



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

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, May 22, 2018
2:00 p.m.

Board Meeting #12

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #11 – May 8, 2018
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10:30 a.m. on Tuesday, May 22, 2018, to speak under this item.)
- H. Reports:
 - 2. Report #5 of the Caucus Committee (From the meeting held May 8, 2018)
(Information)
 - 3. 2018-2019 Non-Resident Fees and 2019-2020 International Student Fees
(Recommendation)
 - 4. Motion re: Student Transportation Fees
(Recommendation)
 - 5. 2018-2019 Student Transportation Fees
(Recommendation)
 - 6. Heritage Valley High School – City of Edmonton Partnership
(Recommendation)
 - 7. Locally Developed Courses
(Recommendation)
 - 8. Recommendations re the ASBA 2018 Spring General Meeting
(Recommendation)
 - 9. Motion re: Edmonton Public Schools Student Dress Codes
(Recommendation)
 - 10. Motion re: Review of Edmonton Public Schools Policy EM.BP Alcoholic Beverages and Tobacco Use
(Recommendation)

- I. **Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10:30 a.m. Tuesday, May 22, 2018, to speak under this item.)
- J. **Other Committee, Board Representative and Trustee Reports**
- K. **Trustee and Board Requests for Information**
- L. **Notices of Motion**
- M. **Meeting Dates**
- N. **Adjournment**

MINUTE BOOK**Board Meeting #11**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, May 8, 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

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.

A. O Canada 

Ms Kaleia Simons-Cook, a Grade 11 student from Victoria School led the singing of O Canada.

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Johnner:

**“That the agenda for the May 8, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Recognition**1. School Name Honourees**

The Board Chair announced the following school names selected by the Board of Trustees for three new schools set to begin opening in September 2020:

- Heritage Valley - Dr. Anne Anderson School
- Larkspur - Thelma Chalifoux School
- McConachie - Sorayah Hafez School

There was a short break in the meeting.

E. Communications from the Board Chair

The Board Chair reported that on April 30, 2018, the grand opening of the Maclab Theatre at Lillian Osborn School was attended by Trustees Adams, Janz and Ip, the Superintendent and many staff. She shared that the theatre exists because of the hard work of dedicated community partners, many businesses, community leagues, families and individuals that have donated time or money to make the theatre a reality. The Board Chair thanked the Edmonton Public School staff involved in making this happen. She also thanked Trustee Ip for the many hours he has spent working with the school and the South Edmonton Arts and Theatre Society (SEATS) ensuring there was the funding and support needed to open the theatre.

The Board Chair commented that the Maclab Theatre will be an incredible asset to students both at Lillian Osborne School and at other schools in the Riverbend-Terwillegar area and the entire community. The Board Chair thanked everyone involved, Principal Hancock, the members of the SEATS committee, the school council, staff and students.

The Board Chair reported that on May 3, 2018, Edmonton Public Schools hosted a Treaty 6 and Métis Nation flag raising ceremony in the spirit of reconciliation and healing. She explained that the flag raising ceremony recognized the District's relationship with Treaty 6 and Métis people. The Board Chair said that respectful acknowledgement of traditional Indigenous territory is a

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major step in renewing relationships with Indigenous people. The Board Chair advised that the Board will be providing all District schools and buildings with flags to display indoors.

The Board Chair reported that on May 4, 2018, the Edmonton Public Schools Foundation hosted the 9th Annual Ready for Life fundraising breakfast and lunch in support of full-day Kindergarten programs. She advised that the events included amazing student entertainment and inspirational speakers all of which is a celebration of the great things happening in District schools as a result of Edmonton's generous community. The Board Chair thanked the Edmonton Public Schools Foundation for the great work they do in supporting full-day Kindergarten programming.

The Board Chair reported that the Canadian Mental Health Association's Mental Health Week is an annual national event that takes place in May to encourage people from all walks of life to learn, talk, reflect and engage others on all issues relating to mental health. The Board Chair shared that the theme "Getting Loud" means speaking up to stop the discrimination and the stigma that usually goes hand in hand with mental illness. She said the louder everyone gets, the bigger the difference everyone can make and there is a lot of difference to be made. The Board Chair said that this means speaking up to raise awareness and build support for someone at work, at home or for oneself.

The Board Chair reported that she attended the announcement by the provincial government that it is committing an additional \$5 million dollars to Mental Health Capacity Building in schools across the province. She said that both the Government of Alberta and Edmonton Public Schools understand the great need for mental health resources for children and adolescents and this is why the Board passed a motion on April 24, 2018, asking for increased access to mental health services in schools. She remarked that it is recognized that children and youth need to be healthy in order to do their best learning at school, and mental illness or other mental health concerns can significantly impact a student's ability to learn and succeed in school. The Board Chair said that additional funding will make a difference on the front line, providing important supports for students. On behalf of the Board of Trustees, the Board Chair thanked the Government of Alberta for their commitment to students across the province.

The Board Chair advised that May 17th is *International Day against Homophobia, Transphobia and Biphobia* and that this day belongs to no one individual; rather it is about people hoping for a prejudice-free world that can provide a place at the table for everyone regardless of their sexual orientation. She explained that May 17th is set aside to fight homophobia, transphobia and biphobia to be supported by all of those actively involved in a civil society.

F. Communications from the Superintendent of Schools

The Superintendent thanked the Board of Trustees for their vision and the raising of the Treaty 6 and Metis flags for all District schools and buildings. He said this demonstrates the District's strong

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commitment to truth and reconciliation and that it was a proud moment for all students and staff when the flags were raised at the Centre for Education on May 3, 2018.

The Superintendent explained that the District can seem like a large complex organization. He shared that one of most consistent things the District has is the leadership of principals in schools and he encouraged students, parents and community members to reach out to them for support.

G. Minutes

2. Board Meeting #10 – April 24, 2018

MOVED BY Trustee Dunn:

**“That the minutes of Board Meeting #10 held April 24, 2018, be approved as printed.”
(UNANIMOUSLY CARRIED)**

H. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from Mr. Dave Colburn regarding school health from a provincial perspective and Dr. Kim Kelly regarding a comprehensive school health approach.

I. Reports

3. Locally Developed Courses

MOVED BY Trustee Stirling:

“That the following Locally Developed Courses be approved for use in Edmonton Public Schools:

- **ESL Introduction to Canadian Studies 15-25**
- **ESL Introduction to Science 15**
- **Introduction to the Special Needs Educational Assistant Career Pathway 35**
- **Mathematics (IB) 25**
- **Pre-Engineering 25-35**
- **Special Needs Educational Assistant: Assistive and Adaptive Technology 35”**

(UNANIMOUSLY CARRIED)

4. Strategic Plan Update – Student Wellness and Citizenship

Information was provided that highlighted the work of schools and central services in support of building student wellness and citizenship in direct response to Priority 2 Goal One of the 2014-2018 District Strategic Plan.

5. Bereavement

The Vice-Chair reported on the passing of Ms Sudeep Jaswal.

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J. Other Committee, Board Representative and Trustee Reports

Trustee Adams provided a written report for inclusion in the minutes as follows:

On April 27, 2018, Trustee Adams attended the Alberta School Boards Association (ASBA) Zone 2/3 meeting in Edmonton as a Board delegate. They discussed various board motions for the upcoming ASBA Spring General meeting being held in Red Deer, Alberta on June 4, 2018.

On April 28, 2018, Trustee Adams volunteered at the Great Race for the Edmonton Federation Community Leagues fundraiser that was held at Hawrelak Park. She thanked the organizing committee for their work that contributed to another successful event in support community leagues.

On April 29, 2018, she and Trustee Gibson attended a candlelight vigil at the Millwoods sports park to honour female victims of violence, specifically, Asifa Bano from India. Trustee Adams was honoured to share words of comfort and encouragement at the vigil.

On April 30, 2018, Trustee Adams attended the professional development session at J. Percy Page School on how to differentiate between inclusion, integration, seclusion and exclusion and how to move towards the desired goal of inclusion.

On April 30, 2018, Trustee Adams attended the Mental Health Conference led by the Student Senate at Strathcona School. She indicated that there was good representation from various high schools and a variety of meaningful activities and useful resources offered. Trustee Adams said the development of three pamphlets, Your Time, Finding Time and Using Time, is a demonstration of the great work and creativity produced by District student leaders.

On April 30, 2018, Trustee Adams attended the grand opening of the Maclab Theatre at Lillian Osborne School and reported that it is an impressive example of community and school collaboration.

On May 1, 2018, Trustee Adams visited with principals from Ellerslie Campus and Michael Strembitsky School.

On May 2, 2018, Trustee Adams reported that the District Leadership meeting, led by the Superintendent, was very informative as he shared the significant work being done within the District and stressed the importance of accuracy with their school budgets.

On May 3, 2018, Trustee Adams was honoured to attend the Parent Council meeting at Michael Strembitsky School where there were discussions regarding high school accommodation for the southeast and timely intervention for special needs students.

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Trustee Dunn shared that It was a very powerful experience to witness the raising of the Treaty 6 and Metis flags last week, and is grateful for the work of the previous Board of Trustees, District staff and the many individuals from First Nations, Métis and Inuit communities who work directly with the District regarding truth and reconciliation.

Trustee Dunn commented that she enjoyed the Ready for Life fundraiser for the Edmonton Public Schools Foundation and said it is such an important cause that supports students in full-day Kindergarten.

Trustee Dunn reported that it was a highlight to attend Art in the HeArt 2018 at the Nina Haggerty Centre for the Arts where artwork from students at Delton, John A. McDougall, Oliver, Norwood and Spruce Avenue Schools was displayed.

Trustee Dunn shared that the Ross Sheppard School invited parents to their professional development session on two evenings. She said that she attended as a parent and heard positive feedback that it was a wonderful way to include parents of future students into the high school.

Trustee Dunn reported that the Student Mental Health conference hosted by the District's Student Senate was an important student-led event focused on mental health and the she was impressed by the leadership of the students at this event.

Trustee Estabrooks shared that she was honoured to have been part of the raising of the Treaty 6 and Métis flags ceremony and said it is an important step towards truth and reconciliation. She thanked the Elders, Enoch Cree Nation Chief, Billy Morin and President of the Métis Nation of Alberta, Audrey Poitras for sharing the day with the District.

Trustee Estabrooks thanked the Oliver Community League for inviting her to their Annual General Meeting (AGM) and appreciating the value of including a School Board Trustee in community discussions.

Trustee Estabrooks thanked Principal Darrin DeGrande and the teachers at A. Blair McPherson School for the warm welcome and the she appreciated seeing the Highest Level of Achievement Testing (HLAT) test marking.

Trustee Stirling reported that on April 30, 2018, she was pleased to bring greetings on behalf of the Board of Trustees at the Student Senate's Stepping Forward Together student mental health conference. She said that she is very proud of the students' leadership on mental health and wellness and how they moved beyond awareness and into action.

Trustee Stirling shared that District teachers are amazing team players and that she was impressed to see this in action at the McNally Catchment HLAT marking day at A. Blair McPherson School on April 30, 2018, along with Trustee Estabrooks. She explained that this

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event not only allows teachers to share in the work of marking exams, it also provides an important opportunity for professional development as teachers learn from and support each other. Trustee Stirling said it was also great to see the Kindergarten teachers engaged in professional learning around the Early Years Evaluation-Teacher Assessment (EYE-TA) and supporting early childhood development through play.

Trustee Stirling said that as the Board Chair and Superintendent noted, the May 3, 2018, Treaty 6 and Métis flag raising celebration was an incredibly moving day. She remarked that the flags are symbols and that symbols are powerful tools to open space for action. She said that the day marks the beginning of a new relationship and a hopeful future for reconciliation and relationship in Edmonton Public Schools. Trustee Stirling commented that this is just one piece of the bigger work the District has been doing to open space and create better relations with Indigenous people in District schools.

Trustee Stirling thanked Trustee Johner for making sure the Trustees got out to the May 4, 2018, Ready for Life breakfast and luncheon. Trustee Stirling congratulated the organizing team for pulling together such a great event.

K. Trustee and Board Requests for Information

Trustee Janz requested that Administration provide a report outlining the impact to schools, staffing and the educational experience if the District:

- was not funded for growth
- had a hiring freeze and were not permitted to staff retirements
- were faced with a three per cent decrease to the budget for the next four years
- were faced with a five per cent decrease to the budget for the next four years

L. Notices of Motion

Trustee Janz served notice that he will make a motion that the Board review tobacco policies, considering the listed items in the model policy put forward by Action on Smoking on Health and the upcoming legalization of cannabis.

Trustee Janz served notice that he will make a motion that student transportation fees be eliminated through a phased out approach over the next four years.

Trustee Stirling served notice that she will make a motion that Edmonton Public Schools school dress codes will not be gender specific and will respect the diversity of the student population. Dress codes should be focused on fostering a sense of belonging and a positive sense of self within a productive and safe learning environment and that dress codes should be focused on fostering a sense of belonging and a positive sense of self within a productive and safe learning environment.

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M. **Next Board Meeting:** Tuesday, May 22, 2018, at 2:00 p.m.

N. **Adjournment:** 5:05 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 22, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #5 of the Caucus Committee (From the meeting held May 8, 2018)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendation was approved at the May 8, 2018, Caucus Committee meeting:

That the Dry Pond Acquisition Agreement for a portion of the Edith Rogers and Malcolm Tweddle sites be approved.

BACKGROUND

In 2016, the City of Edmonton approached the District to acquire land at Malcolm Tweddle and Edith Rogers schools to construct two dry ponds on the shared site to increase storm water management in the area. In response to this request, the land was declared surplus to District needs on March 7, 2017, and the Minister granted approval to dispose of the property to the City of Edmonton on May 18, 2017. On April 12, 2017, City Council voted to transfer drainage services to EPCOR, taking effect in September of 2017. The agreement has been amended to reflect the change in operational responsibilities.

RELATED FACTS

- Edmonton Public Schools declared the site as surplus to District needs on March 7, 2017.
- The District was involved in the consultation regarding the detailed design phase which included information regarding the landscaping features and amenities to be provided, and the replacement of sports fields.
- Malcolm Tweddle and Edith Rogers schools are both supportive of the project.
- The design of the dry pond was communicated to the parent communities at the two schools, the principals, and District administration; communication will continue through the pre-construction, construction and post-construction.
- The City intends to begin construction on the dry ponds as soon as possible, with the intention to return the area to school and community use within one year.
- The City and EPCOR have developed a Drainage Operation Procedure to monitor the performance and safety of the proposed dry ponds.

KM:sj

DATE: May 22, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2018-2019 Non-Resident Fees and 2019-2020 International Student Program Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Krista Brandon, Ann Calverley, Jennifer Price, Madonna Proulx

REFERENCE: N/A

ISSUE

Non-Resident fees are set annually by the Board of Trustees for the purpose of recovering educational programming costs for non-resident students as defined under Section 30(1) (a) of the *School Act*. Non-resident students are either not eligible to receive provincial funding or another district has received the provincial funding allocation and is requesting Edmonton Public Schools to provide the educational programming for their resident students.

International student fees are charged because the District cannot claim education grants for international students.

BACKGROUND

Non-Alberta Resident and Special Needs Non-Resident Fees

The District charges a fee for students who are residents of Canada where the parent does not reside in Alberta. As per the Alberta Education funding manual, Edmonton Public Schools does not receive per student grants for those ineligible students. Therefore, a fee is required to cover the costs of educational programming. For the 2017-2018 school year, there are five Non-Alberta resident students registered with Edmonton Public Schools.

The District also enters into education service agreements (sponsorships) with other jurisdictions to provide instructional programming for special needs students in Levels 5 through 8. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional costs may be added to cover costs such as additional educational assistant time and transportation costs. In the current year, Edmonton Public Schools provides programming for 22 directed special needs students; 16 of these students are attending the Alberta School for the Deaf.

International Student Program Fees

Through the International Student Program, the District has a 23-year history of offering full-time, academic programming to international students from a variety of countries. This school year, 55 District schools served 590 international students from 39 countries. The program generated revenues of approximately \$6 million, 67 per cent of which went directly to schools in support of teacher retention, education programs, and a range of learning resources. The remaining 33 per cent was retained centrally to support program costs with the remaining funds included in the general District budget.

Several factors are considered in determining the international student tuition fee including; the cost of a senior high program with English Language Learning (ELL) instruction and support services; District operational costs including staff salaries and expenses associated with operating and managing the program and the current market conditions for programs of a similar nature in Alberta and across Canada.

An increase in the international student tuition fee effective for 2019-2020 is being recommended to ensure the District is consistent and competitive with 2019-2020 fees charged by other large Metro school boards including the Calgary Board of Education. Further, as we migrate to both online application and renewal platforms for international students, a fee increase will cover potential associated bank charges.

RELATED FACTS

- The Alberta Education funding manual outlines the process for the funding of students with special needs who are directed by the resident school jurisdictions to another school jurisdiction.
- All related funding for special needs students is provided by Alberta Education to the resident school jurisdiction and payment for the student's program is the responsibility of the resident school jurisdiction.
- The last increase proposed for International Student Fees was May 2016 for the 2017-2018 school year.
- International student fees continue to be allocated in a manner that maximizes revenues to schools but at the same time ensures sufficient financial resources to administer the program.

RECOMMENDATION

1. **That the proposed 2018-2019 Non-Alberta Residents and Special Needs Non-Residents fees be approved (Attachment I).**
2. **That the proposed 2019-2020 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved (Attachment I).**

CONSIDERATIONS and ANALYSIS

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

Non-Alberta Resident fees are based on the base instructional funding plus an overhead charge. As there has been no change in provincial base instruction funding for 2018-2019, it is proposed that the Non-Alberta Resident fees remain unchanged.

Special Needs Non-Resident fees are proposed to remain unchanged at the 2017-2018 rates, which is consistent with no change in the 2018-2019 provincial base grant rates. School resource allocations such as student allocation rates and support staff unit costs are also unchanged for 2018-2019.

International student tuition and application fees are revisited each year and brought forward for the consideration of the Board of Trustees. Administration is recommending that the current international student fee of \$12,000 be increased to \$12,500 effective for the 2019-2020 school year, and that the current international student application fee of \$250 be maintained.

NEXT STEPS

Once approved, the rates will be communicated to District staff through *District News* and International Student materials will be updated.

ATTACHMENTS and APPENDICES

ATTACHMENT I 2018-2019 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees
 2019-2020 Proposed International Student Tuition and Application Fees

TB:ja

ATTACHMENT I

**EDMONTON PUBLIC SCHOOLS
2018-2019 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees
2019-2020 Proposed International Student Tuition and Application Fees**

<i>Description</i>		<i>2018-2019 Proposed Fees</i>	<i>2017-2018 Approved Fees</i>	<i>Variance \$</i>	<i>Variance %</i>
NON-ALBERTA RESIDENT FEE					
<i>Non-ELL Fee</i>		<i>\$7,230</i>	<i>\$7,230</i>	<i>\$0</i>	<i>0%</i>
<i>ELL Fee</i>		<i>\$8,408</i>	<i>\$8,408</i>	<i>\$0</i>	<i>0%</i>
SPECIAL NEEDS NON-RESIDENT FEE					
Level 5	<i>Communication, ELL Foreign Born Refugee, Gifted & Talented Extensions, Learning Disability, Literacy, Mild Cognitive Disability, Moderate Emotional/Behavioral, Hearing, Multiple, Visual Disability, Non-verbal Learning Disability, Strategies</i>	<i>\$13,395</i>	<i>\$13,395</i>	<i>\$0</i>	<i>0%</i>
Level 6	<i>Moderate Cognitive, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	<i>\$14,947</i>	<i>\$14,947</i>	<i>\$0</i>	<i>0%</i>
Level 7	<i>Blindness, Deafness, Severe Cognitive, Emotional/Behavioral, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	<i>\$25,960</i>	<i>\$25,960</i>	<i>\$0</i>	<i>0%</i>
Level 8	<i>Blindness, Deafness, Severe Cognitive, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder</i>	<i>\$36,333</i>	<i>\$36,333</i>	<i>\$0</i>	<i>0%</i>
		2019-2020 Proposed Fees	2018-2019 Approved Fees		
INTERNATIONAL STUDENT PROGRAM FEE		<i>\$12,500</i>	<i>\$12,000</i>	<i>\$500</i>	<i>4%</i>
INTERNATIONAL STUDENT APPLICATION FEE		<i>\$250</i>	<i>\$250</i>	<i>\$0</i>	<i>0%</i>

DATE: May 22, 2018

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Student Transportation Fees

REFERENCE: [DEA.BP Student Transportation Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the May 8, 2018, Board meeting.

BACKGROUND

One of my ongoing advocacy priorities is the need to eliminate transportation fees across Edmonton—not just for students attending their designated school, but for alternative programs too. I know the government wants to make this change, and *Bill 1: An Act to Reduce School Fees* was a first step towards that end.

Next steps could contemplate a reduction or elimination of transportation fees via a phased reduction through the Board of Trustees requesting support from the City of Edmonton (we subsidize ETS riders), the Government of Alberta, or amendments as posed by my colleagues at the May 22nd Board meeting.

Bill 1 eliminated school transportation fees for some parents, and it was a step in the right direction. Unfortunately, it didn't go far enough. We need to cover all transportation fees for parents, including for students in language or alternative programs. We value programs of choice just as we value regular programs, and we want to see equity—we want to see school transportation fees eliminated for all students.

Removing barriers to families that have students riding the bus is positive for all Edmontonians, whether they have children in school or not. Better transportation reduces traffic congestion, helps the environment, and makes life easier for families with children by reducing wasted driving time.

Together, let's build on the momentum of *Bill 1* and, as EPSB Trustees requested in our March 20, 2017 letter to the Minister of Education, eliminate student transportation fees.

RELATED FACTS

- Transportation fees paid by families generate approximately \$13 million annually
- Transportation costs for the current level of service are approximately \$45 million annually
- Approximately 30 per cent of Edmonton Public students (31,000 students) ride the bus each year (total combined Yellow Bus and ETS, split between elementary, junior high, across programs of choice and neighbourhoods)

RECOMMENDATION

That student transportation fees be eliminated through a phased approach over the next four years

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

CONSIDERATIONS and ANALYSIS

Eliminating transportation fees could attract more students to the District, reduce congestion on roads, reduce traffic in neighbourhoods, reduce our carbon footprint and support families by reducing time spent transporting children to school. Specifically, it can offer the following benefits:

- **FAIRNESS:** Many rural school boards do not charge any transportation fees as the majority of their students have long geographic distances to travel so the *Bill 1* walk limit does not apply; however, urban students also have long ride times, traffic to contend with and conditions such as busy roads and terrain that make walking to school unsafe.
- **COMPETITIVENESS:** School districts are funded on a per pupil funding model. Eliminating fees could incentivize public schools as a choice for families. For instance, the Edmonton Catholic School District (ECSD) does not charge for Kindergarten students to ride the bus, and appears to have successfully used transportation as a loss-leader to recruit more students. Approximately 25 per cent of ECSD students (10,000 students) are non-Catholic; waiving transportation fees could contribute to our competitiveness.
- **MUNICIPAL IMPROVEMENTS:** Junior high students currently purchase District-subsidized ETS bus passes at their schools. Supporting no-fee school bus transportation through a contribution from the City of Edmonton could help attract young families to our city and make our community more desirable for our youngest citizens. Edmonton is renowned for our excellent no-fee public library.
 - Eliminating school bus fees could contribute to further making us a world-class city in which to raise a family.
 - For many families, eliminating fees contributes to the End Poverty Edmonton Initiative and provides more money in parents' pockets to spend in the local economy.
- **SYSTEM EQUITY and EFFICIENCY:** Contributing to bus fee elimination fixes inequities with *Bill 1* by eliminating fees for all students. The provincial government has the ability to legislate collaboration between school districts for transportation systems. Edmonton is operating two duplicate, redundant transportation systems. According to a preliminary study in 2014, shared transportation with the Edmonton Catholic School Board, with Public and Catholic students riding the same bus to different schools, could save \$2.5 Million annually through the Edmonton Student Transportation Authority (ESTA), as well as reducing ride times if it were signed or legislated. The Province is currently conducting an [online survey](#) on student transportation. For further information on possible cost savings, see the *Edmonton Journal* article, [Shared busing could save \\$2.7M: study](#).
- **CLIMATE CHANGE STRATEGY:** For the sake of our students, our city and our planet, we must address climate change. Steps to end automobile dependency at all levels should be enabled. Eliminating school bus fees further supports the municipal climate change strategy. It inculcates a culture of public transportation usage in our next generation, reduces traffic in our neighbourhoods and congestion around our schools. In the longer term, this can contribute towards building a better urban form and a more efficient transportation system.

NEXT STEPS

Should the Board of Trustees approve the recommendation, administration would be asked to bring forward a fee freeze for the forthcoming year as well as a four-year plan to reduce school fees. Meetings with regional school boards, Edmonton City Council and the provincial government would be sought to try and find additional sources of funding or efficiencies to replace the annual costs of parent fees.

MJ:km

DATE: May 22, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2018–2019 Student Transportation Fees

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Geoff Holmes, Christopher Wright

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

ISSUE

Annually, the Board of Trustees reviews Student Transportation fees. The Board attempts to keep fee increases to a minimum while continuing to provide excellent levels of service. The last fee increase took effect in August 2014. Revenue from Student Transportation fees and the use of Student Transportation carry-forward funds are used to cover any funding gap between the cost of the District's transportation service delivery and provincial grants. Entering the 2018–2019 school year, carry-forward funds have been exhausted and Student Transportation predicts a funding gap that will need to be addressed through a combination of sources to avoid decreases in transportation services.

BACKGROUND

Student Transportation is funded from two sources—provincial transportation grants and student transportation fees. In recent years, funding has fluctuated due to factors such as the inclusion and removal of the provincial fuel subsidy, enrolment growth and new school openings. For the past number of years, the District has maintained a service delivery model that is comprehensive and responsive, yet allows for stability in bus pass prices through the retention and use of carry-forward funds.

In the 2017–2018 school year, Student Transportation exhausted all carry-forward reserves, which were accrued over time through a combination of bus pass fees, operational efficiencies and provincial fuel funding. An operational deficit was projected in Student Transportation; however, the District chose not to increase fees in order to better understand how increasing enrolment, discussions around changes to provincial walk limits, and regulatory changes resulting from the implementation of *Bill 1: An Act to Reduce School Fees*, would come together to impact finances in Student Transportation. As a result of not increasing fees, while maintaining the same level of service, it is anticipated that approximately \$5,500,000 will be required from District surplus funds in order to cover the 2017–2018 operational deficit.

For the 2018–2019 school year, Student Transportation predicts a funding gap that will need to be addressed through a combination of sources to avoid decreases to transportation services. They include:

Operational Efficiencies

Student Transportation continues to implement increased efficiencies in their service delivery model. There is further work to be done in this area following consultation with stakeholders, but initiatives planned for September 2018 will result in anticipated savings totaling approximately \$1,700,000. They include:

- Working with schools to make minor changes to bell times so more schools can share buses. As a result, recent growth in new neighbourhoods and at new alternative program sites will be accommodated using no additional resources.
- Student Transportation will share busing resources with Edmonton Catholic Schools. Over 20 routes have been identified where buses can be used by both jurisdictions.
- Implementation of a new carrier contract that minimizes the impact of fluctuating fuel prices and introduces carrier performance incentives.

Fees

Student Transportation is proposing an increase to fees. The extent to which Student Transportation fees increase annually is dependent on:

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

Additional Board Funding

It is also proposed that additional District surplus funds be applied in order to minimize the increase to bus pass rates. With no increase to fee levels or decrease to services, the anticipated allocation required to offset the 2018–2019 operational deficit is \$4,000,000. Board funding is required in addition to the proposed bus pass fee increase.

RELATED FACTS

In considering the proposed 2018–2019 fee increase, the following should be noted:

- A Student Transportation fee schedule that reflected changes under *Bill 1* was approved by the Minister of Education for use in the 2017–2018 school year (Attachment I).
- Fee increases of more than five per cent must be approved by the Minister of Education in writing.
- The last increase to Student Transportation fees was implemented in August 2014. Prior to the 2014–2015 school year, fee increases were approved in the 2010–2011 school year. The 2014 increase represented an increase of 11 per cent on the elementary monthly pass price and 14.6 per cent on the junior and senior high monthly pass price. The 2010 increase, represented an increase of 12.5 and 11.6 per cent on the elementary and junior/senior high passes respectively.
- The 2014–2015 bus pass prices have remained in effect through the 2017–2018 school year.

- Since 2014–2015, yellow bus ridership has increased by 22 per cent. The majority of the increased demand is from new and developing communities.
- Effective September 2018, the District's cost to purchase transit passes from the City of Edmonton will increase by \$2 per month to a cost of \$75 per pass. This represents a nine per cent increase over the cost of the pass in September 2014 of \$69 per month.
- One component of the 2018–2019 cost increases is the result of higher daily rates paid to contracted yellow bus carriers. Although an ongoing Request for Proposal process will determine yellow bus rates for the 2018–2019 school year, yellow bus carrier rates increased approximately seven per cent between 2014–2015 and 2017–2018.
- The anticipated 2018–2019 provincial grants represent an increase of approximately 10 per cent since 2014–2015. This excludes the allocation provided to the District by the Province for the implementation of *Bill 1: An Act to Reduce School Fees*, which was designed to offset an equivalent decrease in fee revenue collected from parents.
- The Provincial Budget released in March 2018 confirms that the District will continue to receive the same amount of funding for the 2018–2019 school year to offset parent fees reduced following the implementation of *Bill 1*. The Provincial allocation is based on 2015–2016 enrolment, so has not been increased to align with the District's 10 per cent enrolment growth.

RECOMMENDATION

That an increase to Student Transportation fees be approved for implementation in August 2018 from the following options.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate. Dollar values have been rounded down to ensure fees are in whole dollars.

1. Increase Student Transportation fees by 10 per cent in September 2018 (five per cent for 2017–2018 as fees were held constant through the implementation of *Bill 1*; five per cent for 2018–2019). This would represent an increase of approximately \$3 per month on an elementary bus pass and \$5 per month on junior/senior high bus passes.
2. Increase Student Transportation fees by 10 per cent in September 2018, and five per cent each year going forward during the term of this Board. This would represent an increase of approximately \$3 per month on an elementary bus pass and \$5 per month on junior/senior high bus passes in the first year, and a further \$1 and \$2 a month respectively each year.
3. Increase Student Transportation fees by five per cent in September 2018, and five per cent each year going forward during the term of this Board. This would represent an increase of approximately \$1 per month on an elementary bus pass and \$2 per month on junior/senior high bus passes each year.

CONSIDERATIONS and ANALYSIS

Following the implementation of *Bill 1*, Transportation fees for students who fit the Provincial definition of transportation eligibility are comparable across jurisdictions. The key changes include:

- Removal of yellow bus transportation fees for approved riders who attend:
 - Their designated school and reside at least 2.4 km away.
 - A District centre special needs program or an inclusive setting at their designated school.
- Reducing the cost of ETS passes for students who attend:
 - Their designated school and reside at least 2.4 km away.
 - A District centre special needs program or an inclusive setting at their designated school.

For students who do not meet this definition of eligibility for transportation, fees differ across the province. Some examples of approved 2017–2018 transportation fees for students who do not meet provincial eligibility criteria in other jurisdictions are included below.

Edmonton Catholic School District (ECSD)

Kindergarten – no fees

Elementary students – \$320 per year

Junior High / Senior High / ETS – \$520 per year

Notes:

- ECSD does not offer a discount for annual passes, whereas the proposed annual Edmonton Public Schools' rates of \$265 and \$520 (includes 10 per cent increase if approved) represent lower monthly rates for elementary students (designated school or language program) and the same monthly rate for junior high, senior high, and ETS passes.
- ECSD increased rates for junior and senior high in September 2017 by \$2 per month.

Calgary Board of Education (CBE)

Kindergarten – \$335 per year

Grades 1-9 – \$335 per year

Calgary Transit – \$700 per year

Notes:

- CBE does not offer an option for monthly pass sales for most fee categories.

NEXT STEPS

If approved at Board, the new Student Transportation fees will be submitted to Alberta Education for approval before May 31, 2018. Once approved by the Minister of Education, the new fees will be communicated to school administration and families prior to the start of the 2018–2019 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Approved 2017–2018 Student Transportation Fees

GH:ks

2017-18 Student Transportation Fees

The following fees apply to students that are eligible for transportation.

For more information, please contact **Student Transportation at 780-429-8585** or talk to your school.

KINDERGARTEN

There is no charge for Kindergarten students applying for Yellow Bus transportation.

	GRADE 1 to 6				GRADE 7 to 12			
	Yellow Bus (Monthly)	Yellow Bus (Annual)	ETS (Monthly)	ETS (Annual)	Yellow Bus (Monthly)	Yellow Bus (Annual)	ETS (Monthly)	ETS (Annual)
Attending their designated school								
Students attending their designated school and reside 2.4 km away or more	\$0	–	\$18	\$180	\$0	–	\$18	\$180
Students attending their designated school and reside less than 2.4 km away	\$30	\$240	\$30	\$240	\$55	\$470	\$55	\$470
Grade 7-9 students continuing to attend the same designated school as attended in elementary and reside less than 2.4 km away	–	–	–	–	\$30	\$240	–	–
Not attending their designated school								
Students not attending their designated school regardless of distance	–	–	\$55	\$470	–	–	\$55	\$470
Students attending bilingual or immersion program	\$30	\$240	\$30	\$240	–	–	–	–
Students attending other alternative program (not bilingual or immersion)	\$55	\$470	\$55	\$470	–	–	–	–
Special education needs curb service								
Pre-Kindergarten, Kindergarten and students from Grade 1 to 12 with special education needs who are unable to use regular bus routes	\$0	\$0	–	–	\$0	\$0	–	–
Conditional riders (Kindergarten to Grade 12)								
	\$55	–	–	–	\$55	–	–	–
Replacement cost (lost or stolen)								
	\$6	–	\$73	–	\$6	–	\$73	–

Family maximum (applies to Grade 1 to 6 only)

Students attending designated school	\$72	\$570	\$72	\$570	–	–	–	–
Students attending bilingual or immersion program	\$72	\$570	\$72	\$570	–	–	–	–
Students attending other alternative program (not bilingual or immersion)	\$135	\$1149	\$135	\$1149	–	–	–	–

ANNUAL PASS

- Annual yellow bus passes look different than monthly passes.
- Annual passes must be paid in full at the school office by September 15, 2017.

EDMONTON TRANSIT PASSES

- Students enrolled at a District elementary, junior high or senior high school can purchase an ETS bus pass at their school.
- Passes are valid for unlimited travel on Edmonton Transit, including statutory holidays.
- Students can buy a replacement ETS pass at their school, or request a free replacement for a damaged ETS pass by turning in an identifiable piece of the damaged pass.

DATE: May 22, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Heritage Valley High School - City of Edmonton Partnership

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Terri Gosine, Kim Holowatuk, Roland Labbe, Aura Robinson, Robert Tarulli, Christopher Wright

REFERENCE: n/a

ISSUE

A Heritage Valley high school project was approved by the province on November 27, 2017. Discussions have been initiated to explore potential recreation facility integration with the City of Edmonton, as these facilities will be located on a District Park being assembled and developed by the City of Edmonton.

BACKGROUND

In response to the funding announcement of the Heritage Valley high school project, the Board approved the following motion at the February 6, 2018, public Board meeting:

That Edmonton Public Schools Administration work with the City of Edmonton to determine the following and report the findings at a future Board meeting:

1. The appropriate level of engagement and funding from the City of Edmonton required to enable an integrated design approach to the recently announced Edmonton Public High School project with the Heritage Valley Recreation Centre and the Heritage Valley District Park.
2. A milestone schedule to complete preliminary design.

City council also approved the following motion at the February 13, 2018, City Council meeting:

That City Administration:

1. Create a new capital funding profile for the Heritage Valley Recreation Centre.
2. Communicate with the Edmonton Public School Board to gain a more complete understanding of the scope of their school project.
3. Determine the appropriate level of engagement by the City to enable an integrated design approach to the ultimate design of the District Park and return to Committee with a report summarizing the above information as well as the level of design activity required, a milestone schedule to complete preliminary design and a funding requisition request.

Since February, City administration has met with Edmonton Public Schools administration and both parties have agreed to pursue an opportunity to integrate the high school with community recreation access. This concept would deliver an integrated design approach by grouping physical education amenities in a 'community recreation wing' with enhanced recreation amenities to the base high school program, funded through a City of Edmonton partner contribution. This community recreation wing would be accessible to the public for recreation during school hours of operation. Grouping would facilitate expanded public access to school components outside of school hours.

RELATED FACTS

- The high school has now been formally named Dr. Anne Anderson School.
- In order to meet a planned school opening date of September 2021, design of the school will proceed over the next year, with the objective of beginning construction in the spring of 2019.
- Design and construction of the Dr. Anne Anderson School will occur prior to the City of Edmonton completing its process to define the final design of the Heritage Valley District Park, including the confirmation of the indoor and outdoor recreation facilities and amenities which will be included in the District Park.
- The south portion of the District Park, which will be dedicated by a private developer in the coming months, will be provided with utility service connections and roadway construction access prior to the end of this construction season. This will be the location of Edmonton Public Schools high school building.
- The City of Edmonton has submitted a 2018 Supplemental Capital Budget Adjustment request for \$500,000 to fund site design and to develop the Heritage Valley District Park Master Plan.
- The partnership model under consideration to deliver the community recreation wing would involve our District supporting up-front design and construction costs for additional gymnasium space, enhanced fitness centre amenities, a potential elevated running track, and supporting amenities to the community recreation wing.
- The preliminary cost estimate for the City of Edmonton's capital contribution is approximately \$5.5 million.
- The City of Edmonton would need to identify and confirm funding to reimburse Edmonton Public Schools for the design and construction costs of the additional amenities in the community recreation wing.
- The community recreation wing would be operated by the City of Edmonton, who would also be responsible for any operating costs for public use time.
- This concept would benefit Dr. Anne Anderson School with additional gymnasium space, which could support a future expansion by 600 students, to 2,400 students in total.
- District stakeholder engagement about the school project would be conducted over the next year, and this engagement would incorporate collection of feedback regarding the community recreation wing in collaboration with the City's community engagement group.

RECOMMENDATION

That Administration be authorized to conclude negotiations on the funding and design plan outlined in this report with the City of Edmonton to integrate a community recreation wing into the design of Dr. Anne Anderson School.

OPTIONS

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

1. Proceed with negotiations with the City of Edmonton regarding the potential to incorporate additional space within Dr. Anne Anderson School for a community recreation wing.
2. Do not proceed with negotiations.

CONSIDERATIONS and ANALYSIS

A partnership with the City of Edmonton to deliver a community recreation wing within the Dr. Anne Anderson School project would be of mutual benefit to students in our District, the City of Edmonton and the residents of the Heritage Valley area. The partnership can be pursued without delaying the design process or construction schedule for the school. Given a three-year timeline to recover the costs of initial investment in the integrated community recreation wing, there is limited risk to the District in planning for a community recreation wing. There may be future enhanced opportunities for student benefit in the upcoming design of the future Heritage Valley Recreation Centre.

NEXT STEPS

Administration will continue to work with the City of Edmonton through the design of the Dr. Anne Anderson School project. The City of Edmonton will also be presenting a report to the Urban Planning Committee on May 22, 2018, to provide an update on the status of the initial City Council motion. The report will be publicized within the release of the agenda for the May 22, 2018, Urban Planning Committee meeting. If the partnership concept is supported, the item will then be deliberated by the City for funding support at a subsequent meeting. A joint working committee between Edmonton Public Schools and the City of Edmonton will continue to:

- explore integrated site and facility design as part of the design process for Dr. Anne Anderson School
- further identify and quantify additional costs and funding options
- begin to define facility responsibilities and public access parameters
- draft agreements required to facilitate approved approaches going forward

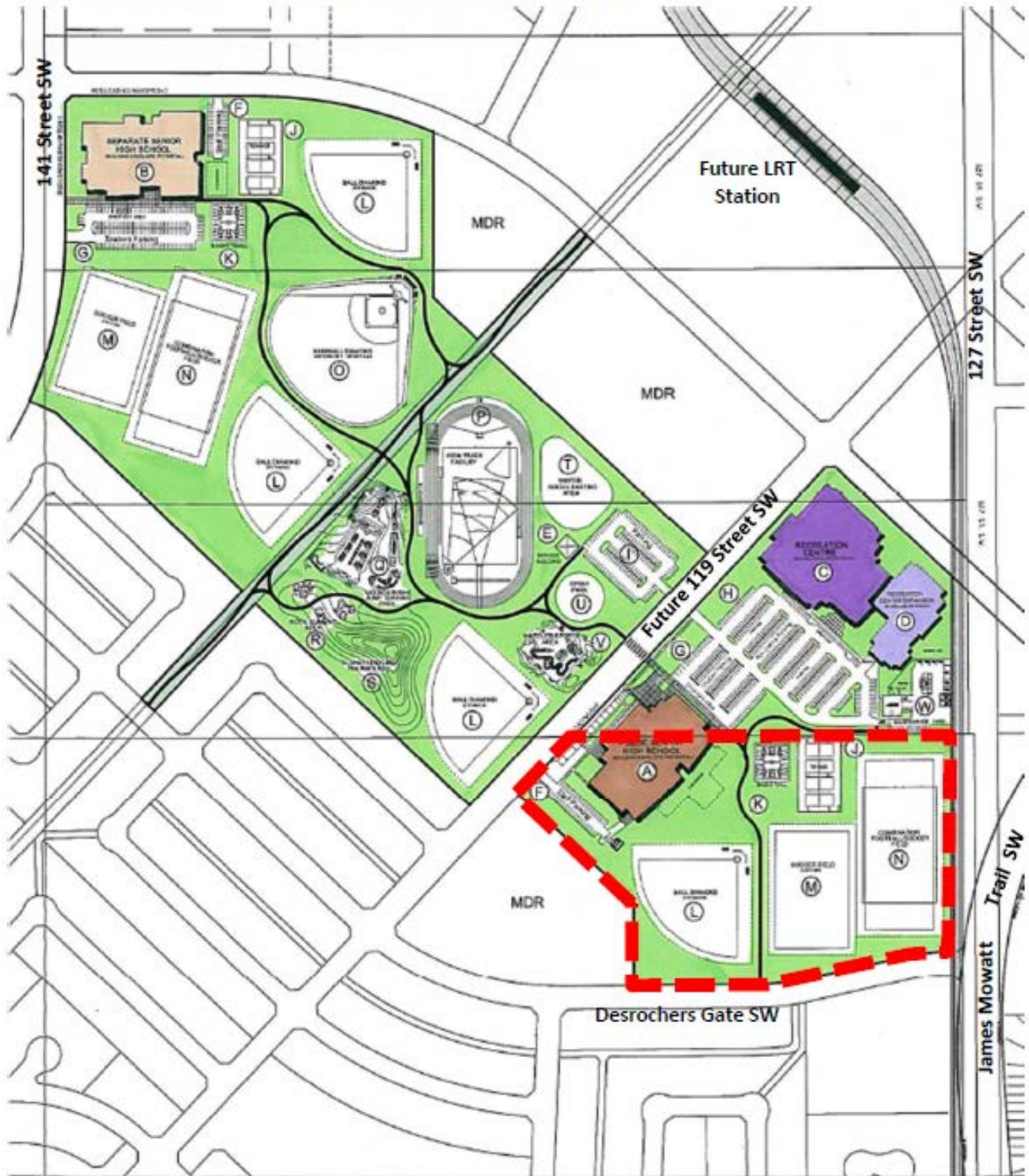
Partnership agreement details between Edmonton Public Schools and the City of Edmonton would be finalized prior to the start of construction, anticipated to begin in spring 2019. Further approvals required would be sought subsequent to design and funding confirmation, as timeline milestones are reached.

ATTACHMENTS and APPENDICES

ATTACHMENT I Preliminary Heritage Valley District Park Concept Plan - 2009

RL:kk

Preliminary Heritage Valley District Park Concept Plan - 2009



School Building Site (Developer Dedication Parcel)

DATE: May 22, 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.

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

- 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:

- **Advanced Dance 25-35 (3 and 5)**
- **Astronomy 15-25-35**
- **ESL Accelerated English 7-8-9**
- **ESL Introduction to Science 7-8-9**
- **ESL Introduction to Social Studies 7-8-9**
- **Sculpting (Advanced Techniques) 15-25-35**
- **Technical Theatre 15-25-35 (3 and 5)**

OPTIONS

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

1. Approve the LDCs as presented.
2. 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 May 22, 2018

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2018

LH:ha

Summaries of Locally Developed Courses Submitted for Approval on May 22, 2018

Advanced Dance 25-35

Advanced Dance 15-25-35 is a 3 and 5 credit course series developed by Lethbridge School District. It is currently being delivered at two District schools and had an enrolment of 45 students as of February 21, 2018.

Advanced Dance 15-25-35 is designed to offer students experiential learning in the presentation of dance in performance. Students are exposed to the knowledge, skills, techniques, attitudes and behaviours applicable to dance performance. Advanced Dance 15-25-35 builds on the foundation of Dance 15-25-35 and is a developmental progression for students to learn, develop and refine skills discrete to the study of dance in performance.

Advanced Dance 15-25-35 will be expiring on August 31, 2018 and Advanced Dance 15 will be discontinued as of September 1, 2018. To permit students who are currently taking Advanced Dance to complete the course series, the original authorization end dates have been modified. Alberta Education has authorized a one-year extension for Advanced Dance 25 and a two-year extension for Advanced Dance 35.

Astronomy 15-25-35

Astronomy 15-25-35 is a 3 credit course series developed by Calgary Board of Education. Astronomy 15 is currently being delivered at two District schools and had an enrolment of 52 students as of February 21, 2018.

Astronomy 15-25-35 provides students with the opportunity to analyze and assess the connections between celestial observations, human exploration, creativity, innovation and technological advancements. Throughout the course series, students will enhance their scientific literacy and numeracy by applying active observation and documentation skills.

ESL Accelerated English 7-8-9

ESL Accelerated English 7-8-9 is a course series developed by Calgary Board of Education. It is currently being delivered at three District schools and had an enrolment of 116 students as of February 21, 2018.

ESL Accelerated English 7-8-9 provides opportunities for English language learners at the intermediate English language proficiency level to examine and practice using the academic language required for participation, progression and achievement in the study of English language arts. Students in this course series will strengthen their skills in listening, speaking, reading, writing, viewing and representing for a variety of academic purposes. This course series provides students with the background knowledge necessary for successful integration into grade-level English language arts classes.

ESL Introduction to Science 7-8-9

ESL Introduction to Science 7-8-9 is a course series developed by Calgary Board of Education. It is currently being delivered at one District school and had an enrolment of four students as of February 21, 2018.

In ESL Introduction to Science 7-8-9, English language learners examine and practice using the academic language required for participation, progression and achievement in the study of the sciences. This course series provides English language learners at beginning levels of language proficiency with the

language instruction and practice necessary for successful integration and continued learning in grade-level science classes.

ESL Introduction to Social Studies 7-8-9

ESL Introduction to Social Studies 7-8-9 is a course series developed by Calgary Board of Education. Currently, it is not being delivered by any District schools.

ESL Introduction to Social Studies 7-8-9 provides English language learners with the opportunity to build communicative competence with the English language while attaining the cultural, social and political awareness needed for success in Canadian classrooms and participation in Canadian society. This course series provides beginner and intermediate English language learners with explicit language instruction as they develop the academic language skills required for successful integration into junior and senior high school social studies courses.

Sculpting (Advanced Techniques) 15-25-35

Sculpting (Advanced Techniques) 15-25-35 is a 5 credit course series developed by Calgary Board of Education. It is currently being delivered at two District schools and had an enrolment of 38 students as of February 21, 2018.

Sculpting (Advanced Techniques) 15-25-35 offers an extension of Art 10, 20, 30 and provides students with an advanced opportunity to consider spatial concerns and solve three-dimensional problems related to mixed media, installation, performance and environmental sculpture. In the course series, students will develop an understanding of the sculpting process through the study of form and space, art history and the manipulation, assembly and transformation of a variety of materials.

Technical Theatre 15-25-35

Technical Theatre 15-25-35 is a 3 and 5 credit course series developed by Calgary Board of Education. It is currently being delivered at seven District schools and had an enrolment of 164 students as of February 21, 2018.

Technical Theatre 15-25-35 offers students the opportunity to engage in non-acting roles that are required to realize complex theatre performances. Students will explore multiple technical roles, including stage management, sound, lighting, set and props, as well as costumes and makeup. This course series may act as a stepping stone for students wishing to consider a career in the non-performing technical components of theatre production, film and event production.

**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	
Advanced Dance 15-25-35 (3 and 5 credit)	n/a	27	29	33	45	Queen Elizabeth Victoria
Astronomy 15	n/a	n/a	n/a	56	52	Jasper Place Millwoods Christian
ESL Accelerated English 7-8-9	n/a	0	0	13	116	Hillcrest Steele Heights Westlawn
ESL Introduction to Science 7-8-9	0	0	0	0	4	Alberta School for the Deaf
ESL Introduction to Social Studies 7-8-9	n/a	26	63	85	0	None
Sculpting (Advanced Techniques) 15-25-35	29	22	17	33	38	Jasper Place W.P. Wagner
Technical Theatre 15-25-35 (3 and 5 credit)	n/a	17	60	160	164	Harry Ainlay J. Percy Page Lillian Osborne M.E. LaZerte Millwoods Christian Ross Sheppard Strathcona

DATE: May 22, 2018

TO: Board of Trustees

FROM: Alberta Schools Boards Association (ASBA) Issues and Resolutions Committee:
Trustees Adams, Janz and Draper

SUBJECT: Recommendations on voting in advance of the ASBA Spring General Meeting (SGM)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#), Section 6.2 ASBA Issues and Resolutions Committee

ISSUE

Annually prior to the ASBA Spring General Meeting SGM, the ASBA Issues and Resolution Committee brings forward a recommendation with regard to disposition of motions and the vote on the proposed budget.

BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association Zone and General Meetings. The Committee met on Thursday, May 3, 2018, to discuss the motions and budget proposed for the 2018 SGM. The following points summarize their discussion and observations:

- Despite the board package every year being shared with member boards and freely discussed at public board meetings, this year it is stamped “FOR ASBA MEMBER USE ONLY. NOT FOR PUBLIC DISTRIBUTION” even though the package did not contain confidential information. A lack of transparency further fuels concerns about the appropriateness of ASBA expenditures, rather than building a culture of trust and confidence.
- The Committee expressed a general concern about the ASBA executive’s self-imposed “culture of secrecy” separating them from the ASBA Board and staff and from the member school boards and Albertans. While the ASBA is not a school board and not required to adhere to the same legislative disclosure and reporting as a school board, voluntary compliance and support for best practices would go a long way to rebuilding trust with their membership. The executive’s secretive conduct is incongruent with the ASBA vision: *Excellence in education through exceptional school board governance* or the Strategic Goal: *Bolster the viability, credibility and sustainability of the Association and School Boards*.
- The ASBA Issues and Resolutions Committee members recalled letters received this year from other school boards expressing concerns over the difficulty for member school boards to drive the association. The current strategic plan was not ratified by the member school boards at a general meeting and lacks buy-in.
- The Committee expressed concern about the lack of critical dialogue within the ASBA. Narrowly interpreted governance policies emphasize that a director is an advocate for the ASBA Board/executive rather than their own school board or zone. These self-imposed ASBA policies result in an environment where ASBA directors cannot share (even in-camera) with their own zone or board. This dynamic of emphasis of ASBA executive/staff interest, rather than the interest of member school boards, contributed to the failure to pass a budget last year, disengagement of

Trustees from the association and the current proposed budget felt to serve the ASBA executive and not the member school boards

- Concern was noted that to attend the one day business meeting in Red Deer, Trustees were charged \$400 per person just for registration, which seemed to be a high cost for a few hours of a minimalist business meeting (room rental, breakfast, lunch, no keynote speakers and no dinner). This does not include hotel or mileage.
- With regard to the proposed seven per cent fee increase in the proposed ASBA budget, the Minister of Education emailed boards in December 2017 to instruct that education organizations should scrutinize travel, conference, and membership fee expenses to cut costs.

RELATED FACTS

Three motions are currently proposed on the SGM agenda:

Motion 1: 2018-2019 Budget

Concerns were raised by the Committee around:

- The Committee felt that if Edmonton Public Schools was not forced to be ASBA members, the Association could pass whatever budget they pleased and that the boards that see value in membership would be free to remain members.
- Lack of inclusion of the Executive Director's salary in the budget, despite the salary being disclosed for at least the last two executive directors over the last decade.
- Staffing. \$3.2 Million for 19 FTE (an average cost of \$168,000 per individual). Concerns regarding the excess of staff in the ASBA office, in particular the six-eight administrative positions were highlighted.
- Reserves of almost \$4,000,000, including \$500,000 for capital asset replacement for a small office, and \$2,000,000 for a "Wind Down" reserve. We find the reserves redundant, and if the auditor recommendation was three months operating, the association would only need \$1.2 Million, and this could be further reduced by right-sizing the staff complement. The rest of the reserves could be transferred to the membership and provide the ability to provide a 90% fee reduction membership fees this year, and still leave three months operating in reserve.
- While members were pleased to see that the ASBA was not looking at purchasing a building and was instead looking for more affordable lease options, it was reiterated that the ASBA (as well as the other three publicly funded education organizations subleasing space from the ASBA: College of Alberta School Superintendents (CASS), Association of School Business Officials of Alberta (ASBOA) and Alberta School Councils' Association (ASCA) should explore the possibility of renting space from Edmonton Public Schools, which could offer a competitive rate.
- The proposed budget was not passed unanimously by the ASBA Board of Directors. While the Committee considered responses from the ASBA executive, they were found to be unsatisfying. There was perceived to be an overall lack of clarity around what the \$3 Million in membership fees pay for as the events and functions are very expensive and costs of those are covered by the fees paid from attendees. Zone meetings are also paid for with separate zone fees.

Motion 2: Zones of the Association

This motion from Saint Thomas Aquinas Roman (STAR) Catholic contemplates additional language requiring an annual meeting between Zone Chairs and the ASBA Board, which already happen anyway (usually at the ASBA board meeting prior to the SGM). The Committee noted the issue with the ASBA was more of a disconnect between the member school boards and the leadership of the organization rather than an absence of mandated meetings. The Issues and Resolutions Committee members

expressed frustration that this motion did not change the issues with the ASBA or offer a remedy to the real problems facing the ASBA.

Motion 3: Policy Proposals Process

This motion from STAR Catholic requests insertion of language suggesting that the Board of Directors collaborate with Zone chairs annually to support the policy process. Again, we felt that this was already happening and the problem was a fairness issue, not a language issue. The Issues and Resolutions Committee members expressed frustration that this motion didn't change the issues with the ASBA or offer a remedy to the real problems facing the ASBA.

The ASBA Issues and Resolution Committee is also proposing the addition of two emergent motions to the agenda:

Motion 4: Creation of an Executive Director Salary Disclosure Bylaw

MOTION: In alignment with past practice, that disclosure of the Executive Director's salary be added to the ASBA bylaws.

- While it is true that ASBA is not required to disclose the Executive Director's salary, there is nothing *prohibiting* the disclosure. This is not singling out or "bullying" one particular Executive Director, but rather attempting to strengthen good process and uphold our fiduciary duty to transparency and good governance.
- This formalizes past practice and best practice. Given the extensive focus the ASBA placed on school board superintendent compensation through the creation and public dissemination of Superintendent Salary Compensation Survey, reporting the Executive Director's salary could help protect the ASBA from allegations of hypocrisy or unfairly singling out and comparing superintendents while not making public their own leader's salary.
- The salary figure was provided since at least 2010 annually in the SGM budget package.
- While we know that the ASBA is not a school board and disclosure isn't required by law, that doesn't mean we still can't set our own rules as an organization. As school board leaders, ASBA should model practices expected of boards.
- For many years, the salary was provided in writing. The Executive Director's salary for 2013-2014, 2014-2015, and 2015-2016 are attached. The Executive Director's salary was not included in the agenda package for the first time in 2016-2017 and again in 2017-2018. It is unclear why past precedent was abandoned and why the Board of Directors violated past practice.
- The decision to not report the salary is part of a disturbing trend around selective application of governance. For instance, it is unclear who at the Board of Directors requested the creation of the Superintendent Salary Survey with the particular slant and comparisons.
- This motion is emergent because we were not aware that the ASBA proposed budget would fail to include this information.

Motion 5: Create a bylaw to require the ASBA to stop appointing non-trustees to ASBA, Alberta Education, or other external committees

While the exact wording needs to be further developed, there are a series of positions detailed in Governance Policy 9 that the ASBA Board of Directors appoints. Currently, there are some who are appointed that were not re-elected as trustees or are staff or consultants of the ASBA. This practice erodes the role and opportunity of trustees.

RECOMMENDATIONS

That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2018 SGM:

1. Propose an amendment to the budget for a one-time fee reduction of 80 per cent with the transfer coming from reserves.
2. Propose an amendment to the budget to reduce the staff complement by at least one quarter.
3. If the proposed amendments do not pass, oppose Motion 1: 2018-2019 Budget
4. Oppose Motion 2: Zones of the Association
5. Oppose Motion 3: Policy Proposals Process

That the Edmonton Public School Board put forward two emergent motions for inclusion at the ASBA 2018 SGM:

1. In alignment with past practice, that the requirement for the disclosure of the Executive Director's salary be added to the ASBA bylaws
2. Create a bylaw to require the ASBA to stop appointing non-trustees to ASBA Alberta Education, or other external committees

OPTIONS

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

1. Approve the recommendations as presented
2. Request changes to the recommendations and provide feedback

CONSIDERATION and ANALYSIS

- ASBA has expressed concern that other groups (ASCA, CASS, and ASBOA) have passed membership fee increases, but the Committee did not support these justifications for an ASBA membership fee increase, and noted that those groups have voluntary membership.
- Committee members expressed a desire to see the ASBA actively work to create voluntary membership and have the right to leave the ASBA. The ASEBP Deed of Trust was amended by the ASBA and ATA to require school boards to be members of the ASBA in order to participate in the ASEBP benefits program. As Alberta School Employee Benefit Plan (ASEBP) benefits are a contract item, leaving the ASBA would in effect jeopardize access to the health and benefits plan for our staff. Fourteen school boards representing over 45 per cent of students voted for a bylaw amendment at SGM 2016 for the right to leave the ASBA.
- Edmonton Public School Board Trustees still find the value proposition on the part of the ASBA lacking.

NEXT STEPS

- The Board will send a letter to the ASBA member boards informing them of our proposed emergent motions.
- Delegates to the ASBA SGM will vote according to the direction set forth through these motions.

ATTACHMENTS and APPENDICES

- ATTACHMENT I ASBA Budget & Bylaws Bulletin 2018 Cover Page
ATTACHMENT II ASBA Executive Director Salary Statistics 2013-2016

MJ:km



Budget & Bylaws Bulletin 2018

Please bring this bulletin with you to the business session of the ASBA Spring General Meeting on June 4, 2018 at the Sheraton Hotel, Red Deer. Please review the Rules of Procedure in advance of the meeting.

**FOR ASBA MEMBER USE ONLY.
NOT FOR PUBLIC
DISTRIBUTION.**

Alberta School Boards Association Budget 2013-2014

Notes for Executive, Corporate and Communication Services continued:

- ♦ All other costs have been reviewed and increased or decreased to a cumulative total of \$1065. Association staff continue to look for efficiencies to reduce office costs.

Positions included in the 2013-2014 budget (~8.5 FTE):

Executive Director

- ♦ Executive Director – 2013-2014 Salary = \$230,761.

Alberta School Boards Association Budget 2014-2015

Line #	Information - Executive, Corporate and Communication Services
	Positions included in the 2014-2015 budget (~8.5 FTE):
	<ul style="list-style-type: none"> ➤ 2.5 Directors (Corporate Services (.50FTE), Finance and Administrative Services, Communications) ➤ 1 Receptionist and Administrative Assistant ➤ 1 Executive Administrative Assistant ➤ 1.9285FTE Administrative Assistants ➤ 1 Policy Coordinator/Administrative ➤ 1 Executive Director
	<u>Executive Director</u>
	<ul style="list-style-type: none"> ➤ Executive Director – 2014-2015 Salary = \$230,761.
	<u>ASBA Compensation Policy – Executive Director</u>
	“The ASBA Board believes the ASBA should have the ability to attract and retain an Executive Director with the background and relevant experience necessary to perform the duties associated with the expectations of the membership.

Alberta School Boards Association

Proposed Budget 2015-2016

Line #	Information - Executive, Corporate and Communication Services
	Positions included in the 2015-2016 budget (8 FTE): <ul style="list-style-type: none">› Executive Director› 2 Directors (Finance and Administrative Services, Communications)› 1 Receptionist and Administrative Assistant› 1 Executive Administrative Assistant› 3 Administrative Assistants
	<u>Executive Director</u>
	› Executive Director – 2015-2016 Salary = \$169,000

DATE: May 22, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling

SUBJECT: Motion re: Edmonton Public Schools Student Dress Codes

REFERENCE: [HG.BP Student Behaviour and Conduct](#)
[AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#)
[HFA.BP Sexual Orientation and Gender Identify](#)
[GGAB.BP Multicultural Education](#)
[Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the May 8, 2018, Board meeting.

BACKGROUND

Following the development and adoption of HG.BP Student Behaviour and Conduct and the associated administrative regulations, schools will be required to review their school codes of conduct to ensure this new policy is reflected. To support principals and school communities in the development and enforcement of school dress codes that may form part of school codes of conduct, this motion offers guidance on the development of those dress codes to ensure that they reflect the Board's expectations as set out in AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments and associated policies, including HFA.BP Sexual Orientation and Gender Identity and GGAB.BP Multicultural Education.

RELATED FACTS

Edmonton Public Schools is a District of choice with a diversity of programs and school communities. Schools develop student codes of conduct that reflect both their local community culture and the programs offered in the school, while respecting the principles established in Board policies and District administrative regulations. School codes of conduct may include dress codes and/or guidelines for school uniforms.

RECOMMENDATION

Be it moved that:

In keeping with the principles established in AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments and HG.BP Student Behaviour and Conduct, school dress codes will not be gender specific and will respect the diversity of the student population. Dress codes should be focused on fostering a sense of belonging and a positive sense of self within a productive and safe learning environment.

District schools will communicate about and enforce dress codes equitably and with regard for students' right to fairness, dignity, and respect. Education and information about and enforcement of dress codes will not target students based on race, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socioeconomic status or body type and size.



OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

Should the Board of Trustees approve the recommendation, District schools will communicate about and enforce dress codes equitably and with regard for students' right to fairness, dignity, and respect. Education and information about and enforcement of dress codes will not target students based on race, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socioeconomic status or body type and size.

Additionally, any new school dress codes will be developed and existing codes will be updated to reflect the principles that dress codes will not be gender specific, will reflect the diversity of the student population and will foster a sense of belonging and positive sense of self within a productive and safe learning environment.

BS:km

DATE: May 22, 2018

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Review of Edmonton Public Schools Policy EM.BP Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions

REFERENCE: [EM.BP Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions](#)
[Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the May 8, 2018, Board meeting.

BACKGROUND

The District has long been an advocate and key partner in tobacco cessation and reduction initiatives and public education. While we as a District can review our policies to ensure we are keeping pace with current threats to student health, such as vaping or implications from the legalization of cannabis, we also have a valuable role to play as advocates for public policies that protect the health of our students, staff and families.

RELATED FACTS

This motion stems from feedback I have received from parent and community members who are concerned about the health and wellness of our youngest citizens.

As a society, we have successfully slowed the growth in the number of smokers. In addition to numerous quality of life benefits, fewer smokers means fewer cases of cancer and fatal diseases. On an economic level, every dollar spent on health care treating preventable smoking related illness, is another dollar that can't be spent on public education, teachers and schools.

According to public health advocates Action on Smoking and Health, (Western Canada's leading tobacco control organization who are also members of the Campaign for a Smoke-Free Alberta, which is a coalition of prominent health organizations working to reduce tobacco use) the use of e-cigarettes among youth has been soaring and it now rivals the rates of smoking. Furthermore, the evidence is showing that the use of e-cigarettes among youth is contributing to the uptake of smoking among youth. The most dangerous substance in an e-cigarette is nicotine, as it can easily cause addiction.

The Federal government is in the process of passing a bill to regulate e-cigarettes, but we are still waiting for action from the Alberta government. Action on Smoking and Health wants e-cigarettes to be sold in a restricted manner similar to tobacco, and vaping to be included in all public smoking bans. Schools have been the frontline defense in anti-smoking initiatives. Public vaping is the modelling of smoking behaviour to youth and the potential renormalization of smoking.

Great strides have been made in reducing the social acceptability of smoking over the past few decades and smoking bans are a cornerstone of the tobacco control effort. Smoking bans protect nonsmokers, discourage youth from smoking and encourage smokers to quit.

Modelling is an essential element of child development and unhealthy modelling encourages unhealthy behaviour. The more that our young people are exposed to smoking behaviour, the more likely they are to become smokers themselves. To a five-year old, smoking is smoking whether it involves a joint, a regular cigarette or an e-cigarette.

While the financial public health interest is significant and should not be overlooked, as the stewards of public education, we would be failing to protect our youth, families, and staff from such an enormous health risk if we did not lend our voice to the growing coalition of groups working to build a healthy and educated populace.

RECOMMENDATION

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.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

That the Board Chair write to the Minister of Health urging the government/ministry to take action to prevent the potential renormalization of smoking that may result from cannabis legalization including prohibiting the smoking and vaping of any substance in all public places accessible to children and youth.

ATTACHMENTS

- | | |
|---------------|--|
| ATTACHMENT I | EM.BP Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions |
| ATTACHMENT II | Model School Board Tobacco Policy |

MJ/km

CODE: EM.BP**EFFECTIVE DATE:** (09-10-2012)**TOPIC:** Alcoholic Beverages and Tobacco Use on District
Premises and at District Sponsored Functions**ISSUE DATE:** (15-10-2012)**REVIEW YEAR:** (2019)**POLICY**

The Board of Trustees believes that the consumption of alcohol in schools or at district sponsored student functions is inappropriate. Further, the Board of Trustees believes that the use of tobacco in district facilities or on district property should be prohibited.

A. ALCOHOLIC BEVERAGES

1. The consumption of alcoholic beverages is prohibited:
 - in schools; and
 - at all student functions, including but not limited to, such functions as graduations and field trips, whether held at a district facility or elsewhere.
2. Subject to the approval of the Superintendent of Schools, the consumption of alcoholic beverages may be permitted:
 - in district facilities, other than schools, used for district sponsored functions or rented for the use of external groups, which would not include district students.
3. Subject to the approval of the Superintendent of Schools, the performance by students at venues where alcoholic beverages are available may be permitted.

B. TOBACCO

Tobacco use is prohibited in district facilities and on district property utilized in whole or in part by district staff.

REFERENCES

GA.BP – Student Programs of Study

GICA.AR - Field Trips

HG.BP - Student Behaviour and Conduct

IG.AR - Community Use of District Buildings

Model School Board Tobacco Policy

Compiled by Action on Smoking & Health (ASH)
April 2017

Category	Population	Policy Details
Organization	School Administrator or Principal	<ul style="list-style-type: none"> • Include a rationale that discusses the health and environmental implications of tobacco use • List all tobacco and smoking products including e-cigarettes, marijuana/cannabis and hookah/shisha • Include an enforcement date and a signature
Smoke-Free Environment	Students, staff and visitors	<ul style="list-style-type: none"> • Prohibit the use of any tobacco product or tobacco-like product on all school property, by any person, at any time, in any location, and at any event • “Any tobacco product or tobacco-like product” includes spit tobacco, cigarettes, e-cigarettes, cigars, cigarillos, marijuana/cannabis, shisha, snus, snuff or any other kind of tobacco product • “Any person” includes students, staff, visitors, all groups using school property, and any other persons • “Any time” means 24 hours per day, seven days per week, and 365 days per year • “Any location” includes the school’s property, grounds, buildings, and vehicles, even when school is out of session or the event is sponsored by another organization • “Any event” includes all school-sponsored events, whether on or off school property
Youth Tobacco Possession	Persons under 18 years	<ul style="list-style-type: none"> • The Alberta Tobacco Reduction Act prohibits the use and possession of tobacco by persons under 18 years of age

Model School Board Tobacco Policy

Compiled by Action on Smoking & Health (ASH)
April 2017

Category	Population	Policy Details
Enforcement or Disciplinary Consequences	Students, staff and visitors	<p>Identifies the responsibility of the Principal or School Administrator to:</p> <ul style="list-style-type: none">• Communicate this policy to students, staff, family members, and visitors, at school events, through prominent signage and in the student code of conduct• Develop and implement procedures for consistent and fair enforcement• Develop educational alternatives to suspension• Treat violators who are students or staff with disciplinary action in the same manner as violations of other school policies• Ensure that visitors who violate the policy discontinue using the tobacco product or leave the premises• Include the expectation that the prohibition will be enforced in contracts with outside groups who use the school building• Coordinate with local law enforcement agencies on enforcement of the Tobacco and Smoking Reduction Act and any relevant municipal bylaws
Tobacco Use Prevention Education	Students and staff	<ul style="list-style-type: none">• Ensure that effective, evidence-based tobacco prevention programs are integrated with the school health curriculum from grades K-12 and adhere to the following best practices:<ul style="list-style-type: none">○ Prevention programs should be comprehensive and interactive. The programs should be started early and be sustained.○ Prevention education should incorporate a number of lessons and integrated into a community wide approach.○ Prevention efforts must address all aspects of tobacco use, including negative health effects, social acceptability, negative social consequences, peer norms and peer pressure, resistance and refusal skills and medial literacy on tobacco marketing and advertising○ Program-specific training should be provided for teachers and staff

Model School Board Tobacco Policy

Compiled by Action on Smoking & Health (ASH)
April 2017

Category	Population	Policy Details
Smoking Cessation Treatment	Students	<ul style="list-style-type: none">• Provide access to effective cessation treatment and information about community cessation programs to students• Programs should be developmentally appropriate, expressed in a child or teen-friendly language and conducted in small groups• Cessation programs should take into account factors such as accessibility, affordability and cost-effectiveness• The delivery and tone of the cessation program should be informative and not preachy• One-to-one motivational interviewing counselling sessions should be provided by a trained professional• Self-help materials should be made readily available for students (e.g., Quit4Life)
	Staff	<ul style="list-style-type: none">• Group cessation counselling and individual counselling services should be provided on site by a trained professional• Cessation programs should be easily accessible and flexible for staff• Links should be made for staff to access cessation services in the community• Nicotine addiction treatment or medication should be provided to staff who are trying to quit smoking• Cessation costs should be covered in the employee benefits plan

References

Barbero, Colleen; Moreland-Russel, Sarah; Bach, Laura E.; Cyr, Julianne, “An Evaluation of Public School District Tobacco Policies in St. Louis County, Missouri” (Online Document July 2013).

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Campaign for Tobacco Free Kids, “How Schools Can Help Kids Stay Tobacco-Free” (online document) online at <https://www.tobaccofreekids.org/research/factsheets/pdf/0153.pdf>

Centers for Disease Control and Prevention, “Not On Tobacco (NOT) – Smoking Cessation Program for 14-19 Year Olds selected as a Model Program” (Online document 2015)

Online at <https://www.cdc.gov/prc/pdf/not-on-tobacco-smoking-cessation.pdf>

Model School Board Tobacco Policy

Compiled by Action on Smoking & Health (ASH)
April 2017

National Association of State Boards of Education, “A School Health Policy Guide: Policies to Prevent Tobacco Use” (online document 2007) Online at <https://doh.sd.gov/prevention/assets/NASBE.pdf>

Ontario Tobacco Research Unit, “Smoking Cessation Interventions for Youth”. (Online document 2015) Online at http://otru.org/wp-content/uploads/2015/02/special_youth_cessation.pdf

Ontario Tobacco Research Unit, “The Next Stage: Delivering Tobacco Prevention and Cessation Knowledge through Public Health Networks” (online document 2010) Online at

http://www.cpha.ca/uploads/progs/substance/tobacco/cpha_litreview.pdf

Province of Alberta, “Tobacco and Smoking Reduction Act” (online document 2015) online at <http://www.qp.alberta.ca/documents/Acts/T03P8.pdf>

Project Health, “Smoking Cessation Programming” (online document 2013) online at http://www.projecthealth.ca/sites/default/files/files/4_3_4%20SMOKING%20CESSATION%20PROGRAMMING.pdf