




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, June 19, 2018
2:00 p.m.

Board Meeting #14

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Recognitions
 - 1. National Indigenous Peoples Day
(NO ENCLOSURE)
 - 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 #13 – June 5, 2018
- 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 18, 2018, to speak under this item.)
- I. Reports:
 - 4. Approval of the 2018-2019 Spring Budget
(Recommendation)
 - 5. Implications of the 2017 Federal Budget on Trustee Remuneration
(Recommendation)
 - 6. Locally Developed Courses
(Recommendation)
 - 7. First, Second and Third Readings of Board Policies to Align with Legislation:
 - FA.BP – Human Resources Framework
 - HFA.BP – Sexual Orientation and Gender Identity
 - HG.BP – Student Behaviour and Conduct
(Recommendation)
 - 8. First Reading of Policy HAA.BP – First Nations, Métis, and Inuit Education
(Recommendation)

AGENDA

**BOARD OF
TRUSTEES**

Michelle Draper
Board Chair

Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

- 9. 2017-2018 Superintendent of Schools' Evaluation Summary
(Information)
- 10. Shared School Design Models in Saskatchewan
(Information – Response to Request for Information #018)
- 11. Delegation of Authority – 2018 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 18, 2018, 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 19, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Michael A. Strembitsky Award Recipients

ORIGINATOR: Lisa Austin, Chief Communications Officer, Communications

RESOURCE

STAFF: Cathy MacDonald, Rick Stiles-Oldring

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 Grade 12 students who best exemplify the award criteria.

CURRENT SITUATION

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

Name	School
Dutch Harajdic	Academy at King Edward
Ksenia Voronina	Centre High Campus
Zachary Flynn	Eastglen School
Jake Thorsteinson	Edmonton Christian School
Palehswan Chitrakar	Harry Ainlay School
Matthew Zita	J. Percy Page School
Aminah Attar	Jasper Place School
Michael Zhang	Lillian Osborne School
Madison Giese	M.E. LaZerte School
Astrid Krueger	McNally School
Ayo Akindele	Millwoods Christian School
Andrew Li	Old Scona School
Fatema Mahmod	Queen Elizabeth School
Yuyang Yan	Ross Sheppard School
Ryan Jacques	Strathcona School
Larissah Lashley	Victoria School of the Arts
Tessa Molnar	Vimy Ridge Academy
Jasmine Dhatt	W.P. Wagner School

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 #13**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, June 5, 2018 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Student Trustees

Astrid Krueger

Farzeen Ather

Zachary Flynn

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

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.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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A. O Canada 

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Stirling:

**“That the agenda for the June 5, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair reported that on May 25, 2018, the Art at the Centre display was held at the Centre for Education. She explained the event showcased student artists and their 248 pieces of artwork and that the pieces of art will be featured throughout the Centre for Education in the next school year. The Board Chair advised that the 248 pieces were chosen from 1,200 submissions. She thanked all the student artists whose pieces will make a more beautiful workplace for everyone who works at or visits the Centre for Education.

The Board Chair advised that she was honoured to attend the Educational Assistant celebration on May 31, 2018. She explained that Education Assistants work alongside teachers to ensure every student in the District has the opportunity to learn, no matter what special requirements students may have. The Board Chair said the work of the Educational Assistants is vital to ensure that students receive support developing their language, motor, speech and social skills.

The Board Chair reported that she attended the Rideau Park 40th anniversary Tea and Volunteer Appreciation event on May 31, 2018. She commented that for four decades, the school has had tremendous community and volunteer support and that it is remarkable that some of the first students that attended Rideau Park School could now be parents, dropping their own children off at the school and possibly continuing a family connection to the German language.

The Board Chair shared that June 1, 2018, was Reconciliation in Education Day that reminded everyone of the important relationship and promise to be good neighbours to one another, and good stewards for children. She advised that in partnership with Edmonton Catholic Schools and the City of Edmonton there were a series of events in recognition of reconciliation in education with the hope that events such as this one will help build a greater understanding of reconciliation and stronger futures for everyone.

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

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The Superintendent announced that two District teachers, Ms Linda Hut and Ms Stacey Taylor recently received national recognition with Certificates of Achievement from the Prime Minister's Awards for Teaching Excellence. He explained that Ms Linda Hut teaches 600 hundred students from 25 classes in a week of hands-on, inquiry-based learning at Edmonton City Hall where students learn about municipal government and consider issues such as equality, poverty, reconciliation and the environment. The Superintendent noted that Ms Taylor is a teacher at the Victoria School with a fine arts background, and is passionate about integrating the arts into all subject areas and that she set the direction in the school for the acceptance of Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students and for providing a safe learning environment. The Superintendent congratulated both teachers and recognized the great work they do for District students.

F. Minutes

1. Board Meeting #12 – May 22, 2018

MOVED BY Trustee Johnner:

**"That the minutes of Board Meeting #12 held May 22, 2018, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Motion re: Review of Edmonton Public Schools Policy EM.BP Alcoholic Beverages and Tobacco Use

MOVED BY Trustee Janz:

**"That the Board review its tobacco policies, considering the listed items in the model policy put forward by Action on Smoking on Health and the upcoming legalization of cannabis."
(UNANIMOUSLY CARRIED)**

3. Consideration of School Closure to Facilitate the Westlawn Consolidation Project

MOVED BY Trustee Ip:

**"1. That the Board approve a motion to consider closure of Afton School."
(UNANIMOUSLY CARRIED)**

**"2. That the Board approve a motion to consider closure of Glendale School."
(UNANIMOUSLY CARRIED)**

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

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

“5. That the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97).”

IN FAVOUR: Trustees Adams, Draper, Estabrooks, Gibson, Ip, Janz, Johner and Stirling

OPPOSED: Trustee Dunn

(CARRIED)

4. Student Senate – Summary of Work Accomplished

The Student Senate presented a summary of their 2017-2018 work to the Board of Trustees.

There was a short break in the meeting.

5. Strategic Plan Update – Building Capacity and Wellness: Supporting Staff through Their Career Journey

The Board of Trustees received an overview of efforts being taken in support of Priority 2, Goal Three: Building Capacity Through a Culture of Collaboration and Distributed Leadership with the outcome that staff who are supported through access to professional development, awareness of career opportunities and development of positive relationships and culture tend to stay with an organization, promote the benefits of working for the organization to others and are more engaged in their work and the goals of the organization.

Trustee Estabrooks left the meeting at 4:45 p.m.

6. Developing Core Competencies in Technology for Students
(Response to Request for Information #017)

Information was provided that there are currently many ways that District schools are developing competencies in coding with students, both during instructional time and outside of the classroom. There are a range of courses at the junior high and senior high level that provide opportunities for students. For example, Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) courses are available that contain learning outcomes through which students develop computer programming, coding and or robotics skills and knowledge development. In the 2016-2017 school year, there were 8,894 successful completions of high school computer science courses in which coding was embedded as part of the learning.

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I. Other Committee, Board Representative and Trustee Reports

Trustee Adams submitted the following written report:

The Policy Review Committee received excellent feedback from students at three different high schools, a parent meeting at Highlands and a meeting with leaders from several different organizations that work with First Nation, Métis, and Inuit peoples. The feedback from these meetings was very valuable and informative and will not only be very helpful in updating the Edmonton Public Schools Aboriginal Education Policy, but also provides the District a much deeper understanding of the needs and issues that must be addressed for the success for the District's First Nation, Métis, and Inuit students.

Trustee Adams was honoured to bring greetings on behalf of the Board of Trustees at the Grade 9 farewell, to congratulate the graduating students and to thank the staff and the parents of Michael A. Strembitsky School for their hard work that brought them to their day of celebration. Trustee Adams shared that it was a very personal and special time together and that the Michael A. Strembitsky Orchestra was one of the highlights of the night.

Trustee Adams reported that the Vaisakhi Celebration at Meyokumin School was a wonderful success. She advised that children from every grade performed their cultural dances adorned with beautiful outfits before a full house. Trustee Adams was pleased to bring greetings on behalf of the Board of Trustees and thanked Principal Brierley and the staff their work in making the celebration such a success.

Trustee Adams was pleased to attend the Reconciliation in Education event at City Hall to honour and celebrate the heart of reconciling with First Nations, Métis, and Inuit peoples. She advised that several First Nations, Métis, and Inuit students from across Edmonton attended the ceremony as well.

Trustee Adams reported that she presented the motion from Trustee Dunn at the Alberta School Boards Association Zone 2/3 meeting to advocate to the Ministries of Health, Education and Infrastructure for increased access to mental health services in schools through cross-ministerial collaboration and dedicated funding for accredited mental health professionals who work directly in schools. She advised that the motion was discussed and well received by the various boards present.

Trustee Adams advised that she and several other Trustees attended the Alberta Teachers' Association (ATA) meet and greet and that it was a great opportunity to talk informally and get to know teachers better and to thank them for the great work that they do. She thanked the ATA for organizing this event.

Trustee Adams attended the Westlawn Cluster public meeting May 28, 2018, to discuss the closure of the four schools within the cluster and two new builds taking place at Afton and

MINUTE BOOK

Westlawn. She advised that there was good parent and community attendance with lots of helpful discussion.

Trustee Adams reported that it was at pleasure to attend the Educational Assistants Celebration that was hosted by Inclusive Learning at the Chateau Louis hotel. She commented that Educational Assistants are invaluable to the work that takes place in District schools. Trustee Adams advised that presentations were made by the Board Chair and Superintendent.

Trustees Adams advised that the CUPE Local 474 (Custodial Staff) barbeque was a great evening and that the spirit of comradery was evident as the members and guests enjoyed time together and that the members were pleased by the representation of Trustees.

Trustee Dunn submitted the following written report:

Trustee Dunn thanked Dovercourt and Grovenor Schools for inviting her to their recent School Council meetings. She advised that it is always a pleasure to have discussions with parents about the work of the Board and to consider their feedback in her work with the Board of Trustees.

Trustee Dunn thanked the Westglen School for inviting her to share in the first Traditional Pow Wow that was hosted on May 25, 2018, and that it was a wonderful day of community and culture.

Trustee Dunn attended the celebration of Educational Assistants, the Edmonton Public School Teachers' Appreciation dinner, and the CUPE 474 (Custodial Staff) annual barbeque.

Trustee Estabrooks submitted the following written report:

Trustee Estabrooks thanked the staff of Edmonton Catholic Schools, Edmonton Public Schools and the City of Edmonton for working together on the Reconciliation in Education Day. She advised that she and Trustee Stirling attended. She thanked Queen Elizabeth student Izaiah Swampy Omeasoo for his role in emceeing the event.

Trustee Estabrooks thanked the students, staff and the principals at the Alberta School for the Deaf, McNally High School and Argyll Centre for the warm welcome to the commencement ceremonies and that noted it was an honour to celebrate the achievements of the graduates.

Trustee Estabrooks thanked Principal Norma Nay and teacher Meryl Roberts from Beacon Heights School for hosting the Volunteer Appreciation Tea.

Trustee Estabrooks thanked CUPE 474 (Custodial Staff) for hosting their annual barbeque and dance and reported that it was a pleasure to share the evening with everyone in attendance.

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Trustee Stirling provided the following written report:

Trustee Stirling thanked the ATA for inviting Trustees to mingle with teachers at their meet and greet event on May 25, 2018. This was a great opportunity to hear from teachers about their work and to share the role of a Trustee. They had the opportunity to celebrate the work of ATA volunteers at the appreciation dinner on May 31, 2018.

Trustee Stirling had the opportunity last week to attend the annual conference of the Canadian Society for the Study of Education and to hear about some of the great research in education happening across Canada, including research that is being done in the District. She is proud of the role that Edmonton Public Schools plays in contributing to research and leadership regarding education, and that this is exemplified in the work being shared nationally and internationally by District researchers and research partners as well as District staff who are pursuing graduate studies.

Trustee Stirling reported that a new resource has been developed by Dr. Jason Harley from the University of Alberta, called the Edmonton Queer History App, which was created using best practices in pedagogy and educational psychology. She advised that the app is available to educators in teaching youth about LGBTQ history in Edmonton in an age-appropriate and accessible way. She explained that the app features Michael Phair and includes a photo of the Michael Phair School.

Trustee Stirling congratulated the 50th graduating class from W.P. Wagner School and commented that she was proud to see District students cross the stage and to celebrate half a century of student success.

Trustee Stirling was honoured to join several Trustees, Edmonton Catholic Schools and the City of Edmonton to mark Reconciliation in Education Day. She reported that the ceremonies and walk are always so moving and are an important part of recommitting to roles and responsibilities in reconciliation and to Treaty relationships in amiskwaciy-waskahikan.

Trustee Stirling reported that on June 2, 2018, she had the pleasure of bringing greetings on behalf of the Board of Trustees at the CUPE 474 (Custodial Staff) barbecue and to celebrate the important work of the District's custodial staff in creating safe and welcoming environment in District schools.

J. Trustee and Board Requests for Information

Trustee Gibson requested that Administration clarify whether next step actions listed in recommendation reports should be specifically included as part of the motion(s).

K. Notices of Motion - None

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L. **Next Board Meeting:** Tuesday, June 19, 2018, at 2:00 p.m.

M. **Adjournment:** 5:35 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 19, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Approval of the 2018-2019 Spring Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Krista Brandon, Vanessa Crowell-Klettke, Jennifer Price, Madonna Proulx

REFERENCE: N/A

ISSUE

At the June 5, 2018, Caucus meeting, the 2018-2019 spring proposed budget was presented to the Board of Trustees for information and discussion.

BACKGROUND

On March 22, 2018, the provincial government announced the funding to school boards for the 2018-2019 school year. As funding rates for grants have not decreased and projected enrolment growth is being funded, the 2018-2019 Spring Proposed Budget report reflects the government's continued commitment to supporting education.

The 2018-2019 Distribution of Funds was approved by the Board of Trustees on April 24, 2018, and forms the basis of assumptions used to complete the spring proposed budget. Since this time, the government has made announcements that the Classroom Improvement Fund (CIF) grant will continue for another year. For 2018-2019, the CIF grant will have a new focus and a different set of operational requirements. The intent of the grant is to address the classroom experience by retaining previously hired classroom staff and to hire teachers and support staff that support new initiatives for students who require specialized supports and services and/or are English language learners.

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 2.7 per cent or 2,653 net students, bringing the total projected enrolment to 101,567 (Attachment II).
- With no change to the base instruction grants received by the province, the 2018-2019 student allocation rates remain at the same levels as 2017-2018.
- As the requirements for Bill 1 are set to continue in 2018-2019, so will the funding support received from the province. The Bill 1 funding amount from the province for 2018-2019 remains unchanged and is based on our 2015-2016 Audited Financial Statement.
- The cost of providing transportation service for our students continues to rise. Transportation fees that are charged in compliance with Bill 1, combined with the funding received from the province for eligible riders, are not enough to cover the escalating costs. As a result, the District will need to fund the shortfall through our operating reserve.

RECOMMENDATION

1. That the 2018-2019 Budget of \$1,199,489,913 be approved.
2. That the budget report for the year ending August 31, 2019 be approved.

CONSIDERATIONS and ANALYSIS

Schools and central decision units have completed their budgets using the allocated resources approved in the 2018-2019 Distribution of Funds document.

NEXT STEPS

Once approved, the 2018-2019 proposed budget will be submitted to the province and posted to the District's website.

ATTACHMENTS and APPENDICES

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

TB:ja

**Edmonton Public Schools
2018-2019 Spring Proposed Revenue Budget**

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds (DofF)	2017-2018 Fall Revised Budget	Variance Spring vs DofF \$	Variance Spring vs Fall \$	Variance Spring vs Fall %	Notes
BASE INSTRUCTION FUNDING							
Early Childhood Services (ECS) Base Instruction	\$ 32,039,700	\$ 31,699,000	\$ 30,737,100	\$ 340,700	\$ 1,302,600	4.2%	
Base Instruction (Grades 1 to 9)	447,831,400	446,711,500	435,482,800	1,119,900	12,348,600	2.8%	
Class Size (ECS to Grade 3)	43,462,600	43,305,600	42,120,200	157,000	1,342,400	3.2%	
	523,333,700	521,716,100	508,340,100	1,617,600	14,993,600	2.9%	1
High School (Grades 10 to 12)	160,186,000	159,800,000	156,651,300	386,000	3,534,700	2.3%	1
Base Instruction Metro (Grades 10 to 12)	888,400	1,059,800	1,059,800	(171,400)	(171,400)	(16.2%)	1
Base Instr. Metro Summer (Grades 10 to 12)	6,456,600	6,145,400	6,145,400	311,200	311,200	5.1%	1
Outreach Site Funding	314,900	314,900	314,900	-	-	-	
Home Education	588,100	588,100	588,100	-	-	-	
	8,248,000	8,108,200	8,108,200	139,800	139,800	1.7%	
SUBTOTAL BASE INSTRUCTION FUNDING	691,767,700	689,624,300	673,099,600	2,143,400	18,668,100	2.8%	1
DIFFERENTIAL COST FUNDING							
ECS Program Unit Funding (PUF)	43,060,400	43,292,600	43,292,600	(232,200)	(232,200)	(0.5%)	2
Inclusive Education	75,062,000	73,589,000	71,794,200	1,473,000	3,267,800	4.6%	3
English as a Second Language (ESL)	22,798,000	23,011,100	22,450,000	(213,100)	348,000	1.6%	
First Nations, Metis and Inuit Education (FNMI)	10,037,400	10,037,400	10,037,400	-	-	-	
Building Collaboration and Capacity	30,750	30,750	30,750	-	-	-	
Socio Economic Status	11,492,000	11,618,600	11,335,200	(126,600)	156,800	1.4%	
Plant Operations and Maintenance (PO&M)	73,663,000	71,287,500	71,287,500	2,375,500	2,375,500	3.3%	
Metro Urban Transportation	25,938,100	24,581,100	24,581,100	1,357,000	1,357,000	5.5%	2
ECS Special Transportation	2,745,700	2,710,200	2,710,200	35,500	35,500	1.3%	2
Equity of Opportunity	9,736,000	9,727,300	9,490,100	8,700	245,900	2.6%	
Federal French Funding	609,900	590,000	590,000	19,900	19,900	3.4%	
SUBTOTAL DIFFERENTIAL COST FUNDING	275,173,250	270,475,550	267,599,050	4,697,700	7,574,200	2.8%	
PROVINCIAL PRIORITY TARGETED FUNDING							
High Speed Networking	2,208,000	2,284,800	2,284,800	(76,800)	(76,800)	(3.4%)	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,208,000	2,284,800	2,284,800	(76,800)	(76,800)	(3.4%)	
OTHER PROVINCIAL SUPPORT							
Institutional Support	9,462,000	9,849,700	9,849,700	(387,700)	(387,700)	(3.9%)	2
Regional Collaborative Service Delivery (RCSD)	4,674,900	4,674,900	4,674,900	-	-	-	
Bill 1:							
School Fees Reduction Grant	2,660,800	2,660,800	2,660,800	-	-	-	4
Transportation Fees Reduction Grant	5,334,200	5,334,200	5,334,200	-	-	-	4
Classroom Improvement Fund (CIF)	10,931,400	-	10,592,000	10,931,400	339,400	3.2%	5
Provincial School Lease Support	1,916,000	1,916,000	-	-	1,916,000	100.0%	6
Narrowing Teacher's Salary Gap	239,000	239,000	239,000	-	-	-	
Decrease of LAPP Employer Contributions	(1,353,140)	(1,206,000)	-	(147,140)	(1,353,140)	100.0%	7
Reduction in System Admin & School Board Governance	(4,443,000)	(4,443,000)	(4,182,000)	-	(261,000)	6.2%	8
SUBTOTAL OTHER PROVINCIAL SUPPORT	29,422,160	19,025,600	29,168,600	10,396,560	253,560	0.9%	
TOTAL PROVINCIAL OPERATIONAL FUNDING	998,571,110	981,410,250	972,152,050	17,160,860	26,419,060	2.7%	

**Edmonton Public Schools
2018-2019 Spring Proposed Revenue Budget**

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds (DofF)	2017-2018 Fall Revised Budget	Variance Spring vs DofF \$	Variance Spring vs Fall \$	Variance Spring vs Fall %	Notes
CAPITAL AND IMR FUNDING							
Infrastructure Maintenance Renewal (IMR)	13,968,100	12,315,000	12,315,000	1,653,100	1,653,100	13.4%	9
Amortization of Capital Allocations and Expended Deferred Capital Revenue	41,916,000	34,249,200	34,249,200	7,666,800	7,666,800	22.4%	10
CAPITAL AND IMR FUNDING	55,884,100	46,564,200	46,564,200	9,319,900	9,319,900	20.0%	
OTHER PROVINCIAL REVENUES							
Tuition Agreements	1,370,800	1,370,300	1,370,300	500	500	0.0%	
Secondments - Provincial	2,899,000	2,899,000	2,899,000	-	-	-	
Alberta Education Conditional Grants	1,236,100	1,430,800	474,800	(194,700)	761,300	160.3%	11
Alberta Teachers' Retirement Fund (ATRF)	60,273,400	59,425,700	59,425,700	847,700	847,700	1.4%	
SUBTOTAL OTHER PROVINCIAL REVENUES	65,779,300	65,125,800	64,169,800	653,500	1,609,500	2.5%	
TOTAL GOVERNMENT OF ALBERTA	1,120,234,510	1,093,100,250	1,082,886,050	27,134,260	37,348,460	3.4%	
OTHER PROVINCIAL GRANTS	2,568,900	2,718,000	2,718,000	(149,100)	(149,100)	(5.5%)	12
FEDERAL GOVERNMENT AND FIRST NATIONS	2,449,500	2,443,500	2,443,500	6,000	6,000	0.2%	
OTHER ALBERTA SCHOOL AUTHORITIES	817,000	838,400	838,400	(21,400)	(21,400)	(2.6%)	
FEES							
School Fees - School Generated Funds	13,291,900	13,291,900	13,291,900	-	-	-	13
Transportation Fees	7,961,300	7,614,400	7,614,400	346,900	346,900	4.6%	14
Lunch Program Fees	4,717,100	4,579,000	4,579,000	138,100	138,100	3.0%	15
Metro Continuing Education Fees	732,900	708,700	708,700	24,200	24,200	3.4%	
Music Instrument	262,500	281,500	281,500	(19,000)	(19,000)	(6.7%)	16
SUBTOTAL FEES	26,965,700	26,475,500	26,475,500	490,200	490,200	1.9%	
OTHER SALES AND SERVICES							
International Student Tuition	6,462,500	7,050,000	7,050,000	(587,500)	(587,500)	(8.3%)	17
Sales and Services - Schools & Central DU's	4,346,000	4,791,800	4,791,800	(445,800)	(445,800)	(9.3%)	18
Other Sales and Services - School Generated Fund	5,207,200	3,893,100	3,893,100	1,314,100	1,314,100	33.8%	19
Secondments - Other Entities	1,344,500	1,228,200	1,228,200	116,300	116,300	9.5%	20
Adult Education	2,192,900	1,831,300	1,831,300	361,600	361,600	19.7%	21
SUBTOTAL SALES AND SERVICES	19,553,100	18,794,400	18,794,400	758,700	758,700	4.0%	
INVESTMENT INCOME	3,500,000	3,200,000	3,200,000	300,000	300,000	9.4%	22
GIFTS AND DONATIONS							
School Gifts and Donations	5,832,000	5,141,300	5,141,300	690,700	690,700	13.4%	23
EPSB Foundation Support	401,400	450,000	450,000	(48,600)	(48,600)	(10.8%)	24
SUBTOTAL GIFTS AND DONATIONS	6,233,400	5,591,300	5,591,300	642,100	642,100	11.5%	
FUNDRAISING - School Generated Funds	2,049,400	1,764,100	1,764,100	285,300	285,300	16.2%	23
RENTAL OF FACILITIES	3,969,800	4,050,100	4,050,100	(80,300)	(80,300)	(2.0%)	
TOTAL OPERATING REVENUE	\$1,188,341,310	\$1,158,975,550	\$1,148,761,350	\$ 29,365,760	\$ 39,579,960	3.4%	

Note: Some of the fall revised budget figures have been reclassified to conform to the comparable spring proposed budget presentation.

**Notes to the
2018-2019 Spring Proposed Revenue Budget**

Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 spring proposed budget differs from the 2017-2018 fall revised budget by more than 5 per cent.

1 Base Instruction Funding

The overall increase in base instruction funding is due to a projected enrolment growth of 2.7 per cent (see Attachment II for additional details). For 2018-2019, there are no increases in the per student funding rates; however, the province is continuing to fund enrolment growth.

2 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 Metro Urban Transportation grant, the increase in revenue is due to the expected number of eligible passengers, which is the number of funded students and children calculated on the basis of enrolment and a number of factors which affect eligibility for transportation.

3 Inclusive Learning

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 \$5,502 for refugee students as well as other differential factors. The overall increase is a result of enrolment growth and the composition of students.

4 School and Transportation Fees Reduction

This targeted funding is related to *Bill 1: An Act to Reduce School Fees*. To support Bill 1, funding is provided based on 100 per cent of the basic instruction supplies fee revenue reported on our 2015-16 audited financial statements. The transportation fee portion is based on 45 per cent of the transportation fee revenue that was also reported on our 2015-16 audited financial statements.

5 Classroom Improvement Fund (CIF)

The Classroom Improvement Fund (CIF) Grant Program was established in 2017-2018 as part of the central table Memorandum of Agreement between the Teachers' Employer Bargaining Association and the Alberta Teachers' Association. The intent of the CIF grant is to improve the student experience in the classroom. This grant is continuing for the 2018-2019 school year and The District's projected allocation is \$10.9 million.

6 Provincial Lease Support

This funding is provided by the Province for the lease of privately owned facilities and the District has consistently received this funding over the last number of years. An application to continue to receive this funding has been submitted and notification of approval will not be received until later this summer.

7 Decrease of LAPP Employer Contributions

The board of trustees of LAPP has decided to reduce the contribution rates by one per cent for both employers and employees effective January 1, 2018. Alberta Education will therefore process a payment reduction estimated based on the proportion of each participating jurisdiction's non-certificated employees compared to the total number of non-certificated employees in all jurisdictions, as reported in their 2016-2017 audited financial statements. This reduction is anticipated for the next three years.

8 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.

9 Infrastructure Maintenance Renewal (IMR)

Total IMR funding for the District is \$26.8 million for 2018-2019; out of the total funds received and deferred, approximately \$14 million is budgeted to be expensed for operations in 2018-2019, with the remaining amount being spent on capital items. Effective for the school year ending August 31, 2018 there is a requirement to capitalize at least 30 per cent of IMR funding as per the Alberta Education capitalization policy. The District is in alignment with this policy as in recent years we have capitalized between 40 - 50 per cent of IMR funding.

10 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 (see Attachment V for additional information). The increase is a result of increased building amortization costs for new schools as 11 new schools were added in the 2017-2018 school year.

**Notes to the
2018-2019 Spring Proposed Revenue Budget**

11 Alberta Education Conditional Grants

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. This amount has been updated to reflect the increase in the School Nutrition Grant. For the 2017-2018 school year, the District was eligible for \$250,000 and for the 2018-2019 school year this amount has increased to \$1,206,000.

12 Other Provincial Grants

The 2018-2019 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, two Success Coaches, three months of one 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 an Alberta Health Services grant.

13 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 and match the Bill 1 submission to the Province which is being completed in conjunction with the spring budget.

14 Transportation Fees

The increase in transportation fees is due to increased enrolment and matches the Bill 1 submission to the Province which is being completed in conjunction with the spring budget. Although the Board approved a fee increase of 5 per cent for 2018-2019, this is being funded by the District operating surplus and is not currently reflected as an increase in fee revenue.

15 Lunch Program Fees

The lunch fee cost sharing program 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 and matches the Bill 1 submission to the Province which is being completed in conjunction with the spring budget.

16 Music Instrument

Music Instrument fees are collected and retained to offset expenses at the school level. The District no longer charges text book rental fees or instructional material fees.

17 International Student Tuition

The tuition fee charged to international students is unchanged for 2018-2019 at \$12,000 and is projected at 550 students for 2018-2019 Spring Proposed budget. During 2017-2018 there were approximately 590 international students enrolled in our District. On May 22, 2018, the Board approved an increase to the International Student Tuition fee which will become effective September 1, 2019.

18 Sales & Services - Schools & Central DUs

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

19 Other Sales & Services - School Generated Funds

The increase is based on projections using 2017-2018 year-to-date actuals.

20 Secondments

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

21 Adult Education

The increase is related to a projected increase in enrolment for various adult non-credit courses offered at Metro Continuing Education.

22 Investment Income

The increase is related to the projected cash flow analysis by the District and actual trending of investment income.

23 School Gifts and Donations/Fundraising - School Generated Funds

This revenue line is an estimate of school generated gifts and donations. 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.

24 EPSB Foundation

The decrease is based on actual revenue from the EPSB Foundation to fund full-day Kindergarten.

Edmonton Public Schools
Spring Projected 2018-2019 vs September 30, 2017 Enrolment
Funded vs Other

Student Enrolment by Division	2018-2019 Projected Enrolment	2017-2018 September 30 Actual Enrolment	Enrolment Increase	Variance %	2016-2017 September 30 Actual Enrolment
Funded Students:					
Early Childhood Services (ECS)	9,593	9,203	390	4.2%	8,778
Elementary - Div I	23,766	23,079	687	3.0%	22,628
Elementary - Div II	22,634	21,977	657	3.0%	20,757
Junior High	20,643	20,139	504	2.5%	19,394
Senior High	24,137	23,568	569	2.4%	23,072
Subtotal - Enrolment for Grades 1-12	91,180	88,762	2,417	2.7%	85,851
Subtotal Funded Students	100,773	97,965	2,808	2.9%	94,629
Subtotal Other Students	794	949	(155)	(16.3%)	1,013
Total Student Enrolment	101,567	98,914	2,653	2.7%	95,642

**Edmonton Public Schools
2018-2019 Spring Proposed Budget
Total Allocations**

		2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds		Variance \$	Variance %	Notes
Projected Revenue	*			*			
Operating Revenue		\$ 1,188,341,310	\$ 1,158,975,550		\$ 29,365,760	2.5%	
Operating Reserve Funds ^A		11,148,603	-		11,148,603	100%	A
Operating Revenue		\$ 1,199,489,913	\$ 1,158,975,550		\$ 40,514,363	3.5%	
School Allocations							
School Allocations Levels 1 to 8		\$ 659,684,707	\$ 663,199,751		\$ (3,515,044)	(0.5%)	1
Other Supplemental School Allocations		170,161,782	152,748,176		17,413,606	11.4%	2
		829,846,489	815,947,927		13,898,562	1.7%	
School Generated Funds/External Revenues		34,711,345	32,659,636		2,051,709	6.3%	3
Subtotal School Allocations	72.8%	864,557,834	848,607,563	73.2%	15,950,271	1.9%	
Other Allocations							
Metro Continuing Education		12,929,271	12,419,358		509,913	4.1%	
External Revenue Allocations - Central		11,273,673	10,730,310		543,363	5.1%	4
District Level Fixed Costs	6.8%	80,836,488	71,580,240	6.2%	9,256,248	12.9%	5
District Level Committed Costs	7.9%	93,416,777	92,908,789	8.0%	507,988	0.5%	
		198,456,209	187,638,697		10,817,512	5.8%	
Central Decision Units**	5.5%	65,053,867	63,303,590	5.5%	1,750,277	2.8%	6
Subtotal Other Allocations		263,510,076	250,942,287		12,567,789	5.0%	
Alberta Teachers' Retirement Fund (ATRF)		60,273,400	59,425,700		847,700	1.4%	7
Total Allocations		1,188,341,310	1,158,975,550		29,365,760	2.5%	
Planned Use of Reserves ^A		11,148,603	-		11,148,603	100.0%	A
Total Budget		\$ 1,199,489,913	\$ 1,158,975,550		\$ 40,514,363	3.5%	

A Additional details around the District's planned use of 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.

Note Some of the distribution of funds budget figures have been reclassified to conform to the comparable spring proposed budget presentation.

**Notes to the
2018-2019 Spring Proposed Budget
Total Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 spring proposed budget differs from the 2018-2019 Distribution of Funds by more than 5 per cent.

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. School Allocations for the spring proposed budget are based on pre-enrolment information, which is more detailed than the enrolment used in the Distribution of Funds report. For 2018-2019, there have been no changes to the per student allocation rates. See Attachment IV for additional details.

2 Other Supplemental School Allocations

Included in this category of school allocations are Equity Funds, Classroom Improvement Funds, 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

With the introduction of Bill 1, school fees must be approved by the Minister of Education before they can be charged to parents. As such, our schools are taking a more analytical approach to estimating their SGF fees in the spring. The increase is also due to the projected increase in enrolment.

4 External Revenue Allocations - Central

The central external revenue is comprised mostly of secondment revenue from the Alberta Government, other grants, and lease and parking revenue. The increase of \$956,000 for the School Nutrition grant is also allocated in this line item.

5 District Level Fixed Costs

These allocations have been updated to reflect the anticipated fixed and committed costs for 2018-2019. Additional details on these costs have been included in Attachment V.

6 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 per cent of the District's total annual operating budget. Over the coming months, DST will continue to review the core work of central decision units with the goal of aligning central base allocations to the work that directly supports the District's strategic plan. Future access to surplus funds should be directed to projects or initiatives that have a specific purpose or goal over a defined period of time. Surplus funds should not be used to fund ongoing essential central core services.

7 Alberta Teachers' Retirement Fund (ATRF)

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

**Edmonton Public Schools
2018-2019 Spring Proposed Budget
Direct School Allocations**

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds	Variance \$	Variance %	Notes
School Allocations					
Kindergarten (1/2 day)	\$ 18,757,560	\$ 19,356,931	\$ (599,371)	(3.1%)	
Kindergarten (full day)	3,268,324	3,839,884	(571,560)	(14.9%)	1
Elementary	229,622,903	219,706,851	9,916,052	4.5%	
Junior High	95,926,096	92,439,328	3,486,768	3.8%	
Senior High	112,921,230	110,504,477	2,416,753	2.2%	
International Students	2,979,900	3,458,232	(478,332)	(13.8%)	2
Special Needs Levels 4 - 8	121,719,439	140,512,045	(18,792,606)	(13.4%)	3
Institutions, Alberta School for the Deaf & Pre- Kindergarten Program Allocations	74,489,255	73,382,002	1,107,253	1.5%	
Subtotal School Allocations	659,684,707	663,199,751	(3,515,044)	(0.5%)	
Other Supplemental School Allocations					
Base Allocation	53,430,911	53,657,411	(226,500)	(0.4%)	
Class Size Funding	37,654,740	35,118,214	2,536,526	7.2%	4
Plant Operation & Maintenance - Schools	20,099,273	17,723,790	2,375,483	13.4%	5
* First Nations, Metis and Inuit Education (FNMI)	8,146,127	8,146,127	-	-	*6
* Program Enhancement Allocations	14,666,790	12,526,446	2,140,344	17.1%	*7
* Other Miscellaneous Allocations	730,833	845,020	(114,187)	(13.5%)	*8
Classroom Improvement Fund	10,931,400	-	10,931,400	100.0%	9
School Fees Reduction	2,660,800	2,660,800	-	-	
Equity Fund	7,800,000	7,800,000	-	-	
High Social Vulnerability	4,000,000	4,000,000	-	-	
Inclusive Learning ECS Class Size	2,000,000	2,000,000	-	-	
Regional Collaborative Service Delivery (RCSD)	4,674,891	4,674,891	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwaciy Base Rent	1,263,732	1,277,382	(13,650)	(1.1%)	
School Resource Officer Allocation	-	148,000	(148,000)	100.0%	10
Foundation Full-Day Kindergarten Funding	333,574	401,368	(67,794)	(16.9%)	11
Community Use of Schools	421,919	421,935	(16)	(0.0%)	
Subtotal Other Supplemental School Allocations	170,161,782	152,748,176	17,413,606	11.4%	
Subtotal School and Other Supplemental Allocations	829,846,489	815,947,927	13,898,562	1.7%	
School Generated Funds/External Revenues	34,711,345	32,659,636	2,051,709	6.3%	12
Total Direct School Allocations	\$ 864,557,834	\$ 848,607,563	\$ 15,950,271	1.9%	

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

Edmonton Public Schools
2018-2019 Spring Proposed Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds	Variance \$	Variance %	Notes
First Nations, Metis, and Inuit Education (FNMI)					
FNMI Per Student	\$ 7,705,127	\$ 7,705,127	\$ -	-	
Transportation to amiskwaciy & Awasis Program	441,000	441,000	-	-	
	\$ 8,146,127	\$ 8,146,127	\$ -	-	*6

FNMI funding is based on the number of self-identified students at September 30th. Out of the total amount received, the majority (83%) is allocated directly to schools and the remainder (17%) is allocated to a central decision unit to support FNMI education.

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 4,500,000	\$ 4,500,000	\$ -	-	
Guaranteed Enrolment	5,259,906	3,020,029	2,239,877	74.2%	
Outreach Program	3,283,928	3,108,934	174,994	5.6%	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facilities Grant	1,086,174	1,205,888	(119,714)	(9.9%)	
Establishment Program Grant	186,782	341,595	(154,813)	(45.3%)	
	\$ 14,666,790	\$ 12,526,446	\$ 2,140,344	17.1%	*7
Other Miscellaneous Allocations					
Addition to Basic	\$ 730,833	\$ 845,020	\$ (114,187)	(13.5%)	
New Teacher Allocation (New Schools)	-	1,076,755	(1,076,755)	(100.0%)	
	\$ 730,833	\$ 1,921,775	\$ (1,190,942)	(62.0%)	*8

**Notes to the
2018-2019 Spring Proposed Budget
Direct School Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 spring proposed budget differs from the 2018-2019 Distribution of Funds by more than 5 per cent.

1 Kindergarten

The spring proposed budget is based on actual pre-enrolment for our schools whereas the Distribution of Funds school allocations are based on a high level projection from our Planning department. The fall revised budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the spring proposed and the fall revised budgets.

2 International Students

The total number of international students projection continues to be steady, but for the spring proposed budget, schools do not have specific international enrolment numbers for their schools. As such, enrolment numbers will be always be lower in spring vs fall. During 2017-2018, there were approximately 590 international students enrolled in our District.

3 Special Needs Levels 4-8

School Allocations for the spring proposed budget are based on enrolment projections which attempt to predict the number of students at each grade level and the number of students requiring specialized supports. The fall revised budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the spring proposed and the fall revised budgets.

4 Class Size Funding

The allocation is provided to schools for the purpose of lowering class sizes and student to teacher ratios. The allocation is calculated annually on a per pupil basis with approximately 90 per cent of total funding being allocated directly to Kindergarten to Grade 3 students. The remaining 10 per cent of total funding is allocated to Pre-Kindergarten Programs, Inclusive Learning Early Years, and the Equity Fund. The allocation amount for 2018-2019 is higher due to enrolment growth and the reclassification of ECS allocations.

5 Plant Operation & Maintenance - Schools

Due to increased enrolment, the total amount of projected PO&M funding has increased. This grant is allocated between central decision units and schools; this line item reflects the amount being allocated directly to schools.

6 First Nations, Metis, and Inuit Education (FNMI)

The per student allocation is based on the number of students who self identify at September 30th. The spring proposed budget always stays the same as the prior fall as the spring is based on projections. The transportation portion of the allocation provides transportation for junior high students attending amiskwaciy Academy and elementary students attending the Awasis program.

7 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 seven 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.

**Notes to the
Subtotal Other Supplemental School Allocations
Direct School Allocations - continued**

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.

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.

8 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 was a one-time allocation for the 2017-2018 school year that was provided to 8 out of the 11 new schools for the 2017-2018 fall revised budget. As there are no new schools to open in 2018-2019, this allocation is zero.

9 Classroom Improvement Fund (CIF)

On May 11, the government shared further information about the continuation of the Classroom Improvement Fund (CIF) grant for the 2018-2019 school year. The CIF grant is to have a new focus and a different set of operational requirements. The intent of the grant is to address the classroom experience by retaining previously hired classroom staff and to hire teachers and support staff that support new initiatives for students with complex or special needs and/or English language learners.

10 School Resource Officer (SRO)

For 2018-2019, the SRO for Aspen is included in the school's allocation vs a separate allocation.

11 Foundation Full-Day Kindergarten Funding

The projected enrolment for full-day Kindergarten has fewer students then projected on the Distribution of Funds and will be updated in the fall based on actual enrolment. As well, a five-year donation commitment is in its final year and is prorated based on the amount of funding remaining.

12 School Generated Funds/External Revenues (SGF)

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include Board-approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. With the introduction of Bill 1, school fees must be approved by the Minister of Education before they can be charged to parents. As such, our schools are taking a more analytical approach to estimating their SGF fees in the spring. The increase is also due to a projected increase in enrolment.

**Edmonton Public Schools
2018-2019 Spring Proposed Budget**

Other Allocations					
	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 53,701,893	\$ 44,817,860	\$ 8,884,033	19.8%	1
Utilities	20,000,000	20,000,000	-	-	
Insurance	4,537,795	4,165,580	372,215	8.9%	2
High Speed Networking	2,596,800	2,596,800	-	-	
	80,836,488	71,580,240	9,256,248	12.9%	
District Level Committed Costs					
Student Transportation	42,683,335	41,640,670	1,042,665	2.5%	
School Plant Operations & Maintenance	15,276,051	15,276,051	-	-	
Human Resources Supply Services	14,241,330	14,969,918	(728,588)	(4.9%)	3
Core Technology Enterprise Management	2,472,266	2,486,133	(13,867)	(0.6%)	
* Language and Cultural Support	4,455,670	4,435,780	19,890	0.4%	
Enterprise Systems	4,529,316	4,038,183	491,133	12.2%	4
Placeholder for Staffing Agreements	3,023,448	3,386,693	(363,245)	(10.7%)	5
Professional Improvement Leaves	1,540,000	1,540,000	-	-	
Board of Trustees	984,625	984,625	-	-	
Central Building Maintenance	1,000,000	1,000,000	-	-	
PeopleSoft Road Map	538,800	538,800	-	-	
Staff Development	650,000	650,000	-	-	
Election	480,000	480,000	-	-	
* Partnership Commitments	446,490	446,490	-	-	
Infrastructure Parking Allocation	405,000	405,000	-	-	
Audit	136,946	136,946	-	-	
Board Initiative Fund	45,000	45,000	-	-	
ASBA Membership	160,000	160,000	-	-	
PSBAA Membership	120,000	60,000	60,000	100.0%	6
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	-	-	
	93,416,777	92,908,789	507,988	0.5%	
External Revenue Allocation	11,273,673	10,730,310	543,363	5.1%	7
Metro Continuing Education	12,929,271	12,419,358	509,913	4.1%	
	24,202,944	23,149,668	1,053,276	4.5%	
Central Decision Units					
** Office of the Superintendent	7,344,985	7,645,515	(300,530)	(3.9%)	8
** Corporate Services	24,412,471	22,323,872	2,088,599	9.4%	8
Finance and Infrastructure	18,910,602	18,948,654	(38,052)	(0.2%)	
Inclusive Learning	8,411,631	8,411,631	-	-	
International Programs	1,179,000	1,179,000	-	-	
Curriculum and Resource Support	2,462,602	2,462,602	-	-	
Research and Innovation for Student Learning	1,356,327	1,356,067	260	0.0%	
Student Information	976,249	976,249	-	-	
Central Decision Units	65,053,867	63,303,590	1,750,277	2.8%	
Total	\$ 263,510,076	\$ 250,942,287	\$ 12,567,789	5.0%	

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

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

Edmonton Public Schools
2018-2019 Spring Proposed Budget
Other Allocations

Detailed Breakdown - District Level Committed Costs

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,891,284	\$ 1,891,284	\$ -	-	
Diversity Education	1,511,167	1,511,167	-	-	
Languages Centre at Woodcroft	1,053,219	1,033,329	19,890	1.9%	
	<u>\$ 4,455,670</u>	<u>\$ 4,435,780</u>	<u>\$ 19,890</u>	<u>0.4%</u>	
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	-	-	
	<u>\$ 446,490</u>	<u>\$ 446,490</u>	<u>\$ -</u>	<u>-</u>	

Edmonton Public Schools
2018-2019 Spring Proposed Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2018-2019 Spring Proposed Budget	2018-2019 Distribution of Funds	Variance \$	Variance %	Notes
Office of the Superintendent					
Office of the Superintendent of Schools	595,569	795,569	(200,000)	(25.1%)	8
Governance and Strategic Support Serv.	1,242,642	1,392,642	(150,000)	(10.8%)	8
District Support Services	2,093,379	2,043,909	49,470	2.4%	8
General Counsel	857,408	857,408	-	-	
School Leadership Group A	382,778	382,778	-	-	
School Leadership Group B	434,015	434,015	-	-	
School Leadership Group C	455,511	455,511	-	-	
School Leadership Group D	427,061	427,061	-	-	
School Leadership Group E	428,311	428,311	-	-	
School Leadership Group F	428,311	428,311	-	-	
	\$ 7,344,985	\$ 7,645,515	\$ (300,530)	(3.9%)	
Corporate Services					
Communications	\$ 3,611,990	\$ 3,622,990	\$ (11,000)	(0.3%)	
District Information Security	450,203	450,203	-	-	
District Records and FOIP Management	729,035	715,787	13,248	1.9%	8
District Technology	7,004,182	6,990,934	13,248	0.2%	8
Edmonton Public Schools Foundation	413,055	413,055	-	-	
Human Resources	12,204,006	10,130,903	2,073,103	20.5%	3
	\$ 24,412,471	\$ 22,323,872	\$ 2,088,599	9.4%	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 3,248,106	\$ 3,248,106	\$ -	-	
Distribution Centre	1,563,667	1,563,667	-	-	
Financial Services	6,938,581	6,976,633	(38,052)	(0.5%)	
Planning & Property Management	7,160,248	7,160,248	-	-	
	\$ 18,910,602	\$ 18,948,654	\$ (38,052)	(0.2%)	

**Notes to the
2018-2019 Spring Proposed Budget
Other Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2018-2019 spring proposed budget differs from the 2018-2019 Distribution of Funds by more than 5 per cent.

1 Debt and Fiscal Services

This decision unit is responsible for supported debenture and principal repayments and interest costs, and the amortization costs for all District capital assets, e.g. ,buildings, furniture and equipment, and vehicles. The increase in this allocation is a result of increased building amortization costs for new schools.

2 Insurance

World catastrophes such as flooding and fires continue to increase insurance premiums. As such, the District's 2018-2019 insurance premiums are predicted to increase.

3 Human Resources Supply Services/Human Resources

The net increase of \$1.3 million (\$2 million increase in Human Resources and \$700 thousand decrease in Human Resources Supply Services) resulted from a detailed review/realignment of all the Human Resources budgets (which started in the fall of 2017) and reflects the increased services provided by Human Resources. The number of District staff that the Human Resources decision unit supports has increased by 574 since 2016-2017 (see Attachment VI).

4 Enterprise Systems

This decision unit is responsible for our main District enterprise information system's license and maintenance fees including Financial (Oracle Business Suite), Human Resources (PeopleSoft) and Student Information (PowerSchool) as well as other feeder systems. As District enrolment increases, so do the costs to maintain our enterprise business systems, as many of the District's business systems have licensing structures that are based on student head count.

5 Placeholder for Staffing Agreements

This allocation represents total potential implementation costs for the support and custodial staffing agreements that will expire as at August 31, 2018. Funds have been set aside under District Level Committed Costs, so that individual school budgets are not impacted by any agreement terms or conditions that are retroactive to September 2018.

6 PSBAA Membership

The Public Schools Boards Association of Alberta is a group of Alberta's Public School Boards advocating for Public School Education in Alberta. In addition to a membership, there is also a levy charge that is based on student enrolment; the levy portion of the membership was not factored into the Distribution of Funds.

7 External Revenue

This allocation is a flow through amount whereby there is a direct revenue amount related to the allocation. The increase is primarily related to an increase in the school nutrition grant and a reduction in other miscellaneous grant amounts.

8 Changes in Central DUs

This spring, the Directors and Managing Directors committee (DMD) developed and implemented a streamlined and more transparent approach for requesting changes to their base allocation and access to surplus funds. All changes and requests were discussed with DMD and then forwarded to the District Support Team (DST) for approval. While some DUs had approved increases to their base allocation, others had reductions.

Office of the Superintendent of Schools - The Superintendent's office has found efficiencies within their unit and has requested a permanent reduction in the base allocation.

Governance and Strategic Support Services - Similar to the Superintendent's office, this DU has also identified efficiencies in their unit and as such has requested a permanent reduction in their base allocation.

District Support Services/District Records and FOIP Management/District Technology - increase in base allocation was required to offset increases due to position reclassifications in these cost centres.

**Edmonton Public Schools
2018-2019 Spring Proposed Budget
Staff FTE's**

Staffing Group	2018-2019 Spring Proposed Budget		2017-2018 Fall Revised Budget		NET CHANGE Fall vs Spring	2016-2017 Fall Revised Budget	
		%		%			%
Schools							
Teaching FTE	5,078.46	62%	5,015.28	62%	63.18	4,803.67	62%
Support FTE	2,180.28	27%	2,145.36	27%	34.92	2,062.75	27%
Custodial FTE	629.71	8%	619.89	8%	9.82	582.36	8%
Exempt FTE	277.59	3%	270.25	3%	7.34	246.22	3%
Total Schools FTE	8,166.03	100%	8,050.77	100%	115.26	7,695.00	100%
Central Services							
Teaching FTE	204.77	19%	188.15	19%	16.62	175.63	18%
Support FTE	186.50	17%	150.80	15%	35.70	156.82	16%
Custodial FTE	66.00	6%	66.22	7%	(0.22)	50.88	5%
Maintenance FTE	244.00	22%	231.00	23%	13.00	210.00	21%
Exempt FTE	383.26	35%	376.86	37%	6.40	390.40	40%
Total Central Services FTE	1,084.53	100%	1,013.03	100%	71.50	983.73	100%
Metro Continuing Education							
Teaching FTE	8.13	24%	6.80	21%	1.33	6.60	21%
Support FTE	16.14	48%	16.99	52%	(0.85)	16.57	52%
Custodial FTE	0.69	2%	0.69	2%	-	0.69	2%
Exempt FTE	9.00	27%	8.48	26%	0.52	7.80	25%
Total Metro Cont. Ed. FTE	33.96	100%	32.96	100%	1.00	31.66	100%
Total FTE's	9,284.52		9,096.76		187.76	8,710.39	
Total by Group							
Teaching FTE	5,291.35	57%	5,210.23	57%	81.13	4,985.90	57%
Support FTE	2,382.92	26%	2,313.15	25%	69.77	2,236.14	26%
Custodial FTE	696.39	8%	686.79	8%	9.60	633.93	7%
Maintenance FTE	244.00	3%	231.00	3%	13.00	210.00	2%
Exempt FTE	669.85	7%	655.59	7%	14.26	644.42	7%
Total FTE's	9,284.52	100%	9,096.76	100%	187.76	8,710.39	100%

**Edmonton Public Schools
Accumulated Operating Surplus Plan
2018-2019**

ATTACHMENT VII

	Amount	Total Amount
Accumulated operating surplus at September 1, 2017		\$ 80,420,780
Less: School Generated Funds (SGF)		(2,804,233)
Projected Operating deficit for the year ending August 31, 2018 (at May 2018)		(20,871,022)
Net impact of capital items (reclassification entry required at year end)		5,445,450
Projected Accumulated operating surplus at September 1, 2018 (excluding SGF)		\$ 62,190,975

2018-2019 Planned use of surplus funds:

Surplus funds released in the 2018-2019 Spring proposed budget:

A	Core Technology Enterprise Management - Year 3	\$ 2,500,000	
B	Infrastructure Investment Framework - Year 3	5,000,000	
C	Student Transportation (amount required to offset the approved 2018-2019 fee increase)	375,000	
D	Student Transportation (operating surplus)	3,393,308	
E	District Wide Junior High Core Course Resources	1,200,000	
F	School surpluses (estimated up to 3%, net of repayment of deficits)	15,000,000	
G	Central initiatives to support schools - Central access to surplus:		
	<u>Strategic Planning and Administration</u> - Funds to support the data population and completion of the District Dashboard, the review and development of a District branding identity, the creation of a structure for principal readiness, and contracting consultants for probationary teacher support.	933,611	
	<u>Supports for Schools and Programming</u> - Funds to support the programming needs and supports for schools. It includes support for expanding programs and research based projects such as: career pathways, locally developed course management, early years research, comprehensive school health, as well as specialized assessments.	10,746,684	
	Subtotal use of Surplus funds being released in the 2018-2019 Spring proposed budget	<u>\$ 39,148,603</u>	(39,148,603)
H	Plus: <i>the following are added back in order to forecast the ending balance.</i>		
	Schools projected ending 2018-2019 surplus balances (up to 3%)	15,000,000	
	Central projected ending 2018-2019 surplus balances	13,000,000	28,000,000
	Total use of Surplus funds being released in the 2018-2019 Spring proposed budget		<u>\$ (11,148,603)</u>
	Net impact of capital items (reclassification entry required at year end)		5,467,495
	Estimated accumulated operating surplus balance as at August 31, 2019 (excluding SGF)		<u>\$ 56,509,867</u>

- * The District's Accumulated Operating Surplus Plan will be updated in the fall based on the actual operating results from the 2017-2018 school year. In conjunction with the Fall 2018-2019 Budget Update, the goal is to release surplus funds to Schools (under the 3% carry forward threshold) as well as direct school surplus funds in excess of 3% to the Equity Fund.

**Edmonton Public Schools
Accumulated Operating Surplus Plan
2018-2019**

Notes: Surplus Funds Released as part of the 2018-2019 Spring Proposed Budget:

- A Core Technology Enterprise Management - Previously, schools were responsible for the cost of core technology infrastructure at their respective sites. Schools were 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 the new enterprise management model, maintenance, management and ever greening of core technology infrastructure will become the responsibility of District Technology. Schools no longer are responsible for budgeting for the maintenance and replacement of their core technology infrastructure. Following 2018-2019, 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 3 - 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 (amount required to offset the approved 2018-2019 fee increase) - This amount is being funded from surplus instead of transferring this cost to students/families in the form of an increase in Student Transportation Fees for eligible riders.
- D Student Transportation (operating surplus) - As reflected in the May 22, 2018, Board report on student transportation fees, in addition to approving a 5 per cent fee increase, Administration will attempt to reduce transportation costs by implementing operational efficiencies in 2018-2019 such as: making minor changes to bell times so more schools can share buses; sharing busing resources with Edmonton Catholic Schools; and implementation of a new carrier contract that minimizes the impact of fluctuating fuel prices. These efficiencies are expected to save approximately \$1.7 million. However, these operational efficiencies and savings are still not enough to cover the costs of providing transportation services to our students.
- E District Wide Junior High Core Course Resources - This new initiative will be created by experienced teachers working collaboratively with grass roots teachers. The project will involve the creation of an on-line resource to deliver consistent curricular outcomes for junior high students. Curriculum standards and outcomes will also be developed.
- F School surpluses up to three per cent - Schools are allowed to carry forward a surplus balance of up to the three per cent of their prior year fall budget. Any surplus amount that exceeds the three per cent (net of repayment of school deficits) carry forward threshold will be added to the Equity Fund balance in the fall revised budget.
- G Central initiatives to support schools - Starting in 2015-2016, when schools were allowed access of up to three per cent 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 2018-2019 and details of the planned initiatives have been included on Attachment VIII.
- H School & Central surplus carry forward - In compliance with the Administrative Regulation CVB.AR – Guidelines for Carry Forward of Funds for Central and School Decision Units and based on historical trends, it is reasonable to assume that both schools and central decision units will not expend the full amount of the funds that were allocated to them in 2018-2019. These funds will then be available to redistribute in 2019-2020.

Initiative Name	Description	Funding Requested For 2018-2019
-----------------	-------------	------------------------------------

Strategic Planning and Administration

1	Survey	Support to conduct an annual survey of the District's reputation among parents.	11,000
2	District Dashboard Teacher Support	One-year teacher consultant contract to support Dashboard communications and awareness for teachers in the classroom.	128,018
3	District Dashboard Development Support	Ongoing development and training required to support new additions to the Dashboard. This work will be completed in a mentorship model with an outside vendor.	70,000
4	District Dashboard Project Coordinator	One-year position to bridge between business teams and technical development teams. Also to coordinate the development of foundational documentation in support of the Dashboard.	104,593
5	District Identity	Review the current state of the Districts brand identity to assist in the development of a future effective branding strategy.	80,000
6	Probationary Teacher Support	Continue another year of three teacher consultants to support probationary teachers new to our District. The department contracted three consultants in January to June of this year and so far have noted very positive results.	315,000
7	Temporary Support staff	Hiring of support staff to assist all units in the HR department with heavy workloads during peak times.	65,000
8	Leadership Development	Contracting an outside consultant to assist with the design, development and delivery of programs for new and aspiring principals.	160,000

Strategic Planning and Administration

\$933,611

Supports for Schools and Programming

9	Multi-disciplinary school-linked team	With increased enrolment and additional schools, demand for support from multi-disciplinary schools is increasing beyond team capacity. The access to surplus allocation will be used to supplement the base allocation for this new school-linked team.	714,000
10	Specialized Academic and Psychological Assessments	The requirement for academic and psychological assessments currently exceeds the capacity of the Inclusive Learning teams. This allocation will be used to enter into contracts with external specialists.	200,000
11	Special Education Program Reviews	Support for District Level initiatives re: Autism and Gifted program reviews. Dedicated 0.6 FTE to act as project leads and backfill consultant time on school-linked teams. On going work already started.	60,000
12	Support for Self regulation team	Support for supply staff to backfill for members of the self regulation team when they are working at schools.	20,000

Edmonton Public Schools
Central Initiatives to Support Schools - Notes 2018-2019
Access to Surplus (Spring Proposed Budget)

Initiative Name	Description	Funding Requested For 2018-2019
13 Social Thinking Project	Support to backfill occupational therapist time so that there can be further development of the social thinking project. The project is designed to better assist students who are experiencing daily behavioral and emotional challenges.	90,000
14 Language and Literacy Project Expansion	Support for the comprehensive project to expand capacity building and student success within the current language and literacy model.	747,000
15 Early Years Research Study	Support for the research study on the impact and effectiveness of early years programming on later success in schools. The study will begin in 2018-2019 for a four year period.	175,500
16 Family Oriented Programming	The programming is intended to increase parent engagement for Kindergarten programming by increasing teacher capacity in the delivery of parent in-services that support understanding of their child's growth and development.	50,000
17 EYE-TA (Early Years Evaluation-Teacher Assessment) tool	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. This work began in 2017-2018 and is ongoing for another year.	125,000
18 Augmentative and Alternative Communication (ACC) and Assistive Technology for Learning (ATL)	Advanced training in the work of ACC and ATL for consultant staff to support children from Pre-K through Grade 12.	30,000
19 Diversity Education and Comprehensive School Health Unit	Development of a comprehensive school health unit to support escalating needs in our schools such as mental health capacity, physical literacy, and professional learning needs in school health.	861,414
20 Translation of District Documents in support of ELL	Translation of District documents to support ELL and their families. Some examples include: Open house announcements, consent letters, exemption forms. Expansion of the translation into languages such as Swahili, Korean, Spanish, and Tagalog is required.	248,005
21 Research and Innovation	Ongoing work to support Career Pathways and Campus EPSB. New initiatives include the support and expansion of inquiring minds site schools, Learning Partnership initiative, CTF and CTS programming support, myBlueprint, expansion of market place, supporting high school redesign, and parent advisory councils.	1,119,560
22 Research and Innovation - Assessment	Continuation of consultant support for the Math Intervention Programming Instrument, HLATS, LEAP, standards and large data analysis; building capacity in the implementation of the readers and writers workshops. The unit is responsible for the classroom-based assessment as related to the new curriculum. A Program Coordinator will be added to the unit to support the assessment work in the classroom. An additional allocation is also required to cover supply teachers costs to cover HLAT marking, MIPI design, etc. This unit also continues to create the annual Highest Level of Achievement Test (HLAT) that is administered to District students grades 1 - 9.	514,194

Edmonton Public Schools
Central Initiatives to Support Schools - Notes 2018-2019
Access to Surplus (Spring Proposed Budget)

Initiative Name	Description	Funding Requested For 2018-2019
23 Research and Innovation - Research	Continuation of additional research consultants, a teacher consultant, and a data analyst. These positions are critical to meet the needs for evaluations at the school, catchment, central and District level. The staff will also allow the team to continue to support external researchers in conducting research that aligns with Board Policy and Administrative Regulations.	499,609
24 FNMI support	Addition of two education consultants, two high school completion coaches, and two family support liaison workers, as well an additional allocation for supplies and services. The surplus dollars will support high school completion, home visits, attendance tracking and parental and community engagement. Staffing and resources will also support the new TQS relative to Indigenous history and education.	731,644
25 Curriculum and Resource Support - ongoing work	The request is required to ensure classroom teachers can access curriculum, instructional professional learning and coaching resource supports. Includes staff to support the following areas: curriculum, locally developed courses, math and numeracy, digital module development, literacy interventions, and secondary literacy.	3,849,115
26 Curriculum and Resource Support - project work	Project work related to: District-wide focus on reading initiative, locally developed courses, teaching and learning resources, and Summer Institutes 2019.	653,103
27 Support for Language Centre at Woodcroft	To bring the language consultant position from a .5 to a full-time FTE for another year	58,540
Supports for Schools and Programming		\$10,746,684

School Jurisdiction Code: 3020

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2019

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

3020 Edmonton School District No. 7**Legal Name of School Jurisdiction**

One Kingsway Edmonton AB T5H 4G9; 780-429-8063; todd.burnstad@epsb.ca

Contact Address, Telephone & Email Address**BOARD CHAIR**

Ms. Michelle Draper

Name

Signature

SUPERINTENDENT

Mr. Darrel Robertson

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Todd Burnstad

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on June 19, 2018 .**
Date

Version: 170615

c.c. Alberta Education
c/o Robert Mah, Financial Reporting & Accountability Branch
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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- 2018/2019 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 2018-2019 Spring Proposed Budget clearly demonstrates the government's commitment to support education, even under the current financial situation facing Alberta.

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 2.7 per cent or just over 2,653 new students, bringing the total projected enrolment to 101,567
- With no change to base instruction grants, the 2018-2019 student allocation rates remained at the same level as 2017-2018.

Plans:

- The District has plans to use accumulated surplus from operations totalling \$11.1M. 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, 2018.
- The Alberta government is continuing to provide funds to school boards for the Classroom Improvement Fund (CIF) for the 2018-2019 school year. Edmonton Public School's portion is anticipated to be \$10.9 million dollars.

Highlights:

- Spending on Administration and Board Governance is **3.30** per cent of total budget spending which is below the 3.6 per cent administrative spending limit required by the Province.
- The budget includes projected increases to staffing levels of about 187.76 FTEs, out of which 81.13 FTEs are certificated staff and 106.63 FTEs are non-certificated staff to provide educational services for 101,567 students.

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 allow the District to support some capital projects on a go forward basis, however these reserves represent only a 4% 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 2018/2019	Fall Budget Update 2017/2018	Actual Audited 2016/2017
REVENUES			
Alberta Education	\$1,120,234,510	\$1,082,886,050	\$1,030,475,577
Other - Government of Alberta	\$2,568,900	\$2,718,000	\$3,489,627
Federal Government and First Nations	\$2,449,500	\$2,443,500	\$2,903,847
Other Alberta school authorities	\$817,000	\$838,400	\$729,851
Out of province authorities		\$0	\$0
Alberta Municipalities-special tax levies		\$0	\$0
Property taxes		\$0	\$0
Fees	\$26,965,700	\$26,475,500	\$31,601,568
Other sales and services	\$19,553,100	\$18,794,400	\$22,323,128
Investment income	\$3,500,000	\$3,200,000	\$2,757,590
Gifts and donations	\$6,233,400	\$5,591,300	\$8,708,246
Rental of facilities	\$3,969,800	\$4,050,100	\$4,075,857
Fundraising	\$2,049,400	\$1,764,100	\$1,976,564
Gains on disposal of capital assets		\$0	\$0
Other revenue		\$0	\$0
TOTAL REVENUES	\$1,188,341,310	\$1,148,761,350	\$1,109,041,855
EXPENSES			
Instruction - Early Childhood Services	\$67,169,835	\$69,330,623	\$76,891,297
Instruction - Grades 1-12	\$874,741,218	\$874,917,560	\$772,196,420
Plant operations & maintenance	\$153,196,361	\$163,913,555	\$164,042,977
Transportation	\$46,913,920	\$46,496,405	\$42,787,870
Administration	\$39,569,305	\$38,608,297	\$35,025,734
External Services	\$17,899,274	\$16,974,149	\$19,815,433
TOTAL EXPENSES	\$1,199,489,913	\$1,210,240,589	\$1,110,759,731
ANNUAL SURPLUS (DEFICIT)	(\$11,148,603)	(\$61,479,239)	(\$1,717,876)

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

	Approved Budget 2018/2019	Fall Budget Update 2017/2018	Actual Audited 2016/2017
EXPENSES			
Certificated salaries	\$527,089,141	\$520,899,924	\$490,422,400
Certificated benefits	\$131,202,611	\$129,532,938	\$112,942,297
Non-certificated salaries and wages	\$228,807,092	\$224,001,300	\$210,865,187
Non-certificated benefits	\$61,147,297	\$59,284,032	\$54,548,869
Services, contracts, and supplies	\$197,502,845	\$230,632,569	\$197,810,871
Capital and debt services			
Amortization of capital assets			
Supported	\$41,915,999	\$34,249,215	\$33,519,270
Unsupported	\$11,102,177	\$10,895,431	\$9,987,832
Interest on capital debt			
Supported		\$0	\$0
Unsupported	\$364,551	\$383,780	\$402,435
Other interest and finance charges	\$358,200	\$361,400	\$220,454
Losses on disposal of capital assets		\$0	\$40,116
Other expenses		\$0	\$0
TOTAL EXPENSES	\$1,199,489,913	\$1,210,240,589	\$1,110,759,731

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2018/2019	Fall Budget Update 2017/2018	Actual 2016/2017
FEES			
TRANSPORTATION	\$7,961,300	\$7,614,400	\$11,429,169
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$2,407,492
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Optional)	\$4,717,100	\$4,579,000	\$4,084,489
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$159,503	\$168,290	\$169,220
Fees for optional courses	\$3,678,521	\$3,409,487	\$3,297,268
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$6,273,771	\$6,538,074	\$6,066,683
Other fees to enhance education Metro Continuing Education Fees	\$732,900	\$0	\$831,614
NON-CURRICULAR FEES			
Extra-curricular fees	\$2,871,053	\$3,048,527	\$2,767,118
Non-curricular goods and services	\$571,552	\$409,022	\$548,515
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES	\$0	\$708,700	\$0
TOTAL FEES	\$26,965,700	\$26,475,500	\$31,601,568

*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 2018/2019	Fall Budget Update 2017/2018	Actual 2016/2017
Cafeteria sales, hot lunch, milk programs	\$1,448,095	\$1,645,752	\$1,375,095
Special events	\$1,755,257	\$1,096,670	\$1,755,257
Sales or rentals of other supplies/services	\$1,214,670	\$937,758	\$1,139,661
Out of district unfunded student revenue	\$0	\$0	\$0
International and out of province student revenue	\$6,462,500	\$7,050,000	\$0
Adult education revenue	\$2,192,900	\$1,831,300	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$318,248	\$0
Bulk supply sales	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$229,067
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
TOTAL	\$13,073,422	\$12,879,728	\$4,499,081

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

(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Explanation of Other Costs (Column "(C)")	Other Costs (Explain under (B))* 2018/2019	Entry Fees and Admissions 2018/2019	Transportation Component 2018/2019	Supplies & Materials** 2018/2019	Total 2018/2019
FEES						
TRANSPORTATION		\$0	\$0	\$7,961,300	\$0	\$7,961,300
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)		\$0	\$0	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES		\$0	\$4,717,100	\$0	\$0	\$4,717,100
FEES TO ENHANCE BASIC INSTRUCTION						
Technology user fees		\$0	\$0	\$0	\$0	\$0
Alternative program fees		\$0	\$0	\$0	\$159,503	\$159,503
Fees for optional courses		\$0	\$262,500	\$0	\$3,416,021	\$3,678,521
ECS enhanced program fees		\$0	\$0	\$0	\$0	\$0
ACTIVITY FEES		\$0	\$6,273,771	\$0	\$0	\$6,273,771
Other fees to enhance education		\$0	\$732,900	\$0	\$0	\$732,900
NON-CURRICULAR FEES						
Extra-curricular fees		\$0	\$2,871,053	\$0	\$0	\$2,871,053
Non-curricular goods and services		\$0	\$0	\$0	\$571,552	\$571,552
NON-CURRICULAR TRAVEL		\$0	\$0	\$0	\$0	\$0
OTHER FEES***						
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
TOTAL FEES		\$0	\$14,857,324	\$7,961,300	\$4,147,076	\$26,965,700

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

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

***Use Other Fees only for fees which do not meet predefined categories as described on Pages 14 & 15 of the Budget Guidelines 2018/2019

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, 2017	\$217,747,726	\$73,635,715	\$0	\$80,420,780	\$0	\$80,420,780	\$63,691,231
2017/2018 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$20,871,022)			(\$20,871,022)	(\$20,871,022)		
Estimated board funded capital asset additions		\$12,205,593		(\$4,985,799)	(\$4,985,799)	\$0	(\$7,219,794)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$41,589,317)		\$41,589,317	\$41,589,317		
Estimated capital revenue recognized - Alberta Education		\$30,542,352		(\$30,542,352)	(\$30,542,352)		
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		\$615,716		(\$615,716)	(\$615,716)		
Estimated reserve transfers (net)				\$0	\$15,425,572	(\$15,425,572)	\$0
Transfer Unrestricted Surplus to Operating Reserves	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2018	\$196,876,704	\$75,410,059	\$0	\$64,995,208	\$0	\$64,995,208	\$56,471,437
2018/2019 Budget projections for:							
Budgeted surplus(deficit)	(\$11,148,603)			(\$11,148,603)	(\$11,148,603)		
Projected board funded capital asset additions		\$15,475,000		(\$5,000,000)	(\$5,000,000)	\$0	(\$10,475,000)
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$53,018,176)		\$53,018,176	\$53,018,176		
Budgeted capital revenue recognized - Alberta Education		\$41,915,999		(\$41,915,999)	(\$41,915,999)		
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		\$634,682		(\$634,682)	(\$634,682)		
Projected reserve transfers (net)				\$0	\$5,681,108	(\$5,681,108)	\$0
Transfer Unrestricted Surplus to Operating Reserves	\$0	\$0	\$0	\$0			\$0
Projected Balances for August 31, 2019	\$185,728,101	\$80,417,564	\$0	\$59,314,100	\$0	\$59,314,100	\$45,996,437

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-2019	31-Aug-2020	31-Aug-2021	31-Aug-2019	31-Aug-2020	31-Aug-2021	31-Aug-2019	31-Aug-2020	31-Aug-2021
Projected opening balance	\$0	\$0	\$0	\$64,995,208	\$59,314,100	\$53,866,156	\$56,471,437	\$45,996,437	\$39,496,437
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)	\$53,018,176	\$53,018,176	\$53,018,176		\$0	\$0			
Budgeted capital revenue recognized	(\$41,915,999)	(\$41,915,999)	(\$41,915,999)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$634,682)	(\$654,233)	(\$674,385)		\$0	\$0			
Projected reserves transfers (net)	\$5,681,108	\$0	\$0	(\$5,681,108)	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations	\$0	(\$11,447,944)	(\$11,427,792)	\$0	(\$5,447,944)	(\$5,427,792)	\$0	\$0	\$0
Increase in (use of) school generated funds	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	\$0	\$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 Central Initiatives to Support Schools	(\$11,680,295)	\$0	\$0		\$0	\$0			
Professional development, training & support	\$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	(\$5,000,000)	(\$5,000,000)	(\$5,000,000)		\$0	\$0			
Repairs & maintenance - Technology Technology and Business Systems	(\$2,500,000)	\$0	\$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	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building Self Funded mature neighborhood replacement school	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$6,500,000)	(\$6,500,000)
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	(\$5,000,000)	(\$5,000,000)	(\$5,000,000)	\$0	\$0	\$0	(\$10,475,000)	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Student Transportation - Use of Reserves Student Transportation	(\$3,768,308)	\$0	\$0		\$0	\$0		\$0	\$0
District Wide Junior High Core Course Resources District Wide Junior High Initiative	(\$1,200,000)	\$0	\$0		\$0	\$0		\$0	\$0
School and Central Surpluses Surpluses returned at year end	\$13,000,000	\$13,000,000	\$13,000,000		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	\$59,314,100	\$53,866,156	\$48,438,364	\$45,996,437	\$39,496,437	\$32,996,437

Total surplus as a percentage of 2019 Expenses
ASO as a percentage of 2019 Expenses

8.78%
4.94%

7.78%
4.49%

6.79%
4.04%

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 2017/2018, 2018/2019, 2019/2020, and 2020/2021 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:

2017/2018

Provide an explanation of material changes from the fall budget update originally submitted in November, 2017 for annual operating surplus (deficit), capital acquisitions, endowments, and/or other changes affecting unrestricted surplus, operating reserves, and capital reserves. In conjunction with the 2017-2018 Spring Budget, the Board of Trustees approved the distribution of \$27.1 million of surplus funds to be used during the 2017-2018 school year. Based on the actual ending surplus balances at schools and central decision units at the end of August 2017, 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 2017-2018 Fall Revised Budget was \$61.5 million.

Current projections indicate that although \$61.5 million of surplus funds were distributed during the 2017-18 year, approximately \$40.6 million will not be used. The current annual operating deficit for 2017-18 is projected to be \$20.9 million not \$27.1 million as originally anticipated during the 2017-2018 Spring Budget. Thus, the District is forecasting Operating reserves of \$65 million for August 31, 2018 and an AOS of \$196.9 million versus the 2017-2018 Spring Budget Projections of \$34.2 million and \$169.2 million respectively.

2018/2019

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

Operating Reserves:

A) Core Technology Enterprise Management - Year 3	\$ 2,500,000
Previously, schools were responsible for the cost of core technology infrastructure at their respective sites. Schools were 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 the new enterprise management model, maintenance, management and ever greening of core technology infrastructure will become the responsibility of District Technology. Schools no longer are responsible for budgeting for the maintenance and replacement of their core technology infrastructure. Following 2018-2019, 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 3	5,000,000
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 (amount required to offset the approved 2018-2019 fee increase)	375,000
This amount is being funded from surplus instead of transferring this cost to students/families in the form of an increase in Student Transportation Fees for eligible riders.	
D) Student Transportation (operating surplus)	3,393,308
As reflected in the May 22, 2018 Board report on student transportation fees, in addition to approving a 5 per cent fee increase, Administration will attempt to reduce transportation costs by implementing operational efficiencies in 2018-2019 such as: making minor changes to bell times so more schools can share buses; sharing busing resources with Edmonton Catholic Schools; and implementation of a new carrier contract that minimizes the impact of fluctuating fuel prices. These efficiencies are expected to save approximately \$1.7 million. However these operational efficiencies and savings are still not enough to cover the costs of providing transportation services to our students.	
E) District Wide Junior High Core Course Resources	1,200,000
This new initiative will be created by Master Teachers working with grass roots teachers. The program will involve the creation of an on-line resource to deliver a consistent delivery of curricular outcomes for junior high standardization of curriculum standards and outcomes.	
F) School surpluses (estimated up to 3%, net of repayment of deficits)	15,000,000
Schools are allowed to carry forward a surplus balance of up to the 3% of their prior year fall budget. Any surplus amount that exceeds the 3% (net of repayment of school deficits) carry forward threshold will be added to the Equity Fund balance in the fall revised budget.	
G) Central initiatives to support schools - Central access to surplus:	
<u>Strategic Planning and Administration</u>	933,611
Funds to support the data population and completion of the District Dashboard, the review and development of a District branding identity, the creation of a structure for principal readiness, and contracting consultants for probationary teacher support.	

Continued on next page...

**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 2017/2018, 2018/2019, 2019/2020, and 2020/2021 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.

2018/2019 continued

Supports for Schools and Programming 10,746,684

Funds to support the programming needs and supports for schools. It includes support for expanding programs and research based projects such as: career pathways, locally developed course management, early years research, comprehensive school health, as well as specialized assessments.

H) Less: the following are added back in order to forecast the ending balance:

Schools projected ending 2018-2019 surplus balances (up to 3%) (15,000,000)

Central projected ending 2018-2019 surplus balances (13,000,000)

Total use of Surplus funds being released in the 2018-2019 Spring Proposed Budget **\$11,148,603**

Capital Reserves:

Energy retrofit (On-going annual commitment) - Year 2 \$ 5,000,000

Millcreek - purpose built in-house daycare 1,000,000

Self funded mature neighborhood replacement school - Design only 2,000,000

Six self funded modular classrooms 2,475,000

Total use of Capital Reserves in the 2018-2019 Spring Proposed Budget **\$10,475,000**

2019/2020

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

Operating Reserves:

Infrastructure Investment Framework - Year 4 \$ 5,000,000

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.

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.

Projected use of Surplus funds in the 2019-2020 Spring Proposed Budget \$ 7,000,000

Capital Reserves:

Self funded mature neighborhood replacement school - Construction \$ 6,500,000

Projected use of Capital Reserves in the 2019-2020 Spring Proposed Budget **\$ 6,500,000**

2020/2021

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

Operating Reserves:

Infrastructure Investment Framework - Year 5 \$ 5,000,000

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.

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.

Projected use of Surplus funds in the 2020-2021 Spring Proposed Budget \$ 7,000,000

Capital Reserves:

Self funded mature neighborhood replacement school - Construction \$ 6,500,000

Projected use of Capital Reserves in the 2020-2021 Spring Proposed Budget **\$ 6,500,000**

August 31, 2021

Describe the jurisdiction's intended use of unrestricted surplus, operating reserves, and capital reserves balances expected as at August 31, 2021.

Minimum Reserve Target - To be financially responsible and prudent, the District is targeting to maintain an operating reserve balance between 3 and 5 per cent of our annual operating expenses. This provides the District with the ability to minimize the impact on students in the event of unforeseen circumstances or funding changes.

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

	Budgeted 2018/2019 (Note 2)	Actual 2017/2018	Actual 2016/2017	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	67,043	65,195	62,649	Head count
Grades 10 to 12	23,792	23,231	23,228	Note 3
Total	90,835	88,426	85,877	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	2.7%	3.0%		
Other Students:				
Total	794	949	1,042	Note 4
Total Net Enrolled Students	91,629	89,375	86,919	
Home Ed and Blended Program Students	352	352	514	Note 5
Total Enrolled Students, Grades 1-12	91,981	89,727	87,433	
Percentage Change	2.5%	2.6%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	2,858	2,525	2,514	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,757	1,874	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	9,593	9,203	8,691	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	13	3	88	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	9,606	9,206	8,779	
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	4,803	4,603	4,390	
Percentage Change	4.3%	4.9%		
Of the Eligible Funded Children:				
Students with Severe Disabilities	1,756	1,217	1,783	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	765	134	1,069	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 2018/2019	Actual 2017/2018	Fall Budget 2017/2018	Actual 2016/2017	Notes
CERTIFICATED STAFF					
School Based	5,078.5	5,017.3	5,017.3	4,807.7	Teacher certification required for performing functions at the school level.
Non-School Based	212.9	193.0	193.0	178.2	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,291.4	5,210.3	5,210.2	4,985.9	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	1.6%	4.5%	1.6%	4.5%	
If an average standard cost is used, please disclose rate:	\$ 102,791	\$ 102,791		\$ 102,791	
Student F.T.E. per certificated Staff	18.3	18.1		18.4	
Certificated Staffing Change due to:	Please Allocate	Please Allocate			
	81.1	0.0			
Enrolment Change	81.1	-	224.3		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	81.1	-	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	2,512.3	2,471.6	2,471.6	2,345.7	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	998.1	939.6	939.6	908.9	Personnel providing support to maintain school facilities
Transportation	18.3	17.8	17.8	17.8	Personnel providing direct support to the transportation of students to and from school
Other	464.4	457.6	457.6	452.2	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,993.2	3,886.6	3,886.5	3,724.6	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	2.7%	4.3%	2.7%	4.3%	
Explanation of Changes:					
Increase is due to increased enrolment of 2,563 students as compared to September 30, 2017 headcount. 2017-2018 Fall Revised Budget staffing numbers are used as the actual 2017-2018 staffing numbers as these are our best approximation of 2017-2018 actuals.					
Additional Information					
Are non-certificated staff subject to a collective agreement? <input type="checkbox"/>					
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.					
Some of our non-certificated staff are subject to a collective agreements. The terms as follows: Custodial Collective Agreement - expired August 31, 2017 - FTE = 696 Support Collective Agreement - expired August 31, 2017 - FTE = 2,383 Maintenance Collective Agreement - expires August 31, 2020 - FTE = 244					

BOARD AND SYSTEM ADMINISTRATION 2018/2019 EXPENSES UNDER (OVER) MAXIMUM LIMIT	
TOTAL EXPENSES (From "Total" column of Line 28 of Schedule of Program Operations)	\$1,199,489,913
Enter Number of Net Enrolled Students:	91,629
Enter Number of Funded (ECS) Children:	9,593
Enter "C" if Charter School	<div style="border: 1px solid black; width: 80px; height: 20px;"></div>
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	\$43,181,637
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
2018/2019 MAXIMUM EXPENSE LIMIT (the greater of A or B above)	\$43,181,637
Actual Board & System Administration from G31 of "Budgeted Statement of Operations"	\$39,569,305
Amount Overspent	\$0

DATE: June 19, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Implications of the 2017 Federal Budget on Trustee Remuneration

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Ria Ames, Angela Anderson, Krista Brandon, Vanessa Croswell-Klettke, Michelle Gennaro, Madonna Proulx

REFERENCE: [Income Tax Act](#)
[Allowances for Members of Legislative Assemblies and Certain Municipal Officers](#)
[Trustees' Handbook](#)

ISSUE

On March 22, 2017, as part of the Federal Budget it was announced that the non-taxable allowance for municipal officers (including school board trustees) be considered fully taxable effective January 1, 2019.

BACKGROUND

Currently, in accordance with the *Income Tax Act*, one-third of school board trustee remuneration is non-taxable. As outlined in the Edmonton Public School Board Trustee Handbook (pages 58-60), this tax exemption is applied to both the base annum honorarium as well as the advance on travel expenses. With the 2017 Federal Budget announcement, effective January 1, 2019, the full amount of these types of allowances will be taxable, resulting in a reduction of Trustees' take-home remuneration.

As shown in Attachment I, in order for the Board of Trustees to maintain their current take-home remuneration, adjustments to the base-annum honorarium will be required.

RELATED FACTS

- In April 2017, the City of Edmonton Council voted to make the necessary changes to adjust their base salaries so that their take-home pay remained unchanged.
- Elk Island Public Schools approved a motion on September 14, 2017, where after tax income in 2019 would be no less than current after tax income for their Trustees.
- The Town of Banff Council voted to make the necessary changes to adjust their base salaries so that their take-home pay was not impacted by the elimination of the tax exemption. The rationale was cited as 'while members of council may not necessarily anticipate a salary increase during their term of office, conversely they did not expect a decrease'.
- Through the Association of School Business Officials of Alberta (ASBOA) and the Urban Schools Insurance Consortium (USIC) membership listing, Administration has reached out to several other school jurisdictions to inquire how they are handling the elimination of the tax exemption. While many boards have not made final recommendations, the consensus to date is a desire to adjust trustee remuneration to offset the change in tax treatment.

RECOMMENDATION

That Trustee base annum honorarium be increased effective January 1, 2019, to offset the tax implications on both the current base annum honorarium and the advance on travel expenses.

OPTIONS

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

1. Make no changes to Trustee remuneration.
2. Adjust Trustee base annum honorarium effective January 1, 2019, to offset the tax implications on both the current base annum honorarium and the advance on travel expenses.
3. Adjust Trustee base annum honorarium effective January 1, 2019, to offset the tax implications on the current base annum honorarium.

CONSIDERATIONS and ANALYSIS

- Board committee work resulting in additional per diem honorariums has not been factored into the calculations in Attachment I.
- Attachment II provides a comparison of the current Trustee honorariums for the three largest school districts in Alberta, compared to the three options presented for Edmonton Public.

NEXT STEPS

- If option two or three is approved, the 2018-2019 Fall Revised Budget will be updated to reflect the required adjustments.
- The Trustee Handbook will be updated regardless of which option is approved to reflect the change in the *Income Tax Act*.

ATTACHMENTS and APPENDICES

ATTACHMENT I Trustee Tax Adjustment Options

ATTACHMENT II Trustee Remuneration Comparison of Metro Boards

TB:ja

Option 1: No changes to Trustee remuneration - (status quo)

Trustee Wards	Base-Annum Honorarium	Advance on Travel Expenses	No Adjustment Required
Ward A	36,523	3,364	
Ward B (Board Chair)	46,831	3,364	
Ward C	36,523	3,364	
Ward D	36,523	3,364	
Ward E	36,523	3,364	
Ward F	36,523	3,364	
Ward G (Vice Chair)	41,426	3,364	
Ward H	36,523	3,364	
Ward I	36,523	3,364	
Totals	\$ 343,918	\$ 30,277	

Option 2: Trustee Remuneration adjusted for tax implications on one-third of the base honorarium and the advance on travel expenses

Trustee Wards	Base-Annum Honorarium	Advance on Travel Expenses	Adjustment required to Honorarium
Ward A	36,523	3,364	2,836
Ward B (Board Chair)	46,831	3,364	4,157
Ward C	36,523	3,364	2,836
Ward D	36,523	3,364	2,836
Ward E	36,523	3,364	2,836
Ward F	36,523	3,364	2,836
Ward G (Vice Chair)	41,426	3,364	3,418
Ward H	36,523	3,364	2,836
Ward I	36,523	3,364	2,836
Totals	\$ 343,918	\$ 30,277	\$ 27,430

Option 3: Trustee Remuneration adjusted for tax implications on one-third of the base honorarium excluding the advance on travel expenses

Trustee Wards	Base-Annum Honorarium	Advance on Travel Expenses	Adjustment required to Honorarium
Ward A	36,523	3,364	2,313
Ward B (Board Chair)	46,831	3,364	3,559
Ward C	36,523	3,364	2,313
Ward D	36,523	3,364	2,313
Ward E	36,523	3,364	2,313
Ward F	36,523	3,364	2,313
Ward G (Vice Chair)	41,426	3,364	2,862
Ward H	36,523	3,364	2,313
Ward I	36,523	3,364	2,313
Totals	\$ 343,918	\$ 30,277	\$ 22,612

Metro Comparison - Trustee Annual Honorariums

School District	Chair	Vice Chair	Trustee
Calgary Board of Education	55,000	50,000	45,000
Edmonton Catholic School Board	50,000	44,000	40,000
Calgary Roman Catholic Separate School District	45,723	41,054	36,389
Edmonton Public Schools:			
Option 1 - No changes	46,831	41,426	36,523
Option 2 - Adj. for tax (base & travel advance)	50,988	44,844	39,359
Option 3 - Adj. for tax (base only)	50,390	44,288	38,836

DATE: June 19, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent, Mike Suderman, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston

REFERENCE: [Guide to Education: ECS to Grade 12, 2017-2018](#)
[Ministerial Order on Student Learning \(#001/2013\)](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2017-2018* (pg.63) states that:

“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”

LDCs also support District alternative programs and the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Junior and senior high school LDCs are currently approved on a four-year cycle by the developing school authority. Senior high school LDCs must also be authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. This approval and/or authorization process is governed by provincial and District policies.

All LDCs developed by Edmonton Public Schools have been written to ensure that they meet student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

- are aligned with the elements of the *Ministerial Order on Student Learning (#001/2013)*
- contain a rationale, philosophy, and general and specific learning outcomes aligned with provincial requirements and standards

Supplementary information related to all LDCs, such as assessment information, is available on the District intranet. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

RELATED FACTS

- All District-developed LDCs in this report were developed collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools:

- **Arabic Language and Culture Three-year (3Y) 15-25-35**
- **Arabic Language and Culture Twelve-year (12Y)**
- **Art and Design: Ceramics 7-8-9**
- **Art and Design: Drawing 7-8-9**
- **Art and Design: Painting 7-8-9**
- **Art and Design: Photography 7-8-9**
- **Competencies in Math 15**
- **Guitar 15-25-35**
- **Learning Strategies 15-25-35 (3 and 5)**
- **Portfolio Art 35 (3 and 5)**
- **Punjabi Language and Culture Twelve-year (12Y)**

OPTIONS

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

1. Approve the LDCs as presented.
2. Approve the LDCs with amendments to those developed by the District.
3. Do not approve the LDCs.

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support District alternative programming.
- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

NEXT STEPS

Upon approval of this recommendation, the Administration will submit a request to Alberta Education for authorization to offer the high school LDCs in Edmonton Public Schools. If authorization is obtained, the Administration will make these LDCs available for use in the District.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 19, 2018

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2018

LH:ha

Summaries of Locally Developed Courses Submitted for Approval on June 19, 2018

Arabic Language and Culture Three-year (3Y) 15-25-35

Arabic Language and Culture Three-year (3Y) 15-25-35 is a 5 credit course series developed by Calgary Board of Education. It is currently not being delivered by any District schools.

Arabic Language and Culture Three-year (3Y) 15-25-35 is intended for students who are beginning their study of Arabic language and Arabic-speaking cultures in senior high school. This course series provides the opportunity for students to learn to use Arabic in a variety of situations and for a variety of purposes. Students in Arabic Language and Culture Three-year (3Y) 15-25-35 will develop an understanding of historical and contemporary elements of Arab-speaking cultures, which may enhance their ability to be effective global citizens.

Arabic Language and Culture Twelve-year (12Y)

Arabic Language and Culture Twelve-year (12Y) is a 5 credit course series developed by Northern Lights School Division. It is currently being delivered at one District school and had an enrolment of 157 students as of February 21, 2018.

The Arabic Language and Culture Twelve-year (12Y) course series is intended for students who begin their study of Arabic language and Arabic-speaking cultures in Kindergarten or Grade 1 and continue their study into high school. This course series provides the opportunity for students to learn to use Arabic in a variety of situations and for a variety of purposes. Students in Arabic Language and Culture Twelve-year (12Y) will develop an understanding of historical and contemporary elements of Arab-speaking cultures, which may enhance their ability to be effective global citizens.

Art and Design: Ceramics 7-8-9

Art and Design: Ceramics 7-8-9 is a new trimester course series developed by Edmonton Public Schools. This course series enables students to access an art and design course in a trimester context and is designed for delivery in approximately 25 hours of instruction.

Art and Design: Ceramics 7-8-9 provides students with the opportunity to develop an understanding of the elements of art and the principles of design for ceramics. In this course series, students will explore the media, techniques and processes of ceramics as a means to communicate their artistic ideas. Art and Design: Ceramics 7-8-9 enables students to create ceramics for a range of purposes, including a collaborative exhibition or installation.

Art and Design: Drawing 7-8-9

Art and Design: Drawing 7-8-9 is a new trimester course series developed by Edmonton Public Schools. This course series enables students to access an art and design course in a trimester context and is designed for delivery in approximately 25 hours of instruction.

Art and Design: Drawing 7-8-9 provides students with the opportunity to develop an understanding of the elements of art and the principles of design for drawing. In this course series, students will explore the media, techniques and processes of drawing as a means to communicate their artistic ideas. Art and Design: Drawing 7-8-9 enables students to create drawings for a range of purposes, including a collaborative exhibition or installation.

Art and Design: Painting 7-8-9

Art and Design: Painting 7-8-9 is a new trimester course series developed by Edmonton Public Schools. This course series enables students to access an art and design course in a trimester context and is designed for delivery in approximately 25 hours of instruction.

Art and Design: Painting 7-8-9 provides students with the opportunity to develop an understanding of the elements of art and the principles of design for painting. In this course series, students will explore the media, techniques and processes of painting as a means to communicate their artistic ideas. Art and Design: Painting 7-8-9 enables students to create paintings for a range of purposes, including a collaborative exhibition or installation.

Art and Design: Photography 7-8-9

Art and Design: Photography 7-8-9 is a new trimester course series developed by Edmonton Public Schools. This course series enables students to access an art and design course in a trimester context and is designed for delivery in approximately 25 hours of instruction.

Art and Design: Photography 7-8-9 provides students with the opportunity to develop an understanding of the elements of art and the principles of design for photography. In this course series, students will explore the media, techniques and processes of photography as a means to communicate their artistic ideas. Art and Design: Photography 7-8-9 enables students to create photography for a range of purposes, including a collaborative exhibition or installation.

Competencies in Math 15

Competencies in Math 15 is a 5 credit course developed by Red Deer Public School District. It is currently being delivered at nine District schools and had an enrolment of 475 students as of February 21, 2018.

Competencies in Math 15 aims to improve student mastery of mathematical skills, concepts and ideas. Students will extend their knowledge beyond performing routine operations, and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises. Students will be challenged to become engaged learners, critical thinkers and competent problem solvers.

Guitar 15-25-35

Guitar 15-25-35 is a 5 credit course series developed by Calgary Board of Education. It has not previously been offered in Edmonton Public Schools.

Guitar 15-25-35 provides the opportunity for students to learn instrumental technique, concepts and theory applied to both classical and modern musical forms. This course series extends the creative avenues available for students to learn how to express themselves musically and make meaning from listening to music. Students in Guitar 15-25-35 will have the opportunity to interpret the compositions of others and apply their developing performance skills to writing their own music and engaging in musical performance.

Learning Strategies 15-25-35

Learning Strategies 15-25-35 is a 3 and 5 credit course series developed by Calgary Roman Catholic Separate School District. It is currently being delivered at 23 District schools and had an enrolment of 1,571 students as of February 21, 2018.

Learning Strategies 15-25-35 is designed to assist high school students in developing understandings, literacies, skills and values to be successful learners across all subject areas. Students will purposefully think about the learning process, their current study habits and how to become more effective and efficient learners. This course series seeks to encourage students to be ethical, adaptive and resilient consumers of information who have confidence when problem solving and managing their own learning.

Portfolio Art 35

Portfolio Art 35 is a 3 and 5 credit course developed by Edmonton Catholic Separate School District. It has not previously been offered in Edmonton Public Schools.

Portfolio Art 35 is a course intended for students who plan to continue their studies at a post-secondary level. Portfolio Art will address the following three major areas: investigative skills, technical skills and the demonstration of creative skills. These areas reflect the expectations placed upon students for the evaluation and acceptance of a portfolio used for admittance into a post-secondary institution.

Punjabi Language and Culture Twelve-year (12Y)

Punjabi Language and Culture Twelve-year (12Y) is a complete Kindergarten to Grade 12 course series developed by the Headway School Society of Alberta. This specific LDC has not previously been offered in Edmonton Public Schools.

The Punjabi Language and Culture Twelve-year (12Y) course series is intended for students who begin their study of Punjabi language and culture in Kindergarten or Grade 1 and continue their study into high school. This courses series provides opportunities for students to develop Punjabi language proficiency, as well as knowledge and appreciation of Punjabi cultures. This course series provides the opportunity for students to learn and use Punjabi in a variety of situations and for a variety of purposes, and to develop the knowledge and attitudes to be effective global citizens.

**Enrolment Data for
Locally Developed Courses Expiring in 2018**

Locally Developed Course Name/Series	Enrolments 2013-2018 as of February 21, 2018					Schools offering in 2017-18
	13-14	14-15	15-16	16-17	17-18	
Arabic Language and Culture Twelve-year (12Y)	119	137	143	142	157	Grace Martin
Competencies in Math 15	n/a	n/a	n/a	66	475	amiskwaciy Academy Braemar Harry Ainlay J. Percy Page Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
Learning Strategies 15-25-35 (3 and 5 credit)	1,785	2,041	1,977	1,648	1,571	Academy at King Edward Argyll Centre Aspen Program Braemar Centre High Eastglen Edmonton Christian Harry Ainlay Hospital Campuses Institutional Services Schools J. Percy Page Jasper Place Learning Store at Blue Quill Learning Store at Londonderry Learning Store on Whyte Learning Store West Edmonton McNally Queen Elizabeth Ross Sheppard Strathcona Transitions at the Y Vimy Ridge Academy W.P. Wagner

DATE: June 19, 2018

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: First, Second and Third Reading for Board Policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct (Bill 24)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Wendy Malanchen, Nancy Petersen

REFERENCE: FA.BP Human Resources Framework
HFA.BP Sexual Orientation and Gender Identity
HG.BP Student Behaviour and Conduct
[Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)
[Bill 24: An Act to Support Gay-Straight Alliances](#)

ISSUE

The Policy Review Committee is bringing forward Board Policies FA.BP Human Resources, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct with required revisions that support alignment to Bill 24: *An Act to Support Gay-Straight Alliances*.

BACKGROUND

Bill 24: *An Act to Support Gay-Straight Alliances* received Royal Assent December 15, 2017, and came into effect immediately. Alberta Education provided school boards across the province until June 30, 2018, to ensure their policies were in alignment with the direction and intent of Bill 24.

RELATED FACTS

- The requirements to ensure alignment with Bill 24 rest in Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct.
- Revisions to FA.BP Human Resources Framework include:
 - Addition of statements that affirm the rights for staff members and students as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
 - An updated reference to the *School Act*.
- Revisions to HFA.BP Sexual Orientation and Gender Identity include:
 - Addition of statements that affirm the rights for staff members and students as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
 - Alteration of the Accountability Statement to reflect the Board's responsibility to the Minister.
- Revisions to HG.BP Student Behaviour and Conduct include:

- Addition of statements that affirm the rights for students as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
- Addition of a statement to articulate the Board's compliance with the *Freedom of Information and Protection and Privacy Act* (FOIP).
- Addition of statements articulating the specific requirements pertaining to the review and accessibility of HG.BP Student Behaviour and Conduct.
- Addition of *Canadian Charter of Rights and Freedoms* and *Freedom of Information and Protection and Privacy Act* (FOIP) to the References section.
- Update to *School Act* reference.
- The revisions to ensure alignment to Bill 24 have been highlighted in attached draft policies. The language of the revisions is based on the wording in Bill 24.
- As the changes coming forward are required by legislation, the Board's traditional practice of public engagement after first reading is not required.

RECOMMENDATION

- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the first, second and third time at this meeting.**
- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the first time.**
- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the second time.**
- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the third and final time and be approved.**

OPTIONS

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

1. Approve the Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct for first, second and third readings and approve the policies.
2. Decline to approve FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct for first, second and third readings and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct require revisions to ensure alignment with Bill 24: *An Act to Support Gay-Straight Alliances*.
- Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct policies were not opened for overall review, thus their originally scheduled review dates remain unchanged.

NEXT STEPS

Once approved, Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct will be posted to the District website and the update will be communicated to staff.

ATTACHMENTS and APPENDICES

ATTACHMENT I FA.BP Human Resources Framework
ATTACHMENT II HFA.BP Sexual Orientation and Gender Identity
ATTACHMENT III HG.BP Student Behaviour and Conduct

MB:mb

CODE: FA.BP

EFFECTIVE DATE: (20-06-2017)

TOPIC: Human Resources Framework

ISSUE DATE: (21-06-2017)

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 affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board. Staff members employed by the Board and students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

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
FBCD.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
Glossary of Terms
[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](#)
[School Act Section 45.1\(1\)\(3\)](#)

CODE: HFA.BP

EFFECTIVE DATE: (20-06-2017)

ISSUE DATE: (21-06-2017)

TOPIC: Sexual Orientation and Gender Identity

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 affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board. Staff members employed by the Board and students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

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.

The Board will comply with requirements respecting this policy established by the Minister.

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
Glossary of Terms
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
Freedom of Information and Protection of Privacy Act
United Nations Convention on the Rights of the Child
School Act s. 16.1(1), 45.1

CODE: HG.BP

EFFECTIVE DATE: (12-09-2017)

TOPIC: Student Behaviour and Conduct

ISSUE DATE: (13-09-2017)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging throughout the District.

To establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the *Alberta School Act*.

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 also found in a Glossary of Terms (linked in References).

- **Bullying** is defined in the School Act as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Academic Integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources, and conduct themselves ethically in the completion of assessments and examinations.

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice, and demonstrate positive personal and interpersonal character traits that contribute to the development of productive learning environments.

This policy affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect, and fairness by other students and staff
2. Students are expected to respect diversity and refrain from demonstrating any form of discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 12 of the *School Act*. Section 12 states that students will conduct themselves so as to reasonably comply with the following Code of Conduct:
 - a. be diligent in pursuing the student's studies;
 - b. attend school regularly and punctually;
 - c. co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - d. comply with the rules of the school;
 - e. account to the student's teachers for the student's conduct;
 - f. respect the rights of others;
 - g. ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - h. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means; and
 - i. positively contribute to the student's school and community.
2. Furthermore, students are expected to:
 - a. resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice;
 - b. use school and personal technology appropriately and ethically;
 - c. ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of

individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.

2. Examples of unacceptable behaviour include but are not limited to:
 - a. behaviours that interfere with the learning of others and/or the school environment
 - b. behaviours that create unsafe conditions
 - c. acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means
 - d. physical violence
 - e. retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
 - f. possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities
 - g. any illegal activity such as:
 - i. possession, use or distribution of illegal substances
 - ii. possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
 - iii. possession, use, display, or distribution of offensive messages, videos or images
 - iv. theft or possession of stolen property
 - h. any breach of rules and expectations established by District administrative regulations or a school-based code of conduct
 - i. failure to comply with Section 12 of the *School Act*

E. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action, and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.
2. Consequences for unacceptable behaviour must take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, consequences may include, but are not limited to:
 - a. temporary assignment of a student to an alternate supervised area within the school
 - b. temporary assignment of a student to an alternate learning location
 - c. short term removal of privileges
 - d. interventions such as positive behaviour supports, contracts, counselling, restorative practices
 - e. replacement or retribution for loss of or damage to property
 - f. in-school or out-of-school suspension;
 - g. referral to Attendance Board; and or

- h. recommendation for expulsion
- 4. Consequences for unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with District stakeholders, including staff, students and parents. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report. This policy will be made publicly available, provided to all staff, students and parents, and will be reviewed annually.

The District is governed by the *Freedom of Information and Protection of Privacy Act* (FOIP).

In alignment with Section 45.1(6) of the *School Act*, the Board shall:

- by June 30 of each year, review this policy and code of conduct, confirm the review by a board resolution;
- repost the policy and code of conduct on the publicly accessible District website after review;
- make this policy and code of conduct available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the Board;
- display in a place clearly visible to students in each school the URL of this policy and code of conduct on the publicly accessible District website;
- provide a copy of this policy or code of conduct to an individual upon request;
- comply with any further requirements respecting this policy or a code of conduct established by the Minister by order, which must be made publicly available;
- ensure compliance if a policy or school code of conduct is not established, or in the opinion of the Minister a policy or a code of conduct established does not meet the requirements as applicable; and
- ensure that if the Minister orders the establishment of a policy or code of conduct for, or add to or replace a part of a policy or code of conduct of, the Board; and/or imposition of any additional terms or conditions the Minister considers appropriate, the order of the Minister must be made available in a timely manner by the Board in a prominent location on a publicly accessible website maintained by or on behalf of the Board.

REFERENCES

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning Environments
AD.BP – District Vision, Mission, Values, and Priorities
AEBB.BP – Wellness of Students and Staff
DKB.AR – Appropriate Use of District Technology
FA.BP – Human Resources Framework
FBCA.AR – Respectful Working Environments
FBEB.AR – Workplace Violence
HED.BP – Student Attendance
HF.BP – Safe, Caring and Respectful Learning Environments
HFA.BP – Sexual Orientation and Gender Identity

HG.AR – Student Behaviour and Conduct
HGD.BP – Student Suspension and Expulsion
Glossary of Terms

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act

School Act s. 1(1)(b.1), 12, 16.1, 24, 25, 45.1, 126-130

DRAFT

DATE: June 19, 2018

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: First Reading of HAA.BP First Nations, Métis, and Inuit Education

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Clarice Anderson, Marnie Beaudoin, Wendy Malanchen, Nancy Petersen

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

ISSUE

The Policy Review Committee is presenting the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education for first reading.

BACKGROUND

- The Policy Review Committee used a comprehensive process to prepare the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education for first reading. This process included:
 - Consulting with a variety of groups including members of the Indigenous community.
 - Meeting with and receiving perspectives from parents and a group of high school students.
 - Consulting relevant research such as the OECD report Promising Practices in Supporting Success for Indigenous Students.
 - Referencing a variety of provincial, interprovincial and national government documents pertaining to First Nations, Métis, and Inuit Education.
- The draft Board Policy HAA.BP First Nations, Métis, and Inuit Education was written through the perspective of Truth and Reconciliation and of the *School Act*.

RELATED FACTS

This review work has resulted in a number of revisions to the current Board policy HAA.BP Aboriginal Education. These revisions include:

- A change to the title from “Aboriginal Education” to “First Nations, Métis, and Inuit Education” to reflect alignment to the current societal context.
- The addition of Purpose, Expectations and Accountability statements, in alignment to the updated board policy template.
- The identification of three primary areas of focus within the Policy section, including:
 - “Welcoming, Inclusive, Safe and Healthy Learning Environments” to reflect alignment to Board policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning Environments, and to the *School Act*.

- “Reconciliation” to reflect the Board’s role in Education for Reconciliation from the Calls to Action report of the Truth and Reconciliation Commission of Canada.
- “Student Success and Achievement” to reflect a strengths-based approach to the engagement and achievement of First Nations, Métis, and Inuit students.
- Appropriate updating of the References section.

RECOMMENDATION

- **That Board Policy HAA.BP First Nations, Métis, and Inuit Education be introduced.**
- **That Board Policy HAA.BP First Nations, Métis, and Inuit Education be read for the first time and approved for posting on the District website for stakeholder input.**

OPTIONS

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

1. Approve the first reading of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education at the June 19, 2018 meeting.
2. Decline to approve the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education and provide feedback and/or request changes to the Policy Review Committee.

CONSIDERATIONS and ANALYSIS

The current Board Policy HAA.BP Aboriginal Education requires revisions to align it to the District policy template.

The scheduled review year for policy HAA.BP Aboriginal Education is 2014.

Various types of engagement activities will be offered for community stakeholders, including the opportunity for online feedback.

NEXT STEPS

- Should the first draft of Board Policy HAA.BP First Nations, Métis, and Inuit Education be approved for first reading, it will be posted on the District website for stakeholder feedback.
- The Policy Review Committee will undertake further engagement with community stakeholders for the draft policy HAA.BP First Nations, Métis, and Inuit Education.
- Feedback will inform the development of the final draft of HAA.BP First Nations, Métis, and Inuit Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HAA.BP First Nations, Métis, and Inuit Education

MB:mb

CODE: HAA.BP

EFFECTIVE DATE: (22-05-2007)

ISSUE DATE: (24-05-2007)

TOPIC: First Nations, Métis, and Inuit Education

REVIEW YEAR: (2014)

PURPOSE

- To affirm the Board of Trustees' (the Board) responsibility for First Nations, Métis, and Inuit students to thrive within a welcoming, inclusive, safe and healthy learning environment that is respectful and responsive of individual life experiences.
- To support a District culture that fosters the process of reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students, acknowledging the importance of fostering and sustaining collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors, and community members.

DEFINITIONS

Colonization usually refers to the period of European colonization from Columbus (1492) onwards in the Americas, Oceania, Asia and Africa. Colonizers imposed their institutions and belief systems in the colonized territories and negatively impacted the social, cultural, spiritual and political structures and practices of the Aboriginal peoples of the land, resulting in today's intergenerational loss of language, culture and relationships on children, families and communities.

Cultural Advisors are First Nations, Métis, and Inuit individuals who have specific knowledge and wisdom related to their cultural practices, customs, history, values and language. They facilitate, support, promote and coordinate cultural practices.

Elder is a person regarded or chosen by an Aboriginal nation to be the keeper and teacher of its oral tradition and knowledge. This is a person who is recognized for his or her wisdom about spirituality, culture and life. An Aboriginal community and/or individuals will typically seek the advice and assistance of Elders in various areas of traditional as well as contemporary issues.

First Nations refers to a distinct nation or group of First Nations people. Each nation has its own rich and distinct culture, language, traditions and protocols. Each group also has their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is generally used to refer to the diversity of Aboriginal peoples in Alberta. Examples of languages, communities and groups include Cree, Dene Tha, Kainai, Tsuu T'ina, Nakota, Mikisew Cree First Nation and Blood Tribe.

Intergenerational Loss happens when the exchange of knowledge, language, culture and values from one generation to the next is interrupted, for example, by individuals having a familial history of Indian Residential School attendance. Multigenerational, cumulative and chronic trauma, injustices and oppression can reverberate through individuals, families and communities resulting in a legacy of loss that can persist across generations. A holistic learning environment that includes culturally appropriate curriculum, the role of culture and the incorporation of ceremony can empower students and disrupt intergenerational trauma and loss.

Inuit means ‘the people’ in Inuktitut. Inuit living in the western Arctic are Inuvialuk (singular) or Inuvialuit (plural) and speak Inuvialuktun. Inuit living in the central and eastern Arctic are Inuk (singular) or Inuit (plural) and speak Inuktitut. Most Inuit live in Nunavut, the Yukon, Northwest Territories, Labrador, northern Quebec, Greenland, Russia and Alaska. Inuit have a rich oral history with distinct traditions, language, beliefs, song, art and culture.

Knowledge Keeper refers to a person designated or acknowledged by other Elders of a cultural community as being knowledgeable about the culture, its perspectives, practices and products.

Métis refers to a person who self identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and is accepted by the Métis Nation. Métis have a unique history and traditions with their own language, flag, songs and stories.

Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. Education for Reconciliation is the collective work of ensuring curriculum and the education system support the process of reconciliation.

Treaty 6 is the historical document that was signed on August 23, 1876 at Fort Carlton in Saskatchewan. The total area of the Treaty stretches from central Alberta, through Saskatchewan and into Manitoba and includes 50 First Nations. Provisions in the Treaty recognize the notion of the medicine chest (healthcare) as well as the right to education.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement, in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge is of benefit to all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School District resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the agreement and relationship among Treaty people living together.

The Board confirms its commitment and role in actively supporting the process of reconciliation and recognizes that working towards this vision is for the benefit of all students, staff and the broader society.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for First Nations, Métis, and Inuit knowledge, cultures, languages and traditional practices contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the potential and learning aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized and fostered.

The Board recognizes that creating learning and working environments where First Nations, Métis and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, District staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors, and community members. The Board values building and nurturing these positive relationships.

A. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to nurturing such relationships through:

1. fostering each student's sense of belonging and nurturing a positive sense of self through a holistic approach
2. supporting actions that acknowledge and promote intentional understanding, respect and recognition of the diversity of First Nations, Métis, and Inuit perspectives, cultural beliefs, traditions, languages and values
3. supporting culturally responsive learning and working environments that weave First Nations, Métis, and Inuit ways of knowing, being and doing.

B. RECONCILIATION

The Board commits to the process of reconciliation and recognizes the importance of pursuing opportunities that foster reconciliation within school communities. The Board acknowledges the harmful impact of systemic racism on First Nations, Métis, and Inuit people, including our students. We are working towards reconciliation through:

1. aligning resources and building organizational capacity to support First Nations, Métis, and Inuit student success and achievement
2. supporting professional learning and capacity building of District staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting students, staff and District leaders to build and apply foundational knowledge about First Nations, Métis, and Inuit perspectives, cultural beliefs, traditions, languages and values
4. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
5. supporting education of the historical, social, economic and political implications of treaties and agreements with First Nations, agreements with Métis, the legacy of residential schools, and the impacts of intergenerational trauma
6. practicing community responsive protocols to foster and develop mutually respectful relationships

7. providing opportunities for all students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities

C. STUDENT SUCCESS AND ACHIEVEMENT

The Board commits to nurturing the academic achievement of all First Nations, Metis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:

1. collaborating with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors and local community members to support students' learning and participation in the school community
2. supporting staff to identify and use culturally responsive resources and instructional and assessment strategies to support First Nations, Métis, and Inuit student achievement
3. identifying and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning
4. using a range of data to support evidence-based decisions to appropriately identify students' needs in the learning environment.

EXPECTATIONS

The Superintendent of Schools will 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.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of reconciliation, student success and achievement, within a welcoming, inclusive, safe and healthy environment.

The District will provide an update on progress and priority strategies that support for First Nations, Métis, and Inuit students in relation to the District's strategic plan through the Annual Education Results Report to Alberta Education and the District's annual results review process.

REFERENCES

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

GGAB.BP – Multicultural Education

HAA.AR – Aboriginal Education

Truth and Reconciliation Commission of Canada: Calls to Action

Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada

School Act s. 45.1(1)

DATE: June 19, 2018

TO: Board of Trustees

FROM: Trustee Estabrooks, Governance and Evaluation Committee
Trustee Michael Janz, Governance and Evaluation Committee, Chair
Trustee Cheryl Johner, Governance and Evaluation Committee

SUBJECT: 2017-2018 Superintendent of Schools' Evaluation

RESOURCE STAFF: Karen Mills

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

ISSUE

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

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 summarizing the results of the 2017-2018 Superintendent of Schools' evaluation is attached (Attachment I).

KEY POINTS

- The summary letter, submitted by Optimum Talent, for the 2017-2018 Superintendent of Schools' Evaluation states that:
 - The Superintendent achieved an overall rating of 4.6 on a scale of 1 – 5. This represents a rating in the outstanding range. The Superintendent has consistently demonstrated his desire to have an excellent teacher in front of every student.
 - There is great pride in the progress made on the District Strategic Plan and vision for the District, especially progress on the high school completion rate.
- In summary, the Superintendent continues to be seen as a strong and visionary leader by Trustees, the District Support Team, District leaders and external stakeholders.

ATTACHMENTS

ATTACHMENT I June 2018 letter from Optimum Talent re: 2017-2018 Superintendent of Schools' Evaluation

KM:sj

June 12, 2018

Board Chair Michelle Draper

Edmonton Public School Board

Re: 2017 Superintendent Evaluation

We have completed the 2017 Superintendent Evaluation on Mr. Darrel Robertson as requested by the Board of Trustees of the Edmonton Public School Board. Our comprehensive evaluation 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 254 participants. An overall recap of the results was prepared for the Board.

The Superintendent achieved an overall rating of 4.6 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.

The Superintendent 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. Those within Edmonton Public Schools were especially pleased that the high school completion rate exceeded 80% for the first time.

External stakeholders were very pleased with the Superintendent's willingness to provide input and collaborate on a number of programs that provide value to both sides.

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

Regards,

Gord Syme

Managing Director

Optimum Talent

DATE: June 19, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Shared School Design Models in Saskatchewan
(Response to Request for Information #018)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Josephine Duquette, Ashley Kwan, Roland Labbe, Jennifer Thompson, Christopher Wright

REFERENCE: April 10, 2018 Board meeting (Trustee Johner)
[Joint-Use Schools Project \(Government of Saskatchewan\)](#)

ISSUE

The following information was requested:

That Administration provide a brief report on how shared school design models or operations between Public and Catholic School Boards are operating in Saskatchewan.

BACKGROUND

In 2017, the Government of Saskatchewan opened 18 schools on nine shared use sites in the municipalities of Saskatoon, Regina, Warman, and Martensville, using a public private partnership (P3). The Public and Catholic School Divisions share the buildings with the community.

Initial research from the Government of Saskatchewan's website included information on funding, school locations, and participating school boards. Administrators responsible for facilities and maintenance from Regina Public Schools, Regina Catholic School Division, Saskatoon Public Schools, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division were interviewed, as well as staff from one of the shared schools in Regina.

CURRENT SITUATION

Interviews were conducted over the telephone and the interviewees were given the opportunity to share their perspectives on the shared schools project that they participated in, including operation and maintenance. The interviews resulted in a number of reoccurring themes: division of maintenance, site configuration, project design process, and school division partnerships.

Maintenance for the shared P3 schools is provided by the P3 service provider directly or contracted out to a third party by the P3 service provider. The school boards are responsible for cleaning and other minor work like painting and drilling of walls. All maintenance is paid for through an annual maintenance allowance given to each board by the provincial government. Typically, when there are maintenance repairs or replacements which need to be completed, schools submit work orders to the P3 service provider, who then determines who the responsible party is. Administrators with several boards have expressed frustration over this process, as there are often disagreements as to who the responsible party is, and it is an inefficient use of time for all parties. The cost for services provided by the P3 service provider to replace something includes a 30-year maintenance fee up front. School board administrators interviewed all mentioned that it would be more time and cost effective if their own maintenance

personnel were to perform all service requests. There was also speculation that the P3 construction was actually not cost-effective.

Site configuration was another theme present throughout the interviews with administration from various boards. Site configuration can limit play and parking spaces for students, teachers, parents, and the community. Neighbourhood design had a large impact on some schools as the roadways leading to the school were not of sufficient width. Administrators expressed that open collaboration with the city and developers are crucial in order for the neighbourhood to successfully accommodate an operational school. In order to overcome these challenges, the site would need to be larger and the roads should be wider, however, this makes any savings in land irrelevant as it would be almost the same size as if the site had two separate buildings.

The recent P3 shared schools process was new to all the school boards, which resulted in an adjustment to their operations. The administrators mentioned some differences in understanding between the contractors and the school boards. Expectations were not clearly defined early in the process, there was little consideration of the school boards' input, and large meetings between the various stakeholders were time consuming and not cost-effective. The completed shared buildings are up to building codes but education experts consider the buildings as "very standard", since contractors did not fully understand the value and concept of a 21st Century learning environment. It was mentioned in one interview that at the same price, the boards could have built two schools that better fit with 21st Century learning environments concept.

Though there are maintenance challenges, time inefficiencies and traffic concerns, the communities and administrators were able to collaborate and acquire new working relationships with each other. Additionally, the administrators acknowledged that in the future, the P3 model could be more successful as a design-build P3 model. Principals included in the project design process better understood how to fully utilize their new space and collaborate with their neighbouring principal. Though each school functions independently within the same building, staff at each school worked together to stagger their schedules to alleviate traffic pressures and supervision issues, and to share the third gym and community space. Staff and students in the schools also supported one another by attending each other's musical and theatrical performances. The communities are able to utilize the space by registering through an online system. In addition, schools' administration engaged the local communities by inviting them out to events such as a joint barbecue hosted by the two schools.

KEY POINTS

- School administrators will stagger school schedules to accommodate each other; however, function independently of each other for the most part.
- Principals collaborate with each other and the community to share gym and multifunctional space.
- Administrators indicated support for a design-build P3 model that excludes maintenance.
- Maintenance is largely completed by the P3 service provider or contracted out to a third party. There are often disagreements between the P3 service provider and the school boards' administrators as to who the responsible party is.
- Administrators noted that the cost of maintenance was much higher and the process was more time consuming at these schools because of the P3 model.
- Project expectations were not clearly defined and stakeholders did not believe that their input was given much consideration by the builders. The stakeholders believe that this led to the completion of school buildings with very standard features that could have been built with 21st Century learning environment elements for the same price.
- The school design process was time consuming and costly for school boards' administration to participate in.

AK:kk

DATE: June 19, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2018 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [School Act](#) Sections 61(1), 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 19, 2018, following the last official meeting of the Board.

RECOMMENDATION

1. That in accordance with Sections 61(1), 65(2), 65(3) and 67(1) of the *School Act*, any special board meetings during the 2018 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 19, 2018, delegation of authority to the Superintendent of Schools to make decisions during the 2018 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 2018.

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