



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Ray Martin
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, June 20, 2017
2:00 p.m.

Board Meeting #17

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Recognitions
 - 1. National Aboriginal Day
(Information)
(NO ENCLOSURE)
Note: 20 minutes is required for this item.
 - 2. Michael A. Strembitsky Award Recipients
(Information)
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
 - 3. DRAFT – Board Meeting #16 – June 6, 2017
- H. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 19, 2017 to speak under this item.)
- I. Reports:
 - 4. Report #6 of the Caucus Committee (From the Meeting Held June 6, 2017)
(Information)
 - 5. Approval of the 2017-2018 Budget
(Recommendation)
 - 6. Motion re: Lowering the Voting Age in Alberta
(Recommendation)
 - 7. Frist, Second and Third and Final Reading - Board Policy CO.BP Fiscal Oversight and Responsibility
(Recommendation)

8. Second and Third and Final Reading - Board Policy ACB.BP National Anthem and Flag
(Recommendation)
9. Second and Third and Final Reading – Board Policy FBD.BP Designated Holidays
(Recommendation)
10. First, Second and Third and Final Reading – Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
(Recommendation)
11. 2016-2017 Superintendent of Schools’ Evaluation
(Information)
12. Pilot Sound School Library
(Information – Response to Request for Information #215)
13. Bill 1 – Implementation Plan - Instructional and Transportation Fees
(Information – Response to Request for Information #216)
(This report will be posted to the District website Monday, June 19, 2017)
14. International Student Program Fees
(Information – Response to Request for Information #219)
15. Before and After School Care – Escuela Mill Creek School
(Information – Response to Request for Information #221)
16. Bereavements
(Information)
17. Delegation of Authority – 2017 Summer Recess
(Recommendation)
- J. Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 19, 2017 to speak under this item.)
- K. Other Committee, Board Representative and Trustee Reports**
- L. Trustee and Board Requests for Information**
- M. Notices of Motion**
- N. Meeting Dates**
- O. Adjournment**

DATE: June 22, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Michael A. Strembitsky Award Recipients

ORIGINATOR: Lisa Austin, Managing Director, Communications

RESOURCE

STAFF: Cathy MacDonald, Rick Stiles-Oldring, Nancy Petersen

REFERENCE: [Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community](#)
[Administrative Regulation HI.AR – Recognition of Students](#)

ISSUE

Every year, each District high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award's criteria and selects three recipients.

BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the District's longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000 respectively are presented to the three students who best exemplify the award criteria.

CURRENT SITUATION

Each of the following nominees will be introduced and receive a plaque.

Name	School
Blaye Chickosis	amiskwaciy
Blake Mueller	Centre High
Gina Pasaran	Eastglen
Grace Konrad	Harry Ainlay
Helen Ma	J. Percy Page
Zeyad M. Elsalhy	Jasper Place
Sarena Lalani	Lillian Osborne
Percy Kergan	M.E. LaZerte
Molly French	McNally
Stephen Stewart	Millwoods Christian
Hao (Jack) Chen	Old Scona
Mudassar Javid	Queen Elizabeth
Samiha Sajida	Ross Sheppard
Kyle Hennig	Strathcona
Robyn Learn	Victoria
Alexander Wright	Vimy Ridge
Amanda Buchner	W.P. Wagner

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair.

LA:cm

MINUTE BOOK**Board Meeting #16**

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, June 6, 2017 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Nathan Ip
Michael Janz
Cheryl Johnner

Ray Martin
Bridget Stirling

Student Trustees

Jacob Dunn

Molly French

Andrew Li

Officials

Lisa Austin
Todd Burnstad
Grace Cooke
Lorne Parker

Ron MacNeil
Karen Mills
Leona Morrison
Kent Pharis

Darrel Robertson
Mike Suderman

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President

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

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

A. O Canada 

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

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

C. Approval of the Agenda

MOVED BY Trustee Adams:

**“That the agenda for the June 6, 2017, board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair recognized the District’s Support Staff and expressed that their dedication helps the District provide students and families with an excellent education. She explained that Support Staff are represented by CUPE Local 3550.

The Board Chair reported that on March 17, 2017, the Administration and CUPE Local 3550 signed a Memorandum of Agreement (MOA) to conclude a new collective agreement. She stated that it is important to the Board and to the District to have strong, collegial and positive working relationships with staff groups and union representatives. The Board Chair thanked all Support Staff and expressed that they are appreciated very much.

The Board Chair reported that on Friday, May 26, 2017, she had the opportunity, as part of the ASBA Zone 2/3 Edwin Parr Awards Banquet, to have dinner with Bethany Briones, from Ormsby School, along with her family and colleagues. The Board Chair referenced the March 7, 2017, public board meeting, where four outstanding nominees for the Edwin Parr Award first year teachers were recognized. She explained that Bethany was the nominee who was selected to represent Edmonton Public Schools at the finals and that it was amazing to hear from all 19 nominees from the Zone 2/3 school divisions. She said that although Bethany was not one of the two teachers selected to move on to the next round, the Board is very proud of her and of all the District’s first-year teachers for the great and important work they do every day.

The Board Chair reported that Edmonton Public Schools, Edmonton Catholic Schools and the City of Edmonton collaborated to host a series of Reconciliation in Education events. On Friday, June 2, 2017, she, Trustees Ip, Johner and Stirling, along with many District staff and students attended the ceremony and Smudge Walk at the Centre for Education to commemorate the second anniversary of the Truth and Reconciliation Commission’s closing ceremony in Ottawa. On behalf of the Board of Trustees, a blanket was contributed as a symbol of the District’s commitment to ensure all students are safe, secure and connected and that the District reconfirmed its commitment from the previous year. The Board Chair thanked the staff in the First Nations, Métis, and Inuit unit for facilitating this important event.

E. Communications from the Superintendent of Schools

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The Superintendent advised that as part of the Walk for Reconciliation and on behalf of the District he committed a stole which is symbolic of graduations as it wrapped around First Nations, Métis, and Inuit children as they crossed the stage this year. He advised that the District's commitment is ongoing to ensure the success of all children and support them as they transition through the world of post-secondary school and the world of work into something that will bring them dignity and fulfilment throughout their lives.

The Superintendent shared that it is graduation season and offered his congratulations to all students that are commencing this year from Edmonton Public Schools. The Superintendent thanked the Trustees for offering their time to share words of wisdom at each of the graduation ceremonies and shared that it is meaningful and appreciated by the students and their families.

The Superintendent reported that on May 25, 2017, the Learning Partnership hosted an Entrepreneurial Adventure event showcasing the ventures of 300 students from 25 Edmonton public elementary schools. He shared that the classes collaborated with BMO and EPCOR business mentors to develop a business with the proceeds going to various charities chosen by the students.

The Superintendent congratulated Riverdale, Coronation and Roberta MacAdams Schools who all won local awards, and Greenfield School for winning the National BMO Innovation Award in recognition of their project supporting a classmate with Tourette's Syndrome.

The Superintendent congratulated Brett Polowy, the principal of Rio Terrace School who was awarded an Alberta Distinguished Leadership Award from the Alberta Teachers' Association Council for school leadership on May 19, 2017.

F. Minutes

1. Board Meeting #15 – May 23, 2017

MOVED BY Trustee Ip:

**"That the minutes of Board Meeting #15 held May 23, 2017, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

Mr. Adil Pirbhai suggested that the singing of O Canada also be in French.

Mr. Adil Pirbhai spoke to the Trustees regarding naming District properties after people that are still living. He was against this practice.

H. Reports

MINUTE BOOK2. Student Senate 2016-2017 Work Plan

The Trustees received a presentation regarding the Student Senate 2016-2017 work plan.

There was a short break in the meeting.

3. Highlands School Consolidation Project – Consideration to Close Montrose and Mount Royal Schools

MOVED BY Trustee Chubb:

**“1. That the Board approve a motion to consider closure of Montrose School.”
(UNANIMOUSLY CARRIED)**

**“2. That the Board approve a motion to consider closure of Mount Royal School.”
(UNANIMOUSLY CARRIED)**

**“3. That the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation (Alberta Regulation 238/1997)*.”
(UNANIMOUSLY CARRIED)**

4. First Reading Board Policy - HG.BP Student Behaviour and Conduct

MOVED BY Trustee Stirling:

**“1. That Board policy HG.BP Student Behaviour and Conduct be introduced.”
(UNANIMOUSLY CARRIED)**

**“2. That Board policy HG.BP Student Behaviour and Conduct be read for the first time and approved for posting on the District website for stakeholder input.”
(UNANIMOUSLY CARRIED)**

5. Locally Developed Courses

MOVED BY Trustee Ip:

**“That the following Locally Developed Courses be approved for use in Edmonton Public Schools until August 2021.”
(UNANIMOUSLY CARRIED)**

- Advanced Governance and Public Policy 15-25-35 (5 credit)
- Audio 15-25-35 (3 credit)
- Aviation 35-3
- Biodynamics 9
- Botany 8

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- Braided Journeys 15-25-35 (3 credit)
- English Critical Reading and Writing: Prose 35-5
- Film and Media Art 15-25-35 (3 and 5 credit)

There was a short break in the meeting.

6. Motion re: Sharing Nutrition Pilot Evaluation Results

MOVED BY Trustee Johner:

“That Edmonton Public Schools share the findings from Dr. Sharma’s evaluation with Alberta Education and that the Board of Trustees advocate to Alberta Education in support of ensuring a robust evaluation component in Phase 2 of the provincial nutrition pilot.”

(UNANIMOUSLY CARRIED)

7. Motion re: Joining the Public School Boards’ Association of Alberta

MOVED BY Trustee Johner:

“That Edmonton Public School Board become a member of the Public School Boards’ Association of Alberta.”

(CARRIED)

8. Motion re: Treaty 6 Flags

MOVED BY Trustee Stirling:

“1. That the Board of Trustees recognizes our relationship with Treaty 6 and Métis people by flying both the Treaty 6 and Métis flags outdoors at the Centre for Education.”

(UNANIMOUSLY CARRIED)

“2. That the Board of Trustees purchase both the Treaty 6 and Métis flags to be provided as a gift to all District schools and other District sites to display in recognition of our relationships ~~with~~ as Treaty people.”

(UNANIMOUSLY CARRIED)

Trustee Martin left the meeting.

9. Motion re: Third Party Panel Study of Operational Services of School Jurisdictions

MOVED BY Trustee Janz:

“1. That the Edmonton Public School Board initiates a blue ribbon, third party panel to study efficiencies in operational services of school jurisdictions across the province in all

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education spending to ensure that resources provided to the classroom are maximized and front line staff are protected.”
(UNANIMOUSLY CARRIED)

“2. The Edmonton Public School Board allocates \$10,000 from the Board initiative fund to cover meeting expenses and incidentals of the panel.”
(UNANIMOUSLY CARRIED)

Following two rounds of Trustee questions, Trustee Janz referred motions 1 and 2 to the Audit Committee for a response by December 2017.

10. Human Sexuality Education and Voluntary Student Organizations
(Response to Request for Information #212)

Information was provided in response to Request for Information #212.

Trustee Adams requested that information regarding the Alberta survey pertaining to curriculum changes be sent to all Trustees.

MOVED BY Board Chair Draper:

“That the June 6, 2017, Board meeting continue past the 6:00 p.m. deadline in order to complete all items on the agenda.”
(UNANIMOUSLY CARRIED)

11. Shared Approach to Curriculum Implementation
(Response to Request for Information #218)

Information was provided in response to Request for Information #218.

I. Other Committee, Board Representative and Trustee Reports

Trustee Adams reported that in the last two weeks she has had the privilege of bringing greetings on behalf of the Board at the following celebrations:

- Grade 9 Farewell Celebration at Michael Strembitsky.
- Grade 12 First Nations, Métis, and Inuit students Honouring Celebration.
- Recognition of the District’s Education Assistants.

Trustee Adams highlighted:

- The success of the new school Meet and Greet sessions, for the Shauna May Seneca and Jan Reimer schools which were held at the Michael Strembitsky School with very good parent representation for both meetings.

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- That the Community Multi-Cultural Carnival Event at Grace Martin School was very well attended and another example of schools reaching out to their community and embracing the various cultures within the school.
- On June 2, 2017, the Public School Boards' Association of Alberta (PSBAA) conference took place in Red Deer, Alberta, and that she had the privilege to attend with Trustee Johner.
- On June 6, 2017, the Alberta School Boards' Association (ASBA) business meeting took place in Red Deer, Alberta, and that she had the privilege to attend with Trustees Ip, Janz and Johner.

Trustee Chubb reported that he attended the new school meeting for David Thomas King School on June 1, 2017. He acknowledged all the work of Principal Karbonik and the staff and that it was wonderful to see the students excitement in June for the first day of school.

Trustee Draper reported that on June 1, 2017, she and Trustee Ip attended the Beijing Opera Festival, which was co-sponsored by the Confucius Institute in Edmonton. She expressed that it was a marvelous performance of Chinese art and culture. Trustee Draper shared that performers put on several activities and workshops at some of the District's schools.

Trustee Ip reported on the following events:

- May 30, 2017, he and MLA Bob Turner hosted a town hall meeting to engage community members in a high level conversation about designing schools as community hubs. There was a robust discussion about imagining innovative and collaborative community and learning spaces within schools and the desires of community. Trustee Ip thanked all community members who attended and representatives from a number of organizations including the Edmonton Public Library, the City of Edmonton, the Early Years Coalitions, and the Family Centre. He shared that he and MLA Turner hope that this will be the first of a series of informal community conversations in southwest Edmonton and he thanked Lillian Osborne School for hosting them.
- On May 27, 2017, he was very pleased to bring greetings at the Alberta Chinese Language Bridge Competition which was hosted by the Confucius Institute of Edmonton. He share that over 140 students from all over Alberta competed in the Chinese Culture and Language Competition and that one student will have the opportunity to be recommended to the World Chinese Bridge Contest in China later this year.
- On May 30, 2017, and on June 3, 2017, he had the pleasure of attending two Meet and Greet events for Donald R. Getty School and Constable Daniel Woodall Schools respectively. He said that it was an opportunity for students and parents to meet the principal and teachers of their new schools. Trustee Ip thanked Principal Steenwinkel, Principal Gordy and their teams for their hard work in welcoming their school communities.
- On June 4, 2017, he and Trustee Stirling had the honour of attending the Annual Edmonton Chinese Education Bilingual Association Awards ceremony where he brought greetings on

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behalf of the Board. He shared that, this year, dozens of students were recognized for achieving academic excellence in Chinese language learning and congratulated all award winners.

- On June 2, 2017, he and Trustee Johner toured the School Nutrition Pilot at Norwood School.
- On June 10, 2017, Trustee Ip will be hosting his 4th annual Southwest Family Fun Day in partnership with the Southwest Early Years Coalition at Dr. Margaret- Ann Armour School from 11:30 a.m. to 2:00 p.m. He advised that there will be free activities and a barbeque for all, including a resource fair for parents and community members.

Trustee Stirling reported on the following events:

- On May 25, 2017, W.P. Wagner School hosted the Honouring Ceremony for First Nations, Metis, and Inuit graduates. She said that it was truly moving to see so many students and their families celebrating this important milestone and to join in the pipe ceremony, feast, and round dance to honour these amazing youth.
- On May 26, 2017, she attended the Edmonton Early Years Coalitions City Wide Collaboration meeting, hosted by the Southeast Edmonton Early Childhood Community Coalition, which brought together coalition members and early childhood stakeholders from across the city to imagine what comes next for supporting our youngest citizens.
- On May 27, 2017, The Escuela Mill Creek School Fiesta was held, which is one of the highlights of the Ritchie community calendar. The event was filled with music, dance, and laughter and she was delighted to see not only students and families but also so many of the neighbours coming out to enjoy the day and support of the school.
- On May 28, 2017, she attended a movie production of Kultar's Mime, which tells the story of four Sikh children who survived the 1984 Delhi massacre, drawing the audience to consider the District's shared humanity and commitment to ending injustice and violence, wherever it may be found.
- On May 31, 2017, she was delighted to meet many of the families who will be attending Svend Hansen School this fall. She enjoyed hearing the buzz of excitement as the new school design was revealed and to talk to excited students who were meeting their new teachers for the first time.
- On June 3, 2017, the Reconciliation in Education event offered an important opportunity to recommit to reconciliation in District schools. She was honoured to have the chance to be a part of the event at the Centre for Education as well as the walk to Edmonton Catholic School Division's Sacred Heart Centre and on to City Hall to share in the District's commitment with the City of Edmonton as the proclamation was read.

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- On June 4, 2017, she, Vice-Chair Martin, Trustee Ip, and Assistant Superintendent Ron MacNeil were invited to the CUPE Local 474 barbeque. She thanked CUPE Local 474 for the invitation.
- On June 4, 2017, she attended the Edmonton Chinese Bilingual Education Association Awards, and was pleased to represent the Board at the Sponsors Banquet along with award recipients, their families, and the generous community partners who support the scholarships and awards many of the District's Mandarin bilingual program students receive. She explained that the Edmonton Chinese Bilingual Education Association took the opportunity to celebrate the contributions of outgoing president Stephen Tsang, who has served the District's students and their families in his role for the last four years.

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

K. **Notices of Motion**

Trustee Draper served notice of motion that the Board of Trustees write a letter to the Minister of Municipal Affairs advocating for a lowering of the municipal voting age from 18 to 16 years of age.

L. **Next Board Meeting Date**: Tuesday, June 20, 2017, at 2:00 p.m.

M. **Adjournment** (6:10 p.m.)

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ray Martin, Caucus Committee Chair

SUBJECT: Report #6 of the Caucus Committee (From the meeting held June 6, 2017)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendations were approved at the June 6, 2017, Caucus Committee meeting:

Recommended Spokespersons and Bargaining Objectives for Negotiations with Edmonton Public Teachers Local 37 of the Alberta Teachers' Association

1. *That Dave Devin and Angela Anderson be approved as co-spokespersons for negotiations with the Alberta Teachers' Association (Edmonton Public Teachers Local 37).*
2. *That the following objectives for the collective bargaining agreement between the District and Alberta Teachers' Association (Edmonton Public Teachers Local 37) be approved:*
 - *To achieve a revised collective agreement in collective bargaining that:*
 - *continues to enable the District to recruit and retain highly skilled teachers necessary to maintain quality teaching and learning in support of students' success;*
 - *addresses local items in a manner that is congruent with memorandum of agreement ratified by TEBA and the ATA;*
 - *ensures any financial implications of local items remain consistent within the existing, projected, and actual future financial and operational circumstances of the District;*
 - *To achieve the revision of the collective agreement with no work stoppage.*

BACKGROUND – Recommendations 1 and 2

The collective bargaining agreement with the Alberta Teachers' Association (Local 37) expired August 31, 2016.

In 2015–2016, the Province introduced legislation that provided a framework for central and local bargaining. In June 2016, agreement was reached between the Teachers' Employer Bargaining Association (TEBA) and the Alberta Teacher's Association (ATA) on items that would be bargained centrally and those that would be bargained locally (Attachment I). In 2016, a Memorandum of

Agreement was reached between TEBA and the ATA. This Memorandum of Agreement has been ratified by both the ATA and TEBA. Now that central bargaining is complete and a central agreement has been ratified, local bargaining can begin.

Recommended Spokesperson and Bargaining Objectives for Negotiations with CUPE Local 3550

1. *That Jeff Waselenchuk be approved as spokesperson to negotiate a collective agreement for support staff with CUPE Local 3550.*
2. *That the following objectives for the collective bargaining agreement between the District and CUPE Local 3550 (Support) be approved:*
 - *To achieve a revised collective agreement in collective bargaining that:*
 - *enables the District to recruit and retain the quality and nature of employees needed to operate the District;*
 - *reflects financial circumstances, both existing and projected;*
 - *enables efficient and effective operations consistent with the legislated mandate, the mission and the financial circumstances of the District;*
 - *has a length of term consistent with the above.*
 - *To achieve the revision of the collective agreement with no work stoppage.*

BACKGROUND – Recommendations 1 and 2

The Collective Agreement with CUPE Local 3550 will expire on August 31, 2017. Notice to bargain can be served not less than 60 days and not more than 120 days prior to the expiry of the agreement by any party up to June 30, 2017. The District has not yet received formal notice to commence bargaining from CUPE Local 3550.

Recommended Spokesperson and Bargaining Objectives for Negotiations with CUPE Local 474

1. *That Jeff Waselenchuk be approved as spokesperson to negotiate a collective agreement for custodial staff with CUPE Local 474.*
2. *That the following objectives for the collective bargaining agreement between the District and CUPE Local 474 (Custodial) be approved:*
 - *To achieve a revised collective agreement in collective bargaining that:*
 - *enables the District to recruit and retain the quality and nature of employees needed to operate the District;*
 - *reflects financial circumstances, both existing and projected;*
 - *enables efficient and effective operations consistent with the legislated mandate, the mission and the financial circumstances of the District;*
 - *has a length of term consistent with the above.*
 - *To achieve the revision of the collective agreement with no work stoppage.*

BACKGROUND – Recommendations 1 and 2

The Collective Agreement with CUPE Local 474 will expire on August 31, 2017. Notice to bargain can be served not less than 60 days and not more than 120 days prior to the expiry of the agreement by any party up to June 30, 2017. The District has not yet received formal notice to commence bargaining from CUPE Local 474.

Recommended Spokesperson and Bargaining Objectives for Negotiations with CUPE Local 784

1. *That Jeff Waselenchuk be approved as spokesperson to negotiate a collective agreement for maintenance staff with CUPE Local 784.*
2. *That the following objectives for the collective bargaining agreement between the District and CUPE Local 784 (Maintenance) be approved:*
 - *To achieve a revised collective agreement in collective bargaining that:*
 - *enables the District to recruit and retain the quality and nature of employees needed to operate the District;*
 - *reflects financial circumstances, both existing and projected;*
 - *enables efficient and effective operations consistent with the legislated mandate, the mission and the financial circumstances of the District;*
 - *has a length of term consistent with the above.*
 - *To achieve the revision of the collective agreement with no work stoppage.*

BACKGROUND – Recommendations 1 and 2

The Collective Agreement with CUPE Local 784 will expire on August 31, 2017. Notice to bargain can be served not less than 60 days and not more than 120 days prior to the expiry of the agreement by any party up to June 30, 2017. The District has not yet received formal notice to commence bargaining from CUPE Local 784.

KM:sj

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Approval of 2017-2018 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Krista Brandon, Todd Burnstad, Vanessa-Croswell-Klettke

REFERENCE: N/A

ISSUE

At the June 6, 2016 Caucus meeting, the 2017-2018 spring proposed budget was presented to the Board of Trustees for information and discussion.

BACKGROUND

On March 16, 2017 the provincial government announced the funding allocations to school boards for the 2017-2018 school year.

In conjunction with the 2017-2018 budget, the Alberta government has proposed legislation to reduce school fees for Alberta families with the introduction of *Bill 1: An Act to Reduce School Fees*. Bill 1 contains provisions to prevent school authorities from charging for instructional supplies and materials and from charging transportation fees for eligible students taking the bus to their designated school when they reside 2.4 kilometers or more away. In lieu of charging these fees, funding has been provided to the District based on information reported in our 2015-2016 audited financial statements. Bill 1 will take effect on September 1, 2017.

The 2017-2018 Distribution of Funds was approved by the Board on April 25, 2017 and forms the basis of assumptions used to complete the spring proposed budget.

RELATED FACTS

Edmonton Public School's mission is to inspire student success through high quality learning opportunities, supported by meaningfully engaging students, parents, staff and community.

- Edmonton Public Schools is projecting enrolment growth of 3.6 per cent or 3,438 net students, bringing the total projected enrolment to 99,080 (Attachment II).
- With no change to the base instruction grants received by the province, the 2017-2018 student allocation rates remained at the same levels as 2016-2017.

RECOMMENDATION

1. That the 2017-2018 Budget of \$1,161,205,358 be approved.
2. That the budget report for the year ending August 31, 2018 be approved.

CONSIDERATIONS and ANALYSIS

- Schools and central decision units have completed their budgets using the allocated resources approved in the 2017-2018 Distribution of Funds document.

NEXT STEPS

Once approved the 2017-2018 proposed budget will be posted to the District's website, and the budget report will be submitted to Alberta Education by June 30, 2017.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2017-2018 Proposed Revenue Budget
ATTACHMENT II	Projected 2017-2018 Student Enrolment
ATTACHMENT III	2017-2018 Proposed Budget – Total Allocations
ATTACHMENT IV	2017-2018 Proposed Budget – Direct School Allocations
ATTACHMENT V	2017-2018 Proposed Budget – Other Allocations
ATTACHMENT VI	2017-2018 Proposed Budget – Staffing FTE Comparison
ATTACHMENT VII	2016-2019 Accumulated Operating Surplus Plan
ATTACHMENT VIII	2017-2018 Central Initiatives to Support Schools - Notes
ATTACHMENT IX	2017-2018 Alberta Education Budget Report – TO BE INSERTED JUNE 19, 2017

TB:ja

Edmonton Public Schools
2017-2018 Spring Proposed Revenue Budget

	2017-2018 Spring Proposed Budget (Spring)	2017-2018 Distribution of Funds (DofF)	2016-2017 Fall Revised Budget (Fall)	Variance Spring vs DofF \$	Variance Spring vs Fall \$	Variance Spring vs Fall %	Notes
BASE INSTRUCTION FUNDING							
Early Childhood Services (ECS) Base Instruction	\$ 31,602,100	\$ 30,680,300	\$ 29,317,600	\$ 921,800	\$ 2,284,500	7.8%	
ECS Class Size	7,199,100	6,989,100	6,678,700	210,000	520,400	7.8%	
Base Instruction (Grades 1 to 9)	435,845,300	433,781,300	419,352,900	2,064,000	16,492,400	3.9%	
Class Size (Grades 1 to 3)	35,684,600	35,120,100	34,433,800	564,500	1,250,800	3.6%	
	510,331,100	506,570,800	489,783,000	3,760,300	20,548,100	4.6%	
High School (Grades 10 to 12)	154,992,900	156,107,200	152,755,000	(1,114,300)	2,237,900	1.6%	1
Base Instruction Metro (Grades 10 to 12)	934,900	906,500	906,500	28,400	28,400	3.1%	
Base Instr. Metro Summer (Grades 10 to 12)	5,811,400	5,544,200	5,544,200	267,200	267,200	4.8%	
Outreach Site Funding	314,900	377,800	377,800	(62,900)	(62,900)	(16.6%)	2
Home Education	691,700	691,700	691,700	-	-	-	
	7,752,900	7,520,200	7,520,200	232,700	232,700	3.3%	
SUBTOTAL BASE INSTRUCTION FUNDING	673,076,900	670,198,200	650,058,200	2,878,700	23,018,700	3.5%	1
DIFFERENTIAL COST FUNDING							
ECS Program Unit Funding (PUF)	44,601,900	41,136,700	41,136,700	3,465,200	3,465,200	8.4%	3
Inclusive Education	70,699,000	65,864,100	65,864,100	4,834,900	4,834,900	7.3%	4
English as a Second Language (ESL)	22,450,000	20,902,000	20,902,000	1,548,000	1,548,000	7.4%	5
First Nations, Metis and Inuit Education (FNMI)	9,507,300	9,507,300	9,507,300	-	-	-	6
Building Collaboration and Capacity	30,750	30,750	30,750	-	-	-	7
Socio Economic Status	11,147,300	10,958,600	10,958,600	188,700	188,700	1.7%	
Plant Operations and Maintenance (PO&M)	71,067,000	68,827,600	68,827,600	2,239,400	2,239,400	3.3%	8
Metro Urban Transportation	24,501,800	24,788,300	24,788,300	(286,500)	(286,500)	(1.2%)	3
ECS Special Transportation	2,400,000	2,472,800	2,472,800	(72,800)	(72,800)	(2.9%)	3
Bill 1:							
School Fees Reduction Grant	2,660,800	2,660,800	-	-	2,660,800	100.0%	9
Transportation Fees Reduction Grant	5,334,200	5,334,200	-	-	5,334,200	100.0%	9
Equity of Opportunity	9,323,000	9,174,700	9,174,700	148,300	148,300	1.6%	
Federal French Funding	590,000	590,000	590,000	-	-	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	274,313,050	262,247,850	254,252,850	12,065,200	20,060,200	7.9%	
PROVINCIAL PRIORITY TARGETED FUNDING							
High Speed Networking	2,275,200	2,275,200	2,198,400	-	76,800	3.5%	10
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,275,200	2,275,200	2,198,400	-	76,800	3.5%	
OTHER PROVINCIAL SUPPORT							
Institutional Support	10,378,200	10,220,700	10,220,700	157,500	157,500	1.5%	3
Regional Collaborative Service Delivery (RCSD)	3,905,800	3,883,800	3,883,800	22,000	22,000	0.6%	11
Provincial School Lease Support	-	2,052,600	2,052,600	(2,052,600)	(2,052,600)	(100.0%)	12
Narrowing Teacher's Salary Gap	239,000	239,000	239,000	-	-	-	
Reduction in System Admin & School Board Governance	(4,182,000)	(4,182,000)	(3,973,000)	-	(209,000)	5.3%	13
SUBTOTAL OTHER PROVINCIAL SUPPORT	10,341,000	12,214,100	12,423,100	(1,873,100)	(2,082,100)	(16.8%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	960,006,150	946,935,350	918,932,550	13,070,800	41,073,600	4.5%	

**Edmonton Public Schools
2017-2018 Spring Proposed Revenue Budget**

	2017-2018 Spring Proposed Budget (Spring)	2017-2018 Distribution of Funds (DofF)	2016-2017 Fall Revised Budget (Fall)	Variance Spring vs DofF \$	Variance Spring vs Fall \$	Variance Spring vs Fall %	Notes
CAPITAL AND IMR FUNDING							
Infrastructure Maintenance Renewal (IMR)	12,315,000	9,673,300	9,673,300	2,641,700	2,641,700	27.3%	14
Amortization of Capital Allocations and Expended Deferred Capital Revenue	34,249,200	35,137,200	35,137,200	(888,000)	(888,000)	(2.5%)	15
CAPITAL AND IMR FUNDING	46,564,200	44,810,500	44,810,500	1,753,700	1,753,700	3.9%	
OTHER PROVINCIAL REVENUES							
Tuition Agreements	1,285,400	1,262,500	1,262,500	22,900	22,900	1.8%	
Secondments - Provincial	3,585,600	2,889,000	2,889,000	696,600	696,600	24.1%	16
Alberta Education Conditional Grants	270,500	428,800	428,800	(158,300)	(158,300)	(36.9%)	17
Alberta Teachers' Retirement Fund (ATRF)	57,981,100	56,915,300	56,915,300	1,065,800	1,065,800	1.9%	18
SUBTOTAL OTHER PROVINCIAL REVENUES	63,122,600	61,495,600	61,495,600	1,627,000	1,627,000	2.6%	
TOTAL GOVERNMENT OF ALBERTA	1,069,692,950	1,053,241,450	1,025,238,650	16,451,500	44,454,300	4.3%	
OTHER PROVINCIAL GRANTS	2,794,800	3,042,800	3,042,800	(248,000)	(248,000)	(8.2%)	19
FEDERAL GOVERNMENT AND FIRST NATIONS	2,329,100	2,364,600	2,364,600	(35,500)	(35,500)	(1.5%)	
OTHER ALBERTA SCHOOL AUTHORITIES	878,400	795,800	795,800	82,600	82,600	10.4%	20
FEES							
School Fees - School Generated Funds	13,291,900	12,030,100	15,036,142	1,261,800	(1,744,242)	(11.6%)	21
Transportation Fees	7,144,400	6,937,200	12,271,500	207,200	(5,127,100)	(41.8%)	22
Lunch Program Fees	4,462,700	4,166,800	4,166,800	295,900	295,900	7.1%	23
Metro Continuing Education Fees	579,600	899,050	899,050	(319,450)	(319,450)	(35.5%)	24
Textbook Rental Fees	-	-	1,390,800	-	(1,390,800)	(100.0%)	24
Music Instrument & Other Material Fees	218,900	292,700	292,700	(73,800)	(73,800)	(25.2%)	24
SUBTOTAL FEES	25,697,500	24,325,850	34,056,992	1,371,650	(8,359,492)	(24.5%)	
OTHER SALES AND SERVICES							
International Student Tuition	6,462,500	7,050,000	7,050,000	(587,500)	(587,500)	(8.3%)	25
Sales and Services - Schools & Central DU's	4,822,500	5,133,800	5,133,800	(311,300)	(311,300)	(6.1%)	26
Other Sales and Services - School Generated Funds	3,893,100	5,300,000	3,563,858	(1,406,900)	329,242	9.2%	27
Secondments - Other Entities	1,536,700	1,238,200	1,238,200	298,500	298,500	24.1%	16
Adult Education	1,733,700	1,842,550	1,842,550	(108,850)	(108,850)	(5.9%)	28
SUBTOTAL SALES AND SERVICES	18,448,500	20,564,550	18,828,408	(2,116,050)	(379,908)	(2.0%)	
INVESTMENT INCOME	3,200,000	3,200,000	3,200,000	-	-	-	
GIFTS AND DONATIONS							
School Gifts and Donations	4,695,400	5,590,700	5,590,700	(895,300)	(895,300)	(16.0%)	29
EPSB Foundation Support	450,000	450,000	450,000	-	-	-	
SUBTOTAL GIFTS AND DONATIONS	5,145,400	6,040,700	6,040,700	(895,300)	(895,300)	(14.8%)	
FUNDRAISING - School Generated Funds	1,764,100	1,900,000	1,900,000	(135,900)	(135,900)	(7.2%)	29
RENTAL OF FACILITIES	4,114,400	4,971,000	4,971,000	(856,600)	(856,600)	(17.2%)	30
TOTAL OPERATING REVENUE	\$1,134,065,150	\$ 1,120,446,750	\$ 1,100,438,950	\$ 13,618,400	\$ 33,626,200	3.1%	

**Notes to the
2017-2018 Spring Proposed Revenue Budget**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 spring proposed budget differs from the 2016-2017 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 3.6% (compared to 3.2% from the Distribution of Funds) (see Attachment II for additional details). For 2017-2018, there are no increases in the per student funding rates, however, the Province continues to fund enrolment growth. A change of note is the High School CEU funding maximum has been reduced from 60 credits to 45 credits, resulting in a decrease of \$1.4 million, however the District will maintain the current allocation method without any cap to credits.

2 Outreach Site Funding

The decrease is related to one less site as compared to Fall 2016. This amount agrees to the Projected Funding sheet the province provided to the District as at February 2017.

3 ECS Program Unit Funding (PUF), Metro Urban Transportation, ECS Special Transportation, & Institutional Support

These budgets are a flow through where any changes from a revenue point of view are offset by an equivalent amount being allocated. The increase in revenue is directly associated with the increase in projected enrolment. For the Transportation grants, the decrease is the net of the increased enrolment growth and the opening of 11 new schools which provides more students the opportunity to walk to their school.

4 Inclusive Education

The Inclusive Education grant is comprised of three components, two of which are enrolment driven. The third component includes providing a per student allocation of \$5,202 for refugee students as well as other differential factors. The overall increase is a result of enrolment growth and the composition of students.

5 English as a Second Language (ESL)

This funding is targeted for students who require additional English language support and instruction to achieve grade level expectations in English and in other subject areas. The anticipated increase in this grant is directly linked to the high number of students who meet this criteria. This funding is provided for a maximum of five years per eligible student.

6 First Nations, Metis and Inuit Education (FNMI)

Funding is based on the projected number of self-identified students as at September 30th and therefore there is no change to this amount for the spring budget. Out of the total amount received, approximately 85% is allocated directly to schools and approximately 15% is allocated to a central decision unit exclusively providing supports for FNMI education.

7 Building Collaboration and Capacity in Education (BCCE)

The purpose of this grant is to increase opportunities for First Nations students to receive culturally responsive and meaningful education programs and services through enhanced collaboration and coordination among education stakeholders. The grant provides \$335 per First Nation student residing on a reserve but attending EPSB. In addition, EPSB submitted a grant application requesting a total of \$42,000 over the next three years.

8 Plant Operations and Maintenance (PO&M)

The province is continuing to increase funding to PO&M. As a district we allocate this funding both to schools and central decision units.

9 School and Transportation Fees Reduction

This targeted funding is related to Bill 1: An Act to Reduce School Fees. To support Bill 1, during its initial year of implementation, funding is provided based on 100% of the basic instruction supplies fee revenue reported on our 2015-2016 audited financial statements. The transportation fee portion is based on 45% of the transportation fee revenue that was also reported on our 2015-2016 audited financial statements. There may be additional requirements related to this funding when the regulation is finalized. The funding received to support Bill 1 is offset by an equivalent decrease in fee revenue.

10 High Speed Networking

Also known as SuperNet, the District receives \$800 per month per approved site. The increase is due to the opening of 11 new schools and the closing of 3 schools.

11 Regional Collaborative Service Delivery (RCSD)

Currently no funding has been approved for individual schools, the entire balance is directed towards the Inclusive Learning - RCSD cost centre.

**Notes to the
2017-2018 Spring Proposed Revenue Budget**

12 Provincial School Lease Support

This funding is provided by the Province for the lease of privately owned facilities. EPSB submitted an application to continue to receive this funding, however, notification of approvals will not be announced until June 30th (at the earliest). If approved, this amount will be included in the Fall Revised budget.

13 Reduction in System Admin & School Board Governance

Alberta Education began processing a deduction from school jurisdictions payments equivalent to 10 per cent of boards' allowable administration maximum in the 2013-2014 school year. The deduction was originally calculated based on total expenditures in the 2011-2012 audited financial statements and has increased year over year since it was implemented.

14 Infrastructure Maintenance Renewal (IMR)

Total IMR funding for the District has increased from \$25 Million to \$29.5 Million. Out of the total funds, \$12.3 Million will be expensed for operations for 2017-2018.

15 Amortization of Capital Allocations and Expended Deferred Capital Revenue

This amount is funded by the province and there is an offsetting allocation in Fiscal & Debt services. The amount has been updated based on estimated additions to fixed assets and will be updated in the Fall.

16 Secondments

The revenue increase in secondments is based on the trending of actuals for the last few years.

17 Alberta Education Conditional Grants

The decrease reflects the removal of other non-recurring grants related to specific 2016-2017 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.

18 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.

19 Other Provincial Grants

The 2017-2018 Budget includes Alberta Health Services Mental Health grant for Jasper Place (\$315,000) and an Alberta Health Services grant to cover a Way In Coordinator, 2 Success Coaches, 3 months of 1 Success Coach, and a Mental Health Therapist coordinated by TD Baker school (\$320,000). Also included is the Alberta Advanced Education grant for Metro and the Alberta Health Services SSP grant.

20 Other Alberta School Authorities

The revenue increase is related to increased sponsorships for non-resident students as well as an increase in the number of visiting ECS students.

21 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 decrease from the current year budget is in relation to Bill 1: An Act to Reduce School Fees.

22 Transportation Fees

The decrease in transportation fees is due to Bill 1: An Act to Reduce School Fees. The Student Transportation department has been given an allocation of \$5,334,200 to offset the decrease in fees. The overall cost of offering transportation services is expected to continue to increase and the Student Transportation department is offsetting this by drawing down the transportation restricted reserve fund and access to surplus (for additional details refer to Attachment VII).

23 Lunch Program Fees

The lunch fee cost sharing model was rolled out to all schools in 2016-2017 in order to standardize the calculation of fees being charged. The overall increase in fees is primarily because of increased enrolment.

24 Metro Continuing Education Fees, Textbook Rental Fees, Music Instrument & Other Material Fees

Fees are collected and retained to offset expenses at the school level. The District can no longer charge text book rental fees or instructional material fees as per Bill 1 and therefore this revenue amount has been removed from the budget.

**Notes to the
2017-2018 Spring Proposed Revenue Budget**

25 International Student Fees

The total number of international students being budgeted for has decreased from 600 to 550 for the spring budget. This number will be updated in the Fall.

26 Sales and Services - Schools & Central DU's

The spring proposed budget includes other non government grants and revenue. These amounts are only included in the budget upon confirmation/approval of funding.

27 Other Sales and Services - School Generated Funds

The increase is based on projections using 2016-2017 actuals.

28 Adult Education

The decrease is related to a projected decrease in enrolment for various adult non credit courses.

29 School Gifts and Donations/Fundraising - School Generated Funds

This revenue line is an estimate of school generated donations and fundraising 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 fully budget for these in the spring as there is uncertainty around these initiatives.

30 Rental of Facilities

There are no changes to lease rates for the 2017-2018 year and revenue for leased space in open schools is expected to be maintained to current year levels, however, the Leasing Department is anticipating a reduction in revenue from closed sites.

Edmonton Public Schools
Projected 2017-2018 Enrolment vs Actual September 30, 2016 Enrolment
Funded vs Other

Student Enrolment by Division	2017-2018 Projected Enrolment	2016-2017 September 30 Actual Enrolment	Enrolment Increase	Variance %	2015-2016 September 30 Actual Enrolment
Funded Students:					
Early Childhood Services (ECS)	9,462	8,778	684	7.8%	8,575
Elementary - Div I	23,451	22,628	823	3.6%	21,806
Elementary - Div II	21,945	20,757	1,188	5.7%	19,498
Junior High	19,853	19,394	459	2.4%	18,790
Senior High	23,318	23,072	246	1.1%	22,661
Subtotal - Enrolment for Grades 1-12	88,566	85,851	2,715	3.2%	82,755
Subtotal Funded Students	98,028	94,629	3,399	3.6%	91,330
Other :					
International Students	550	511	39	7.6%	534
Home Education	414	414	-	-	382
Other/Non Resident/Blended/Sponsorships/ Unfunded non special needs children	88	88	-	-	112
Subtotal Other Students	1,052	1,013	39	3.8%	1,028
Total Student Enrolment	99,080	95,642	3,438	3.6%	92,358

**Edmonton Public Schools
2017-2018 Spring Proposed Budget
Total Allocations**

		2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	**	Variance \$	Variance %	Notes
Projected Revenue	**						
Operating Revenue		\$ 1,134,065,150	\$ 1,120,446,750		\$ 13,618,400	1.2%	
Operating Reserve Funds *		27,140,208	6,000,000		21,140,208	352.3%	*
Operating Revenue		\$ 1,161,205,358	\$ 1,126,446,750		\$ 34,758,608	3.1%	
School Allocations							
School Allocations Levels 1 to 8		\$ 655,708,100	\$ 650,450,459		\$ 5,257,641	0.8%	1
Other Supplemental School Allocations		149,213,776	148,042,819		1,170,957	0.8%	2
		804,921,876	798,493,278		6,428,598	0.8%	
School Generated Funds/External Revenues		31,605,930	33,046,366		(1,440,436)	(4.4%)	3
Subtotal School Allocations	73.8%	836,527,806	831,539,644	73.8%	4,988,162	0.6%	
Other Allocations							
Metro Continuing Education		11,755,934	11,715,296		40,638	0.3%	
External Revenue Allocations - Central		11,938,884	12,198,295		(259,411)	(2.1%)	
District Level Fixed Costs	6.4%	72,413,032	71,876,867	6.4%	536,165	0.7%	
District Level Committed Costs	7.3%	82,842,420	82,702,556	7.3%	139,864	0.2%	
		178,950,270	178,493,014		457,256	0.3%	
Central Decision Units***	5.3%	60,605,974	59,498,792	5.3%	1,107,182	1.9%	4
Subtotal Other Allocations		239,556,244	237,991,806		1,564,438	0.7%	
Alberta Teachers' Retirement Fund (ATRF)		57,981,100	56,915,300		1,065,800	1.9%	5
Total Allocations		1,134,065,150	1,126,446,750		7,618,400	0.7%	
Planned Use of Reserves *		27,140,208	-		27,140,208	100.0%	*
Total Budget		\$ 1,161,205,358	\$ 1,126,446,750		\$ 34,758,608	3.1%	

* Additional details around the District's accumulated operating reserve is included on Attachment VII.

** The amount as a percentage of the total allocations (prior to using any reserve funds).

*** The maximum expenditure for system administration and school board governance is 3.6 per cent. The total amount allocated to Central Decision Units includes portions allocated to instruction and are not included in the 3.6 per cent cap calculation.

**Notes to the
2017-2018 Spring Proposed Budget
Total Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 spring proposed budget differs from the 2016-2017 fall revised budget by more than 5%.

1 School Allocations Levels 1 to 8

School Allocations for the distribution of funds report are based on high level enrolment projections which predict the number of students at each grade level and the number of students in need of specialized supports and services. For 2017-2018, there have been no changes to the per student allocation rates. The allocations will be updated for the fall revised budget using the September 30th headcount.

2 Other Supplemental School Allocations

Included in this category of school allocations are Equity Fund, Enhanced Support for Schools, amiskwaciy Academy base rent and Program Enhancement allocations. Specific changes to these allocations are detailed on the Direct Schools Allocations (Attachment IV).

3 School Generated Funds/External Revenues

School generated funds are funds raised in the community for expenses at the school level. School external revenues previously included textbook rental fees, lunch program fees, grants, as well as school lease rentals. In compliance with Bill 1, effective September 1, 2017, the District can no longer charge for instructional supplies or materials hence the decrease.

4 Central Decision Units

As the District continues to grow, the work of the central decision units also increases in order to support the additional students. On average, the percentage of funds allocated to central decision units remains around 5% of the District's total annual operating budget.

8 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
2017-2018 Spring Proposed Budget
Direct School Allocations**

	2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	Variance \$	Variance %	Notes
School Allocations					
Kindergarten (1/2 day)	\$ 18,373,056	\$ 18,088,702	\$ 284,354	1.6%	
Kindergarten (full day)	3,317,164	3,915,369	(598,205)	(15.3%)	
Elementary	224,839,886	224,005,083	834,803	0.4%	
Junior High	90,505,568	90,826,159	(320,591)	(0.4%)	
Senior High	108,908,232	107,197,566	1,710,666	1.6%	
International Students	4,260,870	4,430,376	(169,506)	(3.8%)	
Special Needs Levels 4 - 8	133,610,122	132,453,458	1,156,664	0.9%	
Institutions, ASD & Early Education (PUF) Allocations	71,893,202	69,533,746	2,359,456	3.4%	
Subtotal School Allocations	655,708,100	650,450,459	5,257,641	0.8%	1
Other Supplemental School Allocations					
Base Allocation	52,097,316	53,164,793	(1,067,477)	(2.0%)	
Class Size Funding	35,922,298	34,537,402	1,384,896	4.0%	
Plant Operation & Maintenance - Schools	16,793,893	19,778,398	(2,984,505)	(15.1%)	2
* First Nations, Metis and Inuit Education (FNMI)	7,838,535	7,838,535	-	-	
* Program Enhancement Allocations	15,512,807	12,084,284	3,428,523	28.4%	*3
* Other Miscellaneous Allocations	2,094,973	793,050	1,301,923	164.2%	*4
School Fees Reduction	2,660,800	2,660,800	-	-	5
Equity Fund	4,000,000	4,000,000	-	-	6
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery (RCSD)	3,905,827	3,883,770	22,057	0.6%	
Enhanced Support for Schools	874,973	1,818,680	(943,707)	(51.9%)	7
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwaciy Base Rent	1,277,382	1,181,935	95,447	8.1%	8
Foundation Full Day Kindergarten Funding	367,594	427,348	(59,754)	(14.0%)	9
Community Use of Schools	520,586	527,032	(6,446)	(1.2%)	
Subtotal Other Supplemental School Allocations	149,213,776	148,042,819	1,170,957	0.8%	
Subtotal School and Other Supplemental Allocations	804,921,876	798,493,278	6,428,598	0.8%	
School Generated Funds/External Revenues	31,605,930	33,046,366	(1,440,436)	(4.4%)	
Total Direct School Allocations	\$ 836,527,806	\$ 831,539,644	\$ 4,988,162	0.6%	

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

**Edmonton Public Schools
2017-2018 Spring Proposed Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 7,397,535	\$ 7,397,535	\$ -	-	
Transportation to amiskwaciy & Awasis Program	441,000	441,000	-	-	
	\$ 7,838,535	\$ 7,838,535	\$ -	-	

FNMI funding is based on the number of self identified students at September 30th. Out of the total amount received, the majority is allocated directly to schools and a portion is allocated to a central decision unit to support FNMI education.

	2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 4,500,000	\$ 4,500,000	\$ -	-	
Guaranteed Enrolment	5,844,416	2,442,131	3,402,285	139.3%	
Outreach Program	3,434,916	3,543,948	(109,032)	(3.1%)	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facilities Grant	1,083,569	992,224	91,345	9.2%	
Establishment Program Grant	299,906	255,981	43,925	17.2%	
	\$ 15,512,807	\$ 12,084,284	\$ 3,428,523	28.4%	3
Other Miscellaneous Allocations					
Addition to Basic	\$ 1,015,667	\$ 793,050	\$ 222,617	28.1%	
New Teacher Allocation (New Schools)	1,079,306	-	1,079,306	100.0%	
	\$ 2,094,973	\$ 793,050	\$ 1,301,923	164.2%	4

**Notes to the
2017-2018 Spring Proposed Budget
Direct School Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 spring proposed budget differs from the 2016-2017 fall revised budget by more than 5%.

1 School Allocations

School Allocations for the approved budget are based on enrolment projections which attempt to predict the number of students at each grade level and the number of students with special needs. The fall revised budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the approved and the revised budgets. In addition, part of this variance is offset by the variance in the Program Enhancement Allocations line called 'Guaranteed Enrolment' which provides funding to District Programs in the spring, which are then allocated to actual students in the fall.

2 Plant Operation & Maintenance - Schools

The total amount of anticipated Plant Operation and Maintenance (PO&M) funding has been updated to reflect the new custodial agreement, the current unit cost of a head custodian (which is funded through the base allocation), and the transfer of \$1 million to fund the payment of utilities now being paid centrally vs at each of the schools. The total amount of PO&M funding is allocated between central decision units and schools. This line item reflects the amount being allocated directly to schools.

3 Program Enhancement Allocations

New to District

This allocation is held centrally and allocated to schools during the year to support students arriving after September 30th.

Guaranteed Enrolment

This allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level. This allocation is always higher in the spring vs the fall as program enrolment details are incomplete in the spring.

Outreach Program

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been placed by the District. The allocation is lower due to cost efficiencies being realized with the consolidation of some of the sites.

Transfers from Institutions

This allocation is given to schools for students who meet district special needs coding criteria and who were enrolled in an institutional school on September 30th and will be subsequently returned to a school after that date.

Establishment Facilities Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000 which is then added onto any prior approved/deferred amounts.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000 which is then added onto any prior approved/deferred amounts.

**Notes to the
2017-2018 Spring Proposed Budget
Direct School Allocations - continued**

4 Other Miscellaneous Allocations

Addition to Basic

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

New Teacher Allocation (New Schools)

This one time allocation was provided to 7 out of the 11 new schools for the 2017-2018 year outside of the per student allocations. This allocation is to compensate for low projected enrolment and will be re-evaluated in the fall based on September 30th enrolment.

5 School Fees Reduction

In conjunction with the 2017 Budget the Alberta government proposed legislation to reduce school fees for Alberta families with the introduction of Bill 1: An Act to Reduce School Fees . Bill 1 contains provision to prevent school authorities from charging for instructional supplies and materials. In lieu of charging these fees, funding has been provided to the District based on information reported in our 2015-2016 audited financial statements. Using this information an allocation was created to give each school a \$10/student allocation and to give high schools an allocation equal to the actual amount collected in 2015-2016 related to textbook rental fee (which can no longer be charged). The Bill will take effect on September 1, 2017.

6 Equity Fund

The spring Equity Fund allocation is based on an initial allocation of \$4 million. In the fall this amount will be increased by factoring the transfer of school surplus carry forward balances in excess of 3%.

The Equity Fund was established by the Board in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the six School Leadership Groups supervised by the Assistant Superintendents. The percentage allocated to School Leadership Groups was determined through the Superintendent's meetings with the District Support Team and the Superintendent's Community of Practice (SCOPE). Within each School Leadership Group, catchment allocations are determined in consultation with the Assistant Superintendent, and based on criteria established by the Leadership Group. Priority is given to projects impacting literacy, numeracy, and mental health.

Within each School Leadership group, a portion of the allocation is directed towards an assessment fund in support of timely, informative student assessments. Programming for student differences consultants from each Leadership group work with Inclusive Learning services to prioritize student assessments. A portion is also directed to a holdback fund to support schools that encounter unusual or unexpected budget challenges during the school year. These funds are distributed to schools at the discretion of the Assistant Superintendent.

7 Enhanced Support for Schools

The decrease in this allocation is offset by the addition of 2 new assistant superintendents (central) which were added to provide enhanced support for schools.

8 amiskwaciy Base Rent

This allocation is tied to the lease payment for this property. The base rent was increased effective September 1, 2016 and therefore the allocation was also increased.

9 Foundation Full Day Kindergarten Funding

The projected enrolment for Foundation Full Day Kindergarten is being projected with 23 less students. It is expected that this number will increase in the Fall.

**Edmonton Public Schools
2017-2018 Spring Proposed Budget
Other Allocations**

	2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 45,876,991	\$ 46,340,826	\$ (463,835)	(1.0%)	1
Utilities	20,000,000	19,000,000	1,000,000	5.3%	2
Insurance	3,939,241	3,939,241	-	-	
High Speed Networking	2,596,800	2,596,800	-	-	
	72,413,032	71,876,867	536,165	0.7%	
District Level Committed Costs					
Student Transportation	40,251,775	40,395,808	(144,033)	(0.4%)	
School Plant Operations & Maintenance	15,276,051	15,276,051	-	-	
Human Resources Supply Services	13,469,918	13,469,918	-	-	
* Language and Cultural Support	4,077,223	4,077,223	-	-	*
Enterprise Systems	4,218,183	4,034,286	183,897	4.6%	3
Professional Improvement Leaves	1,440,000	1,340,000	100,000	7.5%	4
Enhanced Support for District Plan	1,000,000	1,000,000	-	-	
Central Building Maintenance	1,000,000	1,000,000	-	-	
Staff Development	650,000	650,000	-	-	
Election	480,000	480,000	-	-	5
* Partnership Commitments	446,490	446,490	-	-	*
Human Resources Secondments	122,334	122,334	-	-	
Audit	136,946	136,946	-	-	
Board Initiative Fund	45,000	45,000	-	-	
Survey	160,000	160,000	-	-	
District Awards	30,000	30,000	-	-	
Youth Engagement Model	26,000	26,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	82,842,420	82,702,556	139,864	0.2%	
External Revenue Allocation	11,938,884	12,198,295	(259,411)	(2.1%)	
Metro Continuing Education	11,755,934	11,715,296	40,638	0.3%	
	23,694,818	23,913,591	(218,773)	(0.9%)	
Central Decision Units					
** Board and Office of the Superintendent	8,563,473	7,478,276	1,085,197	14.5%	**6
** Corporate Services	21,086,229	21,064,244	21,985	0.1%	**6
** Finance and Infrastructure	18,610,061	18,610,061	-	-	**
Inclusive Learning	6,751,631	6,751,631	-	-	
International Programs	1,179,000	1,179,000	-	-	
Curriculum and Resource Support	2,462,602	2,462,602	-	-	
Research and Innovation for Student Learning	1,086,067	1,086,067	-	-	
Student Information	866,911	866,911	-	-	
Central Decision Units	60,605,974	59,498,792	1,107,182	1.9%	
Total	\$ 239,556,244	\$ 237,991,806	\$ 1,564,438	0.7%	

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

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

Edmonton Public Schools
2017-2018 Spring Proposed Budget
Other Allocations
Detailed Breakdown - District Level Committed Costs

	2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,668,736	\$ 1,668,736	\$ -	-	
Diversity Education	1,375,158	1,375,158	-	-	
Languages Centre at Woodcroft	1,033,329	1,033,329	-	-	
	\$ 4,077,223	\$ 4,077,223	\$ -	-	
Partnership Commitments					
Partnership for Kids	\$ 182,000	\$ 182,000	\$ -	-	
Confucius Institute - prog. coordinator	205,490	205,490	-	-	
Cappies	20,000	20,000	-	-	
Community University Partnerships	10,000	10,000	-	-	
Careers: The Next Generation	10,000	10,000	-	-	
United Way	9,000	9,000	-	-	
Corporate Challenge	5,000	5,000	-	-	
Welcome to Kindergarten	5,000	5,000	-	-	
	\$ 446,490	\$ 446,490	\$ -	-	

Edmonton Public Schools
2017-2018 Spring Proposed Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2017-2018 Spring Proposed Budget	2017-2018 Distribution of Funds	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 1,144,625	\$ 1,049,625	\$ 95,000	9.1%	6
Office of the Superintendent of Schools	767,833	767,833	-	-	
Governance and Strategic Support Serv.	1,361,742	1,361,742	-	-	
District Support Services	1,875,878	1,875,878	-	-	
General Counsel	857,408	857,408	-	-	
School Leadership Group A	382,778	354,774	28,004	7.9%	6
School Leadership Group B	434,015	349,145	84,870	24.3%	6
School Leadership Group C	455,511	349,145	106,366	30.5%	6
School Leadership Group D	427,061	346,060	81,001	23.4%	6
School Leadership Group E	428,311	83,333	344,978	100.0%	6
School Leadership Group F	428,311	83,333	344,978	100.0%	6
	\$ 8,563,473	\$ 7,478,276	\$ 1,085,197	14.5%	
Corporate Services					
Communications	\$ 3,224,454	\$ 3,202,469	\$ 21,985	0.7%	6
District Information Security	450,203	450,203	-	-	
District Records and FOIP Management	606,450	606,450	-	-	
District Technology	6,605,934	6,605,934	-	-	
Edmonton Public Schools Foundation	413,055	413,055	-	-	
Human Resources	9,786,133	9,786,133	-	-	
	\$ 21,086,229	\$ 21,064,244	\$ 21,985	0.1%	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 3,248,106	\$ 3,248,106	\$ -	-	
Distribution Centre	1,563,667	1,563,667	-	-	
Financial Services	6,693,040	6,693,040	-	-	
Planning & Property Management	7,105,248	7,105,248	-	-	
	\$ 18,610,061	\$ 18,610,061	\$ -	-	

**Notes to the
2017-2018 Spring Proposed Budget
Other Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2016-2017 fall revised budget differs from the 2017-2018 spring proposed budget by more than 5%.

1 Debt and Fiscal Services

This decision unit is responsible for supported debenture and principal repayments and interest costs, and the amortization costs for all District capital assets, e.g. buildings, furniture and equipment, and vehicles.

2 Utilities

The increase relates to \$1 million dollars being transferred from the PO&M school allocation to cover garbage charges that are now paid for centrally.

3 Enterprise Systems

This decision unit is responsible for our main district enterprise information systems license and maintenance fees including Financial (Oracle Business Suite), Human Resources (PeopleSoft) and Student Information (PowerSchool) as well as other feeder systems. The increase is related to current costs for the District enterprise systems.

4 Professional Improvement Leaves

The increase of \$100,000 is based on an approved Board recommendation report dated October 18, 2016.

5 Election

Each year we include an allocation for the Election. This money is accrued every year and in the year of the election, this money is used to fund the election costs (estimated at \$1.9 million) for the Fall of 2017.

6 Changes in Central DUs

As approved in the Distribution of Funds report dated April 25, 2017, the base allocation for Central DU's has been increased by \$2.1 million.

In order to provide better support for schools, 2 additional Assistant Superintendents will be in place for the 2017-2018 school year, the Enhanced Support for Schools allocation was also redirected from being a School allocation to support the new Assistant Superintendent structure.

As part of the Central realignment, some programs were moved from Governance & Strategic Support Services to Communications and Board of Trustees.

Also included is the approved increase to Trustee remuneration effective October 16, 2017 and a few position reclassifications in other Central DUs.

**Edmonton Public Schools
2017-2018 Spring Proposed Budget
Staff FTE's**

Staffing Group	2017-2018 Spring Proposed Budget		2016-2017 Fall Revised Budget		NET CHANGE Spring vs Fall	2015-2016 Fall Revised Budget	
		%		%			%
Schools							
Teaching FTE	4,872.17	63%	4,803.68	62%	68.50	4,595.61	62%
Support FTE	2,030.15	26%	2,062.75	27%	(32.60)	2,005.32	27%
Custodial FTE	618.48	8%	582.37	8%	36.11	565.61	8%
Exempt FTE	264.76	3%	246.22	3%	18.54	219.70	3%
Total Schools FTE	7,785.56	100%	7,695.01	100%	90.55	7,386.24	100%
Central Services							
Teaching FTE	180.25	18%	175.63	18%	4.62	129.27	14%
Support FTE	148.35	15%	156.82	16%	(8.47)	163.17	18%
Custodial FTE	64.78	6%	50.88	5%	13.90	60.65	7%
Maintenance FTE	231.00	23%	210.00	21%	21.00	209.00	23%
Exempt FTE	380.30	38%	390.40	40%	(10.10)	336.58	37%
Total Central Services FTE	1,004.68	100%	983.72	100%	20.96	898.67	100%
Metro Continuing Education							
Teaching FTE	6.80	22%	6.60	21%	0.20	5.60	17%
Support FTE	14.14	45%	16.57	52%	(2.43)	16.83	50%
Custodial FTE	0.68	2%	0.69	2%	(0.01)	1.83	5%
Exempt FTE	9.81	31%	7.80	25%	2.01	9.60	28%
Total Metro Cont. Ed. FTE	31.43	100%	31.66	100%	(0.23)	33.86	100%
Total FTE's	8,821.66		8,710.39		111.28	8,318.78	
Total by Group							
Teaching FTE	5,059.22	57%	4,985.90	57%	73.32	4,730.48	57%
Support FTE	2,192.64	25%	2,236.14	26%	(43.49)	2,185.32	26%
Custodial FTE	683.93	8%	633.93	7%	50.00	628.09	8%
Maintenance FTE	231.00	3%	210.00	2%	21.00	209.00	3%
Exempt FTE	654.86	7%	644.42	7%	10.45	565.88	7%
Total FTE's	8,821.66	100%	8,710.39	100%	111.28	8,318.78	100%

EPSB
Accumulated Operating Surplus Plan
2017-2018

ATTACHMENT VII

	Amount	Total Amount
Accumulated operating surplus at September 1, 2016 (excluding SGF)		\$ 96,564,304
Transfer to Capital Reserves (Board approved February 28, 2017)		(15,000,000)
Projected Operating deficit for the year ending August 31, 2017 (at May 2017)		(23,164,415)
Projected Accumulated operating surplus at September 1, 2017 (excluding SGF)		<u>58,399,889</u>

2017-2018 Planned use of surplus funds:

Surplus funds released in the 2017-2018 Spring Budget:

A	Core Technology Enterprise Management	5,000,000	
B	Infrastructure Investment Framework - Year 2	4,100,000	
C	Student Transportation (access to restricted reserve)	1,300,000	
D	Student Transportation (estimated access to surplus)	3,100,000	
E	Equity Needs	7,959,001	
F	Central initiatives to support schools - Central access to surplus:		
	<u>District Business Systems and School Support Applications</u> - Funds to support the implementation customization and/or maintenance of business systems and school applications including E-Biz, Archibus, PeopleSoft, Symphony, QuickBooks, FOIP and PowerSchool and the District Intranet.	1,642,137	
	<u>Strategic Planning and Administration</u> - Funds to support the data population and completion of the District Dashboard, the review and alignment of administrative regulations with the new Education Act, the development of District level strategic partnerships and the creation of a structure for principal readiness.	220,000	
	<u>Facilities and Operations</u> - Funds to support school building improvements, facility assessments for schools involved with Space For Students in Mature Communities initiatives and the continuation of a fibre network connection to allow back up internet in the event of a service disruption.	1,050,000	
	<u>Supports for the Establishment of New Schools and Programming</u> - Funds to support the staffing, communications, visual identity, space, and programming needs for new schools. Also included is support for expanding programs including: career pathways, evidence based decision making, locally developed course management as well as specialized assessments.	2,769,070	
		<u>27,140,208</u>	(27,140,208)
	Subtotal accumulated operating surplus balance*		<u>31,259,681</u>

- * The District's Accumulated Operating Surplus Plan will be updated in the fall based on the actual operating results from the 2016-2017 school year. In conjunction with the Fall 2017-2018 Budget Update, the goal is release surplus funds to Schools (under the 3% carryforward threshold) as well as direct school surplus funds in excess of 3% to the Equity Fund.

EPSB
Accumulated Operating Surplus Plan
2017-2018

Notes: Surplus Funds Released as part of the 2017-2018 Spring Budget:

- A Core Technology Enterprise Management - currently, schools are responsible for the cost of core technology infrastructure at their respective sites. Schools are charged monthly by District Technology for service and support of this core infrastructure, which includes servers, switches, wi-fi access points and Internet service. In a new enterprise management model, maintenance, management and evergreening of core technology infrastructure will become the responsibility of District Technology. Schools will no longer be responsible for budgeting for the maintenance and replacement of their core technology infrastructure. Following 2017-2018, funds to sustain this model will be provided out of the District's operating budget as a fixed annual cost.
- B Infrastructure Investment Framework - Year 2 - Investment in District infrastructure will continue in an effort to narrow the equity gap between schools. Items such as interior paint, furniture and equipment, minor instructional upgrades, gym floors, air ducts, interior and exterior entrance areas, and general office areas will continue to be addressed.
- C Student Transportation (restricted reserve): For 2017-2018 Student Transportation anticipates an increase in total ridership and operating costs, however there will be fewer riders eligible to pay a transportation fee (in compliance with Bill 1). In lieu of transferring the increased costs to the eligible riders, the District will deplete the existing restricted transportation surplus and will also access additional surplus funds as noted below.
- D Student Transportation (operating surplus): This access to surplus request is in addition to depleting the transportation restricted reserve balance, as noted above, and is required to offset the anticipated additional costs associated with an increase in ridership and operating costs without transferring this to students/families in the form of an increase in Student Transportation Fees for eligible riders.
- E Equity Needs: Funds to support schools in the areas of: curriculum, literacy, numeracy, English language learners, student assessment, data analysis, FNMI, resources, mental health and other areas of need.
- F Central initiatives to support schools: Starting in 2015-2016, where schools were allowed access of up to 3% of their surplus, Central leaders decided to pool their unrestricted operating surplus funds and using a collaborative approach, prioritize initiatives that directly support the District's Strategic Plan. This process has continued for 2017-2018 and details of the planned initiatives have been included on Attachment VIII.

Central Initiatives to Support Schools - Notes
2017-2018 Access to Surplus (Spring Proposed Budget)

Initiative Name	Description	Funding Requested For 2017-2018
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District Business Systems and School Support Applications

1	Building Capacity in Quantitative data analysis.	Data Analysts to support Assessment, Research and Career Pathways.	\$265,000
2	Resource Strategy Implementation	1.0 FTE teacher consultant and funds to support the implementation of the resource strategy which began in 2016-2017. This includes the identification, review and revision (where appropriate) of existing resources created by Edmonton Public Schools.	\$150,757
3	Final Phase Intranet	Last phase of the Intranet project including project management, building and Testing.	\$190,000
4	MyBlueprint E. Portfolio	Support the implementation of MyBlueprint Education Planner tool across the District. The yearly cost of the system includes: All About Me Portfolio K-6; Education Planner 7-12 (Alberta Edition); Data Services; (PowerSchool API, SSO, Staff Portal Training, Proactive Support and Dedicated Service; Resource Centre, Lesson Plans, Tutorial Videos; Complimentary Upgrades to New Versions; Setup, Maintenance, Secure Canadian Hosting; French Editions (K-12)). A commitment was made to pay for this licence centrally for three years. This is year three of the project.	\$91,380
5	Evidence Based decision making	Includes 4 additional research consultants (including 2 data analysts). Required to meet the district demands for program evaluations and evidence-based decision making.	\$520,000
6	PeopleSoft Roadmap	The current version of PeopleSoft does not support the needs of the District relating to human resources data, functionality and the ability to implement a comprehensive human resources/talent management strategy. It does not effectively support interfaces with other District systems (e.g. E-Biz & business intelligence). This initiative is a continuation of work that was initiated in the 2016-17 school year.	\$325,000
7	Archibus	Upgrading and support costs.	\$100,000

District Business Systems and School Support Applications	\$1,642,137
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Strategic Planning and Administration

8	Principal Readiness	To continue to provide support for Principal Development Programs	\$80,000
9	District Dashboard (new system)	The development of phase 1 of this system was funded through a project budget. The system is now in production and will require ongoing IT staffing support. It is anticipated support for this system can be reduced once phase 2 is put into production	\$140,000

Strategic Planning and Administration	\$220,000
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Initiative Name	Description	Funding Requested For 2017-2018
Facilities and Operations		
10 Inclusive Learning Relocation	To fit up Inclusive Learning Space at New sites	\$750,000
11 School within a School	Costs to facilitate the School within a School model currently in place for two new schools anticipated to open in January 2018.	\$300,000
Facilities and Operations		\$1,050,000
Supports for the Establishment of New Schools and Programming		
12 Career Pathways implementation across grades and divisions.	A minimum of 8.5 consultants including: a cross department data analyst, a program evaluator and a communications consultant. In addition, a full time administrative assistant and a full time data analyst are required to support the transition of career pathways from inception to K-12 teaching and learning.	\$1,389,128
13 Evidence-based decision making	Assessment consultants in the area of high school humanities and math. (HLAT & MIPI work) Support ongoing work around the MIPI and HLAT writing tests and ongoing support around GKB.AR as well as other District work – i.e. District-wide focus on Reading, Gifted and Talented, Career Pathways. Build capacity in evidence-based decision making and assisting schools in data analysis.	\$275,000
14 Locally Developed Courses (LDC) Management and Development	1.0 FTE teacher consultant, 0.2 admin support and funds for teacher supply coverage for the review, management and development of LDCs.	\$156,849
15 Psychologist and Academic Assessment	Funds for external contracts for specialized assessment. The need is expected to be the same for the 2017-2018 year as previously required in prior years.	\$200,000
16 Early Years Expansion	District level supports for schools participating in phase three of the Early Years expansion. implementation of the Early Years resources (inquiry and play) to support professional learning for EAs and teachers.	\$175,500
17 Library System	The implementation of the new library system across the district is now complete. Project funding to staff the implementation was 2.0 FTE. The ongoing staffing requirement has been reduced to 1.0 FTE.	\$60,000
18 Learner Support Plan (new system)	The development of this system was funded through a project budget. The system is now in production and will require ongoing IT staffing support. The staffing request is a reduction from 1.0 FTE in 2016-2017 to 0.75 FTE in 2017-2018	\$105,000

Initiative Name		Description	Funding Requested For 2017-2018
19	Special Education Program Reviews	District Level initiatives re: Austim and Gifted program reviews. Dedicated 0.6 TFE to act as project leads and backfill consultant time on school-linked teams. On-going work already started. funding is a new ask.	\$68,000
20	EYE Implementation	The EYE-TA is used as baseline data for Early years programming. The initiative includes yearly implementation costs, supply coverage and District reports and maps.	\$125,000
21	New school grand opening costs	Each school has a budget of \$10k for their grand opening, which includes printing and the purchase of a grand opening gift from the Board of Trustees.	\$110,000
22	Graphic design support	Continuation of graphic design contract FTE position to meet school and Central demand.	\$104,593
Supports for the Establishment of New Schools and Programming			\$2,769,070
Total Central Access to Surplus Funds for Spring 2017-2018			\$ 5,681,207

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Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.
 salmon cells: contain referenced juris. information - protected
 green cells: populated based on information previously submitted

grey cells: data not applicable - protected
 white cells: within text boxes REQUIRE the input of points and data.
 yellow cells: to be completed when yellow only.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2017/2018 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:

With no reductions to grants, and enrolment growth being funded, the 2017-2018 Spring Proposed Budget clearly demonstrates the government's commitment to support education, even under the current financial situation facing Alberta. With the implementation of Bill 1 coming late within our budgeting cycle there is the possibility that some fee revenue may need to be realigned in the future, as our School Generated Funds chart of accounts will need to be overhauled to be able to provide the detailed information that Bill 1 requires.

Key Message:

Edmonton Public School's mission is to inspire student success through high quality learning opportunities, supported by meaningfully engaging students, parents, staff and community. The mandate of the Edmonton Public School Board is to ensure that students receive the best education possible in Edmonton's more than 200 public schools. The budget highlights our focus on the District's 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.

Assumptions:

- Edmonton Public Schools is projecting enrolment growth of 3.6 per cent or just over 3,400 new students, bringing the total projected enrolment to 99,080.
- With no change to base instruction grants, the 2017-2018 student allocation rates remained at the same level as 2016-2017.

Plans:

- The District has plans to use accumulated surplus from operations totalling \$27.1M. Please refer to pages 7-8 for this information. Much of this planning will be dependent upon the District's final Accumulated Surplus from Operations as at August 31, 2017.
- The Teacher's Employer Bargaining Association and the Alberta Teacher's Association have reached a tentative agreement. As part of the agreement, the Alberta government has committed to providing school boards with additional grants from the Classroom Improvement Fund (CIF) for the 2017-2018 school year, pending ratification. Edmonton Public School's portion is anticipated to be \$10.6 million dollars. If given adequate notice we anticipate being able to spend this entire amount in 2017-2018.

Highlights:

- Spending on Administration and Board Governance is **3.16%** of total budget spending which is below the 3.6% administrative spending limit required by the Province.
- The budget includes projected increases to staffing levels of about 111.28 FTEs, out of which 73.32 FTEs are certificated staff and 37.96 FTEs are non-certificated staff to provide educational services for over 3,400 additional students.
- Bill 1 has had a significant impact on our district and will change the way we budget our School Generated Funds.

Significant Business and Financial Risks:

The District continues to face growing infrastructure pressures to meet demands of enrolment growth in new neighborhoods throughout the City while maintaining aging infrastructure in mature neighborhoods. Capital reserves will allow the District to support some capital projects on a go forward basis, however these reserves represent only 7% of the District's annual budget.

The facility lifecycle needs of an aging school infrastructure with static funding will lead to a greater deferred maintenance backlog.

The Phase 2 impact of Bill 1 is not known at this time and may have a significant impact on our District moving forward.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2017/2018	Fall Budget Update 2016/2017	Actual 2015/2016
REVENUES			
Alberta Education	\$1,069,692,950	\$1,025,238,650	\$999,312,051
Other - Government of Alberta	\$2,794,800	\$3,042,800	\$4,000,245
Federal Government and First Nations	\$2,329,100	\$2,364,600	\$2,362,433
Other Alberta school authorities	\$878,400	\$795,800	\$930,877
Out of province authorities		\$0	\$0
Alberta Municipalities-special tax levies		\$0	\$0
Property taxes		\$0	\$0
Fees	\$25,697,500	\$31,978,200	\$39,083,594
Other sales and services	\$18,448,500	\$20,907,200	\$15,922,867
Investment income	\$3,200,000	\$3,200,000	\$3,105,962
Gifts and donations	\$5,145,400	\$6,040,700	\$7,969,921
Rental of facilities	\$4,114,400	\$4,971,000	\$4,148,259
Fundraising	\$1,764,100	\$1,900,000	\$1,998,332
Gains on disposal of capital assets	\$0	\$0	\$1
Other revenue	\$0	\$0	\$0
TOTAL REVENUES	\$1,134,065,150	\$1,100,438,950	\$1,078,834,542
EXPENSES			
Instruction - Early Childhood Services	\$68,953,525	\$67,006,922	\$73,447,888
Instruction - Grades 1-12	\$840,098,158	\$841,613,888	\$735,375,646
Plant operations & maintenance	\$152,122,791	\$152,179,978	\$144,973,812
Transportation	\$45,152,385	\$43,941,843	\$38,807,077
Administration	\$36,678,706	\$36,358,529	\$33,628,317
External Services	\$18,199,793	\$20,089,805	\$19,198,030
TOTAL EXPENSES	\$1,161,205,358	\$1,161,190,965	\$1,045,430,770
ANNUAL SURPLUS (DEFICIT)	(\$27,140,208)	(\$60,752,015)	\$33,403,772

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

	Approved Budget 2017/2018	Fall Budget Update 2016/2017	Actual 2015/2016
EXPENSES			
Certificated salaries	\$507,746,883	\$501,293,834	\$471,541,317
Certificated benefits	\$126,318,058	\$124,285,449	\$112,637,439
Non-certificated salaries and wages	\$218,987,122	\$219,483,571	\$190,984,966
Non-certificated benefits	\$57,802,496	\$58,012,981	\$52,183,847
Services, contracts, and supplies	\$204,459,973	\$212,009,220	\$174,171,618
Capital and debt services			
Amortization of capital assets			
Supported	\$34,249,215	\$35,137,207	\$33,061,120
Unsupported	\$10,895,431	\$10,203,868	\$10,046,730
Interest on capital debt			
Supported		\$0	\$0
Unsupported	\$383,780	\$402,435	\$420,532
Other interest and finance charges	\$362,400	\$362,400	\$383,201
Losses on disposal of capital assets	\$0	\$0	\$0
Other expenses	\$0	\$0	\$0
TOTAL EXPENSES	\$1,161,205,358	\$1,161,190,965	\$1,045,430,770

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2017/2018	Fall Budget Update 2016/2017	Actual 2015/2016
FEES			
TRANSPORTATION	\$7,144,380	\$12,271,500	\$11,768,592
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)		\$1,697,200	\$2,660,750
LUNCHROOM SUPERVISION & ACTIVITY FEES (Optional & Mandatory)	\$4,462,709	\$4,166,800	\$4,658,552
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$168,290	\$170,000	\$165,873
Fees for optional courses	\$3,346,898	\$2,892,700	\$3,653,595
Students from other boards			\$0
Tuition from ineligible students			\$6,610,717
ECS enhanced program fees	\$0	\$0	\$551,826
ACTIVITY FEES	\$6,538,074	\$6,450,000	\$5,525,978
Other fees to enhance education	\$0		
Other enhancement fees Service Charge		\$0	\$57,093
Other enhancement fees Kindergarten		\$570,000	\$0
Other enhancement fees		\$0	\$0
Other enhancement fees		\$0	\$0
Other enhancement fees		\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$3,048,527	\$3,440,000	\$3,384,413
Non-curricular supplies and materials	\$409,022	\$320,000	\$46,205
NON-CURRICULAR TRAVEL	\$0	\$0	
OTHER FEES	\$579,600		
Other non-curricular fees		\$0	\$0
Other non-curricular fees		\$0	\$0
Other non-curricular fees		\$0	\$0
Other non-curricular fees		\$0	
Other non-curricular fees		\$0	
TOTAL FEES	\$25,697,500	\$31,978,200	\$39,083,594

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

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2017/2018	Fall Budget Update 2016/2017	Actual 2015/2016
Cafeteria sales, hot lunch, milk programs	\$1,648,752	\$924,500	\$916,022
Special events	\$1,096,670	\$1,608,100	\$1,780,736
Sales or rentals of other supplies/services	\$932,498	\$1,304,600	\$1,471,950
Out of district student revenue	\$0	\$0	
International and out of province student revenue	\$6,462,500	\$7,050,000	
Student travel (international, recognition trips, non-curricular)			\$0
Adult education revenue	\$1,733,700	\$2,185,200	\$0
Preschool	\$0	\$0	
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$318,248	\$293,800	
Other (describe) Library fines, book donations	\$0	\$0	\$292,481
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	
Other (describe)	\$0	\$0	
TOTAL	\$12,192,368	\$13,366,200	\$4,461,189

BUDGETED SCHEDULE OF SUPPLEMENTARY DETAILS OF FEE REVENUE
for the Year Ending August 31

(A)	(B)	(C)	(D)	(E)	(F)
	Explanation of Other Costs (Column "(C)")	Other Costs (Explain under (B))* 2017/2018	Transportation Component 2017/2018	Supplies & Materials** 2017/2018	Total 2017/2018
FEES					
TRANSPORTATION		\$0	\$7,144,380	\$0	\$7,144,380
LUNCH SUPERVISION & ACTIVITY	Lunchroom supervisor and custodial wages	\$4,462,709	\$0	\$0	\$4,462,709
FEES TO ENHANCE BASIC INSTRUCTION					
Technology user fees		\$0	\$0	\$0	\$0
Alternative program fees		\$0	\$0	\$168,290	\$168,290
Fees for optional courses	Admissions	\$836,725	\$502,034	\$2,008,139	\$3,346,898
ECS enhanced program fees		\$0	\$0	\$0	\$0
ACTIVITY FEES	Admissions	\$3,313,450	\$2,533,673	\$690,951	\$6,538,074
Other fees to enhance education		\$0	\$0		\$0
NON-CURRICULAR FEES					
Extra-curricular fees	Admissions	\$1,218,273	\$526,486	\$1,303,768	\$3,048,527
Non-curricular supplies, materials, and services		\$0	\$0	\$409,022	\$409,022
NON-CURRICULAR TRAVEL		\$0	\$0	\$0	\$0
OTHER FEES***					
Metro Continuing Education Fees		\$0	\$0	\$579,600	\$579,600
		\$0	\$0		\$0
		\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0
TOTAL FEES		\$9,831,157	\$10,706,573	\$5,159,770	\$25,697,500

**Supplies and Materials may include consumables (one-time use such as paper), reuseable supplies, equipment rental, workbooks).

***Describe purpose of fees. DO NOT use blanket names such as "Kindergarten", "Instructional Fees", "School Division Fees", "Registration Fees", etc.

***Where possible, use predefined categories as described on Pages 14 & 15 of the Budget Guidelines 2017/2018.

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
Actual balances per AFS at August 31, 2016	\$219,465,602	\$62,904,234	\$0	\$99,497,837	\$0	\$99,497,837	\$57,063,531
2016/2017 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$23,164,415)			(\$23,164,415)	(\$23,164,415)		
Estimated board funded capital asset additions		\$5,777,600		(\$5,777,600)	(\$5,777,600)	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$45,341,075)		\$45,341,075	\$45,341,075		
Estimated capital revenue recognized - Alberta Education		\$35,137,207		(\$35,137,207)	(\$35,137,207)		
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		\$597,316		(\$597,316)	(\$597,316)		
Estimated reserve transfers (net)				(\$3,828,952)	\$19,335,463	(\$23,164,415)	\$3,828,952
Estimated assumptions/transfers of operations (explain)	\$0	\$0	\$0	(\$15,000,000)	\$0	(\$15,000,000)	\$15,000,000
Estimated Balances for August 31, 2017	\$196,301,187	\$59,075,282	\$0	\$61,333,422	\$0	\$61,333,422	\$75,892,483
2017/2018 Budget projections for:							
Budgeted surplus(deficit)	(\$27,140,208)			(\$27,140,208)	(\$27,140,208)		
Projected board funded capital asset additions		\$6,000,000		(\$6,000,000)	(\$6,000,000)	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$45,144,646)		\$45,144,646	\$45,144,646		
Budgeted capital revenue recognized - Alberta Education		\$34,249,215		(\$34,249,215)	(\$34,249,215)		
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		\$615,716		(\$615,716)	(\$615,716)		
Projected reserve transfers (net)				(\$4,279,715)	\$22,860,493	(\$27,140,208)	\$4,279,715
Projected assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2018	\$169,160,979	\$54,795,567	\$0	\$34,193,214	\$0	\$34,193,214	\$80,172,198

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2018	31-Aug-2019	31-Aug-2020	31-Aug-2018	31-Aug-2019	31-Aug-2020	31-Aug-2018	31-Aug-2019	31-Aug-2020
Projected opening balance	\$0	\$0	\$0	\$61,333,422	\$34,193,214	\$21,456,126	\$75,892,483	\$80,172,198	\$92,229,472
Projected excess of revenues over expenses (surplus only)	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$45,144,646	\$55,797,747	\$53,601,701		\$0	\$0			
Budgeted capital revenue recognized	(\$34,249,215)	(\$41,105,791)	(\$40,244,811)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$615,716)	(\$634,682)	(\$654,233)		\$0	\$0			
Projected reserves transfers (net)	\$22,860,493	\$679,814	(\$4,702,657)	(\$27,140,208)	(\$12,737,088)	\$0	\$4,279,715	\$12,057,274	\$4,702,657
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs New Schools and Programming	(\$2,769,070)		\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration Equity Needs	\$0	(\$2,000,000)	(\$2,000,000)		\$0	\$0			
Non-recurring non-certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services Strategic Planning	(\$220,000)	\$0	\$0		\$0	\$0			
Professional development, training & support Equity Needs	\$0	\$0	\$0		\$0	\$0			
Salary negotiation expenses	\$0	\$0	\$0		\$0	\$0			
Full-day kindergarten	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
First nations, Metis, Inuit	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
Fort McMurray wild fire related costs (unfunded)	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land Infrastructure	(\$5,150,000)	(\$2,137,088)	\$0		\$0	\$0			
Repairs & maintenance - Technology Technology and Business Systems	(\$6,642,137)	(\$3,500,000)	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment Property Management	\$0	(\$1,100,000)	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other Hardware & Software, Furniture & Equipment	(\$6,000,000)	(\$6,000,000)	(\$6,000,000)	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Student Transportation - Use of Restricted Reserve Student Transportation	(\$4,400,000)	\$0	\$0		\$0	\$0		\$0	\$0
Equity Needs Equity Needs	(\$7,959,001)	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	\$34,193,214	\$21,456,126	\$21,456,126	\$80,172,198	\$92,229,472	\$96,932,129

Total surplus as a percentage of 2018 Expenses	9.85%	9.79%	10.20%
ASO as a percentage of 2018 Expenses	2.94%	1.85%	1.85%

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)
for the Year Ending August 31

The following provides further explanation of the anticipated changes to each component of AOS for the 2016/2017, 2017/2018, 2018/2019, and 2019/2020 years as outlined on pages 6 and 7. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds to August 31, 2020. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

Additional detail on uses of Accumulated Operating Surplus:

2016/2017

Provide an explanation of material changes from the fall budget update originally submitted in November, 2016 for annual operating surplus (deficit), capital acquisitions, endowments, and/or other changes affecting unrestricted surplus, operating reserves, and capital reserves.

In conjunction with the 2016-2017 Spring Budget, the Board of Trustees approved the distribution of \$32.5 million of surplus funds to be used during the 2016-2017 school year. Based on the actual ending surplus balances at schools and central decision units at the end of August 2016, schools and central decision units were allowed to carry forward surplus amounts of up to 3%. As such, the actual amount of surplus released in the 2016-2017 Fall Revised Budget was \$60.7 million.

Current projections indicate that although \$60.7 million of surplus funds were distributed during the 2016-17 year, approximately \$20 million will not be used. The current annual operating deficit for 2016-17 is projected to be \$23.1 million not \$4.3 million as originally anticipated during the 2016-2017 Spring Budget. Thus, the District is forecasting Operating reserves of \$61.3 million for August 31, 2017 and an AOS of \$169.2 million versus the 2016-2017 Spring Budget Projections of \$46.9 million and \$149.3 million respectively.

2017/2018

Please provide additional detail regarding uses of unrestricted surplus, operating reserves, and capital reserves not described on pages 6 and 7.

Uses of Operating Reserves:

1) Core Technology Enterprise Management	\$ 5,000,000
Currently, schools are responsible for the cost of core technology infrastructure at their respective sites. Schools are charged monthly by District Technology for service and support of this core infrastructure, which includes servers, switches, wi-fi access points and Internet service. In a new enterprise management model, maintenance, management and evergreening of core technology infrastructure will become the responsibility of District Technology. Schools will no longer be responsible for budgeting for the maintenance and replacement of their core technology infrastructure. Following 2017-2018, funds to sustain this model will be provided out of the District's operating budget as a fixed annual cost.	
2) Infrastructure Investment Framework - Year 2	4,100,000
For emergent needs in schools that are not covered under maintenance funding or IMR. Examples include a rotational program to clean ducts and improve overall air quality in schools and installation of security systems.	
3) Student Transportation (access to restricted reserve)	1,300,000
For 2017-2018 Student Transportation anticipates an increase in total ridership and operating costs, however there will be fewer riders eligible to pay a transportation fee (in compliance with Bill 1). In lieu of transferring the increased costs to the eligible riders, the District will deplete the existing restricted transportation surplus and will also access additional surplus funds as noted below.	
4) Student Transportation (estimated access to surplus)	3,100,000
This access to surplus request is in addition to depleting the transportation restricted reserve balance, as noted above, and is required to offset the anticipated additional costs associated with an increase in ridership and operating costs without transferring this to students/families in the form of an increase in Student Transportation Fees for eligible riders.	
5) Equity Needs	7,959,001
Funds to support schools in the areas of: curriculum, literacy, numeracy, English language learners, student assessment, data analysis, FNMI, resources, mental health and other areas of need.	
6) Central Initiatives to support schools - Central Access to Surplus	
<u>District Business Systems and School Support Applications</u>	1,642,137
Funds to support the implementation, customization, and/or maintenance of business systems and school applications.	
<u>Strategic Planning and Administration</u>	220,000
Funds to support the data population and completion of the District Dashboard, the review and alignment of administrative regulations with the new Education Act, the development of District level strategic partnerships and the creation of a structure for principal readiness.	
<u>Facilities and Operations</u>	1,050,000
Funds to support school building improvements, facility assessments for schools involved with Space of Students in Mature Communities initiatives and the continuation of a fibre network connection to allow back up internet in the event of a service disruption.	
<u>Supports for the Establishment of New Schools and Programming</u>	<u>2,769,070</u>
Funds to support the staffing, communications, visual identity, space, and programming needs for new schools. Also included is support for expanding programs including: career pathways, evidence based decision making, locally developed course management as well as specialized assessments.	
	\$ 27,140,208

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)
for the Year Ending August 31

The following provides further explanation of the anticipated changes to each component of AOS for the 2016/2017, 2017/2018, 2018/2019, and 2019/2020 years as outlined on pages 6 and 7. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds to August 31, 2020. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

Additional detail on uses of Accumulated Operating Surplus:

2018/2019

Please provide additional detail regarding uses of unrestricted surplus, operating reserves, and capital reserves not described on pages 6 and 7.

Uses of Operating Reserves:

1) Equity Fund	\$ 2,000,000
The fund is used to enhance opportunities for all schools in the District and support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity and Equity. This fund will be used to support school catchment work and address individual school emergent circumstances.	
2) Infrastructure Investment Framework - Year 3	2,137,088
For emergent needs in schools that are not covered under maintenance funding or IMR. Examples include a rotational program to clean ducts and improve overall air quality in schools and installation of security systems.	
3) Property Management Capital	1,100,000
Lifecycle needs on our closed school buildings and buildings used for central services' DUs (e.g., Centre for Education, Distribution Centre, etc.). This fund would cover major costs such as boilers and roofs that cannot be paid with IMR dollars and could also cover capital items.	
4) Enterprise systems - Purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc.	<u>3,500,000</u>
	\$ 8,737,088

2019/2020

Please provide additional detail regarding uses of unrestricted surplus, operating reserves, and capital reserves not described on pages 6 and 7.

Uses of Operating Reserves:

1) Equity Fund	\$ 2,000,000
The fund is used to enhance opportunities for all schools in the District and support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity and Equity. This fund will be used to support school catchment work and address individual school emergent circumstances.	

August 31, 2020

Describe the jurisdiction's intended use of unrestricted surplus, operating reserves, and capital reserves balances expected as at August 31, 2020.

Minimum Reserve Target - To be financially responsible and prudent the District is targeting to maintain a minimum operating reserve balance of \$20 million.

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2017/2018 (Note 2)	Actual 2016/2017	Actual 2015/2016	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	65,248	62,649	60,094	Head count
Grades 10 to 12	23,318	23,228	22,661	Note 3
Total	88,566	85,877	82,755	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	3.1%	3.8%		
Other Students:				
Total	638	1,042	646	Note 4
Total Net Enrolled Students	89,204	86,919	83,401	
Home Ed and Blended Program Students	414	514	382	Note 5
Total Enrolled Students, Grades 1-12	89,618	87,433	83,783	
Percentage Change	2.5%	4.4%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	2,118	2,514	2,386	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities		-	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	9,462	8,691	8,575	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	88	65	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	9,462	8,779	8,640	
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	4,731	4,390	4,320	
Percentage Change	7.8%	1.6%		
Of the Eligible Funded Children:				
Students with Severe Disabilities	1,315	1,783	1,783	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,495	1,069	1,022	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

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 2016/2017 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 AANDC (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 2017/2018	Actual 2016/2017	Fall Budget 2016/2017	Actual 2015/2016	Notes
CERTIFICATED STAFF					
School Based	4,876.2	4,807.7	4,807.7	4,599.6	Teacher certification required for performing functions at the school level.
Non-School Based	183.1	178.2	178.2	130.9	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,059.2	4,985.9	4,985.9	4,730.5	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	1.5%	5.4%	1.5%	5.4%	
If an average standard cost is used, please disclose rate:	\$ 102,791	\$ 102,791		\$ 102,791	
Student F.T.E. per certificated Staff	18.6	18.4		18.6	
Certificated Staffing Change due to:	Please Allocate				
	73.3	-			
Enrolment Change	73.3	-	255.4		If negative change impact, the small class size initiative is to include any/all teachers retained.
Small Class Size Initiative	-	-	n/a		If enrolment change impact on teacher FTEs is negative, include any/all teachers retained.
Other Factors	-	-	n/a		Descriptor (required):
Total Change	73.3	-	n/a		Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:					
Continuous contracts terminated	-	-	n/a		FTEs
Non-permanent contracts not being renewed	-	-	n/a		FTEs
Other (retirement, attrition, etc.)	-	-	n/a		Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	n/a		Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
NON-CERTIFICATED STAFF					
Instructional	2,357.9	2,345.7	2,345.7	2,266.3	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	937.0	908.9	908.9	870.5	Personnel providing support to maintain school facilities
Transportation	17.8	17.8	17.8	18.0	Personnel providing direct support to the transportation of students to and from school
Other	449.7	452.2	452.2	433.6	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,762.4	3,724.6	3,724.6	3,588.4	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	1.0%	3.8%	1.0%	3.8%	
Explanation of Changes:					
Increase is due to increased enrolment and the addition of 11 new schools in the Fall of 2017. Fall budget 2016/2017 numbers are used as the Actual 2016-2017 numbers as these are our best approximation of 2016-2017 actuals.					
Additional Information					
Are non-certificated staff subject to a collective agreement? Some are					
Please provide terms of contract for 2017/18 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.					
Custodial Collective Agreement - expires August 31, 2017 - FTE=684 Support Collective Agreement - expires August 31, 2017 - FTE=2193 Maintenance Collective Agreement-expires August 31, 2017 - FTE=231					

BOARD AND SYSTEM ADMINISTRATION 2017/2018 EXPENSES UNDER (OVER) MAXIMUM LIMIT	
TOTAL EXPENSES (From "Total" column of Line 28 of Schedule of Program Operations)	\$1,161,205,358
Enter Number of Net Enrolled Students:	89,204
Enter Number of Funded (ECS) Children:	9,462
Enter "C" if Charter School	
STEP 1	
Calculation of maximum expense limit percentage for Board and System Administration expenses	
If "Total Net Enrolled Students" are 6,000 and over	= 3.6% 3.60%
If "Total Net Enrolled Students" are 2,000 and less	= 5.4%
The Maximum Expense Limit for Board and System Administration is based on an arithmetical proration for the TOTAL FTE count for grades 1 -12, net of Home Education AND Adult students, between 2,000 to 6,000 at .00045 per FTE (Example: 4,500 FTE count grades 1-12 = 6,000 - 4,500 = 1,500 X .00045 = 0.675% plus 3.6% = maximum expense limit of 4.28%).	
STEP 2	
A. Calculate maximum expense limit amounts for Board and System Administration expenses	
Maximum Expense Limit percentage (Step 1) x TOTAL EXPENSES	\$41,803,393
B. Considerations for Charter Schools and Small School Boards:	
If charter schools and small school boards,	
The amount of Small Board Administration funding (<i>Funding Manual</i> Section 1.13)	\$0
2017/2018 MAXIMUM EXPENSE LIMIT (the greater of A or B above)	\$41,803,393
Actual Board & System Administration from G31 of "Budgeted Statement of Operations"	\$36,678,706
Amount Overspent	\$0

3020

3.16%



DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Michelle Draper

SUBJECT: Motion re Lowering the Voting Age in Alberta

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[Edmonton Councillors Endorse Lobby Effort to Lower Voting Age to 16](#)
[Research behind Edmonton's Debate on Voting at 16](#)

ISSUE

Notice of motion was served at the June 6, 2017, Board meeting.

BACKGROUND

- Lowering the voting age requires the provincial government to amend the *Local Authorities Election Act*.
- Reducing the voting age would give youth a voice in issues that affect them and foster a greater sense of engagement. Research supports the argument that giving the vote to students while they are still in high school could increase citizen engagement and voter turnout.
- Voting in your first election means you are more likely to vote for the rest of your life. Sixteen-year-olds voted in Scotland for the first time in 2014. The change in Austria came in 2007. Ecuador dropped its voting age a year later and Argentina dropped it to 16 in 2012. Several German states have lowered the voting age, as well as parts of Switzerland, the United States and Norway. Edmonton's City Council endorsed the Youth Council's lobbying efforts to lower the voting age (August 2016)
- The Edmonton Catholic School Board agreed to ask the Minister of Municipal Affairs to amend the *Local Authorities Election Act* to allow 16 and 17 year olds to vote in municipal elections (January 2017).

RECOMMENDATION

That the Board of Trustees write a letter to the Minister of Municipal Affairs advocating for a lowering of the municipal voting age from 18 to 16 years of age.

NEXT STEPS

A letter will be sent to the Minister of Municipal Affairs advocating for a lowering of the municipal voting age from 18 to 16.

MD:md

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johner, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: First, Second and Third and Final Reading- Policy CO.BP Fiscal Oversight and Accountability (Bill 1)

ORIGINATOR: Nancy Petersen, Acting For Executive Director

RESOURCE

STAFF: Marnie Beaudoin, Todd Burnstad, Vanessa Croswell-Klettke, Linda McConnell, Madonna Proulx

REFERENCE: CO.BP Fiscal Oversight and Accountability
[Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)
[Bill 1: An Act to Reduce School Fees](#)

ISSUE

The Policy Review Committee is presenting a revised draft of Board Policy CO.BP Fiscal Oversight and Accountability for first, second, third and final readings by the Board of Trustees at the June 20, 2017 public Board meeting to comply with *Bill 1: An Act to Reduce School Fees*.

BACKGROUND

In March, the provincial government introduced *Bill 1: An Act to Reduce School Fees*. The Bill received royal assent on May 4, 2017, and will be in force for the 2017-2018 school year. The new legislation impacts how the District charges for fees. Under this Bill, the District is no longer allowed to charge fees for instructional supplies or materials.

The Policy Review Committee reviewed Board Policy CO.BP Fiscal Oversight and Accountability to ensure compliance with *Bill 1: An Act to Reduce School Fees*.

RELATED FACTS

- Timeline of events surrounding Bill 1:
 - March 2, the provincial government introduced *Bill 1: An Act to Reduce School Fees*
 - This report was brought forward to Directors and Managing Directors meeting on June 1, 2017
 - Discussion at the May District Leaders Meeting and breakout sessions with Principals regarding impending changes alerted principals and central leaders that policy and regulation updates were coming
 - The Province released the Regulation around *Bill 1* the first week of June, 2017
 - To further support Board Policy CO.BP Fiscal Oversight and Accountability, Administrative Regulation HNB.AR School Assessed Fees will be amended
 - Creation of fee guideline documents to support schools have been drafted

- Revisions to CO.BP Fiscal Oversight and Accountability include:
 - Addition or deletion of selected words to clarify meaning
 - Alteration to reflect the District's ability to charge fees, in accordance with Bill 1
 - Inclusion of a phrase that identifies an available waiver protocol
 - Addition of a phrase that indicates fees will be set in consultation with parents
 - Addition of a phrase that indicates fees charged will be publicly disclosed
 - Additions to References section

RECOMMENDATION

1. That Board policy CO.BP Fiscal Oversight and Accountability be considered for the first, second and third time at this meeting.
2. That Board policy CO.BP Fiscal Oversight and Accountability be considered for the first time.
3. That Board policy CO.BP Fiscal Oversight and Accountability be considered for the second time.
4. That policy CO.BP Fiscal Oversight and Accountability be considered for the third and final time and approved.

OPTIONS

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

1. Accept and approve the revised CO.BP Fiscal Oversight and Accountability, as presented for first, second and third readings at the June 20, 2017 Board meeting, to ensure compliance with Bill 1 by the June 30, 2017, deadline specified by Alberta Education.
2. Provide feedback and/or request changes to the revised CO.BP Fiscal Oversight and Accountability to ensure compliance with Bill 1 by the June 30, 2017, deadline specified by Alberta Education.

CONSIDERATIONS and ANALYSIS

- The review year for CO.BP Fiscal Oversight and Accountability will remain as 2021.
- Failure to revise CO.BP Fiscal Oversight and Accountability will result in the District's Board Policy and Administrative Regulation being offside with Bill 1. The District could face penalties or sanctions for failure to comply with the regulations respecting fees.

NEXT STEPS

As referenced in related facts, to further support Board Policy CO.BP, Administrative Regulation HNB.AR School Assessed Fees will be amended. The updated Administrative Regulation is scheduled to be brought forward to the Superintendent of Schools for approval on June 21, 2017.

ATTACHMENTS and APPENDICES

ATTACHMENT I Updated draft of CO.BP Fiscal Oversight and Accountability

MB:mb

CODE: CO.BP

EFFECTIVE DATE: (16-09-2014)

ISSUE DATE: (29-06-2015)

TOPIC: Fiscal Oversight and Accountability

REVIEW YEAR: (2021)

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 enhanced instructional supplies and optional materials and services.

Senior Officials are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer
- Corporate 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, board policies, administrative regulations and procedures establish the parameters within which all decisions must be 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 transparency and compliance with legislation, policies, regulations, and internal controls.

Internal controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of financial reporting, effectiveness and efficiency of operations, safeguarding of resources and assets, and compliance with applicable laws and regulations.

POLICY

The Board of Trustees (the 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 (PSAS), 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 Accountability 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, Accountability 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 processes for reimbursement and, or payment of expenses incurred on District business. Furthermore, expenses incurred by and on behalf of trustees and senior officials on District business shall be routinely and publicly disclosed in alignment with the elected and senior officials public disclosure practices of the Government of Alberta.

The Board acknowledges that schools cannot charge for instruction but that it may be necessary for schools to charge specific fees for supplies or materials that enhance instruction, in accordance with the *School Act*. While the Board recognizes the need to charge specific fees, economic circumstances shall not be a barrier to a student's access to curricular outcomes. Specific fees and the rationale for charging them shall be in consultation with parents and must demonstrate to parents the need to charge any fee or

cost, including the amounts. All fees charged shall be publicly disclosed 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, PSAS 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.
7. A clearly articulated waiver protocol will be available for families unable to pay fees.

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

[AA.BP - Stakeholder Relations](#)

[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](#)

[DEA.BP - Student Transportation](#)

[DEA.AR - Transportation Services](#)

[HH.AR - Lunch-time Supervision Service for Elementary and Junior High Students](#)

[CWA.AR - Expenditure of Public Funds](#)

[HNB.AR - School Assessed Fees](#)

[IH.AR - Public Gifts](#)

[Bill 1 - An Act to Reduce School Fees](#)

[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)

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johner, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: Second and Third and Final Reading of Board Policy ACB.BP National Anthem and Flag

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: [ACB.BP National Anthem and Flag](#)
[Trustees' Handbook](#) Section 6.1 – Caucus Committee
Board Policy CH.BP – Framework for Policy Development and Review

ISSUE

The Policy Review Committee is presenting ACB.BP National Anthem and Flag for second and third and final reading.

BACKGROUND

The Policy Review Committee reviewed ACB.BP National Anthem and Flag to ensure the policy is current. The draft policy was brought forward to Board for first reading at the April 25, 2017 public Board meeting and then posted for stakeholder feedback. The Policy Review Committee gave consideration to stakeholder feedback to inform the draft policy coming forward for second and third reading.

RELATED FACTS

- Revisions to ACB.BP National Anthem and Flag include:
 - ensuring accuracy of *School Act* references
 - adjusting language use to reflect the Board's vision and intent
 - additions of three sections: Purpose, Definitions and Accountability, to align with the current District board policy template
- District General Counsel has reviewed ACB.BP National Anthem and Flag
- After ACB.BP National Anthem and Flag was read for the first time at the April 25, 2017 public Board meeting, the District invited stakeholders to provide feedback to the policy through an online survey. The survey was open from April 25 to May 26, 2017. The District received 740 responses from the following groups:
 - staff members (298)
 - parents (304)
 - principal/decision unit administrators (59)
 - students (70)
 - community members (6)
 - community organizations (2)
 - professional organizations (1)

- When reviewing specific sections of ACB.BP National Anthem and Flag, the majority of stakeholders surveyed indicated they did not have concerns with the Purpose statement (94.1%), Policy section (94.8%), Expectations (86.9%), or Accountability statement (94.3%).
- Several stakeholders provided written feedback responses to ACB.BP National Anthem and Flag. Themes that emerged from written stakeholder feedback included:
 - significantly high level of support for the singing of the Canadian national anthem and displaying of the National Flag of Canada
 - encouragement for District students to display respect for the national anthem and flag
 - questions and value statements about the singing of the Canadian national anthem in a multicultural nation
 - requests for more clarification regarding the meaning of “regular” singing of the national anthem along with requests for appropriate protocols
 - encouragement to the District to ensure flags that are flown at schools are in good condition
- Based on this feedback, the following revisions have been made to the draft ACB.BP National Anthem and Flag that was approved for first reading:
 - The Purpose statement now references the *School Act*, as the Board has a responsibility under the *School Act* to ensure the Canadian flag is displayed at schools, and may prescribe patriotic exercises (such as the singing of the Canadian national anthem) for students.
 - The Expectations section provides a clarification of the term “regular” through the provision of an explanation of the District’s approach to site-based decision-making.
 - Two specific examples have also been added to the Expectations section to provide further clarity around the term “regular”.
 - CO.BP Fiscal Oversight and Accountability has been added to References, as this policy contains a definition of site-based decision-making.

RECOMMENDATION

1. That Board policy ACB.BP National Anthem and Flag be read for the second time.
2. That Board policy ACB.BP National Anthem and Flag be read for the third and final time and approved.

OPTIONS

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

1. Approve the policy ACB.BP National Anthem and Flag.
2. Decline to approve the policy ACB.BP National Anthem and Flag and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- The current policy ACB.BP National Anthem and Flag requires revisions to align it with the District policy template.
- The scheduled review year for policy ACB.BP National Anthem and Flag is 2017.

NEXT STEPS

Once approved, Board policy ACB.BP National Anthem and Flag will be posted on the District website and communicated to schools.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy ACB.BP National Anthem and Flag

MB:mb

CODE: ACB.BP**EFFECTIVE DATE:** (00-00-0000)**TOPIC:** National Anthem and Flag**ISSUE DATE:** (00-00-0000)**REVIEW YEAR:** (0000)

PURPOSE

To reflect the Board of Trustees' (the Board) responsibility under the *School Act* to support the use of the Canadian national anthem and Canadian flag in Edmonton Public Schools.

DEFINITIONS

N/A

POLICY

The Board believes that the Canadian flag and Canadian national anthem are powerful symbols of our Canadian identity as a multicultural and democratic nation.

The Board believes that demonstrations of Canadian identity contribute to a climate of mutual respect and trust conducive to student learning, personal development, social living and citizenship within a Canadian context.

EXPECTATIONS

All Edmonton Public Schools will display the Canadian flag and are expected to play or conduct regular singing of the national anthem. Each school will determine the manner most appropriate for their school community to conduct singing of the national anthem, within the parameters provided by site-based decision making (for example: how often to sing the national anthem, and whether or not to sing the anthem bilingually).

ACCOUNTABILITY

The Superintendent will ensure appropriate protocols related to the use of the national anthem and Canadian flag are communicated to District staff.

REFERENCES

CO.BP - Fiscal Oversight and Accountability
 FA.BP - Human Resources Framework
 FBCA.AR - Respectful Working Environments
 GGAB.BP - Multicultural Education
 GNDB.AR - Flying and Displaying Flags in Schools
School Act Sections 26 and 50.1(d)

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johnner, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: Second and Third and Final Reading of Board Policy FBD.BP Designated Holidays

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: FBD.BP Vacations and Holidays
[Trustees' Handbook](#) Section 6.1 – Caucus Committee
Board Policy CH.BP – Framework for Policy Development and Review

ISSUE

The Policy Review Committee is presenting FBD.BP Designated Holidays for second and third reading.

BACKGROUND

The Policy Review Committee reviewed FBD.BP Designated Holidays to ensure it is current and comprehensive in its scope. The administration consulted the *Employment Standards Code* and the *School Act* in the development of FBD.BP Designated Holidays, and collaborated with staff from Human Resources to verify references to the various terms of employment used in the District. The draft policy was brought forward to Board for first reading at the April 25, 2017 Board meeting and then posted for stakeholder feedback. The Policy Review Committee gave consideration to stakeholder feedback to inform the draft policy coming forward for second and third reading.

RELATED FACTS

- Revisions to FBD.BP Designated Holidays include:
 - changing the Board policy title from FBD.BP Vacations and Holidays to FBD.BP Designated Holidays to more accurately describe the intent and function of the policy
 - inclusion of Remembrance Day
 - additions of three sections: Purpose, Definitions and Accountability, to align with the current District board policy template
 - adjusting language to ensure consistency with provincial legislation, the *School Act* and terms of employment
- The District invited stakeholders to provide feedback to the policy through an online survey. The survey was open from April 25 to May 26, 2017. The District received 572 responses from the following groups:
 - staff members (299)
 - parents (179)
 - principal/decision unit administrators (47)
 - students (44)
 - community members (3)

- When reviewing specific sections of FBD.BP Designated Holidays, the majority of stakeholders surveyed indicated they did not have concerns with the Purpose statement (92.5%), definitions (94.3%), Policy section (89.9%), Expectations (89.4%), or Accountability statement (97.1%).
- Several stakeholders provided written feedback to FBD.BP Designated Holidays. Themes that emerged from written stakeholder feedback included:
 - some responses expressed support for the Board's capacity to designate holidays, while others expressed concern for this capacity
 - perspectives around which holidays should be considered in the policy or suggestions for additional days to be included (for example, Easter Monday, multifaith/multicultural holidays)
 - support for the significance of acknowledging Remembrance Day
 - value statements about the significance of observing multifaith holidays
 - preferences regarding the use of the terminology "general holiday" and "optional holiday"
 - comments to identify alternative methods and tools to support staff wellness
 - indicating awareness in the policy that additional days of non-instruction can have an impact on families
- After reviewing stakeholder feedback, the following adjustments have been made to the draft FBD.BP to provide further clarity:
 - Addition of several statements to the Definitions section of the policy, including:
 - specific examples of optional holidays
 - reference to *Employment Standards Code of Alberta*
 - reference to collective agreements and provincial legislation
- Language in the draft policy has been tightened to support further clarity (e.g., the reference to "Christmas" has been changed to "Christmas Day").
- Addition of the Alberta Labour website for General Holidays and General Holiday Pay to the References section

RECOMMENDATION

1. That Board policy FBD.BP Designated Holidays be read for the second time.
2. That Board policy FBD.BP Designated Holidays be read for the third and final time and approved.

OPTIONS

1. Approve Board policy FBD.BP Designated Holidays.
2. Decline to approve the Board policy FBD.BP Designated Holidays and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- The current Board Policy FBD.BP Vacations and Holidays requires revisions to align it with the District policy template.
- The scheduled review year for Board Policy FBD.BP Vacations and Holidays was 2016.

NEXT STEPS

Once approved, Board policy FBD.BP Designated Holidays will be posted on the District website and communicated to staff.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Draft Board policy FBD.BP Designated Holidays
APPENDIX I	List of Holidays

MB:mb

CODE: FBD.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Designated Holidays**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)

PURPOSE

To support the Board of Trustees' (the Board) capacity to designate additional holiday time beyond general holidays.

DEFINITIONS

A **general holiday** is determined by provincial and federal governments and is legally required to be provided to employees. General holidays are often referred to as statutory holidays.

Optional holidays are not legally required by legislation to be provided as holidays, but are provided by employers as part of employee collective agreements or terms of employment. Examples of optional holidays include Easter Monday and Boxing Day. Optional holidays are defined by the *Employment Standards Code of Alberta*.

A **Board-declared holiday** is designated at the discretion of the Board, and is generally used to provide additional time in relation to a general holiday. Board-declared holidays are additional to holidays included in collective agreements or provincial legislation.

POLICY

The Board recognizes that the provision of additional time in relation to specific general holidays is valued by many staff members and promotes well-being.

EXPECTATIONS

A. CHRISTMAS DAY AND NEW YEAR'S DAY

When either Christmas Day or New Year's Day occurs at the point in the week where there is only one working day between the holiday and the weekend, this working day will be designated as a Board-declared holiday. The afternoons of December 24th and December 31st will be designated as holidays for the staff scheduled to work those days.

B. CANADA DAY

In years when Canada Day occurs on a weekend, the Monday immediately following that weekend will be designated as a holiday for staff normally scheduled to work on that day. In years when Canada Day occurs at a point in the week where there is only one working day between the holiday and the weekend, this working day will be designated as a holiday for those employees normally scheduled to work on that day.

C. REMEMBRANCE DAY

When Remembrance Day occurs on a work day, the Board will designate a holiday for staff scheduled to work that day. In years on which Remembrance Day occurs on a weekend, the Board will not designate a holiday for Remembrance Day unless by collective agreement or terms of employment.

ACCOUNTABILITY

The Superintendent shall ensure staff is made aware of general, optional and Board-declared holidays, and that the school year calendar aligns with the policy requirements.

REFERENCES

FA.BP - Human Resources Framework

GCA.AR - School Year Calendar

[General Holidays and General Holiday Pay](#)

[Employment Standards Code Section 25](#)

[School Act Section 45.1\(1\)](#)

The following holidays are designated in Edmonton Public Schools, and align with the definitions included in FBD.BP Designated Holidays:

General holidays (in Alberta):

Holiday	Date
New Year's Day	January 1
Family Day	Varies, but generally falls on the third Monday in February
Good Friday	Friday before Easter Sunday
Victoria Day	Monday before May 25
Canada Day	July 1, except when it falls on a Sunday, then it is July 2
Labour Day	First Monday in September
Thanksgiving Day	Second Monday in October
Remembrance Day	November 11
Christmas Day	December 25

Optional holidays:

Holiday	Date
Easter Monday	First Monday following Easter
Heritage Day	First Monday in August
Boxing Day	December 26

Board-declared holidays:

Christmas Eve	December 24 (afternoon only)
New Year's Eve	December 31 (afternoon only)
Citizen's Day	Generally falls on the fourth Wednesday in July (afternoon only)

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johner, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee Chair

SUBJECT: AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: [Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)
[AE.BP Welcoming, Inclusive Safe and Healthy Learning and Working Environments](#)
[March 21, 2017 public Board meeting, item 4](#)

ISSUE

The Policy Review Committee is bringing forward eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for first, second and third and final readings. These eight policies required minor revisions to ensure alignment to the *School Act*, consistency with language in the parent policy, and alignment to the current Board policy template. These minor revisions do not alter the intention or direction of these Board policies, and therefore the eight policies do not require the standard District stakeholder engagement process. The previously scheduled review year for these policies will not change. The revised eight policies are found in the attachments.

BACKGROUND

- In spring 2016, the Policy Review Committee initiated work to develop a new Board policy, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments. The development of this policy was initiated to ensure alignment of board policies with the *School Act*.
- AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments was approved by the Board of Trustees at the March 21, 2017 public Board meeting.
- AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments serves as a parent policy to a set of policies related to learning and working environments. This set of policies align to the requirements of the *School Act*, reflect the diversity our student and staff populations and are intended to foster a sense of belonging, safety and wellness for all students and staff. The work to complete AE.BP and revise all related policies is included in the Annual Policy Review Work Plan 2016-2017.
 - Policies included in the Annual Policy Review Work Plan 2016-2017 that relate to the new draft parent policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments include:
 - AA.BP Stakeholder Relations
 - ACB.BP National Anthem and Flag
 - AD.BP District Vision, Mission, Values, and Priorities
 - AE.BB.BP Wellness of Students and Staff
 - AGA.BP Recognition of Students, Staff, Parents, and the Community

- HAA.BP Aboriginal Education
- HG.BP Student Behaviour and Conduct
- FA.BP Human Resources Framework
- FGB.BP Evaluation of Superintendent of Schools
- GGAB.BP Multicultural Education
- HA.BP Inclusive Education
- HFA.BP Sexual Orientation and Gender Identity
- HG.BP Student Behaviour and Conduct
- HGD.BP Student Suspension and Expulsion

RELATED FACTS

- Definitions for all policies relating to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments have been moved into a comprehensive Glossary of Terms.
- The six remaining policies relating to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments require a more comprehensive review, which will include a public engagement component.
- The following chart describes the nature of the changes to the eight policies revised to align with AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments:

Board Policy	Nature of Changes
AA.BP Stakeholder Relations	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
AD.BP District Vision, Mission, Values and Priorities	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
AEBB.BP Wellness of Students and Staff	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, FA.BP Human Resources Framework, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments and Glossary of Terms to References section
AGA.BP Recognition of Students, Staff, Parents and the Community	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment with current Board policy template and to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
FA.BP Human Resources Framework	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section

Board Policy	Nature of Changes
FGB.BP Evaluation of Superintendent of Schools	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Definitions moved to Glossary of Terms • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
HA.BP Inclusive Education	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment with current Board policy template and to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section
HFA.BP Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> • Addition of statement to Purpose section to reflect alignment with current Board policy template and to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments • Addition of Accountability statement to align with current District Board Policy template • Addition of <i>School Act</i>, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, and Glossary of Terms to References section

RECOMMENDATION

1. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the first, second and third and final time at this meeting.
2. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the first time.
3. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the second time.
4. That Board policies AA.BP Stakeholder Relations, AD.BP District Vision, Mission, Values and Priorities, AEBB.BP Wellness of Students and Staff, AGA.BP Recognition of Students, Staff, Parents and the Community, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools, HA.BP Inclusive Education and HFA.BP Sexual Orientation and Gender Identity be considered for the third and final time and approved.

OPTIONS

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

1. Approve the eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for first, second and third readings and approve the policies.
2. Decline to approve the eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments for first, second and third readings and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- Board policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments was developed to ensure compliance with the *School Act*.
- The eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments require revisions to align with the overarching policy and with the *School Act*.
- The eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments will undergo a comprehensive review in their previously scheduled review years.

NEXT STEPS

Once approved, the eight Board policies related to the overarching policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments will be posted to the District website and the update will be communicated to staff.

ATTACHMENTS and APPENDICES

ATTACHMENT I	AA.BP Stakeholder Relations
ATTACHMENT II	AD.BP District Vision, Mission, Values and Priorities
ATTACHMENT III	AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
ATTACHMENT IV	AE.BB.BP Wellness of Students and Staff
ATTACHMENT V	AGA.BP Recognition of Students, Staff, Parents and the Community
ATTACHMENT VI	FA.BP Human Resources Framework
ATTACHMENT VII	FGB.BP Evaluation of Superintendent of Schools
ATTACHMENT VIII	HA.BP Inclusive Education
ATTACHMENT VIII	HFA.BP Sexual Orientation and Gender Identity
ATTACHMENT X	Annual Policy Review Work Plan 2016-2017

MB:mb

CODE: AA.BP

EFFECTIVE DATE: (23-06-2015)

TOPIC: Stakeholder Relations

ISSUE DATE: (29-06-2015)

REVIEW YEAR: (2022)

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement in addressing the needs of students.
- To establish a stakeholder relations policy framework to guide a consistent District approach to the development and maintenance of strategic relationships that support all students in achieving the learning outcomes of a public education.
- To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

The **District** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the District. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the District relates to, and interacts with, our stakeholders. The District's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the District and its stakeholders. The District relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the District. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **community connection**
- **donor**
- **funder**
- **parent (or guardian)**
- **partner**
- **school council**
- **student**
- **sponsor**
- **tenant**
- **vendor**
- **volunteer**

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the District and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in:

- supporting the District Vision, Mission, Values and Priorities;
- enhancing the educational opportunities and supports available for students;
- supporting early childhood development and preparation of children for success in school;
- supporting the smooth transition of students from high school to the next phase of their lives;
- creating school environments that provide additional supports for children, families and communities;
- contributing ideas and perspectives to inform District decision making at the system and school level;
- creating efficiencies in the use of public and community resources through the coordination and integration of services; and
- advocating support for the District, publicly funded education, and community initiatives focused on students and families.

- A. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the District that help to translate the District Vision, Mission, Values, and Priorities into positive actions for its students.
- B. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
- identify areas where support is needed in the school and/or community to improve student outcomes;

- explore and develop strategic relationships and partnerships to leverage required expertise and resources;
- identify evidence-based approaches that have the potential to address targeted needs;
- develop the strategies to support implementation of the initiative; and
- maintain and evaluate the results to inform next steps and ensure continuous improvement.

C. The Board holds the District accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.

D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

- Accessible:** Ensure equity by striving to remove barriers to understanding, input and participation.
- Appreciative:** Acknowledge stakeholder contributions and collaboration.
- Collaborative:** Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.
- Inclusive:** Respect the diversity within school communities.
- Proactive:** Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the District by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.
- Relevant:** The level and extent of stakeholder engagement should be aligned with:
- the scope and complexity of the issue or decisions being made;
 - how the issue or decision may affect stakeholders; and
 - available District resources (time, funding, people).
- Respectful:** Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.
- Transparent:** Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.

E. The Board supports and encourages the pursuit of strategic stakeholder relationships that:

- align with the District Vision, Mission, Values, and Priorities;
- preserve the District's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the District commercially, politically or otherwise; and
- ensure the District's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include District standards and guidelines for:

- exploring, establishing, maintaining, evaluating and reporting on stakeholder relationships;
- using data on stakeholder engagement and its impact on student achievement to inform practices;
- communication practices;
- responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through District distribution mechanisms;
- stakeholder engagement processes; and
- establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

The District shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the District's annual results review process.

REFERENCES

AD.BP – District Vision, Mission, Values and Priorities
AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
AGA.BP – Recognition of Students, Staff, Parents and Community
CH.BP – Framework for Policy Development and Review
CNA.BP – Information Security
CO.BP – Fiscal Oversight and Accountability
EA.BP – Infrastructure Planning Principles
FAA.BP – Human Resources Framework
GA.BP – Student Programs of Study
GAA.BP – Delivery of Student Programs of Study
GGAB.BP – Multicultural Education
GGAJ.BP – Early Years
HA.BP – Inclusive Education
HAA.BP Aboriginal Education
HG.BP – Student Behaviour and Conduct
IA.AR - Parent and Community Involvement
IAA.AR - Educational Partnerships and Sponsorships
IAB.BP – Comments, Delegations and Presentations at Board meetings by Public and Staff Representatives
IBD.BP – Protocol for Trustee Recognition at School or Public Events
IJ.AR – School Participation in Charities: Canvassing in Schools
IJA.BP – Electioneering and Politically Motivated Communications
International Association for Public Participation (IAP2) Spectrum of Public Participation
Glossary of Terms
School Act s.12 Students
School Act 45.1(1)

CODE: AD.BP**EFFECTIVE DATE:** (18-03-2014)**TOPIC:** District Vision, Mission, Values, and Priorities**ISSUE DATE:** (27-03-2014)**REVIEW YEAR:** (2018)**PURPOSE**

To provide a shared philosophical foundation to guide the work, strategic planning and decision making in the District.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Vision**
- **Mission**
- **Values**
- **Priorities**

POLICY

Our Vision - Transforming the learners of today into the leaders of tomorrow.

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

Our 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.

ACCOUNTABILITY

The Superintendent will provide regular reports and feedback at public Board meetings to ensure the work of the District aligns with the Vision, Mission, Values, and Priorities established by the Board.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

Glossary of Terms

School Act Section 45.1(1)

CODE: AE.BP**EFFECTIVE DATE:** (21-03-2017)**TOPIC:** Welcoming, Inclusive, Safe and Healthy Learning and Working Environments**ISSUE DATE:** (22-03-2017)**REVIEW YEAR:** (2024)**PURPOSE**

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments serves as a foundation policy to setting overarching, high level direction to a set of comprehensive policies. The policies supported by AE.BP are listed in the References section.

DEFINITIONS

A comprehensive list of terms and definitions for all policies supporting AE.BP can be found in a glossary, accessible in the References section.

POLICY

A positive learning environment is foundational for all students to experience success. The Board is committed to providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self. Each student and staff member in the District has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

Such an environment creates conditions where students and staff can thrive. The Board is committed to providing an environment that supports the positive mental health of students and staff and reflects emerging research related to trauma sensitivity and strength-based approaches, and applies restorative principles.

The Board is further committed to providing an environment free from harassment, bullying, discrimination and violence. It is the collective responsibility of all those involved with the District, including trustees, employees, students, parents, volunteers, contractors and visitors, to create and maintain positive cultures within our schools and other educational settings.

ACCOUNTABILITY

The Administration will use relevant data and metrics to inform the Board about the effectiveness of the direction established by AE.BP through reporting and accountability related to the theme of welcoming, inclusive, safe and healthy learning and working environments.

REFERENCES

AA.BP – Stakeholder Relations

ACB.BP – National Anthem and Flag

AD.BP – District Vision, Mission, Values, and Priorities
AE.AR - Basic Beliefs, Commitments, and Expectations
AEBB.BP – Wellness of Students and Staff
AGA.BP – Recognition of Students, Staff, Parents, and the Community
FA.BP – Human Resources Framework
FGB.BP – Evaluation of Superintendent of Schools
GGAB.BP – Multicultural Education
HA.BP – Inclusive Education
HAA.BP – Aboriginal Education
HFA.BP – Sexual Orientation and Gender Identity
HG.BP – Student Behaviour and Conduct
HGD.BP – Student Suspension and Expulsion
Glossary of Terms
School Act Section 45.1(1)

CODE: AE.BB.BP**EFFECTIVE DATE:** (17-06-2014)**ISSUE DATE:** (24-06-2014)**TOPIC:** Wellness of Students and Staff**REVIEW YEAR:** (2021)**PURPOSE**

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

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 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

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

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

- **Emotional wellness**
- **Intellectual wellness**
- **Physical wellness**
- **Social wellness**
- **Spiritual wellness**

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

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.

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
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services include connections between schools, families, community

EXPECTATIONS

- 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.
- 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.
- 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.
- 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*.
- 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.

- 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.
- 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

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

EA.BP - Infrastructure Planning Principles

FA.BP - Human Resources Framework

FBCA.AR - Respectful Working Environments

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

HFA.BP – Sexual Orientation and Gender Identity

Comprehensive School Health Approach – Alberta Health Services

Framework for Kindergarten to Grade 12 Wellness Education

Glossary of Terms

Guide to Education

Joint Consortium for School Health

School Act 45.1(1)

CODE: AGA.BP**EFFECTIVE DATE:** (11-09-2012)**TOPIC:** Recognition of Students, Staff, Parents,
and the Community**ISSUE DATE:** (17-09-2012)**REVIEW YEAR:** (2019)**PURPOSE**

To ensure District students, staff, parents and community members are recognized for achievement and service.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

POLICY

The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staff for each five year interval of service and upon retirement.

The Board believes it is also important to acknowledge the outstanding contributions, achievements and performance of District students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the District's reputation and strengthening support for public education.

ACCOUNTABILITY

The Superintendent of Schools shall ensure the establishment of opportunities and protocols related to recognition of students, staff, parents and the community.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
Glossary of Terms
School Act 45.1(1)

CODE: FA.BP**EFFECTIVE DATE:** (15-12-2015)**TOPIC:** Human Resources Framework**ISSUE DATE:** (17-12-2015)**REVIEW YEAR:** (2022)**PURPOSE**

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

A human resources framework supports the Board in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational, or financial risk.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP

Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Conflict of Interest**
- **Human Resource Strategy**
- **Internal Controls**
- **Organizational Capability**
- **Wellness**

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the District Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of District staff that are committed and engaged in supporting and advancing student learning and achievement, the District's reputation, and public support for education.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future District needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District;
- ensure continuity of instruction and District services are maintained while supporting staff in balancing work and personal needs;

- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that District management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a District culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the District behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the District and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both District and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of District resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- Section 61 of the *School Act* except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the *School Act* section 105(1) and 105(2); and
- terminate the services of a teacher pursuant to section 107 of the *School Act*.

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the District, and confirmation of new principal designations.
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
 AD.BP - District Vision, Mission, Values and Priorities
 AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AEBC.BP - Wellness of Students and Staff
 AEBC.AR - Acknowledging Student, Staff and Trustee Deaths and Bereavements
 AGA.BP - Recognition of Students, Staff, Parents, and the Community
 CH.BP - Framework for Policy Development and Review
 CHA.BP – Board Delegation of Authority
 CN.BP - Managing District Information
 CNA.BP - Information Security
 CO.BP - Fiscal Oversight and Accountability
 FBA.AR - Designation, Appointment and Assignment to Leadership Positions
 FBCA.AR - Respectful Working Environments
 FBCB.AR - District Staff Code of Conduct
 FBCE.AR - Mandatory Records Checks for Employees
 FBCE.AR - Volunteers - Registration and Records Checks

FBE.AR - Health and Wellness of Staff and Students
FBEA.AR - Health and Safety Roles and Responsibilities
FBEB.AR - Workplace Violence
FBEC.AR - Public Interest Disclosure (Whistleblower Protection)
FBM.AR - Grievance Process
FCA.AR - Staff Qualifications Targets
FCAA.AR - Teacher Contracts
FCAB.AR - Intern Teachers
FCAC.AR - Substitute Teachers Affiliation with Schools
FCB.AR - Staffing Procedures Document
FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
FGB.BP - Evaluation of Superintendent of Schools
FGCA.AR - Supervision and Evaluation of Teachers
FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff
FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff
FIA.AR - Pensions
FJA.AR - Staff Participation in Alberta Education Activities
FJB.AR - Staff Out-of-District Exchanges
FJC.AR - Staff Secondment to External Agencies
FJD.AR - Leaves of Absence - Community Service
FJE.AR - Leaves of Absence - Military Service
FJF.AR - Leaves of Absence - Personal
FLC.AR - School Professional Development Days
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
[Alberta Employment Standards Code and Regulations](#) [Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#) [Canadian Charter of Rights and Freedoms](#)
[Freedom of Information and Protection of Privacy Act](#)
Glossary of Terms
School Act Section 45.1(1)

CODE: FGB.BP**EFFECTIVE DATE:** (19-04-2016)**TOPIC:** Evaluation of Superintendent of Schools**ISSUE DATE:** (20-04-2016)**REVIEW YEAR:** (2023)**PURPOSE**

To establish the Board of Trustees' (Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the District in accordance with the *School Act*. The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *School Act*, Alberta Education regulations, board policies, and the District Vision, Mission, Values and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **District Priorities**
- **Strategic Plan**

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school District. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to model and foster a collaborative working environment critical to a high functioning District.

The Board is committed to an annual performance evaluation process that measures:

- the Superintendent's performance with respect to the roles and responsibilities of the Superintendent; and
- achievement of the District Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators shall be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information shall be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources shall serve to:

- provide feedback on the Superintendent's leadership and performance in key areas,
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals,
- recognize areas and trends that are showing positive change or progress,
- enable the Board and Superintendent of Schools to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process,
- inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

- A three (3) member Trustee Committee elected at the Organizational Board meeting shall, in accordance with the Terms of Reference established by the Board for the Committee and this policy, be responsible for:
 - a. recommending the evaluation process to be used to Caucus Committee;
 - b. organizing and overseeing the evaluation process;
 - c. reporting the evaluation results to the Caucus Committee and to public Board; and
 - d. initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *School Act* and provisions of the Superintendent's contract.
- If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee shall compile and, or summarize the individual responses for reporting purposes to maintain respondents' anonymity.
- The evaluation process shall provide the Superintendent of Schools with an opportunity to:
 - a. review all information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee; and
 - d. discuss the evaluation report with the Caucus Committee.
- The Superintendent of Schools shall be provided copies of the evaluation report submitted to Caucus Committee and the final evaluation report to Board of Trustees.
- The Caucus Committee evaluation report and Board of Trustees' evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent of Schools, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's Evaluation shall be brought to a public Board meeting.

REFERENCES

Trustees' Manual - Board Role and Responsibilities

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

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

Glossary of Terms

School Act - Alberta Regulation - Superintendent of Schools Regulation

School Act Section 113

School Act Section 45.1(1)

CODE: HA.BP**EFFECTIVE DATE:** (08-05-2012)**TOPIC:** Inclusive Education**ISSUE DATE:** (16-05-2012)**REVIEW YEAR:** (2019)**PURPOSE**

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

POLICY

The Board of Trustees is committed to inclusive education. The Board of Trustees expects the District to be an inclusive education system with its values reflected in District programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in District Early Years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The Board of Trustees believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

PHILOSOPHICAL FOUNDATION STATEMENT

The Board of Trustees believes that the District, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;

HA.BP -- Page 1 of 2

- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board of Trustees understands that creating an inclusive education system is complex and will take time.

ACCOUNTABILITY

The provision of an annual report at a public board meeting on progress towards the strategic direction of this policy will ensure accountability and demonstrate the District's commitment to inclusive education throughout this transformation.

REFERENCES

AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

GA.BP - Student Programs of Study

GAA.BP - Delivery of Student Programs of Study

HA.AR- Students in Need of Specialized Supports and Services

HC.BP - Student Accommodation

Glossary of Terms

Standards for Special Education - Amended June 2004

Setting the Direction Framework, June 2009

Setting the Direction Framework: Government of Alberta Response, June 2010

Setting the Direction: Moving Toward an Inclusive Education System in Alberta, revised November 2010

Glossary of Terms

School Act Sections 8(1), 20(e), 45(1)(2)(3)(7)(8), and 47

School Act Section 45.1(1)

CODE: HFA.BP**EFFECTIVE DATE:** (29-11-2011)**TOPIC:** Sexual Orientation and Gender Identity**ISSUE DATE:** (17-09-2014)**REVIEW YEAR:** (2018)**PURPOSE**

To articulate the Board of Trustees' (the Board) commitment to support all sexual and gender minority students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **actual sexual orientation, gender identity, or gender expression**
- **perceived sexual orientation, gender identity, or gender expression**

POLICY

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and *Alberta School Act*. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;

- have equitable access to the same supports, services, and protections provided to heterosexual students and families;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of sexual orientation and gender identity minority groups in order to ensure the ongoing improvement of the implementation of this policy.

ACCOUNTABILITY

The Board understands that institutional and cultural change occurs over time and believes that the provision of an annual report at a public board meeting on progress related to the strategic directions and benchmarks identified in this policy will ensure accountability and demonstrate the District's commitment to supporting our diverse communities.

REFERENCES

AD.BP – District Vision, Mission, Values, and Priorities
 AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AEBB.BP – Wellness of Students and Staff
 FA.BP - Human Resources Framework
 FBCA.AR - Respectful Working Environments
 FBCB.AR - District Staff Code of Conduct
 FBE.AR- Health and Wellness of Staff and Students
 GGDA.AR - Guidelines for Student Activities and Organizations
 HF.BP - Safe, Caring, and Respectful Learning Environments
 HFA.AR - Sexual Orientation and Gender Identity
 HG.BP - Student Behaviour and Conduct
Alberta Human Rights Act
 Alberta Teachers' Association Code of Professional Conduct
 Alberta Teachers' Association Declaration of Rights and Responsibilities

Canadian Charter of Rights and Freedoms
United Nations Convention on the Rights of the Child
Glossary of Terms
School Act Section 16.1(1)
School Act Section 45.1(1)

Annual Policy Development and Review Work Plan 2016-2017

Overarching Theme: Safe and Caring Learning Environments		
Policies to be reviewed under draft “parent policy” AE.BP	District Priority	Review year
AA.BP Stakeholder Relations	Priority 3	2022
AD.BP District Vision, Mission, Values, and Priorities	Priority 1	2018
AEBB.BP Wellness of Students and Staff	Priority 2	2021
AGA.BP Recognition of Students, Staff, Parents, and the Community	Priority 2	2019
FA.BP Human Resources Framework	Priority 2	2022
FGB.BP Evaluation of Superintendent of Schools	Priority 2	2023
HA.BP Inclusive Education	Priority 1	2019
HFA.BP Sexual Orientation and Gender Identity	Priority 1	2018
Policies to be revised using standard District process		
ACB.BP National Anthem and Flag	Priority 2	2017
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments*	Priority 2	TBD
GGAB.BP Multicultural Education	Priority 1	2016
HAA.BP Aboriginal Education	Priority 1	2014
HG.BP Student Behaviour and Conduct	Priority 1	2013
HGD.BP Student Suspension and Expulsion	Priority 1	2020

* overarching new draft policy - currently in development

Overarching Theme: District Operations		
Policies to be reviewed using standard District process	District Priority	Review year
IJA.BP Electioneering and Politically Motivated Communications	Priority 2	2014
FBD.BP Vacations and Holidays	Priority 2	2016

DATE: June 20, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Governance and Evaluation Committee, Chair
Trustee Nathan Ip, Governance and Evaluation Committee
Trustee Bridget Stirling, Governance and Evaluation Committee

SUBJECT: 2016-2017 Superintendent of Schools' Evaluation

RESOURCE STAFF: Karen Mills

REFERENCE: [Board Policy FGB.BP – Evaluation of Superintendent of Schools Trustees' Handbook – Section 6.1.1 \(pages 45 -47\) Governance and Evaluation Committee](#)

ISSUE

The Board of Trustees annually provides a summary report of its evaluation of the Superintendent of Schools' performance for the previous school year to the public.

BACKGROUND

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school district. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to foster a collaborative working environment critical to a high functioning district.

CURRENT SITUATION

A letter from Mr. Syme with respect to the summary of results of the 2016-2017 Superintendent of Schools' evaluation is attached (Attachment I).

KEY POINTS

- The summary letter, submitted by Conroy Ross, of the 2016-2017 Superintendent of Schools' Evaluation states that:
 - The Superintendent achieved an overall rating of 4.7 on a scale of 1 – 5. This represents a rating in the outstanding range. The Superintendent is perceived to be an exceptional leader by the Board, the District Support Team, the District Leadership Team and external stakeholders. Most stakeholders acknowledged that there continues to be good communication around the goal of having an excellent teacher in front of every student and are pleased with a number of key initiatives that have been implemented during the past year.
 - The Superintendent lives the four cornerstones of integrity, equity, collaboration and accountability. All respondents were consistent in remarking that the Superintendent “walks the talk” with these values. He has built very strong relationships with many of the key internal and external stakeholders. His decision making is based on the use of data and stakeholder input, putting the needs of the students at the forefront.

- The opportunities for the Superintendent to develop were focused more on the overall District and less directly on the Superintendent. The most common concerns were in regards to the availability of supply teachers and the workloads of some central leadership staff that provide support to the schools.
- In summary, the Superintendent continues to be seen as an outstanding leader, with very positive feedback across all stakeholder groups.

ATTACHMENTS

ATTACHMENT I June 7, 2017, Letter from Conroy Ross re 2016-2017 Superintendent of Schools' Evaluation

KM:sj

June 7, 2017

Board Chair Michelle Draper
Edmonton Public School Board

Re: 2016 Superintendent Evaluation

We have completed the 2016 Superintendent Evaluation on Mr. Darrel Robertson as requested by Trustees of the Edmonton Public School Board. Our comprehensive evaluation was comprised of a 360 degree review including all Trustees, the District Support Team, the District Leadership Team and external stakeholders. A mix of in-person interviews and on-line surveys were used to collect the feedback from over 267 participants. An overall recap of the results was prepared for the Board.

The Superintendent achieved an overall rating of 4.7 on a scale of 1 – 5. This represents a rating in the outstanding range. The Superintendent is perceived to be an exceptional leader by the Board, the District Support Team, the District Leadership Team and external stakeholders. Most stakeholders acknowledged that there continues to be good communication around the goal of having an excellent teacher in front of every student and are pleased with a number of key initiatives that have been implemented during the past year.

The Superintendent lives the four cornerstones of Integrity, Equity, Collaboration and Accountability. All respondents were consistent in remarking that the Superintendent “walks the talk” with these values. He has built very strong relationships with many of the key internal and external stakeholders. His decision making is based on the use of data and stakeholder input, putting the needs of the students at the forefront.

The opportunities for the Superintendent to develop were focused more on the overall district and less directly on the Superintendent. The most common concerns were in regards to the availability of supply teachers and the workloads of some central leadership staff that provide support to the schools.

In summary, the Superintendent continues to be seen as an outstanding leader, with very positive feedback across all stakeholder groups.

Regards,



Gord Syme

Market Leader
Conroy Ross Partners

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Pilot Sound School Library
(Response to Request for Information #215)

ORIGINATOR: Dr. Lorne Parker, Executive Director

**RESOURCE
STAFF:** Josephine Duquette, Nancy Petersen, Christopher Wright

REFERENCE: April 11, 2017, Board meeting (Trustee Draper)

ISSUE

The following information was requested:

Given the recent provincial announcement of funding for the K-6 school in Pilot Sound (McConachie), and the District's advocacy work with the City to explore partnerships as part of the District's new school construction and recent Memorandum of Understanding with the Edmonton Public Library, would the Administration please advise of any potential partnership opportunities to create a community and school library space at the new school.

BACKGROUND

With the recent signing of a Memorandum of Understanding (MOU), the Superintendent and Edmonton Public Library's Executive Director met to discuss opportunities for our two organizations to further collaborate and partner. There was mutual agreement to explore a shared space initiative in the Pilot Sound area.

A meeting was held on May 19, 2017, between District administration and representatives from the Edmonton Public Library (EPL) where preliminary exploratory discussion took place.

CURRENT SITUATION

At the May 19, 2017, meeting, the following key points emerged:

- The recent announcement for provincial funding for a K-6 school in McConachie aligns with this opportunity.
- Such an initiative will consider a shared understanding of purpose and vision for the shared space.
- There will need to be work done around a shared understanding and commitment to the nature of the resource collection available in the shared space.
- Logistics related to staffing, community access, technology and safety will be addressed.
- Participants in the meeting agreed that the establishment of a Steering Committee will be beneficial to moving forward with this opportunity.

Subsequent to the initial meeting, District Infrastructure shared preliminary plans for the McConachie facility with EPL for their review and consideration. Any modifications to the site required to support a shared learning commons would need to be identified and incorporated into the design fairly quickly in order to remain on target with the overall school design schedule.

KEY POINTS

- The new K-6 school in McConachie could be designed to facilitate a shared learning commons space between the District and EPL.
- Such a project will need to give consideration to factors such as staffing, safety, the nature of the resource collection and community access.
- Staff from both organizations have been assigned to support these exploratory discussions and an initial meeting was held on May 19, 2017.
- Collaborative planning to continue in the fall.

ATTACHMENTS and APPENDICES

N/A

JD:kk

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bill 1 – Implementation Plan re: Instructional and Transportation Fees
(Response to Request for Information #216)

ORIGINATOR: Todd Burnstad, Chief Financial Officer
Lorne Parker, Executive Director, Infrastructure

**RESOURCE
STAFF:** Geoff Holmes, Linda McConnell, Madonna Proulx, Carrie Rosa, Christopher Wright

REFERENCE: [Bill 1: An Act to Reduce School Fees](#)

ISSUE

The following information was requested:

A plan for both instructional and transportation fees as well as highlight any potential issues moving forward.

BACKGROUND

In March, the provincial government introduced *Bill 1: An Act to Reduce School Fees*. The Bill recently passed in the Legislature and will be in force for the 2017-2018 school year.

The new legislation will impact how the District charges for fees and how information is reported back to the provincial government.

Key highlights for 2017-2018 from *Bill 1: An Act to Reduce School Fees*:

- We are no longer permitted to charge fees for instructional materials or supplies.
- *Bill 1* removes transportation fees for students who are attending their designated schools and reside 2.4 kilometers away or farther.

In lieu of charging these fees, funding has been provided to the District for the 2017-2018 school year based on information reported in our 2015-2016 Audited Financial Statements.

CURRENT SITUATIONBasic Instructional Supplies and Materials:

A Guide to School Fees has been created to assist schools in the setting of their school fees for the 2017-2018 school year (Attachment I).

- To ensure the District is compliant with the new legislation, for the 2017-2018 school year, all fee schedules must include a comparison of fees from the 2016-2017 school year to the 2017-2018 school year.
- Increases in fees greater than 5 per cent on a per student basis must be explained/justified.
- In all cases where there is a fee, or sale of good or service, schools must have documentation to support the amount being assessed.

- Schools are required to complete and submit a copy of their 2017-2018 Fee Schedule using the template provided by the Province (Attachment II).
- More detail on school fees is available in the guide and the Q&A document (Attachment III).

Second, as part of *Bill 1*, school districts are no longer able to charge for instructional supplies or materials, which include items like textbooks, workbooks, etc.

- Schools may continue to send supply lists home to families to provide additional supplies like pencils, scribblers, duotangs, etc.
- As part of the guide, we have included 'suggested standard school supply lists' for Grades 1 to 9.
- These lists were created based on input from principals and will be used as part of a pilot project by the 11 schools opening this fall. Schools are encouraged to use these lists, but it is not mandated.

As *Bill 1* will have a financial impact on schools, the District has provided additional funding to schools as part of the 2017-2018 Spring Proposed Budget.

- For elementary and junior high schools, a \$10 per student allocation will be provided. This is intended to offset the costs that can no longer be charged as a school fee.
- High schools will receive a \$10 per student allocation. They will also receive an allocation equal to 100 per cent of the actual amount collected in 2015-2016 related to the Textbook Rental Fee, which can no longer be charged.

Transportation Fees:

A Transportation fee schedule that reflects changes under *Bill 1* will be submitted to the Minister for approval using the template provided by the Province (Attachment II). The key changes include:

- Removal of yellow bus transportation fees for approved riders who attend:
 - Their designated school and reside at least 2.4 km away.
 - A District Centre special needs program or an inclusive setting at their designated school.
- Reducing the cost of transit (ETS) passes for students who attend:
 - Their designated school and reside at least 2.4 km away.
 - A District Centre special needs program or an inclusive setting at their designated school.
- Updating the replacement cost of an ETS pass (an increase of 2.8 per cent) to reflect the actual cost to the District effective September 2017.

Transportation fees will be posted on the District's website in August once approval of the fee template is received.

To assist with the sale of bus passes, schools will be provided with a list of enrolled students eligible for a reduced or waived transportation fee under *Bill 1*. Lists will be available in mid-August and will be updated on a regular basis as students change their home address throughout the school year.

Schools will be required to report the students that are issued a pass at a reduced or waived fee as a result of *Bill 1*. Guidelines will be developed and sent to schools by mid-August.

Communication plan:

Communications has drafted a strategic plan to share information about the impact *Bill 1* will have on families and school communities. Communications continues to provide support to our Central units and schools. The strategic plan addresses what will be provided to parents before the end of the 2016-2017 school year and the plan for 2017-2018 school year.

2016-2017 communication

- Due to the time constraints, material that is provided to families before the end of this school year is high level (Attachment IV). Schools will be encouraged to post the material to SchoolZone, with a commitment to provide more information in August, before school starts.
- Communications will provide messaging to schools to support the material.
- Communications will also provide messaging to schools related to transportation.

2017-2018 communication

- Fees will be posted online to each school website mid-August; this will be done centrally so there is no impact to schools.
- Communications will create a suite of materials for schools and families, including social media posts, new content for epsb.ca, graphics/visuals.

KEY POINTS

- Due to the logistical challenge of providing fee information by the June 30th deadline, specifically related to non-curricular travel, extracurricular fees (including sports teams) and activity fees (field trips) the Province has provided an extension to submit the per student fee amount before September 15, however, the total fees being charged for these categories still needs to be included with the package due by June 30.
- School jurisdictions are required to obtain approval in writing from the Minister on any fees “not set out in the boards currently reviewed fee schedule” (new fees not currently charged) or “proposed to be increased by an amount that exceeds 5 per cent” (per student), compared to the Boards currently reviewed schedule. (Note: field trips and non-curricular travel do not require written ministerial approval, although these fees will be reviewed.)
- School jurisdictions must submit copies of District policies/regulations reflecting compliance with the *Bill 1* regulations by June 30, 2017.

NEXT STEPS

Edmonton Public School Board will submit all the required information to the Province on or before Friday, June 30, 2017. Following approval of the fee schedules by the Minister, copies of the individual schedules will be posted on each school website.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Bill 1 – Guide to School Fees
ATTACHMENT II	Fee Schedule/Template provided by the Province
ATTACHMENT III	District Fee Guide Q&A
ATTACHMENT IV	June communication handout

TB:ja



Guide to School Fees

Draft

May 1, 2017, updated May 12, 2017



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Bill 1: An Act to Reduce School Fees

In April 2017, the Alberta government passed legislation to reduce school fees for Alberta families. The first phase of the legislation comes into effect September 1, 2017 and contains provisions to prevent school authorities from charging for instructional supplies and materials and from charging transportation fees for eligible students taking the bus to their designated school when they reside 2.4 kilometres or more away.

It is expected that Phase II will be rolled out for the 2018-2019 school year and will address additional fees such as lunch supervision, complementary course fees and others.

Instructional Supplies or Materials

As of September 1, 2017, public school boards will no longer be permitted to charge fees for instructional supplies or materials.

Included in this category are fees for:

- Textbooks (not including a refundable deposit)
- Workbooks
- Photocopying
- Printing and paper supplies
- Any common fees charged to an entire student body or grade cohort (school boards often refer to such fees as instructional fees, instructional materials, or basic fees).

Transportation fees

Through the *School Act* and the *Student Transportation Regulation*, boards are required to provide transportation to and from a student's designated school, if the student resides 2.4 kilometres or more away from this school. *Bill 1* removes bus fees for these students.

Edmonton Public Schools' Guide to School Fees

Edmonton Public Schools is committed to fulfilling the requirements made in *Bill 1: An Act to Reduce School Fees*. Compared to previous years, there are a number of changes to the way we set and assess fees.

Note: The guide will continue to be updated as new information around Bill 1 is received.

The categories stipulated in the document have been determined by Alberta Education; Edmonton Public Schools is required to adhere to these categories.

Although *Bill 1* has removed some fees for parents, there are fees that schools are still permitted to charge. If parents are unable to pay the school fees, they are encouraged reach out to their principals.

If students haven't or are unable to pay optional fees, schools must provide students with the necessary knowledge and information to be able pass the course. No student should be denied access based on their ability to pay or not pay a fee.

Changes for 2017-2018 school year: Fees that cannot be charged

As per *Bill 1*, there are a number of instructional supplies and materials that can NO longer be charged:

- **Textbook rental fees** - Schools can no longer collect a textbook rental fee, unless it is a refundable deposit.
- **Workbooks** - if workbooks are used for instructional purposes in the classroom, no fee can be charged. This includes workbooks that are sold individually or in combination with other supplies.
- **Printing and photocopying** - fees for printing and/or photocopying cannot be charged. Schools cannot include printing/photocopying paper on supply lists.
- **Technology user fees** - schools cannot charge to rent computers (or other electronic devices), software applications or any other technology-related infrastructure.
- **Registration fees** - schools cannot charge a non-refundable registration/administration fee. This includes registration fees for distance learning.
- **Common/blanket fees** - Schools cannot charge fees categorized as "kindergarten fees," "registration fees," "enrichment fees," "resource fees," "program fees," etc.

Transportation Fees

Transportation fees are set annually by Student Transportation and are approved by the Board of Trustees each year.

While *Bill 1* stipulates fees that cannot be charged, Edmonton Public Schools is awaiting the province's regulations to fully develop its transportation plan for 2017-2018. We anticipate receiving the regulations in early June and will provide schools with more information as it becomes available.

Changes for 2017-2018 school year: Fees that can be charged

While *Bill 1* stipulates the kinds of fees that cannot be charged, schools are still permitted to charge some fees, in accordance with the District's rules and regulations.

Regardless of the fee, or sale of good or service, schools must have documentation to support the amount being assessed.

Examples of fees that may continue to be charged include:

- **Refundable textbook deposit** - junior and senior high schools may implement a Refundable textbook deposit where a \$75 fee is collected from students their first year at the school. Assuming all textbooks are returned in good condition, a refund equal to the same amount paid will be issued once the student leaves the school.
- **Agendas** - Schools may continue to charge for agendas, however they have to be clearly identified as "optional." Parents should have the choice of providing their own agenda or purchasing one from the school. If schools require students to have the school agenda, it needs to be provided at no cost.
- **Lunch supervision fees** - Schools may continue to charge a fee for students who use supervised lunchroom facilities.
 - The District's Administrative Regulation [HH.AR](#) outlines the process for calculating and assessing these fees.
 - Schools must use the Lunch Supervision Calculator located in Finance Live.
- **Alternative program fees** (that does not include workbooks and photocopying) - If you believe the enhanced material is necessary for the program and no other alternative can be used (such as posting the information online), then you can include the enhanced materials on the fee sheet, which must be categorized as "enhanced resources." Schools must be able to substantiate and defend the fee.
 - Schools cannot classify it as "blanket fee" or even "Cogito fee" because that does not describe how the fee is being used.
- **Optional (complementary) courses** (Band, Fine Arts, Career and Technology Studies)
 - *Bill 1* does not change the ability for schools to charge fees for CTS or other optional courses:
 - These fees must be identified as optional; information must be provided to parents about what the fee is covering.
 - The fee cannot include instructional materials.
 - If there is a difference in fees from one grade to another, they must be accounted for separately.
- **Activity (field trip) fees** - Schools can continue to charge fees for things like in-school presentations, residencies (artistic or athletic) or off-site learning opportunities.
 - Fees must clearly stipulate what is being charged.
 - For example, a field trip to Fort Edmonton must detail how much of the fee is being used for transportation, admission and other items.
 - Starting in September 2017, field trips forms generated through PowerSchool will include a breakout of the itemized costs.

- If the field trip is related to a course, schools cannot include the cost of a supply teacher in the field trip fee.
- **Extra curricular fees** (clubs, sports teams, intramurals) - Schools may continue to charge fees for programs designed to broaden the school experience.
 - The fees for clubs and sport teams must clearly identify what is being charged.
 - If travel is required, refer to the Non-curricular travel section below.
- **Non-curricular supplies, materials and services (examples of items that can be charged):**
 - Locks
 - Agendas/kanga pouches
 - Study Keys (not being used in the classroom, for the student to use at home, for extra practice)
 - Graduation fees (not tickets to an event, but gown rental, etc)
 - Student Union Fees
 - Fitness centre access
- **Non-curricular travel** (travel experiences not connected to a course) - Schools can continue to charge fees for travel, accommodation and admissions charged for extended travel, whether it's related to arts, athletics or international travel.
 - Fees must clearly articulate what is being charged.
 - For example, a field trip to Calgary for a tournament must detail transportation, admissions, accommodation and any other applicable charges.
 - For travel that isn't connected to a specific course, fees can include the recovery costs of supply teachers.
- **Other sales and services**
 - Cafeteria sales, hot lunches and milk programs
 - Special events: these include ticket sales for events such as graduation (banquet, convocation), drama, music, art or athletic events.
 - Sales or rentals of other supplies/services: these include the sale of optional goods and services such as yearbooks, pictures or school spirit wear.
 - Lost item replacement fees: schools may assess a cost-recovery fee for lost items such as textbooks, library books, ID cards.
 - Schools may continue to have photocopy and printer cards for students, but they must be clearly identified as "optional." Students have the choice to use printers and photocopiers at school or their own devices at home. The printing of core course material has to be provided to the student at no charge.
- **Kindergarten fees** - Schools can no longer charge a common/blanket fee for Kindergarten. As mentioned previously, what you're charging for must be itemized. For example, a field trip (activity fee) can be charged and kindergarten supplies can continue to be charged.

We have not received clarification around items like Kinder Cooking or special craft fees. As such, if fees are going to be charged, they have to be clearly identified as "optional." If the fee is not paid, the school must provide the basic supplies or materials. Parents are still responsible for purchasing school supplies, however, if schools are purchasing supplies in bulk on behalf of parents, they may continue to do so on a cost-recovery basis. Schools must clearly communicate with parents about what they are receiving for this fee.

Checklist for schools

To assist schools, here's a quick checklist related to school fees:

- ☐ Does the fee relate to a good or service provided to the student without which the student could not meet the required learning outcomes of the Guide to Education at a basic level?
If the answer is yes, no fee can be charged.
- ☐ Does the fee being assessed clearly articulate what is being charged? For example, a field trip to the Telus World of Science would stipulate \$4 for transportation and \$8 for admission
- ☐ Does the fee use the name that describes the fee? (i.e., blanket or common fee cannot be used, as it does not articulate what the fee is for)
- ☐ Is this an optional fee? If so, it must clearly identify it as being optional, not mandatory.
- ☐ All fees must be clearly documented and supported. They should also be approved by the principal. A copy should be retained on file at the school.
- ☐ Are the fees collected being used for their intended purposes? (i.e., if the fee is assessed and communicated as being for a field trip - admission and transportation - there should be no expenses for a snack or supplies)

School supply list samples

As part of *Bill 1*, school districts are no longer able to charge for instructional supplies or materials, which are items like textbooks, workbooks, etc.

Schools may continue to send supply lists home to families to provide additional supplies like scribbblers, pencils, duotangs, etc. As part of the guide, we have included suggested school supply lists for Grades 1 to 9. Schools are encouraged to use these lists to help create consistency around the District; however, it is not mandated.

Quantity	Grade One
5	Duotangs (assorted colours)
4	Hilroy ½ blank ½ interlined exercise book
4	Hilroy interlined exercise book
20-24	HB pencils - Dixon Oriole (pre-sharpened)
1	Crayola 24 wax crayons
1	Pencil crayons (24)
1	Crayola 10 washable wide tipped markers
2-4	White eraser (large)
3	40g glue stick
1	Plastic pencil box
1	Fiskars 5" children's scissors (pointed)
2	Boxes facial tissue

Quantity	Grade Two
10	Plastic duotangs (assorted colours)
2	Hilroy ½ blank ½ interlined exercise book
1	Hilroy blank exercise book
2	Hilroy interlined exercise book
20-24	HB pencils - Dixon Oriole (pre-sharpened)
1	Crayola 24 wax crayons
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 10 washable wide tipped markers
2-4	White eraser (large)
1	Elmer's 120ml white glue
4	40g glue stick
1	Pencil sharpener with lid
1	Plastic pencil box/container
1	Fiskars children's scissors (pointed)
2	Facial tissue (boxes)

Quantity	Grade Three
1	200 pages ruled looseleaf
10	Duotangs (assorted colours)
4	Hilroy lined exercise book
20-24	HB pencils-Dixon Oriole (pre-sharpened)
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 12 washable fine tipped markers
2-4	White eraser (large)
1	Elmer's 120ml white glue
4	40g glue stick
1	30 cm clear plastic ruler (cm/mm)
1	Pencil sharpener with lid
1	Plastic pencil box
1	Fiskars children's scissors (pointed)
2	1" O ring binder
2	Boxes facial tissue

Quantity	Grade Four
1	200 pages ruled looseleaf
15	Duotangs (assorted colours)
4	Hilroy exercise book - 40 pages (8.5 x 11")
1	Hilroy 80 page 1cm x 1cm graph scribbler
20-24	HB pencils - Dixon Oriole (pre-sharpened)
1	Multipack pens
1	Highlighter
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 12 washable fine tipped markers
2-4	White eraser (large)
1	Elmer's 120ml white glue
2-4	40g glue stick
1	30 cm clear plastic ruler (cm/mm)
1	Pencil sharpener with lid
1	Plastic pencil box
1	Pointed scissors
1	Solar powered calculator
1	Boxes facial tissue

Quantity	Grade Five
1	200 pages ruled looseleaf
15	Duotangs (assorted colours)
1	80 page 4 x 1" graph scribbler
20-24	HB pencils - Dixon Oriole (pre-sharpened)
1	Pack multi colored pens
1	Highlighter
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 12 washable fine tipped markers
2-4	White eraser (large)
1	Elmer's 120ml white glue
3	40g glue stick
1	30 cm clear plastic ruler (cm/mm)
1	Plastic pencil box
1	Pointed scissors
1	Solar powered calculator
2	Boxes facial tissue

Quantity	Grade Six
1	200 pages ruled looseleaf
1	200 pages plain looseleaf
15	Duotangs (assorted colours)
20-24	HB pencils - Dixon Oriole (pre-sharpened)
1	Package multicolored pens
1	Highlighter
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 12 washable fine tipped markers
2-4	White eraser (large)
2	40g glue sticks
1	30 cm clear plastic ruler (cm/mm)
1	Box of reinforcements
1	Index dividers - pkg of 5
1	Pencil sharpener with lid
1	Plastic pencil box
1	Pointed scissors
1	Solar powered calculator
2	1.5" O ring binder
1	Geometry set
2	Boxes facial tissue

Quantity	Grade Seven
1	200 pages plain looseleaf
3	200 pages ruled looseleaf
1	Graph looseleaf 4 x 1" (50 sheets)
2	84 page 0.5cm x 0.5cm graph scribbler
1	1 coil bound scribblers
24	HB pencils - Dixon Oriole (pre-sharpened)
2	Packages multicolored pens
3	Highlighters
2	Sharpie fine tipped permanent marker (black)
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 12 washable fine tipped markers
2-4	White eraser (large)
1	40g glue stick
3	Index dividers - pkg of 5
1	Pencil pouch
1	Pointed scissors
1	30 cm clear plastic ruler (cm/mm)
1	Scientific calculator - TI30X
1	Roget's thesaurus
2	1" O ring binder
2	2" O ring binder
1	Combination lock - MasterLock
1	Geometry set

Quantity	Grade Eight
1	200 pages plain looseleaf
3	200 pages ruled looseleaf
1	Graph looseleaf 4 x 1" (50 sheets)
2	84 page 0.5cm x 0.5cm graph scribbler
1	1 coil bound scribbles
24	HB pencils - Dixon Oriole (pre-sharpened)
2	Packages multicolored pens
3	Red pen
2	Highlighter
1	Sharpie fine tipped permanent marker (black)
1	Crayola 24 pencil crayons (pre-sharpened)
4	Crayola 12 washable fine tipped markers
1	White eraser (large)
3	40g glue stick
1	Index dividers - pkg of 5
1	Pencil pouch
1	Pointed scissors
1	30 cm clear plastic ruler (cm/mm)
1	Scientific calculator - TI30X
2	Rogers Thesaurus
	1" O ring binder
1	2" O ring binder
1	Combination lock - MasterLock
1	Geometry set (4 piece)

Quantity	Grade Nine
1	200 pages lain looseleaf
3	200 pages Ruled looseleaf
1	Graph looseleaf 4 x 1" (50 sheets)
2	84 page 0.5cm x 0.5cm graph scribbler
1	1 coil bound scribblers
24	HB pencils - Dixon Oriole (pre-sharpened)
2	Packages multicolored pens
3	Highlighter
2	Sharpie fine tipped permanent marker (black)
1	Crayola 24 pencil crayons (pre-sharpened)
1	Crayola 12 washable fine tipped markers
4	White eraser (large)
1	40g glue stick
3	Index dividers - pkg of 5
1	Pencil pouch
1	Pointed scissors
1	30 cm clear plastic ruler (cm/mm)
1	Scientific calculator - TI30X
1	Roget's thesaurus
2	1" O ring binder
2	2" O ring binder
1	Combination lock - MasterLock
1	Geometry set

Fee schedule sample

We have created sample fee schedules you may choose to use. All fee schedules must include a comparison of fees from the 2016-2017 school year to the 2017-2018 year. You will have to justify any increase in fees. If you have fees that aren't set, or cannot be estimated, please fill it in as TBD. It is important that you reflect all fees being charged in your fee schedule.

Sample fee schedules can be found on [StaffZone](#).

SAMPLE				School Jurisdiction Code:		
		School Jurisdiction Name:				
TRANSPORTATION FEE REVENUE SCHEDULE						
for the Year Ending August 31, 2018						
		Proposed Per Student Fee 2017/18	Total Budgeted Proposed Fees 2017/18	Actual Per Student Fee 2016/17	Total Forecasted Actual Fees 2016/17	Per Student % Change
Transportation						
	Eligible students: ≥ 2.4 km to designated school		\$ -	\$ -	\$ -	0%
	Ineligible students: < 2.4 km to designated school	-	-	-	-	0%
	Ineligible students: to school of choice	-	-	-	-	0%
	Metro/Urban Transit Pass Differential	-	-	-	-	0%
	ECS Noon Hour Transportation Service	-	-	-	-	0%
	Non-provincial students > 2.4 km to prov. school	-	-	-	-	0%
	Fee for Transport to Secondary Address	-	-	-	-	0%
	Fee for Yard Service in Rural Area	-	-	-	-	0%
	Other Fee (please describe)	-	-	-	-	0%
	Total Transportation Fees		\$ -		\$ -	
Approved By:						
Superintendent of Schools			Secretary-Treasurer			

SAMPLE				School Jurisdiction Code: 	
				School Code: 	
		School Jurisdiction Name:			
		School Name:			

SCHOOL FEE REVENUE SCHEDULE					
for the Year Ending August 31, 2018					
	Proposed Per Student Fee 2017/18	Total Budgeted Proposed Fees 2017/18	Actual Per Student Fee 2016/17	Total Forecasted Actual Fees 2016/17	Per Student % Change
Basic Instruction Supplies					
Textbooks, workbooks, photocopying, paper	\$ -	\$ -	\$ -	\$ -	0%
Resources incidental to instruction					
- Common/General fee for grade ECS	-	-	-	-	0%
- Common/General fee for grades 1-6	-	-	-	-	0%
- Common/General fee for grades 7-9	-	-	-	-	0%
- Common/General for grades 10-12	-	-	-	-	0%
- Common/General fee for grade (x)	-	-	-	-	0%
- Bulk supply purchase fee for parents	-	-	-	-	0%
- Other Specified fee (please describe)	-	-	-	-	0%
- Other Specified fee (please describe)	-	-	-	-	0%
Total Basic Instruction Supplies		\$ -		\$ -	
Technology User Fees					
Other (please describe)	\$ -	\$ -	\$ -	\$ -	0%
Other (please describe)	-	-	-	-	0%
Total Technology User Fees		\$ -		\$ -	
Alternative Program Fees					
Other (please describe)	\$ -	\$ -	\$ -	\$ -	0%
Other (please describe)	-	-	-	-	0%
Fees paid to Society A (Per student only)*	-	-	-	-	0%
Fees paid to Society B (Per student only)*	-	-	-	-	0%
Total Alternative Program Fees		\$ -		\$ -	
<i>*Do not include alternative fees paid to societies in the total for this category.</i>					
Fees for Optional Courses					
Art	\$ -	\$ -	\$ -	\$ -	0%
Band	-	-	-	-	0%
CTS (please describe)	-	-	-	-	0%
CTS (please describe)	-	-	-	-	0%
Drama/Theatre	-	-	-	-	0%
Food Studies	-	-	-	-	0%
Fine Arts	-	-	-	-	0%
Music	-	-	-	-	0%
Physical Education	-	-	-	-	0%
Second Languages	-	-	-	-	0%
Sports Performance	-	-	-	-	0%
Other (please describe)	-	-	-	-	0%
Other (please describe)	-	-	-	-	0%
Total Fees for Optional Courses		\$ -		\$ -	
Non-Curricular Travel					
Other (please describe)	\$ -	\$ -	\$ -	\$ -	0%
Other (please describe)	-	-	-	-	0%
Total Non-Curricular Travel		\$ -		\$ -	

		Proposed Per Student Fee 2017/18	Total Budgeted Proposed Fees 2017/18	Actual Per Student Fee 2016/17	Total Forecasted Actual Fees 2016/17	Per Student % Change
	Early Childhood Services					
	Enhanced (Full Day) ECS	\$ -	\$ -	\$ -	\$ -	0%
	Other (please describe)	-	-	-	-	0%
	Total Early Childhood Services		\$ -		\$ -	
	Extracurricular Fees					
	High School Sports Team (Regular Season)	\$ -	\$ -	\$ -	\$ -	0%
	HS Sports Team (Tournament Travel <150 km))	-	-	-	-	0%
	HS Sports Team (Tournament Travel 150 -325 km)	-	-	-	-	0%
	HS Sports Team (Tournament Travel 350 km+)	-	-	-	-	0%
	Other (please describe)	-	-	-	-	0%
	Other (please describe)	-	-	-	-	0%
	Total Extracurricular Fees		\$ -		\$ -	
	Activity Fees					
	Field Trips	-	\$ -	-	\$ -	0%
	Other (please describe)	-	-	-	-	0%
	Total Activity Fees		\$ -		\$ -	
	Lunch Supervision And Noon Hour Activity Fees					
	Annual/Monthly	\$ -	\$ -	\$ -	\$ -	0%
	Drop-In	-	-	-	-	0%
	Total Lunch Supervision & Noon Hour Activity Fees		\$ -		\$ -	
	Non-Curricular Goods and Services					
	Agenda Books	\$ -	\$ -	\$ -	\$ -	0%
	Caution Fees/Refundable Deposits/Damage Fees	-	-	-	-	0%
	Fitness Centre	-	-	-	-	0%
	Library	-	-	-	-	0%
	Locker Rental	-	-	-	-	0%
	Locks	-	-	-	-	0%
	Student Council	-	-	-	-	0%
	Student ID	-	-	-	-	0%
	Uniforms	-	-	-	-	0%
	Other (please describe)	-	-	-	-	0%
	Other (please describe)	-	-	-	-	0%
	Total Non-Curricular Supplies and Materials		\$ -		\$ -	
	Other Fees to Enhance Education					
	Please describe	\$ -	\$ -	\$ -	\$ -	0%
	Please describe	-	-	-	-	0%
	Total Other Fees to Enhance Education		\$ -		\$ -	
	Other Fees					
	Please describe	\$ -	\$ -	\$ -	\$ -	0%
	Please describe	-	-	-	-	0%
	Total Other Fees		\$ -		\$ -	
	TOTAL FEES		\$ -		\$ -	
	Enrollment					
	School Jurisdiction Eligible Funded Students	Grades 1 to 9	-		-	
		Grades 10 to 12 FTE	-		-	
		Total	-		-	
		ECS Eligible Funded	-		-	
		FTE ECS Enrolled	-		-	
	Reviewed By:					
		3				

	Superintendent of Schools		Secretary-Treasurer			

FEE REVENUE TEMPLATE					
SAMPLE					
School Jurisdictions are expected to provide detailed explanations for all variances greater than 5%. These are highlighted in red in the Fee Revenue Template for your identification.					
Fee Description		Explanation of Fees with Per Student % Change > 5%			
<u>Transportation</u>					
<u>Basic Instruction Supplies</u>					
<u>Technology User Fees</u>					
<u>Alternative Program Fees</u>					
<u>Fees for Optional Courses</u>					
<u>Non-Curricular Travel</u>					
<u>Early Childhood Services</u>					
<u>Extracurricular Fees</u>					
<u>Field Trips</u>					
<u>Activity Fees</u>					
<u>Lunch Supervision And Noon Hour Activity Fees</u>					
<u>Non-Curricular Goods and Services</u>					
<u>Other Fees to Enhance Education</u>					
<u>Other Fees</u>					
		5			

District Fee Guide Q&A

Last updated May 17, 2017

School fees

What cannot be charged for?

Starting in the 2017-2018 school year, schools cannot charge for instructional supplies and materials.

This includes the following:

- **Textbook rental fees**
- **Workbooks** - if they are being used for instructional purposes in the classroom
- **Printing and photocopying** - any fees related to printing and/or photocopying cannot be charged. Schools cannot include printing/photocopying paper on supply lists.
- **Technology user fees** - schools cannot charge to rent computers (or other electronic devices), software applications or any other technology-related infrastructure.
- **Common/blanket fees** - these fees include “kindergarten fees,” “registration fees,” “enrichment fees,” “resource fees,” “program fees,” etc.
- **Registration fees** - schools cannot charge a non-refundable registration/administration fee. This includes registration fees for distance learning.
- **Transportation fees** - schools cannot charge fees for bussing service for students who attend their designated school and reside 2.4 kilometres, or greater, away. Schools cannot charge for public transit bus passes in this situation as well. Schools must ensure that any transportation fees that are waived are appropriately documented and accounted for.

What fees can schools charge?

While *Bill 1* stipulates the kinds of fees that cannot be charged, schools are still permitted to charge some fees, in accordance with the District’s rules and regulations. Detailed information about what can be charged is available in the Guide to School Fees.

- Refundable textbook deposit
- Lunch supervision fees
- Alternative programs (enhanced fees)
- Optional courses (enhanced fees)
- Activity fees (field trips)
- Study keys
- Extra curricular activities
- Non-curricular supplies, materials and services
- Non-curricular travel
- Other sales and services

How are we to report the fees we are charging for?

More details are provided in the Guide to School Fees, however, some of the key changes are how we charge for field trips, as an example. Previously the lump sum fee being charged would have incorporated all elements of the field trip (admission, transportation, etc). Effective September 2017 for transparency, you must reflect how much of the fee is being spent on transportation, how much is admission, and a breakdown of any additional fees (food, etc.).

Regardless of the fee, or sale of good or service, schools must have documentation to support the amount being assessed.

Has the format of the fee schedule changed for the 2017-2018 school year?

Yes. Your 2017-2018 fee schedules must include a comparison of fees from the 2016-17 school year to the 2017-2018 school year. Any increase in fees must be substantiated. If you have any fees that aren't set, or cannot be estimated, please fill it in as TBD. It is important that all fees being charged are reflected in your fee schedule.

How will I communicate with my school communities that fees will still be charged in September?

Communications is working to create public-facing materials that will explain that while *Bill 1* does remove some school fees, other fees do remain in place, in accordance with the District's rules and regulations. In the 2017-2018 school year, parents will have greater clarity about what fees they're being charged and what they are being used for.

What if parents cannot pay the school fees?

Parents will need to be in touch with their principals, if they are unable to pay the fees.

If students haven't or are unable to pay optional fees, schools must provide students with the necessary knowledge and information to be able pass the course. No student should be denied access based on their ability to pay or not pay a fee.

The categories of school fees seem different than previous years, have the labels changed?

Yes, the categories of fees identified in this document and the Guide to School Fees have been determined by Alberta Education. All districts across the province have to report the same way.

Who do I contact if I have additional questions?

First, we encourage you to keep checking the Guide to School Fees and this Q&A as they will be continually updated. If your questions haven't been answered here, please contact District Support Services.

Can I include supply costs for an outdoor education field trip- in town or overnight?

No - as the field trip is related to a course directly - no supply costs can be recovered from students.

Can I include supply costs for a basketball team trip to Vancouver?

Yes - as this trip is extra-curricular in nature and not tied directly to a course - supply costs can be recovered as part of the fee assessed to students

New Q&A - added May 9, 2017

Can we charge for agendas?

Yes, you can charge for agendas, however they have to be clearly identified as “optional.” Parents should have the choice of providing their own agenda or purchasing one from the school. If schools require students to have the school agenda, then it needs to be provided at no cost.

We are still able to charge for CTS/optional courses?

Bill 1 does not change the ability for schools to charge fees for CTS or other optional courses. These fees must be identified as optional and information provided to parents must identify what the fee is covering.

Do we charge for recorders?

Parents can choose to purchase a recorder through the school or on their own. If they do not, the school must provide one as a loaner, which will be returned to the school after its use.

Are we allowed to charge fees for alternative programs (ex. Cogito, Logos)?

If you believe the enhanced material is necessary for the program and no other alternative can be used (such as posting the information online), then you can include the enhanced materials on the fee sheet, which must be categorized as “enhanced resources.” Schools must be able to substantiate and defend the fee.

In the past, we charged a blanket Kindergarten fee; how would we classify that now?

Schools can no longer charge a common/blanket fee for Kindergarten. As mentioned previously, what you’re charging for must be itemized. For example, a field trip (activity fee) can be charged and kindergarten supplies can continue to be charged.

We have not received clarification around items like Kinder Cooking or special craft fees. As such, if fees are going to be charged, they have to be clearly identified as “optional.” If the fee is not paid, the school must provide the basic supplies or materials.

Should the school purchase Kindergarten supplies in bulk, or have parents purchase them?

Parents are still responsible for purchasing school supplies, however, if schools are purchasing supplies in bulk on behalf of parents, they may continue to do so on a cost-recovery basis. Schools must clearly communicate with parents about what they are receiving for this fee.

Should parents expect to see reductions to educational programs as a result of *Bill 1*?

No. Districts across the province were provided additional funding for the 2017-2018 school year to offset revenue that would be lost as a result of *Bill 1*. This funding will help ensure that programming, at a minimum, is maintained at previous levels. Districts have been told *Bill 1* is the first phase, so additional changes may be coming. The government is committed to working with school boards to ensure programming is maintained on a go-forward basis.

Can we charge for study keys?

Schools may charge for study keys that are optional and NOT used for instruction in the classroom. These would include study keys that are used by the student at home for extra practice, for example.

ALL study keys that are used in the classroom for instructional purposes must be provided by the school at no cost.

At our high school, students have pre-loaded printing/photocopying cards; can this continue?

You may continue to have these cards, however they must be clearly identified as “optional.” Students have the choice to use printers and photocopiers at school or their own devices at home.

The printing of core course material has to be provided to the student at no charge.

Will we charge a lunch supervision fee for students who are bused, who may no longer have to pay for busing?

If a student is attending their designated school and paying yellow bus fees, they do not have to pay lunch supervision fees. If a student is not paying the bus fee, they are eligible to pay the lunch supervision fee, if they are attending their designated school. Please read regulation [HH.AR](#) for more information.

Can we still charge a lump sum field trip fee at the beginning of the year - or do we have to charge a pay as you go fee?

Schools can still assess a lump sum field trip fee at the beginning of the year as long as they can support the fee being assessed. For example - if the school is charging \$120 for field trips - then there should be support for why \$120 is being charge - i.e. what field trips are planned? How much is for transportation? As previously mentioned - communication to parents should be clear and transparent about what is being charged with any fee.

Transportation: information directly from the Province

Please note, the below information comes directly from the Province. The District is still trying to assess the impact *Bill 1* will have on our transportation services/practices.

As more information becomes available, we will distribute it to schools.

Which transportation fees are being eliminated?

- Transportation fees can no longer be charged to students who attend their designated school and reside 2.4 kilometres or more from that school.
- The removal of these busing fees will benefit the parents of approximately 145,000 students across the province.

Why is the eligibility criteria set at 2.4 kilometres?

- This distance criteria has been long-established in the *School Act* and the *Student Transportation Regulation*.

- This criteria is used to determine whether a board is responsible for providing transportation for the student or whether it is the parents' responsibility. For students who are less than 2.4 kilometres, it is the parents' choice on how to get their child(ren) to school.
- The province recognizes that this criteria is the subject of much public debate.
- Moving forward, the province will engage stakeholders—including parents—in discussions regarding the suitability of this distance criteria.

Which transportation fees can still be charged? Why?

- The only transportation fee being eliminated is for students who attend their designated school and reside 2.4 kilometres or more from that school.
- This means that school boards may charge fees in other instances, including:
 - The transportation of students to a non-designated school (also referred to as a school of choice), or
 - The transportation of students who live less than 2.4 kilometres from their designated school.
- As per the *School Act*, school boards are not obligated to provide transportation to students attending a school of choice, nor students who reside less than 2.4 kilometres from their designated school.
- As school boards are not obligated to provide this service, they will retain the ability to charge transportation fees in such situations.

What is a designated school?

- All students have a designated school that is determined by the attendance area set by the school board.
- Designated schools offer regular programming and are not schools of choice.
- Designated schools are usually, but not always, the closest school that offers regular programming to the residence of the student.

What is classified as a "school of choice"?

- Schools of choice are schools that are chosen because of a particular program being offered. Some examples include language or cultural immersion programs, sports or club academies, faith based schools (offered by non-Catholic jurisdictions), art or science schools, traditional learning centres, international baccalaureate programs and alternative programs.

Why are language immersion schools classified as schools of choice? Isn't this different than previous practice?

- All students have a designated school; parents have the choice to enrol their child in a language immersion program.
- This is not different from previous practice. Language immersion programs are a school of choice.

Next steps

The information that EPSB must submit to the province by June 30th includes several accountability measures, including the establishment and submission of fee policies, a fee waiver policy, and copies of ALL the individual fee schedules for every school.

Should a board propose school or transportation fee increase, the Minister must be provided with a

rigorous analysis and justification of such increases prior to consideration.

Supply lists

Are we still allowed to charge for school supplies?

Schools are no longer able to charge for instructional supplies or materials, which are items like textbooks, workbooks, etc. Schools may continue to send supply lists home to families to provide additional supplies like scribblers, pencils, duotangs, etc. We have provided you with sample school supply lists, per grade, that have been created with input from principals. While you are not obligated to use these lists, you are encouraged to do so.

We have also included some Q&A's between ASBOA and Alberta Education. All answers were provided by Alberta Education.

We are looking for some clarity on what is being considered when defining instructional fees...

For September 2017, Boards will be allowed to charge fees for enhanced type fees. Instructional and learning resource fees will not be allowed. The *School Fees Regulation* will provide more clarity once developed. Alberta Education's definition from Audited Financial Statements = fees for services, supports and materials required for a student to be successful in meeting the core learning outcomes of the Guide to Education at a basic level.

Is the intent of *Bill 1* to remove all general fees, or can school boards continue to charge a general fee associated with a specific service that is not a requirement under the *School Act*?

The intent of *Bill 1* for the 2017-18 school year is to remove all instructional supplies and material fees and student transportation fees for eligible passengers going to their designated school, which is 2.4 km or greater from their residence. It is expected that future versions of the school fees regulation will place more limitations on fees that boards can charge. It is expected that these increased fee limitations will come into place for the 2018-19 school year.

Are kindergarten and other early childhood programs currently exempt from the application of *Bill 1*?

No. This bill applies to Kindergarten to grade 12.

How will fees for Kindergarten be affected? Our District currently charges two types of fees for kindergarten a "Basic Fee for Instructional Resources" of \$50 and an "Activity/Nutrition" fee (for field trips and snacks) of \$60. Will one or both of these fees be disallowed for 2017-18?

Under this example, the Basic Fee of \$50 for Instructional Resources would no longer be permitted. The field trip and snack fee would be allowed to continue for the 2017-18 school year, but would have to be separated out.



Fees for 2017–2018

In March, the provincial government introduced new rules around what school districts can charge families. These new rules come into effect for the 2017-18 school year.

School Fees

What does this mean for you and your family?



While some school fees still remain, as of September, you won't have to pay for some things you've previously paid for. The new rules will also bring more clarity to what you're paying for; you'll know where your money is going for things like field trips, supplies, extra curricular activities, etc.

When will I know what my school fees are?

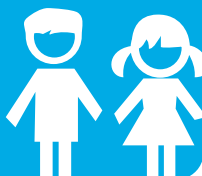


School fees will be posted to your school's website in August. You may have received a school supply list from your school already, which parents are still responsible for buying. Some schools bulk purchase school supplies, which is still allowed, however they must tell you what you're paying for. If you have questions, please contact your school.

Kindergarten fees

If your child is entering Kindergarten, you may be charged fees for things like field trips and Kindergarten supplies. The school will tell you exactly what it is being used for.

Your school may purchase Kindergarten school supplies in bulk and that fee may be passed on to you.



What can be charged?

More information for families will be available for school startup, but here's a quick snapshot of what families **can** and **cannot** be charge for:



Schools **cannot** charge fees for:

- Textbooks
- Workbooks
- Photocopying or printing paper



Schools **can** charge fees for:

- Refundable textbook deposits
- Agendas (optional)
- Lunch supervision
- Alternative programs
- Optional (complementary) courses
- Activities like field trips
- Extracurricular activities (clubs, sports teams, intramurals)
- Non-curricular supplies (locks, Kanga pouches, at-home study keys, graduation gown rental, Student Union, fitness centre access, etc.)
- Other optional goods and services, such as cafeteria sales or hot lunch programs, special events, graduation banquets, yearbooks, school photos, lost item replacement, photocopy/printer cards, etc.

- Kindergarten

Transportation Fees

The province has also introduced new rules about what school districts can charge for transportation. These new rules come into effect for the 2017–2018 school year.

What does this mean for you and your family?



In some cases, your family will pay less for transportation. In other cases, it will remain unchanged. Edmonton Public Schools is working out what this means for each and every student. More information will be available in August.

When will I know what my transportation fees are?



Transportation fees will be posted to the District's website in August. If you have questions about what this means for you, please contact your school.

Paid transportation fees

Families will still be required to pay for transportation fees for the following students:

- Those who live less than 2.4 kilometres from their designated school
- Those who enrol at a school that's not their designated school. This includes students attending schools of choice and alternative programs, including immersion programs.

Waived fees for students who use yellow bus service



If your child uses **yellow bus service** and meets the following criteria, your transportation fees will be waived:

- Students who attend their designated school and reside at least 2.4 kilometres away.
- Students who attend a District Centre special needs program or an inclusive setting at their designated school.

Reduced fees for students who use Edmonton Transit Services (ETS)



If your child uses **Edmonton Transit Services (ETS)** to get to school and meets the following criteria, your transportation fees will be reduced for the 2017–2018 school year:

- Students who attend their designated school and reside at least 2.4 kilometres away.
- Students who attend a District Centre special needs program or an inclusive setting at their designated school.



Students cannot receive more than one form of transportation service from the District.



More information

For more information about *Bill 1* and changes to school fees, including an in-depth question and answer section, visit the Government of Alberta website at education.alberta.ca.

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: International Student Program Fees
(Response to Request for Information #219)

ORIGINATOR: Nancy Petersen, Acting Executive Director

**RESOURCE
STAFF:** Ann Calverley, Grace Cooke

REFERENCE: May 23, 2017 Board meeting (Board Chair Draper)
[School Act](#)
[Funding Manual For School Authorities 2017/2018 School Year](#)

ISSUE

The following information was requested:

That information be provided regarding whether there is any type of assistance for international students should they not be able to afford the international student fee.

BACKGROUND

In the province of Alberta, access to education is defined by the *School Act*. In turn, funding received by the District from Alberta Education is intended to provide educational programming to those children and youth who are eligible to access educational programming, as per the terms and conditions of the *School Act*.

Accountability and alignment to the *School Act* is reflected in Board Policy HEC.BP Student Admission, which states, *"To support the Board's Vision, individuals who have an entitlement to an education will have access to schooling in accordance with district regulations related to student admission, placement and accommodation."*

HEC.BP further establishes the expectation that District tuition fees are charged to international students wishing to participate in educational programming offered by the District.

CURRENT SITUATION

The District's decision making around the use of provincial funding reflects the needs and best interests of the students who are eligible to access educational programming as defined in the *School Act*. This does not include use of District funds to support sponsorship of international students.

There is nothing preventing a third party stakeholder from sponsoring an international student to attend educational programming in the District.

KEY POINTS

- With respect to residency, the *School Act* (s.8) provides that individuals who are Canadian citizens, lawfully admitted to Canada for permanent residence, or are children thereof, are entitled to have access to an education program.
- Under the “Responsibility to students” portion of the *School Act* (s.45), school boards are required to provide its resident students with an education program consistent with the *School Act* and its regulations.
- The *Funding Manual For School Authorities 2017/2018* makes it clear that the funding distributed to school authorities are to support the education of “Alberta children and students”, and meet the educational needs of all “funded children/students” (pp.8-9).

Consequently, the District is not obligated to provide international students with an education program.

NP:GC:mh

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Before and After School Care - Escuela Mill Creek School
(Response to Request for Information #221)

ORIGINATOR: Dr. Lorne Parker, Executive Director

**RESOURCE
STAFF:** Leanne Fedor, Terri Gosine, Christopher Wright

REFERENCE: May 23, 2017 Board Meeting (Trustee Stirling)

ISSUE

The following information was requested:

1. What steps are being taken to ensure that space for before and after school care programming is available as a part of the replacement school design of Escuela Mill Creek School? 2. What is required to make this space available? 3. What additional resources might be needed in order to provide daycare options on site?

BACKGROUND

The Escuela Mill Creek replacement school project was announced as approved on October 8, 2014, in response to the District's submission of the Three-Year Capital Plan 2015-2018, approved by the Board of Trustees on April 24, 2014. Subsequent to the announcement, funding to develop a detailed design for the project was approved on January 23, 2015. The District was instructed to include construction funding requests within the Three-Year Capital Plan 2016-2019, which was approved by the Board of Trustees on April 7, 2015. Construction funding for a replacement school was announced in the fall of 2016.

The District is in the very early stages of planning the design of the replacement school. On May 10, 2017, the District hosted a community visioning session where families and community members were invited to learn about the project and provide their input and vision for the future replacement school. One of the pressing issues for the community that came forward in this session was the need for the provision of child care in the new building.

CURRENT SITUATION

The approved capacity of the replacement school is 350 students. The Spanish Bilingual program is anticipated to grow to two full classes per grade within three years at Escuela Mill Creek School. This enrolment will occupy all available approved student spaces in the school.

Escuela Mill Creek School currently leases space to both a Spanish playschool program provider and a day care/out of school care provider. These stakeholders utilize a total of four classrooms of space as well as the sharing of the gym and the stage. A number of the current and future students of Escuela Mill Creek School utilize the programming provided by these lease groups.

KEY POINTS

- Child care is a valuable wrap around service provided at many of our District schools and it is the intention of administration that the District will continue to offer this service in the replacement building for Escuela Mill Creek School.
- In order to facilitate the ability to offer wrap around services, leasable space will be contemplated in the physical design of the replacement school above and beyond the approved student capacity of 350 students.
- Funding for purpose built space that does not accommodate K-12 programming has traditionally not been provided to the District. A financial model will need to be developed in order to fund the construction of these purpose built spaces.
- The administration is currently exploring models in which out of school care can be delivered within replacement school projects, including Escuela Mill Creek School.
- Further information will be provided to Trustees when a viable, sustainable and repeatable concept has been identified.

ATTACHMENTS and APPENDICES

N/A

LF:TG:kk

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE STAFF: Funmi Chris-Oberiko

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Ms. Shauna Hein passed away on June 1, 2017, at the age of 50 years. Ms. Hein started her career with the District as a teacher in August 1989. In her 28 years with the District, she taught at Fraser, Westbrook and Weinlos schools. She is survived by her husband, Jeff, daughter, Brenna and her stepson, Aaron. A celebration of her life was held on June 8, 2017.

Ms. Kathleen (Kathy) Thomas passed away on June 5, 2017, at the age of 57 years. Ms. Thomas was hired to the District as a teacher in August 1997. She taught at Daly Grove, Fulton Place, Garneau, Queen Alexander, Richard Secord and Hardisty schools. Ms. Thomas was on leave of absence at the time of her passing. She is survived by her husband, Larry, and her children, Melissa, Joshua, Jessica and Zachary. A celebration of her life was held June 10, 2017.

AA:fco

DATE: June 20, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2017 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [School Act](#) Sections 61, 65(2), 65(3), 67(1)

ISSUE

Each year, at the conclusion of the last scheduled public board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

BACKGROUND

The first recommendation provides for the calling of special board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 61 of the *School Act*.

RELATED FACTS

The delegation of authority is effective June 20, 2017, following the last official meeting of the Board.

RECOMMENDATION

1. That in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special board meetings during the 2017 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That, in accordance with Section 61(1) of the *School Act*, effective June 20, 2017, delegation of authority to the Superintendent of Schools to make decisions during the 2017 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public board meeting in the fall of 2017.

CONSIDERATIONS and ANALYSIS

Should a special board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

KM:sj