




Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, June 10, 2014  
2:00 p.m.

**Board Meeting #14**

- A. O'Kanata  - *amiskwaciy Drummers*
- B. Roll Call
- C. Approval of the Agenda
- D. Recognition of National Aboriginal Day
  - 1. National Aboriginal Day  
(Information – *30-minute presentation*)
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Approval of the Minutes
  - 2. DRAFT – Board Meeting #13 – May 20, 2014
- H. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, June 9, 2014 to speak under this item.)*
- I. Reports
  - 3. Annual Report – First Nations, Métis and Inuit Education  
(Information)
  - 4. Annual Report – English Language Learners  
(Information)
  - 5. Student Representative  
(Recommendation)
  - 6. Report #9 of the Caucus Committee (From the Meeting Held  
May 27, 2014)  
(Recommendation)
  - 7. Infrastructure Committee: Proposed Terms of Reference  
(Recommendation)
  - 8. Public Reporting Process for Travel and Expenses  
(Recommendation)

***5:00 p.m. to 5:30 p.m. – Break***

**BOARD OF  
TRUSTEES**

**Sarah Hoffman**  
Board Chair

**Michael Janz**  
Board Vice-Chair

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

9. Policy Review Committee: Board Policy AEBB.BP – Wellness of Students and Staff  
(Recommendation)
10. Policy Review Committee: Draft Board Policy CO.BP – Fiscal Oversight and Accountability  
(Recommendation)
11. 2014-2015 Student Transportation Fees  
(Recommendation)
12. 2014-2015 Non-Resident Fees  
(Recommendation)
13. Introduction of the Proposed 2014-2015 Spring Budget  
(Information)

**J. Other Committee, Board Representative and Trustee Reports**

**K. Trustee and Board Requests for Information**

**L. Notices of Motion**

**M. Meeting Dates**

**N. Adjournment**

**DATE:** June 10, 2014

**TO:** Board of Trustees

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

**SUBJECT:** National Aboriginal Day

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

**RESOURCE STAFF:** Lisa Beebe, Terry Godwaldt, Amanda Gould, Eileen Marthiensen, Athena McKenzie

**REFERENCE:** [Truth and Reconciliation Commission of Canada](#)  
[Truth and Reconciliation Commission Mandate](#)

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**ISSUE**

Recognition of National Aboriginal Day at the June 10, 2014, public board meeting.

**BACKGROUND**

In 1996, former Governor General Roméo A. Leblanc proclaimed June 21 to be marked each year in Canada as “National Aboriginal Day”. This date was selected to reflect Aboriginal peoples’ observance of the summer solstice, an important time for many within Aboriginal communities. The significance of the event acknowledges the rights of Aboriginal peoples in Canada and celebrates the contributions and histories of the First Nations, Métis, and Inuit in Canada.

The Edmonton Public School Board has honoured National Aboriginal Day at a public board meeting for the past seven years. Each year a teaching is introduced in collaboration with local Elders and the First Nations, Métis and Inuit Education unit staff. The teaching for the June 10, 2014, board meeting will focus on Reconciliation.

**Truth and Reconciliation Commission of Canada**

On June 10, 2009, The Honourable Justice Murray Sinclair, Marie Wilson and Chief Wilton Littlechild were appointed as Commissioners to the Truth and Reconciliation Commission (TRC) of Canada.

As a component of the Indian Residential Schools Settlement Agreement, the TRC is an independent body that oversees the process to provide former students and anyone who has been affected by the Residential Schools legacy, with an opportunity to share their individual experiences in a safe and culturally appropriate manner.

TRC is unique from other commissions around the world in that its scope is primarily focused on the experiences of children. Its focus of research spans more than 150 years, one of the longest durations ever examined. It is also the first court-ordered truth commission to be established. As such, the court plays an ongoing role in the implementation and supervision of TRC.

**Mandate for the Truth and Reconciliation Commission**

“There is an emerging and compelling desire to put the events of the past behind us so that we can work towards a stronger and healthier future. The truth telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of the injustices and harms experienced by Aboriginal people and the need for continued healing. This is a profound commitment to establishing new relationships embedded in mutual recognition and respect that will forge a brighter future. The truth of our common experiences will help set our spirits free and pave the way to reconciliation.”

On March 19, 2014, over 300 students, representing Treaty 6, Treaty 7, Treaty 8, Métis, non-status and non-First Nations, Métis, and Inuit communities, from five schools across Alberta gathered to collaborate, through the use of technology, in a Virtual Town Hall to discuss the youth’s vision for Reconciliation. Alberta youth exchanged ideas, debated alternatives and created a document that represented their voice. The Virtual Town Hall, called an “archetype of grassroots democracy” by Senator Grant Mitchell, was the culmination of over a month of online teamwork, 1,500 hours of student collaboration and a passion by Alberta’s youth to engage in the dialogue. The dialogue addressed three critical questions:

- What does Reconciliation mean to you? Your Community? Alberta/Canada?
- What can be done within our local communities to promote healing and reconciliation?
- What does Alberta/Canada need to do as a country to promote healing and reconciliation?

The TRC held its seventh and final [National Event in Edmonton](#) from March 27 to 30, 2014. In recognition of the legacy of Canadian Residential Schools and its impacts, 466 students and their teachers from 17 district schools participated in the TRC Education Day on March 27, 2014, at the Shaw Conference Centre. In the healing and reconciliation journey, participating students and staff gained an understanding of Canadian Residential Schools through meaningful activities and conversations.

**CURRENT SITUATION**

Students from Lillian Osborne and Queen Elizabeth schools who participated in the Virtual Town Hall will present on Vision for the Future: Alberta Youth’s Perspective on Reconciliation for the Board of Trustees.

“It will take the commitment of multiple generations and stakeholders but when reconciliation is achieved it will make for a better, stronger Canada. We the youth of Alberta, are a tremendous resource. We know how to use social media and organize in this political era. We can help you and we will be a powerful ally. We only have one request: we want to be an active part of the conversation, a part of the solution.” Virtual Town Hall Student Committee

The presentation at the board meeting will include the following:

- Opening remarks
- Prayer
- Students from diverse backgrounds will present their perspectives on reconciliation
- Gifting
- Closing Remarks

**KEY POINTS**

- Reconciliation is an ongoing, individual and collective process.
- [City of Edmonton Year of Reconciliation March 2014 – March 2015.](#)

**RESOURCES**

- [Truth and Reconciliation Commission of Canada](#)
- [They Came for the Children](#)
- [Truth and Reconciliation Commission of Canada Interim Report](#)
- [Project of Heart](#)
- Towards Reconciliation: It Matters to Me [Twibbon](#) and [Personal Ribbon](#)

EM:cs

## **MINUTE BOOK**

### **Board Meeting #13**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, May 20, 2014 at 2:00 p.m.

#### **Present:**

##### **Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Sarah Hoffman  
Nathan Ip

Michael Janz  
Ray Martin

##### **Officials**

Diana Bolan  
Jim Davies  
David Fraser

Mark Liguori  
Kathy Muhlethaler

Darrel Robertson  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

#### **Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President

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

A video of the École Richard Secord Elementary School Choir singing O Canada in both an English and a French version was played. The Choir is comprised of one hundred and ten students from Grades 4 to 6 under the direction of Mrs. Brenda Bracke. The Choir has performed at City Hall and the Trustees' Christmas Coffee Party.

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

The Superintendent advised that Trustee Johner was absent. All other Trustees were present.

## **MINUTE BOOK**

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

**MOVED BY Trustee Janz:**

**“That the agenda for the May 20, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair – None.**

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

The Superintendent advised that Mr. Dave Jones, Principal Harry Ainlay School, is the recipient of the Alberta Schools Athletic Association (ASAA) Robert H. Routledge Award. The award is presented annually in recognition of outstanding service to the students of Alberta schools in the promotion and operation of an athletic program. He has sent a congratulatory letter to Mr. Jones.

### **F. Minutes**

#### **1. Board Meeting #12 – May 6, 2014**

Trustee Draper referred to the item in the minutes regarding the report titled ‘Locally Developed Courses – District Developed and Acquired Elementary, Junior and Senior High’ (pages 5 to 7) and noted the request from Trustee Ip about including brief course descriptions in future reports, which she also supported, was omitted and requested that it be included in the minutes.

**MOVED BY Trustee Draper:**

**“That the minutes of Board Meeting #12 held May 6, 2014 be approved as amended.” (UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives**

There were no registered speakers.

## MINUTE BOOK

### **H. Reports**

2. Report #8 of the Caucus Committee (From the Meeting Held May 6, 2014)

**MOVED BY Trustee Janz:**

- “1. That Report #8 of the Caucus Committee from the meeting held May 6, 2014 be received and considered.” (UNANIMOUSLY CARRIED)

**MOVED BY Trustee Janz:**

- “2. That the following designations for the period September 1, 2014 to August 31, 2015, be confirmed:

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

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

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

**MOVED BY Trustee Janz:**

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

- a. New courses developed by Edmonton Public Schools

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

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**



## MINUTE BOOK

### 4. Alberta School Boards Association (ASBA) Proposed 2014-2015 Budget

**MOVED BY Trustee Janz:**

**“That the Board support the Alberta School Boards Association’s proposed budget for 2014-2015.”**

Trustee Chubb asked how the ASBA will address the unfunded pension liability of close to \$500,000 with respect to executive benefits.

Trustee Janz undertook to obtain the information from the ASBA.

Trustee Ip asked that information be provided regarding the cost of the District’s 2013-2014 ASBA membership.

Dr. Stoddard undertook to provide the information via TM.

Trustee Martin suggested that a formal audit of the benefits of membership in the Alberta School Boards Association be conducted.

Trustees Gibson and Ip also supported a review.

**The Board Chair called the question.**

**IN FAVOUR: Trustees Adams, Chubb, Draper, Gibson, Hoffman, Janz and Martin**

**OPPOSED: Trustee Ip**

**The Motion was CARRIED.**

### 5. Annual Report – Literacy (Reading and Writing)

The Board received information regarding the supports and services provided to support literacy (reading and writing) during the 2013-2014 school year.

There was a brief break at this point.

## **MINUTE BOOK**

### **6. Annual Report – Special Education**

The Board received information outlining the supports and services provided to students with special education needs during the 2013-2014 school year.

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

Trustee Draper advised that she attended the launch of the Early Childhood Mapping Project on behalf of the Board. The District is proud to support the Early Childhood Mapping Project in many kindergarten classrooms. The information from this research project affords a better understanding of how young children are doing so we can work together with communities and parents to support healthy child development. The Board recognizes that children facing vulnerable circumstances in kindergarten will likely continue to face challenges throughout their schooling. Using the new data from the Early Childhood Mapping Project, children's challenges can be identified early on and work can be done to prepare them for their learning journey ahead, in the classroom and beyond.

What we know as a result of the research that has been conducted is that less fifty percent of kindergarten-aged children in Edmonton and in Alberta are developing appropriately – based on the Early Development Instrument; where kindergarten teachers assess their students on physical health and well-being, social competence, emotional maturity, language and thinking skills, communication skills and general knowledge. Edmonton kindergarten students rank lower than those in the province as a whole.

Ms Gloria Chalmers, Co-Chair of the Community-University Partnership for the Study of Children, Youth and Families, stated that “no one is in charge of ‘zero to five’ – so when you get to the ‘Who is advocating for the children?’ They fall between the cracks.” Ms Chalmers also stated that, “Without addressing the needs of pre-schoolers, Alberta's education system can't truly achieve excellence. We're not going to change high school completion rates until we change the early years.”

The Board is pleased to collaborate with the community with respect to student growth and success. District schools are already acting on this information and participating in city coalitions that have been created to share diverse ideas and perspectives about to address and act on the Early Childhood Mapping Project research findings. The Board remains focused on student growth and helping every student experience success as demonstrated by the priorities; however, the study raises questions in terms of what are the Board's responsibilities and what can the Board do to continue to support early childhood development. She encouraged Trustees to come together to use this knowledge and support enhancing early childhood development.

## MINUTE BOOK

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, noted the *Ready for Life* fundraising breakfast will take place on May 29, 2014 at M.E. LaZerte School – the goal of the breakfast is to raise \$100,000 more than last year. She also noted that the South Edmonton Business Association (SEBA) is hosting a fundraising golf tournament on June 10, 2014.

Trustee Janz noted the next ASBA Zone 23 general meeting will be held on May 23, 2014 at 1:00 p.m. with the Edwin Parr Awards Banquet following in the evening.

Trustee Ip thanked Trustee Draper for attending the Early Childhood Mapping Project launch. He felt it provides a tremendous opportunity for the Board to have the conversation around the District's role in supporting early childhood development. He noted the south-west section of the city, in particular because of infrastructure issues, is facing challenges with respect to parents accessing quality child care; which ultimately raises the question of how the lack of quality child care is impacting early childhood development.

Trustee Hoffman noted May 9, 2014 was the 26<sup>th</sup> Annual Public School Administrators Association (PSAA) *Bids for Kids* fundraiser. She and Trustees Ip and Martin were in attendance. She thanked the District for continuing to demonstrate a commitment through this significant fundraising effort for the Boys & Girls Clubs and Big Brothers & Sisters of Edmonton to support some of the District's most vulnerable students in providing good summer experiences that foster social, intellectual and academic opportunities.

Trustee Hoffman noted that, on May 13, 2014 she and Trustees Adams, Chubb, Ip and Martin attended a dinner meeting with the Executive Committee of Edmonton Public Teachers. The meeting afforded an opportunity to exchange dialogue regarding some recent challenges and opportunities for the District as well as for the Local.

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the meeting held May 8 and 9, 2014. She noted that a great deal of work has been done since February regarding the development of a bargaining model by a team of ten trustees, including Trustee Martin, as well as three ASBA staff members. To date, a document has been created outlining the guiding principles moving forward with a new bargaining model. The project team will give school boards an update at the ASBA Spring General Meeting in June. The team's interim report has been circulated to school boards and an eight-minute recording explaining the findings thus far is available via telephone call in. This information will be posted on the Board Intranet Site for Trustee information.

## **MINUTE BOOK**

Trustee Hoffman also noted that the ASBA Board of Directors approved a motion to create a new committee to analyse ASBA membership fees. Details of the committee will be posted on the Board Intranet Site for Trustee information.

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

**L. Notices of Motion** – None.

**M. Next Board Meeting Date: Tuesday, June 10, 2014 at 2:00 p.m.**

The meeting recessed at 4:50 p.m. and reconvened at 5:00 p.m.

Trustee Johner was absent. All other Trustees were present.

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

The Board heard from the following speakers:

- Ms Marcey Kliparchuk regarding WiFi. Ms Kliparchuk also provided additional written information to the Board regarding WiFi.
- Ms Gina Shimoda regarding WiFi. Ms Shimoda also provided additional written information to the Board regarding WiFi.

**N. Adjournment (5:10 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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

**DATE:** June 10, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Annual Report – First Nations, Métis, & Inuit Education

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

**RESOURCE STAFF:** Carolyn Baker, Darlene Kassian, Greg McNulty, Athena McKenzie, Eileen Marthiensen, Melissa Purcell, Heather Raymond, Rosalind Smith

**REFERENCE:** [HAA.BP – Aboriginal Education](#)  
[HAA.AR – Aboriginal Education](#)  
[Three Year School Plan Resource](#)  
[First Nations, Métis, and Inuit Guiding Document](#)

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#### **PURPOSE**

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to students and staff in relation to First Nations, Métis, and Inuit Education.

#### **BACKGROUND**

- The information in this report outlines the supports and services provided by central staff in relation to First Nations, Métis, and Inuit Education. This report also includes selected student achievement data that provides further context to the work of district staff to support First Nations, Métis, and Inuit students. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review Process that occurs in the fall of each year.
- Board Policy HAA.BP – Aboriginal Education and Administrative Regulation HAA.AR – Aboriginal Education provide direction for the First Nations, Métis, and Inuit work in the District.
- Cree language and culture programs are offered at Prince Charles and Westmount schools. Cree Extended is offered at Abbott School. amiskwaciy Academy offers conversational Cree with cultural activities in Grades 9 to 12.
- Amiskwaciy Cultural Society, Mother Earth & Me offers Aboriginal Head Start programs at amiskwaciy Academy and Abbott and Belmead schools. Bent Arrow, White Cloud Aboriginal Head Start program is offered at Sherwood School.
- Staff with the First Nations, Métis, and Inuit Education unit endeavour to improve the educational experience and outcome for First Nations, Métis, and Inuit students. The unit has one program coordinator, two consultants, three liaisons, and one Cree language consultant/traditional knowledge keeper. Unit staff collaborate with stakeholders to facilitate, implement and influence initiatives and programs that support First Nations, Métis, and Inuit student engagement and high school completion. Additionally, Unit staff

foster and strengthen alliances with post-secondary institutions to support transitions, engage staff in accessing and using research to build capacity in First Nations, Métis, and Inuit Education that informs instruction, assessment practices and promotes educational achievement of each First Nations, Métis, and Inuit student. Unit staff develop and foster authentic learning opportunities for school communities to be engaged in First Nations, Métis, and Inuit Education that weaves culture and curriculum.

- First Nations, Métis, and Inuit Education unit staff support school communities in the District with literacy supports, resources, professional learning opportunities, recommendations, emergent requests for student support, transition support, differential allocation recommendations, support in training liaison staff, assistance and recommendations for the development of a First Nations, Métis, and Inuit strategic school plan.
- In the 2013-2014 school year the First Nations, Métis, and Inuit Education unit resided in FNMI & Diversity, under the umbrella of Inclusive Learning for the District.

### **CURRENT SITUATION**

Outlined below is an update of the supports and services provided by central staff in relation to First Nations, Métis, and Inuit Education with a direct connection to the new priorities and goals outlined in the District's Strategic Plan.

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

#### Goal Two: Success for Every Student

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

- In alignment with the K-12 Literacy Plan for 21<sup>st</sup> Century Learners, First Nations, Métis, and Inuit staff developed resources, supports and services including professional learning opportunities in First Nations, Métis, and Inuit literacy and resource review for district staff.
- Collaboration with Frontier College, a national literacy organization, to provide a Youth Literacy Program (tutoring support) at no cost in two district schools. Continuing on that success, Frontier College provides a fee for service in seven district schools.
- School communities continue to access First Nations, Métis, and Inuit Edukits that strengthen cultural literacy and align with the Alberta Programs of Study. Two new First Nations Edukits were completed, [Music & Celebration](#) and [Traditional Games](#). A new Edusite, an online website was created to highlight the contributions of [First Nations, Métis, and Inuit Veterans](#).
- Continuation of the annotated, web-based bibliography of recommended [First Nations, Métis, and Inuit literature and resources](#) representing diverse First Nations, Métis, and Inuit cultures remains a priority as district staff and jurisdictions across the provinces utilize the online resource.
- Tracking of the 2020 Cohort of self-identified First Nations, Métis, and Inuit students, in Grade 6, to determine literacy status, trends, supports, resources and effective transitions to support high school completion.
- Development of literacy supports and resources to align with and enhance the Alberta Programs of Study in support of First Nations, Métis, and Inuit students literacy engagement and attainment.

- 7<sup>th</sup> Annual First Nations, Métis, and Inuit Honouring Celebration held at Eastglen School on May 27, 2014 recognized the educational journey of First Nations, Métis, and Inuit graduates.

#### 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.*

- A grant proposal submitted to Rupertsland, Métis Centre of Excellence was approved to support the Transition to Post-Secondary Life Program, a partnership with MacEwan University and Edmonton Catholic Schools. The program provides 10 Métis high school students in the District with a two week MacEwan University campus experience. The program meets high school curriculum guidelines and upon completion students will receive three credits in Career and Life Management (CALM) or Learning Strategies 35.
- In partnership with Alberta Education and Norquest College, students from various high schools in the District will have the opportunity to attend a two week Aboriginal Youth Summer School Program at Norquest College. The program meets high school curriculum guidelines and upon completion students will receive three credits in CALM or Leadership.
- Collaborate with school communities and post-secondary partners to provide transition to post-secondary support for First Nations, Métis, and Inuit students via Discovery Days.

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

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

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

- Facilitated professional learning sessions in Universal Design for Learning, First Nations, Métis, and Inuit Connections. Participants gained strategies for creating inclusive learning environments, culturally responsive teaching strategies, organizational practices and collaborative partnerships.
- Developed and distributed a quarterly First Nations, Métis, and Inuit newsletter entitled *Honouring Our Voices* to school communities. The newsletter highlights supports, services and programs, showcases achievements of First Nations, Métis, and Inuit students and wise practices occurring in the District.
- Collaborated on the Culturally Sensitive Assessment guidelines which have been shared with district staff through a Google Share site.
- Collaborating on a First Nations, Métis, and Inuit Professional Learning Strategy, two year implementation pilot in partnership with Workforce Planning and Development and Alberta Regional Professional Development Consortia (ARPD).

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

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

- Facilitated and provided support for the First Nations, Métis, and Inuit Community of Practice involving 20 educators from several elementary and junior high schools. Participants explored First Nations, Métis, and Inuit literature, culturally responsive practices, cultural arts, shared innovative supports, resources and ideas on creating positive and welcoming school environments.

- Supported École Kenilworth Aboriginal Teachings Day through professional learning and cultural teachings for students and staff to develop an understanding of First Nations, Métis, and Inuit worldviews, and instill leadership and citizenship skills among students. Students shared their learning of First Nations, Métis, and Inuit cultures, language, and cultural teachings by facilitating workshops for 151 students from four participating elementary schools.
- Professional learning sessions were offered for New Teacher Induction Program (NTIP) participants on supports, resources, cultural protocols/knowledge, and information on wise practices to engage students to support high school completion.
- The Aboriginal Learning Resource Centre (Woodcroft) in collaboration with the Institute for Innovation in Second Language Education (IISLE) continues to provide First Nations, Métis, and Inuit education support, resources and learning opportunities for district staff.
- Junior high art teachers from various schools in the District participated in a First Nations *Carrying: Design & Color* workshop with Holly Rae Yuzicapi following a week long learning opportunity that supported 25 First Nations, Métis, and Inuit students from 12 junior high schools.
- Providing key support for the Curriculum Development Prototyping project. Standards for Curriculum Development, stipulates that the curriculum must include diverse perspectives of First Nations, Métis, and Inuit peoples.

#### Goal Four: A Culture of Excellence and Accountability

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

- A First Nations, Métis, and Inuit School Plan Resource was developed to provide recommendations that support administrators in developing a three year, strategic school plan utilizing provincial differential funding. Included is a rubric for school community self-assessment and examples of school plans that target high leverage options to support First Nations, Métis, and Inuit student success and high school completion. A one year school community pilot project was undertaken to support three new junior high school principals in the development of the school plan.
- Creation of a foundational, comprehensive [Guiding Document](#) in support of First Nations, Métis, and Inuit student achievement and high school completion. The document supports Board Policy HAA.BP – Aboriginal Education and Administrative Regulation HAA.AR – Aboriginal Education and First Nations, Métis, and Inuit School Plan Resource. The document is intended to provide strategic direction and guidance for stakeholders; build staff capacity and cultural competency in First Nations, Métis, and Inuit Education; provide supports, resources and recommendations for effective programming and instruction following the core principles of Leadership; Quality Teaching; and Family, Community and Government Partnerships.
- Development of a [Universal Design for Learning, First Nations, Métis, and Inuit Connections](#) share site for district staff. This resource provides a foundation for creating a balanced, inclusive learning environment to promote First Nations, Métis, and Inuit student success utilizing a framework to establish physical, mental, emotional, and spiritual inclusion.



**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.*

- Consultation with parents and guardians of First Nations, Métis, and Inuit students and school communities in the development of a Family Guide Resource. The culturally responsive resource provides information, supports and resources available in Edmonton Public Schools and City of Edmonton from early learning to high school and beyond.
- Collaboration with Edmonton Regional Learning Consortium (ERLC) and Alberta Education on *Understanding My Child's School* for parents and guardians of First Nations, Métis, and Inuit students. The culturally responsive sessions informs and supports parents and guardians in understanding school governance, policies and procedures for consideration of volunteering and involvement on school councils.
- Support community partners and organizations hosting Family nights at various schools in the District: Wicihitowin Family Nights; Aboriginal Family Nights in Millwoods; Tawow; and Northern Lights Family Nights.

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.*

- Collaborate with community partners, post-secondary institutions, First Nations bands and organizations through the First Nations, Métis, and Inuit External Advisory Committee to provide supports, services, and resources for students, parents/guardians and district staff. A Terms of Reference was developed and Committee Chair identified.
- Community agencies and organizations continue to provide a plethora of integral supports, services and resources for students, parents/guardians and district staff:
  - Bent Arrow Traditional Healing Society offers a number of supports and programs such as Wicihitowin Family Nights, Coyote Kids and Coyote Pride programs currently supporting 130 students in six schools in the District. In addition they offer New In Town, an aboriginal welcome service to assists new residents in Edmonton.
  - Métis Child and Family Services Society offers Choices, A Partnership Stay in School and Youth Support Program in six schools in the District.
  - Family Centre delivers numerous Community Initiative Programs that support students and families in 39 schools in the District.
  - YouCan Youth Services, Step Up and Step in Program focuses on youth empowerment and leadership, mentoring, and programming for students in 11 schools in the District.
- Collaboration with School Health on a networking opportunity May 2, 2014 for school counsellors and other interested staff to connect with 18 post-secondary and community partners around transitions, resources, supports, and services for First Nations, Métis, and Inuit students and families.
- Collaboration with Alberta Education and Me to We, *Sacred Circle Leadership Program* for high school youth. The leadership program provided 30 youth from six high schools with experiential learning opportunities focusing on First Nations, Métis, and Inuit cultures, Leadership, Theories of Change: Issues Education, Skill Development and Action Planning.

**Goal Three: Engaged and Effective Governance**

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

- Facilitated *Changing the Conversation* – professional learning opportunity for 25 community partners to support their organization in First Nations, Métis, and Inuit education and culture, Sexual Orientation and Gender Identity (SOGI) and English Language Learning.
- In recognition of the legacy of Canadian Residential Schools and its impacts, 466 students from 17 district schools participated in the Truth and Reconciliation Commission of Canada (TRC) Education Day on March 27, 2014 at the Shaw Conference Centre. In the healing and reconciliation journey, participating students and staff gained an understanding of Canadian Residential Schools through meaningful activities and conversations.

**Statistical Data**

- The number of students self-identifying as First Nations, Métis, or Inuit has increased from 6,307 to 7,622 from 2008-2013 as indicated in Attachment I.
- Of the 7,622 who self-identified as First Nations, Métis or Inuit on September 30, 2013, 6,735 of the original student cohort remain in Edmonton Public Schools. Enrolment data is provided in Attachment II.
- As of April 30, 2014, there are 7,432 students self-identifying as First Nations, Métis, or Inuit in the District. Twenty-three schools in the District have 25 per cent or more of their student population self-identifying as First Nations, Métis, or Inuit. Ninety-five schools have 10 per cent or more of their student population self-identifying as First Nations, Métis, or Inuit. Six schools have no students self-identifying as First Nations, Métis, or Inuit.
- Overall, the percentage of First Nations, Métis, and Inuit students writing below grade level has decreased, while the percentage of students writing at grade level has increased. Students reading below, at, and above grade level has remained stable. Highest Level of Achievement Test (HLAT) data is provided in Attachment III.

**Next Steps**

- Support and facilitate professional learning opportunities in school communities and catchments utilizing foundational First Nations, Métis, and Inuit documents and resources to support initiatives and comprehensive strategies to eliminate challenges and data gaps between First Nations, Métis, and Inuit and non-First Nations, Métis, and Inuit students.
- Development of a Protocol Document to support and guide district staff and community partners in First Nations, Métis, and Inuit community protocols.
- Collaborate, facilitate and organize a First Nations, Métis, and Inuit student leadership conference in partnership with Alberta Education, community partners and Edmonton Catholic Schools.
- Launch the First Nations, Métis, and Inuit Family Guide to honour the Truth and Reconciliation Commission of Canada's next steps by fostering and maintaining meaningful and effective communication with parent/guardian, family, and community groups to help overcome barriers such as residential school and the 60's scoop legacies.
- Develop metrics to support school communities in identifying transformations in practice on their First Nations, Métis, and Inuit School Plans.

**KEY POINTS**

- Advance *The Goal* for First Nations, Métis, and Inuit students: *First Nations, Métis, and Inuit students will succeed within a supportive and inclusive learning environment that is respectful and responsive of individual narratives where learning ultimately supports the well-being of self, family and community to become engaged thinkers, and ethical citizens with entrepreneurial spirits in an interconnected world.*

**ATTACHMENTS & APPENDICES**

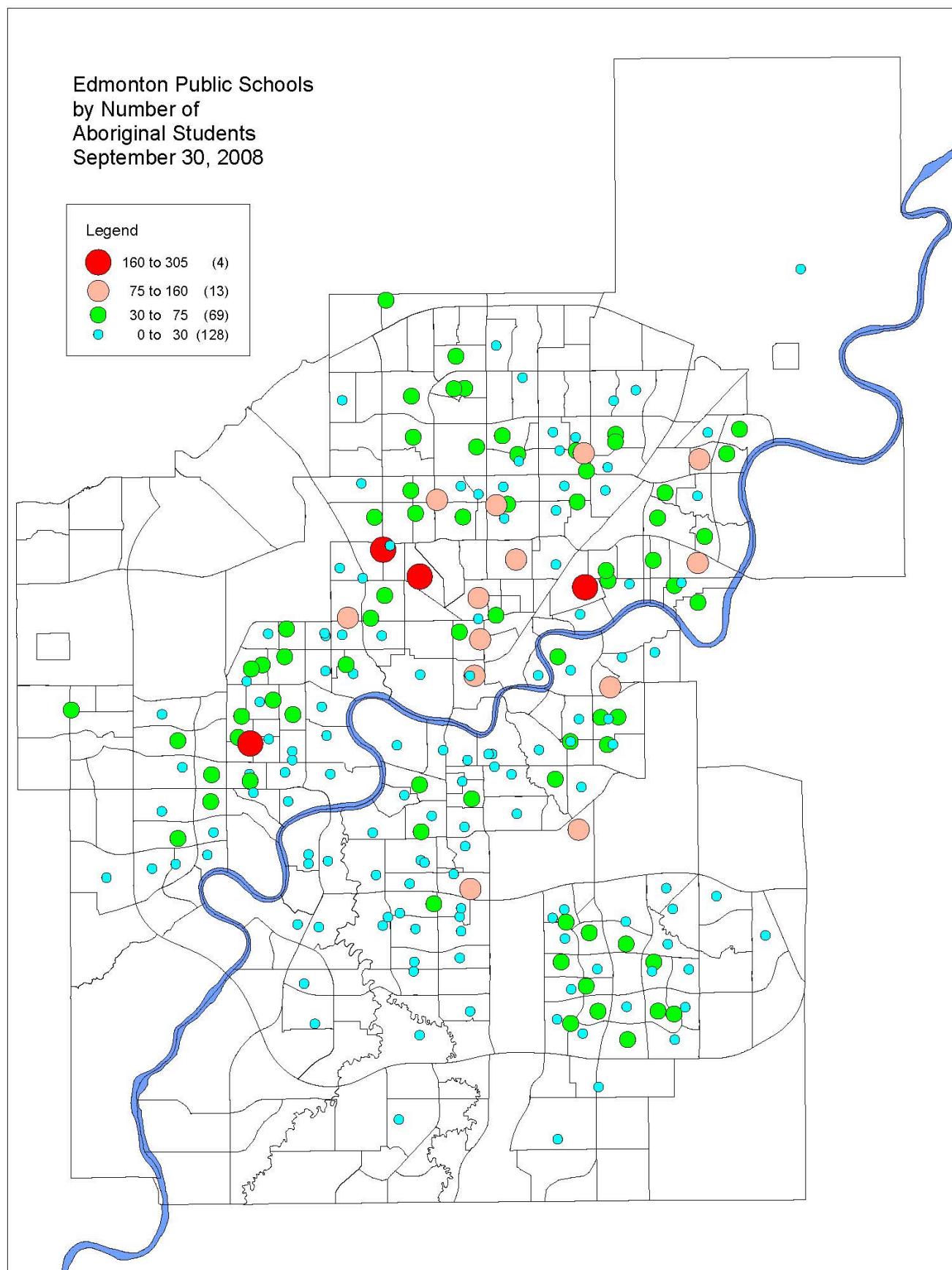
ATTACHMENT I Aboriginal Education Demographics 2008-2013

ATTACHMENT II First Nations, Métis, and Inuit Enrolment Data

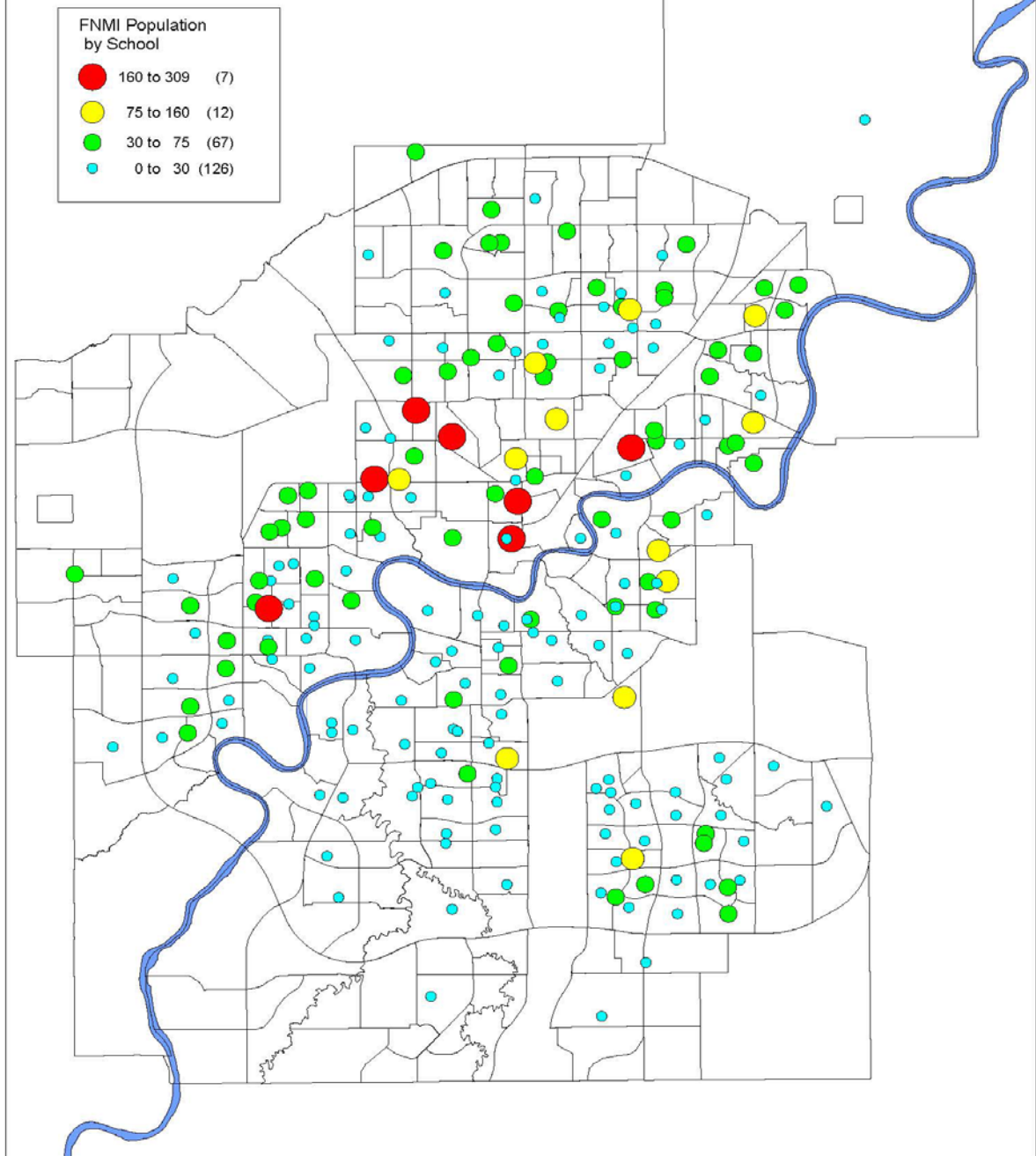
ATTACHMENT III First Nations, Métis, and Inuit HLAT Data 2009- 2013

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## ABORIGINAL EDUCATION DEMOGRAPHICS 2008-2013



**FNMI Students Attending  
Edmonton Public Schools  
September 30, 2013 Data**



FNMI 2013-09-30.WOR

**First Nations, Métis, & Inuit Enrolment Data 2007 - 2013**

School Year	Grade														Total
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>2007-08</b>	56	393	475	478	504	495	523	524	517	536	494	524	369	419	<b>6307</b>
<b>2008-09</b>	66	412	458	505	504	531	541	535	566	585	538	570	512	524	<b>6847</b>
<b>2009-10</b>	72	395	437	453	497	491	526	530	546	568	609	601	547	702	<b>6974</b>
<b>2010-11</b>	64	377	435	448	459	501	507	533	549	572	601	623	561	759	<b>6989</b>
<b>2011-12</b>	59	387	430	464	516	469	505	502	557	581	602	619	616	838	<b>7145</b>
<b>2012-13</b>	88	462	495	503	495	539	507	508	547	595	608	593	567	897	<b>7404</b>
<b>2013-14</b>	125	465	515	536	541	504	546	511	535	554	647	631	547	965	<b>7622</b>

**PERCENTAGE DISTRIBUTION OF HLAT READING SCORES FOR SELF-IDENTIFIED FIRST NATIONS, MÉTIS AND INUIT STUDENTS FOR FIVE YEARS**

Enrolment Grade	Year	Percentage of Students			Total N Reading
		Below Grade Level	At Grade Level	Above Grade Level	
All Grades	2009	32.5	60.0	7.5	4384
All Grades	2010	34.4	58.6	7.0	4382
All Grades	2011	33.5	58.8	7.7	4275
All Grades	2012	33.7	58.9	7.4	4367
All Grades	2013	33.1	58.8	8.1	4360

The total number of students in this data has decreased by 24 students since 2009. Overall, the percentage of students reading below, at and above grade level has remained relatively stable over the past five years.

The five year trend (2009 – 2013) for HLAT Reading indicates:

- The percentage of students reading below grade level has increased from 32.5 per cent in 2009 to 33.1 per cent in 2013 (+0.6 per cent).
- The percentage of students reading at grade level is unchanged.
- The percentage of students reading above grade level has remained stable with a decrease from 7.5 per cent in 2009 to 8.1 per cent in 2013 (+0.6 per cent)

**PERCENTAGE DISTRIBUTION OF HLAT WRITING SCORES FOR SELF-IDENTIFIED FIRST NATIONS, MÉTIS AND INUIT STUDENTS FOR FIVE YEARS**

Enrolment Grade	Year	Percentage of Students			Total N Writing
		Below Grade Level	At Grade Level	Above Grade Level	
All Grades	2009	27.5	72.3	0.2	4413
All Grades	2010	29.3	70.6	0.2	4392
All Grades	2011	28.0	71.9	0.1	4267
All Grades	2012	26.1	73.8	0.1	4369
All Grades	2013	26.8	73.1	0.1	4387

The total number of students in this data has decreased by 26 students since 2009. Overall, the percentage of students writing below grade level has decreased, while the percentage of students writing at grade level has increased. The percentage of students writing above grade level has remained stable.

The five year trend (2009 – 2013) for HLAT Writing indicates:

- The percentage of students writing below grade level has decreased from 27.5 per cent in 2009 to 26.9 per cent in 2013 (- 0.7 per cent).
- The percentage of students writing at grade level has increased from 72.3 per cent in 2009 to 73.1 per cent in 2013 (+0.8 per cent).
- There are no noticeable trends in the percentage of student writing above grade level.



**DATE:** June 10, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Annual Report – English Language Learners

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

**RESOURCE STAFF:** Jeannette Austin-Odina, Carolyn Baker, Sukhneet Brar, Ann Calverley, Christine Cao, Lynn Farrugia, Darlene Kassian, Esther Kruschke, Hilda Mah, Joyce Mok, Nancy Musica, Jayashree Ramaswami, Heather Raymond, Shelley Schwarz, Linda Siu, Rosalind Smith, Le Thu Tran, Ray Zhou

**REFERENCES:** [GGAB.BP – Multicultural Education](#)  
[GGAB.AR – Multicultural Education](#)  
[Elementary School Information Handbook for Families of ELL](#)  
[English as a Second Language Website](#)  
[K-12 Literacy for 21<sup>st</sup> Century Learners Guiding Document](#)  
[English as a Second Language Guiding Document](#)  
[Making a Difference: Meeting diverse needs with differentiated instruction](#)

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#### **PURPOSE**

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to support English Language Learners (ELL) in 2013-2014.

#### **BACKGROUND**

- This report outlines supports and services provided by central staff in relation to English as a Second Language (ESL). The report also includes selected course completion and accountability pillar data to provide further context to the work of District staff to support ELL. Additional information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be shared during the Results Review process in the fall.
- Board Policy GGAB.BP – Multicultural Education and Administrative Regulation GGAB.AR – Multicultural Education, provide direction for the English as a Second Language (ESL) work in the District.
- District ELL are students from diverse backgrounds, including Canadian born, immigrant and refugee students, and international fee paying students.
- The number of students identified and coded as ELL has increased from 9,597 students in 2008-2009 to 18,278 students in 2013-2014 as indicated in Attachment I.
- The Highest Level of Achievement Test (HLAT) data for foreign born students is provided in Attachment II. The percentage of students reading above grade level has increased from 9.8 per cent in 2009 to 11.8 per cent in 2013. The percentage of students writing at grade level has decreased from 78.4 per cent in 2009 to 77.8 per cent in 2014.
- The HLAT data for Canadian born students is provided in Attachment III. While the reading and writing scores of students performing at grade level has decreased in 2013, the students



reading above grade level has increased from 10.9 per cent in 2009 to 12.8 per cent in 2013.

- The *K-12 Literacy for 21<sup>st</sup> Century Learners Guiding Document*, the *K-12 English as a Second Language Guiding Document* and *Making a Difference: Meeting diverse needs with differentiated instruction* provides a framework for best practices to facilitate a common understanding of key strategies, tools and resources required for effective support of ELL achievement.

#### **CURRENT SITUATION**

- Provincial ESL funding has been reduced from seven years to five years of funding. Currently approximately 2,400 students access ESL support without their school receiving funding.
- Queen Elizabeth, J. Percy Page, Harry Ainlay, and Jasper Place schools continue to serve as Reception Centres for immigrant and refugee students who have arrived in Canada since September 2012.
- This year ESL teacher consultants and intercultural consultants have been positioned in Inclusive Learning. There is a strong sense of shared responsibility, collaboration and decision making directed to supporting ELL from early learning to high school completion. Currently 4.800 FTE teacher consultants provide direct support to schools and 2.600 FTE teacher consultants are responsible for the Reception Centres. Provincial reporting, the development of district-wide professional development and coordination of data for Central Services use is handled by a .400 FTE teacher consultant.
- The responsibility for school support and the Reception Centres will be shared by 8.000 FTE teacher consultants in 2014-2015.
- It is anticipated the number of new ELL welcomed to the District in 2013-2014 year will continue to grow as indicated in Attachment IV.
- To ensure a smooth transition for parents and families into district schools the need for intercultural consultants to provide immediate first language support at the school level has increased. The demand for support to schools is challenging due to limited staff resources.
- To accommodate the growing numbers of ELL residing in communities across Edmonton, the District has moved away from congregated ESL sites and ESL Transition Programs. Support is provided to individual schools in developing ESL instructional strategies for their students. High school teachers have been collaborating with ESL teacher consultants to determine appropriate courses for high school ELL. There is a need for locally developed high school courses to support ELL in completing high school successfully and moving on to a post-secondary learning experience.
- The collaborative efforts of the assistant superintendents, ESL teacher consultants, Inclusive Learning supervisors, Budget Services, District Records & FOIP Management and Student Information Services have led to more schools complying with the Alberta K-12 ESL Proficiency Benchmarking (Benchmarks). Benchmarks are used to assist teachers in selecting appropriate instructional assessment strategies and programming for their ELL at different stages of English language development. School leaders continue to develop their capacity to provide leadership in benchmarking as indicated in Attachment V.

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

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

Goal One: An Excellent Start to Learning

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

- Alberta Education provides two years of funding for ELL children prior to Grade 1. Edmonton Public School Board (EPSB) provides pre-kindergarten programming for 155 ELL children through 10 schools offering Early Learning classes, and 1,481 ELL children are currently enrolled in Kindergarten. Inclusive Learning provides supports and services for ELL children in Early Learning and Kindergarten with the exception of the 10 schools with Early Education sites who provide internal support to their Kindergarten classes and any ELL children enrolled in an Early Education program.
- Currently Early Learning classes are only available to children who reside in the attendance area of a school offering Early Learning. These 10 schools are located in communities with diverse and vulnerable populations.
- To address the challenge of availability, sustainability, and access to two years of ELL programming for all children eligible for provincial ELL funding, an Early Years pilot project will be initiated in the fall of 2014. This pilot will involve Hillview, Tipaskan, Ekota and Sakaw schools as well as community partners who will begin the development of a model for providing access to Early Childhood Services programming district-wide.
- In partnership with the Multicultural Health Brokers (MCHB), District staff will reach out to cultural communities and families to enhance their understanding of opportunities afforded to ELL in their early years.

Goal Two: Success for Every Student

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

- Upon school request, ESL teacher consultants are available to support individual students and teachers with classroom consultations. They support teachers by discussing a student's learning strengths and needs, and by recommending programming strategies and supports. This support may occur with the multi-disciplinary team if deemed appropriate.
- Teacher consultants have provided a number of professional learning opportunities to schools and catchment areas to build teacher capacity around differentiation for ELL. To improve ELL literacy, the wise practice of developing vocabulary instructional practices has been embraced by teachers across all divisions.
- During the 2013-2014 school year, 36 district schools served 475 international students from 38 different countries via the International Student Program.
- International student tuition fees generated approximately five million dollars of external revenues to the District, 67 per cent of which went directly to schools to support student learning and further strengthen English language programs.
- International students routinely demonstrate high levels of academic achievement. While data for this current year is not yet available, results from the 2012-2013 school year

indicate that senior high international students met the acceptable standard in Alberta Education Diploma courses as follows:

- 80% English 30-2
- 81% English 30-1
- 82% Physics 30
- 90% Math 31
- 91% Chemistry 30
- 94% Social Studies 30-2
- 94% Pure Math 30
- 95% Social Studies 30-1
- 100% Science 30
- 100% Biology 30

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

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

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

- The intercultural consultants assist school staff in creating an environment that embraces linguistic and cultural diversity as assets. They provide culturally sensitive first language, liaison and transitional supports to students, families and school staff. During scheduled school visits, intercultural consultants assist teachers to identify the strengths and needs of ELL and empower the students and their families to become more engaged in learning.
- The Reception Centres are foundational to new immigrant and refugee students as they begin schooling in Canada. At the Reception Centres, an initial English language proficiency assessment is given and shared with parents/guardians and school staff for program recommendations. School orientation information (e.g., curriculum overview, district student behaviour and conduct policy) is provided to families. This information empowers families and encourages their engagement with the school. High school orientation and pathway information is shared with parents/guardians and secondary level students. Families are encouraged to work with school counsellors regarding graduation requirements and post-secondary choices. In addition, a first language family interview is conducted and is an essential component of the Reception Centre welcoming. Information is gathered regarding the student's background and experiences outside of Canada. Attachment VI outlines the number of first language interviews held at the Reception Centre since September 2013.
- The *Elementary School Information Handbook for Families of ELL* was developed and translated into 13 languages. This handbook is distributed to families through schools, community agencies and the Reception Centres. The information provides a consistent district message regarding school protocols and policies.
- The requests for professional learning related to developing cultural understanding and cultural capacity continues to increase with the number of diverse learners and families in school communities. The capacity to respond to these requests within the District is limited due to the availability of staff, however where possible, appropriate community agencies have been very supportive.

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

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

- Approximately 40 professional learning (PL) opportunities were hosted by the ESL teacher consultants. The professional learnings were often through catchment groups' common PL, individual schools and after school networking. Provided below is a sampling of topics:
  - ESL 101-Getting Started with Your ELL;
  - Top 10 Best Strategies for ELL;
  - Enhancing Key Strategies for ESL Instruction;
  - Vocabulary Development through Games;
  - Trauma and the Effects on ELL;
  - Academic Language Development in the Content Areas;
  - Oral Language Development and Strategies to Support ELL;
  - Practical Strategies for Vocabulary Development;
  - Culturally Sensitive Assessment;
  - Improving ELL Writing; and
  - What's Culture Got to do With It?
- EPSB staff and students have had access to an ESL website since February 2014. As internet usage continues to rise, the ESL website fills the void for relevant, practical and immediate information access.
- With an increasing enrolment of ELL in all schools, teachers appreciate easy direct access to extensive resources including the Alberta K-12 ESL Proficiency Benchmarks. This resource offers convenient 24/7 access encompassing characteristics of ELL to practical instructions on how to benchmark, and includes Benchmarks tools such as exemplars and videos. Examples of hands-on web based activities are listed for beginner or advanced ESL students, as well as teaching tips for working with refugees or learners with limited formal schooling. Checklists and links to professional organizations such as the Alberta Teachers Association (ATA) or the Edmonton Regional Learning Consortium (ERLC) provide useful ESL resources that are just a click away.
- ESL consultants have also collaborated with staff in Central Services units to provide the following ESL professional learning opportunities:
  - Workshop for First and Second Year Principals.
  - Budget Planning System (BPS) Changes and Eligibility Process.
  - ESL registrations and coding procedures.
  - Lead teacher meetings.
- The opportunities for networking with community partners and district services for sharing resources and information to help ELL families in their transition to Canadian life continues to increase. The Communications department is actively seeking strategies and opportunities to enhance modes of communication to families and staff regarding the changing landscape of our District.

Goal Four: A Culture of Excellence and Accountability

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

- Benchmarking training sessions this year were very successful and the accountability for ESL coding and benchmarking has increased at the school level. The act of benchmarking

helps school leaders to understand students' capabilities and to use their performance data to guide decision making for ELL. It is a provincial expectation that all schools funded by students coded ESL track the student's level of proficiency each year. It is also an expectation that information regarding language proficiency be reported on a student's report card. Over the next year it is anticipated that the District will move towards an electronic benchmark process to enable teachers to capture the data in a more effective and efficient manner.

### **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.*

- ESL teacher consultants and intercultural consultants assist school staff in engaging parents in their child's education. Intercultural consultants regularly attend activities such as parent-teacher conferences, post-secondary workshops and community engagement nights to provide first language support. Community partners including the Edmonton Mennonite Centre for Newcomers (EMCN) and settlement workers assist parents in learning how to access School Zone and the district website. In collaboration with intercultural consultants, district staff have provided opportunities for ELL families to be heard and considered when major decisions regarding educational programming at the District level are being made.
- Schools often request support in assisting parent participation in dialogues about student achievement, Alberta K-12 ESL Proficiency Benchmarks and Individualized Program Planning (IPP). Clear, concise, easy to read documents are appreciated by parents. It has been noted by school staff and community partners that high interest, low vocabulary documents lead to greater parent engagement.

#### 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.*

- Successful partnerships are characterized by an exchange of ideas, knowledge and resources. Currently the partners involved in supporting ELL are experiencing a mutually rewarding relationship in improving aspects of education for students. A sampling of strong partnerships is noted below.
  - In-School Settlement Support Program (ISSSP) works in collaboration with school staff to systematically reach out to newly arrived students and their families, often in connection with registration and orientation activities. As trained providers of settlement assistance, ISSSP also acts as a resource for school staff.
  - REACH is a backbone organization bringing together diverse community groups. As facilitators of the Schools as Community Hubs Program situated at John D. Bracco, Balwin, Edith Rogers and J. Percy Page schools, they provide after-school programming to support immigrant and refugee students and their families. REACH is committed to understanding the overall impact projects like Schools as Community Hubs have on the community. Social Return on Investment is a tool used to assign a monetary value to the social benefit created by a project, identifying indicators of value that can be monetized. The return on the "social added value" for every \$1.00 invested in this program is \$4.60. The greatest benefits to district students are the strong focus on

activities which support high school completion and the opportunity for parents to increase their employment, knowing that their children are involved in safe, meaningful activities after school. REACH has chosen to shift funds to sustain the four school programs for the 2014-2015 school year.

- The Bamboo Shield Program funded by the National Anti-Drug Strategy involves refugee and immigrant youth between the ages of 13 and 17 who may be at risk of facing economic and social deprivation. It is one of four community based crime prevention projects in the Edmonton area. A program worker situated in Killarney and Rosslyn schools, coaches and mentors students to become leaders in their community. Monthly family events are scheduled and community events are planned on an ongoing basis. The collaboration between home, school and community is a strong focus of this program. Funding to continue support for this program in 2014-2015 is not in place.
- EMCN is a long standing partner to Edmonton Public Schools. Their goal is to support children, youth, and families and individual schools to promote understanding and to give voice to newcomer families with respect to the education of their children. Currently they support Early Learning programming and youth in several high schools.

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

- Develop an ESL module for the Leadership Development Framework.
- Develop two local ESL high school courses to support literacy and numeracy for ELL.
- Implement an online format to capture data related to the K-12 English Language proficiency.
- Continue to encourage and empower involvement of ELL parents and families in school events. With the support of community partners, this is an achievable goal.
- Provide opportunities for district staff to increase their capacity of cultural awareness and diversity.

### **KEY POINTS**

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

### **ATTACHMENTS & APPENDICES**

ATTACHMENT I	English Language Learner Enrolments for 2007 to 2013
ATTACHMENT II	Highest Level of Achievement Test (HLAT) data for foreign born students
ATTACHMENT III	Highest Level of Achievement Test (HLAT) data for Canadian born students
ATTACHMENT IV	New English Language Enrolment data for 2013
ATTACHMENT V	What School Administrators Need to know about English Language Learners and ESL Programming
ATTACHMENT VI	First Language Support Requests Data for 2013 School Year

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**ENGLISH LANGUAGE LEARNERS (ELL) ENROLMENTS 2007 - 2013**

<b>ELL Enrolment - All ELL Codes</b>															
<b>School Year</b>	<b>Grade</b>														<b>Total ELL Enrolment</b>
	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>2007-08</b>	19	557	723	775	731	709	663	710	532	503	470	374	351	581	<b>7698</b>
<b>2008-09</b>	95	767	928	904	931	890	901	857	726	618	545	452	402	581	<b>9597</b>
<b>2009-10</b>	133	929	1100	1129	1075	1074	945	975	840	726	603	537	480	682	<b>11228</b>
<b>2010-11</b>	127	1109	1244	1271	1248	1169	1179	1034	981	900	772	469	449	663	<b>12615</b>
<b>2011-12</b>	150	1290	1389	1420	1389	1348	1267	1237	1042	1023	979	578	478	805	<b>14395</b>
<b>2012-13</b>	161	1355	1623	1579	1572	1554	1471	1373	1289	1099	1042	722	576	868	<b>16284</b>
<b>2013-14</b>	155	1481	1900	1901	1825	1788	1566	1428	1192	1189	1012	840	788	1213	<b>18278</b>

<b>ELL Enrolment - ELL Foreign Born</b>															
<b>School Year</b>	<b>Grade</b>														<b>Total ELL Enrolment</b>
	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>2007-08</b>	3	194	336	336	372	360	362	402	343	345	310	244	234	446	<b>4287</b>
<b>2008-09</b>	22	271	373	417	439	458	485	464	418	415	379	313	276	438	<b>5168</b>
<b>2009-10</b>	23	310	422	471	501	499	494	533	479	438	412	369	327	507	<b>5785</b>
<b>2010-11</b>	46	344	475	514	537	558	570	563	564	526	486	331	317	476	<b>6307</b>
<b>2011-12</b>	34	385	480	566	596	600	627	637	609	624	588	373	348	644	<b>7111</b>
<b>2012-13</b>	31	399	542	604	673	715	680	705	686	654	642	499	404	690	<b>7924</b>
<b>2013-14</b>	38	454	635	729	780	853	744	660	571	577	545	415	415	806	<b>8222</b>

<b>ELL Enrolment - ELL Canadian Born</b>															
<b>School Year</b>	<b>Grade</b>														<b>Total ELL Enrolment</b>
	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>2007-08</b>	16	363	387	438	359	348	299	304	187	157	153	111	82	81	<b>3285</b>
<b>2008-09</b>	73	496	555	487	492	432	415	392	305	202	164	126	91	81	<b>4311</b>
<b>2009-10</b>	110	619	678	658	574	575	451	442	361	287	190	145	119	103	<b>5312</b>
<b>2010-11</b>	81	765	768	757	711	610	608	471	416	371	281	114	98	116	<b>6167</b>
<b>2011-12</b>	116	902	909	852	791	747	637	600	433	397	388	178	83	87	<b>7120</b>
<b>2012-13</b>	130	956	1081	975	898	838	790	665	603	432	390	185	125	95	<b>8163</b>
<b>2013-14</b>	117	1026	1262	1168	1039	902	562	443	336	290	209	170	90	110	<b>7724</b>

<b>* ELL Enrolment - ELL No Request for ELL Funding</b>															
<b>School Year</b>	<b>Grade</b>														<b>Total ELL Enrolment</b>
	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>2007-08</b>				1		1	2	4	2	1	7	19	35	54	<b>126</b>
<b>2008-09</b>							1	1	3	1	2	13	35	62	<b>118</b>
<b>2009-10</b>										1	1	23	34	72	<b>131</b>
<b>2010-11</b>			1			1	1		1	3	5	24	34	71	<b>141</b>
<b>2011-12</b>		3		2	2	1	3			2	3	27	47	74	<b>164</b>
<b>2012-13</b>					1	1	1	3		13	10	38	47	83	<b>197</b>
<b>2013-14</b>		1	3	4	6	33	260	325	285	322	258	255	283	297	<b>2332</b>

\* Increase due to funding rule change by Alberta Education. The maximum years a student can stay in ELL is now five down from seven.

**ESL: FOREIGN-BORN (INCLUDES REFUGEE LEVEL 5)**  
**PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT**  
**READING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2009	30.1	60.1	9.8	3801
All Grades	2010	31.1	59.5	9.4	4268
All Grades	2011	29.5	59.5	11.0	4967
All Grades	2012	28.7	60.6	10.7	5420
All Grades	2013	28.4	59.8	11.8	6319

**ESL: FOREIGN-BORN (INCLUDES REFUGEE LEVEL 5)**  
**PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT**  
**WRITING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2009	21.5	78.4	0.1	3799
All Grades	2010	24.2	75.6	0.2	4287
All Grades	2011	21.9	77.9	0.1	4961
All Grades	2012	20.7	79.0	0.3	5424
All Grades	2013	21.9	77.8	0.3	6337



**ESL: CANADIAN-BORN**  
**PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT**  
**READING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2009	14.4	74.6	10.9	3250
All Grades	2010	18.6	70.7	10.7	4066
All Grades	2011	17.8	71.3	10.9	4984
All Grades	2012	16.2	71.6	12.2	5648
All Grades	2013	16.4	70.8	12.8	6695

**ESL: CANADIAN-BORN**  
**PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT**  
**WRITING SCORES FOR FIVE YEARS**

Enrolment Grade	Year	Below Grade Level	At Grade Level	Above Grade Level	N
All Grades	2009	6.5	93.5	0	3257
All Grades	2010	11.3	88.6	0	4072
All Grades	2011	11.5	88.5	0	4995
All Grades	2012	9.5	90.3	0.1	5647
All Grades	2013	10.4	89.3	0.3	6696

**ESL: FOREIGN-BORN (INCLUDES REFUGEE LEVEL 5)  
TOTAL STUDENTS ON SEPTEMBER 30TH 2013 AND  
STUDENTS NEW SINCE THEN BY GRADE**

	Student Totals
Grades	New Since Sep 30th
Pre-K	3
K	100
1	106
2	116
3	90
4	92
5	90
6	77
7	63
8	81
9	65
10	39
11	33
12	140
Total Students	1095

**ESL: NO REQUEST FOR FUNDING  
TOTAL STUDENTS ON SEPTEMBER 30TH 2013 AND  
STUDENTS NEW SINCE THEN BY GRADE**

	Student Totals
Grades	New Since Sep 30th
Pre-K	0
K	0
1	1
2	1
3	1
4	2
5	0
6	3
7	1
8	1
9	4
10	14
11	29
12	28
Total Students	85

**ESL: CANADIAN BORN  
TOTAL STUDENTS ON SEPTEMBER 30TH 2013 AND  
STUDENTS NEW SINCE THEN BY GRADE**

	Student Totals
Grades	New Since Sep 30th
Pre-K	2
K	42
1	24
2	18
3	15
4	16
5	12
6	11
7	6
8	7
9	5
10	5
11	2
12	12
Total Students	177

## What School Administrators Need to Know about English Language Learners and ESL Programming

### Who are English language learners?

English language learners (ESL students):

- come from a range of cultural backgrounds and bring with them a variety of educational, social and personal experiences
- first learned to speak, read and/or write a language other than English
- require English language instruction and supports to participate fully in the learning experiences provided in Alberta schools
- may have recently immigrated to Canada or they may have been born in Canada and live in homes in which the primary spoken language is not English.



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### *Literacy is ...*

*“acquiring, creating, connecting and communicating meaning in a wide variety of contexts.”*

*Literacy First: A Plan for Action, 2010. (Edmonton, AB: Alberta Education, 2010), p. 3.*

## How is ESL programming and support delivered to students?

The way to organize the school to support English language learners depends on the nature of the school's programs and the number of English language learners and their proficiency levels and needs. English language learners in elementary and junior high schools are generally placed in age-appropriate classrooms with their peers and also receive additional language and content instruction within the classroom context.

The needs of English language learners are best met when teachers work collaboratively to **differentiate** or **adapt instruction**, provide **explicit language instruction** and create an **environment that values cultural diversity**. Additional support may include ESL consultants, educational assistants, community volunteers and peer tutors.

### Factors to consider in program delivery:

- English language proficiency level and learning needs of the students
- number of English language learners in the school
- expertise and professional learning opportunities for teachers

*In teaching students who are learning English as another language, the big picture is the same as it is for all students. Teach every student based on his or her developmental and language proficiency level and identify and address the needs of each student.*

**Making a Difference: Meeting diverse learning needs with differentiated instruction.** (Edmonton, AB: Alberta Education, 2010), p. 144.

## How is the English language proficiency of students measured?

Alberta Education has developed the *Alberta K-12 ESL Proficiency Benchmarks* to assist teachers in determining the language proficiency of their English language learners. The benchmarks provide descriptions of the English language abilities that students typically demonstrate at each of five proficiency levels in Kindergarten, grades 1-3, grades 4-6, grades 7-9 and grades 10-12.

### The Benchmarks are used:

- when English language learners enter the school system in order to establish baseline proficiency
- to identify the level and types of instructional supports these learners require to be successful
- at each reporting period to assess students' current English language proficiency
- on an ongoing basis to monitor language proficiency growth and to inform instructional planning
- at transitions between grades, schools and/or programs.



## What teaching strategies work well for English language learners?

### Integrating language and content

The key objective of teaching language through content is to help students comprehend and demonstrate understanding across a variety of topics, tasks and situations in all subject areas. When teachers integrate explicit language instruction in their content lessons, English language learners gain academic knowledge and cognitive academic language proficiency simultaneously.

### Organizing structured cooperative learning

Structured cooperative learning helps English language learners:

- develop positive interdependence, learning from the language models and group skills of their peer group
- demonstrate knowledge of their culture and their own areas of expertise
- benefit from the natural recycling of language and content that is created by asking and answering questions and by working together to solve problems.

### Creating a supportive language learning environment

A supportive language learning environment includes:

- visuals such as: pictures, charts, graphs, word walls, anchor charts of lessons and completed graphic organizers
- language mini-lessons with clear objectives directly related to content, with guided practice opportunities
- regularly scheduled routines and events, marked by changes in location and visuals
- clear lesson formats across subjects, from day to day.

### Differentiating content, process and products

Differentiating **content** involves modifying the language level, adjusting the scope and delivering content of informational resources in different ways for English language learners at various proficiency levels.

Differentiating **process** involves providing alternative ways for students to access, or work through, the content. Examples include scaffolding learning tasks, providing models or templates, giving guided instruction on using graphic organizers or demonstrating collaborative strategies for English language learners working with a partner or in a small group.

Differentiating **products** involves establishing assignment options that vary in complexity and language requirements, such as options to produce a poster or multimedia presentation or a piece of written work that aligns with content objectives and the student's level of language proficiency.



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### *Communicative Competence is ...*

*... the ability to understand and use language to communicate effectively in authentic social and school environments.*

## How are English language learners assessed?

When English language learners arrive at school, information is gathered about English language proficiency, academic achievement and recent experiences that can affect schooling. This information is used to make decisions about what type of ESL support and programming is needed. English language learners are typically placed in their age-appropriate grade.

The classroom teacher assesses the students' achievement and growth using the *Alberta K-12 ESL Proficiency Benchmarks*, provides feedback to students and their parents or sponsors, evaluates student achievement for report card purposes, and adjusts English language instruction and supports as required.

### Tips for Fair Assessment of English Language Learners

- Focus on the English language that the student is using to demonstrate understanding of content.
- Explain the assessment process to the student. Show examples of good work, using rubrics with clear criteria. Involve the student in determining assessment criteria and provide opportunities for self-assessment and reflection.
- Assess the student by engaging in a variety of learning processes.
- Assess a variety of product options such as: projects, portfolios, oral explanations and written work.
- Provide extra time for assignments and assessments.
- Construct assessment tasks appropriate to the content and language proficiency.

*“Culture is ... the integrated pattern of human behavior that includes thoughts, communication, action, customs, beliefs, values, and instructions of a racial, ethnic, religious, or social group.” “Cultural competence [is] the ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served.”*

Jerome H. Hanley, “Beyond the Tip of the Iceberg: Five Stages Toward Cultural Competence,” *Reaching Today's Youth* 3, 2 (Winter 1999), pp. 9–10.

## How can schools support English language learners and families?

**Welcome** parents and children and answer any questions they have.

Provide a **school tour** for parents and their children.

**Invite** parents to visit the school to watch a class in action or volunteer.

**Find out** if there are cultural holidays or customs that the school should be aware of.

**Use plain English** when writing information letters regarding school meetings or upcoming events, or have the information translated.

**Contact Citizenship and Immigration Canada** and/or local settlement organizations to learn about various cultures and community supports.

**Encourage** families to maintain their home language, as it has been proven to enhance English language acquisition and student success.



## Top 5 Languages Requested

<u>Languages</u>	<u># of Times Requested</u>
African e.g., Somali, Oromo, Tigrinya etc.	140
East Indian e.g., Punjabi, Hindi, Urdu etc.	131
Arabic	54
Chinese e.g., Cantonese, Mandarin	48
Korean	36

## Languages Requested for Reception Centres 2013-2014

Albanian	Amharic	Arabic	Bengali
Bulgarian	Cantonese	Chinese	Croatian
Dari	Farsi	Filipino	French
German	Greek	Gujarati	Hebrew
Hindi	Indonesian	Italian	Japanese
Kannada	Karen	Kirundi	Korean
Laosist	Lingala	Macedonian	Malayalam
Mandarin	Mongolian	Nepali	Nuer
Oromo	Pashto	Persian	Polish
Portuguese	Punjabi	Romanian	Russian
Serbian	Setswama	Shona	Somali
Spanish	Swahili	Tagalog	Tamil
Telugu	Thai	Tigrinya	Turkish
Twi	Urdu	Vietnamese	Yoruba



## 587 Referrals Received for Reception Centres by Divisions in 2013-2014

<u>Divisions</u>	<u># of Referrals Received</u>
Div 1	175
Div 2	163
Div 3	120
Div 4	129

*\* Number of referrals received doesn't necessarily mean only one student was assessed*

## 711 Students Assessed at Reception Centres by 2.6 FTE Teacher Consultants in 2013-2014

<u>Teacher Consultants</u>	<u># of Students Assessed</u>
1	266
1	265
0.4	138
0.2	42



**DATE:** June 10, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Student Representative

**ORIGINATOR:** Ron McNeil, Assistant Superintendent of Schools

**RESOURCE STAFF:** Jeremy Fritsche, Janet Hancock, Dave Jones, Ron MacNeil, Darwin Martin, Nancy Petersen, Jean Stiles, Sandra Stoddard

**REFERENCE:** [Board Motion - September 10, 2013 Board Meeting](#)

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#### ISSUE

The following motion was approved by the Board of Trustees on September 10, 2013: *That the elected position of Student Representative be further outlined with the active engagement and participation of District students, and be piloted by the Edmonton Public School Board (EPSB) for the 2014-2015 school year. The purpose is threefold: facilitating dialogue between the student body and the Board, increasing student engagement in Board policy and planning functions and educating students about democratic governance.*

The following motion was also approved by the Board of Trustees on October 23, 2012: *That the Administration design a program that offers students the opportunity to participate in a tour of the Centre for Education, watch part of a school board meeting, meet School Trustees and the Superintendent, and possibly participate in other activities modelled after, or in conjunction with, the School at the Legislature Program and City Hall School.*

#### RECOMMENDATION

- 1. That the following process to support the election and ongoing participation of a Student Representative to the Edmonton Public School Board, beginning in the 2014-2015 school year be approved.**
- 2. That the identified costs, associated to support this pilot, be funded out of the Board Initiative Fund for the 2014-2015 school year be approved.**

#### BACKGROUND

The Board values student voice, feedback and participation and has found the Student Advisory Council (established in the 2012-2013 school year) an effective source of meaningful student input. The proposed Student Representative to the Board pilot intends to support the District's Vision, Mission, and Priorities and reflect the District's Cornerstone Values of accountability, collaboration, equity and integrity.

A group of school and central services staff have been working on a model for the election of a Student Representative in fall 2014 and for the subsequent support of the Student Representative over the one-year term.

In developing the model, the following background work has been done:

- Examined current models of Student Representative participation in British Columbia and Ontario.
- Reviewed for alignment and relevance the *School Act*, Board Policies, Administrative Regulations and the Trustees' Handbook.
- Consulted with Claire Edwards of the Student Voice Initiative around models of student representation in Canada.

#### **RELATED FACTS**

The model proposed meets the purpose outlined in both the October 2012 and September 2013 Board motions by providing a means for students in all district high schools to learn about and participate in democratic governance, gain a stronger understanding of the role of public education and voice their perspectives about educational issues. It also gives the Board and Administration direct access to student voice to inform decision-making.

The Administration recommends establishing a model that includes the following:

- **Trustee Mentor:** A Trustee mentor will be established to support the Student Representative. The Administration recommends that the Board identify a current Trustee to support and mentor the Student Representative in various aspects of their role throughout the one-year term. The role of Trustee mentor would be established with a Role and Responsibility Statement in the Trustees' Handbook.
- **Role and Responsibility of the Student Representative:** The Student Representative's success rests on a well-thought-out Role and Responsibility Statement that clearly addresses matters such as: attendance and student role in public board meetings, the non-voting status of this position, expectations around media interactions, how the Student Representative will engage with students from across the District and how the student reports items of interest or concerns will be brought forward to the Board. The role of Student Representative would be established with a Role and Responsibility Statement in the Trustees' Handbook.
- **The Student Advisory Council:** High school principals will appoint a group of students in June 2014 to act as the Student Advisory Council for the 2014-2015 school year. The Council will raise awareness about the election of a Student Representative, encourage student participation and democratically elect the Student Representative. The Council will meet with the Board twice per school year to offer student perspective. The Council will also help the Student Representative stay connected to the student population of district high schools.
- **Centre of Education Tour and Orientation:** Through the structure of the Student Advisory Council, the new high school District leadership course and the yearly process of electing a student Trustee, there will be a mechanism to provide District students with the opportunity for a tour and orientation of the Centre for Education. This model will be informed by the recent June 5<sup>th</sup> Student Advisory Council meeting process that saw participants toured through the Centre and participate in small group discussions with Trustees.
- **A District Leadership Course:** A group of high school principals are developing a course around school board governance and youth leadership that will be available to all district high school students starting in January 2015. The course cohort will be comprised of students from across the District, including the Student Representative and they will participate in a variety of learning and leadership experiences. The issues and reports that

will be brought to public board will serve as one source of course content. It is anticipated that this will assist the Student Representative in being prepared to participate at public board when these reports are being discussed.

- **The Role of District High Schools:** In the fall of 2014, each participating high school will run a nomination process and bring forward one candidate to run for the position of Student Representative. The Student Advisory Council will then elect the Student Representative from this group of candidates.
- **Administration Support:** There will be responsibilities for the Administration throughout the election process and during the Student Representative's one-year term to ensure the role is successful: Board and District orientation, communication skills training, media relations training and ongoing support, technology safety training, and continuous support in fulfilling the role and responsibility of a Student Representative. Ongoing responsibility for the overseeing and coordination of this support would logically rest within Governance and Strategic Support Services in collaboration with the Trustee mentor.
- **Evaluation Component:** The Administration will evaluate the effectiveness and success of the pilot after the first year. The evaluation will examine the election process, the role of the Student Representative and costs associated with this pilot. Trustees, students and staff will be invited to participate in the evaluation process. The results of the evaluation will be presented to the Board.
- **Honourary Scholarship:** Upon successfully fulfilling the duties of Student Representative, as defined by the Student Representative Role and Responsibility Statement, the Administration recommends that the student receive a \$2,000 scholarship from the Board to support a future learning opportunity of their choice. The scholarship would remain in trust until written confirmation of registration and acceptance at a learning opportunity is received from the student or forwarded to the Board's office.

#### **OPTIONS**

1. Approve the recommended model and budget to support this pilot as outlined in this report.
2. Approve the model and budget with amendments as noted.
3. Do not proceed with this pilot at this time.

#### **CONSIDERATIONS & ANALYSIS**

In considering the approval of this model to support the election of a Student Representative, there are human resource and financial implications that need to be considered. The majority of these implications will be ongoing in nature as the process to elect a Student Representative and provide ongoing support to the Student Representative occur on a yearly cycle. The anticipated financial implications include, but may not be limited to:

- Costs to support the fall election process would impact schools and central services departments (~\$4,000-\$6,000).
- Summer work to support the development of the District Leadership Course (~\$3,500 - \$3,900).
- Supply and set up district computer, i.e., laptop or tablet device (~\$850).
- Transportation to and from district meetings and functions throughout the Student Representative's term (~\$800 - \$1,200).
- Orientation, training and professional development as appropriate (~\$1,500).
- Future learning opportunity scholarship (\$2,000).

The human resource implications include, but may not be limited to:

- The District Priorities and Governance Committee to update the Trustees' Handbook to reflect the role of a Student Representative and the supporting processes to ensure the success of this role.
- Staff from Governance and Strategic Support Services to provide ongoing overarching coordination of the overall pilot, including communicating with the school leadership course teacher to ensure continuity and alignment between the Student Representative's work with the Board and the content and activities of the leadership course.
- Trustee Mentor to provide ongoing mentorship and support to the Student Representative throughout their term.
- Staff from schools and central services to support the yearly election process.
- Staff from Information Technology, Communications, and other central decisions units, as appropriate, to provide ongoing relevant support to ensure the success of the Student Representative role.
- Staff from central services to conduct the pilot evaluation.

In order to implement this pilot in a successful manner there will be pressure points on current staffing levels. Consideration will need to be given to how the lead decision unit, Governance and Strategic Support Services, can properly support this pilot throughout the phases of the election process, the on-boarding and orientation of the Student Representative and the overseeing of ongoing support.

#### **NEXT STEPS**

Upon approval of the model school and central services staff will:

- Finish developing the election process including supporting forms and communication tools.
- Complete the requirements to support the District Leadership Course.
- Work with the District Priorities and Governance Committee to finish writing the Role and Responsibility Statement for the role of Student Representative, the role of the Student Advisory Council, and the role of the Trustee Mentor, revise the Trustees' Handbook to reflect a Student Representative participant, outline the working relationship between the Board and the Student Advisory Council and develop an evaluation strategy for the pilot.
- Formalize the support plan for a Student Representative including orientation, training and ongoing support.
- Administration will bring an update around the progress and status of this initiative to a Caucus meeting in October 2014.

#### **ATTACHMENTS & APPENDICES**

N/A

NP:ja

**DATE:** June 10, 2014

**TO:** Board of Trustees

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

**SUBJECT:** Report #9 of the Caucus Committee (From the Meeting Held May 27, 2014)

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

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

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**RECOMMENDATION**

1. That Report #9 of the Caucus Committee from the meeting held May 27, 2014 be received and considered.
2. That the appointment of Jim Davies as General Counsel for the period June 1, 2014 to August 31, 2016 be confirmed.

:mmf

**DATE:** June 10, 2014

**TO:** Board of Trustees

**FROM:** Trustee Orville Chubb, Infrastructure Committee  
Trustee Nathan Ip, Infrastructure Committee  
Trustee Ray Martin, Infrastructure Committee Chair

**SUBJECT:** Infrastructure Committee: Proposed Terms of Reference

**ORIGINATOR:** Infrastructure Committee

**RESOURCE STAFF:** Josephine Duquette, Roland Labbe, Marco Melfi, Lorne Parker

**REFERENCE:** [Board Policy EA.BP Infrastructure Planning Principles](#)

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**ISSUE**

To approve the Terms of Reference for the Infrastructure Committee.

**RECOMMENDATION**

- 1. That the Infrastructure Committee Terms of Reference be approved.**
- 2. That the current membership of the Infrastructure Committee (Trustees Chubb, Ip and Martin) remain until the September 2015 organizational board meeting.**

**BACKGROUND**

In September 2013, the Board of Trustees approved Board Policy EA.BP - Infrastructure Planning Principles “to guide facility, capital, and student accommodation planning and operations” of district resources to support quality Kindergarten to Grade 12 education programming. The Infrastructure Planning Principles were initiated through a series of board motions, influenced by the final recommendations of the Trustees’ School Closure Moratorium Committee.

The approved policy established a set of principles to guide all decisions related to district infrastructure. Several influencers, which had a bearing on the development of the Infrastructure Planning Principles, will also influence the development of the Managing Our Space Strategy for district infrastructure.

**RELATED FACTS**

- The Infrastructure Committee will consist of three Trustees appointed by the Board of Trustees.
- The Superintendent of Schools shall assign the Managing Our Space Strategy to the Managing Director, Planning and additional staff to support the work of the Infrastructure Committee.
- All recommendations from the Infrastructure Committee shall be presented to the Board of Trustees at a public board meeting.
- The Infrastructure Committee will review the work related to the Managing Our Space Strategy.

**CONSIDERATIONS & ANALYSIS**

The Infrastructure Committee will assist the Board of Trustees in further understanding issues, impacts and next steps related to infrastructure, with the support of the Superintendent of Schools and the Administration as outlined in the Terms of Reference.

**NEXT STEPS**

Upon approval of the Infrastructure Committee Terms of Reference, the Infrastructure Committee will commence meeting and committee work.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I Infrastructure Committee of the Board of Trustees Proposed Terms of Reference

MM:gm



**Edmonton Public Schools  
Infrastructure Committee of the Board of Trustees  
Terms of Reference**

From the minutes of the April 10, 2014 Board of Trustees Meeting: *“That the Board establish an Infrastructure Committee in order to assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term. The Committee would consist of three Trustees. A member of the Administration who specializes in this area will be assigned to assist the Infrastructure Committee. The Terms of Reference would be developed by the Infrastructure Committee and approved by the Board.”*

The establishment of the Infrastructure Committee supports the *District Priorities 2014-2018*.

Composition

- The Infrastructure Committee shall consist of three Trustees appointed by the Board of Trustees to serve on the Infrastructure Committee.
- The Superintendent of Schools shall assign members of the Administration to support the work of the Infrastructure Committee.

Parameters

- All recommendations arising from the Committee shall be presented as a recommendation to the Board of Trustees at a public board meeting.
- The Terms of Reference will be developed by the Infrastructure Committee and approved by the Board of Trustees.

Terms of Reference

- The Infrastructure Committee will assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term. The Terms of Reference will be developed by the Infrastructure Committee and approved by the Board of Trustees.

Purposes

- Understand the impacts of Infrastructure to students, families, communities, and the District, both positive and negative.
- To assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term.
- Recommend governance direction in matters related to the implementation of the Managing Space for our Students Infrastructure Strategy.
- Advise and provide feedback on strategic infrastructure initiatives, such as the Managing Space for our Students report.
- Consider alternative funding approaches for school infrastructure and outline the feasibility of these approaches.
- Advocate for infrastructure support through multiple interests such as, the City of Edmonton, Province of Alberta and other school jurisdictions.

### Outcomes

- Implementation of an advocacy model to support the outcomes of the Infrastructure Strategy.
- Increased level of public trust/confidence in the Board.
- Increased awareness of current pressures and realities and a focus on issues related to infrastructure.
- Broader community interest and involvement in the infrastructure development process.

### Process/Plan

- Develop Terms of Reference
- Develop work plan
- Examine the issues around infrastructure
- Develop recommendations for the Board
- Communicate the work of the committee with the public and increase awareness of our district realities
- Develop/Implement advocacy strategy
- Conduct regular progress/effectiveness reviews

### Proposed Budget

To be determined.

**DATE:** June 10, 2014  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Public Reporting Process for Travel and Expenses  
**ORIGINATOR:** David Fraser, Executive Director, Corporate Services  
**RESOURCE STAFF:** Cheryl Hagen, Amanda Lanctot, Madonna Proulx, Chang Yong  
**REFERENCE:** [December 4, 2012 Board Motion re: Public Disclosure of Expenses](#)

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**ISSUE**

The Board of Trustees (the Board) approved the following motion at the December 4, 2012 public board meeting:

That the Administration develop a public reporting process applicable to Trustees, the Superintendent, Executives and Managing Directors that aligns with the Government of Alberta's Directive on Public Disclosure of Travel and Expenses to take effect by the next fiscal year.

**RECOMMENDATION**

**That the implementation of a public reporting process for travel and expenses beginning June 1, 2014 be approved.**

**BACKGROUND**

In September of 2012, the provincial government introduced a new [Public Disclosure of Travel and Expense Policy](#) in order to improve accountability and transparency through disclosure of expense information. Following this provincial directive, the Minister of Education sent a letter to all chairs encouraging school boards to follow the lead of government and adopt an expense disclosure policy that mirrors the provincial policy.

In response to the December 4, 2012 board motion, Financial Services commenced with three concurrent phases of public disclosure including policy review, administrative regulations review and revision, and developing administrative process and procedures for reporting expenses. The initial phase began in 2013 and involved establishing a working committee led by Financial Services to review and revise Administrative Regulation CWA.AR - Expenditure of Public Funds. The purpose of the committee, which included various stakeholders throughout the District, was to collaborate on changes to the administrative regulations and include the context and framework that supports public disclosure and enhanced accountability for the spending of district funds. Along with the review of Administrative Regulation CWA.AR - Expenditure of Public Funds, an update of Board Policy CO.BP - Fiscal Oversight and Accountability is currently ongoing to include a public expense disclosure rather than creating a stand-alone public expense policy. As well, Financial Services has developed the administrative process and procedures for reporting public expenses and, in February 2014, held information sessions on the new process for senior staff that were designated to disclose expenses and their administrative support staff.

The public disclosure calls for all business expenses to be reasonable and able to stand the scrutiny of members of the public through a transparent expense disclosure practice.

For purposes of public disclosure the following terms have been defined:

- **Expenses:** refers to costs and allowances incurred by an individual in the course of school jurisdiction business, including expenses incurred on behalf of the reporting individual by another party.
  - Business travel and conferences, including transportation/mileage, accommodation, registration, meals and related incidentals.
  - Hospitality and working sessions.
- **Business Travel:** refers to meetings with external parties and associated costs including travel, meals, and parking.
- **Conferences:** refers to registration, travel, airfare, accommodations, meals and other costs with attending formal conferences or seminars.
- **Working Sessions:** refers to meetings with internal departments or schools and associated costs including meals, parking and other incidentals.
- **Hospitality:** refers to any activity that incurs hospitality or hosting expenses on behalf of guests as a matter of courtesy or to facilitate school jurisdiction business.

The proposed public disclosure process flow chart includes three steps:

1. Originating and Administration of Expenses
  - Trustees and the Superintendent of Schools, Assistant Superintendents, Executive Directors, Treasurer, Legal Counsel and Managing Directors (senior officials) and/or their administrative support staff are responsible for ensuring that all expense receipts required for public reporting include proper documentation of expenses such as the name and position of person incurring, purpose of spending including expense category (business travel, conferences, hospitality and working sessions) and expense type (transportation, registration, accommodation, meals, and other incidentals).
  - Departments with originating expenses are expected to correctly code expenses in the general ledger (GL) and prepare scanned redacted receipts for electronic submission to Financial Services on a monthly basis.
2. Compilation of Expenses for Reporting Purposes
  - Trustees and senior officials, and/or their administrative support staff are required to ensure that all expenses are accounted for on a monthly basis and compared to the GL as recorded in the Financial Information System reports.
  - Financial Services is responsible for reconciling monthly general ledger transactions against the expense receipts and following up on any missing documentation.
  - Financial Services staff will prepare a quarterly detailed expense report for each Trustee and senior official to be disclosed on the district website within 30 days of the end of each reporting period.
3. Public Disclosure on District Website
  - Each Trustee and senior official will have the opportunity to review their quarterly summary of expense reports along with receipts prior to posting to the district website.
  - Financial Services will submit quarterly expense reports for each individual including redacted receipts/invoices to Communications for publication on the district website (Attachment I).

**RELATED FACTS**

- There is growing public expectation for greater transparency and accountability of government and public institutions in the use of public funds.
- The public reporting process will apply to Trustees and senior officials.
- The new disclosure requirements will provide details on business travel and conferences, including transportation, accommodations, meals, and incidentals; and hospitality and working session expenses for designated individuals.
- The reporting process will be in place starting on June 1, 2014 and reported on the district website on a quarterly basis.
- The first proposed expense reporting will be accessible on the district website September 2014 relating to expenses for the period June 1, 2014 to August 31, 2014.
- Public disclosure of travel and expenses for Trustees and senior officials will bring with it an increased expectation for consistent practices for reporting expenses.
- Expense reports shall not contain information that is required to be withheld under Part 2 of the *Freedom of Information and Protection of Privacy Act*.
- Online posting of receipts/invoices is a consistent practice used for the Government of Alberta as well as the majority of school jurisdictions.

**OPTIONS**

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

1. The Board consider and approve that the public reporting process for travel and expenses be implemented effective June 1, 2014, with the first public report available in September 2014 (recommendation).
2. The Board consider and approve that the public reporting process for travel and expenses be implemented effective September 2014, with the first public report available in December 2014.
3. The Board review, provide feedback, and recommend further development on the public reporting process for travel and expenses.

**CONSIDERATIONS & ANALYSIS**

- The Government of Alberta's public expense policy, purpose, principles and expense reporting requirements were adhered to in the development of Edmonton Public School Board's (EPSB) public disclosure process with the exception of reporting on a quarterly basis rather than the bi-monthly basis that was adopted by the Government of Alberta. The rationale for moving to a quarterly reporting schedule is to balance timely access to expense reports against the costs to administer expense information.
- EPSB reporting categories of expenses are in alignment with provincial expenses, which is defined as costs incurred by an individual in the course of district business and include travel, including transportation, accommodation, meals and incidentals; and hospitality and working sessions. In addition, a separate disclosure of conferences along with business travel is proposed.
- Online posting of both a summary spending report and itemized receipts with appropriate redaction of personal and confidential information is a consistent practice for public disclosure.

- Financial Services also researched the public reporting process for travel and expenses of three metro school jurisdictions, four rural school jurisdictions and one non-educational public board.
- Of the seven school boards and one public board researched, seven out of eight are disclosing itemized receipts along with a summary expense report, whereas only one out of eight disclose cell phone expenses, and none of the school boards are disclosing discretionary allowances for Trustees.

**NEXT STEPS**

- Approval of Administrative Regulation CWA.AR - Expenditure of Public Funds by the Superintendent of Schools.
- Approval of Board Policy CO.BP - Fiscal Oversight and Accountability, which is currently under review by the Policy Review Committee and scheduled for first reading in June 2014.
- Financial Services will continue to support Trustees, senior officials, and other staff impacted by the new reporting process.
- Guiding information on expense reporting will be published online on the Board Internet Site (BIS).
- Financial Services will continue to work with Communications with respect to the final format for disclosure of travel and expenses on the district website.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I    Sample Detail Expense Report Format

CH:ja



# EDMONTON PUBLIC SCHOOLS

ATTACHMENT I

**NAME OF INDIVIDUAL BEING REPORTED**  
**EXPENSE REPORT FOR THE PERIOD: XXXX-XXXX**

DATE	DESCRIPTION OF EVENT	EXPENSE TYPE	RECEIPT AMOUNT	NET AMOUNT (1)
<b>1) BUSINESS TRAVEL</b> <i>meetings outside the District and associated costs including transportation, accommodations, meals, incidentals, parking, etc.</i>				
4-Mar-14	Metro Board Meeting - Westin Hotel Calgary	Accommodations	\$ 199.00	\$ 199.00
4-Mar-14	Metro Board Meeting - Mileage	Transportation	\$ 120.70	\$ 120.70
4-Mar-14	Meeting with Calgary School Board Officials - Boston Pizza (1 Managing Director [name], 2 EPSB Employees, 2 CBE Officials)	Meal	\$ 60.00	\$ 14.00
<b>Sub-Total Business Travel</b>			<b>\$ 379.70</b>	<b>\$ 333.70</b>
<b>2) CONFERENCES</b> <i>costs of attending conferences or seminars including registration fees, transportation, accommodations, meals, etc.</i>				
21-Mar-14	ASBOA Issues Forum - Calgary	Registration fees	\$ 200.00	\$ 200.00
21-Mar-14	ASBOA Issues Forum - Return flight for conference	Transportation	\$ 659.00	\$ 659.00
21-Mar-14	ASBOA Issues Forum - Tony Romas	Meal	\$ 12.50	\$ 12.50
22-Mar-14	ASBOA Issues Forum - 1 Night at Marriott Hotel	Accommodations	\$ 205.00	\$ 205.00
<b>Sub-Total: Conferences</b>			<b>\$ 1,076.50</b>	<b>\$ 1,076.50</b>
<b>3) HOSPITALITY (Hosting)</b> <i>cost of food, beverage, transportation and other amenities on behalf of the guests of EPSB</i>				
5-Apr-14	Hosting Government Officials (1 Managing Director [name], 1 EPSB employee, 2 AB Ed Officials) - Ric's Grill	Meal	\$ 100.00	\$ 100.00
12-Apr-14	Hosting XYZ Consultants (2 Trustees [names], 1 Managing Director [name], 2 Consultants) - The Keg	Meal	\$ 180.00	\$ 180.00
<b>Sub-Total: Hospitality</b>			<b>\$ 280.00</b>	<b>\$ 280.00</b>
<b>4) WORKING SESSIONS</b> <i>cost of meals, facility rental, travel in Edmonton, parking, or car allowance and other incidentals, while in the course of conducting district business</i>				
2-Mar-14	Meeting with Principals (1 Managing Director [name], 2 Principals [name of school]) - Moxies	Meals	\$ 50.00	\$ 50.00
<b>Sub-Total: Working Sessions</b>			<b>\$ 50.00</b>	<b>\$ 50.00</b>
<b>TOTAL EXPENSES REPORTED FOR THE PERIOD</b>			<b>\$ 1,786.20</b>	<b>\$ 1,740.20</b>

Notes: (1) Net Amount does not reflect a portion of the receipt that is attributed to another EPSB official's expense report

**DATE:** June 10, 2014

**TO:** Board of Trustees

**FROM:** Trustee Michelle Draper, Chair Policy Review Committee  
Trustee Sarah Hoffman, Policy Review Committee  
Trustee Nathan Ip, Policy Review Committee

**SUBJECT:** Board Policy AEBB.BP – Wellness of Students and Staff

**RESOURCE  
STAFF:** David Fraser, Debbie Jackson, Lynn Norris, Kent Pharis, Anne Sherwood,  
Sandra Stoddard

**REFERENCE:** [Draft Board Policy AEBB.BP – Wellness of Students and Staff \(March 4, 2014 Board Report\)](#)

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**ISSUE**

Revisions to the Board’s policy direction for the health and wellness of students and staff are needed to reflect the context of the District’s work related to the health and wellness of students and staff, current research and provincial curriculum direction.

**RECOMMENDATION**

**That draft new Board Policy AEBB.BP - Wellness of Students and Staff (Attachment I) be considered for the second time.**

**BACKGROUND**

The Board of Trustees (the Board) gave first consideration to a draft new Board Policy AEBB.BP - Wellness of Students and Staff on March 4, 2014 (see link provided in the above Reference) which was subsequently posted for stakeholder feedback from March 7, 2014 to April 6, 2014. The Policy Review Committee reviewed the results of the survey and other submissions provided by stakeholders in making revisions to the recommended Board Policy AEBB.BP – Wellness of Students and Staff.

**RELATED FACTS**

- The comprehensive review of all board policy is organized around board responsibilities outlined in the anticipated new *Education Act*. Three major policy themes (respectful environment, health and wellness, and safety and security) were identified for section 33(1)(d) of the *Education Act* -- “each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.” Draft new Board Policy AEBB.BP – Wellness of Students and Staff is addressing the policy theme for “health and wellness”. The policy also addresses the Board’s responsibility under Section 33(1)(h) of the *Education Act* “to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.”



- Current board policies that address the Board expectations for district health and wellness supports for both students and staff (Attachment II a-e) were reviewed and consolidated into the new draft policy as shown in Attachment II.
- The holistic concept of “wellness” used in the draft policy is taken from the *Framework for Kindergarten to Grade 12 Wellness Education* developed by Alberta Education based on current research and broad stakeholder input. This document identifies the fundamental concepts and inherent values of K-12 wellness education for future development of the programs of study in Alberta which is anticipated to be completed in 2016.

**OPTIONS**

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

1. The Board considers draft Board Policy AEBB.BP - Wellness of Students and Staff for the second time. The policy and report will be scheduled for the June 17, 2014 public board meeting for third consideration and approval.
2. The Board considers draft Board Policy AEBB.BP - Wellness of Students and Staff for the second time and provides direction to the Policy Review Committee to consider further revisions before bringing back to the Board for third consideration and approval.

**CONSIDERATIONS & ANALYSIS**

There were 227 respondents to the stakeholder survey on draft Board Policy AEBB.BP - Wellness of Students and Staff of which 75 percent to 85 percent, depending on the section of the policy being reviewed, supported the proposed policy as written. While the majority of respondents were supportive of the policy, 15 percent to 25 percent, depending on the section of the policy being reviewed, provided comments with concerns, suggestions or commendations.

The Policy Review Committee reviewed the comments and input provided by stakeholders. Attachment III provides an overview of the themes and key points identified and the considerations and rationale for changes to the draft policy. Attachment IV shows the deletions and additions made to the March 4, 2014 version of the draft policy by strikeout and shading. The following provides a brief summary of key considerations and changes:

Spiritual Wellness

- To address a concern that the term “spiritual wellness” implies a religious affiliation that may not be inclusive of diverse values and beliefs, the Purpose was revised to emphasize that our learning and working environments will “address and respect the diversity within our student and staff population.”
- To further convey that spiritual wellness is a personal matter involving an understanding of one’s own values and beliefs, the last sentence of the preface to the wellness definition now reads: “Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions *that honour self and others.*”
- All board policies provide direction and guidance to the Administration and are not meant to be read in isolation. Other board policies and administrative regulations that address the Board of Trustees’ expectations for inclusion and respect for differences of culture, religion and sexual orientation were added to the References section of the policy.

Comprehensive School Health

- A definition was added for the Comprehensive School Health approach to addressing student and staff wellness, which formed part of the research and basis for Alberta

Education's *Framework for Kindergarten to Grade 12 Wellness Education*. The Comprehensive School Health approach has been promoted within the District for the last several years and is now explicitly endorsed within this policy.

#### Human Sexual Education

- Human sexual education, the selection of instructional resources and the need for students to be fully informed was raised as a point of concern by several stakeholders.
- All wellness related curricula are intended to be taught from the perspective of the holistic definition of wellness that addresses the interplay of the five elements of wellness: the emotional, intellectual, physical, social and spiritual dimensions of a topic. To make this clearer an explanation of this concept has been added under the definition of wellness which reads: "These dimensions do not exist in isolation; ... All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness."
- Expectation 4 in the draft policy has been revised to make it clearer that "curricular instruction" will be provided to students "in accordance with the *School Act*, regulations and the *Guide to Education*." The *Guide to Education* governs the programs of study offered to students. Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory part of the program of studies with specific outcomes identified. Additionally, at the high school level, the Career and Life Management (CALM) course is offered and contains specific outcomes relative to human sexuality.
- There are references to Board Policy GAA.BP – Student Programs of Study, which articulates the Board's expectation that all student programs will use "a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum."
- There is a reference to the administrative regulation that addresses the selection of instructional resources "appropriate for the program of studies, the program's instructional philosophy and for the age, social and emotional development, and learning style of the students for whom the materials are selected" (Administrative Regulation GI.AR - Teaching and Learning Resources). As explained in Attachment III, with respect to instructional resources for sexual education, the District encourages teachers to refer to *Canadian Guidelines for Sexual Health Education* and the lesson plans, programs and comprehensive evidence-based information developed by Alberta educators and health professionals housed online at [teachingsexualhealth.ca](http://teachingsexualhealth.ca).
- The *Guide to Education* indicates that studying controversial topics that give rise to alternative points of view, such as human sexuality, assists in preparing students to participate responsibly in society, as well as providing opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments. Controversial topics should be used by teachers to promote critical inquiry and thinking skills. Teachers must provide a broad view and balanced approach to perspectives on controversial subjects.
- As well, the *Guide to Education* contains a Human Sexuality Education Policy which provides for notice to parents under section 11.1 of the *Alberta Human Rights Act* and the parental right to exempt their student, where courses of study, educational programs or instructional material, instruction or exercises include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.

- Should the new draft Board Policy AEBC.BP – Wellness of Students and Staff be approved, administrative regulations and processes will be reviewed, revised and/or developed and communicated to teachers with respect to the selection of instructional resources for controversial subjects and appropriate notice to parents when a controversial subject will be taught.

## Staff Wellness

- Staff wellness was identified as an area of concern requiring more preventative and proactive strategies that promote personal well-being and a healthy and respectful work environment.
- This policy specifically speaks to “a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.” As well, there is both a board policy and administrative regulation addressing respectful working environments which has been added as a reference to this policy.

## **NEXT STEPS**

1. The new draft policy will be brought to the June 17, 2014 public board meeting for third consideration and approval and after having been approved, the following board policies will be recommended for rescission:
  - a. FBE.BP – Health and Wellness of Staff and Students (Attachment II a.)
  - b. FBEA.BP – Occupational Health and Safety (Attachment II b.)
  - c. FIC.BP – Employee Assistance (Attachment II c.)
  - d. GIAA.BP – Health Instruction Materials (Attachment II d.)
  - e. GJ.BP – Comprehensive Guidance and Counselling Programs and Services (Attachment II e.)
2. Implementation of the new policy will require review, revision and, or development of administrative regulations related to supports for wellness of students and supports for wellness of staff which will take place over the 2014-2015 school year.

## **ATTACHMENTS & APPENDICES**

ATTACHMENT I	Draft New Board Policy AEBC.BP – Wellness of Students and Staff
ATTACHMENT II	Revised Draft Board Policy AEBC.BP – Wellness of Students and Staff showing consolidation <ol style="list-style-type: none"> <li>a) FBE.BP – Health and Wellness of Staff and Students</li> <li>b) FBEA.BP – Occupational Health and Safety</li> <li>c) FIC.BP – Employee Assistance</li> <li>d) GIAA.BP – Health Instruction Materials</li> <li>e) GJ.BP – Comprehensive Guidance and Counselling Programs and Services</li> </ol>
ATTACHMENT III	Summary of Themes and Key Points from Stakeholder Feedback and Committee Considerations
ATTACHMENT IV	Deletions and Additions from the March 4, 2014 Version of Board Policy AEBC.BP – Wellness of Students and Staff

DJ/AS:lb

**CODE:** AEBC.BP**EFFECTIVE DATE:** (dd-mm-yyyy)**TOPIC:** Wellness of Students and Staff**ISSUE DATE:** (dd-mm-yyyy)**REVIEW YEAR:** (yyyy)

## PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (the Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

## DEFINITIONS

**Comprehensive School Health (CSH)** is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

**Wellness** is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness** is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
- **Intellectual wellness** is the development and the critical and creative use of the mind to its fullest potential.
- **Physical wellness** is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.

- **Social wellness** is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment.
- **Spiritual wellness** is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.

## **POLICY**

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

## **EXPECTATIONS**

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:
  - a. consider student and staff health and safety in the planning, implementation and evaluation of district services;
  - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
  - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.
3. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*.
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

## **ACCOUNTABILITY**

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

## **REFERENCES**

[FBCA.BP - Respectful Working Environments](#)  
[FBCA.AR – Respectful Working Environments](#)  
[EA.BP - Infrastructure Planning Principles](#)  
[GA.BP - Student Programs of Study](#)  
[GAA.BP - Delivery of Student Programs of Study](#)  
[GGAB.BP – Multicultural Education](#)  
[GI.AR – Teaching and Learning Resources](#)  
[HA.BP – Inclusive Education](#)  
[HAA.BP – Aboriginal Education](#)  
[HF.BP - Safe, Caring and Respectful Learning Environments](#)  
[HF.AR – Safe, Caring and Respectful Learning Environments](#)  
[HFA.BP – Sexual Orientation and Gender Identity](#)  
[HFA.AR – Sexual Orientation and Gender Identity](#)  
[Comprehensive School Health Approach – Alberta Health Services](#)  
[Framework for Kindergarten to Grade 12 Wellness Education](#)  
[Guide to Education](#)  
[Joint Consortium for School Health](#)  
[School Act](#)

CODE: AEBC.BP

EFFECTIVE DATE: (dd-mm-yyyy)

TOPIC: Wellness of Students and Staff

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

## PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

## DEFINITIONS

**Comprehensive School Health (CSH)** is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

**Wellness** is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness** is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
- **Intellectual wellness** is the development and the critical and creative use of the mind to its fullest potential.
- **Physical wellness** is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.

- **Social wellness** is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment.
- **Spiritual wellness** is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.

## POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness. **(FBE.BP – Health and Wellness of Staff and Students)**

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others. **(replaces FBEA.BP – Occupational Health and Safety)**

## EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach. **(FBE.BP – Health and Wellness of Staff and Students)**
2. The District shall:
  - a. consider student and staff health and safety in the planning, implementation and evaluation of district services;
  - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
  - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program. **(replaces FBEA.BP – Occupational Health and Safety)**
3. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students. **(replaces GJ.BP – Comprehensive Guidance and Counselling Programs and Services)**



4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*. **(replaces GIAA.BP – Health Instructional Materials)**
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law. **(FIC.BP – Employee Assistance)**
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

#### **ACCOUNTABILITY**

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

#### **REFERENCES**

[FBCA.BP - Respectful Working Environments](#)  
[FBCA.AR – Respectful Working Environments](#)  
[EA.BP - Infrastructure Planning Principles](#)  
[GA.BP - Student Programs of Study](#)  
[GAA.BP - Delivery of Student Programs of Study](#)  
[GGAB.BP – Multicultural Education](#)  
[GI.AR – Teaching and Learning Resources](#)  
[HA.BP – Inclusive Education](#)  
[HAA.BP – Aboriginal Education](#)  
[HF.BP - Safe, Caring and Respectful Learning Environments](#)  
[HF.AR – Safe, Caring and Respectful Learning Environments](#)  
[HFA.BP – Sexual Orientation and Gender Identity](#)  
[HFA.AR – Sexual Orientation and Gender Identity](#)  
[Joint Consortium for School Health](#)  
[Guide to Education](#)  
[Framework for Kindergarten to Grade 12 Wellness Education](#)  
[Comprehensive School Health Approach – Alberta Health Services](#)  
[School Act](#)

**CODE:** FBE.BP**EFFECTIVE DATE:** (12-06-2007)**TOPIC:** Health and Wellness of Staff and Students**ISSUE DATE:** (14-06-2007)**REVIEW YEAR:** (2014)

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**POLICY**

The Board of Trustees believes that employees and students who are emotionally healthy, well-nourished and physically active are better able to achieve the goals of education.

The Board of Trustees is committed to working with parents, community members, organizations and government to foster lifelong habits that improve the health and well-being of employees and students.

The Board of Trustees encourages each school and central decision unit to maintain a supportive environment that develops the knowledge, skills and attitudes necessary to enable individuals to make choices that foster emotional health, healthy eating and active living.

**REFERENCES**

FBE.AR - Health and Wellness of Staff and Students

**CODE:** FBEA.BP**EFFECTIVE DATE:** (12-06-2007)**TOPIC:** Occupational Health and Safety**ISSUE DATE:** (14-06-2007)**REVIEW YEAR:** (2014)**POLICY**

Edmonton Public Schools values its employees and is committed to:

- providing a safe and healthy working and learning environment, and
- preventing occupational injuries and illnesses.

The District will:

- meet or exceed all occupational health and safety legislated requirements;
- give priority to occupational health and safety in the planning, implementation and evaluation of district services; and
- work to continuously improve its occupational health and safety management system.

A safe and healthy work environment is a shared responsibility among the Board of Trustees, Superintendent of Schools, staff, staff group representatives, as well as government, parents, students, volunteers, visitors, tenants, contractors and subcontractors.

**REFERENCES**

FAA.BP - Human Resources Framework

FBEA.AR - Health and Safety Roles and Responsibilities

HHCA.AR - Hygienic Practices

HHCC.AR - Communicable Disease

HHCF.AR - Student or Staff Suicide

*Occupational Health and Safety Act*

Occupational Health and Safety Regulation

*Environmental Protection and Enhancement Act*

Environmental Protection and Enhancement (Miscellaneous) Regulation (AR 118/93)

*Public Health Act*

**CODE:** FIC.BP**EFFECTIVE DATE:** (13-06-2006)**TOPIC:** Employee Assistance**ISSUE DATE:** (23-06-2006)**REVIEW YEAR:** (2013)

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**POLICY**

The Board shall provide employee and family assistance which offers assessment and referral, consultation, and counselling services through which staff and their family members living in their household can have direct access to professional assistance. These services shall be confidential except where limited by law.

**CODE:** GIAA.BP**EFFECTIVE DATE:** (13-06-2006)**TOPIC:** Health Instruction Materials**ISSUE DATE:** (23-06-2006)**REVIEW YEAR:** (2013)

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**POLICY****HEALTH INSTRUCTIONAL RESOURCES**

Teaching and Learning resources for health, where applicable, shall:

- promote respect for one's physical, mental, spiritual, social and emotional well-being and that of others;
- recognize the role of the family regarding the health and welfare of society;
- strive to ensure parent and community satisfaction with health programs;
- promote healthy attitudes towards human sexuality, and the view that abstinence from sexual relationships is the most effective method of preventing sexually transmitted diseases and unwanted pregnancies;
- promote a balanced view of the issues;
- view health issues sensitively, avoiding unduly violent or frightening depictions of the issues; and
- promote healthy decision making that will reduce the likelihood of substance abuse.

**REFERENCES**

GA.BP – Student Programs of Study

**CODE:** GJ.BP**EFFECTIVE DATE:** (27-09-2011)**TOPIC:** Comprehensive Guidance and Counselling  
Programs and Services**ISSUE DATE:** (29-09-2011)**REVIEW YEAR:** (2018)

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**POLICY**

The Board believes that guidance and counselling is an integral part of school programming delivered to meet the needs of all students in the areas of career planning and development, personal/social issues and educational planning.

The Board supports the development of a comprehensive school guidance and counseling program. Schools are responsible to ensure that equitable, proactive, professional and collaborative guidance and counselling services are available to all students.

**REFERENCES**

Alberta Education's Guide to Education ECS to Grade 12 - page 69

Alberta Education's Comprehensive School Guidance and Counselling Programs and Services:  
Guidelines for Practice

## Board Policy AEBB.BP – Wellness of Students and Staff

### Summary of Themes and Key Points from Stakeholder Feedback and Committee Considerations

There were 227 respondents of which 75% to 85%, depending on the question, did not have any concerns with the proposed policy. While the majority of respondents were positive, 15% to 25% provided comments with concerns, suggestions or commendations. The following document highlights themes **(t)** that emerged (mentioned 3 to 8 times), as well as key points **(kp)** (mentioned only once or twice) that were identified for consideration in revising the draft wellness policy.

Themes (t)and/or Key Points (kp)	Considerations and Response
<p><b>Milieu:</b> The term milieu was not clear to some and it was felt that a more common word should be used. <b>(kp)</b></p> <ul style="list-style-type: none"> <li>One shouldn't have to look up a word to understand an important sentence in the policy.</li> </ul>	<p>The <b>Purpose</b> was simplified by removing the word milieu and keeping the more common term environment.</p>
<p><b>Spiritual Wellness:</b> There is a concern that the term spiritual wellness has a religious connotation and that this has/or may have negative implications. <b>(t)</b></p> <ul style="list-style-type: none"> <li>Is this inclusive of diverse values and beliefs?</li> <li>Religion has no place in a public school system.</li> </ul>	<p>Spiritual wellness is one of five dimensions referred to in the wellness definition in the Framework for Kindergarten to Grade 12 Wellness Education document, 2009. These elements do not exist in isolation; it is the balance and interplay of these elements that constitute wellness.</p> <p>Although one's religion may inform one's values, spiritual wellness is not dependent on a religion.</p> <p>Spiritual Wellness is a personal matter involving values and beliefs that provide a purpose in our lives. While different individuals may have different views of what spiritualism is, it is generally considered to be the search for meaning and purpose in human existence, leading one to strive for a state of harmony with oneself and others while working to balance inner needs with the rest of the world. The <i>National Wellness Institute</i> says spiritual wellness follows the following tenets:</p> <ul style="list-style-type: none"> <li>It is better to ponder the meaning of life for ourselves and to be tolerant of the beliefs of others than to close our minds and become intolerant.</li> <li>It is better to live each day in a way that is consistent with our values and beliefs than to do otherwise and feel untrue to ourselves</li> </ul>



	<p>The Ministerial Order 001/2013 also states that “an Ethical Citizen ...; cares for themselves physically, emotionally, intellectually, socially and spiritually;...”</p> <p>The <b>Purpose</b> has been revised to include the idea that our learning and working environments will “address and respect the diversity within our student and staff population...”</p> <p>The italicized words have been added to the preface to the wellness <b>Definition</b>: “ Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions <i>that honour self and others</i>”</p> <p><b>References</b> have been added for other related policies and administrative regulations such as Aboriginal education, multicultural education, and sexual orientation and gender identity.</p>
<p><b>Comprehensive School Health ( CSH) :</b> Why doesn’t the term CSH appear in the policy? It should be embedded in the policy as this approach is accepted by health and education across the country as the most effective means to create and sustain healthy school communities. The District has been using CSH for a number of years. <b>(kp)</b></p>	<p>The <a href="#">Comprehensive School Health</a> approach to addressing student and staff wellness is used and supported within the District. The term CSH is an internationally recognized framework for supporting improvements in students’ educational outcomes while addressing school health in a planned, integrated and holistic way. CSH is an effective approach for building healthy school communities, and can be used to address a variety of health issues and improve health, education, and social outcomes for children and youth.</p> <p>CSH was added in the <b>Definitions</b> for the policy.</p> <p>The second paragraph under <b>Policy</b> now reads...” As such, the board embraces a Comprehensive School Health approach and is committed to ...”</p> <p><b>Expectation 1</b> now reads “Each school and central decision unit</p>

	<p>shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.”</p> <p>Reference: <a href="http://www.albertahealthservices.ca/csh.asp">http://www.albertahealthservices.ca/csh.asp</a></p>
<p><b>Sexual Wellness/Sexual Education:</b> The policy needs to be more explicit in regards to sexual wellness and sex education. (t)</p> <ul style="list-style-type: none"> <li>• Students need to be fully informed with evidence-based, medically sound and inclusive sex education provided by knowledgeable people.</li> <li>• Parents need to be notified about which presenters will be invited into the schools as resources.</li> </ul>	<p>The policy is intended to support the teaching of wellness related curriculum such as the topic of human sexuality from the perspective of a holistic definition of wellness that integrates the emotional, intellectual, physical, social and spiritual (being true to one’s own sense of values) aspects of the topic. An explanatory statement to this effect has been added under wellness in the <b>Definitions</b>.</p> <p><b>Expectation 4</b> in the policy has been revised to make it explicit that <i>curricular instruction</i> will be provided to students in accordance with the <i>School Act</i>, regulations and the <i>Guide to Education</i>.</p> <p>Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. Additionally, at the high school level, the Career and Life Management (CALM) course is offered and contains specific outcomes relative to human sexuality.</p> <p>Board policy <a href="#">GA.BP – Student Programs of Study</a> articulates the Board’s expectation that all student programs will use “a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum”. Administrative regulation <a href="#">GL.AR – Teaching and Learning Resources</a> addresses the selection of instructional resources appropriate for the curriculum, and the instructional philosophy of the school. It requires:</p> <ul style="list-style-type: none"> <li>• that teaching and learning resources shall be appropriate for</li> </ul>

	<p>the program of studies, the program’s instructional philosophy and for the age, social and emotional development, and learning style of the students for whom the materials are selected; and</p> <ul style="list-style-type: none"> <li>• that schools not be limited to the use of provincially authorized resources, but shall use resources that meet the requirements of the respective program of studies.</li> </ul> <p>The District refers teachers to <a href="#"><i>Canadian Guidelines for Sexual Health Education</i></a>. “Effective Sexual Health Education should be provided in an age-appropriate, culturally sensitive manner that is respectful of individual sexual diversity, abilities and choices.” Key elements of comprehensive sexual health education in schools, includes access to information, which is:</p> <ul style="list-style-type: none"> <li>• science-based and medically accurate;</li> <li>• non-judgmental;</li> <li>• culturally-sensitive;</li> <li>• inclusive of persons with disabilities and sexual and gender minorities;</li> <li>• age-appropriate;</li> <li>• focused on healthy decision making;</li> <li>• supports effective communication skill development, which includes teaching the meaning of “consent”; and reflects the <i>Canadian Guidelines for Sexual Health Education</i>.</li> </ul> <p>Edmonton Public Schools supports the lesson plans, programs, and information identified on <a href="http://www.teachingsexualhealth.ca">www.teachingsexualhealth.ca</a>. It is an innovative website developed by Alberta educators and health professionals. Their goal is to enhance excellence in education by providing teachers with evidence-based sexual health education background and delivery methods, current lesson plans and activities, and comprehensive resources. Schools are encouraged to use this site as a reference for ensuring the goals of Alberta curriculum are adhered to in regards to human sexuality education.</p>
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	<p>The topic, instruction, and selection of instructional resources for human sexuality education may give rise to alternative points of view and inspire <i>controversy</i>. The Guide to Education indicates that studying controversial topics assists in preparing students to participate responsibly in society as well as providing opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.</p> <p>Controversial topics should be used by teachers to promote critical inquiry and thinking skills. Teachers must ensure they take the time to adequately prepare for guest speakers and ensure a broad view and a balanced approach to the topic.</p> <p>The <i>Guide to Education</i> contains a Human Sexuality Education Policy which provides for notice to parents under section 11.1 of the <i>Alberta Human Rights Act</i>, where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. Where a parent makes a written request, teachers shall exempt a student, without academic penalty, from such instruction, course of study, educational program or use of instructional material.</p> <p><b>Expectation 2.b.</b> states that the District shall base supports for student and staff wellness “on research, informed best practice and a balanced approach to delivery.” Revised and, or new administrative regulations and processes will be developed and communicated to teachers with respect to the selection of instructional resources for controversial subjects and appropriate notice to parents when a controversial subject will be taught.</p>
<p><b>Assessment Tools and Accountability:</b> Concern regarding what assessment tool(s) will be used to</p>	<p>The Administration will provide guidance to schools in relation to appropriate assessments tools for school and district purposes.</p>



	<p>a violence in the workplace program with proactive processes that will be rolled out in 2015.</p> <p>Leadership development programs have been developed which address supervision, mentoring and coaching of staff.</p> <p>The <a href="#">Healthy Living Program</a> is being implemented within the District. The program is a collaborative long-term program that provides individuals with a two-part assessment of their current health status and health risks, resources including lifestyle coaching to improve and sustain healthy behaviours and support in the workplace for individual health practices.</p>
<p><b>Implementation of Policy:</b> Will resources/supports be available/provided to implement this policy and its regulations? (t)</p>	<p>The District must implement all policy direction within the means available to it.</p>

**CODE:** AEBC.BP**EFFECTIVE DATE:** (dd-mm-yyyy)**TOPIC:** Wellness of Students and Staff**ISSUE DATE:** (dd-mm-yyyy)**REVIEW YEAR:** (yyyy)

## PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

A Positive and supportive social and physical milieu in our learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness. for providing each student and staff member with welcoming, caring, respectful and safe learning and working environments.

## DEFINITIONS

**Comprehensive School Health (CSH)** is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

**Wellness** is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle choices based on healthy attitudes and actions that honour self and others.

The Alberta Education *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness** is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
- **Intellectual wellness** is the development and the critical and creative use of the mind to its fullest potential.



- **Physical wellness** is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.
- **Social wellness** is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment.
- **Spiritual wellness** is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.

## POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

## EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:
  - a. ~~give consideration to~~ student and staff health and safety in the planning, implementation and evaluation of district services;
  - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
  - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.

3. School staff shall work collaboratively with district services, parents, ~~and~~ government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.
4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be ~~guided by~~ in accordance with the *School Act*, regulations and the *Guide to Education*.
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

## ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report – ~~Health and~~ Wellness of Students and Staff.

## REFERENCES

[FBCA.BP - Respectful Working Environments](#)  
[FBCA.AR – Respectful Working Environments](#)  
[EA.BP - Infrastructure Planning Principles](#)  
[GA.BP - Student Programs of Study](#)  
[GAA.BP - Delivery of Student Programs of Study](#)  
[GGAB.BP – Multicultural Education](#)  
[GI.AR – Teaching and Learning Resources](#)  
[HA.BP – Inclusive Education](#)  
[HAA.BP – Aboriginal Education](#)  
[HF.BP - Safe, Caring and Respectful Learning Environments](#)  
[HF.AR – Safe, Caring and Respectful Learning Environments](#)  
[HFA.BP – Sexual Orientation and Gender Identity](#)  
[HFA.AR – Sexual Orientation and Gender Identity](#)  
[Guide to Education](#)  
[Framework for Kindergarten to Grade 12 Wellness Education](#)  
[Comprehensive School Health Approach – Alberta Health Services](#)  
[School Act](#)

**DATE:** June 10, 2014

**TO:** Board of Trustees

**FROM:** Trustee Michelle Draper, Chair Policy Review Committee  
Trustee Sarah Hoffman, Policy Review Committee  
Trustee Nathan Ip, Policy Review Committee

**SUBJECT:** Draft Board Policy CO.BP – Fiscal Oversight and Accountability

**RESOURCE STAFF:** Brian Barclay, Lisa Boston, Todd Burnstad, Candace Cole, Noel Gareau,  
David Fraser, Cheryl Hagen, Amanda Lancot, Madonna Proulx,  
Anne Sherwood, Sandra Stoddard

**REFERENCE:** [December 04, 2012 Board Motion re: Public Disclosure of Expenses](#)  
[Alberta Government Public Disclosure of Travel and Expense Policy](#)

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**ISSUE**

As part of the comprehensive review of all board policy, a new policy is required to address the Board of Trustees' fiscal stewardship responsibilities under the Education Act S 33(1)(i) "ensure effective stewardship of the Board's resources". The policy needs to provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds which includes compliance with all legislative requirements, public sector accounting standards, effective financial planning and management processes, the application of internal controls and clearly defined roles and responsibilities. In addition, this new policy should address the Board of Trustees' expectation for public disclosure of travel and expenses of trustees and senior officials in alignment with Alberta Government practices as per the Board motion approved December 4, 2012.

**RECOMMENDATION**

**That draft new Board Policy CO.BP – Fiscal Oversight and Accountability (Attachment I) be considered for the first time and approved for posting on the District website for stakeholder input.**

**BACKGROUND**

As shown in Appendix I, four major themes or categories of resources were identified (infrastructure, human, information and financial) for development of policy to address the Board of Trustees' responsibilities under the *Education Act* s 33(1)(i) "to ensure effective stewardship of the Board's resources." Draft new Board Policy CO.BP – Fiscal Oversight and Accountability (Attachment I) is addressing the policy theme for financial resources.

A working group comprised of representatives from Accounts Payable, General Accounting, Revenue Accounting, Purchasing and Contract Services, Internal Audit and Budget Services was formed to assist in the development of the new policy. As shown in Appendix II, existing board policies that address fiscal stewardship responsibilities were identified and reviewed to identify connections, redundancies and omissions. Copies of the identified policies and sections of the Trustees Manual are attached in Appendix IIIa through IIIi.

A plan for a new draft policy addressing fiscal stewardship of district funds was developed to consolidate, where possible, the existing policies related to financial stewardship responsibilities and include additional Board of Trustees' expectations with respect to:

- public disclosure of travel and expenses for trustees and senior officials in alignment with Alberta Government practices;
- site-based decision making and financial stewardship on behalf of the District;
- an emphasis on demonstrated accountability for the use of district funds;
- clarification of purchasing criteria to include cost and quality; and
- ensuring that current practices such as acknowledging the death of a staff member or trustee with a donation to a charity in lieu of flowers is compatible with Board Policy IAC.BP – Funding and Endorsement Requests from External Organizations, whereby the District does not provide funding to external organizations seeking funding for their own activities.

#### **RELATED FACTS**

- There is growing public expectation for and increasing media attention on the accountability of government and public institutions for the use of public dollars.
- The District has a history and culture of site-based decision making that gives each site discretion in how work is accomplished. The District's Vision, Mission, Priorities, and board policies and administrative regulations establish the broad framework within which all decisions are made.
- Public disclosure of travel and expenses for trustees and senior officials will bring with it an increased expectation for consistency in the application of good judgment when using public funds. All district records are subject to the *Freedom of Information and Protection of Privacy Act* (FOIP) and the records of travel and expenses for other staff are disclosed upon request in accordance with FOIP.
- Administrative regulations, procedures and processes will need to be reviewed, revised and, or developed to be able to efficiently support proactive public disclosure and accountability for the use of district funds.

#### **OPTIONS**

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

1. The Board considers and approves draft new Board Policy CO.BP – Fiscal Oversight and Accountability for posting on the District website for stakeholder input.
2. The Board does not approve draft Board Policy CO.BP – Fiscal Oversight and Accountability and provides direction to the Policy Review Committee to revise the policy before bringing back to the Board of Trustees.

#### **CONSIDERATIONS & ANALYSIS**

The new policy retains the same code as current Board Policy CO.BP – Fiscal Oversight and Management but the name was changed to Board Policy CO.BP – Fiscal Oversight and Accountability in order to place the emphasis on accountability. Accountability for financial decisions was also addressed in the definition and description provided for site-based decision making to convey the shared responsibility of trustees and staff for financial stewardship.

Current Board Policy CO.BP – Fiscal Oversight and Management (Appendix IIIa) and other board policies that address Board of Trustees' expectations for fiscal stewardship (Appendix IIIb though IIIi) were reviewed and the concepts consolidated in the proposed new draft policy with some wording changes for clarity and consistency of message as shown in (Appendix III). A definition of district funds was provided for the policy to ensure that funds from all sources,

not just public funds from Alberta Education, are covered by the policy expectations for oversight and accountability. This definition made way for incorporating the existing policies related to accountability for funds derived from public gifts, donations and school fees into the new draft policy. Authority to approve district endorsement of and participation in community activities and projects is with the Superintendent of Schools. Clarification on when district funds may be used for donations to other organizations will be provided in administrative regulations and district expense reporting procedures. The Board retains authority for approval of the annual budget and result review process, the annual distribution of funds and the appointment of the external auditor and principal banker from existing policies.

The policy also addresses the Board of Trustees' expectations for:

- Seeking maximum educational value for the expenditure of district funds through appropriate purchasing practices.
- Conducting budget and results review for continuous improvement and as a means of communication with and involving stakeholders.
- Safeguarding and providing effective oversight and accountability for the use of district funds and asset management, through:
  - administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, public sector accounting and Alberta Government elected and senior official expense disclosure practices;
  - the assignment of responsibilities and accountabilities; and
  - a system of internal controls.

The Policy Review Committee believes that the draft new policy provides the basis for appropriate fiscal oversight and accountability procedures and processes that will support the Board of Trustees, the Superintendent of Schools and district staff in meeting their respective responsibilities for the stewardship of district resources for the delivery of educational services on behalf of the public. The Policy Review committee also believes that the work being done on the District Strategic Plan, with articulated strategies and goals and aligned outcomes and performance measures, will provide a basis for the development of operational plans and performance measures for all district decision units which will support fiscal accountability with routine and proactive public disclosure of results.

#### **NEXT STEPS**

1. Draft Policy CO.BP – Fiscal Oversight and Accountability and this board report, as a backgrounder, will be posted on the District website for stakeholder feedback for four weeks.
2. The Policy Review Committee considers stakeholder feedback for any further development of the policy and brings recommendation to the Board of Trustees for second and third consideration for approval of the policy in the fall.
3. Should the Board of Trustees approve new Board Policy CO.BP – Fiscal Oversight and Accountability, the following board policies, having been addressed in the new board policy, will be rescinded: Current CO.BP – Fiscal Oversight and Management, CT.BP – Appointment of Principal Banker, CVE.BP – Auditor, CW.BP – Purchasing; HNB.BP – Instructional Fees, IAC.BP – Funding and Endorsement Requests from External Organizations, and IH.BP – Public Gifts (Appendix III a – g).
4. Implementation of the new policy will require review, revision and or development and communication of administrative regulations and processes to effectively and efficiently support public disclosure and accountability for the use of district funds with the application

of internal controls, records management and clearly defined responsibilities and accountabilities.

**ATTACHMENTS & APPENDICES**

- ATTACHMENT I Draft New Board Policy CO.BP – Fiscal Oversight and Accountability
- APPENDIX I Policy Themes for Stewardship of Resources (*Education Act* s33(1)(i))
- APPENDIX II Relationship of Responsive Current Policies for Fiscal Stewardship (Education Act S33(1)(I))
- APPENDIX III Draft New Board Policy CO.BP – Fiscal Oversight and Accountability showing policy consolidation
- a. Current Board Policy CO.BP – Fiscal Oversight and Management
  - b. Board Policy CT.BP – Appointment of Principal Banker
  - c. Board Policy CVE.BP – Auditor
  - d. Board Policy CW.BP – Purchasing
  - e. Board Policy HNB.BP – Instructional Fees
  - f. Board Policy IAC.BP – Funding and Endorsement Requests from External Organizations
  - g. Board Policy IH.BP – Public Gifts
  - h. Administrative Regulation AFA.AR – Results Review (formerly a board policy/regulation)
  - i. Trustees’ Handbook S6.1.2 Audit Committee, S6.2 Four-Year Budget Planning and Results Review

CH/AS:lb

<b>CODE:</b> CO.BP	<b>EFFECTIVE DATE:</b> (dd-mm-yyyy)
<b>TOPIC:</b> Fiscal Oversight and Accountability	<b>ISSUE DATE:</b> (dd-mm-yyyy)
	<b>REVIEW YEAR:</b> (yyyy)

## PURPOSE

To provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds to achieve the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education.

## DEFINITIONS

**District funds** are derived primarily from Alberta Education funding but include funds from all revenue sources including but not limited to conditional grants, public gifts and donations, sale of district owned assets, facilities rental and service charges, investments, transportation service fees, school shop customer service charges, student user fees for instructional supplies, materials and optional materials and services.

**Expenses** are costs incurred or allowances claimed by or on the behalf of an individual in the course of district business and include:

- business travel and conferences (including registration, transportation, parking, accommodation, meals and incidentals)
- hospitality (applies only when the event involves participants from outside of the District)
- working sessions (applies only when individuals who work for the District are involved)
- other business expenses (including mobile devices, home internet, professional memberships, etc.)

**Senior Officials** are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer
- Board Secretary
- General Counsel
- Managing Directors

**Site-Based Decision Making**, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District's Vision, Mission, Priorities, and board policies and administrative regulations establish the broad framework within which all decisions are made.

**Stewardship** is the careful and responsible planning and management of district financial resources to achieve the educational objectives of the District's Vision, Mission and Priorities on behalf of the public. Stewardship of financial resources begins with compliance with legislation, policies and



regulations, transparency and internal controls.

## **POLICY**

The Board of Trustees (Board) is responsible for ensuring effective and efficient stewardship of district financial resources and assets placed in its trust for the provision of public education now and into the future.

The Board recognizes that the fulfillment of the District's Vision, Mission, and Priorities is dependent on compliance with all legislative requirements and public sector accounting standards, effective financial planning and management, the application of internal controls, and clearly defined roles and accountabilities. The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results.

The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.

The Board seeks maximum educational value for the expenditure of district funds through purchasing practices that are fair, transparent and promote competition among vendors.

The annual district budget is the fiscal plan to achieve the Vision, Mission, Priorities and strategic plan of the District and the province. The District's individual school/DU budget development processes include a review of the results from the previous year for continuous improvement. The budget process serves as a means to improve communications and involvement both within the school system and with the broader community.

The Board shall approve:

- the annual budget and results review process;
- the annual distribution of funds and any updates that are required during the year;
- the annual operating budget;
- the annual appointment of the external auditor for the District; and
- the appointment of the principal banker for the District.

The Board believes that it is fair and appropriate to reimburse trustees and staff for approved travel and other expenses incurred while carrying out district business. To ensure accountability and public transparency, all trustees and staff shall adhere to district administrative regulations governing the expenditure of district funds for reimbursement and payment of expenses incurred on district business. Furthermore, all expenses made by and on behalf of trustees and senior officials shall be routinely and publicly disclosed in alignment with the practices of the Government of Alberta.

The Board acknowledges that schools cannot charge for instruction but schools may charge minimal fees with respect to instructional supplies or materials, in accordance with the *School Act*. While the Board recognizes the need to charge fees, economic circumstances shall not be a barrier to a student's

access to curricular outcomes. Fees and the rationale for them shall be transparent and the funds derived shall be used for the purposes for which they were collected.

Edmonton Public Schools is a "Registered Canadian Charitable Organization" within the meaning of the *Income Tax Act* and, as such, all gifts and donations shall be accounted for and used to enhance educational opportunities offered to students consistent with district priorities, policies and values. In order to assist community groups seeking funding for their own activities, the Board delegates authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District's Vision, Mission, and Priorities and support teaching and learning.

## **EXPECTATIONS**

1. To safeguard and provide effective oversight and accountability for the use of district funds and asset management, the Superintendent of Schools shall implement this policy through:
  - a. administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, public sector accounting and Alberta Government elected and senior official expense disclosure practices;
  - b. the assignment of responsibilities and accountabilities; and
  - c. a system of internal controls.
2. District purchasing practices shall conform to provincial agreements and purchasing standards established for all Municipalities, Academic Institutions, School Boards and Hospital Institutions (MASH sector).
  - a. District purchasing practice shall give consideration to the following:
    - cost relative to quality and or suitability of the product or service;
    - vendor/manufacturer performance: reputation/experience, ability to deliver, after sales service, maintenance and warranty;
    - the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry; and
    - the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures.
  - b. All factors being equal, consideration shall be given to local, provincial, and national suppliers in that order.
3. At intervals not exceeding five years, requests for proposals shall be posted and made available to all:
  - financial institutions for appointment as the District's principal banker; and
  - qualified firms or individuals for appointment as district auditor.
4. The annual budget development and results review process shall provide trustees, staff, students, parents and community members with an opportunity for involvement.
5. Annual district and school budgets, audited financial statements, and results achieved by the District shall be made publicly available.

6. The acceptance of donations of property (cash and gifts in kind), that may be eligible for official tax donation receipts in accordance with Canada Revenue Agency, shall be for the advancement of education which includes, but is not limited to the following:
  - a. the establishment of scholarships or memorial funds;
  - b. the giving of special prizes or awards to students;
  - c. the promotion of co-curricular or extra-curricular activities;
  - d. the purchase of equipment; and
  - e. the funding of facility additions or enhancements.

## **ACCOUNTABILITY**

The Administration shall provide the following monitoring reports to the Board of Trustees:

- interim quarterly financial reports;
- annual audited financial statements;
- school and decision unit annual plans;
- results review documentation; and
- annual Alberta Education Results Report.

## **REFERENCES**

AD.BP – District Vision, Mission, Values and Priorities

CSGA.AR - School Generated funds

CSGB.AR - Administration of School Collected Funds

CSGE.AR - Customer Service Charges

CVB.AR - Guidelines for Carry Forward of Funds for Central and Decision Units

CW.AR - Purchasing and Disposal

CWA.AR - Expenditure of Public Funds

HNB.AR - School Assessed Fees

IAA.BP – Educational Partnerships and Sponsorships

IH.AR - Public Gifts

Trustees' Handbook s.6.1.2 Audit Committee

Trustees' Handbook s. 6.2 Four-Year Budget Planning and Results Reviews

*School Act s. 60(2)(j)(k), 146,*

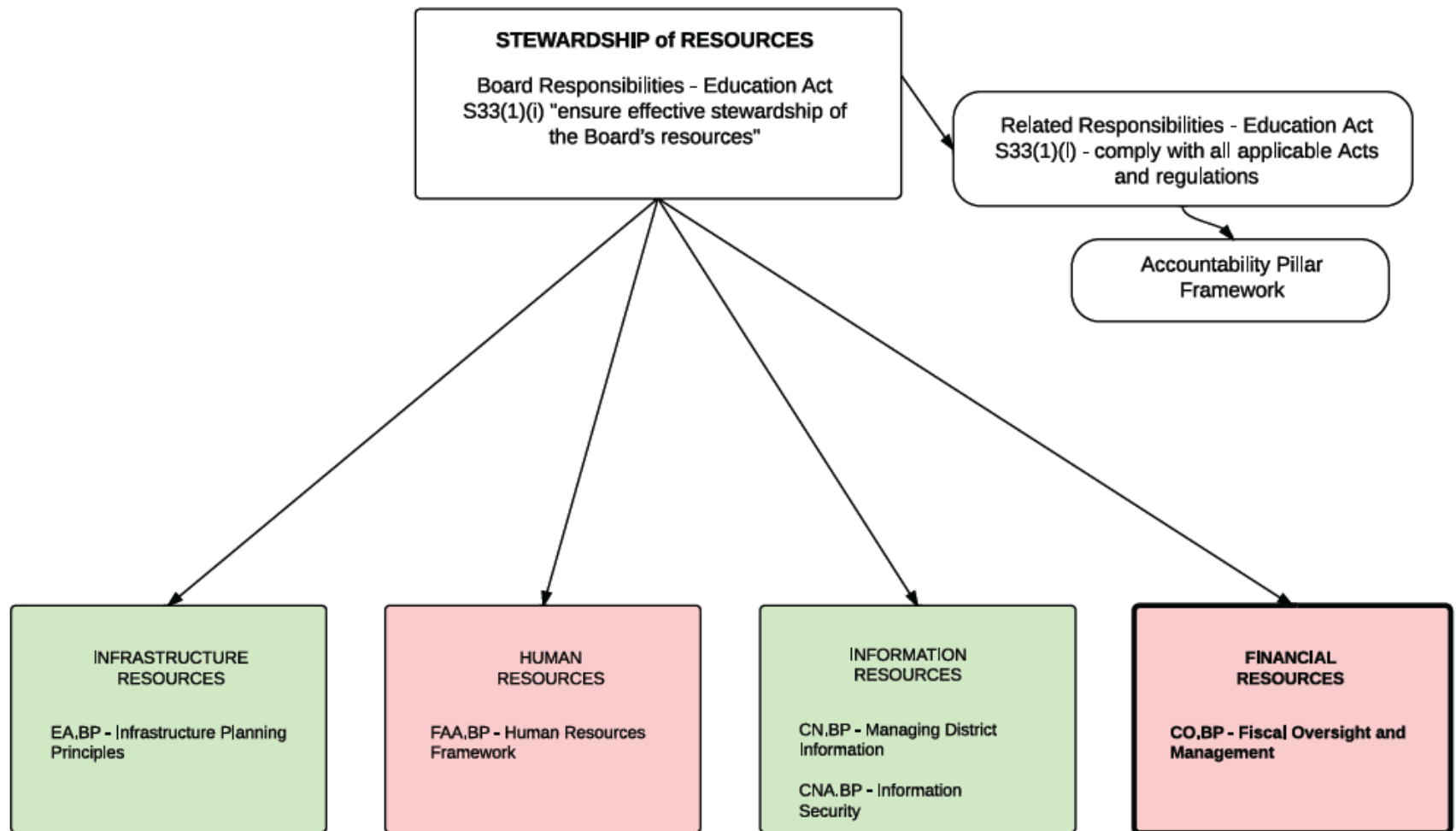
*Freedom of Information and Protection of Privacy Act*

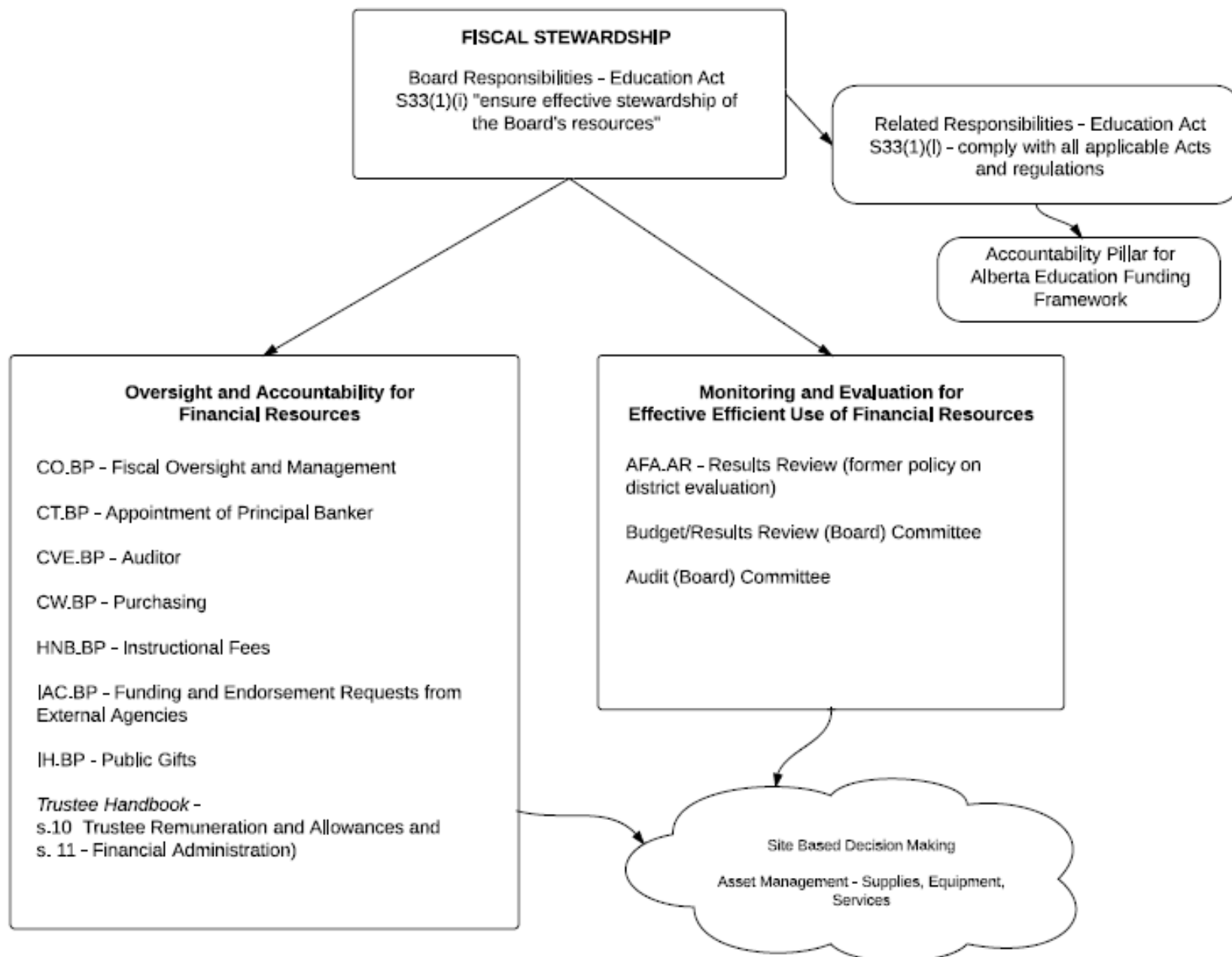
*Income Tax Act s.149.1*

Public Sector Accounting Standards

New West Partnership Trade Agreement (NWPTA)

Trade Investment and Labour Mobility Agreement (TILMA)





<b>CODE:</b> CO.BP	<b>EFFECTIVE DATE:</b> (dd-mm-yyyy)
<b>TOPIC:</b> Fiscal Oversight and Accountability	<b>ISSUE DATE:</b> (dd-mm-yyyy)
	<b>REVIEW YEAR:</b> (yyyy)

## PURPOSE

To provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds to achieve the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education.

## DEFINITIONS

**District funds** are derived primarily from Alberta Education funding but include funds from all revenue sources including but not limited to conditional grants, public gifts and donations, sale of district owned assets, facilities rental and service charges, investments, transportation service fees, school shop customer service charges, student user fees for instructional supplies, materials and optional materials and services.

**Expenses** are costs incurred or allowances claimed by or on the behalf of an individual in the course of district business and include:

- business travel and conferences (including registration, transportation, parking, accommodation, meals and incidentals)
- hospitality (applies only when the event involves participants from outside of the District)
- working sessions (applies only when individuals who work for the District are involved)
- other business expenses (including mobile devices, home internet, professional memberships, etc.)

**Senior Officials** are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer
- Board Secretary
- General Counsel
- Managing Directors

**Site-Based Decision Making**, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District's Vision, Mission, Priorities, and board policies and administrative regulations establish the broad framework within which all decisions are made.

**Stewardship** is the careful and responsible planning and management of district financial resources to achieve the educational objectives of the District's Vision, Mission and Priorities on behalf of the public. Stewardship of financial resources begins with compliance with legislation, policies and

regulations, transparency and internal controls.

## **POLICY**

The Board of Trustees (Board) is responsible for ensuring effective and efficient stewardship of district financial resources and assets placed in its trust for the provision of public education now and into the future.

The Board recognizes that the fulfillment of the District's Vision, Mission, and Priorities is dependent upon compliance with all legislative requirements and public sector accounting standards, effective financial planning and management s, the application of internal controls, and clearly defined roles and accountabilities. The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results.  
**(CO.BP – Fiscal Oversight and Management)**

The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.

The Board seeks maximum educational value for the expenditure of District funds through purchasing practices that are fair, transparent and promote competition among vendors. **(CW.BP – Purchasing)**

The annual district budget is the fiscal plan to achieve the Vision, Mission, Priorities and strategic plan of the District and the province. The District's individual school/DU budget development processes include a review of the results from the previous year for continuous improvement. The budget process serves as a means to improve communications and involvement both within the school system and with the broader community.

The Board shall approve:

- the annual budget and results review process; **(AFA.AR – Results Review)**
- the annual distribution of funds and any updates that are required during the year; **(CO.BP – Fiscal Oversight and Management)**
- the annual operating budget; **(CO.BP) – Fiscal Oversight and Management**
- the annual appointment of the external auditor for the District; and **(CO.BP) – Fiscal Oversight and Management**
- the appointment of the principal banker for the District. **(CO.BP – Fiscal Oversight and Management)**

The Board believes that it is fair and appropriate to reimburse trustees and staff for approved travel and other expenses incurred while carrying out district business. To ensure accountability and public transparency, all trustees and staff shall adhere to district administrative regulations governing the expenditure of district funds for reimbursement and payment of expenses incurred on district business. Furthermore, all expenses made by and on behalf of trustees and senior officials shall be routinely and publicly disclosed in alignment with the practices of the Government of Alberta.



The Board acknowledges that schools cannot charge for instruction but schools may charge minimal fees with respect to instructional supplies or materials, in accordance with the *School Act*. While the Board recognizes the need to charge fees, economic circumstances shall not be a barrier to a student's access to curricular outcomes. Fees and the rationale for them shall be transparent and the funds derived shall be used for the purposes for which they were collected. **(HNB.BP – Instructional Fees)**

Edmonton Public Schools is a “Registered Canadian Charitable Organization” within the meaning of the *Income Tax Act* and, as such, all gifts and donations shall be accounted for and used to enhance educational opportunities offered to students consistent with district priorities, policies and values. **(IH.BP - Public Gifts)**

In order to assist community groups seeking funding for their own activities, the Board delegates authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District's Vision, Mission and Priorities and support teaching and learning. **(IAC.BP – Funding and Endorsement Requests from External Organizations)**

## **EXPECTATIONS**

1. To safeguard and provide effective oversight and accountability for the use of district funds and asset management, the Superintendent of Schools shall implement this policy through:
  - a. administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, public sector accounting standards and Alberta Government elected and senior official expense disclosure practices;
  - b. the assignment of responsibilities and accountabilities; and
  - c. a system of internal controls.
2. District purchasing practices shall conform to provincial agreements and purchasing standards established for all Municipalities, Academic Institutions, School Boards and Hospital Institutions (MASH sector).
  - a. District purchasing practice shall give consideration to the following:
    - cost relative to quality and or suitability of the product or service;
    - vendor/manufacturer performance: reputation/experience, ability to deliver, after sales service, maintenance and warranty;
    - the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry; and
    - the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures. **(CW.BP – Purchasing)**
  - b. All factors being equal, consideration shall be given to local, provincial, and national suppliers in that order. **(CW.BP – Purchasing)**
3. At intervals not exceeding five years, requests for proposals shall be posted and made available to all:
  - financial institutions for appointment as the District's principal banker; and **(CT.BP – Appointment of Principal Banker)**
  - qualified firms or individuals for appointment as district auditor. **(CVE.BP – Auditor)**

4. The annual budget development and results review process shall provide trustees, staff, students, parents and community members with an opportunity for involvement. **(AFA.AR – Results Review)**
5. Annual district and school budgets, audited financial statements, and results achieved by the District shall be made publicly available. **(AFA.AR – Results Review)**
6. The acceptance of donations of property (cash and gifts in kind), that may be eligible for official tax donation receipts in accordance with Canada Revenue Agency, shall be for the advancement of education which includes, but is not limited to the following:
  - a. the establishment of scholarships or memorial funds;
  - b. the giving of special prizes or awards to students;
  - c. the promotion of co-curricular or extra-curricular activities;
  - d. the purchase of equipment; and
  - e. the funding of facility additions or enhancements. **(IH.BP – Public Gifts)**

## **ACCOUNTABILITY**

The Administration shall provide the following monitoring reports to the Board of Trustees:

- interim quarterly financial reports;
- annual audited financial statements;
- school and decision unit annual plans;
- results review documentation; and **(CO.BP – Fiscal Oversight and Management)**
- annual Alberta Education Results Report.

## **REFERENCES**

CSGA.AR – School Generated funds  
 CSGB.AR – Administration of School Collected Funds  
 CSGE.AR – Customer Service Charges  
 CVB.AR – Guidelines for Carry Forward of Funds for Central and Decision Units  
 CW.AR – Purchasing and Disposal  
 CWA.AR – Expenditure of Public Funds  
 HNB.AR – School Assessed Fees  
 IAA.BP – Educational Partnerships and Sponsorships  
 IH.AR – Public Gifts  
 Trustees' Handbook s.6.1.2 Audit Committee  
 Trustees' Handbook s. 6. 2 Four-Year Budget Planning and Results Reviews  
*School Act s. 60(2)(j)(k), 146,*  
*Freedom of Information and Protection of Privacy Act*  
*Income Tax Act s.149.1*  
 Public Sector Accounting Standards (PSAS)  
 New West Partnership Trade Agreement (NWPTA)  
 Trade Investment and Labour Mobility Agreement (TILMA)

**CODE:** CO.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Fiscal Oversight and Management**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)**POLICY**

The Board believes that the fulfillment of its mission, priorities and strategic plan is dependent upon sound financial planning and management.

The Board ensures the fiscal integrity of the organization by providing leadership, oversight and management philosophy that directs the management of district resources to meet the Board's policy objectives, district priorities and requirements of Alberta Education.

The main goal of financial management is to achieve a long-term, stable and positive financial position. The Board also believes that the management of district finances should be based upon a foundation of integrity, prudent stewardship, planning, accountability and full disclosure of results.

The Board shall be responsible for approval of:

- the annual planning base and any updates that are required during the year
- the annual operating budget
- the three-year capital plan
- the ten-year facilities plan

The Board receives for information from the Administration the:

- interim quarterly financial reports
- annual audited financial statements
- school and decision unit annual plans
- results review documentation

The Superintendent of Schools shall ensure that the District's resources are spent and managed according to board policy, district priorities and Alberta Education requirements.

**CODE:** CT.BP**EFFECTIVE DATE:** (28-10-2008)**TOPIC:** Appointment of Principal Banker**ISSUE DATE:** (30-10-2008)**REVIEW YEAR:** (2015)

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**POLICY**

At intervals not exceeding five years, proposals shall be requested from all financial institutions for appointment as the District's principal banker.

**REFERENCES**

*School Act* Section 60(2)(k)

**CODE:** CVE.BP**EFFECTIVE DATE:** (28-10-2008)**TOPIC:** Auditor**ISSUE DATE:** (30-10-2008)**REVIEW YEAR:** (2015)

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**POLICY**

1. The appointment of a board auditor shall be made by the Board on a yearly basis.
2. At intervals not exceeding five years, proposals shall be requested from all qualified firms or individuals for appointment as board auditor.

**REFERENCES***School Act* Section 146

**CODE:** CW.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Purchasing**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)

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**POLICY**

The Board believes in purchasing competitively and seeking maximum educational value for every dollar expended through good purchasing practices which give consideration to the following:

- the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry
- the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures
- all factors being equal, preference shall be given to local, provincial, and national suppliers in that order.

**REFERENCES**

CW.AR - Purchasing and Disposal

**CODE:** HNB.BP**EFFECTIVE DATE:** (27-09-2011)**TOPIC:** Instructional Fees**ISSUE DATE:** (29-09-2011)**REVIEW YEAR:** (2018)

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**POLICY**

The Board believes all children should be able to access a public education regardless of economic circumstances. Schools shall not charge fees for instruction but may charge minimal fees with respect to instructional supplies or materials in accordance with the *School Act*.

**REFERENCES**

HNB.AR - School Assessed Fees

*School Act* Section 60.2.j

**CODE:** IAC.BP**EFFECTIVE DATE:** (08-05-2012)**TOPIC:** Funding and Endorsement Requests from  
External Organizations**ISSUE DATE:** (16-05-2012)**REVIEW YEAR:** (2019)

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**POLICY**

As a publicly funded and non-profit organization, Edmonton Public Schools does not provide funding for external community activities or projects, as the District regularly seeks financial support for its own activities and projects.

In order to assist community groups wishing to support teaching and learning through their own activities, the Board delegates its authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District Vision, Mission and Priorities. The Superintendent of Schools' decision on such matters is final.



**CODE:** IH.BP**EFFECTIVE DATE:** (11-05-2010)**TOPIC:** Public Gifts**ISSUE DATE:** (13-05-2010)**REVIEW YEAR:** (2017)**POLICY****INCOME TAX DEDUCTIBLE DONATIONS**

The Board encourages and welcomes donations to Edmonton Public Schools, for the enhancement of educational opportunities offered students, which are consistent with District priorities, policies and values.

The Edmonton School District No. 7 is a "Registered Canadian Charitable Organization" within the meaning of the *Income Tax Act*. This permits the acceptance of donations of property (cash and gifts in kind) that may be eligible for official donation receipts. Such donations shall be for the advancement of education which includes, but is not limited to the following:

- a. the establishment of scholarships or memorial funds;
- b. the giving of special prizes or awards to students;
- c. the promotion of co-curricular or extra-curricular activities;
- d. the purchase of equipment; and
- e. the funding of facility additions or enhancements.

**REFERENCES**

CSGA.AR - School Generated Funds

IAA.BP - Educational Partnerships and Sponsorships

IH.AR - Public Gifts

*Income Tax Act* Section 149.1

**CODE:** AFA.AR**EFFECTIVE DATE:** (04-04-2001)**TOPIC:** Results Review**ISSUE DATE:** (05-04-2001)**REVIEW YEAR:** (2006)

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**REGULATION**

1. The Board of Trustees shall approve the results review process for schools and central services.
2. School and central services results shall be provided to the Superintendent of Schools and Trustees.
3. Trustees, staff, students, parents, and community members shall be provided with an opportunity for involvement in the review process.
4. Results achieved by the District shall be communicated to staff, parents, and the community.
5. Individual school results shall be shared with the community.

**REFERENCES**

Alberta Learning Program, School and School System Evaluation Policies Section 2 - Accountability in Education Policy Requirements

### 6.1.2 Audit Committee

#### Purpose

The purpose of the Audit Committee is to assist the Board of Trustees in ensuring the assets of the corporation are preserved and resources utilized effectively. The Audit Committee is part of a system of checks and balances and as guardian of the District's interests, assesses whether the organization is appropriately administering public funds.

#### Terms of Reference

The committee meets at least twice a year in-camera, generally once in the fall, and the second taking place later in the year.

1. The Audit Committee meets prior to the annual audit to:

- recommend the appointment of an external Board auditor to the Board of Trustees on an annual basis and in accordance with Board Policy [CVE.BP - Auditor](#) and the [School Act](#) (part 6, division 1);
- meet with the external auditor prior to commencement of the audit to review the engagement letter and assure the auditor's independence from management; and
- review and discuss the audit plan with the external auditor and make a recommendation to Board.

2. The Audit Committee meets following the annual audit to:

- meet with the external auditor and Administration to review the external auditor's assessment of the District's system of internal controls and accounting policies, the draft annual audit report, accept receipt of the external auditor's independence letter, audit findings report and accompanying draft management letter;
- provide information to demonstrate due diligence was undertaken in reviewing the financial information, and make a recommendation to Board on whether to accept the annual audit report and financial statements for forwarding to the Minister of Education; and
- receive the Superintendent of School's report on internal audit activities.

#### Composition

The membership of the Audit Committee shall be comprised of:

- three Trustees, including the Board Chair
- two external members who are designated accountants.

Term of appointment shall be one year for Trustees, consistent with all Trustee Standing Committees. The term of appointment for external members shall be four years. Notwithstanding any such term, each committee member shall serve at the pleasure of the Board of Trustees who reserves the right to terminate any appointment without notice, with or without cause.

### **Selection Process for External Committee Members**

The Administration will post a request for Audit Committee members on the following websites:

- Certified Management Accountants of Alberta
- Certified General Accountants of Alberta
- Institute of Chartered Accountants of Alberta
- University of Alberta business department

The Audit Committee, with support of the Superintendent of Schools and the Executive Director Finance and Infrastructure, will select the two external members of the Audit Committee.

### **Quorum**

A quorum of the Audit Committee consists of three members of the Committee; two members which must be from the Board of Trustees.

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### **Rules of Order**

The agenda format, rules of order and confidentiality requirements for Caucus Committee will be observed. All committee members shall commit to ethical conduct; proper use of authority, decorum and professional conduct.

### **Budget**

There is no identified budget for this committee. External committee members are not entitled to honoraria.

### **Resources**

[Financial Statement Readability Tool Kit](#) (Alberta Education, Auditor General and Association of School Business Officials (ASBOA))

Trustees' Handbook Page 61

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## **6.2 Four-Year Budget Planning and Results Reviews**

### **Purpose**

To provide an opportunity for Trustees to review and discuss with principals and central service administrators about:

- the extent to which results for the previous year have been achieved; and
- the proposed budget plans in relation to the District priorities and Trustee initiatives.

## **Terms of Reference**

- The Board, each year, as part of the budget and results review process, will approve the requirements, format and timelines for review meetings.
  - Meetings will be open to the public. Notice of the meetings will be provided to parents, Parent Councils and/or other stakeholders to encourage attendance and participation.
  - Budget planning and results review sessions take place in November once District achievement and financial results have been compiled.
  - Trustees will be provided information packages of the schools they are scheduled to visit in their Ward; however, information for all schools and central departments will be made available electronically for Trustees.
  - Trustees are expected to preside over the budget meeting and lead the discussion. Staff presentations are often a key component and the Trustee(s) may ask questions to further their understanding of the annual results and budget plans.
  - Each year, Trustees are strongly encouraged to attend, and partake in asking questions in one additional budget planning and/or results review session in a Ward other than their own.
- \*No election required – All Trustees participate in the annual budget planning and results reviews of school and central service decision units.
- \*In an election year; the process and timelines for Results Review will be provided to the Trustee Candidates on Nomination Day.



**DATE:** June 10, 2014  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** 2014-2015 Student Transportation Fees  
**ORIGINATOR:** David Fraser, Executive Director, Corporate Services  
**RESOURCE**  
**STAFF:** Lorne Parker, Christopher Wright  
**REFERENCE:** N/A

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**ISSUE**

Annually, Student Transportation fees are reviewed and amended if required. The sale of bus passes and the use of Student Transportation carry-forward funds are utilized to cover the annual funding gap between the cost of the District's transportation service delivery and provincial grants.

**ACTION REQUESTED**

**That the 2014-2015 Proposed Student Transportation Fees, to be effective August 2014 (Attachment I), be approved.**

**BACKGROUND**

Student Transportation is funded from two sources; provincial transportation grants, and student transportation fees. In recent years, funding has fluctuated largely through the inclusion and removal of the provincial fuel subsidy. Notwithstanding the inconsistent nature of provincial revenue, the District provides a service delivery model that is comprehensive and responsive, yet allows for stability in bus pass prices through the retention and utilization of carry-forward funds. Entering the 2013-2014 school year, Student Transportation had a carry-forward balance of \$5,998,293 which was accrued over time through a combination of bus pass fees, operational efficiencies and provincial fuel funding. It is anticipated that the current carry-forward balance will be reduced by approximately \$750,000 in order to cover a 2013-2014 operational deficit.

For the 2014-2015 school year, provincial transportation grants are anticipated to decline by approximately \$1,240,000 compared to the 2013-2014 school year, despite an anticipated increase in total student enrolment. The reduction in funding is a result of recent revisions to the Alberta Education transportation grant calculation.

**RELATED FACTS**

In considering the proposed 2014-2015 fee increase, the following should be noted:

- Prior to the 2014-2015 school year, only one other fee increase has been requested since the 2008-2009 school year. The previous increase, approved for the 2010-2011 school year, represented an increase of 12.5 and 11.6 per cent on the lower and higher priced passes respectively. The 2010-2011 bus pass prices have remained in effect through the 2013-2014 school year.

- The 2014-2015 budgeted operating costs represent a 20.6 per cent increase since the last fee increase in 2010-2011. The majority of the cost increase is a result of increased demand from new and developing communities over the past two years.
- The anticipated 2014-2015 provincial grants represent an increase of approximately 8.5 per cent since 2010-2011.
- The proposed increase on the \$27 pass to \$30 represents an increase of 11 per cent.
- The proposed increase on the \$48 pass to \$55 represents an increase of 14.6 per cent.
- One component of the 2014-2015 cost increases is the result of higher daily rates paid to the contract carriers. The increase in yellow bus carrier rates for 2014-2015 represents approximately 2.7 per cent of the total yellow bus costs for the year.

In order to minimize the increase to bus pass rates and offset the effects of new service requirements and reductions in provincial funding, it is proposed that \$2,800,000 of the carry-forward funds be applied to the 2014-2015 budget plan. The use of carry-forward funds will supplement the estimated \$11,913,700 in transportation fees collected in order to cover the funding gap.

The extent to which student transportation fees increase or decrease annually is dependent on:

- the level of provincial funding;
- expenditures related to the District's cost of purchasing Edmonton Transit (ETS) student bus passes from the City;
- the number of students purchasing public transit passes;
- the number of schools served;
- the number of students and type of programs supported by yellow bus service;
- the cost of school bus contracts;
- the un-funded and non-statutory services offered by the District; and
- the compliance to regulations and eligibility procedures.

#### **OPTIONS**

Approve the proposed increase to Student Transportation fees to, in part, cover the anticipated total funding gap for 2014-2015 of approximately \$14,700,000.

#### **CONSIDERATIONS & ANALYSIS**

While it is not currently possible to definitively note pending fee increases by all other jurisdictions, a combination of fee increases, use of surplus funds or service reductions can be expected in most instances.

#### Calgary Board of Education (CBE)

Kindergarten: \$330/year (53 per cent increase)

Grades 1 – 9: \$330/year (12 per cent increase)

Special Needs: \$330/year (12 per cent increase)

Calgary Transit: \$40/month (reimbursed from \$60/month)

## Notes:

- No option for monthly pass sales.
- Some service reductions expected.
- Use of surplus funds expected.

Edmonton Catholic School District (ECSD)

Kindergarten: no fees

Elementary students: \$30/month (no increase anticipated)

Junior High/Senior High/ETS: \$47/month (no increase anticipated)

## Notes:

- ECSD does not offer a discount for annual passes, whereas the proposed annual EPSB rates of \$240 and \$470 represent lower monthly rates for elementary students (designated school or language program) and the same monthly rate for junior high, senior high, and ETS passes.
- ECSD has had four previous rate increases since 2008-2009 for junior high/senior high/ETS passes, compared to one increase by EPSB.

**NEXT STEPS**

Should the proposed Student Transportation Fees for 2014-2015 be approved, Student Transportation and schools will collaborate to distribute fee information to parents prior to the end of June 2014.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I 2014-2015 Proposed Student Transportation Fees

CW:em



## 2014 – 2015 Proposed Student Transportation Fees

<i>TYPE OF TRANSPORTATION</i>	<i>MONTHLY FEE</i>	<i>ANNUAL FEE</i>
<b><u>EDMONTON TRANSIT</u></b>		
Kindergarten	No Charge	No Charge
Elementary Special Needs	\$30.00	\$240.00
Elementary (school has been closed or not built)	\$30.00	\$240.00
Family Maximum (school has been closed or not built) Kindergarten not included	\$72.00	n/a
Elementary (attending a school other than designated school)	\$55.00	\$470.00
Family Maximum (attending a school other than designated school)	n/a	n/a
Elementary (Bilingual or Immersion)	\$30.00	\$240.00
Elementary (Other Programs of Choice)	\$55.00	\$470.00
Junior High	\$55.00	\$470.00
Senior High	\$55.00	\$470.00
Family Maximum (Junior or Senior High)	n/a	n/a
<b><u>YELLOW SCHOOL BUS</u></b>		
<b>Regular:</b>		
Kindergarten	No Charge	No Charge
Elementary (school has been closed or not built)	\$30.00	\$240.00
Family Maximum (school has been closed or not built) Kindergarten not included	\$72.00	\$570.00
Junior High	\$55.00	\$470.00
Junior High (student attends same school as attended in elementary)	\$30.00	\$240.00
Senior High	\$55.00	\$470.00
Family Maximum (Junior or Senior High)	n/a	n/a
<b>Special Needs Curb Service:</b>		
Kindergarten and Early Education	No Charge	No Charge
Elementary	\$30.00	\$240.00
Family Maximum (Elementary) Kindergarten and Early Education not included	\$72.00	\$570.00
Junior High	\$55.00	\$470.00
Senior High	\$55.00	\$470.00
Family Maximum (Junior or Senior High)	n/a	n/a
<b>Alternative Programs:</b>		
Kindergarten	No Charge	No Charge
Elementary (Bilingual or Immersion)	\$30.00	\$240.00
Family Maximum (Bilingual or Immersion) Kindergarten not included	\$72.00	\$570.00
Elementary (Other Programs of Choice)	\$55.00	\$470.00
Family Maximum (Other Programs of Choice) Kindergarten not included	\$135.00	\$1,149.00
<b>Conditional Riders:</b>		
Kindergarten to Grade 12	\$55.00	n/a
Family Maximum	n/a	n/a

**DATE:** June 10, 2014  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** 2014-2015 Non-Resident Fees  
**ORIGINATOR:** David Fraser, Executive Director, Corporate Services  
**RESOURCE STAFF:** Ann Calverley, Cheryl Hagen, Madonna Proulx  
**REFERENCE:** N/A

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**ISSUE**

Non-Resident fees are set annually by the Board of Trustees for the purpose of recovering educational programming costs for students who are either not eligible to receive provincial funding or where another district has received the provincial funding allocation and is requesting the Edmonton Public School Board (EPSB) provide the educational program for their resident students.

**RECOMMENDATION**

- 1. That the proposed 2014-2015 Non-Alberta Residents and Special Needs Non-Residents fees be approved (Attachment I).**
- 2. That the proposed 2015-2016 International Student Tuition fee of \$11,500 and the International Student Application fee of \$250 be approved (Attachment II).**

**BACKGROUND****Non-Alberta Resident and Special Needs Non-Resident Fees**

The District charges a fee for students who are residents of Canada where the parent does not reside in Alberta. As per provincial funding guidelines, EPSB does not receive per student grants for those ineligible students. Therefore, a fee is required to cover the costs of educational programming. For the 2013-2014 school year, there are nine Non-Alberta resident students registered with EPSB.

The District also enters into education service agreements (sponsorships) with other jurisdictions to provide instructional programming for special needs students in Levels 5 - 8. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional costs may be added to final costs to cover additional educational assistant time. In the current year, EPSB provides programming for 22 directed special needs students, 11 of these students are attending Alberta School for the Deaf.

**International Student Program Fees**

Through the International Student Program, the District has a 19-year history of offering full-time academic programming to international students from many different countries. This school year, 39 district schools served over 500 international students from 39 different countries. The program generated revenues of approximately \$5.5 million dollars, 67 per cent of which went directly to schools in support of education programs.

International student fees are charged because the District cannot claim education grants for international students. Several factors are considered in determining the international student tuition fee, including the cost of senior high program with English Language Learning (ELL) instruction and support services, district operational costs including staff salaries and expenses associated with operating and managing the program, and the current market conditions for similar programs of this nature in Alberta and across Canada.

**RELATED FACTS**

- The [\*Alberta School Act Section 62\*](#) and the Alberta Education funding manual outline the general conditions for boards with respect to the process for the funding of students with special needs who are directed by the resident school jurisdiction to another school jurisdiction.
- All related funding is provided by Alberta Education to the resident school jurisdiction and payment for the student's program is the responsibility of the resident school jurisdiction.
- International student tuition fees are required to fund any students attending EPSB schools who are not Canadian residents ([\*Alberta School Act Section 49\*](#))
- International student fees continue to be allocated in a manner that maximizes revenues to schools but, at the same time ensures sufficient financial resources to administer the program.

**CONSIDERATIONS & ANALYSIS**

Non-resident fees and special needs fees are reviewed annually based on the cost of programming and in context with changes in provincial grant rates.

Special needs non-resident fees are proposed to remain at 2013-2014 rates, which is consistent with no change in the 2014-2015 provincial base grant rates. In addition, there are no increases in support staff unit costs.

International student tuition and application fees are revisited each year and brought forward for the consideration of the Board of Trustees. This year, the Administration is recommending a modest increase in the international student tuition fee of \$500 (from \$11,000 to \$11,500), effective for the 2015-2016 school year. The Administration is further recommending that the current international student application fee of \$250 be maintained.

**NEXT STEPS**

Once approved, the rates will be communicated to district staff through the *Need to Know News*.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I 2014-2015 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees

ATTACHMENT II 2015-2016 Proposed International Student Tuition and Application Fees

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**EDMONTON PUBLIC SCHOOLS****2014-2015 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees**

<b>Description</b>		<b>2014-2015 Proposed Fees</b>	<b>2013-2014 Approved Fees</b>	<b>Variance \$</b>	<b>Variance %</b>
<b>NON-ALBERTA RESIDENT FEE</b>					
	Non-ELL Fee	\$7,112	\$7,112	\$0	0%
	ELL Fee	\$8,290	\$8,290	\$0	0%
<b>SPECIAL NEEDS NON-RESIDENT FEE</b>					
Level 5	Communication, ELL Foreign Born Refugee, Gifted & Talented Extensions, Learning Disability, Literacy, Mild Cognitive Disability, Moderate Emotional/Behavioral, Hearing, Multiple, Visual Disability, Non-verbal Learning Disability, Strategies	\$13,277	\$13,277	\$0	0%
Level 6	Moderate Cognitive, Physical or Medical Disability, or Pervasive Developmental Disorder	\$14,829	\$14,829	\$0	0%
Level 7	Blindness, Deafness, ECS Severe Special Needs (PUF), Severe Cognitive, Emotional/Behavioral, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder	\$25,842	\$25,842	\$0	0%
Level 8	Blindness, Deafness, Severe Cognitive, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder	\$36,215	\$36,215	\$0	0%

**EDMONTON PUBLIC SCHOOLS****2015-2016 Proposed International Student Tuition and Application Fees**

<b>Description</b>	<b>2015-2016 Proposed Fees</b>	<b>2014-2015 Approved Fees</b>		
INTERNATIONAL STUDENT PROGRAM FEE	\$11,500	\$11,000	\$500	4.5%
INTERNATIONAL STUDENT APPLICATION FEE	\$250	\$250	\$0	0%

**DATE:** June 10, 2014  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Introduction of the Proposed 2014-2015 Spring Budget  
**ORIGINATOR:** David Fraser, Executive Director, Corporate Services  
**RESOURCE STAFF:** Todd Burnstad, Candace Cole, Cheryl Hagen  
**REFERENCE:** N/A

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**ISSUE**

To provide Trustees with an opportunity to review, comment, and ask questions about the information prepared by schools and decision units with respect to the proposed 2014-2015 budget.

**BACKGROUND****Provincial Funding**

On March 6, 2014, the Provincial Government announced the funding allocations to school boards for 2014-2015 that resulted in an increase in grant funding of \$0.647 million or 0.08 per cent for Edmonton Public Schools (EPSB). The Province is continuing to fund student growth, therefore, the net funding impact, including projected increases in student enrolment of 2.6 per cent, means the District will provide education services to over 2,200 additional students with status quo funding dollars per student.

**CURRENT SITUATION**

The 2014-2015 budget supports the District's new Vision, Mission, Values and the 2014-2018 Priorities.

**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 core 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.

**Highlights of the Provincial Budget that impact EPSB include:**

- Provincial grants remain the same as they did in 2013-2014 with the exception of increases of 2.0 per cent for class size and the inclusive education per student grant amounts (Attachment I).
- A new funding and educational delivery model was implemented for Regional Collaborative Service Delivery (RCSD), combining services and consolidating funding previously received for student health services, children and youth with complex needs and regional educational consulting services.
- The funding calculation for Infrastructure Maintenance and Renewal (IMR) has been updated to replace full-time equivalent (FTE) weighted enrolment (adjusted for students with special needs) with FTE funded enrolment. In addition, the total amount of IMR funding for EPSB has increased by \$3.34 million.
- The reduction in school boards administration spending has been further reduced by an additional 3.1 per cent, thereby maintaining the 10.0 per cent roll back of funds applied in 2013-2014, where the spending cap on board administration was reduced from 4.0 per cent to 3.6 per cent of budget expenses.
- For the Metro Urban Transportation Grant, the funding calculation has been changed by the Province resulting in an estimated reduction in transportation funding.

**EPSB Budget Highlights**

- The 2014 – 2015 Spring Proposed Budget (Attachment III) allows maximum flexibility to schools as well as maintains essential central services required for district operations.
- Increased allocations for schools are mainly attributed to the projected enrolment growth of 2.6 per cent. School per student allocation amounts for all levels have been maintained at the same rates as in 2013-2014.
- Student enrolment assumptions are based on a total of 88,793 students, an increase of 2,239 or 2.6 per cent over the September 30, 2013 enrolment count (Attachment II).
- New for 2014-2015, allocation line items have been established to support the new District Strategic Plan. These include an Enhanced Support for District Plan/Project Fund, and additional allocations that have been set aside in newly created Leadership groups including an Equity Fund to support student success, and an Enhanced Support for Schools allocation (additional details of these allocations have been provided on Attachment IV and V).
- The proposed budget includes a change to the First Nations, Metis and Inuit (FNMI) allocation. Part of this allocation previously directed towards covering the costs associated with the amiskwaciy Academy base rent (estimated at \$1,125,652 for 2014-2015) was directed toward hiring four specialized, certificated FNMI consultants (internal secondments) at an estimated cost of \$450,000. The balance of \$675,652 was returned to the total amount of FNMI funds available to be allocated directly to schools based on the number of self-identified FNMI students (Attachment IV<sup>A</sup>).
- The budget includes increases to staffing levels of approximately 339 FTE, out of which 119 FTE are certificated staff and 220 FTE are non-certificated (Attachment VI).
- Funds have also been set aside to support the initiative to upgrade security at elementary schools.
- With the creation of the District Calendar Pilot Project, and the increase in professional development days, funds have been allocated to support staff development for teaching and learning initiatives.
- There are no staff unit cost increases for 2014-2015.

- Student Transportation funding has been directed to support the delivery of transportation services within the District. The transportation operating budget exceeds the grant funding by \$14.7 million. This shortfall has been covered by charging transportation fees of \$11.9 million and by using \$2.8 million of surplus carry forward funds.
- Plant Operations and Maintenance (PO&M) funding rates have remained unchanged, with the increase being attributed to enrolment growth.
- IMR funding has been returned to previous levels and will provide additional funding for school facility maintenance and renewal projects.
- The 2014 – 2015 Spring Proposed Budget does not include any use of surplus funds for spending within individual school or decision units however, at a consolidated high level, it is anticipated that the District will utilize approximately \$13.8 million of surplus funds. (Attachment VII)
- The 2014-2015 budgeted System Administration and Board Governance block spending is 3.34 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

## KEY POINTS

- From a principal or central decision unit administrator point of view, the 2014-2015 budget is status quo. The per student allocation amounts and staff unit costs have been maintained at the same levels as in 2013-2014. The only variable was related to changes caused by enrolment.
- From the District's point of view, the additional funds received from changes in provincial funding (as described above) were used to enhance support for schools and will support initiatives linked to the new District Strategic Plan.
- A draft budget report was prepared for 2014-2015 in the format required by Alberta Education and submitted to the Province on May 30, 2013 based on the current proposed budget (Attachment VIII). Following the Board of Trustees' approval of the 2014-2015 Proposed Budget on June 24, 2014 a final budget report will be submitted to the Province.

## ATTACHMENTS & APPENDICES

ATTACHMENT I	2014-2015 Proposed Revenue Budget
ATTACHMENT II	Student Enrolment 2014-15 to 2013-14 Year to Year Comparison
ATTACHMENT III	2014-2015 Proposed Budget – Total Allocations
ATTACHMENT IV	2014-2015 Proposed Budget – Direct School Allocations
ATTACHMENT IV <sup>A</sup>	2014-2015 Proposed Budget – Direct School Allocations Detailed Breakdown
ATTACHMENT V	2014-2015 Proposed Budget – Other Allocations
ATTACHMENT VI	2014-2015 Proposed Budget – Staffing FTE Comparison
ATTACHMENT VII	2014-2015 Proposed Budget – Revenue & Expense Analysis
ATTACHMENT VIII	2014-2015 Budget Report

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**Edmonton Public Schools  
2014-2015 Spring Proposed Revenue Budget**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>BASE INSTRUCTION FUNDING</b>					
Early Childhood Services (ECS) Base Instruction	\$ 25,915,400	\$ 25,613,500	\$ 301,900	1.2%	
Base Instruction (Grades 1 to 9)	380,298,700	363,653,400	16,645,300	4.6%	
Base Instruction (Grades 10 to 12)	121,728,400	124,491,600	(2,763,200)	(2.2%)	
Base Instruction Special Ed Block (Grades 10 to 12)	16,614,200	16,870,100	(255,900)	(1.5%)	
Base Instruction Metro (Grades 10 to 12)	773,300	768,700	4,600	0.6%	
Base Instruction Metro Summer (Grades 10 to 12)	5,272,900	5,272,900	-	-	
Outreach Site Funding	377,800	377,800	-	-	
ECS Class Size	5,892,000	5,709,200	182,800	3.2%	
Class Size (Grades 1 to 3)	31,281,500	28,725,400	2,556,100	8.9%	
Tier 2 Class size (Grades 10 to 12)	176,100	176,600	(500)	(0.3%)	
Tier 3 Class size (Grades 10 to 12)	1,891,400	1,896,500	(5,100)	(0.3%)	
Tier 4 (Work Exp. & Sp. Proj)	1,949,500	1,993,800	(44,300)	(2.2%)	
Home Education	686,100	653,200	32,900	5.0%	
<b>SUBTOTAL BASE INSTRUCTION FUNDING</b>	<b>592,857,300</b>	<b>576,202,700</b>	<b>16,654,600</b>	<b>2.9%</b>	<b>1</b>
<b>DIFFERENTIAL COST FUNDING</b>					
ECS Program Unit Funding (PUF)	33,455,200	31,106,300	2,348,900	7.6%	
Inclusive Education	58,227,400	56,749,200	1,478,200	2.6%	
English as a Second Language (ESL)	19,024,000	14,330,400	4,693,600	32.8%	2
First Nations, Metis and Inuit Education (FNMI)	8,866,400	8,628,400	238,000	2.8%	
Socio Economic Status	10,004,400	9,855,300	149,100	1.5%	
Plant Operations and Maintenance (PO&M)	62,810,900	61,971,100	839,800	1.4%	
Metro Urban Transportation	20,613,500	22,209,600	(1,596,100)	(7.2%)	3
ECS Special Transportation	1,800,000	2,273,000	(473,000)	(20.8%)	3
Equity of Opportunity	8,375,900	8,251,000	124,900	1.5%	
Federal French Funding	500,000	500,000	-	-	
Narrowing Teachers' Salary Gap	245,000	-	245,000	100.0%	4
<b>SUBTOTAL DIFFERENTIAL COST FUNDING</b>	<b>223,922,700</b>	<b>215,874,300</b>	<b>8,048,400</b>	<b>3.7%</b>	
<b>PROVINCIAL PRIORITY TARGETED FUNDING</b>					
High Speed Networking	2,179,200	2,179,200	-	-	
<b>SUBTOTAL PROVINCIAL PRIORITY FUNDING</b>	<b>2,179,200</b>	<b>2,179,200</b>	<b>-</b>	<b>0.0%</b>	
<b>OTHER PROVINCIAL SUPPORT</b>					
Institutional Support	9,469,000	9,624,200	(155,200)	(1.6%)	
Regional Collaborative Service Delivery (RCSD) / Regional Education Consulting Services (RECS)	3,069,200	5,063,100	(1,993,900)	(39.4%)	5
Reduction in System Admin & School Bd Gov'n	(3,805,000)	(3,691,000)	(114,000)	3.1%	
<b>SUBTOTAL OTHER PROVINCIAL SUPPORT</b>	<b>8,733,200</b>	<b>10,996,300</b>	<b>(2,263,100)</b>	<b>(20.6%)</b>	
<b>TOTAL PROVINCIAL OPERATIONAL FUNDING</b>	<b>827,692,400</b>	<b>805,252,500</b>	<b>22,439,900</b>	<b>2.8%</b>	

**Edmonton Public Schools**  
**2014-2015 Spring Proposed Revenue Budget - continued**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>CAPITAL</b>					
Infrastructure Maintenance Renewal (IMR)	<b>7,350,500</b>	5,677,700	1,672,800	29.5%	6
Amortization of Capital Allocations and Expended Deferred Capital Revenue	<b>31,796,400</b>	31,881,400	(85,000)	(0.3%)	
<b>SUBTOTAL CAPITAL</b>	<b>39,146,900</b>	37,559,100	1,587,800	4.2%	
<b>OTHER PROVINCIAL REVENUES</b>					
Tuition Agreements	<b>1,095,200</b>	1,137,100	(41,900)	(3.7%)	7
Secondments - Provincial	<b>3,582,200</b>	3,789,800	(207,600)	(5.5%)	8
Alberta Education Conditional Grants	<b>586,100</b>	2,526,800	(1,940,700)	(76.8%)	9
Alberta Teachers' Retirement Fund (ATRF)	<b>54,075,000</b>	52,905,900	1,169,100	2.2%	10
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>59,338,500</b>	60,359,600	(1,021,100)	(1.7%)	
<b>TOTAL GOVERNMENT OF ALBERTA (AB ED)</b>	<b>926,177,800</b>	903,171,200	22,641,900	2.5%	
<b>OTHER PROVINCIAL GRANTS</b>	<b>2,947,000</b>	3,311,700	(364,700)	(11.0%)	9
<b>FEDERAL GOVERNMENT AND FIRST NATIONS</b>	<b>2,267,600</b>	2,339,200	(71,600)	(3.1%)	
<b>OTHER ALBERTA SCHOOL AUTHORITIES</b>	<b>616,200</b>	1,063,000	(446,800)	(42.0%)	11
<b>FEES</b>					
School Fees - School Generated Funds	<b>13,182,500</b>	12,514,400	668,100	5.3%	12
Transportation Fees	<b>11,913,700</b>	9,838,700	2,075,000	21.1%	13
International Student Fees	<b>5,625,000</b>	4,297,500	1,327,500	30.9%	14
Metro Continuing Education Fees	<b>908,500</b>	938,300	(29,800)	(3.2%)	
Textbook Rental Fees	<b>1,413,800</b>	1,447,700	(33,900)	(2.3%)	
Music Instrument & Other Material Fees	<b>229,000</b>	239,500	(10,500)	(4.4%)	
<b>SUBTOTAL FEES</b>	<b>33,272,500</b>	29,276,100	3,996,400	13.7%	
<b>OTHER SALES AND SERVICES</b>					
Sales and Services - Schools & Central DU's	<b>4,841,100</b>	5,065,800	(224,700)	(4.4%)	
Other Sales and Services - School Generated Funds	<b>5,617,700</b>	5,778,400	(160,700)	(2.8%)	
Secondments - Other Entities	<b>1,429,700</b>	2,212,300	(782,600)	(35.4%)	8
Lunch Program Fees	<b>4,136,100</b>	4,077,800	58,300	1.4%	
Adult Education	<b>1,979,600</b>	1,960,400	19,200	1.0%	
<b>SUBTOTAL SALES AND SERVICES</b>	<b>18,004,200</b>	19,094,700	(1,090,500)	(5.7%)	
<b>INVESTMENT INCOME</b>	<b>500,000</b>	-	500,000	100.0%	
<b>GIFTS AND DONATIONS</b>					
School Gifts and Donations	<b>5,360,400</b>	6,524,000	(1,163,600)	(17.8%)	15
EPSB Foundation Support	<b>461,300</b>	406,100	55,200	13.6%	16
<b>SUBTOTAL GIFTS AND DONATIONS</b>	<b>5,821,700</b>	6,930,100	(1,108,400)	(16.0%)	
<b>FUNDRAISING - School Generated Funds</b>	<b>2,044,700</b>	1,713,300	331,400	19.3%	17
<b>RENTAL OF FACILITIES</b>	<b>3,729,200</b>	3,393,700	335,500	9.9%	18
<b>TOTAL OPERATING REVENUE</b>	<b>\$ 995,380,900</b>	<b>\$ 970,293,000</b>	<b>\$ 25,087,900</b>	<b>2.6%</b>	

**Notes to the  
2014-2015 Spring Proposed Revenue Budget**

*Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the Spring Proposed Budget differs from the Fall Revised Budget by more than 5%.*

**1 Base Instruction Funding**

The overall increase in base instruction funding is due to a projected enrolment growth of 2.6% (see Attachment II for additional details). The largest increase in enrolment growth, is in grades 1 to 3 (6.8%). Although there were no increases in the per student funding rates, there was an increase of 2% in the funding received for class size.

**2 English as a Second Language (ESL)**

Out of the total increase over 2013-2014, approximately 50% relates to current year projected enrolment growth for this population of students. The remaining 50% or approximately \$2.3 Million relates to an underestimation of the 2013-2014 Revised Budget due to a change in the funding from 7 to 5 years for ESL.

**3 Metro Urban Transportation / ECS Special Transportation**

The funding calculation for the block grant has been changed by the Province resulting in an estimated overall reduction even after factoring in enrolment growth. The reduction in ECS Special Transportation reflects a timing difference where a portion of the students are not included in the September 30th enrolment.

**4 Narrowing Teachers' Salary Gap**

New funding introduced to address salary grid changes as outlined in the Framework Agreement between the Government of Alberta, the Alberta Teachers' Association and the Alberta School Boards Association.

**5 Regional Collaborative Service Delivery (RCSD) / Regional Education Consulting Services (RECS)**

A new funding model has been rolled out for RCSD for 2014-2015. Funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. The net decrease in funding relates to services the District was providing to other jurisdictions and is offset by a reduction of these related expenses, therefore, there will be no net impact on services provided within EPSB.

**6 Infrastructure Maintenance Renewal (IMR)**

The IMR calculation has been changed for 2014-2015 replacing FTE weighted enrolment with FTE funded enrolment. The total amount of IMR funding for the entire province has increased from \$77 Million to \$100 Million (basically returning to prior levels of provincial support). As a result, EPSB's share of the IMR funding has increased by a total of \$3.34 Million. Under the new Public Sector Accounting Standards (PSAS) IMR capital revenue has been reclassified to expended deferred capital reserve (EDCR) and is matched to the supported amortization expense. Therefore, approximately 50% of the IMR funding increase (\$1.67 Million) is recorded under operating revenue.

**7 Tuition Agreements**

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

**8 Secondments - Provincial & Other**

For 2014-2015, secondments are still continuing with Alberta Education, other government organizations and the University of Alberta. In the spring, there is always uncertainty as to the number of secondments that would be approved for 2014-2015. The current figure is based on confirmed agreements, this is expected to increase between now and the fall and is estimated to be at similar levels compared to 2013-2014.

**9 Alberta Education Conditional Grants/Other Provincial Grants**

The decrease reflects the removal of other non-recurring grants related to specific 2013-2014 school projects. Grants are only included in the spring proposed budget if they are confirmed. It is anticipated these will increase between the spring and the fall as additional grant applications are completed and approved.

**10 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.

**Notes to the  
2014-2015 Spring Proposed Revenue Budget - continued**

**11 Other Alberta School Authorities**

As a result of the changes under the new RCSD funding model (as per Note 5), \$0.5 Million of external revenue related to RECS will no longer be received by the District.

**12 School Fees - 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. For budget reporting purposes these funds have been consolidated into the District budget. The increase from prior year budget is consistent with current year actual fee amounts that are being received for such things as drama, field trips, ski club, physical education and school teams.

**13 Transportation Fees**

For 2014-2015, the funding received by the Province for Transportation decreased by \$2 Million (compared to the 2013-2014 Budget), in addition, operating expenses increased by \$2.8 Million. As a result, surplus carryforward of \$2.8 Million will be used in conjunction with a proposed fee increase of \$2.1 Million in order to balance the overall Student Transportation budget.

**14 International Student Fees**

International students pay tuition and an application fee totalling \$11,250. The number of international students continues to increase, in the fall of 2013 there were 382 students and for the fall of 2014, this figure is anticipated to increase to 500.

**15 School Gifts and Donations**

This revenue line is an estimate of school generated donation activities. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't budget for this in the spring as there is uncertainty around these initiatives.

**16 EPSB Foundation Support**

In January of 2014, Beacon Heights became the sixth school to receive support from the Foundation for full day kindergarten. The increase in 2014-2015 reflects anticipated fundraising required to support all six sites.

**17 Fundraising - School Generated Funds**

This amount has been increased compared to the fall budget figure based on year to date actual results being recognized.

**18 Rental of Facilities**

There has been no change in lease rates for 2014-2015 from 2013-2014. The 2013-2014 budgeted lease revenue from both the capital renewal portion of open sites and closed site rents were underestimated. The 2014-2015 budgeted amount closer reflects the actual expected lease revenue, should year over year similar tenancy remain in place.

**Edmonton Pubic Schools**  
**2014-2015 Projected Enrolment vs September 30, 2013 Actual Enrolment**  
**Funded vs Other**

<b>Student Enrolment Enrolment by Division</b>	<b>2014-2015 Projected Enrolment</b>	<b>2013-2014 Sept. 30th Enrolment</b>	<b>Increase/ (Decrease) Enrolment</b>	<b>Variance %</b>
<b>Funded Students:</b>				
ECS	7,899	7,807	92	1.2%
Grade 1 to 3	20,968	19,640	1,328	6.8%
Grade 4 to 6	18,699	18,028	671	3.7%
Junior High	18,290	17,753	537	3.0%
Senior High	21,891	22,369	(478)	(2.1%)
Home Education	418	398	20	5.0%
<b>Subtotal Funded Students</b>	<b>88,166</b>	<b>85,995</b>	<b>2,171</b>	<b>2.5%</b>
<b>Other :</b>				
International Students	500	382	118	30.9%
Early Ed. - Headstart/community children	32	88	(56)	(63.6%)
Other/Non Resident/ Blended/Sponsorships	95	89	6	7.3%
<b>Subtotal Other Students</b>	<b>627</b>	<b>559</b>	<b>68</b>	<b>12.3%</b>
<b>Total Student Enrolment</b>	<b>88,793</b>	<b>86,554</b>	<b>2,239</b>	<b>2.6%</b>

**Edmonton Public Schools  
2014-2015 Spring Proposed Budget  
Total Allocations**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Projected Revenue</b>					
Operating Revenue	\$ 995,380,900	\$ 970,293,000	\$ 25,087,900	2.6%	
Operating Reserve Funds *	13,761,700	-	13,761,700	100.0%	*
Operating Revenue	<u>\$ 1,009,142,600</u>	<u>\$ 970,293,000</u>	<u>\$ 38,849,600</u>	<u>4.0%</u>	
<b>School Allocations</b> (Attachment IV)					
School Allocations Levels 1 to 8	\$ 543,948,356	\$ 525,067,318	\$ 18,881,038	3.6%	1
Other Supplemental School Allocations	151,952,393	145,497,069	6,455,324	4.4%	2
	<u>695,900,749</u>	<u>670,564,387</u>	<u>25,336,362</u>	<u>3.8%</u>	
School Generated Funds/External Revenues	35,737,645	41,016,122	(5,278,477)	(12.9%)	3
<b>Subtotal School Allocations</b>	<u>731,638,394</u>	<u>711,580,509</u>	<u>20,057,885</u>	<u>2.8%</u>	
<b>Other Allocations</b> (Attachment V)					
Metro Continuing Education	11,310,228	11,416,725	(106,497)	(0.9%)	
External Revenue Allocations - Central	11,502,025	11,912,706	(410,681)	(3.4%)	
District Level Fixed Costs	68,610,136	67,424,760	1,185,376	1.8%	4
District Level Committed Costs	68,375,727	66,678,292	1,697,435	2.5%	4
	<u>159,798,116</u>	<u>157,432,483</u>	<u>2,365,633</u>	<u>1.5%</u>	
Central Decision Units	49,869,390	48,374,157	1,495,233	3.1%	
<b>Subtotal Other Allocations</b>	<u>209,667,506</u>	<u>205,806,640</u>	<u>3,860,866</u>	<u>1.9%</u>	
<b>Alberta Teachers' Retirement Fund (ATRF)</b>	<u>54,075,000</u>	<u>52,905,851</u>	<u>1,169,149</u>	<u>2.2%</u>	5
<b>Total Allocations</b>	<u>995,380,900</u>	<u>970,293,000</u>	<u>25,087,900</u>	<u>2.6%</u>	
Planned Use of Reserves *	13,761,700	-	13,761,700	100.0%	*
<b>Total Budget</b>	<u>\$ 1,009,142,600</u>	<u>\$ 970,293,000</u>	<u>\$ 38,849,600</u>	<u>4.0%</u>	

\* The 2014-2015 Budget anticipates the use of \$13.8 Million of surplus funds (budgeted at a consolidated District level).

**Notes to the  
2014-2015 Spring Proposed Budget  
Total Allocations**

*Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed 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. For 2014-2015, there have been no changes to the per student allocation rates. These allocations are further detailed on attachment IV.

**2 Other Supplemental School Allocations**

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

**3 School Generated Funds/External Revenues**

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. Schools typically budget conservatively in the spring.

A new funding model for Regional Collaborative Service Delivery (RCSD) has been rolled out for the current year. Current funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. This change in funding has resulted in a net decrease of \$2 Million however, these funds were related to services the District was providing to other jurisdictions and is offset by a reduction of these related expenses, therefore, there will be no net impact on services provided within EPSB. In addition, under the new RCSD funding model, \$0.5 Million of external revenue related to RECS will also no longer be received by the District.

**4 District Level Fixed / District Level Committed Costs**

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

**5 Alberta Teachers' Retirement Fund (ATRF)**

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

**Edmonton Public Schools  
2014-2015 Spring Proposed Budget  
Direct School Allocations**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>School Allocations</b>					
Kindergarten	\$ 19,342,615	\$ 19,484,115	\$ (141,500)	(0.7%)	
Elementary	189,450,306	177,368,355	12,081,951	6.8%	
Junior High	81,358,787	78,337,274	3,021,513	3.9%	
Senior High	99,114,089	100,887,045	(1,772,956)	(1.8%)	
Senior High Credit Adjustment	2,000,000	2,000,000	-	-	
International Students	3,701,500	2,506,657	1,194,843	47.7%	1
Special Needs Levels 4 - 8	109,487,447	105,851,512	3,635,935	3.4%	
Institutions, ASD & Early Education (PUF) Allocations	39,493,612	38,632,360	861,252	2.2%	
<b>Subtotal School Allocations</b>	<b>543,948,356</b>	<b>525,067,318</b>	<b>18,881,038</b>	<b>3.6%</b>	<b>2</b>
<b>Other Supplemental School Allocations</b>					
Base Allocation	49,018,265	48,852,907	165,358	0.3%	
Class Size Funding	35,473,998	33,215,397	2,258,601	6.8%	3
Plant Operation & Maintenance - Schools	17,361,108	16,583,625	777,483	4.7%	
Inclusive Learning - Early Education	15,374,836	13,494,146	1,880,690	13.9%	4
* First Nations, Metis and Inuit Education (FNMI)	7,107,050	7,319,058	(212,008)	(2.9%)	5
* Program Enhancement Allocations	7,584,410	8,161,198	(576,788)	(7.1%)	6
* Other Miscellaneous Allocations	1,384,606	1,392,463	(7,857)	(0.6%)	
Equity Fund	4,800,000	-	4,800,000	100.0%	7
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery RCSD) / Regional Educational Consulting Services (RECS)	3,069,154	3,212,448	(143,294)	(4.5%)	8
Enhanced Support for Schools	1,818,680	-	1,818,680	100.0%	9
Facility Use Payments - Christian Schools	1,346,792	1,345,840	952	0.1%	
amiskwaciy Base Rent	1,125,652	-	1,125,652	100.0%	5
Security Cameras for Elementary	750,000	-	750,000	100.0%	10
Argyll Reach Out Support	400,000	400,000	-	-	
Foundation Full Day Kindergarten Funding	461,300	406,145	55,155	13.6%	11
Community Use of Schools	498,704	498,704	-	-	
Outreach Program	377,838	377,838	-	-	
Transitional Funding	-	4,755,712	(4,755,712)	(100.0%)	12
Hold Harmless Allocation	-	1,481,588	(1,481,588)	(100.0%)	13
<b>Subtotal Other Supplemental School Allocations</b>	<b>151,952,393</b>	<b>145,497,069</b>	<b>6,455,324</b>	<b>4.4%</b>	
<b>Subtotal School and Other Supplemental Allocations</b>	<b>695,900,749</b>	<b>670,564,387</b>	<b>25,336,362</b>	<b>3.8%</b>	
<b>School Generated Funds/External Revenues</b>	<b>35,737,645</b>	<b>41,016,122</b>	<b>(5,278,477)</b>	<b>(12.9%)</b>	<b>14</b>
<b>Total Direct School Allocations</b>	<b>\$ 731,638,394</b>	<b>\$ 711,580,509</b>	<b>\$ 20,057,885</b>	<b>2.8%</b>	

\* See Attachment IV<sup>A</sup> - for a detailed breakdown of this line item



**Edmonton Public Schools  
2014-2015 Spring Proposed Budget  
Direct School Allocations  
Detailed Breakdown - Other Supplemental School Allocations**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>First Nations, Metis and Inuit Education (FNMI)</b>					
FNMI Per Student	\$ 6,716,050	\$ 5,839,815	\$ 876,235	15.0%	
amiskwaciy Base Rent	-	1,114,243	(1,114,243)	(100.0%)	
Transportation to Awasis Program	391,000	365,000	26,000	7.1%	
	<b>\$ 7,107,050</b>	<b>\$ 7,319,058</b>	<b>\$ (212,008)</b>	<b>(2.9%)</b>	5

*FNMI Funding is based on the number of self identified students projected at September 30th. Out of the total amount received (\$8.9 Million), \$7.1 Million is allocated directed to schools and \$1.8 Million is allocated to a Central Decision Unit to support FNMI education.*

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Program Enhancement Allocations</b>					
New to District	\$ 3,500,000	\$ 3,500,000	\$ -	-	
Guaranteed Enrolment	2,421,281	2,421,281	-	-	
Outreach Directed Placement	801,667	1,151,388	(349,721)	(30.4%)	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facility Grant	396,462	497,255	(100,793)	(20.3%)	
Establishment Program Grant	115,000	140,227	(25,227)	(18.0%)	
Mental Health Teacher	-	101,047	(101,047)	(100.0%)	
	<b>\$ 7,584,410</b>	<b>\$ 8,161,198</b>	<b>\$ (576,788)</b>	<b>(7.1%)</b>	6
<b>Other Miscellaneous Allocations</b>					
Addition to Basic	\$ 1,091,110	\$ 1,098,967	\$ (7,857)	(0.7%)	
Facility Allocations	293,496	293,496	-	-	
	<b>\$ 1,384,606</b>	<b>\$ 1,392,463</b>	<b>\$ (7,857)</b>	<b>(0.6%)</b>	

**Notes to the  
2014-2015 Spring Proposed Budget  
Direct School Allocations**

*Consistent with the Provincial requirements, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.*

**1 International Students**

The number of international students continues to increase, in the fall of 2013 there were 382 students and for the fall of 2014, this figure is anticipated to increase to 500.

**2 School Allocations**

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. The Fall Revised Budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the spring proposed and the fall revised Budgets. In total, the School Allocation variance of 3.6% is reasonable and consistent with the overall enrolment increase of 2.6%.

**3 Class Size Funding**

This allocation is provided to schools for the purpose of lowering class sizes and student to teacher ratios. The allocation is targeted to Kindergarten to grade 3. The increase in the allocation is driven by the increase in enrolment for this category of students.

**4 Inclusive Learning - Early Education**

The increase in the Early Education allocation is offset by an increase in anticipated PUF funding required to provide additional supports to the sites and students.

**5 First Nations, Metis and Inuit Education (FNMI)**

Effective for 2014-2015 the amiskwaciy base rent is being treated as a district allocation, resulting in an increase in the amount of FNMI funds available to be directly allocated out to schools on a per student basis.

**6 Program Enhancement Allocations**

Outreach Directed Placement

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been directed by the District. The projected enrolment has increased over the prior year resulting in additional per student allocated amounts, therefore, the amount required to be supplemented by the District has decreased.

Establishment Facility Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000. The decrease from the Revised Budget is due to prior approved projects being completed during the 2013-14 school year.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000. The decrease from the Revised Budget is due to prior approved projects being completed during the 2013-14 school year. .

Mental Health Teacher

This allocation was initially approved in 2008-2009 to be a "one time" allocation to provide support to a mental health class at one specific school. Based on the recommendations from the School Allocation Committee in 2012, this allocation was grandfathered for the 2013-2014 school year and was to be discontinued for future years.

**Notes to the  
2014-2015 Spring Proposed Budget  
Direct School Allocations - continued**

**7 Equity Fund**

Out of the total allocation of \$4.8 Million, \$4 Million will be directed towards enhancing equity for all students and \$0.8 Million has been targeted towards increasing the number of student assessments currently available for schools. The \$4.8 Million represents the allocation amount for 2014-2015. The actual balance in the Equity Fund is anticipated to be higher based on transferring the surplus carryforward balances in excess of 5 per cent at schools and central DU's, as well as unused funds from the Transitional Funding allocation from 2013-2014, however, these amounts will not be known until the 2013-2014 year end is completed.

**8 Regional Collaborative Service Delivery (RCSD) / Regional Education Consulting Services (RECS)**

A new funding model has been rolled out for RCSD for 2014-2015. Funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. Although there was an overall decrease in the funding received by the District (which included funding to provide services to other jurisdictions), the portion that was retained by the District to provide services within the District remained relatively the same.

**9 Enhanced Support for Schools**

These funds were distributed between the four school leadership groups to enhance programming for student differences and will include resources to support shared consulting services to enhance supports for quality teaching throughout the District.

**10 Security Upgrades for Elementary Schools**

A review will be completed analysing the current security systems in place at elementary schools. For 2014-2015, funds have been designated to be used to upgrade or install security cameras and/or additional security measures.

**11 Foundation Full Day Kindergarten Funding**

In January of 2014, Beacon Heights became the sixth school to receive support from the Foundation for full day kindergarten. The increase in 2014-2015 reflects anticipated fundraising required to support all six sites.

**12 Transitional Funding**

This was a 'one time' allocation only in effect for 2013-2014 to assist schools with transitioning to a new budget allocation model which was implemented in 2013-2014. Any unused funds from this allocation will be carryforward and will be added to the Equity Fund for use in 2014-2015.

**13 Hold Harmless Allocation**

This was a 'one time' allocation only in effect for 2013-2014 as a result of the significant funding reductions. This allocation topped up schools that received an allocation reduction of 7 per cent or more as a percentage of enrolment compared to 2012-2013.

**14 School Generated Funds/External Revenues**

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. Schools typically budget conservatively in the spring.

A new funding model for Regional Collaborative Service Delivery (RCSD) has been rolled out for the current year. Current funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. This change in funding has resulted in a net decrease of \$2 Million however, these funds were related to services the District was providing to other jurisdictions and is offset by a reduction of these related expenses, therefore, there will be no net impact on services provided within EPSB. In addition, under the new RCSD funding model, \$0.5 Million of external revenue related to RECS will also no longer be received by the District.

**Edmonton Public Schools  
2014-2015 Spring Proposed Budget  
Other Allocations**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>District Level Fixed Costs</b>					
Debt and Fiscal Services	\$ 44,318,636	\$ 42,820,560	\$ 1,498,076	3.5%	
Utilities	18,200,000	18,900,000	(700,000)	(3.7%)	
Insurance	3,595,000	3,525,000	70,000	2.0%	
High Speed Networking	2,496,500	2,179,200	317,300	14.6%	1
	<b>68,610,136</b>	<b>67,424,760</b>	<b>1,185,376</b>	<b>1.8%</b>	
<b>District Level Committed Costs</b>					
Student Transportation	34,575,251	34,512,766	62,485	0.2%	2
School Plant Operations & Maintenance	13,332,520	12,708,379	624,141	4.9%	3
Human Resources Supply Services	10,714,770	10,714,770	-	-	
* Language and Cultural Support	4,403,008	3,953,008	450,000	11.4%	4
Enhanced Support for District Plan/Project Fund	1,140,809	-	1,140,809	100.0%	5
Enterprise Systems	1,240,752	1,240,752	-	-	
Professional Improvement Leaves	1,340,000	1,540,000	(200,000)	(13.0%)	6
Staff Development	500,000	-	500,000	100.0%	7
* Partnership Commitments	369,000	364,000	5,000	1.4%	
Human Resources Secondments	232,917	232,917	-	-	
Audit	111,200	111,200	-	-	
EduLink	43,000	43,000	-	-	
Election	315,000	1,200,000	(885,000)	(73.8%)	8
Board Initiative Fund	45,000	45,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	<b>68,375,727</b>	<b>66,678,292</b>	<b>1,697,435</b>	<b>2.5%</b>	
<b>External Revenue Allocation</b>	<b>11,502,025</b>	<b>11,912,706</b>	<b>(410,681)</b>	<b>(3.4%)</b>	
<b>Metro Continuing Education</b>	<b>11,310,228</b>	<b>11,416,725</b>	<b>(106,497)</b>	<b>(0.9%)</b>	
	<b>22,812,253</b>	<b>23,329,431</b>	<b>(517,178)</b>	<b>(2.2%)</b>	
<b>Central Decision Units</b>					
** Board and Office of the Superintendent	6,838,840	6,507,522	331,318	5.1%	
** Corporate Services	18,913,132	18,289,948	623,184	3.4%	
** Finance and Infrastructure	12,706,596	12,568,414	138,182	1.1%	
Inclusive Learning	5,596,066	5,596,066	-	-	
Archives and Museum	468,427	468,427	-	-	
International Programs	1,005,000	904,500	100,500	11.1%	9
Curriculum and Resource Support	2,294,165	2,074,165	220,000	10.6%	5a
Research and Innovation for Student Learning	1,276,738	1,232,738	44,000	3.6%	5b
Student Information	770,426	732,377	38,049	5.2%	5c
<b>Central Decision Units</b>	<b>49,869,390</b>	<b>48,374,157</b>	<b>1,495,233</b>	<b>3.1%</b>	
<b>Total</b>	<b>\$ 209,667,506</b>	<b>\$ 205,806,640</b>	<b>\$ 3,860,866</b>	<b>1.9%</b>	

\* See Attachment V<sup>A</sup> - for a detailed breakdown of this line item

\*\* See Attachment V<sup>B</sup> - for a detailed breakdown of this line item

**Edmonton Public Schools**  
**2014-2015 Spring Proposed Budget**  
**Other Allocations**  
**Detailed Breakdown - District Level Committed Costs**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Language and Cultural Support</b>					
FNMI Education	\$ 1,309,350	1,309,350	-	-	
Diversity Education	1,087,218	1,087,218	-	-	
Cluster Support for ELL	608,227	608,227	-	-	
Languages Centre at Woodcroft	948,213	948,213	-	-	
FNMI Consultants	450,000	-	450,000	100.0%	
	<b>\$ 4,403,008</b>	<b>\$ 3,953,008</b>	<b>\$ 450,000</b>	<b>11.4%</b>	4
<b>Partnership Commitments</b>					
Partnership for Kids	\$ 170,000	170,000	-	0.0%	
Confucius Institute - prog. coordinator	140,000	140,000	-	0.0%	
Cappies	20,000	15,000	5,000	33.3%	
Community University Partnerships	10,000	10,000	-	0.0%	
Careers: The Next Generation	10,000	10,000	-	0.0%	
United Way	9,000	9,000	-	0.0%	
Welcome to Kindergarten	5,000	5,000	-	0.0%	
Corporate Challenge	5,000	5,000	-	0.0%	
	<b>\$ 369,000</b>	<b>\$ 364,000</b>	<b>\$ 5,000</b>	<b>1.4%</b>	

**Edmonton Public Schools**  
**2014-2015 Spring Proposed Budget**  
**Other Allocations**  
**Detailed Breakdown - Central Decision Units**

	<b>2014-2015 Proposed Budget</b>	<b>2013-2014 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Board and Office of the Superintendent</b>					
Board of Trustees	\$ 804,890	\$ 804,890	\$ -	-	
Office of the Superintendent of Schools	2,386,115	2,567,433	(181,318)	(7.1%)	10
Governance and Strategic Support Serv.	1,321,317	1,171,317	150,000	12.8%	5d
District Support Services	1,491,698	1,491,698	-	-	
General Counsel	472,184	472,184	-	-	
School Leadership Group A	90,659	-	90,659	100.0%	10
School Leadership Group B	90,659	-	90,659	100.0%	10
School Leadership Group C	90,659	-	90,659	100.0%	10
School Leadership Group D	90,659	-	90,659	100.0%	10
	<b>\$ 6,838,840</b>	<b>\$ 6,507,522</b>	<b>\$ 331,318</b>	<b>5.1%</b>	
<b>Corporate Services</b>					
Communications	\$ 2,398,339	\$ 2,398,339	\$ -	-	
District Information Security	406,667	406,667	-	-	
District Records and FOIP Management	607,780	589,780	18,000	3.1%	5e
District Technology	6,473,149	6,473,149	-	-	
Edmonton Public Schools Foundation	400,000	400,000	-	-	
Human Resources	8,627,197	8,022,013	605,184	7.5%	5f
	<b>\$ 18,913,132</b>	<b>\$ 18,289,948</b>	<b>\$ 623,184</b>	<b>3.4%</b>	
<b>Finance and Infrastructure</b>					
Facilities Services & Building Ops	\$ 4,370,193	\$ 4,232,011	\$ 138,182	3.3%	11
Financial Services	5,488,794	5,488,794	-	-	
Planning & Property Management	2,847,609	2,847,609	-	-	
	<b>\$ 12,706,596</b>	<b>\$ 12,568,414</b>	<b>\$ 138,182</b>	<b>1.1%</b>	

**Notes to the  
2014-2015 Spring Proposed Budget  
Other Allocations**

*Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.*

**1 High Speed Networking**

The increase reflects the additional cost to the District to provide this service to the schools which is above the amount funded by the Province. This increased cost has been covered by a district allocation instead of recovering the amount through charge backs to the schools.

**2 Student Transportation**

For 2014-2015, the funding received by the Province for Transportation decreased by \$2 Million (compared to the 2013-2014 Budget), in addition, operating expenses increased by \$2.8 Million. As a result, surplus carryforward (reflected as a planned use of operating reserves on Attachment III) of \$2.8 Million will be used in conjunction with a proposed fee increase of \$2.1 Million in order to balance the overall Student Transportation budget.

**3 School Plant Operations & Maintenance (PO&M)**

PO&M funding calculation is based on the frozen funded head count from the previous year. Therefore, the increase in PO&M funding is based on last year's enrolment growth. In addition, a portion of the current year increase being allocated to schools also results from a decrease in anticipated utility costs.

**4 FNMI Consultants**

As detailed on attachment IV<sup>A</sup>, effective for 2014-2015 the amiskwaciy base rent is being treated as a district allocation. Out of the total base rent of \$1.1 Million previously covered by FNMI funds, \$450,000 has been allocated to the four new School Leadership Groups to hire four specialized FNMI consultants, the remaining balance increased the amount of FNMI funds available to be directly allocated out to schools on a per student basis.

**5 Enhanced Support for District Plan/Project Fund**

Funds have been put aside to address projects and to support initiatives coming out of the new district plan. In addition as a result of the Central DU budget cutbacks in 2013-2014, funds will be directed to certain central decision units to maintain service levels and supports. The Project Fund will be used to promote effective and efficient business practices. Out of the initial allocation, \$1.1 Million has already been allocated to the following DU's, leaving a remaining balance of \$1.1 Million to be allocated in 2014-2015.

- a) Curriculum and Resource Support (formerly known as Support for Staff and Students) - \$220,000. For 2 FTE certificated consultants to support literacy/catchment work and curriculum redesign.
- b) Research and Innovation for Student Learning (formerly known as Research, Data and Knowledge) - \$44,000. To increase the FTE for a Research Consultant from 0.6 to 1.0.
- c) Student Information - \$38,000. This DU was previously combined with the Research, Data and Knowledge DU. For 2014-2015 additional funds will be required for this DU to operate on its own.
- d) Governance and Strategic Support Services - \$150,000. For 1 FTE certificated Program Evaluator to support strategic planning and development metrics.
- e) District Records and FOIP Management - \$18,000. For 0.4 FTE to assist with information and document requests from parents and various government agencies.
- f) Human Resources - \$605,000. For a total of 4.9 FTEs including a consultant in leadership development, a supervisor in Staff Relations and the New Teacher Induction Program, a consultant, and a business analyst.

**6 Professional Improvement Leaves**

The decrease of \$0.2 Million is based on an approved Board recommendation report dated September 17, 2013.

**7 Staff Development**

In conjunction with the new pilot calendar project and the increase in professional development days from three to five, funds have been allocated for this initiative.

**8 Election**

The allocation in 2013-2014 was to cover the entire cost of the fall election which previously occurred every three years. On a go forward basis, the cost of the election will be pro-rated and allocated over the four year election term.

**Notes to the  
2014-2015 Spring Proposed Budget  
Other Allocations - continued**

**9 International Programs**

The number of international students continues to increase, in the fall of 2013 there were 382 students and for the fall of 2014, this figure is anticipated to increase to 500. The International Programs DU receives an allocation based on the amount of international students attending EPSB.

**10 Office of the Superintendent of Schools / School Leadership Groups**

With the creation of the four new School Leadership Groups, funds were transferred from the Office of the Superintendent of Schools to hire two administrative FTE's, and matching funds were taken out of the new Enhanced Support for Schools allocation to hire two finance/administrative FTE's. These four FTE's will be shared among the four Leadership Groups.

**11 Facilities Services & Building Ops**

Facilities Services receives a portion of the PO&M funds received by the District. This increase in their allocation for 2014-2015 is directly tied to the anticipated increase in PO&M funding resulting from the increase in enrolment.



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

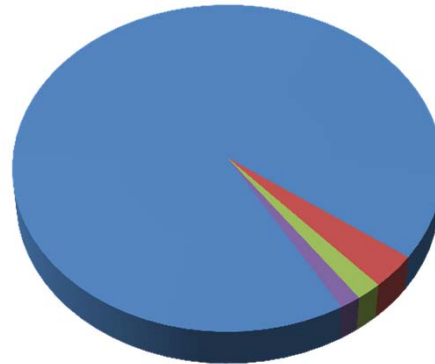
Staffing Group	2014-2015 Projected		2013-2014 Revised		NET CHANGE
	Budget	%	Budget	%	2014-2015 Projected vs 2013-2014 Revised
<b>Schools</b>					
Teaching FTE	4,364.54	64%	4,263.94	65%	100.597
Support FTE	1,803.89	26%	1,608.67	25%	195.227
Custodial FTE	557.81	8%	554.18	8%	3.632
Exempt FTE	134.83	2%	135.20	2%	(0.365)
<b>Total Schools FTE</b>	<b>6,861.08</b>	<b>100%</b>	<b>6,561.99</b>	<b>100%</b>	<b>299.091</b>
<b>Central Services</b>					
Teaching FTE	156.63	15%	138.03	14%	18.596
Support FTE	260.23	25%	254.13	25%	6.104
Custodial FTE	65.00	6%	65.50	6%	(0.500)
Maintenance FTE	180.00	17%	173.00	17%	7.000
Exempt FTE	387.91	37%	379.75	38%	8.166
<b>Total Central Services FTE</b>	<b>1,049.77</b>	<b>100%</b>	<b>1,010.41</b>	<b>100%</b>	<b>39.366</b>
<b>Metro Continuing Education</b>					
Teaching FTE	4.40	12%	4.60	13%	(0.200)
Support FTE	20.33	55%	19.28	53%	1.050
Custodial FTE	1.69	5%	1.69	5%	-
Exempt FTE	10.55	29%	10.61	29%	(0.058)
<b>Total Metro Cont. Ed. FTE</b>	<b>36.97</b>	<b>100%</b>	<b>36.18</b>	<b>100%</b>	<b>0.792</b>
<b>Total FTE's</b>	<b>7,947.81</b>		<b>7,608.57</b>		<b>339.249</b>
<b>Total by Group</b>					
Teaching FTE	4,525.56	57%	4,406.57	58%	118.993
Support FTE	2,084.45	26%	1,882.07	25%	202.381
Custodial FTE	624.50	8%	621.37	8%	3.132
Maintenance FTE	180.00	2%	173.00	2%	7.000
Exempt FTE	533.30	7%	525.55	7%	7.743
<b>Total FTE's</b>	<b>7,947.81</b>	<b>100%</b>	<b>7,608.57</b>	<b>100%</b>	<b>339.249</b>

**Edmonton Public Schools  
2014-2015 Spring Proposed Budget  
Revenue & Expense Analysis**

**Revenue by source**

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Government of Alberta	929,125	93.3%
Fees	33,272	3.3%
Sales and Services	18,004	1.8%
Other	14,980	1.5%
	<u>995,381</u>	<u>100.0%</u>



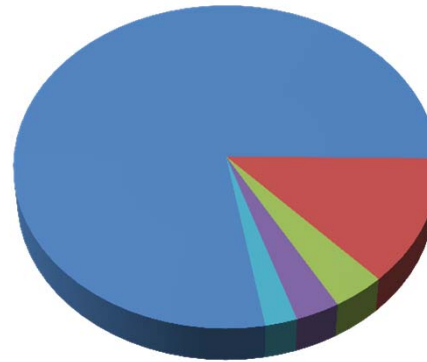
2013-2014  
For Comparison  
Purposes Only

2013-2014	
\$	%
906,483	93.4%
29,276	3.0%
19,095	2.0%
15,439	1.6%
<u>970,293</u>	<u>100.0%</u>

**Expenses by block**

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
ECS - Grade 12 Instruction	786,771	78.0%
Operations & Maintenance of Schools and Maintenance Shops	128,690	12.8%
Transportation	38,156	3.8%
Board and System Administration	32,148	3.2%
External Services	23,377	2.3%
	<u>1,009,142</u>	<u>100.0%</u>

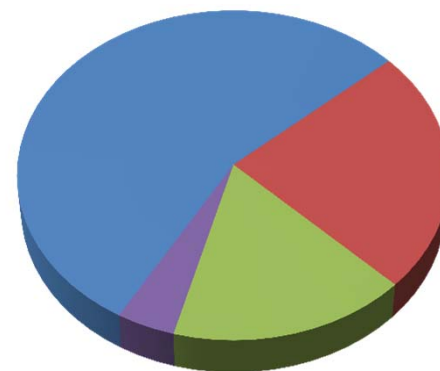


2013-14	
\$	%
753,163	77.6%
124,183	12.8%
34,905	3.6%
30,973	3.2%
27,069	2.8%
<u>970,293</u>	<u>100.0%</u>

**Expenses by object**

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Certificated salaries, wages and benefits expense	557,199	55.2%
Non-certificated salaries, wages and benefits expense	239,608	23.7%
Services, contracts and supplies expense	170,575	16.9%
Amortization & other expenses	41,760	4.1%
	<u>1,009,142</u>	<u>100.0%</u>



2013-14	
\$	%
544,295	56.1%
228,371	23.5%
155,163	16.0%
42,464	4.4%
<u>970,293</u>	<u>100.0%</u>

School Jurisdiction Code: 3020

# **BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2015**

[School Act, Sections 147(2)(b) and 276]

EDMONTON SCHOOL DISTRICT NO.7

**Legal Name of School Jurisdiction**

Telephone (780) 429-8000 Fax (780) 429-8318

**Telephone and Fax Numbers****BOARD CHAIR**

S. HOFFMAN

Name

Signature

**SUPERINTENDENT**

D. ROBERTSON

Name

Signature

**SECRETARY TREASURER or TREASURER**

C. HAGEN

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board  
of Trustees at its meeting held on** \_\_\_\_\_ **.**  
Date

c.c. Alberta Education  
c/o Robert Mah, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

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Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.  
 salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected  
 white cells: within text boxes REQUIRE the input of points and data.

### HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2014/2015 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

#### **Budget Highlights, Plans & Assumptions:**

- The Province is continuing to fund student growth with basically the same grant rates as 2013/14. Therefore, the net funding impact, including projected increases in student enrolment of 2.6 per cent, means the District will provide education services to over 2,200 additional students with status quo funding dollars per student.

#### **Key Message**

- The mandate of the Edmonton Public School Board is to educate children so that they succeed in their courses and complete high school and the budget highlights our focus on the District's new Vision, Mission, Values and the 2014-2018 Priorities.

##### **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 core values of accountability, collaboration, equity and integrity.

##### **District Priorities 2014-2018**

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

Provide welcoming, high quality learning and working environments.

Enhance public education through communication, engagement and partnerships

- The district has prepared a balanced budget with an anticipate use of \$13.8 million of operating reserves
- The budget includes projected increases to staffing levels of about 339 FTE, out of which 119 FTE are certificated staff and 220 FTE are non-certificated to provide educational services for 2,239 additional students.
- No increase in staff unit costs were used in preparing budgets for teachers, support and exempt(management and non-management) staff groups. No increase in salaries or benefits have been factored into the budget for maintenance and custodial staff, where negotiations have not yet begun with either union.
- Future enrolment growth trends will continue to increase based on strong enrolment trends in grades 1 to 6. There is also significant growth trends for English as a second language(ESL) students, representing the expanding diversity of our student demographics
- Enrolment projections are estimates at this time and will be adjusted in the fall budget update based on the actual September 30, 2014 student count
- Spending on administration and board governance is 3.3% of total budget spending and under the 3.6% administrative spending limit required by the Province

#### **Significant Business and Financial Risks:**

- Limited capital reserves will cause difficulties in supporting capital projects in the District on a go forward basis.
- Growing Infrastructure pressures in meeting the demands of enrollment growth in new neighborhoods throughout the city and maintaining aging infrastructure in mature neighborhoods.
- The Capital Reserve is projected to be reduced to \$1.2M at August 31, 2015, after using funds to increase student spaces by adding modular at many of our ASAP schools.
- Although IMR has been restored to previous year levels, Plant, Operations and Maintenance funding was only increased for enrolment growth. The facility lifecycle needs of an aging school facility infrastructure with static funding will lead to a greater deferred maintenance backlog.
- The district is experiencing inflation on its services, contracts and supply costs as well as grid movement on its salary costs , while funding has not been adjusted for inflation for a number of years.
- District operating reserve balances are projected to be drawn down by \$12M in the 2014-15 year, leaving an estimated \$17.4 million or 1.7% of the annual operating budget

**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2014/2015	Fall Budget Update 2013/2014	Actual 2012/2013
<b>REVENUES</b>			
Alberta Education	\$926,177,800	\$903,171,177	\$889,385,333
Other - Government of Alberta	\$2,947,000	\$3,311,723	\$3,821,312
Federal Government and First Nations	\$2,267,600	\$2,339,200	\$2,447,621
Other Alberta school authorities	\$616,200	\$1,063,000	\$2,060,695
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$33,272,500	\$29,276,100	\$29,619,252
Other sales and services	\$18,004,200	\$19,094,700	\$23,471,803
Investment income	\$500,000	\$0	\$1,220,175
Gifts and donations	\$5,821,700	\$6,930,100	\$7,413,362
Rental of facilities	\$3,729,200	\$3,393,700	\$3,463,076
Fundraising	\$2,044,700	\$1,713,300	\$1,662,396
Gains on disposal of capital assets	\$0	\$0	\$4,701,092
Other revenue	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$995,380,900	\$970,293,000	\$969,266,117
<b>EXPENSES</b>			
Instruction	\$786,771,289	\$753,163,182	\$725,987,925
Plant operations & maintenance	\$128,690,468	\$124,183,129	\$135,605,700
Transportation	\$38,156,036	\$34,905,267	\$32,634,883
Administration	\$32,147,858	\$30,972,743	\$32,947,945
External Services	\$23,376,949	\$27,068,679	\$24,137,843
<b>TOTAL EXPENSES</b>	\$1,009,142,600	\$970,293,000	\$951,314,296
<b>ANNUAL SURPLUS (DEFICIT)</b>	(\$13,761,700)	\$0	\$17,951,821

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	Approved Budget 2014/2015	Fall Budget Update 2013/2014	Actual 2012/2013
<b>EXPENSES</b>			
Certificated salaries	\$445,066,132	\$436,557,307	\$434,474,951
Certificated benefits	\$112,133,312	\$107,737,449	\$93,776,057
Non-certificated salaries and wages	\$189,841,862	\$181,235,216	\$186,170,633
Non-certificated benefits	\$49,765,596	\$47,135,606	\$48,101,408
Services, contracts, and supplies	\$170,575,474	\$155,162,899	\$146,840,354
<b>Capital and debt services</b>			
<b>Amortization of capital assets</b>			
supported	\$31,796,446	\$31,811,400	\$30,591,099
unsupported	\$9,328,197	\$10,054,918	\$10,636,492
<b>Interest on capital debt</b>			
supported	\$12,730	\$102,499	\$125,306
unsupported	\$438,088	\$388,547	\$224,982
<b>Other interest and finance charges</b>	\$184,763	\$107,159	\$373,014
<b>Losses on disposal of capital assets</b>	\$0	\$0	\$0
<b>Other expense</b>	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	\$1,009,142,600	\$970,293,000	\$951,314,296

**PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)**  
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
<b>Actual balances per AFS at August 31, 2013</b>	\$107,538,258	\$62,394,223	\$0	\$37,852,945	\$0	\$37,852,945	\$7,291,090
<b>2013/2014 Estimated impact to AOS for:</b>							
Estimated surplus(deficit)	(\$10,100,000)			(\$10,100,000)	(\$10,100,000)		
Estimated Board funded capital asset additions		\$12,401,949		(\$7,000,000)	(\$7,000,000)	\$0	(\$5,401,949)
Estimated Disposal of unsupported tangible capital assets	\$0	(\$169,569)		\$43,974	\$43,974		\$125,595
Estimated amortization of capital assets (expense)		(\$41,124,643)		\$41,124,643	\$41,124,643		
Estimated capital revenue recognized - Alberta Education		\$31,796,446		(\$31,796,446)	(\$31,796,446)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$562,150		(\$562,150)	(\$562,150)		
Estimated reserve transfers (net)				(\$59,562)	(\$59,562)	\$0	\$59,562
Estimated Assumptions/Transfers of Operations (Explain)	\$0	\$0		\$0	\$8,349,541	(\$8,349,541)	\$0
<b>Estimated Balances for August 31, 2014</b>	\$97,438,258	\$65,860,556	\$0	\$29,503,404	\$0	\$29,503,404	\$2,074,298
<b>2014/2015 Budget projections for:</b>							
Budgeted surplus(deficit)	(\$13,761,700)			(\$13,761,700)	(\$13,761,700)		
Projected Board funded capital asset additions		\$7,921,247		(\$7,000,000)	(\$7,000,000)	\$0	(\$921,247)
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted Amortization of capital assets (expense)		(\$41,124,643)		\$41,124,643	\$41,124,643		
Budgeted capital revenue recognized - Alberta Education		\$31,796,446		(\$31,796,446)	(\$31,796,446)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$579,467		(\$579,467)	(\$579,467)		
Projected reserve transfers (net)				(\$59,562)	(\$59,562)	\$0	\$59,562
Projected Assumptions/Transfers of Operations (Explain)	\$0	\$0		\$0	\$12,072,532	(\$12,072,532)	\$0
<b>Projected Balances for August 31, 2015</b>	\$83,676,558	\$65,033,073	\$0	\$17,430,872	\$0	\$17,430,872	\$1,212,613

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS SUMMARY- 2014/2015 BUDGET REPORT**

The following explains the anticipated changes to Unrestricted Surplus, Investment in Tangible Capital Assets, Endowments, Operating Reserves and Capital Reserves for 2013/2014 and 2014/2015 and breaks down the planned additions to unsupported capital. Additional space is provided in the next tab.

**Reason for Changes in Unrestricted Surplus; Investment in Tangible Capital Assets; Endowments; Operating Reserves; and Capital Reserves  
2013/2014**

Capital Reserve balance decreasing by \$5.2M due to: work on 22 modulars for Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Ellerslie Schools to be completed by Jan. 5/15 of \$2.7M. Assumed 75% costs incurred by August 31/14. Remaining decrease in capital reserve is \$2.6M for remaining work on A.Blair Macpherson, Dr. Donald Massey, Michael Strembitsky, and Winterburn school portables.

Operating Reserve Balance decreasing by \$8M primarily due to Board funded capital assets (\$7M), an estimated (\$10M) spend of surplus, offset by a \$9M amortization adjustment ( amortization of capital assets less capital revenue related to amortization of capital assets).

Investment in capital assets increasing by \$3.4M over all due to increase of \$12.4M for Board funded capital Additions (\$7M equipment and \$5.4M related to portables), offset by (\$9M)

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS  
for the Year Ending August 31

The following explains the anticipated changes to Unrestricted Surplus, Investment in Tangible Capital Assets, Endowments, Operating Reserves and Capital Reserves for 2013/2014 and 2014/2015 and breaks down the planned additions to unsupported capital.

**Reason for Changes in Unrestricted Surplus; Investment in Tangible Capital Assets; Endowments; Operating and Capital Reserves 2014/2015**

Capital Reserve Balance decreasing \$0.9M for remaining work on 22 modulars for Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Ellerslie Schools.

Operating Reserve Balance decreasing \$12M primarily due to Board funded capital assets (\$7M), an estimated (\$13.7M) spend of surplus, offset by a \$9M amortization adjustment ( amortization of capital assets less capital revenue related to amortization of capital assets).

Investment in capital assets remaining relatively stable. There is an increase of \$7.9M for Board funded capital Additions (\$7M equipment and \$0.9M related to portables), offset by (\$9M) amortization adjustment (amortization of capital assets less capital revenue related to amortization of capital assets).

**Planned Changes to Board Funded Tangible Capital Assets 2013/2014**

Increases as follows:

Portables \$5.4M  
Equipment \$7M

**2014/2015**

Increases as follows:

Portables \$0.9M  
Equipment \$7M

**Other Information:**



PROJECTED STUDENT STATISTICS  
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2014/2015 (Note 2)	Actual 2013/2014	Actual 2012/2013	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	57,957	55,421	52,931	Head count
Grades 10 to 12	21,891	22,369	22,027	Note 3
Total	79,848	77,790	74,958	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Other Students:				
Total	589	465	422	Note 4
Total Net Enrolled Students	80,437	78,255	75,380	
Home Ed and Blended Program Students	424	404	475	Note 5
Total Enrolled Students, Grades 1-12	80,861	78,659	75,855	
Of the Eligible Funded Students:				
Severely Disabled Students served	2,474	2,411	2,350	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	7,899	7,807	7,453	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	32	88	133	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	7,931	7,895	7,586	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	3,966	3,948	3,793	
Of the Eligible Funded Children:				
Severely Disabled Children served	1,538	1,499	1,378	Total eligible funded severely disabled children FTEs, including Code 40 children in program units.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2014/2015 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				



PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL

	Budgeted 2014/2015	Actual 2013/2014	Actual 2012/2013	Notes
<b>CERTIFICATED STAFF</b>				
School Based	4,364.5	4,263.9	4,270.9	Teacher certification required for performing functions at the school level.
Non-School Based	161.0	142.6	175.3	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	4,525.6	4,406.6	4,446.2	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
<b>Certificated Staffing Change due to:</b>				
Enrolment Change	119.0	142.0	101.4	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	-	(181.6)	-	Descriptor (required):
Total Change	119.0	(39.6)	101.4	Year-over-year change in Certificated FTE
<b>Breakdown, where total change is Negative:</b>				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	-	FTEs
Other (retirement, attrition, etc.)	-	(39.6)	-	Descriptor (required):
Total Negative Change in Certificated FTEs	-	(39.6)	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<b>NON-CERTIFICATED STAFF</b>				
Instructional	2,145.3	1,951.0	1,802.6	Personnel providing instruction support for schools under 'Instruction' program areas.
Non-Instructional	1,276.9	1,251.0	1,306.7	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	3,422.3	3,202.0	3,109.3	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
<b>Non-Certificated Staffing Change due to:</b>				
Enrolment Change	220.3	92.7	111.0	FTEs
Other Factors	-	-	-	Descriptor (required):
Total Change	220.3	92.7	111.0	Year-over-year change in Non-Certificated FTE