

EDMONTON PUBLIC SCHOOLS

May 25, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Board Requests for Information

ORIGINATOR: D. Barrett, Assistant Superintendent
J. Bidulock, Assistant Superintendent
T. Parker, Assistant Superintendent
B. Tams, Assistant Superintendent

RESOURCE

STAFF: Gloria Chalmers, David Fraser, Jack Geldart, Bob Morter, Nancy Petersen, Elisa Rawe, Carol Symons, Bonnie Zack

INFORMATION

BOARD REQUEST #301, APRIL 27, 2010: PROVIDE A RESPONSE TO THE FOLLOWING MS. HARABA QUESTION (RE: TT#288): *GIVEN THE EMPHASIS ON THE IMPORTANCE OF WRAPAROUND SERVICES FOR VULNERABLE STUDENTS, AND GIVEN THAT THE POINT OF THE SECTOR REVIEW CONSOLIDATIONS AND CLOSURES IS TO FILL AVAILABLE SPACE WITH STUDENTS, WILL – AND HOW WILL – THE DISTRICT MAINTAIN AND ENHANCE THE WRAPAROUND SERVICES THAT WERE IN PLACE IN EACH OF THE CCEP SCHOOLS BEFORE THE CLOSURE VOTE?* The District is in the process of working across central departments and with external partners to review programming and to plan and implement transition strategies. Open houses have been hosted at Spruce Avenue, Delton, John A. McDougall and Norwood schools. Staff from the sending and receiving schools, as well as community partners, attended these open houses. In addition, parents were invited by receiving school principals to make appointments to meet and discuss programming for their child(ren) who will be moving to a new school.

Each of the three elementary sites will have early learning programming and full-day kindergarten. The elementary schools and the junior high will use the Circle of Support process to align services in support of students and families. The school cultures will continue to be based on a resiliency or strength-based practice. To ensure mentoring support in all four schools, staffing has been increased from 4.0 FTE across seven sites to 3.0 FTE across four sites. Each school will provide dedicated space for mentoring. As well, each school will have the support of a 0.5 FTE Family Therapist, Roots and Wings Service and, the junior high will have 2.0 FTE Success Coaches working on site. These Success Coaches will assist with transition from Grade 6 to 7 and from Grade 9 to 10. The provision of school supplies, subsidized or free field trips, family dinners and special events such as Nina Haggerty Art in the Heart Student Art Show and Sale will continue to be provided. As is currently the practice, there will be professional development across the four sites and the Joint Professional Development Day will be held and expanded to include other district staff.

City Centre Education Partnership (CCEP) summer school will be offered at John A. McDougall and Norwood schools and is open to any CCEP student in Grades 4 to 8.

With regard to afterschool or critical hours programming, the intent is to maintain Heart of the City Piano, strings program, Artstart, Healthy Chefs, Running and Reading and Or computer programming and explore other options as well. The location of these programs is under discussion with community partners who are committed to continued support for these programs. Child and Family Services will continue to serve the children, youth and families attending the four CCEP schools with staff located in the city centre. The location for this staff has not yet been confirmed. While childcare and before and after school care will be available, it will not necessarily be available in the school attended.

There are some components that are uncertain at this time, e.g., programming and human resources regarding the school based nurse program. At this time, it looks positive and the expectation is that this service will remain similar. A grant has been submitted to financially support the Story Avenue Writing Workshop. Because Edmonton City Centre Church Corporation (E4C) cannot yet confirm its service level for 2010-2011, it is not possible at this time to confirm the span of the Edmonton School Lunch program.

A new component to the CCEP program is the addition of a multi-year literacy initiative that will involve all four sites. The goal is to increase student engagement in literacy through teacher capacity building, varied literacy assessments and learning experiences and strategies that involve all students. In support of this initiative, five teacher leadership positions have been identified to lead and support this work.

BOARD REQUEST #302, APRIL 27, 2010, BRING THE INFORMATION THAT WAS RECENTLY TM'D REGARDING CITY CENTRE EDUCATION PROJECT (CCEP) TO PUBLIC BOARD. Further to information provided at the April 13, 2010 Board Meeting, the following is revised information based on the review of data for the students who were in Grade 5 in 2001, the year CCEP was initiated.

How is High School Completion Measured?

The data for high school completion is provided by the province. The most recent year for which data is available is 2007-2008. Students in the three year completion cohort started Grade 10 in September 2005. High school completion includes any of the following: high school diploma, high school equivalent, certificate of achievement, post-secondary attendance and apprenticeship. The District three year completion rate for 2007-2008 was 65.4 per cent.

CCEP Cohort Data

CCEP schools provide education to students from Kindergarten through Grade 9 and as such are not directly measured in the High School Completion Rate.

CCEP was established in September of 2001. Students in Grade 5 in September 2001 could potentially graduate from high school in June of 2008 or in June of 2009. Those who graduated in 2008 would be part of the three year completion data and those who graduated in 2009 would eventually be part of the four year completion data for the District.

In September of 2001, 150 Grade 5 students were enrolled in one of the CCEP schools. Of this original cohort, 55 have completed high school with a high school diploma or

Knowledge and Employability (K and E) diploma. This is 37 per cent of the cohort. The graduating students attended CCEP schools for a maximum of five years and a minimum of one year, with an average of 3.7 years. Just over half of those who graduated were in a CCEP school for the maximum amount of time, i.e., five years.

The percentage of the Grade 5 cohort who graduated, is not in any way comparable to the three or four year completion rate for the District for the following reasons:

- Some students left the District prior to their Grade 10 year. Only 112 students started Grade 10 in September of 2005, the date for the three year cohort. Of these, 55 graduated or 49 per cent by June 2008 or June 2009. Those who left before this date may have moved to other districts or out of the province. They may have graduated but are no longer included in the cohort.
- In addition, 17 students left before their Grade 11 year and 14 left before their Grade 12 year. These students may also have moved to other districts or provinces. We know that 55 of the 81 graduated or 68 per cent.
- We have no data on whether any of the students received a certificate of achievement, attended post-secondary or started an apprenticeship program. If they did they would also count as completed, in addition to the 55.

Since a true comparable graduation figure cannot be determined, it is not possible to say if CCEP impacted the graduation rate positively or negatively. It can be said that half of those who were successful were at CCEP schools for the maximum amount of time (five years). It can also be said that many schools, other than CCEP schools contributed to the education of the Grade 5 cohort. Completion rates are also impacted by student experience at high schools which are not part of CCEP.

The students who started Kindergarten at a CCEP school in September of 2001, who are still in the District are now in Grade 8. Some of these students may have had the benefit of nine years in the program. Achievement data for this cohort might tell us more about the impact of programming. However, the cohort would be relatively small.

BOARD REQUEST #304, APRIL 27, 2010, PROVIDE INFORMATION REGARDING AN UPDATE ON THE TRANSITION PLANS FOR STUDENTS AND STAFF AFFECTED BY SCHOOL CLOSURES:

Spruce Avenue

- Thursday, April 22 Junior High Open House evening event extended to all City Centre Education Partnership (CCEP) Grade 6 families and the junior high families of Parkdale and McCauley Schools.
 - Barbeque
 - Large group presentation
 - Break out to classrooms
- CCEP Grade 6 student leadership group from across the seven schools will continue their working plan towards junior high; this work will move forward with a strong focus on Spruce Avenue as the junior high site across the CCEP communities.
- On June 25, Spruce Avenue School will be taking a group of 30 Grade 6 leaders from across the seven schools to leadership camp to work on developing their skills and to strengthen the peer relationships between the students who will be coming together in junior high in September.

- The Grades 7 and 8 student leaders from the three current junior high programs will continue their collaborative work around team building and leadership capacity as they plan three events or activities to be held between now and June 29. Each event will bring together the students from McCauley, Parkdale and Spruce Avenue who are eligible to attend Spruce Avenue Junior High next September.
- The principal of Spruce Avenue School has offered to attend a parent meeting at each of the other CCEP schools to provide information, answer questions and share with parents the opportunities available to their children for next September at Spruce Avenue School.
- The principal of Spruce Avenue School will work with the administrators of all CCEP schools to transition parents of students in Grades 6 to 8 into the work of the Spruce Avenue parent council.

Norwood

- On May 3 Norwood School hosted an Open House event for the families of McCauley School.
- On April 28 Norwood School hosted a student “Buddy Day” where the current Early Learning to Grade 5 students of McCauley School came over and “buddied up” with their Grade level peers for a learning experience. This event included a school tour.
- The principal of Norwood School will be sending a letter out to McCauley families personally inviting them to come to the school for a tour, to meet with staff etc.
- The principals of Norwood and McCauley Schools will be meeting jointly with the many partners and agencies currently providing supports and services to the students of McCauley School. The purpose of this meeting will be to look at how to maintain existing partner services and supports to McCauley School students through their educational transition to Norwood School.

John A. McDougall

- Open House for families of Spruce Avenue elementary aged students was held Thursday April 27.
- The principal of John A. McDougall School will be sending a letter out to families personally inviting them to come to the school at any time for a visit and conversation around their child and the learning opportunities at John A. McDougall.
- There will be two activity days planned during the months of May and June where elementary students from Spruce Avenue will come over to John A. McDougall and participate with their peers and future classmates from John A. McDougall.
- There will be Kindergarten, Division 1 and Division 2 student visits where the children from Spruce Avenue Elementary come over to see John A. McDougall, meet their future classmates and begin to connect with the staff there.

Delton

- On April 27 Delton School hosted an Open House and barbeque for the students and families of Parkdale and Eastwood Schools. The Grades 4 and 5 student leaders from Eastwood, Parkdale and Delton Schools acted as hosts during this event.
- Delton School student leadership group hosted a “Buddy Day” for the students of both Parkdale and Eastwood Schools. Students coming over “buddied up” with a student of Delton School and joined them in some of their learning. They also had a chance to exchange school memorabilia as the beginnings of the new relationships between the students of the three elementary sites. Parkdale students participated on April 23 and Eastwood students on April 26.

- In June, the three schools will come together at Delton to participate in a celebration around Aboriginal Day.
- The principal of Delton School will be sending a letter out to families of Eastwood and Parkdale Schools personally inviting them to come to the school for a tour, to meet with staff etc.
- On May 17 Delton School hosted a joint parent council meeting including parents from Parkdale and Eastwood Schools. The intent of this meeting will be to set the foundation for them coming together to form the new Delton School Parent Group.

Across all the transitional work, the CCEP partner staff have committed to being present and available to families, students and staff as they work towards having everyone ready for school in September 2010. This includes such examples as the agency based staff from a closed school will attend the receiving school's Open House to be a familiar face for the families. One of the partners is also assisting with translation work to support the best communication possible with families.

Hardisty School

- An information night was held on April 2 regarding K to 9 programming at Hardisty School. Invitations were sent home to parents.
- Track day/school orientation is in the planning stages. Details will be determined after discussions with parent groups.
- A plan for September to build community through an internal "artist in residence" is underway.
- The planning stages for the educational place space (playground) is complete.
- Once staffing in kindergarten is determined, a kindergarten night will be held.
- The Logos Society is writing a letter of encouragement to Fulton Place Logos parents.
- Capilano and Fulton Place school communities are planning celebrations at the end of the school year.
- According to the principal, all but three Capilano students and over 140 Fulton Place students have enrolled at Hardisty as of May.

Gold Bar

- Gold Bar Open House was held in late March. Communication and invitations were via the school sign, paid for portable sign on city property, community newsletter, and through the principals of both Capilano and Fulton Place to their parents.
- Three Behaviour and Learning Assistance (BLA) teachers (two new and one current) will meet and set up a "Get to know you and the school" activity for students in early to mid June.
- The three BLA teachers will meet for one day prior to school start up for a team building/team planning day
- Currently, only two families from the closed schools chose Gold Bar for regular Grade 1 to 6 programming. The principal will continue to monitor and plan welcoming activities as need arises.
- The principal has responded with personal tours and meetings for all parents who have contacted her.

Immediately following the Board Meeting of February 9, 2010, a team from Human Resources (HR) met with staff at all schools being considered for closure to review spring staffing procedures and timelines, as well as to provide advice related to updating writing

resumes and updating employee files. Representatives from each of the staff group locals were also present.

Following the Board's decision of April 13, 2010, that same team returned to each of the schools to provide staff with site specific modified staffing procedures. These modified procedures are consistent with collective agreement requirements and past district practices in such circumstances. Meetings were also held with principals of designated receiving schools. Ongoing individual support continues to be provided to staff by HR consultants.

BOARD REQUEST #305, APRIL 27, 2010, PROVIDE INFORMATION ON HOW WIDESPREAD THE PRACTICE IS OF NON-PAYMENT FOR STUDENT LUNCH SUPERVISION FEES - HOW RELATES TO THE PRINCIPAL-ASSESSED INABILITY TO PAY OR OTHER FACTORS. In addressing this request, information was gathered from a sample of elementary and junior high schools across the city. These schools were representative of schools serving local neighbourhoods, designated receiving schools serving both local neighbourhoods and neighbourhoods geographically separated from the school, and schools with no attendance areas, providing stand alone alternative programs.

All but one of the schools contacted use paid supervisors for the lunch room program.

Of the 20 schools contacted, 12 have no deficit regarding lunch fees. Of the remaining eight schools, the deficit ranged from \$500 to \$11,000. The average deficit of these eight schools was just under \$5,000. In all cases, the deficit was identified as being due to non payment of fees, as opposed to fees waived by the principal. The deficit, if any, in each school is cleared at the end of the school year and is not carried over as per district practices.

The schools attempt to recover unpaid fees through individual conversations, e-mails and reminder letters to parents/families. The District will also provide collection letters issued by Accounts Receivable and/or Legal Counsel. Recovery of funds varies in each of these circumstances. In a few cases, students are removed from the lunchroom for non payment of fees. In these cases, the students are often supervised separately in the office area.

The distribution of lunch room program deficits across the District is not readily categorized. Rather, deficits are distributed across local, designated receiving and alternative program schools. Where deficits exist, they are generally identified to be neighbourhoods with more vulnerable student populations.

Within our district, nine schools have fully sponsored school-wide lunch programs. An additional 10 schools have a sponsored lunch program serving between 20 and 40 students. A snack program exists in an additional 18 schools, and four more schools are starting breakfast clubs this month.

DB:JB:TP:BT:ja