning for the subsequent year and that the findings and recommendations be brought to public board for discussion and approval by Trustees before being implemented by the Administration.

Process Related to Outcome 2: Understanding the Greater Community

The purpose of this review would be to gather information about the greater community's awareness of the challenges the district faces related to schools and school space and possible solutions to challenges. The review would facilitate the board's understanding of the values that the community places on schools and it would gather input into re-visioning of schools for the future. Information gained from this review would assist in direction-setting that is reflective of broad community values as related to the effective, efficient and ideal use of school spaces and buildings.

The steering committee recommends a three part process for gathering this information.

Part One: It is proposed that a large scale discrete choice survey be designed and distributed widely across Edmonton. This type of survey would help to determine the core values of the issue.

Part Two: Synthesis of the data from this survey would then be used to create workbooks. These workbooks would contain statements to which individuals or groups would respond. The responses to the statements would provide input related to the issue. These techniques, deliberative polling and workshops, are referred to in the IAP2's *Planning for Effective Public Participation* student manual (Appendix II – *IAP2's Public Participation Spectrum*, attached as information) as being effective strategies to involve the public.

Part Three: Simultaneously, a review of current best practices related to school space would be undertaken to provide additional perspectives.

Timelines

The committee recommends the following timeline for these processes. A Request for Proposal (RFP) would be created and sent out to survey firms by the end of April 2008. The survey would be distributed in June 2008. Synthesis of the data and creation of the workbooks could occur from June to September 2008 and then be distributed to school councils, community leagues, and other stakeholders in October and November. Final synthesis of this information and articulation with the research information would be completed in December and January.

The committee recommends that one public board meeting be set aside in January 2009 and celebrate the findings of the reviews. As was done with the release of information from the Aboriginal task force, it is also recommended that key stakeholders be invited to this meeting to be recognized and hear the outcomes.

Working Committee Recommendation

Given the depth and breadth of work that must be undertaken over the ten months, it is recommended that under the full committee, a working committee be established whose role would be to provide direction and support in the establishment of the focus groups and related questions, choice of vendor for the survey, etc. All key decisions would come back to the committee of the whole, but the working committee would ensure that the work progresses on schedule. The steering committee recommends that this working committee consist of three trustees and staff assigned at the discretion of the Superintendent.

March 25, 2008 – Board Meeting



johnstonresearch

KEY RESEARCH FINDINGS

- **ENHANCE TWO-WAY COMMUNICATION**
 - Independent facilitator
 - Respecting input and provide sufficient opportunity to share
 - Clarify potential outcomes
 - Closure is a possibility
 - Review inputs into decision criteria
 - Understand that all schools / communities treated fairly
 - Positive response to inputs when understood
 - Provide feedback on public's comments and suggestions

- **SECTOR ANALYSIS**
 - Increase length of process
 - Enhance engagement and support transition
 - Include impact on broader community in decision making
 - Ensure a community school option
 - Community understands how their full education needs will be met
 - Engage City of Edmonton

- **SUPPORT TRANSITION OF STAFF AND STUDENTS**
 - Assist with selection of new school
 - Assist staff in job hunt
 - Create guidelines for redistribution of school materials
 - Create and track success indicators



Suite 208, Empire Building, 10080 Jasper Ave., Edmonton, Alberta, Canada T5J 1V9

**EDMONTON PUBLIC SCHOOL BOARD
DISCRETE CHOICE MODELING SURVEY
RECOMMENDATIONS**

1. Based on the findings design, develop and deploy a stakeholder communications plan that would explain the findings the implications and consequences for the future planning of the EPSB where there are areas of alignment with Board policy and the survey findings.
2. Invite the Minister of Learning and his departmental staff to attend a briefing on the findings of the survey and explore the implications for his Dialogue with Albertans process.
3. Develop a Stakeholder and Influentials information and engagement process to explore further and deeper the meaning for the purposes of informing policy options and approaches from survey the findings on :
 - a. Focus on Education findings particularly as they relate to creativity, thinking skills and adaptability and focus on individual student talents and;
 - b. The same for the meaning and implications of the schools meeting social, community needs and to be integrated into the community.
4. Make a presentation of the findings to the public in an open Board meeting.

Prepared by K.J. (Ken) Chapman
for Cambridge Strategies Inc.
February 11, 2009

EDMONTON PUBLIC SCHOOLS

March 24, 2009

TO: Board of Trustees

FROM: Trustee G. Rice, Conference Committee Chair

SUBJECT: Report #9 of the Conference Committee (From the Meeting Held March 17, 2009)

RECOMMENDATION

1. That Report #9 of the Conference Committee from the meeting held March 17, 2009 be received and considered.
2. That the Administration, Cambridge Strategies Inc. and Johnston Research present at public board the overview of the processes used in their research and a summary of the key findings of research.
3. That the Board provide an invitation, where possible, to those stakeholders who participated in the processes to attend the Board meeting where presentations are made and recommendations reviewed.
4. That the administration communicate the completion of the work of the Ad Hoc Committee to Review Sustainability and School Closure Processes internally and externally.
5. That processes that encourage two - way communication between stakeholders and the Board during the sustainability/school closure processes be enhanced.
6. That the work of sustainability and school closure reviews be done on a sector analysis basis.
7. That support for the smooth transition of students and staff in the case of a school closure be enhanced.
8. That a process to monitor and record student success post transition be developed and implemented.

9. That support for the school principals and staff as first point of contact for parents and community be formalized.
10. That the Board enter into advocacy related to removing the financial barriers, such as Plant Operation and Maintenance (PO&M) Funding currently in place as they relate to the use of school space for educational related lease holders.
11. That the Board engage with the community to gain a deeper understanding of the following three attributes from the Discrete Choice Measure (DCM) survey:
 - Focus on creativity, critical thinking and adaptability in schools (through Community Relations Committee)
 - Use of schools to serve broader community needs (through sector review process)
 - Community input into facility use once a school is closed (through sector review process)
12. That a Sector Review Advisory Committee comprised of a representative group of stakeholders outside the school district be developed.
13. That the Ad Hoc Committee to Review Sustainability and School Closure Processes now be dissolved.

* * * * *

In March 2008, the Board approved the “Terms of Reference” that would frame the work of the Ad Hoc Committee to Review Sustainability and School Closure Processes. (Appendix I).

The intent of the review was two-fold; to gather information from those involved in school closures and sustainability reviews to improve the processes, and to gather perceptions from the greater community about schools and space. One year after the approval of the terms of reference the work is completed and both outcomes have been met.

The recommendations are a synthesis of the key findings from both processes and a review of the literature related to school closure procedures in Canada

AS:mmf

APPENDIX I – Ad Hoc Committee Terms of Reference

DATE: October 23, 2012

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Board Meeting Scheduling and Timing

ORIGINATOR: Tash Taylor, Director Executive and Board Relations

RESOURCE STAFF: Manon Fraser, Tash Taylor

REFERENCE: [Meeting of the Board of Trustees: September 11, 2012 School Act](#)

ISSUE

As directed by the Board, the Administration is proposing timings for the Board's public meetings considering the move to three public Board meetings per month.

RECOMMENDATION

- 1. That when possible, the Board holds its regularly scheduled public meetings the first three Tuesdays of each month.**
- 2. That the Board maintains the public meeting start time at 2:00 p.m.**

BACKGROUND

On September 11, 2012 the Board carried the following motion:

"That beginning in November 2012, the Board hold three public Board meetings per month with Conference Committee meetings held as needed. Our Administration will be tasked with recommending appropriate timing for these meetings and other logistical changes should they be needed."

RELATED FACTS

- An updated Board meeting calendar is attached to reflect three public meetings per month for a total of 27 regular public Board meetings for the 2012-13 school year. (Attachment I).
- In 2011-12, the Board held 16 regular public Board meetings and two Special Board meetings for a total of 70.75 public Board meeting hours.

OPTIONS CONSIDERED

- Numerous variations of the recommendation could be formulated and several options were considered, including alternating morning, afternoon, and evening meeting times.
- The current recommendation is being put forward as it minimizes the logistical impacts internally, and reduces potential stakeholder confusion associated with changes to Board meeting days and times in mid-year.

CONSIDERATIONS & ANALYSIS

- The approval of the motion to hold Conference Committee meetings *only as necessary* eliminated the current practice of holding a scheduled Conference Committee meeting on the second Tuesday of the month. The regularly scheduled Conference meeting could simply convert to a Public Board meeting starting at 2:00 p.m.
- When Conference Committee meetings are required, it is foreseen that these can be scheduled prior to or after the regularly scheduled Board meeting. The timing would depend on the nature and complexity of the agenda items.
- It is difficult to hold absolute three board meetings on the first three Tuesdays due to recess periods, holiday seasons, and Trustee participation at various school board association meetings and conferences. This was factored in when developing the attached Board meeting calendar.

NEXT STEPS

Subject to the Board's approval of the recommendation, the Administration would notify internal and external stakeholders of the additional public Board meetings and update the Trustees' Manual accordingly.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2012-13 Board meeting calendar with proposed changes

2012 - JULY TO DECEMBER BOARD CALENDAR

Updated - August 23, 2012

	SUN	MON	TUE	WED	THU	FRI	SAT
JUL	1 Canada Day	2 Board-Declared Holiday	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
AUG	22	23	24	25 1/2-Day Board-Declared Holiday	26	27	28
	29	30	31	1	2	3	4
	5	6 Heritage Day	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
SEP	26	27	28	29 8:30am-11:30am-MST	30 1st Operational Day	31	1
	2	3 Labour Day	4 1st Instructional Day 9:30am - 4:00pm Board Welcome	5	6	7	8
	9	10	11 2:00pm Organizational Board Meeting	12	13	14	15
	16	17 All-Day Trustee Retreat	18 All-Day Trustee Retreat	19 1/2-Day Trustee Retreat	20	21	22
	23	24	25 2:00pm Board	26	27	28	29
OCT	30	1 Read-In (October 1-5)	2 8:00am-MST 9:30am-Conference	3	4 7:00pm Official Opening of Major General Griesbach	5	6
	7	8 Thanksgiving	9 2:00pm Board	10	11	12	13
	14	15	16 9-4pm - PD 6:30pm Official Opening of Bessie	17	18 6:00pm Official Opening of Michael Strembitsky School	19	20 PSBAA AGM
	21	22	23 2:00pm Board	24	25 7:00pm Student Awards Night	26	27
	28	29	30	31	1	2	3
NOV	4	5	6 2:00pm Board	7	8	9	10
	11 Remembrance Day	12 Results Review (November 12-16)	13 9:00-11:30 Central Reviews 2:00pm-Board	14	15	16	17
	18 ASBA Fall General Mtg. (Nov. 18-20)	19 ASBA Fall General Mtg.	20 ASBA Fall General Mtg.	21	22	23	24
	25	26	27 2:00pm Board	28	29	30	1
DEC	2	3	4 2:00pm-Board 7:00pm-District Recognition	5	6	7	8
	9	10	11 2:00pm Board	12	13	14 9:30am Trustees' Coffee Party	15
	16	17	18 2:00pm Board	19	20	21	22
	23 Winter Recess (Dec. 24-Jan.4)	24	25 Christmas Day	26 Boxing Day	27	28	29
	30	31					

2013 - JANUARY TO JUNE BOARD CALENDAR

	SUN	MON	TUE	WED	THU	FRI	SAT
JAN			1 Winter Recess (December 24, 2012 to January 4, 2013)	2 Winter Recess	3 Winter Recess	4 Winter Recess	5
	6	7	8 2:00pm Board	9	10	11	12
	13	14	15 2:00pm Board	16	17	18	19
FEB	20	21	22 2:00pm Board	23	24	25	26
	27	28	29	30	31	1	2
	3	4	5 2:00pm Board	6	7	8	9
	10	11	12 2:00pm Board	13 7:00pm Long Service Reception	14	15	16
	17	18 Family Day	19 2:00pm Board	20	21	22	23
MAR	24	25	26	27	28 Teacher's Convention	29 Teacher's Convention	30
	3	4	5 2:00pm Board	6 7:00pm Night of Music	7	8	9
	10	11	12 2:00pm Board	13	14	15	16
	17	18	19 2:00pm Board/Edwin Parr	20	21	22	23
	24	25 Spring Recess (March 25-28)	26 Spring Recess	27 Spring Recess	28 Spring Recess	29 Good Friday	30
APR	31	1 Easter Monday	2 2:00pm Board	3	4	5	6
	7	8	9 2:00pm Board	10	11	12	13 NSBA April 13-15 (San Diego)
	14 NSBA	15 NSBA	16 Travel NSBA	17	18	19	20
	21	22	23 2:00pm Board	24	25	26	27
MAY	28	29	30	1	2 7:00pm Excellence in Teaching Awards	3	4
	5	6	7 2:00pm Board	8	9	10	11
	12	13	14 2:00pm Board	15	16	17	18
	19	20 Victoria Day	21 2:00pm Board	22	23	24	25
	26	27	28	29	30	31	1
JUN	2	3 ASBA SGM June 3-4 (Red Deer)	4 ASBA SGM June 3-4 (Red Deer)	5	6	7	8
	9	10	11 2:00pm Board	12	13	14	15
	16	17	18 2:00pm Board	19	20 5:30pm EPSB Retirement Banquet	21	22
	23	24	25	26	27 last Day of Instruction	28 Last Operational Day	29
	30						

DATE: October 23, 2012

TO: Board of Trustees

FROM: Trustee Cheryl Johner, Chair Community Relations Committee
Trustee Dave Colburn, Community Relations Committee
Trustee Sarah Hoffman, Community Relations Committee

SUBJECT: Community Relations Committee – Update to Terms of Reference

ORIGINATOR: Tash Taylor, Director, Executive and Board Relations

**RESOURCE
STAFF:** Heather Lightfoot

REFERENCE: [Community Relations Committee Terms of Reference](#)

ISSUE

The Community Relations Committee is proposing a change to their Terms of Reference.

RECOMMENDATION

That the proposed Community Relations Terms of Reference be revised and approved as attached (ATTACHMENT I).

BACKGROUND

On October 4, 2012, the Community Relations Committee met and discussed the meaning and interpretation of one of the committee's responsibilities:

"Ensure a forum to engage stakeholders in discussion on current issues affecting the District."

RELATED FACTS

- Changes to the current Terms of Reference are being recommended to increase and enhance stakeholder engagement.
- The CRC wanted to make it explicit that the Board is committed to continually seek ways to continually improve stakeholder engagement practices.

CONSIDERATIONS & ANALYSIS

- Removing the word "forum" will eliminate misunderstandings of the intent, whether to be taken literally as in hosting an event, or figuratively as in providing an environment that encourages engagement.

NEXT STEPS

Subject to Board approval of the recommendation, the recommendation will be brought to the Board for approval at the public meeting on October 23, 2012. Subsequently, the Administration will update the Trustees Manual and the online content.

ATTACHMENTS & APPENDICES

ATTACHMENT I - Community Relations Committee Terms of Reference

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Board Community Relations Committee Terms of Reference with Proposed Changes

Purpose

The Board deems it important to listen to the community and build stronger relations to increase Trustees' understanding of the community perspective.

The Board Community Relations Committee will be responsible for listening to stakeholders in matters related to the Board and governance process. The committee will work in partnership with the Administration to formulate and recommend opportunities to enhance community relations and inclusiveness. As district ambassadors, committee members will nurture and promote a sense of pride and belonging to be associated with Edmonton Public Schools.

Mandate

- Support the goals and carry out the activities defined in the Board and committee's annual work plans.
- Engage in regular stakeholder mapping to ensure the full range of community views are included.
- ~~Ensure a forum to engage stakeholders in discussion on current issues affecting the District.~~
- Explore different and more effective methods to engage Community and Stakeholders in discussion on current issues.
- Provide advice to the Board on policy and practices that will ensure the contributions, interests and needs of stakeholders are heard and considered.
- Following the administrative process as outlined in Board Policy JAB.BP - Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives, meet with delegations wishing to speak to the Board and/or make a request of the Board.

Composition

The committee will consist of three trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally report back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

Meetings

The Committee will establish a schedule of meetings with the public to be approved by the Board.

DATE: October 23, 2012
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Accountability Pillar and Student Achievement Results
ORIGINATOR: Tanni Parker, Assistant Superintendent
RESOURCE STAFF: Rick Gingras, Carolyn Mathew, Greg McInulty
REFERENCE: Alberta Education Accountability Pillar

ISSUE

This report provides information about student achievement results for the District based on data from the Accountability Pillar.

BACKGROUND

“The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. School authority performance is measured, evaluated and reported by comparing current results against both past performance and provincial standards on a common set of measures for all jurisdictions, using a common evaluation methodology.” (Alberta Education Accountability Pillar Fact Sheet, Attachment I.)

CURRENT SITUATION

District level information highlights areas of strength and concern. Just as school level results have implications for the school, district level results cause revisions and changes to district practice. To examine data for groups of students and for curriculum areas, district level data is disaggregated. Using this information, along with input from schools, decisions are made in relation to which practices need to be continued, enhanced or discontinued. Centrally data is analyzed, such as exemptions and absences on exams, and the findings determine what strategies need to be put in place to ensure that as many students as possible are given the opportunity and support to successfully demonstrate standards. Curriculum areas, subject by subject, are also centrally analyzed to determine what district supports need to be put in place to improve student achievement.

Results found in school level Accountability Pillars are best interpreted at the school level. Schools annually examine in detail their own Accountability Pillar to look for trends from year-to-year and to inform decision-making. School staff focus on the measures included in the Pillar that are most relevant to their context. School staff analyze results related to specific outcomes in curricular areas and this guides instructional improvement. Assistant Superintendents work with school principals to monitor progress towards the improvement of student achievement in specific areas reported in the school’s Accountability Pillar.

A more comprehensive analysis of other data in the Accountability Pillar (such as survey results) will be reported as part of the Annual Education Results Report, which will be shared at a subsequent public board meeting.

KEY POINTS

The major generalizations with respect to the information included in this report are as follows:

District 2011-12 Accountability Pillar Results Compared to Previous Years (Attachment II)

- The overall percentage of Grade 3, 6 and 9 district students achieving the acceptable standard on Provincial Achievement Tests is lower than the previous year, but higher compared to the three year average.
- The overall percentage of Grade 3, 6 and 9 district students achieving the standard of excellence on Provincial Achievement Tests increased compared to the previous year, and remains higher than the previous three year average.
- The percentage of district students achieving the acceptable standard on diploma examinations is higher compared to the previous year and lower compared to the previous three year average.
- The percentage of district students achieving the standard of excellence standard on diploma examinations is lower compared to both the previous year and the three year average.
- The High School Completion Rate (three year) has increased compared to the previous year and the three year average.

District 2011-12 Accountability Pillar Results Compared to Province (Attachment II)

- For all Measure Categories, with the exception of Parental Involvement, the District had an evaluation greater or equal to the province.
- For the Measure Categories Student Learning Opportunities and Student Learning Achievement (Grades K-9), the District received an evaluation of Excellent while the province received an evaluation of Good.
- For the Measure Category Parental Involvement, the District received an evaluation of Issue while the province received an evaluation of Acceptable.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Accountability Pillar Fact Sheet
ATTACHMENT II	Accountability Pillar Overall Summaries (District and Provincial Results)
ATTACHMENT III	Accountability Pillar – Data References (District Results)
ATTACHMENT IV	Student Learning Achievement (Grades K-9)
ATTACHMENT V	Student Learning Achievement (Grades 10-12)
ATTACHMENT VI	High School Completion Rates after Five Years: District and Province

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Accountability *pillar*

ACHIEVING OUTCOMES, REPORTING RESULTS AND USING RESULTS FOR INFORMED DECISION-MAKING IN THE K – 12 EDUCATION SYSTEM.

Accountability Pillar of the Renewed Funding Framework

Accountability for results was strengthened with the implementation of the Renewed Funding Framework for school authorities, which is based on three Pillars: Flexibility, Accountability and Funding, and has the following fundamental characteristics:

- equitable distribution of funds
- increased flexibility in use of funds to facilitate local decision making in meeting student educational needs
- public accountability for use of resources and results achieved.

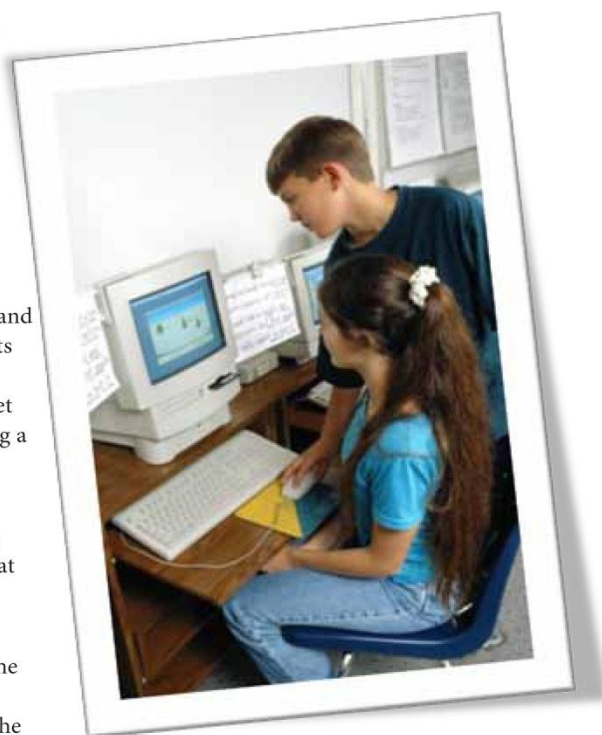
The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. School authority

performance is measured, evaluated and reported by comparing current results against both past performance and provincial standards on a common set of measures for all jurisdictions, using a common evaluation methodology.

School authorities continue to be accountable for meeting the learning needs of all students and ensuring that provincial legislation, regulations, policies and standards are met.

The Accountability Pillar enhances the use of measurement in performance management of school authorities. The Accountability Pillar includes:

- a concise set of performance measures that address important outcomes of the education system.
- results for performance measures calculated by Alberta Education using consistent methodologies, including annual surveys of parents, students and teachers
- standard methodology to evaluate results in a fair and transparent manner
- consistent, accessible data reports from Alberta Education to school jurisdictions for use in authority and school planning and reporting.



Accountability Pillar Evaluation Methodology

Each measure within the set of Accountability Pillar measures is evaluated on two bases: achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations. Four years of results are used to evaluate a measure.

The achievement evaluation compares the current school authority result against fixed standards for each measure, which are set by selecting the 5th, 25th, 75th and 95th percentiles on the distribution of all school board baseline three-year average results. These standards are held constant for seven to ten years. The comparison of the current result to the standards results in one of the following achievement levels:

- Very high (blue) for results at or above the 95th percentile
- High (green) for results between the 75th and 95th percentiles
- Intermediate (yellow) for results between the 25th and 75th percentiles
- Low (orange) for results between the 5th and 25th percentiles
- Very low (red) for results below the 5th percentile.

Note: The Achievement Evaluation Table in the Measure Evaluation Reference section of the authority's Accountability Pillar Overall Summary report contains the range of values for each standard for each measure.

The improvement evaluation compares the current school authority result with the authority's prior three-year average result for each measure, using a statistical test to determine the extent of change. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

Note: The Improvement Evaluation Table in the Measure Evaluation Reference section of the jurisdiction's Overall Summary Report contains information about the statistical test used to determine change in results over time.

When new measures are added to the Accountability Pillar, a preliminary improvement evaluation will be calculated beginning with two years of results until four years of results are available for the full improvement

evaluation. This phase-in of the improvement evaluation started with the new basis for calculating the Rutherford Scholarship measure.

The evaluations of improvement and achievement are combined for the overall evaluation for the measure, resulting in one of the following overall evaluations for the measure:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table that follows indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Accountability Pillar Evaluation Methodology
continued

The Accountability Pillar measures are organized into seven categories which reflect dimensions of education of importance to parents and the public:

- Safe and caring schools
- Student learning opportunities
- Student learning achievement, K – 9
- Student learning achievement, 10 – 12

- Preparation for life-long learning, employment and citizenship
- Involvement
- Continuous improvement.

Each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following category evaluations:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table that follows provides an example of the measure and category evaluations.

Category	Measure	Evaluations			Category
		Achievement	Improvement	Overall	
Student Learning Achievement (Grades 10 – 12)	Diploma: Acceptable	High	Maintained	Good	Acceptable
	Diploma: Excellence	Intermediate	Declined	Issue	
	Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate	High	Improved	Good	

Accountability Pillar Results and Evaluations for School Authorities

Alberta Education collects data, calculates and provides five years of results, prior three-year averages and evaluations for the Accountability Pillar measures and categories to school authorities twice a year. The early May results are provided for school authorities to use in preparing their three-year education plan. An update is provided in early October, when the achievement test and diploma exam results are available for updating the plan, if necessary, and reporting in the AERR.

The Accountability Pillar reports from Alberta Education contain additional breakdowns to assist school authorities analyze and address their results, such as results and evaluations for schools, courses and for specific populations of students.

The evaluation of the Accountability Pillar measures provides a consistent, fair and transparent assessment of results and helps school authorities identify areas needing improvement.

The results and evaluations of Accountability Pillar measures provide information on school authority performance and trends over time. School authorities have responsibility for:

- applying their expertise in data and program analysis as well as their knowledge of local conditions (context) to develop an understanding of the results
- working with their schools to determine how best to bring about improvement.

Development of the Accountability Pillar

Drawing on the work of the Funding Framework Review Committee and the Review Committee on Outcomes, the Accountability Pillar Design and Implementation Advisory Sub-Committee (the sub-committee) worked with Alberta Education to develop the Accountability Pillar, including identifying the common set of performance measures. The following organizations were represented on the sub-committee: Alberta School Boards Association (ASBA), College of Alberta School Superintendents (CASS), Association of School Business Officials of Alberta

(ASBOA), The Alberta Teachers' Association (ATA), Alberta School Councils' Association (ASCA), Fédération des conseils scolaires francophones de l'Alberta (FCSFA).

The sub-committee's guiding principles for the Accountability Pillar:

- *transparent process*
- *emphasis on achievement*
- *holistic approach to evaluation*
- *on-going collaborative processes*
- *all jurisdictions can succeed.*

The Accountability Pillar is aligned with Alberta Education's goals and outcomes for the K – 12 system and is integrated with the Accountability Framework in place since 1995. The Accountability Pillar focuses on:

- supporting continuous improvement
- improving student outcomes
- providing a clear understanding of jurisdiction performance and successes.

Definitions of Required Performance Measures

Outcomes

School environments are safe and caring.

Definitions for Required Performance Measures

Safe and Caring: Percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Definition: Teachers, parents and students are asked whether:

- students feel safe at school
- students feel safe on the way to and from school
- students treat each other well at school
- teachers care about their students
- students are treated fairly by adults at school.



Outcomes**Definitions for Required Performance Measures**

The education system meets the needs of all students and supports our society and the economy.

Program of Studies: Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Definition: Teachers, parents and students are asked about:

- the variety of courses available to students/you at school,
- opportunities students/you have at school to:
 - learn about music
 - learn about drama
 - learn about art
 - learn about computers
 - learn about health
 - learn another language
 - participate in physical education.

Education Quality: Percentages of teachers, parents and students satisfied with the overall quality of basic education.

Definition: Teachers, parents and students are asked about the following:

- overall quality of education in your/your child's school
- the quality of teaching in your/your child's school
- what is being learned in the core subjects is useful (students), students are learning what they need to know (parents and teachers)
- school work is interesting
- school work is challenging
- learning expectations at school are clear.

Outcomes**Definitions for Required Performance Measures**

Satisfaction with Program Access:

Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Definition: Teachers, parents and students are asked about the following services for student in schools:

- academic counselling
- career counselling
- library services
- supports for students with special needs.

NOTE: This is not an Accountability Pillar measure. This measure is required of private schools and charter schools that do not have high school programs.

Children and youth at risk have their needs addressed through timely and effective programs and supports.

Drop Out Rate: Annual dropout rate of students aged 14 to 18.

Definition: Alberta students aged 14-18 are tracked for one year to determine how many have left the education system without completing. Students are considered to have dropped out if they are not enrolled in the following year or have not met the high school completion criteria, i.e., have not, within the tracking period: received an Alberta High School Diploma, a Certificate of high school completion, an Alberta High School Equivalency Diploma (GED), earned credit in five Grade 12 courses (including four diploma exam courses), or enrolled in a K-12 school in Alberta, an Alberta post-secondary institution or registered in an Alberta apprenticeship program. An adjustment for attrition (outmigration, mortality) is applied based on estimates from Statistics Canada.

Outcomes	Definitions for Required Performance Measures	Outcomes	Definitions for Required Performance Measures
<p>High school completion rates are showing continual improvement.</p>	<p>High School Completion Rate (3 yr): Percentages of students who completed high school within three years of entering Grade 10.</p> <p>Definition: Alberta Grade 10 students are tracked for three years to determine if they have completed high school. Students are considered to have completed high school if they have, within the tracking period:</p> <ul style="list-style-type: none"> received an Alberta High School Diploma, a Certificate of high school achievement (for completing Knowledge and Employability courses) or an Alberta High School Equivalency Diploma (GED) entered a post-secondary level program at an Alberta post-secondary institution registered in an Alberta apprenticeship program or earned credit in five Grade 12 level courses, including four diploma examination courses. <p>Students who move from one school authority to another during high school are attributed to the school authority where they received the most credits. An adjustment for attrition (outmigration, mortality) is applied based on estimates from Statistics Canada.</p> <p>NOTE: Four- and five-year rates also are calculated and provided to school jurisdictions in May for use in planning. These additional results are required to be reported in the jurisdiction's results report in November.</p>	<p>Definition: A student achieving the acceptable standard shows an adequate understanding of the core knowledge and adequate basic skills essential core academic subjects: language arts, mathematics (for Grades 3, 6 and 9) and science and social studies (for Grades 6 and 9). A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course demonstrating an ability to integrate information and evaluate it from various points of view. Results are calculated as the percentage of all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling) who have met the acceptable standard and the percentage who have met the standard of excellence. The overall result is the weighted average of the result for each test.</p> <p>NOTE: Results are also calculated for each grade and subject and provided to school jurisdictions for their use in planning. These additional results are required to be reported in the AERR.</p>	<p>Diploma: Acceptable: Percentages of students who achieve the acceptable standard on diploma examinations (overall results - all subjects).</p> <p>Diploma: Excellence: Percentages of students who achieve the standard of excellence on diploma examinations (overall results - all subjects).</p> <p>Definition: Diploma examination results are based on the numbers of students writing each exam who achieve the standards. Achieving the acceptable standard (i.e., a mark of 50%) indicates that the student has met the basic requirements of the course. Achieving the</p>
<p>Students demonstrate high standards in learner outcomes.</p>	<p>PAT: Acceptable: Percentages of students who achieve the acceptable standard on Grades 3, 6 and 9 Provincial Achievement Tests (overall all grades and subjects).</p> <p>PAT: Excellence: Percentages of students who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (overall all grades and subjects).</p>		

Outcomes**Definitions for Required Performance Measures**

standard of excellence (i.e., a mark of 80%) indicates that the student has performed significantly beyond the minimum requirements of the course. The overall diploma exam result is the weighted average of the result for each exam.

NOTE: Results also are calculated for each diploma exam subject and provided to school jurisdictions for their use in planning. These additional results are required to be reported in the AERR.

Diploma Exam Participation Rate

(4+ Exams): Percentages of students who have written four or more diploma exams by the end of their third year in high school.

Definition: The diploma exam participation rate is calculated by tracking Grade 10 students for three school years to determine the percentage of students who have written four or more diploma exams within the tracking period.

Rutherford Scholarship Eligibility

Rate: Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.

Definition: Starting in 2007/2008 Rutherford Scholarship eligibility is calculated by determining the percentage of Alberta Grade 12 students who have an average of 75% or higher in any of the eligible Grades 10, 11 or 12 courses. Results for subsequent years will not be comparable to prior results, which were based on an average of 80% or higher.

Outcomes**Definitions for Required Performance Measures**

Students are well prepared for lifelong learning.

Post-Secondary Transition Rate (6 yr): Percentages of students who have enrolled in a post-secondary program within six years of entering Grade 10.

Definition: The high school to post-secondary transition rate is calculated by tracking Alberta Grade 10 students for six years to determine if they have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within the tracking period. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

NOTE: Four-year rates also are calculated and provided to school jurisdictions in May for use in planning. These additional results are required to be reported in the AERR.

Preparation for Lifelong Learning:

Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Definition: Teachers and parents are asked whether:

- high school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetimes
- students at your school/your child are taught the knowledge, skills and attitudes necessary for learning throughout their lifetimes.

NOTE: This is not an Accountability Pillar measure. This measure is required of private schools and charter schools that do not have high school programs.

Outcomes**Definitions for Required Performance Measures**

Students are well prepared for employment.

Work Preparation: Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Definition: Teachers and parents are asked to indicate whether students in your school/your child are taught attitudes and behaviours that will enable them to be successful at work when they leave school.

Students model the characteristics of active citizenship.

Citizenship: Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Definition: Teachers, parents and students are asked whether students at your school/your child's school:

- help each other
- respect each other
- are encouraged at school to be involved in activities that help the community (not asked on the Grade 4 survey)
- are encouraged to try their best
- follow the rules.



Outcomes**Definitions for Required Performance Measures**

Key learning outcomes for FNMI students improve.

The measures used for this outcome are the same as the measures listed above for all students, excluding survey measures. These measures include:

- Annual dropout rate of self-identified FNMI students aged 14-18.
- High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
- Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations within three years of entering Grade 10.
- Percentage of self-identified FNMI students writing four or more diploma examinations.
- Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
- High school to post-secondary transition rate for self-identified FNMI students within six years of entering Grade 10.

Results are calculated for FNMI students using the identifier in the student's most recent registration year. This reflects the student's intent to be identified as FNMI.

Outcomes	Definitions for Required Performance Measures	Outcomes	Definitions for Required Performance Measures
<p>The education system at all levels demonstrates effective working relationships.</p>	<p>Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.</p> <p>Definition: Teachers and parents are asked:</p> <ul style="list-style-type: none"> • about the opportunity for parental involvement in decisions about their child’s education • about the opportunity for parental involvement in decisions at their child’s school • whether parental input into decisions at their child’s school is considered • whether parents are involved “A Lot” or “Some” with decisions about their child’s education. 	<p>The education system at all levels demonstrates leadership, innovation and continuous improvement.</p>	<p>School Improvement: Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</p> <p>Definition: Teachers and parents are asked whether the quality of education at your school/your child has received has improved, stayed the same or declined in the past three years. Students are asked:</p> <ul style="list-style-type: none"> • are you proud of your school • would you recommend your school to a friend (not asked on the Grade 4 survey).

Notes

For survey measures:

- All teachers in K-12 schools and all students in Grades 4, 7 and 10 and their parents are included in the surveys. In small schools, including private and charter schools, all students and parents from Grades 4 – 12 are surveyed.
- The surveys of students and teachers are administered online, and the parent survey is mailed to the student’s address on file.
- The percentage for each respondent group is calculated by averaging the responses to all the questions that comprise the measure. The overall percentage is calculated by averaging the results for each respondent group.
- A four-point scale is used for satisfaction and agreement questions, and don’t know responses are recorded.
- Results for each respondent group also are calculated and provided to school jurisdictions and schools for their use.

**ACCOUNTABILITY PILLAR 2011-2012 OVERALL SUMMARIES
DISTRICT AND PROVINCIAL RESULTS**

For Attachment II, refer to information pages 2 and 3.

- The majority of Overall Measure Evaluations are either Good or Excellent for both the District and the Province.
- Diploma: Acceptable is an issue for the Overall Measure Evaluation, for both the District and the Province.
- Diploma: Excellence and Parental Involvement declined in the Improvement Measure Evaluation for the District, resulting in an Overall Measure Evaluation of Issue, whereas the Province's Overall Rating is Acceptable for both of these Measures.
- Transition Rate (six year) declined in the Improvement Measure Evaluation resulting in an Overall Measure Evaluation of Acceptable, whereas the Province declined significantly with an Overall Measure Evaluation of Issue.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2012
Authority: 3020 Edmonton School District No. 7



Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.5	87.9	87.6	88.6	88.1	87.5	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	82.1	82.0	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	90.6	90.6	90.6	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	4.3	4.9	5.4	3.2	4.2	4.4	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.0	67.3	66.7	74.1	72.6	71.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	80.5	81.0	79.8	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	23.6	23.1	22.2	20.9	19.6	19.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	81.2	80.2	81.6	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	19.1	19.8	19.7	18.6	18.7	18.7	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	58.8	58.4	57.0	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	62.1	59.7	57.7	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	58.9	59.9	60.2	58.4	59.3	59.5	High	Declined	Acceptable
		Work Preparation	80.6	81.0	80.8	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	83.2	82.4	82.0	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Issue	Parental Involvement	77.8	78.9	78.9	79.7	79.9	80.0	Intermediate	Declined	Issue
Continuous Improvement	Good	School Improvement	79.7	78.5	80.0	80.0	80.1	79.8	High	Maintained	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2012
 Province: Alberta



Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.6	88.1	87.5	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	80.7	80.9	80.6	High	Improved	Good
		Education Quality	89.4	89.4	89.3	High	Improved	Good
		Drop Out Rate	3.2	4.2	4.4	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	74.1	72.6	71.6	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	20.9	19.6	19.1	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	58.4	59.3	59.5	High	Declined Significantly	Issue
		Work Preparation	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Acceptable	Parental Involvement	79.7	79.9	80.0	High	Declined	Acceptable
Continuous Improvement	Good	School Improvement	80.0	80.1	79.8	High	Improved	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

**ACCOUNTABILITY PILLAR 2011-2012 STUDENT LEARNING ACHIEVEMENT
(DISTRICT RESULTS)**

For Attachment III, refer to information pages 2 to 4.

- The Measure Category Student Learning Achievement (K-9) received an Evaluation of Excellent based on the weighted average of the Overall Measure Evaluations of PAT: Acceptable and PAT: Excellence.
- The Measure Category Student Learning Achievement (10-12) received an Evaluation of Acceptable based on the weighted average of the Overall Measure Evaluations of Diploma: Acceptable, Diploma: Excellence, Diploma Exam Participation Rate, and the Rutherford Scholarship Eligibility Rate.
- Within the Category Student Learning Achievement (10-12), Diploma: Acceptable and Diploma: Excellence have a rating of Issue for Overall Measure Evaluation.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2012
Authority: 3020 Edmonton School District No. 7



Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.5	87.9	87.6	88.6	88.1	87.5	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	82.1	82.0	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	90.6	90.6	90.6	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	4.3	4.9	5.4	3.2	4.2	4.4	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.0	67.3	66.7	74.1	72.6	71.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	80.5	81.0	79.8	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	23.6	23.1	22.2	20.9	19.6	19.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	81.2	80.2	81.6	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	19.1	19.8	19.7	18.6	18.7	18.7	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	58.8	58.4	57.0	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	62.1	59.7	57.7	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	58.9	59.9	60.2	58.4	59.3	59.5	High	Declined	Acceptable
		Work Preparation	80.6	81.0	80.8	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	83.2	82.4	82.0	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Issue	Parental Involvement	77.8	78.9	78.9	79.7	79.9	80.0	Intermediate	Declined	Issue
Continuous Improvement	Good	School Improvement	79.7	78.5	80.0	80.0	80.1	79.8	High	Maintained	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2012

Authority: 3020 Edmonton School District No. 7



Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2012
 Authority: 3020 Edmonton School District No. 7



Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

STUDENT LEARNING ACHIEVEMENT (GRADES K-9)

For Attachment IV, refer to information pages 2 to 4.

- For all courses for which sufficient data is available, in the Acceptable Standard measure for PATs, all but two have an Overall rating of Acceptable or higher.
- English Language Arts 9 and French Language Arts 9 have both Declined to an Overall rating of Issue for the Acceptable Standard measure.
- For all courses for which sufficient data is available, in the Standard of Excellence measure for PATs, all but two have an Overall rating of Acceptable or higher.
- French Language Arts 3 and French Language Arts 9 have both Declined to an Overall rating of Issue for the Standard of Excellence measure.

Note: Because four years of data are required for Alberta Education to derive an Overall rating for a course, both Mathematics and Social Studies have no Overall rating.

Student Learning Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

Course		Measure		Edmonton School District No. 7						Alberta				
				Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
							N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Improved	Good	5,762	81.4	5,376	80.4	44,689	81.9	42,242	81.6		
	Standard of Excellence	High	Improved Significantly	Good	5,762	19.5	5,376	17.6	44,689	20.4	42,242	18.4		
French Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	360	82.2	275	82.5	3,378	82.1	3,091	82.8		
	Standard of Excellence	Intermediate	Declined	Issue	360	11.9	275	15.8	3,378	14.5	3,091	16.0		
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1		
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	5,762	78.1	5,462	78.9	44,689	76.8	42,957	77.4		
	Standard of Excellence	n/a	Maintained	n/a	5,762	27.4	5,462	27.1	44,689	25.5	42,957	26.0		
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	5,505	83.4	5,626	83.0	43,170	82.7	43,453	82.7		
	Standard of Excellence	High	Declined	Acceptable	5,505	18.4	5,626	19.6	43,170	17.8	43,453	18.8		
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	211	90.5	201	89.8	2,592	89.3	2,435	89.7		
	Standard of Excellence	High	Maintained	Good	211	21.3	201	20.3	2,592	17.2	2,435	16.3		
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2		
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	5,505	76.3	5,488	75.4	43,170	74.7	43,539	73.7		
	Standard of Excellence	n/a	Declined Significantly	n/a	5,505	18.9	5,488	22.0	43,170	16.6	43,539	17.8		
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,483	81.6	5,611	79.2	43,073	77.8	43,389	76.5		
	Standard of Excellence	High	Improved Significantly	Good	5,483	32.9	5,611	30.8	43,073	28.2	43,389	25.4		
Social Studies 6	Acceptable Standard	n/a	Improved Significantly	n/a	5,505	76.6	5,603	74.1	43,170	73.2	43,569	71.1		
	Standard of Excellence	n/a	Maintained	n/a	5,505	21.9	5,603	21.7	43,170	19.5	43,569	17.5		
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	5,641	78.1	5,937	79.3	42,309	77.4	43,450	79.0		
	Standard of Excellence	High	Maintained	Good	5,641	18.3	5,937	18.1	42,309	16.4	43,450	15.3		
French Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	195	84.1	194	90.2	2,344	87.5	2,332	85.6		
	Standard of Excellence	Intermediate	Declined	Issue	195	7.2	194	12.8	2,344	12.2	2,332	12.6		
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8		
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	5,609	69.2	5,707	68.7	41,909	66.5	42,538	66.1		
	Standard of Excellence	n/a	Improved	n/a	5,609	24.1	5,707	23.1	41,909	17.8	42,538	17.3		
Science 9	Acceptable Standard	Very High	Improved	Excellent	5,629	77.7	5,912	76.7	42,307	74.2	43,288	73.6		
	Standard of Excellence	Very High	Improved Significantly	Excellent	5,629	29.9	5,912	25.3	42,307	22.4	43,288	18.1		
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	5,646	72.9	5,897	72.7	42,429	68.9	43,449	68.1		
	Standard of Excellence	n/a	Maintained	n/a	5,646	25.6	5,897	25.1	42,429	19.1	43,449	18.9		

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Student Learning Achievement (Grades K-9)



Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Students Learning Achievement (Grades K-9)



Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)

For Attachment V, refer to information pages 2 to 4.

- For all courses for which sufficient data is available, in the Acceptable Standard measure for Diploma Examinations, all but three have an Overall rating of Acceptable or higher.
- Both English Language Arts 30-1 and Applied Mathematics 30 have received an Overall rating of Concern for the Acceptable Standard measure.
- French Language Arts 30-1 received an Overall rating of Issue for the Acceptable Standard measure.
- For all courses for which sufficient data is available, in the Standard of Excellence measure for Diploma Examinations, all but three have an Overall rating of Acceptable or higher.
- English Language Arts 30-1, Applied Mathematics 30, and French Language Arts 30-1 have all received an Overall rating of Issue for the Standard of Excellence measure.

Note: Because four years of data are required for Alberta Education to derive an Overall rating for a course, Social Studies 30-1 and Social Studies 30-2 have no Overall rating.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

Course	Measure	Edmonton School District No. 7						Alberta				
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	5,208	82.0	4,886	82.5	29,328	86.0	28,848	85.2
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	5,208	10.8	4,886	11.3	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	2,013	83.2	1,988	83.0	14,554	89.5	14,112	88.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	2,013	7.1	1,988	7.5	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	115	95.7	101	98.1	1,208	95.5	1,279	94.7
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	115	12.2	101	19.1	1,208	13.4	1,279	16.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	3,945	80.5	4,162	81.1	21,691	81.8	22,716	82.0
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	3,945	27.2	4,162	27.9	21,691	27.1	22,716	28.2
Applied Mathematics 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	1,390	68.5	1,530	70.5	9,991	75.6	10,625	77.0
	Diploma Examination Standard of Excellence	Low	Declined	Issue	1,390	7.5	1,530	9.4	9,991	10.3	10,625	12.0
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	Improved Significantly	n/a	4,009	84.6	3,893	82.6	23,487	86.2	23,544	83.7
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	4,009	15.8	3,893	15.9	23,487	16.7	23,544	15.5
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	Declined Significantly	n/a	2,087	76.1	1,857	80.8	17,193	83.1	15,720	85.3
	Diploma Examination Standard of Excellence	n/a	Declined	n/a	2,087	8.9	1,857	10.7	17,193	13.7	15,720	14.8
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	4,169	82.8	3,848	83.6	23,299	81.8	22,083	82.1
	Diploma Examination Standard of Excellence	High	Maintained	Good	4,169	29.1	3,848	29.7	23,299	28.1	22,083	28.2
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	3,716	76.6	3,328	77.3	19,926	76.7	18,365	76.8
	Diploma Examination Standard of Excellence	High	Maintained	Good	3,716	28.9	3,328	29.1	19,926	28.4	18,365	28.4
Physics 30	Diploma Examination Acceptable Standard	High	Improved Significantly	Good	2,246	80.5	2,106	77.2	10,562	81.0	10,364	76.6
	Diploma Examination Standard of Excellence	Very High	Improved Significantly	Excellent	2,246	30.6	2,106	24.3	10,562	30.3	10,364	23.7
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	1,548	83.5	1,248	83.6	5,873	79.8	4,808	82.2
	Diploma Examination Standard of Excellence	High	Maintained	Good	1,548	26.3	1,248	26.7	5,873	22.0	4,808	21.6

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Student Learning Achievement (Grades 10-12)



Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Students Learning Achievement (Grades 10-12)



Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**HIGH SCHOOL COMPLETION RATES AFTER THREE YEARS:
DISTRICT AND PROVINCE**

- For the District, the Overall Measure Evaluation for High School Completion Rate (three year) is Good with an increase of 1.3 per cent compared to the three year average.
- For the Province, the Overall Measure Evaluation for High School Completion Rate (three year) is Good with an increase of 2.5 per cent compared to the three year average.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2012
 Authority: 3020 Edmonton School District No. 7



Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.5	87.9	87.6	88.6	88.1	87.5	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	82.1	82.0	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	90.6	90.6	90.6	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	4.3	4.9	5.4	3.2	4.2	4.4	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.0	67.3	66.7	74.1	72.6	71.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	80.5	81.0	79.8	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	23.6	23.1	22.2	20.9	19.6	19.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	81.2	80.2	81.6	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	19.1	19.8	19.7	18.6	18.7	18.7	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	58.8	58.4	57.0	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	62.1	59.7	57.7	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	58.9	59.9	60.2	58.4	59.3	59.5	High	Declined	Acceptable
		Work Preparation	80.6	81.0	80.8	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	83.2	82.4	82.0	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Issue	Parental Involvement	77.8	78.9	78.9	79.7	79.9	80.0	Intermediate	Declined	Issue
Continuous Improvement	Good	School Improvement	79.7	78.5	80.0	80.0	80.1	79.8	High	Maintained	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2012
Province: Alberta



Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.6	88.1	87.5	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	80.7	80.9	80.6	High	Improved	Good
		Education Quality	89.4	89.4	89.3	High	Improved	Good
		Drop Out Rate	3.2	4.2	4.4	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	74.1	72.6	71.6	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	20.9	19.6	19.1	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	58.4	59.3	59.5	High	Declined Significantly	Issue
		Work Preparation	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Acceptable	Parental Involvement	79.7	79.9	80.0	High	Declined	Acceptable
Continuous Improvement	Good	School Improvement	80.0	80.1	79.8	High	Improved	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

DATE: October 23, 2012

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Implications of Extension of Second Language Requirement
(Request for Information #219)

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Carolyn Baker, Bonnie Zack, Corrie Ziegler

REFERENCE: [September 11, 2012 Board Meeting](#) (Trustee Shipka)
[Board Policy HGAF.BP - Second Language Education](#)

ISSUE

The following information was requested: Examine the implications and implementation requirements and process to extend mandatory second language requirements from Grades 4 to 9 to Grades 1 to 9.

BACKGROUND

In 2006, the Board of Trustees established a requirement for all students in Grades 4 to 9 to study a language in addition to English. This requirement began with the implementation of Grade 4 in September 2006, with an additional grade phased in each year until the implementation was completed in 2011-2012.

CURRENT SITUATION

The September 30, 2012 enrolment data indicates that 44,264 district students study a language in addition to English in Kindergarten to Grade 12 through 33 course sequences across 12 languages. Grade 1 entry point second language programming is provided by 48 of 156 elementary schools (Attachment I). Of these elementary schools, seven offer more than one second language. Currently, 4,226 of the 18,397 students in Grades 1 to 3 are studying a language in addition to English. The District currently offers programs for 10 languages in Grades 1 to 3:

- French Immersion programs – 1,093 students.
- Bilingual programs – 1,338 students.
- French as a Second Language - 1497 students.
- International Language and Culture Courses - 266 students.
- Cree Extended Program - 32 students.

Curricula and/or curriculum support documents are available with a Grade 1 entry point for the above-listed programs, as well as curricula for Spanish Language and Culture, Punjabi Language and Culture, Arabic Language and Culture, Blackfoot Language and Culture, Cree Language and Culture, and Italian Language and Culture.

Implications and considerations include:

- Expansion of current programming would be required in at least 108 schools.
- Information and communications support would be needed in some schools to work with school communities regarding the rationale for an early start to a second language requirement. It is possible that not all parents/guardians would be welcoming of an early second language requirement, often due to beliefs in areas such as negative impacts on early English literacy development, language confusion, the lack of importance of second language learning in some communities, cultural beliefs, etc.
- Additional staffing and resources would be required for implementation. In many schools, additional staff time and/or additional staff with second language teaching capacity may not be available; schools could incur additional costs to acquire and schedule for teachers to be available that have language proficiency and second language pedagogical training. There may be an implication for teacher assignments and potentially an impact on the number of teachers identified for transfer.
- Current language programming demands and recent expansions have taxed the existing pool of qualified teaching staff.
- Implementation would have additional costs that would not be fully funded through external sources. Although some federal funding for French programming and program expansion is provided to the District, the funds would not be adequate to cover all implementation costs, including additional staffing costs, staff language proficiency assessments, resource purchase costs, staff training costs, etc.
- Some locally developed curricular documents may have to be reviewed prior to re-activation; recommended resource lists may need review and updating; regulations and guidelines may need revisions.
- In schools that are providing language and culture courses beginning in Grade 4, the phased-in implementation of 12-year programming would require adjustments to the Grade 4, 5 and 6 programming to move those grades into the 12-year course sequence and curricula.
- In school sites that currently provide second language programming in Grades 1 to 3 but where not all students in that school receive those programs at Grades 1 to 3, program expansion may also be required.

KEY POINTS

- Currently, 4,226 of the 18,397 students in Grades 1 to 3 study a language in addition to English during instructional time.
- Currently, 48 out of 156 schools provide second language programming in Grades 1 to 3.
- Should the Board of Trustees revise the policy to extend the mandatory language requirement to Grades 1 to 3, the District would need to plan for a phased-in implementation, beginning with Grade 1.
- A district implementation plan, including a communications plan and plans for attracting, training and retaining qualified second language teachers, would need to be developed.
- The District and schools would need to:
 - Establish an implementation plan, including a communications plan.
 - Reassign staff, develop staff capacity or hire new staff.
 - Acquire additional resources and implement new curricula.
 - Work with school communities and expand their current programming, often with additional teaching staff members.

- Availability of qualified teaching staff that possess both language proficiency and second language pedagogical training, and cultural training is a significant concern.
- In school sites that currently provide second language programming in Grades 1 to 3 but where not all students in that school receive those programs at Grades 1 to 3, program expansion may also be required.

ATTACHMENTS & APPENDICES

ATTACHMENT I Second Language Enrolments for Grades 1 to 3

JA:ls

Second Language Enrolments for Grades 1 to 3

Language Program

Immersion	French Immersion	Grade 1	Grade 2	Grade 3
	Brander Gardens	35	40	28
	Delwood	39	26	29
	Dunluce	33	30	26
	Greenfield	47	41	30
	Greenview	42	28	36
	Holyrood	61	40	44
	J.A Fife	23	22	15
	Laurier Heights	39	39	24
	McKernan	29	25	26
	Richard Secord	24	24	20
	Rio Terrace	41	43	44
	TOTAL:	413	358	322
TOTAL: 1093				

Bilingual	Mandarin	Grade 1	Grade 2	Grade 3
	Carnarvon	28	25	33
	Dovercourt	16	13	17
	Kildare	49	58	53
	Meadowlark	50	33	41
	Meyonohk	42	31	38
	TOTAL:	185	160	182
	TOTAL: 527			
	Ukrainian	Grade 1	Grade 2	Grade 3
	Delwood	8	7	13
	TOTAL:	8	7	13
	TOTAL: 28			
	German	Grade 1	Grade 2	Grade 3
Forest Heights	26	17	17	
Rideau Park	20	16	13	
Rio Terrace	9	10	7	
TOTAL	55	43	37	
TOTAL: 135				

American Sign Language (ASL)	Grade 1	Grade 2	Grade 3
AB School for the Deaf	3	6	6
TOTAL:	3	6	6

TOTAL: 15

Arabic	Grade 1	Grade 2	Grade 3
Glengarry	102	87	103
Malmo	51	41	43
TOTAL:	153	128	146

TOTAL: 427

Spanish	Grade 1	Grade 2	Grade 3
Mill Creek	27	47	32
Sweet Grass	18	19	19
TOTAL:	45	66	51

TOTAL: 162

Hebrew	Grade 1	Grade 2	Grade 3
Talmud Torah	16	10	18
TOTAL:	16	10	18

TOTAL: 44

Extended Cree	Extended Cree	Grade 1	Grade 2	Grade 3
	Abbott	17	11	4
	TOTAL:	17	11	4

TOTAL: 32

FSL (23 schools)	French as a Second Language	Grade 1	Grade 2	Grade 3
	Centennial	31	39	39
Coronation	16	12	22	
Daly Grove	0	0	15	
Glenora	22	24	25	
George P. Nicholson	0	0	62	
James Gibbons	0	0	9	
Kameyosek	27	0	0	
Laurier Heights	13	9	14	
Lynnwood	0	0	10	
McKernan	0	0	9	
Meyokumin	45	42	47	
Mount Pleasant	51	51	45	
Northmount	46	23	19	
Overlanders	0	0	7	
Patricia Heights	0	0	7	
Princeton	0	0	10	
Pollard Meadows	28	49	52	
Queen Alexandra	0	0	16	
Richard Secord	51	52	47	
Rutherford	25	25	22	
Steinhauer	0	0	20	
Stratford	69	81	56	
Victoria	0	49	64	
TOTAL:	424	456	617	
TOTAL: 1497				

Language & Culture	Arabic L& C	Grade 1	Grade 2	Grade 3
	Grace Martin	24	27	25
	TOTAL:	24	27	25
	TOTAL: 76			
	Cree L & C	Grade 1	Grade 2	Grade 3
	Abbott	17	0	0
	Prince Charles	48	47	44
	TOTAL:	65	47	44
	TOTAL: 156			
	Punjabi L & C	Grade 1	Grade 2	Grade 3
	Meyokumin	9	12	2
	TOTAL:	9	12	2
	TOTAL: 23			
	Spanish L & C	Grade 1	Grade 2	Grade 3
	Sherwood	0	0	11
TOTAL:	0	0	11	
TOTAL: 11				

DATE: October 23, 2012
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Bereavement
ORIGINATOR: David Fraser, Executive Director, Corporate Services
RESOURCE STAFF: Cheryl Singer
REFERENCE: [GM.BP – Acknowledgement of Deaths and Bereavements](#)
[GM.AR – Deaths and Bereavements](#)

ISSUE

To report the death of a current staff member.

BACKGROUND

Mr. Edward Wise passed away September 28, 2012, at the age of 53 years. Mr. Wise began his career with Edmonton Public Schools in 1982. He served as a custodian at W.P. Wagner, Weinlos and Supply Services. In 1994 he was appointed head custodian at Avonmore School. Mr. Wise was on sick leave at the time of his death. He is survived by his twin sister Barbara Smith.

CURRENT SITUATION

A donation in memory of Mr. Wise has been made to the Cross Cancer Institute on behalf of the Administration and Board of Trustees.

KEY POINTS

N/A

ATTACHMENTS & APPENDICES

N/A

DF:cls



**Summary of Board Meeting #4
Held Tuesday, October 23, 2012**

A. O Canada:  (2:00 p.m.)

B. Roll Call: All Trustees were present.

C. Communications from the Board Chair - *This information will be included in the minutes of the October 23, 2012 board meeting.*

D. Communications from the Superintendent of Schools - *This information will be included in the minutes of the October 23, 2012 board meeting.*

E. Minutes:

1. Board Meeting #3 – October 9, 2012

Approved as printed.

F. Comments from the Public and Staff Group Representatives – None.

G. Reports

2. Report #1 of the Conference Committee (From the Meeting Held October 9, 2012)

Approved recommendation.

3. Motion re Student Field Trips

Approved the following amended recommendation: *That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after, or in conjunction with, the School at the Legislature Program and City Hall School.*

4. Action Post-Moratorium: Strategic Direction Following the Expiry of the Two Year Moratorium on School Closures

The following amended recommendation was approved: *That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012.*

5. Board Meeting Scheduling and Timing

Approved recommendation.

6. Community Relations Committee – Update to Terms of Reference

The recommendation was approved with an amendment to the proposed item under the Mandate of the Community Relations Terms of Reference: *Explore different and more effective methods to engage Community and Stakeholders in discussion on current issues affecting the District.*

7. Accountability Pillar and Student Achievement Results

8. Implications of Extension of Second Language Requirement (Response to Request for Information #219)

Received for information.

9. Bereavement

Received with regret.

H. Other Committee, Board Representative and Trustee Reports

This information will be included in the minutes of the October 23, 2012 board meeting.

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

There were no pre-registered speakers.

J. Trustee and Board Requests for Information

- Trustee Cleary requested the following:

Following up from the recent ASBA *Time for Student Health Revolution* conference and using the [Framework for Kindergarten to Grade 12 Wellness Education](#) resource as a guide, provide information as to how current Board policy can be updated to incorporate a focus on the four key areas of wellness defined as:

- Healthy Eating
- Physical Activity
- Positive Social Environment in schools
- Mental Health Promotion

Include an update on the ongoing work of the District's Comprehensive School Health team and an overview of the existing District nutritional policies and healthy eating in schools as well as health and wellness resources including Alberta Health Services healthy eating rubric, Ever-Active Schools Assessment tool, Alberta Coalition for Healthy School Communities, Alberta Milk, Active Healthy Kids Canada, etc.

- Trustee Cleary requested the following:

Provide information on ways the District could invest in positive mental health professional development for district staff over a three-year period, so that students can benefit from positive mental health promotion and practices in all schools with the goal of increased student gains thus reducing the risk of failure. Provide a list of possible resources that could assist such as the Pan Canadian Joint Consortium for School Health, Coalition for Children & Youth Mental Health and any tools that would support such professional development for district staff.

- Trustee Johner requested the following:

Provide an update on the recommendations from the Special Needs Task Force approved June 2011.

K. Notices of Motion – None.

L. Next Board Meeting Date: Tuesday, November 6, 2012 at 2:00 p.m.

M. Duration of Meeting: 2:00 p.m. to 6:00 p.m.

MINUTE BOOK

- Board Meeting #4 -

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, October 23, 2012 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

Cheryl Hagen
Ron MacNeil
Jamie Pallett

Tanni Parker
Tash Taylor

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Trustee Cleary led in the singing of O Canada.

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

The Superintendent advised that all Trustees were present.

C. Communications from the Board Chair

The Board Chair noted a number of Trustees attended the opening of Bessie Nichols School on October 16, 2012 and Michael Strembitsky Schools October 18, 2012. She commended the organizers of the events.

D. Communications from the Superintendent of Schools

The Superintendent advised that seven teachers with Edmonton Public Schools have been recognized for their outstanding work with students by receiving the Prime Minister's Awards for Teaching Excellence, Certificates of Achievement. The awards are to honour

MINUTE BOOK

their outstanding and innovative work through the use of information and communication technologies to better equip their students with the skills they need to meet the challenges of a 21st-century.

The teachers being honoured with Certificates of Achievements are:

- Sherryl Clelland, Victoria School of the Arts
- Scott Couprie, McNally School
- Cheryl Devin, S. Bruce Smith School
- Jeff Goldie, Strathcona School
- Yanick Jean-Proulx, Harry Ainlay School
- Joyce Sneddon, Dovercourt School
- Elissa Woolnough, Windsor Park School

Each recipient receives a certificate, pin, letter from the Prime Minister and \$1,000 for professional development, equipment, resource materials, website development, teaching aids or other tools to improve teaching and student learning. The recipient's school also receives a certificate recognizing its support of, and contribution to, the teacher's achievement.

E. Minutes

1. Board Meeting #3 – October 9, 2012

MOVED BY Trustee Johner:

“That the minutes of Board Meeting #3 held October 9, 2012 be approved as printed.” (UNANIMOUSLY CARRIED)

F. Comments from the Public and Staff Group Representatives – None.

G. Reports

2. Report #1 of the Conference Committee (From the Meeting Held October 9, 2012)

MOVED BY Trustee MacKenzie:

“1. That Report #1 of the Conference Committee from the meeting held October 9, 2012 be received and considered.” (UNANIMOUSLY CARRIED)

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MOVED BY Trustee MacKenzie:

- “2. That, effective immediately, the addition of Kent Pharis as a member of the roster of persons available to preside at student expulsion and reinstatement hearings on behalf of the Superintendent of Schools, be confirmed.**

- 3. That, effective immediately, the deletion of Bruce Cline as a member of the roster of persons available to preside at student expulsion and student reinstatement hearings on behalf of the Superintendent of Schools, be confirmed.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MOVED BY Trustee MacKenzie:

- “4. That the Board adopt the updates to the Board’s In-Camera Conference Committee protocols.**

- 5. That the Conference Committee be renamed *Caucus Committee*.”**

The Board Chair called the question on Recommendation #4.

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation #5.

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

OPPOSED: Trustee MacKenzie

The Motion was CARRIED.

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3. Motion re Student Field Trips

MOVED BY Trustee Shipka:

“That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after the School at the Legislature Program and City Hall School.”

MOVED BY Trustee Shipka:

“That the motion be amended to read: *That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after **or in conjunction with** the School at the Legislature Program and City Hall School.*”

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

MOVED BY Trustee Colburn:

“That the motion be amended to read: *That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after or in conjunction with the School at the Legislature Program and City Hall School. **If this recommendation is supported, the Administration will bring forward a report detailing costs and a range of options on how to best implement this recommendation.***”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Colburn

OPPOSED: Trustees Cleary, Hoffman, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer

The Amendment was DEFEATED.

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The Board Chair called the question on the Motion as Amended:

That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet school Trustees and the Superintendent, and possibly participate in other activities modelled after, or in conjunction with, the School at the Legislature Program and City Hall School.

IN FAVOUR: Trustees Colburn, Hoffman, Johner, MacKenzie and Shipka

OPPOSED: Trustees Cleary, Janz, Ripley and Spencer

The Motion was **CARRIED**.

There was a short break at this point.

4. Action Post-Moratorium: Strategic Direction Following the Expiry of the Two Year Moratorium on School Closures

MOVED BY Trustee Shipka:

“That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs.”

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MOVED BY Trustee MacKenzie:

“That the motion be amended to read: That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size ~~district space~~ school spaces to efficiently meet short-term and long-term needs.”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Johner and MacKenzie

OPPOSED: Trustees Cleary, Colburn, Hoffman, Janz, Ripley, Shipka and Spencer

The Amendment was DEFEATED.

MOVED BY Trustee Ripley:

*“That the motion be amended to read: That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. **That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012.**”*

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Cleary, Hoffman, Janz, Ripley, Shipka and Spencer

OPPOSED: Trustees Colburn, Johner and MacKenzie

The Amendment was CARRIED.

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MOVED BY Trustee Hoffman:

*“That the motion be amended to read: That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012. **No school closure recommendations will be brought forward while this work is being done.**”*

MOVED BY Trustee Colburn:

*“That the amendment be amended to read: That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012. **No school closure recommendations will be brought forward during the 2012-2013 school year while this work is being done.**”*

The Board Chair called the question on the Amendment to the Amendment.

IN FAVOUR: Trustees Colburn, Hoffman, Shipka and Spencer

OPPOSED: Trustees Cleary, Janz, Johner, MacKenzie and Ripley

The Amendment to the Amendment was DEFEATED.

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The Board Chair called the question on the Amendment.

*That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012. **No school closure recommendations will be brought forward while this work is being done.***

IN FAVOUR: Trustees Colburn, Hoffman, Janz and Shipka

OPPOSED: Trustees Cleary, Johner, MacKenzie, Ripley and Spencer

The Amendment was DEFEATED.

The Board Chair called the question on the Motion as Amended:

That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a District infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012.

The Motion was UNANIMOUSLY CARRIED.

There was a break at this point.

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

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5. Board Meeting Scheduling and Timing

MOVED BY Trustee Spencer:

- “1. That, when possible, the Board holds its regularly scheduled public meetings the first three Tuesdays of each month.**

- 2. That the Board maintains the public meeting start time at 2:00 p.m.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

6. Community Relations Committee – Update to Terms of Reference

MOVED BY Trustee Johner:

“That the proposed Community Relations Terms of Reference be revised and approved.”

MOVED BY Trustee Shipka:

“That the proposed addition under the Mandate of the Community Relations Terms of Reference be amended to read: *Explore different and more effective methods to engage Community and Stakeholders in discussion on current issues affecting the District.*

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

The Board Chair called the question on the Motion as Amended.

The Amendment was UNANIMOUSLY CARRIED.

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7. Accountability Pillar and Student Achievement Results
8. Implications of Extension of Second Language Requirement (Response to Trustee Request #219)

MOVED BY Trustee Janz:

“That the following reports be received for information:

- **Accountability Pillar and Student Achievement Results**
- **Implications of Extension of Second Language Requirement (Response to Request for Information #219)”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

9. Bereavement

Vice-Chair Janz reported on the passing of Mr. Edward Wise.

MOVED BY Trustee Janz:

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

H. Other Committee, Board Representative and Trustee Reports

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, reminded Trustees about the *Ready to Dine* fundraiser taking place on October 30, 2012 at Murietta’s Bar & Grill restaurant. She also noted the following information sessions and lunches will be taking place at Youngstown School:

- November 9, 2012
- November 23, 2012
- December 4, 2012

She noted the Foundation will be located at Lauderdale School as of November 1, 2012.

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Trustee Johner, the Board's representative on ASBA Zone 23, reported that the ASBA Zone 23 Annual General Meeting will be held on Friday, October 26, 201 at the St. Anthony's Centre. Elections for the following positions will be held at that time:

- Zone President
- Zone Vice-President
- Secretary- Treasurer
- Edwin Parr Selection Committee (3 trustees)
- Zone Advocacy Committee (3 trustees)
- Labour Relations Representative and Labour Relations Alternate

Trustee Janz, the Board's representative on the Public School Boards Council (PSBC), reported on the PSBAA Annual General Meeting he attended October 18 to 20, 2012. He expressed appreciation to the Northern Lights School Division and St. Albert Public Schools that moved motions with respect to a consideration on weighted voting and a directorship for any board that has over fifty thousand students. He advised that he would provide information from the PSBAA University.

Trustee Cleary, the Board's representative on the Capital Region Services to Children Linkages Committee, reported that the next meeting will be held November 8, 2012 at the Centre for Education.

Trustee Johner advised she also attended the PSBAA Annual General Meeting. She noted there was an MLA reception on October 17, 2012 that was extremely well attended. She enjoyed PSBAA University and found it very informative. She noted that the Premier was the keynote speaker for the Friday evening Lt. Governor Lois E. Hole Lecture and Dinner held at the Enjoy Centre in St. Albert. Two other government ministers were also in attendance.

Trustee Johner noted she attended a meeting along with the Board Chair and Trustee MacKenzie as well as four trustees from Edmonton Catholic Schools and representatives from the other organizations involved with the Strategic Alliance for the Advancement of Immigrant and Refugee Children and Youth (SAAIRCY). The meeting focused on how the various organizations involved can positively impact children, youth and families in our schools and city with both the public and separate school boards.

Trustee Johner also advised that, since the last board meeting, she had attended two school council meetings, the Dreamcatcher Annual General Meeting, the Wicahitown Circle Meeting, the Michael Strembitsky School opening, the Queen Elizabeth School awards

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night and the collective agreement signing ceremony for the CUPE Local 784 (Maintenance staff).

Trustee Cleary advised that she attended Read-In Week activities this past month reading to students at the following schools: Lee Ridge, Satoo, Ellerslie, Michael Strembitsky, Ekota, Kameyosek, Grace Martin and Bisset.

Trustee Cleary advised she also attended the Ellerslie Campus Student Assembly held on October 12, 2012 to wrap-up the two-week school wide bullying workshop where students learned the tools they need to stop bullying in its tracks. She congratulated Principal Madsen for his leadership and vision to take collective action with the school's students and staff.

Trustee Cleary commended the Telus World of Science for its upcoming Star Wars Identities exhibit opening October 27, 2012 and presented Trustees with a gift advertising the exhibit.

Trustee Hoffman advised that the Board has undertaken a series of meetings with all the parties represented in the Legislature with respect to areas the Board wishes to focus its efforts on over the coming year. The Board has met with the NDP Caucus and the Liberal Education critic so far.

Trustee Hoffman noted that Education Minister Johnson was at Braemar School last week to announce a new Learner's Bursary. Minister Dave Hancock was also present.

Trustee Hoffman noted that, last week, Minister Johnson toured Crawford Plains and Prince Charles schools.

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

There were no registered speakers.

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J. Trustee and Board Requests for Information

Trustee Cleary made the following requests:

1. Following up from the recent ASBA *Time for Student Health Revolution* conference and using the [Framework for Kindergarten to Grade 12 Wellness Education](#) resource as a guide, provide information as to how current Board policy can be updated to incorporate a focus on the four key areas of wellness defined as:

- Healthy Eating
- Physical Activity
- Positive Social Environment in schools
- Mental Health Promotion

Include an update on the ongoing work of the District's Comprehensive School Health team and an overview of the existing District nutritional policies and healthy eating in schools as well as health and wellness resources including Alberta Health Services healthy eating rubric, Ever-Active Schools Assessment tool, Alberta Coalition for Healthy School Communities, Alberta Milk, Active Healthy Kids Canada, etc.

2. Provide information on ways the District could invest in positive mental health professional development for district staff over a three-year period, so that students can benefit from positive mental health promotion and practices in all schools with the goal of increased student gains thus reducing the risk of failure. Provide a list of possible resources that could assist such as the Pan Canadian Joint Consortium for School Health, Coalition for Children & Youth Mental Health and any tools that would support such professional development for district staff.

Trustee Johner requested that an update be provided regarding the recommendations from the Special Needs Task Force approved June 2011.

K. Notices of Motion – None.

L. Next Board Meeting Date: Tuesday, November 6, 2012 at 2:00 p.m.

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M. Adjournment (6:00 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Cheryl Hagen, Acting Secretary-Treasurer