



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

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, November 25, 2014
2:00 p.m.

Board Meeting #5

- A. O Canada **
- B. Roll Call**
- C. Approval of the Agenda**
- D. Communications from the Board Chair**
- E. Communications from the Superintendent of Schools**
- F. Minutes:**
 - 1. DRAFT – Board Meeting #4 – November 4, 2014
- G. Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, November 24, 2014 to speak under this item.)
- H. Reports:**
 - 2. Report #4 of the Caucus Committee (From the Meeting Held November 4, 2014)
(Recommendation)
 - 3. Report #1 of the Audit Committee (From the Meeting Held November 14, 2014)
(Recommendation)
 - 4. Fall Update to the Revised 2014-2015 Budget
(Recommendation)
 - 5. Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report November 2014
(Recommendation)
There will be a 30-minute presentation for this item.
 - 6. Review of 2013-2014 Superintendent of Schools Area Results
(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 4:30 p.m., Monday, November 24, 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**
 - 7. **(5:30 p.m.)** Report #5 of the Caucus Committee (From the Meeting Held November 4, 2014) – *2014-2015 Student Trustee Role and Responsibilities Statement and the Welcoming of the Student Trustee* (Recommendation)
- N. Adjournment**

MINUTE BOOK

Board Meeting #4

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, November 4, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johnner
Ray Martin

Officials

Diana Bolan
David Fraser
Mark Liguori

Ron MacNeil
Mary Michailides
Kathy Muhlethaler

Darrel Robertson
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

Staff Group Representatives

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

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

The Superintendent advised that all Trustees were present.

B. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the November 4, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

C. **O Canada**  - *Vimy Ridge Academy*

D. **Remembrance Ceremony**

1. Vimy Ridge Academy Remembrance Ceremony

Vimy Ridge Academy conducted a Remembrance Ceremony.

E. **Communications from the Board Chair**

The Board Chair advised that Mr. Paul Gagne and Ms Constance Murphy were present in the audience, along with sixty-three Bachelor of Education (After Degree) students from the Education 551 (Educational Administration) course at Concordia University. The Education 551 course examines the complex systems within public education – the organizational, legal, and social structures that are evident in contemporary schools. The Education 551 students observe a public school board meeting to assist them in understanding the governance structures in public education in Alberta.

The Board Chair commended the organizers and participants of the Career Pathways Symposium held October 30, 2014. She noted a number of Trustees attended the event.

The Board Chair noted that this was Executive Director David Fraser's last public board meeting prior to his retirement. She thanked him for his service to Edmonton Public Schools.

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

The Superintendent thanked the Board for its collective leadership in setting the direction in the strategic plan with respect to the Career Pathways initiative. He believed the initiative has the potential to impact the lives of district students in their successful transition to post-secondary studies and the world of work. The Career Pathways Symposium provided the opportunity for participants to share their feedback around the Career Pathways concept model and its implementation. There were over three hundred participants representing students, parents, staff, and numerous stakeholders from outside the District.

MINUTE BOOK

The Superintendent advised that Ms Carla Stolte, a teacher at Mount Royal School, is a recipient of an Avenue Edmonton Magazine's 2014 *Top 40 Under 40* award. She oversaw the Penny Project sponsored by Kingsway Mall which combined her passion for the arts, her students and the community. The Project raised \$13,000 for the Edmonton Public Schools' Foundation. Ms Stolte is also the president of the Westmount Community League where she donates ten hours per week towards building a stronger neighbourhood. He commended her efforts.

G. Minutes

2. Board Meeting #3 – October 21, 2014

MOVED BY Trustee Adams:

“That the minutes of Board Meeting #3 held October 21, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)

H. Comments from the Public and Staff Group Representatives

The Board heard from Mr. Steve Stannard regarding transportation funding for early learning programs. Mr. Stannard provided a copy of his written comments to the Recording Secretary.

I. Reports

3. Presentation re Research Findings from a Nutritional Study with First Nations, Métis and Inuit (FNMI) Youth

The Board heard a presentation from Dr. Sangita Sharma, Endowed Chair in Aboriginal Health and Centennial Professor/Professor in Aboriginal and Global Health Research at the University of Alberta, with respect to a nutritional study with First Nations, Métis and Inuit (FNMI) Youth.

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

There was a short break at this point in the meeting.

MINUTE BOOK

4. Motion re Annual Reporting of Yellow Bus Ride Times

MOVED BY Trustee Hoffman:

“That information on the current minimum, maximum and average ride times for the following yellow bus service be reported annually:

- regular
- alternative programs
- special needs
- early education
- conditional riders”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

5. Policies Bulletin for the Alberta School Boards Association (ASBA) 2014 Fall Annual General Meeting

MOVED BY Trustee Hoffman:

“That the Board’s position, as proposed by the Alberta School Boards Association (ASBA) Issues and Resolutions Committee, with respect to each of the Alberta School Boards Association proposed policy positions and the emergent resolution be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

J. Other Committee, Board Representative and Trustee Reports

Trustee Martin reported on the *Back in the Game* football program at Eastglen School. Eastglen has had a football team as one of its sports teams since it opened. In 2011, the school’s twelve-man football team lost every game which was demoralizing for the coaches and students; in addition, a decline in enrolment, resulted in the school being unable to compete in twelve-man football during the 2012 and 2013 football seasons, participating instead in the six-man football league. In June 2014, Eastglen School was contacted by Nissan Canada regarding its sponsorship support program *Back in the Game*. The program is designed to support high schools across Canada that are finding challenges having twelve-man football teams. Overall, there are twenty-one schools receiving support; however, only two schools are receiving significant levels of support -- Eastglen being one

MINUTE BOOK

of them. In July Nissan flew the football coach and football player representative for the announcement of the *Back in the Game* program. Since the announcement, Eastglen School and the football team in particular, has received tremendous financial support amounting to over \$28,000. These funds were directed by Nissan to provide new equipment, opportunities and renovation of a new football locker room. Along with the funding, a video series is being created entitled *Back in the Game*. A film crew from Los Angeles has been working with the school and the football team since August creating a series of inspirational videos. As a culminating activity, Nissan is flying the Eastglen football team and the coaching staff for a weekend at the Grey Cup in Vancouver. The impact this program has had at the school level has been tremendous, creating an incredible energy and student pride in being an Eastglen Blue Devil. The coaching staff has promoted the importance of team building and character development as the most critical elements of its coaching. The Blue Devils had an outstanding season. They made the playoffs for the first time in four years. It is amazing to see the impact that something as simple as playing football can have on a student's life.

Trustee Ip advised that, yesterday, he and Trustee Hoffman attended the *We Day Alberta* event hosted by Free the Children. *We Day* participants contributed over fourteen million volunteer hours this past year. *We Day* student participants can only attend the event if they earn their way by volunteering or committing to service projects in their own schools. Over one hundred students from Edmonton public and separate schools attended. The themes for the day focused on social and educational empowerment. There were various speakers and musical acts. He noted there were approximately 200,000 students and supporters participating in the event in fourteen *We Day* cities across Canada, the United States and the United Kingdom.

Trustee Adams thanked the Confucius Institute for a very rewarding trip to China she participated in last week.

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported on the following events:

- Thursday, November 13, 2014 from 10:00 a.m. to 9:00 p.m. – The 3rd Annual *FUNdraising with Style* fundraiser at Princess Florence Handbags will take place with ten percent of the proceeds going to the Foundation. Princess Florence Handbags will also provide ten percent of their sale proceeds between November 14 and 30, 2014 to the Foundation.
- Thursday, November 27, 2014 from 5:30 p.m. at 8:00 p.m. - The South Edmonton Business Association (SEBA) will hold a fundraiser at the Century Grill with one hundred percent of the profits going to the Foundation. Tickets (\$20 each) are available [online](#).

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- November 14, 2014 and November 27, 2014 from 11:50 a.m. to 1:10 p.m. – Foundation information sessions will be held at Mee-Yah-Noh School.
- Volunteers are required to assist with the Kingsway Mall Wrap-and-Roll store front which will be open for the entire month of December.

Trustee Adams noted that, as she had previously reported, the *Dine and Diss* event held on October 14, 2104 in recognition of Dr. Sandra Woitas' service in promoting full-kindergarten, raised \$27,000 for the Foundation. There are now seven full-day kindergarten classrooms being funded in the District.

Trustee Johner, the Board's representative on ASBA Zone 23, reported that the ASBA Zone 23 Annual General Meeting held on October 24, 2014. The following individuals were elected at the meeting:

- Zone Chair – Cheryl Dumont
- Zone Vice-Chair – Colleen Holowaychuk
- Director 2 – Lorna Misselbrook
- Director 2 Alternate – Dorcas Kilduff
- Labour Relations Committee – Ron McKay and Dorcas Kilduff
- Labour Relations Committee Alternate – Irene Sawyer
- Edwin Parr Committee – Joan Crockett, Jennifer Tuininga and Colette Zahar
- Advocacy Committee – Richard Gilchrist, Elohe Chizawsky and Heather Wall
- U of A Field Experiences Advisory Committee – Glenys Edwards
- U of A Field Experiences Advisory Committee Alternate – Susan Kathol

Trustee Johner noted the audited financial statement was also approved at the October 24, 2014 ASBA Zone 23 Annual General Meeting. The next regular Zone 23 meeting will take place Friday, November 28, 2014 at 9:30 a.m.

K. Trustee and Board Requests for Information

Trustee Draper requested that information be provided regarding how many early learning students have a reassessment in their coding moving from severe to mild/moderate from one year to the next, and of those, how many access transportation (this could be based on trend or average for the past few years). What would that translate in transportation costs for those children for one year?

MINUTE BOOK

Trustee Hoffman requested that information be provided regarding the learnings that have emerged from the pilot of the Grade 3 student learner assessments. This information should include strengths, challenges and how we as a district can relay feedback to Alberta Education in support of ensuring student success.

L. Notices of Motion – None.

M. Next Board Meeting Date: Tuesday, November 25, 2014 at 2:00 p.m.

N. Adjournment (4:20 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

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

DATE: November 25, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #4 of the Caucus Committee (From the Meeting Held November 4, 2014)

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

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[Trustees' Handbook](#) – Audit Committee - Section 5.5
[Trustees' Handbook](#) – Board Committees - Section 6
[School Act](#) Section 61

RECOMMENDATION

- 1. That Report #4 of the Caucus Committee from the meeting held November 4, 2014 be received and considered.**
- 2. That the appointment of Stephen Spooner as the external audit committee member for a four-year term from November 2014 to November 2018, be confirmed.**
- 3. That the use of \$300,000 of accumulated Capital Renewal funds derived from District lease revenues, match grant funds to perform roofing and building repairs at the Archives and Museum in historic McKay Avenue School, be confirmed.**
- 4. That approval for the Board Chair to write a letter to City Council advocating for funding approval to design and construct the twin-arena project adjacent to Vimy Ridge Academy, as part of the City of Edmonton's Capital Budget 2015-2018 be confirmed.**
- 5. That the Board of Trustees' 2014-2015 Strategic Work Plan be approved as detailed in Attachment I.**
- 6. That the Board of Trustees' 2014-2015 targeted Professional Development plan be approved as detailed in Attachment II.**

ATTACHMENTS & APPENDICES

ATTACHMENT I - 2014-2015 Board of Trustees' Strategic Work Plan
ATTACHMENT II - Targeted Professional Development Plan

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2014-2015 Board of Trustees' Strategic Work Plan

The following chart displays the existing Board Standing Committee structures for 2014-2015 and the 2014-2015 activities that define the Board of Trustees' Work Plan.

Committee	Key Activities (approved at October 21, 2014 Board Meeting)
Infrastructure Committee	<ul style="list-style-type: none"> ● Infrastructure Committee members will be participants at a key stakeholder forum exploring alternate school funding and construction opportunities. Participants in the forum will include Administration and elected officials representing provincial and municipal governments and Edmonton Public Schools, as well as interested community developers and builders. ● Infrastructure Committee members will work, in collaboration with Planning Department staff, on the development of a Board of Trustees' advocacy plan to support the District's Infrastructure Strategy. The key themes of the advocacy plan will be focused around: <ul style="list-style-type: none"> ○ new school construction ○ aging infrastructure ○ challenges in mature neighborhoods ○ sustainable, predictable capital funding for school Districts <p>The intention is to ensure Edmonton Public's infrastructure needs and strategic direction are clearly communicated in a manner that results in the District receiving equitable support when initiatives are funded by the Province.</p> ● Infrastructure Committee members will review the City of Edmonton's Infill Road Map document and discuss potential implications for mature neighbourhoods. The Committee's findings from this review will be reported back to the Board. ● Infrastructure Committee members will actively engage in conversations that explore new ways of funding and constructing schools. Any potential opportunities that arise from these exploratory conversations will be brought forward to the Board for discussion and support. ● An Infrastructure Committee member will explore the concept of a neighbourhood association fee with key developer stakeholders. The results of this exploration will be brought back to the Infrastructure Committee for review and further consideration.

Committee	Key Activities
District Priorities and Governance Committee	<ul style="list-style-type: none"> • Develop Board Retreat agendas and chair retreats – January and August • Review and monitor Board Work Plan progress – January and August • Review the Trustee Protocols and develop recommendations for a governance policy to address the Board’s responsibilities under the new Education Act SS 33(1)(k) to “develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order.” • Create the Terms of Reference/Roles and Responsibilities for the Student Trustee. • Create a targeted professional development plan in support of building understanding of early childhood and career pathways and other topics approved by the Board.

Committee	Key Activities
Board and Superintendent Evaluation Committee	<ul style="list-style-type: none"> • Conduct a review of the Superintendent’s Evaluation Instrument (October-December). Any proposed changes to the instrument or process will require Board approval. The following will be considered in the review: <ul style="list-style-type: none"> ○ revisiting all questions to ensure they align to the Strategic Plan and 360 degree process ○ adding a section that reflects the Superintendent’s goals ○ engage with Conroy Ross to determine costs associated with the 2014-2015 review • Initiate the process for the Superintendent’s Evaluation (January). In February, the individual evaluations and 360 degree feedback will be compiled and summarized for reporting purposes by the administrator assigned to assist the committee. The Superintendent will be provided an opportunity to review the evaluation and discuss implications with the Committee. • Submit to Caucus Committee, the final Superintendent’s evaluation and a report, which includes a response to the evaluation from the Superintendent (March). This report will form the basis for seeking approval that permission be granted to the Committee to enter into discussions to renew the Superintendent’s contract or initiate a search process. This will provide sufficient time for the Board to make a decision that is required not less than 6 months before the existing contract of employment ends. • Conduct a review of the Board’s Self-Evaluation Instrument to determine if any changes are required (October-December). Any proposed changes to the instrument or process will require Board approval. The following will be considered in the review: <ul style="list-style-type: none"> ○ revisiting the questions under the headings of “Alignment of Resources” and “Budget” in light of the responsibilities and evaluation of the Audit Committee. ○ adding the three areas of focus from the August Trustee Retreat (Early Childhood Strategy, Career Pathways and Infrastructure) ○ explicitly referring to the values of Equity, Collaboration, Integrity and Accountability ○ streamlining the number of question- perhaps rating each key area once, using the indicators as a guide for the overall rating ○ exploring the possibility of gathering broader feedback; e.g. via Thoughtexchange • In May, the Committee will initiate the process for the Board Self Evaluation. Each individual Trustee will be requested to complete the Board Self Evaluation. The individual evaluations will be compiled and summarized for reporting purposes by the administrator assigned to assist the committee. The Committee will provide copies of the evaluation in a recommendation report that will be submitted to Caucus committee for approval and a summary statement of the evaluation results will be read at Public Board. • Review Board Policy <u>FGB.BP - Evaluation of Superintendent of Schools</u> relative to the Board’s responsibilities under the new <u>Education Act</u> SS33 (1)(j) “recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent.”

Committee	Key activities
Policy Review Committee	<p>The Policy Review Committee will bring a recommendation report to Board on December 2, 2014 which further refines the scope of work for policy development in support of the Board’s work plan in 2014-2015. Three main policy themes were identified which touch on fifty-seven existing board policies with responsive concepts across nine Board responsibilities under the new Education Act. The following is excerpted from the Policy Review Committee’s draft report:</p> <ol style="list-style-type: none"> 1. Continuum of Collaborative Relationships with Community – (informal/formal partnerships collaboration, stakeholder engagement, social capital, shared services/clients, charity, etc.) – the parameters for who we engage/collaborate with, for what purpose, why and how. <ul style="list-style-type: none"> * The Policy Review Committee believes that the Committee can best support the three Board areas of focus identified for 2014-2015 (infrastructure, early childhood and career pathways) through the development of a policy that governs the creation and maintenance of collaborative relationships that support the achievement of the District priorities. • 33(1)(c) - provide, <u>where appropriate</u>, for the <u>engagement</u> of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board’s plans and the achievement of goals and targets within those plans, Engagement of Stakeholders and Partners • 33(1)(f) - <u>collaborate</u> with municipalities, other boards and community-based service agencies in order <u>to effectively address the needs of all students</u> and <u>manage the use of public resources</u>, Partner collaboration to maximize use of public resources to address needs to student; 33(1)(i) effective use of resources • 33(1)(g) - <u>collaborate</u> with <u>post-secondary institutions</u> and the community to enable <u>smooth transitions</u> for students <u>from secondary to post-secondary education</u>; Partner collaboration to transition to post-secondary. Career Pathways 2. Safety and Security (parameters and expectations for due diligence, standards... – continuation of health and wellness theme). <ul style="list-style-type: none"> • 33(1)(d) - ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and <u>safe learning environment</u> that respects diversity and fosters a sense of belonging, Due diligence for safety and security of people and assets (commitment to and parameters for due diligence such as standards, legislation..., emergency preparedness, prevention, supervision ...)

	<p>3. Human Resources Framework (the parameters for staff relations and stewardship of human resources).</p> <ul style="list-style-type: none"> • 33(1)(a) - <u>deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success.</u> Staffing for program delivery. • 33(1)(d) - ensure that each student enrolled in a school operated by the board and <u>each staff member</u> employed by the board is provided with a <u>welcoming, caring, respectful and safe learning environment</u> that respects diversity and fosters a sense of belonging, Respectful working environment. • 33(1)(h) - establish and maintain <u>governance and organizational structures</u> that <u>promote student (and staff) well-being and success</u>, and monitor and evaluate their effectiveness, Human Resources Framework, • 33(1)(i) - ensure effective stewardship of the board's resources, Stewardship of Human Resources, effective use • 33(1)(l) - comply with all applicable Acts and regulations, -- <i>Alberta Employment Standards, School/Education Act, Pension Acts, Occupational Health and Safety</i>
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Committee	Key Activities
Audit Committee	<ul style="list-style-type: none"> • Make a recommendation to Board regarding the Terms of Reference for the Audit Committee (now a Committee of the Whole – June 17, 2014 board meeting) • Coordinate professional development around the analysis of budget • Appoint a new Audit Committee member based on the expiration of term. (a recommendation report is coming to the November 4, 2014 Caucus Committee meeting for consideration) • Review and evaluate the external auditors after their first term which will require the development of questions and metrics – PricewaterhouseCoopers LLP was appointed as the District auditors for the fiscal year September 1, 2013 to August 31, 2014 (April 10, 2014 board meeting) • Recommend appointment of external Board auditor in accordance with Board Policy CO.BP Fiscal Oversight and Accountability and the <i>School Act</i>. • Meet with the external auditor prior to commencement of audit to review the engagement letter, assure independence from management and discuss and approve the audit plan • Review external auditors assessment of the District’s system of internal controls and accounting policies, the draft annual audit report, accept receipt of the external auditor’s independence letter, the audit findings report and the accompanying draft management letter • Make a recommendation to Board whether to accept the annual audit report and financial statements for forwarding to the Minister • Develop understanding of new responsibilities with the new Education Act <ul style="list-style-type: none"> ○ Value for money audits ○ Potential liabilities – teacher effectiveness, program of studies for every student, inclusive education supports • Review the suggestions of the best practices of audit committees presented by PricewaterhouseCoopers LLP at the Financial Statement Literacy session on October 14, 2014

Monitoring the Work Plan

To ensure the effective implementation of the work plan, it is essential to have a monitoring mechanism in place. A natural mechanism to do so is the scheduling of regular monitoring discussions about the work plan at Caucus meetings. The active cooperation of committee chairs will be essential for effective monitoring of the work plan.

Targeted Professional Development Plan

The purpose of the professional development is to support Trustees in developing a shared understanding of common topics in support of student success.

Potential topics could include:

- Impact of upcoming [Education Act](#)
- Establishment of metrics in support of monitoring the District Priorities
- The District's Budget
- Increasing understanding of what the District is already doing in support of the areas of focus for 2014-2015
 - Early Childhood, Infrastructure, Career Pathways

The plan would support one Tuesday (half-day) every second month for Trustee Professional Development as follows (topic for each half-day to be confirmed):

- Tuesday, December 9, 2014
- Tuesday, February, 10, 2015
- Tuesday, April 14, 2015
- Tuesday, June 9, 2015

DATE: November 25, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Audit Committee Chair

SUBJECT: Report #1 of the Audit Committee (From the Meeting Held November 14, 2014)

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

RESOURCE STAFF: Candace Cole, Cheryl Hagen

REFERENCE: [Trustees' Handbook](#) – Audit Committee - Section 5.5
[Trustees' Handbook](#) – Caucus Committee - Section 5.4
[School Act](#) Section 61
[School Act](#) Part 6

ISSUE

On an annual basis, Alberta Education requires the District to complete and submit audited financial statements based on an August 31st fiscal year end by November 30th.

RECOMMENDATION

1. That Report #1 of the Audit Committee from the meeting held November 14, 2014 be received and considered.
2. That for the 2013-2014 year-end \$11,924,269 be transferred from Unrestricted Surplus to Capital Reserves.
3. That for the 2013-2014 year-end \$29,573,093 be transferred from Unrestricted Surplus to Operating Reserves.
4. That the audited financial statements for the year ending August 31, 2014 (ATTACHMENT I) be approved.

BACKGROUND

This report:

- outlines the processes involved in preparing and approving the audited financial statements;
- includes the audited financial statements and notes to the financial statements; and
- includes the Auditor's Report from PricewaterhouseCoopers LLP (PwC) regarding their audit opinion.

Financial Services prepared the financial statements for the 2013-2014 year and PricewaterhouseCoopers LLP (PwC) performed the audit during October –November 2014. Appropriate tests and procedures were performed to enable the auditors to express an unqualified audit opinion on the Districts' financial statements. An example of such a test is to ensure the statement of grants paid as issued by Alberta Education agrees with District revenues.

The report was reviewed by the Audit Committee on November 14, 2014.

The auditors have completed their work, and have indicated to the Audit Committee that the results of the audit work that was performed enable them to arrive at an unqualified audit opinion.

The District has ended the year with an increase in the accumulated surplus of \$38.2 million.

The structural deficit has been eliminated. This will ensure previous amounts of surplus funds held back will be returned to individual schools and central DUs for one-time spending in 2014-2015 and future budget years. The surplus has also been used to repay deficits in schools and in central DUs. This means there will be no deficit amounts carried forward to 2014-2015 and future budgets.

The specifics of the accumulated operating reserve as per ATTACHMENT II are:

- Accumulated surpluses in schools are \$25.8 million and represent 2.75% of the 2013-2014 budget
- Accumulated surpluses in central DUs are \$9.8 million and represent 1.04% of 2013-2014 budget

A District Sustainability Fund in the amount of \$28.6 million, or 3.05% of budget, will be set aside to address high priority planned expenses in addition to emergent district-wide issues, including funds for:

- School Equity;
- Price Stabilization;
- School Building Equity fund; and
- Property Management Capital

Total operating reserves increased by \$29.4 million leaving an accumulated balance at the end of 2014 at \$64.2 million equivalent to seventeen (17) days of operation in the district.

The District's positive financial position will allow the District to transfer \$11.924 million (ATTACHMENT III) to capital reserves to meet infrastructure demands of growing numbers of students.

NEXT STEPS

The final approved document of the audited financial statements will be submitted to Alberta Education by November 30, 2014.

ATTACHMENTS & APPENDICES

- | | |
|----------------|--------------------------------------------------------------------------------------------------------|
| ATTACHMENT I | - Audited Financial Statements as required by Alberta Education (including Auditors' Report and Notes) |
| ATTACHMENT II | - Summary of Changes in Operating Reserves |
| ATTACHMENT III | - Summary of Changes in Capital Reserves |

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**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2014**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

EDMONTON SCHOOL DISTRICT NO. 7

Legal Name of School Jurisdiction

ONE KINGSWAY, EDMONTON, AB T5H 4G9

Mailing Address

TELEPHONE (780) 429-8000 FAX (780)429-8318

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of EDMONTON SCHOOL DISTRICT NO. 7 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

SARAH HOFFMAN

Name

Signature

SUPERINTENDENT

DARREL ROBERTSON

Name

Signature

SECRETARY-TREASURER OR TREASURER

CHERYL HAGEN

Name

Signature

November 25, 2014

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: sarah.brennan@gov.ab.ca
PHONE: (780) 422-0312 (Toll free 310-0000) FAX: (780) 422-6996

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November 25, 2014

Independent Auditor's Report

To the Audit Committee of the Board of Trustees Edmonton School District No.7

We have audited the accompanying financial statements of Edmonton School District No.7, which comprise the statement of financial position as at August 31, 2014 and the statements of operations, cash flows, changes in net debt and remeasurement gains and losses for the year then ended, and the related notes, which comprise 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 public sector accounting standards, 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 audit. We conducted our audit 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 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 Edmonton School District No.7 as at August 31, 2014 and the results of its operations, cash flows, changes in net debt and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Accountants

*PricewaterhouseCoopers LLP
TD Tower, 10088 – 102 Avenue NW, Suite 1501, Edmonton, AB, Canada T5J 3N5
T: 780 441 6816 F: 780 441 6776 www.pwc.com/ca*

"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.

STATEMENT OF FINANCIAL POSITION
As at August 31, 2014 (in dollars)

		2014	2013
FINANCIAL ASSETS			
Cash and cash equivalents		\$ 140,892,271	\$ 91,510,060
Accounts receivable (net after allowances)	(Note 3)	\$ 23,760,693	\$ 16,859,785
Portfolio investments	(Note 4)	\$ 45,006	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 164,697,970	\$ 108,369,845
LIABILITIES			
Bank indebtedness	(Note 5)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 6)	\$ 35,762,498	\$ 29,493,577
Deferred revenue	(Note 7)	\$ 628,529,653	\$ 624,688,796
Employee future benefit liabilities	(Note 8)	\$ 10,500,264	\$ 11,237,700
Other liabilities		\$ -	\$ -
Debt	(Note 9)		
Supported: Debentures and other supported debt		\$ 191,356	\$ 739,383
Unsupported: Debentures and capital loans		\$ 14,725,256	\$ 10,159,158
Capital leases		\$ -	\$ -
Mortgages		\$ -	\$ -
Total liabilities		\$ 689,709,027	\$ 676,318,614
Net financial assets (debt)		\$ (525,011,057)	\$ (567,948,769)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Note 10)		
Land		\$ 837,590	\$ 837,590
Construction in progress		\$ 15,758,209	\$ 4,526,886
Buildings	\$ 1,162,778,559		
Less: Accumulated amortization	\$ (548,135,277)	\$ 614,643,282	\$ 628,334,795
Equipment	\$ 121,166,696		
Less: Accumulated amortization	\$ (98,457,098)	\$ 22,709,598	\$ 25,523,614
Vehicles	\$ 3,186,000		
Less: Accumulated amortization	\$ (1,926,681)	\$ 1,259,319	\$ 1,550,632
Computer Equipment	\$ 79,405,343		
Less: Accumulated amortization	\$ (69,506,461)	\$ 9,898,882	\$ 9,642,816
Total tangible capital assets		\$ 665,106,880	\$ 670,416,333
Prepaid expenses		\$ 1,921,638	\$ 1,118,390
Other non-financial assets		\$ 3,673,801	\$ 3,952,304
Total non-financial assets		\$ 670,702,319	\$ 675,487,027
Accumulated surplus	(Note 11)	\$ 145,691,262	\$ 107,538,258
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 145,690,495	\$ 107,538,258
Accumulated remeasurement gains (losses)		\$ 767	\$ -
		\$ 145,691,262	\$ 107,538,258
Contractual obligations	(Note 12)		
Contingent liabilities	(Note 13)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2014 (in dollars)

	Budget 2014	Actual 2014	Actual 2013
REVENUES			
Alberta Education	\$ 877,395,736	\$ 906,721,994	\$ 889,385,333
Other - Government of Alberta	\$ -	\$ 3,719,485	\$ 3,821,312
Federal Government and First Nations	\$ 2,599,800	\$ 2,403,689	\$ 2,447,621
Other Alberta school authorities	\$ 1,268,500	\$ 1,564,928	\$ 2,060,695
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Note 14)	\$ 33,635,200	\$ 31,296,505	\$ 29,619,252
Other sales and services	\$ 10,519,741	\$ 24,317,212	\$ 23,471,803
Investment income	\$ -	\$ 1,646,501	\$ 1,220,175
Gifts and donations	\$ 6,605,283	\$ 8,367,532	\$ 7,413,362
Rental of facilities	\$ 2,883,631	\$ 3,839,771	\$ 3,463,076
Fundraising	\$ 2,099,700	\$ 1,784,479	\$ 1,662,396
Gains on disposal of capital assets	\$ -	\$ 34,730	\$ 4,701,092
Other revenue	\$ -	\$ -	\$ -
Total revenues	\$ 937,007,591	\$ 985,696,826	\$ 969,266,117
EXPENSES			
Instruction (ECS - Grade 12)	\$ 723,844,270	\$ 723,308,115	\$ 725,987,925
Plant operations and maintenance	\$ 120,348,196	\$ 136,306,858	\$ 135,605,700
Transportation	\$ 33,682,767	\$ 34,992,016	\$ 32,634,883
Board & system administration	\$ 30,947,934	\$ 30,903,447	\$ 32,947,945
External services	\$ 28,184,424	\$ 22,034,153	\$ 24,137,843
Total expenses	\$ 937,007,591	\$ 947,544,589	\$ 951,314,296
Operating surplus (deficit)	\$ -	\$ 38,152,237	\$ 17,951,821

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 3020		
STATEMENT OF CASH FLOWS For the Year Ended August 31, 2014 (in dollars)		
	2014	2013
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 38,152,237	\$ 17,951,821
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 41,279,667	\$ 41,227,591
Gains on disposal of tangible capital assets	\$ (34,730)	\$ (4,701,092)
Losses on disposal of tangible capital assets	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (31,706,250)	\$ (30,591,099)
Deferred capital revenue write-off	\$ -	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (6,900,908)	\$ 144,746
Prepays	\$ (803,248)	\$ (9,119)
Other financial assets	\$ -	\$ -
Non-financial assets	\$ 278,503	\$ 715,584
Accounts payable and accrued liabilities	\$ 6,268,921	\$ (2,741,412)
Deferred revenue (excluding EDCR)	\$ 22,075,558	\$ 11,315,439
Employee future benefit liabilities	\$ (737,436)	\$ 5,425,700
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 67,872,314	\$ 38,738,159
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (16,975,673)	\$ (17,598,763)
Equipment	\$ (1,922,568)	\$ (4,199,211)
Vehicles	\$ -	\$ (102,664)
Computer equipment	\$ (3,933,272)	\$ (2,678,140)
Net proceeds from disposal of unsupported capital assets	\$ 367,578	\$ 4,824,339
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (22,463,935)	\$ (19,754,439)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (44,239)	\$ -
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement gains (losses) reclassified to the statement of operations	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ (44,239)	\$ -
D. FINANCING TRANSACTIONS		
Issue of debt	\$ 5,000,000	\$ 10,000,000
Repayment of debt	\$ (981,929)	\$ (1,529,861)
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ 4,018,071	\$ 8,470,139
Increase (decrease) in cash and cash equivalents	\$ 49,382,211	\$ 27,453,859
Cash and cash equivalents, at beginning of year	\$ 91,510,060	\$ 64,056,201
Cash and cash equivalents, at end of year	\$ 140,892,271	\$ 91,510,060

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET DEBT
For the Year Ended August 31, 2014

	2014	2013
Operating surplus (deficit)	\$ 38,152,237	\$ 17,951,821
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (36,303,062)	\$ (26,906,448)
Amortization of tangible capital assets	\$ 41,279,667	\$ 41,227,591
Net carrying value of tangible capital assets disposed of	\$ 332,848	\$ 138,106
Write-down carrying value of tangible capital assets	\$ -	\$ -
Other changes	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 5,309,453	\$ 14,459,249
Changes in:		
Prepaid expenses	\$ (803,248)	\$ (9,119)
Other non-financial assets	\$ 278,503	\$ 715,584
Net remeasurement gains and (losses)	\$ 767	\$ -
Endowments	\$ -	\$ -
Decrease (increase) in net debt	\$ 42,937,712	\$ 33,117,535
Net debt at beginning of year	\$ (567,948,769)	\$ (601,066,304)
Net debt at end of year	\$ (525,011,057)	\$ (567,948,769)

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES

For the Year Ended August 31, 2014 (in dollars)

	2014	2013
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ 767	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ 767	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ 767	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2014 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2013	\$ 107,538,258		\$ 107,538,258	\$ 62,394,223	\$ -	\$ -	\$ 37,852,945	\$ 7,291,090
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2013	\$ 107,538,258	\$ -	\$ 107,538,258	\$ 62,394,223	\$ -	\$ -	\$ 37,852,945	\$ 7,291,090
Operating surplus (deficit)	\$ 38,152,237		\$ 38,152,237			\$ 38,152,237		
Board funded tangible capital asset additions				\$ 10,739,254		\$ (5,759,661)	\$ -	\$ (4,979,593)
Disposal of unsupported tangible capital assets	\$ -		\$ -	\$ (332,848)		\$ (34,730)		\$ 367,578
Disposal of supported tangible capital assets (board funded portion)	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of supported tangible capital assets (board funded portion)	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ 767	\$ 767						
Endowment expenses	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (41,279,667)		\$ 41,279,667		
Capital revenue recognized	\$ -			\$ 31,706,250		\$ (31,706,250)		
Debt principal repayments (unsupported)	\$ -			\$ 433,901		\$ (433,901)		
Externally imposed endowment restrictions	\$ -				\$ -	\$ -	\$ -	
Net transfers to operating reserves	\$ -					\$ (29,573,093)	\$ 29,573,093	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ (11,924,269)		\$ 11,924,269
Net transfers from capital reserves	\$ -					\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2014	\$ 145,691,262	\$ 767	\$ 145,690,495	\$ 63,661,113	\$ -	\$ -	\$ 67,426,038	\$ 14,603,344

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2014 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2013	\$ 37,852,945	\$ 7,291,090	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2013	\$ 37,852,945	\$ 7,291,090	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (4,979,593)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets		\$ 367,578		\$ -		\$ -		\$ -		\$ -
Disposal of supported tangible capital assets (board funded portion)		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of supported tangible capital assets (board funded portion)		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses										
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Externally imposed endowment restrictions	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to operating reserves	\$ 29,573,093		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves			\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 11,924,269		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2014	\$ 67,426,038	\$ 14,603,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2014 (in dollars)

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2013	\$ 3,395,914	\$ -	\$ 2,107,464	\$ -	\$ 602,027,058
Prior period adjustments	\$ (108,098)	\$ -	\$ 108,098	\$ -	\$ -
Adjusted balance, August 31, 2013	\$ 3,287,816	\$ -	\$ 2,215,562	\$ -	\$ 602,027,058
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ -				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 3,736,409				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources <i>(Describe)</i> :	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 18,947,266				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ 29,465	\$ -	
Other unexpended capital revenue: <i>(Describe)</i>				\$ -	
Net proceeds on disposal of supported tangible capital assets			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets (Explain):					\$ -
Alberta Schools Alternative Program (ASAP), Building Alberta School Construction Program, (BASCP) and other Alberta Infrastructure managed projects					\$ 13,471,549
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (5,492,537)	\$ -	\$ (122,377)	\$ -	\$ 5,614,914
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments (Explain):	\$ 1,997	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments (Explain):	\$ -	\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 31,706,250
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2014	\$ 20,480,951	\$ -	\$ 2,122,650	\$ -	\$ 589,407,271
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2014 (A) + (B) + (C) + (D)				\$ 22,603,601	

Unexpended Deferred Capital Revenue

(A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.

(C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010.

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2014 (in dollars)

REVENUES	2014						2013
	Instruction (ECS- Grade 12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
(1) Alberta Education	\$ 742,773,679	\$ 105,245,792	\$ 24,909,424	\$ 28,548,578	\$ 5,244,521	\$ 906,721,994	\$ 889,385,333
(2) Other - Government of Alberta	\$ 2,439,877	\$ 86,909	\$ -	\$ 148,334	\$ 1,044,365	\$ 3,719,485	\$ 3,821,312
(3) Federal Government and First Nations	\$ 761,147	\$ -	\$ 1,458	\$ 62,200	\$ 1,578,884	\$ 2,403,689	\$ 2,447,621
(4) Other Alberta school authorities	\$ 759,372	\$ 174,538	\$ 17,359	\$ 19,245	\$ 594,414	\$ 1,564,928	\$ 2,060,695
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 19,391,340		\$ 10,317,249		\$ 1,587,916	\$ 31,296,505	\$ 29,619,252
(9) Other sales and services	\$ 10,200,942	\$ 507,153	\$ -	\$ 2,173,778	\$ 11,435,339	\$ 24,317,212	\$ 23,471,803
(10) Investment income	\$ -	\$ -	\$ -	\$ 1,646,501	\$ -	\$ 1,646,501	\$ 1,220,175
(11) Gifts and donations	\$ 8,363,794	\$ -	\$ -	\$ 2,488	\$ 1,250	\$ 8,367,532	\$ 7,413,362
(12) Rental of facilities	\$ 1,603,895	\$ 1,334,077	\$ -	\$ 87,176	\$ 814,623	\$ 3,839,771	\$ 3,463,076
(13) Fundraising	\$ 1,784,479	\$ -	\$ -	\$ -	\$ -	\$ 1,784,479	\$ 1,662,396
(14) Gains on disposal of tangible capital assets		\$ 34,730	\$ -	\$ -	\$ -	\$ 34,730	\$ 4,701,092
(15) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) TOTAL REVENUES	\$ 788,078,525	\$ 107,383,199	\$ 35,245,490	\$ 32,688,300	\$ 22,301,312	\$ 985,696,826	\$ 969,266,117
EXPENSES							
(17) Certificated salaries	\$ 420,403,990			\$ 4,895,591	\$ 7,362,450	\$ 432,662,031	\$ 437,806,307
(18) Certificated benefits	\$ 101,457,239			\$ 621,713	\$ 731,504	\$ 102,810,456	\$ 94,771,361
(19) Non-certificated salaries and wages	\$ 105,006,472	\$ 49,219,121	\$ 1,056,333	\$ 14,174,248	\$ 4,779,528	\$ 174,235,702	\$ 178,748,954
(20) Non-certificated benefits	\$ 29,209,046	\$ 13,382,877	\$ 285,733	\$ 4,038,393	\$ 987,539	\$ 47,903,588	\$ 51,196,427
(21) SUB - TOTAL	\$ 656,076,747	\$ 62,601,998	\$ 1,342,066	\$ 23,729,945	\$ 13,861,021	\$ 757,611,777	\$ 762,523,049
(22) Services, contracts and supplies	\$ 58,988,736	\$ 41,031,113	\$ 33,649,950	\$ 6,112,758	\$ 8,067,700	\$ 147,850,257	\$ 146,840,354
(23) Amortization of supported tangible capital assets	\$ -	\$ 31,706,250	\$ -	\$ -	\$ -	\$ 31,706,250	\$ 30,591,099
(24) Amortization of unsupported tangible capital assets	\$ 8,153,577	\$ 305,925	\$ -	\$ 1,054,889	\$ 59,026	\$ 9,573,417	\$ 10,636,492
(25) Supported interest on capital debt	\$ -	\$ 34,505	\$ -	\$ -	\$ -	\$ 34,505	\$ 125,306
(26) Unsupported interest on capital debt	\$ -	\$ 451,284	\$ -	\$ -	\$ -	\$ 451,284	\$ 224,982
(27) Other interest and finance charges	\$ 89,055	\$ 175,783	\$ -	\$ 5,855	\$ 46,406	\$ 317,099	\$ 373,014
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) TOTAL EXPENSES	\$ 723,308,115	\$ 136,306,858	\$ 34,992,016	\$ 30,903,447	\$ 22,034,153	\$ 947,544,589	\$ 951,314,296
(31) OPERATING SURPLUS (DEFICIT)	\$ 64,770,410	\$ (28,923,659)	\$ 253,474	\$ 1,784,853	\$ 267,159	\$ 38,152,237	\$ 17,951,821

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	SUB-TOTAL Operations & Maintenance	Supported Capital & Debt Services	2014 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 31,174,754	\$ 13,366,282	\$ -	\$ -	\$ 4,678,085		\$ 49,219,121		\$ 49,219,121
Uncertificated benefits	\$ 7,669,787	\$ 2,807,011	\$ -	\$ -	\$ 2,906,079		\$ 13,382,877		\$ 13,382,877
Sub-total Remuneration	\$ 38,844,541	\$ 16,173,293	\$ -	\$ -	\$ 7,584,164		\$ 62,601,998		\$ 62,601,998
Supplies and services	\$ 2,229,562	\$ 6,228,918	\$ 721,128	\$ 7,461,977	\$ 715,995		\$ 17,357,580		\$ 17,357,580
Electricity			\$ 7,929,654				\$ 7,929,654		\$ 7,929,654
Natural gas/heating fuel			\$ 6,036,175				\$ 6,036,175		\$ 6,036,175
Sewer and water			\$ 1,764,870				\$ 1,764,870		\$ 1,764,870
Telecommunications			\$ 662,199				\$ 662,199		\$ 662,199
Insurance					\$ 2,155,844		\$ 2,155,844		\$ 2,155,844
Amortization of tangible capital assets									
Supported								\$ 31,706,250	\$ 31,706,250
Unsupported						\$ 305,925	\$ 305,925		\$ 305,925
Total Amortization						\$ 305,925	\$ 305,925	\$ 31,706,250	\$ 32,012,175
Interest on capital debt									
Supported								\$ 34,505	\$ 34,505
Unsupported						\$ 451,284	\$ 451,284		\$ 451,284
Lease payments for facilities				\$ 5,124,791			\$ 5,124,791		\$ 5,124,791
Other interest charges						\$ 175,783	\$ 175,783		\$ 175,783
Losses on disposal of capital assets						\$ -	\$ -		\$ -
TOTAL EXPENSES	\$ 41,074,103	\$ 22,402,211	\$ 17,114,026	\$ 12,586,768	\$ 10,456,003	\$ 932,992	\$ 104,566,103	\$ 31,740,755	\$ 136,306,858

SQUARE METRES									
School buildings									1,069,695.0
Non school buildings									115,783.0

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.



1. AUTHORITY AND PURPOSE

Edmonton School District No. 7 (the District) is empowered to provide public education through bylaws approved by its Board of Trustees and pursuant to the provisions of the Alberta School Act.

The jurisdiction receives funding for instruction and support under Education Grants Regulation (AR120/2008). The regulation allows for the setting of conditions and use of grant monies. The School Jurisdiction is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the CICA Canadian public sector accounting standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

(a) Basis of Consolidation

These financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is comprised of all controlled entities on a line-by-line basis.

Edmonton Public Schools Foundation (the "Foundation") was established in 2009 by the District for the purposes of fundraising. The Foundation was incorporated under the *Societies Act* of the Province of Alberta. The District controls the Foundation and as such it is consolidated in these financial statements.

Funds generated at the schools are included as assets, liabilities, revenue and expenses of the District when the accountability, control and ownership of these funds rest with the District and are under control of the school.

Interdepartmental and inter-organizational transactions and balances between consolidated entities are eliminated upon consolidation.

(b) Cash and Cash Equivalents

Cash and cash equivalents include cash and investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These short-term investments have a maturity of three months or less at acquisition.

(c) Accounts receivable

Accounts receivable are shown net of allowance for doubtful accounts.

(d) Portfolio Investments

The District has investments in mutual funds that have no maturity dates.

Portfolio investments in mutual funds that are quoted in an active market are recorded at fair value and the associated transaction costs are expensed upon initial recognition. The change in the fair value is recognized in the Statement of Remeasurement Gains and Losses as a Remeasurement gain or loss until the portfolio investments are derecognized. Upon derecognition, the accumulated remeasurement gains or losses associated with the derecognized portfolio investments are reversed and reclassified to the Statement of Operations.

Impairment is defined as a loss in value of a portfolio investment that is other than a temporary decline and is included in the Statement of Operations. In the case of an item in the fair value category, a reversal of any net remeasurement gains recognized in previous reporting period up to the amount of the write-down is reported in the Statement of Remeasurement Gains and Losses. A subsequent increase in value would be recognized on the Statement of Remeasurement Gains and Losses and realized on the Statement of Operations only when sold.



(e) Deferred Revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standards (PSAS) PS 3200. These contributions are recognized by the District once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

- Unexpended Deferred Capital Revenue (UDCR)
Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the jurisdiction, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when expended.
- Expended Deferred Capital Revenue (EDCR)
Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require the school jurisdiction to use the asset in a prescribed manner over the life of the associated asset.

(f) Employee Future Benefits

The District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans in the reporting period the benefits are earned by employees. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested sick leave.

(g) Asset Retirement Obligations

The District recognizes the fair value of future asset retirement obligations as a liability when there exists a legal obligation associated with the retirement of tangible long-lived assets. The District concurrently recognizes a corresponding increase in the carrying amount of the related long-lived asset that is amortized over the life of the asset or the expected date of remediation. The fair value of the asset retirement obligation is estimated using the expected cash flow approach that reflects a range of possible outcomes discounted at a credit-adjusted risk-free interest rate.

Subsequent to the initial measurement, the asset retirement obligation is adjusted at the end of each period to reflect the passage of time and changes in the estimated future cash flows underlying the obligation. Changes in the obligation due to the changes in estimated cash flows are recognized as an adjustment of the carrying amount of the related long-lived asset that is being amortized. The District has a legal obligation to remove hazardous materials from District buildings. A liability is recognized when the asset has been approved by the Board of Trustees for disposition and when the fair value of the liability can be reasonably determined. When there is reasonable assurance of capital support for such obligations (funding commitments), the District accrues the receivable and reduces the remaining carrying amount of the related long-lived asset.



(h) Tangible capital assets

Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value.

Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.

Buildings that are demolished or destroyed are written-off.

Tangible capital assets with costs in excess of \$5,000 are capitalized.

Commencing the following year of acquisition, amortization is recorded on a straight-line basis over the estimated useful lives of the assets using the following rates:

Buildings and site improvements	2.5% to 10%
Furniture and equipment	10%
Vehicles	10%
Computer equipment	20%

(i) Operating and Capital Reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

(j) Revenue Recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Volunteers assist schools operated by the District in carrying out certain activities. Contributed services are not recognized in the financial statements due to the difficulty of determining the fair value and the fact that such assistance is generally not otherwise purchased.

Eligibility criteria are criteria that the District has to meet in order to receive certain contributions. *Stipulations* describe what the District must perform in order to keep the contributions.

Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with section PS 3200. Such liabilities are recorded as deferred revenue. The following items fall under this category:



- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital Revenue.

(k) Pensions

The District and its staff participate in multi-employer defined benefit pension plans. Multi-employer defined pension plans are accounted for as a defined contribution plan whereby the District's contributions for current and past service pension benefits required for participating staff during the year are recorded as expenditures; the net pension assets or liabilities of the plan are not recognized in the financial statements.

The District's certificated employees are required to contribute to the Alberta Teachers' Retirement Fund (ATRF). The plan's sponsor is the Province of Alberta. ATRF contributions by the plan sponsor for current service are reflected as a component part of education system costs and are formally recognized in the accounts of the District, even though the District has no legal obligation to pay these costs. The amount of current service contributions are recognized as "Government of Alberta" revenue and as "Certificated benefits" expense. The plan sponsor's current service costs for employees for the current year are \$51,816,492 (2013 - \$44,337,310). At August 31, 2013 the ATRF reported a deficiency of \$825,590,000 (2012 - \$1,909,313,000).

The District and its uncertificated staff participate in the multi-employer Local Authorities Pension Plan. The service costs for employees for the current year of \$16,971,133 (2013 - \$16,310,614) are included in these statements and comprise the District costs of employer contribution. At December 31, 2013, the Local Authorities Pension Plan reported a deficiency of \$4,861,516,000 (2012 - \$4,977,303,000).

The District and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). This plan is supplemental to the ATRF. Employers are solely responsible for contributions to the pension plan.

(l) Program Reporting

The Division's operations have been segmented as follows:

- **ECS-Grade 12 Instruction:** The provision of Early Childhood Services education and grades 1 - 12 instructional services that fall under the basic public education mandate.
- **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.
- **Board & System Administration:** The provision of board governance and system-based central office administration.
- **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations.



(m) Trusts Under Administration

The District has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The District holds title to the property for the benefit of the beneficiary. Trusts under administration have been excluded from the financial reporting of the District. Trust balances can be found in Note 15.

(n) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, and debentures. As described in note 2(d), portfolio investments are recorded at fair value. All other financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of the item upon initial recognition. Gains or losses arising from the de-recognition of financial instruments are recognized in the Statement of Operations. Impairment losses are also reported in the Statement of Operations.

Unless otherwise noted, it is management's opinion that the District is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks. The District has a comprehensive risk management framework to monitor, evaluate and manage the principal risks assumed with financial instruments. The District does not use derivative financial instruments to manage risks.

(o) Measurement Uncertainty

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits.



3. ACCOUNTS RECEIVABLE

	August 31, 2014			August 31, 2013
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants		\$ -	\$ -	\$ 1,445,752
Alberta Education - Capital	18,947,264	-	18,947,264	8,648,989
Alberta Education - IMR	-	-	-	-
Alberta Education - Other	683,789		683,789	151,792
Alberta Treasury Board & Finance - Supported debentures	197,265	-	197,265	778,482
Other Alberta school jurisdictions	301,367	-	301,367	281,682
Alberta Health Services	229,392	-	229,392	268,129
Post-secondary institutions	46,280	-	46,280	16,321
Other Government of Alberta ministries	35,460	-	35,460	23,078
Federal government	1,608,264	-	1,608,264	2,632,547
First nations	461,452	-	461,452	553,850
Other	2,264,632	(1,014,472)	1,250,160	2,059,163
Total	<u>\$24,775,165</u>	<u>\$ (1,014,472)</u>	<u>\$ 23,760,693</u>	<u>\$ 16,859,785</u>

4. PORTFOLIO INVESTMENTS

	2014			2013 Balance
	Average Effective (Market) Yield	Cost	Fair Value	
Supplementary Executive Retirement Program assets	1.70%	44,239	45,006	-
Total portfolio investments		<u>\$ 44,239</u>	<u>\$ 45,006</u>	<u>\$ -</u>

5. BANK INDEBTEDNESS

The jurisdiction has negotiated a line of credit in the amount of \$42.22 million dollars that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the jurisdiction. There was no balance at August 31, 2014 or August 31, 2013.



6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	August 31, 2014	August 31, 2013
Alberta Education	\$ 6,040,722	\$ 2,052,679
Other Alberta school jurisdictions	92,112	25,480
Alberta Capital Finance Authority	30,909	39,099
Alberta Health & Wellness	53,262	29,873
Post-secondary institutions	1,598	7,812
Alberta Local Authorities Pension Plan Corp	1,000,046	-
Other Government of Alberta ministries	2,413	2,068
Federal government	135,710	111,102
Other trade payables and accrued liabilities	28,405,726	27,225,464
Total	\$35,762,498	\$29,493,577

7. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2013	ADD: 2013/2014 Restricted Funds Received/ Receivable	DEDUCT: 2013/2014 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2013/2014 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2014
Unexpended deferred operating revenue					
Alberta Education:					
Infrastructure Maintenance Renewal	\$ 3,659,770	\$ 11,363,900	\$ (11,198,387)	\$ -	\$ 3,825,283
Regional Educational Consulting Services	730,251	3,212,448	(3,205,085)	(737,614)	-
SuperNet Service	-	2,434,463	(1,962,774)	-	471,689
Other-FASD/WRAP	301,671	265,000	(504,005)	(62,666)	-
Other-Try Project	792,821	-	(560,230)	(232,591)	-
Other-WrapAround Project for Vulnerable Children	217,081	-	(10,566)	-	206,515
Other Alberta Education (opening balance <\$100,000)	216,291	161,827	(245,661)	(69,661)	62,796
Other Government of Alberta:					
AHSCWF-Human Resources -AHS & AB ED	50,000	-	(50,000)	-	-
AHSCWF -Extending the Play-AHS & AB ED	40,254	-	(27,116)	-	13,138
Community Helper Program -Alberta Health Services	61,940	27,500	(89,440)	-	-
Community Grant for High Risk Youth-Alberta Human Services	24,770	-	(20,642)	-	4,128
Community Partnership(Way In)-Alberta Human Services		45,000	(20,152)	-	24,848
Infrastructure Study Grant-Alberta Infrastructure		950,000	(201,146)	-	748,854
Safe Communities Grant-Alberta Justice and Attorney General	26,564		(26,564)	-	-
Other Deferred Revenue:					
School Generated Funds - Fundraising	692,154	\$ 1,822,666	\$ (1,869,512)		645,308
School Generated Funds - Fees	77,894	-	(77,894)	-	-
School Generated Funds - Donations	1,214,564	4,900,895	(5,219,530)	-	895,929
School Fees Received in Advance of School Year	3,608,045	3,593,674	(3,608,045)	-	3,593,674
EPSB Foundation	722,368	596,913	(585,392)	-	733,889
International Students	4,134,253	6,144,075	(5,711,061)	-	4,567,267
International Student Insurance	171,290	272,907	(242,288)	-	201,909
Metro Continuing Education	360,571	2,425,180	(2,394,812)	-	390,939
Other Deferred Revenue (opening balance <\$100,000)	55,810	282,615	(205,810)	-	132,615
Total unexpended deferred operating revenue	\$ 17,158,361	\$ 38,499,063	\$ (38,036,112)	\$ (1,102,532)	\$ 16,518,781
Unexpended deferred capital revenue	5,503,377	19,115,026	(2,014,802)	-	22,603,601
Expended deferred capital revenue	602,027,058	19,086,463	(31,706,250)	-	589,407,271
Total	\$ 624,688,796	\$ 76,700,552	\$ (71,757,164)	\$ (1,102,532)	\$ 628,529,653



8. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2014	2013
Accumulated sick pay liability	\$ 5,303,300	\$ 5,509,900
Retirement allowances	5,169,100	5,727,800
Other	27,864	
Total	<u>\$ 10,500,264</u>	<u>\$ 11,237,700</u>

9. DEBT

	2014	2013
Supported debentures outstanding at August 31, 2014 have interest rates between 7.5% to 9.88%. The terms of the loans are 20 years, payments made annually supported by Alberta Treasury Board and Finance	\$ 191,356	\$ 739,383
Unsupported debenture outstanding at August 31, 2014 has an interest rates of 3.06%. The terms of the loan is 20 years, payments made semi-annually.	<u>14,725,256</u>	<u>10,159,158</u>
Total	<u>\$14,916,612</u>	<u>\$10,898,541</u>

Debenture Debt – Supported

The debenture debt bears interest at rates varying between 7.5% and 9.88%. The debenture debt is fully supported by Alberta Treasury Board and Finance. Supported debenture payments to mature in 2015:

	Principal	Interest	Total
2014-2015	\$ 191,356	\$ 18,639	\$ 209,995



Unsupported Debenture – Alberta Capital Finance Authority

The School Jurisdiction has a debenture outstanding in the amount of \$14,725,256. The debenture bears interest at 3.06% per annum and expires September 2033. The following is a summary of principal and interest payments on the related unsupported debenture:

	Principal	Interest	Total
2014-2015	\$ 562,150	\$ 445,887	\$ 1,008,037
2015-2016	579,467	428,571	1,008,038
2016-2017	597,316	410,721	1,008,037
2017-2018	615,716	392,322	1,008,038
2018-2019	634,682	373,356	1,008,038
2019 to maturity	11,735,925	2,880,621	14,616,546
Total	<u>\$ 14,725,256</u>	<u>\$ 4,931,478</u>	<u>\$ 19,656,734</u>

10. TANGIBLE CAPITAL ASSETS

	August 31, 2014						
	Land	Construction In Progress - Buildings	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			10-40 Years	10 Years	10 Years	5 Years	
Historical cost							
Beginning of year	\$ 837,590	\$ 4,526,886	\$ 1,143,562,660	\$ 120,047,596	\$ 3,284,554	\$ 75,472,071	\$ 1,347,731,357
Additions	-	15,758,209	14,689,013	1,922,568	-	3,933,272	36,303,062
Transfers in (out)	-	(4,526,886)	4,526,886	-	-	-	-
Less disposals including write-offs	-	-	-	(803,468)	(98,554)	-	(902,022)
	<u>\$ 837,590</u>	<u>\$ 15,758,209</u>	<u>\$ 1,162,778,559</u>	<u>\$ 121,166,696</u>	<u>\$ 3,186,000</u>	<u>\$ 79,405,343</u>	<u>\$ 1,383,132,397</u>
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 515,227,865	\$ 94,523,982	\$ 1,733,922	\$ 65,829,255	\$ 677,315,024
Additions	-	-	32,907,412	4,435,636	259,412	3,677,206	41,279,666
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(502,520)	(66,653)	-	(569,173)
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 548,135,277</u>	<u>\$ 98,457,098</u>	<u>\$ 1,926,681</u>	<u>\$ 69,506,461</u>	<u>\$ 718,025,517</u>
Net Book Value at End of Year	<u>\$ 837,590</u>	<u>\$ 15,758,209</u>	<u>\$ 614,643,282</u>	<u>\$ 22,709,598</u>	<u>\$ 1,259,319</u>	<u>\$ 9,898,882</u>	<u>\$ 665,106,880</u>

	August 31, 2013						
	Land	Construction In Progress - Buildings	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			10-40 Years	10 Years	10 Years	5 Years	
Historical cost							
Beginning of year	\$ 837,590	\$ 4,537,802	\$ 1,124,672,114	\$ 116,635,376	\$ 3,296,171	\$ 72,811,224	\$ 1,322,790,277
Additions	-	9,339,607	10,586,827	4,199,211	102,664	2,678,140	26,906,449
Transfers in (out)	-	(9,350,523)	9,276,469	74,054	-	-	-
Less disposals including write-offs	-	-	(972,750)	(861,045)	(114,281)	(17,293)	(1,965,369)
	<u>\$ 837,590</u>	<u>\$ 4,526,886</u>	<u>\$ 1,143,562,660</u>	<u>\$ 120,047,596</u>	<u>\$ 3,284,554</u>	<u>\$ 75,472,071</u>	<u>\$ 1,347,731,357</u>
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 483,846,975	\$ 90,759,079	\$ 1,589,532	\$ 61,719,109	\$ 637,914,695
Additions	-	-	31,960,291	4,887,453	252,793	4,127,055	41,227,592
Transfers in (out)	-	-	378,490	(378,874)	-	384	-
Less disposals including write-offs	-	-	(957,891)	(743,676)	(108,403)	(17,293)	(1,827,263)
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 515,227,865</u>	<u>\$ 94,523,982</u>	<u>\$ 1,733,922</u>	<u>\$ 65,829,255</u>	<u>\$ 677,315,024</u>
Net Book Value at End of Year	<u>\$ 837,590</u>	<u>\$ 4,526,886</u>	<u>\$ 628,334,795</u>	<u>\$ 25,523,614</u>	<u>\$ 1,550,632</u>	<u>\$ 9,642,816</u>	<u>\$ 670,416,333</u>



11. ACCUMULATED SURPLUS

The District's accumulated surplus is summarized as follows:

	August 31, 2014	August 31, 2013
Internally restricted reserves	\$ 3,275,617	\$ 2,886,068
Operating reserves	64,150,421	34,966,877
Accumulated surplus from operations	67,426,038	37,852,945
Investment in tangible capital assets	63,661,113	62,394,223
Capital reserves	14,603,344	7,291,090
Accumulated remeasurement gains	767	
Accumulated surplus	<u>\$145,691,262</u>	<u>\$107,538,258</u>

12. CONTRACTUAL OBLIGATIONS

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Building Projects	Building Leases	Service Providers
2014-15	\$ 56,630,250	\$ 5,129,550	\$ 2,337,944
2015-16	47,362,000	3,327,433	-
2016-17	-	3,347,981	-
2017-18	-	3,297,203	-
2018-19	-	3,260,933	-
Thereafter	-	10,469,534	-
	<u>\$ 103,992,250</u>	<u>\$ 28,832,633</u>	<u>\$ 2,337,944</u>

13. CONTINGENT LIABILITIES

- The District is a member of Urban Schools Insurance Consortium (USIC), a licensed reciprocal insurance exchange under Alberta's Insurance Act, which facilitates the placement of property and liability insurance coverage for fourteen jurisdictions throughout the province of Alberta. Member contributions pay for premiums on insurance policies and self-insure a portion of each member's risk exposure. Premium rebates are received by the reciprocal from the insurer's favorable claims experience. Under the terms of its membership, each member could become liable for its proportionate share of any claim losses in excess of the funds held by the reciprocal. The District's share of the accumulated consortium funds as at August 31, 2014 was \$1,327,223 (2013 - \$947,159). This amount has not been recognized in the District's financial statements.
- The District was involved in various legal disputes as of August 31, 2014. While it is not possible to estimate the outcome of these disputes, management believes that there will be no significant adverse effects on the financial position of the District.



14. FEES

	2014	2013
Transportation fees ⁽¹⁾	10,317,248	\$ 9,823,927
Fees charged for instruction material and supplies ⁽²⁾	2,488,746	2,655,548
Other fees	18,490,511	17,139,777
Total	<u>\$ 31,296,505</u>	<u>\$ 29,619,252</u>

⁽¹⁾ Charged under School Act, Section 51(3)

⁽²⁾ Charged under School Act, Section 60 (2) j

15. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust. They are not recorded on the statements of the District.

	2014	2013
Deferred salary leave plan	\$ 1,976,676	\$ 1,582,862
Scholarship trusts	491,841	477,341
Children and Youth with Complex Needs (Banker board)	-	754,673
Total	<u>\$ 2,468,517</u>	<u>\$ 2,814,876</u>

16. SCHOOL GENERATED FUNDS

	2014	2013
Unspent School Generated Funds, Beginning of Year	\$ 4,870,680	\$ 4,476,224
Gross Receipts:		
Fees	12,841,021	12,516,534
Fundraising	1,756,057	1,835,965
Gifts and donations	4,900,895	5,100,364
Grants to schools	66,609	151,367
Other sales and services	5,428,126	5,575,943
Total gross receipts	24,992,708	25,180,173
Total Related Expenses and Uses of Funds	18,534,704	17,820,268
Total Direct Costs Including Cost of Goods Sold to Raise Funds	6,511,830	6,965,449
Unspent School Generated Funds, End of Year	<u>\$ 4,816,854</u>	<u>\$ 4,870,680</u>
Balance included in Deferred Revenue	\$ 1,541,237	\$ 1,984,612
Balance included in Accumulated Surplus	\$ 3,275,617	\$ 2,886,068



17. RELATED PARTY TRANSACTIONS

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

Related Party Transactions

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Education				
Accounts receivable / Accounts payable	\$ 19,631,053	\$ 6,040,722	\$ -	\$ -
Prepaid expenses / Deferred operating revenue	-	4,566,280	-	-
Unexpended deferred capital revenue	-	22,603,602	-	-
Expended deferred capital revenue		589,407,270		
Grant revenue & expenses	-		854,721,358	-
Other revenues & expenses	-		184,144	733,445
Other Alberta school jurisdictions	301,367	92,112	2,768,441	1,317,484
Treasury Board and Finance (Other)		25,000		
Treasury Board and Finance (Principal)	191,356	191,356	200	
Treasury Board and Finance (Accrued interest)	5,909	5,909		
Alberta Health Services	229,392	53,262	743,459	102,767
Enterprise and Advanced Education			4,155	-
Post-secondary institutions	46,280	1,598	729,645	132,376
Alberta Infrastructure	26,788	748,854	434,938	488
Human Services	7,932	28,976	1,190,938	-
Other Government of Alberta Ministries	740	15,551	109,636	11,263
Alberta Local Authorities pension Plan Corp		1,000,046	39,323	16,971,133
Alberta Foundation for the Arts	-	-	218,504	-
Edmonton and Area Child and Family Services Authority	-	-	1,026,377	-
TOTAL 2013/2014	<u>\$ 20,440,817</u>	<u>\$ 624,780,538</u>	<u>\$ 862,171,118</u>	<u>\$ 19,268,956</u>
TOTAL 2012/2013	<u>\$ 11,614,225</u>	<u>\$ 616,534,275</u>	<u>\$ 853,649,563</u>	<u>\$ 19,920,612</u>

18. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The District's primary source of income is from the Government of Alberta. The District's ability to continue viable operations is dependent on this funding.



19. REMUNERATION AND MONETARY INCENTIVES

The District had paid or accrued expense for the year ended August 31, 2014 to or on behalf of the following positions and persons in groups as follows:

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	ERIP's / Other	Expenses
Chair: S. Hoffman	1.0	\$43,970	\$4,643	\$3,364		\$11,953
Other members						
S. Adams ⁽¹⁾	1.0	\$27,719	\$5,705	\$3,209		\$7,371
O. Chubb ⁽¹⁾	1.0	\$27,451	\$5,692	\$3,209		\$1,870
L. Cleary ⁽²⁾	1.0	\$6,294	\$1,203	\$608		\$151
D. Colburn ⁽²⁾	1.0	\$5,593	\$896	\$608		\$125
M. Draper ⁽¹⁾	1.0	\$27,854	\$5,690	\$2,769		\$6,597
K. Gibson ⁽¹⁾	1.0	\$27,317	\$5,666	\$2,769		\$1,956
N. Ip ⁽¹⁾	1.0	\$27,719	\$3,477	\$2,769		\$9,243
M. Janz	1.0	\$37,508	\$4,970	\$3,364		\$5,664
C. Johnner	1.0	\$32,928	\$6,931	\$3,364		\$7,026
R. Martin ⁽¹⁾	1.0	\$27,719	\$617	\$2,769		\$6,276
H. MacKenzie ⁽²⁾	1.0	\$6,360	\$1,208	\$608		\$67
C. Ripley ⁽²⁾	1.0	\$5,459	\$1,164	\$608		\$402
K. Shipka ⁽²⁾	1.0	\$5,459	\$716	\$608		\$119
C. Spencer ⁽²⁾	1.0	\$5,459	\$1,164	\$608		\$316
Subtotal	15.0	\$314,809	\$49,742	\$31,234		\$59,136
Superintendent - D. Robertson ⁽³⁾	1.0	\$260,868	\$67,989	\$10,000	\$0	\$12,111
Secretary-Treasurer - C. Hagen ⁽⁴⁾	1.0	\$26,258	\$4,492	\$518	\$0	\$1,198
Treasurer - C. Hagen ⁽⁴⁾	1.0	\$150,759	\$29,349	\$2,847	\$0	\$6,333
Secretary - S. Stoddard ⁽⁴⁾	1.0	\$163,780	\$31,416	\$2,769	\$0	\$9,949
Certificated teachers	4,436.7	\$431,962,818	\$102,069,197	\$629,085	\$274,565	
Non-certificated - other	2,795.2	\$173,474,158	\$45,049,299	\$2,736,108	\$269,718	
TOTALS		\$606,353,448	\$147,301,484	\$3,412,560	\$544,283	\$88,727

Notes:

- 1) Trustee term commenced November 2013
- 2) These trustees did not run or were defeated in the fall 2013 Civic Election
- 3) The benefit cost for the Superintendent includes payments to the Supplementary Pension Plan of \$34,728 (2013 - \$37,999) and the Alberta Teachers' Retirement Fund (ATRF) contribution made by Alberta Education on behalf of Edmonton School District No.7 in the amount of \$19,340 (2013 - \$15,878)
- 4) The role of Secretary Treasurer was divided in November 2013.
 Secretary-Treasurer (Until November 4, 2013) - Cheryl Hagen
 Treasurer (November 5, 2013) - Cheryl Hagen
 Secretary (November 5, 2013) - Sandra Stoddard

20. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 18, 2013. It is presented for information purposes only and has not been audited.

21. COMPARATIVE FIGURES

The comparative figures have been reclassified where necessary to conform to the 2013-2014 presentation.

**EDMONTON PUBLIC SCHOOL BOARD
SUMMARY OF CHANGES IN OPERATING RESERVES
AUGUST 31, 2014 (in dollars)**

Opening Balance of Operating Reserves as of August 31, 2013	37,852,945
Additions to Operating Reserves:	
Transfer to General Operating Reserve	29,183,544
Transfer to Internally Restricted Reserves (School Generated Funds)	389,549
Ending Balance of Operating Reserves as of August 31, 2014	<u><u>\$ 67,426,038</u></u>

Summary of total Operating Reserve Ending Balances:

Schools	\$ 25,810,315
Central Services Decision Units	9,775,956
Sub-Total	<u>35,586,271</u>

District Sustainability Funds

School Equity	1,541,145
Central Services Projects	1,708,302
Price Stabilization	4,684,522
School Building Equity	2,493,309
Property Management Capital	9,619,941
Enterprise Systems	5,516,931
Staff Development Pilot	1,000,000
Edmonton Student Transportation Authority Establishment	1,000,000
Early Years Initiative	500,000
Career Pathways Initiative	500,000
Total Sustainability Fund Resources	<u>28,564,150</u>

Total District Operating Reserves	<u>64,150,421</u>
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School Generated Funds- internally restricted funds	3,275,617
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Total Balance in Operating Reserves	<u><u>\$ 67,426,038</u></u>
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**EDMONTON PUBLIC SCHOOL BOARD
SUMMARY OF CHANGES IN CAPITAL RESERVES
AUGUST 31, 2014 (in dollars)**

Opening Balance of Capital Reserves at August 31, 2013	\$ 7,291,090
Additions to Capital Reserve:	
Disposal of unsupported Capital Asset	367,578
Transfer to Reserve from Unrestricted Surplus	11,924,269
Reductions in Capital Reserves:	
Purchase, transportation and set up of modular classrooms	(4,979,593)
Ending Balance of Capital Reserves at August 31, 2014	<u><u>\$ 14,603,344</u></u>

DATE: November 25, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Fall Update to the Revised 2014-2015 Budget

ORIGINATOR: Cheryl Hagen, Treasurer & Managing Director, Financial Services

RESOURCE

STAFF: Todd Burnstad, Candace Cole, Madonna Proulx

REFERENCE: N/A

ISSUE

Alberta Education requires jurisdictions to prepare and submit a budget update each fall. Jurisdictions are also required by Alberta Education to provide the budget update as information to the Board of Trustees each fall reflecting changes in revenue, enrolment, current staffing, and other key budget assumptions.

RECOMMENDATION

That the Board formally receive the Fall 2014 Update to the 2014/2015 Budget.

BACKGROUND

Each school and central decision unit prepared a revised budget in the fall based on updated September 30th enrolment, current staffing FTE's, as well as the planned use of surplus funds.

The 2014-2015 Fall budget update for EPSB has been completed for submission to Alberta Education by November 30, 2014. The revised budget is based on total expenses of \$1.047 billion. Alberta Education requires Boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$55 million. The overall increase in budget (\$40.7 million) is as follows:

- 1) Increase in the use of net surplus carry forwards of \$21.7 million
- 2) Increase in revenues due to enrolment and other adjustments totaling \$16 million
- 3) Anticipated gain on sale of capital asset of \$3 million

RELATED FACTS

- Student enrolment assumptions are based on a total of 89,660 students, an increase of 867 or 1 per cent over the proposed enrolment count and an increase of 3,106 students or 3.6 per cent over September 30, 2013 (Attachment II).
- The 2014-2015 budget update reflects a planned operating deficit of \$32.5 million which is offset by the planned use of surplus carry forward funds for schools and central decision units of \$25.8 million and \$9.7 million, respectively (Attachment III).
- It is anticipated that the sale of an unsupported tangible capital asset will result in a \$3 million gain on sale.
- There was \$2.5 million of funds that were not allocated out during the fall budget process. These funds will subsequently be directed to schools in the form of a budget amendment to support English as a Second Language (ESL) students (Attachment III).

- The budget includes increases to staffing levels from the approved budget, of approximately 126 FTE, out of which 99 FTE are certificated staff and 27 FTE are non-certificated (Attachment VI).
- There are no staff unit cost increases for 2014-2015.
- IMR funding has been returned to previous levels and will provide additional funding for school facility maintenance and renewal projects.
- The 2014-2015 budgeted System Administration and Board Governance block spending is 3.4 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

Once approved the Fall 2014-2015 Revised Budget will be posted to the district's website and the Fall 2014 Update to the 2014/2015 Budget Report will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I	2014-2015 Revenue Budget
ATTACHMENT II	Student Enrolment
ATTACHMENT III	2014-2015 Revised Budget – Total Allocations
ATTACHMENT IV	2014-2015 Revised Budget – Direct School Allocations
ATTACHMENT IV ^A	2014-2015 Revised Budget – Direct School Allocations Detailed Breakdown
ATTACHMENT V	2014-2015 Revised Budget – Other Allocations
ATTACHMENT VI	2014-2015 Revised Budget – Staffing FTE Comparison
ATTACHMENT VII	2014-2015 Revised Budget – Revenue & Expense Analysis
ATTACHMENT VIII	Fall 2014 update to the 2014/2015 Budget Report

TB : kr

**Edmonton Public Schools
2014-2015 Fall Revised Revenue Budget**

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 26,302,500	\$ 25,915,400	\$ 387,100	1.5%	
ECS Class Size	5,980,000	5,892,000	88,000	1.5%	
Base Instruction (Grades 1 to 9)	381,317,500	380,298,700	1,018,800	0.3%	
Class Size (Grades 1 to 3)	31,527,900	31,281,500	246,400	0.8%	
	445,127,900	443,387,600	1,740,300	0.4%	
Moving Forward with High School Redesign	75,016,300	-	75,016,300	100.0%	1
Base Instruction (Grades 10 to 12)	57,332,800	121,728,400	(64,395,600)	(52.9%)	1
Base Instruction Special Ed Block (Grades 10 to 12)	9,829,400	16,614,200	(6,784,800)	(40.8%)	1
Tier 2 Class size (Grades 10 to 12)	105,300	176,100	(70,800)	(40.2%)	1
Tier 3 Class size (Grades 10 to 12)	982,600	1,891,400	(908,800)	(48.0%)	1
Tier 4 (Work Exp. & Sp. Proj)	959,400	1,949,500	(990,100)	(50.8%)	1
	144,225,800	142,359,600	1,866,200	1.3%	1
Base Instruction Metro (Grades 10 to 12)	820,200	773,300	46,900	6.1%	2
Base Instruction Metro Summer (Grades 10 to 12)	5,272,900	5,272,900	-	-	
Outreach Site Funding	377,800	377,800	-	-	
Home Education	651,600	686,100	(34,500)	(5.0%)	
	7,122,500	7,110,100	12,400	0.2%	
SUBTOTAL BASE INSTRUCTION FUNDING	596,476,200	592,857,300	3,618,900	0.6%	3
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	34,811,700	33,455,200	1,356,500	4.1%	
Inclusive Education	58,850,900	58,227,400	623,500	1.1%	
English as a Second Language (ESL)	20,716,300	19,024,000	1,692,300	8.9%	4
First Nations, Metis and Inuit Education (FNMI)	8,761,500	8,866,400	(104,900)	(1.2%)	
Socio Economic Status	10,073,100	10,004,400	68,700	0.7%	
Plant Operations and Maintenance (PO&M)	64,167,500	62,810,900	1,356,600	2.2%	
Metro Urban Transportation	20,976,200	20,613,500	362,700	1.8%	
ECS Special Transportation	1,800,000	1,800,000	-	-	
Equity of Opportunity	8,433,400	8,375,900	57,500	0.7%	
Federal French Funding	500,000	500,000	-	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	229,090,600	223,677,700	5,412,900	2.4%	
PROVINCIAL PRIORITY TARGETED FUNDING					
High Speed Networking	2,641,300	2,179,200	462,100	21.2%	5
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,641,300	2,179,200	462,100	21.2%	
OTHER PROVINCIAL SUPPORT					
Institutional Support	9,572,100	9,469,000	103,100	1.1%	
Regional Collaborative Service Delivery (RCSD)	3,917,600	3,069,200	848,400	27.6%	6
Provincial School Lease Support	1,308,500	-	1,308,500	100.0%	7
Narrowing Teacher's Salary Gap	239,100	245,000	(5,900)	(2.4%)	
Reduction in System Admin & School Bd Gov'n	(3,805,000)	(3,805,000)	-	-	
SUBTOTAL OTHER PROVINCIAL SUPPORT	11,232,300	8,978,200	2,254,100	25.1%	
TOTAL PROVINCIAL OPERATIONAL FUNDING	839,440,400	827,692,400	11,748,000	1.4%	

Edmonton Public Schools
2014-2015 Fall Revised Revenue Budget - continued

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
CAPITAL AND IMR FUNDING					
Infrastructure Maintenance Renewal (IMR)	9,000,000	7,350,500	1,649,500	22.4%	8
Amortization of Capital Allocations and Expended Deferred Capital Revenue	31,433,100	31,796,400	(363,300)	(1.1%)	
SUBTOTAL CAPITAL	40,433,100	39,146,900	1,286,200	3.3%	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	1,209,500	1,095,200	114,300	10.4%	9
Secondments - Provincial	3,561,300	3,582,200	(20,900)	(0.6%)	
Alberta Education Conditional Grants	647,100	586,100	61,000	10.4%	10
Alberta Teachers' Retirement Fund (ATRF)	55,166,400	54,075,000	1,091,400	2.0%	11
SUBTOTAL OTHER PROVINCIAL REVENUES	60,584,300	59,338,500	1,245,800	2.1%	
TOTAL GOVERNMENT OF ALBERTA	940,457,800	926,177,800	14,978,800	1.6%	
OTHER PROVINCIAL GRANTS	3,645,800	2,947,000	698,800	23.7%	12
FEDERAL GOVERNMENT AND FIRST NATIONS	1,971,500	2,267,600	(296,100)	(13.1%)	13
OTHER ALBERTA SCHOOL AUTHORITIES	647,900	616,200	31,700	5.1%	14
FEES					
School Fees - School Generated Funds	12,952,400	13,182,500	(230,100)	(1.7%)	
Transportation Fees	11,950,400	11,913,700	36,700	0.3%	
International Student Fees	5,265,000	5,625,000	(360,000)	(6.4%)	15
Metro Continuing Education Fees	922,100	908,500	13,600	1.5%	
Textbook Rental Fees	1,386,000	1,413,800	(27,800)	(2.0%)	
Music Instrument & Other Material Fees	241,900	229,000	12,900	5.6%	16
SUBTOTAL FEES	32,717,800	33,272,500	(554,700)	(1.7%)	
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	5,321,400	4,841,100	480,300	9.9%	17
Other Sales and Services - School Generated Funds	4,877,800	5,617,700	(739,900)	(13.2%)	18
Secondments - Other Entities	1,400,000	1,429,700	(29,700)	(2.1%)	
Lunch Program Fees	4,390,800	4,136,100	254,700	6.2%	19
Adult Education	1,964,600	1,979,600	(15,000)	(0.8%)	
SUBTOTAL SALES AND SERVICES	17,954,600	18,004,200	(49,600)	(0.3%)	
INVESTMENT INCOME	1,000,000	500,000	500,000	100.0%	20
GIFTS AND DONATIONS					
School Gifts and Donations	6,367,300	5,360,400	1,006,900	18.8%	21
EPSB Foundation Support	459,100	461,300	(2,200)	(0.5%)	
SUBTOTAL GIFTS AND DONATIONS	6,826,400	5,821,700	1,004,700	17.3%	
FUNDRAISING - School Generated Funds	1,915,500	2,044,700	(129,200)	(6.3%)	22
RENTAL OF FACILITIES	4,291,300	3,729,200	562,100	15.1%	23
GAIN ON DISPOSAL OF CAPITAL ASSET	2,967,000	-	2,967,000	100.0%	24
TOTAL OPERATING REVENUE	\$1,014,395,600	\$ 995,380,900	\$ 19,014,700	1.9%	

**Notes to the
2014-2015 Fall Revised Revenue Budget**

Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the fall revised budget differs from the approved budget by more than 5%.

1 Moving Forward with High School Redesign / Base Instruction Funding (Grades 10 to 12) / Special Ed Block / Tier 2, 3 & 4

The variances for these line items, reflect a change to the way funding is now recognized under the new Moving Forward with High School Redesign funding model for high school students (the pilot project was called High School Flex Funding). For 2014-2015, more than half of the District's high schools are participating under this program, where funding is provided based on that specific schools previous three year actual credits earned (from the period of 2009 to 2012). This credit average is also applied to students previously funded under the Special Education Block Fund. The net increase in funding (\$1.9 million or 1.3%) is due to an enrolment increase in high school students.

2 Base Instruction Metro (Grades 10 to 12)

The increase is directly attributed to a higher number of students registered in these courses.

3 Base Instruction Funding

The overall increase in base instruction funding is due to an increase in enrolment over projections of 1.0% (see Attachment II for additional enrolment details). The largest increase from the spring proposed enrolment, is in senior high (2.8%).

4 English as a Second Language (ESL)

This continues to be the area of highest enrolment growth for the District. As of September 30th the total number of students eligible for this funding increased to 17,585 from a spring projection of 16,148.

5 High Speed Networking

The increase is not due to an increase in funding but due to the recognition of previously deferred revenue which will be used in the current year to upgrade the service to all schools.

6 Regional Collaborative Service Delivery (RCSD)

A new funding model has been rolled out for RCSD for 2014-2015. Funding for RCSD comes from allocations previously provided for student health services, and children and youth with complex needs. The increase in funding relates to grants being provided directly to individual schools by Alberta Health Services which is above the amount already approved for the District.

7 Provincial School Lease Support

New provincial funding for the lease of privately owned facilities. This lease support funding will be reviewed by the Province after one year.

8 Infrastructure Maintenance Renewal (IMR)

The IMR calculation has been changed for 2014-2015 replacing FTE weighted enrolment with FTE funded enrolment. The total amount of IMR funding for the entire province was increased from \$77 million to \$100 million in the spring proposed budget (basically returning to prior levels of provincial support). New funding announced in the fall further increased the amount for the entire province to \$200 million. As a result, EPSB's share of the IMR funding has substantially increased and is now anticipated to be \$29 Million. Under the new Public Sector Accounting Standards (PSAS), IMR capital revenue has been reclassified to expended deferred capital reserve (EDCR) and is matched to the supported amortization expense. IMR projects will be spread over two years. An estimated \$15 million of project work will commence during the 2014-2015 school year. Under PSAS, approximately 60% (\$9 million) is recorded as an operating expense, and the remaining 40% balance (\$6 million) will be deferred to future capital expenditures.

9 Tuition Agreements

Includes a contract between the Alberta School for the Deaf (ASD) and Health Services (paid directly by Alberta Education) which has been updated based on the actual September 30th enrolment.

10 Alberta Education Conditional Grants

The increase reflects the recognition of revenue previously deferred, this will be distributed to the early learning classrooms for purchasing resources.

**Notes to the
2014-2015 Fall Revised Revenue Budget - continued**

11 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of Teacher retirement benefits paid by the province on behalf of our teachers and matches the expenses from the province.

12 Other Provincial Grants

The increase over the approved budget relates to approval of other conditional grants that were uncertain in the spring. These grants include a Reach Grant, Community Helpers Grant, and completion of work related to an Infrastructure Study that was deferred from a previous year.

13 Federal Government and First Nations

The revenue is based on the September 30th number of non resident students in the District. The majority of these students are billed directly to the Enoch Cree Nation First Nations band and the remaining students are funded directly by the federal government and are included on the nominal role. This year there are 32 students from Enoch Cree Nation compared to 47 students last year.

14 Other Alberta School Authorities

Includes a slight increase in the amount of funding the District will receive from other school authorities.

15 International Student Fees

International students pay tuition and an application fee totalling \$11,250. In the spring, it was anticipated there would be 500 international students. As at September 30th, the district registered 468 students but anticipates receiving additional registrations during the year.

16 Music Instrument & Other Material Fees

The budget for these activities has slightly increased based on prior year actual results recognized in 2013-2014.

17 Sales and Services - Schools & Central DU's

The Fall Revised Budget includes higher anticipated society funding to support the alternative programs. This revenue is budgeted directly by schools and central decision units.

18 Other Sales and Services - School Generated Funds

School Generated Funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. The decrease from the approved budget factors in actual results achieved in 2013-2014.

19 Lunch Program Fees

The increase is a reflection of a higher number of students enrolled at September 30th.

20 Investment Income

The increase in investment income is being driven by a higher ending cash balance at the end of August 2014 than originally anticipated.

21 School Gifts and Donations

This revenue line is an estimate of school generated donation activities. The increase is based on current trends in Parent Advisory Council (PAC) fundraising activities. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures.

22 Fundraising - School Generated Funds

This amount has been decreased compared to the approved budget based on actual results reported for the year ended August 30, 2014.

23 Rental of Facilities

Reflects an increase in anticipated revenue from both the Alberta Government and Other Jurisdictions. It is expected that an additional \$250K will be received related to the reimbursement of costs incurred for the up-fit of the Fulton Place site.

24 Gain on Disposal of Capital Asset

Reflects the net gain on the anticipated sale of an unsupported tangible capital asset.

Edmonton Pubic Schools
September 30, 2014 Actual Enrolment vs 2014-2015 Projected Enrolment
Funded vs Other

Student Enrolment Enrolment by Division	2014-2015 September 30 Actual Enrolment	2014-2015 Projected Enrolment	Increase/ (Decrease) Enrolment	Variance %	2013-2014 September 30 Actual Enrolment
Funded Students:					
ECS	8,017	7,899	118	1.5%	7,807
Elementary	39,860	39,668	192	0.5%	37,668
Junior High	18,253	18,290	(37)	(0.2%)	17,753
Senior High	22,504	21,891	613.0	2.8%	22,369
Subtotal Funded Students	88,634	87,748	886	1.0%	85,597
Other :					
International Students	468	500	(32)	(6.4%)	382
Home Education	397	418	(21.0)	(5.0%)	398
Early Ed. - Headstart/community children	82	32	50	156.3%	88
Other/Non Resident/ Blended/Sponsorships	79	95	(16)	(16.3%)	89
Subtotal Other Students	1,026	1,045	(19)	(1.8%)	957
Total Student Enrolment	89,660	88,793	867	1.0%	86,554

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Total Allocations**

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
Projected Revenue					
Operating Revenue	\$ 1,014,395,600	\$ 995,380,900	\$ 19,014,700	1.9%	
Operating Reserve Funds *	35,472,220	13,761,700	21,710,520	157.8%	*
Operating Revenue	<u>\$ 1,049,867,820</u>	<u>\$ 1,009,142,600</u>	<u>\$ 40,725,220</u>	<u>4.0%</u>	
School Allocations (Attachment IV)					
School Allocations Levels 1 to 8	\$ 545,444,844	\$ 543,948,356	\$ 1,496,488	0.3%	1
Other Supplemental School Allocations	154,066,654	151,952,393	2,114,261	1.4%	2
	<u>699,511,498</u>	<u>695,900,749</u>	<u>3,610,749</u>	<u>0.5%</u>	
School Generated Funds/External Revenues	36,724,406	35,737,645	986,761	2.8%	3
Subtotal School Allocations	<u>736,235,904</u>	<u>731,638,394</u>	<u>4,597,510</u>	<u>0.6%</u>	
Other Allocations (Attachment V)					
Metro Continuing Education	11,355,698	11,310,228	45,470	0.4%	
External Revenue Allocations - Central	13,040,867	11,502,025	1,538,842	13.4%	4
District Level Fixed Costs	72,520,036	68,610,136	3,909,900	5.7%	5
District Level Committed Costs	70,074,890	68,375,727	1,699,163	2.5%	5
	<u>166,991,491</u>	<u>159,798,116</u>	<u>7,193,375</u>	<u>4.5%</u>	
Central Decision Units	50,534,805	49,869,390	665,415	1.3%	
Subtotal Other Allocations	<u>217,526,296</u>	<u>209,667,506</u>	<u>7,858,790</u>	<u>3.7%</u>	
Alberta Teachers' Retirement Fund (ATRF)	<u>55,166,400</u>	<u>54,075,000</u>	<u>1,091,400</u>	<u>2.0%</u>	6
Total Allocations	<u>1,008,928,600</u>	<u>995,380,900</u>	<u>13,547,700</u>	<u>1.4%</u>	
Planned Use of Reserves *	35,472,220	13,761,700	21,710,520	157.8%	*
Budgeted Disposal of Asset **	2,967,000	-	2,967,000	100.0%	**
District Unallocated Funds ***	2,500,000	-	2,500,000	100.0%	***
Total Budget	<u>\$ 1,049,867,820</u>	<u>\$ 1,009,142,600</u>	<u>\$ 40,725,220</u>	<u>4.0%</u>	

* The 2014-2015 Budget anticipates the use of \$35.5 Million of surplus funds (budgeted by individual schools and central decision units.

** Reflects the anticipated gain on sale of an unsupported tangible capital asset.

As a result of increased enrolment compared to the spring projected enrolment, \$2.5 million was unallocated during the

*** fall budget process. These funds will now be directed to support ESL students and will be allocated out to schools in the form of a budget amendment.

**Notes to the
2014-2015 Fall Revised Budget
Total Allocations**

Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the fall revised budget differs from the approved budget by more than 5%.

1 School Allocations Levels 1 to 8

In the fall, school allocations are based on the September 30th count, whereas in the spring the allocations are based on enrolment projections which predict the number of students at each grade level and the number of students with special needs. For 2014-2015, there have been no changes to the per student allocation rates. These allocations are further detailed on attachment IV.

2 Other Supplemental School Allocations

Included in this category of school allocations are new allocations for 2014-2015 including the Equity Fund, Enhanced Support for Schools, amiskwaciy Academy base rent, and Security Upgrades for Elementary Schools. These allocations are further detailed on attachment IV.

3 School Generated Funds/External Revenues

School generated funds are funds raised in the community for expenses at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. Schools typically budget conservatively in the spring and update the figures based on the most recent year end actual results.

4 External Revenue Allocations - Central

Reflects an increase in anticipated lease revenue from both the Alberta Government and Other Jurisdictions as well as recovery of costs related to Fulton Place. Human Resources is also anticipating a certificate of recognition (COR) rebate from WCB for the lowering of our WCB incident rate.

5 District Level Fixed / District Level Committed Costs

These allocations have been updated to reflect the anticipated fixed and committed costs for 2014-2015. Additional details on these costs have been included in attachment V.

6 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province.

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Direct School Allocations**

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
School Allocations					
Kindergarten (1/2 day)	\$ 16,196,380	\$ 15,735,735	\$ 460,645	2.9%	
Kindergarten (full day)	3,665,910	3,606,880	59,030	1.6%	
Elementary	189,100,983	189,450,306	(349,323)	(0.2%)	
Junior High	81,249,319	81,358,787	(109,468)	(0.1%)	
Senior High	101,738,870	99,114,089	2,624,781	2.6%	
Senior High Credit Adjustment	2,000,000	2,000,000	-	-	
International Students	3,051,930	3,701,500	(649,570)	(17.5%)	1
Special Needs Levels 4 - 8	107,574,698	109,487,447	(1,912,749)	(1.7%)	
Institutions, ASD & Early Education (PUF) Allocations	40,866,754	39,493,612	1,373,142	3.5%	
Subtotal School Allocations	545,444,844	543,948,356	1,496,488	0.3%	2
Other Supplemental School Allocations					
Base Allocation	48,660,835	49,018,265	(357,430)	(0.7%)	
Class Size Funding	35,474,000	35,473,998	2	0.0%	
Plant Operation & Maintenance - Schools	18,248,755	17,361,108	887,647	5.1%	3
Inclusive Learning - Early Education	15,402,048	15,374,836	27,212	0.2%	
* First Nations, Metis and Inuit Education (FNMI)	7,112,181	7,107,050	5,131	0.1%	*
* Program Enhancement Allocations	8,732,522	7,584,410	1,148,112	15.1%	* 4
* Other Miscellaneous Allocations	1,313,649	1,384,606	(70,957)	(5.1%)	* 5
Equity Fund	4,800,000	4,800,000	-	-	
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery RCSD)	3,561,841	3,069,154	492,687	16.1%	6
Enhanced Support for Schools	1,818,680	1,818,680	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwaciy Base Rent	1,125,652	1,125,652	-	-	
Security Cameras for Elementary	750,000	750,000	-	-	
Argyll Reach Out Support	400,000	400,000	-	-	
Foundation Full Day Kindergarten Funding	459,071	461,300	(2,229)	(0.5%)	
Community Use of Schools	482,790	498,704	(15,914)	(3.2%)	
Outreach Program	377,838	377,838	-	-	
Subtotal Other Supplemental School Allocations	154,066,654	151,952,393	2,114,261	1.4%	
Subtotal School and Other Supplemental Allocations	699,511,498	695,900,749	3,610,749	0.5%	
School Generated Funds/External Revenues	36,724,406	35,737,645	986,761	2.8%	
Total Direct School Allocations	\$ 736,235,904	\$ 731,638,394	\$ 4,597,510	0.6%	

* See Attachment IV^A - for a detailed breakdown of this line item.

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 6,721,181	\$ 6,716,050	\$ 5,131	0.1%	
Transportation to Awasis Program	391,000	391,000	-	-	
	\$ 7,112,181	\$ 7,107,050	\$ 5,131	0.1%	

FNMI Funding is based on the number of self identified students projected at September 30th. Out of the total amount received (\$8.8 Million), \$7.1 Million is allocated directed to schools and \$1.7 Million is allocated to a central decision unit to support FNMI education.

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 4,000,000	\$ 3,500,000	\$ 500,000	14.3%	
Guaranteed Enrolment	2,478,667	2,421,281	57,386	2.4%	
Outreach Directed Placement	1,333,880	801,667	532,213	66.4%	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facility Grant	347,822	396,462	(48,640)	(12.3%)	
Establishment Program Grant	222,153	115,000	107,153	93.2%	
	\$ 8,732,522	\$ 7,584,410	\$ 1,148,112	15.1%	4
Other Miscellaneous Allocations					
Addition to Basic	\$ 1,020,153	\$ 1,091,110	\$ (70,957)	(6.5%)	
Facility Allocations	293,496	293,496	-	-	
	\$ 1,313,649	\$ 1,384,606	\$ (70,957)	(5.1%)	5

**Notes to the
2014-2015 Fall Revised Budget
Direct School Allocations**

Consistent with the Provincial requirements, variance explanations have been provided for amounts where the fall revised budget differs from the approved budget by more than 5%.

1 International Students

The number of international students continues to increase, in the fall of 2013 there were 382 students, in the spring 500 students were anticipated for 2014-2015. The actual number of students at September 30, 2014 was 468, however additional students are anticipated to register during the year.

2 School Allocations

School Allocations for the spring approved budget are based on enrolment projections which predict the number of students at each grade level and the number of students with special needs. The fall revised budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the spring approved and the fall revised Budgets. In total, the School Allocation variance of 0.3% is reasonable and consistent with the overall enrolment increase of 1.0%.

3 Plant Operation & Maintenance - Schools

The total amount of anticipated Plant Operation and Maintenance funding has increased. The total amount of funding is allocated between central decision units and schools. This line item reflects the increase in the amount being allocated to schools.

4 Program Enhancement Allocations

New to District

This allocation is held centrally and allocated to schools during the year to support students arriving after September 30th. The increase in the allocation is in anticipation of ongoing growth for Edmonton during the school year.

Outreach Directed Placement

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been directed by the District.

Establishment Facility Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000 which is then added onto any prior approved/deferred amounts. The decrease from the spring budget is due to prior approved projects being completed during the 2013-2014 school year.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000 which is then added onto any prior approved/deferred amounts. The increase from the spring budget is due to an increase in approved projects for the 2014-2015 school year.

5 Other Miscellaneous Allocations

Addition to Basic

This allocation is for schools with unique situations that require additional funds for instructional and/or operational purposes. This allocation is analysed and adjusted every budget cycle.

6 Regional Collaborative Service Delivery (RCSD)

A new funding model has been rolled out for RCSD for 2014-2015. Funding for RCSD comes from allocations previously provided for student health services and children and youth with complex needs. The increase in funding relates to grants being provided directly to individual schools by Alberta Health Services which was above the amount already approved for the District.

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Other Allocations**

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 48,238,136	\$ 44,318,636	\$ 3,919,500	8.8%	1
Utilities	18,200,000	18,200,000	-	-	
Insurance	3,595,000	3,595,000	-	-	
High Speed Networking	2,486,900	2,496,500	(9,600)	(0.4%)	
	72,520,036	68,610,136	3,909,900	5.7%	
District Level Committed Costs					
Student Transportation	35,246,201	34,575,251	670,950	1.9%	
School Plant Operations & Maintenance	13,716,486	13,332,520	383,966	2.9%	
Human Resources Supply Services	10,714,770	10,714,770	-	-	
* Language and Cultural Support	4,528,689	4,403,008	125,681	2.9%	*
Enhanced Support for District Plan/Project Fund	1,141,000	1,140,809	191	0.0%	
Enterprise Systems	1,433,127	1,240,752	192,375	15.5%	2
Professional Improvement Leaves	1,340,000	1,340,000	-	-	
Staff Development	500,000	500,000	-	-	
* Partnership Commitments	369,000	369,000	-	-	*
Human Resources Secondments	232,917	232,917	-	-	
Audit	111,200	111,200	-	-	
EduLink	43,000	43,000	-	-	
Election	315,000	315,000	-	-	
District Awards	55,000	-	55,000	100.0%	3
Survey	271,000	-	271,000	100.0%	4
Board Initiative Fund	45,000	45,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	70,074,890	68,375,727	1,699,163	2.5%	
External Revenue Allocation	13,040,867	11,502,025	1,538,842	13.4%	5
Metro Continuing Education	11,355,698	11,310,228	45,470	0.4%	
	24,396,565	22,812,253	1,584,312	6.9%	
Central Decision Units					
** Board and Office of the Superintendent	6,959,642	6,838,840	120,802	1.8%	**
** Corporate Services	19,383,611	18,913,132	470,479	2.5%	**
** Finance and Infrastructure	12,780,730	12,706,596	74,134	0.6%	**
Inclusive Learning	5,506,066	5,506,066	-	-	
Archives and Museum	468,427	468,427	-	-	
International Programs	1,005,000	1,005,000	-	-	
Curriculum and Resource Support	2,384,165	2,384,165	-	-	
Research and Innovation for Student Learning	1,276,738	1,276,738	-	-	
Student Information	770,426	770,426	-	-	
Central Decision Units	50,534,805	49,869,390	665,415	1.3%	
Total	\$ 217,526,296	\$ 209,667,506	\$ 7,858,790	3.7%	

* See Attachment V^A - for a detailed breakdown of this line item.

** See Attachment V^B - for a detailed breakdown of this line item.

Edmonton Public Schools
2014-2015 Fall Revised Budget
Other Allocations
Detailed Breakdown - District Level Committed Costs

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,649,350	\$ 1,759,350	\$ (110,000)	(6.3%)	6
Diversity Education	1,322,899	1,087,218	235,681	21.7%	7
Cluster Support for ELL	608,227	608,227	-	-	
Languages Centre at Woodcroft	948,213	948,213	-	-	
	\$ 4,528,689	\$ 4,403,008	\$ 125,681	2.9%	
Partnership Commitments					
Partnership for Kids	\$ 170,000	\$ 170,000	\$ -	-	
Confucius Institute - prog. coordinator	140,000	140,000	-	-	
Cappies	20,000	20,000	-	-	
Community University Partnerships	10,000	10,000	-	-	
Careers: The Next Generation	10,000	10,000	-	-	
United Way	9,000	9,000	-	-	
Welcome to Kindergarten	5,000	5,000	-	-	
Corporate Challenge	5,000	5,000	-	-	
	\$ 369,000	\$ 369,000	\$ -	-	

Edmonton Public Schools
2014-2015 Fall Revised Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2014-2015 Revised Budget	2014-2015 Approved Budget	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 859,890	\$ 804,890	\$ 55,000	6.8%	8
Office of the Superintendent of Schools	1,312,088	1,312,088	-	-	
Governance and Strategic Support Serv.	1,422,080	1,411,976	10,104	0.7%	
District Support Services	1,547,396	1,491,698	55,698	3.7%	
General Counsel	472,184	472,184	-	-	
School Leadership Group A	336,501	336,501	-	-	
School Leadership Group B	336,501	336,501	-	-	
School Leadership Group C	336,501	336,501	-	-	
School Leadership Group D	336,501	336,501	-	-	
	<u>\$ 6,959,642</u>	<u>\$ 6,838,840</u>	<u>\$ 120,802</u>	<u>1.8%</u>	
Corporate Services					
Communications	\$ 2,398,339	\$ 2,398,339	\$ -	-	
District Information Security	466,667	406,667	60,000	14.8%	9
District Records and FOIP Management	607,780	607,780	-	-	
District Technology	6,792,969	6,473,149	319,820	4.9%	
Edmonton Public Schools Foundation	400,000	400,000	-	-	
Human Resources	8,717,856	8,627,197	90,659	1.1%	
	<u>\$ 19,383,611</u>	<u>\$ 18,913,132</u>	<u>\$ 470,479</u>	<u>2.5%</u>	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 4,455,202	\$ 4,370,193	\$ 85,009	1.9%	
Financial Services	5,488,794	5,488,794	-	-	
Planning & Property Management	2,836,734	2,847,609	(10,875)	(0.4%)	
	<u>\$ 12,780,730</u>	<u>\$ 12,706,596</u>	<u>\$ 74,134</u>	<u>0.6%</u>	

**Notes to the
2014-2015 Fall Revised Budget
Other Allocations**

Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the fall revised budget differs from the approved budget by more than 5%.

1 Debt and Fiscal Services

This decision unit is responsible for supported debenture and principal repayments and interest costs, and the amortization costs for all District capital assets, e.g. buildings, furniture and equipment, and vehicles. The increase results from an increase in the Infrastructure Maintenance Renewal (IMR) funding being received by the District and the amount of capital project expenditures.

2 Enterprise Systems

This decision unit is responsible for our main district enterprise information systems license and maintenance fees including Financial (Oracle business suite), Human Resources (Peoplesoft) and Student information (Powerschool) as well as other feeder systems. The increase represents a transfer of allocated funds from the District Technology unit for Discovery Education license fees.

3 District Awards

A new allocation has been created to offset the costs of the District Awards which was previously covered by a decision unit's base allocation.

4 Survey

A new allocation has been created to offset the costs of district surveys and the development of district metrics required to support the District's strategic plan.

5 External Revenue Allocation

Reflects an increase in anticipated lease revenue from both the Alberta Government and Other Jurisdictions as well as recovery of costs related to Fulton Place. Human Resources is also anticipating a certificate of recognition (COR) rebate from WCB for lowering of our WCB incident rate.

6 FNMI Education

In the spring, the budget included the hiring of four FNMI consultants, the number of anticipated hires has now been reduced and a portion of these funds has been transferred directly to amiskwaciy academy.

7 Diversity Education

Previously the FNMI and Diversity units were combined into a single decision unit. These have now been separated which requires 'one time' additional top up funding for this transition period.

8 Board of Trustees

An increase in the allocation was required in order to offset an increase in Alberta School Board Association (ASBA) fees.

9 District Information Security

Additional 'one time' top up funding was required to offset the purchase of new required software.

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Staff FTE's**

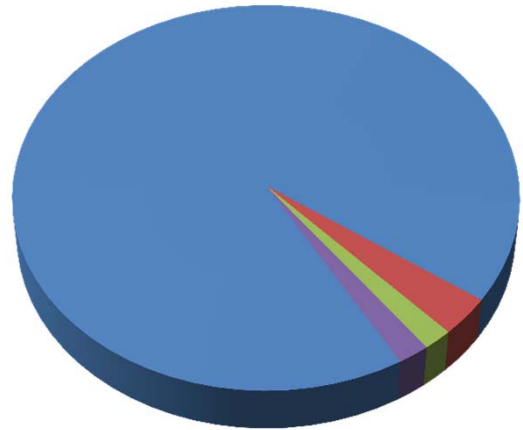
Staffing Group	2014-2015 Revised Budget		2014-2015 Approved Budget		NET CHANGE 2014-2015 Revised vs Approved
		%		%	
Schools					
Teaching FTE	4,460.59	65%	4,364.54	64%	96.050
Support FTE	1,744.82	25%	1,803.89	26%	(59.070)
Custodial FTE	560.38	8%	557.81	8%	2.566
Exempt FTE	138.19	2%	134.83	2%	3.360
Total Schools FTE	6,903.98	100%	6,861.07	100%	42.906
Central Services					
Teaching FTE	160.01	14%	156.63	15%	3.380
Support FTE	300.42	27%	260.23	25%	40.192
Custodial FTE	64.00	6%	65.00	6%	(1.000)
Maintenance FTE	205.00	18%	180.00	17%	25.000
Exempt FTE	402.77	36%	387.91	37%	14.860
Total Central Services FTE	1,132.20	100%	1,049.77	100%	82.432
Metro Continuing Education					
Teaching FTE	4.40	12%	4.40	12%	-
Support FTE	19.63	52%	20.33	55%	(0.699)
Custodial FTE	1.69	5%	1.69	5%	0.002
Exempt FTE	11.75	31%	10.55	29%	1.200
Total Metro Cont. Ed. FTE	37.47	100%	36.97	100%	0.503
Total FTE's	8,073.65		7,947.81		125.841
Total by Group					
Teaching FTE	4,625.00	57%	4,525.57	57%	99.430
Support FTE	2,064.87	26%	2,084.45	26%	(19.577)
Custodial FTE	626.07	8%	624.50	8%	1.568
Maintenance FTE	205.00	3%	180.00	2%	25.000
Exempt FTE	552.71	7%	533.29	7%	19.420
Total FTE's	8,073.65	100%	7,947.81	100%	125.841

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Revenue & Expense Analysis**

Revenue by source

(all dollar amounts are expressed in thousands)

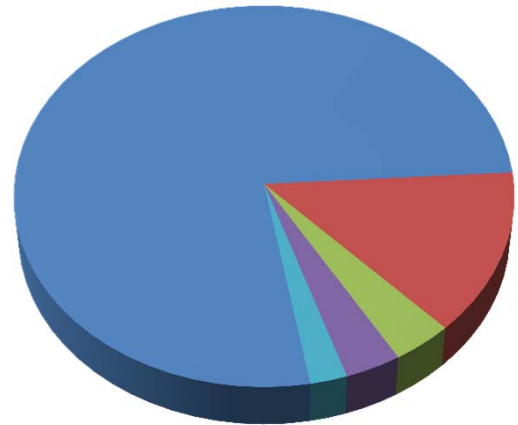
	2014-2015	
	\$	%
Government of Alberta	944,104	93.1%
Fees	32,718	3.2%
Sales and Services	17,955	1.8%
Other	19,619	1.9%
	<u>1,014,396</u>	<u>100.0%</u>



Expenses by block

(all dollar amounts are expressed in thousands)

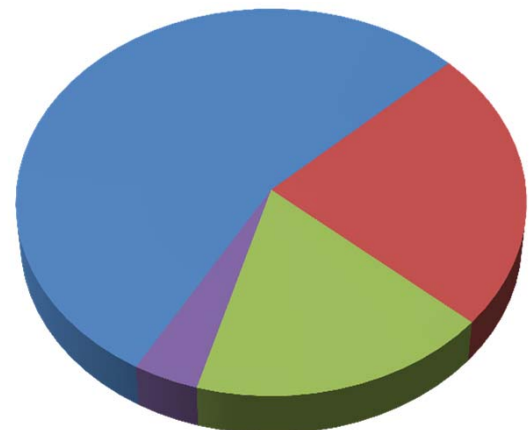
	2014-2015	
	\$	%
ECS - Grade 12 Instruction	804,103	76.8%
Plant Operations and Maintenance	144,831	13.8%
Transportation	38,451	3.7%
Board and System Administration	35,836	3.4%
External Services	23,679	2.3%
	<u>1,046,900</u>	<u>100.0%</u>



Expenses by object

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Certificated salaries, wages and benefits expense	571,944	54.6%
Non-certificated salaries, wages and benefits expense	245,640	23.5%
Services, contracts and supplies expense	188,297	18.0%
Amortization & other expenses	41,019	3.9%
	<u>1,046,900</u>	<u>100.0%</u>



3020 Edmonton School District No. 7				
School Jurisdiction Code and Name				
FALL 2014 UPDATE TO THE 2014/2015 BUDGET				
	Fall 2014 Update to the Budget 2014/2015	Spring 2014 Budget Report 2014/2015	Variance	% Variance
OPERATIONS (SUMMARY)				
Revenues				
Alberta Education	\$940,457,800	\$926,177,800	\$14,280,000	1.5%
Other - Government of Alberta	\$3,645,800	\$2,947,000	\$698,800	23.7%
Federal Government and First Nations	\$1,971,500	\$2,267,600	(\$296,100)	-13.1%
Other Alberta school authorities	\$647,900	\$616,200	\$31,700	5.1%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta Municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$32,717,800	\$33,272,500	(\$554,700)	-1.7%
Other sales and services	\$17,954,600	\$18,004,200	(\$49,600)	-0.3%
Investment income	\$1,000,000	\$500,000	\$500,000	100.0%
Gifts and donation	\$6,826,400	\$5,821,700	\$1,004,700	17.3%
Rental of facilities	\$4,291,300	\$3,729,200	\$562,100	15.1%
Fundraising	\$1,915,500	\$2,044,700	(\$129,200)	-6.3%
Gain on disposal of capital assets	\$2,967,000	\$0	\$2,967,000	100.0%
Other revenue	\$0	\$0	\$0	0.0%
Total revenues	\$1,014,395,600	\$995,380,900	\$19,014,700	1.9%
Expenses By Program				
Instruction (ECS - Grade 12)	\$804,103,235	\$786,771,289	\$17,331,946	2.2%
Plant operations and maintenance	\$144,830,892	\$128,690,468	\$16,140,424	12.5%
Transportation	\$38,451,136	\$38,156,036	\$295,100	0.8%
Board & system administration	\$35,836,436	\$32,147,858	\$3,688,578	11.5%
External services	\$23,679,121	\$23,376,949	\$302,172	1.3%
Total expenses	\$1,046,900,820	\$1,009,142,600	\$37,758,220	3.7%
Operating Surplus (Deficit)	(\$32,505,220)	(\$13,761,700)	(\$18,743,520)	136.2%
Accumulated Surplus from Operations (Projected)				
Accumulated Surplus from Operations - Aug.31, 2014	\$67,426,038	\$29,503,404	\$37,922,634	128.5%
Accumulated Surplus from Operations - Aug.31, 2015	\$35,235,135	\$17,430,872	\$17,804,263	102.1%
Expenses by Object				
Certificated salaries & wages	\$457,142,982	\$445,066,132	\$12,076,850	2.7%
Certificated benefits	\$114,801,496	\$112,133,312	\$2,668,184	2.4%
Non-certificated salaries & wages	\$194,761,277	\$189,841,862	\$4,919,415	2.6%
Non-certificated benefits	\$50,879,318	\$49,765,596	\$1,113,722	2.2%
Services, contracts and supplies	\$188,296,838	\$170,575,474	\$17,721,364	10.4%
Amortization expense	\$40,352,924	\$41,124,643	(\$771,719)	-1.9%
Interest on capital debt	\$450,818	\$450,818	\$0	0.0%
Other interest and finance charges	\$215,167	\$184,763	\$30,404	16.5%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$0	\$0	\$0	0.0%
Total Expenses	\$1,046,900,820	\$1,009,142,600	\$37,758,220	3.7%
Certificated Staff FTE's				
School based	4,477.1	4,364.5	112.6	2.6%
Non-school based	147.9	161.0	(13.1)	-8.2%
Total Certificated Staff FTE's	4,625.0	4,525.6	99.4	2.2%
Non-Certificated Staff FTE's				
Instructional	2,124.6	2,145.3	(20.7)	-1.0%
Non-instructional	1,324.0	1,276.9	47.1	3.7%
Total Non-Certificated Staff FTE's	3,448.6	3,422.3	26.4	0.8%
Eligible Funded Students				
Early childhood services (ECS headcount)	8,017.0	7,899.0	118.0	1.5%
Grades 1 to 9 (headcount)	58,113.0	57,957.0	156.0	0.3%
Grade 10 to 12 (FTE)	22,504.0	21,891.0	613.0	2.8%
Total Eligible Funded Students	88,634.0	87,747.0	887.0	1.0%
Attestation of Secretary-Treasurer/Treasurer:				
This information was formally received by the Board of Trustees at the meeting held on :				November 25, 2014

**Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues & expenses, or >3% for staffing & enrolment) changes from the May Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.

3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2014 UPDATE TO THE 2014/2015 BUDGET

Comments/Explanations of changes from original Spring 2014/2015 Budget Report:

Explain any changes in revenue items >5% (any highlighted items in cells S10-S24):

Other Provincial Grants - The increase over the proposed budget relates to approval of other conditional grants that were uncertain in the spring. These grants include a Reach Grant, Community Helpers Grant, and completion of work related to an Infrastructure Study that was deferred from a previous year.

Federal Government and First Nations - The revenue is based on the September 30th number of non resident students in the district. The majority of these students are billed directly to the Enoch Cree Nation First Nations band and the remaining students are funded directly by the federal government and are included on the nominal role. This year there are 32 students from Enoch Cree Nation compared to 47 students last year.

Other Alberta School Authorities - Includes a slight increase in the amount of funding the District will receive from other school authorities.

Investment income - Increase due to higher cash balances

School Gifts and Donations - This revenue line is an estimate of school generated donation activities. The increase is based on current trends in Parent Advisory Council (PAC) fundraising activities. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures.

Rental of Facilities - Reflects an increase in anticipated revenue from both the Alberta Government and Other Jurisdictions. It is expected that an additional \$250K will be received related to the reimbursement of costs incurred for the up-fit of the Fulton Place site.

Fundraising - School Generated Funds - This amount has been decreased compared to the Spring Proposed figure based on actual results reported for the year ended August 31, 2014.

Gain on disposal of capital assets - due to pending sale of an unsupported tangible capital asset

Explain any changes in program expenses >5% (any highlighted items in cells S27-S31):

Plant operations and maintenance - Increase due to higher IMR expense (\$2M more), and higher maintenance costs being incurred as a result of the increased PO&M revenue. The fall budget has also seen a \$5M reclassification increasing PO&M and decreasing Instruction.

Board & system administration has increased due to reclassifications of expenses from Instruction of \$2M.

Explain any changes in expenses by object >5% (any highlighted items in cells S40-S49)

Services, contracts and supplies Increase due to higher amounts being budgeted in this area -- IMR expenditures and maintenance costs are higher than planned in spring.

Other interest and finance charges - Increase of \$27K in bad debts expense.

Explain change in total certificated staff >3% (if cell S55 highlighted):

Explain change in total non-certificated staff >3% (if cell S60 highlighted):

Explain change in enrolment >3% (if cell S66 highlighted):

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :

November 25, 2014

DATE: November 25, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report November 2014

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

RESOURCE STAFF: Janice Aubry, Carolyn Baker, Joanne Bergos, Sonia Boctor, Todd Burnstad, Sherelyn Caderma, Ken Erickson, Sandy Forster, Jeremy Fritsche, Cheryl Hagen, Debbie Jackson, Willa Kung-Sutton, Eileen Marthiesen, Sherry Matter, Greg McNulty, Ayesha Moughel, Lorne Parker, Nancy Petersen, Natalie Prytuluk, Heather Raymond, Anne Sherwood, Rosalind Smith

REFERENCE: [Policy and Requirements for School Board Planning and Results Reporting, April 2014](#)

ISSUE

On a yearly basis, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an Annual Education Results Report (AERR) to Alberta Education by November 30.

RECOMMENDATION

That the Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report (Attachment I), and the Summary of the AERR (Attachment II) be approved for submission to Alberta Education.

BACKGROUND

In September 2014, Governance and Strategic Support Services was tasked, for the first time, with completing the 3YEP/AERR. The team began this work by reviewing Alberta Education's *Policy and Requirements for School Board Planning and Results Reporting* (Attachment III) document. This document contains the Minister's requirements for school board three-year education plans and annual education results reports to ensure that they are aligned with the Ministry of Education's vision, mission, goals, outcomes and performance measures for Alberta's basic education system.

To support Governance and Strategic Support Services staff in the creation of the report this year, the following activities were undertaken:

- Feedback gathered from Trustees during last year's 3YEP/AERR presentation was reviewed and comments made in relationship to future planning and reporting during last year were considered in the creation of the report.
- Managing Directors, Directors and Supervisors of various Decision Units were invited to contribute reporting content relevant to their area of responsibility.
- Annual Reports submitted in the spring of 2014 were reviewed and relevant content was extracted.

- Communications staff were engaged early on to contribute to the conceptualization of the report and to ensure that the Superintendent's presentation to public board, the two-page AERR Summary and the 3YEP/AERR were aligned and reflected consistency in their content.
- Governance and Strategic Support Services staff consulted with Alberta Education staff in an effort to ensure compliance with reporting requirements and to gather feedback on the document.
- Other Alberta jurisdiction's 3YEP/AERR reports were examined as exemplars of good reporting.
- The District Support Team reviewed the document to ensure that the content reflects the work being done in schools and the District as a whole.

Based on the information gathered from the activities outlined above, Governance and Strategic Support Services staff wrote the 3YEP/AERR. This year's report has been strategically written in a narrative manner to tell the supporting story behind the activities and results for the 2013-2014 school year. This is the first time the report will be presented in this style and format, which has been developed to ensure the following:

- demonstrating alignment of the District's Strategic Plan to the Ministry of Education;
- shifting from reporting style that restates what the data is already telling, to a style of reporting that provides contextual explanation of the data;
- highlighting and building upon strengths, celebrating successes and deliberately responding to areas of improvement; and
- aligning our own strategies, as identified in the District's Strategic Plan, as supporting strategies to the AERR outcomes.

RELATED FACTS

The 3YEP/AERR report has been written to reflect the following requirements from Alberta Education as they are outlined in *Policy and Requirements for School Board Planning and Results Reporting* document:

- School boards must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and Accountability Pillar evaluations provided in October 2014.
- 3YEPs must be approved by the Board of Trustees and posted on the jurisdiction's website by November 30 of each year.
- Jurisdictions may combine their 3YEP and AERR into one document if they wish. The District has chosen to take this approach in the writing of this year's report.
- The 2013-2014 AERR reports on the jurisdiction's 3YEP for 2013-2014 to 2015-2016 and includes some optional components and the following required components:
 - an Accountability Statement signed by the Board Chair;
 - the Accountability Pillar Overall Summary in colour;
 - a report of the jurisdiction's Performance Measure Results for 2013-2014 in relation to the goals, outcomes and targets for 2013-2014 set in the jurisdiction's education plan;
 - a Summary of Financial Results;
 - a Summary of Capital and Facilities Projects;
 - a Summary of Parental Involvement Strategies; and
 - an overview of Timelines and Communication.

- An optional template for reporting a combined 3YEP/AERR was provided to the District in October 2014. In considering the audience for the report, this year, the District exercised its flexibility to format and lay out the document in a manner that allows for greater readability and alignment to district visual identity standards.
- The District is required to set targets for each year of the plan for measures with an overall evaluation of “Issue” or “Concern”.
- Jurisdictions are required to produce a two-page summary of the AERR that provides parents and community members with easy to understand information about the District’s progress. The intent of this document is to improve communications, transparency and accountability to local stakeholders. The District’s AERR Summary will be featured on the District’s website.
- The AERR must also include:
 - a web link to the jurisdiction AERR in both print and posted versions; and
 - a web link to the jurisdiction’s 2013-2014 average class size report (or include the average class size report in an appendix to the AERR).
- Beginning in 2012-2013, the 3YEP/AERR has included a joint message from both the Superintendent and the Board Chair, signifying a shared responsibility and accountability for district results.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the 3YEP/AERR document.
2. Provide input and direction into the 3YEP/AERR document. Changes required will be incorporated into the final document for submission on November 30, 2014.

CONSIDERATIONS & ANALYSIS

The attached report meets the Alberta Education requirements as set out in the *Policy and Requirements for School Board Planning and Results Reporting*. The Alberta Education deadline for submission is November 30, 2014.

NEXT STEPS

- Following the board meeting, Governance and Strategic Support Services will incorporate all necessary changes and finalize the document and requirements.
- Governance and Strategic Support Services will continue to work with Communications to ensure that the 3YEP/AERR and the two-page AERR Summary are posted on the district website on November 30, 2014.
- In addition, Governance and Strategic Support Services will also ensure that the documents have been submitted to Alberta Education by November 30, 2014.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Combined Three-Year Education Plan (3YEP) 2014-2017 and Annual Education Results Report (AERR) 2013-2104
- ATTACHMENT II Summary of the Annual Education Results Report 2013-2014
- ATTACHMENT III *Policy and Requirements for School Board Planning and Results Reporting*

SB: sb



Three-Year Education Plan (3YEP) 2014-2017

Annual Education Results Report (AERR) 2013-2014

**3020 Edmonton Public School District No. 7
Submitted to Alberta Education
November 30, 2014**

epsb.ca

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Joint Message from the Board Chair and Superintendent

The 2013-2014 school year was one marked with new beginnings. Together, the newly hired Superintendent of Schools and the newly elected Board of Trustees envisioned a future for Edmonton Public Schools that focused on bringing our District together as one, strengthening our relationships with communities and stakeholders, and solidifying our commitment to ensuring every student finds success and fulfillment through public education.

In early 2014, the Board of Trustees approved the District's new Vision, Mission, Values and Priorities for the 2014-2018 term. Together, these formed the foundation for the development of our District Strategic Plan which will support us in making decisions that reflect the most effective use of our efforts and resources. Within our Strategic Plan we have identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success. Our cornerstone values of equity, collaboration, integrity, and accountability will serve as our guiding principles for how we do our work. These values are becoming embedded in our District culture.

Over the past year, the District pursued key initiatives that aligned to the Strategic Plan, including managing space for our students in new and mature neighborhoods as well as supporting the increasingly diverse and complex needs of students in our classrooms. The Strategic Plan also guided us as we developed our new administrative regulation on student assessment, created the District's Equity Fund, and Career Pathways Model and supported excellent teaching.

Our Accountability Pillar results show this work continues to make a significant impact. The District maintained its rating of 'excellent' in creating safe and caring learning environments, achieved an overall rating of 'acceptable' on our three-year high school completion rate, which continues to rise; and a rating of 'good' on our drop-out rate, which continues to decrease. On average, and in most areas, we're keeping pace or slightly ahead of the Province, but 'on average' is simply not good enough. As such, we are determined to put strategies in place to target areas where we need to improve. We are also committed to making gains in areas where we're strong.

Moving forward, we will continue to advance our efforts to make progress in each priority, by providing district leaders with access to relevant and accurate data for decision-making. For this reason, the District will be creating an online dashboard to report progress on our Strategic Plan. This dashboard will identify key performance measures related to each priority and will support us in fostering a culture of continuous improvement.

We're pleased to have this opportunity to celebrate and share our annual education results report. This document reflects the tireless efforts of our staff, parents and community partners to help our students maximize their gifts, overcome their challenges and travel the most rewarding educational journey possible.



Sarah Hoffman
Board Chair



Darrel Robertson
Superintendent of Schools

Accountability Statement

The Annual Education Results Report (AERR) for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 for Edmonton Public School Board were prepared under the direction of the Board in accordance with its responsibilities under the *School Act and the Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013-2014 school year and the Three-Year Education Plan for 2014-2017 on Tuesday, November 25, 2014.



Our District Profile

Edmonton Public Schools has been in existence for over 130 years. In 1882, the first school opened, welcoming 28 pupils: 25 boys and three girls. The District was legally constituted on February 3, 1885. Today, Edmonton Public Schools has grown to be the second largest public school district in Alberta and the sixth largest school district in Canada.

Edmonton Public Schools operates 202 schools with an operating budget of over \$1 billion. There is a total of 125 elementary schools, 28 elementary/junior high schools, five elementary/junior/senior high schools, 27 junior high schools, three junior/senior highs, and 14 senior high schools. Over 89,660 students currently attend Edmonton Public Schools and there are over 7,500 full-time staff equivalencies.

A group of nine elected trustees sit on the Board of Trustees (Board) – each representing one ward in the city. They are elected every four years, in the regular municipal election.

Edmonton Public Schools is known for ground-breaking approaches to education, including site-based decision-making. The District pioneered this concept in Canada. Site-based decision-making gives principals, who are ultimately responsible for everything that goes on in their schools, the authority, the financial resources and the flexibility to make decisions based on the individual needs of their schools. In 1976, the District initiated a pilot project in seven of its schools and in 1980 had expanded the concept to all of its schools. Today, site-based decision-making is functioning successfully in our District and other educational jurisdictions across Canada.

The District is committed to meeting the diverse needs of its students and offers educational programming to students aged 2 ½ to 20, and to people of all ages through Metro Continuing Education. The District offers more than 30 alternative programs including visual and performing arts, athletics, faith-based, language, and cultural philosophies. Alternative programs are offered in schools where there is sufficient demand for program sustainability, and where there is adequate space to accommodate the programming requirements.

District staff promote awareness and build capacity in inclusive practices. Edmonton Public Schools continues to support community schools as the first guaranteed point of entry for all students. Embedded in the concept of choice, the District also offers 18 other specialized educational programs to serve students in need of specialized supports and services.

The District does not do this work alone! Edmonton Public Schools strategically engages with key educational stakeholders such as parents/guardians, community, businesses, service providers, not-for-profit organizations, Alberta Education, and post-secondary institutions. Collectively, with its partners, the District is committed to helping each of our students succeed, and is passionate, dedicated and prepared to help transform the learners of today into the leaders of tomorrow.

Trends and Issues

There are several trends and issues that influence the landscape of Edmonton Public Schools, including pressures on our infrastructure, a need for early years programming, growing diversity in our classrooms, preparing students beyond high school and pending changes to the *Education Act*. At the heart of these issues is working collaboratively and engaging meaningfully with parents, staff, students, and community.

Infrastructure

As a school district, we are committed to ensuring all students benefit from quality learning environments and programming, no matter where they live and attend school. This commitment brings significant challenges when it comes to serving the needs of students in new and mature areas of the city alike.

Several areas of the city are experiencing rapid growth, accompanied by excessive school enrolment at several district schools. Today, Edmonton Public Schools serves 46 more neighborhoods than it did in 2005. More than 11,000 district students live in these new areas of the city. As a result, many District schools in newer neighborhoods are filled to capacity.

To deal with the influx of students, schools have taken unusual steps like increasing class sizes and using gyms, stages and libraries as learning spaces. However, these measures are not realistic long-term solutions for a quality learning environment. The pressures are creating organizational and program delivery challenges. Consequently, a comprehensive plan to manage student growth has been developed to meet the demand for student learning space as a result of a projected increase in enrolment at these schools.

In mature neighborhoods, our major issue is aging infrastructure coupled, in some cases, with declining enrolment. We estimate the cost to maintain our older schools will be more than \$1 billion by 2025. As we strive to make the best use of taxpayer dollars and the extra space in older buildings, we are committed to working with communities to understand their hopes and aspirations for schools in their neighborhoods. By collecting valuable insight from the community, we hope to find creative solutions to our infrastructure challenges and support community development.

In response to these challenges, the District has engaged in the development of a District Infrastructure Plan. This plan will be guided by the Board approved Infrastructure Planning Principles and will have far reaching implications for the District. The District Infrastructure Plan will be a comprehensive strategy that includes all district operations that touch infrastructure (educational programming, finance, transportation, maintenance, human resources, etc.). The plan will be developed over a three year period (2014-2017) with the first round of implementation beginning in 2016. All departments and decision units will have a role to play in the development and implementation of the District Infrastructure Plan.

Increased Need for Early Years Programming

The District is also seeing an increase in the number of children who would benefit from early years programming. In 2013-2014, data from the *Early Years Evaluation -Teacher Assessment (EYE-TA)* tool indicated that approximately 40 per cent of our students entering Grade 1 were not meeting developmental milestones. Finding ways in which more children are able to access foundational supports and services for a successful start to Grade 1 will be important.

Moving forward, the results from our Early Years pilot project and learnings from the provincial Early Childhood Development Mapping initiative will be used to inform the development of a District Early Childhood Strategy that addresses the challenges and needs of a growing pre-school population.

Increasingly Diverse Student Population

Alberta is seeing the fastest growth in Canada. Edmonton in particular, is growing faster than Calgary and the province. Recent Census data highlights that in the last two years Edmonton's population has increased by 60,000 people, 26 per cent of which were international migrants.

Not surprising, our district enrolment continues to rise. This year alone we have seen an increase of approximately 3,000 students. Currently our student enrolment is 89,660 – supporting over 11,000 students in need of specialized supports and services, 7,905 self-identified First Nations Métis, and Inuit students and 20,680 English Language Learners. Our classrooms now, more than ever, are comprised of a rich diversity of students and trends suggest that this will continue to be the case in the future.

Being responsive to the diverse needs of our students is vital; it's a moral imperative. The District strives to be a place where everyone is truly included by supporting, guiding,

encouraging and empowering every student, regardless of their ethnic or socio-economic background, sexual orientation, faith, needs or abilities.

More and more teachers are responding to complex situations including students with severe mental health needs, behavioural concerns, cognitive delays and complex learning needs. Supports to enable them to respond appropriately to these learning needs will be paramount. The District recognizes teachers are the heart of student success, and will continue to focus its efforts on providing opportunities to enhance professional capacity and leadership in inclusive practices through professional learning days and work within catchments where elementary, junior high and high schools work together with support from central to meet student needs.

An equitable and inclusive education system is fundamental to achieving high levels of student success. It is also recognized by the province as the foundation for building a cohesive society and a strong economy. In an effort to strive to provide an equitable environment for all of its students, the District has created an Equity Fund—targeting additional dollars to school catchments that require further supports to address student learning needs. The fund was established with a recognition that some students and schools may need more or different supports than others to experience success. This is foundational to our cornerstone value of equity where every student has the right to a fantastic teacher in an amazing learning environment.

Embracing a culture of collaboration, the District brings schools together with community partners to better support the needs of its students. Expertise, resources, and ideas are maximized when we collectively work together to bring different perspectives and supports to create responsive and effective solutions. Helping our diverse

learners be successful continues to be a responsibility we meet in partnership with parents/guardians and a wide range of dedicated community organizations.

Success Beyond High School

Alberta's future prosperity rests in part on our ability to generate a well-educated workforce that is responsive to change. Among the key priorities of our District is to ensure that students are supported in their learning throughout high school and beyond.

When thinking about jobs and careers, high school students face a challenging future. Employers also face challenges in their search for qualified employees. As the world of work and economic activity changes, the District has a critical role to play in providing the foundational skills and competencies that employers depend on to make our workforce innovative and productive. In these and many other ways, education is connected to the overall economic future of the province.

Navigating through a changing world is a challenging task and more than ever, young people are facing increasingly complex decisions as they build their awareness, understanding and commitment to potential career pathways. Research identifies

significant positive outcomes when clearly articulated education and career/life planning programs are implemented across an education system.

Changes in Legislation

As Alberta prepares to proclaim a new *Education Act*, the Government launched three key policy consultations: a review of the education regulations; a task force to explore teaching excellence; and an alternate model for collective bargaining with teachers. Many actions will need to be taken to support implementation of the *Education Act* prior to its coming into force, including alignment of our school board's policies with legislated requirements. In addition, the roles and responsibilities of the Board will shift to a heightened expectation for engagement, transparency and accountability to the communities it serves. Developing tools, strategies, and processes that will enable us to enhance public confidence in our education system will be critical.



The Power of Social Capital: Engagement and Partnerships

Society benefits when students, families, community, schools, and teachers work together to educate children. For schools and districts across Alberta, partnerships are becoming an integral part of the education system as we integrate real life learning experiences beyond the four walls of a classroom. Educators, parents/guardians, and the community can be a source of leadership, teaching and support through their participation as experts, mentors, and Elders.

In an increasingly complex environment, an investment in building and maintaining relationships based on trust and mutual understanding with stakeholders is what makes cooperative action possible. The entire community has a role to play in supporting student success. Tapping into the collective expertise and wisdom of our colleagues, parents and community will help us improve results for all students.

Today, building strong internal and external relationships with staff, parents and community partners are essential. Within a context of expanding diverse needs and limited resources, the importance of multiple, innovative and supportive roles is necessary if we are to best meet the goals and outcomes articulated in Alberta Education's Business Plan and our District Strategic Plan.

In 2013-2014, the District was faced with numerous initiatives that created opportunities to bring community voice to shape and inform decision making. Given the valuable perspectives received, the District will continue to provide parents and community with opportunities to participate and engage in matters important to them. This approach supports the upcoming *Education Act*, which emphasizes the role of parents as the key influence on a child's education. The *Act* also calls for the enhanced role of parents and community in making

educational policy and delivering programming.

To respond to the emerging trends, issues and changes in the education landscape, the District Strategic Plan was built to support our actions now and into the future. Through a common understanding of the District's Vision, Mission, Values, and Priorities, the District Strategic Plan has set the direction for the District, guiding its efforts and investments from 2014 to 2018. Included in Appendix 1 are those Board Policies related to the District Strategic Plan.

Foundation Statements



VISION

Transforming the learners of today
into the leaders of tomorrow

MISSION

We inspire student success through high quality
learning opportunities, supported by meaningfully
engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are
the District's cornerstone values of accountability,
collaboration, equity and integrity.

DISTRICT PRIORITIES

2014-2018

1. Foster growth and success for every student
by supporting their journey from early learning
through high school completion and beyond.
2. Provide welcoming, high quality learning
and working environments.
3. Enhance public education through
communication, engagement
and partnerships.



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

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 developmental milestones.

Goal Two

Success for Every Student

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

Goal Three

Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Priority 2

Provide welcoming, high quality learning and working environments.

Goal One

A Focus on Well-being and Student Citizenship

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

Goal Two

Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

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 and leadership within a culture of collaboration.

Goal Four

A Culture of Excellence and Accountability

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

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.

Goal Two

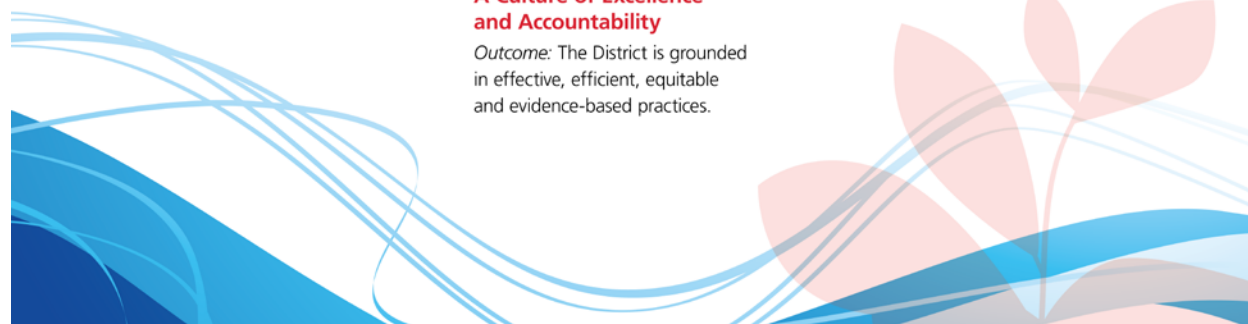
Supports for the Whole Child

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

Goal Three

Engaged and Effective Governance

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



Summary of Accomplishments

In 2013-2014, the Board approved the District's new Vision, Mission, Values, and Priorities for 2014-2018, which formed the foundation of the District's Strategic Plan. The plan identifies strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

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

- Consulted with parents, teachers, principals, and administrative staff to create the District's Standards for Evaluation for a common approach for evaluating students. Professional learning to support implementation was provided to all schools.
- Established an Equity Fund, targeting funds to school catchments that require further supports to address student learning needs.
- Designed a new K-12 Career Pathways Concept Model to help lead students to a career that brings them dignity and fulfillment.
- Supported over 11,000 students in need of specialized supports and services and created a new series called *Insights into Inclusive Learning* to shine a spotlight on school efforts to create inclusive environments.
- Created a new guiding document called *An Educational Strengths-based Approach*, which focuses on students' strength rather than on their challenges or limitations.
- Opened three new full-day Kindergarten programs in high socially vulnerable areas through the Edmonton Public Schools Foundation.
- Under contract to Alberta Education, developed initial drafts of materials for the Curriculum Development Prototyping project which included the development of initial draft Kindergarten to Grade 12 scope and sequences and graphic organizers; Kindergarten to Grade 3 learning outcomes, classroom based assessments and teaching resources.
- Administered the *Early Years Evaluation – Teacher Assessment (EYE-TA)* in all Kindergarten classrooms to assess readiness for Grade 1 and to identify areas for targeted supports.
- Provided first language support to help new English Language Learners students and their families transition smoothly into the school environment.
- Developed a First Nation, Métis, and Inuit School Plan Resource tool to support administrators in targeting student achievement and high school completion.
- Developed the *First Nations, Métis, and Inuit Guiding Document* and developed a Culturally Sensitive Assessment online resource.
- Continued to support early learners through the Aboriginal Head Start programs.

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

- Built teacher capacity through school catchment professional learning days and capitalized on Communities of Practice to identify common student needs, and share best practices.
- Addressed high enrolment issues in 11 schools in newer neighborhoods through the District's Space for our Students project.
- Changed attendance boundaries and directed \$5.8 million in capital reserve funds to purchase six freestanding portables and 10 modular classrooms for five schools.
- As part of the Province's new replacement school initiative, consulted with numerous stakeholders through meetings and online surveys on replacing three older schools with one modernized school in the Greater Lawton, Greater Highlands, and Greater Westmount communities. Greater Lawton community was chosen and will serve as a school campus offering resources, supports, and services to benefit all residents.

Priority 3: Enhance public education through communications, engagement and partnerships.

- Consulted with various stakeholders through surveys, focus groups, conversations, and public meetings on the establishment of the District's Priorities and Strategic Plan; the implementation of Revised School Year Calendar pilot project for 2014-2015; the identification of a replacement school in a mature neighborhood; and changing attendance boundaries for schools facing high enrolment issues.

- Engaged with parents and the community through parent conferences, parent council meetings, parent-driven initiatives and SchoolZone.
- Redesigned the District's public website to provide parents and community with information that is easy to navigate.
- Partnered with several community partners such as In-School Settlement Support Program, Bamboo Shield Program, Edmonton Mennonite Centre for Newcomers, Multicultural Health Brokers and REACH; and offered afterschool programming, family events, coaching and mentorship, and early learning classes to support new immigrant families.
- Developed a quarterly newsletter called *Honouring Our Voices* to showcase the achievement of FNMI students, District supports, services and programs, and practices for FNMI students.
- Implemented a Superintendent Community of Practice in Education (SCOPE) comprised of school principals and district leaders to engage and obtain feedback to support district-wide decision making.
- Established a plan, under the direction of the Board, to elect Alberta's first ever Student Trustee to bring student voice to support decision-making.
- Sought stakeholder feedback on three policies: EA.BP - Infrastructure Planning Principles, AE.BB.BP - Wellness of Students and Staff and CO.BP - Fiscal Oversight and Accountability.

Accountability Pillar Highlights

Where the District has improved

- Overall results for diploma examinations for both the Standard of Excellence and the Acceptable Standard
- Decreased Drop-Out Rate
- Characteristics of active citizenship

Category Evaluation

Safe and Caring Schools	🍏🍏🍏🍏🍏	Excellent
Student Learning Opportunities	🍏🍏🍏🍏	Good
Student Learning Achievement (Gr. 10-12)	🍏🍏🍏🍏	Good
Preparation for Lifelong Learning	🍏🍏🍏🍏	Good
World of Work	🍏🍏🍏🍏	Good
Citizenship	🍏🍏🍏🍏	Good
Parental Involvement	🍏🍏🍏🍏	Good
Student Learning Achievement (K-9)	🍏🍏🍏	Acceptable
Continuous Improvement	🍏🍏	Issue
First Nations, Métis, & Inuit Student Learning Achievement (K-12)	🍏	Concern

Areas of Focus: Moving Forward

Enabling an Excellent Start to Learning

- Develop, implement, and evaluate the impact of an Early Years pilot project to inform Early Childhood programming district-wide.

Ensuring Success for All Students

- Working in catchment groupings, district staff will collaboratively examine achievement data related to various performance measures to look for trends, identify areas of strength, target areas for growth and determine evidence-based strategies for improvement.
- Support schools in aligning the *First Nations, Métis, and Inuit School Plan Resource* tool and *First Nations, Métis, and Inuit Guiding Document* to their individual School Plans.

Promoting Connections to Career Pathways

- Begin to implement a Career Pathways Model through the identification of key

deliverables, timelines, resources, and the creation of an evaluation framework.

Building Social Capital: Engagement and Partnerships

- The District will focus on continuing to foster quality teaching by engaging school staff in common, data and needs-driven collaborative professional learning opportunities through leadership and catchment groups.
- Enhance generative governance by providing opportunities for the District to gain feedback and input from stakeholders around key decisions.

Providing Quality Infrastructure of All

- Develop and implement Phase One of an Infrastructure Strategy to guide capital funding, building and maintenance of school buildings.



2014 Accountability Pillar Summary

2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.7	89.3	88.6	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	82.4	83.1	82.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	89.8	91.2	90.8	89.2	89.8	89.5	Very High	Declined Significantly	Acceptable
		Drop Out Rate	3.2	3.6	4.3	3.3	3.5	3.6	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.8	69.8	68.4	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	77.2	78.3	77.9	74.0	75.3	75.5	Intermediate	Declined	Issue
		PAT: Excellence	23.9	24.1	24.2	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	83.0	81.9	81.2	85.4	84.2	83.4	Intermediate	Improved Significantly	Good
		Diploma: Excellence	22.0	21.7	20.2	21.0	19.5	19.1	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	59.4	61.4	59.5	50.5	56.6	55.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	60.2	60.7	60.8	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.0	61.5	60.1	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	82.3	82.1	81.2	81.2	80.3	80.0	High	Improved	Good
		Citizenship	83.6	84.4	83.3	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	78.9	78.7	78.4	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	78.0	80.8	79.7	79.8	80.6	80.2	High	Declined Significantly	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	9.7	9.4	10.5	7.8	8.5	9.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	27.0	30.3	29.1	43.6	43.9	40.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	54.9	57.4	53.9	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	6.8	7.0	7.0	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	76.2	73.9	74.8	78.2	75.2	75.7	Low	Maintained	Issue
		Diploma: Excellence	9.5	7.9	7.9	10.4	8.4	8.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	16.4	19.9	17.1	18.9	21.2	20.0	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	33.0	32.6	33.2	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	24.0	23.7	23.6	32.1	32.2	31.2	Very Low	Maintained	Concern

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual, and physical development milestones and are ready for school.

Edmonton Public Schools uses the *Early Years Evaluation -Teacher Assessment (EYE-TA)* tool in Kindergarten to provide information about children's early development skills and support a positive transition to readiness for Grade 1. This tool assesses children in five domains closely associated with children's readiness to learn at school. The domains are awareness of self and environment, social skills and approaches to learning, cognitive skills, physical development, and language and communication.

The tool is administered at the start of the Kindergarten year to inform instructional decisions, and again at the end of the Kindergarten school year to measure student progress. In addition, the District uses the Early Development Instrument (EDI) data to provide a baseline for research-based, evidence-informed support and strategies for Early Years programming.

Results

The early years are an important time in children's lives. Children are growing up and discovering the world around them. Creating positive learning experiences during the early years can help children become lifelong learners and set the stage for future success.

A priority for the District is to foster the growth and success for every student by supporting their journey from early learning through high school completion and beyond. With a goal to support an excellent start to learning, the District is committed to more children entering Grade 1 reaching emotional, social, intellectual, and physical development milestones through Early Years programming that supports inclusive, play-based environments.

In 2013-2014, 7,896 children enrolled in Early Childhood Services with 6,829 children registered in Kindergarten. In 2013-2014 the District served 2,294 children meeting Mild/Moderate (M/M) and Program Unit Funding (PUF) criteria in pre-kindergarten and Kindergarten programs. The District provided pre-kindergarten programming for 155 English Language Learners and supported 1,481 English Language Learners enrolled in Kindergarten.

In 2013-2014, the EYE-TA demonstrated 61 per cent of the Kindergarten cohort, or 4,178 students, who entered Grade 1 met developmental educational milestones. Approximately 40 per cent of students are entering Grade 1 with developmental delays. It is anticipated that providing targeted supports and services as early as possible will enable more students to be ready for school and able to achieve learning outcomes. This reinforces the District's need to put emphasis on early intervention.

Recognizing that supporting all children to be ready for Grade 1 is a collective responsibility, within each high school catchment, multidisciplinary teams work with teachers to provide appropriate wrap around supports and services to target the needs of a child. This may include supports such as speech and language services, physical therapy, occupational therapy, behavioural consultants, school family liaison services, and health supports.

The District provides several opportunities for teachers, staff, and district partners to build capacity in an inclusive environment and to receive further professional training in early childhood development. For example, in 2013-2014, the District provided training for 228 kindergarten teachers on the administration of the EYE-TA; currently over 95 per cent of teachers have formal training. As well, professional learning was provided to 116 kindergarten teachers on the use of the EYE-TA data for planning a play based program, and to 180 kindergarten teachers on developmentally appropriate literacy practices. Over 500 staff members and district partners also attended a session on “Brain Development in the Early Years”. The District also produced *Everyone’s In*, an Inclusive Learning document that focuses on an Educational Strength-Based Approach to meeting diverse needs of students.

In support of early learning, the Edmonton Public Schools Foundation was launched in 2010 to raise friends and funds to support full-day Kindergarten programming. In 2013-2014, the District expanded its full-day Kindergarten to a total of seven schools, which have been established in socially vulnerable neighborhoods.

Strategies

District enrolment trends continue to increase, and Alberta’s EDI data indicate certain sections of the city need increased support, availability and access to early childhood services (ECS) programming. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

Develop, implement, and evaluate the impact of an Early Years pilot project. The outcomes from this pilot project will explore the sustainability and viability of an Early Years model by:

- Describing the structures and processes established in the Early Years pilot.
- Collecting qualitative and quantitative data throughout the Early Years pilot.
- Evaluating the effectiveness and impact of the Early Years pilot on:
 - Children & Families
 - Service Delivery.
- Identifying successes and challenges of the Early Years pilot.

The project will provide research, data, and a prototype to continue to provide appropriate supports and/or services for children eligible for M/M, PUF or English Language Learners to support their transition from Early Childhood Services to Grade 1 classrooms. The District will track the types of supports and services provided and their impact, as measured by the EYE-TA.

Additional Strategies:

- Continue to advocate for full-day Kindergarten classrooms in socially vulnerable areas.
- Continue to provide training sessions for teachers new to using the EYE-TA and use the data to support identification of strategies for Early Years programming and literacy intervention in the primary grades.
- Enhance the delivery of services from ECS to Grade 1 for children through the integration of Alberta Health Services staff into the District's multi-disciplinary teams (Edmonton Regional Collaborative Services Delivery (ERCSD)).



Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.5	80.4	81.4	81.9	83.0	n/a	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.5	19.4	19.6	21.7	22.0	n/a	High	Improved Significantly	Good	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.1	67.3	68.0	69.8	68.8	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.6	4.9	4.3	3.6	3.2	n/a	High	Improved Significantly	Good	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	61.1	59.9	58.9	61.5	61.0	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.1	59.7	62.1	60.7	60.2	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.6	58.4	58.8	61.4	59.4	n/a	High	Maintained	Good	n/a	n/a	n/a

Notes:

1. Aggregated diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Results

Education prepares children and youth for a lifelong journey – and provides the foundation for a successful career and participation in the broader community. Committed to the success of every student, the District is dedicated to seeing that more students complete high school and are supported in their transition to post-secondary studies or the world of work.

The Accountability Pillar results report how the District is doing relative to students achieving learning outcomes, and demonstrates that the District is maintaining positive trends in a number of important areas for high school students. More students are completing high school, with four and five-year high school completion rates increasing to 75.0 per cent and 77.3 per cent respectively. As well, the dropout rate of students aged 14 to 18 has decreased 2.4 per cent from 2008-2009.

District students continued to do well on diploma examinations, with acceptable standard results increasing from 81.9 per cent to 83.0 per cent, and standard of excellence increasing from 21.7 per cent to 22.0 per cent. Students performed better than the Province at both the acceptable and standard of excellence in all science subjects. A high percentage of students qualified for the Government of Alberta Rutherford Scholarship, which recognizes and rewards the academic achievements of students at the senior high school level, and encourages them to pursue post-secondary studies.

Recognizing that high quality teaching is at the heart of student success and plays a significant role in supporting student learning in schools, the District supported professional learning opportunities for teachers and staff, developed standards to evaluate and communicate student progress and achievement, and continued to build and use Communities of Practice as an avenue to bring together diverse talents and ideas to improve results for students.

Since 2010, the District has intentionally organized school groupings based on high school catchment areas (feeder schools). This structure has supported and enabled the continuity of addressing student needs between elementary, junior high, and senior high; resource sharing among schools around student/school needs; the sharing and spreading of knowledge, talents and innovations among school staff; and the provision of consistent central support for students from K to 12.

The District also provides a range of programming and instructional models/services through an inclusive education system to increase student engagement and to accommodate diverse learning needs. In 2013-2014, the District provided targeted supports and services to 5,945 students meeting M/M criteria and to 3,101 students with severe special needs.

Over the last number of years, the District has also seen a growing number of students who speak a first language or additional languages other than English. In 2013-2014, the District provided supports to 18,257 English Language Learner students in order to enhance their success. Students who are English Language Learners and their families have access to intercultural consultants to provide first language support and help new students and families transition into the public education system. As well, an increasing number of English Language Learner students are being accommodated in regular school classrooms. Professional learning was provided to support teachers in meeting the needs of English Language Learners.

Strategies

Between 2012 and 2014, Edmonton's population grew by 60,000 people. Current statistics show that over 131,270 children between ages 5-14 years reside in Edmonton. The majority of these children are Edmonton Public School students. With the increasing numbers comes an increasing range of supports needed for students to reach their full potential. In support of the 2014-2018 District Strategic Plan, the following strategies, over the next three years, directly relate to the achievement of this outcome:

Priority Strategy:

Working in catchment groupings, district staff will collaboratively examine achievement data related to various performance measures to look for trends, identify areas of strength, target areas for growth and determine evidence-based strategies for improvement. Projects and initiatives that address the targeted areas will be supported through the Equity Fund. Enhanced supports and services will be evaluated as to their impact on more students achieving learning outcomes. Upon completion of Equity Fund projects, action research results will be shared across catchment groups to capitalize on knowledge transfer. Evidence-based decision making will inform the integration of successful strategies, supports, and services across more schools.

Additional Strategies:

- Continue to provide specialized programming and support to students in need of specialized supports and services, on a continuum from general classroom consultation, individual student consultation, and specialized assessments.
- Provide ongoing support in the implementation of GKB.AR - Standards for Evaluation to ensure understanding of the responsibilities for student evaluation as outlined in the *School Act* and in Board Policy GK.BP - Student Assessment, Achievement and Growth.
- Provide professional learning focused on current curricula and components of future provincial curricula.
- Services from Student Health Initiative Partnership, Children and Youth with Complex Needs, and Regional Educational Consulting Services will be coordinated by Edmonton Regional Collaborative Service Delivery (ERCSD).



Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.4	77.7	77.9	78.3	77.2		Intermediate	Declined	Issue	77.6	77.8	78.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.7	24.4	24.0	24.1	23.9	n/a	High	Maintained	Good	n/a	n/a	n/a

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Results

Literacy and numeracy are foundational to successful learning and living, and enable individuals to reach their full potential and achieve a better quality of life. These skills are essential to the workplace. To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of contexts going beyond basics of reading, writing, and solving simple arithmetic problems. To support success for every student, the District is committed to more students demonstrating growth and achieving student learning outcomes with a focus on literacy and numeracy.

In 2013-2014, while the percentage of district students meeting the acceptable standard and the standard of excellence on Provincial Achievement Tests (PATs) in English Language Arts has consistently been higher than the Province, results slightly decreased from the previous year in all areas except for Grade 6 standard of excellence which increased slightly. While the percentage of district students meeting the acceptable standard on PATs in Math has consistently been higher than the Province, district results decreased slightly from the previous year at the Grade 9 level and increased at the Grade 6 level.

Teachers play an active role in supporting literacy through designing authentic learning tasks to engage each student and support growth in literacy competencies. As such, the District provides several opportunities for teachers to receive training, coaching, professional learning opportunities, and to attend literacy Best Practice Days. For example, in 2013-2014, 75 literacy intervention teachers received professional learning sessions and coaching and 511 participants attended three Literacy Best Practice Days.

As well, through a new model for literacy support, literacy consultants have been assigned to support schools and catchments. Through this model, in 2013-2014, 722 teachers received 124 inservice sessions and 408 coaching sessions. The District also provides resources and guidelines, and introduced *Quality Literacy Programming: A Reflective Tool*, to support literacy programming in school, and introduced two leadership development modules: *Leading Through Quality Literacy Programming* and *Literacy Coaching: The Way to Literacy Excellence*.

In 2013-2014, 64 schools provided formal literacy interventions to 681 students. This included the Middle Years Literacy Intervention program designed for Grades 3 to 9 students struggling with literacy. As well, the District delivered the Leveled Literacy Intervention, which provides an intensive, systematic approach for small groups of children, and the Reading Recovery preventative intervention to bring the lowest achieving first graders within the average band of their peers. Additional informal interventions were provided at the school level to students who required additional supports to achieve outcomes in literacy and numeracy.

The District's *Annual Report - Literacy (Reading and Writing)* provides detailed information about supports and services provided to support literacy during the 2013-2014 school year.

To support numeracy, in 2013-2014, the District developed the Math Intervention Programming Instrument (MIPI) to provide teachers with information on which to guide the development of individualized math intervention plans.

Strategies

With literacy and numeracy foundational for successful learning, the District has a number of strategies to enable more students to demonstrate growth and achieve learning outcomes with a specific focus on literacy and numeracy. In support of the 2014-2018 District Strategic Plan, the following strategies, over the next three years directly, relate to the achievement of this outcome:

Priority Strategy:

While the PATs, Student Learning Assessments, and diploma exams measure student achievement in Grades 3, 6, 9 and 12, interim measures that can identify students who are at risk of meeting learning outcomes in literacy and numeracy is required.

- The MIPI is a tool that has been developed that will be implemented to students in Grades 2 to 9 to help teachers assess where each student is at in relation to their math knowledge and skills. Students in need of specific intervention in mathematics will be identified and an intervention plan put in place. The District will track the efficacy of numeracy interventions for students requiring an intervention plan.
- Additionally, the District will explore options for a reading assessment tool that can be administered to students in Grades 2 to 9, to support schools in identifying students in need of specific reading interventions.

Additional Strategies:

- Support high school catchment groups in the review and analysis of their numeracy and literacy achievement data for the purpose of identifying specific areas for growth and strategies that would impact teaching and learning.
- Driven by school needs, provide ongoing professional learning and resources to enhance the identification and application of literacy and numeracy interventions for improving student achievement.
- Support the implementation of curriculum that is student centered, competency based, with a foundation in literacy and numeracy.
- Implement the Equity Fund for leadership groups to enhance supports and services that support student success.
- Identify and/or develop a Numeracy Guiding Document and other numeracy support resources.
- Continue to provide specialized programming and support to students with special education needs, on a continuum from general classroom consultation, individual student consultation, and specialized assessments.
- Evaluate the Whole School High School Literacy Professional Learning Pilot Project and explore expansion to other district schools.
- Implement Administrative Regulation GKB.AR- Standards for Evaluation to ensure understanding of the responsibilities for student evaluation as outlined in the School Act and in Board Policy GK.BP - Student Assessment, Achievement and Growth.



Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	82.4	83.2	84.4	83.6	n/a	Very High	Improved	Excellent	n/a	n/a	n/a
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.6	81.0	80.6	82.1	82.3	n/a	High	Improved	Good	n/a	n/a	n/a

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Results

The District is focused on preparing students for the future – in addition to ensuring students are successful academically in a way that supports their successful transition into the world of work, the District also has a strong focus on citizenship and social responsibility to help students become contributing members of their own and the broader global, community. Demonstrating this focus, the District has developed goals to create learning and working environments that focus on well-being and student citizenship, and support the student success beyond schooling.

District students model very high characteristics of active citizenship, and continued to raise their performance over last year. This active citizenship is demonstrated through students volunteering over 53,800 hours, and raising over \$114,000 to support causes such as education, hunger, and health. As well, over 2,500 students in 53 sites took courses about citizenship.

Another example of student citizenship is demonstrated through a partnership with Free the Children. As part of the *We Act* program, district students had opportunities to shape their leadership and peer to peer skills and abilities, as well as problem solving, critical thinking, and the ability to work and communicate effectively on diverse teams. As part of the program, 37 schools and over 9,500 students took action on local and global action through the year. As well, 581 students from 28 district schools participated in *We Day Alberta*, a youth empowerment event that promotes active citizenship and awareness of local and global issues.

Additionally, programs such as *Leader in Me* enables students to be active leaders and learn leadership principles to empower students to reach their full potential. In 2013-2014, 62 schools had *Leader in Me* programs. As well, high school students in the Student Advisory Committee demonstrated leadership traits during two meetings with the Board, and helped shape the District's Strategic Plan by providing input. In addition, over 2,500 students in 53 sites took locally developed courses that support student citizenship, knowledge, and/or skills.

In 2013-2014, 236 district students from 13 schools received on-the-job training in the Registered Apprentice Program (RAP). These students took 968 courses and received 4,795 credit enrollments for the school year and including summer school.

By developing positive attitudes and behaviours, students can be successful at work when they finish school. This preparation can begin early through attention to regular attendance in school; being on time; completing work in an orderly and timely manner; using critical thinking and problem solving; and developing a willingness and risk-taking approach when facing new challenges.

In 2013-2014, the District set the stage for a Career Pathways Model that will support students in building awareness, understanding and readiness for a career pathway that will give them dignity and fulfillment in life.

Strategies

The District will continue to provide opportunities and create an enabling environment for students to continue to develop and demonstrate active citizenship and entrepreneurship. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

A detailed project plan that identifies key deliverables, timelines, resources, and an evaluation framework that supports implementation of the Career Pathways Model will be developed.

Strategies to achieve this goal include:

- Hosting a Career Pathways Symposium for approximately 300 students, parents, teachers, school/central leaders, and external stakeholders to discuss the conceptual model and acquire feedback and input to inform next steps.
- Facilitating discussions within high school catchments to identify current practices that align with areas of the model.
- Establishing an overarching Career Pathways Advisory Council to the Superintendent.
- Creating pilots to begin the implementation of the key activities outlined in the project plan.
- Enhance support for First Nations, Métis, and Inuit students.
- Review the delivery of the Knowledge and Employability (K & E) curriculum and continue to link students with off-campus education opportunities.

Additional Strategies:

- Continue to implement and support the recommendations outlined by Alberta Education to support a safe, welcoming, respectful, caring, and inclusive learning environment for all.
- Develop accompanying administrative regulations for Board Policy AEBB.BP - Wellness of Students and Staff.
- Continue to enhance training and resource support in the area of mental health to sustain positive social learning environments.
- Continue to implement and support bullying prevention and citizenship development strategies.

Outcome: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	53.6	51.4	52.9	57.4	54.9	n/a	Very Low	Maintained	Concern	56.6	57.6	58.4
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.9	7.5	6.5	7.0	6.8	See Note 6	Very Low	Maintained	Concern	7.1	7.3	7.4
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	74.6	78.0	72.4	73.9	76.2	77	Low	Maintained	Issue	76.2	76.4	76.6
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.9	8.9	6.8	7.9	9.5	9.1	Low	Maintained	Issue	8.8	9.1	9.3

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	21.7	26.6	30.3	30.3	27.0	33.2	Very Low	Maintained	Concern	31.4	33.0	34.1
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	13.5	11.3	10.7	9.4	9.7	n/a	Very Low	Maintained	Concern	8.1	7.1	6.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	26.4	21.3	25.9	23.7	24.0	25.8	Very Low	Maintained	Concern	24.0	24.2	24.4
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	27.6	31.6	35.4	32.6	33.0	36.2	Very Low	Maintained	Concern	35.5	36.7	38.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	13.1	16.9	14.3	19.9	16.4	n/a	Very Low	Maintained	Concern	19.0	20.0	20.9

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. As Grade 3 students in the District did not participate in the PATs, the District is not able to compare the targets set for the 2013-2014 school year.

Results

In 2013-2014, the District saw over 7,600 self-identified First Nations, Métis, and Inuit students, an increase of almost 1,300 over the past five years. Out of our 202 schools, over 10 per cent of the district schools (23) have 25 per cent or more of their students self-identifying as First Nations, Métis, or Inuit, and 47 per cent of our schools (95 schools) have 10 per cent or more of their students self-identifying as First Nations, Métis, or Inuit. Of those registered in September 2013, 12 per cent of the original cohort had left the District by early June, indicating significant mobility.

The District is working hard to increase the achievement of First Nations, Métis, and Inuit students and took significant efforts to strengthen and create strategies to enhance literacy skills and support student retention in school. Recognizing literacy and numeracy are foundational to successful learning and living, district staff developed literacy resources and initiatives that support student engagement, achievement, and high school completion. For example, to support early learners, the District collaborated with the Aboriginal Head Start programs to provide literacy and numeracy supports. As well, to assist administrators in developing First Nations, Métis, and Inuit school plans to support student achievement and high school completion, the First Nations, Métis, and Inuit School Plan Resource tool was created.

The District celebrates the rich cultural diversity of First Nations, Métis, and Inuit students and supports Cree language and cultural arts based programming at amiskwaciy Academy for students in Grades 9-12 and Prince Charles School in the Awasis program for students in Grades K-6. Aboriginal Head Start preschool programs provide culturally based programming that support kindergarten readiness at four district sites.

To support First Nations, Métis, and Inuit students, the District collaborated with First Nations communities, Métis and Inuit organizations, and other stakeholders to provide programs, resources, and strategies, including the development of initiatives that support personal growth, high school completion, and Career Pathways into post-secondary studies or the world of work.

To support high quality teaching and student success, the District developed Culturally Sensitive Assessment online resource, a First Nations, Métis, and Inuit Universal Design for Learning online resource and the comprehensive foundational First Nations, Métis, and Inuit Guiding Document to provide culturally responsive supports, resources, strategic direction and guidance for stakeholders, district staff, parents and guardians, Elders, Knowledge Keepers, Cultural Advisors, community agencies and organizations. As well, to showcase First Nations, Métis, and Inuit students' achievement, share best practices across the District and highlight supports, services, and programs, the District developed a quarterly newsletter called *Honouring Our Voices*. To further share best practices, the First Nations, Métis, and Inuit Community of Practice provided opportunities for participants to explore First nations, Métis, and Inuit literature, culturally responsive practices, cultural arts, share innovative supports, resources and ideas on creating positive and welcoming school environments.

More information about the District's supports and services can be found in the *Annual Report – First Nations, Métis and Inuit Education*.

Strategies

Looking ahead, our results indicate a need to increase the achievement of First Nations, Métis, and Inuit students and decrease the achievement gap on multiple fronts. To support high school completion of First Nations, Métis, and Inuit students, the District will be focusing on improving literacy and numeracy skills, student retention and transitions between grades. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

Support schools in aligning the *First Nations, Métis, and Inuit School Plan Resource* tool and *First Nations, Métis, and Inuit Guiding Document* to their individual School Plans by:

- Providing professional learning for school administrators focused on First Nations, Métis, and Inuit Accountability Pillar Results to inform and influence practice.
- Tracking and monitoring factors that impact student achievement, and supporting the implementation of best practices outlined in *First Nations, Metis, and Inuit Guiding Document*.
- Supporting schools in strength-based asset mapping to identify gaps in supports, services, and initiatives.
- Providing evidence-based supports, services and resources, including professional learning that address the identified student achievement needs.

Additional Strategies:

- Supporting the implementation of curriculum inclusive of First Nations, Métis, and Inuit cultures, histories, and current contexts through initiatives and development of resources that support literacy and numeracy engagement and achievement.
- Supporting school communities with cultural engagement opportunities as well as providing resources and professional learning in First Nations, Métis, and Inuit education and culture.
- Developing a First Nations, Métis, and Inuit Early Learning Literacy and Numeracy Edukit to support kindergarten readiness.



- Continuing to work with First Nations communities, Métis and Inuit organizations, and post-secondary institutions to enhance mentorship opportunities including post-secondary summer transition programs for First Nations, Métis, and Inuit students.
- Collaborating with Edmonton Regional Learning Consortium (ERLC) and Alberta Education, facilitate parent/guardian engagement sessions that provide information on governance, participation on school councils, benefits of self-identifying their child as First Nations, Métis, or Inuit, career pathways and scholarships, including supports and resources to enhance their child's learning journey.
- Collaborating with Comprehensive School Health and Inclusive Learning, to provide professional learning in Mental Health First Aid for district staff to support student wellness.
- Collaborating with the City of Edmonton, Alberta Education, Edmonton Catholic Schools, post-secondary institutions, and other stakeholders, to co-host a Year of Reconciliation Student Leadership Conference.

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.0	82.1	81.9	83.1	82.4	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Results

High quality teaching is at the heart of student success. Providing quality education to students begins with teaching staff who are caring, understand the needs of learners, and are able to provide the necessary supports and services that enable students to succeed. The classrooms of today are filled with a broad spectrum of learners with differing needs who require differentiated teaching approaches to maximize their learning. The District is dedicated to building staff capacity through a culture of collaboration and distributed leadership, and is committed to seeing that all staff are provided opportunities throughout their careers to enhance their professional capacity and leadership.

The District created the Leadership Development Framework (LDF) in 2012, which provides support, assistance, and guidance to emerging and aspiring leaders as well as experienced leaders within a four quadrant competency model. Formal learning opportunities, quality mentorship and coaching, peer to peer learning, and experiential, job-embedded learning form the foundation for developing leaders from all staff groups. In 2013-2014, 255 emerging and aspiring leaders were involved in the Framework. The District delivered 39 modules to over 573 participants and initiated opportunities to connect with peers through social learning communities.

Also in support of leadership development, the District hosted 96 participants at a Leadership Saturday in partnership with the University of Alberta. As well, 43 teachers completed the District's Leadership and Excellence in Assessment Program (LEAP) and received course credit from the University of Alberta. In addition, the Superintendent hosted monthly Superintendent's Community of Practice in Education (SCOPE) to build leadership capacity and gather input into district-level decision-making, and Assistant Superintendents provided first and second year principal training.

The organization of school groupings into catchment areas continues to be an effective strategy to support quality teaching and school leadership. This structure supports the ability to address student needs between elementary, junior high and senior high; identify common professional learning to support student learning; share resources, knowledge, talents and innovations among school staff; and provide consistent central support for students from K to 12. Communities of Practice is another structure that provides opportunities for educators to share diverse talents and ideas to improve results for students.

To help first and second year teachers successfully transition into their careers, the District offered a New Teacher Induction Program (NTIP) which provides mentoring, support and job-embedded coaching on Teaching Quality Standards. In the 2013-2014 school year, 271 new teachers were supported through NTIP with over 1,480 job-embedded mentoring visits and professional learning seminars hosted throughout the year.

Strategies

In support of the 2014-2018 District Strategic Plan the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

The District will focus on continuing to foster quality teaching by engaging school staff in common data and needs-driven collaborative professional learning opportunities through leadership and catchment groups. The District will implement common professional learning days for all teachers and support staff to support quality teaching and learning for all students in areas such as:

- student assessment;
- assistive technology;
- curriculum re-design;
- supporting at-risk students;
- leveraging technology in the classroom;
- assessing students within the Universal Design for Learning (UDL) model; and
- building capacity of school leadership teams.

In addition, two Programming for Student Differences consultants, two Instructional Process consultants, two Literacy consultants and a Technology consultant will be assigned to each Assistant Superintendent leadership group to support catchment work.



Additional Strategies:

- Develop and begin implementation of a talent management strategy to facilitate recruitment, retention, engagement, and career development of staff required to support the needs of the District.
- Continue to offer the NTIP and New Staff Orientation sessions.
- Enhance and continue to implement the district Leadership Development Framework, offering ongoing competency-based professional learning using a variety of modules and formats for all staff groups.
- Continue offering professional development for First and Second Year Principals.
- Continue offering enhanced leadership opportunities through involvement in Superintendent's Community of Practice in Education (SCOPE).



Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.4	78.9	77.8	78.7	78.9	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	90.6	90.6	91.2	89.8	n/a	Very High	Declined Significantly	Acceptable	n/a	n/a	n/a

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Results

When schools, parents, and community partners work together, the needs of children, youth, and their families are met the most effectively. It is through working together where mutual understanding is promoted, and innovative solutions are created. One of the District's priorities is to enhance public education through communication, engagement, and partnerships. The District strives to make this priority a reality by partnering with parents, working with community partners to provide supports for the whole child, and ensuring engaged and effective governance supports decision making.

Knowing that success at school begins at home, parents play an important role in the education of their children. Parents have several opportunities throughout the year to engage in their child's education, through parent conferences and the use of the online portal - SchoolZone. As well, at the beginning of each school year, the District provides parents the opportunity to engage in school council training. In 2013-2014, 78.9 per cent of parents indicated they are satisfied with their involvement in making decisions about their child's education. As well, 89.6 per cent of students, parents, and teachers indicated they were satisfied with the overall quality of basic education delivered by the District. While this percentage is high, it has decreased over the past four years, indicating further strategies to support improvements in this area are required.

In 2013-2014, the District provided opportunities for the broader community and a range of stakeholders to share their perspectives on a number of key initiatives. The Board and district administration asked parents, staff, and stakeholders about the District's strategic direction for the next four years. Stakeholders participated in a number of consultation sessions, and over 2,000 individuals responded to an online survey. This feedback informed the development of the District's Vision, Mission, Priorities, and Strategic Plan. As well, the District consulted with the community on three policies under development: EA.BP - Infrastructure Planning Principles, AEBB.BP - Wellness of Students and Staff, and CO.BP - Fiscal Oversight and Accountability; 401 stakeholders shared their insights and provided input.

The city of Edmonton is growing and dynamic – and so are District schools. In response to the growing population, the District asked parents and the community about their perspectives on how to Manage Space for Students in Edmonton’s growing neighbourhoods. Between November 2013 and January 2014, over 1,000 people attended public meetings, and more than 3,700 people provided feedback through an online survey. As part of the Province’s new replacement school initiative, the District consulted with numerous stakeholders. Over 1,000 people attended public meetings and over 9,000 responded to an online survey on replacing three older schools with one modernized school in the Greater Lawton, Greater Highlands, and Greater Westmount communities. Greater Lawton community was chosen and will serve as a school campus offering resources, supports and services to benefit all residents, with the new school replacing Lawton, R.J. Scott, and Rundle schools.

Internally, the District consulted with educators on a number of topics such as: Career Pathways; a District Equity Fund to create equitable opportunities for all students; leadership development needs; teacher workload; and evaluation of student learning and the development of GKB.AR - Standards for Evaluation.

Strategies

Recognizing we are stronger by working together, the District believes in collaboration – bringing together the right people to find the right answers to the right questions. Diversity in thought and perspective is valued. This involves tapping into the expertise and wisdom of our parents/guardians, colleagues and community. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

Enhance generative governance by providing opportunities for the District to gain feedback and input from stakeholders around key decisions. In particular, two priority areas of focus will be:

- engaging internal and external stakeholders in order to operationalize the Career Pathways Model;
- enhancing student voice through the continuation of a Student Advisory Council and leverage student voice by implementing and evaluating a pilot project that will result in electing a student representative to the Board for the 2014-2015 school year.

Additional Strategies:

- Work with school councils to support meaningful parent engagement through school catchments.
- Develop tools and resources that engage with parents as partners to support student learning and career planning. Engage key community stakeholders in the development of a district framework to support career pathways.
- Utilize and enhance the District website, the SchoolZone web portal, and social media as communication tools with parents.
- Continue to provide opportunities for stakeholders to share feedback on draft board policies through an online stakeholder survey.
- Develop and implement policies and regulations to support the *Education Act*; specifically as it relates to generative governance and increased accountability to the public.
- Develop a process for using data and the District Strategic Plan to explore potential community partnerships that will enhance the District's ability to support student success.
- Implement and support the Regional Collaborative Service Delivery Model.



Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.3	87.9	88.5	89.3	88.7	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.3	78.5	79.7	80.8	78.0	n/a	High	Declined Significantly	Issue	78.2	79.2	80.0

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Results

For children and youth to be successful in school, the learning environment must support the learner in feeling safe and supported. Environments that enhance student learning require attention to the health and safety needs of all school community members. Safe and healthy learning environments require attention to the physical condition of the settings as well as the assurance of frequent, consistent, and positive teacher-student and student-student interaction. The classroom and school environment must create a sense of belonging, acceptance, and emotional, psychological, and physical safety.

A priority for the District is to provide welcoming, high quality learning and working environments. With a focus on well-being and student citizenship and quality infrastructure for all, the District is committed to learning and working environments that are welcoming, inclusive, and healthy. The District is dedicated to ensuring that students and staff benefit from environments that facilitate quality program delivery through effective planning, managing, and investing of district infrastructure.

In 2013-2014, the Board approved Board Policy AEBB.BP - Wellness of Students and Staff and allocated \$750,000 to install security cameras at 64 elementary schools, four elementary-junior high schools, and eight junior high schools. Furthermore, the Board appointed three Trustees as members of the District Infrastructure Committee, to assist the Board in further understanding issues, impacts and next steps related to effective stewardship of District Infrastructure. Board representatives and district administration participated in a Capital Plan sharing meeting hosted by the Edmonton Community Sustainability Coalition and ELEVATE. Senior representatives from the City, the Province, Edmonton Catholic Schools, and the francophone school district also participated, and collectively, partners committed to continue exploring and participating in initiatives supporting the sustainability of communities.

In addition, the District pursued a number of initiatives in support of this outcome. In 2013-2014, the District completed the pilot of the Healthy Living Program with the Alberta School Employee Benefit Plan (ASEBP). To increase district capacity to support Mental Health First Aid (MHFA), the number of MHFA trainers increased from 1 to 17. As well, the District continued to offer a comprehensive school health model through aligning the work of the School Health Services and Human Resources teams. The District also enhanced partnerships to support student and staff wellness, including collaborating with APPLE Schools, Ever Active Schools, Alberta Health Services, and the Centre for Addiction and Mental Health (CAMH). In collaboration with community partners a district wellness professional learning day was offered in February 2014 for staff and secondary student leaders (Grades 9 -12) and featured sessions focused on physical activity, healthy eating and emotional wellbeing. The *Annual Report – Wellness of Students and Staff* provides more information about District supports and services in this area.

Aging infrastructure is a significant challenge the District continues to grapple with. In 2013-2014, in response to the challenges, the District approved a plan for addressing infrastructure issues. Infrastructure Planning Principles guided the development of the District Infrastructure Plan. Discussions at multiple levels of Alberta Education and Alberta Infrastructure led to provincial funding being received to conduct an options analysis and value scoping study of schools located in mature areas of the city.

The District recognizes that safe schools are not just places with advanced security procedures and that they are also places that help students develop skills that allow them to succeed even in difficult circumstances. With the understanding that prevention is key to healthy students and safe schools, the District is committed to encouraging healthy behaviours that help students learn about fitness, nutrition, and healthy choices and that continued professional learning in this area is available for all staff. Furthermore, the District will continue to expand its approach to create safe and healthy learning environments by continuing to incorporate teaching respect for self and others, healthy behaviours, integrity, citizenship, a sense of commitment, and contribution to the school and society.

Strategies

The District is committed to ensuring that every student has access to a fantastic teacher in a quality learning environment. Critical to this is the creation of learning environments that are truly welcoming to all students. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

The District is committed to increasing strategic support in the area of student and staff mental health through the following activities:

- Build greater internal capacity to train staff in MHFA by increasing the number of district staff certified as MHFA trainers.
- Offer a district wellness professional learning day that focuses on positive mental health and creating positive learning environments.

- Through a partnership with RCSD, increase staff knowledge and capacity in the area of mental health by expanding on the professional learning offerings to include a mental health series for educators.
- In collaboration with First Nations, Métis, and Inuit Education, provide professional learning in MHFA for district staff to support student wellness.

Additional Strategies:

- District staff will collaborate to develop accompanying Administrative Regulations for AEBC.BP - Wellness of Students and Staff.
 - District staff will continue to collaborate internally and with partners to develop, promote, and update resources and training for school-based positive mental and physical health promotion.
 - Each school will identify a Comprehensive School Health (CSH) contact to facilitate and streamline communications about wellness resources and learning opportunities.
 - The District will continue to implement and support bullying prevention and citizenship development strategies.
 - The District will implement Administrative Regulation - FBEB.AR Workplace Violence to minimize the potential for workplace violence and ensure a consistent approach for addressing incidents.
- The District will continue to implement the recommendations outlined by Alberta Education to support an inclusive learning environment for all.
- The District is focusing on revitalization, the importance of planning for the future and having parents and community be strong partners on this journey. An Infrastructure Strategy will be developed that will outline a series of actions that will guide the Superintendent and Board when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, and creating a place for safe caring, healthy, and equitable learning.
- By June 2015, a project plan that outlines Phase 1 of the Infrastructure Strategy will be developed and implemented. Strategies to achieve this goal are outlined below and include, but are not limited to:
 - Developing a project plan that outlines a series of administrative actions which include an analysis of all district functions that influence infrastructure, population trend analysis, realignment of district functions where required, and value management studies on all aging infrastructures.
 - Implementing Phase 1 of the strategy which will occur during the 2014-2015 school year. Representatives from the City of Edmonton and the Province have been invited to serve as ad hoc members of an advisory committee.

Summary of Financial Results/Budget Summary

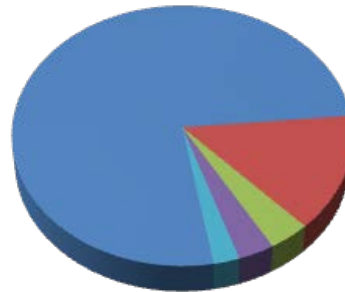
Summary of 2013-2014 Financial Results

Student achievement continues to be the primary focus in every one of the district's schools. The district's priorities, budgeting process and results review reflect this focus.

Actual Operating Expenses by block For the Year ended August 31, 2014

(all dollar amounts are expressed in thousands)

	2013-2014	
	\$	%
ECS - Grade 12 Instruction	723,308	76.3%
Plant Operations and Maintenance	136,307	14.4%
Transportation	34,992	3.7%
Board and System Administration	30,904	3.3%
External Services	22,034	2.3%
	947,545	100.0%



Operational Results

- The District's total operational expenses for 2013-2014 were \$947.5 million as compared to \$951.3 million in 2012-2013.
- Operational expenses do not include capital expenditures either financed out of operating or with capital funding.
- Annual operating revenues exceeded expenses by \$38.2 million resulting in an operating surplus.
- Total increase in 2013-2014 accumulated surplus of \$38.2 million.
 - Transfer to internally restricted operating reserves of \$29.6 million.
 - Net increase of \$7.3 million to capital reserves.
 - Investment in capital assets increased by \$1.3 million.
- The capital reserve was increased by \$7.3 million.
 - Proceeds of \$.4 million on the sale of capital assets were realized and these proceeds are restricted for future capital purchases.
 - \$11.9 million was transferred from unrestricted surplus to capital reserves.
 - \$5.0 million was used to fund additional modular classrooms at schools to support the growth accommodation plan.
- Average per student spending for 2013-2014 was \$11,086 which includes instruction for students in ECS to Grade 12, operations and maintenance of schools, transportation and board and system administration. This figure does not include School Generated Funds or the cost for External Services.
- Instructional spending represents 76.3 per cent of total expenses (excluding school generated funds and external services).
- Board and system administration spending was 3.3 per cent of total expenses and falls under the 3.6 per cent Provincial spending cap.

School Generated Funds (SGF)

- Unexpended SGF at August 31, 2014 was \$4.8 million compared to \$4.9 million at the beginning of the school year. \$1.5 million of the current year unexpended funds is included in Deferred Revenue and \$3.3 million is included in Accumulated Surplus.
- Gross receipts in SGF during the year were \$25.0 million comprised of \$12.8 million in fees, \$1.8 million in fundraising, \$4.9 million in gifts and donations, \$0.1 million in grants to schools, and \$5.4 million in other sales and services.
- Uses of SGF totaled \$18.5 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$6.5 million related to direct costs of other sales and services and fundraising.

Detailed information regarding the district's audited financial statements can be obtained from Financial Services at 780-970-5243 or can be viewed at the District's website at:

<http://www.epsb.ca/publications>

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<http://education.alberta.ca/admin/funding/audited.aspx>

2014-2015 Budget Summary

Fall 2014 Update to the 2014-2015 Budget

On November 25, 2014, the Board formally received the Fall 2014 Update to the 2014-2015 Budget.

Background on the Fall Budget process

Each school and central decision unit prepared a revised budget in the fall of 2014 based on updated September 30 enrolment, current staffing FTEs, as well as the planned use of surplus funds.

Budget Highlights

The fall budget is based on total expenses of \$1.047 billion. Alberta Education requires boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$55 million. The overall budget increase of \$40.7 million from the 2014-2015 Spring Approved Budget results from:

- Increase in the use of net surplus carry forwards of \$21.7 million.
- Increase in revenues due to enrolment and other adjustments totaling \$16 million.
- Anticipated gain on sale of capital asset of \$3 million.

Related Facts

- The 2014-2015 budget update reflects a planned operating deficit of \$32.5 million which is offset by the planned use of surplus carry forward funds for schools and central decision units of \$25.8 million and \$9.7 million, respectively.
- Student enrolment assumptions are based on a total of 89,660 students, an increase of 867 or 1 per cent over the proposed enrolment count and an increase of 3,106 students or 3.6 per cent over September 30, 2013.

- The budget includes increases to staffing levels of approximately 126 FTE, out of which 99 FTE are certificated staff and 27 FTE are non-certificated.
- The 2014-2015 budgeted System Administration and Board Governance block spending is 3.4 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

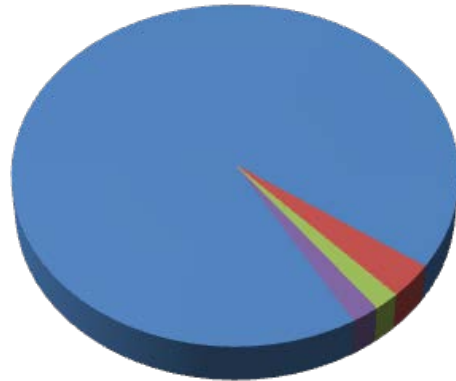
EPSB's 2014-2015 Fall budget update can be found on EPSB's website (<https://www.epsb.ca/ourdistrict/budget/>)

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Revenue & Expense Analysis**

Revenue by source

(all dollar amounts are expressed in thousands)

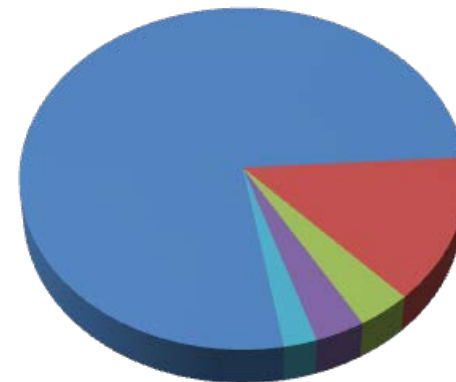
	2014-2015	
	\$	%
Government of Alberta	944,104	93.1%
Fees	32,718	3.2%
Sales and Services	17,955	1.8%
Other	19,619	1.9%
	<u>1,014,396</u>	<u>100.0%</u>



Expenses by block

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
ECS - Grade 12 Instruction	804,103	76.8%
Plant Operations and Maintenance	144,831	13.8%
Transportation	38,451	3.7%
Board and System Administration	35,836	3.4%
External Services	23,679	2.3%
	<u>1,046,900</u>	<u>100.0%</u>



Expenses by object

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Certificated salaries, wages and benefits expense	571,944	54.6%
Non-certificated salaries, wages and benefits expense	245,640	23.5%
Services, contracts and supplies expense	188,297	18.0%
Amortization & other expenses	41,019	3.9%
	<u>1,046,900</u>	<u>100.0%</u>



Capital and Facilities Projects and Plans

Capital and Facilities Projects

Previously Funded Capital Projects Status

Planning with the Province and the City of Edmonton has been initiated for the following new schools funded in 2012-2013:

- Grades K-6, 600 students in Heritage Valley - Blackmud Creek neighbourhood in southwest Edmonton; and
- Grades K-9, 900 students in Terwillegar Heights - MacTaggart neighbourhood in southwest Edmonton.

In terms of modernization projects:

- Strathcona School (Phase 2 Modernization) and Forest Heights School (Phase 2 Modernization) were completed.
- Planning and design was initiated for modernization projects funded in 2013, including the Alberta School for the Deaf, Belgravia School, Ross Sheppard School and Vimy Ridge Academy; construction is anticipated to begin prior to the end of the current school year.

Three Year Capital Plan 2014-2017

Three new schools were announced by the Province for Edmonton Public Schools in 2013-2014, to be delivered under the provincial Building Alberta Schools Construction Program:

- Grades K-9, 900 students in Windermere - Ambleside neighbourhood in southwest Edmonton;
- Grades 7-9, 900 students in Lewis Farms - Webber Greens neighbourhood in west Edmonton; and
- Grades K-9, 650 student consolidation replacement school in a mature area of the city (Greater Lawton).

Modular and Portable Requests

Over the 2013-2014 school year, the District worked with Alberta Infrastructure and their agents to install two additional modular classrooms at each of Bessie Nichols and Elizabeth Finch schools. On February 18, 2013, the Board approved use of up to \$5,900,000 of Capital Reserves to purchase, transport and install modular classrooms to support the Growth Accommodation Plan.

- Significant progress was made to place six modular classrooms purchased by the District at each of:
 - Bessie Nichols School; and
 - Elizabeth Finch School.
- Significant progress was made to purchase and install two portable classrooms at each of:
 - Bisset School;
 - Brander Gardens School; and
 - Ellerslie School.

Infrastructure Maintenance Renewal (IMR) and Other Projects

A total of 740 projects valued at approximately \$14.8 million were initiated in 2013-2014 as part of the District's annual Major Maintenance Plan, funded primarily through the IMR funding program. Another 40 school-funded projects were implemented with a total value of \$1.4 million.

Approximately \$750,000 of work was completed at 21 schools designated to welcome students impacted by the Growth Accommodation Plan, where some high growth areas were re-designated to alternate receiving schools. Construction began at J. Percy Page School on a skylight and exterior panel replacement project valued at \$5.1 million. An energy performance improvement program valued at \$5.7 million, addressing component replacement and upgrading at several schools, was also initiated.

Summary of Facility and Capital Plans

In 2013-2014, the District was actively involved in the area of planning student accommodation for new developing areas, including completion of re-designating some high growth areas to alternate receiving schools (Growth Accommodation Plan), accommodating enrolment growth with modular and portable classrooms, and planning funded new school projects. Planning and implementation of modernization and IMR projects continued, and consultation to determine the location of a consolidation/replacement school in a mature area of the city was completed.

The implications of 2013-2014 in the area of capital planning, facility planning and student accommodation include challenges related to:

- student enrolment has grown by over 12 per cent over the past three years;
- accommodating all students residing in rapid growth areas continues and appears to be accelerating;
- securing new schools to service rapidly growing areas dependent on funding for new schools and modular classrooms; and
- addressing deferred maintenance needs with funding available for modernization projects and available IMR funding.

The District's *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, approved on April 22, 2014, can be viewed on the District's website under Our District, Results and Plans, Capital Plans (<https://www.epsb.ca/ourdistrict/results/capitalplanning/>)

Parental Involvement

Having parents involved in their children's education is beneficial; developing partnerships with the school can lead to parents and school personnel working on common goals. Parents have a key role in a child's education; they know their children best and would be a great contributor if the school partnered with them (Epstein & Sheldon, 2002; Railsback, 2004). As such, and in response to Section 13 of the *School Council Regulations*, the District provided many opportunities to involve parents and school councils throughout the year.

School Council Orientation

At the beginning of the school year, the District hosted its annual school council training session for parents to share with parents the purpose, tools and processes of school councils and to provide networking opportunities across school councils.

Strategic Priorities and Policy

In 2013-2014, parents, along with students, staff and the broader community, had the opportunity to shape and form the District's overall direction, and provided feedback on the District's Vision, Mission and Priority statements. An online survey, public consultation meeting, and Student Advisory Council meeting were conducted through the process. Additionally, parents, staff, community and students had the opportunity to provide their feedback into three policies under development: EA.BP- Infrastructure Planning Principles, AE.BB.BP-Wellness of Students and Staff and CO.BP-Fiscal Oversight and Accountability; 401 stakeholders shared their insights and provided input.

Planning

As well, the District conducted a number of community-based consultations and engagement processes. District administration conducted a series of community based engagement processes from November 2013 through January 2014 in areas of the city experiencing rapid growth, accompanied by excessive student enrolment at several district schools. In addition to re-configuring attendance areas, on February 18, 2013, the Board approved a recommendation that up to \$5,900,000 of Capital Reserves be used to provide attached modular classrooms and free standing modulars.

On March 18, 2014, the Board approved a school replacement engagement process that directed administration to host community engagement sessions in three mature communities, Greater Westmount, Greater Lawton, and Greater Highlands. Following extensive consultations conducted from April 2014 to June 2014, the Board approved the Administration's recommendation to close Lawton, R.J. Scott, and Rundle schools and consolidate the schools in a new replacement facility to be located on the Rundle site.

School Engagement Opportunities

Several times throughout the year, parents have the opportunity to meet with schools to discuss their child's achievement through formal and informal school-hosted reporting periods. As well, through SchoolZone, an online portal, parents, students, and teacher have many opportunities to share information.

As well, an Inclusive Education Parent and Community Advisory Committee was formed for the purpose of ensuring continued involvement of parent and community members in the District's implementation of an inclusive education system; the Committee met three times in 2013-2014.

Also, parents/guardians and school councils have the opportunity to create school plans and share school level results. Parent/guardians and school council members are invited to attend the joint results review and budget plan presentations in November 2014. Assistant Superintendents of Schools work to support principals to ensure parents/guardians have opportunities for input and involvement.

Timelines and Communication

After being approved by the Board of Trustees, this document will be uploaded to Alberta Education. Additionally, a Summary of the AERR/ the 3 Year Education Plan will be posted.

The 3YEP/AERR Report and AERR Summary are posted on the district website: www.epsb.ca under the Our District tab, Results and Plans. The average Class Size Reports by school for all subjects and core subjects are posted on the district website: www.epsb.ca under the Schools tab, Going to School, Academics, Class Sizes (<https://www.epsb.ca/schools/goingtoschool/academics/classsizes/>)

Appendix 1: Board Policies

The following is a list of Board of Trustee Policies that align with the Goals and Outcomes in the Combined 3-Year Education Plan and Annual Education Results Report.

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Board Policy

- GGAJ.BP - Early Years

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Board Policies

- GA.BP - Student Programs of Study
- GAA.BP - Delivery of Student Programs of Study
- GD.BP - Instructional Time
- GGAB.BP - Multicultural Education
- GK.BP - Student Assessment, Achievement and Growth
- IA.BP - Inclusive Education

Outcome: Students demonstrate proficiency in literacy and numeracy.

Board Policies

- GA.BP - Student Programs of Study
- GK.BP - Student Assessment, Achievement and Growth

Outcome: Students demonstrate citizenship and entrepreneurship.

Board Policies

- ACB.BP - National Anthem and Flag
- AD.BP- District Vision, Mission, Values and Priorities
- GK.BP - Student Assessment, Achievement and Growth

Outcome: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

Board Policies

- HAA.BP - Aboriginal Education

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Board Policies

- AD.BP - District Vision, mission, Values and Priorities
- FAA.BP - Human Resources Framework
- FC.BP - Recruitment, Employment, Qualifications and Deployment of Staff
- FGC.BP - Staff Performance
- FJ.BP - Staff Leaves of Absence

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Board Policies

- AA.BP - Stakeholder Engagement
- AE.BP - District Vision, Mission, Values and Priorities
- AGA.BP - Recognition of Students, Staff, Parents and the Community
- CH.BP - Framework for Policy Development and Review
- EA.BP - Infrastructure Planning Principles
- FAA.BP - Human Resources Framework
- GA.BP - Student Programs of Study
- GAA.BP - Delivery of Student programs of Study
- HA.BP - Inclusive Education
- IA.BP - Parent and Community Involvement
- IAA.BP - Educational Partnerships and Sponsorships
- IAB.BP - Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives
- IBC.BP - Communications Framework
- IJ.BP - Assisting Community Organizations

Outcome: Students and communities have access to safe and healthy learning environments.

Board Policies

- AE.BP - District Vision, Mission, Values and Priorities
- AE.BB.BP - Wellness of Students and Staff
- CNA.BP - Information Security
- DCA.BP - Security and Vandalism
- DCB.BP - Emergency Plans
- DEA.BP - Student Transportation
- EA.BP - Infrastructure Planning Principles
- GA.BP - Student Programs of Study
- HA.BP - Inclusive Education
- HC. BP- Student Accommodation
- HF.BP - Safe, Caring and Respectful Learning Environments
- HFA.BP - Sexual Orientation and Gender Identity
- HG.BP - Student Behavior and Conduct
- HGD.BP - Student Suspension and Expulsion
- HH.BP - Supervision of Elementary and Junior High Students during Lunch



ANNUAL EDUCATION RESULTS REPORT SUMMARY

2013-2014 School Year



In 2013-2014, the Board approved its new Vision, Mission, Values and Priorities for 2014-2018, which formed the foundation of the District’s Strategic Plan. The plan identifies strategic goals for each of the three priorities that respond to students’ needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success. The District’s Strategic Plan can be found at: epsb.ca/ourdistrict/results/strategicplan.

VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District’s cornerstone values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Accomplishments

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

- Consulted with parents, teachers, principals and administrative staff to create the District’s Standards for Evaluation, which outlines a common approach for evaluating students. Professional learning to support the new standards was provided to all schools.
- Established an Equity Fund, targeting additional dollars to groups of schools (or ‘catchments’) that require further supports to address student learning needs.
- Designed a new K-12 Career Pathways Concept Model to help lead students to a career that brings them dignity and fulfillment.
- Supported over 11,000 students in need of specialized supports and services and created a new series called *Insights into Inclusive Learning* to shine a spotlight on school efforts to create inclusive environments.
- Created a new guiding document called *An Educational Strengths-based Approach*, which focuses on students’ strengths.
- Opened three new full-day Kindergarten programs in areas of high socially vulnerability through the Edmonton Public Schools Foundation.
- Supported the Province’s Curriculum Re-design project through the creation of draft K-3 learner outcomes, classroom-based assessments and teaching resources.
- Continued to support the Early Years Evaluation – Teacher Assessment (EYE-TA) in all Kindergarten classrooms to identify kids who would benefit from additional supports, so they can be ready to take on Grade 1.
- Provided first language support to help new English Language Learners and their families transition smoothly into the school environment through reception centres.
- Developed a First Nations, Métis, and Inuit School Plan Resource tool to support student achievement and high school completion.
- Developed the *First Nations, Métis, and Inuit Guiding Document* and developed a Culturally Sensitive Assessment online resource.
- Continued to support early learners through the Aboriginal Head Start programs.

CURRENT SNAPSHOT OF THE DISTRICT

Number of Schools	202	Other Educational Services	18
Elementary	125	Student Enrolment (September 30, 2014)	89,665
Elementary – Junior High	28	Total Staff (August 2014)	7,540.32 FTE
Elementary – Junior High – Senior High	5	2013-14 Operating Budget	\$1,009,142,600
Junior High	27		
Junior – Senior High	3		
Senior High	14		

Accomplishments (cont'd)

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

- Provided excellent opportunities for teachers to share their skills, knowledge and expertise through professional learning sessions organized by catchments. These groups of schools can also form to discuss and respond to specific needs as necessary.
- Addressed high enrolment issues in 11 schools in newer neighborhoods through the District's Space for Students initiative. This involved changing attendance boundaries for schools with high enrolment pressures and directed \$5.8 million in capital reserve funds to purchase six freestanding portables and 10 modular classrooms for five of those schools.
- As part of the Province's new replacement school initiative, the District explored replacing three older schools with one modernized school in the Greater Lawton, Greater Highlands and Greater Westmount communities. The Greater Lawton community was chosen and will serve as a school campus offering resources, supports and services to benefit all residents.

Priority 3: Enhance public education through communications, engagement and partnerships.

- Consulted with various stakeholders through surveys, focus groups, conversations and public meetings on the establishment of the District's Priorities and Strategic Plan, the Revised School Year Calendar pilot project for 2014-2015, the changing attendance boundaries for schools facing high enrolment pressures and identifying a replacement school in a mature neighbourhood.
- Engaged with parents and the community through parent conferences, parent council meetings, parent-driven initiatives and SchoolZone.
- Redesigned the District's public website to provide parents and community with information that is easy to navigate.
- Partnered with several community partners, such as the In-School Settlement Support Program, Bamboo Shield Program, Edmonton Mennonite Centre for Newcomers, Multicultural Health Brokers and REACH, and offered after school programming, family events, coaching and mentorship, and early learning classes to support new immigrant families.
- Developed a quarterly newsletter called *Honouring Our Voices* to showcase the achievement of FNMI students, district supports, services and programs and wise practices for FNMI students.
- Implemented a Superintendent Community of Practice in Education (SCOPE) comprised of school principals and district leaders to engage and obtain feedback to support district-wide decision making.
- Established a plan, under the direction of the Board, to elect Alberta's first ever Student Trustee to bring student voice to support decision-making.
- Sought stakeholder feedback on three policies: *EA.BP Infrastructure Planning Principles*, *AEBB.BP Wellness of Students and Staff* and *CO.BP Fiscal Oversight and Accountability*.

Accountability Pillar Highlights

Where the District has improved

- Overall results for Diploma Examinations for both the Standard of Excellence and the Acceptable Standard
- Decreased Drop-Out Rate
- Characteristics of active citizenship
- Preparation for the world of work

Safe and Caring Schools	🍏🍏🍏🍏🍏	Excellent
Student Learning Opportunities	🍏🍏🍏🍏	Good
Student Learning Achievement (Gr. 10-12)	🍏🍏🍏🍏	Good
Preparation for Lifelong Learning	🍏🍏🍏🍏	Good
World of Work	🍏🍏🍏🍏	Good
Citizenship	🍏🍏🍏🍏	Good
Parental Involvement	🍏🍏🍏🍏	Good
Student Learning Achievement (K-9)	🍏🍏🍏	Acceptable
Continuous Improvement	🍏🍏	Issue
First Nations, Métis, & Inuit Student Learning Achievement (K-12)	🍏	Concern

Areas of Focus: Moving Forward

Enabling an Excellent Start to Learning:

- Develop, implement and evaluate the impact of an Early Years pilot project to support Early Childhood programming district-wide.

Ensuring Success for All Students:

- Working as groups of schools (or 'catchments'), district staff will come together to look at achievement data related to various performance measures and identify trends, areas of strength, areas for growth, and determine strategies for improvement.
- Support schools in aligning the First Nations, Métis, and Inuit School Plan Resource tool and First Nations, Métis, and Inuit Guiding Document to their individual School Plans.

Promoting Connections to Career Pathways:

- Begin to put a Career Pathways Model in place by identifying key deliverables, timelines, resources and the creation of an evaluation framework.

Building Social Capital – Engagement and Partnerships:

- The District will focus on continuing to support quality teaching by using data to drive how professional learning opportunities are offered through catchment groups.
- Continue to strengthen opportunities for the District to gain feedback and input from stakeholders around key decisions.

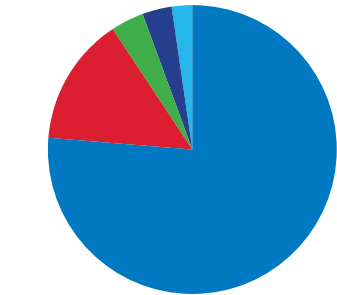
Providing Quality Infrastructure of All:

- Develop and support the rollout of Phase One of our Infrastructure Strategy to guide capital funding, building and maintenance of school buildings.

Financial Results Summary for 2013-14

Actual Operating Expenses by block for the year ended August 31, 2014
(all dollar amounts are expressed in thousands)

	2013-2014	
	\$	%
Early Childhood Services (ECS) - Grade 12 Instruction	723,308	76.3
Plant Operations and Maintenance	136,307	14.4
Transportation	34,992	3.7
Board and System Administration	30,904	3.3
External Services	22,034	2.3
	947,545	100.0%



The provincial roll up of jurisdictions' Audited Financial Statements is provided at: education.alberta.ca/admin/funding/audited.aspx.

More detailed information about what the District accomplished in 2013-2014 can be found in the District's 2013-2014 Annual Education Results Report, [insert link]; detailed financial information can be found [insert link].

Policy and Requirements for School Board Planning and Results Reporting

April 2014

This document contains requirements for Alberta's public, separate and Francophone school authorities and schools.

This document is available online at:

<http://education.alberta.ca/admin/resources/planning.aspx>

and provides the requirements for:

- Jurisdiction Three-Year Education Plans for 2014/2015 – 2016/2017. Jurisdiction plans must be approved by the board and posted on the jurisdiction website by November 30, 2014.
- School education plans aligned with jurisdiction and provincial direction.
- Jurisdiction Annual Education Results Reports on the 2013/2014 school year based on the Three-Year Education Plans for 2013/2014 – 2015/2016. Jurisdiction reports are due by November 30, 2014.
- School results reports for the 2013/2014 school year.

For more information contact:

Keith Bowen, Director
System Assurance Branch
Alberta Education
9th Floor, 44 Capital Blvd., 10044-108 Street
Edmonton, Alberta T5J 5E6

Phone: (780) 422-4750 (in Edmonton)
310-0000 (Toll-free within Alberta)
E-mail: Keith.Bowen@gov.ab.ca

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Policy and Requirements for School Board Planning and Results Reporting, 2014 Edition

Requirements for:

- School jurisdiction Three-Year Education Plans, (3YEPs) 2014/2015 to 2016/2017
- School jurisdiction Annual Education Results Reports (AERRs) on the 2013/2014 school year

This document is issued under authority of the following:

- *School Act*, RSA 2000, Section 78
- *Fiscal Management Act*, Section 14
- Alberta Regulation 113/2007, *School Act*, *School Councils Regulation*
- Alberta Regulation 120/2008, *Government Organization Act*, *Education Grants Regulation*, Section 7

[original signed by Greg Bass]
Deputy Minister of Education

April 15, 2014
Date

Policy and Requirements for School Board Planning and Results Reporting

Requirements for Alberta's public, separate and Francophone school authorities.

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What's Changed?

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.

This component is optional for reporting in November 2014, but will become a requirement in the future.

Grade 3 Provincial Achievement Test Results

School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Background

Structure and Purpose of Alberta's K – 12 Education System

The basic education of Alberta's children is the responsibility of the provincial government and is governed by the *School Act*. Per provisions of the *School Act*, education is delivered by a system of schools operated by school boards and Francophone, charter school and accredited private school authorities for the benefit of students. The highest priority of the K – 12 education system is the success of every child in school. Each type of school authority assures the quality of education for its students and the Ministry of Education assures the quality of education provided by school authorities. The Ministry uses school authority Accountability Pillar information to assess and provide assurance to the public and the Legislative Assembly on the quality of education in Alberta's school system.

Accountability and Transparency in Alberta's K – 12 Education System

Accountability arises from a delegation of responsibility from one party to another and in the case of Alberta's K – 12 Education System, from the provincial government to school authorities. Some discretion in how these delegated responsibilities are exercised is associated with the delegation to an accountable organization. This delegation of responsibilities also comes with an obligation to answer for and publicly report on the discharge of responsibilities, spending of public funds and results achieved by the accountable organization. This facilitates the transparency of the accountable organization. Consequences are applied to accountable organizations based on performance.

In Alberta's K – 12 education system, school authorities (school boards, Francophone school authorities, charter schools and accredited private school authorities) are considered accountable organizations. The Ministry of Education allocates funds to school authorities to fulfill their delegated responsibilities to provide education programs for Alberta's K – 12 students, which creates an accountability relationship between the Ministry and school authorities. This accountability relationship is established in legislation and regulation, as summarized below.

Note: This document applies to school boards and Francophone school authorities. Separate planning and reporting documents for charter schools and accredited-funded private schools are available online at:

<http://www.education.alberta.ca/admin/resources/planning/reporting2014.aspx>

Legislative Authority

Section 14(2) of the *Fiscal Management Act* requires accountable organizations under the jurisdiction of government ministries, including school boards, to prepare business plans and annual reports for each fiscal year “in the form, at a time and containing the information, acceptable to the Minister.” Section 78 of the *School Act* requires school boards to develop an accountability system on any matter the Minister prescribes; to use accountability information and to report it to students, parents and electors in the manner the Minister prescribes. Section 7 of the *Education Grants Regulation* under the *Government Organization Act* requires recipients of grants from the Ministry of Education to provide the Minister, upon request, any information the Minister considers necessary for the purpose of determining whether or not the recipient has complied or is complying with the conditions of the grant. Section 13 of the *School Councils Regulation* under the *School Act* requires school boards to provide school councils in their jurisdiction with the opportunity to be involved in the development of the school’s education plan and annual results report, and requires boards to provide the school’s results and reasonable interpretation of provincial tests and other provincial measures to the school council. The full text of these sections of legislation and regulations is provided in Appendix A.

Pursuant to the *Government Organization Act* and the *School Act*, and to operationalize the accountability relationships and processes established in provincial legislation, the *Policy and Requirements for School Board Planning and Results Reporting* contains the Minister’s requirements for school board three-year education plans and annual education results reports. The *Policy and Requirements for School Board Planning and Results Reporting* also contains the School Authority Accountability Policy.

The Minister’s requirements in the *Policy and Requirements for School Board Planning and Results Reporting* ensure that school board plans and annual education results reports are aligned with the Ministry of Education’s vision, mission, goals, outcomes and performance measures for the basic education system. In this way, the Ministry, school board and school documents help ensure that the K –12 education system is focused effectively and efficiently on meeting the educational needs of Alberta students.

At the same time, school board and school plans incorporate local strategies and may incorporate local goals, priorities, outcomes and measures that reflect the unique characteristics and circumstances of their communities. Similarly, school board and school results reports include information on local activities and results on provincial and local measures. As such, school board and school plans and annual education results reports reflect local needs and priorities within the context of provincial direction and framework.

School Authority Accountability Policy

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- Establish a system of accountability for results that encompasses their schools.
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency.
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

Accountability Framework for the K – 12 Education System

The Accountability Framework for the K – 12 education system is a formal structure established by the Ministry to support accountability and transparency throughout the system and to ensure alignment of school authorities and schools with provincial direction. This helps ensure the highest priority of the education system is the success of the student.

The Accountability Framework consists of:

- Three-Year Education Plans (3YEPs), which contain:
 - Measureable goals and outcomes;
 - Performance measures to provide information on achievement of outcomes;
 - Targets to improve low or declining performance levels;
 - Strategies to achieve outcomes and improve results; and
 - Implementation of strategies and programs, adjusting if necessary.
- Annual Education Results Reports (AERRs) that publicly report results, assess achievement and indicate whether improvement has taken place; and
- Answering to the Ministry for performance results over time.

Reviewing Education Plans and Annual Education Results Reports

Alberta Education staff review 3YEPs and AERRs to:

- Enhance the department's understanding of the jurisdiction's local context and priorities;
- Encourage jurisdiction improvement efforts;
- Ensure consistency between the plan and the report;
- Monitor compliance with provincial requirements; and
- Identify implications for provincial planning.

Information on Accountability Pillar

Additional information on planning and reporting and explanatory information on the Accountability Pillar are available separately on the Ministry website:

[School Authority Planning and Reporting Reference Guide](#)

[The Accountability Pillar of the Renewed Funding Framework Fact Sheet](#)

[Accountability in Alberta's Education System](#)

Three-Year Education Plan (3YEP), 2014/2015 – 2016/2017

Components and Requirements for School Board Education Plans

School board education plans must maintain a three-year time frame. School boards are required to consider their latest Accountability Pillar results when they review, adjust and roll the 3YEP forward each year.

Components of 3YEPs are in bold below and defined in Appendix B. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to jurisdictions as part of the May 2014 Accountability Pillar reports.

Optional **Message from Board Chair**

Required An **Accountability Statement**, signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the jurisdiction combines its 3YEP and AERR into one document).

Optional The **Accountability Pillar Overall Summary** in colour, as provided by Alberta Education on the Extranet.

Optional **Foundation Statements** – vision, mission, principles and beliefs.

Optional **A Profile of the Jurisdiction**

Optional **Trends and Issues**

Required **Provincial Goals, Related Outcomes, Performance Measures, Targets and Strategies.** For each outcome, include:

- The measures used to assess progress and achievement of the outcome (see Required Goals, Outcomes and Performance Measures).
- Results and evaluations for the measures or reference to the overall summary page.
- Targets for each year of the plan for measures with an overall evaluation of “Issue” or “Concern”.

- At least one strategy to address the outcome.
- For measures with an overall evaluation of 'Issue' or 'Concern' based on the evaluation of Accountability Pillar results, clearly identify a strategy for improvement.

Note: Strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) <http://education.alberta.ca/admin/supportingstudent/schoolleaders.aspx>.

Optional Jurisdictions may include additional results or contextual information to help explain strategies and targets to parents and the public.

Required Budget Summary. This section presents summary information about the board's budget for the 3YEP. The budget summary **must** include:

- Charts/tables that summarize budget information consistent with the board's Fall Budget Update.
- A web link to the jurisdiction's budget for 2014/2015.
- Key financial information about the upcoming school year. This section may refer to budgeted changes in enrolment, certificated and non-certificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses.

Optional • A description of how the jurisdiction will collaborate with other school boards to enhance efficiencies, improve effectiveness and reduce costs.

Required Summary of Facility and Capital Plans. Include a web link to information on the jurisdiction's facility and capital plans.

Required Parental Involvement Strategies. Indicate what the board has done to meet its obligations under Section 13 of the *School Councils Regulation* (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans.

Required Timelines and Communication. School jurisdictions must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and Accountability Pillar evaluations provided in early October 2014.

3YEPs must be approved by the board and posted on the jurisdiction's website by November 30 each year.

Notify the Zone Director of the posting and include the permalink in the email notice. A permalink is a web link or url to a web page where the 3YEP is posted that does not change from year to year.

Note: Jurisdictions may combine their 3YEP and AERR into one document if they wish or continue to prepare and post two separate documents.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for school jurisdiction 3YEPs. Targets for each year of the plan are required for all Accountability Pillar measures with an overall evaluation of “Issue” or “Concern.” Combined 3YEP/AERR documents will use these goals, outcomes and performance measures.

GOAL ONE: An excellent start to learning	There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.
GOAL TWO: Success for every student	OUTCOME: Students achieve student learning outcomes. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
	OUTCOME: Students demonstrate proficiency in literacy and numeracy. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall percentage of students in Grades 3*, 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
	OUTCOME: Students demonstrate citizenship and entrepreneurship. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
	OUTCOME: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 3*, 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.

* School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

GOAL THREE: Quality teaching and school leadership	<p>OUTCOME: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
GOAL FOUR: Engaged and effective governance	<p>OUTCOME: The education system demonstrates collaboration and engagement.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
	<p>OUTCOME: Students and communities have access to safe and healthy learning environments.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
Notes	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is less than six, results are not reported</u> to protect individual privacy.

Requirements for School Education Plans

Each school within the school jurisdiction must maintain an education plan that reflects and aligns with the board's 3YEP. As part of its accountability system, each board outlines its own requirements for the process, content and format for school education plans. Note that Section 13 of the *School Councils Regulation* requires boards to give school councils the opportunity to provide advice on the development of school education plans.

An optional pre-populated template for the school, based on the jurisdiction 3YEP template, will be provided with the May 2014 Accountability Pillar reports. Schools may find this template useful as a starting point for preparing education plans.

Alberta Education does not routinely collect or review individual school plans. It is the responsibility of each school jurisdiction, as part of its accountability system, to ensure the following:

- Each school updates its education plan annually;
- Each school must involve the school council in updating the plan; and
- Each school must post its plan on the school's or the jurisdiction's website.

Annual Education Results Report (AERR), 2013/2014

Components and Requirements for School Board Results Reports

The 2013-2014 AERR reports on the jurisdiction's 3YEP for 2013/2014 – 2015/2016 and includes the components listed below in bold. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to jurisdictions as part of the October 2014 Accountability Pillar reports.

Optional **Message from Board Chair.**

Required An **Accountability Statement** signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the jurisdiction combines its 3YEP and AERR into one document).

Required The **Accountability Pillar Overall Summary** in colour provided by Alberta Education in October 2014. The Accountability Pillar Overall Summary must be placed near the beginning of the document. The FNMI Summary must also be included in the AERR.

Optional **Summary of Accomplishments.** The jurisdiction's accomplishments (impact of major activities/ strategies).

Required Report the jurisdiction's **Performance Measure Results** for 2013/2014 in relation to the goals, outcomes and targets for 2013/2014 set in the jurisdiction's education plan (see Required Goals, Outcomes and Performance Measures). Specifically, for each required measure, report:

- Five years of jurisdiction results or available results if less than five years (reporting five years of comparative provincial results is optional).
- Most recent result in relation to the target for 2013/2014 (if applicable).

Note: Reporting provincial results is not required but may be useful in interpreting jurisdiction results.

Note: Reporting on programs, services and results for students with special education needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004). See: <http://education.alberta.ca/admin/supportingstudent/schoolleaders.aspx>

Optional **Commentary on results**, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Optional **Future Challenges**, such as changes in enrolment patterns, areas for improvement and how the jurisdiction will address these.

Required Summary of Financial Results. The financial summary:

- Provides key financial information about the school year, including information on how the board spent its funding, significant changes over the prior year (if any) and whether spending was within budget (if not, why not and how deficits will be addressed).
- Includes program expenditure information in a table or graph format for the primary audience — parents and other members of the school’s community.
- Indicates where detailed information on the jurisdiction’s sources of school-generated funds and their uses can be obtained.

Includes

- A web link to the Audited Financial Statements (AFS) and related unaudited schedules and provides the web link to the provincial roll up of AFS information:
<http://education.alberta.ca/admin/funding/audited.aspx>
- Indicates where more information can be obtained (e.g., contact at central office).

Optional

- Describes how the jurisdiction has collaborated with other school boards to enhance efficiencies, improve effectiveness and reduce costs.

Required Capital and Facilities Projects

Summarize, for parents and the public, progress on major school facilities projects, e.g., building renewal and construction for the previous school year, focusing on benefits to students.

Required Parental Involvement Strategies.

Indicate how the board met its obligations under the *School Councils Regulation* (updated 2007) to provide school councils the opportunity to be involved in school AERRs and to share school results and interpretation of Accountability Pillar measures with school councils.

Required Timelines and Communication.

School jurisdictions must post their board approved AERR for 2013/2014 on the jurisdiction website in a publicly accessible format by **November 30, 2014 and notify the Zone Director** by email of the posting.

The AERR also must include the following information:

- The web link to the jurisdiction AERR in both the print and posted versions.
- A web link to the jurisdiction's average class size report (or include the average class size report in an appendix to the AERR). The average class-size report must include average class size information for the 2013/2014 school year.

Optional Whistleblower Protection.

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.

This component is optional for reporting in November 2014, but will become a requirement in the future.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for school jurisdiction AERRs. Jurisdictions choosing to prepare a combined 3YEP/AERR use the required goals, outcomes and performance measures listed in the 3YEP section of this document instead of the ones shown below.

GOAL ONE: An excellent start to learning	There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.
GOAL TWO: Success for every student	OUTCOME: Students achieve student learning outcomes. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
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	OUTCOME: Students demonstrate citizenship and entrepreneurship. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
	OUTCOME: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. PERFORMANCE MEASURES <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 3*, 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.

* School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

GOAL THREE: Quality teaching and school leadership	<p>OUTCOME: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
GOAL FOUR: Engaged and effective governance	<p>OUTCOME: The education system demonstrates collaboration and engagement.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
	<p>OUTCOME: Students and communities have access to safe and healthy learning environments.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
Notes	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is less than six, results are not reported</u> to protect individual privacy.

Requirements for School Board AERR Summaries

In addition to producing the November 2014 AERR, jurisdictions are required to produce a summary of their AERR that provides parents and community members with easy to understand information about their jurisdiction's progress. The intent of this document is to improve communication, transparency and accountability to local stakeholders. The AERR Summary should not be more than two pages in length, be featured prominently on the jurisdiction's website and include the following components:

- A brief summary of the jurisdiction's priorities and accomplishments relevant to parents and the community. This should include the provincial priorities related to Inclusion and FNMI Success.
- A brief description of parental and community engagement efforts, how input is collected and how it informed decision-making or identified local priorities.
- Key highlights and challenges based on the jurisdiction's results on the required performance measures.
- Other statistical, financial or performance information relevant to parents and the community.
- A web link to the full AERR document for the jurisdiction.
- A web link to detailed financial information (as per the Summary of Financial Results component in the full AERR requirements).

The timelines and communication for the AERR Summary are the same as for the AERR:

- School jurisdictions must post their full AERR and the AERR Summary for 2013/2014 on the jurisdiction website by **November 30, 2014 and notify the Zone Director** of the posting by email. The email notice must include the permalink to the two documents.

Examples are available online at:

<http://www.education.alberta.ca/admin/resources/planning/reporting2014.aspx>

Requirements for School Results Reports

Schools must prepare a report of the school's results for 2013/2014. Each jurisdiction establishes requirements for the content, process and format for school annual reports as part of its accountability system. Note that Section 13 of the *School Councils Regulation* requires boards to give school councils the opportunity to provide advice on the development of school annual results reports.

Optional pre-populated templates for school annual results reports, and for combined plans/reports, will be provided with the Accountability Pillar reports in October 2014.

Alberta Education does not routinely collect or review the annual results reports prepared by individual schools. It is the responsibility of school jurisdictions to ensure through their accountability system that:

- Each school prepares its education report annually;
- Each school involves the school council in preparing the report; and
- Each school posts its report on the school's or the jurisdiction's website.

Appendix A – Legislation and Regulation – Key Excerpts

Revised Statutes of Alberta 2000 Chapter S-3 *School Act*

Accountability of Board

78(1) A board shall develop a reporting and accountability system on any matter the Minister prescribes.

(2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.

(3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

1995 c27 s9

Statutes of Alberta 2013 Chapter F-14.5 *Fiscal Management Act*

Accountable Organization

14(1) In this section, “accountable organization” means

- (a) a Provincial agency other than a corporation referred to in section 2.2(4) of the Funds and Agencies Exemption Regulation (AR 128/2002),
- (b) a Crown-controlled organization,
- (c) a board under the School Act, or
- (d) a regional health authority, subsidiary health corporation, community health council or provincial health board under the Regional Health Authorities Act.

(2) The governing body of an accountable organization must prepare and give to the Minister responsible for the accountable organization business plan and annual report for each fiscal year, in the form, at a time and containing the information, acceptable to the responsible Minister.

(3) The Minister responsible for an accountable organization that does not administer a budget and whose mandate is purely advisory may by order exempt that accountable organization from the requirements of subsection (2).

(4) An accountable organization must make the business plan or annual report referred to in subsection (2) publicly available after it is given to the Minister.

Alberta Regulation 120/2008
Government Organization Act
EDUCATION GRANTS REGULATION

General Authority to Make Grants

2. The Minister may make grants, in accordance with this Regulation, for any purpose related to any program, service or matter under the Minister's administration.

Conditions on which grants are made:

7. In addition to any conditions imposed by the Minister, it is a condition of every grant made under section (2)

(a) that the recipient shall

- (i) use the grant only for the purpose for which it is made,
- (ii) account to the Minister, in the manner that the Minister determines and to the Minister's satisfaction, for how the grant money or any portion of it was or is being used,
- (iii) permit a representative of the Minister or the Auditor General to examine any books or records that the Minister or the Auditor General considers necessary to determine how the grant money has or is being used, and
- (iv) provide to the Minister, on request, any information the Minister considers necessary for the purpose of determining whether or not the grant recipient has complied or is complying with the conditions of the grant.

Alberta Regulation 113/2007
School Act
SCHOOL COUNCILS REGULATION

Responsibilities of Board

13(1) A board must provide the school council with an opportunity to provide advice on the development of the school's

- (a) mission, vision and philosophy,
- (b) policies,
- (c) annual education plan,
- (d) annual results report, and
- (e) budget

(2) A board must provide the school council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures.

Appendix B – Glossary of Planning and Accountability Terms

Accountability: An obligation to answer or account for assigned (delegated) responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results. Accountability arises when one party delegates responsibility to another party. Some discretion on how responsibilities are carried out is associated with the delegation of responsibility to accountable organizations. In the public sector, accountability involves transparent public reporting of results as well as reporting to the organization, such as a government ministry, that delegated responsibilities and provided funding to an accountable organization. Consequences for performance are conferred by the delegating party.

Accountability Framework: A well-designed structure to ensure accountability within organizations and between governing bodies and delegated organizations (accountable parties). An accountability framework consists of measurable goals, performance measures that provide information on progress toward and achievement of outcomes, targets that indicate a desired level of performance, strategies that are implemented and adjusted as necessary to improve results over time, evaluation of results achieved, including whether improvement has taken place, public performance reports and consequences for the performance of accountable organizations.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: Conditions that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A clear, concise description of an organization's overall purpose and role. It gives direction to the programs and services that the school authority provides for its students.

Outcomes: Measurable statements of what an organization seeks to achieve. In broad terms, they answer the question, “What will this look like when we get to where we want to be?”

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable school authorities to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school authority that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

Strategies: Strategies are actions that school authorities take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Terms Related to the Accountability Pillar Evaluation *(in logical, rather than alphabetical order)*

Accountability Pillar: The Accountability Pillar is one of the three pillars of the Renewed Funding Framework and enhances school authority accountability for results in return for greater flexibility in the allocation of resources. The Accountability Pillar places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures and, where results are low or declining, taking action to improve student programs and results in subsequent years.

The focus of the Accountability Pillar is on improving school authority results and attaining high levels of achievement.

Accountability Pillar Performance Measures: The Accountability Pillar performance measures are a required, consistent set of measures, each of which is calculated on a comparable basis for all jurisdictions. School authorities are required to include this common set of performance measures and evaluations in their plans and report the results and updated evaluations for these measures in their AERRs. The measures draw from various kinds of data, including:

- Results of provincial testing programs;
- Student outcomes, such as dropout and high school completion rates, calculated from administrative data; and
- Student, parent and teacher perceptions from surveys.

Category: Accountability Pillar measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools,
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement, and
- Continuous improvement.

Evaluation Methodology: The evaluation methodology assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

Achievement Evaluation: The achievement evaluation is based on comparing the current jurisdiction result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low and Very Low.

Standard: A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the basis for judging actual performance. The standards for each Accountability Pillar measure are calculated from baseline data (based on the distribution of results for all school boards at a fixed point in time).

The 5th, 25th, 75th and 95th percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under “Achievement Evaluation”).

Baseline: Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each Accountability Pillar measure are established by averaging each school board's results across the three years to create a three-year average. The three years that form the baseline for calculating standards differ among measure types, depending on data availability:

- For student achievement measures (i.e., Provincial Achievement Tests and Diploma Examinations), the baseline three-year average uses data from school years 2001/2002, 2002/2003, and 2003/2004.
- For the student outcome measures (dropout, Diploma Examination participation, high school completion and post-secondary transition rates), the baseline three-year average uses data from the 2000/2001, 2001/2002 and 2002/2003 school years, except for the Rutherford Scholarship eligibility rates, which, starting with the 2007/08 results provided in May 2009, uses data from 2004/2005, 2005/2006 and 2006/2007 for the baseline three-year average.
- For survey measures, the baseline three-year average uses results from 2003/2004, 2004/2005 and 2005/2006.

Improvement Evaluation: The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the jurisdiction's current result against the authority's previous three-year average using chi-square. (Chi square is a statistical test to determine the probability that there is no significant difference between an observed outcome and the expected outcome. In the case of the Accountability Pillar improvement evaluation, the chi square test is used to determine the probability that there is no significant difference between a jurisdiction's current result on a measure and its prior three-year average for that measure.) The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined and Declined Significantly.

Overall Measure Evaluation: Once the improvement and achievement levels have been calculated for a measure, an overall measure evaluation is calculated, which reflects both the achievement evaluation and the improvement evaluation. The overall measure evaluation is reported on a five point scale: Excellent, Good, Acceptable, Issue and Concern.

Category Evaluation: For each category of Accountability Pillar measures, the overall evaluations for each measure within that group are averaged to provide an evaluation for that category. The averaging is done by assigning the following numbers to the overall evaluation for each measure: Excellent: 2; Good: 1; Acceptable: 0; Issue: -1, and Concern: -2. These values are averaged and rounded to the nearest whole number. This result is then compared with the above list of assigned numerical values for each of the five evaluation ratings to determine the evaluation for the category.

Improvement/Decline: Improvement or decline for an Accountability Pillar measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- An **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.
- A **significant improvement or decline** (at the 5% level of confidence, or 19 times out of 20) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

Target: Targets related to achievement standards are set for each year of the plan when the evaluation of results for a measure is “Issue” or “Concern”. These targets for Accountability Pillar measures:

- Have a higher numerical value each year than the current result (except for dropout rates, where a lower result shows improvement).
- Show reasonable progress toward or move into the next higher achievement standard over the three years.

Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be “Maintained,” and could be “Improved” or “Improved Significantly.”



Appendix C – Accountability Statements

Accountability Statements are required for stand-alone 3YEPs and AERRs. School boards that continue to prepare 3YEPs and AERRs as separate documents use the Accountability Statements below.

Accountability Statement for the Three-Year Education Plan

The Education Plan for **(name of school jurisdiction)** for the three years commencing September 1, **(year)** was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Fiscal Management Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2014/2017 on _____ (month and day), 2014.

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for **(name of jurisdiction)** the **(year)** school year was prepared under the direction of the board in accordance with the responsibilities under the *School Act* and the *Fiscal Management Act*. The board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2013/2014 was approved by the Board on _____ (month and day), 2014.

School boards that combine their AERR and 3YEP into a single document use the following Accountability Statement:

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the **(year)** school year and the Education Plan for the three years commencing September 1, **(year)** for **(name of jurisdiction)** were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three-Year Education Plan for 2014/2017 on _____ (month and day), 2014.

DATE: November 25, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Review of 2013-2014 Superintendent of Schools Area Results

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

ISSUE

The Annual Education Results Report (AERR) is the District's yearly accountability summary of results to the Province. The Superintendent of Schools is held responsible for these results and will provide a verbal summary of the work of the District reflecting the 2013-2014 instructional year.

Results Review is the District's level of accountability where yearly results are reported to the Board of Trustees. DU 310 is the decision unit for the Superintendent of Schools through which he oversees the operations of the District.

The summary that will be presented by the Superintendent reflects both the AERR and the review of Decision Unit 310. In this summary, he will touch upon key outcomes and accomplishments, identify emerging trends and issues, and highlight strategies underway in the District.

ATTACHMENTS & APPENDICES

ATTACHMENT I - 2013-2014 Results Review and Plan – DU 310

SS:mmf

Decision Unit: Superintendent of Schools [0310]

2014-2015 Budget Planning System

DU Administrator: Darrel Robertson

Address: One Kingsway Ave

Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$1,063,061 74%
Exempt	5.500000	Supplies, Equipment and Services	\$377,399 26%
Support	0.000000	Total	\$1,440,460 100%
Teacher	0.000000		
Maintenance	0.000000		
Total	5.500000		

Vision

Transforming the learners of today into the leaders of tomorrow

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District 's cornerstone values of accountability, collaboration, equity and integrity.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Profile

The Superintendent's Decision Unit 310 is comprised of the Superintendent, the Assistant Superintendent of Support for Schools, the Executive Director of Corporate Services and their executive support staff. The Superintendent is responsible for providing advice and support to the Board as well as ensuring the effective implementation of Board policy. The Superintendent is responsible for the planning, organizing, directing, controlling, coordinating and evaluating of administrative regulations and sound educational and business practices to achieve the vision, mission and priorities of the District.

Results and Implications

District Priorities 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

Based on the three SMART goals that were established for 2013-2014, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

SMART GOAL#1

By June 2014, District high school completion rates and student achievement data will improve, as a result of building capacity and enhancing quality teaching and leading through a focus on early intervention, literacy, student engagement, successful transitions and collaborative partnerships.

Results Achieved:Overall Results:

The District continues to see growth in its four and five year high school completion rates increasing to 75.0% and 77.3% respectively. While the District's overall Provincial Achievement Test (PAT) results decreased in the acceptable standard from 78.3% to 77.2% and from 24.1% to 23.9%, results continue to be higher than the Province. Overall diploma exam results at the acceptable standard increased from 81.9% to 83.0% and from 21.7% to 22.0% in the standard of excellence; with students performing better than the Province at the acceptable and standard of excellence in all science subjects.

Results: Emphasis on Literacy and Numeracy

While the percentage of district students meeting the acceptable standard and the standard of excellence on PATs in English Language Arts has consistently been higher than the Province in Grades 3, 6 and 9, the results slightly decreased from the previous year in all areas except for Grade 6 standard of excellence which increased slightly. District students improved in meeting the acceptable standard and standard of excellence in Diploma exams in English 30-1 and 30-2 yet, over the past five years, the percentage of district students meeting the acceptable standard and the standard of excellence has been consistently lower than the Province.

While the percentage of district students meeting the acceptable standard on PATs in Math has consistently been higher than the Province in Grades 3, 6 and 9, district results decreased slightly from the previous year at the Grade 3 and Grade 9 levels and increased at the Grade 6 level. District students meeting the standard of excellence increased slightly at Grades 3 and 6 and decreased slightly at the Grade 9 level. On the Math 30-1 Diploma Exam, district students dropped at both the acceptable standard and standard of excellence. On the Math 30-2 Diploma Exam, district students improved at both the acceptable standard and standard of excellence.

Other Measures: Emphasis on Literacy and Numeracy:

Early Intervention Supports:

-Two half-day professional learning (PL) sessions were organized for 116 Kindergarten teachers on using the EYE-TA data for planning play-based approaches to literacy and numeracy. 80% of teachers rated the activities/approaches very good to excellent.

-650 participants attended PL sessions on Brain Development in the Early Years. 82% of participants agreed the concepts presented would be useful in their job; 83% agreed the session improved their understanding of brain development.

Literacy Supports:

-Provided 38 PL sessions and 195 coaching sessions to 75 literacy intervention teachers. 64 schools provided Reading Recovery, Middle Years Literacy Intervention, and/or Leveled Literacy.

-Provided three centrally organized Literacy Best Practices Days to 511 participants.

-Developed initial drafts of materials for the Curriculum Development Prototyping project for English and French Language Arts and provided training to 71 teachers and consultants in the new provincial Draft Literacy Benchmarks.

-A series of PL opportunities were developed and implemented to engage staff in FNMI literacy supports/resources/culturally responsive educational practices.

Transitions

-Each Assistant Superintendent's leadership group was assigned two literacy consultants to support catchment work. 722 teachers received a total of 124 inservice sessions and 408 coaching sessions.

-The First Nations, Metis and Inuit Education unit connected with post-secondary institutes and community partners focusing on transitions, resources, supports, and services for FNMI students and families.

Numeracy

-Developed the Math intervention Planning Instrument (MIPI) to support schools in identifying students who require math interventions.

Results and Implications

Collaborative Partnerships:

- Provided literacy support to parents through the provision of parent sessions and special events.
- Developed the [First Nations, Métis, and Inuit Guiding Document](#) to provide culturally responsive supports, resources and strategic direction.

SMART GOAL#2

By June 2014, a steering committee, comprised of key internal and external stakeholders, will have developed a framework to support the development of career pathways for Edmonton Public Schools. Career pathways will be designed to enhance the relevance of learning, and guide students on their journey to a successful transition to post secondary studies and/or the world of work.

Results Achieved:

A draft K-12 Career Pathways Model was completed and a report was shared with the District Support Team in August 2014. The report outlined links to the strategic plan, a summary of stakeholder conversations, background related to the Alberta labour market and district data. The report also outlined a framework from K-12 consisting of 31 recommendations, focused on five career pathway clusters.

All high schools participated in a feedback session and provided information related to programming currently offered within the five career pathway clusters. Feedback was also provided with respect to programming that *could* be offered.

First Nations, Métis, and Inuit Education unit collaborated with district staff, First Nations communities, Métis and Inuit organizations, and other stakeholders to begin the development of strategies, resources, programs and initiatives that support personal growth, high school completion, and Career Pathways: post-secondary studies or the world of work.

SMART GOAL#3

By June 2014, the Administration will have developed an infrastructure strategy that identifies timelines and goals to provide equitable access to high quality learning and working environments for all students and staff. The strategy will respond to growth trends and community needs, address the deferred maintenance deficit, and right size district space to efficiently meet district short-term and long-term needs.

Results Achieved: In response to the Board of Trustees Planning Principles, on May 21, 2014 the Superintendent approved the District's *Managing our Space Strategy* for District Infrastructure, which included the appointment of a Senior Strategic Project Manager and the establishment of a *Managing our Space* Steering Committee, consisting of senior management representatives and district principals.

By 2024, the vision is to ensure that all children have access to a quality learning environment. This will be achieved through the implementation of a series of administrative actions that include an analysis of all district functions that influence infrastructure, population trend analysis, realignment of district functions where required, value-management studies on all aging infrastructure, etc. Achievement of this Strategy will require a co-commitment from the Province and a collaborative approach to implementing the strategy.

Additional Results:

- As a result of discussions at multiple levels of Alberta Education and Alberta Infrastructure, on February 26, 2014, the Province provided the District with \$950,000.00 to conduct an options analysis and value scoping study of schools located in mature areas of the City.
- During the period November 2013 -January 2014, Administration conducted a series of community-based engagement sessions in areas of the City experiencing rapid growth in district schools.
- In addition to re-configuring attendance areas, on February 18, 2013, the Board of Trustees approved a recommendation that up to \$5,900,000.00 of Capital Reserves be used to provide attached modular classrooms and free standing modulars at Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Ellerslie schools.
- On January 21, 2014, the Government of Alberta announced funding for four school modernizations and a replacement school for Edmonton Public Schools.
- On March 18, 2014, the Board of Trustees approved a school replacement engagement process that involved hosting community engagement sessions in three mature communities, Greater Westmount, Greater Lawton and Greater Highlands. Over 1,000 people attended public meetings and over 9,200 people provided feedback through

Results and Implications

an online survey.

- Following extensive consultations conducted from April 2014-June 2014, the Board of Trustees approved the closure of Lawton School, R.J. Scott School and Rundle School and to consolidate the schools in a new replacement facility to be located on the Rundle site.
- Given the extensive consultation process conducted in all three areas, on June 26, 2014, the Board submitted a letter to the Minister of Education requesting exemption from Sections 4-7 of the Closure of Schools Regulation for the Lawton cluster. On July 22, 2014, the Minister of Education granted the exemption as requested.
- The District's Three Year Capital Plan 2014-2017, guided by the Planning Principles, was approved by the Board of Trustees on April 22, 2014 and submitted to the Province of Alberta.
- On April 10, 2014, the Board of Trustees appointed three trustees as members of the District Infrastructure Committee. On May 27, 2014, the Board of Trustees approved the Infrastructure Committee's Terms of Reference, which will assist the Board of Trustees in further understanding issues, impacts and next steps related to effective stewardship of District infrastructure.
- On July 11, 2014, Board of Trustee representatives and District administration participated in a Capital Plan Sharing Meeting hosted by the Edmonton Community Sustainability Coalition and ELEVATE. Senior representatives from the City of Edmonton, Province of Alberta, Edmonton Catholic School Board and, Conseil scolaire Centre Nord also participated in the session. Partners committed to continue exploring and participating in initiatives supporting the sustainability of communities.

What were the biggest challenges encountered in 2013/14?

Ensuring every student has access to a fantastic teacher in a quality learning environment is a collective responsibility. As a district, we will continue to work on processes to improve teaching and learning in every classroom.

We're seeing greater diversity in our city, and this diversity is mirrored in our classrooms. Our job is to be responsive to the needs in the classroom, so students can make smooth transitions from year to year and experience success. Working collaboratively with internal and external stakeholders will be essential.

The District continues to experience rapid growth in some areas of the city. Implementation of the *Managing our Space Strategy* will be a continued focus.

What are the implications from 2013/14 that will impact your current year plan?

Success Goal 1:

Literacy and numeracy are foundational to student success and are essential skills for the workplace. Achievement results indicate there is a need for the District to deepen its approach towards supporting student success in these areas.

Success Goal 2:

Building awareness, understanding and commitment to career pathways that helps students find a career that gives them dignity and fulfillment in life is a critical outcome the District wants to achieve. Building structures, direction, supports and opportunities for students, so they leave school with a clear plan for the workplace or their initial post-secondary destination will continue to be a focus over the next four years.

Success Goal 3:

An Infrastructure Strategy, which outlines a series of actions that will guide the Superintendent of Schools and the Board when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, and creating a place for safe, caring, healthy, and equitable learning is an important outcome for the District. Developing and implementing a project plan for Phase 1 of the Infrastructure Strategy will be required.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2014/15 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

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

SMART Goal 1:

By June 2015, more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy as measured by Accountability Pillar measures from Alberta Education as well as district internal measures. Strategies to achieve this goal are outlined below, which include but are not limited to:

- Professional learning will be developed for leadership groups to review achievement data in the areas of literacy and numeracy to identify specific areas for growth and strategies that would impact teaching and learning in catchment areas. Professional Learning opportunities will be developed to support these areas.
- Catchments will make recommendations on how the equity fund could support growth in student achievement. Resources will be targeted and measures developed.
- Continue to collaborate between schools and central to further develop and refine the Math Intervention Programming Instrument so that schools have more information on which to base interventions plans for students in need. Effectiveness of interventions on student learning will be tracked.
- Creation of a reading intervention assessment to support schools in identifying students in need of specific interventions in reading.
- Continue to offer professional learning sessions that focus on best practices in the areas of literacy and mathematics interventions.
- Move to common professional development days for all teachers and support staff to support quality teaching and learning for all students.
- Continue to offer professional learning opportunities to engage district staff in First Nations, Métis, and Inuit literacy/numeracy supports and resources.
- Evaluate the Whole School High School Literacy Professional Learning Pilot Project and explore expansion.
- 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.
- Beginning in September 2014, services from Student Health Initiative Partnership, Children and Youth with Complex Needs, and Regional Educational Consulting Services will be coordinated by Edmonton Regional Collaborative Service Delivery (ERCSD). Inclusive Learning in partnership with Alberta Health Services under ERCSD will collaborate to coordinate timely and appropriate services for students in need of specialized supports and services.

District Priority 2 - Provide welcoming, high quality learning and working environments

SMART Goal 2: By June 2015, a project plan that outlines Phase I of the Infrastructure Strategy will be developed and implemented. Strategies to achieve this goal are outlined below which include, but are not limited to:

- Developing a project plan that outlines a series of administrative actions which include an analysis of all district functions that influence infrastructure, population trend analysis, realignment of district functions where required, and value-management studies on all aging infrastructure.
- Implementing Phase I of the strategy during the 2014-2015 school year.
- The project plan will be shared with Trustees and will form the basis of infrastructure work now and into the future.

District Priority 1 - Enhance Public Education through communication, engagement and partnerships

SMART Goal 3:

By June 2015, a detailed project plan that identifies key deliverables, timelines, budget and an evaluation framework that supports the implementation of the Career Pathways Model will be developed. Strategies to achieve this goal are outlined below, which include, but are not limited to:

- Hosting a Career Pathways Symposium on October 30, 2014 for approximately 300 students, parents, teachers, school/central leaders and external stakeholders (government, business and industry, post-secondary and community) to discuss the Model and implementation.
- Facilitating discussions within catchments to identify current practices that align with areas of the Model.
- Establishing a Career Pathways Advisory Council to the Superintendent.
- Establishing committees (internal and external stakeholders) to support the recommendations included in the report and support implementation of the key activities outlined in the project plan.
- Establishing pilots to implement the Model.
- Continue to work with First Nations communities, Metis and Inuit organizations to enhance mentorship opportunities including post secondary summer transition programs for First Nations, Metis and Inuit students.
- Review the delivery of the Knowledge and Employability curriculum and continue to link students with off-campus education opportunities.



Budget Summary Report

	2013-14 AD1		2014-15 Spring Proposed		2014-15 Fall Revised	
Resources		2,567,583		2,386,115		1,440,460
Internal Revenue		0		0		0
REVENUE TOTAL		2,567,583		2,386,115		1,440,460
Teacher	.000000	21,680	.000000	0	.000000	0
Supply Teacher	.000000	0	.000000	0	.000000	0
TOTAL TEACHER		21,680	.000000	0	.000000	0
(% of Budget)		0.84%		0%		0%
Exempt		2,102,665	10.500000	2,084,051	5.500000	1,048,061
Exempt (Hourly/OT)		4,591	.000000	15,000	.000000	15,000
Support (Supply/OT)		3,923	.000000	0	.000000	0
Custodial		0	.000000	0	.000000	0
TOTAL NON-TEACHER		2,111,179	10.500000	2,099,051	5.500000	1,063,061
(% of Budget)		82.22%		87.97%		73.8%
TOTAL STAFF	.000000	2,132,859	10.500000	2,099,051	5.500000	1,063,061
(% of Budget)		83.07%		87.97%		73.8%
SERVICES PURCHASED		127,307		154,000		218,860
SUPPLIES AND MATERIALS		20,694		28,000		33,000
CAPITAL OUTLAY		6,375		29,000		46,000
INTERNAL SERVICES		87,518		76,064		79,539
TOTAL SES		241,894		287,064		377,399
(% of Budget)		9.42%		12.03%		26.2%
TOTAL AMOUNT BUDGETED		2,374,753		2,386,115		1,440,460
AISI		0		0		0
Carry Forward Included		0		0		128,372
Carry Forward to Future		0		0		0

DATE: November 25, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

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

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

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[School Act](#) Section 61
[April 10, 2012 – Board Meeting Minutes - Motion re Student Advisory Council](#)
[September 10, 2013 Board Report – Motion re Student Trustee/Representative](#)
[June 10, 2014 Board Report – Student Representative](#)
[October 21, 2014 Board Report – Update on the Process to Support the Election of a Student Trustee](#)

RECOMMENDATION

- 1. That Report #5 of the Caucus Committee from the meeting held November 4, 2014 be received and considered.**
- 2. That the 2014-2015 Student Trustee Role and Responsibilities Statement, as detailed in Attachment I, be approved.**

BACKGROUND

On April 10, 2012, the Board approved the establishment of a Student Advisory Council to meet with the Board and Administration at least twice per year to provide student perspectives on educational issues. The Board values student voice, feedback and participation and has found that Student Advisory Council (established in the 2012-2013 school year) has been an effective source of meaningful student input.

On September 10, 2013 the Board approved a motion regarding a Student Trustee. The motion suggested that the elected position of Student Trustee be piloted for the 2014-2015 school year, and that the purpose is threefold:

- facilitating dialogue between the student body and the Board;
- increasing student engagement in Board policy and planning functions; and
- educating students about democratic governance.

The Student Trustee pilot supports the District's Vision, Mission, and Priorities and reflects the District's values of accountability, collaboration, equity and integrity.

On June 10, 2014, the Board of Trustees approved the process to support the election and ongoing participation of a Student Trustee to the Edmonton Public School Board, beginning in the 2014-2015 school year. Following the approval of the pilot, a group of school and central services staff developed a process to support the election of a Student Trustee. A report regarding the process for the election of a Student Trustee was brought to public board on October 21, 2014. This committee also provided support in the creation of the role and responsibilities statement.

On November 4, 2014, the District Priorities and Governance Committee brought forward a proposed 2014-2015 Student Trustee Role and Responsibilities Statement to the November 4, 2014 Caucus Committee meeting for consideration.

On November 20, 2014 a full-day Student Trustee Election event was held at the Centre for Education for all members of the Student Advisory Council and the Student Trustee candidates. The students participated in a series of activities where the candidates were able to provide their voice and vision for the role of a Student Trustee. The event culminated with an election process of a Student Trustee for the 2014-2015 school year. The actual voting process used to support the election was coordinated and implemented in partnership with Elections Alberta.

The Student Trustee will be officially announced and introduced at the November 25, 2014 board meeting.

CONSIDERATIONS & ANALYSIS

The following sources were used as reference materials and informed the development of the recommended Student Trustee Role and Responsibilities Statement as outlined in Attachment I:

- Alberta School Boards Association's (ASBA) Roles and Responsibilities of a Trustee in Alberta
- Roles and Responsibilities statements supporting Student Trustees in British Columbia and Ontario
- Trustee input from the August 26, 2014 Board Retreat

NEXT STEPS

- Following the formal announcement of the Student Trustee at the November 25, 2014 board meeting, Board Chair Hoffman, who will serve as the Lead Mentor for the Student Trustee, will begin to provide support and guidance to the Student Trustee.
- The Communications Department and the Administration, under the leadership of Assistant Superintendent Mark Liguori, will provide orientation support to the Student Trustee.
- The Student Trustee will begin their duties and will be in attendance at the December 2, 2014 board meeting.
- Recruitment will continue for the District Leadership and Governance course slated to begin in term two of the 2014-2015 school year. The teachers responsible for the course will also have a role in supporting the newly elected Student Trustee.
- Assistant Superintendent Liguori will develop an evaluation strategy to support this initiative to inform beyond the pilot.
- The Student Trustee Role and Responsibilities statement will be reviewed by the Board at the conclusion of the 2014-2015 pilot.

The program for the Welcoming of the Student Trustee (which commences at 5:30 p.m.) is as follows:

- Board approval of the 2014-2015 Student Trustee Role and Responsibilities Statement
- Introduction and recognition of all Student Trustee candidates (each candidate will be introduced and come forward to receive a certificate and for a photograph to be taken with the Board Chair and the Superintendent).
- Announcement by the Board Chair of the successful Student Trustee candidate (the results of the November 20th election process will be confidential until announced at the November 25, 2014 board meeting).
- The successful Student Trustee candidate will come forward and provide a brief acceptance speech.
- The board meeting will adjourn and participants will move to the Centre for Education Atrium for a reception and a chance to meet and talk with all the Student Trustee candidates.

ATTACHMENT

ATTACHMENT I - 2014-2015 Student Trustee Role and Responsibilities Statement

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2014-2015 Student Trustee Role and Responsibilities Statement

The Alberta legislature through the [School Act](#) and regulations passed thereunder has delegated some authority for the governance of education to locally elected school boards. School boards are statutory corporations and, as such, have certain obligations to perform and certain powers to carry out their tasks.

The philosophy of school board governance is that government is most effective when it is close to the people being governed. Historically, community residents have elected trustees to boards to act for the legislature in their local schools.

The Board provides oversight and stewardship to ensure:

- each student has the opportunity to achieve his/her potential
- children are safe at school
- the jurisdiction's financial and capital resources are well managed
- that business is conducted in a legal and ethical manner

The school board, as a representative of the people, is a decision-maker and direction-setter. The Board integrates information from many sources; processes that information; evaluates it and makes a decision compatible with the system's beliefs, values and goals. As it makes these decisions, the school board considers the interests of all the students in the jurisdiction – not just the interests of students from a particular school or area. (A comprehensive overview of the role and responsibilities of the Board of Trustees is listed in Section 3.1 (page 18) of the [Trustees' Handbook](#).)

Edmonton Public School Board has historically been composed of 9 members representing the communities of Edmonton. At this time, the Board is committed to adding the student perspective to its composition and is embarking upon a pilot that will see the election of a Student Trustee to serve alongside the current 9 members. This role and its parameters are defined in this document.

1. Role Description

The Student Trustee:

- 1.1 Is an elected, non-voting representative providing student voice to the Board as a reflection of participating in public education with Edmonton Public Schools.
- 1.2 Will attend all regular public meetings of the Board.
- 1.3 Will present a Student Trustee report monthly at public Board meetings. As part of this monthly report, the Student Trustee will provide the Board with information on how student voice has been captured.

- 1.4 Will be invited to attend Board-related meetings and functions, such as committee meetings, professional learning, special events, as appropriate to fulfill their work and responsibilities as a Student Trustee. This would exclude any meetings that are deemed private or closed for Trustees; e.g. Caucus Committee meetings.
- 1.5 Will provide the Board with a student perspective on educational matters including information on how student voice has been captured.
- 1.6 May suggest a motion on a Board-related issue or topic through a committee of the Board or the Student Trustee mentor, but does not have authority to personally move a motion.
- 1.7 Will be provided access to all reading materials relevant to any public Board meeting and committees or working groups they participate in directly. Will not have access to materials related to private or closed-door Board-related meetings or discussions.
- 1.8 Will report back regularly to the students of EPSB on the activities of the Board.
- 1.9 Will engage with and seek student input from members of the Student Advisory Council and students participating in the governance/leadership course around matters related to governance, educational topics and emerging issues relevant to public education and the Board of Trustees.
- 1.10 Will work closely with the designated Trustee mentor and administrative staff assigned to support the role of the Student Trustee.
- 1.11 Will work with Communications and, where appropriate, provide key messages to media reflecting student perspective on education-related topics, as appropriate.
- 1.12 Will comply with the Conflict of Interest Guidelines and the parameters identified under *Disqualifications of a Student Trustee*, as outlined in this document.

2. Eligibility and Qualifications

In order for a student to participate as a Student Trustee candidate in the District's election process supporting the appointment of a Student Trustee, he or she must meet the following:

- 2.1 Currently be registered and in regular attendance at an Edmonton Public Schools' High School in grade 11 or 12.
- 2.2 Have signed support from the school principal and at least one other adult staff member at the school.
- 2.3 Have signed parental consent where appropriate.
- 2.4 Agree to all terms outlined in this document.

- 2.5 Be identified by their school's Student Trustee selection committee as the candidate representative from their high school.

3. Election Process

Central and school administration will work together to develop an election process that engages a representation of the overall student body of Edmonton Public Schools, is fair and reflects the democratic process. This process will result in a single successful candidate emerging as the elected Student Trustee for the 2014-2015 school year.

4. Term of Office

The Student Trustee will sit for the 2014-2015 school year.

5. Disqualifications of a Student Trustee

A Student Trustee will be asked to resign from their role under the following circumstances:

- a) They cease to be a student of Edmonton Public Schools.
- b) They are absent from 3 consecutive Board meetings without prior approval.
- c) They breach the confidentiality of the Board.
- d) They are in serious violation of the student code of conduct resulting in a serious disciplinary action, such as out-of-school suspension or expulsion.

6. Honorarium and Support

The Student Trustee, upon successfully fulfilling his or her responsibilities for the 2014-2015 term of office, will be eligible to receive a \$2,000 honorarium. This is intended to support further growth or learning and will be provided to the out-going Student Trustee upon receipt of written confirmation of acceptance into a post-secondary or professional development opportunity.

7. Responsibilities of the Board

- Welcome, onboard and reflectively act in a manner that helps to create a space for the role of student trustee within the Board of Trustees.
- Should a Trustee other than the Lead Mentor wish to work more closely on any initiative related to the Board, that Trustee can work with the Lead Mentor to determine next steps. This may include, but is not limited to, the following:
 - Should the Trustee where the student resides and/or the Trustee where the student attends school be interested in working directly with the Student Trustee on an initiative, either party may approach the Lead Mentor to help facilitate the process.

- Similarly, should committee chairs or the Student Trustee desire increased coordination/mentorship with each other to ensure success for all, they can work with the Lead Mentor to determine next steps.

8. Role of the Student Advisory Council

The role of the Student Advisory Council will be informed by the initiative. This fall the Student Advisory Council is a key stakeholder group supporting the District-level election process. The interplay between the Student Advisory Council and the Student Trustee will be explored over the coming months.

9. The District Leadership and Governance Course

The Student Trustee will be a member of this group and will use this cohort of youth as a source of student voice. Educational issues and certain reports from the work of the Board will be brought to this group as part of their course curriculum.

10. Role of the Trustee Mentor

- Lead Mentor for the Student Trustee will be Board Chair Hoffman who will:
 - Provide to Caucus a minimum of two Information Reports, including such things as actions taken, lessons learned and highlights. This information will be taken into consideration at the end of the pilot to inform next steps.
 - Support the Student Trustee in preparation for Board meetings and other official Board events.
 - Be available to the Student Trustee to provide support, answer questions, etc.
 - Provide feedback or suggestion to the Student Trustee's monthly report at Board.
 - Assist the Student Trustee in networking and connecting within the community.

11. Administration Support

- Communications will provide initial and ongoing training to the Student Trustee in the areas of media training and communication skills.
- The Administration will provide support or guidance, as appropriate, to ensure the Student Trustee is set up to successfully participate in various events or initiatives.
- The lead teacher from the District governance/leadership course will attend public Board meetings on a regular basis as a support to the Student Trustee.