




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, December 16, 2014
2:00 p.m.

Board Meeting #7

- A. O Canada **
- B. Roll Call**
- C. Approval of the Agenda**
- D. Communications from the Board Chair**
- E. Communications from the Superintendent of Schools**
- F. Minutes:**
1. DRAFT – Board Meeting #5 – November 25, 2014
 2. DRAFT – Board Meeting #6 – December 2, 2014
- G. Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, December 15, 2014 to speak under this item.)
- H. Reports:**
3. Alberta School Boards Association (ASBA) Call for Input into the ASBA Strategic Plan 2015-2018
(Recommendation)
 4. Firm Foundations and Reading 44
(Information – Response to Request for Information #050)
 5. Year-Round Schooling for At-Risk Students
(Information – Response to Request for Information #057)
 6. Impact of Future Schools on Brander Gardens School Enrolment
(Information – Response to Request for Information #059)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, December 15, 2014 to speak under this item.)

**BOARD OF
TRUSTEES**

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Sherry Adams
Orville Chubb
Michelle Draper
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin

- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

MINUTE BOOK

Board Meeting #5

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, November 25, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johner
Ray Martin

Officials

Angela Anderson
Lisa Austin
Diana Bolan
Jim Davies

David Fraser
Cheryl Hagen
Mark Liguori
Ron MacNeil
Mary Michailides

Kathy Muhlethaler
Lorne Parker
Darrel Robertson
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

CUPE Local 3550 – Gloria Lepine, Chief Steward

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the November 25, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair advised that Trustees and members of the District Support Team have been participating in results review meetings last week and will continue to this week. There are many great things happening in schools and central units in relation to the District's mission vision and priorities. Results review is an important time for everyone to reflect on this and determine how plans will be adjusted based on those results to determine next year's strategies.

The Board Chair advised that, last Sunday, was the meeting of the Metro School Boards group. The group discussed shared advocacy priorities which will focus on per-student funding for operations and infrastructure in terms of capital.

The Board Chair advised that, also last week, the Alberta School Boards Association (ASBA) held its fall general meeting. The business meeting went extremely well. The motion to advocate that the diploma exam weighting be reduced from 50% to 30% was passed with more than 80% support. The ASBA continues their search for their new Executive Director and honoured the retirement of the outgoing Executive Director David Anderson, who served in that capacity for more than 19 years.

The Board Chair advised that, this past weekend, was the Alberta Junior High Leadership Conference hosted by Vimy Ridge and W. P. Wagner Schools. Students from across Alberta were given an opportunity to learn from some of the District's leadership staff, students and guest speakers. She was honoured to participate on a panel with six leaders from various parts of Alberta. The energy was contagious and she thanked district staff and students for their initiative and hard work that resulted in a successful conference.

The Board Chair advised that CUPE Local 474, which represents the District's custodial staff, will be distributing white ribbons to its members and to the staff of Edmonton Public Schools to wear from November 26, 2014 to December 6, 2014 as part of the White Ribbon Campaign. The Local's goal is to make the public aware that violence against women happens in the home, on the street and in the workplace, and that it is unacceptable. The Board has endorsed this campaign since 1996 and urges schools and staff to recognize this initiative.

MINUTE BOOK

E. Communications from the Superintendent of Schools

The Superintendent thanked the Board and district staff for the preparation work involved in the results review process. A great deal of work is involved in this very important process that reinforces the District's cornerstone value of accountability. District leaders are collaborating with their stakeholders and taking into consideration the results they have achieved over the past years and are very busy making ongoing plans in terms of how they can impact those results in a positive way. He noted he had the opportunity to attend several school results review meetings and that the central services results review meetings would take place tomorrow.

The Superintendent thanked the fifteen Student Trustee candidates who had the courage to put their names forward for consideration as a student representative on the Board. He assured, whoever the successful candidate is, that everyone will work very hard to help support their success. This is an incredible learning experience for a young person and we want to turn this into an incredible learning experience for students across the district. To that end, plans are being developed for a governance course that will be accessible to students across the district.

F. Minutes

1. Board Meeting #4 – November 4, 2014

MOVED BY Trustee Ip:

“That the minutes of Board Meeting #4 held November 4, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)

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

H. Reports

2. Report #4 of the Caucus Committee (From the Meeting Held November 4, 2014)

MOVED BY Trustee Janz:

“1. That Report #4 of the Caucus Committee from the meeting held November 4, 2014 be received and considered.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

MOVED BY Trustee Janz:

- “2. That the appointment of Stephen Spooner as the external audit committee member for a four-year term from November 2014 to November 2018, be confirmed.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “3. That the use of \$300,000 of accumulated Capital Renewal funds derived from District lease revenues, match grant funds to perform roofing and building repairs at the Archives and Museum in historic McKay Avenue School, be confirmed.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “4. That approval for the Board Chair to write a letter to City Council advocating for funding approval to design and construct the twin-arena project adjacent to Vimy Ridge Academy, as part of the City of Edmonton’s Capital Budget 2015-2018 be confirmed.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “5. That the Board of Trustees’ 2014-2015 Strategic Work Plan be approved.**
- 6. That the Board of Trustees’ 2014-2015 targeted Professional Development plan be approved.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

- 3. Report #1 of the Audit Committee (From the Meeting Held November 14, 2014)**

MOVED BY Trustee Janz:

- “1. That Report #1 of the Audit Committee from the meeting held November 14, 2014 be received and considered.” (UNANIMOUSLY CARRIED)**

MINUTE BOOK

MOVED BY Trustee Janz:

- “2. That for the 2013-2014 year-end \$11,924,269 be transferred from Unrestricted Surplus to Capital Reserves.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “3. That for the 2013-2014 year-end \$29,573,093 be transferred from Unrestricted Surplus to Operating Reserves.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “4. That the audited financial statements for the year ending August 31, 2014 be approved.” (UNANIMOUSLY CARRIED)**

4. Fall Update to the Revised 2014-2015 Budget

MOVED BY Trustee Gibson:

- “That the Board formally receive the Fall 2014 Update to the 2014/2015 Budget.” (UNANIMOUSLY CARRIED)**

There was a short break at this point.

5. Edmonton Public Schools’ Combined Three Year Education Plan and Annual Education Results Report November 2014
6. Review of 2013-2014 Superintendent of Schools Area Results

The Superintendent provided an overview of the Annual Education Results Report (AERR) as well as information regarding the 2013-2014 results for Decision Unit 310 – Superintendent of Schools Area.

MOVED BY Trustee Draper:

- “That the Edmonton Public Schools’ Combined Three-Year Education Plan and Annual Education Results Report, and the Summary of the AERR be approved for submission to Alberta Education.”**

Trustee Martin asked for confirmation of when the replacement school in the Greater Lawton/Hardisty area will open.

MINUTE BOOK

Trustee Adams asked that information be provided regarding what supports are provided to new English Language Learners students and their families to transition into the school environment.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

There was a short break at this point.

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

There were no registered speakers.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported that an information lunch will take place Thursday, November 27, 2014 at Mee-Yah-Noh School at 11:30 a.m. That evening, the South Edmonton Business Association (SEBA) fundraising event will also take place at the Century Grill. The ticket price is \$20 with all proceeds going to the Foundation. She noted that volunteers are greatly need for the *Wrap and Roll* fundraiser taking place December 1 to 24, 2014 at Kingsway Garden Mall.

Trustee Martin advised that, today at amiskwaciy Academy, he attended the announcement of the launch of the Moose Hide Campaign. The Moose Hide Campaign is a grassroots movement started by the Native Friendship Centres in British Columbia, in which Aboriginal and non-Aboriginal men join together to stand up against violence towards Aboriginal women and children. Associate Minister of Aboriginal Affairs David Dorward and Mr. Merle White, President of the Alberta Native Friendship Centres Association, were also in attendance.

Trustee Janz extended an invitation for everyone to attend the Ward F gathering on December 3, 2014 at 7:00 p.m. in the Strathcona School library.

K. Trustee and Board Requests for Information – None.

L. Notices of Motion – None.

M. Next Board Meeting Date: Tuesday, December 2, 2014 at 2:00 p.m.

MINUTE BOOK

7. Report #5 of the Caucus Committee (From the Meeting Held November 4, 2014)

MOVED BY Trustee Janz:

- “1. That Report #5 of the Caucus Committee from the meeting held November 4, 2014 be received and considered.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “2. That the 2014-2015 Student Trustee Role and Responsibilities Statement be approved.” (UNANIMOUSLY CARRIED)**

The Board Chair announced that Ms Johannah Ko of Edmonton Christian School was the Student Trustee for 2014-2015.

N. Adjournment (5:50 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Dr. Sandra Stoddard, Executive Director
Governance and Strategic Support
Services/Corporate Secretary

MINUTE BOOK

Board Meeting #6

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, December 2, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johnner
Ray Martin

Student Trustee

Johannah Ko

Officials

Angela Anderson
Lisa Austin
Diana Bolan
Jim Davies

Cheryl Hagen
Mark Liguori
Ron MacNeil
Mary Michailides

Kathy Muhlethaler
Lorne Parker
Darrel Robertson

Board Chair: Sarah Hoffman

Recording Secretary: Shirley Juneau

A. O Canada 

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 3550 – Carol Chapman, President

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

The Superintendent advised that all Trustees were present.

Legal Counsel Jim Davies conducted the official swearing in of Student Trustee Johannah Ko.

MINUTE BOOK

C. Approval of the Agenda

MOVED BY Trustee Janz:

“That the agenda for the December 2, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

D. Communications from the Board Chair

The Board Chair advised that December 3, 2014 is the United Nations International Day of Persons with Disabilities. The intent of this day is to increase awareness and understanding of persons with disabilities and to celebrate their contributions.

The Board Chair thanked CUPE Local 474 for their leadership in the White Ribbon Campaign and for distributing white ribbons to its members and to the staff of Edmonton Public Schools to wear from November 26, 2014 to December 6, 2014. The Local’s goal is to make the public aware that violence against women happens in the home, on the street and in the workplace and it is unacceptable.

The Board Chair welcomed Student Trustee Ko.

E. Communications from the Superintendent of Schools

The Superintendent also welcomed Student Trustee Ko.

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

G. Reports

1. Annual Policy Development and Review Plan 2014-2015

MOVED BY Trustee Ip:

“That the Annual Policy Development and Review Plan 2014-2015 be approved.”

Trustee Martin requested that a copy of Legal Counsel’s analysis of the changes being contemplated in the *Education Act* be provided.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

2. Review of 2013-2014 Results and 2014-2015 Plans and Revised Budgets

Trustees provided verbal reports regarding the results review meetings they attended.

Trustee Hoffman requested that, for next year, consideration be given to allocating additional time for Trustees to review more schools during results review.

3. Board Chair Discretionary Expenses Allowance Report 2013-2014

The Board Chair provided information regarding the Board Chair's discretionary expenses allowance for 2013-2014.

4. Report of the Blue Ribbon Panel on Inclusive Education in Alberta (Response to Request for Information # 051)

The Board received information on the report of the Blue Ribbon Panel on Inclusive Education in Alberta.

H. Other Committee, Board Representative and Trustee Reports

Trustee Martin advised that he attended the 2014 *Knowing Our Spirits Conference* in Edmonton. There were eight hundred people in attendance from Alberta, Saskatchewan and Quebec. The conference focused on the education of Aboriginal children.

Trustee Ip advised that he attended the South Edmonton Business Association (SEBA) mixer fundraiser event. The proceeds of the event were donated to the Edmonton Public School Board Foundation. Former Premier David Hancock was in attendance as well.

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, thanked Trustee Ip for attending the SEBA fundraiser and reported that \$800 was raised at the event. She also reported that Foundation volunteers will be wrapping gifts for consumers at the Kingsway Garden Mall as part of the *Wrap and Roll* fundraiser which runs until December 24th. She expressed appreciation to Kingsway Garden Mall for their ongoing support of the Foundation. She encouraged everyone to make use of this service and noted that additional volunteers are always welcome.

MINUTE BOOK

Student Trustee Ko reported she received an invitation from Ms Claire Edwards to attend the Edmonton Student Youth Council meeting tomorrow evening. She extended the invitation to members of the District's Student Advisory Council to attend the meeting as well. She is looking forward to speaking with the students involved with the Student Advisory Council in the near future.

I. Trustee and Board Requests for Information

Trustee Hoffman requested the following information:

- Which of the 38 remaining Blue Ribbon Panel on Inclusive Education in Alberta Schools recommendations would the Board and Administration like to see implemented throughout the District?
- What is the estimated cost associated with District-wide implementation?

J. Notices of Motion – None.

K. Next Board Meeting Date: Tuesday, December 16, 2014 at 2:00 p.m.

L. Adjournment (3:35 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Dr. Sandra Stoddard, Executive Director
Governance and Strategic Support
Services/Corporate Secretary

DATE: December 16, 2014

TO: Board of Trustees

FROM: Trustee Sarah Hoffman, ASBA Issues and Resolution Committee Chair
Trustee Michael Janz, ASBA Issues and Resolution Committee
Trustee Cheryl Johnner, ASBA Issues and Resolution Committee

SUBJECT: Alberta School Boards Association (ASBA) Call For Input into the ASBA Strategic Plan 2015-2018

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

REFERENCE: [December 17, 2013 Board Report](#) - Call for Input Into the ASBA Strategic Plan 2014-2017

ISSUE

Through a questionnaire, the Alberta School Boards Association (ASBA) Board of Directors is seeking input from school boards on priorities for the Association's 2015-2018 Strategic Plan.

RECOMMENDATION

That the Board approve the questionnaire responses in Attachment I, as proposed by the ASBA Issues and Resolutions Committee.

BACKGROUND

The ASBA Board of Directors annually reviews and renews their Strategic Plan each January when determination is made as to whether the priorities are still applicable and should be included in the next Plan, or are complete and would result in their exclusion from the next Plan. Any new initiatives are also added at this time.

RELATED FACTS

- The ASBA Strategic Plan 2015-2018 will be developed by the Board of Directors in January 2015, approved at the March 2015 Board of Directors meeting, and begin implementation in September 2015.
- All ASBA member school boards are being asked for input into the ASBA's Strategic Plan. The Edmonton Public School Board is one stakeholder in the process. The Board of Directors will assess all the input received, with the Directors being charged with developing the ASBA's Strategic Plan.
- There are 19 questions in the survey which are based on the ASBA's current 2014-2017 Strategic Plan.

CONSIDERATIONS & ANALYSIS

The ASBA Issues and Resolutions Committee discussed the survey questions and is proposing the following responses:

- Under Question 2, the Committee identified the following as the top three advocacy priorities for the Association:
 - Priority 1 - Adequate, stable, predictable funding
 - Priority 2 – Infrastructure
 - Priority 3 - School boards - locally autonomous governments
- The rest of the seven identified items were rated as 12 (lesser priority) as the Committee highlighted that research suggests focusing on more than three advocacy priorities would not lead to focused, actionable strategies and attainment of outcomes. The Committee felt that, if the issue of adequate, stable, predictable funding was made a top priority for the ASBA, other advocacy items would also be addressed.
- Under Question 3, the survey requested input or commentary on individual elements of the current ASBA Strategic Plan. The Committee provided input as to what elements should or should not remain as priorities of ASBA. These are highlighted below and a more detailed rationale is provided in the actual survey response (Attachment I).
 - Strategic Priority A should not remain a priority for ASBA and should be removed from the 2015-2018 ASBA Strategic Plan.
 - Strategic Priority B, C and D should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
 - Strategic Priority E should be a lesser priority for ASBA but remain in the 2015-2018 ASBA Strategic Plan.

A copy of the ASBA 2014-2017 Strategic Plan At-a-Glance is included as Attachment II. The Committee discussed suggesting once again to the ASBA that, in future, the status of each activity mentioned in the Strategic Plan be identified for better analysis.

NEXT STEPS

Subject to the Board's approval of the recommendation, the Administration will submit the questionnaire responses to the ASBA Policy Research Analyst by January 5, 2015 as per the ASBA's request.

ATTACHMENTS & APPENDICES

- ATTACHMENT I - Proposed Response to Questionnaire: Priorities for the 2013-2016 ASBA Strategic Plan
- ATTACHMENT II - ASBA 2014-2017 Strategic Plan At-a-Glance

SS:mmf

School Board Input Into ASBA's Advocacy Plan and 2015-2018 Strategic Plan

1. School Board Name: Edmonton Public Schools

2. Developing a maximum of three advocacy priorities for the Association appears as a strategy in the current ASBA Strategic Plan.

Please indicate your Board's desired order of priority for ASBA's advocacy efforts.
(1 = highest priority; 12 = lesser priority)

	1	2	3	4	5	6	7	8	9	10	11	12
Adequate, stable, predictable funding	1											
English Language Learning												12
First Nations, Métis and Inuit student success												12
Infrastructure		2										
School boards - locally autonomous governments		3										
Student health and wellness												12
Transportation												12
Twenty-first century competencies												12
Wrap-around services												12
Other (a)												
Other (b)												
Other (c)												

If 'Other' selected above, please specify

Please provide the corporate Board response to the following questions. School board responses will inform the ASBA Board of Directors as they determine the 2015-2018 ASBA Strategic Plan, implementation of which will begin in September 2015.

3. If your Board would like to provide input or commentary on individual elements of the current ASBA Strategic Plan, please proceed directly to question 4.

If your Board believes all items identified in the current ASBA Strategic Plan (2014-17) should remain priorities for the Association (and does not wish to provide additional input or commentary on the current plan), please indicate so below.

- Strategic Priority A and the three key results should not remain a priority for the ASBA as they are aligned more closely to the roles and responsibilities of school board administration and the College of Alberta School Superintendents (CASS).

- Strategic Priority B and the three key results should be a high priority for the ASBA and remain in the 2015-2018 ASBA Strategic Plan. Modeling effective governance while providing leadership and support to assist school boards in implementing effective governance practices is a key role of the ASBA. Many actions will need to be taken to support the implementation of the new Education Act when it comes into force. Developing tools, strategies and processes that will support school boards with new roles and responsibilities and heightened expectations for engagement, transparency and accountability to the communities they serve will be paramount.
- Strategic Priority C and key result should be a high priority for the ASBA and remain in the 2015-2018 ASBA Strategic Plan. As advocacy is a key role of school boards, the ASBA's ability to provide leadership in developing shared advocacy positions on key issues provides a stronger provincial voice. In addition, building the capacity of school boards to communicate and advocate effectively at the local level is also critical.
- Strategic Priority D and two key results should be a high priority for the ASBA and remain in the 2015-2018 ASBA Strategic Plan. With the changes in legislation, regulations, education policy and labour relations, providing leadership support to school boards to work collaboratively with relevant partners to lead the transformation in public education is essential.
- Strategic Priority E should be a lesser priority for the ASBA but remain in the 2015-2018 ASBA Strategic Plan. As the development of a new teacher bargaining model was not in the Minister's mandate letter, it was felt that the Association's resources should be targeted to higher priority areas. However, it is felt that, if the Government's focus shifts and this becomes a priority, the ASBA needs to be able to be nimble enough to respond, shift priorities and target appropriate resources.

4. Strategic Priority A: ASBA provides leadership through its support of school boards to continuously improve and facilitate their development of inclusive, personalized learning environments for the success of all students.

	Strategic Priority A should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority A should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
X	Strategic Priority A should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

5. Key Result A1: Partnerships are strengthened for the effective development and implementation of personalized student learning.

	Key Result A1 should remain a priority for ASBA.
X	Key Result A1 should not be a priority for ASBA.

6. **Key Result A2: Leadership and support are provided to school boards to share and implement best practices relative to First Nations, Métis and Inuit education.**

	Key Result A2 should remain a priority for ASBA.
X	Key Result A2 should not be a priority for ASBA.

7. **Key Result A3: Leadership and support are provided to school boards to share and implement best practices which address demographic and wellness challenges at the local level that ensure student success.**

	Key Result A3 should remain a priority for ASBA.
X	Key Result A3 should not be a priority for ASBA.

8. **Strategic Priority B: ASBA models effective governance while providing leadership and support to assist school boards in implementing effective governance practices that engage stakeholders and are proactive, responsive and accountable to students and communities.**

X	Strategic Priority B should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority B should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority B should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

9. **Key Result B1: Resources and supports are provided to school boards and trustees to enable them to respond to the transformation in governance required to meet expectations of the new Education Act and Inspiring Education.**

X	Key Result B1 should remain a priority for ASBA.
	Key Result B1 should not be a priority for ASBA.

10. **Key Result B2: Resources and support are made available to school boards to enhance community engagement in public education.**

X	Key Result B2 should remain a priority for ASBA.
	Key Result B2 should not be a priority for ASBA.

11. Key Result B3: ASBA is structured in such a way to facilitate the organization's long-term sustainability.

X	Key Result B3 should remain a priority for ASBA.
	Key Result B3 should not be a priority for ASBA.

12. Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in building their capacity to communicate and advocate effectively.

X	Strategic Priority C should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority C should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority C should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

13. Key Result C1: ASBA works with school boards to develop shared advocacy positions on key issues to create a stronger provincial voice.

X	Key Result C1 should remain a priority for ASBA.
	Key Result C1 should not be a priority for ASBA.

14. Strategic Priority D: ASBA provides leadership and support to school boards to collectively and collaboratively, with relevant partners, lead the transformation of public education in Alberta to ensure student success.

X	Strategic Priority D should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority D should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority D should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

15. Key Result D1: Leadership and support are provided to school boards in the strategic development and implementation of changes in legislation, regulations, education policy, and labour relations.

X	Key Result D1 should remain a priority for ASBA.
	Key Result D1 should not be a priority for ASBA.

16. **Key Result D2: ASBA assists school boards in identifying, shaping and leading transformation initiatives.**

X	Key Result D2 should remain a priority for ASBA.
	Key Result D2 should not be a priority for ASBA.

17. **Strategic Priority E: ASBA provides leadership in the development of a new teacher bargaining model.**

	Strategic Priority E should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
X	Strategic Priority E should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.
	Strategic Priority E should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

18. **Please identify any additional elements that could be included in the 2015-2018 ASBA Strategic Plan, along with rationale which may inform consideration by the Board of Directors.**

Please refer to the input provided in Question 3.

19. **Additional Comments**

It is recommended that only the top three advocacy priorities be a focus for the Association. Research indicates that, if more than three priorities are identified, the likelihood of accomplishing all outcomes is reduced.

It is also recommended that the three advocacy priorities have evidence-based action strategies developed and that measures of success be established and monitored.

In addition it is recommended that ongoing communication on the status of each advocacy priority be provided to the membership.

ALBERTA SCHOOL BOARDS ASSOCIATION

STRATEGIC PLAN 2014-2017: *AT A GLANCE*

Strategic Priority A: ASBA provides leadership through its support of school boards to continuously improve and facilitate their development of inclusive, personalized learning environments for the success of all students.			
Key Results	A1 Partnerships are strengthened for the effective development and implementation of personalized student learning.	Strategies	A1.1 Partner with Alberta Education and other education stakeholders to advance personalized student learning. A1.2 Provide policy advice and other support to school boards on implementing elements of personalized student learning.
	A2 Leadership and support are provided to school boards to share and implement best practices relative to First Nations, Métis and Inuit education.		A2.1 Continue to implement the action plan developed by the Education Partners' First Nations, Métis and Inuit Student Success and Wellbeing task force.
	A3 Leadership and support are provided to school boards to share and implement best practices which address demographic and wellness challenges at the local level that ensure student success.		A3.1 Implement the action plan developed by the Student Health and Wellness task force. A3.2 Facilitate the sharing and implementation of best practices in English Language Learning. A3.3 Facilitate the sharing and implementation of best practices in remote delivery of education. A3.4 Provide relevant policy advice and other supports to school boards.

Strategic Priority B: ASBA models effective governance while providing leadership and support to assist school boards in implementing effective governance practices that engage stakeholders and are proactive, responsive and accountable to students and communities.			
Key Results	B1	Resources and supports are provided to school boards and trustees to enable them to respond to the transformation in governance required to meet expectations of the new Education Act and Inspiring Education.	Strategies
	B2	Resources and support are made available to school boards to enhance community engagement in public education.	
	B3	ASBA is structured in such a way to facilitate the organization's long-term sustainability.	
	B1.1	Act on the recommendations made by the Transformation of School Board Governance task force.	
	B2.1	Continue to implement the recommendations of the Community Engagement task force.	
	B3.1	Review the current organizational structure and explore alternatives to ensure financial sustainability.	

Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in building their capacity to communicate and advocate effectively.			
Key Result	C1	ASBA works with school boards to develop shared advocacy positions on key issues to create a stronger provincial voice.	Strategies
	C1.1	Review and act on accepted recommendations of the Strengthening the Provincial Voice of School Boards task force.	
	C1.2	Review and act on accepted recommendations of the Policy Development Advisory Committee with respect to communication on advocacy initiatives.	
	C1.3	Develop a maximum of three advocacy priorities for the Association.	
	C1.4	Provide professional development to boards and zones to support effective advocacy and communications.	

Strategic Priority D: ASBA provides leadership and support to school boards to collectively and collaboratively, with relevant partners, lead the transformation of public education in Alberta to ensure student

Key Results	D1 Leadership and support are provided to school boards in the strategic development and implementation of changes in legislation, regulations, education policy, and labour relations.	Strategies	D1.1 Develop and provide support for school boards and their senior administrators with respect to the implementation of the Education Act, including the natural persons powers provision.
	D2 ASBA assists school boards in identifying, shaping and leading transformation initiatives.		D1.2 Provide relevant policy advice to school boards as they address the new regulatory environment. D1.3 Provide support for school boards with respect to labour relations. D2.1 Define the transformation of education agenda. D2.2 Assist school boards in advancing the transformation of education at the local level.

Strategic Priority E: ASBA provides leadership in the development of a new teacher bargaining model.

Key Result	E1 ASBA leads the development of an effective teacher bargaining model that meets the needs of respective school boards, and that school boards have significant influence in any new bargaining process.	Strategies	E1.1 Consult with school boards and senior administration to develop a new teacher bargaining model. E1.2 Advocate for a new teacher bargaining model approved by the membership.
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DATE: December 16, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Firm Foundations and Reading 44 (Response to Request for Information #050)

ORIGINATOR: Mary Michailides, Assistant Superintendent, Support for Schools

RESOURCE STAFF: Janice Aubry, Bill Howe, Su Kerslake, Kathy Nawrot

REFERENCE: September 16, 2014 Board Meeting (Trustee Janz)

ISSUE

The following information was requested: provide information on the efficacy of two North Vancouver School District Programs: “Firm Foundations” and “Reading 44”. Was there a pilot project with Edmonton Public Schools? What were the results and what are potential next steps?

BACKGROUND

Firm Foundations (2001) is a Kindergarten resource that contains mainly phonological awareness activities for teachers to use with students. Phonological awareness is a broad term which describes such skills as the ability to hear sounds in words, recognize and produce rhyme, segment words into syllables, and recognize sounds within words. Phonological awareness is one component of a comprehensive literacy program.

The intention of the Firm Foundations resource is to supplement the regular British Columbia Kindergarten program. Those students who are identified as needing more assistance in developing phonological awareness skills are provided more explicit instruction and practice.

Reading 44 (1999) is a reading resource that describes reading strategies and provides teaching activities for Grades 1 to 10. Reading 44 mainly addresses reading comprehension strategies, which include thinking processes such as predicting, monitoring for understanding, making mental pictures, connecting what one reads with what one already knows, inferring and summarizing.

Firm Foundations and Reading 44 were both developed by teachers from the North Vancouver School District.

Edmonton Public Schools (EPSB) conducted a two-year pilot project of Firm Foundations from 2009 to 2011 at nine schools. Teachers of Kindergarten and Grade 1 received coaching support, monthly inservice training and resources as part of this pilot. The Firm Foundations Final Report June 2011 indicates the following:

- The teachers involved had developed a stronger appreciation for the importance of phonological awareness for students’ future reading and writing success. Teachers indicated that this project positively affected their teaching of phonological awareness.

- An alternative resource was found to be more helpful than the Firm Foundations resource. During its implementation, the Firm Foundations resource was supplemented through the use of a variety of other materials.
- There was significant variance in the way Firm Foundations was implemented in classrooms.
- It was difficult to measure impact on teaching practice over the two years due to staff changes.

As there was no control group with which to compare student improvement, it was not clear as to whether the gains made were specifically contributable to the Firm Foundations resource.

Reading 44 is a resource that outlines strategies and activities that support literacy teaching and learning. Reading 44 was not established as a pilot at Edmonton Public Schools. A pilot was deemed unnecessary, as the strategies and activities described in the program were already included within the existing teacher training and resources of the District's Balanced Literacy teacher training program.

A search was conducted for existing research on Firm Foundations and Reading 44. From a review of the related research papers that have been published and through a follow-up conversation with a key researcher, Dr. Veronica Smith, no conclusive evidence was found that would recommend either of these resources above the use of strategies already commonly-held as strong practices for supporting phonological awareness.

CURRENT SITUATION

EPSB is committed to literacy development in all students. In its Strategic Goals, the District has identified a specific focus on literacy to ensure success for all students.

District literacy professional learning is provided to teachers in EPSB to support them in implementing strong literacy practices. The foundational professional learning provided to teachers includes strategies and resources for reading, writing, oral language development, phonological awareness and word study. This professional learning incorporates elements found in the Firm Foundations and the Reading 44 resources and is continuously updated to incorporate emerging research and improved strategies and activities to meet the needs of the District's student population. There are no plans to implement Firm Foundations and Reading 44 as a district initiative.

District schools determine the resources used to meet the literacy needs of their students. A variety of resources are available that contain strategies and activities that support the development of phonemic awareness in students. A resource of Student Center Activities produced by the Florida Center for Reading Research through Florida State University offers a similar, but more up-to-date program for phonological awareness. This resource was recommended in the Firm Foundations final report, is available free of charge, and is shared with teachers as a part of the current literacy professional learning provided to district teachers.

Firm Foundations and Reading 44 are both available for use by district teachers, but are not currently listed as recommended resources by the British Columbia Ministry of Education and are not listed as authorized resources by Alberta Education. Firm Foundations and Reading 44

manuals are available for purchase from the North Vancouver School District at a cost of \$44 each.

KEY POINTS

- EPSB conducted a two-year pilot project of Firm Foundations between 2009 and 2011.
- Teacher participants indicated that this project positively affected their teaching of phonological awareness, but it was unclear as to whether the improvements were attributable to this specific resource.
- No pilot project of Reading 44 was conducted.
- A wide range of resources, including free resources, are available to teachers to support the development of phonological awareness.
- Literacy professional learning supports currently provided to district Kindergarten and Grade 1 teachers incorporate most of the strategies that are presented in Firm Foundations and Reading 44.
- There are no plans to implement Firm Foundations and Reading 44 as a district initiative.

ATTACHMENTS & APPENDICES

N/A

JA:ja

DATE: December 16, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

ORIGINATOR: Mary Michailides, Assistant Superintendent, Support for Schools

SUBJECT: Year-Round Schooling for At-Risk Students (Response to Request for Information #057)

RESOURCE STAFF: Jennifer Allen, Jan Favel, Jan Krysko, Nancy Petersen

REFERENCE: October 21, 2014 Board Meeting (Trustee Martin)

ISSUE

The following information was requested: provide information on the advantages and disadvantages of year-round schooling, especially for at-risk students.

BACKGROUND

The compilation of data comparing Eastwood/Parkdale students with the City Centre Education Project (CCEP) schools became the subject of a trustee initiative in 2007. In 1999, following a three-year pilot of seven Calgary schools operating on a year-round calendar, the Calgary Board of Education (CBE) compiled a report on their findings.

CURRENT SITUATION

In Edmonton Public Schools, Vimy Ridge and Donnan are currently the only year-round schools. These school calendars are driven by the nature of their alternative programs. Eastwood and Parkdale were previously year-round schools.

Evidence (Attachment I) collected from Donnan, Eastwood and Parkdale schools demonstrated there is no definitive answer to advantages and disadvantages to a modified calendar.

A 2011 review of the impact of year-round schooling in CCEP schools showed that the perceived benefits in achievement and attendance due to a modified calendar are not borne out by the data. In all cases, schools with modified calendars scored below the CCEP schools without a modified calendar on district Highest Level Achievement Tests (HLATs) and Provincial Achievement Tests (PATs). In addition, attendance of students on the modified calendar was lower than those in schools without a modified calendar.

According to a survey of achievement results on the posted Annual Education Results Review, data for Elk Island Public School District showed a slight drop in achievement since the institution of a modified calendar. When Elk Island Public School District implemented this modified calendar, after the fall break there was no definitive difference in staff attendance or absenteeism.

Not captured in the research but expressed and noted by leaders in central services and in the schools, was the fact that the systemic disconnect between the District Calendar and the

modified calendar posed challenges to service delivery and coordination of meetings and communication.

An advantage of a modified calendar as described by Haser and Nasser (2003) was that year-round schooling can promote teacher motivation and retention. Edmonton Public School teachers involved with year-round schooling reported positive response to the calendar change.

A more in-depth study was conducted in 1999 by CBE after approving a motion to pilot year-round programs for a three-year duration. Modified calendars were instituted in seven CBE schools. Schools chose to institute either a modified multi-track or single track calendar. The rationale was to investigate impact on academic results, teacher and student absenteeism, behavioural referrals and cost savings through better utilization of buildings.

The evaluation of the pilot after three years provided information that, while not highly indicative of a positive effect, was sufficiently positive to encourage continuation of the modified calendars in CBE. See CBE evaluation document attached (Attachment II).

Regarding the issue of the advantages and disadvantages of year-round schooling for at-risk students, research is limited and the definition of at-risk varies across North America. Clarification on the District's definition of at-risk would be required and analyzed before proceeding with a calendar change to ensure it will meet district purpose and need.

KEY POINTS

- CCEP schools on a modified calendar had lower achievement results and attendance than CCEP schools on a regular calendar.
- Four main areas of impact to consider with any change to school calendars are parents, student achievement and attendance, school staff and operations.
- Research is divided as to the advantages and disadvantages of year-round schooling.
- Research for year-round schooling and its effect on at-risk students, whether positive or negative, is limited. The definition of at-risk varies across North America.

ATTACHMENTS & APPENDICES

ATTACHMENT I Summary of Advantages and Disadvantages of Shortening the Summer Break and Adding a Fall Break, 2011-2012

APPENDIX I Calgary Board of Education Report to the Education Committee
January 19, 1999

JA:jk

Summary of the Advantages and Disadvantages of Shortening the Summer Break and Adding a Fall Break 2011-2012

Below is evidence collected from district year-round schools. Currently Vimy Ridge and Donnan are the only year round schools in our District. Eastwood and Parkdale were previously year-round schools.

Four main areas of impact of any change to school calendars are parents, students (achievement and attendance), school staff, and school operation. Advantages and disadvantages are provided below.

Parents

An obvious initial disadvantage would be childcare arrangements. A second disadvantage would be some parents needing to make concessions in holiday planning to be home for school start up prior to the traditional September start date. It could be argued that this disadvantage would diminish after the initial year of implementation and parents and caregivers would adjust as needed. This was noted in anecdotal comments from residents of Elk Island Public Schools (EIPS) who adopted an early start and fall break week calendar in the 2008 school year. Prior to that, they had two years of partial fall break that included November 11 and an equivalent number of days before September to balance the days off in November.

During the 2005-2006 and 2006-2007 school years, a number of Edmonton Public Schools stakeholders were consulted related to the transformation of outdated board regulation (HCA.BR) into board policy (HCA.BP) and an administrative regulation (HCA.AR). Parents at the Key Communicators meeting in March of 2006 insisted that students should not start school until September. Indeed most wanted to start after Labour Day, but this would be impossible in years when Labour Day falls on the fifth, sixth or seventh day of September with current district collective agreements that prevent increasing the length of the school day to compensate for fewer instructional days. (e.g., current Alberta Teachers' Association collective agreement sets a maximum of 1,430 minutes of instructional duties per week).

A stated advantage by EIPS parents as well as others who support modified calendar is the ability for parents to have a fall vacation with their children at a time when it is not a peak period for tourism.

Student Achievement and Attendance

In this area the research seems divided as to benefit. Again, this is related to what is considered year-round schooling and the longer summer break in American schools. Cooper (1996), in his major review of research on summer vacation and achievement found limited if any benefit on student achievement from a shortened summer vacation.

Stated advantages to the shortened summer and fall break are a shorter time away from studies and the opportunity for students to have a break from the rigour of fall start-up of the school year. Again, in anecdotal comments from Elk Island as well as a survey of achievement results on the posted Annual Education Results Review data for EIPS shows no significant improvement in achievement and indeed a slight drop since the institution of the modified calendar.

A compilation of data undertaken by Student Information and Student Assessment for a Trustee initiative in 2007, showed the following results for achievement and attendance in modified calendar schools compared to unmodified calendar schools.

Eastwood/Parkdale compared with City Centre Education Project (CCEP) schools following the unmodified calendar:

- The perceived benefits in achievement and attendance due to the modified calendar are not borne out by the data. Table 1 reports the HLAT and PAT results for the 2006-2007 school year for Parkdale/Eastwood compared with the CCEP schools that follow the non-modified calendar (Abbott, Delton, John A. McDougall, McCauley, Norwood, and Spruce Avenue). In all cases, the schools with the modified calendar score significantly below the CCEP schools that follow the non-modified calendar.
- Homeroom attendance for elementary students at Eastwood/Parkdale for the 2006- 2007 school year was 90.2 per cent compared with 92.7 per cent at CCEP schools that follow an unmodified calendar.

Table 1 - Aggregated HLAT, PAT and Attendance data for the 2006-2007 School Year Eastwood and Parkdale Schools Compared with CCEP schools.

Test Instrument	Parkdale/ Eastwood	Non-Modified CCEP
HLAT Reading at or above grade level	59.0%	64.4%
HLAT Writing at or above grade level	61.1%	73.4%
PAT Language Arts meeting standard Grade 3	63.3%	67.5%
PAT Language Arts meeting standard Grade 6	42.6%	62.0%
PAT Language Arts meeting standard Grade 9	27.8%	47.5%
PAT Mathematics meeting standard Grade 3	56.7%	67.3%
PAT Mathematics meeting standard Grade 6	27.8%	51.7%
PAT Mathematics meeting standard Grade 9	31.4%	38.1%
PAT Science meeting standard Grade 6	35.8%	53.7%
PAT Science meeting standard Grade 9	31.4%	37.1%
PAT Social Studies meeting standard Grade 6	37.7%	61.2%
PAT Social Studies meeting standard Grade 9	34.3%	37.1%
Elementary Home Room Attendance	90.2%	92.7%

Donnan compared with schools in the same geographical area that follow the unmodified calendar:

- The perceived benefits in achievement and attendance due to the modified calendar are not borne out by the data. Table 2 reports the HLAT and PAT results for the 2006-2007 school year for Donnan compared with the schools located in the same geographical area that follow the non-modified calendar (Clara Tyner, Hazeldean, Hardisty, Holyrood, Kenilworth, Mill Creek, and Rutherford). In nine of 12 cases, Donnan School scored significantly below the other area schools that follow the non-modified calendar.
- Homeroom attendance for elementary students at Donnan for the 2006-2007 school year was 93.3 per cent, compared with 94.5 per cent at the other area schools that follow an unmodified calendar.

**Table 2 - Aggregated HLAT, PAT and Attendance Data for the 2006-2007 School Year
Donnan School Compared with Schools in the same Geographical area**

Test Instrument	Donnan	Non-Modified Schools in Area
HLAT Reading at or above grade level	84.4%	91.2%
HLAT Writing at or above grade level	92.8%	92.6%
PAT Language Arts meeting standard Grade 3	72.7%	92.9%
PAT Language Arts meeting standard Grade 6	77.1%	93.3%
PAT Language Arts meeting standard Grade 9	90.9%	84.3%
PAT Mathematics meeting standard Grade 3	79.5%	89.1%
PAT Mathematics meeting standard Grade 6	80.0%	88.0%
PAT Mathematics meeting standard Grade 9	68.2%	75.4%
PAT Science meeting standard Grade 6	82.9%	87.2%
PAT Science meeting standard Grade 9	63.6%	77.1%
PAT Social Studies meeting standard Grade 6	84.3%	94.0%
PAT Social Studies meeting standard Grade 9	86.4%	75.8%
Elementary Home Room Attendance	93.3%	94.5%

School Staff and School Operations

The advantages and disadvantages for school staff and school operations begin with the fall break. Teachers at EIPS in anecdotal conversation have provided strong positive response to the break. Edmonton Public Schools teachers involved with year-round schooling and modified calendar have reported similar positive response to the fall break. However, it should be noted EIPS found that after the institution of a fall break there was no significant difference in staff attendance or absenteeism. Haser and Nasser (2003) noted that year-round schooling can promote teacher motivation and retention.

Conclusion

It is difficult to provide a clear picture beyond the obvious positives and negatives of beginning school in August and having a fall break. As noted by Shields and Oberg (2003) any district wanting to implement a calendar change must “carefully consider whether the selected calendar meets the needs of the local area”. With this in mind it is critical that District parent, staff and student input must be gathered and carefully analyzed before proceeding with calendar change to ensure it will meet district purpose and need.

CALGARY BOARD OF EDUCATION

REPORT TO THE EDUCATION COMMITTEE

January 19, 1999

RE. YEAR-ROUND EDUCATION: EVALUATION OF 3 YEAR PILOT PROJECTS:

Dr. Oakley School (single track)
Falconridge Elementary School (single track) Grant MacEwan Elementary School
(single track) McKenzie Lake Elementary School (2 tracks) O.S. Geiger Elementary
School (single track) Riverbend Elementary School (4 tracks) William Roper Hull
School (single track)

I. BACKGROUND

In December 1991 the Calgary Board of Education approved a motion to pilot yearround programs for a 3 year duration. Schools that chose to implement a modified or multi-track school year calendar in 1993 and 1994 included Dr. Gordon Townsend, Rosscarrock, Terry Fox (5 tracks) and Louise Dean. Each of these schools have continued with their modified calendars.

The Calgary Board of Education currently has 17 schools operating with modified school calendars as indicated in Attachment 4.

Parents and staff members at Dr. Oakly, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger, Riverbend and William Roper Hull considered possible adoption of year-round or modified school year calendars during the 1995-1996 school year. Dr. Oakley, Falconridge, Grant MacEwan, O. S. Geiger and William Roper Hull communities voted to approve single track, modified school year calendars which were implemented in August, 1996. McKenzie Lake parents voted for the school to open with two tracks, traditional and modified, while parents of children eligible to attend Riverbend Elementary School approved a multi-track (4 tracks) school year calendar which was implemented at the school on July 21, 1996. Riverbend Elementary became the first elementary school in Canada to operate with a multitrack calendar. Current calendars are included in Attachment 1.

The seven schools have operated with modified school calendars for 1996-1997, 1997-1998, and the 1998-1999 school years. A decision to continue or not continue with the modified calendars was required.

II. ABSTRACT

A. Community And Staff Surveys:

The following reflects initial parent votes during the 1995-1996 school year:

School	Parents In Favor	Parents Opposed
Dr. Oakley	76%	24%
Falconridge	68%	32%
Grant MacEwan	77%	23%
McKenzie Lake - 2 tracks - 43.1%, traditional - 39.5%, multi-track - 17.4%		
O. S. Geiger	61%	39%
Riverbend	75%	25%
William Roper Hull	100%	-

In accordance with Board direction, parents who did not wish their children to attend a school operating on modified school year calendar were given the opportunity to attend a school offering the traditional school year calendar. Transportation was provided by the Board although parents were required to cover the per pupil transportation annual fee. Experience with the modified school year calendars has indicated very few parents opted to transfer their children from their home community:

Dr. Oakley	- 0 of 137 students
Falconridge	- 5 of 569 students
Grant MacEwan	- 3 of 559 students
McKenzie Lake	- both options available at the school
O. S. Geiger	- 4 of 481 students
Riverbend	- overflow busing to Acadia is still necessary
William Roper Hull	- 0 of 151 students

Twice a year, community and staff surveys are conducted and reported to the communities, staffs and the Calgary Board of Education." The latest survey was completed in November 1998. The results for individual schools, along with a graphic summary for the seven schools are included in Attachment 2.

School Councils assisted in determining the most effective method of obtaining the *greatest* number of responses from parents regarding community input in the review of modified school year calendars. School Council representatives were involved in revising the parental questions. A number of the schools handed out the November 1998 surveys during parent-teacher interviews. Surveys were translated and made available in Punjabi, Chinese and Vietnamese. These efforts were positive steps in obtaining a good number of parental responses.

Parent and teacher survey responses indicate a very high level of satisfaction with the modified school year calendars, as indicated in the Parent, Teacher and Staff responses in the questions shown below, Dr. Oakley, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger and William Roper Hull utilized the system survey. Riverbend Elementary distributed a survey developed by their parents. A summary of the complete November 1998 results from the seven schools is included in Attachment 2.

Parents

10. I want the school to continue with the modified calendar: (1,422 responses)

Strongly Agree/Agree 75.7%
 Uncertain 1.8%
 Disagree/Strongly Disagree 22.6%

School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Dr. Oakley	27(28.1%)	44(45.8%)	15(15.6%)	5 (5.2%)	5 (5.2%)
Falconridge		199(70.0%)		87(30.0%)	
Grant MacEwan		223(72.2%)		86(27.8%)	
McKenzie Lake	81 (71.7%)	23(20.4%)	5 (4.4%)	1 (0.9%)	1 (0.9%)
O. S. Geiger		247(75.5%)		80(24.5%)	
Riverbend		223(81.4%)		51(18.6%)	
William Roper Hull	1 (5.3%)	8(42.1%)	5(26.3%)	3(15.8%)	2 (10.5%)
Totals:		1076 (75.7%)	25 (1.8%)	321(22.6%)	

Teachers:

14. I want the school to continue with the modified calendar: (138 responses)

Strongly Agree/Agree 92.8
 Uncertain 3.6%
 Disagree/Strongly Disagree 3.6%

School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Dr. Oakley	15 (78.9%)	2 (10.5%)		2 (10.5%)	
Falconridge	18 (62.1 %)	5 (17.2%)	3 (10.3%)	1 (5.3%)	2 (10.5%)
Grant MacEwan	24 (80.0%)	5 (16.7%)	1 (3.3%)		
McKenzie Lake	7 (100.0%)				
O. S. Geiger	24 (100.0%)				
Riverbend		22 (100.0%)			
William Roper Hull	3 (42.8%)	3 (42.8%)	1 (14.3)		
Totals:		128 (92.8%)	5 (3.6%)	(5) (3.6%)	

Support Staff:

9. I want the school to continue with the modified calendar: (58 responses).

Strongly Agree/Agree 86.2%
 Uncertain 5.2%
 Disagree/Strongly Disagree 8.6%

School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Dr. Oakley	4 (66.7%)	1 (16.7%)	-	1 (16.7%)	-
Falconridge	1 (11.1%)	4 (44.4%)	1 (11.1%)	3 (33.3%)	-
Grant Mac Ewan	5 (71.4%)	1 (14.3%)	1 (14.3%)	-	-
McKenzie Lake	-	-	-	-	-
O. S. Geiger	12 (85.8%)	2 (14.3%)	-	-	-
Riverbend	-	8 (88.9%)	-	1 (11.1%)	-
William Roper Hull	9 (69.2%)	3 (23.1%)	1 (7.7%)	-	-
Totals:		50 (88.2%)	3 (5.2%)	5 (8.6%)	

Summary:

	Yes	Undecided	No
Parents	75.7%	1.8%	22.6%
Teachers	92.8%	3.6%	3.6%
Support S.	86.2%	5.2%	8.6%

B. Academic Testing Results:

Provincial Testing results for Grade 3 and Grade 6 students were examined. It is difficult to draw specific conclusions regarding the results due to a number of factors:

- Dr. Oakley School and William Roper Hull School serve special needs students. Many of these students are in the program for less than one year. Therefore, comparisons between different years is not relevant.
- McKenzie Lake Elementary and Riverbend Elementary were new schools when they opened in 1996. Therefore, there is no comparative data available for pre and post modified school year calendars. Provincial testing results for McKenzie Lake include results for both the traditional calendar and the modified school year students.
- Falconridge Elementary School, Grant MacEwan Elementary School and O. S. Geiger Elementary School experience a very high degree of mobility, therefore, comparison between years is again difficult.
- The number of student exemptions from testing varies from year to year.

- Alberta Education has provided the following statement pertaining to the Grade 3 and Grade 6 Mathematics results: "Note: For 1997-1998, the standards for mathematics were adjusted using standard-setting procedures. Therefore, the percentage of students meeting standards should not be compared to previous years."

Comparing the test results between pre and post modified school year calendars for Falconridge, Grant MacEwan and O. S. Geiger (1994-1998), the following generalized statements could be made:

*Grade 3	Language Arts(1994-1998)	- improvement
*Grade 3	Mathematics (1994-1997)	- improvement
*Grade 6 °	Language Arts(1994-1998)	- improvement
*Grade 6	Mathematics (1994-1997)	- improvement
*Grade 6	Science (1994-1998)	- lower results
*Grade 6	Social Studies(1994-1998)	- lower results

C. Teacher Absenteeism:

An analysis of 121 teacher attendance records from the seven pilot schools was made. Records were examined to determine each teacher's attendance while teaching at a school with a modified school year calendar, as well as their attendance in previous school years (1994-1995, 1995-1996, 1996-1997, and 1997-1998). The average number of days absent per year during modified school years compared to absenteeism in previous years was:

System Averages:.-Elem.

Traditional School Year Calendars:

1994-1995	- 5.7 days
1995-1996	- 6.0 days

Modified School Year Calendars:

1996-1997	- 3.9 days	5.8 days
1997-1998	- 5.0 days	5.9days

A comparison between pre and post modified school year calendar attendance indicated teacher attendance improved slightly (e.g. approximately 1.4 fewer days absence per' year per teacher). Better teacher attendance ultimately saves *the school* district in substitute expenditures (e.g. over a two year period, the seven schools required approximately 205 fewer substitute days = \$25,625 saving) and provides greater student-teacher continuity.

A teacher absenteeism comparison was also made between the two tracks at McKenzie Lake Elementary. The comparison yielded the following:

Red Track - Traditional School Year Calendar (September June), 1996-1997 teacher absenteeism rate: 6.3 days / teacher 1997-1998 teacher absenteeism rate: 6.3 days / teacher

Green Track - Modified School Year Calendar
1996-1997 teacher absenteeism rate: 5.2 days / teacher 1997-1998 teacher absenteeism rate: 4.6 days / teacher

Once again, teacher absenteeism was less for teachers on the modified school year calendar.

D. Student Absenteeism

The Board's current student *record system* (SRS) is not capable of providing student attendance data for the period of 1994-1998 therefore it was not possible to complete a comparison of student attendance for pre and post modified school years. A comparison was made between red track and green track student attendance at McKenzie Lake during the 1997-1998 school year. Students on the traditional track averaged slightly better attendance (approximately .5 days per year).

Red Track (traditional school calendar) 6.64 days absence Green Track (modified school calendar) 7.17 days absence

.53 days difference,

E. Behaviour referrals to the office;

Most schools reported a reduction in the number of student behavioral difficulties and the number of discipline referrals to the office. Specific data is not available to substantiate the statements.

F. Multi-Track Schools - Costing Data

Attachment 3 includes a statement comparing Riverbend Elementary multi-track costs to traditional costs. The increased cost to operate Riverbend Elementary School as a multi-track school is estimated at approximately \$120 per student (\$62,760).

Multi-track, year-round schools must provide coverage for staff that are on their vacation breaks. In addition, the school attempts to provide equal opportunity and access regarding program availability, instructional time, pupil-teacher ratio, administrative attention and student services. To provide coverage for positions such as

Music, Physical Education, Resource Teacher and Teacher-Librarian, an additional 1.0 FTE teacher was assigned to *the school* for 1998-1999 school year.

McKenzie Lake Elementary received an additional 0.5 FTE teacher and 30 substitute teacher days to provide coverage for the specialists' assignments at a net cost of \$40,500.

Significant cost savings are realized by the Provincial Government in capital cost avoidance. For example, three multi-track schools can accommodate the same number of students as four traditional calendar schools.

III. SUPERINTENDENTS' TEAM DECISIONS

The following decisions were made by Superintendents' Team on January 13, 1999.

1. Approval was granted for continuation of the modified school year calendars for Dr. Oakley School, Falconridge Elementary School, Grant MacEwan Elementary School, McKenzie Lake Elementary School, O. S. Geiger Elementary School, Riverbend Elementary School, and William Roper Hull School.
2. Future parental input during the third year of a modified school year pilot will be obtained through surveys and/or ballots distributed at parent-teacher interviews in the Fall.
3. Following a school decision to operate with a modified school year calendar, parents desiring their children attend a traditional school year calendar do so in accordance with the operational, optional attendance boundary policy (# 3,001).
4. Administration recommends to the Board that efforts continue to secure provincial funding support for multi-track schools,

IV. RECOMMENDATIONS

THAT the Board receive this report as information in accordance with Executive Limitations Policy #8—Communication and Counsel to the Board.

DR. BRENDAN I. CROSKERY, SUPERINTENDENT SCHOOL, STUDENT AND PARENT SERVICES

DATE: December 16, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Impact of Future Schools on Brander Gardens School Enrolment (Response to Request for Information #059)

ORIGINATOR: Lorne Parker, Acting Executive Director, Infrastructure

RESOURCE STAFF: Kim Holowatuk, Constantine Kastrinos, Roland Labbe, Shannon Mah, Jim Ray, Christopher Wright

REFERENCE: October 21, 2014 Board Meeting (Trustee Janz)

ISSUE

The following information was requested: Provide projections on the anticipated impact the openings of future new schools in the southwest will have on Brander Gardens enrolment. What steps will be taken to ensure a sustainable school population in future?

BACKGROUND

The Brander Gardens School attendance area consists of the Brander Gardens, Hodgson, MacTaggart, Magrath Heights and Ramsay Heights neighbourhoods. The school currently offers regular and French Immersion programming.

A new K-9 school is scheduled to open in September 2016 in the MacTaggart neighbourhood, with a 900 student capacity. The attendance area for this school will be finalized prior to the pre-enrolment process in the spring of 2016; however, the Hodgson and Magrath Heights neighbourhoods could potentially be included in addition to the MacTaggart neighbourhood.

A K-9 school (900 student capacity) in the Ambleside neighbourhood and a K-6 starter school (initial 300 student capacity) in the Windermere North neighbourhood are scheduled for opening in 2016 and 2017, respectively. In order to relieve enrolment pressures at Brander Gardens School, the Ambleside and Windermere neighbourhoods were redesignated as a result of the 2013-2014 District Accommodation Plan. Current students from these neighbourhoods were allowed to continue at Brander Gardens School.

CURRENT SITUATION

The following table represents the current Brander Gardens School enrolment (December 4, 2014 data).

Neighbourhood	Regular Enrolment	French Immersion Enrolment	Total School Enrolment	K-6 Neighbourhood Resident Total
Ambleside	6	18	24	179
Brander Gardens	82	31	113	170
Hodgson	26	15	41	160

Neighbourhood	Regular Enrolment	French Immersion Enrolment	Total School Enrolment	K-6 Neighbourhood Resident Total
MacTaggart	23	8	31	172
Magrath Heights	37	8	45	168
Ramsay Heights	48	46	94	160
Windermere North	11	4	15	75
Windermere South	30	12	42	164
*Other	18	109	127	-
TOTAL	281	251	532	-

*Includes students from 22 neighbourhoods.

With the opening of the three new schools, it can be expected that the enrolment at Brander Gardens School will be affected. Many students may choose to attend the new schools. Typically, this impact is greatest in the lower grades as students in higher grades will continue their elementary programming at their current school.

Brander Gardens School is the nearest French Immersion program to the neighbourhoods listed in the table above. It is anticipated that the majority of the students in the French Immersion program at Brander Gardens School will choose to remain in the program. There continues to be strong demand for French Immersion programming in southwest Edmonton. Since the new schools will be needed to accommodate regular program students, there are no current plans to establish alternative programs at the new schools.

As the City of Edmonton continues to develop, there is a potential for future redesignations of neighbourhoods farther south to Brander Gardens School, should it become the nearest school with available space. The neighbourhoods of Keswick, Glenridding Heights, Glenridding Ravine and Windermere Neighbourhood 5 are currently designated to Ormsby and Lendrum schools.

KEY POINTS

- Two K-9 schools and one K-6 starter school are scheduled for opening in southwest Edmonton in 2016 and 2017.
- French Immersion programming is in high demand in southwest Edmonton and Brander Gardens School is the only school offering the program in the Riverbend/Terwillegar and Windermere areas.
- There are a number of newly developing neighbourhoods in the southwest that could potentially be redesignated to Brander Gardens School in the future if necessary, and if there is sufficient space available.

ATTACHMENTS & APPENDICES

N/A

JR:ks