



# AGENDA

The Board of Trustees of Edmonton School Division  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, September 8, 2020  
2:00 p.m.

## Board Meeting #01

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
  - 1. DRAFT – Board Meeting #18 – June 23, 2020
  - 2. DRAFT – Organizational Board Meeting – June 23, 2020
  - 3. DRAFT – Special Board Meeting – June 30, 2020
- F. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, September 7, 2020, to speak under this item.)*
- G. Reports:
  - 4. Actions Taken Under Delegation of Authority – 2020 Summer Recess (Information)
  - 5. Bylaw to Amend Trustee Ward Boundaries (Recommendation)
  - 6. Motion re: Renaming of Dan Knott and Oliver Schools (Recommendation)
  - 7. School Resource Officer (SRO) Program (Information – Response to Request for Information #075)
  - 8. 2019-2020 Superintendent of Schools’ Evaluation Summary (Information)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

## BOARD OF TRUSTEES

Trisha Estabrooks  
Board Chair

Shelagh Dunn  
Board Vice-Chair

Sherry Adams  
Michelle Draper  
Ken Gibson  
Nathan Ip  
Michael Janz  
Bridget Stirling

**MINUTE BOOK****Board Meeting #18**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, June 23, 2020, at 2:00 p.m.

**Present:****Trustees**

Sherry Adams  
Shelagh Dunn  
Michelle Draper

Trisha Estabrooks  
Nathan Ip  
Michael Janz

Cheryl Johner  
Bridget Stirling

**Officials**

Angela Anderson  
Grace Cooke  
Todd Burnstad  
Karen Mills  
Leona Morrison

Kathy Muhlethaler  
Lorne Parker  
Nancy Petersen  
Kent Pharis  
Darrel Robertson

Carrie Rosa  
Mike Suderman  
Liz Yule

**Board Chair:** Trisha Estabrooks

**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.

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

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

**B. Approval of the Agenda**

**MOVED BY Trustee Ip:**

**“That the agenda for the June 23, 2020, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**C. Recognition – Michael A. Strembitsky Award of Excellence**

The Board Chair announced the following students as recipients of the Michael A. Strembitsky Award of Excellence:

- Gold Medal – Yosamin Esanullah, Jasper Place

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- Silver Medal – Cindy Liu, Old Scona
- Bronze Medal – Chiara Concini, Strathcona Schools

### **D. Communications from the Board Chair**

The Board Chair acknowledged that June 21, 2020, was National Indigenous Peoples Day. She said that often many of the Trustees take part in a pow-wow or visit schools to celebrate. The Board Chair stated that things are different this year; however, she wanted to take a moment to celebrate students, staff, families who identify as First Nations, Métis or Inuit.

The Board Chair thanked the many people who have reached out to Trustees to share their thoughts or ask questions on re-entry plans, cuts to Program Unit Funding (PUF), and the Division's budget and the School Resource Officer (SRO) program.

The Board Chair thanked Dr. Deena Hinshaw and Education Minister Adriana LaGrange for taking the time recently to meet with school boards and superintendents to walk through the guidelines for re-entry under the three scenarios. She remarked that though the Division does not yet know what school will look like come September, she has full confidence in the Administration and their ability to be prepared for any of the three scenarios. The Board Chair advised that the Board of Trustees look forward to helping communicate and supporting the Administration once the decision is made about re-entry.

The Board Chair acknowledged how incredibly busy this school year has been and thanked, in particular, Superintendent Robertson. She stated that the Division is fortunate to have an incredibly hard working, empathetic and award winning superintendent during this time.

On behalf of the Board of Trustees, the Board Chair thanked staff for their dedication to students, especially during the past three and a half months which has been challenging. She said that there are silver linings and lessons learned since March that will hold the Division in good stead once the COVID-19 pandemic is over.

The Board Chair advised June 23, 2020, marks last public Board meeting of the year and thanked her colleagues for their continued commitment to the job of elected Trustee.

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

The Superintendent shared that this is the time of year when most scholarships are awarded and it highlights the great achievements of students in the Division. He thanked the many individuals and groups who sponsor student awards and said that donations help to open doors for students and allows them to give more focus to their studies.

The Superintendent acknowledged all of the Michael Strembitsky Award recipients and added that Rajan Maghera of McNally High School had also received an \$80,000 Schulich scholarship to study at the University of Alberta in the fall.

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The Superintendent acknowledged that the last four months required staff, student and families to navigate a lot of change very quickly. He shared his appreciation for the tremendous work that everyone has done to adapt to distance learning.

The Superintendent thanked the Board of Trustees for their support and guidance during this time. He said the Boards' unrelenting advocacy on behalf of students and families has been effective and appreciated.

The Superintendent advised that the Division is planning for three different re-entry scenarios and stated information received from the provincial government and the Chief Medical Officer has been provided and encouraged students and families to review the information.

The Superintendent shared that the Division will be updating everyone once the provincial government announces its decision in August. He said that student safety will be first and foremost in re-entry planning and that the Division will be following recommendations made by the Chief Medical Officer and provincial government. The Superintendent said that no matter which scenario will be acted on, the Division is working on quality teaching and learning resources and supports for families.

The Superintendent said that it is now time for a break and rest. He wished staff, students and families a healthy and restful summer break and looks forward to seeing everyone in September.

### **F. Minutes**

2. Board Meeting #17 – June 9, 2020

#### **MOVED BY Trustee Johner:**

**“That the minutes of Board Meeting #17 held June 9, 2020, be approved as printed.”  
(UNANIMOUSLY CARRIED)**

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

The Board of Trustees heard from 22 registered speakers regarding the School Resource Officer (SRO) program.

There was short break in the meeting.

### **H. Reports**

3. Report #17 of the Caucus Committee (From the meeting held June 9, 2020)

Information was received regarding actions taken at the June 9, 2020, Caucus Committee meeting.

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### 4. Setting of Ward Boundaries for the 2021 Municipal Elections

**MOVED BY Trustee Draper:**

**“That Concept A be approved as the recommended concept to inform bylaw amendment for the 2021 Municipal Election.”**

**MOVED BY Trustee Janz that the motion be amended:**

**“That Concept ~~A~~ B be approved as the recommended concept to inform bylaw amendment for the 2021 Municipal Election.”**

**The Board Chair called the question on the amendment.**

**IN FAVOUR: Trustees Ip, Janz and Stirling**

**OPPOSED: Trustees Adams, Draper, Dunn, Estabrooks and Johner  
(DEFEATED)**

**The Board Chair called the question on the motion:**

**IN FAVOUR: Trustees Adams, Draper, Dunn, Estabrooks and Draper**

**OPPOSED: Trustees Ip, Janz and Stirling  
(CARRIED)**

### 5. Board Policy EA.BP Infrastructure Principles

**MOVED BY Trustee Stirling:**

**“1. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the first, second, third and final time at this meeting.”  
(UNANIMOUSLY CARRIED)**

**“2. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the first time.”  
(UNANIMOUSLY CARRIED)**

**“3. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the second time.”  
(UNANIMOUSLY CARRIED)**

**“4. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the third and final time.”  
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

### 6. Motion re: Motion re: Anti-racism and Curriculum Redesign

**MINUTE BOOK****MOVED BY Trustee Janz:**

**“Be it resolved that the Edmonton Public School Board advocate for anti-racism to be included in the curriculum redesign by the provincial Ministry of Education to ensure consistent outcomes across Alberta towards the elimination of racism. Furthermore, that the Edmonton Public School Board advocate for funding from the province for professional development for staff and coursework for pre-service teacher training in the Division’s post-secondary institutions to support the implementation of these outcomes in Alberta's curriculum.”**

**(UNANIMOUSLY CARRIED)**

7. Division Plan to Collect Lessons Learned from the COVID-19 Pandemic (Response to Request for Information #071)

Information was provided regarding request for information #071.

8. Instructional Provisions for Students in Full-day Child Care (Response to Request for Information #074)

Information was provided regarding request for information #072.

**MOVED BY Trustee Draper:**

**“That the Board meeting proceed past 6 p.m. in order for the Board of Trustees to complete all agenda items.”**

**(UNANIMOUSLY CARRIED)**

9. Delegation of Authority – 2020 Summer Recess

**MOVED BY Trustee Johner:**

**“1. That in accordance with Section 3 of the Education Act Board Procedures Regulation, any special board meetings during the 2020 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.”**

**(UNANIMOUSLY CARRIED)**

**“2. That in accordance with Section 52(1) of the *Education Act*, effective June 23, 2020, delegation of authority to the Superintendent of Schools to make decisions during the 2020 summer recess on behalf of the Board be approved.”**

**(UNANIMOUSLY CARRIED)**

**“3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2020.”**

**(UNANIMOUSLY CARRIED)**

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There was a short break in the meeting.

- I. **Other Committee, Board Representative and Trustee Reports** - None
- J. **Trustee and Board Requests for Information** - None
- K. **Notices of Motion**

**MOVED BY Trustee Stirling**

**“1. That the Board of Trustees grant waiver of motion to consider her recommendation on the School Officer Resource (SRO) program at the June 23, 2020, Board meeting.”  
(UNANIMOUSLY CARRIED)**

**“2. That the Board of Trustees request an independent review of the school resource officer program to be conducted by a university researcher, including a literature review, environmental scan, qualitative analysis of student and family experiences of SROs and policing, focusing on the experiences of Black, Brown, and Indigenous students and students with disabilities as well as other students from marginalized communities. That an investigation be conducted into the placement of officers with disciplinary histories involving violent incidents into the SRO program, including examining disciplinary actions taken both prior to and during officers' placement in the program.**

**That pending the completion of the review and investigation, the SRO program will be suspended. That administration will continue to work with Edmonton Police to ensure safe, welcoming, and inclusive practices for any and all interactions between students, families, staff, and EPS members that reflect EPSB policies on safe, caring, welcoming, and inclusive learning and working environments, including but not limited to AE.BP, HF.BP, HA.BP, HAA.BP, HFA.BP, HG.BP, GGAB.BP, and related policies and regulations. Further, the division will explore alternative models for conflict resolution, diversion, restorative practices, legal education, and school safety programs. Further, that the Board of Trustees, in cooperation with division administration, will develop an accountability process to report annually to the Board of Trustees on all police interactions in schools.”**

**MOVED BY Trustee Dunn**

**“That a motion to divide be approved.”  
(UNANIMOUSLY CARRIED)**

**The motion was divided and voted on in the following order:**

**MOVED BY Trustee Stirling:**

**“1. That the Board of Trustees request an independent review of the school resource officer program to be conducted by a university researcher, including a literature review, environmental scan, qualitative analysis of student and family experiences of**

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SROs and policing, focusing on the experiences of Black, Brown, and Indigenous students and students with disabilities as well as other students from marginalized communities in **Edmonton Public Schools**.

That an investigation be conducted into the placement of officers with disciplinary histories involving violent incidents into the SRO program, including examining disciplinary actions taken both prior to and during officers' placement in the program.”  
(UNANIMOUSLY CARRIED)

There was a short break in the meeting

**MOVED BY Trustee Stirling:**

“3. That administration will continue to work with Edmonton Police to ensure safe, welcoming, and inclusive practices for any and all interactions between students, families, staff, and EPS members that reflect EPSB policies on safe, caring, welcoming, and inclusive learning and working environments, including but not limited to AE.BP, HF.BP, HA.BP, HAA.BP, HFA.BP, HG.BP, GGAB.BP, and related policies and regulations. Further, the division will explore alternative models for conflict resolution, diversion, restorative practices, legal education, and school safety programs. Further, that the Board of Trustees, in cooperation with Division Administration, will develop an accountability process to report annually to the Board of Trustees on all police interactions in schools.”  
(UNANIMOUSLY CARRIED)

**MOVED BY Trustee Stirling:**

“2. That pending the completion of the review and investigation, the SRO program will be suspended.”  
**IN FAVOUR:** Trustees Dunn, Ip, Janz and Stirling  
**OPPOSED:** Trustees Adams, Draper, Johner and Estabrooks  
(DEFEATED)

Trustee Janz put forward the following notice of motion:

That the Division rename Dan Knott and Oliver Schools following a process where it seeks input from the community, following a process similar to the naming of new schools.

**L. Next Board Meeting: Tuesday, September 8, 2020, at 2:00 p.m.**

**M. Adjournment: 9:55 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**MINUTE BOOK****Organizational Board Meeting**

Minutes of the Organizational Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, June 23, 2020, at 9:56 p.m.

**Present:****Trustees**

Sherry Adams  
Shelagh Dunn  
Michelle Draper

Trisha Estabrooks  
Nathan Ip  
Michael Janz

Cheryl Johner  
Bridget Stirling

**Officials**

Angela Anderson  
Grace Cooke  
Todd Burnstad  
Ron MacNeil

Karen Mills  
Leona Morrison  
Lorne Parker  
Kent Pharis

Darrel Robertson  
Carrie Rosa  
Mike Suderman  
Liz Yule

**Board Chair:** Trisha Estabrooks

**Recording Secretary:** Shirley Juneau

**A. Roll Call:**

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

**B. Agenda**

**MOVED BY Trustee Dunn:**

**“That the agenda for the Organizational Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**C. Report**

1. Confirmation of Committees, Board Representation and Regular Meetings

**MOVED BY Trustee Ip:**

**“That recommendations 1-9 be approved.”  
(UNANIMOUSLY APPROVED)**

**RECOMMENDATIONS**

1. **That the following standing committees of the whole be confirmed:**  
Caucus Committee  
Audit Committee

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2. That the following Board committees be confirmed:
  - a) Governance and Evaluation
  - b) Policy Review
  
3. That Board representation on the following District staff negotiating committees as required be confirmed:
  - a) Custodial Staff (CUPE Local 474)
  - b) Maintenance Staff (CUPE Local 784)
  - c) Support Staff (CUPE Local 3550)
  - d) Teaching Staff (Edmonton Public Teachers' Local 37)
  
4. That Board membership and representation on the Public School Boards' Association of Alberta (PSBAA) be confirmed:
  - Provincial Executive
  - Provincial Executive – Alternate
  
5. That Board membership and representation on the Alberta School Boards Association of Alberta (ASBA) be confirmed:
  - Provincial Executive
  - Provincial Executive – Alternate
  - Zone 2/3 Executive
  - Zone 2/3 Executive - Alternate
  
6. That the Board's ASBA Issues and Resolutions Committee, comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the ASBA Zone 2/3 representative be confirmed.
  
7. That the following Ad Hoc Committee and Board representative assignment be confirmed:
  - Ad Hoc Advocacy Committee
  - Edmonton Public Schools Foundation Board of Governors
  
8. That the following dates and times of regular meetings be confirmed:
  - a) Board: The Board will hold its regular meetings at 2 p.m. the first and third Tuesday of each month when possible, unless otherwise directed by special motion or by the Board Chair.
  - b) Caucus Committee: Caucus Committee meetings will be held on an as-needed basis at the call of the Caucus Committee Chair. The first Tuesday morning of each month will be reserved for such meetings.
  
9. That the Board reappoint or review the following positions and committees:

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<b>1.</b>	<b>Standing Committee of the Whole:</b>	<b>2019-2020</b>	<b>2020-2021</b>
	a) Board Chair	Trisha Estabrooks	Trisha Estabrooks
	b) Board Vice-Chair	Shelagh Dunn	Shelagh Dunn
	c) Audit Chair	Cheryl Johner	Cheryl Johner
<b>2.</b>	<b>Board Committees:</b>		
	a) Governance and Evaluation (3 members)	Michelle Draper Shelagh Dunn Ken Gibson	Michelle Draper Shelagh Dunn Ken Gibson
	b) Policy Review (3 members)	Sherry Adams Michael Janz Bridget Stirling	Sherry Adams Michael Janz Bridget Stirling
<b>3.</b>	<b>Negotiations:</b>	<b>2019-2020</b>	<b>2020-2021</b>
	a) Custodial Staff (CUPE Local 474) <i>(A Memorandum of Agreement was reached for the period of September 1, 2017 – August 31, 2020)</i>	<i>Trustee representatives were not required for the 2019-2020 school year.</i>	Michelle Draper Shelagh Dunn
	b) Maintenance Staff (CUPE Local 784) <i>(A collective agreement was ratified in 2017-2018 for the period of September 1, 2017-August 31, 2020)</i>	<i>Trustee representatives were not required for the 2019-2020 school year.</i>	Sherry Adams Michelle Draper
	c) Support Staff (CUPE Local 3550) <i>(A collective agreement has been negotiated for the period September 1, 2017 – August 31, 2020)</i>	<i>Trustee representatives were not required for the 2019-2020 school year.</i>	Trisha Estabrooks Bridget Stirling
	d) Teaching Staff – Edmonton Public Teachers’ Local 37 <i>(A memorandum of agreement was reached for the period September 1, 2016 – August 31, 2018)</i>	Trisha Estabrooks Michael Janz (TEBA Representative)	Michelle Draper Michael Janz (TEBA Representative)
<b>4.</b>	<b>Representatives for the Public School Boards’ Association of Alberta (PSBAA)</b> (2 Provincial Executives)	Michael Janz Cheryl Johner	Michael Janz Cheryl Johner
<b>5.</b>	<b>Representatives for the Alberta Schools Board Association (ASBA)</b>		
	a) Provincial Executive <i>*Provincial Board of Directors – Director terms shall commence every</i>	Trisha Estabrooks	Trisha Estabrooks

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	<i>November of even-numbered years for one Director and one Alternate Director and shall be eligible for re-election for one successive term of two years.</i>		
	<b>b) Provincial Executive – Alternate</b>	Michael Janz	Michelle Draper
	<b>c) ASBA Zone 2/3 Executive</b>	Sherry Adams	Sherry Adams
	<b>d) ASBA Zone 2/3 Executive - Alternate</b>	Michael Janz	Cheryl Johner
<b>6.</b>	<b>ASBA Issues and Resolutions Committee (1-year term – 3 positions)</b>		
	• <sup>1</sup> Board Chair or Vice-Chair	<sup>1</sup> Trisha Estabrooks	Trisha Estabrooks
	• <sup>2</sup> ASBA Zone 2/3 Executive representative	<sup>2</sup> Sherry Adams	Sherry Adams
	• <sup>3</sup> ASBA Provincial Executive Board of Directors representative	<sup>3</sup> Trisha Estabrooks	Trisha Estabrooks
<b>7.</b>	<b>Ad Hoc Committee and Board Representative Assignment:</b>		
	<b>Ad Hoc Board Advocacy Committee</b>		Trisha Estabrooks Nathan Ip Cheryl Johner
	<b>Representative Assignment</b>		
	• Edmonton Public Schools Foundation	Nathan Ip	Michelle Draper

**D. Next Board Meeting: Tuesday, September 8, 2020, at 2:00 p.m.**

**E. Adjournment: 10:00 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and Superintendent Relations

**MINUTE BOOK****Special Board Meeting**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta via Zoom on Tuesday, June 30, 2020, at 1:00 p.m.

**Present:****Trustees**

Sherry Adams  
Shelagh Dunn  
Michelle Draper

Trisha Estabrooks  
Ken Gibson  
Nathan Ip

Michael Janz  
Bridget Stirling

**Officials**

Angela Anderson  
Grace Cooke  
Todd Burnstad  
Ron MacNeil

Karen Mills  
Leona Morrison  
Kathy Muhlethaler  
Lorne Parker

Nancy Petersen  
Kent Pharis  
Darrel Robertson  
Liz Yule

**Board Chair:** Trisha Estabrooks

**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.

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

The Superintendent all Trustees were present.

**B. Approval of the Agenda**

**MOVED BY Trustee Gibson:**

**“That the agenda for the June 30, 2020, Special Board meeting be approved as amended to include a Request for Information after Item G.”  
(UNANIMOUSLY CARRIED)**

**C. Letter of Resignation**

The Board Chair acknowledged receipt of Trustee Cheryl Johner’s resignation on June 24, 2020.

**D. Distribution of Ward A Schools**

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It was determined that residents and constituents from Ward A will be advised to direct their issues and concerns to the Board Chair and the Administration.

**E. Confirmation of Committee Representation for Vacated Positions**

The Board Chair advised that Trustee Johner was to have served as Audit Committee Chair, a PSBAA Executive, ASBA Zone 2/3 Alternate Representative, and Advocacy Committee member.

The Board Chair acted as nominator for the following positions and committees:

<b>POSITION</b>	<b>NOMINEE(S)</b>
<b>Audit Committee Chair</b>	Nathan Ip
<b>PSBAA Provincial Executive</b>	This position will remain vacant until the fall of 2020
<b>ASBA Zone 2/3 - Alternate</b>	Shelagh Dunn
<b>Advocacy Committee</b>	Bridget Stirling

The Board Chair asked the Trustees to confirm that they accepted the positions for which they were named. The Board Chair declared all committee positions elected by acclamation.

**F. Comments from the Public and Staff Group Representatives**

**MOVED BY Trustee Dunn:**

**“1. That the time allotted for registered speakers be extended to allow an opportunity for all registered speakers.”  
(UNANIMOUSLY CARRIED)**

The Trustees heard from 38 registered speakers regarding the Service Resource Officer (SRO) program.

There was a short break in the meeting.

**G. Motion to Reconsider Suspending the SRO Program Pending the Completion of the Review and Investigation**

The Board Chair stated she voted the prevailing side to defeat the motion to suspend the SRO program pending completion of the review and investigation of the program. The Board Chair gave notice that she would be moving to reconsider that motion. The Board Chair requested that the notice of motion to reconsider be waived so that the Board of Trustees could debate and vote on the matter at this Board meeting.

**MINUTE BOOK****MOVED BY Trustee Estabrooks:**

**“That notice of motion be waived at the June 23, 2020, Board meeting.”**

**IN FAVOUR: Trustee Adams, Draper, Dunn, Estabrooks, Ip and Janz**

**OPPOSED: Trustee Gibson  
(DEFEATED)**

**H. Request for Information**

Trustee Gibson requested that Administration provide a timely response to the following question to assist Board deliberations when the motion regarding the SRO program comes before the Board on September 8, 2020.

**Page 9 of the *Trustees’ Handbook – Edmonton Public School Board Governance Structure***, states that the Board of Trustees operates from a "Policy Governance" Model. Under this model, the Board sets direction through policy and sets desired outcomes, with the method being left to be determined by the Superintendent.

**Pages 7 and 18 of the *Trustees’ Handbook*** note explicitly that the Board delegates administrative duties to the Superintendent. The Superintendent is responsible to ensure that school administrators determine how best to deploy their school budget to meet the needs of their school community. Is the motion to suspend the SRO program in contravention of Board policy as specified in the Handbook, and if so, what are the implications of approving the motion to suspend?

**I. Next Board Meeting: Tuesday, September 8, 2020, at 2:00 p.m.**

**J. Adjournment: 3:50 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** September 8, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Actions Taken Under Delegation of Authority – 2020 Summer Recess

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**REFERENCE:** [Board Policy CHA.BP – Board Delegation of Authority](#)  
[Board Policy EA.BP – Infrastructure Planning Principles](#)  
[Education Act – Section 52\(1\)](#)  
[June 23, 2020, Board Report – Delegation of Authority – 2020 Summer Recess](#)

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#### ISSUE

The Superintendent reports to the Board on any decisions he made under the Delegation of Authority during the summer recess on matters that would normally be brought to the Board.

#### BACKGROUND

The Board passed the following motion at the June 23 2020, Board meeting:

1. That in accordance with Section 3 of the *Education Act* Board Procedure Regulation, any special board meetings during the 2020 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That, in accordance with Section 52(1) of the *Education Act*, effective June 23, 2020, delegation of authority to the Superintendent of Schools to make decisions during the 2020 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public board meeting in the fall of 2020.

#### CURRENT SITUATION

The Superintendent reports that no actions were taken in accordance with this motion.

KM:km

**DATE:** September 8, 2020

**TO:** Board of Trustees

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

**SUBJECT:** First, Second and Third Reading of Bylaw to Amend Trustee Ward Boundaries

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE**

**STAFF:** Josephine Duquette, Scott Humphrey, Hodan Jama, Roland Labbe, Karen Mills, Jennifer Thompson, Christopher Wright

**REFERENCE:** [Election Act](#);  
[Education Act](#), Section 76

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## ISSUE

The existing Trustee electoral ward boundaries no longer meet the Trustee Electoral Ward Design Criteria, as amended on January 22, 2013. The *Education Act* (Section 76) requires school divisions to have ward boundaries in place prior to December 31 in the year prior to an election year. In order to be enacted for the 2021 municipal and school board election, a ward boundary amendment bylaw must be approved prior to December 31, 2020.

## BACKGROUND

The *Education Act* specifies that school divisions must “confirm or amend the boundaries of its existing wards or electoral subdivisions by December 31, 2020”.

The Act, under Establishment of Wards Section 76, specifies that any bylaw passed to amend ward boundaries:

- “does not apply to the general election next following the passing of the bylaw unless it is passed before December 31 in the year prior to that general election being held”, and
- “does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.”

In addition, as part of the “Red Tape Reduction” initiative by the Alberta Government, Trustee ward boundaries are no longer required to be submitted to the Minister of Education for approval (Attachment III). The amended bylaws are only required to be sent to the Minister, once approved, as information.

Due to timelines regarding nomination day in the *Local Authorities Election Act*, the City of Edmonton Elections and Census office, who is responsible to the Minister of Municipal Affairs for election matters, has informed our Division’s administration that September 2020 would be their preferred time to receive amended Trustee ward boundaries in order to prepare for all the processes that must occur prior to nomination day. The approval of ward boundaries at this time will meet the specified deadlines as set out in the *Education Act* and respects the requirements by which the City of Edmonton Elections and Census Office must abide.

During the March 10, 2020, Caucus meeting, the Board of Trustees were presented with four potential ward boundary realignment concepts to consider: Concept I (EPSB Ward based), Concept II (City of Edmonton Ward based), Concept III (City of Edmonton Planning Sectors based), and Concept IV (MLA Riding based). The Board gave feedback to the administration to proceed with gathering stakeholder feedback on Concepts I and IV, which were renamed Concepts A and B to avoid confusion during public engagements.

Administration proceeded with stakeholder engagement between April 17 and May 1, 2020, which included a brief introduction, rationale and background on why school Trustee ward boundaries are under review.

A complete summary of the feedback and a recommended concept was provided to the Board on June 23, 2020. At this meeting, the Board approved the recommendation, "That Concept A be approved as the recommended concept to inform bylaw amendment for the 2021 Municipal Election." Based on this outcome, Concept A forms the basis for ward boundaries proposed in the recommended bylaw 2020-2 (Attachment I and II).

### RELATED FACTS

- The passing of a bylaw for Edmonton School Division wards must adhere to the guidelines in the *Election Act* and the *Education Act*.
- Once approved by the Board of Trustees, the bylaws will be sent to the Minister of Education as information as approval is no longer required under the "Red Tape Reduction" initiative.

### RECOMMENDATION

1. **That Bylaw No. 2020-2 be introduced.**
2. **That, in accordance with Section 76 of the *Education Act*, Bylaw No. 2020-2 be read for the first time.**
3. **That, in accordance with Section 76 of the *Education Act*, Bylaw No. 2020-2 be read for the second time.**
4. **Read that, in accordance with Section 76 of the *Education Act*, Bylaw No. 2020-2 for the third time.**

### CONSIDERATIONS and ANALYSIS

On January 28, 2020, the Trustee ward boundaries were amended with the passing of Bylaw 2020-1 to accommodate lands annexed by the City of Edmonton. Effective September 1, 2020, this land is part of the Edmonton School Division by Ministerial order. This required the Division to provide education, transportation and an Edmonton School Division Trustee for the 2020-21 school year. The currently proposed Bylaw 2020-2 amends the Trustee ward boundaries for the 2021 Municipal Election as specified in the *Education Act*.

The passing of the Bylaw 2020-2 by the Board of Trustees as set forth in Attachment II would provide written, metes and bounds description of the amended electoral boundaries. In accordance with Section 76 of the *Education Act*, in order for this amendment to be legally effective for the 2021 Municipal Election, the Board must approve a bylaw and forward the bylaw to the Minister before December 31 in the year prior to an election. It would also meet the ideal City of Edmonton timelines, allowing them time to prepare for all the processes that must occur prior to the 2021 municipal and school board election nomination period.

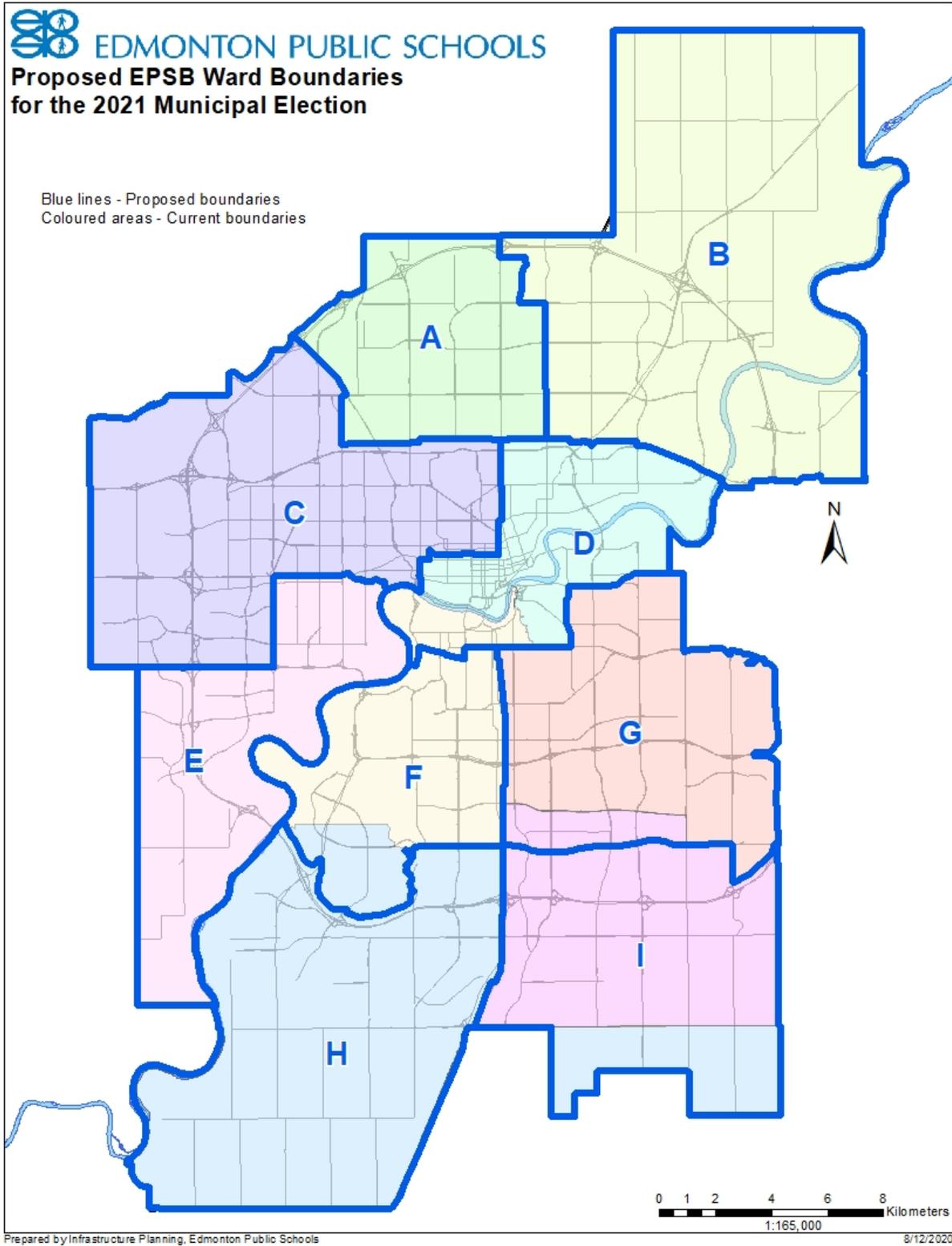
## NEXT STEPS

1. Once approved, the bylaw will be sent to the Education Minister as information to meet the requirements set forth in the *Education Act*.

## ATTACHMENTS and APPENDICES

- |                |  |
|----------------|--|
| ATTACHMENT I   | Proposed Ward Boundaries for the 2021 Municipal Election |
| ATTACHMENT II  | Bylaw No. 2020-2   |
| ATTACHMENT III | Provincial Response to Bylaw 2020-1                      |

JT:or



## Bylaw 2020-2

### A Bylaw to Amend Edmonton School Division Electoral Ward Boundaries

WHEREAS it is deemed desirable by the Board of Trustees of Edmonton School Division that the election of trustees should be by the ward system and that each ward should be represented by one trustee;

AND WHEREAS the Board of Trustees of Edmonton School Division passed Bylaw No. 2020-1 regarding electoral wards;

AND WHEREAS the Board of Trustees of Edmonton School Division desires to replace Bylaw No. 2020-1;

THEREFORE, and pursuant to Section 76 of the *Education Act*, the Board of Trustees of the said Division enacts as follows:

1. That the boundaries for wards should be in conformance with criteria such that each ward:
  - a. Has a total resident population that is within +/- 25 per cent of the average for all wards;
  - b. Reflects the potential for population growth or decline with the goal that school ward populations remain within +/- 25 per cent of the average through two municipal general elections;
  - c. Encompasses entire school attendance areas where possible;
  - d. Be regular in shape, and be delineated by easily identifiable boundaries such as major roadways, railways, ravines, rivers, etc.; and
  - e. Ensures where possible that communities of common interests or characteristics are kept within the same ward.
2. That the nomination and election of trustees shall be by wards;
3. That there shall be nine wards for the election of trustees, the boundaries of which shall be as delineated in Schedule 1;
4. That each ward shall be identified by a letter, as set forth in Schedule 1;
5. That only an elector who is resident in the ward may vote for a candidate nominated in that ward;
6. That one candidate shall be elected as trustee in each ward; and
7. That Bylaw No. 2020-1 is repealed.

Read a first time on September 8, 2020

\_\_\_\_\_

Chairman

\_\_\_\_\_

Corporate Secretary

Read a second time on September 8, 2020

\_\_\_\_\_

Chairman

\_\_\_\_\_

Corporate Secretary

Read a third time and passed on \_\_\_\_\_, 2020.

\_\_\_\_\_

Chairman

\_\_\_\_\_

Corporate Secretary

## Schedule 1 – Edmonton School District No. 7 Electoral Ward Boundaries

**Ward A** is bounded as follows: Commencing at the intersection of the City of Edmonton boundary and 97 Street NW. Using the centerline of the road rights of way, proceed south to the intersection of the projection westerly of the south boundary of Plan 8821651. Proceed easterly along the south boundary of Plan 8821651 to the intersection with Plan 8120894. Continue easterly along the north boundary of Plan 8120894 to the northeast corner of the plan, proceed easterly along the north boundary of Plan 8122420 to the northeast corner of the plan. Continue southerly and southeasterly along the centerline of the laneway shown on Plan 8122420 to the intersection of 180 Avenue NW. Continue southwest along 180 Avenue NW and 91 Street NW to the intersection of 167 Avenue NW. Proceed easterly along 167 Avenue NW to the intersection with 82 Street NW. Continue south along the centerline of 82 Street NW to the intersection with 127 Avenue NW. Proceed westerly along 127 Avenue NW to the intersection with the north projection of the west boundary of Plan 6128RS Block 16 Lot 1, proceed south along the west boundary, continue south along the west boundary of Plan 495R Block 16 to the intersection with the north boundary of Plan 3624U. Continue west along the north boundary to the intersection with 127 Street NW. Proceed south along 127 Street NW to the intersection with a projection easterly of the north boundary of CNR Railway Rights of Way. Proceed westerly along the north boundary of the rights of way to the intersection with 149 Street NW. Proceed northerly along 149 Street NW to the intersection with 134 Avenue NW, continue easterly along 134 Avenue NW to the intersection with the southerly projection of the east boundary of Plan 0922785 Block 4 Lot 8. Proceed north along the east boundary to the northeast corner of Plan 0922785 Block 4 Lot 8. Follow the centerline of the 149 Street NW rights of way to the intersection with 137 Avenue NW. Proceed easterly along 137 Avenue NW to the intersection with Mark Messier Trail NW. Proceed northwesterly along Mark Messier Trail NW to the intersection with the City Boundary. Proceed north-easterly, northerly and easterly following the City boundary to the point of commencement.

**Ward B** is bounded as follows: Commencing at the intersection of the City of Edmonton boundary and 97 Street NW. Using the centerline of the road rights of way, proceed south to the intersection of the projection westerly of the south boundary of Plan 8821651. Proceed easterly along the south boundary of Plan 8821651 to the intersection with Plan 8120894. Continue easterly along the north boundary of Plan 8120894 to the northeast corner of the plan, continue easterly along the north boundary of Plan 8122420 to the northeast corner of the plan. Continue southerly and southeasterly along the centerline of the laneway shown on Plan 8122420 to the intersection of 180 Avenue NW. Continue southwest along 180 Avenue NW and 91 Street NW to the intersection of 167 Avenue NW. Proceed easterly along 167 Avenue NW to the intersection with 82 Street NW. Continue south along the centerline of 82 Street NW to the intersection with 127 Avenue NW. Proceed easterly along 127 Avenue NW to the intersection of the centerline of the lane west of 73 Street NW. Continue south along the laneway to the intersection with the north boundary of Plan XLIV Lot 4. Follow Lot 4 boundary west, south and east to southeast corner. Proceed easterly along the northerly limit of railway Plan 3624U until the centerline of 70 Street NW. Proceed north along 70 Street NW to intersection with 126a Avenue NW. Proceed east along 126a Avenue NW to intersection with Fort Road NW. Proceed southwest along Fort Road NW to intersection with the production westerly of the north limit of Plan 277RS Block S. Follow north limit of Plan 277RS Block S easterly to intersection with 66 Street NW. Proceed southerly along 66 Street NW to intersection of the production southwest of the northeast limit of railway Plan 3624U. Follow the northerly limit of Plan 3624U northeast and easterly to intersection with 50 Street NW. Proceed south on 50 Street NW to the intersection of Yellowhead Trail NW. Proceed southeasterly along Yellowhead Trail NW to intersection with City boundary. Follow City boundary easterly, northerly, westerly, southerly to a point where it intersects with the NE corner of Plan 1322333.

Proceed south along the east boundary of 1322333 to the SE corner of the plan. Continue southerly along the east boundary of Plan 1121688 to the SE corner of the plan proceed west to the SW corner of Plan 1121688. Continue west to the SW corner of Plan 1322333 and the intersection with the City Boundary. Follow the City Boundary westerly to the point of commencement.

**Ward C** is bounded as follows: Commencing at the intersection of the City boundary and the intersection of Winterburn Road NW and Whitemud Drive NW. Using the centerline of the road rights of way, proceed east following Whitemud Drive NW to the intersection of 170 Street NW. Proceed north following 170 Street NW to intersection with Stony Plain Road NW. Proceed easterly following Stony Plain Road NW to projection of the west boundary of Plan 9723890 Block 7 Lot 1, proceed southerly and southeasterly along the south boundaries of Plan 9723890 Block 7 Lots 1-7 to the intersection of 101 Avenue NW and Ravine Drive NW. Proceed southeasterly along Ravine Drive NW to the intersection with 135 Street NW. Proceed south following 135 Street NW to the intersection of the northwest corner of Plan 2804AF Block 1. Proceed south along the west boundary of Plan 2804AF Block 1 and the south projection of the west boundary following the west boundary of River Lot 2 to the intersection with the North Saskatchewan River. Follow the North Saskatchewan River easterly to the intersection of the projection south of the most west boundary of Plan RN22C Block X. North following the most west boundary and the projection northerly to the intersection of the boundary of the Abandon Railway rights of way as shown on Plan 6554R. Follow the Abandon Railway rights of way boundary northwest, north, southeasterly to the intersection with 124 Street NW. Proceed north along 124 Street NW to the intersection with Stony Plain Road NW. Proceed southeasterly along Stony Plain Road NW to the intersection with 121 Street NW. Proceed north along 121 Street NW rights of way to the intersection with the projection north westerly of the centerline of the Walkway as shown on Plan 9422589. Follow the centerline of the Walkway southeasterly to the intersection with the boundary of Plan 9422589 Lot 1. Proceed east following the north boundary of Plan 9422589 Lot 1, continue east across 116 Street NW to the northwest corner of Plan 9121905. Proceed east following the north boundary of Plan 9121905, continue east along the north boundary of Plan 0020365, Block 9D across road rights of way to the northwest corner of Plan 1720488. Follow the north boundary of Plan 1720488 to the intersection of road rights of way for 108 Street NW and 105 Avenue NW. Proceed east along 105 Avenue NW to the intersection of 101 Street NW. Proceed north following 101 Street NW to the intersection of 111 Avenue NW. Proceed easterly along 111 Avenue NW to the intersection of 97 Street NW. Proceed northerly along 97 Street NW to the intersection of 127 Avenue NW. Proceed westerly along 127 Avenue NW to the intersection with the north projection of the west boundary of Plan 6128RS Block 16 Lot 1, proceed south along the west boundary, continue south along the west boundary of Plan 495R Block 16 to the intersection with the north boundary of Plan 3624U. Continue west along the north boundary to the intersection with 127 Street NW. South along 127 Street NW to the intersection with a projection easterly of the north boundary of CNR Railway Rights of Way. Proceed westerly along the north boundary of the rights of way to the intersection with 149 Street NW. Proceed northerly along 149 Street NW to the intersection with 134 Avenue NW, continue easterly along 134 Avenue NW to the intersection with the projection of the east boundary of Plan 0922785 Block 4 Lot 8. Proceed north along the east boundary to the northeast corner of Lot 8. Follow the centerline of the 149 Street NW rights of way to the intersection with 137 Avenue NW. Proceed easterly along 137 Avenue NW to the intersection with Mark Messier Trail NW. Proceed northwesterly along Mark Messier Trail NW to the intersection with the City Boundary. Proceed southwest, west, southwest, south and east following the City boundary to the point of commencement.

**Ward D** is bounded as follows: Commencing at the intersection of the City boundary and 101 Avenue NW. Using the centerline of the road rights of way proceed west along 101 Avenue NW to the intersection with Terrace Road NW. Proceed west following Terrace Road NW to the intersection with 98 Avenue NW, follow 98 Avenue NW west to the intersection with 85 Street NW. Follow 85 Street NW southerly to the intersection with 90 Avenue NW. Continue southerly to follow 83 Street NW rights of way to the intersection with Whyte Avenue NW (82 Avenue NW). Proceed west along Whyte Avenue NW (82 Avenue NW) to the intersection with 109 Street NW. Proceed southerly to the intersection with University Avenue NW. Proceed northwest along University Avenue NW to the intersection with Saskatchewan Drive NW. Proceed southwest along Saskatchewan Drive NW to the southwest corner of SW 30-52-24-4 Follow along the west boundary of SW 30-52-24-4 to the centerline of the North Saskatchewan River. Proceed northerly following the North Saskatchewan River to the projection southerly of the most west boundary of Plan RN22C Block X. North following the most west boundary and the projection northerly to the intersection of the boundary of the Abandon Railway rights of way as shown on Plan 6554R. Follow the Abandon Railway rights of way boundary northwest, north, southeasterly to the intersection with 124 Street NW. Proceed north along 124 Street NW to the intersection with Stony Plain Road NW. Proceed southeasterly along Stony Plain Road NW to the intersection with 121 Street NW. Proceed north along 121 Street NW rights of way to the intersection with the projection north westerly of the centerline of the Walkway as shown on Plan 9422589. Follow the centerline of the Walkway southeasterly to the intersection with the boundary of Plan 9422589 Lot 1. Proceed east following the north boundary of Plan 9422589 Lot 1, continue east across 116 Street NW to the northwest corner of Plan 9121905. Proceed east following the north boundary of Plan 9121905, continue east along the north boundary of Plan 0020365, Block 9D across road rights of way to the northwest corner of Plan 1720488. Follow the north boundary of Plan 1720488 to the intersection of road rights of way for 108 Street NW and 105 Avenue NW. Proceed east along 105 Avenue NW to the intersection of 101 Street NW. Proceed north following 101 Street NW to the intersection of 111 Avenue NW. Proceed easterly along 111 Avenue NW to the intersection of 97 Street NW. Proceed northerly along 97 Street NW to the intersection of 127 Avenue NW. Proceed easterly along 127 Avenue NW to the intersection of the centerline of the lane west of 73 Street NW. Continue south along the laneway to the intersection with the north boundary of Plan XLIV Lot 4. Follow Lot 4 boundary west, south and east to southeast corner. Proceed easterly along the northerly limit of railway Plan 3624U until the centerline of 70 Street NW. Proceed north along 70 Street NW to intersection with 126a Avenue NW. Proceed east along 126a Avenue NW to intersection with Fort Road NW. Proceed southwesterly along Fort Road NW to intersection with the production westerly of the north limit of Plan 277RS Block S. Follow north limit of Plan 277RS Block S easterly to intersection with 66 Street NW. Proceed southerly along 66 Street NW to intersection of the production southwesterly of the northeast limit of railway plan 3624U. Follow the northerly limit of Plan 3624U northeast and easterly to intersection with 50 Street NW. Proceed south on 50 Street NW to the intersection of Yellowhead Trail NW. Proceed southeasterly along Yellowhead Trail NW to intersection with City boundary. 7 Proceed southerly following the City boundary to the point of commencement.

**Ward E** is bounded as follows: Commencing at the intersection of the City boundary and the intersection of Winterburn Road NW and Whitemud Drive NW. Using the centerline of the road rights of way, proceed east following Whitemud Drive NW to the intersection of 170 Street NW. Proceed north following 170 Street NW to intersection with Stony Plain Road NW. Proceed easterly following Stony Plain Road NW to projection of the west boundary of Plan 9723890 Block 7 Lot 1; proceed southerly and southeasterly along the south boundaries of Plan 9723890 Block 7 Lots 1-7 to the intersection of 101 Avenue NW and Ravine Drive NW.

Proceed southeasterly along Ravine Drive NW to the intersection with 135 Street NW. Proceed south following 135 Street NW to the intersection of the northwest corner of Plan 2804AF Block 1. Proceed south along the west boundary of Plan 2804AF Block 1 and the south projection of the west boundary following the west boundary of River Lot 2 to the intersection with the North Saskatchewan River. Proceed southerly following the North Saskatchewan River to the intersection with the projection east of the southwest boundary of the City of Edmonton. Proceed westerly, northerly following the City boundary to the point of commencement.

**Ward F** is bounded as follows: Commencing at the northwest corner of Plan 0024731 Area A, proceed south to the northwest corner of Plan 0023111. Following the west boundary of Plan 0023111 proceed southeasterly to the southeast corner of Plan 8822315. Continue southeasterly following the east boundary of Plan 8822850. Continue southeast, northeast, easterly along the west boundary of Plan 8822850 to the intersection with Terwillegar Drive. Proceed south along the centerline of 156 Street NW to the intersection with the north boundary of Plan 1420873. Follow the east boundary of Plan 8822850 southwesterly, southeasterly to intersection with Simpson Drive NW. Follow Simpson Drive NW to the intersection with the north boundary of Plan 8822894. Proceed south and east along the north boundary of Plan 8822894 to the intersection with the north boundary of Quadrant SE, Section 26, Township 51, Range 5, West of the 4. Proceed east along the north boundary of Quadrant SE, Section 26, Township 51, Range 5, West of the 4 to the intersection with the south boundary of Plan 0627690 Block E. Proceed to the SW corner of Plan 3124KS travel east to the SE corner of Plan 3124KS proceed north easterly to the intersection with the south west corner of Plan 8922220 Block 5. Travel easterly on the south boundary to the SW corner of Plan 8220275 Block 1. Travel east along the south boundary of Plan 8220275 Block 1 to the east boundary and proceed north to the southwest point of boundary of Plan 9924156. Continue along the west boundary of Plan 9924156 to the intersection with 9b Avenue NW. Follow the centreline of 9b Avenue NW east to the southwest corner of Plan 9221715. Continue northwest along the east boundary of Plan 9221715 to intersection with Plan 9925321. Follow the west boundary of Plan 9925321 northerly to the intersection with the southwest corner of Plan 9823994. Follow the west boundary of Plan 9823994 northerly to the right of way path west of Plan 9924614 Plock 38, Lot 81. Continue northeasterly along the west boundary of Plan 9924614 to intersection with Plan 9822762 Block 28 Lot 41MR. Follow the west boundary of Plan 9822762 Block 28 Lot 41MR northerly, southerly to intersection with Plan 9724443. Follow the west boundary of Plan 9724443 north, east to the intersection with 23 Avenue NW. Proceed easterly along 23 Avenue NW to the intersection with Calgary Trail / Gateway Boulevard. Proceed northerly along Gateway Boulevard NW to the intersection with Whyte Avenue NW (82 Avenue NW). Proceed west along Whyte Avenue NW (82 Avenue NW) to the intersection with 109 Street NW. Proceed southerly to the intersection with University Avenue NW. Proceed northwest along University Avenue NW to intersection with Saskatchewan Drive NW. Proceed southwest along Saskatchewan Drive NW to the southwest corner of SW 30-52-24-4 Follow along the west boundary of SW 30-52-24-4 to the centerline of the North Saskatchewan River. Proceed southerly and westerly following the North Saskatchewan River to the perpendicular extension of the northwest corner of Plan 0024731 Area A, point of commencement.

**Ward G** is bounded as follows: Commencing at a point of the intersection of the City boundary and north boundary of Plan 8920406. Proceed west to the North East corner of Plan 8120416 Lot 2. Continue south westerly along the south boundary of Plan 8120416 Lot 2 to the south east boundary of Quadrant SE Section 32, twp 51, range 23, W of the 4 meridian. Proceed west along the south boundary to the south east corner of Quadrant SW Section 32, twp 51, range 23, W of the 4 meridian. Continue westerly along the south boundary to the intersection with 17 Street NW. Using the centerline of the rights of way proceed north along 17 Street NW to the intersection with 23 Avenue NW.

Proceed west along 23 Avenue NW to the intersection with Calgary Trail / Gateway Boulevard. Proceed northerly along Gateway Boulevard NW to the intersection with Whyte Avenue NW (82 Avenue NW). Proceed east along Whyte Avenue NW (82 Avenue NW) to the intersection with 83 Street NW. Proceed northerly following 83 Street to intersection with 90 Avenue NW, continue northerly following 85 Street NW to intersection with 98 Avenue NW. Proceed east along 98 Avenue NW to Terrace Road NW, continue following Terrace Road NW to the intersection with 101 Avenue NW. Proceed east following 101 Avenue NW to the intersection with the City boundary. Proceed east, south, easterly, southerly following the City boundary to the point of commencement.

**Ward H** is bounded as follows: Commencing at the point of intersection with Calgary Trail/Gateway Boulevard and the City boundary and Highway 2 Service Road SW proceed southwest along the City boundary to the intersection with Highway 19. Proceed west along Highway 19 to the south east corner of Plan 8022514. Follow the south boundary of Plan 8022514 and follow west, north along the City boundary. Continue north along the east boundary of SE-26-50-26-4. At the north boundary of SE-26-50-26-4 proceed west along NE 26-50-26-4. Follow NE 26-50-26-4 northwest to the south boundary of SE 35-50-26-4 and proceed west along the boundary. Follow the boundary of SE 35-50-26-4 north to the south bank of North Saskatchewan River. Proceed northeast along the south bank of the North Saskatchewan River and continue to follow the south boundary until the northwest corner of NE 8-51-25-4. Cross the North Saskatchewan River west to the west bank of the river and follow the west bank of the North Saskatchewan River north to the southeast point of NE 17-51-25-4. Proceed north following the North Saskatchewan River to the perpendicular extension of the northwest corner of Plan 0024731 Area A. Proceed south to the northwest corner of Plan 0023111. Following the west boundary of Plan 0023111 proceed southeasterly to the southeast corner of Plan 8822315. Continue southeasterly following the east boundary of Plan 8822850. Continue southeast, northerly, easterly along the west boundary of Plan 8822850 to the intersection with Terwillegar Drive. Proceed south along the centerline of 156 Street NW to the intersection with the north boundary of Plan 1420873. Follow the east boundary of Plan 8822850 southwesterly, southeasterly to intersection with Simpson Drive NW. Follow Simpson Drive NW to the intersection with the north boundary of Plan 8822894. Proceed south and east along the north boundary of Plan 8822894 to the intersection with the north boundary of Quadrant SE, Section 26, Township 51, Range 5, West of the 4. Proceed east along the north boundary of Quadrant SE, Section 26, Township 51, Range 5, West of the 4 to the intersection with the south boundary of Plan 0627690 Block E. Proceed to the SW corner of Plan 3124KS travel east to the SE corner of Plan 3124KS proceed north easterly to the intersection with the south west corner of Plan 8922220 Block 5. Travel easterly on the south boundary to the SW corner of Plan 8220275 Block 1. Travel east along the south boundary of Plan 8220275 Block 1 to the east boundary and proceed north to the southwest point of boundary of Plan 9924156. Continue along the west boundary of Plan 9924156 to the intersection with 9b Avenue NW. Follow the centreline of 9b Avenue NW east to the southwest corner of Plan 9221715. Continue northwest along the east boundary of Plan 9221715 to intersection with Plan 9925321. Follow the west boundary of Plan 9925321 northerly to the intersection with the southwest corner of the boundary of Plan 9823994. Follow the west boundary of Plan 9823994 northerly to the right of way path west of Plan 9924614 Block 38, Lot 81. Continue northeasterly along the west boundary of Plan 9924614 to intersection with Plan 9822762 Block 28 Lot 41MR. Follow the west boundary of Plan 9822762 Block 28 Lot 41MR northerly, southerly to intersection with Plan 9724443. Follow the west boundary of Plan 9724443 north, east to the intersection with 23 Avenue NW. Proceed easterly along 23 Avenue NW to the intersection with Calgary Trail NW/Gateway Boulevard NW. Proceed south following Gateway Boulevard to the point of commencement.

**Ward I** is bounded as follows: Commencing at a point of the intersection of the City boundary and north boundary of Plan 8920406. Proceed west to the North East corner of Plan 8120416 Lot 2. Continue south westerly along the south boundary of Plan 8120416 Lot 2 to the south east boundary of Quadrant SE Section 32, twp 51, range 23, W of the 4 meridian. Proceed west along the south boundary to the south east corner of Quadrant SW Section 32, twp 51, range 23, W of the 4 meridian. Continue westerly along the south boundary to the intersection with 17 Street NW. Using the centerline of the rights of way proceed north along 17 Street NW to the intersection with 23 Avenue NW. Proceed west along 23 Avenue NW to the intersection with Calgary Trail / Gateway Boulevard. Proceed southerly along Gateway Boulevard NW to the intersection with 41 Avenue SW. Follow 41 Avenue SW along the City boundary east to the intersection with 91 Street SW. Follow 91 Street SW south along the City boundary to the intersection with 73 Avenue SW. Continue east along 73 Avenue SW along the City boundary. Continue along the City boundary north, then east to the intersection with 70 Street SW. Follow 70 Street SW north along the City boundary. Continue along the City boundary east to the intersection with 34 Street SW. Follow 34 Street SW south along the City boundary to the intersection with 73 Avenue SW. Follow 73 Avenue SW east to the intersection with Meridian Street SW along the City boundary. Continue north along the City boundary to the point of commencement



Received  
Superintendent's Office  
Between Mar 23-Apr 1,  
2020

MAR 19 2020

ARI10024

Mr. Darrel Robertson  
Superintendent of Schools  
Edmonton Public Schools  
Centre for Education  
One Kingsway Avenue  
Edmonton AB T5H 4G9

Dear Mr. Robertson:

Thank you for your February 11, 2020 letter requesting ministerial approval of the new Edmonton School Division electoral ward boundaries. Thank you as well for providing a copy of Bylaw 2020-1, which as I understand from your letter will be an interim bylaw to include the recently annexed lands.

Alberta Education requires a copy of the bylaws passed by boards under Section 76 of the *Education Act*; however, as a part of red tape reduction, these bylaws no longer require ministerial approval.

I look forward to receiving a copy of your next bylaw, which must be passed by December 31, 2020 in preparation for the October 2021 general election.

The governance structure of school boards is critically important, and I appreciate the time your board has taken to review this matter.

Sincerely,

Adriana LaGrange  
Minister

**DATE:** September 8, 2020

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz

**SUBJECT:** Motion re: Renaming of Dan Knott and Oliver Schools

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

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## ISSUE

**MOTION: That the Division rename Dan Knott and Oliver Schools following a process where we seek input from the community, following a process similar to the naming of new schools.**

## BACKGROUND

Renaming conversations are an educational opportunity for all of us. They challenge our perspectives about who we celebrate, what blinders we may wear to the lived experiences of others and provide us an opportunity to define better representations of who we aspire to be. Symbolism is powerful, but it is important not to mistake renaming as a substitute for real action that makes material improvements in the lives of Black Indigenous People of Colour (BIPOC).

We have opened and named 19 schools with names that truly reflect the diversity of our community and [celebrate many incredible contributors to public education and Edmonton](#).

Our students are speaking up. Parents. Grandparents. Dan Knott School student Aimee Dorsey [started a petition to rename her school](#) because of his affiliation with and support of the Ku Klux Klan (KKK) in Edmonton during his time as Mayor. Imagine being a Black teacher sent to teach and asked to wear a school T-shirt with the name of a man who was an enthusiastic enabler of the KKK.

The Oliver community has started the [#uncoverOliver project](#) with fantastic stories, educational resources and the contributions of a descendent of Frank Oliver. Frank Oliver was a racist federal Minister of the Interior with a list of deplorable actions taken while in power. Imagine being an Indigenous student studying in a school venerating a man who did not believe that you were worthy of education.

In conversation with Oliver Community League President Robyn Paches, he said, *"The renaming conversation is more important than a name on paper. Frank Oliver's racist legacy has inflicted lasting and continuous harm on Indigenous peoples, newcomers, and other marginalized groups. Renaming our community is an important piece of reconciliation that Indigenous peoples have directly asked for. We would not be erasing history. In fact, the two-month renaming conversation has seen more education surrounding Frank Oliver than the past 80 years of community naming. The history will remain where it belongs, in books and museums. Naming is one of our society's highest honours and Frank Oliver's actions were not honourable."*

In both of these examples, imagine being the student who looks up at their Principal, Superintendent, and Board of Trustees and seeing them continuing to believe that Dan Knott or Frank Oliver remain worthy of celebrating.

## Here are a few important facts to consider:

- 1) A school name is the highest honour we can provide as a Board. I have never been naive to think that everyone is perfect. We understand that humans are complex and contradictory and that is weighed in our decision. But surely some actions are so reprehensible that they merit reconsideration.

- 2) Schools are named (and should be renamed) by the Board of Trustees independently. We are not the only board to wrestle with renaming. Last year, school trustees at Elk Island Catholic Schools [voted to rename John Vanier School after Vanier was found to have multiple manipulative sexual relationships according to a report from L'Arche.](#)
- 3) I reject the slippery slope argument. There is an acceptable level of fallibility that every board has to accept when choosing a name, but as new information comes to light or times change, it is worth revisiting. There are likely other names that need to be reviewed. Community members have overwhelmingly asked me to put these two names forward.
- 4) Continuing to honour these names is inconsistent with our commitment to the Truth and Reconciliation Commission, our Board policy on [First Nations, Métis and Inuit Education](#), or our Board statement on [anti-Black racism and inclusion](#).
- 5) A deciding factor for me in these two examples wasn't the fact that they merely held deplorable views (such as eugenics) that were acceptable in the time, but that they held positions of considerable power and used their office to further enable discrimination. Dan Knott flexed his political power as Mayor to enable the hate of the KKK, as did Frank Oliver from the Federal Cabinet table.
- 6) Changing a name or taking down a statue does not "erase history" and celebrating racist leaders is not an effective educational tool. There is no danger we will forget about the harm of anti-Black racism or the harms to our First Nations, Métis or Inuit families because we remove a namesake attached to the KKK or misuse of power.

**These actions are only one step in our commitment to anti-racism.**

While the renaming is one action, and it is symbolic, there are many other important actions that we must take as a Board. As a member of our policy committee, I know we are working on a new multicultural policy from an anti-oppression and anti-racism lens that will bring accountability, transparency and action to our schools. We are rethinking our relationship with the Edmonton Police Service and the School Resource Officer program to help ensure safety for all students, staff, and families. We [passed unanimously](#) a motion to make anti-racism a part of the provincial curriculum.

**RECOMMENDATION**

**That the Division rename Dan Knott and Oliver Schools following a process where it seek input from the community, following a process similar to the naming of new schools.**

**OPTIONS**

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

**NEXT STEPS**

The Board will initiate a process to engage with community to inform the renaming of Dan Knott and Oliver schools.

MJ:km

**DATE:** September 8, 2020

**TO:** Board of Trustees

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

**SUBJECT:** School Resource Officer (SRO) Program  
(Response to Request for Information #075)

**ORIGINATOR:** Laurie Barnstable, Director Division Support Services

**RESOURCE  
STAFF:** Grace Cooke, Gail Haydey, Karen Mills

**REFERENCE:** [June 9, 2020, Board meeting](#)

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**ISSUE**

The following information on the School Resource Officer (SRO) Program was requested by Trustee Stirling at the June 9, 2020, public Board meeting:

## Funding and Governance:

- What is the full annual cost to Edmonton Public Schools of the SRO program, and what is the total cost of the program (EPSB and EPS total)?
- What are the intended outcomes of the program, and how are these outcomes measured and reported?
- What are the criteria for schools to be designated as having an SRO, and are there any programs or services that are interrelated or contingent on SROs being present in schools?
- What training or background is required for an officer to become an SRO, and what additional training do they receive to be prepared to work in schools? Beyond criminal record checks, what is EPSB's practice in examining disciplinary records for SROs before and during their time working in schools?

## Search and Investigations:

- What are the processes and protocols for searches of students, lockers, and student property conducted by or in the company of SROs?
- What are the processes and protocols around the unlocking, accessing, and search of students' cell phones by or in the company of SROs?
- What are the processes and protocols regarding entry and search of bathrooms, locker rooms, and other similar areas?
- Are bait phones still being used in Edmonton Public Schools? What is the purpose of this practice? Are other similar practices used in schools?

## Data Collection:

- In cases where SROs are engaged in investigations of students, what are the nature of these investigations, how many are criminal versus non-criminal in nature, and how many result in arrests,

charges, and prosecutions? How many fines are issued to students, and what is the total dollar amount of those fines annually?

- What is the demographic breakdown for students disciplined or arrested in relation to SRO investigations? Include data around race, socioeconomic status, gender, FNMI identification, ELL, immigration status, disability, and mental health status.
- Are SROs armed on school property? If so, how often are firearms drawn in a year, and do we keep records of the use of other weapons such as batons, pepper spray, tasers or other forms of force or restraint?
- Have any research studies or evaluations been conducted on the SRO program in Edmonton Public Schools? If so, what were the findings?

## **BACKGROUND**

In 1979, the Edmonton Police Service (EPS), Edmonton Public School Board (EPSB) and Edmonton Catholic School District (ECSD) embarked on a collaborative partnership placing four constables in Edmonton high schools on a cost-shared basis. The joint venture focused on supporting safe and caring school communities through proactive support, education, crime prevention and deterrence, solution-focused decisions, and, where needed, law enforcement, working alongside school administration.

Since its inception, the SRO program has expanded in both Edmonton school divisions along with recent expansion to include the Edmonton Islamic Academy. Currently, full-time SROs are assigned to 11 EPSB high schools and one K-12 school. Seven EPSB junior high schools, plus one junior high/high school share an SRO equally with another EPSB or ECSD school. In addition, Institutional Services Schools (Aspen Program) has a full-time Youth Intervention Officer.

In terms of organization, each SRO is under the supervision of one of the SRO Unit Sergeants, and also works in close partnership with designated staff members from Alberta Health Services (Mental Health and Addictions) and Children's Services.

## **CURRENT SITUATION**

The following information is provided in response to the Request for Information made by Trustee Stirling at the June 9, 2020, public Board meeting. Subsequent to the Request for Information, on June 23, 2020, the Board voted unanimously to proceed with an independent review of the SRO program. The comprehensive review of the SRO program within the Edmonton Public Schools context will be undertaken during the 2020-21 school year.

The majority of the following information has been provided to the Division by the EPS, and for the most part remains unedited by the Division.

## **KEY POINTS**

### **Funding and Governance**

- **What is the full annual cost to Edmonton Public Schools of the SRO program, and what is the total cost of the program (EPSB and EPS total)?**

As per the current Memorandum of Understanding (MOU), the SRO program costs are shared by EPS and the Division, with each partner contributing 50 per cent of the cost of SROs assigned to Division schools for the 10-month school year. EPS assumes the salary costs for the SROs during July and August.

The current cost for a Division school with a full-time SRO is \$67,726. Schools pay \$33,863 when they share an SRO equally with another school. In 2016, the principal of Institutional Services Schools requested a 12-month full-time officer for the Aspen Program out of concern for student and staff safety. As EPS advised that the request was outside the scope of the SRO program, EPS placed a Youth Intervention Officer at the Aspen Program, at a current cost of \$135,630.

The current annual cost of the program to EPSB is \$1,219,246 (including the Youth Intervention Officer at Aspen).

- **What are the intended outcomes of the program, and how are these outcomes measured and reported?**

According to the current MOU, the overarching goal of the SRO program is to:

“provide quality dedicated service to students, schools, and community partners. The SRO program is a collaborative partnership designed to impact the safety, well-being and development of youth in the education system. [The] program focuses on problem-orientated policing; proactive support; and education, inclusion and the prevention of crime, disorder, and victimization for students, schools and the community.”

EPS has provided the following descriptions of the specific intended outcomes of the SRO program and related indicators:

***School Safety***

*As noted in the MOU, “the primary function of the SRO is to assist the school administration in providing a welcoming, caring, respectful and safe learning and working environment for students, staff and the surrounding community.”*

*The role of the SRO is to ensure the safety of staff and students on a daily basis ranging from planning and conducting lockdown drills to being accessible for individual or group discussions on topics related to school safety and security. SROs are in constant communication with school administration and staff; however, they also serve as a first line of crime prevention in school, helping to proactively deter incidents such as bullying, vandalism, theft, drug-related activity, sexual harassment, assault, threats or the use of weapons. In alignment with the Division Violence Threat Risk Assessment (VTRA) protocol, when SROs build relationships with students and staff, they can gain valuable intelligence about any threats to the school community and can investigate and intervene promptly. In the most extreme circumstances, SROs are certified in single officer active attacker training to move rapidly and directly to an active threat to neutralize the threat to prevent further injury or loss of life.*

***Positive Youth Engagement***

*Given that the mandate of this program is prevention, education and overall safety, SROs are not to be primarily used as a security function. SROs work in collaboration with school administration, staff, students, and parents to identify and address school concerns or problems. Embedding an SRO within the school community allows them to have a visible presence in the school and community to build connections with youth through counselling, class presentations, continual interactions, mentoring, and distribution of educational resource materials. General exposure to*

*police officers in a non-confrontational role who have a special understanding of and commitment to youth policing, allows students to see officers as adults they can rely on. In addition, it often emboldens students to open up and discuss issues that may be troubling them such as questionable experiences or decisions among their friends, family or relationship dynamics, or when they simply need advice on peer relationships.*

**Diversion**

*SROs within a school can play a pivotal role in guiding and assisting youth who are, or who may become, involved with the criminal justice system. SROs work with school administrators, EPS colleagues, and community programs to navigate youth away from traditional involvement in the justice system while improving their access to community resources. One of the key diversion methods SROs use is the Police Assisted Youth Oriented Formative Fitness (PAYOFF) program. Instead of paying a fine or going to court for a relatively minor offence like drug use/possession, shoplifting or fighting, PAYOFF gives students the opportunity to make amends. This may include having the student engage in restorative processes to repair the harm done to individuals or the school community, providing community service to the school such as assisting teachers with leadership or extra-curricular activities, or even committing to a schedule of fitness workouts with the SRO. The underlying goal of diversion is to help students learn about accountability while building trust and making their school community stronger. Most importantly, diversion seeks to dissuade youth from repeating past behaviours and, ultimately, to help them stay out of the criminal justice system.*

**Collaboration with Community Programs to Support Youth**

*An SRO has a dedicated role, primarily focused on proactive, solution oriented processes, that support and encourage safe and inclusive practices and initiatives with an overall guiding principle to promote a secure and caring learning and working environment. Throughout the school year, SROs collaborate with school and community programs to support youth and their families. Examples include SROs connecting with AHS to support students facing challenges linked to mental health or addictions, partnering with the University of Alberta Faculty of Nursing to educate teens on the health risks of vaping, or connecting parents and guardians to The Canadian Centre for Child Protection resources to help keep their children safe online.*

**Education around Youth Topical Issues**

*In their informal daily interactions and mentorship with students, SROs play an important educational role in the school. In addition, SROs also work cooperatively with school administration, teachers and the community, to proactively identify and address school concerns or problems through structured class presentations, assemblies and parent presentations, including to School Councils. These awareness and education sessions cover a variety of topics such as drug use, healthy relationships and consent, online safety, and safe driving. The topics and format of lectures and presentations are tailored to fit the specific needs of the school community.*

## Measurement of Outcomes

Principals of schools with assigned SROs have formal and informal reporting mechanisms in place; both internal to EPSB and with the SROs' chain of command or the EPS in general. It is expected that timely communication among principals, SRO sergeants, and Division Support Services can take place at any time on any issue, and is strongly encouraged whenever deemed necessary. As stated in the MOU, the "participant's liaisons will meet and/or communicate, as required to review and assess the operation and effectiveness of this MOU and any other matter of mutual interest".

Division principals are also asked by the SRO supervisors to complete a year-end review of their SRO. The information gathered on the [Principal Feedback Form](#) aligns with program outcomes. In addition to ongoing communication throughout the year in relation to the intended outcomes, the feedback form also provides a link between schools and sergeants to address and formally document any concerns. On the feedback form, which was developed by EPS, principals rate the SRO on a 10-point scale and provide comments in relation to the following performance categories:

- Engagement with School Administration
- Engagement with Students
- School Safety
- Proactive Policing
- Investigations
- Initiative

In addition, SROs complete a daily activity tracking sheet which is submitted monthly to the SRO sergeant. EPS has secured the services of a data scientist from the EPS Business Intelligence Section to assist with the compilation of the data.

- **What are the criteria for schools to be designated as having an SRO, and are there any programs or services that are interrelated or contingent on SROs being present in schools?**

Over the span of the partnership, there have been occasions when the EPS Chief of Police has advised the Division of an opportunity to expand the SRO program by placing SROs in additional schools. When this occurs, EPS invites the Division to identify school(s) which would benefit most from having an SRO placed within the school community. The decision to request the SRO partnership be expanded to a specific Division school or schools is based on collaborative feedback and dialogue primarily involving Principals, Assistant Superintendents, and Division Support Services.

Based on this feedback, the Superintendent of Schools submits a written request for an SRO at a Division school to the EPS Chief of Police. EPS then conducts an internal selection and hiring process; EPSB staff participate in the interview portion of the screening process.

## Programs and Inter-related services

EPS advises that with respect to programs and inter-related services, throughout the school year, SROs work with school administration, student services or counselling staff, and various EPS specialty units for the best outcomes for youth. On a less formal basis, SROs will engage in discussions with school staff and EPS personnel to 'bounce ideas' off each other regarding programs and services that will benefit the school community.

One key example of an inter-related process is the Violence Threat Risk Assessment (VTRA) protocol in place in the form of the multidisciplinary partnership, Edmonton Community Threat Risk Intervention Support Protocol (C-TRISP). The partnership comprises several key local agencies including EPS, RCMP, EPSB, ECSD, AHS, and Children's Services. VTRA partners work together to identify and proactively respond to high-risk situations involving an individual who may be moving on a pathway toward serious violence. At its core, the VTRA protocol relies on a strong understanding of a student's baseline behaviour in order to identify any shifts in that baseline that may signal a potential high-risk situation. Early intervention and support greatly reduces risk and prevents acts of serious violence in schools and against youth and the community. The strength and success of the VTRA protocol to assess and respond to any threat to school safety rests with strong relationships and daily interactions with students.

In addition, SROs have delivered educational sessions to students, parents, and staff around topical issues impacting youth. Upon recognizing issues like drugs, sexual violence and technological crimes impacting youth, EPS advises that SROs have secured strategic partnerships for the creation and delivery of youth-focused education including the following topics and information campaigns:

- **Fentanyl Awareness** campaign delivered to tens of thousands of students in partnership with AHS and Emergency Medical Services (EMS)
  - **'Without Consent It's Not Sent'** campaign includes presentations around 'sexting', online safety and intimate images in partnership with the Canadian Centre for Child Protection
  - **Gender Based Violence** education strategy relating to topics of sexual consent, bystander approach, and situational awareness in partnership with the Alberta Council of Women's Shelters
  - **Project V.A.P.E.** (Vaping Awareness Prevention Empowerment) in partnership with the University of Alberta Faculty of Nursing.
- **What training or background is required for an officer to become an SRO, and what additional training do they receive to be prepared to work in schools? Beyond criminal record checks, what is EPSB's practice in examining disciplinary records for SROs before and during their time working in schools?**

#### **Training and background to become an SRO**

EPS advises that they have a robust selection process in place for officers applying to join the SRO Unit. Advantage is awarded to officers with certified EPS training or external police training which is specifically relevant and beneficial to the SRO position. Officers are required to demonstrate a strong commitment to youth work and community collaborations by providing evidence of recent, relevant and repetitive youth engagement both on and off the job.

Candidates with advanced post-secondary education are awarded greater points in the selection process. They also indicate specific police courses they have completed. Of the multitude of courses and certifications available to officers, there is a specific [list of courses](#) that are deemed to be of highest value in the SRO selection process.

The candidate's current and previous supervisors provide an assessment of the candidate's suitability for the SRO role. A panel of SRO supervisors and staff from EPSB and ECSD score the candidates in an interview process that assesses the candidate's demonstrated competencies

around the role of the SRO including, but not limited to, school emergency preparedness, understanding of relevant education legislation including the Alberta *Education Act*, as well as questions showcasing accountability, communication, decision making, teamwork and developing self and others.

### **Additional training to be prepared to work in schools**

EPS further advises that training is an ongoing aspect of policing. SROs are exposed to multiple training opportunities, with emphasis around courses, conferences, observational and experiential learning that specifically prepare them to work with youth in schools.

The SRO Unit utilizes a mentorship model where new SROs 'shadow' and are mentored by experienced SROs. They are also encouraged to liaise with their police supervisor and the school leadership staff on an open and as-needed basis. SROs attend a mandatory SRO Orientation Week prior to the start of every school year where topics covered include, but are not limited to, officer conduct expectations, data collection, trauma-informed policing, racial injustice/unconscious bias awareness training, team investigation of child sexual assaults (with Zebra Centre), diversion, mental health awareness and resources, school active attacker training, school emergency preparedness training, SRO portfolio review and sign-up, student engagement and proactive hours review, review and accessing of youth presentations, and a review of investigative techniques and procedures around complex investigations.

In terms of ongoing training, EPS advises that once an officer joins the SRO Unit, the EPS would facilitate the completion of as many additional [SRO relevant courses and certifications](#) as possible. As per the MOU, an SRO must also complete FOIP training provided and approved by the EPSB. In addition, SROs participate in Violence Threat Risk Assessment (VTRA) certification training.

Additional role-specific training and seminars provided to SROs by EPS include:

- Trauma informed approach (includes de-escalation)
- Bias awareness / inclusivity / racism
- Resiliency
- Mental health literacy, supports and resources, and de-escalation strategies
- PSECA (Protection of Sexually Exploited Children)
- PCHAD (Protection of Children Abusing Drugs program)
- Single (and team) officer active attacker training\*
- School emergency preparedness (lockdowns / on alerts / evacuations)
- Digital threat assessment (dealing with online threats, plus sexting and luring investigations)

\*SROs regularly train in 'single officer rapid response' (SORR) training. EPS advises that this training is more specialized than what a general patrol officer receives, and is unique to SROs since, as the title suggests, they are the lone officer in the school setting and waiting for backup is not realistic in the event of an emergent high risk situation. The SRO Unit received SORR training certification from the 'Advanced Law Enforcement Rapid Response Training' program at Texas State University. SROs with this certification in their training portfolio have the capacity to lead the other SROs in training around SORR. SROs meet as an entire unit throughout the school year to practice the training.

## Disciplinary records

EPS advises that all candidates applying to the SRO Unit go through a vetting process with the [Professional Standards Branch \(PSB\)](#). Live and ongoing PSB investigations preclude the applicant from being selected as an SRO. Further, as stated in the application process, “evidence of previous actions or behaviours bringing disrepute to the EPS or SRO Unit may disqualify the applicant from selection”.

In 2014, Sergeant Emuel Chan assumed the role of supervisor of the SRO program. Sergeant Chan advises that no member with any past disciplinary concerns or actions that may call into question their suitability for the SRO role or bring concern or disrepute to the SRO Unit has been hired during his tenure. Under the current organization and supervisory structure, no member with disciplinary records as per above would be selected to the SRO Unit. In addition, EPS Human Resources personnel has confirmed to Sergeant Chan that, at minimum, disciplinary records for SRO candidates have been reviewed since 2012. EPS has not provided the Division with information regarding disciplinary records of SROs hired to the unit prior to 2012; however, EPS advised that there are no SROs currently in the unit who would have been assigned as an SRO prior to 2012.

As outlined in the MOU, SROs are employed by the EPS and fall under the direct command of the SRO sergeant. Division staff do not have direct access to the disciplinary records of EPS personnel. If any concerns or disputes arise, these are addressed through mutual discussion and consultation.

## Search and Investigations

- **What are the processes and protocols for searches of students, lockers, and student property conducted by or in the company of SROs?**

Division Support Services and General Counsel are available to provide support to school administration regarding such searches based on the *Education Act* and relevant case law. Further, General Counsel [presents](#) to various groups of administrators on the topic of “Searches in Schools” from year to year, either as a standalone presentation or as a portion of a larger presentation. The presentation is based on case law, including from the Supreme Court of Canada:

The issue of student searches has been addressed in *R. v. M.(M.R.) [1998] S.C.J. No. 83*. The Supreme Court ruling articulated the overarching principle of ensuring safe and orderly school environments:

“Teachers and those in charge of our schools are entrusted with the care and education of our children. It is difficult to imagine a more important trust or duty. To ensure the safety of the students and to provide them with the orderly environment so necessary to encourage learning, reasonable rules of conduct must be in place and enforced at schools.”

The *R. v. M.(M.R.)* decision guides practices related to school searches, in tandem with the mandated responsibility outlined in the *Education Act* for the Board to provide a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging (s. 31(1)(d)), and for the principal to maintain order and discipline in the school, on the school grounds, and during activities sponsored or approved by the Board (s. 197(f)).

School authorities do not require a warrant or police assistance to conduct a search on school property, nor is there a requirement to advise a student of any legal rights prior to a search. The school authority must have reasonable grounds to believe that there has been a breach of school regulations or discipline and that a search of a student would reveal evidence of that breach. School authorities will be in the best position to assess information given to them, and relate it to the situation existing in their school. The following may constitute reasonable grounds in this context:

- information received from one student considered to be credible,
- information received from more than one student,
- a teacher's or principal's own observations, or
- any combination of these pieces of information which the relevant authority considers to be credible.

Any searches by school authorities should be carried out in a reasonable manner, with appropriate consideration of the gender of the student and the searcher, and where the search is conducted. The permissible extensiveness of the search will vary according to what the school authority believes the search may reveal. If the school authority believes the student is carrying a weapon, the Supreme Court said it would be reasonable for the school authority "to take immediate action and undertake whatever search is required."

The ruling went on to state, "the existence of an immediate threat to the students' safety will justify swift, thorough and extensive searches." A lesser standard would apply to searches for less serious items.

### **SRO involvement in searches of students**

EPS has provided the following information regarding SRO involvement in searches of students. SROs will only participate in searches according to authorizations under the *Criminal Code of Canada*. A search may include an emergent warrantless search and seizure of firearms, where time and imminent safety is at stake.

SROs may, at the request of the principal, accompany the principal for safety purposes or be in the company of the school administration for their search under their authority of the *Education Act*. The *Criminal Code* section that covers warrantless search and seizure by police officers is provided below:

**117.02 (1) Where a peace officer believes on reasonable grounds**

*(a) that a weapon, an imitation firearm, a prohibited device, any ammunition, any prohibited ammunition or an explosive substance was used in the commission of an offence, or*

*(b) that an offence is being committed, or has been committed, under any provision of this Act that involves, or the subject-matter of which is, a firearm, an imitation firearm, a cross-bow, a prohibited weapon, a restricted weapon, a prohibited device, ammunition, prohibited ammunition or an explosive substance, and evidence of the offence is likely to be found on a person, in a vehicle or in any place or premises other than a dwelling-house, the peace officer may, where the conditions for obtaining a warrant exist but, by reason of exigent circumstances, it would not be practicable to obtain a warrant, search, without warrant, the person, vehicle, place or premises, and seize any*

*thing by means of or in relation to which that peace officer believes on reasonable grounds the offence is being committed or has been committed.*

**487.11** *A peace officer, or a public officer who has been appointed or designated to administer or enforce any federal or provincial law and whose duties include the enforcement of this or any other Act of Parliament, may, in the course of his or her duties, exercise any of the powers described in subsection 487(1) or 492.1(1) without a warrant if the conditions for obtaining a warrant exist but by reason of exigent circumstances it would be impracticable to obtain a warrant.*

Although ‘exigent circumstances’ is not defined in this section, it is defined in s. 529.3(2) as circumstances in which the peace officer

*(a) has reasonable grounds to suspect that entry into the dwelling-house is necessary to prevent imminent bodily harm or death to any person; or*

*(b) has reasonable grounds to believe that evidence relating to the commission of an indictable offence is present in the dwelling-house and that entry into the dwelling-house is necessary to prevent the imminent loss or imminent destruction of the evidence.*

For an SRO, this would mainly apply to situations where there is an immediate safety concern for students and school staff. Firearms would be the best example but there could be other situations. If, for example, there was a concern for explosive devices, the SRO would likely have people evacuate the building for their safety and have the EPS Bomb Unit attend the scene to deal with the device.

- **What are the processes and protocols around the unlocking, accessing, and search of students’ cell phones by or in the company of SROs?**

EPS advises that SROs may, at times and at the request of the principal, accompany the principal for safety purposes or be in the company of the principal for their search under the authority of the *Education Act*. SROs require written consent or judicial authorizations (warrant) to unlock, access or search a student’s phone. Police officers understand the ‘test of court’ and that evidence seized without proper methods will be dismissed in court; at the jeopardy of losing the case and harm to the officer’s reputation.

From a school authority perspective, further to the information provided in the previous question, Division Support Services and General Counsel provide support to school administrators based on the case of *Ratt v. Tournier, 2014 SKQB353*, which involved a complaint relating to a cell phone search. This case provides context and governance for cell phone searches:

*“Students may expect some degree of privacy respecting the contents of their cell phones. As a general rule the (school administration) or teachers will not be scrolling through the contents of their cell phones. In the circumstances where the student is using the cell phone and text messages in clear violation of school policy, a policy of which the student is aware, the student can anticipate a reduced degree of privacy.”*

*“In circumstances where the student’s behaviour is extremely out of the norm ... and the [school administration] establishes a reasonable basis for his concern for violence or threats to personal safety of a student or the general student body, an*

*individual student's right to privacy is outweighed by the duties and responsibilities of the teaching staff."*

- **What are the processes and protocols regarding entry and search of bathrooms, locker rooms, and other similar areas?**

Unless entry and search is conducted for emergent purposes or exigent circumstances as outlined above, SROs and school administration respect the privacy of bathrooms and locker rooms. If a search is deemed necessary, efforts are also taken, when practicable, for the SRO to be in the company of a school staff member. Gender considerations, privacy and dignity are always key considerations.

- **Are bait phones still being used in Edmonton Public Schools? What is the purpose of this practice? Are other similar practices used in schools?**

EPS advises that a single bait phone was purchased by the EPS in 2013. It has been used a total of two times, once at Eastglen School in 2013 and once at Ross Sheppard School in 2014. The bait phone was not deployed following the 2014 use at Ross Sheppard School.

The Eastglen deployment resulted in one student being found in possession of the bait phone. A warning was issued to the student involved. No charges were laid in relation to either of the two bait phone deployments.

In terms of context and purpose of this previous practice, SROs and school administration recognized a spike in reports of student locker thefts in gymnasium change rooms. For obvious privacy reasons, there is no video surveillance in change rooms, and these thefts were specifically targeting students' cellular phones. The thought at that time was to have students aware that school administration, in cooperation with police, had the means to investigate thefts. In response to frustration from students, parents, and staff, the desire was to identify the student(s) committing these thefts both to hold the student(s) accountable, and to restore trust and a sense of personal security within the school. A further belief was that word of this would spread amongst the student population and act as a deterrent to theft.

#### **Data Collection**

- **In cases where SROs are engaged in investigations of students, what are the nature of these investigations, how many are criminal versus non-criminal in nature, and how many result in arrests, charges, and prosecutions? How many fines are issued to students, and what is the total dollar amount of those fines annually?**

EPS has provided the following information regarding data collection.

A 'police information report' documents information that is provided to the SRO, or that is discovered by the officer over the course of duty. A police information report is essentially any information piece that an officer chooses to document and enter into the records management system. Information in these files may include, but is not limited to, mental health interventions, a traffic complaint, a school trespasser situation, an update to the SRO's schoolyard discarded needle pick-up initiative, a VTRA report, or a referral to Children's Services.

The 'disposition' of a police information report can include a variety of outcomes, including, but not limited to:

- Submitted for information only
- Concluded pending further information
- Unfounded
- Unsubstantiated
- Concluded with charges (bylaw offense, provincial act offence, or criminal charge)
- Concluded with referral to diversion
- Warning given

Based on the range of disposition routes for a police information report, it is somewhat simplistic to categorize or track police reports or SRO interactions as either criminal or non-criminal as the nature of the matter may appear "criminal", but then may be concluded in a manner that does not elevate it to be dealt with as "criminal". For example, an SRO may investigate a sexual assault complaint where one student allegedly touches another person in a sexual manner without consent violating that person's sexual integrity. The content of this report in this instance is of a 'criminal' nature as it relates to sexual assault. However, the complainant may decide to not proceed 'criminally', such as in a case where the complainant may tell the officer they just want it documented in a police report, but does not want to pursue any criminal charges. So even though the police information report is technically a 'criminal' report, the disposition is a 'concluded pending further information' in this case.

A 'criminal file' can include any information report that is categorized by a crime type. For instance, a sexual assault, bomb threat, shoplifting, distribution of drugs, vandalism, pointing a firearm, break and enter, etc. These are all 'criminal files.' Again, although categorized as a 'criminal file,' it does not automatically lead to criminal charges being laid. A crime may have taken place but police may:

- not have a complainant interested in pursuing charges,
- not have the grounds (evidence) to lay a charge,
- not have a reasonable expectation of a conviction after consultation with crown,
- not be able to identify a suspect, or
- end a charge for referral to the Diversion First program.

SRO charges include any charges laid on behalf of student victims or on behalf of the school itself. An analysis of SRO tracking information is underway and will continue as part of the upcoming review process. From January to December of 2017, there were a total of 2996 SRO investigations recorded (this includes both for EPSB and ECSD). Of those, 1863 were generally classified as "non-criminal" investigations, and 1133 were "criminal". In 59 of these investigations (approximately 2 per cent), charges were laid. Similarly, previous data from the 2012 calendar year shows that of 3451 investigations by SROs, 2547 were non-criminal, while 904 were classified as criminal files (specific number of charges is unavailable at this time). It is important to consider that not all charges laid by an SRO are issued to Division students. For example, an SRO may charge a person who does not attend or work at the school, with trespassing or another criminal charge.

From a city-wide perspective, a 2017 analysis was conducted of all youth charged (by EPS as a whole) for minor criminal offences (e.g., theft, possess stolen property, mischief, common assault). Specifically, the EPS Value and Impact Division conducted an internal statistical database review of all youth charged in minor crimes. This review was conducted at the request of the EPS Diversion First Unit and determined that, of the youth charges that went to court:

- 67.2 per cent of charges were withdrawn
- 31.1 per cent of charges went to extrajudicial sanctions
- 1.6 per cent went to a guilty plea

Based on this analysis, and their knowledge of youth, SROs recognize the multi-dimensional challenges and implications of charging youth. Therefore, the focus is with Diversion and 'PAYOFF.'

As a layer of checks and balances, all EPS members are required by an internal policy (in place since 2017) to participate in a pre-charge consultation with a police staff sergeant prior to charges being laid. The staff sergeant must ensure the grounds for arrest are lawful and the member has clearly articulated the circumstances of the arrest in their summary of the event.

### **Fines issued to students**

EPS advises that this amount is difficult to determine and the Provincial Court Records Section would have to be consulted for the final dollar amount. If a police officer chooses to issue a fine, they are guided by the specified penalty listing under the relevant statutes and regulations of Alberta. If the matter then goes to court, the dollar amount of the fine will vary from case to case, depending on the prosecutor, defence lawyer and the judge. For example, a \$100 fine issued by an officer may be significantly reduced, dismissed, or increased at the request of the lawyers' recommendation, and at the discretion of the judge.

It is the focus of the SRO to implement a Diversion/PAYOFF approach to summonses. SROs recognize that tickets often default to parents for payment. As such, it is counterintuitive and therefore discouraged for most cases. SROs practice utilizing warnings and proactive education over the ticketing of youth. For example, efforts around the U of A/SRO vaping initiative and the partnership with the AMA distracted driving education campaign are evidence of the approach preferred by the SRO Unit. Many SROs do track when a ticket is issued, but it is not currently an expected consistent practice. Going forward, SROs will engage in standardized processes and tracking of tickets and criminal charges that are diverted through Diversion and PAYOFF.

- **What is the demographic breakdown for students disciplined or arrested in relation to SRO investigations? Include data around race, socioeconomic status, gender, FNMI identification, ELL, immigration status, disability, and mental health status.**

EPS advises that this information is not available as it is not collected or tracked by the EPS. The focus is on collaborative problem solving including diversion, education, and interventions and resources for students who are in need of support and/or who are engaging in high-risk activities.

All personal information collected by the Division is done in accordance with legislation including the *Education Act*, the *Student Record Regulation* and the *Freedom of Information and Protection of Privacy Act* ("FOIP"). Under Section 33(c) of FOIP, "no personal information may be collected by or for a public body unless that information relates directly to and is necessary for an operating program or activity of the public body." For any personal information collected by the Division, a clear purpose must be articulated for the collection that is tied to the operating program of the Division. If such a purpose is identified, then parents must be informed of the purpose and use of the information.

Personal student information pertaining to race and socioeconomic status is not collected by the Division. The Division [Student Registration Form](#) allows parents to select male, female or "X" to indicate their child's gender. Information about self-identification as a First Nations, Metis, or Inuit person is

collected on the EPSB student registration form; however this information is optional and parents are informed of the purpose for which the information is being collected.

Personal student information regarding English Language Learner (ELL) identification, immigration status, and disability are used solely for the purpose of determining programming and supports for the student, including accessing funding where appropriate. Immigration status of a student and their parent(s)/guardian(s) is reviewed by school administration at the time of registration, and prior to the start of each school year, to ensure the student is eligible to access funded education in Alberta according to the Funding Manual for School Authorities. SROs do not have a role in this administrative work.

In accordance with the Student Record Regulation (3(1)(a) (iii)), any confidential counselling notes or information related to a student's mental health are not included in the student record. This information may be collected informally and anecdotally for the purpose of providing programming and supports for the student.

- **Are SROs armed on school property? If so, how often are firearms drawn in a year, and do we keep records of the use of other weapons such as batons, pepper spray, tasers or other forms of force or restraint?**

EPS advises that since an SRO is a fully trained, sworn police officer, SROs wear the same standard uniform and equipment that any other police officer would wear. As a core priority of the SRO is to ensure school safety, the full uniform provides the best ability and accessibility to facilitate safety in the school when emergent circumstances arise, and in the broader community. When an SRO is on duty, the expectation is that they are in uniform; however, within the school context there are times when SROs are participating in extracurricular activities, athletics, youth engagement events and various meetings where civilian attire is appropriate.

EPS policy requires the reporting and documentation of any use of force event. Since 2014, there have been no instances in which an SRO has drawn his or her firearm or used any weapon including those listed in the question. SROs have arrested and restrained youth as well as adults in the course of duty; however, there is no record from 2014 to today of an EPS Professional Standards Branch complaint in relation to SROs and use of force. Records prior to 2014 were not provided.

- **Have any research studies or evaluations been conducted on the SRO program in Edmonton Public Schools? If so, what were the findings?**

Feedback and communication between the SRO, the principal, the supervising SRO sergeant, and Division Support Services provides ongoing feedback about the SRO program, including successes and areas for refinement or improvement.

In addition to engaging with the independent research review being conducted by the Division in the 2020-21 school year, EPS advises that it is in the process of conducting its own 10 year review of the SRO program and will share the data with the Division.

EPS Deputy Chief David Veitch stated in the August 15, 2020, edition of the Mill Woods Mosaic that, "a number of evaluations have examined the SRO program over the years, including formal reviews in 1998, 2000 and 2003." ... "More recently, two separate research studies conducted by the University of Alberta found that SROs had overwhelming positive impacts on students identifying as LGBTQ2s+...". At

the time of writing this report, a summary of the data and findings of these reviews has not yet been made available to the Division.

EPS advises that the EPS SRO Unit has been recognized nationally and internationally. For example, EPS was the first police agency in Canada to be recognized as the 'Model Agency Award' by the National Association of School Resource Officers (NASRO) in 2014. Other notable external awards and recognition received as a direct result of the work of SROs include:

- 2018 – Alberta Health Services [President's Excellence Award](#)
- 2017 – The Order of St. John, Life Saving Award (SRO Constable Tammy Buchberger)
- 2015 – Canadian Association of Chiefs of Police (CACP) Motorola Award, [Excellence in Emergency Preparedness](#) (for work on lockdowns)
- 2014 – NASRO, [Life Saving Award of Valour](#) (SRO Constable Stacy Miskolczi)
- 2014 – Oil Capital Kiwanis Club of Edmonton, [2014 Top Cop Award](#) (SRO Constable Rob Brown)
- 2014 - Dempsey Service Award (SRO Constable Rob Brown)
- 2013 – NASRO, SRO Practitioner Awards (Staff Sergeants Kelly Rosnau and Raymond Wood). The EPS was the first police agency in Canada to be awarded this designation.

LB:il

**DATE:** September 8, 2020

**TO:** Board of Trustees

**FROM:** Trustee Michelle Draper, Governance and Evaluation Committee, Chair  
Trustee Shelagh Dunn, Governance and Evaluation Committee  
Trustee Ken Gibson, Governance and Evaluation Committee

**SUBJECT:** 2019-2020 Superintendent of Schools' Evaluation

**RESOURCE STAFF:** Karen Mills

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

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**ISSUE**

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

**BACKGROUND**

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

**CURRENT SITUATION**

A letter summarizing the results of the 2019-2020 Superintendent of Schools' evaluation is attached (Attachment I).

**KEY POINTS**

- The summary letter, submitted by Y Station Communications and Research, for the 2019-2020 Superintendent of Schools' Evaluation states that:
  - The Superintendent achieved an overall rating of 4.7 on a scale of 1-5. This represents a rating in the outstanding range and is consistent with his results over the past six years.
  - The Superintendent continues to be highly regarded by Board Trustees, direct reports and leadership team members.
- In summary, the Superintendent personally models the cornerstone values of the Division and is seen as a highly strategic leader who is able to navigate through challenging circumstances.

**ATTACHMENTS**

ATTACHMENT I May 28, 2020, Summary letter from Y Station Communications and Research

KM:sj



May 28, 2020

Edmonton Public School Board

### **Re: 2020 Superintendent Evaluation**

We have completed the 2020 Superintendent Evaluation on Mr. Darrel Robertson as requested by the Board of Trustees of the Edmonton Public School Board. Our comprehensive evaluation was comprised of a 360-degree review including all Trustees, the District Support Team, the District Leadership Team and external stakeholders. A mix of in-person interviews and on-line surveys were used to collect the feedback from a total of 230 participants. An overall recap of the results was prepared for the Board. Data collection for the in-depth interviews began during the week of March 16, 2020. This had an impact on the Edmonton Public School Division as schools closed across Alberta due to the Covid-19 pandemic. The results of these interviews, in addition to the web survey conducted in May represent a point in time study and the impact of the pandemic is reflected in the responses. The reader should consider this when reviewing the conclusions outlined in the report.

The Superintendent achieved an overall rating of 4.7 on a scale of 1 – 5. This represents a rating in the outstanding range. The Superintendent is perceived to be an exceptional leader by the Board, the District Support Team, the District Leadership Team and external stakeholders.

He personally models the cornerstone values of the Division and is seen as a highly strategic leader who is able to navigate through challenging circumstances.

The Superintendent has built very strong relationships with many of the key internal and external stakeholders. External stakeholders seek out his expertise and he has become not only a leader for the Edmonton Public School Board, but a leader in the province. It was acknowledged that the division keeps increasing in size, making it impossible for him to personally visit each school. However, the Superintendent has established communication channels such as the daily memos in order to build a connection with all staff members.

The opportunities for the Superintendent to develop were focused on continuing to ensure succession plans are established in all units to minimize risk, address issues with staff in a timely manner, and not overextending his capacity to ensure a healthy work-life balance.

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

Regards,

Tracy With  
COO & Partner Y Station Communications & Research