



McCauley Chambers  
Tuesday, May 20, 2014  
2:00 p.m.

**Board Meeting #13**


# AGENDA

**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**

- A. O Canada  - École Richard Secord Elementary School Choir Video
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
  - 1. DRAFT – Board Meeting #12 – May 6, 2014
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 10:00 a.m., Tuesday, May 20, 2014 to speak under this item.)*
- H. Reports:
  - 2. Report #8 of the Caucus Committee (From the Meeting Held May 6, 2014)  
(Recommendation)
  - 3. Locally Developed Courses – District Developed and Acquired Elementary, Junior High and Senior High  
(Recommendation)
  - 4. Alberta School Boards Association (ASBA) Proposed 2014-2015 Budget  
(Recommendation)
  - 5. Annual Report – Literacy (Reading and Writing)  
(Information)
  - 6. Annual Report – Special Education  
(Information)
- 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 10:00 a.m., Tuesday, May 20, 2014 to speak under this item.)*
- 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 #12**

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, May 6, 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**

Diana Bolan  
Jim Davies  
David Fraser

Mark Liguori  
Ron MacNeil  
Kathy Muhlethaler

Darrel Robertson  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

#### **A. O Canada**

O Canada was performed by Britney Trieu, a Grade 9 student from Grandview Heights School. Britney has performed at numerous venues in Edmonton, including the Royal Alberta Museum, McDougall United Church, and the Confucius Institute, as well as several cities in China. Last month she received the highest mark in the province on the Grade 6 Royal Conservatory of Music examination. Britney was accompanied by Principal Doug Allen and her mother.

#### **Staff Group Representatives**

CUPE Local 474 – Barry Benoit, President  
CUPE Local 784 – Jeff McIntyre, President  
CUPE Local 3550 – Carol Chapman, President

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

The Superintendent advised that all Trustees were present.

## **MINUTE BOOK**

### **C. Approval of the Agenda**

**MOVED BY Trustee Janz:**

**“That the agenda for the May 6, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair**

The Board Chair advised that May 5<sup>th</sup> to 11<sup>th</sup> is Mental Health Week. This is an annual, national event that takes place the first week in May to encourage people from all walks of life to learn, talk, reflect and engage others on all issues relating to mental health.

The Board Chair advised that May 17<sup>th</sup> is the *International Day Against Homophobia*. This day belongs to no one individual, rather it's about people hoping for a prejudice-free world that can provide a place at the table for everyone regardless of their sexual orientation.

### **E. Communications from the Superintendent of Schools**

The Superintendent noted that May 5<sup>th</sup> to 9<sup>th</sup> is Education Week. This year's theme is *We are Teachers*. Education Week was established more than seventy-five years ago to highlight the important role education plays in shaping the future of Alberta and to showcase some of the good things happening in Alberta schools.

The Superintendent advised that thirty-seven district staff were selected by Alberta Education as 2014 Excellence in Teaching Awards semi-finalists. These teachers are among one hundred and thirteen Alberta-wide semi-finalists. Trustees honoured the District semi-finalists at a Board-hosted event on May 1, 2014. Alberta Education will announce the twenty final award recipients during the week of May 24-30, 2014. Both semi-finalists and award recipients will have access to reserve funds for professional development.

The Superintendent advised that three district students received 2014 *Great Kids Awards* from Human Services Minister Manmeet Bhullar on April 27, 2014. Sixteen young people from across Alberta were selected from three hundred nominations. Every year, the Government of Alberta presents the *Great Kids Award* to Alberta's children and youth for their exceptional achievements, which inspire other Albertans to reach their potential. The *Great Kids Award* was first launched in 1999 as a celebration of children and youth between ages five to eighteen who demonstrate strong determination,

## **MINUTE BOOK**

generosity, and compassion. Their achievements have helped build stronger families and communities. Thirty-three students from Edmonton Public Schools were nominated for the award. The three district award winners are:

- Wren Kauffman, age 12 – Victoria School
- Kassandra Gower, age 15 – amiskwaciy Academy
- Abu Husein, age 18 – Eastglen School

### **F. Minutes**

1. Board Meeting #11 – April 22, 2014

#### **MOVED BY Trustee Draper:**

**“That the minutes of Board Meeting #11 held April 22, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)**

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

### **H. Reports**

2. Presentation re Assistive Technology Solutions for Literacy

The Board heard a presentation highlighting the services offered at the Glenrose School Campus in the Catherine Iles Assistive Technology Classroom and the I CAN Centre for Assistive Technology at the Glenrose Rehabilitation Hospital.

5. Staff Group Presentations re 2014-2015 Proposed Budget

- CUPE Local 474 (Custodial Staff)
- CUPE Local 784 (Maintenance Staff)

Mr. Barry Benoit, President CUPE Local 474 (Custodial Staff), verbally presented the Local's brief.

At 3:10 p.m., the Board set the item aside temporarily to deal with the next report prior to the time-specific presentation by CUPE Local 784 at 3:15 p.m.

## MINUTE BOOK

3. Report #7 of the Caucus Committee (From the Meeting Held April 22, 2014)

**MOVED BY Trustee Janz:**

- “1. That Report #7 of the Caucus Committee from the meeting held April 22, 2014 be received and considered.” (UNANIMOUSLY CARRIED)

**MOVED BY Trustee Janz:**

- “2. That the following designation for the period August 28, 2014 to August 31, 2015 be confirmed: Mary Michailides – Assistant Superintendent”

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

The Board Chair noted that Ms Michailides was present and asked her to stand and be recognized.

5. Staff Group Presentations re 2014-2015 Proposed Budget - Continued
  - CUPE Local 474 (Custodial Staff)
  - CUPE Local 784 (Maintenance Staff)

Mr. Jeff McIntyre, President CUPE Local 784 (Maintenance Staff), verbally presented the Local's brief.

The Board Chair thanked Mr. Benoit and Mr. McIntyre for their input and advised that a report in response to the presentations will be prepared. A copy of the presentations as well as the report in response to the presentations will be disseminated to school principals and decision unit administrators for consideration in the development of their plans for the 2014-2015 school year.

There was a short break at this point.

## MINUTE BOOK

4. Locally Developed Courses – District Developed and Acquired Elementary, Junior and Senior High

**MOVED BY Trustee Martin:**

**“That the following locally developed courses and resources be approved for use in Edmonton Public Schools:**

**a. New courses developed by Edmonton Public Schools**

Course Name	Level - Credit	Approval Period
Global Perspectives Through the Arts (IBCC)	35 (5 credit)	September 2014 – August 2018
Introduction to the Special Needs Education Assistant Career Pathway	35 (5 credit)	September 2014 to August 2018
Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology	35 (5 credit)	September 2014 to August 2018
Sport, Exercise and Health Science	25/35 (5 credit)	September 2014 – August 2018

**b. New courses acquired by Edmonton Public Schools**

Course Name	Level - Credit	Approval Period
Art (IB) Red Deer School District No. 104	25 (3 credit)	September 2014 to August 2016
Journalism Calgary School District No. 19	15/25/35 (5 credit)	September 2014 to August 2015
Mathematics (IB) Calgary School District No. 19	35 (3 credit)	September 2014 to August 2016
Outdoor Education Black Gold Regional Div. No. 18	25 (3 credit)	September 2014 to August 2015
Perspectives of the Human Condition Westmount Charter School Society	15/25/35 (5 credit)	September 2014 to August 2015
Sport Psychology Calgary School District No. 19	25 (5 credit)	September 2014 to August 2015
Technical Theatre Calgary School District No. 19	15/25/35 (3/5 credit)	September 2014 to August 2018
Yoga Calgary School District No. 19	15/25/35 (5 credit)	September 2014 to August 2016

## MINUTE BOOK

### **c. Renewal of courses developed by Edmonton Public Schools**

<b>Course Name</b>	<b>Level - Credit</b>	<b>Approval Period</b>
<b>American Sign Language and Culture – 3Y</b>	<b>15/25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Beginner Music - Choral</b>	<b>15 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Beginner Music - Instrumental Music</b>	<b>15 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Drawing (Advanced Techniques)</b>	<b>15/25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Forensic Science Studies</b>	<b>25/35 (3 credit)</b>	<b>September 2014 to August 2018</b>
<b>Speech and Debate</b>	<b>15 (3 credit)</b>	<b>September 2014 to August 2018</b>
<b>American Sign Language and Deaf Culture - 9Y</b>	<b>K - 9</b>	<b>September 2014 to August 2018</b>
<b>Arabic Language and Culture - 12Y</b>	<b>K-9</b>	<b>September 2014 to August 2018</b>
<b>ESL Support to Science</b>	<b>7 - 9</b>	<b>September 2014 to August 2018</b>
<b>ESL Support to Social Studies</b>	<b>7 - 9</b>	<b>September 2014 to August 2018</b>
<b>Explorations in Film</b>	<b>9</b>	<b>September 2014 to August 2018</b>
<b>Learning to Lead</b>	<b>8 - 9</b>	<b>September 2014 to August 2018</b>
<b>Practical Arts</b>	<b>7 - 9</b>	<b>September 2014 to August 2018</b>
<b>Punjabi Language &amp; Culture</b>	<b>K - 3</b>	<b>September 2014 to August 2018</b>

### **d. Renewal of courses acquired by Edmonton Public Schools**

<b>Course Name</b>	<b>Level - Credit</b>	<b>Approval Period</b>
<b>Abnormal Psychology Pembina Hills Regional Division #7</b>	<b>35 (3 credit)</b>	<b>September 2014 to August 2018</b>
<b>Advanced Dance Lethbridge School District # 51</b>	<b>15/25/35 (3/5 credit)</b>	<b>September 2014 to August 2018</b>

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<b>Course Name</b>	<b>Level - Credit</b>	<b>Approval Period</b>
<b>Arabic Language &amp; Culture - 3Y Calgary School District # 19</b>	<b>15/25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Arabic Language and Culture – 12Y Northern Lights School Division #69</b>	<b>15/25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>ESL Introduction to Canadian Studies Calgary School District # 19</b>	<b>15/25 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>ESL Introduction to Science Calgary School District # 19</b>	<b>15 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Learning Strategies Calgary Roman Catholic SS District #1</b>	<b>15/25/35 (3/5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Marine Biology Parkland School Division #70</b>	<b>35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Musical Theatre in Performance Fort McMurray Public Sch. Dist. # 2833</b>	<b>25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Pre-Engineering Calgary School District # 19</b>	<b>15/25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Professional Development in the Arts Calgary School District # 19</b>	<b>35 (3/5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Sculpting (Advanced Techniques) Calgary School District # 19</b>	<b>15/25/35 (5 credit)</b>	<b>September 2014 to August 2018</b>
<b>Accelerated English (ESL Level 3) Calgary School District # 19</b>	<b>7 – 9</b>	<b>September 2014 to August 2018”</b>

Trustee Johner requested that information regarding the course descriptions for Practical Arts and Professional Development in the Arts be provided.

Trustee Draper requested that information regarding the course descriptions for Learning to Lead and Learning Strategies be provided.

Trustee Adams requested that information be provided regarding the course description for Perspectives of the Human Condition prior to the vote being taken on the recommendation.

The Board set the item aside temporarily so that the Administration could provide the information Trustee Adams requested.



## MINUTE BOOK

### **I. Other Committee, Board Representative and Trustee Reports**

Trustee Chubb advised that he and Trustee Gibson attended the recent meeting of the West Edmonton Network of Neighborhood Schools (WENNS) regarding discussion of the replacement school. New Democrat Education Critic Deron Bilous and MLA Steve Young were also in attendance. He expressed appreciation for the Planning Department's support during the meeting in answering questions.

Trustee Gibson advised that he had presented at the Glastonbury Community League Annual General Meeting on April 29, 2014 regarding the Bessie Nichols and Winterburn Schools attendance area changes.

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported on the *Ready to Shine – Student Fashion Show* held at Kingsway Garden Mall on May 1, 2014. This fundraiser raised \$25,000 for the Foundation to provide full-day kindergartens for socially-vulnerable children. She noted that eight schools participated in the event providing amazing designs. Several partners support the event and one student received a \$5,000 scholarship to MC (Marvel) College, while two other students received new sewing machines. Kingsway Garden Mall is going to be committing to five more years of hosting this event. She further advised that the *Ready for Life* fundraising breakfast will take place at M.E. LaZerte School on May 29, 2014. It is hoped this event will raise \$100,000.

Trustee Johner, the Board's representative on ASBA Zone 23, reported on the ASBA Zone 23 general meeting held April 25, 2014 noting the presentation by Debbie Mineault, Alberta Education Senior Education Manager in FNMI Services Branch, which provided some insights on how *Inspiring Education* respects and values the FNMI students – the FNMI perspectives have been placed into many of the educational outcomes. Ms Mineault also presented on the Truth and Reconciliation Committee hearings. She noted that she had attended one of the days of the hearings as well. The next ASBA Zone 23 meeting will be held Friday, May 23, 2014 at 1:00 p.m. at the Executive Royal Inn West followed by the Edwin Parr Awards banquet that evening.

Trustee Hoffman noted that a number of Trustees, Administration, as well as school staff and several hundred district students attended took part in the Excellence in Teaching Task Force report release yesterday. She heard a great deal of positive feedback on how well the students actively participated in the table discussions.

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**J. Trustee and Board Requests for Information** – None.

**K. Notices of Motion** – None.

**L. Next Board Meeting Date:** Tuesday, May 20, 2014 at 2:00 p.m.

4. Locally Developed Courses – District Developed and Acquired Elementary, Junior and Senior High - Continued

Assistant Superintendent Liguori provided course information on Perspectives of the Human Condition.

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

**M. Adjournment (4:30 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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

**DATE:** May 20, 2014

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz, Caucus Committee Chair

**SUBJECT:** Report #8 of the Caucus Committee (From the Meeting Held May 6, 2014)

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

**REFERENCE:** [Trustees' Handbook – Caucus Committee](#) Section 5.4  
[School Act](#) Section 61  
[FB.BP - Authority for Human Resources Decisions](#)  
[FBA.AR - Designation, Appointment and Assignment to Leadership Positions](#)

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**RECOMMENDATION**

1. That Report #8 of the Caucus Committee from the meeting held May 6, 2014 be received and considered.
2. That the following designations for the period September 1, 2014 to August 31, 2015, be confirmed:

Diana Bolan – Assistant Superintendent  
Mark Liguori – Assistant Superintendent  
Kathy Muhlethaler – Assistant Superintendent  
Sandra Stoddard – Executive Director

:mmf

**DATE:** May 20, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Locally Developed Courses – District Developed and Acquired Elementary, Junior High and Senior High

**ORIGINATOR:** Mark Liguori, Assistant Superintendent

**RESOURCE STAFF:** Diane Brunton, Sandy Forster

**REFERENCE:** [Alberta Education - Guide to Education](#)  
[Locally Developed Courses: Report and Strategic Directions 2013](#)

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**ISSUE**

Courses developed within Edmonton Public Schools require review and approval from Alberta Education followed by approval of the Board of Trustees prior to being available to schools to offer as part of their curriculum. This report is being brought forward at this time as the course had not received prior approval from Alberta Education before the May 6, 2014 Board meeting.

**RECOMMENDATION**

**That the following locally developed course and resources be approved for use in Edmonton Public Schools:**

**a. New courses developed by Edmonton Public Schools**

Course Name	Level - Credit	Approval Period
Digital Character Illustration and Modelling	35 (5 credit)	September 2014 – August 2018

**BACKGROUND**

Locally developed courses (LDCs) are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, and address local, community or parental interests. Districts may develop their own courses, or they may seek permission to acquire courses developed by other districts.

Locally developed courses and resources must be approved and renewed every four years by the developing board. In the case of high school courses, the courses also must be assessed and approved by Alberta Education. The process is governed by Alberta Education policies. All courses developed align to policy guidelines including:

- courses are to be completed within the year they are started;
- a certificated teacher is required for instruction;
- unique hours of instruction are required for each course; and
- the waiver of prerequisites provision cannot apply to locally developed courses.

Locally developed courses are created to meet specific identified schools' needs. The costs of developing a course varies greatly with differing topics, external requirements, number of courses in sequence, established frameworks, and complexity of stakeholders. Courses are written and prepared through collaboration with classroom teachers and school administrations.

**RELATED FACTS**

Courses acquired from other school jurisdictions commence after March 31<sup>st</sup> to permit the authoring district to complete the approval process with Alberta Education prior to the acquiring process.

**CONSIDERATIONS & ANALYSIS**

Locally developed courses are submitted for approval for a maximum of four years. Courses acquired from other jurisdictions are subject to an approval period based on the original cycle for the authoring jurisdiction.

Elementary and junior high locally developed courses are approved by the Board of Trustees for use in the District.

**NEXT STEPS**

Upon approval of this recommendation, the Administration will complete the process to validate this course and have it accessible to students in 2014-2015. Valid course codes will be available in PowerSchool by June 30, 2014, and course outline documents will be posted in [Staffroom](#) by August 15, 2014.

**ATTACHMENTS I** Locally Developed Course Outline – Digital Character Illustration & Modelling  
35-5

DB:db

LOCALLY DEVELOPED COURSE OUTLINE

# Digital Character Illustration & Modelling 35-5

Submitted By:  
Edmonton School District No. 7

Submitted On:  
Feb. 28, 2014

# Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

## Course Basic Information

<b>Course Name</b>	Digital Character Illustration & Modelling 35
<b>Credit Number</b>	5
<b>Hours of Instruction</b>	125.00 hrs
<b>Implementation Dates</b>	9/1/2014 - 8/31/2018
<b>Proposal Type</b>	New
<b>Development Type</b>	Developed
<b>Designed Grade Level</b>	Grade 10 Grade 11 Grade 12
<b>Course Description</b>	The components of Digital Character Illustration & Modelling focus the student on mastering artistic skills associated with Digital Character Illustration and Digital Modelling. This requires the development of a repertoire of drawing, illustration and digital modelling techniques as well as a strong knowledge of anatomy, the figure and communication through body language and facial expressions.
<b>Course Prerequisite</b>	10 level Art (ex. Art 10, Graphic Art 15)

# Philosophy

Digital Character Illustration & Modelling provides the 21st century learner the opportunity to build on knowledge learned in the traditional Art studio and further develop his/her artistic and communication skills using modern technology and techniques used in Illustration and 3D digital modelling today. These skills can be seen extensively in fields such as film, animation, game design, comic book art and graphic novels, etc.

The purpose is to provide needed accessibility and relevance, and expand on available art programs offered at the high school level, allowing students to specialize in their area of interest. Students develop valuable transferable skills as they learn to think critically, creatively, problem solve and communicate effectively.

# Rationale

Digital Character Illustration & Modelling allows students to specialize and develop skills required for further study in the field. It is intended to expose students to tools and processes used in the industry, to think critically about the industry's impact on society and the ethics involved in character design; and introduce them to possible career choices in the Visual Arts, such as illustration, film, animation and game design, etc. Throughout the course, students will create and tailor a quality portfolio required for entry into post secondary programs.

Digital Character Illustration & Modelling is a program for the serious art student, one who has visual talent that he/she wishes to further develop, in a manner that cannot be accommodated through CTS or any existing program. Digital Character Illustration and Modelling is a rigorous and complete program for students deeply interested in the application of artistic skills.

# Learner Outcomes

Digital Character Illustration & Modelling allows students to specialize and develop skills required for further study in the field. Students turn hand drawn characters into digital illustrations and 3D Models while learning techniques that can be applied to any of the industry-standard illustration programs. The course focuses on teaching character design rather than the fundamentals of drawing through visual design: theory and anatomy of the figure, the history of illustration, processes in conceptual problem solving and critique, including analysis of ethical aspects of the industry. It provides a great foundation for students who are interested in creating their own comic books, graphic novels, digital artworks or animations. Students build confidence by developing original sketches into digital form, and create and tailor a quality portfolio required for entry into post secondary programs.



# General Outcomes

- 1 Visual Design Theory: The student will explore elements of visual expression in various cultures and explore and utilize the organization of visual elements to convey meaning**
- 2 Drawing and Modelling: Students will use drawing and modelling techniques to translate ideas to visual imagery**
- 3 History & Culture: Students will understand the use of form and function in character illustration and modelling from various cultural and historical perspectives**
- 4 Conceptual Problem Solving: Students will explore, understand and employ various processes to generate ideas and imagery and solve visual problems to communicate their ideas in character design development**
- 5 Critique: Students will learn to critically analyze visual solutions from multiple perspectives (cultural, historical, student, ethical)**
- 6 Career & Life Skills: Students will select, assemble and defend a personal portfolio as preparation for a future in animation, cartooning, etc.**

## Specific Learner Outcomes

<b>1 Visual Design Theory: The student will explore elements of visual expression in various cultures and explore and utilize the organization of visual elements to convey meaning</b>	<b>35-5</b>
1.1 Use effects and style to enhance character persona (character of line, graphic elements, etc.)	X
1.2 Experiment with one or more elements (e.g. colour, line, shape) and/or principles (e.g. rhythm, balance) to achieve desired results (joints, musculature, proportions, etc.)	X
1.3 Explore how the manipulation of elements can influence meaning and our understanding of the self and society (i.e. how elements are used to influence people, portrayal of women, etc.)	X

<b>2 Drawing and Modelling: Students will use drawing and modelling techniques to translate ideas to visual imagery</b>	<b>35-5</b>
2.1 Complete one or more illustrations that demonstrate an understanding of all the components that go into character development (i.e. body proportions, facial expression, clothing, textures, styles, lighting, colour, environment)	X
2.2 Complete one or more illustrations that demonstrate an understanding of basic anatomy (joints, musculature, proportions, etc.)	X
2.3 Learn techniques to create the illusion of depth (shading, light, shadow, atmospheric perspective, etc.)	X
2.4 Use body and facial expressions in character designs to communicate effectively	X
2.5 Use tools and processes associated with 2D character illustration (traditional-drawing, etc. and digital-Adobe Photoshop, Illustrator, Blender, etc.) to communicate effectively	X
2.6 Use shading, light, shadow, atmospheric perspective in compositions to communicate effectively	X

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<b>3 History &amp; Culture: Students will understand the use of form and function in character illustration and modelling from various cultural and historical perspectives</b>	<b>35-5</b>
3.1 Explore trends, techniques and styles from various cultural and historical perspectives	X
3.2 Explore the impact of form and function used in character illustration on society in various cultures and throughout time (i.e. highly sexualized characters, inaccurate representations of cultural groups, anatomically modified characters, promotes stereotyping)	X

<b>4 Conceptual Problem Solving: Students will explore, understand and employ various processes to generate ideas and imagery and solve visual problems to communicate their ideas in character design development</b>	<b>35-5</b>
4.1 Identify and solve complex problems in character development (i.e. elements of design, communicating meaning through form, etc.)	X
4.2 Solve teacher and student directed problems in digital character illustration and modelling	X
4.3 Plan and produce solutions to 2D and 3D design briefs using visual design theory, drawing, cultural and historical references as needed	X
4.4 Select and use appropriate tools, techniques and materials as outlined in design briefs	X
4.5 Students will employ various processes to generate ideas and imagery in solving visual problems	X
4.6 Apply the design process to solve character design problems (i.e. body proportions, facial expression, clothing, textures, styles, lighting, colour, environment)	X

<b>5 Critique: Students will learn to critically analyze visual solutions from multiple perspectives (cultural, historical, student, ethical)</b>	<b>35-5</b>
5.1 Participate in interim critiques; e.g. self, peer,	X
5.2 Discuss intentions and decision making related to the application of the elements and principles of design	X

5.3 Students will critically analyze 2D character illustration and modelling from a variety of cultural	X
5.4 Students will critically analyze their own work and that of their peers.	X
5.5 Students will facilitate and participate in group discussion of their own work and that of their peers.	X

<b>6 Career &amp; Life Skills: Students will select, assemble and defend a personal portfolio as preparation for a future in animation, cartooning, etc.</b>	<b>35-5</b>
6.1 Produce and present a portfolio ready drawing, image or rendering	X
6.2 Maintain a design folder, sketchbook or journal as part of a portfolio of ongoing drawing activities	X
6.3 Present 2D illustrations and 3D digital models for assessment	X
6.4 Assemble a portfolio which demonstrates a broad range of interests, skills and solutions.	X
6.5 Artist Statement: Students will write a personal reflection about how the artwork reveals the student's interests and intentions.	X

# Facilities or Equipment

## Facility

- Safe and adequate space for drawing
- Computer Lab
- Display Space
- Areas for viewing and discussing artwork
- Storage space for general materials and student work
- Colour Printer

The curriculum has left the means for achieving the goals open to accommodate each teacher's 2D Character Illustration and 3D Digital Modelling knowledge and strengths, therefore the tools and facilities should also reflect those strengths.

## Equipment

- Digital Illustration & 3D modelling software will vary (Photoshop, Illustrator, Blender, etc.)
- Digital Drawing tablets (optional)
- Flat surfaces to sketch
- Traditional Drawing tools & media (pen, pencil, paper, etc.)

# Learning Resources

*Software options:*

There are many software programs that could be used. Here are some examples.

- Adobe Photoshop (2D Character Illustration)
- Adobe Illustrator (2D Character Illustration)
- Blender (3D Modelling)
- Rhino (3D Modelling)
- Maya (3D Modelling)

*Tutorials*

- Lynda.com
- Digital Arts Magazine
- <http://design.tutsplus.com/tutorials/character-design-boomrock-saints--psd-13441>
- Feng Zhu <http://www.fengzhudesign.com/> (You Tube tutorial series on rendering sketches in Photoshop)

*Books*

- ALEXANDER, ROB. Drawing and Painting Fantasy Landscapes and Cityscapes. Barron's Educational Series. 2006
- BANCROFT, TOM. Creating Characters with Personality: For Film, TV, Animation, Video Games & Graphic Novels. Ten Speed Press, 2006
- BANCROFT, TOM. Character Mentor: Learn by Example to Use Expressions, Poses, and Staging to Bring Your Characters to Life. Focal Press, 2012
- CHELSEA, DAVID. Perspective for Comic Book Artists, New York: Watson-Guptill, 1980
- DANNER, ALEXANDER. Character Design for Graphic Novels. Focal Press., 2007
- SIMMONS, SEYMOUR and MARC S.A. WINER. Drawing: The Creative Process, New Jersey. Prentice-Hall, 1977
- ORDONEZ-ARIAS, GONZALO. D'Artiste Character Design: Digital Artists Master Class. Ballistic Publishing. 2011
- RICKITT, RICHARD, Designing Movie Creatures and Characters: Behind the Scenes with the Movie Masters, Focal Press, 2006. SOLARSKI, CHRIS. Drawing Basics and Video Game Art: Classic to Cutting-Edge Art Techniques for Winning Video Game Design, Ten Speed Press, 2012
- STONEHAM, BILL. How to Create Fantasy Art for Video Games: A Complete Guide to Creating Concepts, Characters, and Worlds. Barron's Educational Series. 2010
- TILLMAN, BRYAN. Creative Character Design. Focal Press. 2011

## **Others**

### **Identification of Controversial or Sensitive Course**

Sensitive or Controversial issues may arise in student expression through art. Teachers will deal with these on a case by case basis, exactly as they would in any other arts course.

For all courses - In keeping with HI.AR - Teaching and Learning Resources, resources should be chosen and/or updated to promote critical thinking and should include age-appropriate materials that reflect inclusive environments which acknowledge and promote understanding, respect and the recognition of the diversity of students and families within the school and greater community. (From Edmonton Public Schools Administrative Regulation IF.AR - Safe, Caring and Respectful Learning Environments)

### **Identification of Safety Components**

Teachers are to follow safety guidelines given for Provincial Art Courses and CTS computer labs.



## Significant Overlap with Provincial Curriculum

Digital Character Illustration and Modelling should not be confused with CTS. CTS courses are designed to acquaint the student with a specific skill, but never causes the student to utilize that skill in an artistic expression applied to solve a problem. Digital Character Illustration and Modelling develops these skills within an artistic framework. Practice, growth and depth are all in excess of the rather superficial treatment CTS provides. While technologies of various kinds may be employed, it is not a course in technology, but rather an artistic application of the same.

CTS deals with a skill or competency unique to a given module or course. Upon completion the student may choose to move to a new module which may or may not contain outcomes that utilize and apply those learned in the former. Digital Character Illustration and Digital Modelling achieves a continuity from outcome to outcome that is not possible to achieve in CTS.

Digital Character Illustration and Modelling should not be confused with CTS courses in Animation. Students taking CTS courses in animation do not need to have any drawing ability. Students learn about how to animate objects that may or may not be drawn or modelled entirely by the student and may or may not include the use of characters. Animation involves creating short movies where objects move on a screen. This may include characters, text and abstract forms. The purpose of the animation course is not to teach the student how to draw, model or illustrate, but how to animate what they are capable of drawing or modelling. Digital Character Illustration and Modelling builds a fantastic foundation for students wishing to pursue animation courses and create impressive animated movies using their own characters. It is important to discern the difference between the two in that Animation is a course where students learn to animate (make move) their creations, whereas Digital Character Illustration and Modelling is a course where students learn how to illustrate and model convincing looking characters.

Digital Character Illustration and Modelling should not be confused with Applied Graphic Arts. Applied Graphic Arts deals with the study of visual design theory, typography, and the history of graphic design where the artist learns to communicate through the arrangement of graphics, imagery and typography combined. Digital Character Illustration & Modelling deals specifically with the design and creation of characters, which requires a deep understanding of anatomy, figure drawing, modelling techniques and critical thinking about how choices made in character design can affect society in the form of stereotyping, highly sexualizing female characters and misrepresentation of cultural groups for example. Rather than creating posters, book covers or advertisements where the goal is to communicate a certain message for an intended audience, Character Illustration and Modelling focuses on designing and creating characters, whether human or other worldly for various story lines and genres.

Digital Character Illustration and Modelling is for the serious student, one who has visual talent that he/she wishes to further develop, in a manner that cannot be accommodated through CTS or any existing program.

# Assessment

## Criteria for Assessment (adapted from: the Art Teacher's Handbook)

### 1. Applied Knowledge

Does the student demonstrate understanding and is able to articulate the objectives of the assignment

### 1. Skills

Describing and executing the visual concept

Appropriateness, control and suitability of materials

Problem Solving Strategies

Sense of Planning necessary for effective creative performance

### 1. Expressive and Creative Abilities

Elements of Communication

Personal Involvement and/or feeling

Originality (newness for the person doing it)

Inventiveness and Enterprise

#### **Assessment Strategies should:**

- Support what goes on in the classroom rather than interfere
  - Be multi-layered
  - Be continuous
  - Be contextual & authentic
  - Represent an appropriate balance of formal and informal strategies
  - Focus on both products and processes
  - Be equal for all
  - Be objective and defensible
  - Promote student growth
  - Include process and product
  - Represent a balance of informal and formal strategies, i.e. 70% Studio Work and 30% Articulation
- Studio Work**
- Idea/Development

- Composition

- Skill/Technique

#### **Articulation**

- Reflection

- Vocabulary

- Research & history

- Criticism

## **Course Evaluation and Monitoring**

The school's department head and curriculum coordinator will ensure that the course objectives are being met. The teachers within the department will use self-evaluation to ensure that they are meeting the guidelines under which the course was created. This course, as well as other courses, is subject to monitoring from Central Services according to current board policy.

## **Appendix I**

## **Appendix II**

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**DATE:** May 20, 2014

**TO:** Board of Trustees

**FROM:** Trustee Sarah Hoffman, Chair, ASBA Issues and Resolutions Committee  
Trustee Michael Janz, ASBA Issues and Resolutions Committee  
Trustee Cheryl Johner, ASBA Issues and Resolutions Committee

**SUBJECT:** Alberta School Boards Association (ASBA) Proposed 2014-2015 Budget

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

**REFERENCE:** [Alberta School Boards Association Budget and Bylaws Bulletin 2014](#)

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**ISSUE**

As members of the Alberta School Boards Association (ASBA), the Board must determine its position on the ASBA's proposed 2014-2015 budget. The Board is to provide their position and vote at the ASBA Spring General Meeting (SGM) on June 2, 2014 in Red Deer.

**RECOMMENDATION**

**That the Board support the ASBA's proposed budget for 2014-2015 as outlined in Attachment I.**

**BACKGROUND**

On April 22 and May 6, 2014 the Issues and Resolutions Committee met to review the ASBA's Budget and Bylaws Bulletin and prepare a recommendation for the Board. The Issues and Resolution Committee met with administrative staff to examine the budget and identify areas of potential concern.

**CONSIDERATIONS & ANALYSIS**

The Issues and Resolutions Committee and the Administration concluded that, overall, the ASBA's proposed budget is reasonable. The 2014-2015 budget is \$446,187.00 (7.9%) higher than last year. This is mainly due to the addition of two new lawyers – bringing the ASBA legal department to seven lawyers. Expenses were thoroughly reviewed by the Committee and it was noted that, where possible, the budget items have been held to 2013-2014 levels or reduced. This is a deficit budget, with \$105,467 being transferred from the building reserve to balance.

**Noteworthy budget items:**

**Salaries:** A 1.5% salary increase for staff is included in the proposed 2014-2015 budget. The market rate salary increase for 2014-2015 is 3.0-3.4% in the not-for-profit sector. A salary grid system is not used at ASBA so there are no increases to salaries for moving up through a grid. In addition, due to the fact that salaries were frozen for staff for the 2013-2014 period, the Committee feels a 1.5% is reasonable. Furthermore, at the Executive Director's request, his salary continues to be frozen for the 2014-2015 period. There will also be no proposed increase

to the honorarium rates for the position of Vice-President (currently \$10,350) and President (currently \$20,700).

Membership Fees: There is a proposed 0% increase in membership fee revenue. Membership fees have not been increased since 2012-2013 except for fees due to student enrolment changes. Edmonton Public Schools projected membership fees for the 2014-2015 school year is \$206,860. In addition, to help pay for higher event costs, member registration fees for the Fall and Spring conferences will go up \$50 and \$25 per person, respectively.

Contracted Services: The ASBA's proposed budget reflects that contracted service expenses, in membership services, is proposed to increase by \$90,551. This increase is to pay for the work required to complete the Transformation of Governance grant. Contracted service expenses incurred in the provision of educational and labour services or to complete grant deliverables are covered by fee-for-service revenue or grant revenue.

Annual Lease Rate: The ASBA proposed budget will include a \$2/sq. ft. increase in lease rates. The annual lease rate is \$20/sq. ft. for the period September 1, 2014 to April 15, 2015 and \$22/sq. ft. from April 16, 2015 to August 31, 2015. The Committee looked into whether the ASBA would be open to looking at a location that might have a reduced lease rate per square foot but was advised that they are locked into a lease agreement until April 14, 2020.

Travel, Meals and Accommodation: The ASBA proposed budget reflects a decrease of \$3,462 (6%) in the 2014-2015 budget. The mileage rate in 2014-2015 will remain at .53¢/km. For accommodation it is expected that staff and contractors book the best available rate for single occupancy in a standard room. Meals are reimbursed, without receipts at \$10.00/meal or with receipts. Alcoholic beverages are not reimbursed.

#### **NEXT STEPS**

Subject to the Board's approval of the recommendation, the Board's voting position will be shared at the Spring General Meeting on June 2, 2014.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I Alberta School Boards Association Budget and Bylaws Bulletin 2014

Ss:ss

# Budget and Bylaws Bulletin 2014

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Please bring this bulletin with you to the business session of the Spring General Meeting on June 2, 2014 at the Sheraton Hotel, Red Deer, Alberta. Please review the Rules of Procedure before the meeting.



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For more information contact:

Alberta School Boards Association  
Suite 1200, 9925 – 109 Street  
Edmonton, AB T5K 2J8

Telephone: 780.451.7130  
Fax: 780.482.5659  
Web: [www.asba.ab.ca](http://www.asba.ab.ca)

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# Rules of Procedure

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In order to expedite the resolutions process at general meetings, it is necessary to approve certain rules of procedure.

Some of these may be specific parliamentary procedures, as in Robert's Rules of Order, while others are less formal and reside with each individual in the interests of courtesy, cooperation, and respect for all concerned as well as for the business at hand.

## Procedural Steps

1. The proposed motion shall be read by the chair who will immediately ask for a mover and a seconder.
2. As soon as the proposed motion has been moved and seconded, the chair shall call upon the mover to speak to the motion. The mover shall have three minutes to speak.
3. The chair shall ask if any delegate wishes to speak against the proposed motion. If no delegate so wishes, the question will be immediately called.
4. If there is evidence of opposition, debate shall subsequently continue until the question is called in the usual manner. The mover will have the right to be the final speaker in the debate and shall have three minutes to close.
5. A delegate wishing to speak to a motion shall first obtain recognition by the chair and clearly announce his/her name and school jurisdiction represented.

6. A delegate wishing to speak to a motion shall limit remarks to a maximum of two minutes.
7. Any delegate speaking to a motion shall be allowed to speak as often as the chair, in his or her discretion, will permit.
8. Guests shall be permitted to speak at the discretion of the general meeting delegates, but not be permitted to move or second a motion, or vote.

## Amendments

9. A delegate may, at any time during the debate on a motion, move an amendment to the motion, providing it is relevant to, and deals with, the same subject matter as the original motion. A motion to amend must be seconded. The mover shall have three minutes to introduce the amendment.
10. An amendment of a substantive nature to a motion shall be submitted in writing on a specific form requiring the number of the resolution it is proposed to amend, the amendment, the motion as it will read when amended, the proposer's and seconder's name, and their respective school jurisdictions.
11. Amendments of a minor editorial nature may be handled by the process of general consent outlined in Robert's Rules of Order.

## Voting

12. Voting shall be conducted according to the Alberta School Boards Association Bylaws. For ease of reference, Bylaw 12.3 is set out as follows:

12.3.1 The Chair of each Full Member Board has the power to cast the vote to which each Full Member is entitled, unless another Trustee for that Board is designated, in writing, to the Executive Director, prior to the General Meeting, or in an emergency situation, by the Full Member Board at the General Meeting.

12.3.2 Unless otherwise required by these Bylaws or the approved rules of procedure governing disposal of resolutions, all Substantive Motions will be determined under the double majority voting method, as follows:

12.3.2.1 Sixty percent or more of Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full Member Board; and

12.3.2.2 Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the Students registered for the most recently reported period with Full Member Boards who voted in the affirmative.

12.3.3 For the purposes of Section 12.3.2.2, the percentage of Students enrolled in a Full Member Board shall be determined by:

12.3.3.1 Utilizing the total student enrollment figures for the most recent reporting period, as published by Alberta Education; and

12.3.3.2 Dividing the number of students enrolled in each Full Member Board by the total number of students enrolled in all Full Member Boards in attendance, who cast a vote,

resulting in a percentage (rounded to the nearest 0.1 percent).

- 12.3.4 Results of the voting on Substantive Motions shall indicate how each Board cast its ballot.
- 12.3.5 Parliamentary motions and amendments to motions will be determined on the basis of one vote per Full Member Board and by a majority of the votes cast, unless otherwise required by Robert's Rules of Order or the approved rules of procedure governing disposal of resolutions.
- 12.4 A balloting committee shall be appointed at the opening of every General Meeting. It is the duty of the balloting committee to conduct the ballot voting.

### Budget

- 13. With respect to the budget, the following excerpt from the Alberta School Boards Association Bylaw 13.3 shall apply:
  - 13.3 Notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted.

### Elections

- 14. With respect to the election of the president and vice-president, the following excerpts from Bylaw 5.3 shall apply:
  - 5.3.1 Election of the President and the Vice-President shall take place at a General Meeting of the Association, normally at the Fall General Meeting immediately following a General Election, and two years following (i.e. November of odd-numbered years).
  - 5.3.2 Nominations shall be made from the floor and shall require a seconder.
  - 5.3.3 Voting shall be by secret ballot on the basis of one vote per Full Member Board in attendance.
  - 5.3.4 The candidate receiving the greatest number of votes will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.
  - 5.3.5 The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.
  - 5.3.6 Notwithstanding Bylaw 5.1.2, in the year of a General Election, if the President does not run for the office of trustee or is defeated in the General Election, the President may

complete his/her term of office through to the election of the new President at the General Meeting.

#### Bylaw Amendments

15. With respect to amendment of the Bylaws, the following excerpts from Bylaw 14 shall apply:

14.1 Amendments to these Bylaws shall be made at a General Meeting, normally at the Spring General Meeting unless otherwise permitted by the Board of Directors.

14.2 An amendment to these Bylaws shall take effect on the day following the conclusion of the Spring General Meeting at which such amendment is made, unless an effective date other than the close of the Spring General Meeting is specified in the resolution.

14.3 At least sixty days Written Notice of any Bylaw amendment shall be provided to each Full Member.

#### Extraordinary and Emergent Resolutions

16. Adoption of extraordinary or emergent resolutions shall be governed by the following excerpts from the ASBA Governance Handbook, Board of Directors' Governance Policy 10 – Association Policy Development Process:

#### 10.3 Extraordinary Policy Positions

A position shall be accepted for consideration as an Extraordinary Policy Position if:

3.1 The position arises out of the business of the General Meeting,

3.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and

3.3 The mover makes available the wording of the position to all delegates.

#### 10.4 Emergent Policy Positions

4.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 4:00 p.m. on the twenty-eighth (28) day prior to the first business day of a General Meeting.

A committee of the Board of Directors shall assess each emergent position to determine its compliance with the principles for Association policy. A Committee of the Board of Directors shall:

4.1.1 Reject positions that address issues which have arisen prior to the deadline for

submission of  
positions; and

4.1.2 Cause to be  
announced,  
immediately after the  
emergent position has  
been placed on the  
floor of the General  
Meeting, rationale for  
and decisions reached  
regarding compliance  
of the proposed  
emergent resolution  
with the principles for  
Association policy.

4.2 Emergent positions arising  
after the deadline for  
submission of emergent  
issues will be addressed by  
the Policy Development  
Advisory Committee with a  
recommendation to the  
Executive Committee for  
disposition.

4.3 If the criteria defining an  
emergent position is not  
met, the matter may still be  
considered as an emergent  
position by the assembly if:

4.3.1 Consideration of the  
position is supported  
by a two-thirds  
majority of voting  
Full member Boards,  
and

4.3.2 The mover makes  
available the wording  
of the policy position  
to all delegates.

#### Disposition of Outstanding Policy Positions

17. Disposition of outstanding policy  
positions shall be as outlined in Board  
of Directors' Governance Policy 10 –  
Association Policy Development  
Process, section 5:

10.5 Positions not dealt with by the  
scheduled time of adjournment  
on the last day of the General  
Meeting shall be referred  
automatically to the Board of  
Directors for such action as the  
Board is at liberty to take in  
accordance with Bylaw 8.2.7.  
However, these outstanding  
issues must be included on the  
agenda of the next general  
meeting.

#### Other Motion Proceedings

17. Other motion proceedings will be  
governed by Robert's Rules of Order  
and the Alberta School Boards  
Association Bylaws and Governance  
Policies.





# Draft Minutes from FGM 2013

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## FALL GENERAL MEETING

Monday, November 18, 2013  
Westin Hotel, Edmonton

## MINUTES

**ATTENDANCE:** As per registration list.

**CALL TO ORDER:** President Jacquie Hansen called the meeting to order at 9:00 a.m.

**PIN CEREMONY:** Special pins were provided to all trustees elected for the 2013 – 2017 term.

**PRESIDENT'S ADDRESS:** ASBA President Jacquie Hansen provided opening remarks to the assembly.

**CHAIR:** President J. Hansen assumed the Chair's position for the business meeting and explained the use of voting devices.

## PROCEDURAL MOTIONS

*(Note: Procedural motions require a simple majority.)*

### Appointment of Parliamentarian:

**MOTION #1** J. Lemke (Black Gold RD #18)  
P. Grad (Medicine Hat CSRD #20)

That Kevin Feehan be appointed Parliamentarian.

**CARRIED** (94%)

### Approval of Rules of Procedure:

**MOTION #2** S. Anderson (Peace Wapiti S. Div. #76)  
P. King (Calgary Board of Education)

That the Rules of Procedure be adopted.

**CARRIED** (100%)

### Approval of Executive Elections Process:

**MOTION #3** K. Webster (Pembina Hills RD #7)  
J. Lemke (Black Gold RD #18)

That the election process for President and Vice-President be approved as presented.

**CARRIED** (100%)

**Appointment of Balloting Committee:**

*MOTION #4* S. Hoffman (Edmonton Public)  
D. Engel (Edmonton Catholic)

That, according to Bylaw No. 9, Section 12, the Balloting Committee shall be chaired by Heather Rogers.

**CARRIED** (100%)

**Acceptance of Emergent Issues:**

J. Hansen announced that the Policy Development Advisory Committee (PDAC) had received one emergent resolution prior to the submission deadline. This was:

**8EM/FGM13** Provincial Bargaining with the ATA

The PDAC determined that the emergent issue had not met the criteria to be considered by the assembly. The assembly was provided the opportunity to overturn the PDAC decision with a 2/3 majority vote to consider 8EM/FGM13 as per the Rules of Procedure.

*MOTION #5* L. Misselbrook (Black Gold RD #18)  
Parkland S. Div. #70

That emergent issue 8EM/FGM13 be accepted for consideration.

**CARRIED** (78%)

Medicine Hat SD #76 brought forward an emergent proposal to amend Bylaw #13 regarding membership fee calculation, but withdrew it before it went before the assembly. T. Riley asked that it be provided as information.

**Adoption of Order Paper:**

*MOTION #6* H. Clease (Rocky View S. Div. #41)  
S. Hoffman (Edmonton Public)

That the Order Paper, as presented, be adopted.

**CARRIED** (98%)

**Approval of 2013 Spring General Meeting Minutes:**

*MOTION #7* J. Lemke (Black Gold RD #18)  
H. Clease (Rocky View S. Div. #41)

That the minutes of the 2013 ASBA Spring General Meeting be approved as circulated.

**CARRIED** (100%)

**BUSINESS ARISING** *(from 2013 Spring General Meeting)*

There was no business arising from the 2013 Spring General Meeting.

**D. Macaulay assumed the Chair.**

## PROPOSED POLICY POSITIONS

(Note: These require a double majority of 60% - i.e., at least 60% of school boards that vote that represent at least 60% of students represented by the voting boards. Any amendments to the proposed policies require a simple majority.)

### **1P/FGM13: Automated External Defibrillators (AEDs)**

**MOTION #8** R. Wohlgemuth (Grande Prairie Catholic)  
Peace River S. Div. #10

Provision of training for use and placement of Automated External Defibrillators (AEDs) in public buildings, including schools and administration buildings contribute to creating safer school communities.

**AMENDMENT:** S. Hoffman (Edmonton Public)  
Calgary Board of Education

That the following be added at the beginning of 1P/FGM13:

*"That ASBA advocate on behalf of boards for funding and".*  
**CARRIED (83%)**

**FRIENDLY AMENDMENT:**

That the words "*in order to*" be inserted between the words "*buildings*" and "*contribute*".

**VOTE ON MOTION #8 AS AMENDED:**

That ASBA advocate on behalf of boards for funding and provision of training for use and placement of Automated External Defibrillators (AEDs) in public buildings, including schools and administration buildings in order to contribute to creating safer school communities.

**CARRIED**

(% of School Boards: 95%

% of Students: 90.12%)

### **2P/FGM13 Land for School Sites**

**MOTION #9** D. Caron (Greater St. Albert Catholic)  
St. Albert Public Schools

School Boards must have access to adequate school sites to build the schools of the future. Such access should be ensured through relevant legislation.

**FRIENDLY AMENDMENT:**

That a new sentence be inserted between the current first and second sentences to read:

*“Adequacy should address, as a minimum, size, servicing and landscaping requirements.*

**VOTE ON MOTION #9 AS AMENDED:**

School Boards must have access to adequate school sites to build the schools of the future. Adequacy should address, as a minimum, size, servicing and landscaping requirements. Such access should be ensured through relevant legislation.

**CARRIED**

(% of School Boards: 100%

% of Students: 100%)

**3P/FGM13**

**Stable Revenue Sources to Fund K-12 Education System**

*MOTION #10* S. Hoffman (Edmonton Public)  
Edmonton Catholic

The provincial government should establish stable revenue streams to fund K-12 education as the alternative to fluctuating, non-renewable resource revenue.

**CARRIED**

(% of School Boards: 86%

% of Students: 91.28%)

**Cathie Williams assumed the Chair.**

**4P/FGM13**

**Advocacy Plans**

This resolution was withdrawn by Edmonton Public, the sponsoring board, with the assembly's unanimous consent.

**5A/FGM13**

**Accommodations for Students Writing Provincial Exams**

*MOTION #11* S. Hoffman (Edmonton Public)  
Calgary Catholic

That current ASBA policy on accommodations for students writing provincial exams be amended as follows (*amendments underlined*):

The Alberta School Boards Association supports the use of authorized assistive technology, including approved text to speech software programs and assistance of a reader and/or CD version and/or scribe, as accommodation for students, including English Language Learners, when they write achievement tests and diploma exams to ensure fair and equitable access to educational opportunities.

*AMENDMENT:* M. Martin (Calgary Catholic)  
Edmonton Public

That the phrase “*and all diverse learners*” be inserted after “*English Language Learners*” and before “*when they write ...*”.

**DEFEATED** (43%)

*FRIENDLY AMENDMENT* (accepted by the mover and the assembly):

That the word “*achievement*” be replaced by “*provincial assessment*”.

*VOTE ON MOTION #11 AS AMENDED:*

That current ASBA policy on accommodations for students writing provincial exams be amended as follows:

The Alberta School Boards Association supports the use of authorized assistive technology, including approved text to speech software programs and assistance of a reader and/or CD version and/or scribe, as accommodation for students, including English Language Learners, when they write provincial assessment tests and diploma exams to ensure fair and equitable access to educational opportunities.

*MOTION TO REFER 5A/FGM13:*

Calgary Public  
Rocky View S. Div. #41

That proposed policy 5A/FGM13 be referred to ASBA Executive for study and report back at Spring General Meeting 2014.

**DEFEATED** (35%)

*PROPOSED AMENDMENT TO MOTION #11 AS AMENDED:*

T. Henkel (High Prairie S. Div. #48) suggested that the word “*all*” be inserted before “*students*” and that the phrase “*including English Language Learners*” be deleted.

The Chair ruled this out of order and advised that if the main motion failed, the assembly could bring forward a substitute motion.

*VOTE ON MOTION #11 AS AMENDED:*

The Alberta School Boards Association supports the use of authorized assistive technology, including approved text to speech software programs and assistance of a reader and/or CD version and/or scribe, as accommodation for students, including English Language Learners, when they write provincial assessment tests and diploma exams to ensure fair and equitable access to educational opportunities.

**CARRIED**

(% of School Boards: 84%

% of Students: 88.87%)

## **NOMINATIONS FOR PRESIDENT AND VICE-PRESIDENT**

At 11:00 a.m., D. Anderson, Executive Director, assumed the position of Chair and outlined the nomination and voting procedures for the election of President and Vice-President prior to calling for nominations for the position of ASBA President.

1<sup>st</sup> Call:

J. Lemke (Black Gold RD #18) moved and S. Anderson (Peace Wapiti S. Div. #76) seconded the nomination of Helen Clease (Rocky View S. Div. #41). Ms. Clease accepted the nomination.

2<sup>nd</sup> Call:

J. Thompson (Ft. McMurray Public Schools) moved and Peace River S. Div. #10 seconded the nomination of Ralph Wohlgemuth (Grande Prairie Catholic). Mr. Wohlgemuth accepted the nomination.

3<sup>rd</sup> Call:

J. Boisvert (Elk Island Catholic) moved and L. Ferguson (Calgary Board of Education) seconded the nomination of Cathie Williams (Calgary Catholic). Ms. Williams accepted the nomination.

*MOTION #12* B. Johnson (Wetaskiwin RD #11)  
M. Draper (Edmonton Public)

That nominations for ASBA President cease.

**CARRIED**

Following Presidential nominators' and candidates' remarks, D. Anderson called for nominations for the position of ASBA Vice-President.

1<sup>st</sup> Call:

K. Webster (Pembina Hills RD #7) moved and H. Starosielski (St. Paul Education RD #1) seconded the nomination of Debbie Engel (Edmonton Catholic). Ms. Engel accepted the nomination.

B. Johnson (Wetaskiwin RD #11) moved and T. Bratland (Wolf Creek S. Div. #72) seconded the nomination of Deanne Specht (Wetaskiwin RD #11). Ms. Specht accepted the nomination.

J. Dvornek (High Prairie S. Div. #48) moved and L. Tucker (Golden Hills S. Div. #75) seconded the nomination of Michael Janz (Edmonton Public). Mr. Janz accepted the nomination.

2<sup>nd</sup> Call:

No nominations were made.

D. Anderson advised that the third call for vice-presidential nominations, open only to unsuccessful presidential candidates, would be made the following morning, Tuesday, November 19, 2013 following the election of the president.

3<sup>rd</sup> Call:

J. Boisvert (Elk Island Catholic) moved and L. Ferguson (Calgary Board of Education) seconded the nomination of Cathie Williams (Calgary Catholic). Ms. Williams accepted the nomination.

## Election Results:

President: Helen Clease (Rocky View S. Div. #41)  
Vice-President: Michael Janz (Edmonton Public)

*MOTION #13* That the election ballots be destroyed.

**CARRIED**

**Cathie Williams assumed the Chair.**

### **6P/FGM13 Joint Statement on Physical Punishment of Children and Youth**

*MOTION #14* D. Macaulay (Red Deer Public)  
Wild Rose S. Div. #66

The Alberta School Boards Association endorses the recommendations contained in the *Joint Statement on Physical Punishment of Children and Youth*.

**DEFEATED**

(% of School Boards: 49%  
% of Students: 71.29%)

*MOTION #15* D. Caron (Greater St. Albert Catholic)  
Red Deer Public Schools

That an extraordinary business arising motion be added to the Order Paper regarding the prevention of violence against children.

**CARRIED (94%)**

(See 9BA/FGM13 – Prevention of Violence Against Children)

**J. Hansen assumed the Chair.**

### **7P/FGM13 Public Funding of Private Schools**

*MOTION #16* Prairie Land RD #25  
Clearview S. Div. #71

In order to build a viable, sustainable, public education system, public funding currently provided to private schools , excepting designated special education private schools, should be reallocated to public education.

**CARRIED**

(% of School Boards: 71%  
% of Students: 78.77%)

## **EMERGENT ISSUES**

### **8EM/FGM13 Provincial Bargaining with the ATA**

*MOTION #17* L. Misselbrook (Black Gold RD #18)  
Edmonton Public

That the Alberta School Boards Association (ASBA) immediately strike a Working Group to consult with member boards, through the local Zones, to examine the issue of authorizing the ASBA as an official Bargaining Agent for the purpose of provincial negotiations with the Alberta Teachers' Association (ATA) and to prepare a formal proposal for presentation and vote at the Spring General Meeting.

*FRIENDLY AMENDMENT: (accepted by the mover and the assembly):*

That the phrase "*the issue of authorizing the ASBA as an official Bargaining Agent*" be replaced with the words "*a model*".

**VOTE ON MOTION #17 AS AMENDED:**

That the Alberta School Boards Association (ASBA) immediately strike a Working Group to consult with member boards, through the local Zones, to examine a model for the purpose of provincial negotiations with the Alberta Teachers' Association (ATA) and to prepare a formal proposal for presentation and vote at the Spring General Meeting.

**CARRIED**

(% of School Boards: 95%

% of Students: 96.7%)

**EXTRAORDINARY BUSINESS ARISING**

*(See 6P/FGM13)*

**9BA/FGM13 Prevention of Violence Against Children**

**MOTION #18** D. Caron (Greater St. Albert Catholic)  
Red Deer Public

That ASBA endorses the prevention of violence against children, including delivery of public awareness messages that violence against children is harmful and abhorrent, and further, to refer for consideration by the Board of Directors, who are to report back at the 2014 Spring General Meeting, any potential amendment of policy found on page 17-1 of the ASBA Governance Handbook that may be required to accomplish this objective.

**CARRIED**

(% of School Boards: 100%

% of Students: 100%)

**ADJOURNMENT**

There being no further business, J. Hansen adjourned the meeting at 2:40 p.m.



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President

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Executive Director

DRAFT

## Motion 1B/SGM14: ASBA Budget 2014-2015

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**BE IT RESOLVED** that the Alberta School Boards Association adopt the budget appended hereto for the period September 1, 2014 to August 31, 2015.

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Sponsor: ASBA Board of Directors



## **Proposed Budget 2014-2015**



# Alberta School Boards Association Proposed Budget – 2014/2015

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## The ASBA Board of Directors



**Helen Clease**  
President



**Michael Janz**  
Vice-President



**Nan Bartlett**  
Zone 1 Director



**Cathie Williams**  
Calgary Catholic Schools



**Jean Boisvert**  
Zone 2/3 Director



**Pamela King**  
Calgary Board of Education



**Kim Webster**  
Zone 2/3 Director



**Sarah Hoffman**  
Edmonton Public Schools



**Dianne Macaulay**  
Zone 4 Director



**Marilyn Bergstra**  
Edmonton Catholic Schools



**Kim Bater**  
Zone 5 Director



**Peter Grad**  
Zone 6 Director

# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **Budget Considerations**

There are a number of factors taken into consideration when preparing the budget for the Association.

- The budget must be balanced
- Reasonable increases in membership fees
- Appropriate increases in other fees (registrations, fee for service rates)
- Sustaining a level of service previously approved by the membership
- Sustaining active involvement in partnerships, committee and task force work (e.g. education transformation, school board governance, labour relations, community engagement, action on inclusion, political advocacy, wrap around services, collaborative practices, student health and wellbeing, student centered learning, student achievement, English as a second language, second language learning, early learning, First Nation, Métis and Inuit student success and wellbeing, technology)
- Development of a new services model for the Association and ensuring dollars are available to explore different models and new services
- Trustee development program for the year
- Current cost of required expenses: annual lease, insurance, memberships, telecommunications
- Ensure compensation levels and working conditions for staff are market driven
- Ensure compensation levels for trustees serving on the ASBA Board of Directors, committees and task forces are market driven
- Appropriate expense reimbursement for trustees and staff working on Association business (e.g. setting of the annual mileage rate)

# Alberta School Boards Association

## Proposed Budget 2014-2015

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- Work on Association policy
- ASBA mandate and strategic priorities

### **Budget Assumptions**

- The budget will be balanced.
- Reasonable increases will be proposed for membership fees, fee for service rates and registration fees based on the projection of costs for the 2014-2015 year. If necessary, there can be a transfer from the building or operating reserve to balance the budget and meet projected expense levels. Options for fee increases and transfers from the building surplus form part of the March budget discussions.
- Past experience and the annual all in consumer price index for Alberta (CPI increase January 2013 to January 2014= 2.7%) will be used to project expenses. *(2.7% was not used to project expenses. 2012-2013 actuals were used or expenses were decreased, left at 2013-2014 levels or increased by 1% or by contractual amounts).* To minimize the increase on fees charged back to school boards expenses were reviewed in detail to identify any potential savings.
- The annual lease rate is \$20/sq ft. for the period Sept 1, 2014 to April 15, 2015 and \$22/sq ft. from April 16, 2015 to August 31, 2015. ASBA is half way through a ten year lease agreement at the current location which began on April 15, 2010 and ends on April 14, 2020. Lease rates are \$20/sq ft for the first five years and \$22/sq ft for the last five years. The 2014-2015 budget will include a \$2/sq ft increase in lease rates. Parking is \$230/stall/month subject to market changes. Building operating costs are projected to be \$16.00/sq ft (based on actuals (currently \$15.53) plus 3.0% at January 1, 2015).
- Interest revenue will be based on current rates.

# Alberta School Boards Association

## Proposed Budget 2014-2015

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- In 2013-2014, the staff lawyer seconded to Alberta Education returned to the Association. Also, an additional lawyer was hired in 2013-2014 to meet the demand for legal services and for succession planning. Staffing levels for 2014-2015 will also reflect these changes. The demand for labour services will continue to be filled on a contracted service basis. All other positions will remain the same through 2014-2015.
- There will be a provision for staff compensation. Market survey information will be considered. Benefit costs will increase by the % increase in salaries plus an additional projected rate increase of 1%. Pension rates for 2014 are 11.39% up to the YMPE (Yearly Maximum Pensionable Earnings – CPP Max) and 15.84% above the YMPE. In 2014, the YMPE is \$52,500. Pension rates are projected to increase by a ½ % for 2015. *(Pension rates were not increased.)* The contribution rate for the Registered SiPP will remain at 5%.
- A 3% increase in the per diem rate will be proposed (currently the per diem rate is \$166 and with a 3.0% increase will move to \$171) *(Following approval of the budget assumptions, the per diem rate was frozen for the 2014-2015 period).*
- There will be no proposed increase to the honorarium rates for the position of Vice-President (currently \$10,350) and President (currently \$20,700).
- The current mileage rate of .53/km (the approved CRA rate for 2011) will remain unchanged. The mileage rate approved by the CRA for 2013 is .54/km.
- Current memberships (NSBA, Law Society of Alberta, Canadian Bar Association, Certified Management Accountants, North American Association of Educational Negotiators, Chamber of Commerce, Canadian Education Society, etc.) will be renewed. Membership in CSBA will be renewed for the period April 1, 2014 to March 31, 2015 and April 1, 2015 to March 31, 2016.



# Alberta School Boards Association

## Proposed Budget 2014-2015

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- Insurance is adequate and will be renewed at current levels. Current insurance coverage includes employed lawyers liability, general liability, property, bond and crime, group accident and directors and officers.
- Dollars will be set aside for exploring a new service model and new services.  
*(No additional dollars were set aside. This will have to be done within the contracted service budget provided.)*
- There will be no direct recovery of travel type expenses from school districts using fee for service.

# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **Member Input**

An integral part of the budget and strategic plan development processes is gathering school boards' input. In response to the Board of Directors' commitment to gathering enhanced data on the views of member boards on the Association's strategic plan, a survey was sent to school boards in November 2013 asking them to rank the existing priorities and to identify any additional priorities each board felt should be included in the 2014-2017 ASBA strategic plan.

For the 2014-2017 strategic planning session, the Association received 30 surveys back from school boards. The ASBA Board of Directors considered this input at their strategic planning session in January and items included in the strategic plan are incorporated into the budget using available resources (people and dollars).

From the input received back from member boards, there was strong continued support for the current strategic priorities. Some boards also identified additional priorities they believed were important including:

- Development of a new collective bargaining model which enables ASBA to effectively bargain with the ATA and AB government on behalf of all school boards. Make use of innovative and effective use of technology and sharing of best practices in this area.
- Be proactive with provincial legislation directly affecting school boards.
- Infrastructure - criteria and needs
- Funding Framework – inequities and sustainability
- Membership fees
- Role of the trustee – trustee relevancy
- Enhanced research on current issues, trends and concepts

# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **Strategic Priorities 2014-2017**

Strategic priorities describe the most important priorities that ASBA must accomplish in order to succeed at a point in time. Strategic priorities focus the resources of the ASBA on its Mandate and “Doing the Right Things, Well, at the Right Time”.

The strategic priorities from the 2014-2017 Strategic Plan are included below for your information.

**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 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.

**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.

**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.

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

For a more detailed look at the ASBA Strategic Plan go to [www.asba.ab.ca](http://www.asba.ab.ca).

# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **The Proposed 2014-2015 Budget**

Budget assumptions are presented to the ASBA Board of Directors in January for their consideration and approval. Based on the final budget assumptions approved by the Board of Directors, a draft budget with various options is prepared and presented to the board in March. The initial budget assumptions may be changed in an effort to balance the budget and changes are incorporated into the draft budget approved by the board in March. At the March board meeting, the Board of Directors reviews a number of budget alternatives, makes decisions on a number of options and approves a draft budget that is presented to the membership at Zones and the Spring General Meeting. The membership votes on the draft budget at the Spring General Meeting in June.

The ASBA Board of Directors has approved the attached draft budget for presentation to the membership.

The 2014-2015 budget is \$446,187 (7.9%) higher than last year. This is mainly due to adding two new lawyers to staff – bringing the ASBA legal department to seven lawyers. The Board of Directors supported a budget option which held membership fees to 2013-2014 levels recognizing school boards will face another tough year in 2014-2015. The fee to hire ASBA lawyers or education consultants is going up by 2% or \$5 per hour. The new rates are \$255 per hour to purchase legal services and \$215 per hour to purchase educational services. The rates for labour and communication services will not change. Also, to help pay for higher event costs, register fees for the Fall and Spring conferences will go up \$50 and \$25 per person, respectively. Expenses were thoroughly reviewed and where possible have been held to 2013-2014 levels or reduced. Association activities are reviewed each year to determine additional areas where costs can be reduced.

Dollars in the 2014-2015 budget provide the necessary resources to meet the demand for legal, labour, educational and communication services, to provide trustee development, and to manage the insurance and pension programs. There are also dollars allocated for task force and committee work which will be reviewed to ensure the highest priority work is being done and in the most efficient way. Meeting and travel costs will continue to be reviewed in an effort to trim expenses in all areas and to meet budget expectations. Resources will also be used to carry out initiatives identified in the 2014-2017 strategic plan, scheduled to begin in 2014-2015.

# Alberta School Boards Association

## Proposed Budget 2014-2015

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ASBA's work over the next year and on will focus on:

- strengthening the provincial voice of school boards
- First Nations, Métis and Inuit student success and wellbeing
- strengthening partnerships for the effective development and implementation of personalized student learning
- demographic and wellness challenges facing school boards including student health and wellbeing, English language learning and remote delivery of education
- the rural education symposium initiative
- assisting school boards in identifying, shaping and leading transformation initiatives
- transformation of governance initiatives
- providing support to school boards in the strategic development and implementation of changes in legislation, regulations, education policy and labour relations
- community engagement
- working with school boards to develop a new teacher bargaining model and then advocating for this new model
- ensuring the long term sustainability of ASBA

Activities will include: conducting research where necessary; developing policy advice for school boards; establishing task forces; supporting the development and implementation of task force action plans; compiling best practices; providing opportunities for showcasing and sharing best practices; and providing professional development and networking opportunities to support the work of school boards.

In all association work, developing strong partnerships continues to be important in carrying out initiatives in the strategic plan and will be particularly important in the areas of personalized student learning , First Nations, Métis and Inuit student success and wellbeing, student health and wellbeing and, generally, in all advocacy work.

Effective advocacy is always identified as a top priority by school boards and continues to be a top priority in the 2014-2017 strategic plan. ASBA will work with school boards to develop shared advocacy positions on key issues creating a stronger provincial voice. Improving communication with school boards on advocacy efforts will also be important. ASBA will also continue to provide direction and support to ASBA zones in furthering advocacy priorities.

# Alberta School Boards Association

## Proposed Budget 2014-2015

The 2014-2015 budget is \$6 million, \$446 thousand higher than 2013-2014 with dollars allocated for services to boards, task force and committee work, trustee development and initiatives in the strategic plan that can be addressed within the budget. This is a deficit budget with \$105,467 being transferred from the building reserve to balance.

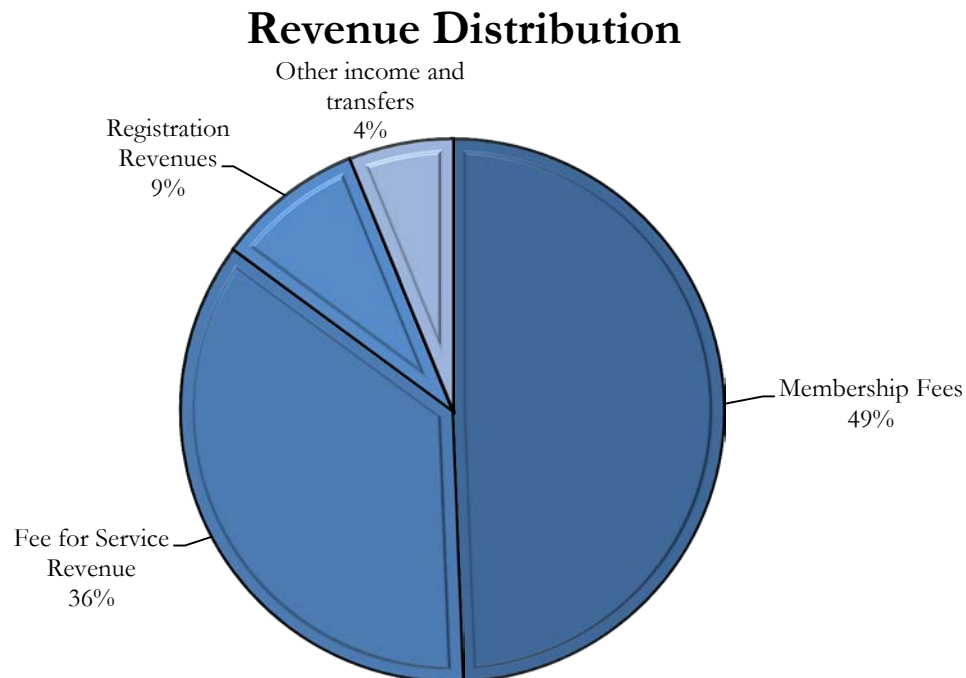
### Proposed Budget - 2014/2015

Page #		2014/2015 Budget	2013/2014 Budget	2012/2013 Actual
	<b>Revenue</b>			
	Membership Fees	\$ 2,993,302	\$ 2,993,302	\$ 2,993,300
	Service Revenue (FFS, ASEBP)	2,165,270	1,811,295	2,125,977
	Other Revenue (Grant, Interest, Misc)	267,558	134,954	375,332
	Trustee Development - Reg/Grants	530,300	593,975	788,308
	Transfer from Building Reserve	105,467	82,184	-
29-30	<b>Total Operating Revenue</b>	<b>\$ 6,061,897</b>	<b>\$ 5,615,710</b>	<b>\$ 6,282,917</b>
	<b>Expenditures</b>			
31-36	Member Services	\$ 2,903,650	\$ 2,361,304	\$ 2,681,118
37-44	Executive, Corporate & Communication Services	1,756,331	1,792,615	1,786,175
45-50	Governance	432,880	447,991	445,590
51	Rental/Office Costs	550,531	525,871	520,214
52	Trustee Development Costs	343,505	387,929	595,599
	Depreciation	75,000	100,000	56,557
53	<b>Total Operating Expenditures</b>	<b>\$ 6,061,897</b>	<b>\$ 5,615,710</b>	<b>\$ 6,085,253</b>
	<b>Total Budget Surplus (Deficit)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 197,664</b>

# Alberta School Boards Association

## Proposed Budget 2014-2015

		2014/2015 Budget	2013/2014 Budget	2012/2013 Actual
<b>Revenue</b>				
1	Membership Fees	\$ 2,993,302	\$ 2,993,302	\$ 2,993,300
2	Fee for Service Revenue	2,127,175	1,773,200	2,087,882
3	Interest Income	58,058	54,204	57,025
4	ASEBP	38,095	38,095	38,095
5	Trustee Development - Reg/Grants	530,300	593,975	788,308
6	Trustee Development Grant	85,000	63,750	85,000
7	General Grant Revenue	107,500	-	205,130
8	Miscellaneous Revenue	17,000	17,000	28,177
9	Transfer from Reserves	105,467	82,184	-
<b>Total Revenue</b>		<b>\$ 6,061,897</b>	<b>\$ 5,615,710</b>	<b>\$ 6,282,917</b>



# Alberta School Boards Association

## Proposed Budget 2014-2015

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Line #	Information on Revenues
1	There is a proposed 0% increase in membership fee revenue. Membership fees have not been increased since 2012-2013. (Note: There may be differences in individual school board membership fees due to student enrolment changes in 2014-2015).
2	Fee for service rates are increasing by \$5 per hour (2%) for legal services (new rate = \$255 per hour) and educational services (new rate = \$215 per hour). The hourly rate for labour and communication services (\$200 per hour) will not change. Fee for service hours are projected at 8,881 due to the addition of a new lawyer and an increase in the hours for another. In 2013-2014, budgeted fee for service hours are 7,616 (at March 2014, due to turnover in the legal services area, fee for service hours are under budget). In 2012-2013, fee for service hours totalled 9,288 due to increased labour activity throughout the province. Labour activity is projected to slow in 2014-2015. In 2011-2012, fee for service hours totalled 7,605. Total increase in fee for service revenue = \$353,975.
3	Interest income is calculated at 2014 expected rates of return. Increase = \$3,854.
4	ASEBP – no changes from 2013-2014 budget.
5	There is a proposed increase in registration fees for the fall conference (up \$50 to \$650 per person) and the spring conference (up \$25 to \$600 per person) to pay for higher event costs. There will also be two legal/labour type conferences in the fall and spring. There is decrease in registration revenue of \$63,675 because the trustee orientation conference is not held in non election years so it has been removed from the budget. Attendance has been adjusted to actuals.
6	The trustee development grant was increased (\$21,250) to actuals. ASBA has a grant agreement for trustee development which extends to 2014-2015.
7	Transformation of Governance Grant – to be completed in 2014-2015. There is also a corresponding increase in expenses as grant work is done through contracted services.
8	Miscellaneous revenue includes amounts for subscription revenue, job advertising on the website, sale of dvd's (parliamentary procedures) and other miscellaneous revenue.
9	The ASBA Board of Director's approved a transfer from reserves to balance the budget of \$105,467, an increase of \$23,283 over 2013-2014 budget.
10	The rate of interest charged on overdue accounts will be 2% per month.



# Alberta School Boards Association

## Proposed Budget 2014-2015

		2014/2015 Budget	2013/2014 Budget	2012/2013 Actual
<b>Member Services</b>				
1	Total Salaries	\$ 1,636,215	\$ 1,299,974	\$ 1,213,331
2	Benefits	332,360	263,736	202,634
3	Casual Labour	51,000	51,000	25,795
4	Insurance	35,794	30,681	23,028
5	Contracted Services	565,597	475,046	917,303
6	Travel	124,298	98,980	140,869
7	Meals & Accommodation	55,329	58,791	63,644
8	Conferences	16,500	13,500	13,322
9	Staff Development	1,500	1,500	4,934
10	Catering	3,000	2,000	2,628
11	Memberships	25,583	18,038	15,448
12	Library & Subscriptions	53,223	44,808	49,914
13	Insurance Partnerships	1,000	1,000	4,355
14	Legal Action Costs	1,000	1,000	3,235
15	Miscellaneous	1,250	1,250	678
<b>Total Expenditures</b>		<b>\$ 2,903,650</b>	<b>\$ 2,361,304</b>	<b>\$ 2,681,118</b>

### **Member Services**

Services to individual boards include:

♦ Legal Services	♦ Governance frameworks
♦ Labour relations and human resources	♦ Executive searches
♦ Emergency planning	♦ Superintendent and board evaluations
♦ Policy development and reviews	♦ Strategic planning, strategic planning during fiscal restraint
♦ Organizational, functional reviews	♦ Student assessment

# Alberta School Boards Association





## Proposed Budget 2014-2015

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### **Member Services continued**

Educational Consultants also provide workshops on various topics at your board including, but not limited to, board orientation, practical governance tools, the role of the board and superintendent, etc.

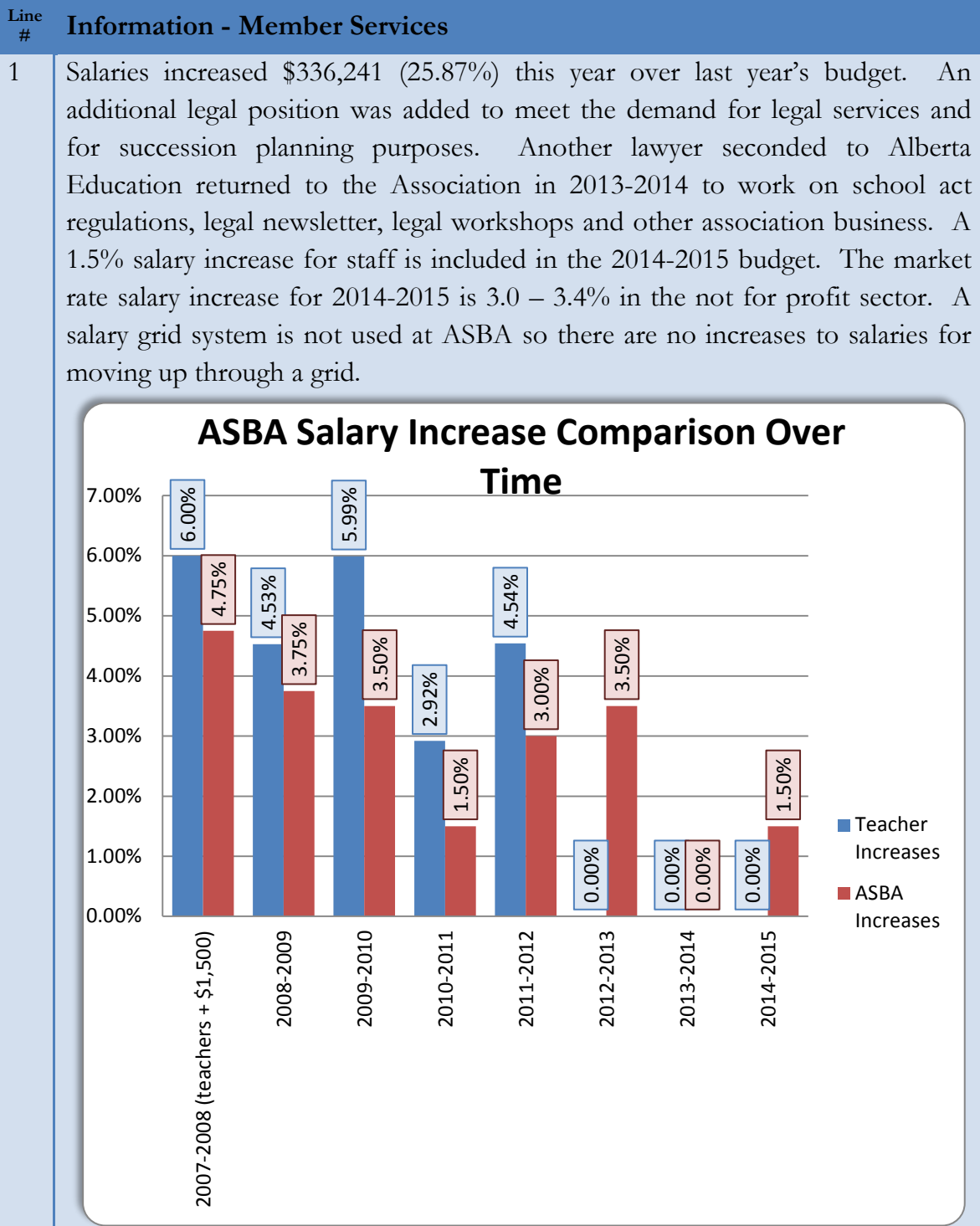
Fee for service revenue generated in 2012-2013: \$2,087,882 (77% of department costs)

-  Legal (FFS = \$1,046,500 – 4186 hrs)
-  Labour (FFS = \$481,800 – 2409 hrs)
-  Educational Services (FFS = \$554,400 – 2640 hrs)
-  Communications (FFS = \$5,000 – 25 hrs)

- Member Services also provides services to the Association for the benefit of all boards including:
- Executing Association policy/directives for action and reporting outcomes
- The development and implementation of strategic initiatives (based on strategic priorities set by the ASBA Board of Directors)
- Strategic plan reporting (tracking completion of strategic initiatives)
- Research on and analysis of educational issues and challenges (ie: collaborative practices in action, student assessment, student health and wellbeing, developing a framework for collaboration and shared governance, developing a framework for facilitation of caring, respectful and safe learning environments, early literacy/numeracy, high school completion, funding shortfalls in Alberta's public education system, Alberta's school building deficit, school fees and fundraising, trustee certification)
- Transformation of governance grant deliverables
- Policy process (PDAC)
- Presenting at workshops, issue forums and seminars
- Exploring new member services
- Legal education for educators and school trustees, legal newsletter
- Trustee development
- Development of a collective bargaining model in conjunction with school boards.

# Alberta School Boards Association Proposed Budget 2014-2015

Overall, the 2014-2015 budget for Member Services is \$542,346 (23%) higher than 2013-2014.



# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Member Services
	<p><u>Staffing levels - positions included in 2014-2015 budget (14.2 FTE):</u></p> <ul style="list-style-type: none"> <li>➤ 7 lawyers</li> <li>➤ 1 Director – Educational Services (contracted services)</li> <li>➤ 1 Negotiator and Human Resource Specialist</li> <li>➤ 1 Associate Executive Director/Negotiator and Human Resource Specialist</li> <li>➤ 1 policy and research analyst</li> <li>➤ 1.7fte legal secretaries</li> <li>➤ 1 administrative assistant</li> <li>➤ ~.5fte labour/educational administrative services (continued on a casual basis)</li> </ul> <p>ASBA will continue to use the services of the Edmonton law firm, Reynolds Mirth Richards &amp; Farmer LLP, to complement the services provided by our excellent legal team improving overall turn-around time on school board requests for legal services.</p>
2	<p>There is an increase in benefit costs of \$68,624 (26%) because of the addition of a legal position and the return of another lawyer from Alberta Education plus the 1.5% salary increase. The LAPP rates effective January 2014 are 11.39% up to the YMPE and 15.84% over the YMPE. These rates are projected to remain the same for 2015 as LAPP awaits the pension changes approved by the government. ASEBP 2014-2015 rates – 1<sup>st</sup> reading are used to project employee benefit costs. For CPP and EI projections, the maximum salary was increased by 3%. CPP and EI employer rates were not increased.</p>
3	<p>Casual labour costs remain the same for 2014-2015. These costs cover casual administrative support for labour and educational services. At this time, services are purchased on an as needed basis.</p>
4	<p>Insurance costs are for the purchase of an employed lawyer's liability policy. Insurance costs are increasing by \$5,113 (17%) because of the addition of two legal positions in the 2014-2015 budget.</p>
5	<p>Contracted services are used by the Association to meet the demand for educational and labour services and are contracted on an as needed basis. Contracted services are also used for:</p> <ul style="list-style-type: none"> <li>➤ completing strategic planning initiatives</li> <li>➤ conducting research</li> <li>➤ completing grant deliverables (i.e.: technology governance, collaborative practices in action, regional collaborative service delivery model,</li> </ul>

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Member Services
	<p>transformation of governance)</p> <ul style="list-style-type: none"> <li>➤ rural education symposium work</li> <li>➤ advocacy, committee and task force work.</li> </ul> <p>Contracted service expenses increased by \$90,551 over the 2013-2014 budget. This increase is to pay for the work required to complete the Transformation of Governance grant.</p> <p>Contracted service costs spanning several years are detailed:</p> <p style="padding-left: 40px;">2010-2011 actual = \$517,444  2011-2012 actual = \$680,417  2012-2013 actual = \$917,303  2013-2014 budget = \$475,046  2014-2015 budget = \$565,597</p> <p>Contracted service expenses incurred in the provision of educational and labour services or to complete grant deliverables are covered by fee for service revenue or grant revenue.</p>
6	<p>Travel costs are incurred when providing labour and educational services across the province. Travel costs are also incurred for work on governance, committees, task forces, strategic planning, general meetings, conferences, workshops and grant initiatives. To estimate travel costs, actuals from prior years were used plus 1% increasing travel costs by \$25,318. The mileage rate in 2014-2015 will remain at .53/km. The Association will continue to make use of the video conference capabilities to reduce travel costs wherever possible.</p>
7	<p>Meals and Accommodation costs are incurred for work on governance, committees, task forces, strategic planning, general meetings, conferences, workshops and grant initiatives. For accommodation it is expected that staff and contractors book the best available rate for single occupancy in a standard room. Meals are reimbursed, without receipts, at \$10.00/meal or with receipts. Alcoholic beverages are not reimbursed. These costs were decreased by \$3,462 (6%) in the 2014-2015 budget.</p>
8	<p>Conference costs are for staff attendance at work related conferences. These may include conferences such as CSBA, NSBA, COSA meetings (Council of School Attorneys), Canadian Educational Negotiators conference and legal seminars.</p>
9	<p>Staff development is available for administrative staff to learn or update skills that will help them carry out their duties. There are no changes for 2014-2015.</p>

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Member Services
10	Catering costs are projected to increase by \$1,000 to a total of \$3,000. Catering costs are incurred for labour, task force and committee meetings that run over lunch or are held in the evening. Prior year actuals were used for projections.
11	Membership costs in 2014-2015 increased by \$7,545. This is because of the addition of 2 lawyers. The Association pays for memberships to the Law Society of Alberta (7 lawyers), the Canadian Bar Association (7 lawyers), North American Association of Educational Negotiators, Canadian Education Association, Education Law Association and NSBA's COSA memberships.
12	Library and subscription costs were increased to reflect actual costs for purchasing legal and educational resources plus the addition of online licenses for legal resources which were purchased in 2013-2014. Actual costs for 2012-2013 were \$49,914. Subscription costs increased (\$8,415) to reflect actual costs from 2012-2013 plus a 3% increase for inflation and a 5% contractual increase for Quicklaw. Costs are also higher as additional licenses had to be purchased for the new lawyers. Subscription and library expenses include legal publications such as Quicklaw, Province of Alberta, Worldox (document management system), Carswell, LexisNexis, Education Law Infosource, Specialty Technical Adviser, CAPSLE, the Arnet Report, and other Educational resources
13	Insurance partnerships costs are incurred by ASBA to administer and govern the insurance and pension programs including the registered Supplemental Integrated Pension Plan (SiPP), the Alberta School Boards Insurance Exchange (ASBIE), the Alberta School Employee Benefit Plan (ASEBP) and the ASBA home and auto program. Direct costs remain at \$1,000 in the 2014-2015 budget. Costs are largely paid by the programs themselves so this is a small budget for items like additional travel, meeting rooms and catering.
14	Legal Action Costs – a small allocation for legal disbursement type of costs paid by ASBA.
15	Miscellaneous – small allocation for Educational, Legal and Labour services combined. This would contain items like thank you gift cards, business service costs at a hotel and criminal record checks.

# Alberta School Boards Association

## Proposed Budget 2014-2015

		2014/2015	2013/2014	2012/2013
		Budget	Budget	Actual
<b>Executive, Corporate and Communication Services</b>				
1	Total Salaries	\$ 905,945	\$ 893,314	\$ 948,609
2	Benefits	222,051	225,674	274,061
3	Casual Labour	6,178	6,178	4,764
4	Contracted Services	306,209	306,209	238,039
5	Newsletter	50,000	65,000	48,660
6	Publications Production	1,652	1,652	649
7	Travel	43,607	43,607	45,332
8	Meals & Accommodation	35,770	35,770	53,341
9	Conferences	10,500	10,000	5,075
10	Memberships	7,599	7,706	6,493
11	Promotional Materials	1,250	1,250	-
12	Bank & Interest Charges	5,680	5,680	5,076
13	Miscellaneous	11,632	11,519	12,038
14	Printing	500	500	-
15	Postage	4,700	4,700	2,449
16	Courier & Delivery	3,598	4,011	1,893
17	Telephone	49,157	50,954	57,723
18	Staff Development	3,500	3,500	-
19	Equipment Costs	21,059	20,458	19,101
20	Stationery Supplies	26,279	40,976	25,259
21	Subscriptions	10,743	10,743	10,480
22	Meeting Supplies/Catering	8,250	8,250	11,746
23	Election Materials	-	10,000	-
24	Staff Planning/Functions	17,410	17,410	10,536
25	Insurance	3,062	7,554	4,851
<b>Total Expenditures</b>		<b>\$ 1,756,331</b>	<b>\$ 1,792,615</b>	<b>\$ 1,786,175</b>

# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **Executive, Corporate and Communication Services**

Executive, Corporate and Communication Services include:

- › Executive Director responsibilities (See Strategic Plan, Governance Policies: Role of Executive Director)
- › Support for the President, Vice President and Board of Directors
- › Development and implementation of strategic initiatives (based on strategic priorities set by the Board of Directors)
- › Executing policies/directives for action and reporting outcomes
- › Government relations
- › Advocacy (Examples: developing appropriate advocacy responses to Education Regulation and policy proposals, First Nations, Métis and Inuit student success and well being, communicating the need for predictable, sustained and long term operational and capital funding that addresses the realities of school boards, new teacher bargaining model)
- › Tripartite/development of a teacher bargaining model with school boards
- › Relationships and partnerships
- › The communications function
- › The annual report
- › Legal newsletter
- › Legal conferences
- › ASBA website - see [www.asba.ab.ca](http://www.asba.ab.ca) - has up-to-date research and information
- › Trustee development (annual meetings, conferences, workshops, seminars)
- › General meeting preparation and administration
- › Policy advisory
- › Communications now
- › Issue monitoring and action
- › Key message development
- › Media relations
- › Public relations, community engagement
- › Communication services
- › Member surveys
- › Hot news
- › Increasing trustee awareness




# Alberta School Boards Association


## Proposed Budget 2014-2015


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### **Executive, Corporate and Communication Services continued:**

- › Exploring new member services
- › Development and communication of budget
- › Human resources, accounting and internal computer services
- › Administration relating to zone chair and board chair meetings
- › Administration relating to the strategic planning session
- › Matters relating to CSBA
- › Identifying, developing and managing cooperative insurance and pension programs to benefit school boards. Insurance, pension and benefit programs include ASBIE, the ASBA home and auto program, SiPP and ASEBP.

 The Alberta School Boards Insurance Exchange (ASBIE) – an insurance program tailored to meet the needs of school boards.

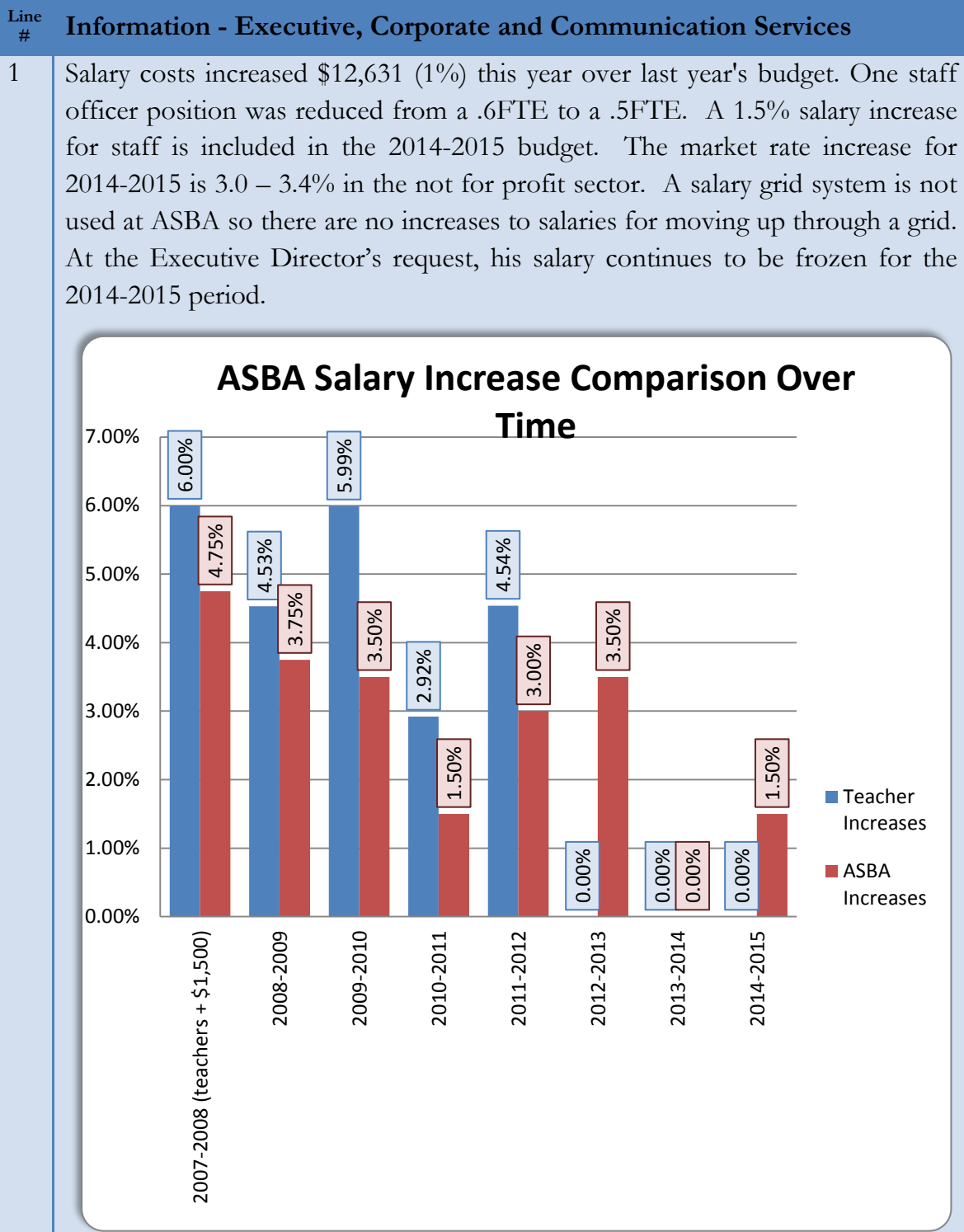
 The Registered Supplemental Integrated Pension Plan (SiPP) – a supplemental pension plan option for senior jurisdictional employees.

 The Alberta School Employee Benefit Plan (ASEBP) – an employee benefit program specifically designed to meet the health benefit needs of Alberta's education sector.

 The ASBA Home and Auto Program - through a partnership with TD Insurance Meloche Monnex, the ASBA offers trustees and school board staff a preferred rate on home and auto insurance.

# Alberta School Boards Association Proposed Budget 2014-2015

The 2014-2015 budget for these services has decreased by \$36,284 (2%).



# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Executive, Corporate and Communication Services
	<p>Positions included in the 2014-2015 budget (~8.5 FTE):</p> <ul style="list-style-type: none"> <li>➤ 2.5 Directors (Corporate Services (.50FTE), Finance and Administrative Services, Communications)</li> <li>➤ 1 Receptionist and Administrative Assistant</li> <li>➤ 1 Executive Administrative Assistant</li> <li>➤ 1.9285FTE Administrative Assistants</li> <li>➤ 1 Policy Coordinator/Administrative</li> <li>➤ 1 Executive Director</li> </ul> <p><b><u>Executive Director</u></b></p> <ul style="list-style-type: none"> <li>➤ Executive Director – 2014-2015 Salary = \$230,761.</li> </ul> <p><b><u>ASBA Compensation Policy – Executive Director</u></b></p> <p>“The ASBA Board believes the ASBA should have the ability to attract and retain an Executive Director with the background and relevant experience necessary to perform the duties associated with the expectations of the membership.</p> <p>Therefore the board believes the Executive Director should be fairly compensated according to the nonprofit sector. Fair compensation will be determined in the following manner:</p> <ol style="list-style-type: none"> <li>a) An independent consultant will be retained by the Board of Directors to provide comparators. This will be done at a minimum of every three years.</li> <li>b) There will be a minimum of 10 comparators to be determined by the board and/or a committee of the board.</li> <li>c) At market survey time the Executive Director compensation shall fall within the 50th-60th percentile of the comparators total cash compensation depending on relevant experience and performance.</li> <li>d) Annual compensation increases between market surveys will be a combination of a 3% annual increase based on satisfactory performance and the economic indicator of the Alberta Average Weekly Earning Index.”</li> </ol> <p><i>The Board recognizes that salary is determined through negotiations but will use this policy as the direction for the negotiations.</i></p>

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Executive, Corporate and Communication Services
2	<p>Benefits decreased by \$3,623 (2%) because we are paying reduced benefits and no pension benefits for the director position moved to a .5 FTE. Apart from this, benefit costs increased because of the 1.5% salary increase. The LAPP rates effective January 2014 are 11.39% up to the YMPE and 15.84% over the YMPE. These rates are projected to remain the same for 2015 as LAPP awaits the pension changes approved by the government. ASEBP 2014-2015 rates – 1<sup>st</sup> reading were used to project employee benefit costs. For CPP and EI projections, the maximum salary was increased by 3%. CPP and EI employer rates were not increased.</p> <p>Executive Director participation in the Registered SiPP (\$7,000), Non Registered SERP current and past service cost plus net actuarial loss on accrued benefit obligation (\$35,000).</p>
3	<p>Casual labour costs cover key positions (e.g. receptionist) for vacation/sick time and additional administrative help. There is no change from the 2013-2014 budget.</p>
4	<p>Contracted service costs include services for the executive director evaluation, staff compensation review, staff planning, community engagement, computer services, accounting and audit, website design and maintenance, research, photographers and communications. There is no change from the 2013-2014 budget.</p>
5	<p>The legal newsletter is written specifically for the education community and discusses timely legal news in plain language for educators. These costs have been reduced by \$15,000 to closer reflect the actual cost of producing this service.</p>
6	<p>The budget for publication's production includes external costs for report or brochure production. There is no change from the 2013-2014 budget.</p>
7	<p>Travel costs are incurred to travel to zone meetings, member board meetings, general meetings, conferences, events (i.e.: We Day), strategic planning, committee and task force meetings outside of the ASBA office, CSBA and NSBA. The mileage rate remains at .53/km (recommended rate published by the Canada Revenue Agency in January 2012). All travel will be reviewed in an effort to meet the 2014-2015 budget expectations. There is no change from the 2013-2014 budget.</p>

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Executive, Corporate and Communication Services
8	Meals and accommodation costs are incurred when travelling to zone meetings, member board meetings, general meetings, conferences, events, strategic planning, committee and task force meetings, outside of the ASBA office, CSBA and NSBA. For accommodation it is expected that staff and contractors will book the best available rate for single occupancy in a standard room. Meals are reimbursed, without receipts, at \$10.00/meal or with receipts. Alcoholic beverages are not reimbursed. There is no change from the 2013-2014 budget.
9	Conference costs are for staff attendance at work related conferences. For example CSBA, NSBA, Canadian Public Sector Pensions and Benefits, Rural Education Symposium. The Conference of Choice benefit for staff officers has been frozen for an additional year (savings = \$24,000).
10	Memberships include Edmonton Chamber of Commerce, Canadian Education Association, AAMD&C, Alberta Chamber of Commerce, Royal Glenora (for hosting work events), CMA-CPA. There is a slight decrease (\$107) in membership costs in 2014-2015 as the CMA-CPA annual fee decreased in 2014.
11	The promotional material budget line is for purchasing ASBA items for promotion like pins, pens, note pads and memory sticks. There is no change from the 2013-2014 budget.
12	Bank and interest charges include bank and payroll fees. There is no change from the 2013-2014 budget.
13	Miscellaneous expense is a combined cost from four departments (Communications, Finance, Executive Office and Corporate Services). These costs have been increased slightly (\$113 or 1%) using 2013-2014 budget. Examples of costs included in miscellaneous expenses are: sponsorships (CAREERS: The Next Generation, Ever Active Schools, Support for the Alberta Excellence in Teaching Awards Program), dish soap, carpet cleaning, replacement of glasses and dishes, small donations, thank you gift cards, thank you gifts, etc.
14	There is a small allocation for any outside printing required for reports or materials. There is no change from the 2013-2014 budget.
15	Postage includes regular postage, mail outs, annual cost of scale and postage machine. Postage rates are increasing to \$.85-\$1.00/stamp in 2015. There is no change from the 2013-2014 budget.
16	These are the costs for courier services within Edmonton and Alberta. These costs have been reduced by 10% or \$413.

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Executive, Corporate and Communication Services
17	Includes the cost of office phones, mobile phones, fax, long distance, data plans, AXIA (for video conferencing), Shaw (internet connection), Telus (Internet connection). Cell phone contracts were renewed on a sharing plan for 2013-2014 so costs are expected to decrease from 2012-2013. For projections, used actuals from Feb 2013 to Jan 2014 plus 1% and latest figures for cell phone usage. Costs were reduced by \$1,798 or 4%.
18	Staff development is available for administrative staff to learn or update skills that will help them carry out their duties. There are no changes for 2014-2015.
19	Equipment costs are annual costs for in-house photocopiers, fax machines, printers, phone system repairs, network repairs. These have been projected using actual costs from 2013-2014 and have been increased by \$600.
20	The budget for stationery supplies covers costs like paper, pens, pencils, paperclips, binders, file folders, etc. These costs have been reduced by \$14,697 or 36% to closer reflect actual costs from prior years.
21	Subscription costs include Yellow Pages, First Reference, Washington State School Directors' Association (communication materials), Prairie Media, The Armet Report, MSL Publishing, newspapers, not for profit accounting standards. There are no changes from the 2013-2014 budget.
22	Meeting supplies and catering costs are being held to 2013-2014 levels. These are meeting type costs for communications, finance, executive office and corporate services.
23	The \$10,000 for election costs has been removed in 2014-2015 as these costs are incurred during election years only.
24	Staff planning and function costs relate to the staff planning/staff meetings/other staff related office costs. There are no changes from the 2013-2014 budget.
25	Insurance costs were reduced by \$4,491 only because the cost of the officers and directors insurance policy was reclassified to governance. The insurance cost is for property and general liability insurance coverage and is purchased through ASBIE.

Association staff continue to look for efficiencies to reduce office type costs.

# Alberta School Boards Association

## Proposed Budget 2014-2015

		2014/2015 Budget	2013/2014 Budget	2012/2013 Actual
<b>Governance</b>				
1	CPP Costs	\$ 8,000	\$ 8,000	\$ 5,204
2	Per Diem	89,655	89,655	80,880
3	Honoraria - Vice President	10,350	10,350	10,350
4	Contracted Services	18,000	29,000	17,612
5	Insurance	6,625	1,795	4,329
6	Travel	73,398	75,898	73,146
7	Meals & Accommodation	37,951	40,451	46,148
8	Conferences (Registration costs)	20,000	20,000	21,594
9	Conference of Choice (Registration costs)	-	-	5,613
10	Equipment Rental	2,500	2,500	1,762
11	CSBA/NSBA Membership	56,548	57,259	52,640
12	Catering	17,000	20,000	31,263
13	Meeting Rooms	1,250	1,250	-
14	Telecommunications	-	-	58
15	Office Supplies	-	-	232
16	Miscellaneous	1,000	1,000	672
<b>Total Expenditures</b>		<b>\$ 342,277</b>	<b>\$ 357,158</b>	<b>\$ 351,503</b>
<b>President</b>				
2	Per Diem	\$ 25,132	\$ 25,132	\$ 25,486
3	Honoraria	20,700	20,700	20,700
6	Travel	20,624	20,624	26,710
7	Meals & Accommodation	17,827	17,827	17,038
14	Telecommunications	20	250	16
16	Miscellaneous	300	300	320
8	Conferences	6,000	6,000	3,817
<b>Total Expenditures</b>		<b>\$ 90,603</b>	<b>\$ 90,833</b>	<b>\$ 94,087</b>
<b>Total Expenditures - Governance</b>		<b>\$ 432,880</b>	<b>\$ 447,991</b>	<b>\$ 445,590</b>

### Governance

Governance includes Board of Director's meetings, executive and policy committee meetings, strategic planning and the Executive Director's compensation and evaluation. Governance also includes compensation for representation on internal task forces or external committees and attendance at zone and board chair meetings. These costs are included in per diems.

# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **Governance activities include:**

- Strategic planning – leadership in the development and promotion of strategic priorities
- Policy process (PDAC)
- Advocacy – Examples include developing appropriate advocacy responses to education regulations and policy proposals, First Nations, Métis and Inuit student success and well being, teacher bargaining and communicating the need for predictable, sustained and long term operational and capital funding that addresses the realities of school boards.
- Board roles and task forces (transformation of school board governance, strengthening the provincial voice of school boards, 2<sup>nd</sup> language learning, budget, policy (PDAC), political advocacy, school board funding task force, executive director compensation and evaluation, fiscal accountability, ASEBP, school board to school board relationships, wrap around services task force, First Nations, Métis and Inuit partnership, school board-municipal government relationships and partnerships, education trends, community engagement and student health and wellbeing initiative).
- Board chair/zone meetings/CSBA
- Committee representation (e.g. Curriculum Policy Advisory Committee (CPAC), curriculum policy working groups, various Regional Learning Consortiums, children and poverty, high school flexibility pilot project, diploma exams, workforce planning advisory, Society for Safe and Caring Schools and Communities, and PASI, etc.)
- Communication (media/public/member) – President
- Organizational environment (e.g. political advocacy and governance)
- Relationships
- Election
- Community engagement and trustee awareness
- Budget



# Alberta School Boards Association

## Proposed Budget 2014-2015

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### **Governance continued:**

#### **The ASBA Board of Directors:**

- The ASBA Board is made up of six Zone Directors (1, 2/3, 2/3, 4, 5, 6) and four Metro Directors (Edmonton Public, Edmonton Catholic, Calgary Public, Calgary Catholic) and a President and Vice President (elected every 24 months by member boards at a general meeting).

Costs in governance are \$15,111 (3.4%) lower than in the 2013-2014 budget.

Line #	Information - Governance and President
1	The budget for CPP costs is the employer portion of the CPP contributions deducted from per diems paid to trustees for association work. There is no change from the 2013-2014 budget.
2	The per diem rate will remain at \$166 (daily rate paid to attend ASBA board meetings, task force meetings, some committee meetings, strategic planning and conferences). The Board of Directors will continue to meet 7 times per year increasing the length of these meetings to accommodate all the association business. The Board of Directors will also continue with a one day meeting in August 2014 to complete the Executive Director and Board evaluations. This budget line also includes payments to any trustee participating in committee or task force work for ASBA. All activities will be reviewed to ensure costs meet budget expectations. The Board recognized that per diem levels may lag behind other organizations and will eventually need to be increased but they did not want to recommend any increases for this year. There is no change in total per diems from the 2013-2014 budget.
3	<p>Honorariums:</p> <ul style="list-style-type: none"> <li>➤ President - \$20,700 (no change) – last increase was 2009-2010</li> <li>➤ Vice President - \$10,350 (no change) – last increase was 2009-2010</li> </ul> <p>A survey was conducted in 2014 and the honorariums paid to the President and Vice President remain competitive.</p>
4	Contracted service costs have been reduced by \$11,000 (38%). Contracted service costs are incurred for strategic planning, board evaluation, task force and committee support, on-line membership survey.

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Governance and President
5	Insurance costs include a directors and officers liability policy and a group accident insurance policy for board of director members working on association business. The directors and officers policy was reclassified from another department so this is not an increase in insurance costs. Insurance costs were increased 1.5% over 2014 actuals.
6	Travel costs were reduced by \$2,500 (3%). Travel type costs are incurred for transportation to/from board meetings, zone meetings, task force and committee meetings, strategic planning, conferences and other association events. The mileage rate will remain at \$0.53/km (recommended rate published by the Canada Revenue Agency in January 2012). The board will continue to meet 7 times per year plus an additional one day meeting in August to conduct the executive director and board evaluations. The strategic planning session in January 2015 will be held at the ASBA office reducing travel costs for directors living in or near Edmonton. There will be a review of all activities that generate travel costs in an effort to meet 2014-2015 budget expectations. Video and telephone conferencing will be used whenever possible.
7	Meals and accommodation costs were reduced by \$2,500 (6%). Meal and accommodation expenses are incurred when attending board meetings, zone meetings, task force and committee meetings, conferences and other association events. For accommodation it is expected that board of director members and trustees will book the best available rate for single occupancy in a standard room. Meals are reimbursed, without receipts, at \$10.00/meal or with receipts. Alcoholic beverages are not reimbursed. The strategic planning session in January 2015 will be held at the ASBA office reducing accommodation costs for directors living in or near Edmonton.
8	Conference costs are dollars set aside for half the board of director members to attend either CSBA or NSBA and remain in the budget at 2013-2014 levels. The president and vice president both attend CSBA and NSBA. The president also attends other association conferences and NSBA leadership events.
9	The conference of choice benefit continues to be suspended for the 2014-2015 year in an effort to reduce costs. Conference of choice is made available to those directors who are not eligible to attend the CSBA or NSBA conference in 2014-2015 and when available is set at \$2,000 per person including conference, travel and per diem costs. Suspending the conference of choice benefit saves \$10,000.

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Governance and President
10	Equipment rental costs are for board meeting support outside of the ASBA office. This is the cost of projectors, screens and other equipment needed for various meetings held at hotels.
11	<p>NSBA membership fee - \$26,525</p> <p><u>Benefits of NSBA:</u></p> <ul style="list-style-type: none"> <li>➤ Access to NSBA staff experts on educational, advocacy, legal and association management issues</li> <li>➤ Staff participation in all NSBA activities. Fees are waived for staff for the annual conference, council of urban boards of education and technology leadership network site visits.</li> <li>➤ Full access to the NSBA's Library and Information Services, including sample governance policies and the NSBA's policy framework.</li> <li>➤ Access to NSBA's survey services</li> <li>➤ International Partnership Program staff participation in all NSBA work-alike groups</li> <li>➤ 50% discounts on most NSBA publications</li> <li>➤ No-cost access to NSBA's electronic newsletter for state associations, including the right to customize these and co-brand them for distribution to individual members.</li> <li>➤ Up to 10 copies of each issue of the American School Board Journal and other print periodicals.</li> <li>➤ Participation for International Partnership staff in NSBA webinars.</li> <li>➤ Access to partnership opportunities in entrepreneurial programs from NSBA and State Associations.</li> <li>➤ Participation in Regional meetings of the International Partnership participant's choice.</li> <li>➤ Participation in online discussion groups for executive director and association staff.</li> <li>➤ Other benefits as requested by the International Partnership Program and agreed to by NSBA staff.</li> </ul>

# Alberta School Boards Association

## Proposed Budget 2014-2015

Line #	Information – Governance and President
	<p>CSBA membership fee = \$30,734</p> <p>The mission of CSBA is:</p> <ul style="list-style-type: none"> <li>➤ To support the development of strong member school board associations, facilitate their addressing issues of common interest, and to strengthen public education across Canada;</li> <li>➤ To promote the value of democratically elected local school boards;</li> <li>➤ To strongly advocate the collective interests of the provincial associations of school boards to the federal government and other national organizations on issues of common interest or within federal jurisdiction;</li> <li>➤ To support and inform commissioners/trustees across Canada.</li> </ul>
12	Catering costs were reduced by \$3,000. The strategic planning session in January 2015 will be held at the ASBA office with food catered in which will reduce catering costs for this event. Catering dollars are allocated for meals during Board of Director's meetings and ASBA task force and committee meetings (only if they run through lunch and/or supper).
13	Meeting room costs include charges for renting meeting space at hotels. There is no change from the 2013-2014 budget.
14	There is a small allocation for long distance and telephone fees for the President in the event a call needs to be made from a hotel phone.
15	No allocation in the 2014-2015 budget.
16	Miscellaneous is a small allocation of dollars for thank you gifts, thank you cards, flowers, donations.

# Alberta School Boards Association

## Proposed Budget 2014-2015

		2014/2015	2013/2014	2012/2013
		Budget	Budget	Actual
<b>Rental/Office Costs</b>				
1	Office Rent	\$ 662,641	\$ 634,907	\$ 584,053
2	Rental Recovery	(112,110)	(109,035)	(63,839)
<b>Total Expenditures</b>		<b>\$ 550,531</b>	<b>\$ 525,871</b>	<b>\$ 520,214</b>

Line #	Information – Rental/Office Costs
1	<p>The building budget is \$24,660 higher than 2013-2014. The projected rate for operating and property taxes in 2014-2015 is \$16.00 per square foot (increased 3% from 2014 actuals). The monthly lease rate increases April 2015 to \$22 per square foot.</p> <p><u>Lease Details:</u></p> <ul style="list-style-type: none"> <li>➤ Square footage leased - 15,759</li> <li>➤ Per square foot rental rate (rates are at the lower end of market rates for Edmonton and area): <ul style="list-style-type: none"> <li>➤ From April 2010 to April 2015 - \$20 per square foot</li> <li>➤ From April 2015 to April 2020 - \$22 per square foot</li> </ul> </li> <li>➤ Estimated operating costs/property taxes per square foot - \$16.00 per square foot (up 3.0%)</li> <li>➤ Storage - \$156.25 per month</li> </ul>
2	<p>The rental recovery represents space leased to our educational partners at cost allowing us to recover a portion of our annual lease costs.</p>

# Alberta School Boards Association

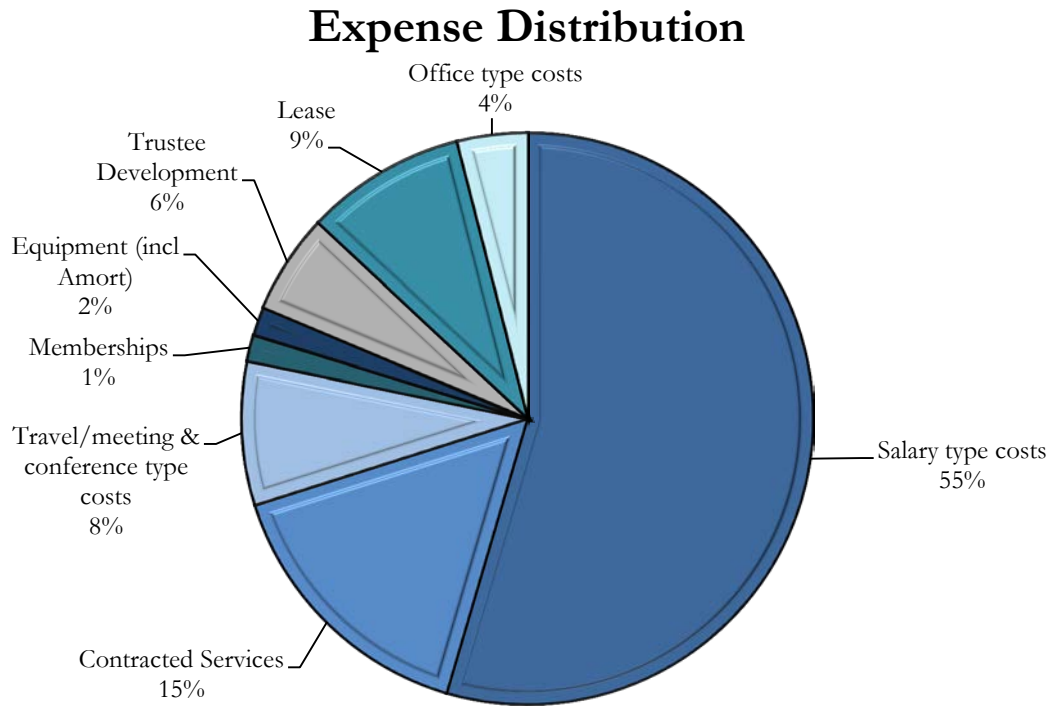
## Proposed Budget 2014-2015

		2014/2015	2013/2014	2012/2013
		Budget	Budget	Actual
<b>General Meeting and Function Costs</b>				
1	Fall General Meeting	\$ 195,585	\$ 169,991	\$ 178,467
1	Spring General Meeting	116,020	129,788	99,330
1	Trustee Development	31,900	88,150	317,802
<b>Total Expenditures</b>		<b>\$ 343,505</b>	<b>\$ 387,929</b>	<b>\$ 595,599</b>

Line #	Information – General Meeting and Function Costs
1	<p>Expenses are reduced in the 2014-2015 budget (\$44,424) because there is no trustee orientation workshop in non-election years. The cost to register for the Fall/Spring conferences will go up \$50 and \$25/per person, respectively. Functions included in the budget are FGM, SGM and two legal workshops.</p> <p>The budget for general meeting and function costs includes:</p> <ul style="list-style-type: none"> <li>➤ Keynote speakers</li> <li>➤ Contracted services (brochure development, facilitators, parliamentarian)</li> <li>➤ Room rental</li> <li>➤ Equipment rental</li> <li>➤ Catering costs (meals, coffee breaks, refreshments)</li> <li>➤ External program costs</li> <li>➤ External printing costs</li> <li>➤ Travel, meals and accommodations for speakers and facilitators</li> <li>➤ Honorariums</li> </ul>
Note	<p>There are a number of internal costs which are not allocated to self-supporting functions in the budget but are contained elsewhere in the budget including internal staff resources. Association staff are responsible for event planning which involves arranging the venue, meals, speakers, facilitators, bands, special events, travel arrangements, materials, trustee packages, brochures, nametags, awards, registrations, surveys, invoicing and payment processing. The cost of photocopying and supplies are also included elsewhere in the budget. Lastly, regularly we rely on the immense skills and talents of our internal staff resources and ask them to prepare and present sessions at conferences and workshops (legal, educational services, communications).</p>

# Alberta School Boards Association Proposed Budget 2014-2015

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# Alberta School Boards Association

## Proposed Membership Fees

September 1, 2014 to August 31, 2015

Zone	Jurisdiction	Total Students*	Proposed Membership Fees
23	Aspen View Regional Division #19	2,961	\$26,455
4	Battle River Regional Division #31	6,254	\$44,008
23	Black Gold Regional Division #18	9,603	\$60,078
23	Buffalo Trail PS Regional Division #28	4,267	\$34,468
5	Calgary RCSSD #1	50,825	\$154,849
5	Calgary Board of Education	110,185	\$240,325
5	Canadian Rockies R.D. #12	2,175	\$21,365
4	Chinook's Edge School Division #73	10,767	\$65,665
5	Christ the Redeemer Catholic S.R.D. #3	9,389	\$59,048
4	Clearview School Division #71	2,450	\$23,143
23	East Central Alberta CSSRD #16	2,347	\$22,473
23	East Central Francophone Ed. Region #3	696	\$11,739
23	Edmonton Catholic Separate School District #7	37,316	\$126,266
23	Edmonton School District #7	86,945	\$206,860
23	Elk Island Catholic Separate RD #41	5,911	\$42,359
23	Elk Island Public Schools R.D. #14	16,591	\$81,497
23	Evergreen CSRD #2	3,709	\$31,300
5	Foothills School Division #38	7,740	\$51,136
23	Fort McMurray RCSSD #32	5,518	\$40,473
23	Fort McMurray Public School District #2833	5,501	\$40,394
1	Fort Vermilion School Division #52	3,293	\$28,608
5	Golden Hills School Division #75	6,462	\$45,002
1	Grande Prairie RCSSD #28	4,327	\$34,756
1	Grande Prairie Public School District #2357	7,804	\$51,445
23	Grande Yellowhead Public School Division #77	4,861	\$37,319
6	Grasslands Regional Division #6	3,647	\$30,897
23	Greater N. Central Francophone Ed. Region #2	2,884	\$25,958
23	Greater St. Albert RCSSD #734	5,998	\$42,777
1	High Prairie School Division #48	3,109	\$27,413
1	Holy Family Catholic Regional Division #37	2,165	\$21,300
6	Holy Spirit RCSR #4	4,622	\$36,175
6	Horizon School Division #67	3,587	\$30,508
23	Lakeland RCSSD #150	1,992	\$20,177
6	Lethbridge School District #51	9,308	\$58,660
23	Living Waters CRD #42	1,856	\$19,291



# Alberta School Boards Association

## Proposed Membership Fees

September 1, 2014 to August 31, 2015

Zone	Jurisdiction	Total Students*	Proposed Membership Fees
6	Livingstone Range School Division #68	3,589	\$30,523
23	Lloydminster Public S.D. #99	2,350	\$22,495
23	Lloydminster RCSSD #89	1,469	\$16,786
6	Medicine Hat CSRD #20	2,624	\$24,273
6	Medicine Hat School District #76	7,051	\$47,831
23	Northern Gateway Regional Division #10	4,982	\$37,903
23	Northern Lights School Division #69	6,037	\$42,964
1	Northland School Division #61	2,715	\$24,864
1	Northwest Francophone Ed. Region #1	473	\$10,133
6	Palliser Regional Division #26	7,463	\$49,804
23	Parkland School Division #70	10,104	\$62,483
1	Peace River School Division #10	3,078	\$27,211
1	Peace Wapiti School Division #76	5,624	\$40,984
23	Pembina Hills Regional Division #7	6,631	\$45,815
5	Prairie Land Regional Division #25	1,431	\$16,541
6	Prairie Rose School Division #8	3,428	\$29,479
4	Red Deer Catholic Regional Division #39	8,458	\$54,585
4	Red Deer Public Schools	10,340	\$63,613
5	Rocky View School Division #41	19,392	\$87,545
5	Southern Francophone Education Region # 4	2,751	\$25,094
23	St. Albert Public School District #5565	7,202	\$48,551
23	St. Paul Education Regional Division #1	4,122	\$33,770
23	St. Thomas Aquinas RCSR #38	3,388	\$29,220
23	Sturgeon School Division #24	4,848	\$37,255
6	Westwind School Division #74	4,327	\$34,756
4	Wetaskiwin Regional Division #11	3,928	\$32,719
4	Wild Rose School Division #66	5,103	\$38,479
4	Wolf Creek School Division #72	7,242	\$48,746
23	Yellowknife Education District #1	1,767	\$18,715
23	Yellowknife Catholic Schools	1,344	\$15,979
	Totals	600,326	\$2,993,302

\*Note: Student totals were compiled from a report on Student Population for the 2013-2014 school year provided by Alberta Education. Student registration information is as of September 2013. These will be updated in 2014-2015 with the most current available information as per bylaw #13.

# ASBA Budget: Frequently Asked Questions

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**Question:** What factors are considered when setting the budget?

**Answer:** There are a number of factors taken into consideration when preparing the budget for the association:

- ◆ Strategic priorities identified in the strategic plan. What can we accomplish with the resources (dollars, people) we have? Is there anything critically important that we need to fund that will add additional dollars to the budget?
- ◆ Work on association policy
- ◆ The budget is balanced
- ◆ Budget assumptions approved by Board
- ◆ Reasonable increases in membership and other fees
- ◆ Sustaining a level of service previously approved by the membership
- ◆ Sustaining an active involvement in committee and task force work (i.e.: School Board Governance, transformation, Inclusive Education Environments, responding to the Education Act, community engagement, high school completion, transportation, infrastructure, First Nations, Métis and Inuit partnership, second language learning, early learning, Safe and Caring Schools, student health and wellness, school board funding, education trends, wrap around services, municipal government partnerships)
- ◆ Trustee development for the year

## How is ASBA governed? Who sets ASBA policy?

School boards set the policies that guide the work of the association and the ASBA Board of Directors in its decision-making. Generally, school boards make decisions about association policy at the Fall General Meeting. Policy may also be discussed at the Spring General Meeting. The association's governance handbook is posted on the ASBA website at

<http://www.asba.ab.ca/policies/policies-bylaws.asp>

Because general meetings occur only twice a year, school boards have authorized the ASBA Board of Directors to direct the business and affairs of the association with the exception of the following decisions, which rests exclusively with school boards attending a general meeting:

- ◆ Electing the president and vice-president
- ◆ Setting the association's annual budget
- ◆ Assessing membership fees
- ◆ Amending bylaws and requesting amendments to the constitution
- ◆ Setting policies

Between general meetings, the ASBA Board of Directors may adopt interim policy positions; however these are subject to ratification by school boards at the next general meeting.

## ASBA Budget: Frequently Asked Questions

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- ◆ Current expense levels for items like our lease, insurance, memberships, subscriptions, telecommunications, etc.
- ◆ Appropriate compensation levels and working conditions for staff
- ◆ Appropriate compensation levels for trustees serving on the ASBA Board of Directors, committees and task forces
- ◆ Appropriate expense reimbursement for trustees and staff working on association business (i.e.: setting of mileage rate)

---

**Question:** What is the status of the Association's reserves?

**Answer:** The association reserves are reported annually in the audited financial statements which are posted on the ASBA website. Interest income earned on association reserves is used to balance the annual budget and reduces fees to members. Last year, association reserves earned \$57,025 in interest.

Reserves at August 31, 2013 totaled \$3,583,028.

This is comprised of two reserve funds set up by the Board of Directors:

- ◆ The building reserve fund (\$600,000). This fund is being used, on an as-needed basis, to address the increase in rental costs to the association from the increase in rates. It is being used to balance the 2013-2014 and 2014-2015 budget. The current board does not wish to deplete this fund completely but would like to leave a fund for future boards when the new lease expires so that there are options available at that time.
- ◆ The capital asset replacement reserve fund (\$648,345). This reserve is replenished each year by the

### Who governs the ASBA?

A 12-member board of directors governs the association, made up of:

- ◆ President – elected by the entire membership (one vote per full member board in attendance)
- ◆ Vice-President – elected by the entire membership (one vote per full member board in attendance)
- ◆ Six zone directors – elected by the Zone
- ◆ Four metro board representatives – elected by each metro board (Calgary Catholic, Calgary Public, Edmonton Catholic, Edmonton Public)
- ◆ The President, the Vice-President, the Zone directors and the Metro directors are elected for two-year terms and are eligible for re-election for one successive term of two years.

# ASBA Budget: Frequently Asked Questions

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amortization expense (the annual expense from depreciating assets) in an effort to always have the available funds to replace those assets when they are fully amortized (used up). The fund is used to purchase capital assets like phone systems, computer equipment, computer software, network equipment, projectors, video conferencing equipment, printers, photocopiers, furniture or leasehold improvements.

and, the capital fund (\$159,587) and operating fund (\$2,175,096). The capital fund is not a cash reserve but the net book value of our capital assets.

The operating fund currently has approximately 4 months of operating expenses. The operating fund is used to sustain cash flow until we receive membership fees in late October, early November; for fee for service costs until we collect receivables; to pay for conference costs before we receive registration fees; as a contingency fund in case there is an event which requires a cash outflow like the tripartite negotiations, board chair meetings or the arbitrated settlement; and as a wind down fund in the event it is necessary.

---

**Question:** Do we make a profit on events?

**Answer:** Association policy is that all events must make a profit. Association events are expected to produce revenue that is in turn used for other association initiatives. However, when we account for the allocation of internal resources (i.e.: staff time) we break even or have a small surplus on association events. In the budget, direct expenses are allocated to functions like the cost of catering and contracted services (facilitator and speaker costs). There are a number of internal costs which are not allocated to self-supporting functions in the budget but are contained elsewhere in the budget including internal staff resources. Association staff are responsible for event planning

## What services are available through the ASBA?

Through the ASBA, school boards may...

1. Hire, on a fee for service basis, ASBA lawyers, labour relations, educational and communication consultants for help with complex local issues.

2013-2014 fee for service rates:  
Communications \$200/hr  
Education Services \$210/hr  
Labour Services \$200/hr  
Legal Services \$250/hr

2. Join employee benefit, insurance and pension plans developed to respond to the unique needs of an educational setting

The Alberta School Employee Benefit Plan

The Alberta School Boards' Insurance Exchange

The Supplemental integrated Pension Plan

3. Receive specialized research and information to help them do their work locally
4. Learn from and network with school trustees
5. Access various trustee development opportunities
6. Subscribe to the school law newsletter – a newsletter written for the education community and discusses timely legal news in plain language for educators.

## ASBA Budget: Frequently Asked Questions

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which involves arranging a venue, meals, speakers, facilitators, bands, special events, travel arrangements, materials, trustee packages, brochures, nametags, awards, registrations, surveys, invoicing and payment processing. The cost of photocopying and supplies are also included elsewhere in the budget. Lastly, regularly we rely on the immense skills and talents of our internal staff resources and ask them to prepare and present sessions at our conferences and workshops (legal, educational services, communications).

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**Question:** When does our current lease expire, what is the current lease rate and what are current market rates?

**Answer:** The current lease expires in April 2020. Following a thorough review of the available rental and building options and costs, the Board of Directors voted to renew the lease in April 2010 at the current location for ten years at \$20 per square foot for the first five years and \$22 per square foot for the last five years. The negotiated rates are at the lower end of market rates for Edmonton and area. Current operating and property costs are an additional \$15.53 per square foot.

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**Question:** When calculating membership fees, where do the student enrolment numbers come from?

**Answer:** Alberta Education releases a report each year on Student Population by Grade, School and Authority – <http://education.alberta.ca/departments/stats/students.aspx>

In the membership fee calculation, student enrolments are taken from the most current report.

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### What about the financial health of the Association?

On December 13th, **Douglas Kroetsch**, a partner with Collins Barrow Edmonton LLP, presented the ASBA's 2012-2013 audited financial statements to the ASBA Board of Directors. Collins Barrow gave the ASBA a clean audit report. Kroetsch told the board that the ASBA is in a healthy position – it is carrying no debt and ended the year with an overall surplus of \$197,663. This is made up of an operating surplus of \$258,975 (operating revenues totaled \$5.5 million and operating expenditures totaled \$5.25 million); a deficit from self-supporting functions of \$61,780 and a surplus from other revenue and expenses of \$468. The association's assets, liabilities and fund balances totaled \$4.973 million. The ASBA audited financial statements are available at [www.asba.ab.ca](http://www.asba.ab.ca).

### SGM 2014 – June 2-3

*Sheraton Red Deer*

*Trusted to Lead*: SGM 2014

Lea Brovedani, author of *Trusted: A Leader's Lesson*, is our keynote speaker for the spring conference, focused on building trust. Choose from nine sessions including one for board chairs and aspiring board chairs. Vote on the ASBA budget. Hear from the deputy minister. Get the lay of the political land from Paul McLoughlin and Janet Brown. And more.

# ASBA Budget: Frequently Asked Questions

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**Question:** How does the membership get input into the budget?

**Answer:** Each year in November school boards are asked for their input into the ASBA strategic plan. In January, the Board of Directors has their strategic planning session and this input becomes a part of the strategic planning process for the association. Resources in the budget are then allocated to the initiatives included in the strategic plan.

Resources are also directed to carrying out association policy – the work done by the membership at general meetings.

At the Spring General Meeting, the membership approves the overall association budget and the membership fee increase for the year.

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**Question:** Who approves the draft budget that is presented to the membership at the Spring General Meeting?

**Answer:** The ASBA Board of Directors approves budget assumptions in January. From these, the ASBA administration prepares a draft budget with various options. This is presented to the Board of Directors for their consideration in March. The Board of Directors reviews the draft budget, discusses and approves various scenarios, and lastly approves a draft budget they believe would be acceptable to the membership.

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**Question:** When is the budget distributed to the members?

**Answer:** The draft budget is sent out 60 days prior to the Spring General Meeting in the *Budget and Bylaws Bulletin*. Also, budget presentations are made to each of the Zones prior to the Spring General Meeting.

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## Get the community involved in public education

Enhancing school boards' connections with their local communities is a strategic focus for the ASBA. Resources are available on the ASBA website at [http://www.asba.ab.ca/files/pdf/comm\\_engage\\_report12.pdf](http://www.asba.ab.ca/files/pdf/comm_engage_report12.pdf)

## Policy advisories

The ASBA prepares policy advisories on issues for members to use as guidelines as they develop or revise existing policies. These advisories are not policies in themselves, but rather include points that boards may wish to consider in drafting policies to fit their own particular circumstances. On the ASBA website are policy advisories for Anaphylaxis, School fees and fundraising at <http://www.asba.ab.ca/services/developing-policy.asp>

**Research** - The ASBA conducts quantitative and qualitative research about emerging issues in education and topics of interest to school boards. Research reports are on the ASBA website at: <http://www.asba.ab.ca/perspectives/research-papers.asp>

## Get a preferred rate on home and auto insurance

Through a partnership with TD Meloche Monnex, the ASBA is offering trustees and school board staff a preferred rate on home and auto insurance. To get a free quote call 1.866.366.6668 or visit the ASBA website at: <http://www.asba.ab.ca/services/insurance.asp#home>

# Appendix A: Current Membership Fees and Student Enrollment

September 1, 2013 to August 31, 2014

Zone	Jurisdiction	Total Students*	Membership Fees
23	Aspen View Public School Division No. 78	2,961	\$26,455
4	Battle River Regional Division #31	6,254	\$44,008
23	Black Gold Regional Division #18	9,603	\$60,078
23	Buffalo Trail PS Regional Division #28	4,267	\$34,468
5	Calgary RCSSD #1	50,825	\$154,849
5	Calgary Board of Education	110,185	\$240,325
5	Canadian Rockies R. D. #12	2,175	\$21,365
4	Chinook's Edge School Division #73	10,767	\$65,665
5	Christ the Redeemer Catholic S.R.D. #3	9,389	\$59,048
4	Clearview School Division #71	2,450	\$23,143
23	East Central Alberta CSSRD #16	2,347	\$22,473
23	E. Central Francophone Ed. Region #3	696	\$11,739
23	Edmonton Catholic Separate School District #7	37,316	\$126,266
23	Edmonton School District #7	86,945	\$206,860
23	Elk Island Catholic Separate RD #41	5,911	\$42,359
23	Elk Island Public Schools R. D. #14	16,591	\$81,497
23	Evergreen CSRD #2	3,709	\$31,300
5	Foothills School Division #38	7,740	\$51,136
23	Fort McMurray RCSSD #32	5,518	\$40,473
23	Fort McMurray Public School District #2833	5,501	\$40,394
1	Fort Vermilion School Division #52	3,293	\$28,608
5	Golden Hills School Division #75	6,462	\$45,002
1	Grande Prairie RCSSD #28	4,327	\$34,756
1	Grande Prairie Public School District #2357	7,804	\$51,445
23	Grande Yellowhead Public School Division #77	4,861	\$37,319
6	Grasslands Regional Division #6	3,647	\$30,897
23	Greater N. Central Francophone Ed. Region #2	2,884	\$25,958
23	Greater St. Albert RCSSD	5,998	\$42,777
1	High Prairie School Division #48	3,109	\$27,413
1	Holy Family Catholic Regional Division #37	2,165	\$21,300
6	Holy Spirit RCSR #4	4,622	\$36,175
6	Horizon School Division #67	3,587	\$30,508
23	Lakeland RCSSD #150	1,992	\$20,177
6	Lethbridge School District #51	9,308	\$58,660
23	Living Waters CRD #42	1,856	\$19,291



# Appendix A: Current Membership Fees and Student Enrollment

September 1, 2013 to August 31, 2014

Zone	Jurisdiction	Total Students*	Membership Fees
6	Livingstone Range School Div. #68	3,589	\$30,523
23	Lloydminster Public S. D. #99	2,350	\$22,495
23	Lloydminster RCSSD #89	1,469	\$16,786
6	Medicine Hat CSRD #20	2,624	\$24,273
6	Medicine Hat School District #76	7,051	\$47,831
23	Northern Gateway Regional Division #10	4,982	\$37,903
23	Northern Lights School Division #69	6,037	\$42,964
1	Northland School Division #61	2,715	\$24,864
1	Northwest Francophone Ed. Region #1	473	\$10,133
6	Palliser Regional Division #26	7,463	\$49,804
23	Parkland School Division #70	10,104	\$62,483
1	Peace River School Division #10	3,078	\$27,211
1	Peace Wapiti School Division #76	5,624	\$40,984
23	Pembina Hills Regional Division #7	6,631	\$45,815
5	Prairie Land Regional Division #25	1,431	\$16,541
6	Prairie Rose School Division #8	3,428	\$29,479
4	Red Deer Catholic Regional Division #39	8,458	\$54,585
4	Red Deer Public Schools	10,340	\$63,613
5	Rocky View School Division #41	19,392	\$87,545
5	Southern Francophone Education Region No. 4	2,751	\$25,094
23	St. Albert Public School District	7,202	\$48,551
23	St. Paul Education Regional Division #1	4,122	\$33,770
23	St. Thomas Aquinas RCSR #38	3,388	\$29,220
23	Sturgeon School Division #24	4,848	\$37,255
6	Westwind School Division #74	4,327	\$34,756
4	Wetaskiwin Regional Division #11	3,928	\$32,719
4	Wild Rose School Division #66	5,103	\$38,479
4	Wolf Creek School Division #72	7,242	\$48,746
23	Yellowknife Education District #1	1,767	\$18,715
23	Yellowknife Catholic Schools	1,344	\$15,979
	<b>Totals</b>	<b>600,326</b>	<b>\$2,993,302</b>

\*Note: Student totals were compiled from a report on Student Population for the 2013-2014 school year provided by Alberta Education. Student registration information is as of September 2013. These are updated with the most current available information as per bylaw #13.



## Appendix B: Membership Fee Formula

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Each member board shall pay a basic fee (BF) in the amount of \$6,727.50 plus a fee on a per student basis (PSF) to the Association. The fee shall be calculated as follows:

$$\text{Member Board Fee} = \text{Fee on a Per Student Basis} + \text{Basic Fee}$$

The fee on a per student basis (PSF) is calculated by using the aggregate total of weighted enrolments (WE) of all member boards as the denominator in the formula. Once the PSF has been calculated, it is applied to the weighted enrolment figures on a board by board basis to arrive at the per student component of the annual membership fee. The basic fee is added in to arrive at the total Member Board Fee (MBF).

The calculations are made as follows:

1. Calculate weighted enrolment (WE) for each member board.

$$\text{WE} = [(C1 \times S1) + (C2 \times S2) + (C3 \times S3) + (C4 \times S4) + (C5 \times S5)]$$

2. Add together the WEs of each member board to arrive at the aggregate weighted enrolment (AGWE).

$$\text{AGWE} = \text{WE1} + \text{WE2} + \text{WE3} \dots \text{WE}_n$$

3. Use the AGWE as the denominator in the following formula to arrive at the Per Student Fee (PSF).

$$\text{PSF} = \frac{\text{MAF} - (\text{MB} \times \text{BF})}{\text{AGWE}}$$

4. The PSF is then applied to the following formula to determine the Member Board Fee on an individual basis.

$$\text{MBF} = (\text{PSF} \times \text{WE}) + \text{BF}$$

(continued)

## Appendix B:

### Membership Fee Formula Abbreviations

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BF	Basic Fee (\$6,727.50)
PSF	Per Student Fee
MB	Number of Member Boards
MAF	Total Membership Annual Fees (Budget line item)
MBF	Individual Member Board Fee
WE	Weighted Enrolment
AGWE	Aggregate Total of Weighted Enrolments (all member boards)
C1	Per student weight (1.0000) for the first 750 students
C2	Per student weight (.9000) for 751 to 4,000 students
C3	Per student weight (.6666) for 4,001 to 12,000 students
C4	Per student weight (.3000) for 12,001 to 50,000 students
C5	Per student weight (.2000) for any students in excess of 50,000
S1	Number of students in first category (to 750)
S2	Number of students in second category (751 - 4,000)
S3	Number of students in third category (4,001 - 12,000)
S4	Number of students in fourth category (12,001 - 50,000)
S5	Number of students in fifth category (in excess of 50,000)

# Appendix C: Audited Financial Statements

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Financial Statements of  
**ALBERTA SCHOOL BOARDS ASSOCIATION**  
August 31, 2013, August 31, 2012 and  
September 1, 2011

## INDEPENDENT AUDITORS' REPORT

T. 780.428.1522  
F. 780.425.8189

[www.collinsbarrow.com](http://www.collinsbarrow.com)

### To the Members of Alberta School Boards Association

We have audited the accompanying financial statements of Alberta School Boards Association, which comprise the statements of financial position as at August 31, 2013, August 31, 2012 and September 1, 2011 and the statements of revenues, expenditures and fund balances and cash flows for the years ended August 31, 2013 and August 31, 2012, and a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

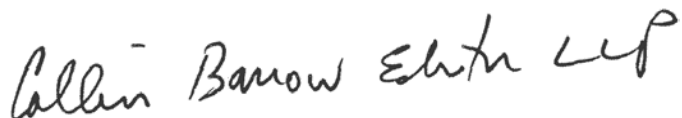
Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audits is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Association as at August 31, 2013, August 31, 2012 and September 1, 2011 and the results of its operations and its cash flows for the years ended August 31, 2013 and August 31, 2012 in accordance with Canadian accounting standards for not-for-profit organizations.



Edmonton, Alberta  
December 13, 2013

Chartered Accountants

# ALBERTA SCHOOL BOARDS ASSOCIATION

## Financial Statements

Years Ended August 31, 2013 and August 31, 2012

### Financial Statements

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# ALBERTA SCHOOL BOARDS ASSOCIATION

## Statements of Financial Position

August 31, 2013, August 31, 2012 and September 1, 2011

	August 31, 2013 (Schedule 1)	August 31, 2012 (Schedule 2)	September 1, 2011 (Schedule 3)
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents (Note 3)	\$ 2,974,663	\$ 2,721,798	\$ 2,661,220
Accounts receivable	650,899	681,268	394,089
Goods and Services Tax receivable	11,681	9,192	8,196
Prepaid expenses	133,225	124,598	121,518
Investments (Note 3)	555,572	480,883	463,498
Advances to PICA Electrical Aggregation Program (Note 6)	---	54,594	20,258
	<b>4,326,040</b>	<b>4,072,333</b>	<b>3,668,779</b>
<b>Investments</b> (Note 3)	<b>487,027</b>	<b>485,736</b>	<b>387,076</b>
<b>Membership</b>	<b>250</b>	<b>250</b>	<b>250</b>
<b>Capital assets</b> (Note 7)	<b>159,587</b>	<b>147,785</b>	<b>178,162</b>
	<b>\$ 4,972,904</b>	<b>\$ 4,706,104</b>	<b>\$ 4,234,267</b>

## LIABILITIES AND FUND BALANCES

### Current Liabilities

Accounts payable and accrued liabilities	\$ 684,411	\$ 683,165	\$ 535,198
Deferred revenue (Note 5)	<u>249,365</u>	<u>270,924</u>	<u>86,246</u>
	<b>933,776</b>	<b>954,089</b>	<b>621,444</b>
<b>Pension obligation</b> (Note 8)	<b>456,100</b>	<b>366,650</b>	<b>263,400</b>
	<b>1,389,876</b>	<b>1,320,739</b>	<b>884,844</b>
<b>Fund balances</b>	<b>3,583,028</b>	<b>3,385,365</b>	<b>3,349,423</b>
	<b>\$ 4,972,904</b>	<b>\$ 4,706,104</b>	<b>\$ 4,234,267</b>

### Commitment (Note 12)

Approved on behalf of the Board:

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

See accompanying notes to the financial statements

# ALBERTA SCHOOL BOARDS ASSOCIATION

Statement of Revenues, Expenditures and Fund Balances  
August 31, 2013 and August 31, 2012

	Operating Fund	Capital Fund	Reserve Fund	2013 Total	2012 Total (Schedule 4)
<b>Operating Revenue</b> (Schedule 5)	\$ 5,501,424	\$ ---	\$ ---	<b>\$ 5,501,424</b>	\$ 5,109,030
<b>Expenditures</b>					
Operating (Schedule 6)	4,796,859	---	---	<b>4,796,859</b>	4,658,625
Governance and task force	<u>445,590</u>	<u>---</u>	<u>---</u>	<b><u>445,590</u></b>	<u>441,093</u>
	<u>5,242,449</u>	<u>---</u>	<u>---</u>	<b><u>5,242,449</u></b>	<u>5,099,718</u>
<b>Excess of operating revenues over operating expenses</b>	258,975	---	---	<b>258,975</b>	9,312
<b>Self-Supporting Functions</b>					
General meetings and Seminars:					
Revenue	788,308	---	---	<b>788,308</b>	681,215
Direct expenses	(593,120)	---	---	<b>(593,120)</b>	(393,008)
Salary and benefit allocation (Note 10)	<u>(256,968)</u>	<u>---</u>	<u>---</u>	<b><u>(256,968)</u></b>	<u>(284,917)</u>
	(61,780)	---	---	<b>(61,780)</b>	3,290
<b>Other Revenue (Expense)</b>					
Investment income (Note 3)	57,025	---	---	<b>57,025</b>	86,686
Amortization of capital assets	<u>---</u>	<u>(56,557)</u>	<u>---</u>	<b><u>(56,557)</u></b>	<u>(63,346)</u>
	<u>57,025</u>	<u>(56,557)</u>	<u>---</u>	<b><u>468</u></b>	<u>23,340</u>
<b>Excess of revenues over expenditures (expenditures over revenues)</b>	254,220	(56,557)	---	<b>197,663</b>	35,942
<b>Fund balances, beginning of year</b>	1,984,248	147,785	1,253,332	<b>3,385,365</b>	3,349,423
<b>Fund transfers to (from):</b>					
Operating Fund	---	---	---	---	---
Capital Fund	---	68,359	(68,359)	---	---
Reserve Fund	<u>(63,372)</u>	<u>---</u>	<u>63,372</u>	<u>---</u>	<u>---</u>
	<u>(63,372)</u>	<u>68,359</u>	<u>(4,987)</u>	<u>---</u>	<u>---</u>
<b>Fund balances, end of year</b>	<u>\$ 2,175,096</u>	<u>\$ 159,587</u>	<u>\$ 1,248,345</u>	<b><u>\$ 3,583,028</u></b>	<u>\$ 3,385,365</u>

See accompanying notes to the financial statements.

# ALBERTA SCHOOL BOARDS ASSOCIATION

## Statement of Cash Flows

August 31, 2013 and August 31, 2012

	2013	2012
<b>Cash provided by (Used in):</b>		
<b>Operations</b>		
Excess of revenues over expenditures	\$ 197,663	\$ 35,942
Items not involving cash:		
Amortization of capital assets	56,557	63,346
Decrease (increase) in fair market value of investments (Note 3)	(369)	6,201
Increase in pension obligation	89,450	103,250
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	30,369	(287,179)
Increase in Goods and Services Tax receivable	(2,489)	(996)
Increase in prepaid expenses	(8,627)	(3,080)
Increase in accounts payable and accrued liabilities	1,246	147,967
Increase (decrease) in deferred revenue	(21,559)	184,678
Decrease (increase) in advance to PICA Electrical Aggregation program	<u>54,594</u>	<u>(34,336)</u>
	<u>396,835</u>	<u>215,793</u>
<b>Investments</b>		
Purchase of investments	(75,611)	(122,246)
Purchase of capital assets	<u>(68,359)</u>	<u>(32,969)</u>
	<u>(143,970)</u>	<u>(155,215)</u>
<b>Increase in cash</b>	<b>252,865</b>	<b>60,578</b>
<b>Cash and cash equivalents, beginning of year</b>	<b><u>2,721,798</u></b>	<b><u>2,661,220</u></b>
<b>Cash and cash equivalents, end of year</b>	<b><u>\$ 2,974,663</u></b>	<b><u>\$ 2,721,798</u></b>

See accompanying notes to the financial statements.



# **ALBERTA SCHOOL BOARDS ASSOCIATION**

## **Notes to the Financial Statements**

August 31, 2013, August 31, 2012 and September 1, 2011

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Alberta School Boards Association (the "Association") is incorporated under the Alberta School Boards Association Act. Its principal activity is to further the interest of public education within the Province of Alberta. The Association is a non-taxable organization.

### **1. Significant Accounting Policies**

#### **Basis of Presentation**

The financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations as issued by the Accounting Standards Board in Canada.

#### **Basis of Accounting**

The Alberta School Boards Association follows the restricted fund method of accounting for contributions and maintains an Operating Fund, a Capital Fund and a Reserve Fund.

The Operating Fund is used to finance the daily operations of the Association. This fund reports unrestricted resources and restricted operating revenue.

The Capital Fund reports the assets, liabilities, revenues and expenses related to the Association's capital assets.

The Reserve Fund is used to maintain reserves for contingencies, repairs, maintenance and replacement of equipment and rental expenses as designated by the Board of Directors and consists of the capital asset reserve and the rental offset reserve.

The Alberta School Employee Benefit Plan (the "Plan") is sponsored through a Deed of Trust jointly by the Alberta School Boards Association and the Alberta Teachers' Association. Separate financial statements are prepared for the Plan.

#### **Cash and Cash Equivalents**

Cash and cash equivalents consists of cash on hand, current accounts with regulated financial institutions and highly liquid demand investments with maturities of three months or less at the date of acquisition.

#### **Financial Instruments**

##### **Measurement of Financial Instruments**

The Association initially measures its financial assets and financial liabilities at fair value, except for certain non-arm's length transactions.

The Association subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in equity instruments that are quoted in an active market and financial instruments designated to be measured at fair value, which are measured at fair value. Changes in fair value are recognized in the statement of revenues, expenditures and fund balances.

Financial assets measured at amortized cost include cash and cash equivalents, accounts receivable and investments.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

# ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

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## 1. Significant Accounting Policies (Continued)

### Financial Instruments (Continued)

#### Impairment

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in the statement of revenues, expenditures and fund balances. A previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in the statement of revenues, expenditures and fund balances.

#### Allocation of Expenses

The Association provides for certain allocation of general operating costs. The percentage allocated is based on an estimate of time incurred by the department's areas. See note 10 for specific details of allocation of expenses.

#### Capital Assets

Capital assets are recorded at cost less accumulated amortization. Capital assets are amortized on the straight-line basis over their estimated useful lives as follows:

Furniture	10 years
Office equipment	5 years
Leasehold improvements	over lease term

#### Revenue Recognition

Restricted contributions related to general operations are recognized as revenue of the Operating Fund in the year in which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund.

Unrestricted contributions are recognized as revenue of the Operating Fund in the year received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

The Association recognizes rental revenue when earned as specified in the rental agreements on a straight-line basis over the term of the related agreement. Recoveries from tenants for taxes, insurance and other operating expense are recognized as revenues in the period the costs are incurred.

Investment income is recognized as revenue of the Operating Fund when earned.

#### Employee Future Benefits

The Association participates in three pension plans. The Association participates in the Local Authorities Pension Plan ("LAPP") and a registered Supplemental Integrated Pension Plan ("SiPP"). These plans are multi-employer defined benefit pension plans that provide pensions for the Association's participating employees, based on years of service, final average earnings and age.

# ALBERTA SCHOOL BOARDS ASSOCIATION

## Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

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### 1. Significant Accounting Policies (Continued)

#### Employee Future Benefits (Continued)

LAPP and registered SiPP contributions are accounted for using defined contribution accounting, wherein contributions for current and past service pension benefits are recorded as expenditures in the year in which they become due.

LAPP and registered SiPP costs included in these financial statements consist of the amount of employer contributions required for its employees during the year, based on rates which are expected to provide for benefits payable under the pension plan. The Association's portion of the pension plans' deficit or surplus is not recorded by the Association.

The Association also has a non-registered Supplementary Executive Retirement Plan ("SERP"), which is a defined benefit pension plan, (effective September 1, 2004). It is designed to provide designated employees with benefits that supplement the Local Authorities Pension Plan.

The actual determination of the accrued benefit obligation for pension benefits uses the projected accrued benefit cost method with proration on service and incorporates management's best estimate of salary escalation, retirement ages of employees and other actuarial factors.

For the purposes of calculating the expected return on plan assets, those assets are valued at fair value. There are currently no plan assets.

Actuarial gains (losses) arise from the difference between actual long-term rate of return on plan assets for a period and the expected long-term rate of return on plan assets for that period or from changes in actuarial assumptions used to determine the accrued benefit obligation. The average remaining service period of the active employees covered by the pension plan is two years.

Past service costs arising from plan initiation are deferred and amortized on a straight-line basis over the remaining service period of employees active at the date of initiation.

#### Use of Estimates

The preparation of financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year. Actual results could differ from those estimates. The more significant estimates used by management include valuation of accounts receivable, accrued pension obligation and useful lives for the amortization of capital assets.

### 2. Transition to Canadian Accounting Standards for Not-For-Profit Organizations

These financial statements are for the period covered by the Association's first annual financial statements prepared in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO"). The accounting policies have been applied in preparing the annual financial statements for the years ended August 31, 2013 and 2012, and the opening statement of financial position on September 1, 2011, the transition date.

## ALBERTA SCHOOL BOARDS ASSOCIATION

### Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

#### 2. Transition to Canadian Accounting Standards for Not-For-Profit Organizations (Continued)

In preparing the opening statement of financial position and the financial statements for the year ended August 31, 2012, no adjustments were required to amounts previously reported in financial statements that were prepared in accordance with Canadian generally accepted accounting principles. The transition to Canadian accounting standards for not-for-profit organizations provides for certain elections on first time adoption. The Association has not elected to take any exemptions available for first time adoption of ASNPO. There has been no impact on the Association's financial position, operations or cash flows as a result of transition to ASNPO

#### 3. Cash, Cash Equivalents and Investments

	<u>August 31, 2013</u>	<u>August 31, 2012</u>	<u>September 1, 2011</u>
Operating account	\$ 179,633	\$ 185,115	\$ 249,149
Investment account	37	57,331	156,992
Consolidated Cash Investment Trust Fund	<u>2,794,993</u>	<u>2,479,352</u>	<u>2,255,079</u>
	<u>\$ 2,974,663</u>	<u>\$ 2,721,798</u>	<u>\$ 2,661,220</u>

The Consolidated Cash Investment Trust Fund of the Province of Alberta is a demand account managed by Alberta Treasury with the objective of providing competitive interest income to depositors while maintaining security and liquidity of depositors' capital. The portfolio is comprised of high quality short-term fixed income securities with a maximum term of maturity of five years. Interest is earned on the daily cash balance and the average rate of earnings of the Fund varies depending on prevailing market interest rates.

	<u>August 31, 2013</u>	<u>August 31, 2012</u>	<u>September 1, 2011</u>
Guaranteed Investment Certificates bearing interest of 1.000% to 3.050%, maturing September 2013 to October 2016	\$ 1,042,599	\$ 966,619	\$ 595,053
Bonds:			
Provincial government backed bonds, bearing yield rates of 3.669% to 4.750%, maturing October 2011 to June 2012	---	---	255,521
	\$ 1,042,599	\$ 966,619	850,574
Less: current portion	<u>(555,572)</u>	<u>(480,883)</u>	<u>(463,498)</u>
	<u>\$ 487,027</u>	<u>\$ 485,736</u>	<u>\$ 387,076</u>

## ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

### 3. Cash, Cash Equivalents and Investments (Continued)

Investment income is comprised of the following:

	<u>August 31, 2013</u>	<u>August 31, 2012</u>
Increase (decrease) of fair market value of investments	\$ 369	\$ (6,201)
Interest	<u>56,656</u>	<u>92,887</u>
	<u>\$ 57,025</u>	<u>\$ 86,686</u>

The Association does not use derivative instruments to alter the effects of interest or market risks.

### 4. Available Credit Facilities

The Association has a demand operating loan available for use, up to a maximum of \$150,000, bearing interest at prime plus 1.0% and is unsecured. As at August 31, 2013 no amounts have been drawn against the available operating loan (2012 - \$nil; September 1, 2011 - \$nil).

### 5. Deferred Revenue

	<u>August 31, 2013</u>	<u>August 31, 2012</u>	<u>September 1, 2011</u>
Education Support Grant	\$ 234,592	\$ 215,000	\$ 85,000
Self-supporting functions	---	55,924	1,000
Fee for service	<u>14,773</u>	<u>---</u>	<u>246</u>
	<u>\$ 249,365</u>	<u>\$ 270,924</u>	<u>\$ 86,246</u>

### 6. Advances to PICA Electrical Aggregation Program

The Association has entered into a consortium (the Public Institutional Consumers Association – “PICA”) with the Provincial Healthcare Association and the Public Colleges and Technical Institutes of Alberta to advance the interest of their members with regard to energy utility matters. PICA makes representations at hearings of the Energy Utilities Board (“EUB”). Typically, these representations incur costs and the EUB has the discretion to order the applicant to reimburse the consortium for these costs if the intervention is in the public interest. Since its inception, PICA has had all costs of its interventions reimbursed.

During the year, the Association received the remaining balance of \$54,594.

## ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

### 7. Capital Assets

	August 31, 2013		
	Cost	Accumulated Amortization	Net
Furniture	\$ 314,120	\$ 268,277	\$ 45,843
Office equipment	512,144	399,663	112,481
Leasehold improvements	365,138	363,875	1,263
	<u>\$ 1,191,402</u>	<u>\$ 1,031,815</u>	<u>\$ 159,587</u>
	August 31, 2012		
	Cost	Accumulated Amortization	Net
Furniture	\$ 314,120	\$ 254,045	\$ 60,075
Office equipment	443,785	358,085	85,700
Leasehold improvements	365,138	363,128	2,010
	<u>\$ 1,123,043</u>	<u>\$ 975,258</u>	<u>\$ 147,785</u>
	September 1, 2011		
	Cost	Accumulated Amortization	Net
Furniture	\$ 314,120	\$ 236,326	\$ 77,794
Office equipment	544,582	446,970	97,612
Leasehold improvements	365,138	362,382	2,756
	<u>\$ 1,223,840</u>	<u>\$ 1,045,678</u>	<u>\$ 178,162</u>

### 8. Employee Future Benefits

- (i) The Association participates in the Local Authorities Pension Plan ("LAPP") which is a multi-employer defined benefit plan. The pension expense recorded in these financial statements is equal to the annual contributions of \$222,141 for the year ended August 31, 2013 (August 31, 2012 - \$221,854; September 1, 2011 - \$201,039). At December 31, 2012, LAPP reported a deficit of \$4,977,303 (August 31, 2012 - \$4,639,390; September 1, 2011 - \$4,635,250).

The Association participates in a registered Supplementary Integrated Pension Plan ("SiPP") which is also a multi-employer defined benefit plan. The pension expense recorded in these financial statements is equal to the annual contributions of \$6,700 for the year ended August 31, 2013 (August 31, 2012 - \$6,249; September 1, 2011 - \$6,332).

# ALBERTA SCHOOL BOARDS ASSOCIATION

## Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

### 8. Employee Future Benefits (Continued)

- (ii) The Association also has a non-registered Supplementary Executive Retirement Plan ("SERP"), which is a defined benefit plan for designated employees. The benefits are based on years of service and the employee's final average earnings. The cost of this program is not currently being funded.

The Association accrues its obligations under employee defined benefit plans as the employees render the services necessary to earn the pension.

The Association measures its accrued benefit obligations and fair value of plan assets, if any, for accounting purposes as at August 31 each year. The actuarial valuation of the plan was done at December 31, 2011.

Defined benefit plan obligations are as follows:

	<u>August 31, 2013</u>	<u>August 31, 2012</u>
Accrued benefit obligation:		
Balance, beginning of year	\$ 366,650	\$ 263,400
Current service cost	26,400	18,100
Interest cost	18,800	16,100
Net actuarial loss on accrued benefit obligation	<u>44,250</u>	<u>69,050</u>
	<u><u>\$ 456,100</u></u>	<u><u>\$ 366,650</u></u>

There are no defined benefit plan assets.

Reconciliation of the funded status of the benefit plans to the amounts recorded in the financial statements:

	<u>August 31, 2013</u>	<u>August 31, 2012</u>	<u>September 1, 2011</u>
Pension obligation	\$ 459,700	\$ 456,500	\$ 284,200
Plan deficit	(459,700)	(456,500)	(284,200)
Experience losses	<u>3,600</u>	<u>89,850</u>	<u>20,800</u>
Accrued benefit obligation	<u><u>\$ 456,100</u></u>	<u><u>\$ 366,650</u></u>	<u><u>\$ 263,400</u></u>

The significant actuarial assumptions adopted in measuring the Association's accrued benefit obligations are as follows:

	<u>August 31, 2013</u>	<u>August 31, 2012</u>	<u>September 1, 2011</u>
Accrued benefit obligation as of August 31:	\$		
Discount rate	4.60%	4.00%	5.50%
Rate of compensation increase	3.50%	3.50%	4.00%

## ALBERTA SCHOOL BOARDS ASSOCIATION

### Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

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#### 9. Alberta School Boards Insurance Exchange

The Association exercises control over Alberta School Boards Insurance Exchange ("ASBIE") by virtue of its ability to appoint the members of ASBIE's Board of Directors. ASBIE was formed under the Reciprocal Insurance Exchange Agreement for Municipalities in the Province of Alberta by way of various municipalities subscribing to the agreement. ASBIE commenced operations on January 1, 2003.

There were no related party transactions between the Association and ASBIE during the year.

The net assets and results from operations of ASBIE are not included in the financial statements of the Association. A financial summary of ASBIE for the periods ended August 31 is as follows:

	<b>August 31, 2013</b>	<b>August 31, 2012</b>	<b>September 1, 2011</b>
	(Unaudited)	(Unaudited)	(Unaudited)
Assets	<b>\$ 7,405,962</b>	\$ 6,045,681	\$ 5,693,338
Liabilities	<b><u>(4,424,679)</u></b>	<u>(4,043,360)</u>	<u>(4,538,229)</u>
Net assets	<b><u>\$ 2,981,283</u></b>	<b><u>\$ 2,002,321</u></b>	<b><u>\$ 1,155,109</u></b>

	<b>August 31, 2013</b>	<b>August 31, 2012</b>
	(Unaudited)	(Unaudited)
Revenue	<b>\$ 3,068,627</b>	\$ 2,172,450
Expenditures	<b><u>(2,089,665)</u></b>	<u>(2,209,224)</u>
Excess (deficiency) of revenue over expenses	<b><u>\$ 978,962</u></b>	<b><u>\$ (36,774)</u></b>

#### 10. Allocation of Expenses

Direct salary and benefit costs have been allocated from the various departments to self-supporting functions expense based on an estimate of time incurred by the departments' areas, at the following proportion of the total salary and benefits costs of each department:

Corporate Services	15.1%
Finance	8.7%
Communications	58.1%
Executive Office	1.9%
Association Affairs	14.1%
Member Services	2.1%



## ALBERTA SCHOOL BOARDS ASSOCIATION

### Notes to the Financial Statements

August 31, 2013, August 31, 2012 and September 1, 2011

#### 11. Supplementary Integrated Pension Plan

The Association exercises control over the Registered Supplementary Integrated Pension Plan ("SiPP") by virtue of its ability to appoint the members of SiPP's Governance Board. SiPP is a registered pension plan subject to pension legislation and is registered with Alberta Finance and the Canada Revenue Agency. SiPP commenced operations on January 1, 2004. The fiscal year for SiPP is January 1 to December 31.

The Association pays expenses on behalf of SiPP and invoices the plan to recover these expenses.

The net assets and results from operations of SiPP are not included in the financial statements of the Association. A financial summary of SiPP for the periods ended August 31 is as follows:

	<u>2013</u> (Unaudited)	<u>2012</u> (Unaudited)
Assets	\$ 4,747,540	\$ 4,183,624
Liabilities	<u>(4,387,721)</u>	<u>(4,108,566)</u>
Net assets	<u>\$ 359,819</u>	<u>\$ 75,058</u>
Revenue	\$ 136,378	\$ 136,865
Expenditures	<u>(136,378)</u>	<u>(136,865)</u>
Net income	<u>\$ ---</u>	<u>\$ ---</u>

#### 12. Commitment

The Association leases its office premises under a long-term operating lease. The minimum annual lease commitments are as follows:

2014	315,180
2015	315,180
2016	346,698
2017	346,698
2018 and subsequent	<u>910,082</u>
	<u>\$ 2,233,838</u>

Under the terms of the premises lease that expires April 2020, the Association is also responsible for its proportionate share of operating costs.

**ALBERTA SCHOOL BOARDS ASSOCIATION**  
**Schedule 1 – Statement of Financial Position**  
August 31, 2013

	Operating Fund	Capital Fund	Reserve Fund	2013 Total
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents (Note 3)	\$ 2,321,331	\$ ---	\$ 653,332	\$ 2,974,663
Accounts receivable	650,899	---	---	650,899
Goods and Services Tax receivable	11,681	---	---	11,681
Prepaid expenses	133,225	---	---	133,225
Investments (Note 3)	447,586	---	107,986	555,572
Advances to PICA Electrical Aggregation Program (Note 6)	---	---	---	---
	3,564,722	---	761,318	4,326,040
<b>Investments (Note 3)</b>	---	---	487,027	487,027
<b>Membership</b>	250	---	---	250
<b>Capital assets (Note 7)</b>	---	159,587	---	159,587
	<u>\$ 3,564,972</u>	<u>\$ 159,587</u>	<u>\$ 1,248,345</u>	<u>\$ 4,972,904</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>Current Liabilities</b>				
Accounts payable and accrued liabilities	\$ 684,411	---	---	\$ 684,411
Deferred revenue (Note 5)	249,365	---	---	249,365
	933,776	---	---	933,776
<b>Pension obligation (Note 8)</b>	456,100	---	---	456,100
	1,389,876	---	---	1,389,876
<b>Fund balances</b>	2,175,096	159,587	1,248,345	3,583,028
	<u>\$ 3,564,972</u>	<u>\$ 159,587</u>	<u>\$ 1,248,345</u>	<u>\$ 4,972,904</u>

See accompanying notes to the financial statements

**ALBERTA SCHOOL BOARDS ASSOCIATION**  
**Schedule 2 – Statement of Financial Position**  
August 31, 2012

	Operating Fund	Capital Fund	Reserve Fund	2012 Total
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents (Note 3)	\$ 2,068,466	\$ ---	\$ 653,332	\$ 2,721,798
Accounts receivable	681,268	---	---	681,268
Goods and Services Tax receivable	9,192	---	---	9,192
Prepaid expenses	124,598	---	---	124,598
Investments (Note 3)	366,619	---	114,264	480,883
Advances to PICA Electrical Aggregation Program (Note 6)	<u>54,594</u>	<u>---</u>	<u>---</u>	<u>54,594</u>
	3,304,737	---	767,596	4,072,333
<b>Investments</b> (Note 3)	---	---	485,736	485,736
<b>Membership</b>	250	---	---	250
<b>Capital assets</b> (Note7)	<u>---</u>	<u>147,785</u>	<u>---</u>	<u>147,785</u>
	<u>\$ 3,304,987</u>	<u>\$ 147,785</u>	<u>\$ 1,253,332</u>	<u>\$ 4,706,104</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>Current Liabilities</b>				
Accounts payable and accrued liabilities	\$ 683,165	---	---	\$ 683,165
Deferred revenue (Note 5)	<u>270,924</u>	<u>---</u>	<u>---</u>	<u>270,924</u>
	954,089	---	---	954,089
<b>Pension obligation</b> (Note 8)	<u>366,650</u>	<u>---</u>	<u>---</u>	<u>366,650</u>
	1,320,739	---	---	1,320,739
<b>Fund balances</b>	<u>1,984,248</u>	<u>147,785</u>	<u>1,253,332</u>	<u>3,385,365</u>
	<u>\$ 3,304,987</u>	<u>\$ 147,785</u>	<u>\$ 1,253,332</u>	<u>\$ 4,706,104</u>

See accompanying notes to the financial statements

**ALBERTA SCHOOL BOARDS ASSOCIATION**  
**Schedule 3 – Statement of Financial Position**  
August 31, 2011

	Operating Fund	Capital Fund	Reserve Fund	2011 Total
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents (Note 3)	\$ 2,038,265	\$ ---	\$ 622,955	\$ 2,661,220
Accounts receivable	394,089	---	---	394,089
Goods and Services Tax receivable	8,196	---	---	8,196
Prepaid expenses	121,518	---	---	121,518
Investments (Note 3)	250,574	---	212,924	463,498
Advances to PICA Electrical Aggregation Program (Note 6)	<u>20,258</u>	<u>---</u>	<u>---</u>	<u>20,258</u>
	2,832,900	---	835,879	3,668,779
<b>Investments</b> (Note 3)	---	---	387,076	387,076
<b>Advances to PICA Electrical Aggregation Program</b> (Note 6)	---	---	---	---
<b>Membership</b>	250	---	---	250
<b>Capital assets</b> (Note7)	<u>---</u>	<u>178,162</u>	<u>---</u>	<u>178,162</u>
	<u>\$ 2,833,150</u>	<u>\$ 178,162</u>	<u>\$ 1,222,955</u>	<u>\$ 4,234,267</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>Current Liabilities</b>				
Accounts payable and accrued liabilities	\$ 535,198	---	---	\$ 535,198
Deferred revenue (Note 5)	<u>86,246</u>	<u>---</u>	<u>---</u>	<u>86,246</u>
	621,444	---	---	621,444
<b>Pension obligation</b> (Note 8)	<u>263,400</u>	<u>---</u>	<u>---</u>	<u>263,400</u>
	884,844	---	---	884,844
<b>Fund balances</b>	<u>1,948,306</u>	<u>178,162</u>	<u>1,222,955</u>	<u>3,349,423</u>
	<u>\$ 2,833,150</u>	<u>\$ 178,162</u>	<u>\$ 1,222,955</u>	<u>\$ 4,234,267</u>

See accompanying notes to the financial statements

**ALBERTA SCHOOL BOARDS ASSOCIATION**  
**Schedule 4 – Statement of Revenues, Expenditures and Fund Balances**  
August 31, 2012

	Operating Fund	Capital Fund	Reserve Fund	2012 Total
<b>Operating Revenue</b> (Schedule 5)	<u>\$ 5,109,030</u>	<u>\$ ---</u>	<u>\$ ---</u>	<u><b>\$ 5,109,030</b></u>
<b>Expenditures</b>				
Operating (Schedule 6)	4,658,625	---	---	<b>4,658,625</b>
Governance and task force	<u>441,093</u>	<u>---</u>	<u>---</u>	<u><b>441,093</b></u>
	<u>5,099,718</u>	<u>---</u>	<u>---</u>	<u><b>5,099,718</b></u>
<b>Excess of operating revenues over operating expenses</b>	9,312	---	---	<b>9,312</b>
<b>Self-Supporting Functions</b>				
General meetings and Seminars:				
Revenue	681,215	---	---	<b>681,215</b>
Direct expenses	(393,008)	---	---	<b>(393,008)</b>
Salary and benefit allocation (Note 10)	<u>(284,917)</u>	<u>---</u>	<u>---</u>	<u><b>(284,917)</b></u>
	3,290	---	---	<b>3,290</b>
<b>Other Revenue (Expense)</b>				
Investment income (Note 3)	86,686	---	---	<b>86,686</b>
Amortization of capital assets	<u>---</u>	<u>(63,346)</u>	<u>---</u>	<u><b>(63,346)</b></u>
	<u>86,686</u>	<u>(63,346)</u>	<u>---</u>	<u><b>23,340</b></u>
<b>Excess of revenues over expenditures (expenditures over revenues)</b>	99,288	(63,346)	---	<b>35,942</b>
<b>Fund balances, beginning of year</b>	1,948,306	178,162	1,222,955	<b>3,349,423</b>
<b>Fund transfers to (from):</b>				
Operating Fund	---	---	---	---
Capital Fund	---	32,969	(32,969)	---
Reserve Fund	<u>(63,346)</u>	<u>---</u>	<u>63,346</u>	<u>---</u>
	<u>(63,346)</u>	<u>32,969</u>	<u>30,377</u>	<u>---</u>
<b>Fund balances, end of year</b>	<u><b>\$ 1,984,248</b></u>	<u><b>\$ 147,785</b></u>	<u><b>\$ 1,253,332</b></u>	<u><b>\$ 3,385,365</b></u>

See accompanying notes to the financial statements

**ALBERTA SCHOOL BOARDS ASSOCIATION**  
**Schedule 5 – Operating Fund Revenues**  
Years Ended August 31, 2013 and August 31, 2012

	<u>2013</u>	<u>2012</u>
Memberships	\$ 2,993,300	\$ 2,892,079
Fee for service	2,087,882	1,801,975
Collaborative Practices in Action	142,985	128,000
Trustee development grant	85,000	85,000
Rental income	63,840	62,658
Regional Collaborative Service Delivery Model	47,145	---
Alberta School Employee Benefit Plan service fee	38,095	38,095
Newsletter	19,130	3,800
Technology Governance	15,000	---
Sponsorships	7,500	57,500
Miscellaneous	1,547	1,923
Safe learning environments grant	---	38,000
	<u>\$ 5,501,424</u>	<u>\$ 5,109,030</u>

**Schedule 6 – Operating Fund Expenditures**  
Years Ended August 31, 2013 and August 31, 2012

	<u>2013</u>	<u>2012</u>
Member services	\$ 2,279,445	\$ 2,248,042
Educational services	953,613	772,865
Executive office	638,907	659,522
Finance and administration	503,131	530,868
Corporate services	215,252	220,737
Communications	206,511	226,591
	<u>\$ 4,796,859</u>	<u>\$ 4,658,625</u>

*See accompanying notes to the financial statements*

# Appendix D: Disposition of Motions

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## ALBERTA SCHOOL BOARDS ASSOCIATION 2013 SPRING GENERAL MEETING

JUNE 2, 2014

### DISPOSITION OF MOTIONS

Motion (#)	MOTION TITLE	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
<b>PROPOSED BUDGET AND BYLAW AMENDMENTS</b>					
1B/SGM14	ASBA Budget 2014-2015	16			
<b>2014 PROPOSED EMERGENT ISSUES</b>					
2EM/SGM14					
3EM/SGM14					

# Amendment Form

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Amendment to Issue No. \_\_\_\_\_

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Moved by:

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School Jurisdiction:

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Seconded by:

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School Jurisdiction:

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# Amendment Form

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Amendment to Issue No. \_\_\_\_\_

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Moved by:

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School Jurisdiction:

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Seconded by:

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School Jurisdiction:

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**DATE:** May 20, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Annual Report - Literacy (Reading and Writing)

**ORIGINATOR:** Mark Liguori, Assistant Superintendent of Schools

**RESOURCE STAFF:** Janice Aubry, Valerie Leclair, Greg McInulty, Kathy Nawrot

**REFERENCE:** [GA.BP - Student Programs of Study](#)  
[GGAF.AR - French Language Programs](#)  
[GGAG.AR - International and Aboriginal Language Programs and Courses](#)  
[GKA.AR - Senior High School Course Challenge](#)  
[Guidelines and Implementation Procedures for French Language Instruction](#)  
[May 2012 Annual Report – Literacy \(Reading and Writing\)](#)

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#### **PURPOSE**

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to support literacy (reading and writing) during the 2013-2014 school year.

#### **BACKGROUND**

- The information in this report outlines supports and services provided by central staff in relation to literacy (reading and writing) for the 2013-2014 school year. This report also includes selected student achievement data that may provide further context to the work of the District to support literacy. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review process that occurs in the fall of each year.
- As a result of department restructuring and the elimination of provincial funding for the Alberta Initiative for School Improvement (AIS), Support for Staff and Students incurred a 4.0 full time equivalent (FTE) reduction of teacher consultant staff dedicated specifically to literacy support. In total, Support for Staff and Students incurred a budget reduction of \$3,360,103 (\$2,988,896 from AIS funds) for 2013-2014. This reduction of funds equated to a total 42.1 FTE reduction in staff.
- The District's 2013-2018 Official Languages in Education Program grant proposal was accepted by Alberta Education. This grant proposal focused on services provided to support French Immersion and French as a Second Language. The District has been awarded a yearly amount of \$240,500 over the next five years (2013-2018).
- District data related to achievement in literacy is gathered through Provincial Achievement Tests (Grades 3, 6 and 9), Provincial Diploma Exams (Grade 12), District Highest Level of Achievement Tests (HLATs), international language examinations, and through additional school-based assessments (Attachments I, II, III, IV and V).
- 2012-2013 district achievement results indicate that:
  - The percentage of students meeting the acceptable standard for Grades 6 and 9 English Language Arts Provincial Achievement Tests (PATs) increased compared to 2011-2012. The percentage of students meeting the acceptable standard for Grade 3 English Language Arts PAT decreased compared to 2011-2012. The percentage of students

meeting the acceptable standard was higher for Grades 6 and 9 English Language Arts, compared to the Province. The percentage of students meeting the acceptable standard was lower for Grade 3 English Language Arts, compared to the Province.

- The percentage of students meeting the acceptable standard for English 30-1 and 30-2 Diploma Examinations decreased compared to 2011-2012. The percentage of students meeting the acceptable standard for English 30-1 and 30-2 Diploma Examinations was lower, compared to the Province.
- Reading results from the 2013 District HLATs show a decrease of less than one per cent in the percentage of students reading at or above grade level, compared to results from 2012. Writing results from the 2013 District HLATs show a decrease of less than one per cent in the percentage of students writing at or above grade level, compared to results from 2012.
- Achievement data was used to make targeted decisions for providing supports and services.

## CURRENT SITUATION

District staff continue to provide a range of supports to schools to support literacy. Outlined below is an update of the supports and services provided by central staff in relation to literacy with a direct connection to the new priorities and goals outlined in the District's Strategic Plan 2014-2018.

### **Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

#### Goal Two: Success for Every Student

*Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.*

- Provided supports for literacy development for all learners, including students in need of specialized supports and services, English Language Learners (ELL), and First Nations Metis and Inuit (FNMI) students. The English Language Learners Annual Report and the Aboriginal Education Annual Report (to be presented at the June 10, 2014 board meeting) share information related to literacy supports specifically for these two groups of students. The Special Education Report will be presented at the May 20, 2014 board meeting and will share additional information related to literacy supports for this group of students.
- Provided literacy intervention professional learning support (initial training and continuing contact) to 75 literacy intervention teachers to support the provision of Reading Recovery, Leveled Literacy Intervention, and Middle Years Literacy Intervention. By the end of June 2014, 38 professional learning sessions and 195 coaching sessions will have been provided to literacy intervention teachers.
- Sixty-four schools currently provide literacy interventions to students (Reading Recovery, Middle Years Literacy Intervention, and Leveled Literacy Intervention). By June 2014, 681 students will have received literacy intervention support.
- To address the decrease in high school diploma achievement results, professional learning sessions with coaching were offered to secondary teachers but there was limited participation. High school literacy intervention models and intervention training, developed through consultations with high school principals and teachers, were available but no high school provided these models or participated in this training in 2013-2014.

- The 2013 district summary results for literacy interventions (Reading Recovery, Middle Years Literacy Intervention, and Leveled Literacy Intervention) are provided in Attachments VI, VII and VIII.

## **Priority 2: Provide welcoming and high quality learning and working environments.**

### Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

*Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity within a culture of collaboration.*

- Provided literacy professional learning supports to teachers through leadership and catchment groups as well as to individual schools and staff. Each assistant superintendent of schools was assigned two literacy consultants per leadership group. By the end of June 2014, 722 teachers will have received a total of 124 inservice sessions and 408 coaching sessions to support their literacy professional learning for whole classroom support.
- Implemented the Whole School High School Literacy Professional Learning Pilot Project at J. Percy Page High School. A 0.7 FTE literacy consultant was provided to support the 52 teachers, five educational assistants and three administrators in building staff capacity to support student literacy development across the curricular areas.
- Implemented the new literacy program support document, Quality Literacy Programming: A Reflective Tool (Attachment IX). Early reports from principals indicate that this is an effective tool for beginning to plan for improvement in school literacy programming.
- Provided two leadership development modules to emerging leaders through the Leadership Development Framework:
  - Leading Through Quality Literacy Programming.
  - Literacy Coaching: The Way to Literacy Excellence.
- Provided support for literacy through second language program services that are provided through the Institute for Innovation in Second Language Education (IISLE) (Attachment X). This includes the provision of:
  - professional learning sessions and coaching;
  - research and information on language and literacy development;
  - resources provided through the five resource libraries;
  - staff language proficiency assessments;
  - international language examinations for credentialing; and
  - cultural events and activities.
- Developed the Adapted Guided Reading and Book Clubs in French Immersion: A Handbook for Principals and Teachers (2013 Draft) and the Adapted Guided Reading and Book Clubs in Bilingual Programs: A Handbook for Principals and Teachers (2013 Draft).
- Provided opportunities through the District's Technologies Playground for all district staff to improve their knowledge of the wide range of technologies that are used to support language and literacy development.
- Provided three centrally organized literacy Best Practices Days:
  - Literacy Best Practices Day – 85 educators attended.
  - Inspiring Students through Literacy and Technology: A Best Practices Day – 71 educators attended.
  - Second Languages Matter! Best Practices Day – 355 educators attended.

- Under contract to Alberta Education, developed initial drafts of materials for the Curriculum Development Prototyping project for English Language Arts and French Language Arts. This included:
  - the development of initial draft Kindergarten to Grade 12 scopes and sequences;
  - the development of initial draft Kindergarten to Grade 12 curriculum graphic organizers;
  - the development of initial draft Kindergarten to Grade 3 student learning outcomes;
  - the development of initial draft Kindergarten to Grade 3 classroom based assessments; and
  - the development and/or identification of initial draft learning and teaching resources.
- Provided training to 71 district teachers and consultants in the new provincial Draft Literacy Benchmarks through the Curriculum Development Prototyping Project, and worked with these teachers to apply the draft benchmarks across seven curricular areas.

### **Priority 3: Enhance public education through communication, engagement and strategic partnerships.**

#### Goal One: Parents as Partners

*Outcome: Parents are provided opportunities to be involved in their child's education.*

- Provided literacy support to parents in various ways, such as the provision of information through parent sessions and special events.

#### Goal Three: Engaged and Effective Governance

*Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.*

- Supported the implementation of numerous formal and informal local, national and international partnerships to support second language programming and language/literacy development, including school twinnings and exchanges (Attachment XI).

### **Challenges**

- Grade 12 English Language Arts Diploma Examination results at the acceptable standard continue to be of concern.
- The removal of AISI funds and reduced school budgets in 2013-2014 precipitated a significant drop in the provision of intensive literacy interventions to students, and impacted the number of teachers participating in literacy intervention professional learning sessions.
- Although literacy intervention programs are available for secondary students, limited intervention supports are currently implemented. Challenges include scheduling, timetabling, credit at the high school level, and the alignment of human resources to support the implementation of literacy interventions.
- There is limited participation by secondary teachers in literacy professional learning opportunities. This may be due to the lack of school groupings around literacy topics at the secondary levels, as well as lack of interest in attending after school delivery formats of the centrally organized literacy professional learning sessions.

### **Next Steps**

- The literacy team, currently in Support for Staff and Students, will be moved to the new Curriculum and Resource Support department and will continue to provide the key literacy professional learning support services.

- The literacy team will also ensure services are available to support the transition of staff to the elements of the Ministerial Order on Student Learning #001/2013, Inspiring Education and the literacy foundations included in the Curriculum Redesign Initiative.
- Decisions will be made regarding the Whole School High School Literacy Professional Learning Project for 2014-2015 based on funding availability and the 2013-2014 results.

## KEY POINTS

Teachers and school administrators continue to receive extensive literacy professional learning.

## ATTACHMENTS & APPENDICES

ATTACHMENT I	District Achievement Results: 2012 Compared to 2013
ATTACHMENT II	District Student Achievement Compared to Provincial Student Achievement in 2013
ATTACHMENT III	District Achievement Results: 2009 Compared to 2013
ATTACHMENT IV	Diploma Exam Participation Rate: 2012 Compared to 2013
ATTACHMENT V	Highest Level of Achievement Tests (HLAT): 2012 and 2013
ATTACHMENT VI	Middle Years Literacy Intervention Summary 2012-2013
ATTACHMENT VII	Leveled Literacy Intervention Summary 2012-2013
ATTACHMENT VIII	Reading Recovery Literacy Intervention Summary 2012-2013
ATTACHMENT IX	Quality Literacy Programming: A Reflective Tool
ATTACHMENT X	Second Language Literacy Support Information 2012-2013: Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools
ATTACHMENT XI	Official District Partners Supporting Second Language Education

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## District Achievement Results: 2012 Compared to 2013

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		Change
		2012	2013	
<b>Grade 3 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	81.4	81.0	-0.4
	<b>Excellence</b>	19.5	17.6	-1.9
<b>French Language Arts</b>	<b>Acceptable</b>	82.2	76.5	-5.7
	<b>Excellence</b>	11.9	10.0	-1.9
<b>Grade 6 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	83.4	84.4	1.0
	<b>Excellence</b>	18.4	18.8	0.4
<b>French Language Arts</b>	<b>Acceptable</b>	90.5	89.3	-1.2
	<b>Excellence</b>	21.3	19.9	-1.4
<b>Grade 9 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	78.1	79.4	1.3
	<b>Excellence</b>	18.3	18.7	0.4
<b>French Language Arts</b>	<b>Acceptable</b>	84.1	90.1	6.0
	<b>Excellence</b>	7.2	14.7	7.5
<b>Grade 12 ( Exam Mark)</b>				
<b>English 30-1</b>	<b>Acceptable</b>	82.0	81.5	-0.5
	<b>Excellence</b>	10.8	11.4	0.6
<b>English 30-2</b>	<b>Acceptable</b>	83.2	82.3	-0.9
	<b>Excellence</b>	7.1	8.1	1.0
<b>French Language Arts English 30-1</b>	<b>Acceptable</b>	95.7	95.0	-0.7
	<b>Excellence</b>	*12.1	10.0	-2.1
<b>Rutherford Eligibility</b>	<b>Revised Rate</b>	62.1	60.7	-1.4

\*Data updated to reflect current values

### District Achievement Results Compared to Provincial Student Achievement in 2013

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		Difference
		Province	EPS	
<b>Grade 3 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	81.5	81	-0.5
	<b>Excellence</b>	17.8	17.6	-0.2
<b>French Language Arts</b>	<b>Acceptable</b>	79.7	76.5	-3.2
	<b>Excellence</b>	12.4	10	-2.4
<b>Grade 6 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	82.5	84.4	1.9
	<b>Excellence</b>	16.3	18.8	2.5
<b>French Language Arts</b>	<b>Acceptable</b>	88.6	89.3	0.7
	<b>Excellence</b>	16.3	19.9	3.6
<b>Grade 9 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	76.4	79.4	3.0
	<b>Excellence</b>	14.7	18.7	4.0
<b>French Language Arts</b>	<b>Acceptable</b>	87.2	90.1	2.9
	<b>Excellence</b>	13.9	14.7	0.8
<b>Grade 12 ( Exam Mark)</b>				
<b>English 30-1</b>	<b>Acceptable</b>	85.9	81.5	-4.4
	<b>Excellence</b>	10.5	11.4	0.9
<b>English 30-2</b>	<b>Acceptable</b>	89.5	82.3	-7.2
	<b>Excellence</b>	11.1	8.1	-3.0
<b>French Language Arts English 30-1</b>	<b>Acceptable</b>	95.3	95	-0.3
	<b>Excellence</b>	12.5	10	-2.5
<b>Rutherford Eligibility</b>	<b>Revised Rate</b>	61.3	60.7	-0.6



## District Achievement Results: 2009 Compared to 2013

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		Change
		2009	2013	
<b>Grade 3 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	79.9	81	0.1
	<b>Excellence</b>	17.6	17.6	0.0
<b>French Language Arts</b>	<b>Acceptable</b>	86.7	76.5	-10.2
	<b>Excellence</b>	14.6	10	-4.6
<b>Grade 6 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	81.9	84.4	2.5
	<b>Excellence</b>	19	18.8	-0.2
<b>French Language Arts</b>	<b>Acceptable</b>	89.6	89.3	-0.3
	<b>Excellence</b>	20.8	19.9	-0.9
<b>Grade 9 (Cohort)</b>				
<b>Language Arts</b>	<b>Acceptable</b>	78.1	79.4	1.3
	<b>Excellence</b>	17.7	18.7	1.0
<b>French Language Arts</b>	<b>Acceptable</b>	83.1	90.1	7.0
	<b>Excellence</b>	15.3	14.7	-0.6
<b>Grade 12 ( Exam Mark)</b>				
<b>English 30-1</b>	<b>Acceptable</b>	83.9	81.5	-2.4
	<b>Excellence</b>	13.2	11.4	-1.8
<b>English 30-2</b>	<b>Acceptable</b>	83.2	82.3	-0.9
	<b>Excellence</b>	7.4	8.1	0.7
<b>French Language Arts English 30-1</b>	<b>Acceptable</b>	100	95	-5.0
	<b>Excellence</b>	23.3	10	-13.3
<b>Rutherford Eligibility</b>	<b>Revised Rate</b>	56.2	60.7	4.5

**Diploma Exam Participation Rate: 2012 Compared to 2013**

Test Measure	%	%	
	2012	2013	Change
English 30-1	*59.9	59	-0.9
English 30-2	*21.3	22.6	1.3
French Language Arts 30-1	1.7	2.1	0.4

\*Data updated to reflect current values.

**Diploma Exam Participation Rate: District Compared to Provincial 2013**

Test Measure	%	%	
	Province	EPS	Difference
Grade 12			
English 30-1	*54.4	59.0	4.6
English 30-2	*27.2	22.6	-4.6
French Language Arts 30-1	*2.7	2.1	-0.6

\*Data updated to reflect current values.

**Diploma Exam Participation Rate: 2009 Compared to 2013**

Test Measure	%	%	
	2009	2013	Change
Grade 12			
English 30-1	*56.7	59.0	2.3
English 30-2	*21.3	22.6	1.3
French Language Arts 30-1	*1.3	2.1	0.8

\*Data updated to reflect current values.

The participation rate reflects the percentage of students enrolled in their third year of high school who complete the course by August 31 of the reported school year. Students may have completed the course in the reported year, or in an earlier school year. Regardless of how many times they complete the course, students are only counted as a participant once, in their third year of high school. Since participation rates are for third year students, they reflect the fact that students have been successful in Grades 10 and 11 in order to participate.

**Highest Level of Achievement Tests (HLATs): 2012 and 2013**

Percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade.

Enrolment Grade	Percentage Of Students At Or Above Grade Level					
	Reading			Writing		
	2012	2013	Change	2012	2013	Change
<b>1</b>	88.3	87.7	-0.6	88.4	86.3	-2.1
<b>2</b>	85.5	83.5	-2.0	91.5	89.0	-2.5
<b>3</b>	83.7	84.0	0.3	89.3	89.6	0.3
<b>4</b>	82.3	82.2	-0.1	87.1	86.9	-0.2
<b>5</b>	83.2	82.6	-0.6	86.1	86.0	-0.1
<b>6</b>	82.8	83.2	0.4	86.7	85.9	-0.8
<b>7</b>	83.5	83.8	0.3	88.4	87.1	-1.3
<b>8</b>	81.8	81.3	-0.5	88.2	86.8	-1.4
<b>9</b>	79.9	80.2	0.3	87.0	87.3	0.3
<b>TOTAL (1-9)</b>	<b>83.5</b>	<b>83.2</b>	<b>-0.3</b>	<b>88.1</b>	<b>87.2</b>	<b>-0.9</b>

**Summary:**

- Reading results from the 2013 District Highest Level of Achievement examination indicate the percentage of students reading at or above grade level ranged from 80.2 to 87.7. When compared to 2012, percentages increased at the Grade 3, 6, 7 and 9 levels. Grades 1, 2, 4, 5 and 8 experienced a decrease from the previous year.
- Writing results from the 2013 District Highest Level of Achievement examination results indicate the percentage of students writing at or above grade level ranged from 85.9 to 89.6. When compared to 2012, percentages increased at the Grade 3 and 9 levels, with decreases across all other grade levels.

**Summary of Results 2012-2013**  
**Middle Years Literacy Intervention (MYLI)**

**Reading Results**

In 2012-2013, students gained an average of 1.5 grade levels in reading over an average of 51 lessons. For students who received five lessons per week, this represented about 12 weeks in the program.

	<b>Overall results</b>	<b>Results for Students Taught Individually</b>	<b>Results for Students Taught in Groups of 2 or 3</b>	<b>Results for FNMI Students</b>	<b>Results for ELL Students</b>	<b>Results for Strategies (Coding 131) Students</b>
Average Number of Lessons Required to Gain One Year's Growth in Reading	33 lessons	31 lessons	34 lessons	32 lessons	31 lessons	32 lessons

**Writing Results**

MYLI teachers did not do pre-and post-testing of students in writing. However, 52 percent of MYLI students whose results were reported scored at grade level on the 2013 HLAT Writing assessment. Twenty eight percent of MYLI students scored at grade level and were marked as being either adequate or proficient in writing.

**Student Information**

Students were tested at the beginning of their intervention time and again at the end of their program. Final results were collected for 168 students, with 53 percent being boys and 47 percent being girls. Fifty one (30 percent) of these students had a special needs eligibility coding and 64 (38 percent) were identified as English Language Learners. Twenty three (14 percent) students were self-identified as First Nations, Metis or Inuit students. Results were not available for students who moved unexpectedly or for students who began later in the spring and had not been in the program long enough to warrant retesting.

**General**

Middle Years Literacy Intervention (MYLI) is an intervention program designed within Edmonton Public Schools to assist students in Grades 3 to 9 who are struggling and at risk in their literacy learning. The purpose of this program is to increase the possibility that all students move successfully through school. Teachers work with individual students or groups of no more than three. Teachers determine specific areas of need in reading and writing for each child using initial assessments and ongoing monitoring. Targeted support is provided during each lesson to accelerate the student's literacy progress.

**Summary of Results 2012-2013  
Leveled Literacy Intervention (LLI)**

**Results**

In 2012-2013, students who completed a complete LLI program (five days a week) achieved, on average 1.1 years growth in 20 weeks. This is twice the expected rate of regular classroom growth in reading.

	<b>Results for Students given full program (30 min, 5 days a week, 17-18 weeks)</b>	<b>Average results for Students given less than a full program (less than 17 weeks, or less than 5 times per week)</b>	<b>Results for FNMI Students (15 percent)</b>	<b>Results for ELL Students (40 percent)</b>	<b>Results for Strategies (Coding 131) Students (11 percent)</b>
<b>Average Number of months growth</b>	1.1 years growth	0.9 years growth	0.8 years growth	0.8 years growth	0.7 years growth

**Student and Teacher Information**

Students were tested at the beginning of their intervention time and again at the end of their program. Final results were collected for 568 students, with 51 percent of these being boys and 49 percent being girls. A total of 66 teachers from 61 elementary schools implemented LLI from all areas of the city. Results were not available for students who moved unexpectedly and for students who began later in the spring and had not been in the program long enough to warrant retesting.

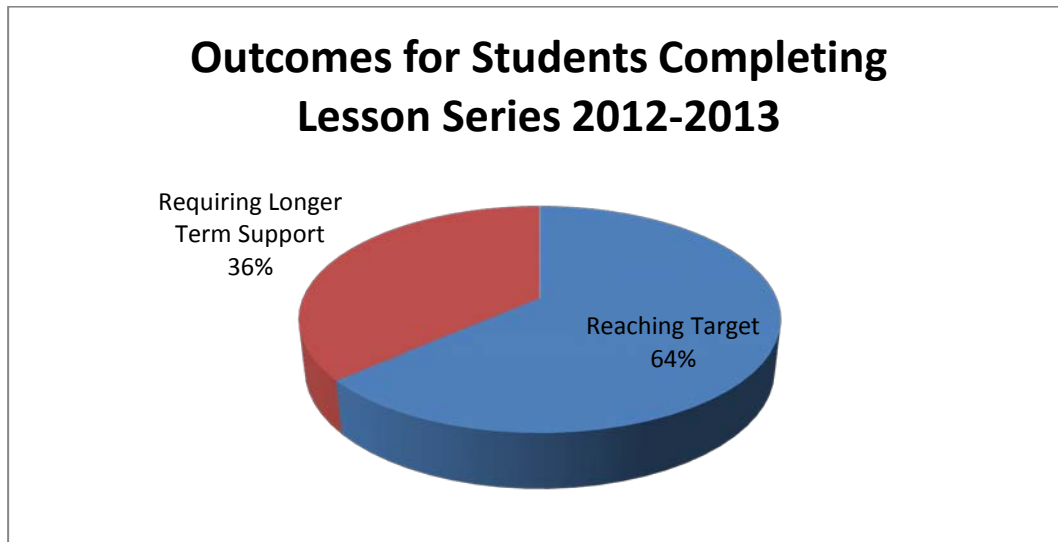
Teachers received nine half day professional learning sessions with five coaching visits in their training year along with four professional learning sessions and three coaching visits in subsequent years (Continuing Contact).

**General**

Developed by Irene Fountas and Gay Su Pinnell, LLI is an intensive, systematic approach to reading, writing, and word work for instruction within groups of up to three students (Kindergarten to Grade 2) and four students (Grade 3 to 6). In addition to regular classroom instruction in English language arts, students attended 30 minute targeted, daily literacy lessons taught by trained LLI teachers. The goal of LLI is to accelerate reading and writing growth in order to bring student literacy skill up to the average band of the class in 12-20 weeks.

### Summary of Results 2012-2013 Reading Recovery

Reading Recovery is a highly effective, short term, preventative intervention of one-to-one tutoring for **lowest achieving first graders**. Specially trained teachers aim to quickly bring student performance within the average band of their peers before they have experienced failure.



In 2012-2013, Reading Recovery was implemented in 36 Edmonton Public Schools by 41 teachers who served the literacy needs of 226 students. Students coded for ELL, FNMI and cognitive, physical or sensory disabilities were included in this number.

Within the group of students who were recommended for longer term literacy support, a sub-group was identified as making substantial progress toward reaching their target and were expected that through attention by the classroom teacher, would maintain their gains and continue to make literacy progress. The total number of students reaching their target or making substantial progress toward the target was 166 or 73 percent. A total of 34 students or 15 percent were identified as needing longer term or specialist support.

Twenty six students were unable to complete their lessons series either because they left the school and did not move to a school that offered Reading Recovery, or because of attendance or behaviour issues.

A reduction in available funding in 2012-2013 resulted in Edmonton Public Schools providing Reading Recovery to three percent of the grade one cohort, which is a significant decrease from recent years. Research states approximately 20 percent of grade one students will need an intervention to become successful literacy learners.

# **Quality Literacy Programming: A Reflective Tool**

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## Acknowledgments

This document was developed under the leadership of Support for Staff and Students, Edmonton Public Schools. We would like to thank the consultants, principals and staff at Edmonton Public Schools who contributed to this document.

This tool is based on current research into literacy and best practices in pedagogy. It also compiles the literacy aspects of the following Edmonton Public School documents:

- [K-12 Literacy for 21<sup>st</sup> Century Learners Guiding Document](#)
- [The Role of the Principal as Literacy Leader: A Continuum of Practice](#)
- [English as a Second Language Guiding Document](#)
- [Services in Support of the K-12 Literacy Guiding Document 2011-2014](#)
- [The Pyramid of Intervention: A Framework for Supporting All Students](#)
- [Early Years Guiding Document](#)
- First Nations, Metis, and Inuit Guiding Document – in DRAFT
- [Principles of Literacy Programming](#)
- [The Balanced Literacy Tenets](#)

In addition, the following key reference resources were consulted:

- [Government of Alberta, Department of Education Ministerial Order on Student Learning \(#001/2013\)](#) Note: Statements taken or adapted from this document are represented in *italics*.
- [Alberta programs of study for English Language Arts K-12 \(Alberta Education\)](#)
- [Teaching Quality Standards \(Alberta Teachers Association\)](#)
- [The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta. \(Alberta Education 2009\)](#) Note: Statements taken or adapted from this document are represented in *green font*.
- [Literacy First: A Plan for Action \(Alberta Education\)](#)
- [Living Literacy: A Literacy Framework for Alberta's Next Generation Economy \(Alberta Education\)](#)
- [The Thirteen Parameters: A Literacy Leadership Tool \(York Region School District\)](#)

This tool was also developed based on the Quality Second Language Programming Tool (Edmonton Public Schools)

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# Introduction

## Quality Literacy Programming: A Reflective Tool

### What is this document?

This document is a tool for school administrators and staff, individually or collaboratively, to:

- examine and consider aspects of literacy programming and practices
- reflect on areas of strength and areas for improvement
- assess the extent to which the practices of the school and school community support the district's intent for literacy best practices
- understand where to access key supports and guiding information

In this document, the term literacy refers to reading, writing, viewing, representing, listening and speaking for the purpose of constructing and communicating meaning.

### What can this document and these processes do for our school?

These reflective processes can:

- increase effectiveness and excellence in literacy
- improve school and district literacy alignment
- increase staff knowledge and skills
- support collaborative planning, goal-setting and literacy programming
- assist educators in the development of long-term plans and vision
- increase staff engagement
- foster the development of school and professional learning communities

This document is available digitally so that it can be tailored to the needs of the school and /or staff members. Indicators are provided as examples and can be removed, added to or changed. The document can be used in its entirety or individual sections of the document can be the focus of attention.

## How can I use this?

After becoming familiar with the content of this document, it is recommended that users be encouraged to consider and make decisions as to the:

- purpose of the reflective process (e.g., individual/group staff development, program improvement, professional learning community building, budget planning)
- individual or team involved in the initial process (e.g. an individual teacher or administrator for self-reflection, a small team, department or the entire staff)
- timelines of the process
- supports needed to implement the process (e.g., consultant support, time, materials)

This document can be useful:

- as a tool to assist individual administrators reflect on the characteristics of the programs under their supervision, possibly providing insights regarding programming strengths and potential direction for improvement
- as a process for a new school administrator to learn about the school's literacy beliefs and practices
- as a process for a new school administrator to learn about the district's literacy vision and expectations
- as a basis for annual or long term review of existing literacy programs
- as a basis for collaborative staff planning to develop a comprehensive, school-specific plan including
  - a vision for literacy programming
  - the development of tailored indicators, evidence, measures and resources
  - reflection on evidence collected and continuous review of progress
  - goal setting with cyclical identification of new goals for improvement
- as a quick review or intensive reflection tool to encourage teachers to reflect on their knowledge, practices and aspects of literacy programming
- as a tool to support the development of professional growth plans
- as a basis to facilitate discussions among administrators and school staffs
- as part of building a professional learning community for staff
- as a team-building process for school staff

Fundamentally, the intent of this document is to provide a support tool for school leadership and school staff to engage in reflection about their programming practices to foster improvement and alignment with district intents. It is intended to be flexible in its applications. Students are ultimately intended to be the beneficiaries of this tool.

# 1. SCHOOL CULTURE

**Guiding Question: *Does the school culture promote literacy?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
1.a	We ensure that a literacy focus is evident in our school.	<ul style="list-style-type: none"> <li>Our staff is able to articulate shared beliefs, understandings, and a school philosophy regarding literacy.</li> <li>We have displays of student work throughout the school that reflect a literacy focus, including languages other than English.</li> <li>Our staff engages in collaborative planning related to literacy.</li> <li>Our staff meetings include a literacy focus.</li> <li>Our content area teachers incorporate literacy instruction in their classes.</li> <li>We engage our parents through all forms of communication, including print, digital and multimedia.</li> <li></li> </ul>								<a href="#">Literacy Guiding Document</a>

# 1. SCHOOL CULTURE

**Guiding Question: *Does the school culture promote literacy?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
1. b	Our school engages family and community in promoting literacy.	<ul style="list-style-type: none"> <li>Our school creates a welcoming and supportive environment for parents.</li> <li>We support literacy for all of the student's languages.</li> <li>We communicate regularly with the school community about literacy.</li> <li>We engage families and the community to support literacy learning.</li> <li>We engage with cultural organizations to enhance students' literacy experiences.</li> <li>We ensure that our school staff is informed about family cultures and literacy practices.</li> <li>Our principal promotes an inclusive school culture respecting and honouring diversity.</li> <li></li> </ul>								PL Calendar (C9)  EPSB Translations Services  <a href="#">Spotlight on Literacy</a>

# 1. SCHOOL CULTURE

**Guiding Question: *Does the school culture promote literacy?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
1.c	We celebrate literacy in our school and school community.	<ul style="list-style-type: none"> <li>We plan activities that celebrate literacy.</li> <li>We provide our students with opportunities to share their own literacy achievements.</li> <li>We encourage our students to become <i>lifelong</i> literacy learners.</li> <li></li> </ul>								
1.d	We foster access to literacy opportunities outside the school for our students.	<ul style="list-style-type: none"> <li>Our teachers are aware of and share information about literacy opportunities with community partners and outside agencies.</li> <li></li> </ul>								E-pals/Pen-pals Writing letters to War Veterans  <a href="#">EPS Library</a>  Poetry Slam competitions <a href="#">Family Literacy Center</a>

## 2. QUALITY LITERACY INSTRUCTION

**Guiding Question: *Are students provided quality literacy instruction?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
2.a	Our teachers align their literacy programming and assessment with the Alberta programs of study and the <i>Ministerial Order</i> .	<ul style="list-style-type: none"> <li>Our teachers access the current programs of study and curricular support documents.</li> <li>Our teachers integrate literacy outcomes in their planning for student learning.</li> <li>Our teachers plan for literacy instruction within their content areas.</li> <li>Our teachers place <i>a greater emphasis on competencies than on content</i>.</li> <li>Teachers place <i>a greater emphasis on inquiry, discovery and the application of knowledge than on the dissemination of information</i>.</li> <li>Our teachers put <i>a greater emphasis on technology to support the creation and sharing of knowledge than on technology to support teaching</i>.</li> <li>Our teachers align their assessment practices with the outcomes and intents</li> </ul>								<a href="#">Alberta Program of Study</a>  AE Illustrative Examples  <a href="#">Link to ministerial order</a>  PL Calendar (eventual link)

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## 2. QUALITY LITERACY INSTRUCTION

**Guiding Question: Are students provided quality literacy instruction?**

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		of the programs of study. <ul style="list-style-type: none"> <li>• Our teachers use data to monitor progress and inform instruction.</li> <li>• Our teachers have a working knowledge of the programs of study outcomes in the previous and subsequent grades/courses to their assignment.</li> </ul>								
2.b	Our teachers provide a comprehensive approach to literacy instruction.	<ul style="list-style-type: none"> <li>• Our teachers provide regular and on-going instruction in speaking, listening, reading, writing, viewing and representing.</li> <li>• Our teachers intentionally foster oral/expressive language as a foundation for <i>constructing and communicating meaning</i>.</li> <li>• Our teachers capitalize on the reciprocal nature of reading and writing.</li> <li>• Our teachers</li> </ul>								<a href="#">Alberta Programs of Study</a>  <a href="#">ELA Illustrative Examples</a>  PL Calendar (B1, B2, B3, C4, C5, C16, C18)  <a href="#">International Reading Association</a>

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## 2. QUALITY LITERACY INSTRUCTION

**Guiding Question: *Are students provided quality literacy instruction?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		incorporate word study, including morphology, vocabulary, and phonological awareness, to support literacy. <ul style="list-style-type: none"> <li></li> </ul>								
12	2.c Our teachers respond to student needs using a variety of approaches to teach literacy.	<ul style="list-style-type: none"> <li>Our teachers design authentic literacy learning tasks.</li> <li>Our teachers offer some direct, explicit instruction and maximize teachable moments with implicit instruction.</li> <li>Our teachers use “think aloud” and other strategies to model cognitive processes.</li> <li>Our teachers use explicit modeling to demonstrate literacy strategies.</li> <li>Our teachers provide one-on-one reading and writing conferencing with students.</li> <li>Our teachers encourage inquiry</li> </ul>								PL Calendar (All B and C modules)  <a href="http://ReadWriteThink.org">ReadWriteThink.org</a>  <a href="http://InternationalReadingAssociation.org">International Reading Association website</a>  UDL  AAC (tasks and authentic learning videos)

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## 2. QUALITY LITERACY INSTRUCTION

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		skills. • Our teachers offer student choice in the selection of reading, writing, speaking, listening, representing and viewing tasks. •								

## 2. QUALITY LITERACY INSTRUCTION

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
2.d	Our teachers use a gradual release of responsibility model.	<ul style="list-style-type: none"> <li>Our teachers support student literacy learning through explicit teaching and modeling.</li> <li>Our teachers support students' new literacy learning by working through literacy/learning tasks together.</li> <li>Our teachers give students opportunity for guided practice of new literacy learning.</li> <li>Our teachers foster <i>entrepreneurial spirit</i> by providing students with opportunity to apply new learning independently.</li> <li>Our teachers encourage student <i>perseverance and self-discipline</i> in literacy activities.</li> <li></li> </ul>								PL Calendar (All B and C modules)  SFSS Coaching Support
2.e	Our teachers <i>inspire students to be engaged thinkers</i> by promoting	<ul style="list-style-type: none"> <li>Our teachers support students in <i>thinking critically and creatively and in making discoveries through inquiry</i>,</li> </ul>								PL Calendars (All B and C modules)

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## 2. QUALITY LITERACY INSTRUCTION

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
15	active problem solving during literacy activities.	<p><i>reflection, exploration, experimentation and trial and error.</i></p> <ul style="list-style-type: none"> <li>For the purposes of understanding, <i>constructing and communicating meaning</i>, our teachers explicitly teach and intentionally prompt for the use of: <ul style="list-style-type: none"> <li>comprehension strategies/thinking processes;</li> <li>word identification strategies;</li> <li>writing strategies;</li> <li>vocabulary strategies;</li> <li>expressive (oral) language; and</li> <li>meta-cognitive strategies.</li> </ul> </li> <li>Our teachers support students in <i>developing a wide range of literacy competencies, including gathering, analyzing and evaluating information from a wide variety of sources.</i></li> </ul>								

## 2. QUALITY LITERACY INSTRUCTION

**Guiding Question: *Are students provided quality literacy instruction?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<ul style="list-style-type: none"> <li>Our teachers support students in becoming <i>familiar with multiple perspectives</i>.</li> <li>Our teachers support students in <i>identifying problems and finding the best solutions</i>.</li> <li>Our teachers support students in <i>integrating ideas from a variety of sources into a coherent whole</i>.</li> <li>Our teachers encourage student <i>use of technology to learn, innovate, collaborate, communicate and discover</i>.</li> <li></li> </ul>								
2.f	Our teachers use flexible groupings for literacy learning.	<ul style="list-style-type: none"> <li>Our teachers provide small-group instruction such as guided reading/ book clubs and guided writing groups for supported practice.</li> <li>Our teachers provide opportunities for students to <i>explore ideas and technologies alone or as part of</i></li> </ul>								Writer's Workshop Book Clubs Guided Reading PL Calendar  Reader's Workshop

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<div><i>diverse teams.</i></div> <ul style="list-style-type: none"> <li>Our teachers <i>build teamwork, collaboration and communication</i> through opportunities for peer conferencing.</li> <li></li> </ul>								
17	2.g Our teachers facilitate the development of expressive (oral, signed, written or representative) and receptive (spoken, read, viewed) language.	<ul style="list-style-type: none"> <li>Our teachers provide opportunities for all students to engage in meaningful discussions (i.e. pairs, small groups, whole class).</li> <li>Our teachers provide instruction in formally <i>communicating ideas to others</i>.</li> <li>Our teachers provide students with explicit and incidental instruction in academic and content specific vocabulary.</li> <li></li> </ul>								PL Calendar  academic vocabulary  Frayer Model
	2.h Our teachers plan for the literacy needs of	<ul style="list-style-type: none"> <li>Our teachers plan for multiple means of representation in literacy learning.</li> </ul>								<a href="#">CAST - UDL</a>  <a href="#">EPS Share – UDL</a>

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
18	diverse learners (UDL).	<ul style="list-style-type: none"> <li>Our teachers encourage multiple means of action and expression in literacy tasks.</li> <li>Our teachers provide for multiple means of engagement by students in literacy tasks.</li> <li>Our teachers incorporate assistive technology when planning for literacy for diverse students.</li> <li></li> </ul>								PL Calendar  <a href="#">IISLE Technologies Playground</a>
	2.i Our teachers provide a rich classroom literacy learning environment .	<ul style="list-style-type: none"> <li>Our teachers provide learning environments that maximize success for diverse learners, including First Nations, Métis, and Inuit students, English Language Learners, and students with special needs.</li> <li>Our teachers ensure that classrooms are print-rich and media-rich environments.</li> <li>Our teachers provide our students with</li> </ul>								PL Calendar  <a href="#">Reviews at EPS</a> <a href="#">Seed Book List</a> <a href="#">LRC</a> <a href="#">Alberta Learning Social Studies Literature Titles</a>

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## 2. QUALITY LITERACY INSTRUCTION

**Guiding Question: *Are students provided quality literacy instruction?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<p>access to a variety of quality literacy resources.</p> <ul style="list-style-type: none"> <li>• Our teachers incorporate a variety of multimedia resources in their classrooms.</li> <li>• Our teachers provide time for students to read and write.</li> <li>• Our teachers provide a variety of opportunities for students to listen to a range of texts.</li> <li>•</li> </ul>								

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## 2. QUALITY LITERACY INSTRUCTION

**Guiding Question: *Are students provided quality literacy instruction?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
2. j	Our teachers support students to <i>discover, develop, and apply literacy competencies across subject and discipline areas for learning, work and life.</i>	<ul style="list-style-type: none"> <li>Our teachers help students develop vocabulary, comprehension, and oral/expressive language and writing strategies in all subject areas.</li> <li>Our teachers access appropriate resources to support literacy in all subject areas.</li> <li>Our teachers teach strategies to build students' meta-cognitive awareness.</li> <li>Our teachers teach digital citizenship.</li> <li></li> </ul>								PL Calendar (B2, B3, C7)  Program of Studies  PL calendar sessions (eventual link)  <a href="#">Languages Resource Centre</a>
2k	Our staff collaborates across grades, departments and content areas on a regular basis.	<ul style="list-style-type: none"> <li>We schedule teacher and support staff collaboration meetings.</li> <li>We provide opportunities for inter-classroom visitations and peer coaching.</li> <li></li> </ul>								



### 3. STAFF ACCESS TO PROFESSIONAL LEARNING

**Guiding Question: *Do our staff access professional learning in literacy?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
3. a	We ensure that professional literacy learning opportunities are available to our staff.	<ul style="list-style-type: none"> <li>We provide support to our staff through a literacy coach, literacy leadership team, a key contact/staff member with a strong literacy background, or a district consultant.</li> <li>We ensure that our teachers are aware of and have access to:               <ul style="list-style-type: none"> <li>professional learning;</li> <li>networks;</li> <li>conferences;</li> <li>job-embedded support</li> <li>mentorship;</li> <li>professional reading; materials;</li> <li>webinars; and</li> <li>information bulletins.</li> </ul> </li> <li>We give our teachers opportunities to learn about and meet the literacy needs of diverse learners.</li> <li></li> </ul>								C15   PL Calendar <a href="#">ERLC</a> EPSB Share site <a href="#">Barnett House</a> <a href="#">ATA Library</a>  <a href="#">UDL Share</a> <a href="#">Inclusive learning</a> <a href="#">CAST UDL</a>
3. b	We support our staff in accessing	<ul style="list-style-type: none"> <li>Our school supports our teachers in accessing job-embedded</li> </ul>								<a href="#">Teacher professional</a>

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### 3. STAFF ACCESS TO PROFESSIONAL LEARNING

**Guiding Question:** *Do our staff access professional learning in literacy?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
22	professional literacy learning opportunities.	<ul style="list-style-type: none"> <li>professional learning.</li> <li>We have a school-based professional library/collection that is available to all staff members.</li> <li>We ensure that our teachers are aware of, and assisted in applying for, professional learning funding support.</li> <li></li> </ul>								<a href="#">leaves</a>
3. c	Our staff remain current in research-based literacy practices.	<ul style="list-style-type: none"> <li>Our teachers attend literacy professional learning on an ongoing basis.</li> <li>Our teachers use current research-based literacy practices.</li> <li>Our teachers consider a literacy goal in their professional growth plans.</li> <li>Our school obtains resources that reflect current pedagogy and 21<sup>st</sup> century literacy.</li> <li>Our teachers continually expand and deepen literacy beliefs,</li> </ul>								PL Calendar  <a href="#">ERLC</a>  <a href="#">ATA Specialist Councils</a>  <a href="#">Barnett House ATA Library</a>  PL supports for Modules A,B,C



### 3. STAFF ACCESS TO PROFESSIONAL LEARNING

**Guiding Question:** *Do our staff access professional learning in literacy?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<p>understandings, and skills.</p> <ul style="list-style-type: none"> <li>• Our teachers participate in available literacy coaching and/or peer support opportunities.</li> <li>• Our teachers participate in collaborative literacy networking with other professionals.</li> <li>•</li> </ul>								

## 4. ASSESSMENT

**Guiding Question:** *Do our assessment practices support literacy learning?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
4. a	Our teachers use data gathered at all levels of the system to inform literacy instruction.	<ul style="list-style-type: none"> <li>Our teachers use provincial and district assessment information, including Provincial Achievement Tests (PATs), Highest Level of Achievement Tests (HLATs), past Diploma exams, and international language credentials.</li> <li>Our teachers are aware of and use existing specialist reports.</li> <li>Our teachers use school-based records, including attendance, previous marks, Individual Program Plans (IPPs), and benchmarks.</li> <li></li> </ul>								<a href="#">Student Assessment</a> <a href="#">Alberta Learning for PATs</a> <a href="#">Pinpoint</a> <a href="#">Alberta Education</a> <a href="#">Special Education Guide for Implementation</a>
4. b	Our teachers employ effective assessment practices.	<ul style="list-style-type: none"> <li>Our teachers use quality assessment practices to inform instructional decisions.</li> <li>Our teachers plan assessment for, of and as learning for all students, in all areas of literacy instruction.</li> <li>Our teachers base literacy assessment on a variety of authentic</li> </ul>								<a href="#">CAST UDL</a> <a href="#">Anne Davies: Triangulation of Evidence</a> PL Calendar – Assessment Module(C-3 ) <a href="#">CAST</a>

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 Support for Staff and Students, Edmonton Public Schools, October 2013  
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## 4. ASSESSMENT

**Guiding Question:** *Do our assessment practices support literacy learning?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
25		products, observations and conversations with students. <ul style="list-style-type: none"> <li>• Our teachers provide support for a wide range of student literacy abilities when assessing literacy in content areas.</li> <li>• Our teachers use programs of study as the basis for assessment.</li> <li>• Our staff work collaboratively to improve assessment practices.</li> <li>• Our teachers provide effective and regular feedback to students.</li> <li>•</li> </ul>								<a href="#">CAST UDL</a> <a href="#">Student Assessment</a> <a href="#">Alberta Assessment Consortium</a>
4. c	Our students are active and engaged partners in their learning.	<ul style="list-style-type: none"> <li>• Our students participate in assessing their own literacy progress.</li> <li>• Our students set literacy goals.</li> <li>• Our students benefit from assessment “as” literacy learning opportunities.</li> <li>• Our teachers encourage students to be self-advocates for supports that meet their literacy learning needs.</li> </ul>								<a href="#">CAST</a> <a href="#">CAST UDL</a> <a href="#">I CAN Centre</a> <a href="#">Alberta Assessment Consortium</a>

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## 4. ASSESSMENT

**Guiding Question:** *Do our assessment practices support literacy learning?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		•								
4. d	We inform our stakeholders of students' literacy progress.	<ul style="list-style-type: none"> <li>Our principal ensures that parents are informed about their child's literacy learning and development.</li> <li>Our teachers report on speaking, reading, writing, listening, viewing and representing competencies.</li> <li>We highlight information regarding overall school literacy progress at parent council or information evenings.</li> <li></li> </ul>								<a href="#">Board Regulations on reporting progress</a>  <a href="#">Assessing Student Achievement</a>



## 5. STUDENT ACCESS TO PROGRAMMING

**Guiding Question: *Do all students have access to quality literacy programming?***

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
27 5. a	<i>The educational best interest of the child is the paramount consideration in making decisions about a child's education.</i>	<ul style="list-style-type: none"> <li>Our principal ensures that students have access to appropriate literacy programming based on their individual literacy learning needs.</li> <li>Our teachers are aware of the literacy needs of their students.</li> <li>Our teachers adjust programming to meet student literacy needs.</li> <li>Our teachers access supports to meet student needs, including support from Inclusive Learning, FNMI and Diversity departments and other consultants.</li> <li>Our teachers provide instructional accommodations and/or adaptations designed to support individual students who continue to experience literacy challenges.</li> <li></li> </ul>								<a href="#">Inclusive Learning</a> (EPSB directory)  FNMI and Diversity  Literacy A  Literacy B  NTS/NTIP  -add contacts or directory  <a href="#">IPP</a> link  UDL Share  CAST  <a href="#">Alberta Learning Digital Textbooks</a>



## 5. STUDENT ACCESS TO PROGRAMMING

**Guiding Question:** *Do all students have access to quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/Strategies
28	5. b We adopt a whole school approach to intervention.	<ul style="list-style-type: none"> <li>We adopt a team approach to meeting the needs of at-risk literacy learners.</li> <li>We provide research-based literacy interventions to students at risk in their literacy learning.</li> <li>We ensure that our teachers are aware of available supports for at-risk students in the school.</li> <li>We have a literacy intervention protocol in our school to give guidance in areas such as collecting data and identifying students for intervention.</li> <li>We conduct on-going assessment of students after a literacy intervention.</li> <li>Our intervention teacher continually communicates with the classroom teacher regarding student progress.</li> <li></li> </ul>								RR, LLI, MYLI, HSLI  PL Calendar (C11)



## 5. STUDENT ACCESS TO PROGRAMMING

**Guiding Question:** *Do all students have access to quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
5. c	We communicate and collaborate with other schools to enable effective K-12 literacy programming for students.	<ul style="list-style-type: none"> <li>We meet with feeder and receiving schools to develop common language, instruction, expectations and understanding of our students for literacy learning.</li> <li>We share information regarding student progress and literacy programming to schools receiving our students.</li> <li>We have processes in place to ensure sharing of literacy progress between teachers (grade to grade, year to year).</li> <li></li> </ul>								

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## 6. QUALITY RESOURCES

**Guiding Question:** *Are quality learning resources available for our students?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
6. a	We align our resources with the intent of the Alberta programs of study.	<ul style="list-style-type: none"> <li>Our teachers use a variety of appropriate and aligned print, oral, and multimedia resources.</li> <li></li> </ul>								<a href="#">Alberta Education</a>  <a href="#">Learn Alberta</a>
6. b	Our students have access to authentic and engaging resources.	<ul style="list-style-type: none"> <li>We include diverse texts and media in our classroom and library inventories.</li> <li>We provide our students with access to a variety of technologies.</li> <li>We foster <i>ethical citizenship</i> by providing access to materials that encourage our students to <i>engage with many cultures, religions and languages, and to value diversity in all people</i>.</li> <li>We provide our students with access to a variety of genres and text forms.</li> <li>We ensure that our instructional resources are adequate in number and quality to meet students' needs.</li> </ul>								Alberta Education Authorized Resources <a href="#">Learn Alberta</a>  Reviews at EPS <a href="http://reviews.epsb.ca/reviews/">reviews.epsb.ca/reviews/</a>  <a href="#">EPL</a>  <a href="#">IISLE Share</a>  Library Commons guiding document  <a href="#">Alberta Learning Social Studies Literature Titles</a>  <a href="#">IISLE Technologies</a>

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## 6. QUALITY RESOURCES

**Guiding Question:** *Are quality learning resources available for our students?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<ul style="list-style-type: none"> <li>We provide our students with access to resources that meet their language needs.</li> <li>Our students have access to <i>technology to support the creation and sharing of knowledge.</i></li> <li></li> </ul>								<a href="#">Playground Languages Resource Centre</a>
31	6. c	Our teachers provide materials that allow students to successfully access text. <ul style="list-style-type: none"> <li>In our classroom/school literacy collections we include a variety of levels to match the literacy needs of students.</li> <li>We use instructional level texts when students are required to read during instruction.</li> <li>We provide our students with access to independent level texts.</li> <li>Our teachers make use of UDL principles and technologies to make text accessible to a range of students.</li> <li></li> </ul>								Alberta Education approved resource list  <a href="#">UDL share</a>  <a href="#">CAST UDL</a>  Book Leveling Sites  <a href="#">IISLE Technologies Playground</a>



## 6. QUALITY RESOURCES

**Guiding Question:** *Are quality learning resources available for our students?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
6. d	We set school budgeting priorities that reflect literacy.	<ul style="list-style-type: none"> <li>We have a plan in place for systematically acquiring relevant student and professional literacy resources.</li> <li>We ensure all teachers know the processes for acquiring quality literacy resources.</li> <li>Our teachers know how to identify quality literature and literacy resources.</li> <li>We dedicate a portion of our school budget to acquiring literacy resources on an ongoing basis.</li> <li>We make shared literacy resources accessible to all teachers.</li> <li></li> </ul>								<a href="#">FNMI SEED link</a>  FNMI <a href="#">Edukits</a>  <a href="#">Languages Resource Centre</a>



## 7. POSITIVE ADMINISTRATOR SUPPORT

**Guiding Question:** *Is there positive administrator support for quality literacy programming?*

**Note:** statements in **green font** are taken or adapted from The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta (Alberta Education 2009)

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
7. a	Our principal has a strong understanding of literacy, including literacy across the content areas.	<ul style="list-style-type: none"> <li>Our principal demonstrates a sound understanding of current literacy pedagogy and curriculum.</li> <li>Our principal uses expertise to enhance literacy skills across the content areas.</li> <li>Our principal uses expertise to enhance literacy development and programming for diverse learners.</li> </ul>								<a href="#">ELL Document</a> FNMI Document <a href="#">Principal's Toolkit to Support 'The Learning Team'</a> PL Calendar UDL Share CAST <a href="#">Special Education Guide for Implementation</a>
7. b	Our principal provides effective supervision to support quality teaching.	<ul style="list-style-type: none"> <li>Our principal ensures that literacy instructional decision-making is based on a school vision and understanding of school culture.</li> <li>Our principal facilitates a culture of inquiry and reflection to guide and inform ongoing learning in relation to 21<sup>st</sup></li> </ul>								<a href="#">Literacy Guiding Document</a> <a href="#">Supervision and Guidelines for Principals</a>

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
34		century literacy challenges. <ul style="list-style-type: none"> <li>• Our principal fosters a culture of high expectations for students.</li> <li>• Our principal provides purposeful feedback to challenge and support each teacher to inspire quality literacy teaching, based upon multiple sources of information, including regular classroom visits.</li> <li>• Our principal identifies strong literacy teaching practices and programming that support diverse learners.</li> <li>• Our principal communicates and celebrates school literacy accomplishments.</li> <li>• Our principal is knowledgeable about and accesses literacy supports when needed to support effective supervision.</li> </ul>								



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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
35		<ul style="list-style-type: none"> <li>Our principal ensures that student assessment and evaluation of literacy are fair, appropriate and balanced.</li> <li>Our principal recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning.</li> <li>Our principal effectively manages the resources of the school to meet literacy needs.</li> <li></li> </ul>								
7. c	Our principal engages in lifelong, job-embedded learning opportunities related to literacy leadership.	<ul style="list-style-type: none"> <li>Our principal is intentional in his/her learning with current literacy research; incorporates learning into practice, and continues to evaluate and generate questions about literacy learning.</li> <li>Our principal's literacy learning is comprehensive, and</li> </ul>								PL Calendar (eventual link)  Literacy Periodicals (i.e. Reading Teacher, Journal of Adult and Adolescent Literacy)  <a href="#">ProQuest</a>

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<ul style="list-style-type: none"> <li>he/she creates specific opportunities to receive feedback from multiple sources with the purpose of evaluating and designing next steps.</li> </ul>								<a href="#">ATA library</a>
36 7. d	Our principal collaborates with colleagues around common literacy challenges.	<ul style="list-style-type: none"> <li>Our principal collaboratively involves the school community in creating and sustaining a literacy focus.</li> <li>Our principal fosters effective relationships within a leadership group or catchment group that collaboratively addresses common literacy challenges.</li> </ul>								<a href="#">ATA library</a> <a href="#">Journal - Educational Leadership</a> -School grouping request around literacy - Quality Literacy Programming Tool
7. e	Our principal establishes a school based leadership team that focuses on literacy.	<ul style="list-style-type: none"> <li>Our principal and school leadership staff create a clear literacy vision.</li> <li>Our principal promotes shared leadership and identifies and mentors literacy leaders in the school.</li> </ul>								Literacy Inservice C-15: Literacy Coach Development

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<ul style="list-style-type: none"> <li>Our principal provides ongoing opportunities to build literacy capacity in all staff.</li> <li></li> </ul>								
37	7. f Our principal engages staff in using data to inform all literacy instruction.	<ul style="list-style-type: none"> <li>Our principal analyzes a wide range of data to determine progress toward achieving school literacy goals.</li> <li>Our principal models the process of analyzing a wide range of data to determine progress toward achieving school literacy goals.</li> <li>Our principal intentionally collaborates with teachers in identifying the kinds of literacy data to be reviewed, and supports and monitors the collection of, and the response to, a variety of data throughout the year.</li> <li></li> </ul>								



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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
7. g	Our principal promotes and facilitates opportunities for staff collaboration in literacy and professional learning reflection.	<ul style="list-style-type: none"> <li>Our principal ensures that:               <ul style="list-style-type: none"> <li>each teacher is part of a purposeful literacy learning network;</li> <li>networks contribute to the goals of the school plan; and</li> <li>networks are interrelated in and beyond the school.</li> </ul> </li> <li>Our principal consistently seeks innovative ways to provide:               <ul style="list-style-type: none"> <li>regular time for teachers' networking and collaboration around literacy learning; and</li> <li>necessary resources, including professional materials and/or human resource support.</li> </ul> </li> </ul>								



## 8. POSITIVE DISTRICT SUPPORT

**Guiding Question:** *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
8. a	Our district mission, vision, priorities and philosophy support literacy programming and literacy development in students.	<ul style="list-style-type: none"> <li>We have supportive district mission, vision, priorities and philosophy statements to support the range of students in our school district.</li> <li>Our district places <i>a greater emphasis</i> on the literacy needs of <i>the learners than on the system</i>.</li> <li></li> </ul>								<a href="#">(District Vision/Mission Statement/Priorities)</a>
39 8. b	Quality literacy program-related policies, regulations, guidelines, and guiding documents guide and support our school.	<ul style="list-style-type: none"> <li>Our district is inclusive and equitable in its literacy support for students.</li> <li>We make informed programming decisions based on the following: <ul style="list-style-type: none"> <li>HGAB.BP - Multicultural Education;</li> <li>IA.BP - Inclusive Education;</li> <li>IAA.BP - Aboriginal Education;</li> <li>IAA.AR - Aboriginal Education;</li> <li>K-12 Literacy for 21<sup>st</sup> Century</li> </ul> </li> </ul>								<a href="#">Literacy Guiding Document</a> <a href="#">Second Languages Policy</a> <a href="#">Aboriginal Education Policy/Regulation</a> <a href="#">Multicultural Policy</a> <a href="#">Alberta Education Inclusive Education</a> <a href="#">Inclusive Learning Policy/Regulation</a>

## 8. POSITIVE DISTRICT SUPPORT

**Guiding Question:** *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
40		<ul style="list-style-type: none"> <li>Learners Guiding Document;</li> <li>English as a Second Language Guiding Document;</li> <li>Early Years Guiding Document; and</li> <li>The Pyramid of Intervention: A Framework for Supporting All Students.</li> </ul>								<a href="#">Inclusive Learning: Everyone's In</a>  <a href="#">EPSB Inclusive Learning Directory</a>  <a href="#">ESL Guiding Document</a>  <a href="#">Pyramid of Intervention How to Create Inclusive School Communities Early Years Guiding Document</a>
8. c	Our district supports our efforts to provide all students with opportunities to build	<ul style="list-style-type: none"> <li>Our District makes available to us various student and staff supports, such as professional learning, research, and inclusive learning supports.</li> <li>Our district enables us</li> </ul>								<a href="#">Guiding Document – 21<sup>st</sup> c learner</a>  <a href="#">Alberta Education: Literacy</a>

## 8. POSITIVE DISTRICT SUPPORT

**Guiding Question:** *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
41	their skills and knowledge to be 21 <sup>st</sup> century literacy learners	to direct aspects of our funding toward literacy supports. <ul style="list-style-type: none"> <li>• Our Human Resources department supports our efforts to staff our school with staff that can meet the literacy needs of all students.</li> <li>• We are enabled to use district funds/resources to provide professional learning opportunities for staff.</li> <li>• We are enabled to use district funds/resources to provide inclusive programming support for all students.</li> </ul>								<a href="#">First: A Plan for Action</a>  PL Calendar (link)  <a href="#">EPSB Inclusive Learning Directory</a>  <a href="#">EPSB Support for Staff &amp; Students Directory</a>
8. d	Our district provides standards, achievement measures and data for us to examine and improve our programs.	<ul style="list-style-type: none"> <li>• We can use program, assessment and achievement standards, such as:               <ul style="list-style-type: none"> <li>○ quality programs of study;</li> <li>○ quality assessment materials;</li> <li>○ HLAT, PAT, diploma exam data, and international examination results; and</li> <li>○ student data, including reading</li> </ul> </li> </ul>								

## 8. POSITIVE DISTRICT SUPPORT

**Guiding Question:** *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		<ul style="list-style-type: none"> <li>and other assessments.</li> </ul>								
8. e	Our district provides access to individual student's assessments and information to enable quality literacy programming	<ul style="list-style-type: none"> <li>We are able to access timely student assessments related to literacy.</li> <li>We are able to access student data and information effectively and efficiently.</li> <li>We are able to follow up with specialists, when targeted assessments have been completed, to support us in implementing programming recommendations.</li> </ul>								<a href="#">Student Referral Form</a> <a href="#">ESHIP</a> ELL assessment information <a href="#">Pinpoint</a>
8. f	Our district provides opportunities for professional learning and staff development to support quality literacy programming	<ul style="list-style-type: none"> <li>Our staff have opportunities to access, through district support, professional learning and staff development.</li> </ul>								PL Calendar (eventual link)  <a href="#">Teacher professional leaves</a>

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## 8. POSITIVE DISTRICT SUPPORT

**Guiding Question:** *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
43	ng.									
	8. g	Our district provides and/or facilitates access to quality learning and teaching resources	<ul style="list-style-type: none"> <li>Our staff can access district print, media/multimedia and human resource supports.</li> <li>Our staff can access authorized resource lists and material through Alberta Education.</li> <li></li> </ul>							<a href="#">Alberta Education Resource Lists</a> <a href="#">ATA Barnett House Library Edmonton Public Library SLS Staff Room Share Sites</a> <a href="#">United streaming</a>  <a href="#">IISLE Technologies Playground</a>
	8. h	Our district provides supports for the engagement of parents/caregivers as stakeholders in literacy.	<ul style="list-style-type: none"> <li>Our district supports parent/caregiver literacy events.</li> <li>District information, materials and resources are available to support parent engagement in literacy.</li> <li></li> </ul>							<a href="#">School Zone Staff Room – Spotlight on Literacy</a> Literacy Conference with outside agencies <a href="#">Alberta Education</a>

## 8. POSITIVE DISTRICT SUPPORT

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
										<a href="#">Learning Team Document Alberta Education – Parent</a>
44	8. i Our district collaborates with government, business, community groups/agencies and post-secondary institutions to support literacy.	<ul style="list-style-type: none"> <li>Our district has structures to foster communication and collaboration with key stakeholders.</li> <li>Partnerships and/or collaborative activities are supported/enacted to maximize student literacy engagement and development.</li> <li></li> </ul>								<a href="#">Edmonton Public Libraries U of A – Literacy Centre Family Literacy Centre Big Brothers/Sisters Study Buddy Reading Clinic at U of A</a>

**Second Language Literacy Support Information 2012-2013:  
Institute for Innovation in Second Language Education (IISLE) at Edmonton Public  
Schools**

<p>Total number of teacher and principal professional learning sessions and conferences offered by IISLE: 172 Total teacher and principal attendance: 1,898</p>
<p>Total number of students that participated in language examinations to achieve lifelong internationally recognized credentials: 1,844</p> <ul style="list-style-type: none"> <li>• 1,220 Chinese (Mandarin) Exams (HSK/YCT)</li> <li>• 359 French Exams (DELF/DALF)</li> <li>• 178 German Exams (Sprachdiplom)</li> <li>• 20 Japanese Proficiency Exams</li> <li>• 17 Spanish Exams (DELE)</li> <li>• 8 Ukrainian Exams</li> </ul>
<p>Total number of staff language proficiency assessments administered (funded through Human Resources): 128</p> <ul style="list-style-type: none"> <li>• 10 Arabic</li> <li>• 7 American Sign Language (ASL)</li> <li>• 4 English</li> <li>• 76 French</li> <li>• 1 Japanese</li> <li>• 1 Punjabi</li> <li>• 16 Spanish</li> <li>• 2 Ukrainian</li> <li>• 6 German</li> <li>• 5 Hebrew</li> </ul>
<p>Total number of local, provincial, national and international partners who support district second language work: 20</p>
<p>Total number of registered patrons and teaching and learning resources borrowed from the five language resource centres: 802 patrons and approximately 3,000 resources borrowed. (Note: a patron may be an individual or a school, and a resource could be an entire class set of materials, as examples.)</p> <p>Number of resources:</p> <ul style="list-style-type: none"> <li>• French Resource Centre: over 13,532 resources</li> <li>• Spanish Resource Centre: over 6,000 resources</li> <li>• International and Signed Languages Resource Centre: over 3,200 resources</li> <li>• Aboriginal Resource Centre: over 2,000 resources</li> <li>• Confucius Institute Library: over 35,000 resources</li> </ul>

Total number of special cultural events provided by IISLE, with partner support: Seven

- Cinémagine French Film Festival – 1,055 students from 14 schools (French Immersion and French as a Second Language)
- Explore Japan Days - 300 students across six jurisdictions
- Goethe Institut/IISLE/U of A Film series
- National German Bilingual Teacher Conference (Goethe Institut/ZfA)
- Spanish Film Series
- “La Maleta Viajera/The Travelling Suitcase” to Spanish program schools
- Alberta Spanish Teachers Seminar

Support materials/documents prepared by IISLE staff, in collaboration with district teachers:

- Course Challenge for French 30-9Y; 30-3Y for Chinese, German, Japanese, Punjabi, Spanish, Ukrainian
- Program Alignment Tools for FSL and Language and Culture
- Kindergarten to Grade 9 Can-Do Statements - Bilingual Language Arts (Spanish, German, Hebrew, Arabic, Ukrainian, Chinese, ASL)
- TFO: Compilation of appropriate on-line resources for Gr. 4-9
- Technologies to Support Grade 4 to Grade 12 9-Y French as a Second Language
- FSL I Can statements Grade 4 to Grade 12
- FSL Grade 4 to 9 Authentic Performance Assessment Tasks
- FSL Kindergarten to Grade 9 Readers: collections and curricular alignment
- FSL Grade 7 to Grade 9 Recommended Resources
- French 10-9y to 30-9y Recommended Resources
- High School 10-9y and 20-9y online support documents for FSL
- High School Performance Assessment tasks for French 10-9Y, 20-9Y and 30-9Y
- High School Performance Assessment tasks for French 10-3Y, 20-3Y and 30-3Y
- FSL Music Resources: Compilation for Grades 4 to Grade 9
- FIM I Can Statements Kindergarten to Grade 6
- Digital Canadian Languages Passport
- FSL Grades 4 to Grade 9: Learning with Technologies
- FIM Kindergarten to Grade 12 Crème de la Crème Reading List

### Official District Partners Supporting Second Language Education

1. A broad-based agreement with the Office of Chinese Language Council International (HANBAN) of the People's Republic of China was renewed and signed in December 2012 to enable the establishment of the Confucius Institute in Edmonton. This agreement targets numerous areas for collaboration and a wide range of excellent supports.
2. A Memorandum of Understanding with L'Academie de Rouen in France was signed in December 2008. This Memorandum has been implemented mainly through school twinning activities.
3. An agreement with Alliance Française was established in March 2009. The goal of this collaboration is to encourage and support the teaching and learning of French language and culture, through enhanced educational opportunities for students and professional growth opportunities for educators.
4. Instituto Cervantes of the Government of Spain granted the District a DELE Testing Centre. This agreement enables EPSB to provide DELE testing and certification to students, staff and the general public on behalf of the Instituto Cervantes.
5. The Instituto Cervantes accredited EPSB as an Associated Centre of the Instituto Cervantes in February 2009. This recognizes EPSB as providers of quality Spanish language services and provides access to specialized resources, cultural activities, etc.
6. An official Spanish Resource Centre was granted from the Ministry of Education of Spain in May 2009, in collaboration with EPSB and the University of Alberta. As a result, EPSB now hosts and distributes a large collection of Spanish literature, cultural resources and language teaching and learning resources, in print, digital and multimedia formats.
7. A Memorandum of Understanding was signed in October 2008 with the Central Agency for German Schools Abroad (ZfA), and the Goethe Institut. This facilitates cooperation in many areas, including professional development, cultural activities, resource acquisition and resource donations.
8. A partnership agreement with the Canadian Association of Second Language Teachers (CASLT) was signed in September 2008.
9. A partnership agreement between Edmonton Public Schools and Lviv Oblast in Ukraine was signed in October, 2007. This agreement facilitates school twinning and exchanges and provides students with access to the Ukrainian Exam for Foreign Students at the Ivan Franko University of Lviv.
10. A partnership with the Languages Research Centre, University of Calgary was signed on May 16, 2011. This facilitates cooperation in the area of research and teacher professional development.
11. The Ministry of Education, Sport and Culture of the Government of Spain provides designations to EPSB's Spanish bilingual programs as International Spanish Academies. This agreement will be renewed and signed in May 2014.
12. A partnership with the Principality of Asturias was signed in August, 2010. This partnership was established to strengthen the teaching and learning of Spanish language and culture through school twinings, and student and teacher interactions.

**DATE:** May 20, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Annual Report - Special Education

**ORIGINATOR:** Mark Liguori, Assistant Superintendent of Schools

**RESOURCE STAFF:** Carolyn Baker, Darlene Kassian, Leona Morrison, Natalie Prytuluk, Heather Raymond, Amit Sansanwal

**REFERENCE:** June 14, 2011 Board Meeting:

- [Motion re Annual Reports on the Work of the District](#)
- [Special Needs Task Force: Recommendation Report](#)

[HA.BP – Inclusive Education](#)  
[HA.AR – Students in Need of Specialized Supports and Services](#)

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#### **PURPOSE**

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to students with special education needs during the 2013-2014 school year.

#### **BACKGROUND**

The information provided in this report outlines supports and services provided by central staff in relation to students with special education needs. Also included is data on numbers and distribution of students with special education needs, achievement on students on the graded curriculum and accountability pillar data that provides further context. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review process that occurs in the fall of each year.

Special education refers to the education of students and children identified with mild, moderate, or severe disabilities or as gifted and talented. Special education is not a stand-alone program; rather it is a system-wide responsibility and commitment to provide a range of programs, programming options, and supports and services to maximize the learning of all students identified with special education needs. Special education practices are founded on the belief that all students can learn and reach their full potential given equal opportunity, effective teaching and appropriate resources.

#### **CURRENT SITUATION**

The District continues to support a range of programs and programming options for students with special education needs. Students with special education needs may attend their attendance area school, alternative programs of choice, or district centre special education programs. Under the *School Act*, placement decisions are the responsibility of principals and are based upon the programming needs of each student, in consultation with, and in consideration of, expectations of parents.

Inclusive Learning (IL) is dedicated to helping school staff ensure that every student experiences success. The unit has one managing director, 10 supervisors, one program coordinator, 159 consultants, 138 educational assistants, and 10 support staff. This unit identifies, develops and shares inclusive learning strategies and provides support through School Service teams, in consultation with school staff. The School Service teams meet with principals, teachers and parents to understand how best to meet the unique needs of a student or group of students. The teams consist of adaptive physical education, assistive technology, Deaf or hard of hearing, education/ behavioural programming, educational audiology, inclusive programming, Kindergarten teacher support, physical therapy, occupational therapy, speech language therapy, reading, school social work, school psychology, school family liaison, and visual impairment/blindness consultants.

IL assists with services that range from classroom consultation and specialized assessments to parent sessions. It takes a team approach that brings together diverse support for both individual students and entire classrooms, and helps teachers build capacity to create the best learning environment possible for students from preschool to Grade 12.

In addition to district support the unit is responsible for supporting 32 northern school boards through Edmonton Regional Education Consulting Services (ERECS). These services will be integrated into the new Edmonton Regional Collaborative Service Delivery (ERCSD) for the 2014-2015 school year. Regional Collaborative Service Delivery (RCSD) is a regional partnership between school authorities, Alberta Health Services (AHS), Child and Family Services Authorities (CFSA) and other community stakeholders. The purpose of the RCSD is to be more effective in meeting the learning needs of children and youth and supporting their well-being through the creation of 17 RCSD regions across the province. Due to this provincial reorganization, Edmonton Public Schools will no longer serve boards outside of Edmonton.

Outlined below is an update of the supports and services provided by central staff in relation to students with special education needs with a direct connection to the new priorities and goals outlined in the District's Strategic Plan.

**Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

Goal One: An Excellent Start to Learning

*Outcome: More children enter Grade One reaching emotional, social, intellectual and physical development milestones.*

- IL supports the learning of all students and children in school settings. Included in this responsibility is supporting the development of language, motor, speech and social skills of children in Early Years classrooms (Early Learning and Kindergarten). In 2013-2014 IL served 613 children meeting program unit funding (PUF) criteria and 741 children meeting mild/moderate (MM) criteria. One of the strategies the unit values is the placement of educational assistants or speech language assistants into Early Years or Kindergarten classes that have identified children requiring additional supports and services. In addition to these supports a multi-disciplinary team consults and collaborates to build administrator and teacher capacity in working with learners with diverse needs.

- Continued implementation of the Early Years Evaluation – Teacher Assessment (EYE-TA) (Attachment I) in all Kindergarten classrooms to identify children who would benefit from additional supports in order to be ready for formal academic learning in Grade 1. Kindergarten teachers, in collaboration with multi-disciplinary teams, use the EYE-TA to assess developmental strengths and areas for growth of children at the start of the year to inform instructional decisions for the class, and again at the end of the year to measure student progress.
- Planning is underway for a coordinated approach to District Early Years options and how programming, organization, access and funding for children is provided. This is a collaborative process with the Early Years Steering Committee and administrators of Early Education and Early Learning locations. An Early Years working committee is preparing to implement a pilot project for the 2014-2015 school year with Hillview School Early Education Program reorganized to provide services and supports to children who are two and a half to four and a half years of age attending Tipaskan, Sakaw and Ekota Schools Early Learning classes.

## Goal Two: Success for Every Student

*Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.*

- As part of the communication plan for Administrative Regulation HA.AR – Students in Need of Specialized Supports and Services, a District Guiding Document was developed – An Educational Strengths-Based Approach (Attachment II). The document forms the basis for collaborative conversations between school and IL staff in creating and enhancing a strengths-based culture throughout the District.
- Assistive Technology for Learning (ATL) consultants are supporting both school and IL staff to use ATL to support all students, including those with special education needs, in achieving the learning outcomes of the Alberta curriculum or individual learning goals. This has been accomplished through targeted professional learning for consultants, joint consultation visits to schools and direct consultation from the ATL consultants.

## **Priority 2: Provide welcoming and high quality learning and working environments.**

### Goal One: A Focus on Well-being and Citizenship

*Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.*

- A series of Everyone's In tip sheets (Attachment III) related to topics to support the implementation of Administrative Regulation HA.AR – Students in Need of Specialized Supports and Services have been developed and distributed to schools.
- In support of the District's ongoing work to build an inclusive education system, a new series called Insights into Inclusive Learning, will be featured on StaffRoom under News. This series offers school staff an excellent opportunity to learn from one another and describe how they are helping students of all needs and abilities experience success.
- IL social workers who are trained in risk assessment, support schools, families and students to access community resources when a student may need assistance related to emotional, behavioural and mental health issues.
- Completed the Culturally Sensitive Assessment guidelines which have been shared with district staff through a Google Share site.



Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

*Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity within a culture of collaboration.*

- The Behaviour Learning Assistance Program (BLAP) Community of Practice for teachers and principals was established.
- The Challenging Behaviour Network website was established (<http://goo.gl/uwDqv8>).
- Two half-day professional learnings were organized for every Kindergarten teacher with a focus on using the EYE-TA data for planning play-based programming. Of the 116 Kindergarten teachers who completed the February 2014 survey, 80 per cent of teachers responded that the centre activities on play-based approaches to literacy and numeracy were very good to excellent.
- District professional learning on Brain Development in the Early Years was sponsored by the Norlien Foundation and Edmonton Public Schools Foundation. Over 650 participants attended and 82 per cent of participants agreed that the concepts presented in the session would be useful in their job, and 83 per cent agreed that the session improved their understanding of brain development.
- A four part series called Leading the Way to Inclusion for emerging leaders was provided.
- Ten consultant staff from IL, First Nations, Métis and Inuit (FNMI), Support for Staff and Students and Information Technology Services (ITS) and 10 staff from eight schools attended a three week course by Dr. Jennifer Katz on Teaching to Diversity: The Three-Block Model of Universal Design for Learning.
- The IL educational assistants were provided with four part professional learning series on a range of topics from Speech Sounds to Play-Based Learning or an eight week coaching series on It Takes Two to Talk. Selected staff members are completing a 25 week Mastering Literacy Braille course.
- Consultants met monthly in discipline cohorts for targeted evidence-based professional learning related to their field.
- School-based teams participated in catchment area professional learning as requested.

Goal Four: A Culture of Excellence and Accountability

*Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.*

- An additional video as part of the Inclusive Learning: Everyone's In series was released on Social Inclusion. Interest in the nine videos remains high with over 12,500 views between September 2013 and March 2014.
- In collaboration with Central Records, IL is redesigning our electronic referral process in order that this process becomes more efficient and allows us to assign case files to consultants, track progress, create and post documents as well as retain records all in one place.

**Priority 3: Enhance public education through communication, engagement and partnerships.**Goal One: Parents as Partners

*Outcome: Parents are provided opportunities to be involved in their child's education.*

- School Family Liaisons provided support for families of children who receive PUF in their Kindergarten year. In addition to providing family oriented programming sessions such as

Triple P - Positive Parenting Program, Selective Mutism, Anxiety, Social skills and a district-wide session on English Language Learners, they also worked with schools and community organizations to support transitions and coordinate family activities.

- Work is under way with the welcoming schools related to the Student Accommodation Plan to support the transition of students identified with special education support needs.
- Assistance for families as children transition from Early Years programs to Kindergarten, IL consultants attended parent information sessions at District Early Education locations and community service providers events to inform parents of supports and services available for their children as they transition to Kindergarten or Grade 1.

## Goal Two: Supports for the Whole Child

*Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.*

- The IL leadership staff have been active participants in the ERCSD redesign work. Beginning in September 2014 services from Student Health Integrated Programs, Children and Youth with Complex Needs, and Regional Educational Consulting Services will be coordinated by ERCSD. The work ahead will be to coordinate services to achieve the goal that the right supports and services are in the right place for students in need of these supports at the right time, by the most appropriate person.

## Goal Three: Engaged and Effective Governance

*Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.*

- The Inclusive Education Parent and Community Advisory Committee met three times this year.
  - Agenda items from Edmonton Public Schools administration have included:
    - feedback on the district website;
    - presentation on Assistive Technology for Learning;
    - presentation on Positive Behavioural Supports; and
    - feedback on Everyone's In tip sheets.
  - Agenda items from committee members have included:
    - feedback that district communications must emphasize the equal right of parents to choose programming for their children in an inclusive environment, alternative program or district centre;
    - student accommodation related to Early Education;
    - *Children First Act* and its implications;
    - bring your own device to school; and
    - supports for students with special education needs in immersion programs.

## **Statistical Data**

- Attachment IV reports current data on the number of students with special education needs by eligibility type and by special education programs; data on accountability pillar and staff satisfaction survey relating to teacher and parent satisfaction with timeliness of assessment; achievement on the graded curriculum from provincial and district measures; and the distribution of students receiving instruction on the graded curriculum.

- The District supports 11,165 students with special education needs. Of these students 5,712 receive their programming in their attendance area school or alternative programs of choice and 5,453 receive programming in district centre special education programs.
- The number of students with special education needs in high school, who are active after three years of attendance, has increased by 3.2 per cent.
- The number of students with special education needs on the graded curriculum remains high at 91 per cent. This speaks to the district value that every student is perceived as a learner, as well as school commitments to provide a wide range of programs, programming options and supports and services that allow for individualized success of students identified with special education needs.

#### **Next Steps (Identification of Key strategies (SMARTE goals) for the 2014-2015 school year)**

- IL and Research and Innovation for Student Learning will collaborate to develop measurement outcomes for the Early Years pilot, collaborate to develop methods to analyze data and ensure accuracy, and develop metrics to monitor the district progress in moving towards one inclusive environment.
- Utilize the data from the EYE-TA and the Early Development Instrument (EDI) to provide a baseline for research-based, evidence-informed support and strategies for Early Years programming and literacy intervention in the primary grades.
- Continue to provide professional learning for Kindergarten teachers focusing on evidence informed decision making in classroom planning and assessment. Data will continue to be collected through surveys.
- Development of five to eight Everyone's In tip sheets with both school and parent suggestions to support the implementation of Board Policy HA.BP – Inclusive Education and Administrative Regulation HA.AR – Students in Need of Specialized Supports and Services.
- Collaborate with Central Records to redesign, implement and manage an electronic referral process that is more efficient.
- On a monthly basis IL staff will meet to explore their roles and responsibilities related to working to implement the Board of Trustees' goals and priorities.

#### **KEY POINTS**

Teachers and school administration continue to receive extensive supports to ensure quality supports and services to support student programming.

#### **ATTACHMENTS & APPENDICES**

- ATTACHMENT I EYE-TA Summary Report for EPS Kindergarten
- ATTACHMENT II An Educational Strengths-Based Approach
- ATTACHMENT III Everyone's In tip sheets
- ATTACHMENT IV Statistical Data on Students with Special Education Needs

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The *Early Years Evaluation - Teacher Assessment (EYE-TA)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.<sup>1</sup> It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:<sup>2</sup> *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development*. The research has shown that the skills in these domains are related to children's literacy development and their success at school.<sup>3,4</sup>

The **EYE-TA** is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

### Demographic Profile

**Assessment Period:** 7 Oct - 29 Nov, 2013

**Number of participating schools:** 152

**Number of participating teachers:** 228

**Number of participating classrooms:** 320

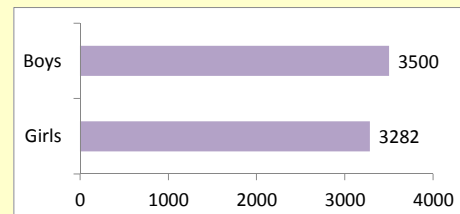
**Average age on September 1st, 2013:** 5.11

**Boys:** 5.14

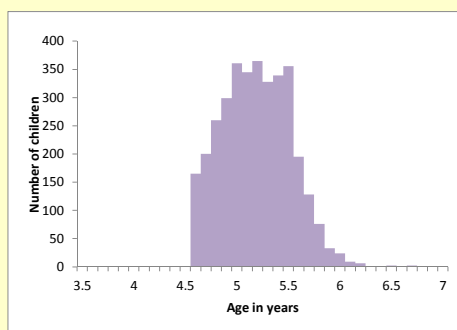
**Girls:** 5.08

**Number of children assessed:** 6782

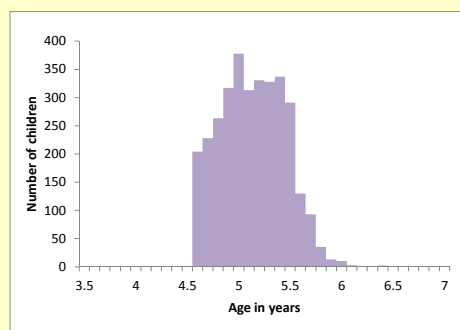
Breakdown of boys and girls



Boys - Age on September 1st, 2013



Girls - Age on September 1st, 2013



### Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

**Awareness of Self and Environment** – a child's understanding of the world and his or her ability to make connections with home and community experiences;

**Social Skills and Approaches to Learning** – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

**Cognitive Skills** – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

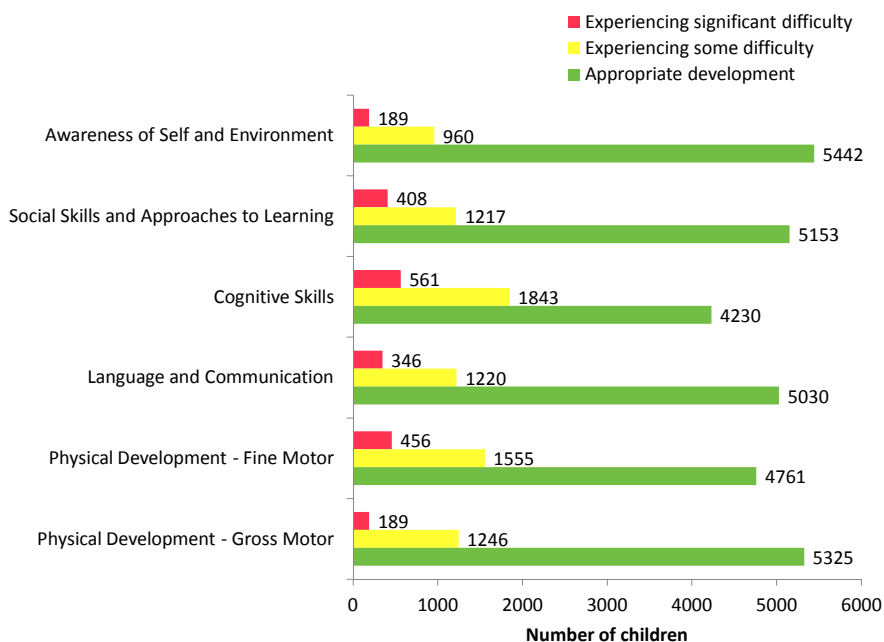
**Language and Communication** – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

#### Physical Development

**Fine motor** - a child's ability to perform small movements that require hand-eye coordination.

**Gross motor** - a child's ability to perform large movements that involve arms, legs, and body.

### Overview of EYE-TA Results, Fall 2013

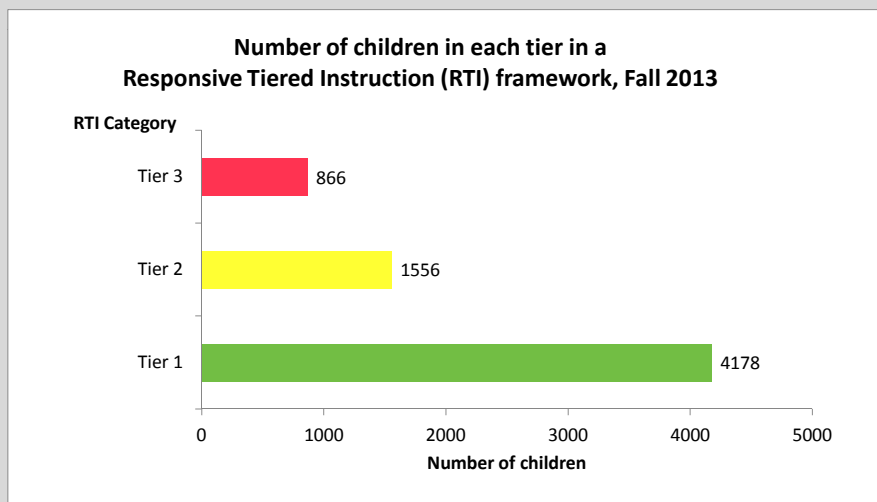


## Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.<sup>5</sup> To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the Early Years Evaluation-Teacher Assessment can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.<sup>6</sup> This is commonly called “Response-to-Intervention”; we prefer the term “Responsive Tiered Instruction” (RTI).

The RTI approach is an inclusive approach to meeting students learning needs; it requires that **all** students receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Students with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Students with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that Tier 2 students should receive an additional 30 minutes of instruction per day in small groups, while Tier 3 students might receive two additional 30-minute periods of individualized instruction.<sup>5</sup>

Our longitudinal research shows that children’s EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Awareness of Self and Environment, Social Skills and Approaches to Learning, and Fine Motor skills. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in Edmonton Public Schools based on the 2013 fall data.



## References

1. Willms, J.D. (2009). Pre-schoolers benefit from new skills assessments. *Education Canada*, 49(5), 36-39.
2. Shepard, L., Kagan, S.L., & Wurtz, E. (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: National Education Goals Panel.
3. Aouad, J., & Savage, R.S. (2009). The component structure of pre-literacy skills: Further evidence for the Simple View of Reading. *Canadian Journal of School Psychology*, 24(2), 183-200.
4. Schatschneider, C.F., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology*, 96(2), 265-282.
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EDMONTON PUBLIC SCHOOLS

*Everyone's In* | INCLUSIVE LEARNING

# An Educational Strengths-Based Approach

"We must have an absolute belief that every learner has potential."

— Adapted from *Embracing a Strength-Based Perspective and Practice in Education by Resiliency Initiatives*, 2011

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C14-0022

A critical shift in how we view and describe students is necessary as district staff collaborate and refine practice around programming and intervention planning in support of all learners. This shift is cultural in nature and involves taking a strengths-based approach toward meeting the diverse needs of our students.

### Defining the Strengths-Based Approach

A strengths-based approach places emphasis on what students can do, rather than on the limits of a diagnosed condition. It is learner-centered, with the primary goal of supporting individual students over time as they develop their knowledge, skills and abilities to become contributing members of the community. This approach is designed to help students experience personal breakthroughs, long-term growth and achievement and to help them successfully move towards high school completion.

Strengths-based programming has evolved from a shift in thinking with respect to education perspectives and processes. A strengths-based approach requires educators to embrace challenges as new learning opportunities, systematically develop and apply their own strengths as they work to improve skills, design and implement programming interventions as well as create activities to assist and accommodate learners. A focus on strengths involves learners, their families and support networks (e.g., extended family, community connections, caregivers, peers) being involved with educational program planning. Family and caregiver involvement plays an important role in documenting competencies, establishing positive expectations and putting supports in place that will foster continual growth and development. Finally, through a collaborative approach, a learning team undertakes vital work to identify supports and services that best match the student's strengths and needs.

### Shifting our Culture

Developing and sustaining a strengths-based approach requires the creation of a strengths-based culture throughout the District.

As we work toward a cultural shift in the District, we must:

- **Share the vision:** Intentionally move away from a focus on deficits, concerns and problems and look instead at what is working and build on successes as the catalyst for change.
- **Embrace creativity and change:** Empower individuals to be innovative and strive for excellence as they look at challenges in multiple ways. Change processes should unfold along a continuum and foster a deeper understanding of research-based practices.
- **Ensure welcoming environments:** [Creating open, welcoming environments](#) in every school community, and within all aspects of the organization, must become the norm.
- **Reflect strengths-based models and principles:** Strong leadership is required to promote and nurture a strengths-based approach that is consistently and purposefully supported by all staff. This approach is mindful of language or vocabulary that is used to describe and talk about individuals, families and practices.
- **Include everyone:** Collaboration must be supported in order to build strong relationships, set realistic goals, optimize competencies and use resources efficiently while embracing a problem-solving mind set with a focus on strengths, and the acceptance of self and others. An investment in fostering broader community involvement will provide meaningful learning opportunities and support for students, families and staff.



### Essential Elements

Essential elements of a strengths-based culture are positive, supportive relationships, a learner-centered perspective and engaging learning environments. These elements are not “stand alone,” rather they are interwoven, supportive of one another and equally important.

A holistic view is supportive of understanding a strengths-based approach. It requires studying the learner across environments when identifying strengths, learning needs, creating goals and defining objectives. Gathering and synthesizing unbiased and objective information about a learner’s history using a learner profile approach is a vital part of that effort. This kind of approach acknowledges the student’s story and describes meaningful learner engagement in order to identify and implement effective, timely interventions, should they be necessary.

### Relationship Building

In order to pursue strengths-based programming and assessment, there needs to be deliberate engagement with learners and their families. The development of relationships should occur within the school and communities in which students live, with consideration of their future needs as they transition through the elementary grades and into junior high and high school.

- **Foster an engaged school community:** Create opportunities for parents or families to become involved in learning and in celebrating successes.
- **Create a culture of positivity and belongingness:** Articulate an absolute belief that every learner has strength and potential. Use language and a vocabulary of strength rather than one of deficit.
- **Communicate openly and honestly:** Develop effective and open systems of communication between home and school. Consider family strengths and assets. Acknowledge that family and school perspectives both have value. Engage families in regular, reciprocal discussions that are conversational and meaningful in order to monitor growth, as well as to identify and plan effective supports and interventions.
- **Collaborate to identify goals and next steps:** Use staff and family knowledge of student strengths for program planning and to outline goals and next steps in teaching and learning. Focus on developing strengths and supports in order to help students achieve learner outcomes and experience ongoing growth.



### A Learner-centered Perspective

Learner centered assessment, programming and intervention supports cognitive, social and emotional development of each child within their [diverse community of learners](#). Consider what a student thinks about themselves, and what is important to them and their reality as the beginning of intervention planning. Leveraging natural talents supports engagement, increases social participation, creates supportive relationships and promotes positive peer relationships. These are all factors inherent to learner success.

- Align to Universal Design for Learning principles:** Consider learning goals for individual students. Increase accessibility to learning by creating intentional, but flexible learning outcomes. Seek solutions to address barriers to learning through alignment with [Universal Design for Learning](#) principles.
- Assess regularly and with purpose:** Evaluate learner progress through multiple means, such as direct observation and ongoing reflection, and informal and formal assessment tools. Information from standardized assessment should be considered supplemental to programming or as confirmation of what is learned through informal information that is gathered. Consistently use clear and measurable learning goals as the basis for [assessment processes](#). Functional, observable classroom measures should be of primary consideration. Document and report achievement in accurate and meaningful terms.
- Access appropriate tools, strategies & processes:** Ensure access to tools, strategies, materials and technologies that support learners according to their strengths. Respect diverse perspectives, use [differentiated instruction strategies](#), and Universal Design for Learning principles to support individual learners and their learning styles while tailoring programming for [personalized learning](#). A broad view, [Student Learner Profile](#), (see: *Learner Profile and Intervention Plan under Resources*) should be developed, reviewed and revised as needed. Areas of strength and defined areas that require “right now” support should be determined as the need for support or intervention arises. Encourage authentic engagement of families/guardians in [Individual Program Plan](#) processes for students with special eligibility.
- Identify needs in a variety of contexts:** Identify talents and abilities in all areas of development (academic, behavioural, social-emotional) in environments where the learner is most effective. Positive qualities in one environment should be used to address programming needs in other learning contexts. Use [positive behavioural supports](#) to shape learning behaviours. Differentiate instruction and implement interventions to engage students at their “just right” learning level. Next steps should be planned in an accountability system that is outcome-based.
- Provide appropriate and timely intervention:** Focus on developing appropriate, timely interventions on an ongoing basis, to build student resiliency. Timely intervention allows students to benefit from the right service at the right time. Understand that identified interests, strengths, learning needs, supports and/or results are fluid in time and across environments. Apply the [Pyramid of Intervention Framework](#) to define [universal, targeted or specialized](#) supports unique to each learner.
- Wrap supports and services around the learner:** Plan and program, in [collaboration with service providers and community partners](#), to support identified areas of strength and need for individual learners, classrooms and broader school environments.

### The Learning Environment

A strengths-based approach requires a conscious consideration of physical, academic and social aspects of each learning environment in order to help students feel included in classrooms and the broader school community.

- **Ensure social acceptance in all environments:** Students with disabilities are not conditional members of classrooms. Facilitate peer relationships and promote a sense of belonging and well-being. Everyone must be accepted and supported by all members of the school community.
- **Plan accessible physical environments:** Classroom and common spaces must accommodate physical needs of diverse groupings and ensure safe learning environments where experiences and learning can be accessed, integrated and valued by all learners. Physical accessibility assessments and renovations should occur when needed to ensure physical access and inclusiveness within any school environment.
- **Deepen learner understanding:** Provide opportunities for students to deepen their own knowledge of personal strengths and learning styles in order to foster an understanding of how they can apply their assets in different settings.
- **Identify classroom assets:** Employ a balanced approach by providing a variety of tools, technologies and/or strategies that students can easily access in order to experience success within any classroom context. Aligning tools to support student needs and enhance strengths will assist them in identifying and reflecting on their own personal strengths and needs and guide interactions with their peers.

### In Summary

Critical factors of relationship building, learner-centered perspectives and the learning environment must be considered as schools create and maintain strengths-based cultures. District leaders are expected to support and build staff capacity using the Pyramid of Intervention framework, strengths-based programming and Universal Design for Learning. As strengths-based programming and assessment skills, knowledge and tools are developed, it will be important to ensure staff have sufficient time and opportunity to develop supportive relationships and refine practice. Accurate information must be gathered, reflected upon and used for the development of appropriate goals and objectives within a student-centered school plan. To be successful, school leaders will need to work closely with staff and parent groups to analyze and shape individual school contexts, so that each and every student within our system can feel like they belong and become successful in their program of study.

### Further Reading

#### **Assessment**

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### ABC's of Strength-Based Assessment

Identifying learner strengths and evaluating progress is a complex task. There are many tools that can be used to support these processes. Functional, observable classroom measures are considered to be the most reliable measures of student knowledge and growth, but information from standardized assessment should also be considered when specific questions arise. Below is a table outlining examples of tools that can be used, who should be using them and processes that can be implemented for the purpose of better understanding learner strengths.

#### ACADEMIC

	What	Who	How
<b>Universal</b>	Academic achievement in relation to the Program of Studies. Measurement of essential skills in relation to curricular outcomes: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher(s)</li> </ul>	Classroom assessments, such as, but not limited to: <ul style="list-style-type: none"> <li>• Fountas-Pinnell Benchmark Assessment System</li> <li>• Observations, conversations, products</li> <li>• Assessment of, for, and as learning e.g., rubrics, teacher tests, I can statements</li> <li>• PAT, HLAT, teacher developed and publisher developed assessments</li> <li>• CTBS - Canadian Test of Basic Skills</li> <li>• ELL Benchmarking</li> <li>• IRI - Informal Reading Inventories</li> </ul>
<b>Targeted</b>		<ul style="list-style-type: none"> <li>• School based reading specialists (Reading recovery, MYLI, HSLI, site program instructors)</li> </ul>	<ul style="list-style-type: none"> <li>• Running records and diagnostic assessment results</li> </ul>
<b>Specialized</b>		<ul style="list-style-type: none"> <li>• Reading Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• WIAT - Weschler Individual Achievement Test</li> <li>• K-TEA - Kaufman Test of Educational Achievement</li> <li>• TEWL - Test of Early Written Language</li> <li>• TOWL - Test of Written Language</li> <li>• Woodcock - Johnson</li> <li>• TERA - Test of Early Reading Assessment</li> </ul>

# BEHAVIOURAL

	What	Who	How
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Social skills</li> <li>• Self-confidence</li> <li>• Coping skills</li> <li>• Learning preferences</li> <li>• Motivation/interests</li> <li>• Values</li> <li>• Study skills</li> <li>• Self-regulation</li> <li>• Social supports</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Administration</li> <li>• Other school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists and surveys</li> <li>• Conversations with parents</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>• Social skills</li> <li>• Self-confidence</li> <li>• Coping skills</li> <li>• Learning preferences</li> <li>• Motivation/interests</li> <li>• Values</li> <li>• Study skills</li> <li>• Self-regulation</li> <li>• Social supports</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Parents</li> <li>• Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Murphy-Meisgeier (Myers-Briggs)</li> <li>• Seligman's VIA Traits</li> <li>• SAED</li> </ul>
<b>Specialized</b>	<ul style="list-style-type: none"> <li>• Identify externalizing, internalizing and adjustment factors to define strengths as well as diagnoses based on DSM criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Psychologist – through interpretation of teacher and parent ratings, classroom conversations and analysis of student history and social context.</li> </ul>	<ul style="list-style-type: none"> <li>• BASC-2</li> <li>• Devereux</li> <li>• Connor's-3</li> </ul>

**COGNITIVE**

	What	Who	How
<b>Universal</b>	<ul style="list-style-type: none"> <li>Higher order thinking skills</li> <li>Process skills</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Observations, conversations, products</li> <li>Assessment of, for and as learning</li> <li>Multiple Intelligences Surveys</li> <li>CCAT - Canadian Cognitive Abilities Test</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>Adaptive – Functional assessment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation with interpretation by psychologist</li> </ul>	<ul style="list-style-type: none"> <li>ABAS-II</li> <li>Vineland</li> </ul>
<b>Specialized</b>	<ul style="list-style-type: none"> <li>Verbal reasoning</li> <li>Perceptual reasoning</li> <li>Auditory memory</li> <li>Processing speed</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>WISC-IV, WAIS-IV, WPPSI-IV, SB-V, WISC Integrated, wnv</li> </ul>

**DEVELOPMENTAL**

	What	Who	How
<b>Universal</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Fine &amp; gross motor skills</li> <li>Vision and hearing</li> <li>Organizational skills</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and other classroom or school staff</li> </ul>	<ul style="list-style-type: none"> <li>Observation and data collection</li> <li>Conversations with parents</li> <li>EYE – Early Years Evaluation – teacher assessment</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>Psychological/social</li> <li>OT/PT/SLP/vision</li> <li>Audiology/hearing</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Learning Consultants</li> <li>ESHIP partners</li> </ul>	<ul style="list-style-type: none"> <li>Specialized assessment tools: e.g., CARS, GARS, GADS, Conners-3, BRIEF, CELF, Bayley, Brigance Diagnostic</li> </ul>
<b>Specialized</b>	<ul style="list-style-type: none"> <li>Medical concerns or queries</li> </ul>	<ul style="list-style-type: none"> <li>Pediatrician</li> <li>Family Doctor</li> <li>Psychiatrist</li> </ul>	<ul style="list-style-type: none"> <li>Medical diagnostic procedures</li> </ul>



# Everyone's In | INCLUSIVE LEARNING

## Supporting inclusive education through a strengths-based approach

*"At Edmonton Public Schools, inclusive education means ensuring every one of our students, no matter their cultural background, socio-economic status, sexual orientation, age, gender, ability or disability has access to the supports they need, feels a sense of belonging and receives a high quality education. It's about our efforts to build environments that are truly welcoming of all kids."* — Darrel Robertson, Superintendent

How can we create the inclusive education system we envision? One of the most important things every school can do is take a strengths-based approach to learning—placing an emphasis on what students 'can do' rather than on the limits of a diagnosed condition, so they can experience personal breakthroughs as well as long-term growth and success. This approach acknowledges a student's story and provides them with meaningful learning opportunities based on their strengths, learning needs and goals. In this way, schools can better identify and implement effective interventions to support students.

Educators are responsible for embracing new challenges as learning opportunities, and developing and applying their own strengths as they work to improve skills, design programs and implement interventions. Accountability systems are outcome-based and ensure that indicators of success are measured and carefully reported.

A focus on strengths involves collaboration between students, their families, schools and community partners. By forming respectful, trusting relationships, learning teams undertake the vital work of identifying supports and services that best match student strengths and needs.

In the coming months, look for *Everyone's In* tipsheets to provide helpful tips on how you can create an inclusive learning environment for all students in collaboration with staff, parents and community partners.

### Shaping the school environment

Here are some things to keep in mind as you support a strengths-based approach in your school:

- Create a culture of positivity and belongingness that is welcoming of all students and families.
- Communicate openly and honestly.
- Collaborate to identify goals and next steps in support of students needing accommodations and supports.
- Ensure social acceptance within all learning environments and plan for physical accessibility.

### Our focus in the classroom

Tips to discuss as a team:

- Align to Universal Design for Learning principles.
- Assess and report regularly and with purpose.
- Access appropriate tools, strategies and processes.
- Identify learner strengths within a variety of contexts.
- Provide appropriate and timely interventions, wrap-around supports and services.
- Deepen each student's understanding of themselves.

### Helpful resources

To learn more about strengths-based programming, check out the following link:

*Person-Centered Thinking in Development Disabilities – Dreaming Possible Dreams* by Lynn K. Jones (2012)  
[www.socialworktoday.com/archive/exc\\_011909.shtml](http://www.socialworktoday.com/archive/exc_011909.shtml)





## Everyone's In | INCLUSIVE LEARNING

# Creating Learner Centred Individualized Program Plans (IPPs)

As our classrooms become more and more diverse, many staff ask, "Do IPPs have to be written for every student in need of intervention or specialized supports?" The answer is actually straightforward and doesn't have to be confusing. The [Standards for Special Education](#) outlines that an **IPP is only required when special education criteria has been met.**

An [Individualized Program Plan](#) is designed to be learner centred and address the learning needs of each student. It must be an intentional plan – a dynamic document that acts as a road map for a year long segment within a life long educational journey. It serves as a tool for documenting student success and defining transition supports as the student moves through their educational program. A well developed IPP honours a student's history, includes their learner profile and relevant conditions that impact classroom functioning. It projects the next 'right now' steps for learning. The learner's strengths and areas of interest should be seen as the underpinnings for goal setting. Every learning context where the student participates should be considered when writing their IPP, in addition to how instruction can be adapted and differentiated in support of each student's unique learning style.

*"A goal without a plan is just a wish."*

— LARRY ELDER

### Shaping the school environment:

- Establish an IPP process that drives programming; for example, you might ensure that the teacher who has the most contact with the student with eligibility coordinates that IPP.
- Ensure at least one staff member is identified as the [IPP coordinator](#) every year. This should be someone who can answer technical questions about entering data into PowerSchool IPPs, understands what is required in content areas within the IPP, is able to assist other staff with file reviews and interpreting information within. It should also be someone who is willing to review completion and accuracy of IPPs.
- Encourage the IPP process to 'come alive' by enabling staff to access consultative support when planning and problem-solving around programming questions.

### Our work in the classroom:

- Come together collaboratively with parents to obtain input.
- Complete a review of the student file (hard copy and Pinpoint). Read the file keeping student strengths and learning needs in mind.
- [Establish learner goals](#) or outcomes using a range of assessment methods, including teacher observations and classroom assessments; parent insights and observations; input and recommendations from the previous learning team; as well as specialist input and information.
- Create meaningful, measurable, attainable and educationally relevant IPP goals.
- Regularly monitor and change goals, as needed, throughout the year. Consider the IPP to be a working document that grows with the student. As they progress in skill development, so should the IPP.
- Ensure that all [essential elements, as required by Alberta Education](#), are included.



# Everyone's In | INCLUSIVE LEARNING

## The Pyramid of Intervention – Helping Parents Participate

*"Parents who are involved in their children's education – even in the early grades – often make the difference between academic success and failure." — Alliance for Excellent Education*

Every parent and caregiver hopes their child will be part of a community, have friends, and enjoy good health and well-being as they lead a happy life. As children grow and develop over time, necessary skills and behaviors must be learned through direct instruction at home, school and within the community. When skills are acquired through collaborative, supportive relationships, a strong foundation is built for adolescence and eventual adulthood. Working together, through a consultative model, we can identify learning needs and plan for programming supports. If concerns are addressed as they arise, and we work step by step to intervene when necessary, we can develop lifelong independence in our students.

### Shaping the school environment:

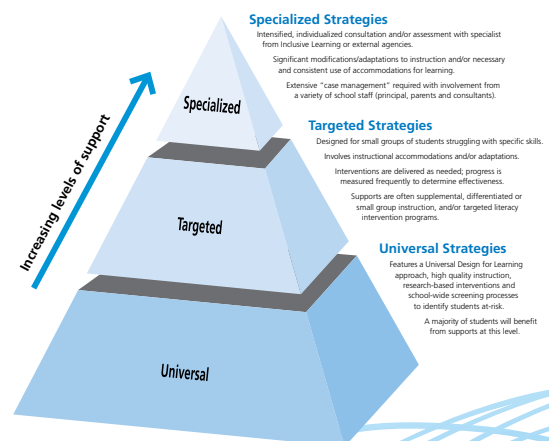
A Pyramid of Intervention framework is used to guide collaborative processes between families, school and district staff. This is not a special program or book. It is an approach designed to help all students succeed by providing support as early as possible – when students show signs of difficulty. The school uses this multi-tiered process to provide research-based intervention and specialized services to assist students who demonstrate a need. A Pyramid of Intervention is designed to improve timely support for students with learning and behaviour needs, including those identified in need of specialized supports and services. Increasing levels of support can be planned for, implemented and closely monitored. Progress at each stage of intervention is used to make decisions about the need for further support or intervention.

### Our focus in the classroom:

Parents want the best for their children, including a successful and positive school experience. Encourage parents to become involved in their child's education, even if it is in small ways. Helpful resources you can point them to include a [tip sheet](#) that offers some good general suggestions for direct involvement and a [comprehensive guide](#) for being part of a learning team if a parent has a child who has been identified as in need of specialized supports and services. At a minimum for all children, including children with disabilities, parents are an invaluable resource for teachers. A focus on creating trusting relationships with parents will provide critical information about what works best for their children with respect to learning and positive behaviour supports. When a child is struggling in school, there's no time to waste. Working together, we can keep all students on the road to success.

## THE PYRAMID OF INTERVENTION

A Framework for Supporting All Students





# Everyone's In | INCLUSIVE LEARNING

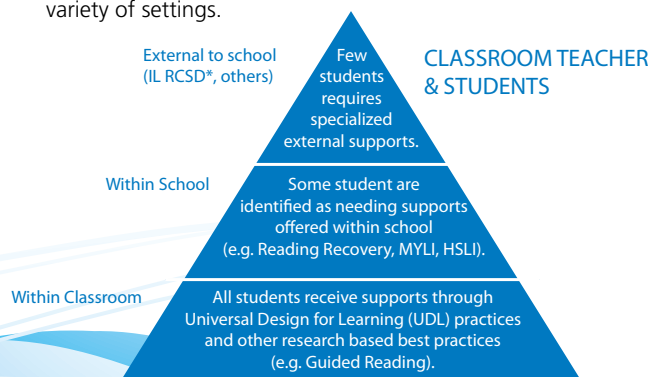
## The Pyramid of Intervention – A Planning Tool

*“Educational practices that are flexible and responsive to the strengths and needs of individual students create inclusive learning experiences that ensure all students are successful.”— Alberta Education*

Our [Pyramid of Intervention framework](#) is used to guide collaborative processes between district staff and families. It is a multi-tiered framework designed to address challenges by systematically delivering a range of interventions, for any student who may require them, at the appropriate time, based on individual student strengths and needs. The tiered process provides flexibility within a comprehensive system of instruction and intervention. Proactive planning processes allow us to respond to student needs without waiting to determine special education eligibility.

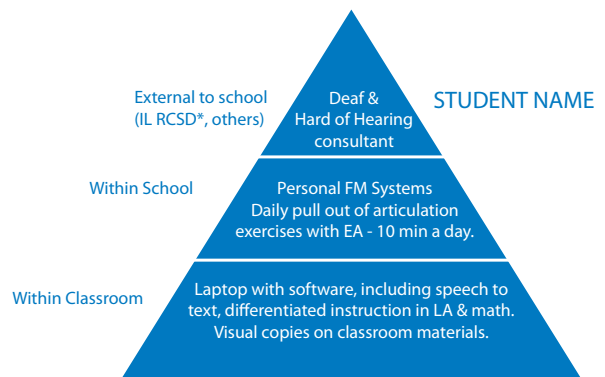
### Shaping the school environment:

Interventions are meant to fortify universal classroom strategies and are short term and structured. Students in need of intervention should be identified through a Learner Profile approach where a review of existing data and broad-based classroom assessment practices are used to “red flag” or confirm a need for intervention. All interventions must be monitored through on-going data collection. Intervention processes should include a feedback loop to any school or district staff connected to the student and their family, so that transitions and transference of skill can be supported across a variety of settings.



### Our work in the classroom:

Individual student pyramids can be used to share information with parents and other staff when discussing student progress. Try using a [blank pyramid](#) template at a parent conference to report and record how a particular student is being supported with accommodations or program modifications.



Classroom pyramids can be developed as a tool for discussions during one on ones. Teachers can provide school administrators with a clear picture of which students need supports at which level in a fast and efficient format. School administration can then, in turn, begin the [referral process](#) for students requiring supports from outside of the school.

As school staff work through designing appropriate programs and interventions, many resources are available at:

<http://www.education.alberta.ca/admin/supportingstudent/diverselearning.aspx>

[\\*Regional Collaborating Service Delivery](#)



# Everyone's In | INCLUSIVE LEARNING

## People-first Language

### What is People-first Language?

More than just a fad or political correctness, people-first language emphasizes each person's value by focusing on the person rather than the disability. As the term implies, people-first language refers to the individual first and the disability second. Students with disabilities are, first and foremost, students. They just happen to have a disability. Students with disabilities have individual abilities, interests and needs. Using people-first language will help eliminate generalizations, assumptions and stereotypes by focusing on the person rather than the disability. It provides us with the opportunity to view all students through the lens of their strengths, rather than their challenges.

Educators have great influence on the actions, attitudes and language of their students and colleagues. Words are powerful and can foster positive images and abilities or perpetuate negative connotations. Being aware of and using people-first language is a simple way to define a student's value and potential.

*"What do you call a student with a disability? A student."*

— UNKNOWN

### Shaping the school environment

- Focus on the person first and the disability last – e.g., say, "He has behavior support needs," instead of, "He is a behavior student."
- Never equate the student with the disability. Do not refer to the student as an epileptic or a quadriplegic. These labels are simply medical diagnosis.
- Do not reference a student's disability in conversation unless it's relevant.

### Our work in the classroom

- Model people-first language for your students.
- Encourage your students to use people-first language in their interactions with classmates.
- Define all students not by their deficits, but by the skills and talents they possess.
- Monitor students' use of words, such as retard, retarded, moron or idiot as these words are offensive and have a historical origin in how students with disabilities were described.

### Helpful resources

To learn more about people-first language check out the following links:

<http://www.disabilityisnatural.com/images/PDF/pfl09.pdf>  
[http://www.huffingtonpost.com/soeren-palumbo/spread-the-word-to-end-the-word\\_b\\_2819328.html](http://www.huffingtonpost.com/soeren-palumbo/spread-the-word-to-end-the-word_b_2819328.html)



## Everyone's In | INCLUSIVE LEARNING

# Meaningful Social Inclusion

### What is Social Inclusion?

Social inclusion is about ensuring all students have the opportunity to learn and live within an environment that recognizes their strengths and contributions. It's also about providing them with opportunities to be active members in every aspect of their school community. Making a student feel included, valued and welcomed is as important as helping them to meet curricular outcomes.

As educators, we play an important role in nurturing social inclusion. We have the power to help every student, regardless of their abilities or challenges, benefit from positive peer relationships and experiences that will allow them to gain the social competencies they need to live a fulfilling life at school, at home, and in the larger community.

"Let's stop 'tolerating' or 'accepting' difference, as if we're so much better for not being different in the first place. Instead, let's celebrate difference, because in this world it takes a lot of guts to be different."

— KATE BORNSTEIN,  
Author & Playwright

### Shaping the school environment

- Establish a school environment that is welcoming and inclusive of all students.
- Develop a school community that celebrates diversity; encourage students of different backgrounds and perspectives to help create a positive school culture.
- Address issues of access, so that all students can not only feel physically included, but also emotionally connected to different activities and aspects of the school experience.
- Build the school library collection with books that reflect people with disabilities in positive roles and who have meaningful friendships with their peers.

### Our work in the classroom

- Use instructional strategies that engage students in building their social and leadership skills as well as a strong sense of citizenship.
- Use a range of strategies to support interactions between peers (e.g., peer modeling, direct instruction, role-play, social stories, scripted responses, visual charts, comic book conversations).
- Openly deal with individual differences in discussion. Be proactive rather than reactive.
- Plan opportunities for peers to interact in non-academic aspects of the school life (e.g., extra-curricular activities).
- Support families in helping their child build relationships beyond the school environment.

### Helpful resources

To learn more about supporting social inclusion, check out the following links:

<http://www.learnalberta.ca/content/insp/html/index.html>

<http://www.schoolclimate.org/publications/documents/sc-brief-inclusion.pdf>

## Statistical Data on Students with Special Education Needs

- **Highlights of Data**

- The Edmonton Public School District's enrollment is increasing, also Early Childhood Services enrollment is increasing.
- As of September 30 2013, there were 11,165 Students with Special Education Needs enrolled in the District. This attachment provides three years of data.
- The Accountability pillar data shows that, the District is doing better with providing supports to teachers of Students with Special Education Needs compared to the previous years.
- Division III (Grades 7-9) has the largest number of Students with Special Education Needs, 27% of all the Students with Special Education Needs are enrolled in Division III.






## Section 1 - Students with Special Education Needs Enrollment Details

**Table 1 - Numbers and Distribution of Students with Special Education Needs 2011-2013- All Divisions**

Eligibility Group	Eligibility Name	2011	2012	2013	Change 2012-2013	% Change 2012-2013	Initial Trend*
<b>Academic Adaptations</b>							
	Gifted & Talented	1075	1007	1018	11	1.09%	
	Literacy	920	727	538	-189	-26.00%	
	Learning Disability	2661	2707	2723	16	0.59%	
	Adaptation	203	148	95	-53	-35.81%	
<b>Academic Adaptations Total</b>		<b>4859</b>	<b>4589</b>	<b>4374</b>	<b>-215</b>	<b>-4.69%</b>	
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	1671	1549	1412	-137	-8.84%	
	Severe Cognitive	59	51	48	-3	-5.88%	
<b>Cognitive Disability Total</b>		<b>1730</b>	<b>1600</b>	<b>1460</b>	<b>-140</b>	<b>-8.75%</b>	
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	317	321	303	-18	-5.61%	
	Severe Phys and/or Med	576	595	609	14	2.35%	
	Sponsored Special Needs**	25	23	20	-3	-13.04%	
<b>Physical and/or Medical Dis. Total</b>		<b>918</b>	<b>939</b>	<b>932</b>	<b>-7</b>	<b>-0.75%</b>	
<b>Pervasive Development</b>							
	Autism Spectrum	466	561	647	86	15.33%	
<b>Pervasive Development Total</b>		<b>466</b>	<b>561</b>	<b>647</b>	<b>86</b>	<b>15.33%</b>	
<b>Sensory Disabilities</b>							
	Communication Disability	96	93	100	7	7.53%	
	Deaf or Hard of Hearing	114	132	131	-1	-0.76%	
	Visual Impairment	28	27	26	-1	-3.70%	
<b>Sensory Disabilities Total</b>		<b>238</b>	<b>252</b>	<b>257</b>	<b>5</b>	<b>1.98%</b>	
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	88	88	82	-6	-6.82%	
	Sev Emotional/Behavioural	1088	1096	1119	23	2.10%	
<b>Behaviour and Development Total</b>		<b>1176</b>	<b>1184</b>	<b>1201</b>	<b>17</b>	<b>1.44%</b>	
<b>ECS Funded***</b>							
	PUF**** and Mild/Mod	1930	2065	2294	229	11.09%	
<b>ECS Funded Total</b>		<b>1930</b>	<b>2065</b>	<b>2294</b>	<b>229</b>	<b>11.09%</b>	
<b>Sub-Total</b>							
	Sub-Total	<b>11317</b>	<b>11190</b>	<b>11165</b>	<b>-25</b>	<b>-0.22%</b>	
<b>All Other Students</b>							
	All Other Students	<b>69252</b>	<b>72093</b>	<b>75295</b>	<b>3202</b>	<b>4.44%</b>	
<b>Grand Total</b>		<b>80569</b>	<b>83283</b>	<b>86460</b>	<b>3177</b>	<b>3.81%</b>	
<p>*Trend not to scale.</p> <p>Data as of September 30th for each year.</p> <p>Metro data is not included</p> <p>**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.</p> <p>***ECS Funded - Early Childhood Services Funded</p> <p>****PUF - Program Unit Funded</p>							



**Table 1.1 - Numbers and Distribution of Students with Special Education Needs 2011-2013- Early Childhood Services (Pre-K and K)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
ECS Funded**							
	PUF*** and Mild/Mod	1930	2065	2294	229	11.09%	
ECS Funded Total		1930	2065	2294	229	11.09%	
Sub-Total							
	Sub-Total	1930	2065	2294	229	11.09%	
All Other Students							
	All Other Students	5005	5492	5602	110	2.00%	
Grand Total		6935	7557	7896	339	4.49%	
*Trend not to scale. Data as of September 30th for each year. **ECS Funded - Early Childhood Services Funded ***PUF - Program Unit Funded							



**Table 1.2 - Numbers and Distribution of Students with Special Education Needs 2011-2013- Division I (Grades 1-3)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
<b>Academic Adaptations</b>							
	Gifted & Talented	126	111	99	-12	-10.81%	
	Learning Disability	292	226	170	-56	-24.78%	
	Adaptation	6	2	1	-1	-50.00%	
<b>Academic Adaptations Total</b>		<b>424</b>	<b>339</b>	<b>270</b>	<b>-69</b>	<b>-20.35%</b>	
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	241	224	220	-4	-1.79%	
	Severe Cognitive	9	4	4	0	0.00%	
<b>Cognitive Disability Total</b>		<b>250</b>	<b>228</b>	<b>224</b>	<b>-4</b>	<b>-1.75%</b>	
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	47	46	46	0	0.00%	
	Severe Phys and/or Med	105	120	134	14	11.67%	
	Sponsored Special Needs**	1	1	1	0	0.00%	
<b>Physical and/or Medical Dis. Total</b>		<b>153</b>	<b>167</b>	<b>181</b>	<b>14</b>	<b>8.38%</b>	
<b>Pervasive Development</b>							
	Autism Spectrum	160	181	224	43	23.76%	
<b>Pervasive Development Total</b>		<b>160</b>	<b>181</b>	<b>224</b>	<b>43</b>	<b>23.76%</b>	
<b>Sensory Disabilities</b>							
	Communication Disability	55	63	77	14	22.22%	
	Deaf or Hard of Hearing	21	25	25	0	0.00%	
	Visual Impairment	3	0	2	2	0.00%	
<b>Sensory Disabilities Total</b>		<b>79</b>	<b>88</b>	<b>104</b>	<b>16</b>	<b>18.18%</b>	
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	29	30	27	-3	-10.00%	
	Sev Emotional/Behavioural	288	291	287	-4	-1.37%	
<b>Behaviour and Development Total</b>		<b>317</b>	<b>321</b>	<b>314</b>	<b>-7</b>	<b>-2.18%</b>	
<b>Sub-Total</b>							
	Sub-Total	<b>1383</b>	<b>1324</b>	<b>1317</b>	<b>-7</b>	<b>-0.53%</b>	
<b>All Other Students</b>							
	All Other Students	<b>16013</b>	<b>17061</b>	<b>18446</b>	<b>1385</b>	<b>8.12%</b>	
<b>Grand Total</b>		<b>17396</b>	<b>18385</b>	<b>19763</b>	<b>1378</b>	<b>7.50%</b>	
*Trend not to scale.							
Data as of September 30th for each year.							
**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.							

**Table 1.3 - Numbers and Distribution of Students with Special Education Needs 2011-2013- Division II (Grades 4-6)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
<b>Academic Adaptations</b>							
	Gifted & Talented	301	278	283	5	1.80%	
	Literacy	261	203	153	-50	-24.63%	
	Learning Disability	977	912	848	-64	-7.02%	
	Adaptation	21	15	13	-2	-13.33%	
<b>Academic Adaptations Total</b>		<b>1560</b>	<b>1408</b>	<b>1297</b>	<b>-111</b>	<b>-7.88%</b>	
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	363	329	282	-47	-14.29%	
	Severe Cognitive	7	9	11	2	22.22%	
<b>Cognitive Disability Total</b>		<b>370</b>	<b>338</b>	<b>293</b>	<b>-45</b>	<b>-13.31%</b>	
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	66	59	53	-6	-10.17%	
	Severe Phys and/or Med	149	139	126	-13	-9.35%	
	Sponsored Special Needs**	4	3	4	1	33.33%	
<b>Physical and/or Medical Dis. Total</b>		<b>219</b>	<b>201</b>	<b>183</b>	<b>-18</b>	<b>-8.96%</b>	
<b>Pervasive Development</b>							
	Autism Spectrum	108	141	170	29	20.57%	
<b>Pervasive Development Total</b>		<b>108</b>	<b>141</b>	<b>170</b>	<b>29</b>	<b>20.57%</b>	
<b>Sensory Disabilities</b>							
	Communication Disability	37	28	19	-9	-32.14%	
	Deaf or Hard of Hearing	29	34	29	-5	-14.71%	
	Visual Impairment	5	8	6	-2	-25.00%	
<b>Sensory Disabilities Total</b>		<b>71</b>	<b>70</b>	<b>54</b>	<b>-16</b>	<b>-22.86%</b>	
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	17	20	27	7	35.00%	
	Sev Emotional/Behavioural	324	364	368	4	1.10%	
<b>Behaviour and Development Total</b>		<b>341</b>	<b>384</b>	<b>395</b>	<b>11</b>	<b>2.86%</b>	
<b>Sub-Total</b>							
	Sub-Total	<b>2669</b>	<b>2542</b>	<b>2392</b>	<b>-150</b>	<b>-5.90%</b>	
<b>All Other Students</b>							
	All Other Students	<b>13843</b>	<b>14776</b>	<b>15777</b>	<b>1001</b>	<b>6.77%</b>	
<b>Grand Total</b>		<b>16512</b>	<b>17318</b>	<b>18169</b>	<b>851</b>	<b>4.91%</b>	
*Trend not to scale.							
Data as of September 30th for each year.							
**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.							

**Table 1.4 - Numbers and Distribution of Students with Special Education Needs 2011-2013- Division III (Grades 7-9)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
<b>Academic Adaptations</b>							
	Gifted & Talented	648	618	636	18	2.91%	
	Literacy	514	406	330	-76	-18.72%	
	Learning Disability	878	955	981	26	2.72%	
	Adaptation	43	32	18	-14	-43.75%	
<b>Academic Adaptations Total</b>		<b>2083</b>	<b>2011</b>	<b>1965</b>	<b>-46</b>	<b>-2.29%</b>	
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	461	433	386	-47	-10.85%	
	Severe Cognitive	19	17	14	-3	-17.65%	
<b>Cognitive Disability Total</b>		<b>480</b>	<b>450</b>	<b>400</b>	<b>-50</b>	<b>-11.11%</b>	
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	92	91	78	-13	-14.29%	
	Severe Phys and/or Med	147	149	160	11	7.38%	
	Sponsored Special Needs**	13	10	3	-7	-70.00%	
<b>Physical and/or Medical Dis. Total</b>		<b>252</b>	<b>250</b>	<b>241</b>	<b>-9</b>	<b>-3.60%</b>	
<b>Pervasive Development</b>							
	Autism Spectrum	93	121	128	7	5.79%	
<b>Pervasive Development Total</b>		<b>93</b>	<b>121</b>	<b>128</b>	<b>7</b>	<b>5.79%</b>	
<b>Sensory Disabilities</b>							
	Communication Disability	4	2	4	2	100.00%	
	Deaf or Hard of Hearing	40	30	26	-4	-13.33%	
	Visual Impairment	5	6	5	-1	-16.67%	
<b>Sensory Disabilities Total</b>		<b>49</b>	<b>38</b>	<b>35</b>	<b>-3</b>	<b>-7.89%</b>	
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	23	22	17	-5	-22.73%	
	Sev Emotional/Behavioural	285	261	259	-2	-0.77%	
<b>Behaviour and Development Total</b>		<b>308</b>	<b>283</b>	<b>276</b>	<b>-7</b>	<b>-2.47%</b>	
<b>Sub-Total</b>							
	Sub-Total	<b>3265</b>	<b>3153</b>	<b>3045</b>	<b>-108</b>	<b>-3.43%</b>	
<b>All Other Students</b>							
	All Other Students	<b>14203</b>	<b>14512</b>	<b>14817</b>	<b>305</b>	<b>2.10%</b>	
<b>Grand Total</b>		<b>17468</b>	<b>17665</b>	<b>17862</b>	<b>197</b>	<b>1.12%</b>	
*Trend not to scale.							
Data as of September 30th for each year.							
**Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.							

**Table 1.5 - Numbers and Distribution of Students with Special Education Needs 2011-2013- Division IV (Grades 10-12)**

Eligibility Group	Eligibility Name	2011	2012	2013	Variance 2012-2013	% 2012-2013	Initial Trend*
<b>Academic Adaptations</b>							
	Literacy	145	118	55	-63	-53.39%	
	Learning Disability	514	614	724	110	17.92%	
	Adaptation	133	99	63	-36	-36.36%	
<b>Academic Adaptations Total</b>		<b>792</b>	<b>831</b>	<b>842</b>	<b>11</b>	<b>1.32%</b>	
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	606	563	524	-39	-6.93%	
	Severe Cognitive	24	21	19	-2	-9.52%	
<b>Cognitive Disability Total</b>		<b>630</b>	<b>584</b>	<b>543</b>	<b>-41</b>	<b>-7.02%</b>	
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	112	125	126	1	0.80%	
	Severe Phys and/or Med	175	187	189	2	1.07%	
	Sponsored Special Needs**	7	9	12	3	33.33%	
<b>Physical and/or Medical Dis. Total</b>		<b>294</b>	<b>321</b>	<b>327</b>	<b>6</b>	<b>1.87%</b>	
<b>Pervasive Development</b>							
	Autism Spectrum	105	118	125	7	5.93%	
<b>Pervasive Development Total</b>		<b>105</b>	<b>118</b>	<b>125</b>	<b>7</b>	<b>5.93%</b>	
<b>Sensory Disabilities</b>							
	Deaf or Hard of Hearing	24	43	51	8	18.60%	
	Visual Impairment	15	13	13	0	0.00%	
<b>Sensory Disabilities Total</b>		<b>39</b>	<b>56</b>	<b>64</b>	<b>8</b>	<b>14.29%</b>	
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	19	16	11	-5	-31.25%	
	Sev Emotional/Behavioural	190	180	205	25	13.89%	
<b>Behaviour and Development Total</b>		<b>209</b>	<b>196</b>	<b>216</b>	<b>20</b>	<b>10.20%</b>	
<b>Sub-Total</b>							
	Sub-Total	<b>2069</b>	<b>2106</b>	<b>2117</b>	<b>11</b>	<b>0.52%</b>	
<b>All Other Students</b>							
	All Other Students	<b>20188</b>	<b>20252</b>	<b>20653</b>	<b>401</b>	<b>1.98%</b>	
<b>Grand Total</b>		<b>22257</b>	<b>22358</b>	<b>22770</b>	<b>412</b>	<b>1.84%</b>	
*Trend not to scale. Data as of September 30th for each year. Metro data is not included **Please see Table 1(a) for the eligibility distribution of the Sponsored Special Needs students.							

**Table 1.6 – Data from SNAP (Special Needs Assisted Placement) as of April 11, 2014 - All Divisions**

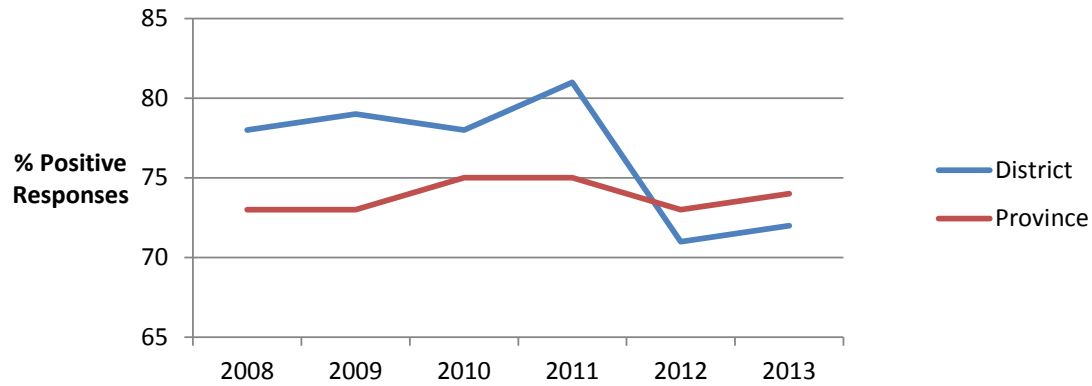
PROGRAM	Division I (gr: 1-3)	Division II (gr: 4-6)	Division III (gr: 7-9)	Division IV (gr: 10-12)	Totals 2014	Change from March 30, 2013
Behaviour and Learning Assistance (BLA)	219	199	144	----	562	-8.80%
BLA- Aspen Program (directed placement)	---	8	20	28	56	-18.80%
BLA –Opportunity	---	15	16	---	31	---
Gifted and Talented –Challenge	96	122	530	---	748	-13.40%
Gifted and Talented –Extensions	8	11	0	---	19	58.30%
Community Learning Skills (CLS)	31	32	53	54	170	2.40%
CLS-BLA	3	6	18	9	36	-23.40%
Deaf and Hard of Hearing (DHH)	12	24	12	21	69	7.20%
Individual Support Program (ISP)	27	11	17	39	94	6.80%
Interactions	110	41	73	70	294	15.70%
Literacy	---	89	274	---	363	-18.20%
Opportunity	179	237	389	****275	1080	-4.80%
Strategies	**77	277	427	***45	826	-5.50%
Strategies – French Immersion	---	34	---	---	34	70%
Tevie Miller Heritage School	84	13	*17	---	114	9.60%
Early Education	957					9.50%
<b>Total</b>	<b>1803</b>	<b>1119</b>	<b>1990</b>	<b>541</b>	<b>5453</b>	<b>-3.80%</b>
*Only serves Grade 7 students						
**Program starts in Grade 2						
***Only one school (Academy King Edward) is designated for Grades 10-12						
****Only one school (LY Cairns) is designated for Grades 10-12						

**Table 1(a) - Breakdown of Sponsored Special Needs  
- All Divisions**

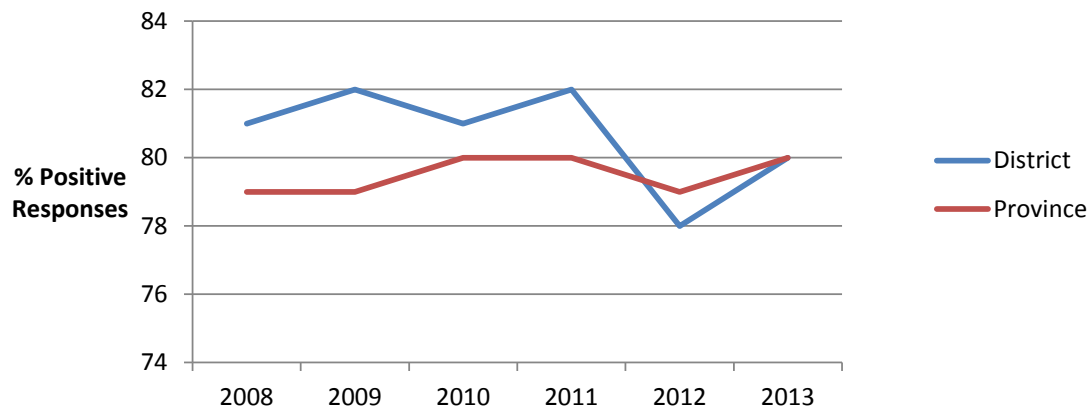
Eligibility Group	Eligibility Name	2011	2012	2013
Academic Adaptations				
	Gifted & Talented	0	0	1
Academic Adaptations Total		0	0	1
Cognitive Disability				
	Mild/Moderate Cognitive	0	1	1
Cognitive Disability Total		0	1	1
Physical and/or Medical Dis.				
	Severe Phys and/or Med	5	4	1
Physical and/or Medical Dis. Total		5	4	1
Pervasive Development				
	Autism Spectrum	1	1	1
Pervasive Development Total		1	1	1
Sensory Disabilities				
	Communication Disability	2	0	0
	Deaf or Hard of Hearing	17	17	15
Sensory Disabilities Total		19	17	15
Behaviour and Development				
	Sev Emotional/Behavioural	0	0	1
Behaviour and Development Total		0	0	1
Grand Total		25	23	20
Data as of September 30th for each year.				

## Section 2 Special Needs Accountability Pillar Questions

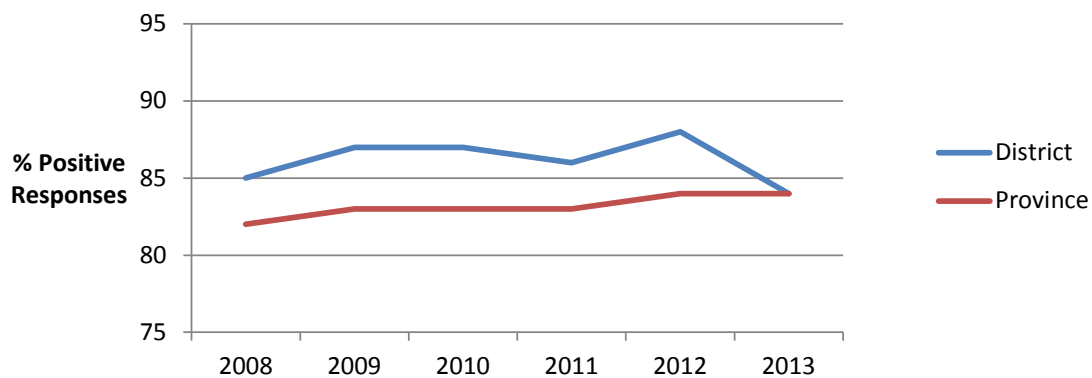
**Comparison of District to Province of Teacher Satisfaction with Timely Access to Student Assessment Services for Students with Learning Difficulties**



**Comparison of District to Province of Teacher Satisfaction with Timely Access to Supports for Students with Special Education Needs**



**Comparison of District to Province of Parental Satisfaction with Special Support Child has Received in School**



### Section 3 - Highest Level of Achievement Test (HLAT) Data

**Table 3 - HLAT Reading Results of Students 2011-2013- All Divisions**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	Gifted & Talented	989	256	0	911	245	0	883	212	0
	Literacy	2	197	674	0	173	570	1	152	417
	Learning Disability	59	1001	950	64	1052	1000	52	1005	992
	Adaptation	1	54	37	1	38	31	1	31	17
<b>Academic Adaptations Total</b>		<b>1051</b>	<b>1508</b>	<b>1661</b>	<b>976</b>	<b>1508</b>	<b>1601</b>	<b>937</b>	<b>1400</b>	<b>1426</b>
<b>Cognitive Disability</b>										
	Mild/Moderate Cognitive	0	117	906	1	98	838	1	93	763
	Severe Cognitive	0	0	0	0	0	0	0	0	0
<b>Cognitive Disability Total</b>		<b>0</b>	<b>117</b>	<b>906</b>	<b>1</b>	<b>98</b>	<b>838</b>	<b>1</b>	<b>93</b>	<b>763</b>
<b>Physical and/or Medical Dis.</b>										
	Moderate Phys and/or Med	15	90	94	17	85	85	8	86	84
	Severe Phys and/or Med	27	128	157	23	103	142	15	104	131
	Sponsored Special Needs	0	2	10	0	4	11	1	4	9
<b>Physical and/or Medical Dis. Total</b>		<b>42</b>	<b>220</b>	<b>261</b>	<b>40</b>	<b>192</b>	<b>238</b>	<b>24</b>	<b>194</b>	<b>224</b>
<b>Pervasive Development</b>										
	Autism Spectrum	16	57	82	24	77	97	29	97	128
<b>Pervasive Development Total</b>		<b>16</b>	<b>57</b>	<b>82</b>	<b>24</b>	<b>77</b>	<b>97</b>	<b>29</b>	<b>97</b>	<b>128</b>
<b>Sensory Disabilities</b>										
	Communication Disability	1	36	45	0	39	48	0	32	48
	Deaf or Hard of Hearing	5	33	41	7	34	39	4	32	39
	Visual Impairment	1	5	7	2	5	4	2	6	4
<b>Sensory Disabilities Total</b>		<b>7</b>	<b>74</b>	<b>93</b>	<b>9</b>	<b>78</b>	<b>91</b>	<b>6</b>	<b>70</b>	<b>91</b>
<b>Behaviour and Development</b>										
	Mod Emotional/Behavioural Dis	2	33	29	4	30	32	5	28	33
	Sev Emotional/Behavioural	68	444	371	71	394	349	64	398	401
<b>Behaviour and Development Total</b>		<b>70</b>	<b>477</b>	<b>400</b>	<b>75</b>	<b>424</b>	<b>381</b>	<b>69</b>	<b>426</b>	<b>434</b>
<b>Sub-Total</b>										
	Sub-Total	1186	2453	3403	1125	2377	3246	1066	2280	3066
<b>All Other Students</b>										
	All Other Students	9422	28200	4136	9272	28962	4450	9657	30323	5104
<b>Grand Total</b>		<b>10608</b>	<b>30653</b>	<b>7539</b>	<b>10397</b>	<b>31339</b>	<b>7696</b>	<b>10723</b>	<b>32603</b>	<b>8170</b>
Students absent or exempt from the HLAT are shown in a separate chart.										



**Table 3.1 - HLAT Reading Results of Students 2011-2013-Division I**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	Gifted & Talented	129	43	0	112	35	0	98	20	0
	Learning Disability	5	141	196	5	116	172	3	99	137
	Adaptation	0	5	6	0	2	5	1	0	1
<b>Academic Adaptations Total</b>		<b>134</b>	<b>189</b>	<b>202</b>	<b>117</b>	<b>153</b>	<b>177</b>	<b>102</b>	<b>119</b>	<b>138</b>
<b>Cognitive Disability</b>										
	Mild/Moderate Cognitive	0	64	172	0	47	153	1	42	150
<b>Cognitive Disability Total</b>		<b>0</b>	<b>64</b>	<b>172</b>	<b>0</b>	<b>47</b>	<b>153</b>	<b>1</b>	<b>42</b>	<b>150</b>
<b>Physical and/or Medical Dis.</b>										
	Moderate Phys and/or Med	1	22	16	3	22	10	2	23	17
	Severe Phys and/or Med	3	30	34	4	21	28	1	29	19
	Sponsored Special Needs	0	0	1	0	1	0	0	0	1
<b>Physical and/or Medical Dis. Total</b>		<b>4</b>	<b>52</b>	<b>51</b>	<b>7</b>	<b>44</b>	<b>38</b>	<b>3</b>	<b>52</b>	<b>37</b>
<b>Pervasive Development</b>										
	Autism Spectrum	9	37	29	11	42	36	12	54	36
<b>Pervasive Development Total</b>		<b>9</b>	<b>37</b>	<b>29</b>	<b>11</b>	<b>42</b>	<b>36</b>	<b>12</b>	<b>54</b>	<b>36</b>
<b>Sensory Disabilities</b>										
	Communication Disability	1	30	17	0	34	14	0	29	20
	Deaf or Hard of Hearing	1	11	12	1	12	4	1	12	8
	Visual Impairment	1	0	2	0	2	0	0	0	0
<b>Sensory Disabilities Total</b>		<b>3</b>	<b>41</b>	<b>31</b>	<b>1</b>	<b>48</b>	<b>18</b>	<b>1</b>	<b>41</b>	<b>28</b>
<b>Behaviour and Development</b>										
	Mod Emotional/Behavioural Dis	2	13	8	3	15	10	4	13	12
	Sev Emotional/Behavioural	24	174	117	29	144	100	24	148	111
<b>Behaviour and Development Total</b>		<b>26</b>	<b>187</b>	<b>125</b>	<b>32</b>	<b>159</b>	<b>110</b>	<b>28</b>	<b>161</b>	<b>123</b>
<b>Sub-Total</b>										
	Sub-Total	176	570	610	168	493	532	147	469	512
<b>All Other Students</b>										
	All Other Students	3145	10081	1395	3167	10589	1559	3373	11254	1762
<b>Grand Total</b>		<b>3321</b>	<b>10651</b>	<b>2005</b>	<b>3335</b>	<b>11082</b>	<b>2091</b>	<b>3520</b>	<b>11723</b>	<b>2274</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.2 -HLAT Reading Results of Students 2011-2013 -Division II**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	<b>Gifted &amp; Talented</b>	316	94	0	284	72	0	284	75	0
	<b>Literacy</b>	0	48	234	0	61	204	1	57	143
	<b>Learning Disability</b>	37	473	438	35	474	471	24	421	443
	<b>Adaptation</b>	0	19	9	0	14	6	0	7	7
<b>Academic Adaptations Total</b>		<b>353</b>	<b>634</b>	<b>681</b>	<b>319</b>	<b>621</b>	<b>681</b>	<b>309</b>	<b>560</b>	<b>593</b>
<b>Cognitive Disability</b>										
	<b>Mild/Moderate Cognitive</b>	0	35	349	0	20	310	0	25	272
<b>Cognitive Disability Total</b>		<b>0</b>	<b>35</b>	<b>349</b>	<b>0</b>	<b>20</b>	<b>310</b>	<b>0</b>	<b>25</b>	<b>272</b>
<b>Physical and/or Medical Dis.</b>										
	<b>Moderate Phys and/or Med</b>	4	29	37	5	27	32	2	24	27
	<b>Severe Phys and/or Med</b>	12	45	57	9	46	57	7	36	51
	<b>Sponsored Special Needs</b>	0	0	3	0	1	2	1	1	2
<b>Physical and/or Medical Dis. Total</b>		<b>16</b>	<b>74</b>	<b>97</b>	<b>14</b>	<b>74</b>	<b>91</b>	<b>10</b>	<b>61</b>	<b>80</b>
<b>Pervasive Development</b>										
	<b>Autism Spectrum</b>	5	12	30	10	14	32	9	17	49
<b>Pervasive Development Total</b>		<b>5</b>	<b>12</b>	<b>30</b>	<b>10</b>	<b>14</b>	<b>32</b>	<b>9</b>	<b>17</b>	<b>49</b>
<b>Sensory Disabilities</b>										
	<b>Communication Disability</b>	0	6	24	0	4	30	0	3	26
	<b>Deaf or Hard of Hearing</b>	2	9	9	1	11	14	1	10	16
	<b>Visual Impairment</b>	0	2	1	2	1	1	2	3	1
<b>Sensory Disabilities Total</b>		<b>2</b>	<b>17</b>	<b>34</b>	<b>3</b>	<b>16</b>	<b>45</b>	<b>3</b>	<b>16</b>	<b>43</b>
<b>Behaviour and Development</b>										
	<b>Mod Emotional/Behavioural Dis</b>	0	13	10	0	8	9	0	7	13
	<b>Sev Emotional/Behavioural</b>	27	152	132	27	153	142	31	163	168
<b>Behaviour and Development Total</b>		<b>27</b>	<b>165</b>	<b>142</b>	<b>27</b>	<b>161</b>	<b>151</b>	<b>31</b>	<b>170</b>	<b>181</b>
<b>Sub-Total</b>										
	<b>Sub-Total</b>	403	937	1333	373	906	1310	362	849	1218
<b>All Other Students</b>										
	<b>All Other Students</b>	3128	8886	1282	3103	9197	1373	3292	9688	1614
<b>Grand Total</b>		<b>3531</b>	<b>9823</b>	<b>2615</b>	<b>3476</b>	<b>10103</b>	<b>2683</b>	<b>3654</b>	<b>10537</b>	<b>2832</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.3 - HLAT Reading Results of Students 2011-2013-Division III**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	<b>Gifted &amp; Talented</b>	544	119	0	515	138	0	501	117	0
	<b>Literacy</b>	2	149	440	0	112	366	0	95	274
	<b>Learning Disability</b>	17	387	316	24	462	357	25	485	412
	<b>Adaptation</b>	1	30	22	1	22	20	0	24	9
<b>Academic Adaptations Total</b>		<b>564</b>	<b>685</b>	<b>778</b>	<b>540</b>	<b>734</b>	<b>743</b>	<b>526</b>	<b>721</b>	<b>695</b>
<b>Cognitive Disability</b>										
	<b>Mild/Moderate Cognitive</b>	0	18	385	1	31	375	0	26	341
<b>Cognitive Disability Total</b>		<b>0</b>	<b>18</b>	<b>385</b>	<b>1</b>	<b>31</b>	<b>375</b>	<b>0</b>	<b>26</b>	<b>341</b>
<b>Physical and/or Medical Dis.</b>										
	<b>Moderate Phys and/or Med</b>	10	39	41	9	36	43	4	39	40
	<b>Severe Phys and/or Med</b>	12	53	66	10	36	57	7	39	61
	<b>Sponsored Special Needs</b>	0	2	6	0	2	9	0	3	6
<b>Physical and/or Medical Dis. Total</b>		<b>22</b>	<b>94</b>	<b>113</b>	<b>19</b>	<b>74</b>	<b>109</b>	<b>11</b>	<b>81</b>	<b>107</b>
<b>Pervasive Development</b>										
	<b>Autism Spectrum</b>	2	8	23	3	21	29	8	26	43
<b>Pervasive Development Total</b>		<b>2</b>	<b>8</b>	<b>23</b>	<b>3</b>	<b>21</b>	<b>29</b>	<b>8</b>	<b>26</b>	<b>43</b>
<b>Sensory Disabilities</b>										
	<b>Communication Disability</b>	0	0	4	0	1	4	0	0	2
	<b>Deaf or Hard of Hearing</b>	2	13	20	5	11	21	2	10	15
	<b>Visual Impairment</b>	0	3	4	0	2	3	0	3	3
<b>Sensory Disabilities Total</b>		<b>2</b>	<b>16</b>	<b>28</b>	<b>5</b>	<b>14</b>	<b>28</b>	<b>2</b>	<b>13</b>	<b>20</b>
<b>Behaviour and Development</b>										
	<b>Mod Emotional/Behavioural Dis</b>	0	7	11	1	7	13	1	8	8
	<b>Sev Emotional/Behavioural</b>	17	118	122	15	97	107	9	87	122
<b>Behaviour and Development Total</b>		<b>17</b>	<b>125</b>	<b>133</b>	<b>16</b>	<b>104</b>	<b>120</b>	<b>10</b>	<b>95</b>	<b>130</b>
<b>Sub-Total</b>										
	<b>Sub-Total</b>	607	946	1460	584	978	1404	557	962	1336
<b>All Other Students</b>										
	<b>All Other Students</b>	3149	9233	1459	3002	9176	1518	2992	9381	1728
<b>Grand Total</b>		<b>3756</b>	<b>10179</b>	<b>2919</b>	<b>3586</b>	<b>10154</b>	<b>2922</b>	<b>3549</b>	<b>10343</b>	<b>3064</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.4 - HLAT Writing Results of Students 2011-2013- All Divisions**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	Gifted & Talented	21	1224	0	23	1133	0	29	1070	2
	Literacy	0	308	559	0	288	451	0	210	361
	Learning Disability	1	1207	800	3	1395	728	2	1299	759
	Adaptation	0	63	28	0	50	19	0	32	16
<b>Academic Adaptations Total</b>		<b>22</b>	<b>2802</b>	<b>1387</b>	<b>26</b>	<b>2866</b>	<b>1198</b>	<b>31</b>	<b>2611</b>	<b>1138</b>
<b>Cognitive Disability</b>										
	Mild/Moderate Cognitive	0	153	881	1	155	797	0	128	748
<b>Cognitive Disability Total</b>		<b>0</b>	<b>153</b>	<b>881</b>	<b>1</b>	<b>155</b>	<b>797</b>	<b>0</b>	<b>128</b>	<b>748</b>
<b>Physical and/or Medical Dis.</b>										
	Moderate Phys and/or Med	0	109	89	0	113	80	1	96	88
	Severe Phys and/or Med	1	155	165	0	129	142	0	120	138
	Sponsored Special Needs	0	2	13	0	2	12	0	3	12
<b>Physical and/or Medical Dis. Total</b>		<b>1</b>	<b>266</b>	<b>267</b>	<b>0</b>	<b>244</b>	<b>234</b>	<b>1</b>	<b>219</b>	<b>238</b>
<b>Pervasive Development</b>										
	Autism Spectrum	0	66	92	1	88	111	2	131	132
<b>Pervasive Development Total</b>		<b>0</b>	<b>66</b>	<b>92</b>	<b>1</b>	<b>88</b>	<b>111</b>	<b>2</b>	<b>131</b>	<b>132</b>
<b>Sensory Disabilities</b>										
	Communication Disability	0	34	49	0	29	62	0	31	58
	Deaf or Hard of Hearing	0	46	30	1	42	37	2	43	31
	Visual Impairment	0	10	6	0	10	2	0	8	6
<b>Sensory Disabilities Total</b>		<b>0</b>	<b>90</b>	<b>85</b>	<b>1</b>	<b>81</b>	<b>101</b>	<b>2</b>	<b>82</b>	<b>95</b>
<b>Behaviour and Development</b>										
	Mod Emotional/Behavioural Dis	0	38	27	0	42	25	0	45	23
	Sev Emotional/Behavioural	2	509	388	1	477	345	1	485	378
<b>Behaviour and Development Total</b>		<b>2</b>	<b>547</b>	<b>415</b>	<b>1</b>	<b>519</b>	<b>370</b>	<b>1</b>	<b>530</b>	<b>401</b>
<b>Sub-Total</b>										
	Sub-Total	25	3924	3127	30	3953	2811	37	3701	2752
<b>All Other Students</b>										
	All Other Students	95	38869	2774	153	39956	2658	302	41604	3451
<b>Grand Total</b>		<b>120</b>	<b>42793</b>	<b>5901</b>	<b>183</b>	<b>43909</b>	<b>5469</b>	<b>339</b>	<b>45305</b>	<b>6203</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.5 - HLAT Writing Results of Students 2011-2013- Division I**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	Gifted & Talented	1	171	0	0	147	0	6	113	0
	Learning Disability	0	205	138	1	173	121	0	146	95
	Adaptation	0	10	2	0	3	5	0	2	0
<b>Academic Adaptations Total</b>		<b>1</b>	<b>386</b>	<b>140</b>	<b>1</b>	<b>323</b>	<b>126</b>	<b>6</b>	<b>261</b>	<b>95</b>
<b>Cognitive Disability</b>										
	Mild/Moderate Cognitive	0	64	185	1	60	162	0	37	174
<b>Cognitive Disability Total</b>		<b>0</b>	<b>64</b>	<b>185</b>	<b>1</b>	<b>60</b>	<b>162</b>	<b>0</b>	<b>37</b>	<b>174</b>
<b>Physical and/or Medical Dis.</b>										
	Moderate Phys and/or Med	0	24	14	0	28	13	0	26	22
	Severe Phys and/or Med	0	40	31	0	29	28	0	29	26
	Sponsored Special Needs	0	0	1	0	1	0	0	0	1
<b>Physical and/or Medical Dis. Total</b>		<b>0</b>	<b>64</b>	<b>46</b>	<b>0</b>	<b>58</b>	<b>41</b>	<b>0</b>	<b>55</b>	<b>49</b>
<b>Pervasive Development</b>										
	Autism Spectrum	0	42	37	1	53	38	1	69	44
<b>Pervasive Development Total</b>		<b>0</b>	<b>42</b>	<b>37</b>	<b>1</b>	<b>53</b>	<b>38</b>	<b>1</b>	<b>69</b>	<b>44</b>
<b>Sensory Disabilities</b>										
	Communication Disability	0	30	19	0	25	25	0	27	31
	Deaf or Hard of Hearing	0	17	8	0	14	3	0	15	6
	Visual Impairment	0	3	1	0	2	0	0	0	0
<b>Sensory Disabilities Total</b>		<b>0</b>	<b>50</b>	<b>28</b>	<b>0</b>	<b>41</b>	<b>28</b>	<b>0</b>	<b>42</b>	<b>37</b>
<b>Behaviour and Development</b>										
	Mod Emotional/Behavioural Dis	0	16	6	0	21	7	0	23	7
	Sev Emotional/Behavioural	0	199	118	0	198	86	0	188	105
<b>Behaviour and Development Total</b>		<b>0</b>	<b>215</b>	<b>124</b>	<b>0</b>	<b>219</b>	<b>93</b>	<b>0</b>	<b>211</b>	<b>112</b>
<b>Sub-Total</b>										
	Sub-Total	1	821	560	3	754	488	7	675	511
<b>All Other Students</b>										
	All Other Students	24	13452	1144	51	14279	1027	140	15011	1365
<b>Grand Total</b>		<b>25</b>	<b>14273</b>	<b>1704</b>	<b>54</b>	<b>15033</b>	<b>1515</b>	<b>147</b>	<b>15686</b>	<b>1876</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.6 - HLAT Writing Results of Students 2011-2013- Division II**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	Gifted & Talented	6	404	0	1	355	0	4	353	2
	Literacy	0	81	203	0	75	189	0	57	145
	Learning Disability	0	570	379	1	621	363	1	526	371
	Adaptation	0	18	11	0	18	2	0	9	5
<b>Academic Adaptations Total</b>		<b>6</b>	<b>1073</b>	<b>593</b>	<b>2</b>	<b>1069</b>	<b>554</b>	<b>5</b>	<b>945</b>	<b>523</b>
<b>Cognitive Disability</b>										
	Mild/Moderate Cognitive	0	43	343	0	46	287	0	46	257
<b>Cognitive Disability Total</b>		<b>0</b>	<b>43</b>	<b>343</b>	<b>0</b>	<b>46</b>	<b>287</b>	<b>0</b>	<b>46</b>	<b>257</b>
<b>Physical and/or Medical Dis.</b>										
	Moderate Phys and/or Med	0	37	34	0	41	25	0	28	24
	Severe Phys and/or Med	0	53	63	0	47	63	0	43	54
	Sponsored Special Needs	0	0	3	0	0	3	0	2	2
<b>Physical and/or Medical Dis. Total</b>		<b>0</b>	<b>90</b>	<b>100</b>	<b>0</b>	<b>88</b>	<b>91</b>	<b>0</b>	<b>73</b>	<b>80</b>
<b>Pervasive Development</b>										
	Autism Spectrum	0	16	30	0	20	37	0	32	44
<b>Pervasive Development Total</b>		<b>0</b>	<b>16</b>	<b>30</b>	<b>0</b>	<b>20</b>	<b>37</b>	<b>0</b>	<b>32</b>	<b>44</b>
<b>Sensory Disabilities</b>										
	Communication Disability	0	4	26	0	4	32	0	3	26
	Deaf or Hard of Hearing	0	11	6	1	11	13	1	13	13
	Visual Impairment	0	3	1	0	5	0	0	5	3
<b>Sensory Disabilities Total</b>		<b>0</b>	<b>18</b>	<b>33</b>	<b>1</b>	<b>20</b>	<b>45</b>	<b>1</b>	<b>21</b>	<b>42</b>
<b>Behaviour and Development</b>										
	Mod Emotional/Behavioural Dis	0	13	10	0	8	9	0	11	9
	Sev Emotional/Behavioural	0	183	128	0	174	147	1	202	157
<b>Behaviour and Development Total</b>		<b>0</b>	<b>196</b>	<b>138</b>	<b>0</b>	<b>182</b>	<b>156</b>	<b>1</b>	<b>213</b>	<b>166</b>
<b>Sub-Total</b>										
	Sub-Total	6	1436	1237	3	1425	1170	7	1330	1112
<b>All Other Students</b>										
	All Other Students	27	12401	870	50	12734	880	73	13455	1124
<b>Grand Total</b>		<b>33</b>	<b>13837</b>	<b>2107</b>	<b>53</b>	<b>14159</b>	<b>2050</b>	<b>80</b>	<b>14785</b>	<b>2236</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.7 - HLAT Writing Results of Students 2011-2013- Division III**

Eligibility Group	Eligibility Name	2011			2012			2013		
		Above	At	Below	Above	At	Below	Above	At	Below
<b>Academic Adaptations</b>										
	<b>Gifted &amp; Talented</b>	14	649	0	22	631	0	19	604	0
	<b>Literacy</b>	0	227	356	0	213	262	0	153	216
	<b>Learning Disability</b>	1	432	283	1	601	244	1	627	293
	<b>Adaptation</b>	0	35	15	0	29	12	0	21	11
<b>Academic Adaptations Total</b>		<b>15</b>	<b>1343</b>	<b>654</b>	<b>23</b>	<b>1474</b>	<b>518</b>	<b>20</b>	<b>1405</b>	<b>520</b>
<b>Cognitive Disability</b>										
	<b>Mild/Moderate Cognitive</b>	0	46	353	0	49	348	0	45	317
<b>Cognitive Disability Total</b>		<b>0</b>	<b>46</b>	<b>353</b>	<b>0</b>	<b>49</b>	<b>348</b>	<b>0</b>	<b>45</b>	<b>317</b>
<b>Physical and/or Medical Dis.</b>										
	<b>Moderate Phys and/or Med</b>	0	48	41	0	44	42	1	42	42
	<b>Severe Phys and/or Med</b>	1	62	71	0	53	51	0	48	58
	<b>Sponsored Special Needs</b>	0	2	9	0	1	9	0	1	9
<b>Physical and/or Medical Dis. Total</b>		<b>1</b>	<b>112</b>	<b>121</b>	<b>0</b>	<b>98</b>	<b>102</b>	<b>1</b>	<b>91</b>	<b>109</b>
<b>Pervasive Development</b>										
	<b>Autism Spectrum</b>	0	8	25	0	15	36	1	30	44
<b>Pervasive Development Total</b>		<b>0</b>	<b>8</b>	<b>25</b>	<b>0</b>	<b>15</b>	<b>36</b>	<b>1</b>	<b>30</b>	<b>44</b>
<b>Sensory Disabilities</b>										
	<b>Communication Disability</b>	0	0	4	0	0	5	0	1	1
	<b>Deaf or Hard of Hearing</b>	0	18	16	0	17	21	1	15	12
	<b>Visual Impairment</b>	0	4	4	0	3	2	0	3	3
<b>Sensory Disabilities Total</b>		<b>0</b>	<b>22</b>	<b>24</b>	<b>0</b>	<b>20</b>	<b>28</b>	<b>1</b>	<b>19</b>	<b>16</b>
<b>Behaviour and Development</b>										
	<b>Mod Emotional/Behavioural Dis</b>	0	9	11	0	13	9	0	11	7
	<b>Sev Emotional/Behavioural</b>	2	127	142	1	105	112	0	95	116
<b>Behaviour and Development Total</b>		<b>2</b>	<b>136</b>	<b>153</b>	<b>1</b>	<b>118</b>	<b>121</b>	<b>0</b>	<b>106</b>	<b>123</b>
<b>Sub-Total</b>										
	<b>Sub-Total</b>	18	1667	1330	24	1774	1153	23	1696	1129
<b>All Other Students</b>										
	<b>All Other Students</b>	44	13016	760	52	12943	751	89	13138	962
<b>Grand Total</b>		<b>62</b>	<b>14683</b>	<b>2090</b>	<b>76</b>	<b>14717</b>	<b>1904</b>	<b>112</b>	<b>14834</b>	<b>2091</b>
Students absent or exempt from the HLAT are shown in a separate chart.										

**Table 3.8 - HLAT Reading - Absences and Exemptions 2011-2013- All Divisions**

Eligibility Group	Eligibility Name	2011		2012		2013	
		Absent	Exempt	Absent	Exempt	Absent	Exempt
<b>Academic Adaptations</b>							
	Gifted & Talented	2	0	6	0	7	0
	Literacy	44	0	33	0	23	1
	Learning Disability	29	3	49	1	46	4
	Adaptation	5	0	5	0	0	0
<b>Academic Adaptations Total</b>		<b>80</b>	<b>3</b>	<b>93</b>	<b>1</b>	<b>76</b>	<b>5</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	31	96	32	96	30	78
	Severe Cognitive	1	38	0	33	0	29
<b>Cognitive Disability Total</b>		<b>32</b>	<b>134</b>	<b>32</b>	<b>129</b>	<b>30</b>	<b>107</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	9	4	7	10	12	7
	Severe Phys and/or Med	18	116	16	112	17	138
	Sponsored Special Needs	4	6	1	2	1	2
<b>Physical and/or Medical Dis. Total</b>		<b>31</b>	<b>126</b>	<b>24</b>	<b>124</b>	<b>30</b>	<b>147</b>
<b>Pervasive Development</b>							
	Autism Spectrum	7	154	9	150	8	179
<b>Pervasive Development Total</b>		<b>7</b>	<b>154</b>	<b>9</b>	<b>150</b>	<b>8</b>	<b>179</b>
<b>Sensory Disabilities</b>							
	Communication Disability	0	1	4	3	3	8
	Deaf or Hard of Hearing	7	1	2	9	3	9
	Visual Impairment	1	5	0	3	1	2
<b>Sensory Disabilities Total</b>		<b>8</b>	<b>7</b>	<b>6</b>	<b>15</b>	<b>7</b>	<b>19</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	4	1	6	0	2	1
	Sev Emotional/Behavioural	55	21	57	26	47	19
<b>Behaviour and Development Total</b>		<b>59</b>	<b>22</b>	<b>63</b>	<b>26</b>	<b>49</b>	<b>20</b>
<b>Sub- Total</b>							
	Sub- Total	217	446	227	445	200	477
<b>All Other Students</b>							
	All Other Students	1152	77	1087	129	1267	210
<b>Grand Total</b>		<b>1369</b>	<b>523</b>	<b>1314</b>	<b>574</b>	<b>1467</b>	<b>687</b>



**Table 3.9 - HLAT Writing - Absences and Exemptions 2011-2013- All Divisions**

Eligibility Group	Eligibility Name	2011		2012		2013	
		Absent	Exempt	Absent	Exempt	Absent	Exempt
<b>Academic Adaptations</b>							
	Gifted & Talented	2	0	4	0	1	0
	Literacy	43	0	32	0	18	1
	Learning Disability	25	0	32	0	26	0
	Adaptation	5	0	6	0	1	0
<b>Academic Adaptations Total</b>		<b>75</b>	<b>0</b>	<b>74</b>	<b>0</b>	<b>46</b>	<b>1</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	23	34	24	36	23	23
	Severe Cognitive	0	16	0	17	0	16
<b>Cognitive Disability Total</b>		<b>23</b>	<b>50</b>	<b>24</b>	<b>53</b>	<b>23</b>	<b>39</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	6	1	4	1	2	3
	Severe Phys and/or Med	10	36	9	28	11	22
	Sponsored Special Needs	2	4	1	2	0	1
<b>Physical and/or Medical Dis. Total</b>		<b>18</b>	<b>41</b>	<b>14</b>	<b>31</b>	<b>13</b>	<b>26</b>
<b>Pervasive Development</b>							
	Autism Spectrum	1	47	5	38	5	37
<b>Pervasive Development Total</b>		<b>1</b>	<b>47</b>	<b>5</b>	<b>38</b>	<b>5</b>	<b>37</b>
<b>Sensory Disabilities</b>							
	Deaf or Hard of Hearing	2	2	1	0	1	1
	Visual Impairment	0	2	0	1	0	0
<b>Sensory Disabilities Total</b>		<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	3	0	3	0	1	0
	Sev Emotional/Behavioural	29	11	46	11	40	4
<b>Behaviour and Development Total</b>		<b>32</b>	<b>11</b>	<b>49</b>	<b>11</b>	<b>41</b>	<b>4</b>
<b>Sub- Total</b>							
	Sub- Total	151	153	167	134	129	108
<b>All Other Students</b>							
	All Other Students	509	8	457	11	451	15
<b>Grand Total</b>		<b>660</b>	<b>161</b>	<b>624</b>	<b>145</b>	<b>580</b>	<b>123</b>

**Table 3.10 - HLAT Grade Average Differentials\* 2011-2013- All Divisions**

Eligibility Group	Eligibility Name	Reading				Writing			
		2011	2012	2013	Change 2012-2013	2011	2012	2013	Change 2012-2013
<b>Academic Adaptations</b>									
	Gifted & Talented	1.04	1.04	1.06	0.02	0.01	0.01	0.02	0.01
	Literacy	-1.27	-1.31	-1.31	0.00	-1.36	-1.22	-1.33	-0.11
	Learning Disability	-0.63	-0.65	-0.63	0.02	-0.60	-0.51	-0.57	-0.06
	Adaptation	-0.51	-0.48	-0.14	0.34	-0.43	-0.37	-0.52	-0.15
<b>Academic Adaptations Total</b>		<b>-1.37</b>	<b>-1.40</b>	<b>-1.02</b>	<b>0.38</b>	<b>-0.57</b>	<b>-0.48</b>	<b>-0.51</b>	<b>-0.03</b>
<b>Cognitive Disability</b>									
	Mild/Moderate Cognitive	-2.38	-2.37	-2.30	0.07	-2.37	-2.31	-2.41	-0.10
	Severe Cognitive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Cognitive Disability Total</b>		<b>-2.38</b>	<b>-2.37</b>	<b>-2.30</b>	<b>0.07</b>	<b>-2.37</b>	<b>-2.31</b>	<b>-2.41</b>	<b>-0.10</b>
<b>Physical and/or Medical Dis.</b>									
	Moderate Phys and/or Med	-0.92	-1.03	-0.97	0.06	-1.15	-1.13	-1.17	-0.04
	Severe Phys and/or Med	-1.09	-1.12	-1.09	0.03	-1.48	-1.50	-1.38	0.12
	Sponsored Special Needs	-1.83	-3.20	-2.57	0.63	-2.93	-2.92	-3.20	-0.28
<b>Physical and/or Medical Dis. Total</b>		<b>-1.04</b>	<b>-1.15</b>	<b>-1.09</b>	<b>0.06</b>	<b>-1.40</b>	<b>-1.39</b>	<b>-1.36</b>	<b>0.03</b>
<b>Pervasive Development</b>									
	Autism Spectrum	-1.03	-0.98	-1.13	-0.15	-1.54	-1.40	-1.39	0.01
<b>Pervasive Development Total</b>		<b>-1.03</b>	<b>-0.98</b>	<b>-1.13</b>	<b>-0.15</b>	<b>-1.54</b>	<b>-1.40</b>	<b>-1.39</b>	<b>0.01</b>
<b>Sensory Disabilities</b>									
	Communication Disability	-0.82	-0.83	-0.85	-0.02	-1.02	-1.15	-0.97	0.18
	Deaf or Hard of Hearing	-1.59	-1.52	-1.52	0.00	-1.55	-1.65	-1.42	0.23
	Visual Impairment	-0.84	-0.81	-1.16	-0.35	-0.75	-0.41	-1.71	-1.30
<b>Sensory Disabilities Total</b>		<b>-1.17</b>	<b>-1.14</b>	<b>-1.17</b>	<b>-0.03</b>	<b>-1.22</b>	<b>-1.32</b>	<b>-1.22</b>	<b>0.10</b>
<b>Behaviour and Development</b>									
	Mod Emotional/Behavioural Dis	-0.46	-0.63	-0.56	0.07	-0.69	-0.59	-0.61	-0.02
	Sev Emotional/Behavioural	-0.57	-0.69	-0.75	-0.06	-0.89	-0.85	-0.92	-0.07
<b>Behaviour and Development Total</b>		<b>-0.57</b>	<b>-0.69</b>	<b>-0.74</b>	<b>-0.05</b>	<b>-0.88</b>	<b>-0.83</b>	<b>-0.90</b>	<b>-0.07</b>
<b>Sub-Total</b>									
	Sub-Total	-0.71	-0.73	-0.70	0.03	-0.97	-0.90	-0.94	-0.04
<b>All Other Students</b>									
	All Other Students	0.12	0.10	0.08	-0.02	-0.10	-0.10	-0.12	-0.02
<b>All Other Students</b>		<b>0.12</b>	<b>0.10</b>	<b>0.08</b>	<b>-0.02</b>	<b>-0.10</b>	<b>-0.10</b>	<b>-0.12</b>	<b>-0.02</b>
<b>Grand Total</b>		<b>0.00</b>	<b>-0.01</b>	<b>-0.01</b>	<b>0.00</b>	<b>-0.23</b>	<b>-0.21</b>	<b>-0.22</b>	<b>-0.01</b>
Students scoring UD on their HLAT were counted as 2 below their grade level. Does not include students absent or exempt from the HLAT.									
*Grade Differential is the difference between the grade a student is registered in and the grade at which that student is performing.									

## Section 4 - Provincial Level of Achievement Test (PAT) Data

**Table 4 - PAT Results 2011-2013- English Language Arts, Grade 3 (ELA3)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Gifted & Talented	100.0%	84	97.1%	71	98.6%	73
	Learning Disability	78.8%	241	74.1%	201	75.7%	177
	Adaptation	77.7%	9	100.0%	6	100.0%	1
<b>Academic Adaptations Total</b>		<b>84.1%</b>	<b>334</b>	<b>80.5%</b>	<b>278</b>	<b>82.4%</b>	<b>251</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	16.1%	124	18.6%	102	20.4%	88
	Severe Cognitive	0.0%	4	0.0%	6	0.0%	2
<b>Cognitive Disability Total</b>		<b>15.6%</b>	<b>128</b>	<b>17.5%</b>	<b>108</b>	<b>20.0%</b>	<b>90</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	62.5%	16	52.9%	17	66.6%	15
	Severe Phys and/or Med	40.0%	55	25.0%	36	33.3%	30
	Sponsored Special Needs	0.0%	1	0.0%	1	0.0%	0
<b>Physical and/or Medical Dis. Total</b>		<b>44.4%</b>	<b>72</b>	<b>33.9%</b>	<b>53</b>	<b>44.4%</b>	<b>45</b>
<b>Pervasive Development</b>							
	Autism Spectrum	13.1%	38	24.4%	49	40.6%	59
<b>Pervasive Development Total</b>		<b>13.1%</b>	<b>38</b>	<b>24.4%</b>	<b>49</b>	<b>40.6%</b>	<b>59</b>
<b>Sensory Disabilities</b>							
	Communication Disability	38.8%	18	58.3%	12	44.4%	9
	Deaf or Hard of Hearing	64.2%	14	40.0%	5	38.4%	13
	Visual Impairment	100.0%	2	66.6%	3	0.0%	0
<b>Sensory Disabilities Total</b>		<b>52.9%</b>	<b>34</b>	<b>55.0%</b>	<b>20</b>	<b>40.9%</b>	<b>22</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	33.3%	3	33.3%	6	58.3%	12
	Sev Emotional/Behavioural	67.3%	138	57.7%	123	59.8%	112
<b>Behaviour and Development Total</b>		<b>66.6%</b>	<b>141</b>	<b>56.5%</b>	<b>129</b>	<b>59.6%</b>	<b>124</b>
<b>Sub-Total</b>							
	Sub-Total	60.2%	747	56.0%	637	59.5%	591
<b>All Other Students</b>							
	All Other Students	85.3%	4693	83.4%	5119	83.3%	5392
<b>Grand Total</b>		<b>81.9%</b>	<b>5440</b>	<b>80.4%</b>	<b>5756</b>	<b>81.0%</b>	<b>5983</b>
*includes result codes Acceptable and Excellence, does not include Absent, Below, Exempt, and N/A.							

**Table 4.1 - PAT Results 2011-2013- English Language Arts, Grade 6 (ELA6)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Gifted & Talented	98.5%	206	99.3%	157	99.3%	161
	Literacy	44.8%	116	51.7%	116	42.8%	105
	Learning Disability	78.5%	317	71.0%	339	75.7%	330
	Adaptation	70.0%	10	66.6%	9	0.0%	2
<b>Academic Adaptations Total</b>		<b>78.7%</b>	<b>649</b>	<b>74.5%</b>	<b>621</b>	<b>76.0%</b>	<b>598</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	10.6%	160	12.6%	119	16.6%	114
	Severe Cognitive	0.0%	9	0.0%	2	0.0%	0
<b>Cognitive Disability Total</b>		<b>10.0%</b>	<b>169</b>	<b>12.3%</b>	<b>121</b>	<b>16.6%</b>	<b>114</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	60.7%	28	54.8%	31	66.6%	21
	Severe Phys and/or Med	34.0%	44	35.2%	51	43.1%	51
	Sponsored Special Needs	0.0%	1	0.0%	1	0.0%	2
<b>Physical and/or Medical Dis. Total</b>		<b>43.8%</b>	<b>73</b>	<b>42.1%</b>	<b>83</b>	<b>48.6%</b>	<b>74</b>
<b>Pervasive Development</b>							
	Autism Spectrum	29.6%	27	35.2%	34	10.2%	39
<b>Pervasive Development Total</b>		<b>29.6%</b>	<b>27</b>	<b>35.2%</b>	<b>34</b>	<b>10.2%</b>	<b>39</b>
<b>Sensory Disabilities</b>							
	Communication Disability	62.5%	8	60.0%	5	62.5%	8
	Deaf or Hard of Hearing	66.6%	9	33.3%	3	38.4%	13
	Visual Impairment	0.0%	1	100.0%	1	66.6%	3
<b>Sensory Disabilities Total</b>		<b>61.1%</b>	<b>18</b>	<b>55.5%</b>	<b>9</b>	<b>50.0%</b>	<b>24</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	66.6%	12	33.3%	6	57.1%	7
	Sev Emotional/Behavioural	57.9%	107	48.2%	87	59.8%	107
<b>Behaviour and Development Total</b>		<b>58.8%</b>	<b>119</b>	<b>47.3%</b>	<b>93</b>	<b>59.6%</b>	<b>114</b>
<b>Sub-Total</b>							
	Sub-Total	<b>61.5%</b>	<b>1055</b>	<b>59.7%</b>	<b>961</b>	<b>61.6%</b>	<b>963</b>
<b>All Other Students</b>							
	All Other Students	<b>89.4%</b>	<b>4411</b>	<b>85.7%</b>	<b>4541</b>	<b>89.1%</b>	<b>4661</b>
<b>Grand Total</b>		<b>84.0%</b>	<b>5466</b>	<b>81.1%</b>	<b>5502</b>	<b>84.4%</b>	<b>5624</b>

\*includes result codes Acceptable and Excellence, does not include Absent, Below, Exempt, and N/A.

**Table 4.2 - PAT Results 2011-2013- English Language Arts, Grade 9 (ELA9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Gifted & Talented	99.5%	225	99.5%	231	100.0%	197
	Literacy	32.2%	124	25.1%	131	33.0%	106
	Learning Disability	60.7%	168	51.6%	238	65.8%	252
	Adaptation	43.7%	16	42.8%	14	60.0%	10
<b>Academic Adaptations Total</b>		<b>69.9%</b>	<b>533</b>	<b>63.8%</b>	<b>614</b>	<b>71.5%</b>	<b>565</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	4.5%	111	2.9%	101	2.6%	112
	Severe Cognitive	0.0%	5	0.0%	7	0.0%	8
<b>Cognitive Disability Total</b>		<b>4.3%</b>	<b>116</b>	<b>2.7%</b>	<b>108</b>	<b>2.5%</b>	<b>120</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	50.0%	26	51.5%	33	48.4%	33
	Severe Phys and/or Med	35.1%	54	28.2%	46	22.7%	44
	Sponsored Special Needs	20.0%	5	0.0%	4	12.5%	8
<b>Physical and/or Medical Dis. Total</b>		<b>38.8%</b>	<b>85</b>	<b>36.1%</b>	<b>83</b>	<b>31.7%</b>	<b>85</b>
<b>Pervasive Development</b>							
	Autism Spectrum	9.7%	41	14.8%	27	15.1%	33
<b>Pervasive Development Total</b>		<b>9.7%</b>	<b>41</b>	<b>14.8%</b>	<b>27</b>	<b>15.1%</b>	<b>33</b>
<b>Sensory Disabilities</b>							
	Communication Disability	0.0%	0	0.0%	1	0.0%	0
	Deaf or Hard of Hearing	66.6%	6	42.8%	14	41.1%	17
	Visual Impairment	80.0%	5	100.0%	2	50.0%	2
<b>Sensory Disabilities Total</b>		<b>72.7%</b>	<b>11</b>	<b>47.0%</b>	<b>17</b>	<b>42.1%</b>	<b>19</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	0.0%	6	33.3%	3	62.5%	8
	Sev Emotional/Behavioural	30.8%	81	14.0%	64	33.8%	68
<b>Behaviour and Development Total</b>		<b>28.7%</b>	<b>87</b>	<b>14.9%</b>	<b>67</b>	<b>36.8%</b>	<b>76</b>
<b>Sub-Total</b>							
	Sub-Total	<b>51.3%</b>	<b>873</b>	<b>48.7%</b>	<b>916</b>	<b>52.8%</b>	<b>898</b>
<b>All Other Students</b>							
	All Other Students	<b>86.6%</b>	<b>4778</b>	<b>84.9%</b>	<b>4725</b>	<b>84.2%</b>	<b>4920</b>
<b>Grand Total</b>		<b>81.1%</b>	<b>5651</b>	<b>79.0%</b>	<b>5641</b>	<b>79.4%</b>	<b>5818</b>

\*includes result codes Acceptable and Excellence, does not include Absent, Below, Exempt, and N/A.

**Table 4.3 - PAT Results 2011-2013- Mathematics, Grade 3 (MAT3)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Gifted & Talented	100.0%	71	98.5%	68	100.0%	67
	Learning Disability	64.2%	235	58.5%	193	61.1%	175
	Adaptation	66.6%	9	33.3%	6	0.0%	1
<b>Academic Adaptations Total</b>		<b>72.3%</b>	<b>315</b>	<b>68.1%</b>	<b>267</b>	<b>71.6%</b>	<b>243</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	11.3%	123	9.8%	102	9.0%	88
	Severe Cognitive	0.0%	4	0.0%	6	0.0%	2
<b>Cognitive Disability Total</b>		<b>11.0%</b>	<b>127</b>	<b>9.2%</b>	<b>108</b>	<b>8.8%</b>	<b>90</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	50.0%	16	52.9%	17	53.3%	15
	Severe Phys and/or Med	34.5%	55	30.5%	36	26.6%	30
	Sponsored Special Needs	0.0%	1	0.0%	0	0.0%	0
<b>Physical and/or Medical Dis. Total</b>		<b>37.5%</b>	<b>72</b>	<b>37.7%</b>	<b>53</b>	<b>35.5%</b>	<b>45</b>
<b>Pervasive Development</b>							
	Autism Spectrum	16.2%	37	24.4%	49	33.8%	59
<b>Pervasive Development Total</b>		<b>16.2%</b>	<b>37</b>	<b>24.4%</b>	<b>49</b>	<b>33.8%</b>	<b>59</b>
<b>Sensory Disabilities</b>							
	Communication Disability	16.6%	18	33.3%	12	11.1%	9
	Deaf or Hard of Hearing	35.7%	14	40.0%	5	30.7%	13
	Visual Impairment	100.0%	2	66.6%	3	0.0%	0
<b>Sensory Disabilities Total</b>		<b>29.4%</b>	<b>34</b>	<b>40.0%</b>	<b>20</b>	<b>22.7%</b>	<b>22</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	0.0%	3	33.3%	6	50.0%	12
	Sev Emotional/Behavioural	55.7%	138	52.4%	122	52.6%	112
<b>Behaviour and Development Total</b>		<b>54.6%</b>	<b>141</b>	<b>51.5%</b>	<b>128</b>	<b>52.4%</b>	<b>124</b>
<b>Sub-Total</b>							
	Sub-Total	<b>49.8%</b>	<b>726</b>	<b>47.6%</b>	<b>625</b>	<b>49.3%</b>	<b>583</b>
<b>All Other Students</b>							
	All Other Students	<b>83.8%</b>	<b>4434</b>	<b>82.0%</b>	<b>4774</b>	<b>80.6%</b>	<b>5067</b>
<b>Grand Total</b>		<b>79.0%</b>	<b>5160</b>	<b>78.1%</b>	<b>5399</b>	<b>77.4%</b>	<b>5650</b>
*includes result codes Acceptable and Excellence, does not include Absent, Below and Exempt.							

**Table 4.4 - PAT Results 2011-2013- Mathematics, Grade 6 (MAT6)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Gifted & Talented	99.5%	200	100.0%	155	99.3%	155
	Literacy	27.1%	114	31.0%	116	26.9%	104
	Learning Disability	50.6%	304	68.5%	328	54.0%	322
	Adaptation	22.2%	9	66.6%	9	0.0%	2
<b>Academic Adaptations Total</b>		<b>61.5%</b>	<b>627</b>	<b>69.4%</b>	<b>608</b>	<b>61.0%</b>	<b>583</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	7.5%	160	7.5%	119	10.5%	114
	Severe Cognitive	0.0%	9	0.0%	2	0.0%	0
<b>Cognitive Disability Total</b>		<b>7.1%</b>	<b>169</b>	<b>7.4%</b>	<b>121</b>	<b>10.5%</b>	<b>114</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	40.7%	27	33.3%	30	57.1%	21
	Severe Phys and/or Med	27.2%	44	33.3%	51	31.3%	51
	Sponsored Special Needs	0.0%	1	0.0%	1	0.0%	2
<b>Physical and/or Medical Dis. Total</b>		<b>31.9%</b>	<b>72</b>	<b>32.9%</b>	<b>82</b>	<b>37.8%</b>	<b>74</b>
<b>Pervasive Development</b>							
	Autism Spectrum	33.3%	27	32.3%	34	10.5%	38
<b>Pervasive Development Total</b>		<b>33.3%</b>	<b>27</b>	<b>32.3%</b>	<b>34</b>	<b>10.5%</b>	<b>38</b>
<b>Sensory Disabilities</b>							
	Communication Disability	12.5%	8	40.0%	5	12.5%	8
	Deaf or Hard of Hearing	55.5%	9	66.6%	3	23.0%	13
	Visual Impairment	0.0%	1	100.0%	1	100.0%	3
<b>Sensory Disabilities Total</b>		<b>33.3%</b>	<b>18</b>	<b>55.5%</b>	<b>9</b>	<b>29.1%</b>	<b>24</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	58.3%	12	33.3%	6	42.8%	7
	Sev Emotional/Behavioural	38.3%	107	41.3%	87	46.7%	107
<b>Behaviour and Development Total</b>		<b>40.3%</b>	<b>119</b>	<b>40.8%</b>	<b>93</b>	<b>46.4%</b>	<b>114</b>
<b>Sub-Total</b>							
	Sub-Total	<b>46.8%</b>	<b>1032</b>	<b>54.0%</b>	<b>947</b>	<b>48.5%</b>	<b>947</b>
<b>All Other Students</b>							
	All Other Students	<b>82.4%</b>	<b>4239</b>	<b>85.5%</b>	<b>4346</b>	<b>82.3%</b>	<b>4400</b>
<b>Grand Total</b>		<b>75.4%</b>	<b>5271</b>	<b>79.8%</b>	<b>5293</b>	<b>76.3%</b>	<b>5347</b>

\*includes result codes Acceptable and Excellence, does not include Absent, Below and Exempt.

**Table 4.5 - PAT Results 2011-2013- Mathematics, Grade 9 (MAT9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Gifted & Talented	99.5%	217	98.6%	227	100.0%	195
	Literacy	11.8%	127	15.6%	128	13.4%	104
	Learning Disability	40.9%	166	33.6%	229	39.3%	244
	Adaptation	25.0%	16	21.4%	14	40.0%	10
<b>Academic Adaptations Total</b>		<b>57.6%</b>	<b>526</b>	<b>54.1%</b>	<b>598</b>	<b>55.8%</b>	<b>553</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	2.7%	111	1.9%	101	1.8%	108
	Severe Cognitive	0.0%	5	0.0%	7	0.0%	8
<b>Cognitive Disability Total</b>		<b>2.5%</b>	<b>116</b>	<b>1.8%</b>	<b>108</b>	<b>1.7%</b>	<b>116</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	38.4%	26	33.3%	33	34.3%	32
	Severe Phys and/or Med	23.5%	51	20.0%	45	23.8%	42
	Sponsored Special Needs	20.0%	5	0.0%	4	0.0%	8
<b>Physical and/or Medical Dis. Total</b>		<b>28.0%</b>	<b>82</b>	<b>24.3%</b>	<b>82</b>	<b>25.6%</b>	<b>82</b>
<b>Pervasive Development</b>							
	Autism Spectrum	9.7%	41	11.1%	27	18.1%	33
<b>Pervasive Development Total</b>		<b>9.7%</b>	<b>41</b>	<b>11.1%</b>	<b>27</b>	<b>18.1%</b>	<b>33</b>
<b>Sensory Disabilities</b>							
	Communication Disability	0.0%	0	0.0%	1	0.0%	0
	Deaf or Hard of Hearing	66.6%	6	42.8%	14	41.1%	17
	Visual Impairment	20.0%	5	100.0%	1	50.0%	2
<b>Sensory Disabilities Total</b>		<b>45.4%</b>	<b>11</b>	<b>43.7%</b>	<b>16</b>	<b>42.1%</b>	<b>19</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	16.6%	6	0.0%	2	25.0%	8
	Sev Emotional/Behavioural	17.7%	79	10.0%	60	25.3%	67
<b>Behaviour and Development Total</b>		<b>17.6%</b>	<b>85</b>	<b>9.6%</b>	<b>62</b>	<b>25.3%</b>	<b>75</b>
<b>Sub-Total</b>							
	Sub-Total	<b>40.9%</b>	<b>861</b>	<b>40.5%</b>	<b>893</b>	<b>41.5%</b>	<b>878</b>
<b>All Other Students</b>							
	All Other Students	<b>74.2%</b>	<b>4591</b>	<b>71.0%</b>	<b>4522</b>	<b>76.0%</b>	<b>4727</b>
<b>Grand Total</b>		<b>69.0%</b>	<b>5452</b>	<b>66.0%</b>	<b>5415</b>	<b>70.6%</b>	<b>5605</b>

\*includes result codes Acceptable and Excellence, does not include Absent, Below and Exempt.



**Table 4.6- PAT Results 2011-2013- Knowledge and Employability, Grade 9 English (KLA9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Literacy	74.6%	75	63.7%	69	68.7%	64
	Learning Disability	61.9%	21	65.5%	29	81.8%	33
	Adaptation	100.0%	2	83.3%	6	83.3%	6
<b>Academic Adaptations Total</b>		<b>72.4%</b>	<b>98</b>	<b>65.3%</b>	<b>104</b>	<b>73.7%</b>	<b>103</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	40.6%	59	31.2%	48	54.5%	33
<b>Cognitive Disability Total</b>		<b>40.6%</b>	<b>59</b>	<b>31.2%</b>	<b>48</b>	<b>54.5%</b>	<b>33</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	50.0%	4	50.0%	4	50.0%	4
	Severe Phys and/or Med	66.6%	15	44.4%	9	75.0%	8
	Sponsored Special Needs	0.0%	0	100.0%	1	0.0%	0
<b>Physical and/or Medical Dis. Total</b>		<b>63.1%</b>	<b>19</b>	<b>50.0%</b>	<b>14</b>	<b>66.6%</b>	<b>12</b>
<b>Pervasive Development</b>							
	Autism Spectrum	0.0%	0	100.0%	1	33.3%	6
<b>Pervasive Development Total</b>		<b>0.0%</b>	<b>0</b>	<b>100.0%</b>	<b>1</b>	<b>33.3%</b>	<b>6</b>
<b>Sensory Disabilities</b>							
	Deaf or Hard of Hearing	100.0%	1	0.0%	1	0.0%	0
	Visual Impairment	0.0%	0	0.0%	1	0.0%	0
<b>Sensory Disabilities Total</b>		<b>100.0%</b>	<b>1</b>	<b>0.0%</b>	<b>2</b>	<b>0.0%</b>	<b>0</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	66.6%	3	0.0%	0	0.0%	0
	Sev Emotional/Behavioural	75.8%	29	34.4%	29	61.1%	18
<b>Behaviour and Development Total</b>		<b>75.0%</b>	<b>32</b>	<b>34.4%</b>	<b>29</b>	<b>61.1%</b>	<b>18</b>
<b>Sub-Total</b>							
	Sub-Total	<b>63.1%</b>	<b>209</b>	<b>51.0%</b>	<b>198</b>	<b>66.8%</b>	<b>172</b>
<b>All Other Students</b>							
	All Other Students	<b>48.2%</b>	<b>56</b>	<b>49.2%</b>	<b>63</b>	<b>52.7%</b>	<b>72</b>
<b>Grand Total</b>		<b>60.0%</b>	<b>265</b>	<b>50.5%</b>	<b>261</b>	<b>62.7%</b>	<b>244</b>
*includes result codes Acceptable and Excellence, does not include Absent, Below, and Exempt.							

**Table 4.7- PAT Results 2011-2013- Knowledge and Employability, Grade 9 Mathematics (KMA9)**

Eligibility Group	Eligibility Name	2011		2012		2013	
		A&E*	n	A&E*	n	A&E*	n
<b>Academic Adaptations</b>							
	Literacy	65.7%	70	62.8%	70	78.4%	65
	Learning Disability	66.6%	21	78.7%	33	86.1%	36
	Adaptation	100.0%	2	50.0%	6	50.0%	6
<b>Academic Adaptations Total</b>		<b>66.6%</b>	<b>93</b>	<b>66.9%</b>	<b>109</b>	<b>79.4%</b>	<b>107</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	35.5%	59	36.9%	46	54.0%	37
<b>Cognitive Disability Total</b>		<b>35.5%</b>	<b>59</b>	<b>36.9%</b>	<b>46</b>	<b>54.0%</b>	<b>37</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	25.0%	4	25.0%	4	60.0%	5
	Severe Phys and/or Med	56.2%	16	40.0%	10	88.8%	9
	Sponsored Special Needs	0.0%	0	100.0%	1	0.0%	0
<b>Physical and/or Medical Dis. Total</b>		<b>50.0%</b>	<b>20</b>	<b>40.0%</b>	<b>15</b>	<b>78.5%</b>	<b>14</b>
<b>Pervasive Development</b>							
	Autism Spectrum	0.0%	0	100.0%	1	66.6%	6
<b>Pervasive Development Total</b>		<b>0.0%</b>	<b>0</b>	<b>100.0%</b>	<b>1</b>	<b>66.6%</b>	<b>6</b>
<b>Sensory Disabilities</b>							
	Deaf or Hard of Hearing	100.0%	1	0.0%	1	0.0%	0
	Visual Impairment	0.0%	0	50.0%	2	0.0%	0
<b>Sensory Disabilities Total</b>		<b>100.0%</b>	<b>1</b>	<b>33.3%</b>	<b>3</b>	<b>0.0%</b>	<b>0</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	100.0%	2	100.0%	1	55.5%	18
	Sev Emotional/Behavioural	73.3%	30	36.6%	30	55.5%	18
<b>Behaviour and Development Total</b>		<b>75.0%</b>	<b>32</b>	<b>38.7%</b>	<b>31</b>	<b>58.3%</b>	<b>36</b>
<b>Sub-Total</b>							
	Sub-Total	<b>57.5%</b>	<b>205</b>	<b>53.6%</b>	<b>205</b>	<b>71.4%</b>	<b>182</b>
<b>All Other Students</b>							
	All Other Students	<b>56.0%</b>	<b>66</b>	<b>61.9%</b>	<b>63</b>	<b>52.0%</b>	<b>75</b>
<b>Grand Total</b>		<b>57.1%</b>	<b>271</b>	<b>55.5%</b>	<b>268</b>	<b>65.7%</b>	<b>257</b>
*includes result codes Acceptable and Excellence, does not include Absent, Below, and Exempt.							

## Section 5 - Students with Special Education Needs in High School Grades

**Table 5 - High School Registration of Students with Special Education Needs by Eligibility Type**

Eligibility Group	Eligibility Name	2011		2012		2013	
		% Students Active after 3 Years*	n	% Students Active after 3 Years**	n	% Students Active after 3 Years***	n
<b>Academic Adaptations</b>							
	Gifted & Talented	93.0%	171	89.7%	224	95.3%	257
	Literacy	62.6%	182	69.1%	178	69.3%	212
	Learning Disability	69.0%	29	60.0%	45	72.8%	103
	Adaptation	0.0%	0	0.0%	0	0.0%	0
<b>Academic Adaptations Total</b>		<b>76.7%</b>	<b>382</b>	<b>78.5%</b>	<b>447</b>	<b>81.6%</b>	<b>572</b>
<b>Cognitive Disability</b>							
	Mild/Moderate Cognitive	69.8%	242	69.0%	200	68.1%	160
	Severe Cognitive	57.1%	7	60.0%	10	87.5%	8
<b>Cognitive Disability Total</b>		<b>69.5%</b>	<b>249</b>	<b>68.6%</b>	<b>210</b>	<b>69.0%</b>	<b>168</b>
<b>Physical and/or Medical Dis.</b>							
	Moderate Phys and/or Med	71.4%	28	83.3%	36	82.8%	29
	Severe Phys and/or Med	75.0%	36	73.5%	49	68.8%	64
	Sponsored Special Needs	75.0%	4	0.0%	0	50.0%	6
<b>Physical and/or Medical Dis. Total</b>		<b>73.5%</b>	<b>68</b>	<b>77.6%</b>	<b>85</b>	<b>71.7%</b>	<b>99</b>
<b>Pervasive Development</b>							
	Autism Spectrum	87.5%	24	86.4%	22	89.2%	37
<b>Pervasive Development Total</b>		<b>87.5%</b>	<b>24</b>	<b>86.4%</b>	<b>22</b>	<b>89.2%</b>	<b>37</b>
<b>Sensory Disabilities</b>							
	Communication Disability	100.0%	4	50.0%	2	100.0%	1
	Deaf or Hard of Hearing	100.0%	1	80.0%	5	100.0%	6
	Visual Impairment	100.0%	3	100.0%	2	100.0%	2
<b>Sensory Disabilities Total</b>		<b>100.0%</b>	<b>8</b>	<b>77.8%</b>	<b>9</b>	<b>100.0%</b>	<b>9</b>
<b>Behaviour and Development</b>							
	Mod Emotional/Behavioural Dis	69.2%	13	28.6%	7	55.6%	9
	Sev Emotional/Behavioural	45.8%	118	44.0%	134	44.7%	132
<b>Behaviour and Development Total</b>		<b>48.1%</b>	<b>131</b>	<b>43.3%</b>	<b>141</b>	<b>45.4%</b>	<b>141</b>
<b>Sub-Total</b>							
	<b>Sub-Total</b>	<b>70.5%</b>	<b>862</b>	<b>70.9%</b>	<b>914</b>	<b>74.1%</b>	<b>1026</b>
<b>All Other Students</b>							
	<b>All Other Students</b>	<b>79.8%</b>	<b>5371</b>	<b>79.5%</b>	<b>5278</b>	<b>79.7%</b>	<b>5308</b>
<b>Grand Total</b>		<b>78.5%</b>	<b>6233</b>	<b>78.3%</b>	<b>6192</b>	<b>78.8%</b>	<b>6334</b>

\* Based on the cohort of students that was registered in Grade 9 on June 30, 2008 and checked again on June 30, 2011, in their grade 12 year.

\*\* Based on the cohort of students that was registered in Grade 9 on June 30, 2009 and checked again on June 30, 2012, in their grade 12 year.

\*\*\* Based on the cohort of students that was registered in Grade 9 on June 30, 2010 and checked again on June 30, 2013, in their grade 12 year.

**Table 5.1 - High School Credit Distribution of Students\* with Special Education Needs for  
Students in Grade 10 - September 2008 to Grade 12 - June 2011**

Eligibility Group	Eligibility Type (in Gr 9)	Total Number of Students	No. of Credits Earned	Credits Accumulated After 3 Years of High School - # of Students with:					
				0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81-99 Credits	100+ Credits
<b>Academic Adaptations</b>									
	Gifted and Talented	162	122	0	0	3	1	6	152
	Literacy	168	73	25	19	15	19	29	61
	Learning Disability	115	86	11	10	7	10	16	61
	Adaptation	29	86	1	2	6	1	6	13
<b>Academic Adaptations Total</b>		<b>474</b>	<b>94</b>	<b>37</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>57</b>	<b>287</b>
<b>Cognitive Disability</b>									
	Mild/Moderate	211	61	48	30	28	16	40	49
	Severe	4	0	4	0	0	0	0	0
<b>Cognitive Disability Total</b>		<b>215</b>	<b>60</b>	<b>52</b>	<b>30</b>	<b>28</b>	<b>16</b>	<b>40</b>	<b>49</b>
<b>Physical and/or Medical</b>									
	Moderate Phys and/or Med.	25	88	3	1	1	4	2	14
	Severe Phys and or Med.	23	62	5	2	1	4	6	5
	Sponsored Special Needs	2	89	0	0	0	0	2	0
<b>Physical and/or Medical Total</b>		<b>50</b>	<b>76</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>19</b>
<b>Pervasive Development</b>									
	Autism Spectrum	21	30	12	3	1	1	2	2
<b>Pervasive Development Total</b>		<b>21</b>	<b>30</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Sensory Disabilities</b>									
	Communication Disability	4	101	0	0	0	0	2	2
	Deaf or Hard of Hearing	1	0	1	0	0	0	0	0
	Visual Impairment	3	112	0	0	0	0	1	2
<b>Sensory Disabilities Total</b>		<b>8</b>	<b>93</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>
<b>Behaviour and Development</b>									
	Mod. Emotional/Behavioural	11	76	0	4	0	1	2	4
	Sev. Emotional/Behavioural	101	40	43	18	10	14	6	10
<b>Behaviour and Development Total</b>		<b>112</b>	<b>43</b>	<b>43</b>	<b>22</b>	<b>10</b>	<b>15</b>	<b>8</b>	<b>14</b>
<b>Sub-Total</b>									
	<b>Sub-Total</b>	<b>880</b>	<b>77</b>	<b>153</b>	<b>89</b>	<b>72</b>	<b>71</b>	<b>120</b>	<b>375</b>
<b>All Other Students</b>									
	<b>All Other Students</b>	<b>4708</b>	<b>100</b>	<b>162</b>	<b>221</b>	<b>238</b>	<b>257</b>	<b>562</b>	<b>3268</b>
<b>Grand Total</b>	<b>Grand Total</b>	<b>5588</b>	<b>96</b>	<b>315</b>	<b>310</b>	<b>310</b>	<b>328</b>	<b>682</b>	<b>3643</b>

\* Based on the cohort of students that were registered in Grade 9 on June 30th, 2008 and in Grade 10 on September 30, 2008.

**Table 5.2 - High School Credit Distribution of Students\* with Special Education Needs for  
Students in Grade 10 - September 2009 to Grade 12 - June 2012**

Eligibility Group	Eligibility Type (in Gr 9)	Total Number of Students	No. of Credits Earned	Credits Accumulated After 3 Years of High School - # of Students with:					
				0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81-99 Credits	100+ Credits
<b>Academic Adaptations</b>									
	Gifted and Talented	207	122	3	0	0	1	7	196
	Literacy	163	77	23	15	16	16	25	68
	Learning Disability	114	90	8	9	8	4	22	63
	Adaptation	26	91	0	2	2	4	5	13
<b>Academic Adaptations Total</b>		<b>510</b>	<b>99</b>	<b>34</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>59</b>	<b>340</b>
<b>Cognitive Disability</b>									
	Mild/Moderate	176	66	30	29	20	17	34	46
	Severe	8	0	8					
<b>Cognitive Disability Total</b>		<b>184</b>	<b>63</b>	<b>38</b>	<b>29</b>	<b>20</b>	<b>17</b>	<b>34</b>	<b>46</b>
<b>Physical and/or Medical</b>									
	Moderate Phys and/or Med.	34	89	1	4	3	0	5	21
	Severe Phys and or Med.	42	58	10	9	3	4	7	9
	Sponsored Special Needs	0	0	0	0	0	0	0	0
<b>Physical and/or Medical Total</b>		<b>76</b>	<b>72</b>	<b>11</b>	<b>13</b>	<b>6</b>	<b>4</b>	<b>12</b>	<b>30</b>
<b>Pervasive Development</b>									
	Autism Spectrum	16	37	10	0	1	0	2	3
<b>Pervasive Development Total</b>		<b>16</b>	<b>37</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>
<b>Sensory Disabilities</b>									
	Communication Disability	1	93	0	0	0	0	1	0
	Deaf or Hard of Hearing	4	32	2	1	0	0	0	1
	Visual Impairment	2	62	0	1	0	1	0	0
<b>Sensory Disabilities Total</b>		<b>7</b>	<b>49</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Behaviour and Development</b>									
	Mod. Emotional/Behavioural	7	42	2	1	1	3	0	0
	Sev. Emotional/Behavioural	116	47	43	14	10	20	14	15
<b>Behaviour and Development Total</b>		<b>123</b>	<b>47</b>	<b>45</b>	<b>15</b>	<b>11</b>	<b>23</b>	<b>14</b>	<b>15</b>
<b>Sub-Total</b>									
	<b>Sub-Total</b>	<b>916</b>	<b>81</b>	<b>140</b>	<b>85</b>	<b>64</b>	<b>70</b>	<b>122</b>	<b>435</b>
<b>All Other Students</b>									
	<b>All Other Students</b>	<b>4662</b>	<b>101</b>	<b>195</b>	<b>178</b>	<b>209</b>	<b>243</b>	<b>572</b>	<b>3265</b>
<b>Grand Total</b>	<b>Grand Total</b>	<b>5578</b>	<b>98</b>	<b>335</b>	<b>263</b>	<b>273</b>	<b>312</b>	<b>695</b>	<b>3700</b>

\* Based on the cohort of students that were registered in Grade 9 on June 30th, 2009 and in Grade 10 on September 30, 2009.

**Table 5.3 - High School Credit Distribution of Students\* with Special Education Needs for  
Students in Grade 10 - September 2010 to Grade 12 - June 2013**

Eligibility Group	Eligibility Type (in Gr 9)	Total Number of Students	No. of Credits Earned	Credits Accumulated After 3 Years of High School - # of Students with:					
				0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81-99 Credits	100+ Credits
<b>Academic Adaptations</b>									
	Gifted and Talented	254	121	1	3	5	2	4	239
	Literacy	190	79	21	18	23	19	38	71
	Learning Disability	153	90	11	12	12	10	28	80
	Adaptation	27	79	4	3	2	3	6	9
<b>Academic Adaptations Total</b>		<b>624</b>	<b>97</b>	<b>37</b>	<b>36</b>	<b>42</b>	<b>34</b>	<b>76</b>	<b>399</b>
<b>Cognitive Disability</b>									
	Mild/Moderate	139	71	30	18	12	17	22	40
	Severe	6	10	6	0	0	0	0	0
<b>Cognitive Disability Total</b>		<b>145</b>	<b>62</b>	<b>36</b>	<b>18</b>	<b>12</b>	<b>17</b>	<b>22</b>	<b>40</b>
<b>Physical and/or Medical</b>									
	Moderate Phys and/or Med.	27	83	2	3	1	6	4	11
	Severe Phys and or Med.	54	64	16	7	4	4	10	13
	Sponsored Special Needs	4	73	1	0	1	0	2	0
<b>Physical and/or Medical Total</b>		<b>85</b>	<b>66</b>	<b>19</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>16</b>	<b>24</b>
<b>Pervasive Development</b>									
	Autism Spectrum	21	38	13	3	1	1	2	1
<b>Pervasive Development Total</b>		<b>21</b>	<b>25</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>Sensory Disabilities</b>									
	Communication Disability	1	111	0	0	0	0	0	1
	Deaf or Hard of Hearing	6	57	2	1	0	1	1	1
	Visual Impairment	2	108	0	0	0	0	0	2
<b>Sensory Disabilities Total</b>		<b>9</b>	<b>74</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>
<b>Behaviour and Development</b>									
	Mod. Emotional/Behavioural	9	56	5	0	1	0	1	2
	Sev. Emotional/Behavioural	112	49	48	14	17	15	6	12
<b>Behaviour and Development Total</b>		<b>121</b>	<b>41</b>	<b>53</b>	<b>14</b>	<b>18</b>	<b>15</b>	<b>7</b>	<b>14</b>
<b>Sub-Total</b>									
	<b>Sub-Total</b>	<b>1005</b>	<b>81</b>	<b>160</b>	<b>82</b>	<b>79</b>	<b>78</b>	<b>124</b>	<b>482</b>
<b>All Other Students</b>									
	<b>All Other Students</b>	<b>4669</b>	<b>101</b>	<b>204</b>	<b>207</b>	<b>205</b>	<b>256</b>	<b>594</b>	<b>3203</b>
<b>Grand Total</b>	<b>Grand Total</b>	<b>5674</b>	<b>99</b>	<b>364</b>	<b>289</b>	<b>284</b>	<b>334</b>	<b>718</b>	<b>3685</b>

\* Based on the cohort of students that were registered in Grade 9 on June 30th, 2010 and in Grade 10 on September 30, 2010.

**Table 5.4 - High School Students with Special Education Needs ON the Graded Curriculum**

Eligibility Group	Eligibility Name	2011		2012		2013	
		% Students ON Graded Curriculum*	n	% Students ON Graded Curriculum*	n	% Students ON Graded Curriculum*	n
<b>Academic Adaptations</b>							
	<b>Gifted &amp; Talented</b>	100.0%	1075	99.9%	1007	100.0%	1018
	<b>Literacy</b>	97.4%	920	97.8%	727	98.1%	538
	<b>Learning Disability</b>	99.3%	2661	99.7%	2707	99.5%	2723
	<b>Adaptation</b>	99.5%	203	100.0%	148	96.8%	95
<b>Academic Adaptations Total</b>		<b>99.1%</b>	<b>4859</b>	<b>99.5%</b>	<b>4589</b>	<b>99.4%</b>	<b>4374</b>
<b>Cognitive Disability</b>							
	<b>Mild/Moderate Cognitive</b>	78.7%	1671	82.4%	1549	82.2%	1412
	<b>Severe Cognitive</b>	8.5%	59	9.8%	51	41.7%	48
<b>Cognitive Disability Total</b>		<b>76.3%</b>	<b>1730</b>	<b>80.1%</b>	<b>1600</b>	<b>80.9%</b>	<b>1460</b>
<b>Physical and/or Medical Dis.</b>							
	<b>Moderate Phys and/or Med</b>	88.6%	317	90.0%	321	89.8%	303
	<b>Severe Phys and/or Med</b>	72.6%	576	72.9%	595	72.2%	609
	<b>Sponsored Special Needs</b>	92.0%	25	78.3%	23	75.0%	20
<b>Physical and/or Medical Dis. Total</b>		<b>78.6%</b>	<b>918</b>	<b>78.9%</b>	<b>939</b>	<b>78.0%</b>	<b>932</b>
<b>Pervasive Development</b>							
	<b>Autism Spectrum</b>	57.1%	466	63.1%	561	65.8%	647
<b>Pervasive Development Total</b>		<b>57.1%</b>	<b>466</b>	<b>63.1%</b>	<b>561</b>	<b>65.8%</b>	<b>647</b>
<b>Sensory Disabilities</b>							
	<b>Communication Disability</b>	99.0%	96	98.9%	93	99.0%	100
	<b>Deaf or Hard of Hearing</b>	98.2%	114	92.4%	132	92.4%	131
	<b>Visual Impairment</b>	92.9%	28	92.6%	27	88.5%	26
<b>Sensory Disabilities Total</b>		<b>97.9%</b>	<b>238</b>	<b>94.8%</b>	<b>252</b>	<b>94.6%</b>	<b>257</b>
<b>Behaviour and Development</b>							
	<b>Mod Emotional/Behavioural Dis</b>	97.7%	88	96.6%	88	98.8%	82
	<b>Sev Emotional/Behavioural</b>	95.9%	1087	95.8%	1096	95.2%	1119
<b>Behaviour and Development Total</b>		<b>96.0%</b>	<b>1175</b>	<b>95.9%</b>	<b>1184</b>	<b>95.4%</b>	<b>1201</b>
<b>Sub-Total</b>							
	<b>Sub-Total</b>	<b>90.4%</b>	<b>9386</b>	<b>91.1%</b>	<b>9125</b>	<b>91.0%</b>	<b>8871</b>
<b>All Other Students</b>							
	<b>All Other Students</b>	<b>98.8%</b>	<b>64247</b>	<b>99.0%</b>	<b>66601</b>	<b>99.0%</b>	<b>69693</b>
<b>Grand Total</b>		<b>97.7%</b>	<b>73633</b>	<b>98.0%</b>	<b>75726</b>	<b>98.1%</b>	<b>78564</b>
Data as of September 30th for each year.							
* Some students may be off the graded curriculum due to registering but not having courses assigned.							