



Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, November 24, 2015
2:00 p.m.

Board Meeting #4


AGENDA

**BOARD OF
TRUSTEES**

**Michael Janz
Board Chair**

**Michelle Draper
Board Vice-Chair**

**Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin
Bridget Stirling**

- 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 #3 – November 3, 2015
- G. **Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, November, 23, 2015 to speak under this item.)
- H. **Reports:**
 - 2. Report #1 of the Caucus Committee (From the Meeting Held November 3, 2015)
(Information)
 - 3. Report #1 of the Audit Committee (From the Meeting Held November 13, 2015)
(Information)
 - 4. Superintendent of Schools' Results Review for the 2014-2015 School Year
(Information)
 - 5. Edmonton Public Schools' Combined Three-Year Education Plan (2015-2018) and Annual Education Results Report (2014-2015)
(Recommendation)
 - 6. 2014-2015 Audited Financial Statements
(Recommendation)
 - 7. Proposed Distribution of the 2014-2015 District Surplus
(Recommendation)
 - 8. Fall Update to the Revised 2015-2016 Budget
(Recommendation)

9. Amendment to the *Three-Year Capital Plan 2016-2019*
(Recommendation)
10. Bereavement
(Information)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, November 23, 2015 to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

MINUTE BOOK**Board Meeting #3**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, November 3, 2015 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Ken Gibson

Nathan Ip
Michael Janz
Ray Martin

Bridget Stirling

Officials

Angela Anderson
Jonah Lempogo
Ron MacNeil

Kathy Muhlethaler
Kent Pharis
Darrel Robertson

Sandra Stoddard
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

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

The Superintendent advised that Trustees Draper and Johner were absent. All other Trustees were present.

B. **Approval of the Agenda**

MOVED BY Trustee Adams:

“That the agenda for the November 3, 2015 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 provided communications.

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

The Superintendent provided communications.

G. **Minutes**

2. **DRAFT – Board Meeting #2 - October 20, 2015**

MOVED BY Trustee Chubb:

“That the minutes of the Board Meeting held October 20, 2015 be approved as printed.” (UNANIMOUSLY CARRIED)

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

I. **Reports**

3. **Locally Developed Courses**

MOVED BY Trustee Adams:

“That the following Locally Developed Courses be approved for use in EPSB until August 2019:

- American Sign Language and Deaf Culture Nine-year (9Y)
- American Sign Language Arts Kindergarten to Grade 12
- Applied Graphic Arts 15-25-35 (3)
- Arabic Language and Culture Six-year (6Y)
- Arabic Language Arts Kindergarten to Grade 12
- Dance 15-25-35 (3)
- Hebrew Language Arts Kindergarten to Grade 12
- Works in Translation (IB) 35” (UNANIMOUSLY CARRIED)

MINUTE BOOK

Trustee Martin requested that information be provided regarding a breakdown of the credit requirements for a high school diploma.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

4. Bullying Awareness and Prevention Week

Information was provided regarding Bullying Awareness and Prevention Week.

5. Bereavement

The Board Chair reported on the passing of Mrs. Megan Petz (nee Hasinoff).

J. Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

K. Trustee and Board Requests for Information – None.

L. Notices of Motion – None.

M. Next Board Meeting Date: Tuesday, November 24, 2015 at 2:00 p.m.

6. Recognition of School Name Honourees

School name honourees were recognized.

N. Adjournment (3:20 p.m.)

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

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

DATE: November 24, 2015

TO: Board of Trustees

FROM: Trustee Michelle Draper, Caucus Committee Chair

SUBJECT: Report #1 of the Caucus Committee (From the Meeting Held November 3, 2015)

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

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

ISSUE

The Board approved the following recommendation at the March 3, 2015 Board meeting: *That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.*

The following recommendations were approved at November 3, 2015 Caucus Committee meeting:

Appointment of External Audit Committee Member

1. *That the appointment of Christopher Sprysak as the external Audit Committee member for a four-year term from November 2015 to November 2019 be approved.*

Policies Bulletin for the Alberta School Boards Association (ASBA) 2015 Fall Annual General Meeting

2. *That the Board's positions, as proposed by the Alberta School Boards Association (ASBA) Issues and Resolutions Committee (Attachment II), with respect to each of the Alberta School Boards Association proposed policy positions and the emergent resolution be approved.*

BACKGROUND – Recommendation 1

As of October 2015, the four-year term of external Audit Committee member, Mr. Dale Beesley, ended requiring the selection of another external Audit Committee member. The Administration posted a request for the Audit Committee on the Chartered Professional Accountant (CPA) website and Edmonton Public Schools websites (Attachment I). A request was also sent to Grant MacEwan University, University of Alberta and NAIT for circulation to the various accounting and Finance programs. Applicants were contacted and interviews conducted, focusing on questions around their background, knowledge, role as a member of an audit committee, and

their understanding of public education and accounting guidelines. The Administration also considered employment history and experience in public and non-profit sectors.

BACKGROUND – Recommendation 2

The Alberta School Boards Association (ASBA) Fall General Meeting (FGM) business session was held Monday, November 16, 2015. The Board adopted a voting position, prior to the meeting, on proposed policies that will be presented to the membership for voting on.

The Board's ASBA Issues and Resolutions Committee reviewed and analyzed the two proposed policies and one proposed emergent resolution and provided their recommendations and rationale as outlined in Attachment II to the Caucus Committee on November 3, 2015.

During its deliberations, the ASBA Issues and Resolutions Committee established the following guiding principles that formed the lens through which they brought forward their recommendations. This criteria directly aligns to the District's Strategic Plan.

1. Does the proposed policy or resolution support **Success for Every Student**?
2. Does the proposed policy or resolution support **A Focus on Well-being and Student Citizenship**?
3. Does the proposed policy or resolution support a **Culture of Excellence and Accountability**? For example, is it effective, efficient, equitable and fiscally responsible?
4. Does the proposed policy or resolution support **Engaged and Effective Governance**? For example, does it support local autonomy?

In addition, the ASBA Issues and Resolutions Committee felt these guiding principles, along with the District's cornerstone values would guide all future decision-making this year at the ASBA Board of Directors, Zones, and submissions to the ASBA Strategic Plan and Budget to be debated at the Fall General Meeting and the Spring General Meetings. The ASBA Issues and Resolutions Committee also recommended that this be the mandate by which the District's ASBA representatives will be empowered to make decisions and to respond to any emergent motions or amendments on the floor of the assembly.

ATTACHMENTS & APPENDICES

ATTACHMENT I - External Audit Committee Member Posting

ATTACHMENT II - Proposed Policy Positions from the ASBA Issues and Resolutions Committee and 2015 ASBA Policies Bulletin

SS:mmf



EXTERNAL AUDIT COMMITTEE MEMBER

The Edmonton Public School Board is seeking a finance professional to join its Audit Committee.

The committee is made up of the Board of Trustees and two external volunteer members. **We’re currently recruiting one external committee member to serve a four-year term.** This opportunity will provide valuable experience in the financial oversight of the second largest school District in Alberta, serving over 92,000 students with a budget of over \$1 billion.

QUALIFICATIONS

The ideal candidate will have the following qualifications:

- designated professional accountant (required)
- experience with leadership and advisory roles
- experience and knowledge with audit standards, governance, and managing complex systems
- detailed knowledge of Public Sector Accounting Standards (PSAS)
- a member of the adult learning community (preferred but not required)

RESPONSIBILITIES

As a member of the Audit Committee, you will meet at least twice a year.

1. The Audit Committee meets **before the annual audit** to:
 - recommend the appointment of an external auditor to the Board of Trustees
 - meet with the auditor, before the audit begins, to review the engagement letter and assure the auditor’s independence from management
 - review and discuss the audit plan with the auditor
2. The Audit Committee meets **after the annual audit** to:
 - review the audited financial statements
 - review the draft annual audit report and receive the auditor’s independence letter
 - review the audit findings report and accompanying management letter
 - review the auditor’s assessment of the District’s system of internal controls and accounting policies
 - show the financial information was reviewed with due diligence, and recommend whether the Board should accept the annual audit report and financial statements for forwarding to the Minister of Education

HOW TO APPLY

To apply for this position, contact Joanne Adamkewicz, Executive Assistant to the Treasurer and Managing Director, Financial Services at joanne.adamkewicz@epsb.ca. Please identify any potential conflicts of interest when you apply.

The deadline for submissions is Friday, September 25, 2015.

The first Audit Committee meeting for the new external member will take place in November 2015 at the Centre for Education, One Kingsway Avenue, Edmonton, Alberta.

**ASBA POLICIES BULLETIN
PROPOSED POLICY POSITIONS
NOVEMBER 2015**

**1 P / FGM15: Self-Identification Process for First Nations, Métis or Inuit Students
(Page 29 of Policies Bulletin)**

That the self-identification process for First Nations, Métis, or Inuit students be amended so that:

- self-identification may occur either at the point of entry into a jurisdiction or at any point in the student's time with the jurisdiction;
- the identity and any funding remain with a student throughout his/her years within that jurisdiction (subject to action taken to opt out);
- an opt-out clause be available for a parent/guardian in any subsequent years.

Sponsoring Board: Edmonton Catholic Schools

RECOMMENDATION: SUPPORT

EPSB Rationale:

The following are the proposed guiding principles for recommending the approval of this proposed policy position:

- The concept of providing school boards with the flexibility for its First Nations, Métis or Inuit students to self-identify at the point of entry or at any point throughout their years with the District (with an option available to opt out in future years) not only maintains the autonomy of local school boards to collect the data on an ongoing basis if they choose, but the autonomy of the parents and students we serve to opt in and out of the process.
- This policy recommendation would ensure that funding remains with a student throughout their years with the District. This allows for long-term planning and targeted resources to support the success of our First Nations, Métis or Inuit students which directly aligns to our goal of Success for All Students in our Strategic Plan.
- In addition, this policy position is aligned with a culture of excellence and accountability in ensuring funding remains with the student throughout their years with the jurisdictions and has the potential to eliminate many hours of staff time put into annually collecting and recording this information.
- Whether or not this policy position is approved at the ASBA FGM, it is recommended that the Board engage in its own advocacy and send a letter to the Minister of Education in support of this position.

Note: While the Committee supported this policy position, they felt that the policy should include reference to the Aboriginal Learner Data Collection Initiative in which the purpose for collecting this type of data is clearly articulated.

**2 P / FGM15: Curriculum content – Consent
(Page 30 of Policies Bulletin)**

That the topic of consent, as defined in the Canadian Criminal Code, be incorporated in the curriculum related to sexual education.

Sponsoring Board: Edmonton Public Schools

RECOMMENDATION: SUPPORT

EPSB Rationale:

The following are the proposed guiding principles for recommending the approval of this proposed policy position:

- The Committee believes that the Board has already supported this recommendation through a number of means:
 - Approving a motion put forward by Trustee Chubb on February 17, 2015 that the Board consider sending a letter to the Minister of Education recommending the topic of consent be included in the curriculum connected to Human Sexuality. The Board Chair sent such letter, on behalf of the Board, to the Minister on March 12, 2015.
 - In addition, as a result of continued action initiated by Trustee Chubb's motion, this proposed policy position was approved by ASBA Zone 2/3 in June 2015.
- Supporting this proposed policy position is in alignment to the criteria outlined in the recommendation report. The approval of this position demonstrates a commitment to a focus on well-being and student citizenship which is a goal articulated in the District Strategic Plan. This proposed policy position will provide for sexual health outcomes that allow for and promote the discussion of consent within the context of safety, responsibility, and healthy relationships.

3 E M / FGM15: ASBA provincial bargaining unit (Page 32 of the Policies Bulletin)

That the Alberta School Boards Association establish a provincial bargaining unit with the power to negotiate and finalize a tripartite collective agreement among trustees, teachers, and the provincial government – with such agreement dealing only with salary and benefits.

Sponsoring Board: Edmonton Catholic Schools

RECOMMENDATION: OPPOSE

EPSB Rationale:

The following are the proposed guiding principles for recommending opposing this emergent resolution:

- This proposed emergent resolution was viewed by the Committee as an unwanted incursion into local school board autonomy. Even if the Provincial Government decided to move to a two-tier bargaining model, providing the power for the ASBA to negotiate on behalf of all boards was determined to not be the desired structure. In addition, the Committee felt it was the will of the ASBA membership for the ASBA to advocate for local bargaining, which is contrary to the emergent resolution being brought forward.
- The Committee did not feel comfortable having the ASBA speak on its behalf and discussed at length issues with decision making at the ASBA and other operational concerns which was believed would impede the ability of the ASBA to negotiate a fair deal for Edmonton Public Schools students and staff. The Committee felt the Board has provided previous direction to this emergent resolution. Having the ASBA serve as the Employer Bargaining Agent is not a structure that would support an engaged and effective governance model.
- It was felt by the Committee that the ASBA should focus on areas of past experience, such as providing fee-for-service consultants or legal services and that positioning itself as the Employer Bargaining Agent was imposing on local school board autonomy.
- The Board has been engaged in its own advocacy on this position. On September 11, 2015, the Board Chair and Superintendent met with the Minister of Education to discuss possible amendments to the teacher bargaining model. On October 1, 2015 a letter was sent to the Minister of Education formalizing the view of the Edmonton Public School Board

4 Other: Providing Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for Sexual Minority Students, Staff and Families

Move as an emergent item at the ASBA FGM (will require two thirds of boards to support to move it onto the agenda)

That the Alberta School Boards Association support its members school boards in establishing and maintaining welcoming, inclusive, safe and healthy learning and working environments for all members of the school community, including sexual orientation and genders minority students, staff and families. This includes provision of support with policy development and related resources.

Sponsoring Board: Edmonton Public Schools

RECOMMENDATION: PROPOSE AS AN EMERGENT RESOLUTION

EPSB Rationale:

- Issues with regard to publicly funded education and supporting Sexual Orientation and Gender Identity students, staff and families have been in the news this year. The ASBA has been silent on these issues, both in policy and presence. It is proposed by the Committee that we take a second attempt at moving forward the 2012 Sexual Orientation and Gender Identity Policy to the ASBA.
- The Committee believes it is important for the ASBA to clearly take a policy position in support of students, staff, and families in alignment with provincial legislation and our Strategic Plan outcome to provide welcoming, inclusive, safe caring and healthy learning and work environments. Research has shown that sexual minority youth experience more bullying, harassment, alienation, and suicide ideation than do their heterosexual peers and; therefore, boards are encouraged to counter pervasive cultural biases against sexual minorities through proactive and specific policy and regulation to ensure that all sexual orientation and gender identity minority individuals are welcomed, respected, accepted and supported in all of their schools.

ASBA Policies Bulletin

November 2015

Please bring this bulletin to the business session of the ASBA Fall General Meeting on November 16, 2015 at the Westin Hotel, Edmonton, Alberta.
Please review the Rules of Procedure in advance of the meeting.
This document is posted on the ASBA website at www.asba.ab.ca



For more information contact:

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Edmonton, AB T5K 2J8

Telephone: 780.451.7125

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Rules of procedure

In order to expedite the resolutions process at general meetings, it is necessary to approve certain rules of procedure. Some of these may be specific parliamentary procedures, as in Robert's Rules of Order, while others are less formal and reside with each individual in the interests of courtesy, cooperation, and respect for all concerned as well as for the business at hand.

Procedural Steps

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

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

Amendments

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

Voting

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

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

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

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

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

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

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

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

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

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

Budget

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

Elections

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

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

Bylaw Amendments

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

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

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

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

Extraordinary and Emergent Resolutions

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

3. Extraordinary Policy Positions

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

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

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

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

4. Emergent Policy Positions

4.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 4:00 p.m. on the thirty-fifth (35) day prior to the first business day of a General Meeting.

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

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

submission of regular positions; and

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

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

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

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

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

Disposition of Outstanding Policy Positions

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

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

Other Motion Proceedings

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

Executive elections

Election process for President

Various elements contained in the ASBA Bylaws are summarized here – please see Reference A for full provisions. Please see Reference A (Bylaw 7) and Reference B for role description.

Monday, November 16, 2015 – 11:00 a.m.

Eligibility

- ♦ Every candidate for or occupant of the office of President shall be a Trustee of a Full Member Board.
- ♦ An individual in receipt of the nomination for a publicly elected provincial or federal office, or who currently occupies a publicly elected provincial or federal office shall not be eligible to concurrently hold the position of President.
- ♦ An individual occupying any of the following positions shall not be eligible to concurrently hold the position of President:
 - Zone Chair/Vice-Chair;
 - Appointed representatives of the Alberta Catholic School Trustees' Association, the Public School Boards Association of Alberta, and the Fédération des conseils scolaires francophones de l'Alberta who attend Board of Directors meetings as observers; or
 - The President or Vice-President of the Alberta Catholic School Trustees' Association, the Public School Boards Association of Alberta, and the Fédération des conseils scolaires francophones de l'Alberta.

Nominations

- ♦ Executive Director makes first, second and third calls for nominations of candidates for President.
 - From floor microphones, nominators provide name of nominee and indicate seconder.
 - Nominee asked if they accept the nomination.
- ♦ Nominations close.
- ♦ Nominators move to podium and provide remarks for three minutes (order of remarks follows order of nomination made).
- ♦ If, following close of nominations, only one nomination received for President, candidate declared acclaimed and may provide remarks for five minutes. **Acclamation renders remainder of President election process unnecessary.*

Candidates' speeches

- ♦ Candidates for President provide remarks for five minutes from podium (order determined alphabetically by candidates' last names).

Monday, November 16, 2015 – following close of Association business

Candidates' forum

- ♦ Questions for the candidates may be written on cards and deposited in box labeled “candidates’ questions” at the registration desk until 1:30 p.m. Monday.
- ♦ Candidates for President invited to podium to respond to questions submitted (order determined alphabetically by candidates’ last names).

Tuesday, November 17, 2015 – 8:30 a.m.

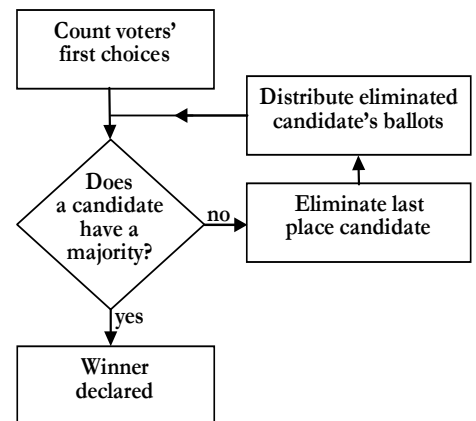
Balloting for President

Ballot

- ♦ Voting for President shall be by secret ballot on the basis of one vote per Full Member Board in attendance.
- ♦ If more than two candidates are running for the position of President, a single, preferential ballot shall be utilized which allows each voter to rank the list of candidates in order of preference, marking a ‘1’ beside the most preferred candidate, a ‘2’ beside the second-most preferred, and so forth, in ascending order.

Counting

- ♦ In the initial count, the first preference of each voter is counted and used to order the candidates. Each first preference counts as one vote for the appropriate candidate. Once all first preferences are counted, if one candidate holds a majority, that candidate is declared the winner. Otherwise, the candidate who holds the fewest first preferences is eliminated. If there is an exact tie for last place in numbers of votes, all low-ranking candidates whose combined number of votes is fewer than the number of votes received by the lowest remaining candidates are simultaneously eliminated.
- ♦ Ballots assigned to eliminated candidates are recounted and assigned to one of the remaining candidates based on the next preference on each ballot. The process repeats until one candidate achieves a majority of votes cast for continuing candidates. Ballots that ‘exhaust’ all preferences (i.e., all ranked candidates are eliminated) are set aside.



Announcement of Results

- ♦ Following the collection and counting of ballots for President, and prior to the third call for nominations for Vice-President, the successful candidate for President shall be announced.

Election process for Vice-President

Please see Reference C for role description.

Monday, November 16, 2015 – 11:00 a.m.

Eligibility

- ♦ Every candidate for or occupant of the office of Vice-President shall be a Trustee of a Full Member Board.
- ♦ An individual in receipt of the nomination for a publicly elected provincial or federal office, or who currently occupies a publicly elected provincial or federal office shall not be eligible to concurrently hold the position of Vice-President.
- ♦ An individual occupying any of the following positions shall not be eligible to concurrently hold the position of Vice-President:
 - Zone Chair/Vice-Chair;
 - Appointed representatives of the Alberta Catholic School Trustees' Association, the Public School Boards Association of Alberta, and the Fédération des conseils scolaires francophones de l'Alberta who attend Board of Directors meetings as observers; or
 - The President or Vice-President of the Alberta Catholic School Trustees' Association, the Public School Boards Association of Alberta, and the Fédération des conseils scolaires francophones de l'Alberta.

Nominations

- ♦ Executive Director makes first and second calls for nominations of candidates for Vice-President (immediately following nominations and candidates' remarks for President).
 - From floor, nominators provide name of nominee and indicate seconder.
 - Nominee asked if they accept the nomination.
- ♦ **If candidate for President declared acclaimed, third call for nominations made and nominations close.*
- ♦ Nominators move to podium and provide remarks for three minutes (order of remarks follows order of nomination made).
- ♦ **If President declared acclaimed and if following close of nominations, only one nomination received for Vice-President, candidate for Vice-President declared acclaimed and may provide remarks for three minutes. Acclamation renders remainder of Vice-President election process unnecessary.*

Candidates' speeches

- ♦ Candidates provide remarks for three minutes from podium (order determined alphabetically by candidates' last names).

Monday, November 16, 2015 – following close of Association business

Candidates' forum

- ♦ Questions for the candidates may be written on cards and deposited in box labeled "candidates' questions" at the registration desk until 1:30 p.m. Monday.
- ♦ Following response to all questions by candidates for President, candidates for Vice-President invited to podium to respond to questions submitted (order determined alphabetically by candidates' last names).

Tuesday, November 17, 2015 – 8:30 a.m.

Nominations

- ♦ Third call for nominations for Vice-President (immediately following balloting for President and announcement of successful candidate for President). Additional nominations during the third call may only be individuals who were (unelected) candidates for President.
 - From floor, nominators provide name of nominee and indicate seconder.
 - Nominee asked if they accept the nomination.

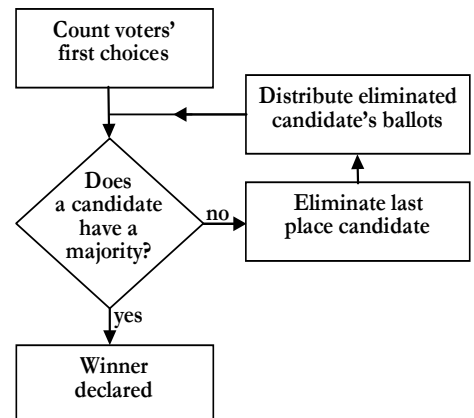
Balloting for Vice-President

Ballot

- ♦ Voting for Vice-President shall be by secret ballot on the basis of one vote per Full Member Board in attendance.
- ♦ If more than two candidates are running for the position of Vice-President, a single, preferential ballot shall be utilized which allows each voter to rank the list of candidates in order of preference, marking a '1' beside the most preferred candidate, a '2' beside the second-most preferred, and so forth, in ascending order.

Counting

- ♦ In the initial count, the first preference of each voter is counted and used to order the candidates. Each first preference counts as one vote for the appropriate candidate. Once all first preferences are counted, if one candidate holds a majority, that candidate is declared the winner. Otherwise, the candidate who holds the fewest first preferences is eliminated. If there is an exact tie for last place in numbers of votes, all low-ranking candidates whose combined number of votes is fewer than the number of votes received by the lowest remaining candidates are simultaneously eliminated.
- ♦ Ballots assigned to eliminated candidates are recounted and assigned to one of the remaining candidates based on the next preference on each ballot. The process repeats until one candidate achieves a majority of votes cast for continuing candidates. Ballots that 'exhaust' all preferences (i.e., all ranked candidates are eliminated) are set aside.



Announcement of Results

- ♦ Following the collection and counting of ballots for Vice-President, the successful candidate for Vice-President shall be announced.

Reference A: ASBA Bylaw excerpts

Excerpts from ASBA Bylaws contained in the *ASBA Governance Handbook*.

Bylaw 1

1. Definitions and Interpretation

1.1 In these Bylaws, unless the context otherwise requires:

...

1.1.7 “Full Member” of the Association means:

1.1.7.1 A board of trustees of a school district, school division, or regional division, or the regional authority of a Francophone education region that has publicly elected members according to the Local Authorities Election Act or in the case of Lloydminster the Local Government Election Act, and that is an operating board as defined in the Alberta School Boards Association Act; or

1.1.7.2 A board of trustees of a publicly supported school system in the City of Yellowknife, Northwest Territories,
in respect of whom the Association has received the membership fee as invoiced for the current membership year or received evidence of intention to pay satisfactory to the Board of Directors.

...

1.1.17 “Trustee” means a member of a Board with Full Member status, or an official trustee as defined in the School Act.

...

Bylaw 5

5. Board of Directors Members

5.1 Eligibility

5.1.1 Every candidate for or occupant of the office of President, Vice-President, Director or Alternate Director shall be a Trustee of a Full Member Board.

5.1.2 Any member of the Board of Directors ceasing to be a Trustee shall vacate his/her office, which shall be filled in accordance with provisions in these Bylaws.

5.1.3 An individual in receipt of the nomination for a publicly elected provincial or federal office, or who currently occupies a publicly elected provincial or federal office shall not be eligible to concurrently hold the position of President, Vice-President, Director or Alternate Director.

5.1.4 An individual occupying any of the following positions shall not be eligible to concurrently hold the position of President, Vice-President, Director, or Alternate Director:

- Zone Chair/Vice-Chair;
- Appointed representatives of the Alberta Catholic School Trustees’ Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l’Alberta (Federation of Francophone School Authorities – Zone 9) who attend Board of Directors meetings as observers; or
- The President or Vice-President of the Alberta Catholic School Trustees’ Association (Zone 7), the Public School Boards Association of Alberta

(Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).

5.2 Term

- 5.2.1 The President, Vice-President, and Directors shall be elected for a two year term and shall be eligible for re-election for one successive term of two years. The President, Vice-President, and Directors may be elected to a previously held position for more than two terms provided such re-election occurs at least one term following conclusion of the first two terms.

...

5.3 President and Vice President Elections

- 5.3.1 Election of the President and the Vice-President shall take place at a General Meeting of the Association, normally at the Fall General Meeting immediately following a General Election, and two years following (i.e. November of odd-numbered years).
- 5.3.2 Nominations shall be made from the floor and shall require a seconder.
- 5.3.3 Voting shall be by secret ballot on the basis of one vote per Full Member Board in attendance.
- 5.3.4 The candidate receiving a simple majority of votes will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.
- 5.3.5 The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.
- 5.3.6 Notwithstanding Bylaw 5.1.1 and 5.1.2, in the year of a General Election, if the President does not run for the office of trustee or is defeated in the General Election, the President may complete his/her term of office through to the election of the new President at the General Meeting.

...

Bylaw 7

7. Executive Duties

- 7.1 The President shall:
- 7.1.1 Provide leadership to the Association, Board of Directors and Executive Committee.
- 7.1.2 Be accountable to the Board of Directors and to the membership.
- 7.1.3 Preside at all meetings of the Board of Directors and the Executive Committee.
- 7.1.4 Open and preside at all conferences or General Meetings of the Association.
- 7.1.5 Act as the primary spokesperson for the Association.
- 7.1.6 Submit or cause to be submitted to each General Meeting a report of the Board of Directors as to financial standing and general business of the Association.
- 7.2 The President is (ex officio) a member of all committees.
- 7.3 The Vice-President shall take the place of the President in the event of the President's absence or inability to preside.

Reference B: Role of the President

Board of Directors Governance Policy 5 articulates the following additional roles for the ASBA President.

The election of the President shall take place as governed by Bylaw No. 5.

The duties assigned to the President by the Association are specified in Bylaw No. 7. These include providing leadership to both the Association and the Board of Directors.

Specific Responsibilities

While acknowledging the unique leadership role, the Board of Directors assigns to the President the following powers and duties:

1. Take and uphold the Oath of Office, which states:
I (*name*), do solemnly swear that I will lead the Alberta School Boards Association as President in promoting excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Prior to each Board of Directors meeting, convene a meeting of the Executive Committee to determine the items to be included on the agenda, the order of these items, and to become thoroughly familiar with them.
3. Preside as Chair over all Board of Directors meetings and ensure that such meetings are conducted in accordance with Association Bylaw No. 9, the Association's foundation statements, the policies as established by the Board of Directors, and statutory requirements.
4. Perform the following duties during Board of Directors meetings:
 - 4.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 4.2 Ensure that all issues before the Board of Directors are well-stated and clearly expressed;
 - 4.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak through the maintenance of a speakers list on the subject under consideration;
 - 4.4 Encourage deliberation of all viewpoints;
 - 4.5 Ensure that debate is relevant. The President, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
 - 4.6 Decide questions of order and procedure using Robert's Rules of Order, subject to an appeal to the rest of the Board of Directors. The President may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board of Directors by any member duly moved;
 - 4.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;

- 4.8 Ensure that each Director present votes on all issues before the Board;
 - 4.9 Extend hospitality to Directors, observers, presenters and Association staff;
 - 4.10 Facilitate meetings so that the will of the Board of Directors is achieved.
- 5. Provide a written report to each Board of Directors meeting.
 - 6. Foster, develop and/or maintain positive, professional working relationships with:
 - 6.1 The Minister of Education.
 - 6.2 Other cabinet ministers whose department's work relates to the Association's mandate.
 - 6.3 Presidents of other education stakeholder organizations.
 - 6.4 All member boards.
 - 6.5 The Executive Director and staff.
 - 7. Communicate regularly, in a timely manner, with Boards concerning Association activities.
 - 8. Act as an advocate for excellence in public education and proactively monitor the environment for issues that impact the Association and its members.
 - 9. Act as the primary spokesperson for the Board of Directors except for those instances where the Board has delegated this role to another individual or group.
 - 10. Represent the Association or Board of Directors, or arrange alternative representation, at official functions.
 - 11. Keep informed of significant developments within the Association.
 - 12. Liaise with the Canadian School Boards Association (CSBA) for mutual benefits.
 - 12.1 Attend the CSBA Congress.
 - 12.2 Participate as a member of the CSBA Board of Directors and attend CSBA Board meetings.
 - 13. Be responsible for ensuring the development and implementation of the orientation program for newly elected Directors.
 - 14. Demonstrate, through personal example, a commitment to life-long learning, personal growth and professional development.
 - 15. Address matters related to individual Director's expense claims.
 - 16. Stay current with respect to provincial, national and international educational issues and trends.
 - 17. Address inappropriate behaviour on the part of a Director.
 - 18. Ensure that the Board of Directors engages in annual assessments of its effectiveness as a Board.

Reference C: Role of the Vice-President

Board of Directors Governance Policy 6 articulates the following additional roles for the ASBA Vice-President.

The election of the Vice-President shall take place as governed by Bylaw No. 5. In accordance with Bylaw No. 7, the Vice-President shall act on behalf of the President, in the latter's inability to act or absence and shall have all the duties and responsibilities of the President.

Specific Responsibilities

1. Take and uphold the Oath of Office, which states:
I (*name*), do solemnly swear that, as Vice-President, I will assist the President of the Alberta School Boards Association in promoting excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Prior to each Board meeting, as a member of the executive committee the Vice-President shall confer with the President and the Executive Director on items to be included on the agenda, the order of these items and to become thoroughly familiar with them.
3. Assist the President in ensuring that the Board of Directors operates in accordance with its own policies and in providing leadership and guidance to the Board of Directors.
4. Provide a written report to each Board of Directors meeting.
5. Act as Chair of the following committees:
 - 5.1 Policy Development Advisory Committee (PDAC)
 - 5.2 Executive Director Evaluation Committee, when established by the Board of Directors
 - 5.2.1 The Vice-President shall ensure that the Executive Director evaluation process is conducted as per Board of Directors directions and that the evaluation is completed as required by contract.
 - 5.3 Executive Director Compensation Committee, when established by the Board of Directors
6. Act as Chair of the Zone Chairs meetings.
7. Attend the Canadian School Boards Association (CSBA) Congress.
8. Review and approve the Executive Director's expenditures at least twice per year.
9. Stay current with respect to provincial, national and international educational issues and trends.
10. The Vice-President may be assigned other duties and responsibilities by the President.

Draft minutes from SGM 2015

SPRING GENERAL MEETING

Monday, June 1, 2015
Sheraton Hotel, Red Deer

MINUTES

- ATTENDANCE:** As per registration list.
- PRESIDENT'S ADDRESS:** Following opening thoughts, the national anthem, a moment of silence, and introduction of special guests, President Helen Clease provided her opening remarks to the assembly.
- CALL TO ORDER:** President Clease called the meeting to order at 9:00 a.m. and asked the Working Party, comprised of Nan Bartlett, Cathy Peacocke, Lorna Misselbrook, Scott McCormack, and Marian Johnson, to take their places.
- CHAIR:** Members of the Policy Development Advisory Committee filled the Chair's position for the business meeting which started at 9:00 a.m. Cathy Peacocke was the first to assume the Chair.

PROCEDURAL MOTIONS

(Note: These require a simple majority)

Appointment of Parliamentarian

MOTION #1 Nathan Ip (Director - Edmonton Public School Board)
Doug Gardner (Zone 5 Director - Foothills S. Div. #38)

That Kevin Feehan be appointed Parliamentarian.

CARRIED (93%)

Kevin Feehan joined the Working Party.

MOTION #2 Terry Riley (Medicine Hat S.D. #76)
Deborah Forbes (Medicine Hat S.D. #76)

That discussion on NSBA inclusion in the 2015-16 budget be added to the Order Paper prior to the approval of the budget.

CARRIED (83%)

This item was assigned as resolution 16/SGM15.

Approval of Rules of Procedure

MOTION #3 Pamela King (Director - Calgary Board of Education)
Peter Grad (Zone 6 Director - Medicine Hat Catholic)

That the Rules of Procedure be adopted.

CARRIED (98%)

Appointment of Balloting Committee

MOTION #4 Doug Gardner (Zone 5 Director - Foothills S. Div. #38)
Marilyn Bergstra (Director - Edmonton Catholic)

That, according to Bylaw No. 12, Section 12.4, the Balloting Committee be appointed; and be chaired by Heather Rogers.

CARRIED (100%)

Acceptance of Emergent Issues

(requires 2/3 majority vote)

MOTION #5 Mary Martin (Director - Calgary Catholic)
Jean Boisvert (Zone 2/3 Director - Elk Island Catholic)

That resolution 12/SGM15 (Special General Meetings) be added to the Order Paper.

CARRIED (93%)

MOTION #6 Peter Grad (Zone 6 Director - Medicine Hat Catholic)
Doug Gardner (Zone 5 Director - Foothills S. Div. #38)

That resolution 13/SGM15 (CSBA Membership) be added to the Order Paper.

CARRIED (95%)

MOTION #7 Colleen Munro (Rocky View S. Div. #41)
Joy Bowen-Eyre (Calgary Board of Education)

That resolution 14/SGM15 (Review of the Funding Framework) be added to the Order Paper.

CARRIED (87%)

MOTION #8 Terry Riley (Medicine Hat SD #76)
Red Deer Public

That resolution 15/SGM15 (Teacher Bargaining Certificates) be added to the Order Paper.

CARRIED (80%)

Adoption of Order Paper

MOTION #9 Peter Grad (Zone 6 Director - Medicine Hat Catholic)
Nathan Ip (Director - Edmonton Public)

That the Order Paper, as amended, be adopted.

CARRIED (100%)

Approval of Minutes (Fall General Meeting 2014)

MOTION #10 Marilyn Bergstra (Director - Edmonton Catholic)

Pamela King (Director - Calgary Board of Education)

That the minutes of the 2014 ASBA Fall General Meeting be approved as circulated.

CARRIED (100%)

Business Arising

There was no business arising.

16/SGM15 NSBA Membership

(Note: This requires a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)

MOTION #11 Terry Riley (Medicine Hat SD #76)
Calgary Catholic

That NSBA membership be added to the 2015-2016 budget.

DEFEATED

(% of School Boards: 43

% of Students: 33.31)

PROPOSED BUDGET and BYLAW AMENDMENTS

(Note: These require a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)

Directors Mary Martin and Jean Boisvert gave a presentation on the proposed 2015-2016 ASBA budget that included a 2% membership fee reduction with no transfers from the building reserve fund.

Nan Bartlett assumed the Chair's position.

1B/SGM14 ASBA Budget 2015-2016

MOTION #12 Jean Boisvert (Zone 2/3 Director - Elk Island Catholic)

Mary Martin (Director - Calgary Catholic)

That the Alberta School Boards Association adopt the budget as presented for the period September 1, 2015 to August 31, 2016.

AMENDMENT Michael Janz (Edmonton Public)
Elk Island Public

That the membership fees be reduced by 10% and that the resulting deficit be offset by a transfer from reserves.

FRIENDLY AMENDMENT

Debbie Engel (Edmonton Catholic)

That the word “*building*” be inserted between the words “*from*” and “*reserves*”.

There being no objection from the mover or the assembly, this amendment was deemed as friendly.

VOTE ON AMENDMENT

DEFEATED (23%)

VOTE ON MOTION #12

CARRIED

(% of School Boards: 90

% of Students: 81.39)

Lorna Misselbrook assumed the Chair’s position.

2A/SGM15 Bylaw Amendments

MOTION #13 Nan Bartlett (Zone 1 Director - Peace River S. Div. #10)
Cathy Peacocke (Zone 4 Director - Red Deer Public)

That the following ASBA bylaws be amended as noted on pages 61 to 62 of the 2015 *ASBA Budget and Bylaws Bulletin* to provide greater specificity with respect to membership fee payment and to define membership in good standing in the Alberta School Boards Association:

- 1.1.2 Definitions and Interpretation
- 1.1.7 Definitions and Interpretation
- 2.3 Entitlement of Full and Associate Members
- 5.1.1 Board of Directors Members - Eligibility
- 5.3.6 President and Vice President Elections
- A6.1 Zone Executive

CARRIED

(% of School Boards: 97

% of Students: 84.32)

3A/SGM15 Bylaw Amendment – 5.3.4 (Board of Directors Members - President and

MOTION #14 Vice President Elections)

Cathy Peacocke (Zone 4 Director - Red Deer Public)
Nan Bartlett (Zone 1 Director - Peace River S. Div. #10)

That Bylaw 5.3.4 be amended to ensure the successful candidates for President and Vice-President receive a simple majority of votes based on the current voting structure (i.e. secret ballot, one vote per board, unweighted) as noted below:

5.3.4 The candidate receiving a simple majority of votes will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.

AMENDMENT Terry Riley (Medicine Hat SD #76)
Michael Janz (Edmonton Public)

That Bylaw 5.3.4 be worded as follows:

5.3.4 The candidate receiving a simple majority of votes, weighted on the basis of fees paid to the association, will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.

Following the closing remarks of the mover, the Chair closed the debate.

CHALLENGE Judy Hehr (Calgary Board of Education) moved and Debra Lozinski (Northern Lights S. Div. #69) seconded that the ruling of the Chair to close debate be challenged.

As a non-debatable issue the Chair asked the assembly if they would sustain her decision. A vote was taken with 65% in favour.

VOTE ON AMENDMENT **DEFEATED (10%)**

AMENDMENT Liam McNiff (Red Deer Catholic)
Terry Riley (Medicine Hat SD #76)

That Bylaw 5.3.4 be worded as follows:

5.3.4 The candidate receiving a simple majority, as determined by the use of a single transferable vote will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.

DEFEATED (22%)

VOTE ON MOTION #14

CARRIED

(% of School Boards: 67
% of Students: 64.67)

4A/SGM15 Bylaw Amendment – 5.6.2 (Board of Directors Members - Vacancy)

MOTION #15 Cathy Peacocke (Zone 4 Director - Red Deer Public)
Nan Bartlett (Zone 1 Director - Peace River S. Div. #10)

That Bylaw 5.6.2 be amended as noted below to add provision for a by-election to fill a vacancy in the office of the Vice-President:

5.6.2 If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors may:
5.6.2.1 fill the vacancy from among its members; or
5.6.2.2 arrange for a by-election at a General Meeting.

AMENDMENT Tim O'Hara (Ft. McMurray Public)

Edmonton Public

That the word “*may*” be replaced with “*shall*”, that the word “*or*” be replaced by “*until a by-election can be held at this General Meeting*”.

CARRIED (85%)

AMENDMENT TO AMENDMENT

Deanna Specht (Wetaskiwin RD #1)

Bernie Huedepohl (Buffalo Trail Public)

That 5.6.2.2 be reworded to “*arrange for a by-election at a General Meeting*”.

CARRIED (70%)

AMENDMENT TO AMENDED MOTION

Marilyn Bergstra (Edmonton Catholic)

Grande Yellowhead Public

That sub-section 5.6.2.3 be added as follows:

The interim acting Vice-President will be excluded from running in the by-election for the position of Vice-President at the ensuing General Meeting.

DEFEATED (7%)

MOTION #15 AS AMENDED

That Bylaw 5.6.2 be amended as noted below to add provision for a by-election to fill a vacancy in the office of the Vice-President:

5.6.2 *If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall fill the vacancy from among its members and arrange for a by-election at a General Meeting.*

CARRIED

(% of School Boards: 95

% of Students: 97.58)

5A/SGM15 Bylaw 13.1 (Association Budget and Membership Fees – Fiscal Year)

MOTION #16 Nan Bartlett (Zone 1 Director - Peace River S. Div. #10)

Cathy Peacocke (Zone 4 Director - Red Deer Public)

That Bylaw 13.1 be amended to clarify the Alberta School Boards Association's fiscal year as September 1 to August 31.

CARRIED

(% of School Boards: 98

% of Students: 99.4)

6A/SGM15 Bylaw A6.2 (Zone Executive)

MOTION #17 Cathy Peacocke (Zone 4 Director - Red Deer Public)
Nan Bartlett (Zone 1 Director - Peace River S. Div. #10)

That Bylaw A6.2(a) be amended to provide for either one or two year terms for Zone Chair and Zone Vice-Chair:

A6.2(a) A Chair and Vice-Chair to be elected at large at an annual meeting, either annually or biennially.

CARRIED

(% of School Boards: 97

% of Students: 97.97)

Cathy Peacocke assumed the Chair.

7A/SGM15 Public Disclosure of Travel and Expenses

MOTION #18 Michael Janz (Edmonton Public)
Aspen View Public

That a bylaw be added that would require a public reporting process to take effect September 1, 2015 for the ASBA President, Vice-President, Board of Directors, Executive Director, Contractors and applicable ASBA staff that aligns with the Government of Alberta's Directive on Public Disclosure of Travel and Expenses (for costs related to business travel – including transportation, accommodation, meals and related incidentals; or hospitality and working sessions).

AMENDMENT Cindy Olsen (Edmonton Catholic)
Ron McKay (Evergreen Catholic)

That the effective date be January 1, 2016.

CARRIED (87%)

AMENDMENT Karen Holloway (Clearview S. Div. #71)
Anne-Marie Boucher (Southern Francophone ER #4)

That the words "Contractors and applicable ASBA staff" be removed.

DEFEATED (45%)

AMENDMENT Sandy Koroll (Black Gold RD #18)
Jean Boisvert (Elk Island Catholic)

That a bylaw be added that would require a public reporting process of placing expense reports on line to take effect January 1, 2016 for the ASBA President, Vice-President, Board of Directors, and Executive Director.

CARRIED (57%)

VOTE ON MOTION #18 AS AMENDED

CARRIED

(% of School Boards: 85
% of Students: 93.6)

8A/SGM15 Bylaw 6.1.5 (Recorded Votes – Board of Directors)

MOTION #19 Michael Janz (Edmonton Public)
Terry Riley (Medicine Hat SD #76)

That Bylaw 6.1.5 be amended as follows:

Each Director's vote shall be recorded for all main motions.

AMENDMENT Debbie Engel (Edmonton Catholic)
Trina Boymook (Elk Island Public)

That the word "main" be deleted from the motion.

CARRIED (53%)

VOTE ON MOTION #19 AS AMENDED

DEFEATED
(% of School Boards: 47
% of Students: 62.05)

9A(i)/SGM15 Bylaw 14.1 and 14.2

This motion was withdrawn by the mover, Michael Janz (Edmonton Public) prior to being read by the Chair.

9A(ii)/SGM15 Amendment to Regular Policy Process

This motion was withdrawn by the mover, Michael Janz (Edmonton Public) prior to being read by the Chair.

10A/SGM15 Bylaw 10.4 (General Meetings – Written Notice of General Meetings)

MOTION #20 Michael Janz (Edmonton Public)
Grande Prairie Public

That Bylaw 10.4 be amended as follows:

At least thirty days Written Notice of any General Meeting shall be provided to each Full Member and Associate Member.

CARRIED
(% of School Boards: 73
% of Students: 85.03)

11A/SGM15 Bylaw Amendment to Implement Business Meetings of Board Chairs

MOTION #21 Dave Price (Golden Hills S. Div. #75)
Colleen Deitz (Palliser RD #26)

That school boards support the purpose, definitions and additional provisions as outlined on page 73 of the *Budget and Bylaws Bulletin*, and that development of Bylaw amendments and other required processes to reflect the purpose, definitions and additional provisions noted be referred to Administration, with a proposal to come to the 2015 Fall General Meeting for decision by the membership.

SUBSTITUTE MOTION #21 to 11A/SGM15

Sherri Nielsen (Golden Hills S. Div. #75)

Colleen Deitz (Palliser RD #26)

That Bylaw 10 (General Meetings) be amended as follows:

10.1 Two General Meetings of the Association and two Business Meetings of Board Chairs or designate shall be held each year

.....

10.2.3 That a Business meeting of Board Chairs shall be held during the third full week of February.

10.2.4 That a Business meeting of Board Chairs shall be held during the third full week of September.

.....

The Board Chairs Business meetings are for the purpose of Chairs or designates of Full Member boards to meet, discuss and decide on issues or potential issues of significance to Members. This discussion and these decisions will establish related public positions to be taken by ASBA on behalf of its Members.

Definitions

- Board Chair means the Trustee selected as the Chair of the Member's Board.
- Board Chair Designate means the Trustee selected to represent the Member Board for the Board Chairs Business Meeting.
- Board Chairs Business Meeting means a meeting of the Association attended by Full Member Board's Chairs or their Board's Designates, and The Executive Committee of the Alberta School Boards Association

Additional Provisions for the Board Chairs Business Meetings

- Attendance of the Board Chairs Business meetings may be in person, or electronically by currently available means
- Each Member shall have the opportunity to submit issues which will be discussed and decided upon at the Board Chairs Business Meeting. Such issues must be submitted to the President not less than 21 days prior to the Board Chairs Business Meeting. The President will ensure all issues will be circulated as submitted to all Members.
- The Agenda for each Board Chairs Business Meeting will be developed by the President, incorporating all of the issues identified by Members.

- Written notice of the Board Chairs Business Meeting including its Agenda will be circulated to the Members by the President at least 14 days prior to the Board Chairs Business Meeting.
- Voting will follow bylaws 12.3.2.1, 12.3.2.2, 12.3.3.

VOTE ON SUBSTITUTE MOTION #21
(requires a simple majority)

DEFEATED (15%)

VOTE ON MOTION #21

DEFEATED

(% of School Boards: 23
% of Students: 25.4)

Lorna Misselbrook assumed the Chair.

12/SGM15 Bylaw 11 (Special General Meetings)

MOTION #22 Mary Martin (Director - Calgary Catholic)
Jean Boisvert (Zone 2/3 Director - Elk Island Catholic)

That, to allow for timely, considered school board response on high priority or emergent issues, Bylaw 11 be amended to read:

Bylaw 11 Special General Meetings

11.1 Special General Meetings of the Association to deal with high priority or emergent issues that require urgent direction/action and which have significant implications for Boards may be held:

11.1.1 following an affirmative vote of seven voting members of the Board of Directors at a duly constituted meeting of the Board of Directors; or

11.1.2 at the call of the President.

11.2 At least three days Written Notice of any Special General Meeting shall be provided to each Full Member. Such notice shall provide background detail to enable Boards to prepare for the Special General Meeting.

REPLACEMENT MOTION #22

Dave Price (Golden Hills S. Div. #75)
Colleen Deitz (Palliser RD #26)

That motion 12/SGM15 be replaced with:

That this Assembly request that the members of former Task Force on Strengthening Alberta School Boards Association Provincial Voice meet for the purpose of drafting potential amendments to the Alberta School Boards Association Bylaws in order to incorporate the Task Force's recommendations and to bring these potential amendments back to the Assembly to consider and decide on at the 2015 Alberta School Boards Association's Fall General Meeting.

VOTE ON REPLACEMENT MOTION #22
(requires a simple majority)

DEFEATED (40%)

FRIENDLY AMENDMENT TO MOTION #22
Cindy Olsen (Edmonton Catholic)

That in section 11.2 the word “*business*” be inserted between the words “*three*” and “*days*”.

There being no objection from the mover or the assembly this amendment was deemed as friendly.

VOTE ON MOTION #22 AS AMENDED

CARRIED

(% of School Boards: 80
% of Students: 87.94)

13/SGM15 CSBA Membership

MOTION #23 Peter Grad (Zone 6 Director - Medicine Hat Catholic)
Doug Gardner (Zone 5 Director - Foothills S. Div. #38)

That the Alberta School Boards Association should maintain membership in the Canadian School Boards Association.

CARRIED

(% of School Boards: 87
% of Students: 79.51)

Nan Bartlett assumed the Chair.

14/SGM15 Review of the Funding Framework

MOTION #24 Colleen Munro (Rocky View S. Div. #41)
Joy Bowen-Eyre (Calgary Board of Education)

That Alberta Education should undertake a comprehensive review of its Funding Framework to ensure dollars for public school (public, separate and francophone) students in Alberta are distributed equitably and fairly.

FRIENDLY AMENDMENT

Sherry Cooper (Chinook's Edge S. Div. #73)
Debbie Engel (Edmonton Catholic)

That the Alberta School Boards Association advocate that Alberta Education undertake a comprehensive review of its Funding Framework to ensure dollars for public school (public, separate and francophone) students in Alberta are distributed equitably and fairly.

There being no objection from the mover or the assembly this amendment was deemed as friendly.

VOTE ON MOTION #24 AS AMENDED

CARRIED

(% of School Board: 90
% of Students: 95.67)

15/SGM15 Teacher Bargaining Certificates

MOTION #25 Deborah Forbes (Medicine Hat SD #76)
Red Deer Public

That the provincial government should amend all required legislation to ensure that any bargaining certificate for all teachers employed by any single public school board should only be granted to an organization, union, or employee association that represents the teacher employees of the said public school board, and to no other organization, union, or employee organization which has membership from outside that employee group.

Further, that current Association policy on teacher bargaining (*ASBA Governance Handbook*, p. 12-2, beginning at line 44 to p. 12-4, ending at line 43) be deleted.

CARRIED

(% of School Boards: 65
% of Students: 79.4)

FRIENDLY AMENDMENT

Deborah Forbes (Medicine Hat SD #76)

That the motion begins with "*That the Alberta School Boards Association advocate ...*".

There being no objection by the assembly this amendment was deemed as friendly.

FRIENDLY AMENDMENT

Deborah Forbes (Medicine Hat SD #76)

That the motion specifies that the school board be Public, Separate, or Francophone in both occurrences.

There being no objection by the assembly this amendment was deemed as friendly.

ADJOURNMENT:

There being no further business, the Chair declared the meeting adjourned at 5:50 p.m.

President

Executive Director

Proposed policy positions

1P/FGM15: Self-identification process for First Nations, Métis or Inuit students

Self-identification process for First Nations, Métis or Inuit students	<p>BE IT RESOLVED... that the self-identification process for First Nations, Métis, or Inuit students be amended so that:</p> <ul style="list-style-type: none">• self-identification may occur either at the point of entry into a jurisdiction or at any point in the student's time with the jurisdiction;• the identity and any funding remain with a student throughout his/her years within that jurisdiction (subject to action taken to opt out);• an opt-out clause be available for a parent/guardian in any subsequent years.
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Background provided by sponsoring board

Since September 2004, it has been mandatory for K-12 registration/application forms for school boards to include the Aboriginal identity question and that it must be incorporated into our registration/application forms as is. School boards are expected to comply with their obligations under the Student Record Regulation and the FOIP Act when collecting Aboriginal learner data.

Students who choose to self-identify as First Nations, Métis, or Inuit will be included in First Nations, Métis, and Inuit data within the current year and in all prior years. Currently, future years are based on annual verification processes in

place within school jurisdictions that allow all First Nations, Métis, or Inuit students/parents an opportunity to verify, change or remove their current year status if they choose. It is the future years that we wish to address at this time.

First Nations, Métis, and Inuit self-identification could occur either at the point of entry into a jurisdiction or at any point during the child's time in the jurisdiction, and that the identity remain with a student throughout their years within that respective jurisdiction. This would eliminate many hours of effort annually.

Sponsoring board: Edmonton Catholic Schools

2P/FGM15: Curriculum content – Consent

Curriculum content – Consent	BE IT RESOLVED... That the topic of consent, as defined in the Canadian Criminal Code, be incorporated in the curriculum related to sexual education.
-------------------------------------	---

Background provided by sponsoring board

While sexual consent is not a term explicitly used in the Programs of Study, requests for consent to be taught in sexual health education are in the news on a regular basis. Beyond current affairs, the concept of sexual consent, specifically identifying personal boundaries and the ability to articulate them is foundational to healthy human interaction at school, work and home.

The current Programs of Study cover clinical topics such as:

- The biology of human reproduction: W-5.3, identify the basic components of the human reproductive system, and describe the basic functions of the various components.
- Sexual maturation: W-4.3, describe physical, emotional and social changes that occur during puberty; W-9.3, apply coping strategies when experiencing different rates of physical, emotional, sexual and social development.
- Health issues such as sexually transmitted diseases: W-6.6, examine and evaluate the risk factors associated with exposure to blood-borne diseases - HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active. W-9.12, determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly; and the proper use of contraceptives: (W-8.14), identify and

describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills.

In the area of sexual relationships, the Programs of Study look at the difference between commitment and intimacy: CLM-P11, examine the relationship between commitment and intimacy in all its level, and healthy sexuality and responsible sexual behavior: CLM-P12, examine aspects of healthy sexuality and responsible sexual behavior.

On the sociological side, the Programs of Study address individual differences in all aspects of human sexuality. For example, W-8.3, recognize and accept that individuals experience different rates of physical, emotional, sexual and social development, and W-9.7, evaluate implications and consequences of sexual assault on a victim and those associated with that victim.

The majority of the above-mentioned topics focus on the individual and not on the aspects of human interaction. For example, the illustrative examples for outcome CLM-P12 suggest that teachers might have students do the following as a way to achieve the outcome: describe the ways in which personal values influence choices; assess the consequences of being sexually active.

Nowhere do the Programs of Study address the topic of sexual consent directly. That is not to say that there is no way a teacher can, under their own initiative, find ways to discuss the topic

with students at appropriate times within the current Programs of Study. In fact, a quick survey of the human sexuality outcomes from Alberta Education's Programs of Study (Health and Life Skills Kindergarten to Grade 9, and Career and Life Management) on the teachingsexualhealth.ca website shows sexual health outcomes that allow for and promote the discussion of consent within the context of safety and responsibility, and healthy relationships.

In the past, a general consensus on norms of human sexuality could be reached in places such as churches, mosques, temples, synagogues and the public square. As such, it could be argued that there is no need to bring the topic of consent into a school. However, in the context of our multicultural society with unfettered access to pop culture, it is clear that public education needs to present a minimum standard.

Those standards are defined for us within the Canadian Criminal Code. In Section 273.1 of the legislation a definition of consent: for the purposes of the sexual assault offences and for greater certainty, sets out specific situations that do not constitute consent at law.

In lay terms, Section 273.1(2) can be understood to say:

- You can only consent for yourself.
- You actually have to be able to give consent. That means you have to be awake, conscious, and sober enough to make a clear decision.
- People in positions of trust, power or authority can't abuse their position to get sexual activity.
- If you imply no through your words or behaviours that's just as good as saying "NO".

- You have the right to change your mind and stop anytime for any reason during sexual activity.

Of course this does not preclude parents from giving their children additional guidance as the child forms his or her own standards.

Sponsoring board: Edmonton Public Schools

Proposed emergent issue

3EM/FGM15: ASBA provincial bargaining unit

ASBA provincial bargaining unit	That the Alberta School Boards Association establish a provincial bargaining unit with the power to negotiate and finalize a tripartite collective agreement among trustees, teachers, and the provincial government – with such agreement dealing only with salary and benefits.
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Background provided by sponsoring board

The establishment of an ASBA Provincial Bargaining Association is predicated on:

- a) full local bargaining not being an option open to boards
- b) the local ATA bargaining units not being granted their own Bargaining Certificate
- c) the local ATA bargaining units, if granted their own Bargaining Certificates, not returning these to the provincial ATA.

Sponsoring board: Edmonton Catholic Schools

Appendix A: Membership fees and student enrollments

September 1, 2015 to August 31, 2016

Zone	Jurisdiction	Total Students*	Membership Fees
23	Aspen View Public School Division No. 78	2,905	\$25,238
4	Battle River Regional Division #31	6,352	\$42,807
23	Black Gold Regional Division #18	10,124	\$60,106
23	Buffalo Trail PS Regional Division #28	4,303	\$33,407
5	Calgary RCSSD #1	52,288	\$150,308
5	Calgary Board of Education	114,132	\$235,424
5	Canadian Rockies R. D. #12	2,194	\$20,834
4	Chinook's Edge School Division #73	10,904	\$63,685
5	Christ the Redeemer Catholic S.R.D. #3	10,155	\$60,251
4	Clearview School Division #71	2,393	\$22,066
23	East Central Alberta CSSRD #16	2,370	\$21,922
23	E. Central Francophone Ed. Region #3	757	\$11,930
23	Edmonton Catholic Separate School District #7	38,844	\$124,131
23	Edmonton School District #7	90,137	\$202,400
23	Elk Island Catholic Separate RD #41	6,050	\$41,423
23	Elk Island Public Schools R. D. #14	16,702	\$78,418
23	Evergreen CSRD #2	3,825	\$30,936
5	Foothills School Division #38	7,919	\$49,991
23	Fort McMurray RCSSD #32	5,842	\$40,467
23	Fort McMurray Public School District #2833	5,478	\$38,795
1	Fort Vermilion School Division #52	3,373	\$28,136
5	Golden Hills School Division #75	6,666	\$44,245
1	Grande Prairie RCSSD #28	4,518	\$34,391
1	Grande Prairie Public School District #2357	8,126	\$50,940
23	Grande Yellowhead Public School Division #77	4,803	\$35,698
6	Grasslands Regional Division #6	3,735	\$30,379
23	Greater N. Central Francophone Ed. Region #2	3,134	\$26,656
23	Greater St. Albert RCSSD	5,967	\$41,038
1	High Prairie School Division #48	3,119	\$26,560
1	Holy Family Catholic Regional Division #37	2,169	\$20,676
6	Holy Spirit RCSRD #4	4,830	\$35,822
6	Horizon School Division #67	3,607	\$29,581
23	Lakeland RCSSD #150	2,176	\$20,717
6	Lethbridge School District #51	9,869	\$58,937

Appendix A: membership fees and student enrollments

September 1, 2015 to August 31, 2016

Zone	Jurisdiction	Total Students*	Membership Fees
23	Living Waters CRD #42	1,943	\$19,279
6	Livingstone Range School Div. #68	3,510	\$28,982
23	Lloydminster Public S. D. #99	2,850	\$24,894
23	Lloydminster RCSSD #89	2,145	\$20,532
6	Medicine Hat CSRD #20	2,550	\$23,036
6	Medicine Hat School District #76	7,208	\$46,729
23	Northern Gateway Regional Division #10	5,003	\$36,620
23	Northern Lights School Division #69	6,085	\$41,582
1	Northland School Division #61	2,815	\$24,681
1	Northwest Francophone Ed. Region #1	479	\$10,024
6	Palliser Regional Division #26	6,847	\$45,077
23	Parkland School Division #70	10,383	\$61,297
1	Peace River School Division #10	2,979	\$25,693
1	Peace Wapiti School Division #76	5,825	\$40,391
23	Pembina Hills Regional Division #7	6,051	\$41,423
5	Prairie Land Regional Division #25	1,401	\$15,921
6	Prairie Rose School Division #8	3,572	\$29,367
4	Red Deer Catholic Regional Division #39	8,859	\$54,305
4	Red Deer Public Schools	10,534	\$61,992
5	Rocky View School Division #41	20,556	\$86,380
5	Southern Francophone Education Region No. 4	2,983	\$25,720
23	St. Albert Public School District	7,645	\$48,738
23	St. Paul Education Regional Division #1	4,165	\$32,774
23	St. Thomas Aquinas RCSR #38	3,563	\$29,312
23	Sturgeon School Division #24	4,938	\$36,317
6	Westwind School Division #74	4,425	\$33,964
4	Wetaskiwin Regional Division #11	3,950	\$31,707
4	Wild Rose School Division #66	5,029	\$36,737
4	Wolf Creek School Division #72	7,404	\$47,630
23	Yellowknife Education District #1	1,809	\$18,447
23	Yellowknife Catholic Schools	1,344	\$15,570
	Totals	618,616	\$2,933,436

*Note: Student totals were compiled from a report on Student Population for the 2014-2015 school year provided by Alberta Education. Student registration information is as of September 2014 (as reported at October 13, 2015). These are updated with the most current available information as per bylaw #13.

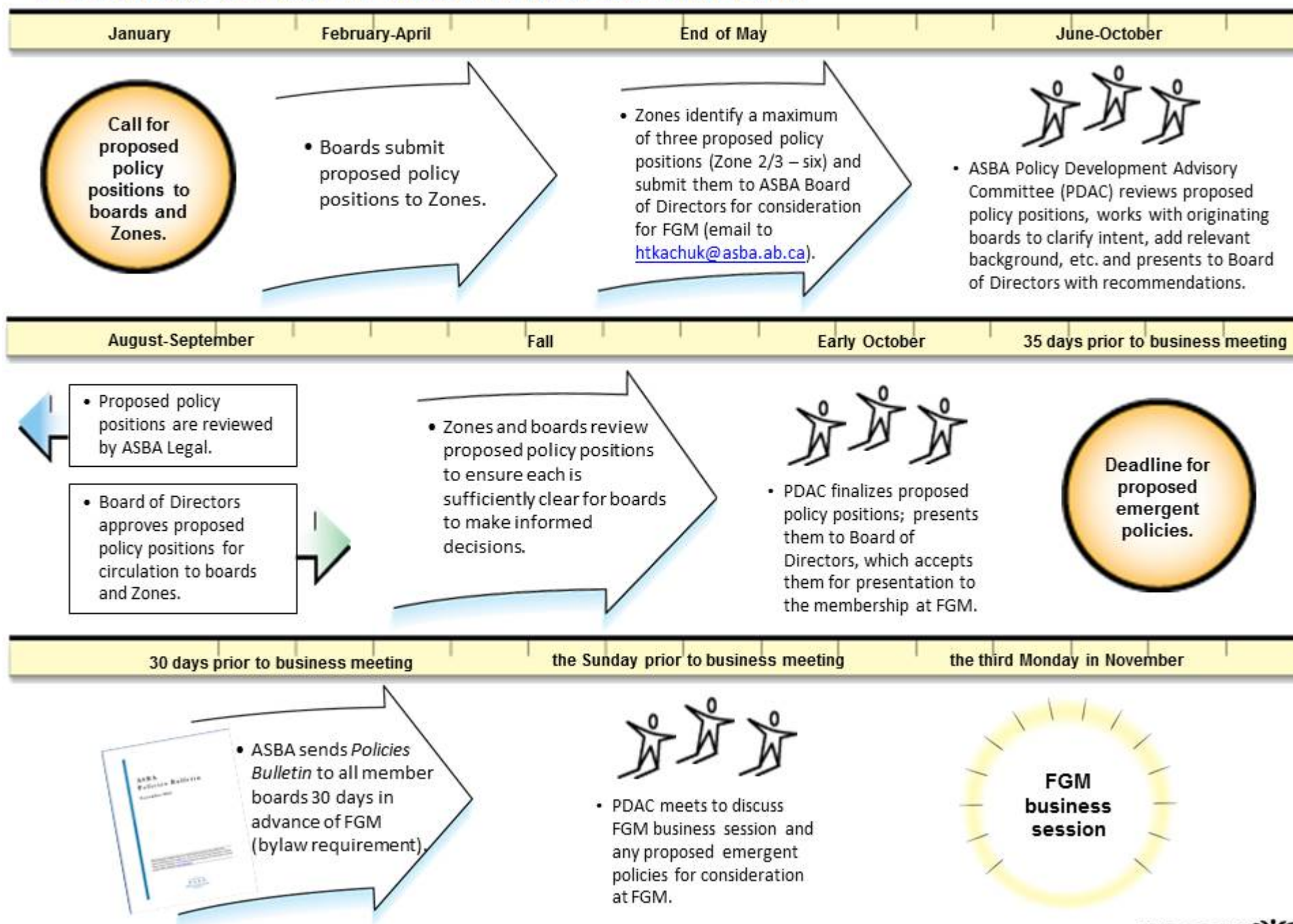
Appendix B: Disposition of motions



2015 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
PROPOSED POLICY POSITIONS					
1P/FGM15	Self-identification process for First Nations, Métis or Inuit students	29			
2P/FGM15	Curriculum content – consent	30			
PROPOSED EMERGENT ISSUES					
3EM/FGM15	ASBA Provincial Bargaining Unit	32			

APPENDIX C: ASBA POLICY PROCESS TIMELINE



Amendment form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

Amendment form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

DATE: November 24, 2015

TO: Board of Trustees

FROM: Trustee Michelle Draper, Audit Committee Chair

SUBJECT: Report #1 of the Audit Committee (From the Meeting Held November 13, 2015)

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

REFERENCE: [Trustees Handbook](#) – Audit Committee - Section 5.5
[School Act](#) Section 61

ISSUE

The Board approved the following recommendation at the March 3, 2015 Board meeting: *That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.*

The following recommendations were approved at November 13, 2015 Audit Committee meeting:

1. *That \$20,279,663 be transferred from Unrestricted Surplus to Capital Reserves.*
2. *That \$16,287,541 be transferred from Unrestricted Surplus to Operating Reserves.*

The transfer of unrestricted surplus to capital reserves and operating reserves is reflected in the November 24, 2015 Board report titled '2014-2015 Audited Financial Statements'.

SS:mmf

DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Superintendent of Schools' Results Review for the 2014-2015 School Year

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

ISSUE

The Annual Education Results Report is the District's yearly accountability summary of results to the Province. The Superintendent of Schools is held responsible for these results and he will provide a verbal summary of the work of the District reflecting the 2014-2015 instructional year. The Results Review is the District's level of accountability where yearly results are reported to the Board of Trustees.

The summary that will be presented by the Superintendent reflects both the Combined Three-Year Education Plan and the Annual Education Results Report. In this summary, the Superintendent will touch upon key outcomes and accomplishments, identify emerging trends and issues, and highlight strategies underway in the District.

SS:sj

DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Public School's Combined Three-Year Education Plan (2015-2018) and Annual Education Results Report (2014-2015)

ORIGINATOR: Sandra Stoddard, Executive Director, Governance, Strategic Services and Support to Schools

RESOURCE

STAFF: Jennifer Allen, Angela Anderson, Janice Aubry, Lisa Austin, Carolyn Baker, Joanne Bergos, Sonia Boctor, Diane Brunton, Todd Burnstad, Sherelyn Caderma, Jim Davies, Laurie Elkow, Ken Erickson, Jeremy Fritsche, Marlene Hanson, Marlene Hornung, Bill Howe, Debbie Jackson, Darlene Kassian, Terry Korte, Valerie Leclair, Jonah Lempogo, Jody Lundell, Cathy MacDonald, Darwin Martin, Erin McFarlane, Greg McNulty, Bob Morter, Lynn Norris, Nancy Petersen, Tracy Poulin, Madonna Proulx, Natalie Prytuluk, Melissa Purcell, Heather Raymond, Colleen Redenbach, Sue Richard, Adam Snider, Mark Strembicke, Renee Thomson, Willa Kung-Sutton, Colin Woelfle, Chris Wright, Bonnie Zack

REFERENCE: [Policy and Requirements for School Board Planning and Results Reporting, April 2015](#), [Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2015](#)

ISSUE

Each year Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30.

BACKGROUND

School jurisdictions are legislatively required to report on results from the previous school year and prepare education plans for the next three years (*School Act*, Section 78; *Fiscal Management Act*, Section 14(2); *School Councils Regulation*, Section 13); *Education Grants Regulation*, Sections 2 and 7).

The combined 3YEP and AERR serves as the key planning and accountability tool used in sharing information about the District with stakeholders. Alberta Education provides policy and requirements for the 3YEP/AERR in [Policy Requirements for School Board Planning and Results Reporting](#).

For the first time this year, the District is participating in Alberta Education's Assurance Model Pilot of planning and reporting. This year's report was developed based on the pilot planning and

reporting requirements in addition to the *Policy Requirements for School Board Planning and Results Reporting*.

The following graphic illustrates the Assurance Model Framework developed by Alberta Education.



The Assurance Model provides a framework for the District to continue maintaining close alignment with the direction and goals of the Ministry but provides flexibility in reporting and planning based on a stronger focus on being more responsive to the needs of the District's school communities. This provides the District with the flexibility to report directly on how we are doing relative to the goals and outcomes on our Strategic plan.

Therefore, the Assurance Model framework has enabled the District to ensure learner success through the following process:

- Develop local goals, strategies and measures that address District priorities focused on ensuring student success.
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the District.
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of “assurance” that Edmonton Public Schools is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of the work it is doing.

To support the creation of this report, information about the District was gathered from a wide variety of feedback sources including:

- stakeholder feedback from the 2015 District Feedback Survey;
- results on Provincial testing (Provincial Achievement Tests and Diploma Exams);
- the Accountability Pillar information provided by the Province;
- feedback from the Board of Trustees, senior administration, and Lead Team members from various decision units; and
- Capital Plan information and financial information.

In addition, the District pursued the following activities to support the completion of this report:

- reviewed Alberta Education's planning and reporting requirements and consulted with Alberta Education throughout the process;
- assessed last year's approach to creating the 3YEP and AERR to identify opportunities for improvement;
- created a Share Site, a Guiding Document with associated Tips and Tools, and templates with disaggregated Accountability Pillar and 2015 District Feedback Survey data for each goal/outcome, and exemplar to support Lead Team members in the analysis of results and development of the narrative;
- incorporated 2015 District Feedback Survey results to reflect stakeholder engagement;
- engaged with decision unit staff in identifying results, analyzing data, and developing strategies; and
- provided the Board of Trustees with an overview of the District's approach to creating this year's 3YEP and AERR.

Furthermore, this year's 3YEP and AERR reflects the following additional elements and/or changes:

- alignment with the measures identified on the [District's Public Dashboard](#);
- inclusion of locally-developed measures, including results from the 2015 District Feedback Survey for stakeholders (students, staff, parents, community);
- disaggregation of performance measures and more fulsome analysis of both Accountability Pillar and local measures to assess strengths and opportunities for improvement, and to inform 2015-2018 strategies;
- separate sections of Who We Are and How We Do Our Work;
- Whistle Blower Protection to report on disclosures as per Section 32 of the *Public Interest Disclosure Act (2013)*;
- evidence of High School Redesign efforts in the three outcomes: student engagement, high levels of achievement and quality teaching; and
- parallel creation of stories about living the strategic plan that profile projects, stories and people, will be created using different formats, with online delivery.

RELATED FACTS

- The AERR for 2014-2015 addresses the previous year's achievement and its success in improving results. The results guide the decisions and focus areas for the upcoming 3YEP. The document demonstrates how we are using our data and results to determine the priority strategies for the District to support a cycle of continuous improvement with a goal of systematically improving results across all schools.
- The District's commitment to student success and to engaging its stakeholders (generative engagement) in the process of developing a strong educational system in Edmonton Public Schools is evidenced in the work it does.
- Participating in the Assurance Model Pilot has allowed the District to report directly on how we are doing relative to the goals and outcomes on the District Strategic Plan. In addition, it has allowed the District to streamline our reporting processes, and to build the 3YEP and AERR process into the District's systems. This has also supported a proactive approach to our work and reinforces how results and data drive planning and reporting.

RECOMMENDATION

That Edmonton Public Schools' Combined 2015-2018 Three-Year Education Plan and 2014-2015 Annual Education Results Report (Attachment I) be approved.

OPTIONS

Based on the information provided in this report, the following options are considered as the most admissible:

1. Approve the 3YEP (2015-2018) and AERR (2014-2015) with no changes.
2. Provide input and revise the 3YEP (2015-2018) and AERR (2014-2015); changes required will be incorporated into the final document for the submission on November 30, 2015.

CONSIDERATIONS & ANALYSIS

The 3YEP (2015-2018) and AERR (2014-2015) meets Alberta Education requirements as outlined in *Policy and Requirements for School Board Planning and Results Reporting, April 2015* and *Policy Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2015*. Alberta Education's deadline for submission is November 30, 2015.

NEXT STEPS

- Following the board meeting, all necessary changes will be incorporated and the document and requirements will be finalized.
- The 3YEP and AERR; and a two-page AERR Summary will be posted on the District website by November 30, 2015.
- The documents will be submitted to Alberta Education by November 30, 2015.

ATTACHMENTS & APPENDICES

ATTACHMENT I Combined Three-Year Education Plan (3YEP) 2015-2018 and Annual Education Results Report (AERR) 2014-2015

sb:sc:np



EDMONTON PUBLIC SCHOOLS

THREE-YEAR EDUCATION PLAN (3YEP) 2015-2018

ANNUAL EDUCATION RESULTS REPORT (AERR) 2014-2015 School Year

3020 Edmonton Public School District No.7
Submitted to Alberta Education
November 30, 2015

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Joint message from the Board Chair and Superintendent of Schools

In the 2014-2015 school year we hit the ground running, building on last year's work to create our Strategic Plan. With this plan already in place, we could focus on the most effective strategic initiatives and day-to-day work. With a clear purpose, our staff moved forward throughout the year as one team to support every student. Our accomplishments and results this year reflect this focus and common strategic approach.

We established the District's Equity Fund to make sure equitable opportunities are available to all students. The fund helps groups of schools across the District identify where the greatest needs are and get resources to use toward supports that will make a difference for students.

We continued to take steps to manage our space for students by continuing conversations with the greater Highlands community. These conversations resulted in a recommendation for a replacement K-9 school that will meet the needs of the community for generations to come.

Our Math Intervention/Programming Instrument (MIPI) for Grades 2-9 helped us identify where students are having challenges early in the year, so we can support them and get them back on track.

We continued the important work around our Career Pathways initiative to support students and ensure they have every opportunity possible to find paths to dignity and fulfillment in life. This year we took some important steps forward, including making connections with industry to start implementing Career Pathways.

Our Mission, Vision, Priorities and Strategic Goals in our Strategic Plan are the District's guideposts. Together with our Cornerstone Values, we have a strong foundation to ensure that everything we do is in support of student success. This year's strong results also indicate that the priorities, goals and common focus we've identified in our Strategic Plan are working.

This year, our Accountability Pillar results have improved, with all measure category evaluations at good or excellent. In fact, out of Alberta Education's 44 measures, we're higher than the provincial average for 32 measures. This is something to celebrate, and we're very proud of these results.

Our five-year high school completion rate continues to improve—it's up by 3.2 per cent over the last five years. Of particular note is the fact that more First Nations, Métis, and Inuit students are also completing high school. Other trends show that our overall student dropout rate has gone down. This is great news. We want to ensure every student completes high school and we'll continue to work toward achieving this goal.

Students also continue to do well on Diploma exams, performing at or above the provincial average in science and math. These results are good, but we still have plenty of work ahead of us, especially as we work together to dig deeper into our results and make decisions in our schools about how to go even further to support student success.

We are so proud to be your partners in public education. We, and everyone at Edmonton Public Schools, are working hard to meet the diverse needs of our students, help them be successful, and transform the learners of today into the leaders of tomorrow.



Michael Janz
Board Chair



Darrel Robertson
Superintendent of Schools

Introduction

Edmonton Public Schools' Three-Year Education Plan (2015-2016 to 2017-2018) and Annual Education Results Report (2014-2015) presents the District's accomplishments and results for the 2014-2015 school year, and the District's strategies to advance its strategic priorities over the next three years.

This year, the District is part of Alberta Education's Assurance Pilot Project. As part of the pilot project the District is reporting on the Board of Trustees' (the Board) Vision, Mission, Values, District Priorities, and 2014 – 2018 District Strategic Plan (Strategic Plan), which reflects provincial educational priorities while being responsive to local priorities. The District's foundational statements developed in 2014, reflect extensive engagement with stakeholders. This report further builds on stakeholder engagement by carefully considering feedback from 57,000 stakeholders (students, parents, staff, and community) collected through the *2015 District Feedback Survey*.

Timelines and Communication

After being approved by the Board, this document along with a Summary of the 3YEP/AERR will be uploaded to Alberta Education.

The 3YEP/AERR Report and AERR Summary are posted on the District [website](#) 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](#) under the Schools tab, Going to School, Academics, Class Sizes.

Accountability Statement

The Education Plan for the three years commencing September 1, 2015 and the Annual Education Results Report for the 2014-2015 school year for the 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 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 Three-Year Education Plan for 2015-2016 to 2017- 2018 and Annual Education Results Report for the 2014-2015 school year on November 24, 2015.



Michael Janz
Board Chair

Who We Are

Board of Trustees

The Edmonton Public School Board is responsible for the education of over 90,000 students in the city of Edmonton. Nine elected Trustees ensure that students receive the best education possible in Edmonton's more than 200 public schools. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.



Left to right: Ken Gibson (*Ward E*), Nathan Ip (*Ward H*), Michelle Draper (*Ward B*), Michael Janz (*Ward F*), Sherry Adams (*Ward I*), Ray Martin (*Ward D*), Cheryl Johner (*Ward A*), Orville Chubb (*Ward C*) and Bridget Stirling (*Ward G*)

District Support Team

The Superintendent of Schools (the Superintendent) provides advice and support to the Board and ensures board policy is implemented effectively. The District Support Team provides support and leadership in this work, and includes:

- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools
- Kathy Muhlethaler, Assistant Superintendent of Schools
- Kent Pharis, Assistant Superintendent of Schools
- Mike Suderman, Assistant Superintendent of Schools
- Dr. Lorne Parker, Executive Director, Infrastructure
- Dr. Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools
- Angela Anderson, Managing Director, Human Resources
- Lisa Austin, Managing Director, Communications and District Foundation
- Jonah Lempogo, Treasurer & Managing Director, Financial Services
- Dr. Heather Raymond, Managing Director, Inclusive Learning
- Jim Davies, General Counsel

District Overview

Total number of schools	202
Elementary schools	125
Elementary/junior high schools	28
Elementary/junior/senior high schools	5
Junior high schools	27
Junior/senior high schools	3
Senior high schools	14
Number of students (September 30, 2015)	92,358
Number of staff (August 31, 2015)	7,882.95 FTE
2014-2015 Operating Budget	\$1,047 billion

Learn more about:

Schools: epsb.ca/schools/findaschool/list

Programs we offer: epsb.ca/programs

Department and services: epsb.ca/ourdistrict/departments

How We Do Our Work

Edmonton Public Schools is a values-driven organization. This means that everything we do is governed by our Cornerstone Values: **accountability, collaboration, equity and integrity.**

These values guide us every day, helping us make decisions that keep students as the focus of our work. Whether we are teachers, support or exempt staff, consultants or administrators, maintenance or custodial staff, we all work to achieve the District's Vision of "transforming the learners of today into the leaders of tomorrow."

Edmonton Public Schools is known for ground-breaking approaches to education, including site-based budgeting, a concept that was first introduced in 1976, as a pilot project in seven schools. By 1980, this approach had expanded to include all of our schools. Since then, the concept has evolved to site-based decision-making, which brings the responsibility for decisions and resource allocation to the school level. In collaboration with staff, parents and community, principals make decisions that reflect the needs of their students. Today, site-based decision-making is functioning successfully in our District and other educational jurisdictions across Canada.

We do not do our work alone. Edmonton Public Schools works in partnership with educational stakeholders like parents and guardians, community organizations, businesses, service providers, not-for-profit organizations, Alberta Education, and post-secondary institutions. With collaboration as one of our cornerstone values, the role of principal has evolved to be both an instructional and community leader. Our District is committed to working with partners to help every student succeed, and we are passionate, dedicated and prepared to help transform the learners of today into the leaders of tomorrow.

In 2014, the Board released its Vision, Mission, Values, and Priorities, and the Strategic Plan. The Strategic Plan was informed by Alberta Education provincial priorities, a scan of trends and issues impacting the educational sector, and stakeholder engagement with parents, students, community, and staff through an online survey, public

consultations, District Leadership Meeting, and Student Advisory Council.

The District delivered the District Feedback Survey to measure implementation of its Strategic Plan and guide future decisions, priorities, and actions. Feedback from parents, students, staff and community was used to analyze the District's performance related to its Priorities and Goals, and was used to inform the District's strategies in its Three-Year Education Plan 2015-2018. As well, the District delivered a parent engagement survey in March 2015 to inform budget planning decisions for the 2015-2016 school year. In addition to using the surveys at a District level, the surveys were a source of information for school principals to engage in conversations with parents and the school community to inform planning decisions.

Each fall, District schools share their results, highlight trends, and identify strategies for the coming year with the broader community. Schools are also expected to include staff and parents to review their results and provide input into the school plans. As well, District schools engage with parents throughout the school year through School Councils to support student achievement and success. The District also provides free school council training sessions on the school council's purpose, preparing minutes to conduct business in a transparent and accountable manner, managing meetings, and partnerships with fundraising associations.

To further demonstrate the District's commitment to stakeholder engagement, the Board approved *AA.BP Stakeholder Relations* in June 2015. This policy reflects the Board's mandated responsibility and expectation for providing opportunities for stakeholder engagement and establishes a foundational framework to guide the District's approach to stakeholder relationships and engagement.

Foundational 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	Priority 2	Priority 3
<p>Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.</p> <p>Goal One An Excellent Start to Learning <i>Outcome:</i> More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.</p> <p>Goal Two Success for Every Student <i>Outcome:</i> More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.</p> <p>Goal Three Success Beyond Schooling <i>Outcome:</i> More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.</p>	<p>Provide welcoming, high quality learning and working environments.</p> <p>Goal One A Focus on Well-being and Student Citizenship <i>Outcome:</i> Our learning and working environments are welcoming, inclusive, safe and healthy.</p> <p>Goal Two Quality Infrastructure for All <i>Outcome:</i> 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.</p> <p>Goal Three Building Capacity through a Culture of Collaboration and Distributed Leadership <i>Outcome:</i> Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.</p> <p>Goal Four A Culture of Excellence and Accountability <i>Outcome:</i> The District is grounded in effective, efficient, equitable and evidence-based practices.</p>	<p>Enhance public education through communication, engagement and partnerships.</p> <p>Goal One Parents as Partners <i>Outcome:</i> Parents are provided opportunities to be involved in their child's education.</p> <p>Goal Two Supports for the Whole Child <i>Outcome:</i> Community partnerships are established to provide supports and services to foster growth and success of students and families.</p> <p>Goal Three Engaged and Effective Governance <i>Outcome:</i> The District is committed to ongoing communication, participation and engagement that enhances public education.</p>



Trends and Issues

We are proud to be part of a city that's growing, vibrant and diverse. The connections we make with our families, partners and communities help us make sound decisions and wisely use our resources. A broad understanding of the issues and trends in our city, province, country and the world around us helps us to make effective decisions that help our students be successful.

Infrastructure and transportation

Every student has the right to a high quality learning environment, no matter where they live. In a city like Edmonton, as we serve rapidly growing new neighbourhoods and mature areas of the city, this presents as a significant challenge.

As Edmonton's population grows, the number of students entering our schools increases. This creates some challenges for our schools, leading to increasing class sizes, using unconventional spaces for classrooms, changing attendance areas to manage enrolment growth, and challenging transportation logistics and bus ride times.

In mature neighbourhoods, school buildings are aging, and it's getting more expensive to maintain our buildings and the systems inside them. In some schools, enrolment is also declining. As we strive to make the most of taxpayer dollars and unused space in older buildings, we are working with communities to understand their needs and hopes for schools in their neighbourhoods. Working together with families, partners and community supporters, we can creatively address our accommodation challenges, build stronger schools and meet the diverse needs of our students, today, tomorrow and for decades to come.

To help us meet these challenges, we have developed a District Infrastructure Plan, which is based on Infrastructure Planning Principles approved by the Board. This comprehensive plan will guide our decisions about all District operations that impact infrastructure (facilities, educational programming, finance, transportation, maintenance, human resources, etc.). The first phase of the Infrastructure Plan will be implemented in early 2016.

Supporting an increasingly diverse student population

As Edmonton's population continues to grow and change, so does the diversity of our schools. Classrooms today welcome and serve a diverse range of students, including those new to Canada, children in need of specialized supports and services, and those self-identifying as First Nations, Métis, or Inuit. As well, our schools must recognize, support, and program for students facing a range of socioeconomic, social and emotional factors that may impact learning.

While our schools do everything they can to meet these needs, they cannot do it alone. Partnerships are an integral part of Edmonton Public Schools. The entire community has an important role to play in student success, so tapping into the collective expertise and wisdom of staff, parents and the community provides the opportunity for better outcomes for our students.

Forming strategic partnerships with stakeholders and the community is essential to meet the complex needs of our all our students, to give parents and the community an opportunity to help shape educational policy and programming, and to meet the goals of Alberta Education's Business Plan, and our own Strategic Plan.

Increased need for Early Years programming

Our District continues to see an increase in the number of children who would benefit from early years programming for 3 and 4 year old children in need of specialized supports and services. As of fall 2014, across the city, nearly 38% of kindergarten students are not meeting all of the developmental milestones they need to be ready for Grade 1. Initiatives like our Early Years pilot project - where we are trying innovative new ways to improve access to supports and programming for pre-Kindergarten children - will help preschoolers with unique challenges be successful and ready to begin school.

Success beyond high school

We want to help our kids live up to their promise, and find dignity and fulfillment in their lives after high school. In today's complex world, there are many opportunities and life paths awaiting our youth. As we support students in their learning through high school completion and beyond, we have a role to play in helping them discover, explore, and navigate their unique pathway. By making this a priority, we are equipping students with the skills and competencies they need to enter the world of work or continue in post-secondary education.

Through partnerships with parents and the community, students discover their interests, understand the opportunities available to them, and get ready for a pathway that helps them find dignity and fulfillment in life. Initiatives like Career Pathways will not only prepare students for the world of work; but will also help develop confident, well-rounded citizens who contribute positively to their community.

Efficiencies in systems and informed decision-making

As we enter into the third year of our Strategic Plan, we are consciously striving towards greater clarity and congruence, in support of our collective efforts to achieve our strategic goals and outcomes. In carrying out this work, we remain focused on those strategies that have the greatest impact, are mindful of teacher workload and the pace at which we implement change.

As the complexity of our school system grows, so does the need for systems to help us operate more effectively and efficiently, including structures and processes that help us manage and analyze critical data. Our District is implementing new systems this year to streamline processes and provide greater opportunity for District administrators to collaborate and make evidence-based, informed decisions.

To streamline District business operations, we have upgraded our underlying financial systems. To help school leaders make evidence-based decisions, we are introducing a dashboard to visually represent our data and processes to support data analysis.

The foundational support these District-wide systems and processes provide will help us be more efficient, effective, and transparent while building a culture of excellence and accountability.

2015 Accountability Pillar Overall Summary

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation		
			Current Result	Target 2015	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	90.0	n/a	88.7	88.8	89.2	89.1	88.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.0	n/a	82.4	82.5	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	91.0	n/a	89.8	90.5	89.5	89.2	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	2.9	n/a	3.2	3.7	3.4	3.3	3.3	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	71.8	n/a	68.8	68.9	76.4	74.9	74.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	76.5	77.6	76.5	76.8	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	23.8	n/a	23.5	23.6	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	82.5	n/a	83.2	82.3	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	22.5	n/a	22.1	21.2	21.0	21.1	20.0	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	59.7	n/a	59.4	59.8	54.9	50.5	54.4	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	60.9	n/a	60.2	61.0	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.8	n/a	61.0	60.5	59.8	59.2	59.0	High	Improved	Good
		Work Preparation	83.4	n/a	82.3	81.7	82.0	81.2	80.4	High	Improved Significantly	Good
		Citizenship	85.3	n/a	83.6	83.7	83.5	83.4	83.1	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	79.5	n/a	78.9	78.4	80.7	80.6	80.2	High	Improved	Good
Continuous Improvement	Good	School Improvement	80.1	78.2	78.0	79.5	79.6	79.8	80.1	High	Improved	Good

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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation			Targets for Issue or Concern		
			Current Result	Target 2015	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2016	2017	2018
Student Learning Opportunities	n/a	Drop Out Rate	7.0	8.1	9.7	9.9	8.0	7.8	8.4	Low	Improved Significantly	Good	n/a	n/a	n/a
		High School Completion Rate (3 yr)	38.4	31.4	27.0	29.2	46.0	43.6	42.6	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	52.1	56.6	52.6	52.9	52.1	51.4	52.2	Very Low	Maintained	Concern	52.5	53.0	53.5
		PAT: Excellence	8.7	7.1	6.2	6.1	6.5	5.8	5.9	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	75.8	76.2	75.9	74.6	78.3	78.4	76.6	Low	Maintained	Issue	76.0	76.2	76.4
		Diploma: Excellence	10.0	8.8	9.2	8.2	9.4	10.1	9.1	Low	Improved	Acceptable	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	19.1	19.0	16.4	16.9	20.2	18.9	19.9	Very Low	Maintained	Concern	19.3	19.9	20.6
		Rutherford Scholarship Eligibility Rate	31.0	35.5	33.0	33.7	31.5	33.0	34.2	Very Low	Declined	Concern	31.5	32.0	32.5
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	27.6	24.0	24.0	24.5	30.3	32.1	31.5	Very Low	Improved	Issue	27.8	28.0	28.2

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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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

To determine targets for the percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma exams within three years of entering Grade 10, the District used linear regression.

For the remaining targets, the District examined historical trend line data, current results, and the approach used to calculate targets in its Combined 3-Year Education Results Report (2014-2018) and Annual Education Results Report (2013-2014) to set incremental growth targets.

How to Read the Report

The following pages show the District's Summary of Accomplishments, Performance Measures, Results, and Strategies as aligned to the Strategic Plan.

The Summary of Accomplishments are key achievements that took place in 2014-2015 that contributed to the advancing of the Strategic Plan. These achievements report back on the strategies identified last year in the [Combined Three Year Education Plan/Annual Education Results Report](#), and additional key initiatives over the year.

For each goal/outcome are performance measures from Alberta Education's Accountability Pillar, District Feedback Survey, and other relevant sources. In the results section, the measures are analyzed to identify areas of strength, areas of concern, and opportunities for improvement. This data is used to develop evidence-based priority strategies for each goal/outcome.

The District has maintained Alberta Education's Assessment of Accountability Pillar measures (Appendix A), and has introduced the following evaluation criteria to assess its locally developed measures:

District Performance	Accountability Pillar Measures (Achievement)	District Measures
	Very High	A (80-100)
	High	B (65-79)
	Intermediate	C (50-64)
	Low	D (<49)
	Very Low	N/A

The evaluation criteria used in this report for District measures is consistent with District evaluation standards found in Board Policy [GK.BP – Student Assessment, Achievement and Growth](#) and Administrative Regulation [GKB.AR Standards for Evaluation](#).

The District also used the following improvement assessment when comparing most current results to previous year results:

+	Increase performance results from the previous year
-	Decreased performance results from the previous year
=	Maintained performance results from the previous year
Baseline	Baseline indicates the first year data has been collected for the performance measures, and will be used to compare results for future years.

After each assessment of the performance measure results are the strategies the District will pursue over the next three years, and includes one priority strategy and additional strategies; the strategies are intentionally linked to the analysis of the performance measures results. As well, the District has identified strategies for Accountability Pillar Measures Assessed overall as an "issue" or "concern" (p.12).

The District is committed to evidence-based decision-making that assesses results to inform what it does moving forward.



PRIORITY 1

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

Priority 1:

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

Summary of Accomplishments

Goal One: An Excellent Start to Learning

- Implemented an Early Years pilot in four Millwoods schools. The pilot explored a new model to increase programming and services to support more pre-kindergarten children in meeting developmental milestones and readiness for Grade 1.
- Surveyed parents in the four pilot sites. Results indicated that 100 per cent of parents were satisfied or very satisfied with a welcoming and safe environment at their child's school; information they received about learning expectations and emphasis on preschool readiness, language/communication skills, fine motor skills and social/emotional skills. In addition, 98 per cent of parents reported being satisfied or very satisfied with their child's learning team and the quality of education their child received.
- Continued to provide professional development to teachers new to the Early Years Evaluation – Teacher Assessment (EYE-TA) through three half-day training sessions and ongoing in-class support. This included support in how to use EYE-TA data to identify children who require additional supports and to inform strategies for Early Years programming and literacy transitions.
- Implemented, for the first time, spring EYE-TA post-assessments for kindergarten children identified at-risk for success in literacy based on fall EYE-TA results earlier in the school year. The post-assessment demonstrated the impact of early intervention programming by measuring student growth. This information will inform program interventions and strategies for children entering into Grade 1.
- As part of the Early Years pilot in four Millwoods schools, utilized a screening process that identified 142 children eligible for mild/moderate/severe funding Alberta Education grants. The effectiveness of this screening resulted in five additional pre-kindergarten classrooms being opened in fall 2015. Further efficiencies were explored through the trialing of a centralized placement process using Special Needs Assisted Placement.
- Continued to build awareness and advocate for full-day Kindergarten classrooms in socially vulnerable areas.
- Hosted the Learning Partnership's "Welcome to Kindergarten" program in over 40 schools. The program engaged early learning and kindergarten families in hands on play-based learning activities centered on developmental domains and supported families in enhancing the role they play in early literacy development and readiness for Kindergarten. Approximately 1,932 Kindergarten and 80 early learning children and their families attended "Welcome to Kindergarten" at their school.
- Presented "The Importance of Early Childhood: Socio-Emotional Development and Early Learning" session with the Norlien Foundation and Edmonton Regional Learning Consortium. Over 1,000 early childhood teachers, leaders, community members, and exempt staff attended the session.

Priority 1:

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

- Developed with educators, Elders, Knowledge Keepers, and Cultural Advisors a First Nations, Métis, and Inuit Early Learning

Edukit to support kindergarten readiness in literacy and numeracy.

Goal Two: Success for Every Student

- Continued to provide diverse supports to students in need of specialized supports and services through Inclusive Learning multi-disciplinary School Service Teams to support each of the four school leadership groups:
 - supported schools by identifying, developing, and sharing inclusive learning strategies;
 - continued to build capacity of teachers to meet the learning needs for all their students;
 - provided general classroom consultation, specialized assessments, parent sessions, and in-services;
 - provided professional learning sessions, for staff who work with students with severe disabilities in need of specialized supports and services, which provided a comprehensive overview of literacy strategies to meet the needs of students based on the work of Drs. Karen Erickson and David Koppenhaver;
 - supported teachers and educational assistants through classroom visits, regular mentoring, through involvement in Communities of Practice, including Alberta Education's Community Practice Literacy for All;
 - became a service centre to support students who require Speech Generating Communication Systems.
- Integrated the Edmonton Regional Collaborative Service Delivery (ERCSD) staff as members of the District's School Service Teams. This integration provided the

opportunity to avoid duplication of services, increased the services available to students, and supported more strategic coordination Completed the Curriculum Development Prototyping Project, under contract to Alberta Education, and provided professional learning focused on current curricula, components of future provincial curricula, and the Ministerial Order on student learning (#001/2013).

- Implemented the Math Intervention Programming Instrument (MIPI) with Grades 2- 9 students, to provide teachers with information to develop individualized math intervention plans. Also developed a Grade 10 MIPI instrument to support numeracy intervention programming in high school.
- Developed a draft Numeracy Guiding Document and other supporting numeracy resources, including a District Share Site, *A Reflective Workbook for Schools 2015-2016*, *CRS Working Plan 2015-2016 Numeracy Action Plan* and, *a School Activity Planner 2015-2016*.
- Developed the draft curriculum-aligned grade level reading guidelines with indicators and descriptors based on the Alberta program of studies for Grades 1-9. These resources will support teachers in consistently assessing and reporting their students' grade level of reading.
- Conducted an interim evaluation of the Whole School High School Literacy Professional Learning Pilot Project and developed a plan for expansion to other District schools in 2015-2016.

Priority 1:

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

- Sixty-seven schools provided formal literacy interventions to 700 students, including:
 - Middle Years Literacy Intervention (MYLI) program designed for Grades 3-9 students struggling with literacy;
 - Leveled Literacy Intervention (LLI), which provides an intensive, systematic approach for small groups of children;
 - Reading Recovery preventative intervention to bring the lowest achieving first graders within the average band of their peers; and
 - Beyond this, informal interventions were provided to students who required additional supports to achieve outcomes in literacy and numeracy.
- Provided ongoing professional learning and resources in Catchment areas to enhance identification and application of literacy and numeracy interventions for improving student achievement.
- Provided teachers with training, coaching, professional learning, and the opportunity to attend literacy Best Practice Days. For example, in 2014-2015, 94 literacy intervention teachers received professional learning sessions and coaching; 489 participants attended three Literacy Best Practice Days; and 161 in-service sessions and 1,613 coaching sessions were provided.
- Provided literacy leadership development sessions, including two leadership development modules: Leading Through Quality Literacy Programming and Literacy Coaching: The Way to Literacy Excellence to 26 principals and emerging leaders.
- Revised the implementation guide for Administrative Regulation GKB.AR- Standards for Evaluation for the 2015-2016 school year to include assessment and reporting discussion papers.
- Conducted two sessions for high school department heads to build teacher capacity around the analysis of diploma achievement data to inform programming.
- Delivered the Leadership and Excellence in Assessment program and assessment series in the North Central Catchment area to support 60 District teachers to conduct action research to provide high quality feedback to learners.
- Created the [*First Nations, Métis and Inuit Guiding Document*](#) to provide strategic direction and guidance for stakeholders who work together to support the success of First Nations, Métis, and Inuit students.
- Reviewed, developed, and implemented curriculum resources, assessment tools, and locally-developed courses inclusive of First Nations, Métis, and Inuit cultures, histories, and current contexts to support literacy and numeracy engagement and achievement. This work was done in collaboration with subject-specific consultants and community members, such as Elders, Knowledge Keepers, and Cultural Advisors.
- Implemented First Nations, Métis, and Inuit professional learning sessions to lead teachers from all 202 District schools with the outcome to strengthen First Nations, Métis, and Inuit students' engagement and achievement.
- Continued to work with First Nations communities, Métis, and Inuit organizations, and post-secondary institutions to enhance mentorship opportunities, including post-secondary summer transition programs and lunch and learn sessions for First Nations, Métis, and Inuit students.

Priority 1:

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

- Through four English as a Second Language (ESL) Reception Centres, District ESL and Intercultural consultants served more than 735 students, and 431 newcomer families, by providing English language assessments, family interviews and debriefing, and reports back to the schools.
- As part of the Inclusive Learning (IL) Teams, ESL consultants supported 20,404 ELL students and 1,492 students received ESL assessments. Also, professional learning for teachers was provided in the areas of ESL Proficiency Benchmarks, Culturally Responsive Teaching, Teaching Academic Vocabulary, Welcoming ELL Students into our Classrooms, and Using Technology to Differentiate for ELL.

Goal Three: Success Beyond Schooling

- Hosted a Career Pathways symposium for over 300 students, parents, teachers, school/central leaders, and external stakeholders.
- Hosted Career Pathways meetings key stakeholder groups: parents of students in need of specialized supports and services; Community Advisory Council for First Nations, Métis, and Inuit Education; Entrepreneurial Adventures Elementary School teachers and administrators; Catchment area staff groupings.
- Facilitated a District-wide Career Pathways professional development day for over 800 high school teachers.
- Created 22 sub-councils and working groups and a District steering committee to support the development of Career Pathways.
- Administered a survey to identify practices already occurring in District schools that align with Career Pathways.
- Developed a [*First Nations, Métis, and Inuit Career Pathways Guide*](#) on program planning, high school completion, upgrading opportunities, employment and training resources, and post-secondary funding options.
- Provided training for 56 principals and at least one lead teacher from junior high in Career Technology Foundations (CTF) to prepare for implementation in September 2015.
- Introduced and implemented the Entrepreneurial Adventures Program in 12 elementary schools in collaboration with The Learning Partnership.
- Supported numerous school initiated events related to Career Pathways such as Career Fairs, Career Days, Alternative Learning Opportunities Days, Global Citizenship events, and the Investigate, Invent, and Innovate Program.

Priority 1:

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- Eleven schools participated in Alberta Education's High School Redesign project and submitted a school report highlighting how the project impacted outcomes of engaged students, high levels of achievement, and quality teaching. The 11 schools included: Academy at King Edward, Eastglen, Harry Ainlay, J. Percy Page, Jasper Place, Lillian Osborne, M.E. Lazerte, McNally, Queen Elizabeth, Victoria School, and Vimy Ridge. Collectively, the 11 schools achieved the following:
 - To support engaged students, high schools incorporated initiatives such as flexible learning environments, provided students opportunity to personalize their learning experiences, additional supports through tutorial blocks, and/or flexible schedules and time to complete courses, or enabled students to participate in the Global Education Centre or Student Led Initiatives for Sustainable Development.
 - As a means to support high levels of achievement, in addition to the initiatives outlined above, high schools incorporated new technologies (online learning or one-on one time with teachers), and/or encouraged teacher collaboration, sharing of best practices, and common assessments/data analysis.
- To support quality teaching, high schools advanced the District focus on assessment, provided professional development opportunities, encouraged teacher collaboration (e.g., set meeting times, 10 half-days for an action research project), focused on addressing essential learning outcomes, skills, competencies, and/or developing student/teacher relationship through communication and trust.



Priority 1:

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

Goal One: An Excellent Start to Learning

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

Performance Measures

Performance Measure (all can be hyperlinked to dashboard)	Results for school year (in percentages)					Evaluation	
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	District Performance	Improvement
EARLY LEARNING							
Early Years Evaluation – Teacher Assessment Percentage of children entering (pre) and leaving (post)* District Kindergarten programs that meet developmental milestones (Source: EYE-TA)			61	63	62 (pre) / 81 (post)	C	-
						A	n/a
• Awareness of Self and Environment			78	82	80 (pre) / 92 (post)	A	-
						A	n/a
• Social Skills and Approaches to Learning			75	76	75 (pre) / 89 (post)	B	-
						A	n/a
• Cognitive Skills			62	64	64 (pre) / 90 (post)	C	=
						A	n/a
• Language and Communication			73	77	75 (pre) / 88 (post)	B	-
						A	n/a
• Physical Development			69	70	70 (pre) / 93 (post)	B	=
o Fine Motor						A	n/a
o Gross Motor			78	79	77 (pre) / 93 (post)	B	-
						A	n/a
Total number of students enrolled in an Early Childhood Services program (Kindergarten, Early Learning, Early Education)	6,366	6,935	7,558	7,895	8,107	N/A	+
Percentage of parents with children in Preschool or Kindergarten who indicate they know what their child must be able to do in order to be successful in Kindergarten. (Source: District Feedback Survey Q 34b)					92.9	A	Baseline
Percentage of parents with children in the early years who indicate they feel their child will be ready for learning in Grade 1. (Source: District Feedback Survey Q 34c)					90.0	A	Baseline

*Note: Post assessments began in the 2014-2015 school year.

Priority 1:

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

2014-2015 Results

The early years are an important developmental time in children's lives. Children are growing, discovering the world around them, and forming the skills they need to support their growth and lifelong learning. This early foundation is a District priority that sets the stage for future success.

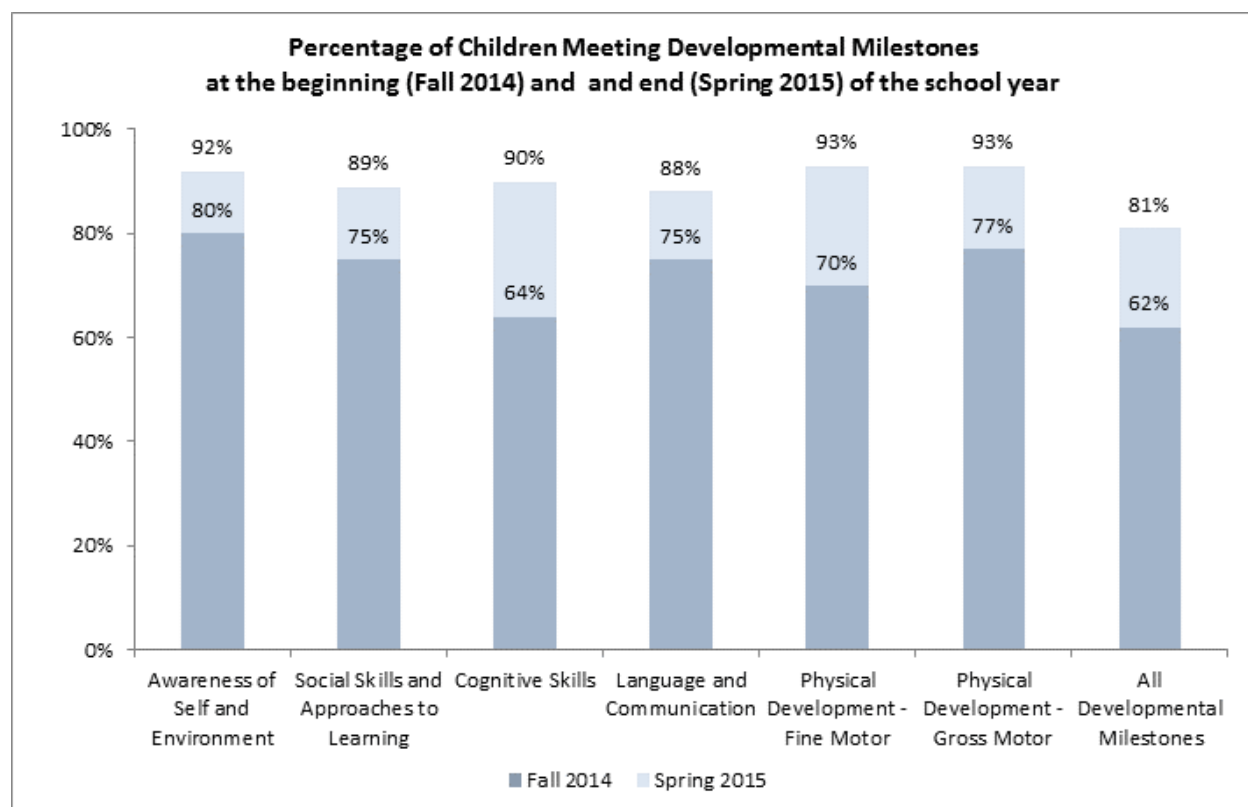
In 2014-2015, 8,107 children enrolled in Early Childhood Services with 7,008 children registered in Kindergarten. In 2014-2015, the District served 2,496 children meeting Mild/Moderate (M/M) and Program Unit Funding (PUF) criteria in pre-kindergarten and Kindergarten programs. The District provided pre-kindergarten programming for 119 English Language Learners and supported 1,308 English Language Learners enrolled in Kindergarten.

A key strategy to inform early years programming is the implementation of the Early Years Evaluation – Teacher Assessment (EYE-TA) tool. Each fall, all children entering District Kindergarten programs are assessed using the EYE-TA. The data from the EYE-TA informs targeted supports and services at the individual child level in response to five developmental domains that are indicators for school readiness. This information helps kindergarten teachers organize their instruction, maximize learning time, and monitor each child's individual progress toward school readiness. It also informs parents about their child's developmental progress.

EYE-TA results for the 2014-2015 school year indicated that approximately 62 per cent of children **entering** Kindergarten were assessed as meeting developmental milestones. In the spring, a post-assessment for the EYE-TA was conducted to determine the impact the targeted supports and services had on student growth. These post-test results revealed that 81 per cent of students **leaving** District kindergarten programs met all five developmental milestones which was an increase of 19 per cent from the September 2014 pre-assessment. These results speak to the importance of assessing students early to inform decisions around programming and underscore the positive impact that early intervention has in supporting children's growth, development and readiness for entering Grade 1. Furthermore, the results from the post-assessment can now be used to determine the supports and services required to respond to the needs of children transitioning into Grade 1 who are not yet meeting developmental milestones and are therefore considered to still be at-risk.

Priority 1:

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A deeper analysis of the EYE-TA post results revealed that the area showing the least amount of growth was in the area of Language and Communication, an area foundational to school success. The District believes if this area is targeted in the 2015-2016 school year it could have the greatest impact on school readiness and future success. These EYE-TA results are consistent with the Early Development Instrument (EDI) data published in spring 2014 which measures five core areas of early child development that are known to be good predictors of adult health, education and social outcomes: physical health and well-being; social competence; emotional maturity; language and thinking skills; and communication and general knowledge. Thirty-four percent of children in Edmonton experienced difficulty or great difficulty in communication skills and general knowledge; with approximately 73 per cent of children developing appropriately in the other domains. This data substantiates that opportunities exist to further support the development of language and communication skills of students enrolled in early learning programs.

Additionally, current research indicates the EYE-TA and the EDI do not accurately measure indigenous, immigrant and refugee children's developmental outcomes. There is also a gap in specifically looking at data that identifies the growing population of First Nations, Métis, and Inuit children and ELLs. It may be important to review and revise measurement tools in response to these populations and address awareness of biculturalism and bilingualism as positive assets in a child's development. Lastly, as numeracy is an important skill for future student success, exploring ways in which to enhance numeracy skills in the early years would be beneficial.

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

Other data supports that the work the District is doing with respect to Early Years programming is making a difference. In the District Feedback Survey, 92.9 per cent of parents with children in kindergarten programs reported that they know what their child needs to do to be successful in kindergarten with 99.4 per cent agreeing that play is important for child development. In addition, 90 per cent of these parent respondents indicated that they feel their child will be ready for learning in Grade 1. This is an indicator that kindergarten teachers and elementary principals are successfully communicating to parents, what children need to be successful and ready to learn.

In summary, our results indicate that the District's efforts in assessing developmental milestones early in the school year, to inform kindergarten programming is supporting the development and growth of its children. However, a focus on language and communication and a more robust collection of data in the early years is required to support continued improvement. In addition, since numeracy is a foundational life skill, the Early Years Pilot should be expanded to include a numeracy component.

2015-2018 Strategies

In support of the 2015-2018 Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure more students are reaching emotional, social, intellectual and physical development milestones as they enter Grade 1.

Priority Strategy:

- Continue to implement the Early Years pilot to explore the sustainability and viability of an Early Years model. Provide a recommendation report in December 2015 for a District Early Years model and implementation plan for the 2016-2017 and 2017-2018 school years.
 - Develop, implement and evaluate a Language/Literacy Pilot to inform a program prototype intended to build teacher capacity and to support children entering Grade 1 who are identified as at-risk for literacy difficulties. This would include children who have speech, language or communication needs as identified through EYE-TA results and Program Unit Funding (PUF).
 - Implement the Math Interactive Learning Experience (MILE) Research Study in partnership with the University of Alberta to improve math skills in young children with developmental difficulties.
 - Pilot the curriculum framework "Play, Participation, and Possibilities" (PPP) in Early Education and Early Learning classrooms as a play based framework to support developmentally appropriate pedagogy for pre-kindergarten children to help guide decision-making and curriculum planning.
 - Develop a First Nations, Métis, and Inuit Early Learning document in collaboration with key stakeholders, such as Aboriginal Head Start preschool programs, families, Elders, Knowledge Keepers, and Cultural Advisors, to support families navigating through First Nations, Métis, and Inuit programming, resources, supports and information.
- In partnership with the University of Alberta, Alberta Education and Multicultural Health Brokers develop a prototype (Intercultural Knowledge Translation Prototype) for knowledge mobilization of bicultural and bilingual strengths for early childhood program staff, leaders and policy makers.

Priority 1:

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

Additional Strategies:

- Continue to implement the EYE-TA in kindergarten classrooms every fall to gather baseline data to measure developmental milestones. Implement a post-assessment every spring for kindergarten children identified as experiencing difficulty to measure growth and to identify those who may be at-risk entering Grade 1 and use the data to develop or build on strategies to achieve the following:
 - support language and literacy development in children who are identified as at-risk at the end of Kindergarten and transitioning to Grade 1;
 - provide increased access to pre-kindergarten programs to increase the likelihood of more children meeting developmental milestones by the end of the kindergarten year;
 - develop feedback survey questions for District staff (leaders, teachers, exempt staff) to measure knowledge and understanding of the importance of the early years and play and respond to results through knowledge mobilization initiatives as required; and
 - develop a tool for leaders and teachers to measure implementation of high quality, play based early years programs.
- Provide tools, supports and professional learning in alignment with the early years guiding document to increase awareness and understanding of research-based, evidence-informed practices in the early years, and support high quality early years teaching and learning in pre-kindergarten and kindergarten programs. Resource development will be ongoing and available online and face-to-face.



Priority 1:

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

Goal Two: Success for Every Student

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

Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<u>STUDENT LEARNING OUTCOME</u>							
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results) (Source: Accountability Pillar)	76.3	76.6	77.2	76.5	76.5	Intermediate	Acceptable =
	23.9	23.4	23.9	23.5	23.8	High	Excellence +
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	80.6	81.6	82.1	83.2	82.5	Intermediate	Acceptable -
	19.5	19.7	21.7	22.1	22.5	High	Excellence +
<u>LITERACY AND NUMERACY</u>							
Overall percentage of students in Grades 6 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	83.8	83.4	84.4	84.1	83.9	Intermediate	Acceptable -
	20.6	18.4	18.8	19.7	22.6	Very High	Excellence +
Overall percentage of students in Grades 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	80.1	78.1	79.4	77.8	78.1	Intermediate	Acceptable +
	18.6	18.3	18.7	18.3	16.8	High	Excellence -
Overall percentage of students in Grades 6 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	75.4	76.3	76.9	77.4	76.2	Intermediate	Acceptable -
	22.0	18.9	21.0	20.5	18.2	High	Excellence -
Overall percentage of students in Grades 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	68.7	69.2	71.3	70.9	70.3	Intermediate	Acceptable -
	23.1	24.1	25.5	24.2	24.0	High	Excellence -

Priority 1:

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

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
Overall percentage of students who achieved the acceptable standard on English diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> 81.7	<u>30-1</u> 82.3	<u>30-1</u> 81.2	<u>30-1</u> 82.0	<u>30-1</u> 80.2	Very Low	Acceptable -
	<u>30-2</u> 82.8	<u>30-2</u> 83.6	<u>30-2</u> 81.9	<u>30-2</u> 82.9	<u>30-2</u> 80.3	Very Low	Acceptable -
Overall percentage of students who achieved the standard of excellence English diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> 10.3	<u>30-1</u> 10.8	<u>30-1</u> 11.0	<u>30-1</u> 11.2	<u>30-1</u> 10.1	Intermediate	Excellence -
	<u>30-2</u> 7.1	<u>30-2</u> 7.2	<u>30-2</u> 7.9	<u>30-2</u> 8.8	<u>30-2</u> 6.9	Low	Excellence -
Overall percentage of students who achieved the acceptable standard on Math diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> n/a	<u>30-1</u> n/a	<u>30-1</u> 78.4	<u>30-1</u> 74.0	<u>30-1</u> 76.1	n/a	Acceptable +
	<u>30-2</u> n/a	<u>30-2</u> n/a	<u>30-2</u> 70.8	<u>30-2</u> 71.2	<u>30-2</u> 76.1	n/a	Acceptable +
Overall percentage of students who achieved the standard of excellence on Math diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> n/a	<u>30-1</u> n/a	<u>30-1</u> 33.2	<u>30-1</u> 29.0	<u>30-1</u> 33.1	n/a	Excellence +
	<u>30-2</u> n/a	<u>30-2</u> n/a	<u>30-2</u> 10.6	<u>30-2</u> 15.0	<u>30-2</u> 18.3	n/a	Excellence +
	87.1	88.1	87.1	82.4	79.2	B	-
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it (Source: Accountability Pillar)	85	85	87	n/a	87	n/a	n/a
INSTRUCTIONAL SUPPORTS							
Percentage of parents satisfied with special support their child has received at school (Source: Accountability Pillar)	86	88	85	86	86.4	n/a	+

Priority 1:

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First Nations, Metis and Inuit Students							
Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
STUDENT LEARNING OUTCOME							
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results) (Source: Accountability Pillar)	49.1	51.0	55.0	52.6	52.1	Very Low	Acceptable -
	6.9	5.8	6.3	6.2	8.7	Very Low	Excellence +
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	77.2	73.8	74.1	75.9	75.8	Low	Acceptable -
	8.2	7.1	8.5	9.2	10.0	Low	Excellence +

Notes:

- 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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. Current and historical Diploma results have been adjusted to reflect change in data source system.
- Diploma Examination Participation is based upon a cohort of grade 10 students who are tracked over time.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

2014-2015 Results

The District believes that access to a high quality education is foundational to our students achieving the desired student learning outcomes of a K-12 education and to reaching their full life potential. We acknowledge that each student learns in their own unique way and to maximize the potential of every student, the District provides a range of programming, instructional models and services through the lens of an inclusive education system to engage and accommodate all students where they are at in their learning journeys.

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Five Year Enrolment Data

Type	Sep 30 2010 (Final July 11 Version after Changes*)	Sep 30 2011 (Final July 12 Version after Changes*)	Sep 30 2012 (Final Aug 2 Version after Changes*)	Sep 30 2013 (Final June 23 Version after Changes*)	Sep 30 2014 (Final July 7 Version after Changes*)
District Enrolment	79,780	80,569	83,272	86,427	89,520
Special Education (Including Gifted and Talented)**	10,825	10,880	10,871	11,035	11,273
FNMI	7,034	7,135	7,365	7,591	7,879
ELL including Unfunded ELL (Includes 301 ELL Foreign Born, 302 ELL Unfunded - was included in AERR 2013-2014 and 303 ELL Canadian Born)	12,613	14,371	16,303	18,411	20,404

* Priority School Conflicts removed and Special Education Coding completed.

** Gifted and Talented students with other special education coding are only counted once. Developmentally Immature is included.

The District served a total 89,520 students including 20,404 ELLs, 11,273 requiring specialized supports and services and 7,879 self-identifying as First Nations, Métis or Inuit as of September 30, 2014. As the District strives to meet the complex learning needs of an increasingly diverse population, data validates that the District is making a difference in accommodating the learning needs of the range of students that come to school each year to learn. This is evidenced in the Accountability Pillar results, as the District received an overall measurement of Excellent in the category of Student Learning Opportunities; with 91.0 per cent of parents reporting they are satisfied with the quality of education Edmonton Public Schools provides and 86.4 per cent of parents reporting they are satisfied with the special support their child receives at school. Additionally, on the District Feedback Survey 82.5 per cent of parents reported that the staff at their child's school are aware of the strengths and needs of their child as a learner.

Each year our Grade 6 and 9 students write the Provincial Achievement Test (PAT) for social studies, science, mathematics, and language arts. The results from these tests provide the District with a snapshot of our students' progress towards achieving the desired student learning outcomes of a K-12 education. Our five year data trends reveal that compared to the province, District students in Grades 6 and 9 continue, to achieve higher in both the acceptable standard and the standard of excellence. For the 2014-2015 school year 76.5 per cent of Grade 6 and 9 students achieved acceptable standard overall on their PATs. This is an increase from 76.3 per cent from in 2010-2011. Additionally, 23.8 per cent of

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

our Grades 6 and 9 students achieved the standard of excellence; this is comparable to 23.9 per cent in 2010-2011. When these results are disaggregated to show the achievement for ELL, Students in Need of Specialized Supports and Services, and self-identified First Nations, Métis and Inuit Students, District results reveal the following:

- 71.4 per cent of ELL students achieved the acceptable standard (an increase from 65.1 per cent in 2011) and 18.5 per cent achieved the standard of excellence (an increase from 12.7 per cent in 2011);
- 54.2 per cent of Special Needs students achieved the acceptable standard (an increase from 41.2 per cent in 2011) and 22.8 per cent achieved the standard of excellence (an increase from 8.9 per cent in 2011); and
- 52.1 per cent of self-identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 49.1 per cent in 2011) and 8.7 per cent achieved the standard of excellence (an increase from 6.9 per cent in 2011).

Additionally, in 2014-2015 District students did better on their Diploma exams achieving an overall measurement category evaluation of Good. Five year trend data shows the overall percentage of students who achieved the acceptable standard on Diploma exams has increased from 80.6 per cent in 2010-2011 to 82.5 per cent in 2014-2015, and students who achieved the standard of excellence increased from 19.5 per cent in 2010-2011 to 22.5 per cent in 2014-2015. Noteworthy are our high school science results in which District students continue to outperform the province in both the acceptable and the standard of excellence. When District results are disaggregated to show the achievement for ELLs, students in need of specialized supports and services, and self-identified First Nations, Métis and Inuit students, results reveal that:

- 68.8 per cent of ELL students achieved the acceptable standard (an increase from 67.0 per cent in 2011) and 15.6 per cent achieved the standard of excellence (an increase from 14.3 per cent in 2011);
- 64.6 per cent of students in need of specialized supports and services achieved the acceptable standard (maintained 64.7 per cent in 2011) and 6.4 per cent achieved the standard of excellence (an increase from 4.8 per cent in 2011); and
- 75.8 per cent of self-identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 73.8 per cent in 2012) and 10.0 per cent achieved the standard of excellence (an increase from 7.1 per cent in 2012).

It is encouraging that our ELLs, students in need of specialized supports and services and self-identified First Nations Métis and Inuit students are showing growth; however, opportunities exists to continue to increase achievement for these students. Results from our District Feedback survey indicate that 67.3 per cent of our teachers feel they have the knowledge, skills and resources to program for ELL students; 68.0 per cent for our First Nations, Métis and Inuit students and 78.5 percent for students in need of specialized supports and services. To build teacher capacity in these areas, the District is currently planning and developing a range of Summer Institute learning opportunities; the institute is intended to enhance teacher capacity to meet the learning needs of all our students and will include sessions that develop literacy and numeracy instructional expertise and support universal design for learning strategies.

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Literacy and numeracy are foundations of successful learning and living, and help students reach their full potential in school and experience a better quality of life in future years. These skills are also essential in 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 situations that go beyond the foundational basics of reading, writing, and solving simple arithmetic problems. As such, the District results in the area of language arts and mathematics have been analyzed in further detail.

While trends in the data over the past five years indicate that District Grade 6 English language arts results have been consistently higher than those of the province, our results have remained relatively static, with a slight decrease of 0.20 per cent this past year. The percentage of all District students meeting the acceptable standard in Grade 6 English Language Arts 2014-2015 was 83.9 per cent compared to 84.1 per cent the year previous, as compared to 82.8 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 6 English Language Arts increased 2.9 percent this year, going from 19.7 per cent to 22.6 per cent, as compared to the provincial results which saw a 1.9 per cent increase, going from 17.6 per cent to 19.5. Further analysis of the general levels of student performance based on the percentage of correct responses to individual test items on the PAT exam indicate that students perform lower in inferencing, literary techniques and devices, and reading for text details with multi structural responses requiring synthesis. Mining our data to this level of detail enables the District to identify target growth areas within a strategic focus that addresses both the building of student competency and teacher expertise in these areas.

Similarly, trends in the data over the past five years indicate that the percentage of District students meeting the acceptable standard and standard of excellence in Grade 9 English Language Arts has consistently been higher than those of the province. The percentage of District students meeting the acceptable standard in Grade 9 English Language Arts remained relatively the same with a slight increase from 77.8 per cent to 78.1 per cent as compared to a decrease from 76.3 per cent to 75.6 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 9 English Language Arts decreased this year from 18.3 per cent to 16.8 per cent as compared to a decrease from 15.1 per cent to 14.4 per cent for the province. Further analysis of the general levels of student performance based on the percentage of correct responses to individual test items on the Grade 9 PAT exam is underway and this information will impact programming supports moving forward.

With respect to how our high school students are doing relative to achieving the desired learning outcomes on the Diploma exams, the percentage of District students meeting the acceptable standard in English Language Arts 30-1 decreased this year from 82.0 per cent to 80.2 per cent as compared to a decrease from 87.6 per cent to 86.5 per cent for the province. The percentage of District students meeting the standard of excellence in English Language Arts 30-1 decreased this year from 11.2 per cent to 10.1 per cent as compared to a decrease from 11.8 per cent to 11.5 per cent for the province. The percentage of District students meeting the acceptable standard in English Language Arts 30-2 decreased this year from 82.9 per cent to 80.3 per cent as compared to a decrease from 89.8 per cent to 88.7 per cent for the province. The percentage of District students meeting the standard of excellence in English Language Arts 30-2 decreased this year from 8.8 per cent to 6.9 per cent as compared to a decrease from 13.1 per cent to 11.3 per cent for the province. Trends in the data over the past five years for both English Language Arts 30-1 and 30-2 show that the province consistently outperforms the District.

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

In looking at these results, it is important to note that the participation rates of District students writing the English Language Arts 30-1 exam are consistently higher than those of the province, meaning that more of our students are choosing to attempt the higher level exam. Successfully completing English Language Arts 30-1 leaves more doors open in terms of post-secondary program opportunities for students. With more District students consistently attempting the higher level courses than the provincial average, this may be a contributing factor to why our results are slightly lower. Despite this fact, we have work ahead of us to improve our results in English. We will be looking deeper at the percentage of correct responses to individual test items on the Diploma exam to determine specific areas in the curriculum to focus our improvement efforts on.

In the area of mathematics, while trends in the data over the past five years indicate that District results have been consistently higher than those of the province in Grade 6 and 9 mathematics, the percentage of District students meeting the acceptable standard in Grade 6 Mathematics decreased this year from 77.4 per cent to 76.2 per cent as compared to a decrease from 73.5 per cent to 73.3 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 6 Mathematics showed a decrease this year from 20.5 per cent to 18.2 per cent as compared to a decrease from 15.4 per cent to 14.1 per cent for the province. Additionally, the percentage of District students meeting the acceptable standard in Grade 9 Mathematics decreased this year from 70.9 per cent to 70.3 per cent as compared to a decrease from 67.1 per cent to 65.3 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 9 Mathematics showed a decrease this year from 24.2 per cent to 24.0 per cent as compared to an increase from 17.3 per cent to 18.0 per cent for the province. These results indicate that mathematics in both the elementary and the junior high will continue to be an area of focus. Further analysis of the general levels of student performance based on the percentage of correct responses to individual test items on the PAT exams reveals that in Grade 6 the areas generally lower over five years include understanding of ratio; developing and applying a formula for a perimeter, area and volume; creasing, labeling, and interpreting line graphs to draw conclusions. In Grade 9 student performances were generally lower over five years include solving single variable linear inequalities with rational coefficients; operations of multiplication and division with polynomial expressions; surface area of composite 3-D objects; and, circle properties.

In the area of high school mathematics, the District is happy to report that our Math 30-1 and 30-2 results have increased in the acceptable standard and standard of excellence, which was an area of improvement compared to last year. The percentage of District students meeting the acceptable standard in Mathematics 30-1 increased this year from 74.0 per cent to 76.1 per cent as compared to an increase from 75.1 per cent to 76.2 per cent for the province. The percentage of District students meeting the standard of excellence in Mathematics 30-1 increased this year from 29.0 per cent to 33.1 per cent as compared to an increase from 27.9 per cent to 31.7 per cent for the province. The percentage of District students meeting the acceptable standard in Mathematics 30-2 increased this year from 71.2 per cent to 76.1 per cent as compared to an increase from 71.3 per cent to 73.9 per cent for the province. The percentage of District students meeting the standard of excellence in Mathematics 30-2 increased this year from 15.0 per cent to 18.3 per.

Priority 1:

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With literacy and numeracy being foundational for successful learning, moving forward, we will focus our efforts on identifying students who are at risk of meeting learning outcomes in literacy and numeracy and providing appropriate interventions as required. Our work on MIPI and our District-wide focus on reading are initiatives that the District is confident will have a positive impact on student achievement in these areas. Our goal of assessing students, providing intervention supports to address learning challenges and tracking growth on a regular basis, will support more students in meeting or exceeding the desired learning outcomes. We've still got lots of work ahead of us, especially as we work together to dig deeper into our results, and make decisions in our schools about how to go even further to support student success. But the District is confident that it is on the right track.

In summary, District students continue to demonstrate strong results on PATs and Diploma exams; our results also provide us clear indicators of where efforts need to be focused in order for the District to meet its expectations of continuous improvement and success for all students. Literacy and numeracy will remain a strategic focus across the District, as we strive to ensure all teachers have the knowledge and skills to engage and program for students in a manner that enables each of them to thrive individually in their learning.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to enable more students to demonstrate growth and achieve learning outcomes with a specific focus on literacy and numeracy.

Priority Strategies:

Reading is critical to school and lifelong success. As such, the District is developing additional ways to support this essential life skill through a District-wide Focus on Reading. Key elements of this focus will be:

- building capacity for teachers to accurately assess reading levels consistently across the District using a variety of reading assessment tools as well as newly developed grade level support tools that are developed from the specific outcomes from provincial and local programs of study
- building capacity for District-wide reporting of students reading at, above, or below grade level;
- supporting teachers in developing expertise in interventions that focus on the individual learning needs of all students, including ELL learners, students in need of specialized supports and services, and students self-identifying as First Nations, Metis, and Inuit;
- supporting teachers in building their expertise in research based reading practices to support student growth in reading; and
- volunteer cohorts of elementary and secondary schools will participate in a two-year pilot to explore ways in which the reading levels reported in June can support the development of student intervention plans and the implementation of intervention strategies during 2015-2017. This pilot will be valuable for informing the District on strategies that are effective in providing the following year's teacher with information on students that may require additional reading interventions and supports and will allow us, over time, to determine if reading intervention strategies used in schools are resulting in more students reading at grade level.

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- Numeracy is also foundational to successful learning and living, the following strategy will support numeracy learning:

Implement the first three years of the *Numeracy Guiding Document and Action Plan 2015-2019*:

- continue the Mathematics programming Intervention (MIPI) tool for Grades 2-9; expand implementation to Grade 10 in selected schools; and
- provide professional learning supports for staff in literacy, numeracy and curricular areas to build capacity in implementing research based best practices.

Alberta Education requires strategies be developed for issues identified as a “concern” or “issue” in the Accountability Pillar overall summary. The following priority strategy will be implemented to eliminate the achievement gap between First Nations, Metis and Inuit students and all other students:

- contract a research consultant to conduct a literature review on evidence-based strategies proven to improve learning outcomes for First Nations, Metis, and Inuit students;
- conduct high school entrance and exit surveys for self-identified Grade 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming, supports, resources, and information;
- in consultation with First Nations, Metis, and Inuit key stakeholders to integrate these learnings to develop and implement a comprehensive District model that includes all components necessary to eliminate the achievement gap and improve high school completion results;
- continue to support student engagement, achievement, and First Nations, Metis, and Inuit programming in all schools, through:
 - professional learning opportunities (resources, supports, professional learning) for First Nations, Metis, and Inuit lead teachers;
 - alignment of school plans using [First Nations, Metis and Inuit School Resource Tool](#) and First Nations, Metis and Inuit Guiding Document; and
- evaluate the impact of the model.

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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.

Performance Measures

Performance Measure		Results (in percentages)						Evaluation	
		2010	2011	2012	2013	2014	2015	District Performance	Improvement
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	67.3	68.0	69.8	68.8	71.8		Intermediate	+
	4-yr	72.6	73.0	74.3	75.0	74.8		n/a	-
	5-yr	74.9	76.1	76.5	77.3	78.1		n/a	+
Percentage of Grade 12 students eligible for a Rutherford Scholarship.(Source: Accountability Pillar)		59.7	62.1	60.7	60.2	60.9		High	+
Annual dropout rate of students aged 14 to 18. (Source: Accountability Pillar)		4.9	4.3	3.6	3.2	2.9		High	+
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		58.4	58.8	61.4	59.4	59.7		High	+
ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING									
Percentage of students in Grades 7-12 who indicate they are confident or comfortable with the skills they possess that are essential for success beyond schooling (Source: District Feedback Survey roll up Q 19d, 19e, 19f, 19g, 20a, 20c, 20d, 20e, 20f, 20g, 20h, 20i, 21a, 21b, 21f, 21g)							86	A	Baseline
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 (Source: Accountability Pillar)			81.0	80.6	82.1	82.3	83.4	High	+
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career (Source: Accountability Pillar)			68	69	68	n/a	68	n/a	=
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Source: Accountability Pillar)			67.9	68.1	68.8	69.1	70.5	n/a	+

Priority 1:

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

Performance Measure	Results (in percentages)						Evaluation	
	2010	2011	2012	2013	2014	2015	District Performance	Improvement
<u>TRANSITIONS/CAREER PLANNING</u>								
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10 (Source: Accountability Pillar)	59.9	58.9	61.5	61.0	61.8		High	+
Percentage of staff, students, parents, and community that report Edmonton Public Schools prepares students to transition to the next level of education or the world of work (Source: District Feedback Survey roll up Q 9d, 22a, 22b, 25c, 28a, 28b, 7b, 14b)						83.1	A	Baseline



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Performance Measures

First Nations, Metis and Inuit Students								
Performance Measure		Results (in percentages)					Evaluation	
		2010	2011	2012	2013	2014	2015	District Performance
HIGH SCHOOL COMPLETION								
Percentage of self-identified FNMI students who completed high school within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	26.6	30.3	30.3	27.0	38.4		Very Low
	4-yr	29.9	32.4	36.3	36.0	34.8		n/a
	5-yr	36.3	36.8	36.9	41.7	40.2		n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship (Source: Accountability Pillar)		31.6	35.4	32.6	33.0	31.0		Very Low
Annual dropout rate of self-identified FNMI students aged 14 to 18 (Source: Accountability Pillar)		11.3	10.7	9.4	9.7	7.0		Low
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		16.9	14.3	19.9	16.4	19.1		Very Low
TRANSITIONS/CAREER PLANNING								
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10 (Source: Accountability Pillar)		21.3	25.9	23.7	24.0	27.6		Very Low

Notes:

- 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. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 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.
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

	2010	2011	2012	2013	2014
Number of identified First Nations, Métis, or Inuit Students	532	518	516	564	571
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10	16.9	14.3	19.9	16.4	19.1

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2014-2015 Results

More than ever, young people are facing increasingly complex decisions as they build their awareness, understanding, and commitment to potential career and life pathways. The District has a role to play in providing opportunities for students to develop the foundational knowledge, competencies, and attitudes that will enable them to successfully participate in post-secondary, the world of work, and to lead a dignified and fulfilled life. High school completion is essential to supporting this outcome.

Data from the Accountability Pillar confirms that the District continues to trend positively in the area of high school completion. The District's three-year completion rate has increased by 3.8 per cent from 68.0 per cent in 2011 to 71.8 per cent in 2014. The four-year completion rate for the same period has increased from 73.0 per cent to 74.8 per cent, and five year completion rates have risen 2.0 per cent from 76.1 percent in 2011 to 78.1 per cent in 2014. The data also confirms that students are staying in school longer, as the annual dropout rate of students aged 14-18 has continued to decrease from 4.3 per cent in 2011 to 2.9 per cent in 2014. The District is optimistic that initiatives such as Career Pathways, the District's focus on reading, and High School Redesign will promote learning environments that engage, inspire, and encourage students to stay on course with their K-12 journey and see it through to completion.

The same positive trending is evident in the results reflecting the District's First Nations, Métis, and Inuit students. The three-year completion rates increased from 30.3 per cent in 2011 to 38.4 per cent in 2014. The four-year rates saw an increase of 2.4 per cent from 32.4 percent in 2011 to 34.8 per cent in 2014. The five-year completion rate went from 36.8 per cent in 2011 to 40.2 per cent in 2014. Also showing positive direction is a decrease in the percentage of First Nations, Métis, and Inuit students dropping out from school early, with a 10.7 per cent dropout rate in 2011 down to 7.0 per cent in 2014. These numbers are encouraging, however, they also present a sense of urgency and the District is committed to continuous improvement efforts in support of high school completion for our First Nations, Métis, and Inuit students.

High school completion is a key milestone that opens the door for the opportunity of post-secondary education. Again, Accountability Pillar results for the District reflect positive trending as more students are transitioning to a post-secondary experience within six years of entering Grade 10. Data shows a gradual increase from 58.9 per cent in 2011 to 61.8 per cent in 2014. The number of self-identified First Nations, Metis, and Inuit students choosing a post-secondary path is also increasing with a steady yearly upward trend from 25.9 per cent in 2011 to 27.6 per cent in 2014.

Success beyond schooling encompasses both post-secondary education and entering directly into the world of work. Critical to both these paths are the behaviours and attitudes that are foundational to work ethic, achievement, and a life-long commitment to learning and curiosity. In this regard, data from the District Feedback Survey and the Accountability Pillar shows both areas of strength and opportunities for growth within the District. On the District Feedback Survey, 86 per cent of students in Grades 7 to 12 were confident with the skills they possess in order to be successful in their life beyond school. While 83.1 per cent of parents, staff, students, and community indicated that Edmonton Public Schools prepares students to transition to the next level of education or the world of work. In contrast, on the Accountability Pillar, only 68 per cent of students in Grades 7 and 10 reported positively that they receive the help they need planning for a career and 70.5 per cent of parents and teachers were satisfied that students demonstrated the knowledge, skills, and attitudes for lifelong learning. The District acknowledges that there is still work to be done and will build upon initiatives that are

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demonstrating positive outcomes. These could include the top five transition strategies identified by staff on the District Feedback Survey: counseling/student services; options/specialty courses and programs; career fairs/information/guest speakers; Registered Apprenticeship Program (RAP); and work experience/job shadowing/mentoring.

In looking at the 86 per cent of Grades 7-12 students who were confident with the skills they possess in order to be successful in their life beyond school, through District Feedback Survey data, the District can look more closely at these skills and the associated student confidence levels. Students were most confident in their ability to learn new skills and information (94.7 per cent), work on their own (94.4 per cent) and use technology (94.1 per cent). On the other hand, students reported the least confidence in the areas of public speaking (63.1 per cent), coping with failure or loss (65.7 per cent) and stepping outside of their comfort zone to learn (81.5 per cent).

In summary, the District's high school completion rate continues to rise, and the dropout rate has gone down. While more First Nations, Métis, and Inuit students are completing high school, and fewer are dropping out of school, opportunity exists to improve outcomes. In the District's commitment to support all students in finding their path to a life of dignity and fulfillment, it will focus forward on strategies that support successful transitions, promote critical thinking, and enhance student's ability to cope.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of our results and the focus the District needs to have to ensure more students complete high school and successfully transition to their postsecondary or the world of work pathway.

Priority Strategy:

Develop a Project Charter and a detailed project plan that identifies key deliverables, timelines, resources, and an evaluation framework that supports implementation of the Career Pathways Model:

- continue to build upon the first year of the Career Pathways initiative by utilizing the efforts of 22 sub-councils and working groups to deliver specific projects and pilots foundational to the model;
- establish an overarching Advisory Committee to oversee implementation of the project;
- expand the implementation of programs supported by The Learning Partnership: Welcome to Kindergarten, Entrepreneurial Adventures, Investigate, Invent and Innovate;
- continue to support implementation of Career and Technology Foundations in junior high schools and explore expansion down to Grades 5 and 6;
- pilot MyBlueprint (e-portfolio and career planning supports) in District schools;
- continue to support high schools in programming for students related to Career Pathways and increase opportunities for out-of-classroom experiences and explorations;
- develop a community of practice to support the work school counselors in engaging students in their exploration of future careers;

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- develop a community of practice of Kindergarten to Grade 4 teachers to focus on embedding Career Pathways related materials throughout the curriculum for our youngest students;
- establish an international partnership related to Career Pathways between five District high schools and schools in Finland; and
- collaborate with key stakeholders to develop a culturally responsive guide in alignment with the First Nations, Métis, and Inuit Career Pathways Guide and Guiding Document in order to support high school completion, student success, and transitions to post-secondary institutions and the world of work.

Additional Strategies:

Build upon High School Redesign with the implementation of strategies that reflect across the following themes:

- flexible course scheduling and timetables to promote alternate student learning styles and opportunities;
- provide opportunities for teacher collaboration to support curriculum planning and student programming; and
- use strategic communication strategies to proactively engage with students.



PRIORITY 2

**Provide welcoming, high quality learning
and working environments.**

Priority 2:

Provide welcoming, high quality learning and working environments.

Summary of Accomplishments

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

- Developed first draft of new Board Policy, FA.BP – Human Resources Framework to address the Board’s responsibilities to deliver appropriate education programming and to provide a welcoming, caring, respectful, and safe learning and working environment. The Board adopted the policy in October 2015 and it is posted on the District website for stakeholder feedback.
- In efforts to support schools as positive social learning environments, the District continued to offer mental health training opportunities, promote supporting resources, and raise mental health awareness through the following:
 - provided Mental Health First Aid training for one staff member from each District school, provided Mental Health First Aid train-the-trainer training to 14 District staff who in turn trained 421 additional employees, and offered Mental Health First Aid training for First Nations, Métis, and Inuit community partners and students in two District schools;
 - delivered a District wellness professional learning day on positive mental health and creating positive learning environments;
 - partnered with ERCSD, to provide a mental health series for educators;
 - partnered with Alberta Health to provide the Children’s Mental Health Learning series to caregivers, families and professionals; and
 - participated in key events (Mental Health Awareness Week, May 4-10) and highlighted resources (Mental Health Awareness Site).
- One hundred and twenty-two students in Grades 8-12 were trained in suicide awareness and prevention. Once trained, these students served as Community Helpers across their nine schools. The training covered 14 modules related to mental health; a 15th module was developed to support LGBTQ related topics in schools. This work was made possible by the Community Helpers (CH) Program Grant, funded by Alberta Health Services.
- Continued to support the implementation of Board Policy [HFA.BP - Sexual Orientation and Gender Identity](#) through the following initiatives and supports:
 - identified LGBTQ teacher consultants to support District schools in the implementation of the policy;
 - supported District schools in the identifying of a Safe Contact, the establishment of Gay Straight Alliances (GSAs), and student accessibility to universal washrooms;
 - supported both student and staff participation in the GSA regional roundtable sessions and the provincial GSA conference;
 - provided professional learning for District staff around LGBTQ related topics through Catchment and school professional learning days; and engaged all staff new to the District in diversity-sensitivity training;
 - provided LGBTQ learning sessions for school councils; and
 - celebrated LGBTQ through participation in the Gay Rights Festival and Parade, and Pink Shirt Day.

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Provide welcoming, high quality learning and working environments.

- To promote welcoming, inclusive, safe, and healthy learning environments, continued to support and implement the following bullying prevention strategies:
 - initiated work on the new “Promoting Healthy Relationships to Prevent Bullying - A Toolkit” to replace the District’s previous resource. The new toolkit is being developed in alignment with the Strategic Plan, to reflect amendments to the *School Act*, and includes recommendations from Alberta’s Plan For Promoting Healthy Relationships and preventing Bullying;
 - continued to share with schools information and links to tools and resources that support bullying prevention awareness, student learning activities, and parent resources;
 - participated in key events: National Bullying Awareness week (November 16 -22, 2014) and Pink Shirt Day (February 25, 2015); and
 - promoted the supports and resources of various community stakeholders connected to bullying prevention, such as Safe and Caring Schools and Communities by The Alberta Teacher's Association (ATA) and Alberta School Board Association (ASBA).
- Collaborated with key community stakeholders to deliver a Comprehensive School Health Agency Fair; a District Wellness Day: Creating Positive Learning Environments; and Be Safe! Training with the Canadian Red Cross. These initiatives were supported by the District Wellness Project, funded by the Alberta School Community Wellness Fund.
- Identified a Comprehensive School Health (CSH) contact in each school to provide timely communication to District staff around wellness resources and learning opportunities.
- Developed the District Guide for Teaching Sexual Health Education, Grades 4-12 for administrators, teachers and parents. Schools provided parent information sessions.
- Through the use of Alberta Education funding, created multidisciplinary teams equaling 128 FTEs (Speech Language Pathologists, Occupational Pathologists, Psychologist, Social Workers, etc.) that provided direct supports and services to schools, including general classroom consultation, individual student consultation, and specialized assessments.
- The ERCSD strategically coordinated professional services to support students in need of specialized supports and services. This initiative saw services from Student Health Initiative Partnership, Children and Youth with Complex Needs, and Regional Educational Consulting Services integrated into the District’s School Service Team Resources, resulting in a total of 61.9 FTEs (19.9 District staff and 42 Alberta Health Services staff) in support of District students.
- Supported the growth and development of qualities that promote citizenship through the following:
 - over 40 District schools utilized the Leader in Me program as means to build student leadership and positive citizenship across their school community;
 - continued to partner with Free the Children to promote student awareness around local and global issues;
 - 48 District schools had students participate in *We Day Alberta*, with an emphasis on youth empowerment, global issues, and local action; and

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- through youth leadership initiatives, District students collected over 6,800 pounds of food in support of *We Act*, We Scare Hunger Food Drive and raised more than \$45,000 dollars in support of Free the Children.
 - To minimize the potential of workplace violence, raise awareness, and ensure a consistent approach to addressing incidents, the District:
 - implemented the Administrative Regulation [FBEB.AR - Workplace Violence](#);
 - provided Nonviolent Crisis Intervention training to 665 staff members;
 - provided Violent Threat Risk Assessment Training, as part of the Community Threat Response and Intervention Support Protocol, to over 200 employees;
 - developed common plans, reports, and incident reporting to guide programming, increase staff collaboration, allocate resources, and support workplace health; and
 - increased awareness of our commitment to safe and healthy working and learning environments through the development of posters about Workplace Violence.
-

Goal Two: Quality Infrastructure for All

- Using the Infrastructure Plan as the guiding direction, continued to support and address the District's complex infrastructure needs through the following:
 - conducted three alternative program reviews;
 - developed an Early Years program distribution model as part of the Early Years pilot program;
 - engaged stakeholders in the Highlands community (staff, parents, community members) around the concept of a replacement school and the development of an Accommodation Plan; and
 - finalized the *Infrastructure Plan Charter* and established an Infrastructure Steering Committee.
- Collaborated with Alberta Education to clarify and calculate the new Instructional Area Model (IAM) utilization formula. The District's utilization rate for the 2014-2015 school year was approximately 75 per cent, up from 71 per cent (Area, Capacity and Utilization [ACU] measure) from the previous year. Work continues to ensure an accurate and timely database to support ongoing analysis of the District's space inventory.
- Continued efforts to address the challenge of aging school buildings and decreasing student populations across in mature neighbourhoods:
 - the Board approved the consolidation and closure of Lawton, R.J. Scott, and Rundle Schools conditional to the opening of the new Ivor Dent school on the Rundle School site;
 - the District continued conversation with the Greater Highlands community on the consolidation of Montrose, Mount Royal, and Highlands school; the community expressed interest in the modernization of the existing Highlands School and potential closure of Mount Royal and Montrose schools; and
 - the District began a third exploratory community conversation with a cluster of schools in a mature neighbourhood.
- Completed SuperNet upgrades for 75 per cent of schools; the remaining schools will be completed by December 2015. The upgrade supports efficient and effective use of technology for both staff and students.

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- District Technology consultants facilitated the integration of technology in over 90 schools and provided professional development to over 4,000 staff through school, Catchment, and District-wide professional learning sessions. These sessions built staff capacity in the area of technology and provided the opportunity for collaboration between teachers to share promising practices in support of student success.
- Infrastructure Maintenance and Renewal (IMR) funds were used to complete larger building component replacement work in 120 schools.(e.g., boilers, electrical systems, doors, and roofs).

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

- In collaboration with the ATA, implemented the first year of a three-year school calendar pilot. The pilot has the following features:
 - five common professional learning days, enabling teachers from across the District to collaborate and learn together;
 - a common calendar for all staff, students, and families promotes effective planning, easier coordination of activities, and is more predictable and user friendly for families; and
 - supports professional learning and promotes the development of teacher leadership across Catchments in relationship to the designing, developing, delivering, and facilitating of professional development.
- Developed and implemented components of a Talent Management Strategy for the District, including:
 - hosted Educational Assistants Open House in the spring to support recruitment of new Educational Assistant staff – as of April 2015, 65 Educational Assistants were hired from the Open House;
 - promoted the District as an employment opportunity through participating in presentations, career fairs, and information events;
 - worked with the University of Alberta (U of A) to attract four internationally accredited teachers to the District, with the potential for additional teachers to be hired;
 - initiated the pilot, Observing Pre-Service Teachers to support early identification of high potential teachers, resulting in the recruitment of eight new teachers and 10 new supply teachers;
 - delivered a comprehensive seven-week Administrative Assistant Training program to 36 new support staff to better support the needs of schools;
 - granted tuition leave or support to 117 District staff pursuing additional post-secondary educational opportunities; this was made possible through Clause 23 Professional Improvement Program and the Teacher Development Program;
 - provided professional learning support to more than 321 teachers through the Staff Development Fund pilot;
 - engaged over 1,000 support staff in work related professional learning, 30 custodians in the Building Operator Certificate Course, and over 500 custodial staff in power engineering, safety, technology, and wellness related professional learning activities;
 - supported District leadership development through the Leadership Development Framework; the framework offered 24 modules and served 243 staff and achieved a 90 per cent positive participant rating;

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- supported staff new to the District through the New Teacher Induction Program (379 teachers), Changing the Conversation diversity training (534 employees), and orientation training (79 supply custodial staff; 619 supply support staff); and
- continued to explore alternate approaches to staff professional growth and development, including Harvard ManageMentor online learning modules (90 staff), two Leadership Saturdays with the U of A (196 staff), and mentoring to educational assistants, administrative assistants and custodial staff.
- Provided targeted professional development to build leadership competencies and capacity with the District's 36 First and Second Year Principals.
- Engaged members of the Superintendent's Community of Practice in Education (SCOPE) for feedback to support District-wide decision-making around critical issues.
- Each school within the District identified a First Nations, Métis, and Inuit Lead Teacher to build increased awareness and understanding amongst member of the school community around the First Nations, Métis, and Inuit people and culture.

Goal Four: A Culture of Excellence and Accountability

- Developed and launched the public-facing [Strategic Plan Dashboard](#) to communicate to the public the District's progress on advancing its goals and outcomes.
- In support of an evidence-based decision-making culture, developed the District Feedback Survey:
 - aligned the survey to the Strategic Plan to support ongoing monitoring of progress;
 - designed the survey with input from District leaders and in collaboration with the U of A's Evaluation and Research Services, Faculty of Education;
 - tailored the survey to gather stakeholder voice from students, parents, staff, and community
 - implemented the survey in spring 2015 - 57,000 stakeholders participated;
 - developed a user guide to support District leaders in their analysis and usage of their survey results; and
 - provided schools and central decision units with survey results, enabling District leaders to utilize survey data to inform future direction and decision-making.
- Introduced the Equity Fund as an opportunity to enhance supports and services for students; the Equity Fund enabled principals to work collaboratively at the Catchment level to determine the best use of educational funding in support of student success.
- In June of 2015, leadership groups reported on the outcomes achieved through use of Equity Fund resources; these presentations highlighted initiatives that positively impacted student engagement in the learning process and staff development.
- To support the transformation of the District's business operations and improve system efficiencies, work continued around the planning, designing, building, and delivering of E-Biz. The project was initiated in 2013 and had a target launch date of 2015; which was met.

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- To support confidence in enrolment projections, the District initiated a demographics report from an external consultant. This work saw the review of the District's enrolment projection process and confirmed accuracy and accountability in enrolment projections.
- To support timely and effective pre-enrolment of students, the District launched an automated pre-enrolment on SchoolZone in spring 2015. Seventy-one per cent of students eligible for pre-enrolment registered online, reducing the number of delayed enrolments by 5,000 students. Additionally, the online registration provided timely enrolment data that enabled the District to be more intentional and responsive to program distribution and space accommodation in preparation for the 2015-2016 school year.
- To support Inclusive Learning's ability to be responsive to referrals, the electronic Tracking Referrals for Assessment and Consultation Services (TRACS) process was developed. TRACS will enable both Inclusive Learning and schools to monitor the progress and status of each student referral resulting in efficiencies of service delivery. TRACS was designed to interact with Pinpoint.
- In order to better meet the needs of parents in relationship to the design and delivery of curbside service routes for special education riders, the District shifted from outsourcing this work to in-house design. This shift was made possible due to the utilization of an internal GPS system and has also resulted in financial efficiencies.
- In collaboration with Edmonton Catholic Schools, continued the work to explore a joint transportation service delivery model; this past year's work built upon the joint pilot conducted in 2013-2014 and included preliminary design of a potential service delivery model. The joint transportation service delivery model is intended to result in efficiencies resulting from an integrated busing system.

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.

Performance Measures

Performance Measure (all can be hyperlinked to dashboard)	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
WELL BEING							
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. (Source: Accountability Pillar)	87.9	88.5	89.3	88.7	90.0	Very High	+
CITIZENSHIP/ LEADERSHIP							
Percentage of teachers, parents and students that are satisfied that students' model active citizenship. (Source: Accountability Pillar)	82.4	83.2	84.4	83.6	85.3	Very High	+
Percentage of staff, students, and parents that report that Edmonton Public Schools provides learning environments that promote student citizenship and leadership. (Source: District Feedback Survey roll up Q 7f, 21e, 21h, 25d, 9d)					88.7	A	Baseline
WELCOMING							
Percentage of students, parents, and community and partners that report that Edmonton Public Schools provides learning and working environments that are welcoming. (Source: District Feedback Survey roll up Q 3e, 11c, 4, 8c, 26d)					85.4	A	Baseline
INCLUSIVE							
Percentage of staff, students, parents, and community that report that Edmonton Public Schools provides learning and working environments that are inclusive. (Source: District Feedback Survey roll up Q 3c, 3d, 13e, 13f, 7c, 7d, 9a, 13a, 15d, 8e, 26e)					86.9	A	Baseline
SAFE							
Percentage of staff, students, parents, and community and partners that report that Edmonton Public Schools provides learning and working environments that are safe. (Source: District Feedback Survey roll up Q 13a, 13b, 13c, 13d, 15, 12a, 12b, 12c, 12d, 15, 25e, 9e, 26b)					89.1	A	Baseline
HEALTHY							
Percentage of staff and students that report that Edmonton Public Schools provides learning and working environments that are healthy. (Source: District Feedback Survey roll up Q 7c, 7d, 9e, 11b, 11c, 20b, 21c, 21d, 16c)					84.7	A	Baseline

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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2014-2015 Results

As a District, we want every student to grow, thrive, and experience success throughout their learning journey. This achievement of personal wellness will support children and youth both as students and as members of the local and global communities. The District supports student growth and development academically, socially, and emotionally. To do this, we aim to provide classroom and school environments that give students a sense of safety, acceptance, and belonging. This allows students to focus on their learning, prepares them for their futures in post-secondary studies and/or the world of work, and helps them gain a strong sense of citizenship and social responsibility.

The District serves over 90,000 students representing a diverse range of beliefs, backgrounds, cultures, and circumstances. The diversity and uniqueness of each individual student must be accepted and respected if all our students are to succeed. We endeavour to have classroom and school environments that create a sense of belonging, acceptance, and emotional, psychological, and physical safety in order for children to learn. Safe and healthy learning environments require the assurance of frequent, consistent, and positive teacher-student and student-student interaction.

According to the District Feedback Survey, 88.7 per cent of students in Grades 3-6 and 82.5 per cent of students in Grades 7-12 felt they belong in school, 88.6 per cent of parents indicated that their child feels included in school, and 81.5 per cent of community respondents indicated District schools are welcoming to people in the neighbourhood. When asked if school respects the diversity of people, 93.7 per cent of students in Grades 3-6 and 88.9 per cent of students in Grades 7-12 indicated they agreed. Similarly, 95.0 per cent of staff indicated their school or decision unit respects and values the diversity of people, and 88.0 per cent of community respondents indicate the District is respectful of all cultures.

This is further supported by the comments provided by Grade 3-12 student respondents who were asked what they liked about their school in the District Feedback Survey. Safe/caring inclusive environments was identified as one of the top five responses, along with caring and supportive teachers and friends. Inspiring students within a caring and supportive environment is integral to ensuring student success. Students who are inspired by and cared for by their teachers can accomplish amazing things, and that motivation almost always stays with them. By forging strong relationships, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond the four walls of the classroom.

In the area of student citizenship, many District schools facilitate opportunities that promote the attributes of citizenship and good character in their students. These skills are critical to a positive school environment and will serve students well in their adult life. This work also results in opportunities for students to develop leadership skills and principles to empower them to reach their full potential. In 2014-2015, 85.3 per cent of teachers, parents, and students indicated on the Accountability Pillar Survey that they were satisfied students model active citizenship, an increase of 2.9 per cent over the past five years. The District continued to slightly outpace the provincial response, which grew at a rate of 1.2 per cent to 83.9 per cent in 2014-2015. In terms of leadership opportunities, 75.1 per cent of students in Grades 3-6 and 79.1 per cent of students in Grades 7-12 indicated, on the District Feedback Survey, that they have chances to be a leader at their school. While these numbers are positive, there is the opportunity for schools to explore additional ways to provide student leadership opportunities.

In 2014-2015, 90.0 per cent of teachers, parents, and students who completed the Accountability Pillar Survey agreed that students are safe at school and are learning the importance of caring for others, an increase of 2.1 per cent compared to five years ago. The District continues to slightly outpace the

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provincial response which grew at a rate of 1.2 per cent over the past five years to 89.2 per cent in 2014-2015. In addition, on the District Feedback Survey, a high percentage of students reported they feel safe in their school buildings (93.7 per cent for Grades 3-6, and 92.4 per cent for Grades 7-12), and slightly less safe outside of the school building (89.5 per cent for Grades 3-6 and 85.7 per cent for Grades 7-12). As well, 90.7 per cent of parent respondents indicated staff at their child's school provide a safe and caring learning environment, and 87.6 per cent of community respondents perceived District schools are safe places.

While students report an overall feeling of safety in their school, a closer analysis of District Feedback Survey data has indicated there is still work to do in the area of student safety and well-being; 53.7 per cent of students in Grades 3-6 have indicated in the 2014-2015 school year, they saw another student being bullied at school. Additionally, 50.2 per cent of students in Grades 7-12 reported that they have observed or witnessed threatening or harmful behaviour towards another student in the 2014-2015 school year. This data confirms the District's efforts to build staff awareness and capacity around mental health, to focus on bullying prevention, and to build strategic relationships with community partners that also are focused on mental health and well-being was a critical use of District resources and needs to remain a priority strategy on the go forward.

As part of this ongoing effort the District identified a variety of support materials to help staff, parents and students develop a school culture that fosters a positive school climate and addresses bullying behaviour. 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. This approach reflects a proactive perspective to creating safe school environments where bullying behaviour is reduced or eliminated.

In the effort to significantly reduce incidents of bullying, strategies to support mental health and well-being are critical. The District acknowledges the importance of positive mental health and the impact mental health and well-being have on student lives and the overall positive climate of the school. As such, the District is paying close attention to District Feedback Survey results that indicate only 70.6 per cent of students in Grades 7-12 report comfort in coping with stress, and when staff were asked which competencies should be emphasized in school, perseverance (54.9 per cent), coping with stress (48.6 per cent), resolving conflicts (46.4 per cent), and managing mental health (43.3 per cent) were the top priorities. Supporting students in managing their mental health, including dealing with stress, will need to be a continued area of focus.

A key component to mental well-being and health is one's physical health. With this in mind, the District is committed to encouraging healthy behaviours. The District Feedback Survey results indicated students are learning about living and being healthy, with 91.0 per cent of students in Grades 3-6 and 84.0 per cent of students in Grades 7-12 indicating they learned about (or are encouraged to make) healthy choices. Similarly, 91.5 per cent of students in Grades 3-6 indicate they exercise daily compared to 80.9 per cent of students in Grades 7-12.

In summary, the District has strengths in providing welcoming, inclusive, safe and healthy environments. Additionally, the District has opportunities to build upon initiatives that promote and encourage student leadership, continue to develop its capacity around mental health needs, and to advance its efforts in creating safe school environments where bullying behaviour is reduced or eliminated. It is the District's desire to strive towards school communities where all students, staff, parents, and community members feel welcomed, safe, and respected every day.

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2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure our learning and working environments are welcoming, inclusive, safe and healthy.

Priority Strategy:

The District will develop tools, expand resource supports, and offer professional learning opportunities to continue to build expertise in strategies that promote and encourage student leadership, build student's ability to manage their mental health and advance our efforts in creating safe, welcoming and inclusive school environments. This will include:

- Explore, develop and implement further means to strengthen mental health services by developing a Mental Health Team to provide extensive intervention support to at-risk students.
- Developing and implementing administrative regulations that are aligned to Board Policy [AEBB.BP - Wellness of Students and Staff](#) and provide direction to schools with respect to creating learning and working environments that supports a District culture of wellness.
- Revising the Bullying Prevention Toolkit, developed in 2012 to align with the Strategic Plan, the amendments to the *School Act* (June 1, 2015), and recommendations outlined in Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying.
- Identifying a Comprehensive School Health lead teacher in each school to support curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students in accordance with the amendment to the *School Act* regulations and the *Guide to Education*.
- Working collaboratively with government agencies and community partners to coordinate and provide awareness of, and access to, available resources and professional development in the area of mental health, bullying, and creating safe, welcoming and inclusive school environments.
- Building upon the concept of enhancing student leadership the District is organizing a professional learning day for school administrators and their leadership teams featuring Safe School Ambassadors®, a youth-centered, violence prevention program that has been implemented in more than 1,500 North American schools. This Wellness Day will also offer topics related to understanding the new Wellness of Students and Staff administrative regulations, changes to the revised *School Act*, mindfulness as a way of managing stress, and Human Resources related topics connected to the Staff Wellness section of the administrative regulations.
- Implementing the Commit to Kids Program. This program provides a step-by-step plan to assist child-serving organizations create and maintain safe and healthy environments by reducing the risk of potential offenders gaining access to children.

Additional Strategies:

- Continue to provide supports to schools related to student threat assessment, including Violence Threat Risk Assessment (VTRA) training opportunities and a District VTRA resource.
- Continue to provide supports to schools around the implementation of Board Policy [HFA.BP- Sexual Orientation and Gender Identity](#).
- Continue to provide Nonviolent Crisis Intervention (NVCi) Training opportunities including NVCi Comprehensive Workshop and Crisis Prevention Institute Specialized Training for NVCi re-certification.

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- Continue to offer professional learning opportunities that promote positive mental health, create awareness of mental health problems and share evidence based strategies that support student and staff wellness, particularly information and strategies relative to managing stress.
- Continue to provide and highlight opportunities for students to develop leadership competencies and demonstrate citizenship skills.
- Continue to offer Mental Health First Aid training.



Priority 2:

Provide welcoming, high quality learning and working environments.

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.

Performance Measures

Performance Measure	Results					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
INFRASTRUCTURE							
Number of District-requested capital projects that received provincial funding (Source: EPS)	0	2	0	10	11	N/A	+
Percentage of yellow bus riders whose one-way trip is less than 60 minutes (Source: EPS)					97	A	Baseline
Percentage of school space used across the District. (Source: EPS)	66	66	67	71	75*	B	+
Percentage of District sites with a minimum of 100 mb SuperNet link	0	0	3	33	87	A	+
Percentage of students (3-12), staff, parents, and community and partners that report their school building is well maintained. (Source: District Feedback Survey Q 3f, 11a, 15g, 9a, 26c)					89.7	A	Baseline
Percentage of community agency staff and CEOs that report they have access to the school space required to support the services they offer. (Source: District Feedback Survey Q 5b and 7b)					85.3	A	Baseline
Percentage of community and partners that report schools are easy to access for community activities. (Source: District Feedback Survey Q 26f)					74.9	B	Baseline
Percentage of community and partners that report schools are accessed easily by people with physical challenges. (Source: District Feedback Survey Q 26g)					74.1	B	Baseline
Percentage of community and partners that report schools are appropriately located to respond to student population needs. (Source: District Feedback Survey Q 26a)					75.3	B	Baseline

*Note: 2014-2015 results use the Instructional Area Model (IAM) utilization formula which defines capacity to be 100%. Before this, the ACU was used and defined 85% as capacity.

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2014-2015 Results

The District believes that quality infrastructure is a foundation for high quality teaching and learning. This includes our buildings and the supporting systems such as communication and transportation networks. Currently, the District is responsible for 202 operational schools as well as several facilities accommodating the District's centralized supports. A comprehensive infrastructure strategy needs to address program distribution, new school opportunities, maintenance of aging infrastructure, efficient space utilization, and the accommodation of staff and students. To support high quality learning and working environments for over 90,000 students and more than 7,500 staff, the District utilizes an approach to infrastructure that includes a 10-Year Facility Plan, a 3-Year Capital Plan, an overarching Infrastructure Strategy and a set of Infrastructure Planning Principles.

School space continues to present as both an opportunity and a challenge for the District as we work to balance space utilization with student population growth, and new school construction versus the maintaining of aging infrastructure. In terms of space utilization and the accommodation of our students, the District's utilization rate is trending upward from 67 per cent in 2012-2013 to 75 per cent in 2014-2015 and the District's enrolment continues to rise with the September 30, 2014, enrolment count showing an increase of 3,145 students, up 3.6 per cent from the previous year. Presenting as a challenge is the matter of where our students reside, with the majority of our 10,000 newest students moving into new and developing communities over the last four years. This has created the demand for school space and the need for growth accommodation strategies.

During this time of challenging enrolment projections, the District remains committed to always looking for supports that will increase the accuracy of enrolment projections. This past year, the District worked with an external consultant to review comparison data. Preliminary findings from this work validate that the District utilizes processes in the calculation of student enrolment projections that are accurate and reliable.

Through the 3-Year Capital Plan, the District strives to strategically balance the need for new school construction versus the maintaining and modernizing of its aging infrastructure. At this time, the District has begun design and construction on 10 new construction projects. These projects will partially address space challenges across new communities. The Capital Plan provides a summary of the outstanding requests for construction projects. This summary reflects both new school construction and modernization requests and includes 20 projects over a three-year period. Aging infrastructure presents as a challenge to the District, as the average age of our schools is 46 years, with 90 out of 202 schools being 50 years of age or older. In recent years, the District has initiated projects in mature neighbourhoods that would see aging infrastructure replaced by a new school facility. An example of this work is the Ivor Dent Replacement School in north east Edmonton which will see the consolidation of three mature buildings and the accommodation of these students occurring in a new state-of-the-art facility. A second strategy to deal with aging infrastructure is the modernization of an existing school. The District currently has been funded to support design and construction on four modernizations and design only on an additional two schools.

Another key area related to infrastructure is the ongoing care and maintenance of our space. Despite the challenge of the age of the majority of our facilities, 89.7 per cent of students, staff, parents, and community indicated on the District Feedback Survey that their school building is well-maintained.

One aspect of facility maintenance is the updating of technology infrastructure to support accessible and efficient use of technology. In 2014-2015, the District completed SuperNet upgrades in 75 per cent

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of schools, with the remainder scheduled for completion by December 2015. This infrastructure upgrade serves as the foundation to the delivery of an enhanced and more equitable internet service for all schools. Data from the District Feedback Survey indicated that 94.9 per cent of students in Grades 7-12 agreed that technology is meaningfully integrated into instruction.

The third component of quality infrastructure is transportation services. Several of our students rely on yellow bus services to get them to and from school every day. This service supports nearly 1,000 children enrolled in Early Education programming, regular students designated to a school outside of the neighbourhood where they live, students attending alternative programs, and students in need of specialized supports and services who choose to attend either their designated school or a District Centre special education program. The District strives to provide one-way bus rides less than 60 minutes. In 2014, 97 per cent of yellow bus routes met or exceeded this target.

In summary, the District is focused on delivering a strong infrastructure model despite significant challenges. Through growth accommodation and accurate pre-enrolment calculations, the District is making effective and efficient use of its current space. New school construction and the modernization of aging schools is central to creating a long-term infrastructure model that supports quality K-12 programming across the Edmonton area for years to come.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to have to ensure quality learning and working environments that facilitate quality program delivery through effective planning, managing, and investing in District infrastructure.

Priority Strategy

Implement Year 1 of the District Infrastructure Plan including the following initiatives:

- support new school openings for the 2016-2017 operational year;
- ongoing evaluation and monitoring of program distribution;
- communicate and work with parents and schools in areas impacted by growth accommodation challenges;
- support Early Learning program identification as informed by the Early Years' pilot; and
- ongoing analysis of data to inform District's space utilization rate.

Additional Strategies

- Continue to pursue utility savings and improve our overall sustainability with waste reduction and recycling initiatives.
- Complete the detailed design phase of the Edmonton Student Transportation Authority (ESTA) and forward to the Board for review and consideration for approval to proceed.
- Continue to work with other school jurisdictions and Alberta Education to provide feedback to [Alberta Education's Learning and Technology Policy Framework](#).
- Complete SuperNet upgrades for all schools
- Continue to pursue utility savings and improve the District's overall sustainability with waste reduction and recycling initiatives such as, lighting, control system upgrades and boiler replacements.

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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 with a culture of collaboration.

Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
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. (Source: Accountability Pillar)	82.1	81.9	83.1	82.4	83.0	Very High	+
PROFESSIONAL DEVELOPMENT AND GROWTH							
Number of staff participating in professional growth opportunities through the Leadership Development Framework. (Source: District Dashboard)			226	239	245	N/A	+
Percentage of staff that report Edmonton Public schools supports employee professional development and growth. (Source: District Feedback Survey Q 17a)					91.8	A	Baseline
Percentage of staff that report they are aware of career opportunities available to them within the District. (Source: District Feedback Survey Q 17b)					92.9	A	Baseline
Percentage of staff that report they have opportunities to move to different roles in the District. (Source: District Feedback Survey Q 17d)					76.1	B	Baseline
Percentage of staff that report school-based professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18a)					88.5	A	Baseline
Percentage of staff that report catchment level professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18b)					81.6	A	Baseline
Percentage of staff that report other District-wide professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18c)					87.2	A	Baseline
Percentage of staff that report out of District professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18d)					66.8	B	Baseline
Percentage of staff that report formalized coaching and mentoring that supports my professional growth are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18e)					71.3	B	Baseline
Percentage of staff that report they have the knowledge, skills, and resources to program and support students in need of specialized supports and services. (Source: District Feedback Survey Q 25g)					78.5	B	Baseline

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Performance Measure	Results (in percentages)					Evaluation	
Percentage of staff that report they have the knowledge, skills, and resources to program for and support students who are English Language Learners (ELL). (Source: District Feedback Survey Q 26a)					67.3	B	Baseline
Percentage of staff that report they have the knowledge, skills, and resources to program for and support students who self-identify as Status Indian/First Nations, Non-Status Indian/First Nations, Metis or Inuit. (Source: District Feedback Survey Q 26b)					68.0	B	Baseline
DISTRIBUTED LEADERSHIP							
Percentage of staff that report they have opportunities in their work to develop and demonstrate their leadership skills. (Source: District Feedback Survey Q 17e)					87.6	A	Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect collaboration. (Source: District Feedback Survey Q 13b)					90.3	A	Baseline
COLLABORATION							
Percentage of staff that report staff in their school/decision unit work as a team. (Source: District Feedback Survey Q 15b)					89.4	A	Baseline
Percentage of staff that report staff in their school/decision unit collaborates with other school/decision units. (Source: District Feedback Survey Q 15c)					86.4	A	Baseline
Percentage of parents that report the decisions made at their child's school reflect collaboration. (Source: District Feedback Survey Q 12b)					77.7	B	Baseline

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2014-2015 Results

High quality teaching and leadership are at the heart of student success. Providing quality education and learning environments, along with supports and services that help our students succeed, is a responsibility shared by all District staff. Critical to this expectation is a District culture that promotes collaboration, provides opportunities for shared leadership, and values professional learning for all staff.

Overall, data from the District Feedback Survey validates that the District is a positive place to work. According to the District Feedback Survey, 92.9 per cent of employees indicated awareness of career opportunities available to them, 84.4 per cent of employees were aware of leadership development opportunities, while 76.1 per cent of staff perceive they have opportunities to move to different roles within the District. When asked, 87.6 per cent of staff felt they have opportunities in their work to develop and demonstrate leadership skills.

Collaboration is both a District cornerstone value and a critical element to a thriving learning environment. On the District Feedback Survey, 90.3 per cent of staff felt decisions made reflected collaboration, and 89.4 per cent of employees indicated that their staff work as a team. Additionally,

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77.7 per cent of parents perceived that that decisions made at their child's school reflected collaboration.

Lifelong learning is a value supported and promoted within education. This includes the opportunity for all staff to continue to learn and grow in their area of responsibility and expertise. The District's approach to providing professional development is evolving and shifting to reflect the many ways staff need and want to engage in professional growth opportunities. These include formalized mentoring and coaching, online learning cohorts; in-services; and professional development sessions that can be delivered in a variety of ways, times, and places to accommodate individual staff learning preferences. The results from the District Feedback Survey indicate that the District's approach to professional learning is of value as 91.8 per cent of District staff reported that Edmonton Public Schools supports employee professional development and growth.

The District also recognizes the importance of leadership and provides many opportunities for staff to grow and thrive as leaders. The District's Leadership Development program provides leadership learning opportunities that support both emerging leaders and current leaders in their development and growth. Additionally, through Catchment professional development, leadership opportunities are emerging due to the fact that many consultants and teachers are co-creating and co-presenting professional development sessions. Collaborative work in schools is also promoting and enhancing instructional leadership as teachers collectively work together, coach and mentor colleagues in order to blend theory and practice in support of evidence-based instructional practices.

The District Feedback Survey has provided staff an opportunity to share their perspectives on the various types of learning available to them. As a result, 88.5 per cent of staff reported that school-based professional learning opportunities are an effective means of enhancing their professional growth, 87.2 per cent of staff found other District-wide learning opportunities to be effective, 81.6 per cent of staff reported that catchment level learning opportunities are an effective means of enhancing professional growth, 71.3 per cent of staff indicated formalized coaching and mentoring was an effective means of enhancing professional growth, and 66.8 per cent of staff indicated that out-of-District learning opportunities enhanced their professional growth. However, 30.2 per cent of staff indicated they were not aware out-of-District opportunities. This data will help to inform future planning and allocation of resources related to District-level professional learning opportunities.

As much as staff have a positive perspective to the professional and leadership growth opportunities available to them through the District, there remains an area for improvement in relationship to professional development and building staff capacity. The District Feedback Survey data indicated that only 67.3 per cent of staff perceive they have the knowledge, skills, and resources to program for and support ELLs. Likewise, only 68.0 per cent of staff reported they have the knowledge, skills, and resources to program for and support students who self-identify as First Nations, Métis, or Inuit. In the District's efforts to provide quality learning environments that enable all students to succeed, this area of teacher/staff capacity and confidence needs to be a strategic focus on the go forward.

The catchment structure serves as a professional network that supports multiple ways teachers can work together, including professional development, networking, planning, and collaborating. The District Feedback Survey afforded teachers the opportunity to provide their perspective to the value of the catchment structure. The following themes were identified as Catchment structure strengths: collaboration/networking; professional development learning; and development of common

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goals/consistency across schools. The following themes were identified as opportunities for Catchment improvement: varied professional development/topics relevant to specific needs; subject/grade-level/position specific collaboration; and more opportunities for collaboration/networking.

In summary, the District provided many opportunities through which staff were able to enhance their professional and leadership capacity within a culture of collaboration. Furthermore, the Catchment work is valued by staff as a means to support learning and working together. Opportunities will continue for improving the effectiveness of school, Catchment and District professional learning, with a focus on building staff capacity in meeting the needs of our ELL and First Nations, Métis, and Inuit students.

2015-2018 Strategies

Over the next three years, the following strategies will be implemented in support of the Strategic Plan. The Priority Strategy identified below directly links to the analysis of survey results and the focus Edmonton Public Schools needs to ensure that throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

Priority Strategy:

- Enhance the communication of professional learning opportunities to District staff to promote increased awareness of, and participation in, professional learning opportunities:
 - implement a professional learning management system to: allow staff to search, register, and track professional learning opportunities; plan, monitor and report on professional learning opportunities at a District-level; and, enable more effective talent management and succession planning.
- Support school and Catchment professional learning by collaborating with central decision units around the facilitation and delivery of professional learning topics.
- Develop a range of Summer Institute learning opportunities to build teacher capacity around meeting the instructional learning needs of all our students, including ELL, First Nations, Metis, and Inuit, and students in need of specialized supports or services.

Additional Strategies:

- Continue to provide professional learning opportunities for First Nations, Métis, and Inuit Lead Teachers and educators throughout the District to support First Nations, Métis, and Inuit education and culture.
- Continue to offer opportunities for mentoring through teacher, educational assistant, administrative assistant and custodial mentors, as well as coaching skills training and mentoring modules to emerging and experienced leaders through the Leadership Development Framework.
- Communities of practice will continue to respond to staff needs as they are identified, including those that are co-led by school and central leaders to provide collegial dialogue, mentorship and best practices, as well as those that support the work of teachers, administrative assistants, library technicians, science technicians and educational assistants.
- Continue to develop and implement administrative regulations related to [AEBB.BP - Wellness of Students and Staff](#).
- Continue to employ a range of recruitment strategies designed to attract the very best applicants and to meet the District's increasing need for qualified employees in several staff groups, including First Nations, Métis, and Inuit teachers and staff.

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal Four: A Culture of Excellence and Accountability

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

Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
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 (Source: Accountability Pillar)	78.5	79.7	80.8	78.0	80.1	High	+
ACCOUNTABILITY AND EXCELLENCE							
Percentage of teachers, parents and students satisfied with the overall quality of basic education (Source: Accountability Pillar)	90.6	90.6	91.2	89.8	91.0	Very High	+
Percentage of staff that report the decisions made at their school/decision unit reflect accountability. (Source: District Feedback Survey Q 13a)					92.0	A	Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect equity. (Source: District Feedback Survey Q 13c)					85.7	A	Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect integrity. (Source: District Feedback Survey Q 13d)					91.1	A	Baseline
Percentage of staff that report they have the supports and resources they need to do their job effectively. (Source: District Feedback Survey Q 14g)					83.3	A	Baseline
Percentage of staff that report the structures and processes in their work environment are effective and efficient. (Source: District Feedback Survey Q 15a)					86.7	A	Baseline
Percentage of staff that report Edmonton Public Schools is a good place to work. (Source: District Feedback Survey 16a)					97.1	A	Baseline
Percentage of staff that report Edmonton Public Schools uses data to inform planning and decision-making. (Source: District Feedback Survey Q 19e)					73.6	B	Baseline
Percentage of staff that report Edmonton Public Schools uses resources responsibly. (Source: District Feedback Survey Q 20b)					73.2	B	Baseline
Percentage of staff that report work responsibilities are fair and reasonable. (Source: District Feedback Survey Q 14f)					87.4	A	Baseline
Percentage of parents that report the decisions made at their child's school reflect accountability. (Source: District Feedback Survey Q 12a)					75.7	B	Baseline
Percentage of parents that report the decisions made at their child's school reflect equity. (Source: District Feedback Survey Q 12c)					76.5	B	Baseline
Percentage of parents that report the decisions made at their child's school reflect integrity. (Source: District Feedback Survey Q 12d)					80.5	A	Baseline

Priority 2:

Provide welcoming, high quality learning and working environments.

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
Percentage of parents that report their child has access to appropriate resources to be successful in his/her school. (Source: District Feedback Survey Q 8f)					83.8	A	Baseline
Percentage of community and partners that report Edmonton Public Schools uses its financial resources to best meet the learning needs of students. (Source: District Feedback Survey Q 15)					68.3	B	Baseline

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2014-2015 Results

To achieve its vision of transforming the learners of today into the leaders of tomorrow, the District has established an operational foundation that functions from the perspectives of continuous improvement, evidence-based decision-making, striving for efficiencies, public accountability and transparency, and placing student success at the centre of our actions.

The District's accountability framework ensures the fiscal integrity and effective oversight of District funds towards the achievement of the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education. Furthermore, through the implementation of the Equity Fund, the District continues to demonstrate its intentional efforts to support the equitable distribution and efficient use of resources based on the specific needs of the student population, thereby deepening its commitment to supporting student success and well-being. On the District Feedback Survey 83.8 per cent of parents indicated their child has access to the appropriate resources to be successful in school. This positive parental perception around the allocation of resources supports that parents feel the District is on target with its allocation of resources. However, only 68.3 per cent of District partners and community stakeholders indicated that the District uses its financial resources to best meet the learning needs of its students. This result is an indicator that the District can improve upon its communication around decisions related to the distribution of funds.

Furthermore, the District's Cornerstone Values (equity, accountability, collaboration, and integrity) are integral to decision-making and serve as guiding principles for our work and actions. These common set of values allow us to be united as we focus on our purpose – the success and well-being of over 90,000 students. Our Cornerstone Values are alive in our District today. In the District Feedback Survey, staff indicated decisions made reflect accountability (92.0 per cent), collaboration (90.3 per cent), equity (85.7 per cent), and integrity (91.1 per cent). Meanwhile, parents responding to the survey indicated decisions made at their child's school reflect accountability (75.7 per cent), collaboration (77.7 per cent), equity (76.5 per cent), and integrity (80.5 per cent). While these results are slightly lower than those responses from staff, it is important to note that approximately 56.7 per cent of parents were not aware of the District's Cornerstone Values prior to taking the survey.

Edmonton Public Schools also prides itself in the quality of education it delivers to over 90,000 students throughout its 202 schools. In the 2014-2015 Accountability Pillar survey, 91.0 per cent of teachers, parents, and students who responded indicated they were satisfied with the overall quality of basic education, which is slightly higher than the provincial result of 89.5 per cent. The District is pleased with these results and with the fact that it has maintained this standing over the last five years. This high level

Priority 2:

Provide welcoming, high quality learning and working environments.

of satisfaction from its stakeholders is an indication that the District has created a culture of excellence and assurance among stakeholders.

This is further reinforced through the staff results achieved in the District Feedback Survey; 97.1 per cent of District staff reported that they believe that Edmonton Public Schools is a good place to work, with 83.3 per cent of those who responded to the survey indicating they have the resources to do their job, 87.4 per cent indicating their work responsibilities are fair and reasonable, and 86.7 per cent indicating structures and processes in their workplace are effective and efficient. These results demonstrate the District's commitment in providing high quality, effective, and efficient working environments for all staff.

Furthermore, in the area of evidence-based decision-making, the District continues to focus on building an ongoing culture of continuous improvement through data-driven decision-making. Eighty-six per cent of staff indicate that the District uses data to guide instructional practice and 73.6 per cent reported that the District uses data to inform planning and decision-making.

In summary, the District demonstrates accountability and excellence in its decisions and conduct, with clear evidence that these are grounded in effective, efficient, equitable, and evidence-based practices. Educational stakeholders report strong agreement that the decisions reflect the District's cornerstone values and that Edmonton Public Schools is a good place to work, focused on the delivery of quality of education. As the results indicate, the District has the opportunity to build awareness and communicate to parents and community stakeholders how the District uses its resources and data to inform planning and decision-making.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to do to ensure the District is grounded in effective, efficient and evidence-based practices.

Priority Strategy:

Develop and implement an internal, online, interactive dashboard that will enable District leaders to monitor and measure progress toward the achievement of the District Priorities. A dashboard in support of the Strategic Plan will also allow the District to foster system improvement through the use of data as it will display performance measures that illustrate District performance in areas that are important to continuous improvement.

- The internal dashboard will provide a platform for District leaders to easily access data and analytical tools (ways to look at, compare, organize and sort data) that would inform practice and support action.
- The dashboard will organize, summarize, consolidate, and visually represent data, thereby streamlining the way data is accessed and reports are created.
- The development of the internal dashboard will achieve the following primary outcomes:
 - align metrics with the strategic goals of the District;
 - improve accessibility of data at the school and District level based on performance measures as defined by the Strategic Plan – online access to data that can inform practice and can be acted upon;

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Provide welcoming, high quality learning and working environments.

- allow existing District metrics (EYE-TA, HLAT, etc.) to be integrated and included in the dashboard;
- link student, school, and District data and present it in one easy-to-use online source;
- improve efficiencies in the management and reporting of data i.e., timeliness of data, streamlining the way data is reported across the District;
- reduce the amount of time central staff spend on synthesizing and reporting data;
- increase resources dedicated to the management and analysis of data;
- improve a school's ability to target resources most effectively;
- evaluate activities and strategies in support of the Strategic Plan at an operational level to ensure resources (e.g., space, dollars, staff) are targeted to those initiatives that result in the highest impact; and
- move leaders to looking beyond historical data and support using predictive forecasting and predictive measures to inform decision-making.

Additional Strategies:

- Complete implementation of E-Biz, including:
 - deliver instructor-led and web-based training for the E-Biz;
 - manage transition of processes, data, and system(s) through a central command centre;
 - provide post go-live functional and Information Technology (IT) support; and
 - provide on-going structure and governance for application support and continuous improvement activities.
- Building on the success of equity fund Catchment reporting, implement Catchment Strategic Planning sessions and processes to complement the Strategic Plan and school plans.
- Implement portfolio management and develop a process to evaluate initiatives that will result in the most benefit to students and that demonstrate the strongest alignment with the Strategic Plan.
- Continue to support schools in aligning their First Nations, Métis, and Inuit School Resource Tool and First Nations, Métis, and Inuit Guiding Document with their school plan to support student achievement and success.



PRIORITY 3

Enhance public education through communication, engagement and partnerships.

Priority 3:

Enhance public education through communication, engagement and partnerships.

Summary of Accomplishments

Goal One: Parents as Partners

Offered District-level school council training in the fall to support the establishment and operation of parent councils for the school year. Additionally, the District paid for the annual fee for all District School Parent Councils to be members of the Alberta School Councils' Association.

- Provided supports to school councils that encouraged and facilitated parent involvement in education through ongoing information, processes and protocol support, and communicated parent learning opportunities.
- Recognized 25 parents for their participation in and support of quality public education through the District Recognition program.
- To support effective communication between parents and schools enhanced the District website, the District's social media strategy, and the SchoolZone web portal as communication tools with parents.
- To support efficiencies for parents as users of our system, introduced on SchoolZone an online pre-enrolment process, an application to curbside bus routing, the option for online fee payments, and the District news section.
- In collaboration with Edmonton Regional Learning Consortium provided engagement sessions to parents/guardians of First Nations, Métis, and Inuit students and developed tools and resources to engage First Nations, Métis, and Inuit parents/guardians as partners in support of student learning and career planning.

Goal Two: Supports for the Whole Child

- Continued to strategically collaborate with key community stakeholders at the systems level to support the implementation of and advocacy for school based wrap around models.
- District schools participated in collaborative wraparound initiatives in partnership with other service providers to bring programs, supports and services directly into the school community in a manner that enhanced student and/or family well-being and promoted increased educational success. Examples of this approach across the District include:
 - The Community Mental Health Program at Parkview School;
 - Braemar School/Terra Centre program;
 - Partners for Kids program in 14 District schools;
 - The Star Program at Jasper Place; and
 - Schools as Community Hubs in three District schools.
- Partnered with the City of Edmonton and Edmonton Catholic Schools to deliver The Journey to Reconciliation Youth Leadership Conference (March 2015), where more than 700 Indigenous and non-Indigenous youth and adults explored the concept of reconciliation.
- Collaborated with community organizations and post-secondary institutions through the First Nations, Métis, and Inuit External Advisory Committee provided information on initiatives, programs, and supports for First Nations, Métis and Inuit students, families and community members.

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- Continued to access the Inclusive Education Advisory Committee to discuss aspirations for inclusive education and provide two-way communication related to District policy, regulation, or practice regarding inclusive education.
- Worked in partnership with members of Edmonton's immigrant and refugee community to provide programs and services to newcomer families including monthly parent information sessions about the school system in Alberta.
- Delivered the District Feedback Survey to parents, students, staff, and community to seek feedback on what stakeholder's value about public education, priorities, and opportunities to improve as a school District. The District received 3,107 parent responses and 305 community responses.

Goal Three: Engaged and Effective Governance

- Established Board Policy [AA.BP - Stakeholder Relations Policy](#) to reflect the Board's responsibility to provide meaningful stakeholder engagement opportunities and to establish a framework to guide a District approach to stakeholder relationships. The Board lived the values of this policy during its development by seeking input and perspective from key community stakeholders. Once a draft of AA.BP was developed, it was then also posted for online feedback with 99 stakeholders responding.
- A pilot District course promoting youth voice, leadership, and the opportunity to learn and experience governance was offered. There were 28 students from across the District who participated in the District Legacy course. Additionally the pilot saw the election of the first Student Trustee in the Province of Alberta. The Student Trustee was officially sworn in at the November 25, 2014, public board meeting and served the Board through to June 30, 2015.
- Enhanced generative governance by seeking input from stakeholders, around key educational issues:
 - In October 2014 continued the conversation around a potential replacement school with members of the Greater Highlands community.
 - In October 2014 engaged 300 stakeholders at the Career Pathways Symposium to discuss the Career Pathways Model. The stakeholders included students, parents, teachers, business community, non-profit groups, post-secondary institutions, government, and community organizations.
- In June 2015 engaged 31 community members and potential partners interested in the North East Replacement School Campus and Annex.
- In March 2015 implemented a parent budget survey to seek parent voice and perspective to help inform spring budget decisions around the allocation of educational funding; over 4,000 parents participated in the online survey.
- Continued to provide opportunity for parent and community involvement around the spring School Budget Planning Process.
- Continued to demonstrate accountability and transparency to parents and the broader community through the opportunity to attend the yearly District Results Review Process and the communicating of our results at public board.
- Supported ongoing communication and engagement with parents and community members through such avenues as SchoolZone, the District website, and central supports.

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.

Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
PARENTAL INVOLVEMENT							
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education. (Source: Accountability Pillar)	78.9	77.8	78.7	78.9	79.5	High	+
Percentage of parents that report that they have opportunities to communicate with their child's teacher. (Source: District Feedback Survey Q 20)					96.6	A	Baseline
Percentage of parents that report that they feel that student progress is reported on an ongoing and timely manner. (Source: District Feedback Survey Q 15)					88.7	A	Baseline
Percentage of parents that report that the information they receive about their child's learning at school tells them what they need to know in order to help their child be successful in school. (Source: District Feedback Survey Q 18)					82.9	A	Baseline
Percentage of parents involved in the IPP process that reported they felt part of a team with teachers and other staff. (Source: District Feedback Survey Q 5)					72.1	B	Baseline
Percentage of parents that report they are welcome at their child's school. (Source: District Feedback Survey Q 7a)					94.4	A	Baseline
Percentage of parents that report they are aware of opportunities they have to be involved in their child's education. (Source: District Feedback Survey Q 7c)					88.8	A	Baseline
Percentage of staff that report at their school, parent(s)/guardian(s) have opportunities to be involved to the best of their ability in their child's education. (Source: District Feedback Survey Q 26e)					94.6	A	Baseline
Percentage of students (Grade 3-12) who report that their parent(s)/guardian(s) discuss(es) their report card with them. (Source: District Feedback Survey Q 17b and 18c)					85.7	A	Baseline

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2014-2015 Results

A child's first "teacher" in life is their parents and a lot of life learning has happened long before a child's first day of school. Kindergarten or Grade 1 is the start of formalized educational programming and the K-12 journey towards school completion. At this time, parents are extending the responsibility for the growth and development of their children to include school staff. This is a privilege, as well as an

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opportunity to work together in partnership between a child's parents and the educational staff of the school. The goal of this partnership is that each child grows, thrives, and experiences school success in readiness for their life beyond Grade 12.

Edmonton Public Schools values the role of parents and strives to find ways to work together that promote the success and well-being of their children. There are many ways parents can be actively involved in their child's schooling and this will vary across the District's 202 schools and many learning programs. The first step in support of a positive school-parent partnership is to ensure that all families are welcomed and respected as members of the school community. On the District Feedback Survey 94.4 per cent of parents responding to the survey indicated they are welcome at their child's school.

Communication between the home and school is critical to maintaining a positive working relationship between school staff and parents. There are multiple ways to support open and timely communication. Results from the District Feedback Survey provided the District with the following information around quality communication between home and school: 96.6 per cent of parents indicated that they were satisfied with the opportunities they have to communicate with their child's teacher; 88.7 per cent of parents reported satisfaction with the manner in which student progress is reported; and 82.9 per cent of parents indicated that the information they receive from the school tells them what they need to know in order for them to help their child be successful in school. Overall, these are positive results, with room for continuous improvement to ensure parents have the information they need to support their child's learning.

Beyond strong communication between the school and parents, is the opportunity for parents to be actively involved in their child's school. Parent involvement takes on many shapes and forms, including such things as sitting on parent council, attending student led conferences, volunteering in the school library to being a guest speaker in a classroom in support of Career Pathways. The District Feedback Survey provided the opportunity for parents to share with us a perspective around how we are doing in supporting and promoting parent involvement; 88.8 per cent of parents indicated they are aware of opportunities they have to be involved in their child's education and 94.6 per cent of staff indicated parents have opportunities to be involved in their child's education. When asked how they are involved in their child's education, parents most commonly responded: accessing SchoolZone (92.6 per cent); monitoring homework (87.9 per cent); attending parent teacher meetings (79.6 per cent); and, attending school events (75.7 per cent). Almost half of the parents who responded to the survey indicated they volunteer in school, and 25.0 per cent identified they attended school council meetings. Currently, a quarter of parents participate in school council meetings as a means of input or advocacy; this may be an indication that there is an opportunity to explore additional methods to engage parents in an advisory capacity.

Additionally 85.7 per cent of students Grades 3-12 indicated that their parent took time to discuss their report card with them. While these are positive results, there is a critical indicator showing where there is room for improvement. Only 72.1 per cent of parents involved in the Individualized Program Plan (IPP) process indicated that they felt like they were part of the team with teachers and other staff in the development of their child's IPP. Our students in need of specialized supports or services face unique challenges in their educational journey and a strong partnership between home and school is foundational to their success in school.

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Enhance public education through communication, engagement and partnerships.

Alberta Education's Accountability Pillar Survey 2014-2015 data indicated that the percentage of parents and teachers satisfied with parental involvement in decisions about their child's education is 79.5 per cent. While this reflects an increase over previous years' performance dating back to 2011, the District is still slightly lower than the provincial average of 80.7 per cent. Finding ways in which we can enhance parental involvement in decision making about their child's education is an area for growth.

The District Feedback Survey asked parents what additional information they would need in order to know if their child is being successful in school, the top three responses provided by parents were: improved/more regular communication and feedback; specific/personalized/transparent information regarding their child's achievement; and indicators of their child's success other than grades. This information provides the District with feedback that will help to inform future communication and parent engagement strategies in support of a strong partnership between home and school in support of student success.

In summary, parents feel welcome in their child's school, feel they have strong communication channels with their child's teacher and are aware of opportunities to be involved in their child's education. Parents are indicating the number one way they gather information about their child's learning is through report cards, the fact that they would like more specific, personalized information about how their child is doing in school, including indicators of success other than grades, is important information for schools to consider when they are reporting student achievement and growth. Additionally, parents indicated that SchoolZone is the second most popular way they gather information about their child's learning; as such, the opportunity exists to expand use of SchoolZone for communication. Finally, there exists an opportunity to engage with parents to identify potential ways to strengthening the school council process or exploring other forms of parental engagement.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to promote effective communication with parents and to ensure opportunities are provided for parents to be involved in their child's education.

Priority Strategy:

Identify, and implement best practices in parent engagement occurring in school Catchments to enhance parental engagement District-wide by:

- conducting a literature review to determine best practices in parent engagement to support all parents' participation in their child's learning;
- hosting a District-wide parent consultation session (in person or using blackboard collaborate) to gather feedback from parents on how to enhance their engagement in the education of their children;
- consulting with Catchment principals to share their most promising practices for working with parents;
- working with the Alberta School Council Association to identify best practices in parent engagement; and
- utilizing the information gathered from the literature to develop a parent engagement strategy and associated tools and resources to support principals and teachers in engaging parents in the education of their child.

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Enhance public education through communication, engagement and partnerships.

Additional Strategy:

- Explore innovative ways to utilize SchoolZone to engage parents in the school community (i.e., post and highlight literacy/numeracy tips and videos to support parents in working with their children to support their academic success, a Trustee section to engage parents on Board decisions such as development of the District's Vision, Mission, Priorities, distribution of funds, naming of schools etc.).
- Develop and implement a systematized approach for electronically completing, collecting, storing and sharing various students plans and reports, including IPPs and ELL benchmarks, through a network-connected enterprise-wide system that would support enhanced parental engagement.



Priority 3:

Enhance public education through communication, engagement and partnerships.

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.

Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<u>PARTNERSHIPS</u>							
Percentage of staff that report Edmonton Public Schools has partnerships that enhance student success. (Source: District Feedback Survey Q 20d)					79.9	B	Baseline
Percentage of staff that report that their school has access to supports and services for students with challenging circumstances. (Source: District Feedback Survey Q 26c)					80.4	A	Baseline
Percentage of parents that report that they are aware of community partners in their child's school. (Source: District Feedback Survey Q 26)					37.8	D	Baseline
Percentage of community agency staff that report they have a positive working relationship with school staff that enables meeting their agency's mandate in support of students. (Source: District Feedback Survey Q 5a)					96.9	A	Baseline
Percentage of community agency CEOs that report they have a positive working relationship with Edmonton Public Schools' Central Office staff. (Source: District Feedback Survey Q 7a)					91.2	A	Baseline
Percentage of community agency staff that report they see a direct link between school-based supports and services their agency provides and student growth and success. (Source: District Feedback Survey Q 5d)					99.0	A	Baseline
Percentage of community agency staff that report there are processes to support effective communication and decision-making between their agency and school staff. (Source: District Feedback Survey Q 5c)					89.8	A	Baseline

2014-2015 Results

If the District is to achieve the goal of success and fulfillment for all of its students, this will not be done in isolation. The diversity and complexity of need across our student body requires expertise, knowledge, and skills beyond that of professional educators. In order for all students to engage and learn in the classroom no matter their background, capabilities, or circumstances, we will need to work closely with our fellow community stakeholders who share a joint commitment to the success and well-being of today's children and youth.

The community is already actively involved in the educational programming and supports and services offered across District schools. In fact, 79.9 per cent of District staff indicated that Edmonton Public Schools has partnerships that enhance student success, and 89.4 per cent of school staff report that

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they have access to community supports and services for students with challenging circumstances. While staff awareness of partnerships that exist within schools are solid results the District can build upon, only 37.8 per cent of parents who responded to the survey indicated they were aware of community partnerships at their child's schools. This represents as an opportunity for the District to explore how to better acknowledge and make aware the contributions of community to student success.

Communication, shared leadership, and positive relationships are foundational to the development and maintenance of strategic partnerships that support student success. On our District Feedback Survey 96.9 per cent of community agency staff reported that they have a positive working relationship with schools staff, and 91.2 per cent of community agency leaders reported that they have a positive working relationship with District administration. Additionally, 89.8 per cent of our community partners reported that there are processes in place to support effective communication and decision-making between their organization and the District. This data suggests that strong relationships have been built with agencies in the community. This is a strength that can be capitalized upon to build future partnerships to support the whole child.

Partnerships thrive when there is a shared common purpose and vision between the partnering organizations; 99.0 percent of community agency staff reported that they see a direct link between school-based supports and services their agency provides and student growth and success. This information suggests that the work agencies are doing in our schools strongly aligns to our Strategic Plan and reinforces that, together, we are collectively focused on ensuring success for the students and families we serve. In addition, with the anticipated arrival of Syrian refugees, the opportunity exists to work together with partners to welcome and support these anticipated students and their families into the school community.

In summary, the District values the contributions and commitment of its partners. This is a shared belief and is a foundation that can be built upon in coming years as the District strives to ensure all schools and students have the benefits, supports, and services that strategic community partnerships bring into the school environment. This is a fundamental strategy to the District's goal of success and fulfillment for all of its students.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure community partnerships are established to provide supports and services to foster growth and success of students and families.

Priority Strategy:

Build a partnership framework that will support District leaders in their work to form strategic community relationships and partnerships. The partnership framework will address the following aspects of strategic community engagements:

- evidence-based needs assessment;
- exploring potential community relationships;
- planning and developing a partnership initiative;
- implementing a school-community initiative or partnership;

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- maintaining, monitoring, and ending community relationships;
- accountability and reporting;
- grants and research opportunities; and
- signing authorities.

Additional Strategies:

- The Edmonton Public Schools Foundation will expand its partnership network to communicate and engage with stakeholders about the needs for early learning supports and opportunities to be involved.
- Continue to increase engagement and strength-based relationships between First Nations, Métis, and Inuit families, community members, Elders, Knowledge Keepers and Cultural Advisors and District schools through professional learning opportunities and resources, such as the [*First Nations, Métis and Inuit Family Guide*](#).
- Continue to support partnerships that are foundational to the provision of wrap-around services in existing initiatives such as The Way In project, the Star Program, and All in for Youth.
- Continue to maintain partnerships with community stakeholders serving the immigrant and refugee community that support student and family capacity and support adjustment to life in Canada, including schooling. The District is developing, and will need to implement, a strategy to support the anticipated arrival of the Syrian refugees.
- Continue to collaborate with Edmonton Community Threat Response and Intervention Support Protocol (C-TRISP) partners to prevent and reduce violence in schools and communities, and provide intervention and supports for students at risk.
- Establish a single one point of contact in the District to enhance communication and support for community members.

Priority 3:

Enhance public education through communication, engagement and partnerships.

Goal Three: Engaged and Effective Governance

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

Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<u>DISTRICT GOVERNANCE</u>							
Number of staff, students, parents and community members who responded to the District Feedback Survey. [Dashboard]					57,063	n/a	Baseline
Percentage of staff that report they are aware of the District's vision, values and priorities. (Source: District Feedback Survey Q 12a)					95.8	A	Baseline
Percentage of staff that report their work aligns to the District's strategic plan. (Source: District Feedback Survey Q 12b)					86.4	A	Baseline
Percentage of staff that report that the decisions of the Superintendent supports the success and well-being of students and staff. (Source: District Feedback Survey Q 19b)					85.5	A	Baseline
Percentage of staff that report that the decisions of the Board of Trustees supports the success and wellbeing of students and staff. (Source: District Feedback Survey Q 19a)					78.8	B	Baseline
Percentage of parents that report they have contacted their child's school Trustee. (Source: District Feedback Survey Q 31)					24.4	D	Baseline
Percentage of parents that contacted their Trustee that report they were satisfied with the outcome. (Source: District Feedback Survey Q 32)					73.3	B	Baseline
Percentage of community and partners that report their organization understands how to navigate the various levels and departments of Edmonton Public Schools that supports how they work together. (Source: District Feedback Survey Q 7c)					61.8	C	Baseline
<u>ENGAGEMENT/COMMUNICATION</u>							
Percentage of staff that report they have opportunities to provide input into decision-making that affects their work. (Source: District Feedback Survey Q 14 c)					87.8	A	Baseline
Percentage of staff that report Edmonton Public Schools is transparent in its communications and decision-making processes. (Source: District Feedback Survey Q 20a)					75.7	B	Baseline
Percentage of parents that report staff at their child's school build trust and foster positive relationships within the school community. (Source: District Feedback Survey Q 9b)					85.0	A	Baseline
Percentage of community and partners that report Edmonton Public Schools is perceived positively by the neighborhood. (Source: District Feedback Survey Q 26h)					83.1	A	Baseline
Percentage of community and partners that report Edmonton Public Schools is actively connected to the neighbourhood. (Source: District Feedback Survey Q26i)					68.3	B	Baseline

Priority 3:

Enhance public education through communication, engagement and partnerships.

In the District Survey, the following are the top five ways information about Edmonton Public Schools is mostly accessed by the following groups:

Parents:

- SchoolZone
- Conversations with their child(ren)
- Speaking with other parents
- Visiting the school website
- Visiting the Edmonton Public Schools website

Community:

- Visiting the Edmonton Public Schools website
- Conversation with current EPSB staff, student or their families
- Visiting an EPSB school's website
- Word of mouth
- Newspaper

2014-2015 Results

The District strives for a transparent and trustworthy relationship between itself and all educational stakeholders – students, staff, parents, partners, and community. It is committed to walking alongside these stakeholders and expanding the pathways and opportunities to communicate and engage by using processes that are inclusive, transparent, and responsive. Through communication, engagement, and accountability, the District is laying the foundation for generative participation, public assurance, and confidence in the decision-making and governance of Edmonton's public education system.

Foundational to the District's direction are the Vision, Mission, Priorities, and Values. These elements are supported by the Strategic Plan that includes Priorities, Goals, and Outcomes. The Strategic Plan serves as a guide post to the allocation of resources and decision-making across the District. The Strategic Plan, developed in consultation with key educational stakeholders, and reflecting an environmental scan that included emerging educational trends and issues, key performance data, and alignment to Alberta Education's business plan, was introduced in the 2013-2014 school year. This past year, work was done to develop key indicators that enable the District to measure its progress, hold itself accountable, and share with the public its results. A District Feedback Survey was developed as one source of data and feedback for the District to inform progress, planning, and decision-making. The survey was administered in the spring to students, staff, parents, partners, and community. Over 57,000 stakeholders responded. Data from the survey was used to inform the 2014-2015 Results Review reporting process and 2015-2016 budget planning process. To support communicating our progress, an external dashboard was developed where performance measures related to each goal of the Strategic Plan were shared. The external dashboard is accessible through the District website. This work represents the strategic planning cycle of: plan, do, measure, act.

The District values the opportunity to engage with educational stakeholders around a variety of issues, concerns, and opportunities; the District Feedback Survey was one means to accomplish this. Another example of generative engagement occurred when the District was faced with potentially challenging budget circumstances, and reached out to parents through an online survey to better understand what they valued in a quality education system; there were more than 4,000 respondents to this survey. Feedback from the survey was used to inform decisions around the allocation of future resources.

Youth voice represents the perspective of our 90,000 students. Last year, the District piloted the Legacy Course to foster and promote youth leadership and participation in governance. This course saw participation from students across District high schools. Legacy Course students had the opportunity to see governance at the local, provincial, not-for-profit, and school board levels. Students also had the opportunity to foster their own leadership and influence through completing a project-based learning initiative. As part of the Legacy Course, the first Student Trustee in the Province of Alberta was elected. This was a history-making moment for the Board, the District, youth leadership, and the Province of

Priority 3:

Enhance public education through communication, engagement and partnerships.

Alberta. Feedback from students participating in the pilot indicated that 100 per cent of course participants felt the Legacy Course was a meaningful avenue to youth leadership and expanded their understanding of governance. Lessons learned from this pilot initiative will be used to inform the development of a District model of student voice, leadership, and governance. Students from this year's course will be bringing this model forward in a recommendation to the Board in early 2016.

Another key stakeholder group is the broader community. Schools are vibrant assets in the heart of Edmonton communities. When the District has challenging decisions around enrolment or aging infrastructure that may impact the purpose of a school within a community, the voice of community residents provides important feedback to inform decisions of this nature. Examples of this type of engagement took place across several Edmonton communities in the 2014-2015 operational year, including the Greater Highlands area and the Greater Lawton area. Feedback from community participants in both of these initiatives indicated that the District's generative approach to a community conversation was appreciated.

It is important that staff have an opportunity for voice and input in their role as educational stakeholders. Staff feedback on the District Feedback Survey indicated that 87.8 per cent reported they have opportunity to provide input into decision-making that affects their work, and 75.7 per cent indicated that Edmonton Public Schools is transparent in its communications and decision-making processes. These figures validate the District has effective processes in place for staff input and confirms the District has opportunity to improve its ability to communicate to stakeholders how information is used in inform decision-making.

Also, on the survey, 95.8 per cent of District staff indicated they were aware of the District's Vision, Mission, Values, and Priorities, and 86.4 per cent of staff confirmed that their work aligned to the District's Strategic Plan. These results indicate that the District has established a clear and meaningful strategic plan and has engaged staff to ensure every part of the organization understands, and is committed to aligning their work to the overall direction of the District. It is this common direction that will result in improved student success and organizational excellence. Further substantiating how a well thought out strategic plan will enhance decision-making throughout an organization, 85.5 per cent of staff indicated that they believe the decisions of the Superintendent supports the success and well-being of students and staff.

Feedback on the survey from parents and community also indicated confidence in the District; 85.0 per cent of parents responded that District staff at their school, build trust and foster positive relationships within the school community. There were 83.1 per cent of community members who responded that Edmonton Public Schools is perceived positively by the neighbourhood and 68.3 per cent of community indicated that Edmonton Public Schools is actively connected to the neighbourhood. These figures demonstrate strength in the District's efforts to engage as well as room for continuous improvement, particularly in our efforts to engage and communicate with community members.

The District recognizes that communication is a critical strategy to share information, create awareness, and solicit information back into the District with our key educational stakeholders. In today's world, communication takes on a variety of forms. The District uses many ways to reach out to our stakeholders. In the recent District Feedback Survey we received input around which of those methods may be most effective. Parents indicated the top five ways they find out more information about Edmonton Public Schools are: SchoolZone (93.8 per cent); conversations with their child(ren) (65.7 per cent); speaking with other parents (57.7 per cent); visiting school websites (48.9 per cent); and visiting the Edmonton Public Schools website (47.6 per cent). Meanwhile, community members who responded to the survey indicated the top ways they find out information about Edmonton Public Schools includes: visiting Edmonton Public Schools website (65.4 per cent); conversations with current district staff, students or their families (64.2 per cent); visiting a school website (54.7 per cent); and the newspaper

Priority 3:

Enhance public education through communication, engagement and partnerships.

(24.7 per cent). Additionally, feedback from the survey indicated that 75.7 per cent of District staff reported that Edmonton Public Schools is transparent in its communications and decision-making processes. This data will help to inform future communication strategies between the District and its stakeholders.

As articulated in Section 45 of the *School Act*, the responsibility for the governance of the District rests with the Board. Policy, advocacy, generative governance, and fiscal responsibility are core to how they approach their responsibilities related to a quality public education system. Results from the District Feedback Survey, indicated that 78.8 per cent of staff reported confidence that the decisions of the Board support the success and well-being of students and staff, and 73.3 per cent of parents who have contacted their Trustee indicated they were satisfied with the outcome of their contact. These are indicators that the Board takes its responsibilities related to governance seriously. Moving forward, the Board has committed to ensuring that in the final two years of their term, there will be strong evidence in their public board meetings that the decisions they make align directly to the Strategic Plan and input received from multiple stakeholders is considered in their decision-making processes.

In carrying out its duties and responsibilities the Board is committed to using stakeholder engagement processes to consistently inform local priorities and to build a sense of “assurance” that Edmonton Public Schools is on target in the development and operationalizing of an educational system that puts student success and learning at the core of its work. The District’s results will be shared transparently with the public as a demonstration of its commitment to *transforming the learners of today into the leaders of tomorrow*.

2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure ongoing communication, participation and engagement that enhance public education.

Priority Strategy

Continue to create a culture of generative conversation/consultation, to inform and continually improve what the District is doing, by engaging with stakeholders:

- on the ongoing implementation and monitoring of Strategic Plan and priorities;
- draft board policies and regulations; and
- on the development, implementation, and monitoring of key projects, such as infrastructure or budget related initiatives.

Additional Strategies:

- Explore how SchoolZone may host a Trustee Portal as a means of parent engagement.
- Continue to enhance the District website, the SchoolZone web portal, and social media as communication tools with parents and the broad community.
- Continue to provide supports to schools to improve their school websites.
- Explore communication opportunities to be more responsive to stakeholders.
- Develop Legacy Model, a system-wide student engagement process and governance model that enables students across Edmonton Public Schools to have a meaningful voice in public education.
- Heighten collaboration efforts with Metro board collaboration and other school jurisdictions.

Summary of Financial Results and Budget Summary

To be inserted after November 24, 2015 Board Meeting.

Capital and Facilities Projects and Plans

Previously Funded Capital Projects Status

In collaboration with the Government of Alberta as project managers, the following school projects are in design or under construction:

- Dr. Margaret-Ann Armour School in Windermere-Ambleside neighbourhood (Grades K-9, 900 students scheduled to open in September 2016);
- Nellie Carlson School in Terwillegar Heights - MacTaggart neighbourhood (Grades K-9, 900 students scheduled to open in September 2016);
- Roberta MacAdams School in Heritage Valley - Blackmud Creek neighbourhood (Grades K-6, 650 students scheduled to open in September 2016);
- Michael Phair School in Lewis Farms- Webber Greens neighbourhood (Grades 7-9, 900 students scheduled to open in September 2017);
- Ivor Dent School as a new K-9 replacement school in the Greater Lawton area (Grades K-9, 650 students scheduled to open in September 2017); and
- The modernization of the Alberta School for the Deaf.

The District has also begun design and construction on the following projects:

- A 600 student addition to Lilian Osborne School;
- Modernizations of :
 - Belgravia School;
 - Ross Sheppard School; and
 - Vimy Ridge Academy;
- As well as the following new schools announced in the past year:
 - K-6 school for Windermere –Windermere Estates neighbourhood (Grades K-6, 650 students);
 - K-9 school for Heritage Valley-Allard neighbourhood (Grades K-9, 900 students);
 - K-9 school for The Grange-Granville neighbourhood (Grades K-9, 900 students);
 - K-9 school for Eilerslie-The Orchards neighbourhood (Grades K-9, 900 students);
 - K-9 school for South East - Walker neighbourhood (Grades K-9, 900 students);
 - K-9 school for Lewis Farms - Secord neighbourhood (Grades K-9, 900 students);
 - K-9 school for Palisades-Hudson neighbourhood (Grades K-9, 900 students);
 - K-9 school for Heritage Valley-Chappelle-west neighbourhood (Grades K-9, 900 students); and
 - K-9 school for The Meadows-Laurel neighbourhood (Grades K-9, 650 students).

Further project parameters are anticipated in relation to the modernizations of Caernarvon and Mill Creek schools, as well as the NAIT Collegiate partnership with Edmonton Catholic Schools and NAIT.

Community Engagement and Parental Involvement

Throughout the 2014-2015 school year, District administration conducted a series of community based engagement processes related to the selection of sites for three new schools where there was more than one site across multiple neighbourhoods available to accommodate the school. The process yielded general satisfaction with sites selected and approved for these schools.

On June 23, 2015, the Board approved adoption of Option 2 as the preferred approach to the Greater Highlands Consolidation Plan. This approach would see the conversion and modernization of Highlands School into a modern facility to accommodate K-9 programming for students currently attending Highlands, Montrose and Mount Royal schools. The community engagement process to reach this

Capital and Facilities Projects and Plans

recommendation began in the 2013-2014 school year, and was extended through the 2014-2015 school year to afford community with sufficient time to determine a preferred approach.

The District's *Three-Year Capital Plan 2016-2019*, guided by the *Planning Principles*, was approved by the Board on April 7, 2015 and submitted to the Province of Alberta.

THREE-YEAR CAPITAL PLAN 2016-2019

The community engagement processes undertaken to support new school site selection and the Greater Highlands Consolidation Plan included communications such as: media briefings; website content; print; roadside and social media advertising; letters to parents, community leagues and City officials; and multiple public and community stakeholder meetings.

Modular and Portable Requests

Over the 2014-2015 school year, the District worked to initiate the purchase and tender documents to install portable classrooms at the following schools:

- Crawford Plains School (2 freestanding portables)
- Daly Grove School (3 freestanding portables)
- George H Luck School (2 freestanding portables)
- Menisa School (2 freestanding portables)
- Michael Strembitsky School (2 freestanding portables)
- Velma E. Baker School (1 freestanding portable)

Infrastructure Maintenance Renewal (IMR) and Other Projects

Over 700 projects were initiated in 2014-2015 as part of the District's annual Major Maintenance Plan, funded primarily through the Infrastructure Maintenance Renewal (IMR) stream. The initial IMR fund for 2014-2015 was \$14.6M. A mid-year adjustment brought the 2014-2015 allocation to \$29.3M. Work included the completion of a three year project at J. Percy Page to replace the skylights valued at \$3.5 million and the completion of a two year project at J. Percy Page to replace the failing building panels valued at \$1.5 million. The District also completed over 25 projects to upgrade schools for barrier free requirements and numerous projects that directly impact students by improving acoustics or specialized classrooms such as science or CTS labs.

Summary of Facility and Capital Plans

The District's Ten-Year Facilities Plan and Three-Year Capital Plan can be viewed on the District's website: <https://www.epsb.ca/ourdistrict/results/capitalplanning/>.

Whistle Blower Protection

Section 32(3) of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

Edmonton Public Schools is committed to acting with integrity and to ethical behaviour in all matters. As such, the District created the Administrative [Regulation FBEC.AR – Public Interest Disclosure \(Whistleblower Protection\)](#), effective December 1, 2014, to assign roles, responsibilities and define expectations for District procedures that facilitate employees to make confidential disclosures about serious wrongdoing in a safe setting that is free from reprisal.

Edmonton Public Schools reported no disclosures for 2014-2015.

Appendix A: Accountability Pillar Measure Evaluation Reference

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 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Sh 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:

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

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)

Appendix A: Accountability Pillar Measure Evaluation Reference

Student Learning Achievement (Grades K-9)

Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

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

Appendix A: Accountability Pillar Measure Evaluation Reference

Student Learning Achievement (Grades 10-12)

Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

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

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2014-2015 Audited Financial Statements

ORIGINATOR: Jonah Lempogo, Treasurer & Managing Director, Financial Services

RESOURCE

STAFF: Vanessa Croswell-Klettke, Barbara Thompson

REFERENCE: N/A

ISSUE

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

BACKGROUND

This report:

- includes the audited financial statements, notes to the financial statements and unaudited schedules: and
- includes the Auditor's Report from PricewaterhouseCoopers LLP (PwC) regarding their audit opinion.

RELATED FACTS

Under Section 150 of the *School Act*, the Board Chair is required to present the auditor's report to a public Board meeting to provide an opportunity for discussion. The *School Act* also requires the audited financial statements to be submitted to the Minister of Education by November 30, 2015.

The Audit Committee, at its meeting on November 13, 2015 had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

At its November 13, 2015 meeting the Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval.

RECOMMENDATION

That the 2014-2015 audited financial statements, notes to the financial statements, and unaudited schedules be approved.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

Once approved the 2014-2015 Audited Financial Statements will be posted on the District website and forwarded to the Minister of Education by November 30, 2015.

ATTACHMENTS & APPENDICES

ATTACHMENT I Audited Financial Statements for the year ended August 31, 2015

JAL:ja

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2015**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Edmonton School District No. 7

Legal Name of School Jurisdiction

One Kingsway Centre for Education Edmonton AB T5H 4G9

Mailing Address

(780) 429-8000 (780) 429-8383

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

Michael Janz

Name

Signature

SUPERINTENDENT

Darrel Robertson

Name

Signature

SECRETARY-TREASURER OR TREASURER

Jonah Lempogo

Name

Signature

November 24, 2015

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 24, 2015

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, 2015 and the statements of operations, cash flows, change in net financial assets (net debt), and remeasurement gain 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, 2015 and the results of its operations, its remeasurement gains and losses, change in its net debt and its cash flow for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants

PricewaterhouseCoopers LLP
TD Tower, 10088 – 102 Avenue, Edmonton, Alberta, Canada T5J 3N5 T: +1
780 441 6700, F: +1 780 441 6776

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

STATEMENT OF FINANCIAL POSITION
As at August 31, 2015 (in dollars)

		2015	2014
FINANCIAL ASSETS			
Cash and cash equivalents		\$ 239,064,306	\$ 140,892,271
Accounts receivable (net after allowances)	(Note 3)	\$ 7,296,948	\$ 23,760,693
Portfolio investments		\$ -	\$ 45,006
Other financial assets		\$ -	\$ -
Total financial assets		\$ 246,361,254	\$ 164,697,970
LIABILITIES			
Bank indebtedness	(Note 4)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 5)	\$ 50,542,244	\$ 35,762,498
Deferred revenue	(Note 6)	\$ 661,564,460	\$ 628,529,653
Employee future benefit liabilities	(Note 7)	\$ 10,064,530	\$ 10,500,264
Liability for contaminated sites		\$ -	\$ -
Other liabilities	(Note 8)	\$ 2,649,588	\$ -
Debt	(Note 9)		
Supported: Debentures and other supported debt		\$ -	\$ 191,356
Unsupported: Debentures and capital loans		\$ 14,163,106	\$ 14,725,256
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 738,983,928	\$ 689,709,027
Net financial assets (debt)		\$ (492,622,674)	\$ (525,011,057)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Note 10)		
Land		\$ 837,590	\$ 837,590
Construction in progress		\$ 21,900,914	\$ 15,758,209
Buildings	\$ 1,193,691,738		
Less: Accumulated amortization	\$ (578,795,543)	\$ 614,896,195	\$ 614,643,282
Equipment	\$ 122,923,137		
Less: Accumulated amortization	\$ (102,586,329)	\$ 20,336,808	\$ 22,709,598
Vehicles	\$ 3,160,543		
Less: Accumulated amortization	\$ (2,057,962)	\$ 1,102,581	\$ 1,259,319
Computer Equipment	\$ 85,840,363		
Less: Accumulated amortization	\$ (72,722,653)	\$ 13,117,710	\$ 9,898,882
Total tangible capital assets		\$ 672,191,798	\$ 665,106,880
Prepaid expenses		\$ 2,534,925	\$ 1,921,638
Other non-financial assets		\$ 3,957,781	\$ 3,673,801
Total non-financial assets		\$ 678,684,504	\$ 670,702,319
Accumulated surplus	(Note 11)	\$ 186,061,830	\$ 145,691,262
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 186,061,830	\$ 145,690,495
Accumulated remeasurement gains (losses)		\$ -	\$ 767
		\$ 186,061,830	\$ 145,691,262
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, 2015 (in dollars)

	Budget 2015	Actual 2015	Actual 2014
REVENUES			
Alberta Education	\$ 926,177,800	\$ 949,281,061	\$ 906,721,994
Other - Government of Alberta	\$ 2,947,000	\$ 3,950,928	\$ 3,719,485
Federal Government and First Nations	\$ 2,267,600	\$ 2,081,618	\$ 2,403,689
Other Alberta school authorities	\$ 616,200	\$ 1,018,587	\$ 1,564,928
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 33,272,500	\$ 33,077,744	\$ 31,296,505
Other sales and services	\$ 18,004,200	\$ 24,019,555	\$ 24,317,212
Investment income	\$ 500,000	\$ 2,289,386	\$ 1,646,501
Gifts and donations	\$ 5,821,700	\$ 8,954,837	\$ 8,367,532
Rental of facilities	\$ 3,729,200	\$ 4,169,695	\$ 3,839,771
Fundraising	\$ 2,044,700	\$ 1,665,631	\$ 1,784,479
Gains on disposal of capital assets	\$ -	\$ 3,033,239	\$ 34,730
Other revenue	\$ -	\$ -	\$ -
Total revenues	\$ 995,380,900	\$ 1,033,542,281	\$ 985,696,826
EXPENSES			
Instruction - ECS	\$ 59,362,277	\$ 57,668,884	\$ 53,710,088
Instruction - Grades 1 - 12	\$ 727,409,012	\$ 706,658,642	\$ 669,598,027
Plant operations and maintenance	\$ 128,690,468	\$ 139,537,427	\$ 136,306,858
Transportation	\$ 38,156,036	\$ 36,927,823	\$ 34,992,016
Board & system administration	\$ 32,147,858	\$ 31,644,163	\$ 30,903,447
External services	\$ 23,376,949	\$ 20,734,007	\$ 22,034,153
Total expenses	\$ 1,009,142,600	\$ 993,170,946	\$ 947,544,589
Operating surplus (deficit)	\$ (13,761,700)	\$ 40,371,335	\$ 38,152,237

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, 2015 (in dollars)		
	2015	2014
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 40,371,335	\$ 38,152,237
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 40,536,334	\$ 41,279,667
Gains on disposal of tangible capital assets	\$ (3,033,239)	\$ (34,730)
Losses on disposal of tangible capital assets	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (31,502,258)	\$ (31,706,250)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ 16,463,745	\$ (6,900,908)
Prepays	\$ (613,287)	\$ (803,248)
Other financial assets	\$ -	\$ -
Non-financial assets	\$ (283,980)	\$ 278,503
Accounts payable, accrued and other liabilities	\$ 17,429,334	\$ 6,268,921
Deferred revenue (excluding EDCR)	\$ 60,616,121	\$ 22,075,558
Employee future benefit liabilities	\$ (435,734)	\$ (737,436)
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 139,548,371	\$ 67,872,314
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (35,106,897)	\$ (16,975,673)
Equipment	\$ (2,125,253)	\$ (1,922,568)
Vehicles	\$ (129,407)	\$ -
Computer equipment	\$ (6,544,628)	\$ (3,933,272)
Net proceeds from disposal of unsupported capital assets	\$ 3,239,116	\$ 367,578
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (40,667,069)	\$ (22,463,935)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ (44,239)
Dispositions of portfolio investments	\$ 45,006	\$ -
Remeasurement gains (losses) reclassified to the statement of operations	\$ (767)	\$ -
Change in endowments	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ 44,239	\$ (44,239)
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ 5,000,000
Repayment of debt	\$ (753,506)	\$ (981,929)
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other factors affecting capital leases (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ (753,506)	\$ 4,018,071
Increase (decrease) in cash and cash equivalents	\$ 98,172,035	\$ 49,382,211
Cash and cash equivalents, at beginning of year	\$ 140,892,271	\$ 91,510,060
Cash and cash equivalents, at end of year	\$ 239,064,306	\$ 140,892,271

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

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the Year Ended August 31, 2015 (in dollars)

	2015	2014
Operating surplus (deficit)	\$ 40,371,335	\$ 38,152,237
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (47,827,132)	\$ (36,303,062)
Amortization of tangible capital assets	\$ 40,536,334	\$ 41,279,667
Net carrying value of tangible capital assets disposed of	\$ 205,880	\$ 332,848
Write-down carrying value of tangible capital assets	\$ -	\$ -
Other changes	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ (7,084,918)	\$ 5,309,453
Changes in:		
Prepaid expenses	\$ (613,287)	\$ (803,248)
Other non-financial assets	\$ (283,980)	\$ 278,503
Net remeasurement gains and (losses)	\$ (767)	\$ 767
Endowments	\$ -	\$ -
Increase (decrease) in net financial assets (net debt)	\$ 32,388,383	\$ 42,937,712
Net financial assets (net debt) at beginning of year	\$ (525,011,057)	\$ (567,948,769)
Net financial assets (net debt) at end of year	\$ (492,622,674)	\$ (525,011,057)

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES

For the Year Ended August 31, 2015 (in dollars)

	2015	2014
Accumulated remeasurement gains (losses) at beginning of year	\$ 767	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ 767
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ (767)	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ (767)	\$ 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, 2015 (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, 2014	\$ 145,691,262	\$ 767	\$ 145,690,495	\$ 63,661,113	\$ -	\$ -	\$ 67,426,038	\$ 14,603,344
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2014	\$ 145,691,262	\$ 767	\$ 145,690,495	\$ 63,661,113	\$ -	\$ -	\$ 67,426,038	\$ 14,603,344
Operating surplus (deficit)	\$ 40,371,335		\$ 40,371,335			\$ 40,371,335		
Board funded tangible capital asset additions				\$ 9,689,468		\$ (9,242,818)	\$ -	\$ (446,650)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (205,880)		\$ (3,033,239)		\$ 3,239,119
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ (767)	\$ (767)						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Investment income & realized capital gains on endowments	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (40,536,334)		\$ 40,536,334		
Capital revenue recognized	\$ -			\$ 31,502,258		\$ (31,502,258)		
Debt principal repayments (unsupported)	\$ -			\$ 562,150		\$ (562,150)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (16,287,541)	\$ 16,287,541	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ (20,279,663)		\$ 20,279,663
Net transfers from capital reserves	\$ -					\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Other Changes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2015	\$ 186,061,830	\$ -	\$ 186,061,830	\$ 64,672,775	\$ -	\$ -	\$ 83,713,579	\$ 37,675,476

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2015 (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, 2014	\$ 67,426,038	\$ 14,603,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2014	\$ 67,426,038	\$ 14,603,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (446,650)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 3,239,119		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Investment income & realized capital gains on endowments										
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 16,287,541		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 20,279,663		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Other Changes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2015	\$ 83,713,579	\$ 37,675,476	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2015 (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, 2014	\$ 20,480,951	\$ -	\$ 2,122,650	\$ -	\$ 589,407,271
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2014	\$ 20,480,951	\$ -	\$ 2,122,650	\$ -	\$ 589,407,271
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 36,068,439				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 14,504,055				
Other sources: <i>(Describe)</i> Donations	\$ -			\$ 781,116	
Other sources <i>(Describe)</i> :	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 3,355,589				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ 367,901	\$ -	
Other unexpended capital revenue: <i>(Describe)</i>				\$ -	
Net proceeds on disposal of supported tangible capital assets			\$ 1,656,572	\$ -	
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					\$ 3,920,944
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (30,212,258)	\$ -	\$ (2,093,185)	\$ -	\$ 32,305,443
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments (Explain): School Paid F&E	\$ 26,503	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments (Explain):	\$ -	\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 31,502,258
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2015	\$ 44,223,279	\$ -	\$ 2,053,938	\$ 781,116	\$ 594,131,400
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2015 (A) + (B) + (C) + (D)				\$ 47,058,333	

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, 2015 (in dollars)

REVENUES		2015							2014
		Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
		ECS	Grades 1 - 12						
(1)	Alberta Education	\$ 66,276,592	\$ 712,622,768	\$ 110,343,661	\$ 25,648,819	\$ 27,415,181	\$ 6,974,040	\$ 949,281,061	\$ 906,721,994
(2)	Other - Government of Alberta		\$ 3,039,755	\$ 110,996	\$ -	\$ 214,856	\$ 585,321	\$ 3,950,928	\$ 3,719,485
(3)	Federal Government and First Nations	\$ -	\$ 1,024,985	\$ -	\$ -	\$ 190,755	\$ 865,878	\$ 2,081,618	\$ 2,403,689
(4)	Other Alberta school authorities	\$ 147,682	\$ 738,508	\$ 3,662	\$ -	\$ 125,247	\$ 3,488	\$ 1,018,587	\$ 1,564,928
(5)	Out of province authorities	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
(6)	Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7)	Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8)	Fees	\$ -	\$ 19,650,840		\$ 11,721,020		\$ 1,705,884	\$ 33,077,744	\$ 31,296,505
(9)	Other sales and services	\$ 1,797	\$ 10,086,347	\$ 632,674	\$ 93,704	\$ 2,388,868	\$ 10,816,165	\$ 24,019,555	\$ 24,317,212
(10)	Investment income	\$ -	\$ -	\$ -	\$ -	\$ 2,289,386	\$ -	\$ 2,289,386	\$ 1,646,501
(11)	Gifts and donations	\$ 90,000	\$ 8,831,649	\$ -	\$ -	\$ 28,691	\$ 4,497	\$ 8,954,837	\$ 8,367,532
(12)	Rental of facilities	\$ -	\$ 1,710,833	\$ 1,609,814	\$ -	\$ 33,066	\$ 815,982	\$ 4,169,695	\$ 3,839,771
(13)	Fundraising	\$ -	\$ 1,665,631	\$ -	\$ -	\$ -	\$ -	\$ 1,665,631	\$ 1,784,479
(14)	Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 3,033,239	\$ -	\$ -	\$ -	\$ 3,033,239	\$ 34,730
(15)	Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16)	TOTAL REVENUES	\$ 66,516,071	\$ 759,371,316	\$ 115,734,046	\$ 37,463,543	\$ 32,686,050	\$ 21,771,255	\$ 1,033,542,281	\$ 985,696,826
EXPENSES									
(17)	Certificated salaries	\$ 21,210,709	\$ 419,777,414			\$ 5,321,233	\$ 6,310,736	\$ 452,620,092	\$ 432,662,031
(18)	Certificated benefits	\$ 2,535,321	\$ 104,159,720			\$ 590,259	\$ 579,286	\$ 107,864,586	\$ 102,810,456
(19)	Non-certificated salaries and wages	\$ 23,052,698	\$ 85,153,759	\$ 49,331,869	\$ 1,039,242	\$ 14,626,484	\$ 4,194,018	\$ 177,398,070	\$ 174,235,702
(20)	Non-certificated benefits	\$ 6,586,927	\$ 24,201,712	\$ 13,764,710	\$ 293,869	\$ 4,192,177	\$ 829,971	\$ 49,869,366	\$ 47,903,588
(21)	SUB - TOTAL	\$ 53,385,655	\$ 633,292,605	\$ 63,096,579	\$ 1,333,111	\$ 24,730,153	\$ 11,914,011	\$ 787,752,114	\$ 757,611,777
(22)	Services, contracts and supplies	\$ 4,018,886	\$ 65,892,768	\$ 44,086,289	\$ 35,594,712	\$ 5,835,942	\$ 8,645,083	\$ 164,073,680	\$ 147,850,257
(23)	Amortization of supported tangible capital assets	\$ -	\$ -	\$ 31,502,258	\$ -	\$ -	\$ -	\$ 31,502,258	\$ 31,706,250
(24)	Amortization of unsupported tangible capital assets	\$ 264,343	\$ 7,343,244	\$ 277,516	\$ -	\$ 1,040,151	\$ 108,822	\$ 9,034,076	\$ 9,573,417
(25)	Supported interest on capital debt		\$ 1,929	\$ 17,188	\$ -	\$ 939	\$ -	\$ 20,056	\$ 34,505
(26)	Unsupported interest on capital debt	\$ -	\$ 42,144	\$ 375,442	\$ -	\$ 20,503	\$ -	\$ 438,089	\$ 451,284
(27)	Other interest and finance charges	\$ -	\$ 85,952	\$ 182,155	\$ -	\$ 16,475	\$ 66,091	\$ 350,673	\$ 317,099
(28)	Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29)	Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30)	TOTAL EXPENSES	\$ 57,668,884	\$ 706,658,642	\$ 139,537,427	\$ 36,927,823	\$ 31,644,163	\$ 20,734,007	\$ 993,170,946	\$ 947,544,589
(31)	OPERATING SURPLUS (DEFICIT)	\$ 8,847,187	\$ 52,712,674	\$ (23,803,381)	\$ 535,720	\$ 1,041,887	\$ 1,037,248	\$ 40,371,335	\$ 38,152,237

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2015 (in dollars)

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	2015 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 27,817,123	\$ 16,095,768	\$ -	\$ -	\$ 5,418,979		\$ 49,331,870		\$ 49,331,870
Uncertificated benefits	\$ 7,252,609	\$ 3,673,122	\$ -	\$ -	\$ 2,838,980		\$ 13,764,711		\$ 13,764,711
Sub-total Remuneration	\$ 35,069,732	\$ 19,768,890	\$ -	\$ -	\$ 8,257,959		\$ 63,096,581		\$ 63,096,581
Supplies and services	\$ 2,771,484	\$ 3,932,470	\$ 682,267	\$ 10,617,741	\$ 799,143		\$ 18,803,105		\$ 18,803,105
Electricity			\$ 7,197,221				\$ 7,197,221		\$ 7,197,221
Natural gas/heating fuel			\$ 5,101,032				\$ 5,101,032		\$ 5,101,032
Sewer and water			\$ 1,999,691				\$ 1,999,691		\$ 1,999,691
Telecommunications			\$ 707,821				\$ 707,821		\$ 707,821
Insurance					\$ 2,288,734		\$ 2,288,734		\$ 2,288,734
ASAP maintenance & renewal payments								\$ 2,743,900	\$ 2,743,900
Amortization of tangible capital assets									
Supported								\$ 31,502,258	\$ 31,502,258
Unsupported						\$ 277,516	\$ 277,516		\$ 277,516
Total Amortization						\$ 277,516	\$ 277,516	\$ 31,502,258	\$ 31,779,774
Interest on capital debt									
Supported								\$ 17,188	\$ 17,188
Unsupported						\$ 375,442	\$ 375,442		\$ 375,442
Lease payments for facilities				\$ 5,244,783			\$ 5,244,783		\$ 5,244,783
Other interest charges						\$ 182,155	\$ 182,155		\$ 182,155
Losses on disposal of capital assets						\$ -	\$ -		\$ -
TOTAL EXPENSES	\$ 37,841,216	\$ 23,701,360	\$ 15,688,032	\$ 15,862,524	\$ 11,345,836	\$ 835,113	\$ 105,274,081	\$ 34,263,346	\$ 139,537,427

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.

UNAUDITED SCHEDULE OF FEE REVENUE
for the Year Ending August 31, 2015 (in dollars)

	Actual 2014/2015	Actual 2013/2014
FEES		
Transportation fees	\$11,721,020	\$10,317,249
Basic instruction supplies (text books, including lost or replacement fees, course materials)	\$2,353,581	\$2,555,382
Technology user fees		
Alternative program fees	\$174,774	\$168,156
Fees for optional courses (band, art, etc.)	\$3,617,370	\$3,510,813
Fees for students from other boards		
Tuition fees (international & out of province)	\$5,442,486	\$5,058,831
Kindergarten & preschool	\$551,756	\$524,899
Extracurricular fees (sports teams and clubs)	\$3,541,040	\$3,387,975
Field trips (related to curriculum)	\$5,608,564	\$5,713,221
Lunch supervision fees		
Locker rental; locks; student ID; uniforms; library, student union, and fitness fees	\$30,312	\$30,359
Other (describe)* Service Charge	\$36,841	\$29,620
Other (describe)*		
Other (describe)*		
TOTAL FEES	\$33,077,744	\$31,296,505

**PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY*

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" or "Other revenue" (rather than fee revenue):	Actual 2014/2015	Actual 2013/2014
Cafeteria sales, hot lunch, milk programs	\$907,409	\$1,361,048
Special events, graduation, tickets	\$1,673,800	\$1,811,529
Student travel (international, recognition trips, non-curricular)		
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$1,529,071	\$1,643,085
Adult education revenue		
Child care & before and after school care		
Other (describe) Lunch supervision fees	\$4,719,324	\$4,434,720
Other (describe) Library fines, book donations	\$347,534	\$386,264
Other (describe)		
TOTAL	\$9,177,138	\$9,636,646

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2015 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	7,536	1,669	16,152		
REVENUES					
Alberta Education allocated funding	\$ 8,877,573	\$ 35,351,693	\$ 19,073,144	\$ 60,754,694	\$ -
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 8,877,573	\$ 35,351,693	\$ 19,073,144	\$ 60,754,694	\$ -
EXPENSES (Not allocated from BASE, Transportation, or other funding)					
Instructional certificated salaries & benefits	\$ 2,614,139	\$ 7,496,631	\$ 1,169,426	\$ 18,936,177	
Instructional non-certificated salaries & benefits	\$ 2,069,142	\$ 24,820,720	\$ 18,563,443	\$ 57,013,103	
SUB TOTAL	\$ 4,683,281	\$ 32,317,351	\$ 19,732,869	\$ 75,949,280	
Supplies, contracts and services	\$ 2,417,483	\$ 2,548,957	\$ 3,334,797	\$ 11,783,215	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ -	
Facilities (required specifically for program area)	\$ 1,125,652	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ -	\$ -	\$ -	\$ -	
Other - Transportation	\$ 861,344	\$ 485,385	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENSES	\$ 9,087,760	\$ 35,351,693	\$ 23,067,666	\$ 87,732,495	
NET FUNDING SURPLUS (SHORTFALL)	\$ (210,187)	\$ -	\$ (3,994,522)	\$ (26,977,801)	

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES
for the Year Ended August 31, 2015 (in dollars)

EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs			TOTAL
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	
1 Office of the superintendent	\$ 1,127,508	\$ 146,700	\$ -	\$ 1,274,208	\$ -	\$ -	\$ -	\$ 1,274,208
2 Educational administration (excluding superintendent)	\$ 1,714,271	\$ 849,859	\$ -	\$ 2,564,130	\$ 2,638,061	\$ 2,716,176	\$ -	\$ 7,918,367
3 Business administration	\$ 5,480,427	\$ 657,988	\$ -	\$ 6,138,415	\$ 1,343,035	\$ 1,597	\$ -	\$ 7,483,047
4 Board governance (Board of Trustees)	\$ 1,695,999	\$ 1,171,659	\$ -	\$ 2,867,658	\$ -	\$ -	\$ -	\$ 2,867,658
5 Information technology	\$ 2,689,792	\$ 486,902	\$ -	\$ 3,176,694	\$ -		\$ -	\$ 3,176,694
6 Human resources	\$ 6,392,104	\$ -	\$ -	\$ 6,392,104	\$ 4,026,594	\$ 654,790	\$ -	\$ 11,073,488
7 Central purchasing, communications, marketing	\$ 1,637,059	\$ 321,659	\$ 3,537	\$ 1,962,255	\$ 2,847,257	\$ -	\$ 13,399	\$ 4,822,911
8 Payroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9 Administration - insurance			\$ 204,670	\$ 204,670			\$ -	\$ 204,670
10 Administration - amortization			\$ 1,040,151	\$ 1,040,151			\$ 70,255	\$ 1,110,406
11 Administration - other (admin building, interest)			\$ -	\$ -				\$ -
12 Administration Other	\$ 1,611,738	\$ 1,719,736	\$ -	\$ 3,331,474	\$ -	\$ 67,587		\$ 3,399,061
13 District Support Serv./Student Information	\$ 1,727,515	\$ 31,959	\$ -	\$ 1,759,474	\$ -	\$ -	\$ -	\$ 1,759,474
14 Archives & Museum/Foundation	\$ 653,741	\$ 275,749	\$ 3,440	\$ 932,930	\$ -			\$ 932,930
TOTAL EXPENSES	\$ 24,730,154	\$ 5,662,211	\$ 1,251,798	\$ 31,644,163	\$ 10,854,947	\$ 3,440,150	\$ 83,654	\$ 46,022,914



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

The District 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 District 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 CPA 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) 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%

(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 District, 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 District 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. The future benefits cost is actuarially determined using the projected unit credit method pro-rata on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

(g) Liability for Contaminated Sites

In June 2010, the Public Sector Accounting Board issued this accounting standard effective for fiscal years starting on or after April 1, 2014. Contaminated sites are a result of contamination being introduced into the air, soil, water, or sediment of a chemical, organic, or radioactive material, or live organism that exceeds an environmental standard. The District adopted this accounting standard retroactively as of April 1, 2014.

(h) Asset Retirement Obligations

The District recognizes the fair value of future asset retirement obligations as a liability when a legal obligation exists 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.

(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 contribute a considerable number of hours per year to 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 \$54,420,598 (2014 - \$51,816,492). At August 31, 2014 the ATRF reported a surplus of \$519,473,000 (2013 - \$825,590,000 deficiency).

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 \$17,651,738 (2014 - \$16,971,133) are included in these statements and comprise the District costs of employer contribution. At December 31, 2014, the Local Authorities Pension Plan reported a deficiency of \$2,454,636,000 (2013 - \$4,861,516,000).

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 Instruction:** The provision of Early Childhood Services education instructional services that fall under the basic public education mandate.
- **Grade 1 – 12 Instruction:** The provision of education instructional services for grades 1 – 12 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 facility expenses.
- **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. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and System Instructional Support.

(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 14.

(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, accounts payable and accrued liabilities, and debentures. All 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 derecognition 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

	2015			2014
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Capital	706,000	-	706,000	18,947,264
Alberta Education - ARO	2,649,588	-	2,649,588	-
Alberta Education - Other	446,539	-	446,539	683,789
Other Alberta school jurisdictions	192,803	-	192,803	301,367
Treasury Board and Finance - Supported debenture principal	-	-	-	197,265
Alberta Health Services	59,873	-	59,873	229,392
Post-secondary institutions	-	-	-	46,280
Alberta Infrastructure	65,174	-	65,174	26,788
Alberta Human Services	6,769	-	6,769	7,932
Government of Alberta Ministry - Other	190	-	190	740
Federal government	1,349,960	-	1,349,960	1,608,264
First Nations	299,033	-	299,033	461,452
Other	2,495,157	(974,138)	1,521,019	1,250,160
Total	<u>\$8,271,086</u>	<u>\$ (974,138)</u>	<u>\$7,296,948</u>	<u>\$ 23,760,693</u>

4. BANK INDEBTEDNESS

The District has negotiated a line of credit in the amount of \$42.27 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 District. There was no balance at August 31, 2015 or August 31, 2014.



5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2015	2014
Alberta Education	\$ 4,144,847	\$ 6,040,722
Other Alberta school jurisdictions	-	92,112
Alberta Capital Finance Authority (Interest on long-term debt - Supported)	-	30,909
Alberta Health & Wellness	-	53,262
Alberta Health Services	680	-
Post-secondary institutions	50,158	1,598
Alberta Local Authorities Pension Plan Corp	834,617	1,000,046
Other Government of Alberta ministries	-	2,413
Federal government	9,140,352	135,710
Accrued vacation pay liability	6,069,274	6,155,931
Other salaries & benefit costs	6,454,729	815,595
Other trade payables and accrued liabilities	23,847,586	21,434,200
Total	<u>\$50,542,244</u>	<u>\$35,762,498</u>

6. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2014	ADD: 2014/2015 Restricted Funds Received/ Receivable	DEDUCT: 2014/2015 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2014/2015 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2015
Unexpended deferred operating revenue					
Alberta Education:					
Infrastructure Maintenance Renew al	\$ 3,825,283	\$ 29,253,631	(25,121,796)	-	7,957,118
SuperNet Service	471,689	2,171,200	(2,506,389)	-	136,500
Other-WrapAround Project	206,515	-	-	-	206,515
Other Alberta Education (opening balance <\$100,000)	62,796	101,176	(62,795)	-	101,177
Other Government of Alberta:					
AHSCWF-Alberta Health and Alberta Education	38,138	50,000	(83,054)	-	5,084
CASS Dual Credit-Alberta Education, Enterprise and Advanced and Human Services		121,500	(64,708)		56,792
Community Helper Program -Alberta Health Services	-	69,025	(59,411)	-	9,614
Community Partnership Program-Alberta Human Services	28,976	45,000	(52,090)		21,886
Infrastructure Study Grant-Alberta Infrastructure	748,854		(143,229)		605,625
McKay Avenue Roof Repair-Alberta Culture		300,916	(170,630)		130,286
Other Deferred Revenue:					
School Generated Funds-Fundraising	645,308	1,791,264	(1,748,611)	-	687,961
School Generated Funds-Donation	895,929	5,461,873	(5,072,787)	-	1,285,015
School Fees Received in Advance of School Year	3,593,674	1,625,662	(3,593,674)	-	1,625,662
EPSB Foundaiton	733,889	601,497	(559,549)		775,837
International Students	4,567,267	7,628,774	(6,238,477)	-	5,957,564
International Students Insurance	201,909	-	(201,909)	-	-
Non Resident Students	-	31,925	-	-	31,925
Metro Continuing Education	390,939	1,116,127	(1,193,805)	-	313,261
Reach	-	225,000	(225,000)	-	-
Trades Bootcamp	-	400,000	(41,899)	-	358,101
Other Deferred Revenue (opening balance <\$100,000)	107,615	78,407	(77,218)	-	108,804
Total unexpended deferred operating revenue	<u>\$ 16,518,781</u>	<u>\$ 51,072,977</u>	<u>\$ (47,217,031)</u>	<u>\$ -</u>	<u>\$ 20,374,727</u>
Unexpended deferred capital revenue	<u>22,603,601</u>	<u>55,033,573</u>	<u>(30,578,841)</u>	<u>-</u>	<u>47,058,333</u>
Expended deferred capital revenue	<u>589,407,271</u>	<u>36,226,387</u>	<u>(31,502,258)</u>	<u>-</u>	<u>594,131,400</u>
Total	<u>\$ 628,529,653</u>	<u>\$ 142,332,937</u>	<u>\$ (109,298,130)</u>	<u>\$ -</u>	<u>\$ 661,564,460</u>



7. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2015	2014
Accumulating sick pay liability	5,343,500	5,303,300
Retirement allowances	4,665,400	5,169,100
Other employee future benefits	55,630	27,864
Total	<u>\$ 10,064,530</u>	<u>\$ 10,500,264</u>

8. OTHER LIABILITIES

Other liabilities consist of the following:

	2015	2014
Asset retirement obligation	\$ 2,649,588	\$ -
Total	<u>\$ 2,649,588</u>	<u>\$ -</u>

*The following table summarizes the changes in asset retirement obligations (ARO):

	2015	2014
Balance beginning of year	\$ -	\$ -
Additional obligations recognized*	2,649,588	-
Obligations discharged	-	-
Total	<u>\$ 2,649,588</u>	<u>\$ -</u>

The District has recorded two ARO totaling \$2,649,588 (2014 - \$0) representing the estimated cost to remove hazardous materials from two schools.

The District has completed a review to determine if there is a liability for contaminated sites and none have been noted.

9. DEBT

	2015	2014
Supported debentures outstanding at August 31, 2014 had interest rates between 7.5% to 9.88%. The terms of the loans were 20 years, payments made annually supported by Alberta Treasury Board and Finance.	\$ -	\$ 191,356
Unsupported debenture outstanding at August 31, 2015 has an interest rate of 3.06%. The term of the loan is 20 years payments made semi-annually.	14,163,106	14,725,256
Total	<u>\$ 14,163,106</u>	<u>\$ 14,916,612</u>



Unsupported Debenture – Alberta Capital Finance Authority

The District has a debenture outstanding in the amount of \$14,163,106. 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
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
2019-2020	654,233	353,805	1,008,038
2020 to maturity	11,081,692	2,526,816	13,608,508
Total	<u>\$14,163,106</u>	<u>\$4,485,591</u>	<u>\$ 18,648,696</u>

10. TANGIBLE CAPITAL ASSETS

	2015							2014
	Land	Construction In Progress - Buildings	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			10-40 Years	10 Years	10 Years	5 Years		
Historical cost								
Beginning of year	\$ 837,590	\$ 15,758,209	\$ 1,162,778,559	\$ 121,166,696	\$ 3,186,000	\$ 79,405,343	\$ 1,383,132,397	\$ 1,347,731,357
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	25,932,058	13,095,783	2,125,253	129,407	6,544,628	47,827,129	36,303,062
Transfers in (out)	-	(19,789,353)	19,789,353	-	-	-	-	-
Less disposals including write-offs	-	-	(1,971,957)	(368,812)	(154,864)	(109,608)	(2,605,241)	(902,022)
	<u>\$ 837,590</u>	<u>\$ 21,900,914</u>	<u>\$ 1,193,691,738</u>	<u>\$ 122,923,137</u>	<u>\$ 3,160,543</u>	<u>\$ 85,840,363</u>	<u>\$ 1,428,354,285</u>	<u>\$ 1,383,132,397</u>
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 548,135,277	\$ 98,457,098	\$ 1,926,681	\$ 69,506,461	\$ 718,025,517	\$ 677,315,024
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	32,632,223	4,329,470	248,840	3,325,800	40,536,333	41,279,666
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(1,971,957)	(200,239)	(117,559)	(109,608)	(2,399,363)	(569,173)
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 578,795,543</u>	<u>\$ 102,586,329</u>	<u>\$ 2,057,962</u>	<u>\$ 72,722,653</u>	<u>\$ 756,162,487</u>	<u>\$ 718,025,517</u>
Net Book Value at End of Year	<u>\$ 837,590</u>	<u>\$ 21,900,914</u>	<u>\$ 614,896,195</u>	<u>\$ 20,336,808</u>	<u>\$ 1,102,581</u>	<u>\$ 13,117,710</u>	<u>\$ 672,191,798</u>	<u>\$ 665,106,880</u>



11. ACCUMULATED SURPLUS

The District's accumulated surplus is summarized as follows:

	2015	2014
Internally restricted reserves	\$ 2,959,090	\$ 3,275,617
Operating reserves	<u>80,754,489</u>	<u>64,150,421</u>
Accumulated surplus (deficit) from operations	83,713,579	67,426,038
Investment in tangible capital assets	64,672,775	63,661,113
Capital reserves	37,675,476	14,603,344
Accumulated remeasurement gains (losses)	-	767
Accumulated surplus (deficit)	<u>\$ 186,061,830</u>	<u>\$ 145,691,262</u>

Included in Accumulated surplus from operations are school generated funds to which the Division has no claim. Adjusted accumulated surplus represents funds owned by the District.

	2015	2014
Accumulated surplus (deficit) from operations	\$ 83,713,579	\$ 67,426,038
Deduct: School generated funds included in accumulated surplus (Note 20)	<u>2,959,090</u>	<u>3,275,617</u>
Adjusted accumulated surplus (deficit) from operations ⁽¹⁾	<u>\$ 80,754,489</u>	<u>\$ 64,150,421</u>

⁽¹⁾ Accumulated surplus represents funding available for use by the District after deducting funds committed for use by the schools.

12. CONTRACTUAL OBLIGATIONS

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

	Building Projects	Building Leases	Service Providers
2015-2016	\$79,416,023	\$5,022,822	\$ 4,391,077
2016-2017	1,752,866	3,673,778	2,316,122
2017-2018	-	3,602,172	1,544,081
2018-2019	-	3,464,008	-
2019-2020	-	3,344,659	-
Thereafter	-	7,716,820	-
	<u>\$ 81,168,889</u>	<u>\$ 26,824,259</u>	<u>\$ 8,251,280</u>



13. CONTINGENT LIABILITIES

- a) 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, 2015 was \$1,363,499 (2014 - \$1,327,223). This amount has not been recognized in the District's financial statements.
- b) The District was involved in various legal disputes as of August 31, 2015. 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. TRUSTS UNDER ADMINISTRATION

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

	2015	2014
Deferred salary leave plan	\$ 1,836,783	\$ 1,976,676
Scholarship trusts	507,099	491,481
International Student Health Insurance	10,966	-
Total	<u>\$ 2,354,848</u>	<u>\$ 2,468,157</u>

15. SCHOOL GENERATED FUNDS

	2015	2014
School Generated Funds, Beginning of Year	\$ 4,816,854	\$ 4,870,680
Gross Receipts:		
Fees	13,062,270	12,841,021
Fundraising	1,717,851	1,756,057
Gifts and donations	5,461,873	4,900,895
Grants to schools	73,413	66,609
Other sales and services	5,003,340	5,428,126
Total gross receipts	25,318,747	24,992,708
Total Related Expenses and Uses of Funds	18,766,670	18,534,704
Total Direct Costs Including Cost of Goods Sold to Raise Funds	6,436,865	6,511,830
School Generated Funds, End of Year	<u>\$ 4,932,066</u>	<u>\$ 4,816,854</u>
Balance included in Deferred Revenue	\$ 1,972,976	\$ 1,541,237
Balance included in Accumulated Surplus (Operating Reserves)	\$ 2,959,090	\$ 3,275,617



16. 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.

	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	\$ 3,802,127	\$ 4,144,847	\$ -	\$ -
Prepaid expenses / Deferred operating revenue	-	8,401,310	-	-
Unexpended deferred capital revenue	-	47,058,333	-	-
Expended deferred capital revenue	-	594,131,400		
Other assets & liabilities	-	-	-	-
Grant revenue & expenses	-	-	894,706,783	-
ATRF payments made on behalf of district			54,420,598	
Other revenues & expenses	-	-	153,680	263,981
Other Alberta school jurisdictions	192,803	-	1,559,456	237,982
Alberta Treasury Board and Finance (Principal)			-	-
Alberta Treasury Board and Finance (Accrued)			-	-
Alberta Health	-	-	-	-
Alberta Health Services	59,873	15,378	4,102,402	123,188
Enterprise and Advanced Education	-	56,792	1,015	-
Post-secondary institutions	-	50,158	406,592	196,708
Alberta Infrastructure	65,174	605,625	64,687	488
Human Services	6,769	21,886	1,949,360	(1,062)
Other GOA ministry - Culture and Tourism	-	130,286	(5,926)	5,926
Other GOA ministry - Municipal Affairs	-	-	200	-
Other GOA ministry - Alberta Energy Regulator			2,200	
Other GOA ministries	-	-	-	517
Other:				
Alberta Capital Financing Authority		-	-	-
Other Related Parties - Support to the Legislative	-	-	(1,122)	-
Alberta Local Authorities Pension Plan Corp.		834,617	-	17,651,738
Other Related Parties	190	-	-	84,749
TOTAL 2014/2015	<u>\$ 4,126,936</u>	<u>\$ 655,450,632</u>	<u>\$ 957,359,925</u>	<u>\$ 18,564,215</u>
TOTAL 2013/2014	<u>\$ 20,440,817</u>	<u>\$ 624,780,538</u>	<u>\$ 862,171,118</u>	<u>\$ 19,268,956</u>

17. 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.



18. REMUNERATION AND MONETARY INCENTIVES

The District had paid or accrued expense for the year ended August 31, 2015 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⁾	0.4	\$14,962	\$1,431	\$1,091		\$292
Chair - M. Janz ⁽²⁾	0.6	\$28,069	\$2,815	\$1,954		\$8,890
Other members						
S. Adams	1.0	\$31,704	\$6,664	\$2,937		\$5,093
O. Chubb	1.0	\$32,039	\$6,680	\$2,937		\$702
M. Draper	1.0	\$34,750	\$6,829	\$3,377		\$7,019
K. Gibson	1.0	\$31,704	\$6,679	\$3,377		\$1,063
N. Ip	1.0	\$31,704	\$4,064	\$3,377		\$6,208
M. Janz ⁽²⁾	0.4	\$15,038	\$1,813	\$1,423		\$1,870
C. Johner	1.0	\$32,776	\$6,732	\$3,377		\$4,087
R. Martin	1.0	\$34,988	\$753	\$3,377		\$1,766
S. Hoffman ⁽¹⁾	0.3	\$16,458	\$1,574	\$1,200		
Subtotal	8.7	\$304,192	\$46,034	\$28,427		\$36,990
Superintendent - D. Robertson ⁽³⁾	1.0	\$243,069	\$68,264	\$10,039	\$0	\$7,422
Treasurer - C. Hagen ⁽⁴⁾	0.3	\$78,801	\$13,370	\$1,216	\$0	\$49
Treasurer - C. Cole ⁽⁴⁾	0.4	\$68,906	\$17,297	\$1,682	\$0	\$1,209
Treasurer - J. Lempogo ⁽⁴⁾	0.3	\$40,024	\$9,783	\$763	\$0	\$1,667
Secretary - S. Stoddard	1.0	\$183,239	\$32,249	\$3,377	\$0	\$5,138
Certificated teachers	4,593.7	\$452,620,092	\$107,864,586	\$584,650	\$211,312	
Non-certificated - other	3,041.3	\$177,398,070	\$49,869,366	\$3,093,765	\$99,939	
TOTALS		\$630,936,393	\$157,920,949	\$3,723,919	\$311,251	

Notes:

1) Sarah Hoffman resigned as Board Chair effective January 19, 2015 and as EPSB Trustee effective May 25, 2015

2) Michael Janz was appointed as Board Chair effective January 20, 2015

3) The benefit cost for the Superintendent includes payments to the Supplementary Pension Plan of \$34,772 (2014 - \$34,728) and the Alberta Teachers' Retirement Fund (ATRF) contribution made by Alberta Education on behalf of Edmonton School District No.7 in the amount of \$19,747 (2014 - \$19,340)

4) The role of Treasurer was divided in 2014-15 year as follows:

Cheryl Hagen - September 1, 2014 to January 8, 2015

Candace Cole - January 9, 2015 to June 10, 2015

Jonah Lempogo - June 10, 2015 - August 31, 2015

19. BUDGET AMOUNTS

The budget was prepared by the District and approved by the Board of Trustees on June 24, 2014. It is presented for information purposes only and has not been audited.

20. COMPARATIVE FIGURES

The comparative figures have been reclassified where necessary to conform to the 2014-2015 presentation.

DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Proposed Distribution of the 2014-2015 District Surplus

ORIGINATOR: Jonah Lempogo, Treasurer & Managing Director, Financial Services

RESOURCE

STAFF: Todd Burnstad, Vanessa Crosswell-Klettke

REFERENCE: N/A

ISSUE

At August 31, 2015 the District had a total of \$83.7 million accumulated operating reserve funds including a \$3 million school generated fund (SGF) surplus, which is internally restricted, leaving a net balance of \$80.7 million. This represents 7.65% of the 2015-2016 Approved Budget, or approximately 19 days of operation.

In conjunction with the 2015-2016 Approved Budget, on June 23, 2015 the Board of Trustees (the Board) approved the distribution of \$23.6 million of surplus funds to be used during the 2015-2016 school year. Based on the actual ending surplus balances at schools and central decision units at the end of August 2015, schools and central decision units were allowed to carry forward surplus amounts of up to 3%. As such, the actual amount of surplus released in the 2015-2016 Fall Revised Budget was \$39.3 million.

With an aging infrastructure to address increasing deferred maintenance costs, the District needs to build up the capital reserve fund.

Overall, the District believes that having reserve funds is a sound financial practice and helps to shield schools and students from unpredictable provincial funding and/or unforeseen events that could otherwise financially impact the District in any given year.

BACKGROUND

Financial Services and PricewaterhouseCoopers (PwC), our external auditors, have completed their audit of the 2014-2015 District financial statements. They have determined that the District ended the 2015 school year with an accumulated operating reserve of \$80.7 million (not including school generated fund surpluses).

RELATED FACTS

Given the uncertainty around the provincial funding for 2015-2016, schools and central departments were very conservative in their spending during the 2014-2015 school year.

- Schools ended August 2015 with a net operating surplus of \$21.7 million (after factoring in school deficit balances of \$785k).
- As a result of trying to reduce expenditures in 2014-2015, schools were directed to defer and or delay prior approved projects/expenditures. When the funding was restored in late May of 2015, it was too late to have the approved project completed by the end of the year. In these cases, additional surplus funds were released in excess of the 3% administrative guideline. The amount of these funds totaled \$1.5 million.
- Only \$785k of school deficits occurred in 2014-2015, these deficits were incurred by a total of 17 schools. Out of the deficit amounts, six schools had deficits under \$10k, and 10 schools had deficits under \$50k.
- Central decision units ended August 2015 with a net operating surplus of \$25.7 million. Out of this, \$2.9 million has been directed to a targeted reserve (Transportation and Property Management), \$7.8 million was already approved for access in 2015-2016, \$2.2 million was targeted for Transportation, leaving a remaining balance of \$12.8 million being returned to the District.
- On June 23, 2015 the Board approved use of \$23.6 million of accumulated operating surplus funds in the 2015-2016 budget. This schedule has now been updated to include revised estimates and additional access to central surplus funds, the total amount of surplus funds released in conjunction with the 2015-2016 fall revised budget is now \$39.3 million (Attachment I).

RECOMMENDATION

That the following recommendations be approved:

- 1. Access to surplus funds list totaling \$39.3 million released in conjunction with the 2015-2016 fall revised budget.**
- 2. The District establishes a reserve balance of \$20 million for the 2015-2016 school year, which represents 1.9% of the 2015-2016 approved budget and equals approximately five days of operations.**
- 3. Sustainability Funds be established to offset expenses beyond 2015-2016 by targeting resources in the following areas:**
 - a. Equity Fund**
 - b. Price Stabilization**
 - c. Transportation**
 - d. School Building Equity**
 - e. Growth Accommodation/Programming**
 - f. Energy Conservation**
 - g. Property Management Capital (i.e., for non-operating schools and central services' buildings)**
 - h. Enterprise Systems (i.e., purchase, installation, upgrade of key enterprise systems, e.g., Oracle Financials, PeopleSoft HR, PowerSchool, Archibus, Intranet, etc.)**

OPTIONS

Based on the information provided in this report, the following options are considered as the most admissible:

1. Support the recommended distribution of the operating reserve as outlined in above

- recommendations 1 through 3.
2. Revise the recommended distribution of the operating reserve.

CONSIDERATIONS & ANALYSIS

If the recommendations 1 to 3 are approved, the distribution of the District's accumulated operating surplus would be as follows:

	Amount	Total Amount	% of 2015-2016 Approved Budget
2015-2016			
Accumulated Operating Surplus Balance at August 31, 2015		83,713,579	
Less: SGF Surpluses (Internally Restricted)		(2,959,090)	
Total Operating Reserve at September 1, 2015		80,754,489	7.65%
<i>Note: this represents approximately 19 days of operation</i>			
1 Surplus Funds Already Released (2015-2016 Budget):			
Detailed on Attachment I	39,279,316	(39,279,316)	
Forecasted Operating Reserve at September 1, 2016		41,475,173	3.93%
<i>Note: this represents approximately 10 days of operation</i>			
2 Carry Forward Minimum Reserve Target	20,000,000	(20,000,000)	1.89%
3 Targeted: Sustainability Funds/Reserves (For 2016 and beyond)			
a Equity Fund (seed money for 2016-2017)	4,175,173		
b Price Stabilization	2,000,000		
c Transportation (Restricted Reserve)	1,300,000		
d School Building Equity	2,000,000		
e Growth Accommodation/Programming	3,000,000		
f Energy Conservation Fund	2,000,000		
g Property Management Capital	4,500,000		
h Enterprise Systems	2,500,000		
	21,475,173	(21,475,173)	
		-	

Notes

1. Use of operating reserves in 2015-2016: If recommendation 1 is approved the total amount of operating reserves anticipated to be used in 2015-2016 will be adjusted to \$39.3 million.

2. Minimum reserve balance maintained: To be financially responsible and prudent, if recommendation 2 is approved, the District will establish a minimum operating surplus balance of \$20 million for 2015-2016.
3. Sustainability funds established for 2016 and beyond: A District Sustainability Fund would be created to stabilize funding and service during times of financial uncertainty, as well as provide resources to address high-priority planned and emergent district-wide issues and opportunities. It is proposed that the following resources be established within the Sustainability Fund:
 - a. School Equity Fund: These resources will be available for transfer into the annual School Equity Fund Allocation to support school catchment work and to address individual school emergent circumstances. These resources are comprised of school surpluses above 3% after school deficits have been repaid. These resources will grow each year if there are school surpluses above 3%.
 - b. Price Stabilization: These resources would combine the surplus funds from Insurance and Energy Management. These resources would mitigate fluctuations in price/volume. These resources would begin with a balance of \$2 million. The amount will be adjusted over time based on utilization.
 - c. Transportation: The transportation surplus is restricted and is to be used exclusively to stabilize transportation fees.
 - d. School Building Equity: These resources would be used for emergent needs in district schools that are not covered under maintenance funding or IMR. Examples include a rotational program to clean ducts and improve overall air quality in schools, and installation of security systems.
 - e. Growth Accommodation/Programming: These resources would be used to offset welcoming school costs, including specialized rooms, lifts, elevators, ramps, reconfiguration of class spaces, etc. In addition, it is anticipated multidisciplinary teams will be required to respond to the emerging situation of Syrian refugee arrivals in Edmonton, as well as supporting our already high immigrant and refugee populations.
 - f. Energy Conservation Fund: Energy efficiency improvement projects such as lighting, controls, etc. that will improve on overall efficiency, reduce negative impacts on the environment and promote longer term future cost savings (reduced utilities).
 - g. Property Management Capital: These resources will be used for lifecycle needs on our closed school buildings and central services (Distribution Centre, Print Services, etc.). This fund would cover major costs such as boilers and roof repairs that cannot be paid with IMR, and could also fund capital vehicle and equipment replacement at the Distribution Centre and Maintenance Services. An annual operating amount would be included in future years operating budgets and would be adjusted based on priority.
 - h. Enterprise Systems: These resources would be used for the purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc. Although the E-Biz project went live in October 2015, to maximize the systems capabilities several other systems should be updated (e.g. PeopleSoft HR). In addition, the District has also identified the need to move towards an electronic recruiting application process.

NEXT STEPS

Administration will proceed with the proposed distribution of accumulated operating surplus funds.

ATTACHMENTS & APPENDICES

ATTACHMENT I Detailed Breakdown for the Budgeted Utilization of Accumulated Surplus from Operations for the year ended August 31, 2015

TB:ja

**DETAILED BREAKDOWN FOR THE BUDGETED UTILIZATION OF ACCUMULATED SURPLUS FROM OPERATIONS (A.S.O)
for the Year Ending August 31, 2016**

		Expected Cost Approved 2015-2016 Budget	Actual Amount Included 2015-2016 Budget
1	Priority A: School Surplus to be returned to schools	11,600,000	16,187,429
2	Priority A: School Equity Fund - to address funding shortfalls at schools during the year	3,817,000	4,004,686
3	Priority A: By-election in Fall of 2015 to replace a vacant Trustee position	187,240	187,240
4	Priority A: Transportation Reserve to be used to maintain transportation fees at the same price	2,000,000	2,200,000
5	Priority A: Start-up costs for 4 schools to open December 1, 2016 - non funded expenses	2,400,000	-
6	Priority A: Career Pathways Initiative - support for students to develop strategies and ideas for future education	500,000	500,000
7	Priority A: Review and alignment of Administrative Regulations to ensure compliance with the new Education Act	126,000	126,000
8	Priority A: Evidence-based decision making in support of Results-Based Budgeting Phase I	250,000	250,000
9	Priority A: Psychology and Academic Assessment (reading)	200,000	200,000
10	Priority A: Early Years strategy - Support for students entering Grade 1 at risk for Literacy and Numeracy success	320,000	250,000
11	Priority A: District Wide Early Years Development Screening - Early identification screening for all children prior to enrolment in early years or kindergarten location	220,000	120,000
12	Priority A: Data Analyst - use District Data effectively to support data-drive decision making to support teaching and student success	150,000	150,000
13	Priority A: Planning/Facilities Integration	50,000	50,000
14	Priority A: Archibus Implementation with Financial System	120,000	250,000
15	Priority A: Infrastructure Efficiencies	150,000	150,000
16	Priority A: Numeracy Plan Implementation Transitioning	114,000	113,558
17	Priority A: Locally Developed Courses Revision Project	114,000	113,558
18	Priority A: Technology Enhancements/Implementations to Streamline Human Resources Processess	340,000	50,000
19	Priority A: Mathematics Intervention/Programming Instrument	168,000	-
20	Priority B: Electronic Reporting - Improve information collection and sharing for better outcomes for students who require specialized supports	150,000	150,000
21	Priority B: Lease rate review and real estate strategy	150,000	150,000
22	Priority B: Intranet Design: Phase I - Discovery/District Website Phase I - User Experience Audit/Upgrading Webcasting Equipment & Training	168,000	168,000
23	Priority B: Contractual Obligations for projects (may increase if projects are delayed)	150,000	150,000
24	Priority C: Ministerial Order on Student Learning and Cross Curricular Competencies Implementation Project	114,000	113,558
Use of A.S.O for Budget Year 2015/2016		23,558,240	25,634,029

Additional Surplus Funds released in the 2015/2016 Fall Budget:

Note 1: Central Surpluses (Prior Approved)

7,769,709

Note 2: Central Project Funds (in lieu of 3% Central access to surplus \$6.5 million)

3,875,578

Note 3: Central Initiative Fund

2,000,000

Total anticipated use of Surplus Funds in 2015/2016

39,279,316

**DETAILED BREAKDOWN FOR THE BUDGETED UTILIZATION OF ACCUMULATED SURPLUS FROM OPERATIONS
for the Year Ending August 31, 2016**

Notes

Note 1: Central Surpluses (Prior Approved): Several projects that commenced in 2014-2015 will be ongoing for 2015-2016. These include the E-Biz project (\$1.2M), Equity Fund carry forward (\$1.6M), adjustment to staff unit costs (\$3.6M), Distribution Centre roof repair (\$250k), Print Services commercial copier (\$170k), and District Dashboard, Library system, District Foundation, Focus on Reading, etc (\$950k). These committed funds have been included in the 2015-2016 Fall Revised Budget.

Note 2: Central Project Funds (in lieu of 3% Central access to surplus \$6.5M): For 2015-2016 schools were allowed access of up to 3% of their surplus. Instead of this approach, Central Leaders decided to pool their surplus funds and using a collaborative approach, prioritized initiatives that directly supported the District's Strategic Plan. These include Facilities Services (growth accommodation, duct cleaning, building improvements \$1.4M), Human Resources (business case for Peoplesoft, onboarding program, performance management system \$400k), Curriculum and Resource Support (focus on reading, locally developed courses, numeracy \$250k), Financial Services (enterprise system post go live support and system audit \$655k), Research and Innovation (assessment and research \$480k), Computer Centre Services (enterprise system support \$220k), Inclusive Learning (universal design for learning \$275k), District intranet, District programming, cell phone management (\$195k).

Note 3: Central Initiative Fund for 2015-2016: Similar to the School Equity Fund, a Central Initiative Fund was established to address circumstances not currently included in the 2015-2016 Fall Revised Budget, any funds remaining at the end of the school year will be rolled forward to 2016-2017. Initiatives currently being considered and prioritized include summer institutes, support for numeracy and mathematics, math and reading assessment instruments, bully prevention resources, student achievement data in-depth analysis and continued development for the building of a district data warehouse (dashboard).

DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Fall Update to the Revised 2015-2016 Budget

ORIGINATOR: Jonah Lempogo, Treasurer & Managing Director, Financial Services

RESOURCE

STAFF: Todd Burnstad, Vanessa Crosswell Klettke, Noel Gareau

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 budget update as information to the Board of Trustees each fall reflecting changes in revenue, enrolment, current staffing and other key budget assumptions.

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 2015-2016 Fall Budget update for Edmonton Public School Board (EPSB) has been completed for submission to Alberta Education by November 30, 2015. The revised budget is based on total expenses of \$1.097 billion. Alberta Education requires school boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$58 million. The overall increase in budget (\$17.5 million) is as follows:

- 1) Increase in the use of net surplus carry forward funds of \$15.7 million
- 2) Increase in revenues due to enrolment and other adjustments totaling \$1.8 million

RELATED FACTS

- The 2015-2016 budget update reflects a planned operating deficit of \$39.3 million which is offset by the planned use of surplus carry forward funds for schools and central decision units of \$20.2 million and \$16.9 million, as well as \$2.2 million of restricted transportation reserve funds (Attachment III).
- Student enrolment assumptions are based on a total of 92,358 students, a decrease of only 30 or 0.03 per cent over the proposed enrolment count and an increase of 2,698 students or 3 per cent over September 30, 2014 (Attachment II).
- The revised budget includes a better reflection of staffing levels for 2015-2016. The approved budget included the last minute restoration of funding associated with the change in Provincial Government, and as such, high level staffing assumptions were made which basically restored staffing levels to the previous year. The revised budget allowed schools and central decision units the ability to update their staffing requirements for 2015-2016.

Total FTE's are now budgeted at 8,319, with certificated staff representing 57 per cent (or 4,730 FTE's) followed by support staff at 26 per cent (or 2,185 FTE's) (Attachment VI).

- The 2015-2016 budgeted System Administration and Board Governance block spending is 3.0 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

RECOMMENDATION

That the Fall 2015 update to the 2015-2016 Budget be approved.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

Once approved, the Fall 2015-2016 Revised Budget will be posted to the district's website and the Fall 2015 Update to the 2015-2016 Budget Report will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I	2015-2016 Fall Revised Budget
ATTACHMENT II	Student Enrolment
ATTACHMENT III	2015-2016 Fall Revised Budget – Total Allocations
ATTACHMENT IV	2015-2016 Fall Revised Budget – Direct School Allocations
ATTACHMENT IV ^A	2015-2016 Fall Revised Budget – Direct School Allocations Detailed Breakdown
ATTACHMENT V	2015-2016 Fall Revised Budget – Other Allocations
ATTACHMENT VI	2015-2016 Revised Budget – Staffing FTE Comparison
ATTACHMENT VII	2015-2016 Revised Budget – Revenue & Expense Analysis
ATTACHMENT VIII	Fall 2015 update to the 2015-2016 Budget Report

TB:ja

Edmonton Public Schools
2015-2016 Fall Revised Revenue Budget

	2015-2016 Fall Revised Budget (Fall)	2015-2016 Approved Budget (Appr)	Variance Fall vs Appr \$	Variance Fall vs Appr %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 28,639,600	\$ 27,554,200	\$ 1,085,400	3.9%	
ECS Class Size	6,524,200	6,276,900	247,300	3.9%	
Base Instruction (Grades 1 to 9)	401,415,700	403,147,400	(1,731,700)	(0.4%)	
Class Size (Grades 1 to 3)	33,183,100	33,421,200	(238,100)	(0.7%)	
	469,762,600	470,399,700	(637,100)	(0.1%)	
Moving Forward with High School Redesign	76,504,800	75,241,300	1,263,500	2%	
Base Instruction (Grades 10 to 12)	56,430,400	57,534,800	(1,104,400)	(1.9%)	
Base Instr. Special Ed Block (Grades 10 to 12)	10,586,200	10,209,200	377,000	3.7%	
Tier 2 Class size (Grades 10 to 12)	103,100	105,600	(2,500)	(2.4%)	
Tier 3 Class size (Grades 10 to 12)	1,027,500	985,500	42,000	4.3%	
Tier 4 (Work Exp. & Special Projects)	983,100	962,300	20,800	2.2%	
	145,635,100	145,038,700	596,400	0.4%	
Base Instruction Metro (Grades 10 to 12)	749,900	749,900	-	-	
Base Instr. Metro Summer (Grades 10 to 12)	5,272,900	5,272,900	-	-	
Outreach Site Funding	377,800	377,800	-	-	
Home Education	638,200	740,200	(102,000)	(13.8%)	
	7,038,800	7,140,800	(102,000)	(1.4%)	
SUBTOTAL BASE INSTRUCTION FUNDING	622,436,500	622,579,200	(142,700)	(0.0%)	1
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	36,237,200	38,281,000	(2,043,800)	(5.3%)	2
Inclusive Education	63,020,900	61,802,900	1,218,000	2.0%	
English as a Second Language (ESL)	19,031,600	19,031,600	-	-	
First Nations, Metis and Inuit Education (FNMI)	8,843,400	9,199,600	(356,200)	(3.9%)	
Socio Economic Status	10,578,100	10,073,100	505,000	5.0%	3
Plant Operations and Maintenance (PO&M)	66,656,000	66,659,600	(3,600)	(0.0%)	
Metro Urban Transportation	23,033,200	22,482,400	550,800	2.4%	
ECS Special Transportation	2,000,000	2,000,000	-	-	
Equity of Opportunity	8,856,200	8,665,300	190,900	2.2%	
Federal French Funding	590,000	590,000	-	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	238,846,600	238,785,500	61,100	0.0%	
PROVINCIAL PRIORITY TARGETED FUNDING					
High Speed Networking	2,306,100	2,289,900	16,200	0.7%	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,306,100	2,289,900	16,200	0.7%	
OTHER PROVINCIAL SUPPORT					
Institutional Support	10,623,300	11,072,400	(449,100)	(4.1%)	4
Regional Collaborative Service Delivery (RCSD)	4,129,300	3,683,000	446,300	12.1%	5
Provincial School Lease Support	1,072,400	1,308,500	(236,100)	(18.0%)	6
Narrowing Teacher's Salary Gap	239,000	239,100	(100)	(0.0%)	
Reduction in System Admin & School Board Governance	(3,790,000)	(3,790,000)	-	-	
SUBTOTAL OTHER PROVINCIAL SUPPORT	12,274,000	12,513,000	(239,000)	(1.9%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	875,863,200	876,167,600	(304,400)	(0.0%)	

**Edmonton Public Schools
2015-2016 Fall Revised Revenue Budget**

	2015-2016 Fall Revised Budget (Fall)	2015-2016 Approved Budget (Appr)	Variance Fall vs Appr \$	Variance Fall vs Appr \$	Notes
CAPITAL AND IMR FUNDING					
Infrastructure Maintenance Renewal (IMR)	9,000,000	9,000,000	-	-	
Amortization of Capital Allocations and Expended Deferred Capital Revenue	31,855,100	31,855,100	-	-	
CAPITAL AND IMR FUNDING	40,855,100	40,855,100	-	-	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	1,208,300	1,234,100	(25,800)	(2.1%)	
Secondments - Provincial	2,899,000	2,899,000	-	-	
Alberta Education Conditional Grants	1,497,600	308,100	1,189,500	386.1%	7
Alberta Teachers' Retirement Fund (ATRF)	57,989,300	57,420,000	569,300	1.0%	
Special Funding - ATA's Contractual Obligation	4,754,000	4,754,000	-	-	
SUBTOTAL OTHER PROVINCIAL REVENUES	68,348,200	66,615,200	1,733,000	2.6%	
TOTAL GOVERNMENT OF ALBERTA	985,066,500	983,637,900	330,400	0.0%	
OTHER PROVINCIAL GRANTS	2,430,200	3,528,400	(1,098,200)	(31.1%)	7
FEDERAL GOVERNMENT AND FIRST NATIONS	1,932,200	1,971,500	(39,300)	(2.0%)	
OTHER ALBERTA SCHOOL AUTHORITIES	704,200	647,900	56,300	8.7%	8
FEES					
School Fees - School Generated Funds	13,052,500	13,174,300	(121,800)	(0.9%)	9
Transportation Fees	12,057,600	12,049,700	7,900	0.1%	
International Student Fees	6,274,500	6,674,000	(399,500)	(6.0%)	10
Lunch Program Fees	4,545,200	4,105,100	440,100	10.7%	9
Metro Continuing Education Fees	887,600	899,800	(12,200)	(1.4%)	
Textbook Rental Fees	1,525,900	1,415,000	110,900	7.8%	9
Music Instrument & Other Material Fees	264,100	250,100	14,000	5.6%	9
SUBTOTAL FEES	38,607,400	38,568,000	39,400	0.1%	
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	5,126,300	4,734,100	392,200	8.3%	11
Other Sales and Services - School Generated Funds	5,421,900	6,456,200	(1,034,300)	(16.0%)	12
Secondments - Other Entities	1,228,200	1,228,200	-	-	
Adult Education	1,891,400	1,891,400	-	-	
SUBTOTAL SALES AND SERVICES	13,667,800	14,309,900	(642,100)	(4.5%)	
INVESTMENT INCOME	3,200,000	1,000,000	2,200,000	220.0%	13
GIFTS AND DONATIONS					
School Gifts and Donations	5,517,000	5,704,200	(187,200)	(3.3%)	
EPSB Foundation Support	451,800	466,500	(14,700)	(3.2%)	
SUBTOTAL GIFTS AND DONATIONS	5,968,800	6,170,700	(201,900)	(3.3%)	
FUNDRAISING - School Generated Funds	1,657,200	1,475,400	181,800	12.3%	14
RENTAL OF FACILITIES	4,295,000	4,398,500	(103,500)	(2.4%)	
TOTAL OPERATING REVENUE	\$1,057,529,300	\$1,055,708,200	\$ 1,821,100	0.2%	

**Notes to the
2015-2016 Fall Revised Revenue Budget**

Unless otherwise noted, variance explanations have been provided for amounts where the 2015-2016 fall revised budget differs from the 2015-2016 approved budget by more than 5%.

1 Base Instruction Funding

The base instruction funding in the approved budget is based on projected enrolment, which was very accurate compared to the actual September 30th enrolment (see attachment II), however, slight differences exist within the specific enrolment categories. In total, the base instruction funding (\$622 million) is almost the same as what was projected in the spring, because the enrolment projection was so accurate.

2 ECS Program Unit Funding (PUF)

The PUF budgeted revenue is lower than the approved budget, reflecting slight variations in the composition of the students (level of special needs) as well as a slightly lower enrolment at September 30th. Late registrations have been subsequently received and are expected to continue. The District will receive pro-rated funding for PUF approved children even after the September 30th enrolment date.

3 Socio Economic Status

The overall increase reflects the restoration of funding (which was originally anticipated to be reduced by 3.1%).

4 Institutional Support

Under the original provincial budget, the Kennedale facility was directed to prepare for the transfer of between 80-100 students from the proposed closure of the Calgary Young Offenders facility. The decision to close the Calgary facility was reversed under the new NDP government, resulting in the 2015-2016 budget being adjusted downwards.

5 Regional Collaborative Service Delivery (RCSD)

Funding for RCSD comes from allocations previously provided for student health services, and children and youth with complex needs. The increase in anticipated funding relates to grants being provided directly to individual schools by Alberta Health Services that were uncertain in the spring.

6 Provincial School Lease Support

The decrease is based on a letter received in September 2015 outlining the funding approved by the Province for 2015-2016.

7 Alberta Education Conditional Grants/Other Provincial Grants

The increase in Alberta Education Conditional Grants is mostly offset by a decrease in Other Provincial Grants, reflecting a change in how schools classified their anticipated grant funding in the spring budget. The total overall increase reflects additional non-recurring grants related to specific 2015-2016 school projects. Grants are only included in the budget if the funding has been confirmed. The budgeted funding typically increases in the fall compared to the spring budget as additional grant applications are completed and approved over the summer.

8 Other Alberta School Authorities

This revenue has been updated based on actual invoices issued to other School Districts based on September 30th enrolment.

9 Fees

Fees are collected and retained to offset expenses at the school level. The District is currently reviewing the fees being charged and is examining options to reduce the related expenses that are not otherwise funded by the Province.

**Notes to the
2015-2016 Fall Revised Revenue Budget - continued**

10 International Student Fees

The total number of international students continues to grow and is projected to reach 568 by the end of June 2016, however, as at September 30th only 534 students have been registered. Students will continue to arrive throughout the year.

11 Sales and Services - Schools & Central DU's

The fall revised budget includes other non government grants and revenue. These amounts are only included in the budget upon confirmation/approval of funding which often does not occur until the fall.

12 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 current year approved budget factors in actual results achieved to date in 2014-2015.

13 Investment Income

The increase in investment income is being driven by a higher ending cash balance at the end of August 2015 than was originally anticipated.

14 Fundraising - School Generated Funds

This amount has been increased compared the the approved budget figure based on actual results reported for the year ended August 30, 2015.

Edmonton Public Schools
2015-2016 Actual September 30, 2015 Enrolment vs Projected September 30, 2015 Enrolment
Funded vs Other

Student Enrolment by Division	2015-2016 September 30 Actual Enrolment	2015-2016 Projected Enrolment	Enrolment Increase	Variance %	2014-2015 September 30 Actual Enrolment
Funded Students:					
Early Childhood Services (ECS)	8,575	8,250	325	3.9%	8,017
Elementary	41,304	41,515	(211)	(0.5%)	39,860
Junior High	18,790	18,838	(48)	(0.3%)	18,253
Senior High	22,661	22,578	83.0	0.4%	22,504
Subtotal Funded Students	91,330	91,181	149	0.2%	88,634
Other :					
International Students	534	568	(34)	(6.0%)	468
Home Education	382	443	(61)	(13.8%)	397
Other/Non Resident/Blended/Sponsorships/ Unfunded non special needs children	112	196	(84)	(42.9%)	161
Subtotal Other Students	1,028	1,207	(179)	(14.8%)	1,026
Total Student Enrolment	92,358	92,388	(30)	(0.03%)	89,660

NOTE: The September 30, 2015 enrolment is higher than the September 30, 2014 enrolment by 2,698 students, or an increase of 3%.

**Edmonton Public Schools
2015-2016 Fall Revised Budget
Total Allocations**

		2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
Projected Revenue						
Operating Revenue		\$ 1,057,529,300	\$ 1,055,708,200	\$ 1,821,100	0.2%	
Operating Reserve Funds *		39,279,316	23,558,240	15,721,076	66.7%	*
Operating Revenue		\$ 1,096,808,616	\$ 1,079,266,440	\$ 17,542,176	1.6%	
School Allocations (Attachment IV)						
School Allocations Levels 1 to 8		\$ 593,264,364	\$ 585,678,535	\$ 7,585,829	1.3%	1
Other Supplemental School Allocations		142,364,258	138,315,538	4,048,720	2.9%	2
		735,628,622	723,994,073	11,634,549	1.6%	
School Generated Funds/External Revenues		36,929,914	36,279,746	650,168	1.8%	3
Subtotal School Allocations	73.1%	772,558,536	760,273,819	12,284,717	1.6%	
Other Allocations (Attachment V)						
Metro Continuing Education		10,998,939	11,174,069	(175,130)	(1.6%)	
External Revenue Allocations - Central		11,133,598	11,550,501	(416,903)	(3.6%)	4
District Level Fixed Costs	6.6%	69,648,690	70,850,815	(1,202,125)	(1.7%)	5
District Level Committed Costs	7.4%	78,190,537	75,731,732	2,458,805	3.2%	5
		169,971,764	169,307,117	664,647	0.4%	
Central Decision Units	4.9%	52,255,700	50,776,428	1,479,272	2.9%	
Subtotal Other Allocations		222,227,464	220,083,545	2,143,919	1.0%	
Special Funding - ATA agreement (1% lump sum)		4,754,000	4,754,000	-	-	6
Alberta Teachers' Retirement Fund (ATRF)		57,989,300	57,420,000	569,300	1.0%	7
Total Allocations		1,057,529,300	1,042,531,364	14,997,936	1.4%	
Planned Use of Reserves *		39,279,316	23,558,240	15,721,076	66.7%	*
District Unallocated Funds **		-	13,176,836	(13,176,836)	(100.0%)	**
Total Budget		\$ 1,096,808,616	\$ 1,079,266,440	\$ 17,542,176	1.6%	

* Under the original 2015-2016 Provincial Budget, Ministerial approval was required in order to access any accumulated operating surplus funds. As of May 28, 2015 this restriction was removed; however the Province is still requesting details on the planned use of reserve funds for 2015-2016. Out of the total amount now anticipated to be drawn down in 2015-2016, \$20.2 Million was released to schools (including the Equity Fund), \$2.2 Million was released to student transportation and the remaining balance of \$16.9 Million was included in the fall budget submitted by central decision units. Additional details on the District's plan for the remaining accumulated operating surplus will be included in a stand alone recommendation report being presented at the November 24, 2015 public board meeting.

** On May 28, 2015, the Province announced that the funding reductions originally included in the March 26, 2015 budget were reversed. As a result, these funds were not included in the spring allocations. The allocations to both schools and central DU's have now been updated in the fall to factor in these additional funds.

**Notes to the
2015-2016 Fall Revised Budget
Total Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2015-2016 fall revised budget differs from the 2015-2016 approved budget by more than 5%.

1 School Allocations Levels 1 to 8

School allocations for the spring proposed budget are based on enrolment projections which predict the number of students at each grade level and the number of students with special needs. A further breakdown of this allocation is included on Attachment IV.

2 Other Supplemental School Allocations

Included in this category of school allocations are Equity Fund, Enhanced Support for Schools, amiskwaciy Academy base rent and Program Enhancement allocations. A further breakdown of this allocation is included 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 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

The Central external revenue is comprised mostly of secondment revenue from the Alberta Government, other grants, and lease and parking revenue.

5 District Level Fixed / District Level Committed Costs

These allocations have been updated to reflect the anticipated fixed and committed costs for 2015-2016. Additional details on these costs have been included in Attachment V.

6 Special Funding - ATA agreement

In addition to the 2% salary increase included in the base instruction funding rates, Alberta Education will also fund a 1% lump sum payment to teachers in December 2015 (both of which were included in the *Teacher Framework Agreement*).

7 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
2015-2016 Fall Revised Budget
Direct School Allocations**

	2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
School Allocations					
Kindergarten (1/2 day)	\$ 16,915,578	\$ 16,855,824	\$ 59,754	0.4%	
Kindergarten (full day)	4,034,220	3,686,080	348,140	9.4%	
Elementary	199,796,757	204,183,275	(4,386,518)	(2.1%)	
Junior High	85,604,960	86,590,814	(985,854)	(1.1%)	
Senior High	107,927,205	106,639,240	1,287,965	1.2%	
International Students	3,558,852	4,187,340	(628,488)	(15.0%)	1
Special Needs Levels 4 - 8	117,827,110	104,268,737	13,558,373	13.0%	2
Institutions, ASD & Early Education (PUF) Allocations	57,599,682	59,267,225	(1,667,543)	(2.8%)	
Subtotal School Allocations	593,264,364	585,678,535	7,585,829	1.3%	
Other Supplemental School Allocations					
Base Allocation	49,063,245	49,066,241	(2,996)	(0.0%)	
Class Size Funding	33,421,204	33,268,400	152,804	0.5%	
Plant Operation & Maintenance - Schools	20,167,703	18,919,672	1,248,031	6.6%	3
* First Nations, Metis and Inuit Education (FNMI)	7,174,674	6,821,164	353,510	5.2%	* 4
* Program Enhancement Allocations	10,979,883	13,601,240	(2,621,357)	(19.3%)	* 5
* Other Miscellaneous Allocations	1,728,857	1,752,075	(23,218)	(1.3%)	* 6
Equity Fund	6,789,698	2,000,000	4,789,698	239.5%	7
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery RCSD)	3,767,822	3,617,699	150,123	4.1%	
Enhanced Support for Schools	1,818,680	1,818,680	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwacy Base Rent	1,181,935	1,181,935	-	-	
Foundation Full Day Kindergarten Funding	451,770	438,850	12,920	2.9%	
Community Use of Schools	471,995	482,790	(10,795)	(2.2%)	
Subtotal Other Supplemental School Allocations	142,364,258	138,315,538	4,048,720	2.9%	
Subtotal School and Other Supplemental Allocations	735,628,622	723,994,073	11,634,549	1.6%	
School Generated Funds/External Revenues	36,929,914	36,279,746	650,168	1.8%	
Total Direct School Allocations	\$ 772,558,536	\$ 760,273,819	\$ 12,284,717	1.6%	

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

**Edmonton Public Schools
2015-2016 Fall Revised Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 6,733,674	\$ 6,430,164	\$ 303,510	4.7%	
Transportation to amiskwacyi & Awasis Program	441,000	391,000	50,000	12.8%	
	<u>\$ 7,174,674</u>	<u>\$ 6,821,164</u>	<u>\$ 353,510</u>	<u>5.2%</u>	4

FNMI funding is based on the number of self identified students at September 30th. Out of the total amount received, the majority is allocated directly to schools and a portion is allocated to a central decision unit to support FNMI education.

	2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 4,000,000	\$ 4,000,000	\$ -	-	
Guaranteed Enrolment	2,649,175	4,756,788	(2,107,613)	(44.3%)	
Outreach Program	1,171,087	1,689,838	(518,751)	(30.7%)	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facilities Grant	2,613,730	2,613,730	-	-	
Establishment Program Grant	195,891	190,884	5,007	2.6%	
	<u>\$ 10,979,883</u>	<u>\$ 13,601,240</u>	<u>\$ (2,621,357)</u>	<u>(19.3%)</u>	5
Other Miscellaneous Allocations					
Addition to Basic	\$ 855,125	\$ 929,739	\$ (74,614)	(8.0%)	
ELC Teacher Allocation	873,732	822,336	51,396	6.3%	
	<u>\$ 1,728,857</u>	<u>\$ 1,752,075</u>	<u>\$ (23,218)</u>	<u>(1.3%)</u>	6

**Notes to the
2015-2016 Fall Revised Budget
Direct School Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2015-2016 fall revised budget differs from the 2015-2016 approved budget by more than 5%.

1 International Students

Overall, the number of international students continues to increase, in the fall of 2014 there were 468 students and the 2015-2016 approved budget estimated this figure to increase to 568. The actual enrolment at September 30, 2015 is slightly lower than the estimate at 534 however, it is anticipated that additional students will continue to enrol throughout the year.

2 Special Needs Levels 4-8

School Allocations for the approved budget are based on enrolment projections which attempt to 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 approved and the revised budgets. In addition, part of this variance is offset by the variance in the Program Enhancement Allocations line called 'Guaranteed Enrolment' which provides funding to District Programs in the spring, which are then allocated to actual students in the fall.

3 Plant Operation & Maintenance - Schools

The total amount of anticipated Plant Operation and Maintenance (PO&M) funding has been updated to reflect the restoration of funding, which originally included a 3.1% reduction. The total amount of PO&M funding is allocated between central decision units and schools. This line item reflects the increase in the amount being allocated to schools.

4 First Nations, Metis and Inuit Education (FNMI)

The increase is a reflection of the provincial funding being restored, whereas the original budget included a 3.1% reduction in the FNMI grant. The per student allocation is based on the number of students who self identify at September 30th. The transportation portion of the allocation has increased to provide transportation for junior high students attending amiskwaciy academy.

5 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.

Guaranteed Enrolment

This allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level. This allocation is always higher in the spring vs the fall as program enrolment details are incomplete in the spring.

Outreach Program

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 placed by the District. The allocation is lower than in the spring due to cost efficiencies being realized with the consolidation of some of the sites.

Transfers from Institutions

This allocation is given to schools for students who meet district special needs coding criteria and who were enrolled in an institutional school on September 30th and will be subsequently returned to a school after that date.

Establishment Facilities 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. In addition, in conjunction with the anticipated opening of new schools in September 2016, additional start up funds of \$2.4 Million have been budgeted. These costs are in addition to the furniture and equipment funding received by the Province.

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.

**Notes to the
2015-2016 Fall Revised Budget
Direct School Allocations - continued**

6 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. Funds previously included with this allocation have now been included in the new ELC Teacher Allocation as detailed below.

ELC Teacher Allocation

This allocation is new for 2015-2016 and was previously partially funded through the Addition to Basic allocation. This allocation covers the cost of a teacher FTE per approved early learning classroom (ELC).

7 Equity Fund

The increase in the Equity Fund allocation is based on transferring the school surplus carryforward balances in excess of 3%. Out of the total amount allocated, \$785,000 was immediately used to repay school accumulated deficit balances, leaving a remaining allocation balance of \$6 Million for 2015-2016.

The Equity Fund was established by the Superintendent in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the four School Leadership Groups supervised by the Assistant Superintendents. The percentage allocated to School Leadership Groups was determined through the Superintendent's meetings with the District Support Team and the Superintendent's Community of Practice (SCOPE). Within each School Leadership Group, catchment allocations are determined in consultation with the Assistant Superintendent, and based on criteria established by the Leadership Group. Priority is given to projects impacting literacy, numeracy, and mental health.

Within each School Leadership group, a portion of the allocation is directed towards an assessment fund in support of timely, informative student assessments. Programming for student differences consultants from each Leadership group work with Inclusive Learning services to prioritize student assessments. A portion is also directed to a holdback fund to support schools that encounter unusual or unexpected budget challenges during the school year. These funds are distributed to schools at the discretion of the Assistant Superintendent.

**Edmonton Public Schools
2015-2016 Fall Revised Budget
Other Allocations**

	2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 46,225,984	\$ 47,431,679	\$ (1,205,695)	(2.5%)	1
Utilities	17,200,000	17,200,000	-	-	
Insurance	3,735,806	3,732,236	3,570	0.1%	
High Speed Networking	2,486,900	2,486,900	-	-	
	69,648,690	70,850,815	(1,202,125)	(1.7%)	
District Level Committed Costs					
Student Transportation	37,917,673	37,051,754	865,919	2.3%	
School Plant Operations & Maintenance	14,998,403	14,438,373	560,030	3.9%	
Human Resources Supply Services	13,469,918	13,464,770	5,148	0.0%	
* Language and Cultural Support	3,845,223	3,818,726	26,497	0.7%	*
Enterprise Systems	2,919,286	2,919,286	-	-	
Professional Improvement Leaves	1,340,000	1,340,000	-	-	
Enhanced Support for District Plan	1,000,000	1,000,000	-	-	
Central Building Maintenance	1,000,000	-	1,000,000	100.0%	2
Staff Development	500,000	500,000	-	-	
Election	480,000	480,000	-	-	
* Partnership Commitments	359,000	359,000	-	-	*
Human Resources Secondments	122,334	121,123	1,211	1.0%	
Audit	111,200	111,200	-	-	
Board Initiative Fund	45,000	45,000	-	-	
Survey	40,000	40,000	-	-	
District Awards	30,000	30,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	78,190,537	75,731,732	2,458,805	3.2%	
External Revenue Allocation	11,133,598	11,550,501	(416,903)	(3.6%)	
Metro Continuing Education	10,998,939	11,174,069	(175,130)	(1.6%)	
	22,132,537	22,724,570	(592,033)	(2.6%)	
Central Decision Units					
** Board and Office of the Superintendent	7,527,208	7,064,397	462,811	6.6%	**
** Corporate Services	18,814,248	18,569,047	245,201	1.3%	**
** Finance and Infrastructure	13,955,590	13,524,487	431,103	3.2%	**
Inclusive Learning	6,375,631	6,257,420	118,211	1.9%	3
International Programs	1,337,600	1,187,120	150,480	12.7%	4
Curriculum and Resource Support	2,292,445	2,269,748	22,697	1.0%	3
Research and Innovation for Student Learning	1,086,067	1,075,314	10,753	1.0%	3
Student Information	866,911	828,895	38,016	4.6%	3
	52,255,700	50,776,428	1,479,272	2.9%	
Total	\$ 222,227,464	\$ 220,083,545	\$ 2,143,919	1.0%	

* 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
2015-2016 Fall Revised Budget
Other Allocations
Detailed Breakdown - District Level Committed Costs

	2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,668,736	\$ 1,668,736	\$ -	-	
Diversity Education	1,143,158	1,121,050	22,108	2.0%	3
Languages Centre at Woodcroft	1,033,329	1,028,940	4,389	0.4%	3
	<u>\$ 3,845,223</u>	<u>\$ 3,818,726</u>	<u>\$ 26,497</u>	<u>0.7%</u>	
Partnership Commitments					
Partnership for Kids	\$ 170,000	\$ 170,000	\$ -	-	
Confucius Institute - prog. coordinator	140,000	140,000	-	-	
Cappies	15,000	15,000	-	-	
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	-	-	
	<u>\$ 359,000</u>	<u>\$ 359,000</u>	<u>\$ -</u>	<u>-</u>	

Edmonton Public Schools
2015-2016 Fall Revised Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2015-2016 Fall Revised Budget	2015-2016 Approved Budget	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 868,489	\$ 859,890	\$ 8,599	1.0%	3
Office of the Superintendent of Schools	1,021,029	1,010,920	10,109	1.0%	3
Governance and Strategic Support Serv.	1,897,070	1,477,875	419,195	28.4%	5
District Support Services	1,674,088	1,669,640	4,448	0.3%	3
General Counsel	607,408	601,394	6,014	1.0%	3
School Leadership Group A	369,774	366,113	3,661	1.0%	3
School Leadership Group B	364,145	360,540	3,605	1.0%	3
School Leadership Group C	364,145	360,540	3,605	1.0%	3
School Leadership Group D	361,060	357,485	3,575	1.0%	3
	<u>\$ 7,527,208</u>	<u>\$ 7,064,397</u>	<u>\$ 462,811</u>	<u>6.6%</u>	
Corporate Services					
Communications	\$ 2,343,348	\$ 2,320,147	\$ 23,201	1.0%	3
District Information Security	385,203	381,389	3,814	1.0%	3
District Records and FOIP Management	606,450	589,988	16,462	2.8%	3
District Technology	6,122,934	6,062,310	60,624	1.0%	3
Edmonton Public Schools Foundation	413,055	408,965	4,090	1.0%	3
Human Resources	8,943,258	8,806,248	137,010	1.6%	3
	<u>\$ 18,814,248</u>	<u>\$ 18,569,047</u>	<u>\$ 245,201</u>	<u>1.3%</u>	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 4,702,874	\$ 4,546,345	\$ 156,529	3.4%	3
Financial Services	5,702,829	5,466,632	236,197	4.3%	3
Planning & Property Management	3,549,887	3,511,510	38,377	1.1%	3
	<u>\$ 13,955,590</u>	<u>\$ 13,524,487</u>	<u>\$ 431,103</u>	<u>3.2%</u>	

**Notes to the
2015-2016 Fall Revised Budget
Other Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2015-2016 fall revised budget differs from the 2015-2016 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.

2 Central Building Maintenance

This is a new allocation to address the ongoing maintenance costs associated with the central building. These funds will be used to pay for such expenses as refurbishment of stairs, evergreening of office furniture, office relocations, etc.

3 Changes in Central DUs

In 2015, an exempt reclassification project was completed. This resulted in certain positions being reclassified. In addition, as part of the *Exempt Management Terms and Conditions of Employment*, a salary increase deferred from 2013 became effective on September 1, 2015. The combination of these items has resulted in fluctuations in staffing related costs for 2015-2016. In aggregate, the amount allocated to central decision units as a percentage of total revenue, has remained the same at 4.9%.

4 International Programs

The International Programs DU receives an allocation based on the amount of international students attending EPSB. With the uncertainty around the District's funding in the spring, the allocation for the International Programs department was originally reduced, this has now been restored for the fall.

5 Governance and Strategic Support Services

The increase reflects additional staff who were previously included under different DU's including staff who were seconded to the E-Biz project.

**Edmonton Public Schools
2015-2016 Fall Revised Budget
Staff FTE's**

	2015-2016		2015-2016		NET CHANGE	2014-2015	
Staffing Group	Revised Budget	%	Approved Budget	%	Revised vs Approved	Revised Budget	%
Schools							
Teaching FTE	4,595.61	62%	4,503.55	64%	92.06	4,460.59	63%
Support FTE	2,005.32	27%	1,761.67	25%	243.65	1,872.07	26%
Custodial FTE	565.61	8%	563.30	8%	2.31	560.38	8%
Exempt FTE	219.70	3%	183.29	3%	36.42	185.60	3%
Total Schools FTE	7,386.24	100%	7,011.81	100%	374.44	7,078.64	100%
Central Services							
Teaching FTE	129.27	14%	134.10	15%	(4.83)	160.01	17%
Support FTE	163.17	18%	139.60	16%	23.58	173.17	18%
Custodial FTE	60.65	7%	64.00	7%	(3.35)	64.00	7%
Maintenance FTE	209.00	23%	204.00	23%	5.00	205.00	21%
Exempt FTE	336.58	37%	345.20	39%	(8.62)	355.36	37%
Total Central Services FTE	898.67	100%	886.90	100%	11.78	957.55	100%
Metro Continuing Education							
Teaching FTE	5.60	17%	5.40	17%	0.20	4.40	12%
Support FTE	16.83	50%	17.13	53%	(0.30)	19.63	52%
Custodial FTE	1.83	5%	-	0%	1.83	1.69	5%
Exempt FTE	9.60	28%	10.05	31%	(0.45)	11.75	31%
Total Metro Cont. Ed. FTE	33.86	100%	32.58	100%	1.28	37.47	100%
Total FTE's	8,318.78		7,931.28		387.49	8,073.65	
Total by Group							
Teaching FTE	4,730.48	57%	4,643.05	59%	87.43	4,625.00	57%
Support FTE	2,185.32	26%	1,918.40	24%	266.93	2,064.87	26%
Custodial FTE	628.09	8%	627.30	8%	0.79	626.07	8%
Maintenance FTE	209.00	3%	204.00	3%	5.00	205.00	3%
Exempt FTE	565.88	7%	538.54	7%	27.34	552.71	7%
Total FTE's	8,318.78	100%	7,931.28	100%	387.49	8,073.65	100%

Note: The revised budget includes a better reflection of staffing levels for 2015-2016. The approved budget included the last minute restoration of funding associated with the change in Provincial Government, and as such, high level staffing assumptions were made which basically restored staffing levels to the previous year. The revised budget allowed schools and central decision units the ability to update their staffing requirements for 2015-2016.

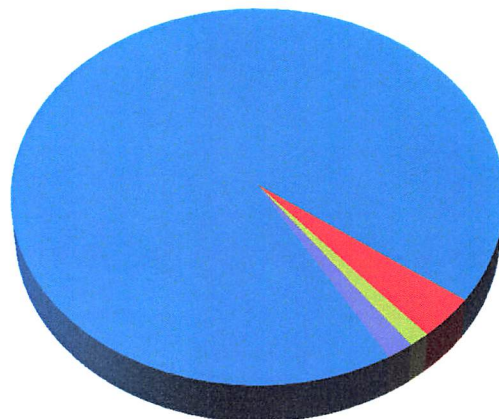
Edmonton Public Schools - Revenue & Expense Analysis

2015-2016 Fall Revised Budget

Revenue by source - Fall Revised Budget

(all dollar amounts are expressed in thousands)

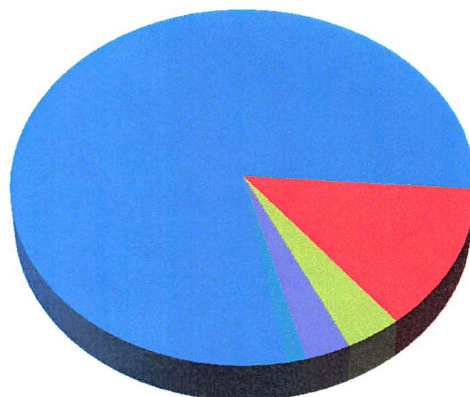
	2015-2016	
	\$	%
Government of Alberta	987,497	93.3%
Fees	38,607	3.7%
Sales and Services	13,668	1.3%
Other	17,757	1.7%
	<u>1,057,529</u>	<u>100.0%</u>



Expenses by block - Fall Revised Budget

(all dollar amounts are expressed in thousands)

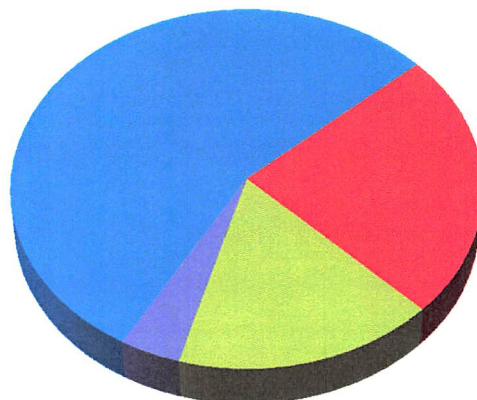
	2015-2016	
	\$	%
ECS - Grade 12 Instruction	866,262	79.0%
Plant Operations and Maintenance	143,083	13.0%
Transportation	40,663	3.7%
Board and System Administration	32,741	3.0%
External Services	14,060	1.3%
	<u>1,096,809</u>	<u>100.0%</u>



Expenses by object - Fall Revised Budget

(all dollar amounts are expressed in thousands)

	2015-2016	
	\$	%
Certificated salaries, wages and benefits expense	605,894	55.3%
Non-certificated salaries, wages and benefits expense	261,865	23.9%
Services, contracts and supplies expense	185,896	16.9%
Amortization & other expenses	43,154	3.9%
	<u>1,096,809</u>	<u>100.0%</u>



3020 Edmonton School District No. 7					
School Jurisdiction Code and Name					
FALL 2015 UPDATE TO THE 2015/2016 BUDGET					
	Fall 2015 Update to the Budget 2015/2016	Spring 2015 Budget Report 2015/2016	Variance	% Variance	
OPERATIONS (SUMMARY)					
Revenues					
Alberta Education	\$985,066,500	\$983,637,900	\$1,428,600	0.1%	
Other - Government of Alberta	\$2,430,200	\$3,528,400	(\$1,098,200)	-31.1%	
Federal Government and First Nations	\$1,932,200	\$1,971,500	(\$39,300)	-2.0%	
Other Alberta school authorities	\$704,200	\$647,900	\$56,300	8.7%	
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	\$38,607,400	\$38,568,000	\$39,400	0.1%	
Other sales and services	\$13,667,800	\$14,309,900	(\$642,100)	-4.5%	
Investment income	\$3,200,000	\$1,000,000	\$2,200,000	220.0%	
Gifts and donation	\$5,968,800	\$6,170,700	(\$201,900)	-3.3%	
Rental of facilities	\$4,295,000	\$4,398,500	(\$103,500)	-2.4%	
Fundraising	\$1,657,200	\$1,475,400	\$181,800	12.3%	
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%	
Other revenue	\$0	\$0	\$0	0.0%	
Total revenues	\$1,057,529,300	\$1,055,708,200	\$1,821,100	0.2%	
Expenses By Program					
Instruction - ECS	\$59,578,471	\$59,581,751	(\$3,280)	0.0%	
Instruction - Grade 1 - 12	\$806,683,747	\$780,784,271	\$25,899,476	3.3%	
Plant operations and maintenance	\$143,082,834	\$141,584,632	\$1,498,202	1.1%	
Transportation	\$40,662,690	\$39,461,771	\$1,200,919	3.0%	
Board & system administration	\$32,741,174	\$35,178,351	(\$2,437,177)	-6.9%	
External services	\$14,059,700	\$22,675,664	(\$8,615,964)	-38.0%	
Total expenses	\$1,096,808,616	\$1,079,266,440	\$17,542,176	1.6%	
Annual Surplus (Deficit)	(\$39,279,316)	(\$23,558,240)	(\$15,721,076)	66.7%	
Accumulated Surplus from Operations (Projected)					
Accumulated Surplus from Operations - Aug.31, 2015	\$83,713,579	\$48,470,881	\$35,242,698	72.7%	
Accumulated Surplus from Operations - Aug.31, 2016	\$41,475,263	\$28,333,174	\$13,142,089	46.4%	
Expenses by Object					
Certificated salaries & wages	\$486,653,209	\$475,584,581	\$11,068,628	2.3%	
Certificated benefits	\$119,240,639	\$117,372,160	\$1,868,479	1.6%	
Non-certificated salaries & wages	\$207,705,833	\$199,090,306	\$8,615,527	4.3%	
Non-certificated benefits	\$54,159,270	\$52,449,419	\$1,709,851	3.3%	
Services, contracts and supplies	\$185,895,496	\$193,178,158	(\$7,282,662)	-3.8%	
Amortization expense	\$42,457,637	\$40,855,115	\$1,602,522	3.9%	
Interest on capital debt	\$420,532	\$420,533	(\$1)	0.0%	
Other interest and finance charges	\$276,000	\$316,168	(\$40,168)	-12.7%	
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%	
Other expenses	\$0	\$0	\$0	0.0%	
Total Expenses	\$1,096,808,616	\$1,079,266,440	\$17,542,176	1.6%	
Certificated Staff FTE's					
School based	4,599.6	4,507.6	92.1	2.0%	
Non-school based	130.9	135.5	(4.6)	-3.4%	
Total Certificated Staff FTE's	4,730.5	4,643.1	87.4	1.9%	
Non-Certificated Staff FTE's					
Instructional	2,266.3	1,978.6	287.8	14.5%	
Plant Operations & Maintenance	870.5	866.6	3.9	0.5%	
Transportation	18.0	17.4	0.6	3.4%	
Non-instructional	433.6	425.7	7.9	1.9%	
Total Non-Certificated Staff FTE's	3,588.4	3,288.2	300.2	9.1%	
Eligible Funded Students					
Early childhood services (ECS headcount)	8,575.0	8,250.0	325.0	3.9%	
Grades 1 to 9 (headcount)	60,094.0	60,353.0	(259.0)	-0.4%	
Grade 10 to 12 (FTE)	22,661.0	22,578.0	83.0	0.4%	
Total Eligible Funded Students	91,330.0	91,181.0	149.0	0.2%	
Attestation of Secretary-Treasurer/Treasurer:					
This information was formally received by the Board of Trustees at the meeting held on : _____					

3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2015 UPDATE TO THE 2015/2016 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). If fee projections have changed, specify types of fees affected:

Other - Government of Alberta : The increase in Alberta Educational Grants is mostly offset by a decrease in Other Provincial Grants reflecting a change in how schools classified their anticipated grant funding in the spring budget. The total overall increase reflects additional non-recurring grants related to specific 2015-2016 school projects. The budgeted funding typically increases in the fall compared to the spring budget as additional grant applications are completed and approved over the summer.

Other Alberta school authorities : This revenue has been updated based on actual invoices issued to other School Districts based on September 30th enrolment.

Investment Income: The increase in investment income is being driven by a higher ending cash balance at the end of August 2015 than was originally anticipated.

Fundraising: This amount has been increased compared to the approved budget figure based on actual results reported for the year ended August 30, 2015.

Explain any changes in program expenses >5% (any highlighted items in cells S27-S32):

Board & system administration: These expenses have decreased primarily due to a reduction in secondments.

External services: There has been a decrease due to less secondments and other external staffing.

Explain any changes in projected Accumulated Operating Surplus as at August 31, 2015 or August 31, 2016 by >5% (highlighted items in cell S37 or S38):

Due to uncertainty around provincial funding, schools and central departments were very conservative in their spending during the 2014/2015 school year. This resulted in an operating surplus of \$40.3M for the year ended August 31, 2015., we are budgeting to use \$39.3M of accumulated surplus for the 2015/2016 year.

Explain any changes in expenses by object >5% (any highlighted items in cells S41-S50):

Other interest and finance charges: This amount has been updated based on actuals.

Explain change in total certificated staff >3% (if cell S56 highlighted):

Explain change in total non-certificated staff >3% (if cell S63 highlighted):

The revised budget includes a better reflection of staffing levels for 2015/2016. The approved budget included the late restoration of funding associated with the change in Provincial Government which resulted in the use of staffing levels that reflected those of the previous year.

Explain change in enrolment >3% (if cell S69 highlighted):

Attestation of Secretary-Treasurer/Treasurer:

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

DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Amendment to the *Three-Year Capital Plan 2016-2019*

ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Kim Holowatuk, Roland Labbe, Christopher Wright

REFERENCE: [Three-Year Capital Plan 2016-2019](#)
[Greater Highlands Area Consolidation Plan](#)

ISSUE

In order to support our request to the Province for capital funding for the Greater Highlands Area Consolidation Plan, an amendment to the *Three-Year Capital Plan 2016-2019* to include Highlands Modernization Concept 2 (Attachment I) is necessary. The Capital Plan process reviews for 2017-2020 have commenced; however, the amendment to the *Three-Year Capital Plan 2016-2019* being proposed is in response to a specific request made by the Minister of Education.

BACKGROUND

In April 2014, the District began an extensive consultation process with the Greater Highlands Area around school consolidation options. In March 2015, the Superintendent approved Highlands Modernization Concept 2 as the preferred approach for this area.

In April 2015, the Board of Trustees approved the *Three-Year Capital Plan 2016-2019* which included a request for capital funding for K-9 Greater Highlands Area Consolidation/Replacement School Construction Funding in Year 1.

RELATED FACTS

In June 2015, the Board Chair and senior administration met with the Ministers of Education and Infrastructure to share the consultation process and preferred concept. The Board Chair followed up with a letter to the Minister of Education, again sharing this information and intentions moving forward, should the project receive capital funding.

A response was received from the Minister of Education on August 10, 2015, suggesting that the Board of Trustees amend the *Three-Year Capital Plan 2016-2019* to specifically include Highlands Modernization Concept 2 in place of the current, more generic request. In order to ensure that the *Three-Year Capital Plan 2016-2019* clearly articulates the Highlands capital request, and supports any Provincial capital announcement, Administration is recommending the revision.

RECOMMENDATION

That the proposed amendment to the *Three-Year Capital Plan 2016-2019*, to specifically include “**Highlands Modernization Concept 2**” in place of the current “**K-9 Greater Highlands Area Consolidation/ Replacement School Construction Funding**” in Year 1 (Attachment II), be approved.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

Pending approval of the recommendation, the amendment to the *Three-Year Capital Plan 2016-2019* will be forwarded to the Province and notification will be sent to the Ministers of Education and Infrastructure.

ATTACHMENTS & APPENDICES

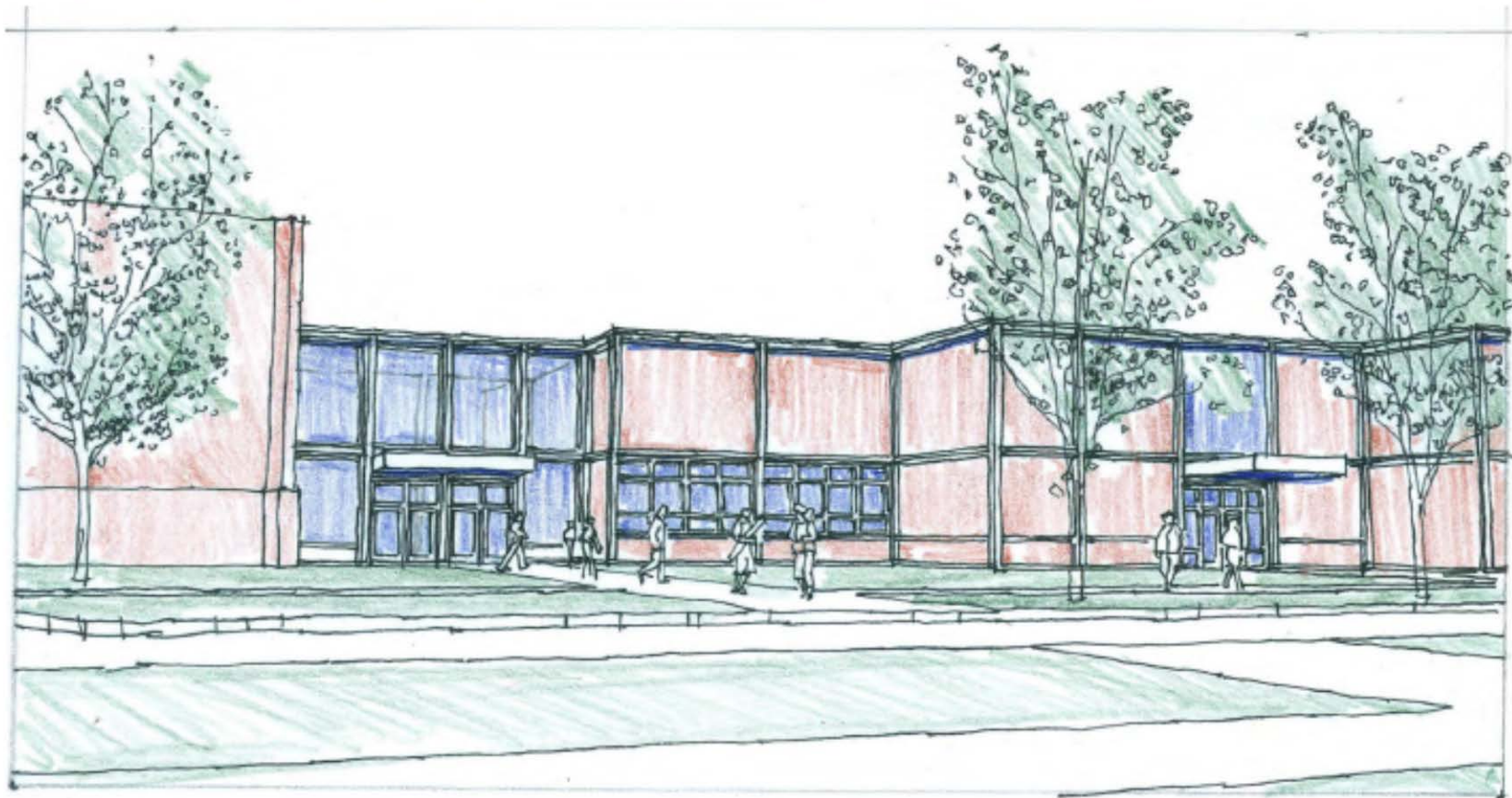
ATTACHMENT I	Highlands Modernization Concept 2
ATTACHMENT II	Amendment to <i>Three-Year Capital Plan 2016-2019</i>

KH: ks

Highlands School Modernization Concept 2

- Modernization and addition*
- Create a K-9 Arts Program School at Highlands School site
- Consolidate students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 school
- Close Mount Royal and Montrose schools
- Demolish both the 1954 addition and free-standing annex
 - Phased construction may be considered; however, temporary relocation of students during construction may be necessary

*All designs are at the conceptual stage; this project is currently unfunded. Detailed design work would begin once funding was announced and a budget determined.



ATTACHMENT I

Highlands School Modernization Concept 2 – 1/7



2

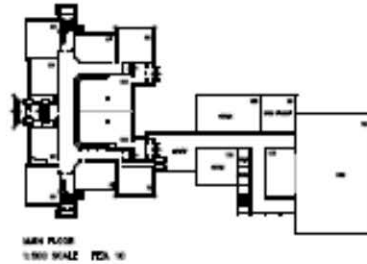
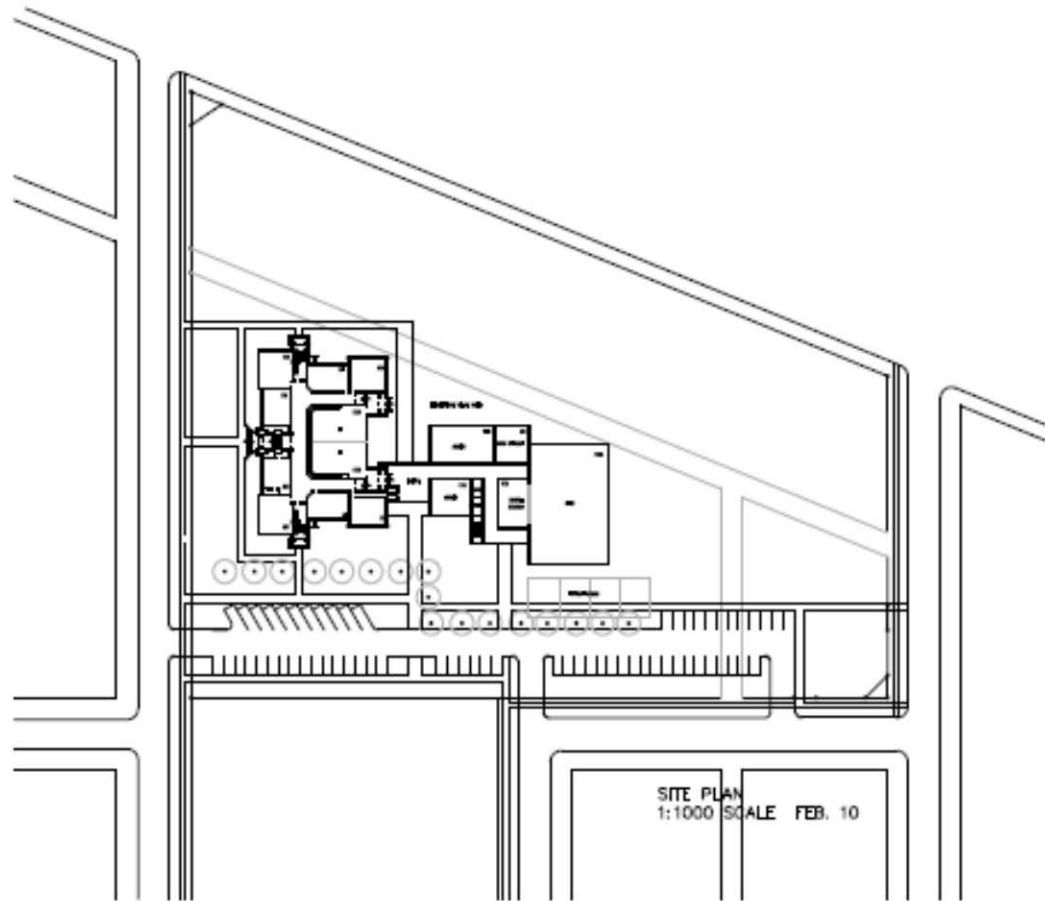


Highlands School Modernization Concept 2 – 2/7

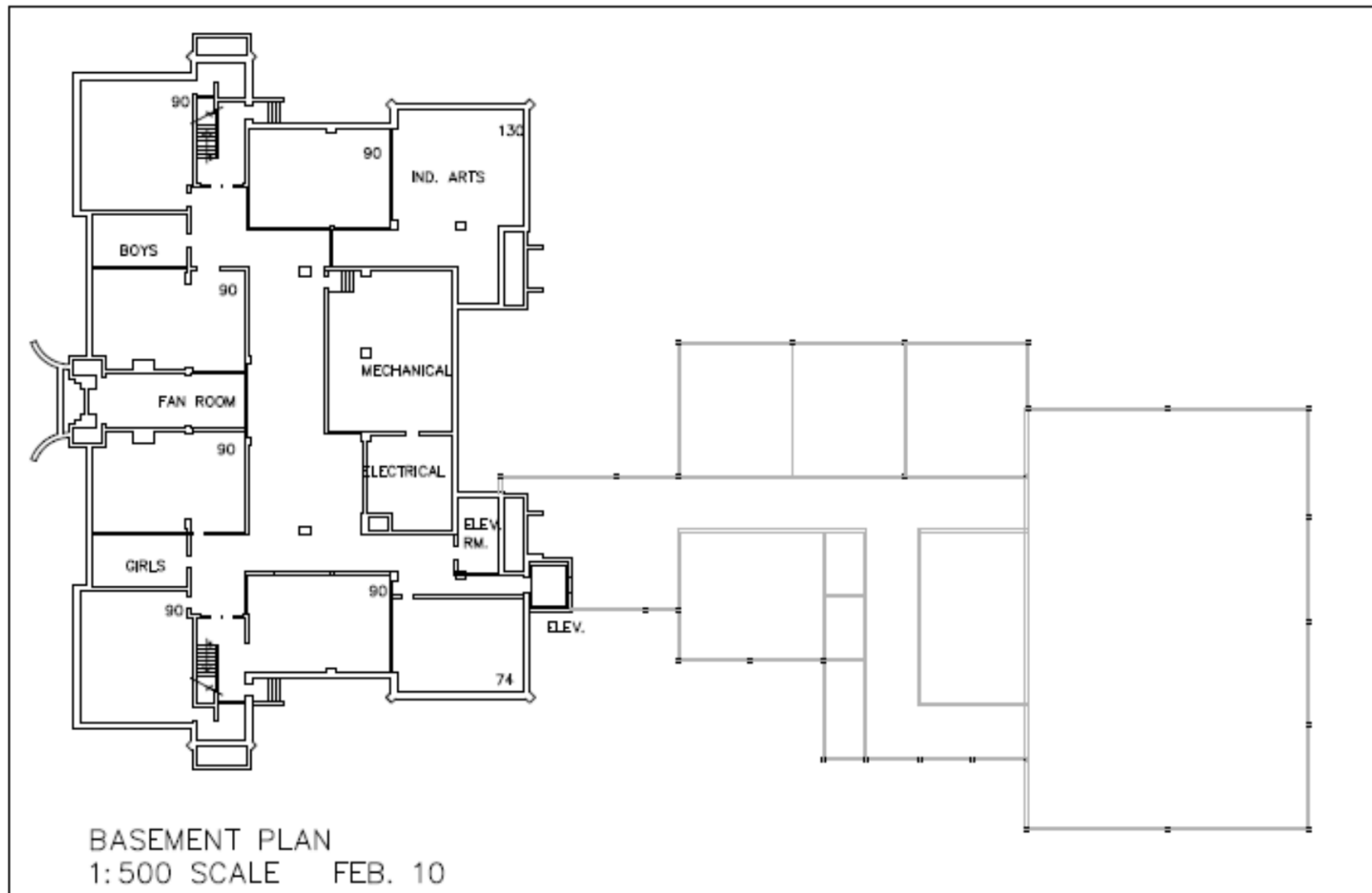
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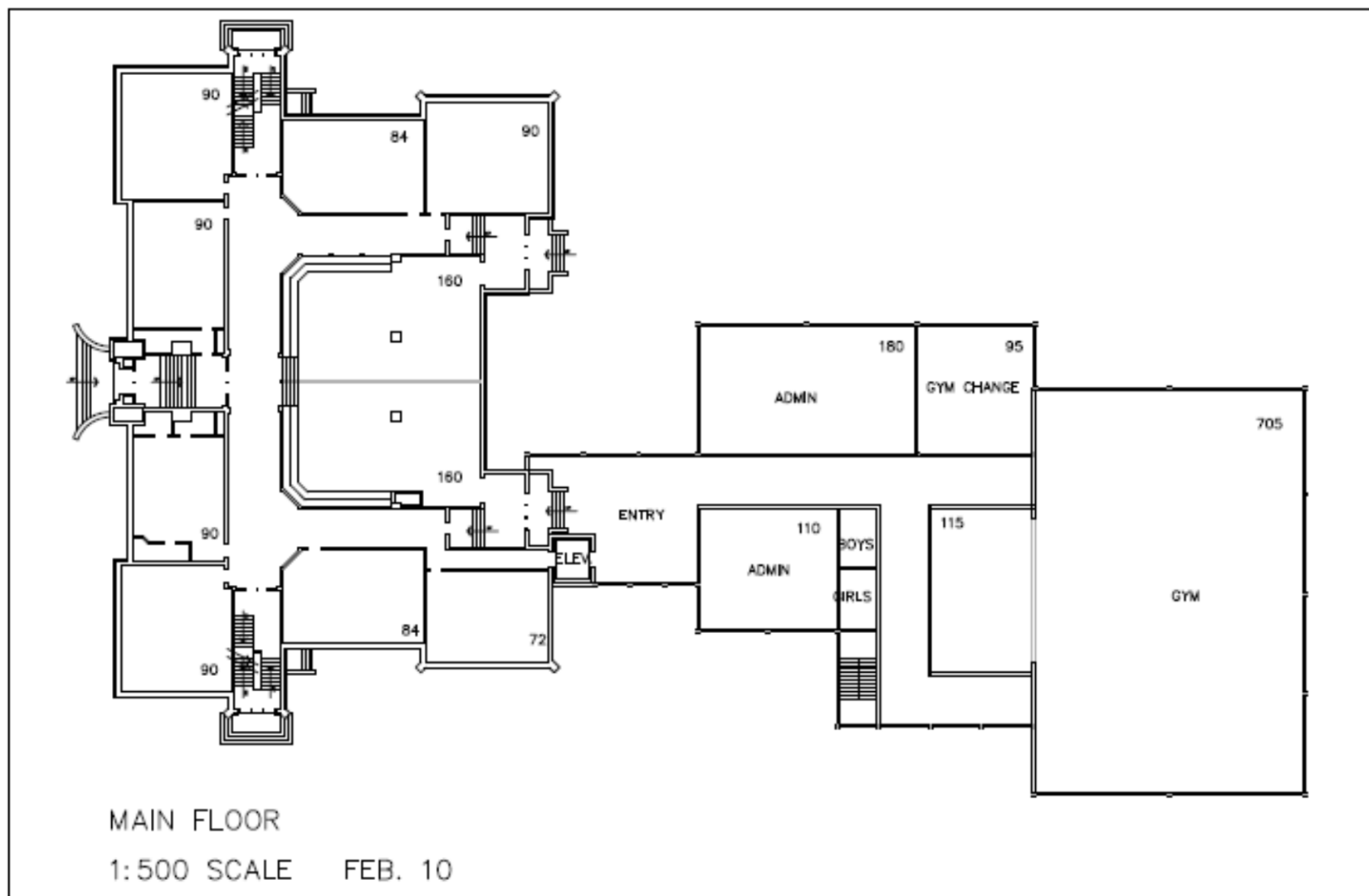


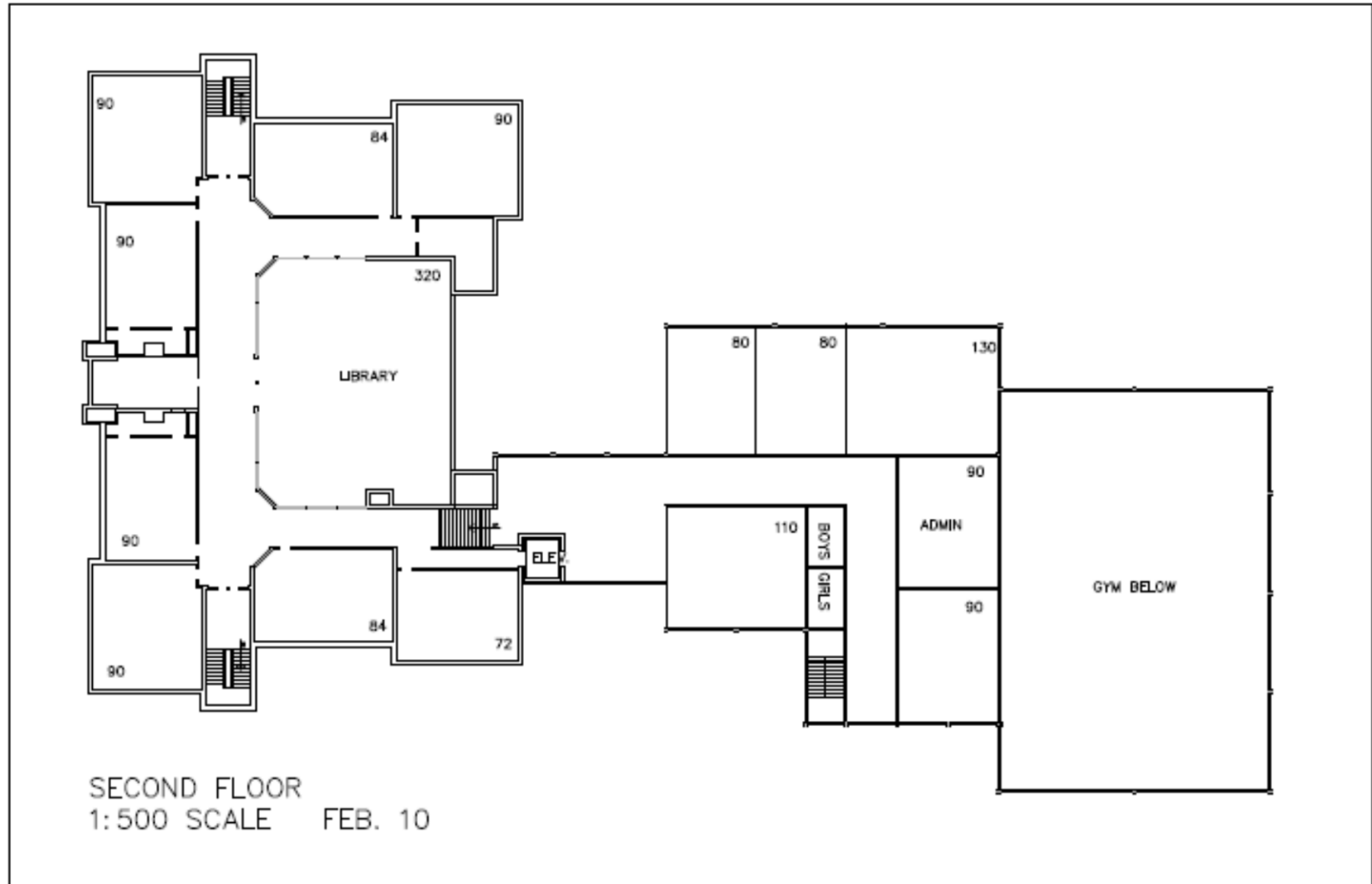
Highlands School Modernization Concept 2 – 3/7



Highlands School Modernization Concept 2 – 4/7







The following chart indicates the District's proposed new construction and replacement priorities based on the considerations listed above.

Priority 2016-2019	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	K-9 Meadows (Laurel) Construction Funding	900	SE	\$27.4
2	K-9 South East (Walker) Construction Funding	900	SE	\$27.4
3	K-9 Lewis Farms (Secord) Construction Funding	900	W2	\$27.4
4	K-9 Palisades (Hudson) Construction Funding	900	NW	\$27.4
5	K-9 Heritage Valley (Chappelle West) Construction Funding	900	SW	\$27.4
6	K-9 Greater Highlands Area Consolidation/Replacement School Construction Funding Highlands Modernization Concept 2	800	NE	\$20-\$25 \$27
7	Collegiate School for Science, Technology & Trades ***	1600 (of 2400)	C	\$56.8
Year 2				
8	Mature Neighbourhood Consolidation/Replacement School as determined by Infrastructure Strategy (Design and Construction Funding)	TBD	TBD	\$27.4
9	7-9 Meadows (Larkspur) Design and Construction Funding	900	SE	\$30.3
10	K-6 Pilot Sound (McConachie) Design and Construction Funding	650	NC	\$18.1
11	K-9 Heritage Valley (Chappelle East) Design and Construction Funding	900	SW	\$27.4
12	7-12 Windermere (Glenridding Heights) Design and Construction Funding	2100	SW	\$73.9

13	Delton - Replacement or Modernization** Design and Construction Funding	TBD	C	\$13.3*
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Priority 2016-2019	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 3				
14	7-9 Pilot Sound (McConachie) Design and Construction Funding	900	NC	\$30.3
15	Mature Neighbourhood Consolidation/Replacement School as determined by Infrastructure Strategy (Design and Construction Funding)	TBD	TBD	\$27.4
16	K-9 Windermere (Keswick) Design and Construction Funding	900	SW	\$27.4
17	K-9 Lewis Farms (Rosenthal) Design and Construction Funding	900	W2	\$27.4
18	K-9 Edgemont Design and Construction Funding	900	W2	\$27.4
19	K-9 Big Lake Design and Construction Funding	900	W2	\$27.4
20	Spruce Avenue Replacement or Modernization** Design and Construction Funding	TBD	C	\$11.5*

*Reflects estimated cost for a major modernization only.

**Modernization versus replacement is to be determined through completion of design review and cost analysis.

***Collegiate School for Science, Technology & Trades is a partnership proposal with NAIT and Edmonton Catholic Schools (excludes potential land acquisition costs and costs for partner space component).

DATE: November 24, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE

STAFF: Sandy Boyce

REFERENCE: [FM.BP Acknowledgement of Deaths and Bereavements](#)
[FM.AR Deaths and Bereavements](#)

Mr. Elwin “Sonny” Kalynchuk passed away on October 31, 2015, at the age of 59 years. Mr. Kalynchuk was hired to the District on November 21, 1988, as a custodian at Victoria School, and, in February 1991, moved to Strathcona School. In August 1994, Mr. Kalynchuk transferred to Patricia Heights School. He was successful in obtaining the position of utility custodian in October 2008, at Harry Ainlay School and remained there until he was elected as president of CUPE Local 474 on July 1, 2011. Following his term as president, he assumed the position of utility custodian at Eastglen School in March 2012. In July 2012, Mr. Kalynchuk was successful in a competition for a utility custodian at Ross Sheppard School and remained there until his passing. A memorial service was held at Park Memorial Funeral Home on November 14, 2015.

AA:sb