



AGENDA

**BOARD OF
TRUSTEES**

**Trisha Estabrooks
Board Chair**

**Nathan Ip
Board Vice-Chair**

**Dawn Hancock
Marcia Hole
Julie Kusiek
Marsha Nelson
Sherri O'Keefe
Jan Sawyer
Saadiq Sumar**

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

**CFE McCauley Chambers
Tuesday, May 17, 2022
2 p.m.**

Board Meeting #12

- A. O Canada**
- B. Roll Call**
- C. Approval of the Agenda**
- D. Communications from the Board Chair**
- E. Communications from the Superintendent of Schools**
- F. Approval of the Minutes**
 - 1. DRAFT – Board Meeting #11 – May 3, 2022
- G. Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, May 16, 2022, to speak under this item.)
- H. Reports**
 - 2. Renaming of Dan Knott School
(No Enclosure)
 - 3. Analysis of Overall Per Student Funding and Impact of the Weighted Moving Average
(RFI Response)
 - 4. Allocation of Surplus for Mental Health Supports Update
(Information)
 - 5. Report #08 of the Caucus Committee (From the meeting held May 3, 2022)
(Information)
 - 6. 2022-2023 Non-Resident Fees and 2023-2024 International Student Fees
(Recommendation)
 - 7. Transportation Fees for 2022-2023
(Recommendation)
 - 8. Board Policy HG.BP Student Behaviour and Conduct Annual Review
(Recommendation)

- 9. First, Second, Third and Final Reading of Board Policy CO.BP Fiscal Oversight and Accountability
(Recommendation)
 - 10. Confirmation of Trustee Representations on Committees
(Recommendation)
 - 11. ASBA Issues and Resolutions Committee
(Recommendation)
 - 12. Edmonton Public Schools Foundation's Updated Fundraising Priorities
(Information)
- I. **Other Committee, Board Representatives and Trustee Reports**
 - J. **Trustees and Board Requests for Information**
 - K. **Notice of Motions**
 - L. **Meeting Dates**
 - M. **Adjournment**

MINUTE BOOK**Board Meeting #11**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education, McCauley Chambers on Tuesday, May 3, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks	Nathan Ip	Jan Sawyer
Dawn Hancock	Julie Kusiek	Saadiq Sumar
Marcia Hole	Sherri O'Keefe	

Officials

Angela Anderson	Karen Mills	Nancy Petersen
Todd Burnstad	Leona Morrison	Darrel Robertson
Grace Cooke	Kathy Muhlethaler	Carrie Rosa
Ron MacNeil	Kent Pharis	Liz Yule

Board Chair: Trisha Estabrooks**Recording Secretary:** Catherine Angeles

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. O Canada**B. Roll Call: 2:01 p.m.**

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

C. Approval of the Agenda**MOVED BY Vice-Chair Ip:**

**"That the agenda for the May 3, 2022, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

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D. Communications from the Board Chair

The Board Chair, on behalf of the Board, thanked the Sahota family for the vigil remembering Karanveer Sahota on Friday. Karanveer's family, friends, fellow students and the McNally school community came together that night. She thanked the many school divisions who reached out from across Alberta to share their condolences.

The Board Chair stated that at the last Board meeting, the Board passed the Distribution of Funds recommendation, which allows individual schools to start preparing their budgets for the next year. She noted that next year's budget will be the toughest for the Division in a decade and said she's heard first hand how tough this budget will be. She noted that principals will do their very best to stretch dollars to support students and she appreciated the efforts being made to consult with families and educate parents on the tough choices that will have to be made.

The Board Chair shared she continues to hear that mental health is a top concern in many of our schools and with school councils. The demand for services, both those in our schools and those external to our schools, is greater than the support that exists. She advised that the Division is not adequately funded to provide mental health supports in our schools. The Board of Trustees will continue to advocate for comprehensive mental health supports for the children and families they serve, including reminding the government of their own panel looking into child and youth well-being and the recommendations it put forward.

The Board Chair wished Eid Mubarak or happy Eid al Fitr to all those celebrating. Yesterday was Eid, the festival held after a month of fasting during Ramadan for Muslims. She said the generosity and the community celebrations held this year, after two years of not being able to meet in person, have been really uplifting.

The Board Chair shared that May 2022 is Canadian Jewish Heritage Month. In 2018, the Government of Canada created the Canadian Jewish Heritage Month Act, where the month of May was designated to "provide an opportunity to remember, celebrate and educate future generations about the inspirational role that Jewish Canadians have played and continue to play in communities across the country."

The Board Chair shared that May is also Asian Heritage Month. Asian Heritage Month has been celebrated across Canada since the 1990s when the Senate of Canada adopted a motion proposed by Senator Vivienne Poy to designate May as Asian Heritage Month. In May 2002, the Government of Canada officially designated May as Asian Heritage Month in Canada.

The Board Chair said that throughout the month, schools are honouring the lives, histories and accomplishments of Jewish and Asian Albertans and Canadians.

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E. Communications from the Superintendent of Schools

The Superintendent welcomed Charlene Howard and Christine Pichlyk to the Board meeting. Both serve as members of the Superintendent's Community of Practice in Education (SCOPE) Committee.

The Superintendent noted that graduation season is upon us and expressed appreciation to the Board members, who are busy signing up for speaking engagements at high school graduations. The Superintendent congratulated graduates and encouraged everyone to take care over the graduation season. He wanted to make sure that everyone was celebrating in a responsible manner and to have a great end to the school year and a transition to post-secondary studies and the world of work.

F. Approval of the Minutes

1. Board Meeting #10 – April 19, 2022

Trustee Sumar requested that his report, under Item I in the April 19, 2022 minutes, be amended as follows:

Excerpt:

Trustee Sumar said he had the pleasure of attending the Millwoods ~~President's~~ Presidents Council meeting a couple of weeks ago. He spoke with community members about transportation and playgrounds.

MOVED BY Trustee O'Keefe:

**"That the minutes of Board Meeting #10 held April 19, 2022, be approved as amended."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from five registered speakers for this item.

H. Reports

2. Report #07 of the Caucus Committee (From the meeting held on April 19, 2022)

Information was provided regarding actions taken at the April 19, 2022, Caucus Committee meeting.

3. Locally Developed Courses (LDCs)

MOVED BY Trustee Hancock:

"That the following LDCs be approved for use in the Edmonton Public Schools from September 1, 2022, to August 31, 2026:

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- American Sign Language and Deaf Culture Three-year (3Y) 15-25-35 (5 credits)
- Astronomy 15-25-35 (3 credits)
- Competencies in Math 15 (3 and 5 credits)
- Drawing 15-25-35 (5 credits)
- Educational Assistant: Assistive and Adaptive Technology 35 (5 credits)
- Global Perspectives 25-35 (5 credits)
- Guitar 15-25-35 (3 and 5 credits)
- Introduction to Educational Assistant 25 (5 credits)
- Learning to Lead 7-8-9
- Punjabi Language and Culture Twelve-year (12Y)
- Speech and Debate 15-25-35 (3 credits)
- Technical Theatre 15-25-35 (3 and 5 credits)

That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2025:

- Chemistry (Advanced) 35 (3 credits)

That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2024:

- Biology (IB) 35 (3 credits)
- Chemistry (IB) 35 (3 credits)
- Physics (IB) 35 (3 credits)"

(UNANIMOUSLY CARRIED)

4. New Curriculum Implementation Information

Administration provided an update to the Board of Trustees on new curriculum implementation.

5. KN95 Masks for Edmonton Public Students and Staff (Response to Request for Information #006)

Information was provided regarding the Request for Information #006.

I. Other Committee, Board Representatives and Trustee Reports

Trustee Kusiek thanked the 30-plus people who participated in the Transportation Forum hosted by the Infrastructure Committee (herself and Trustees Ip and Sumar). She expressed her gratitude to their special guests, Tracey Coutts with Ever Active Schools and Councillor Cartmell. They had discussions, made connections and generated some good ideas to continue to think about.

Trustee Kusiek really appreciated the opportunity to connect with schools. She thanked the school councils at McKernan and Harry Ainlay for inviting her. She looks forward to the Ward F School Council Chairs

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Meeting on May 11. She said if any school council chairs were listening and hadn't had a chance to register, visit her website www.juliekusiek.ca for the RSVP form.

Trustee Kusiek highlighted a recent meeting with MLA Rakhi Pancholi where they touched base on shared constituent concerns and opportunities. She continues to look forward to future conversations with all elected colleagues with whom Ward F overlaps.

Trustee Kusiek shared a good news story for Ward F that came from the student leaders at Harry Ainlay. Two students presented at the recent school council meeting about the many student-led activities that give voice to students. She said student leadership is just so fantastic and she thanked them for their efforts and said to keep it up!

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

K. **Notices of Motion** - None

L. **Next Board Meeting:** Tuesday, May 17, 2022, at 2 p.m.

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

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 17, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Analysis of Overall Per Student Funding and Impact of the Weighted Moving Average (Response to Request for Information #010)

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE

STAFF: Drew Horn, Jennifer Price

REFERENCE:

ISSUE

At the April 19, 2022 Board meeting, Board Chair Estabrooks requested administration provide an analysis of overall per student funding in the last five years, explaining the impact of the weighted moving average on the funding that the Division receives.

BACKGROUND

Provincial Funding

On February 27, 2020, a new funding framework was released, effective for the 2020-2021 school year. The major change from the previous funding framework was the transition from a per student funding model that funded individual students to a funding model based on a three-year weighted moving average (WMA) of enrolment.

WMA Funding Model highlights

- The WMA model captures the number of funded students across three school years and does not allocate funding per individual student.
- All Alberta Education funding grants received by the Division, with the exception of the Transportation and the Geographic grant, are either fully or partially calculated using the WMA enrolment.

For the upcoming 2022-2023 school year, the WMA calculation will be based on the following formula:

School Year	Weighted Factor	Enrolment Count (FTE) ¹	Enrolment Source
2020-21	20%	98,288	Actuals
2021-22	30%	100,006	Estimates ²
2022-23	50%	102,702	Projection ³

WMA Enrolment (FTE)	101,010
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Notes:

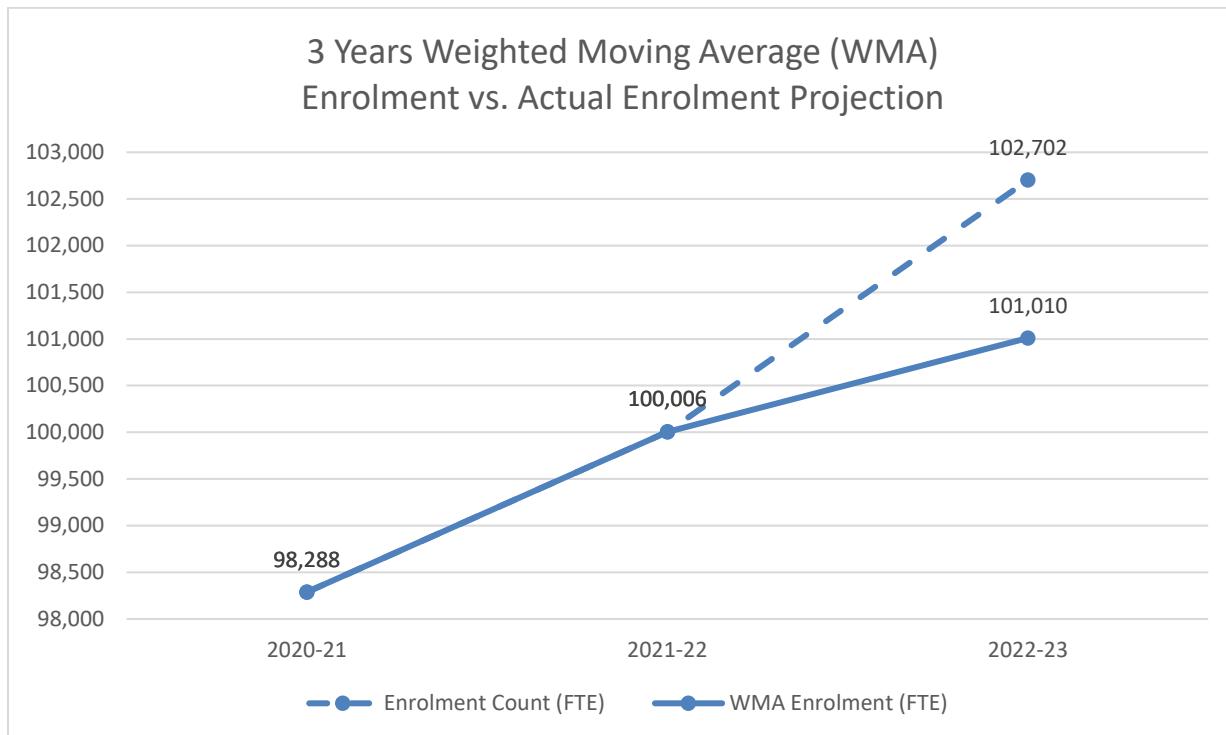
¹ Additional details on the Division's enrolment FTE's can be found in attachment II of the [2022-2023 Distribution of Funds report](#). FTE enrolment factors in Early Childhood Services (ECS) students at 0.5.

² Estimates are based on the frozen funded enrolment counts and are not usually finalized until the following year.

³ There are no in-year adjustments if the projected enrolment count is different from the actual count. The difference between the projected count and actual student count will be adjusted for in the calculation of the WMA for the subsequent school year. If the projected count is higher than the actual count, the WMA for the next year will be adjusted down, and if the projected count is lower, the WMA for the next year will be adjusted up to account for the difference.

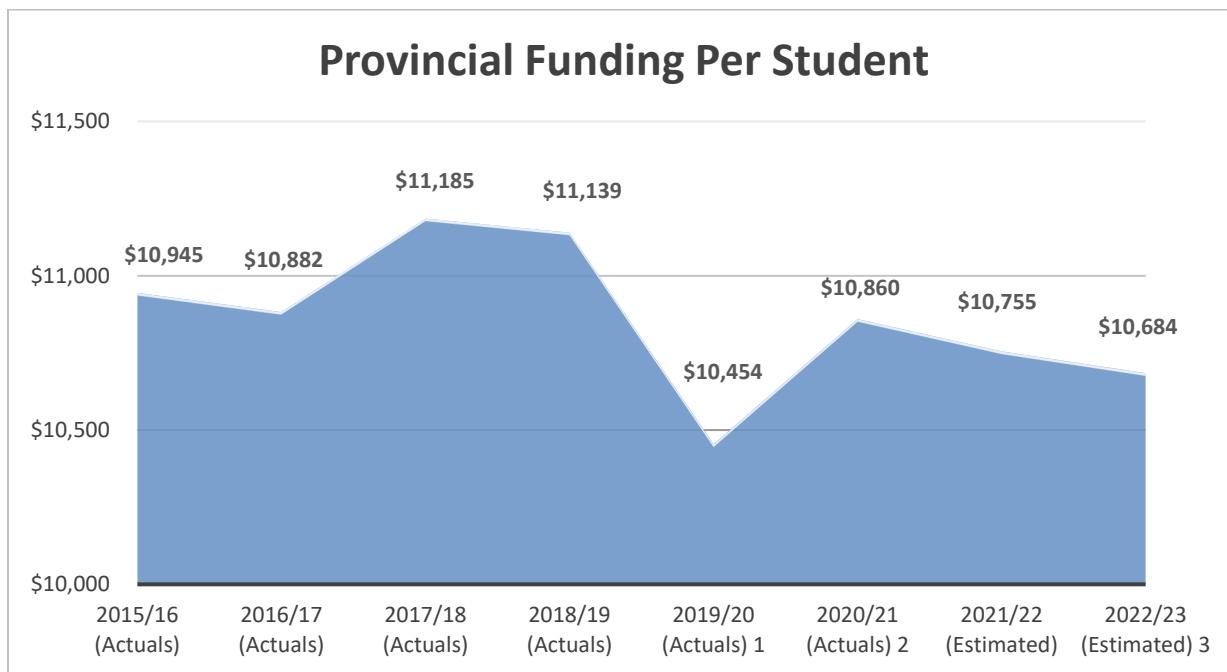
Of note, the Province has acknowledged the challenges the pandemic has caused, and school authorities have been held harmless for both the 2021-2022 and the upcoming 2022-2023 school year for enrolment fluctuations that otherwise would have resulted in an adjustment as part of the WMA methodology.

The WMA calculation is further highlighted in the graph below. The WMA FTE enrolment is 1,692 lower than the projected September 2022 FTE enrolment (the actual number of students we anticipate to be in attendance).



Overall per student funding

To represent the overall funding per student at a high level, the following table was created by taking the total Government of Alberta revenue as reflected in our annual audited financial statements (up to and including the year ended August 31, 2021). The approved budget figures were used for the current 2021-2022 year, and draft budget figures have been used for the upcoming 2022-2023 year. This revenue figure includes all provincial government funding (IMR, OM, other grants, etc.) as well as other Alberta School Authorities. Some adjustments have been made as detailed in the notes to adjust for non-reoccurring or revenue that was received for unique or targeted circumstances. This total revenue figure was then divided by the actual frozen funded September 30 student count information (or estimated for the budget), as opposed to the WMA enrolment figure.



Notes:

¹ This amount includes an Alberta Education funding reduction in May and June 2020 due to the requirement for all K-12 students to go online in response to the COVID-19 pandemic. Reductions included \$13.8M of Base funding and \$3.8M of Transportation funding for a total reduction of \$17.6M. If this funding was not removed the figure in the table would be \$10,623.

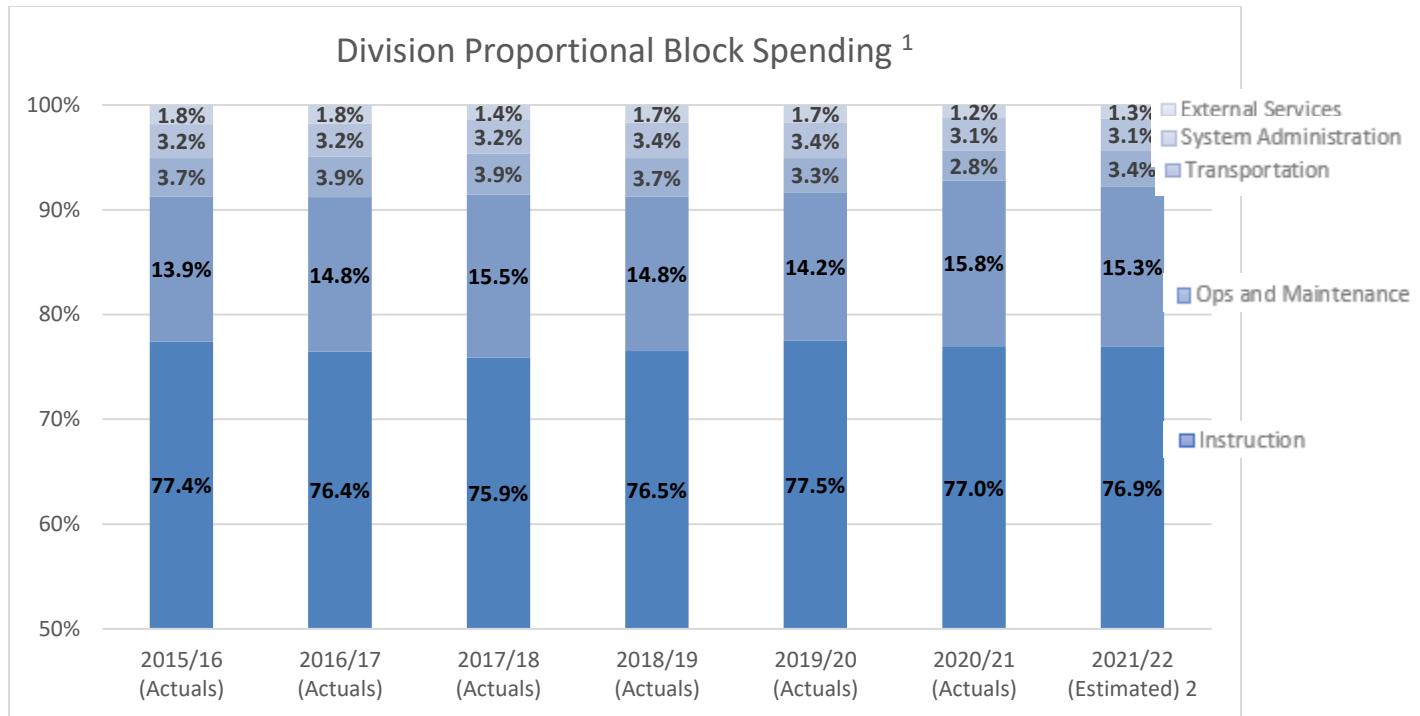
² This amount is net of \$38.5M of federal COVID mitigation funding and \$4.2M of Critical Worker Benefit (CWB) that was reported as Alberta Education revenue on the 2020-2021 audited financial statements.

³ Based on our draft 2022-2023 budget excluding the anticipated targeted Curriculum support and Student Well-being grants. For 2022-2023, both the base instruction grant and the operations and maintenance grant were increased by one per cent and the transportation grant by 4.6 per cent to offset inflationary pressures.

Division Expenses

The previous information and tables relate to the funding we have received. It is equally as important to understand how funding is utilized by the Division. Each year, Edmonton Public Schools has seen an increase in student enrolment and has attempted to maintain the proportionate amount that directly supports instruction; however, increased inflationary pressures have resulted in a larger percentage needing to be allocated towards operation and maintenance.

The following table shows the percentage of our annual expenses being directed to each expense block.



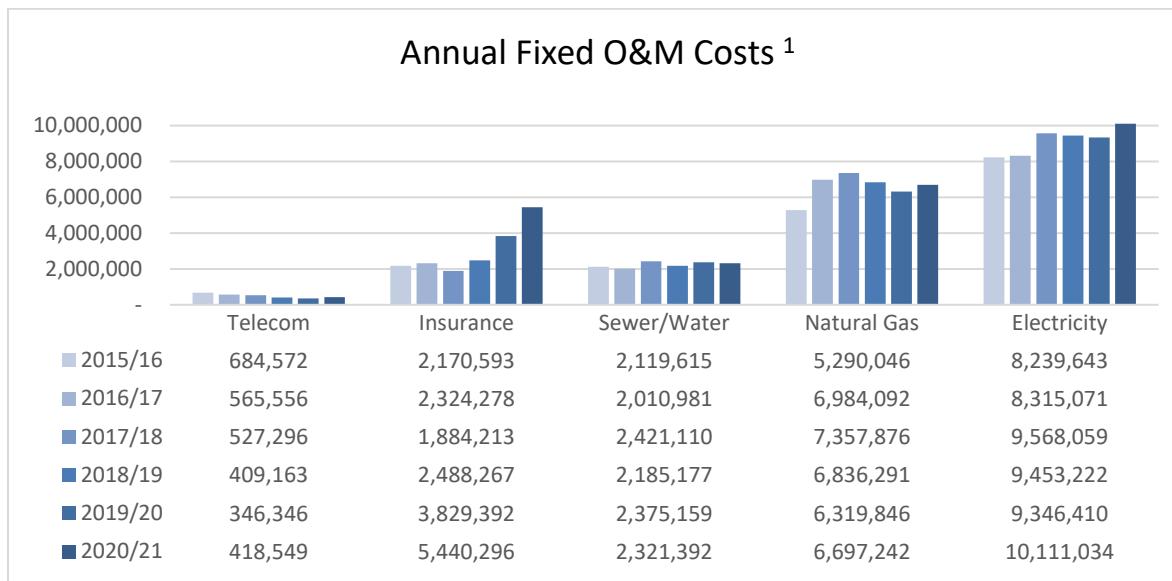
¹ Expense amounts are from each respective year's Audited Financial Statements (AFS) on Schedule 3 with the exception of 2021-2022 (see note 2)

² Expense amounts are from the 2021-2022 Spring Approved Budget

Inflation Pressures

Divisional Operations and Maintenance (O&M) includes fixed costs that have seen rate increases from the respective providers in recent years. Electricity and natural gas have both seen respective 27 per cent and 23 per cent increases from 2015-2016 to our last completed school year, 2020-2021. We have also experienced significant increases to insurance premiums (151 per cent) over the same timeframe. These increases have been slightly offset by a decrease in our telecommunications area.

These changes to our fixed costs are further highlighted in the following graph:



¹All numbers are from Schedule 4 of the Audited Financial Statements for each of the respective years

Statistics Canada, reports that the Edmonton region has seen annual inflation rate increases since 2015. The increase in 2021 is the highest annual increase in nearly 20 years.

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Inflation Rate Annual Change ¹	1.6%	1.5%	2.2%	3.7%	2.4%	1.5%	4.3%

¹Rates are from Stats Canada for the Edmonton Region.

KEY POINTS

- Enrolment increases are currently outpacing funding increases under the WMA funding model resulting in a decreasing per student funding amount.
- The Division has maintained spending roughly 77 per cent of our total expenditures directly on student instruction even with increased cost pressures on our fixed costs.
- For 2022-2023, the base instruction and operations and maintenance grants received a one percent increase and the transportation grant, a 4.6 per cent increase. At the same time, the inflation rate was 4.3 per cent in 2021, the highest since 2003.
- The Province has acknowledged the challenges the pandemic has caused, and school authorities have been held harmless for both the 2021-2022 and the upcoming 2022-2023 school year for enrolment fluctuations, that otherwise would have resulted in an adjustment as part of the WMA methodology.

TB:ja

DATE: May 17, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Allocation from Surplus for Mental Health Supports Update

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE

STAFF: Lisa Butt, Ian Crichton, Tracy Mastrangelo, Ann Parker, Jana Pedersen

REFERENCE: [Approved Board Minutes - May 25, 2021](#)

ISSUE

At the May 25, 2021 Board meeting, the Board of Trustees passed the following motion:

That the Board allocate up to \$1 million dollars within operating surplus funds for mental health supports and programs for the 2021–2022 school year. Additionally, it was requested that Administration report back on the use of these funds.

BACKGROUND

The operating surplus funds provided by the Board have been used to hire additional staff to provide mental health and wellness supports and programs for the 2021–2022 school year. As a result of these funds, the following positions have been added to the Specialized Learning Supports (SLS) Decision Unit for the current school year:

Position	Full Time Equivalent (FTE)	Unit Cost
Social Worker	4.2 FTE	\$482,887
Wellness Coach	7.0 FTE	\$584,021
Total	11.2 FTE	\$1,066,908

Mental Health Capacity Building (MHCB) Initiative

The Mental Health Capacity Building initiative is a three-year partnership agreement with Alberta Health Services. The 2021–2022 school year is the second year of this partnership.

The MHCB health program is guided by the understanding that mental and emotional well-being for children, youth and families can be developed, nurtured and supported through promotion and prevention programming delivered by wellness coaches based within school communities. Wellness coaches connect with catchments to provide universal programming in Division schools that align with

Alberta Health Services' [Tier Model of Addiction and Mental Health Services](#) and the Division's [Coordinated Approach to Mental Health](#).

During the 2020–2021 school year, which was the first year of the MHCB initiative, the Division was able to hire 13 wellness coaches and a program coordinator through the funds provided by AHS for this initiative. Thirteen wellness coaches provided one wellness coach for each catchment school group. While the full funds for the year were provided by AHS, wellness coaches were not in place at schools until mid-way through the year due to the time it took to finalize the contract and hire staff. This enabled the Division to hire more wellness coaches for half the year than if the program had begun in September. It was anticipated that for the 2021–2022 school, the MHCB funds would provide approximately half the number of wellness coaches for the entire school year.

CURRENT SITUATION

Wellness Coaches

The 2021–2022 school year is the second year of this three-year partnership with AHS. With the Board's allocation of \$1 million operational surplus funds for mental health support, the Division has been able to continue to contract 13 wellness coaches with seven coaches being funded through the access to operational surplus provided by the Board. MHCB funds have provided for six wellness coaches and one program coordinator in alignment with the MHCB contractual agreement.

Wellness coaches promote positive mental health in children, youth and families in the communities where they live. Their research-based best practices demonstrate that mental and emotional well-being can be developed, nurtured and supported through promotion and prevention efforts. MHCB programming builds capacity of knowledge and skills through universal supports and services including:

- School-based programs and sessions using AHS resources
- Catchment-based wellness presentations on topics such as healthy relationships, conflict resolution, self-care, stress awareness, mental health literacy
- Parent information sessions related to mental health and wellness topics
- Staff learning sessions on mental health including: Psychological First-Aid in a Pandemic and Go-To Educators Mental Health Literacy.
- Student programming during spring and summer breaks
- Consultation with school teams and SLS colleagues to support students with social-emotional-behavioural/mental health needs including sharing resources and strategies with teachers and/or parents
- Support referrals to outside agencies where applicable—connecting to community mental health service providers

The table below reflects the services and supports from September 2021 to present, provided through the additional seven wellness coaches funded through operational surplus:



Students served: 21,995	Staff served: 812	Parent/Community Members served: 670
<p>Student Presentation Themes:</p> <ul style="list-style-type: none">• Relationships with Ourselves and Others• Stress and Your Brain• MH Prevention• Wellness Capacity Building <p>Student Programs – Evidence-Based, approved AHS programming:</p> <ul style="list-style-type: none">• Worry Woos• Kimochis• Rainbows: Grief and Loss• Wolf Pack - healthy masculinity• Grl Pwr - confidence building and leadership skills	<p>Staff Capacity Learning:</p> <ul style="list-style-type: none">• Go-To Educators: Mental Health Literacy• Psychological First Aid in a Pandemic• Mental Health through Circles• Staff Wellness	<p>Community Agency Connections:</p> <ul style="list-style-type: none">• Family Enhancement - mental health supports for individuals on the Autism Spectrum• Digital Literacy - parent sessions on social media influence on children and youth• CNIB - mental health impact and supports for individuals experiencing vision loss <p>Parenting Sessions:</p> <ul style="list-style-type: none">• Kids Have Stress Too• Circle of Security• Triple P Parenting

Feedback gathered indicates a positive ripple effect occurring as information and strategies are shared during sessions and supports offered by wellness coaches.

Principals shared:

“In the past 2 years we have had the opportunity to address student mental health and wellness in a more proactive way. By providing responsive PD, supports for students via online presentations and in-class presentations we have provided general support for many students. Also, when specific cases that require additional support arise from either students asking for help after these sessions or directly to the teacher, we are able to streamline them to services (SLS, etc.) faster. The result is that we have been able to reduce the number of students in crisis and have also increased the attendance of students last year who were often away due to anxiety and other mental health needs.”

“The MHCBS coaches have been able to impact a greater number of students... for a variety of reasons. The ability of the coaches to meet as a group and develop expertise and skill sets that complement each other allows for a broader range of quality services to be available to students and staff. The practice of inviting multiple classes to online presentations has resulted in more students accessing services and information. The flexibility of the model has ensured that services are provided in a timely manner. The capacity building approach allows classroom teachers and school personnel to gain knowledge and skills to recognize and address issues and concerns at the tier one and tier two level of pyramid of intervention.”

Social Worker Supports

Social workers provide support to schools through our nine school-linked teams, which every school can access to address student needs. These school-linked teams are assigned to a group of schools and work directly with principals when students or families require a wide range of specialized supports. One of the primary responsibilities of these social worker roles is to work with principals and school staff to support students with social, emotional, behavioural and mental health needs. This includes family support, identifying and removing barriers to access learning, as well as the provision of connecting families to other comprehensive supports.

For the 2021–2022 school year, the additional surplus funds were used to add 4.2 social worker consultant positions to the school-linked teams resulting in 13.5 social workers available to support the nine school-linked teams.

These additional 4.2 social worker consultants have responded to 167 referrals so far this school year, providing supports and services including direct student mental health intervention, suicide risk assessments, supporting families in crisis, addressing barriers to school engagement, critical incident responses, and consultation with school administration.

For the 2022–2023 school year, the Division plans to retain the additional 4.2 social worker positions within SLS in alignment with the provision of targeted and specialized mental health supports for schools as a priority. The funding for these positions exists within the projected SLS budget for 2021–2022 as a result of a surplus in the funds targeted for external service contracts.

KEY POINTS

- The \$1 million operational surplus funds were used to hire seven additional wellness coaches and 4.2 social workers to provide enhanced mental health supports to schools.
- Wellness coaches continue to promote positive mental health by creating connections in schools in order to increase the capacity of staff, students and school community members.
- Social worker consultants' broad scope of work provides the skill and ability to meet many needs within a school, including the provision of targeted and specialized supports.
- Next year, there will be a reduction in the number of wellness coaches due to the discontinuation of access to operational surplus funds. It is anticipated that six wellness coaches and a program manager will continue to support schools in alignment with the funding provided through AHS for the third year of this contract.
- The 4.2 social workers positions will be continued for the 2022–2023 school year as a priority to provide access to targeted and specialized mental health and wellness support.

JP:kd

DATE: May 17, 2022

TO: Board of Trustees

FROM: Vice-Chair Trustee Ip, Caucus Committee Chair

SUBJECT: Report #08 of the Caucus Committee (From the meeting held May 3, 2022)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

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

The following recommendation was approved at the May 3, 2022, Caucus Committee meeting:

1. Recommended Spokespersons and Bargaining Objectives for Negotiations with Edmonton Public Teachers Local 37

That Mr. Dave Devin and Ms. Angela Anderson be approved as co-spokespersons for negotiations with the Alberta Teachers' Association (Edmonton Public Teachers Local 37).

That the following objectives for the collective bargaining agreement between the Division and Alberta Teachers' Association (Edmonton Public Teachers Local 37) be approved:

- *To achieve a revised collective agreement in collective bargaining that:*
 - *Continues to enable the Division to recruit and retain highly skilled teachers necessary to maintain quality teaching and learning in support of students' success;*
 - *Addresses local items in a manner that is congruent with memorandum of agreement ratified by TEBA and the ATA;*
 - *Ensures any financial implications of local items remain consistent within the existing, projected, and actual future financial and operational circumstances of the Division;*
- *To achieve the revision of the collective agreement with no work stoppage.*

BACKGROUND

The collective bargaining agreement with the Alberta Teachers' Association (Local 37) expired August 31, 2020. In 2015–2016 the Province introduced legislation that provided a framework for central and local bargaining. This framework has been in place for the last two rounds of bargaining. In August 2021, agreement was reached between the Teachers' Employer Bargaining Association (TEBA) and the Alberta Teacher's Association (ATA) on items that would be bargained centrally and those that would be bargained locally (Attachment I) for the round of bargaining that commenced in 2020. Bargaining on central items commenced in the fall of 2021 and is still underway.

2. Request for Advocacy Campaign Funding

That the Advocacy Committee be authorized to spend up to \$6,000.00 from the Board Initiative Fund for the designing of a budget advocacy campaign.

BACKGROUND

In February, the Advocacy Committee designed and invited all Trustees to participate in a #BudgetWatch social media campaign. As a follow up to that campaign, the committee is proposing a second campaign to highlight the gaps in funding received from the Province.

3. 2022-2023 Board Budget Considerations

That spending from the Board Initiative Fund be limited to \$20,000.

That spending from the Board Chair Discretionary Allowance be limited to \$500.

BACKGROUND

While the funding commitment letter received on April 26, 2022 confirmed a slight increase in funding to the Division from the previous year, increasing enrolment and fixed costs is resulting in the most challenging budget the Division has faced in a decade. The Trustees' Handbook stipulates that each year the Board Initiative Fund balance start at \$45,000 and the Board Chair Discretionary Allowance start at \$2,154.

4. Signing of Confucius Institute Amendment

That the amendment to the current Confucius Institute MOU be signed by the Board Chair.

BACKGROUND

The current five-year agreement between the Edmonton Public School Board (EPSB), the Confucius Institute (CI) Headquarters of China (Hanban) and the Shandong Education Ministry was signed in November 2018. As of June 2020, Hanban has transferred their responsibilities to an education foundation, the Chinese International Education Foundation, administered by the Shandong Education Ministry and the Shandong Normal University. While the terms and conditions of the original agreement remain intact, the transition from Hanban to the Shandong Normal University as a supporting partner to the CI requires an amendment to the current agreement.

KM:ca

DATE: May 17, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2022-2023 Non-Resident Fees and 2023-2024 International Student Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE

STAFF: Drew Horn, Ann Parker, Jennifer Price, Madonna Proulx, Elizabeth Shen

REFERENCE: [Education Act](#)
[Administrative Regulation HC.AR, Student Admission and Enrolment](#)

ISSUE

Each year, administration brings forward a recommendation report to the Board of Trustees for approval of non-resident fees. These fees are set annually for the purpose of recovering education costs for non-resident students where we are not eligible to receive provincial funding or another school division has received the funding and is requesting Edmonton Public Schools to provide the education programming for their resident student(s).

International Student Fees are charged as Edmonton Public Schools cannot claim provincial education grants for international students.

BACKGROUND

Non-Alberta Resident Fees and Special Needs Sponsorship Fees

The Division charges a fee for students who are residents of Canada where the parent does not reside in Alberta. The Division does not receive per-student grants for those ineligible students; therefore, a fee is required to cover the costs of educational programming. For the current school year, there are three non-Alberta resident students registered with Edmonton Public Schools.

The methodology used to calculate the 2022-2023 non-Alberta resident fee is consistent with that used by the Province when determining the student rate for school divisions that are not funded by Alberta Education such as those funded by the federal government. Further information is available on Attachment I.

Included in the fee schedule for 2022-2023 is a Distance Education credit enrolment unit (CEU) fee for non-Alberta resident students. The CEU rate being charged matches the provincial funding rate for part-time distance education students.

The Division also enters into education service agreements (sponsorships) with other school divisions to provide instructional programming for their special needs students. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional fees may be applied to cover costs such as additional educational assistant time and transportation costs. In the current year, Edmonton Public Schools is providing programming for 19 special needs students; 14 of these students are attending the Alberta School for the Deaf.

For the 2022-2023 school year, a proposed change in fee structures has been introduced to address differences in funding eligibility for sponsored Alberta residents versus sponsored non-Alberta residents. The Division can claim eligible students from other Alberta school divisions and receive the per-student grants. These students will be included in the Division's weighted enrolment average (WMA) and in turn, we will reduce the Alberta resident fees by the "per-student WMA FTE rate" outlined in Attachment I, note 1.

International Student Program Fees

Through the International Student Program, the Division has over 25 years of history of offering full-time, academic programming to international students from a variety of countries. This school year, 31 Division schools served 245 international students from 33 countries. This is a decrease of approximately 50 per cent due to the COVID-19 pandemic. Despite this, the program generated revenues in excess of \$2.35 million, with the majority being allocated to schools and the remaining balance being used to support central support program costs.

Several factors are considered in determining the International Student Tuition Fee including the cost of a senior high program with English Language Learning (ELL) instruction and support services, Division operational costs including staff salaries and expenses associated with operating and managing the program and the current market conditions for programs of a similar nature in Alberta and across Canada.

An increase of \$500 to the international student tuition fee is being recommended, effective for 2023-2024, to ensure the Division is consistent and competitive with 2023-2024 fees charged by comparable-sized metro boards. Historically Edmonton Public Schools and the Calgary Board of Education (CBE) have aligned fees and this increase would continue to ensure this alignment. The International Student Program has not seen an increase in fees since the 2018-2019 school year.

RELATED FACTS

- Sponsored special needs students from other Alberta school divisions have, in the past, not been part of our WMA calculation. Provincial funding was normally claimed by the school division where the student resides but this has now been changed to allow the Division to claim funding for these students. Sponsorship agreements are the mechanism to transfer funds, needed for providing high-needs programming, from the resident school division to Edmonton Public Schools, in addition to provincial funding.
- Sponsored special needs students from outside Alberta and other non-resident students are excluded from the WMA calculation for provincial funding.
- Non-Alberta Resident fees and Special Needs Sponsorship fees are reviewed annually based on the costs of programming and in context with changes to student funding rates.
- International Student Fees are requested two years in advance to ensure sufficient time to communicate the fee schedule to families and partners. As well, the advanced notice is required to respect that families must be afforded adequate time to plan and budget.
- International Student Fees continue to be allocated in a manner that maximizes revenues to schools but at the same time ensures sufficient financial resources to administer the program.

RECOMMENDATION

1. **That the proposed 2022-2023 Non-Alberta Resident fees and Special Needs Non-Resident fees be approved (Attachment I).**

2. That the proposed 2023-2024 International Student Tuition fee of \$13,000 and an International Student Application fee of \$250 be approved (Attachment I).

CONSIDERATIONS and ANALYSIS

- Changes to the provincial funding framework have been considered in determining the attached fees.
- Changes to the Division's budget allocation model have also been considered in determining the attached fees.
- Revisions to Administrative Regulation HC.AR, Student Admission and Enrolments have been considered in the development of the attached fee schedule.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I 2022-2023 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
 2023-2024 Proposed International Student Tuition and Application Fees

TB:ja

Edmonton Public Schools
2022-2023 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
2023-2024 Proposed International Students Tuition and Application Fees

<u>FEE DESCRIPTION</u>	2022-2023 Proposed Fees	Notes
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NON-ALBERTA RESIDENT FEE

Non-Alberta Resident Fee	\$ 10,020	1
Distance Education/High School per credit enrolment unit (CEU)	\$ 192	

FEE DESCRIPTION**SPECIAL NEEDS SPONSORSHIP FEES (notwithstanding Administrative regulation HC.AR, Student Admission and Enrolments) ***

Non-Alberta Resident Special Needs Sponsorship Fee	Alberta Resident Special Needs Sponsorship Fee
----------------------------------------------------	------------------------------------------------

2

<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>	\$ 11,105	\$ 1,084
Moderate - frequently requires adult support (targeted)	\$ 11,105	\$ 1,084
Severe - extensively dependent on adult support (specialized)	\$ 24,923	\$ 14,902

* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs

2023-2024 Proposed Fees

INTERNATIONAL STUDENT PROGRAM FEE	\$ 13,000
INTERNATIONAL STUDENT APPLICATION FEE	\$ 250

Notes**1 Non-Alberta resident fees**

Non-Alberta resident rates are based on the estimated 2022-2023 provincial funding as outlined below:

Total Funding Support with Bridge Funding

Less: Infrastructure Maintenance Renewal (IMR) * Does not include CMR *

Total Operational Funding

Weighted Moving Average FTE Enrolment (WMA)

Operational Funding per WMA FTE Student

2022-2023 Funding Profile
\$ 1,025,779,730
(13,633,699)
1,012,146,031
101,010
\$ 10,020

2 Special Needs Sponsorship Fees

Special needs sponsorship fees were established by taking the provincial base funding rate of \$6,125 and multiplying it by the same ratios that the Division uses to calculate our schools weighted enrolment as outlined below:

Level of Support	2022-2023 Alberta Education Base Funding Rate	Division weighted enrolment ratios	Fee
Moderate	\$6,125	1.813	\$11,105
Severe	\$6,125	4.069	\$24,923
Profound	\$6,125	5.719	\$35,029

Fees for Alberta Resident special needs students are reduced by the "per WMA FTE Student" rate outlined in note 1 as our Division claims these students on our WMA. The difference between the WMA FTE student rate of \$10,020 and the Non-Alberta Resident Special Needs Fee is invoiced to the student's respective division as outlined in a sponsorship agreement. For example, in a sponsorship agreement with another Alberta school jurisdiction for a student identified as requiring a severe level of support, the charges would be \$14,902 (\$24,920 - \$10,020).



DATE: May 17, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Transportation Fees for 2022-2023

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE

STAFF: Alison Cheesbrough, Geoff Holmes, Haydn Sanchez Avery, Christopher Wright

REFERENCE: [Funding Manual for School Authorities 2022/23 School Year](#)
[Student Transportation Regulation](#)

ISSUE

Student Transportation submits proposed fees to the Board of Trustees for review on an annual basis. Fees were last reviewed by Trustees at the April 27, 2021, Board meeting where Trustees voted to extend the 2020-2021 fee schedule for the 2021-2022 school year. Student Transportation is currently proposing a recommendation to extend fees with no increase for 2022-2023.

BACKGROUND

Student Transportation is funded from provincial transportation grants and student transportation fees. Since the 2019-2020 school year, Student Transportation's government funding was held constant pending the development of a new provincial funding model. In the years leading up to 2019-2020, funding fluctuated due to factors such as the School Fee Reduction Grant, enrolment growth, new school openings and provincial fuel subsidies. For a number of years, a combination of carry-forward reserves, additional Division funds and operational efficiencies were used to minimize increases to bus pass fees and to cushion gaps in funding.

Since 2018, Student Transportation staff have worked to identify and implement operational efficiencies to ensure the Student Transportation system is not reliant on additional Division funds. This work has maintained service levels while increasing the utilization of existing resources. Some examples of initiatives implemented include a new yellow bus carrier contract which minimizes the impact of fluctuating fuel prices, a shared transportation arrangement with Edmonton Catholic Schools, and working with schools to implement minor changes to bell times to allow more schools to share buses.

While the Division anticipates an increase of 4.6 per cent to Student Transportation's funding for the 2022-2023 school year, a revised provincial funding model has not been announced. Currently, transportation costs for 2022-2023 are expected to grow more than 4.6 per cent as a result of ridership growth and pressures on operating costs including driver compensation, insurance, fuel, and training. For example, the Student Transportation Association of Alberta (STAA) reported that in the first two weeks of March 2022, fuel costs increased by nearly 25 per cent. In a second example, the Alberta School Bus Contractors Association (ASBCA) reported that insurance costs have increased approximately 40 per cent in the past year. These increased costs are in addition to the labour market challenges yellow bus carriers have been experiencing over the past two years.

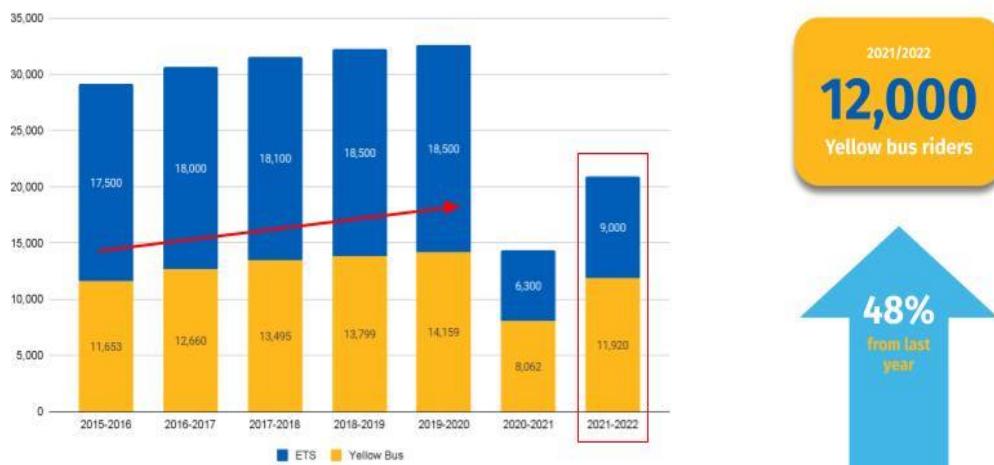


In order to ensure that yellow bus carriers have the appropriate resources required to recruit and retain enough drivers, the Division's cost to provide yellow bus service is expected to increase. Although Student Transportation staff continue to identify additional efficiencies where possible to offset increased costs, over time these efforts may result in decreased service levels such as longer rider times. In order to minimize impacts to service levels and parent fees over the long term, an efficient Student Transportation system will require appropriate financial support.

RELATED FACTS

- The current fee schedule was implemented for the start of the 2020-2021 school year following a survey of stakeholders regarding the future direction of transportation fees and service levels.
- Since the current fee schedule was implemented, Student Transportation ridership has changed considerably as a result of the COVID-19 pandemic.
 - Yellow bus ridership has increased by approximately 48 per cent (approximately 3,850 students) in comparison to 2020-2021 although remains 20 per cent (approximately 2,500 students) below pre-pandemic levels.
 - Ridership on Edmonton Transit System (ETS) remains 50 per cent (approximately 9,000 students) below pre-pandemic levels.
 - An operating surplus of approximately \$1.6 million was accumulated during the 2020-2021 school year as a result of efficiencies found as a result of decreased ridership due to COVID-19.
 - The School Transportation regulation states: "Any surplus from fees charged under subsection (1) or (2) must be used to subsidize the cost of transportation of students referred to in that subsection in the 2 school years following the school year in which the surplus was collected."

What We Know: Ridership



- Beginning in September 2018, Student Transportation has implemented a number of operational efficiencies which provide lower costs without erosion of service which include:
 - A new yellow bus carrier contract which minimizes the impact of fluctuating fuel prices.

- 25 bus routes using a shared transportation arrangement with Edmonton Catholic Schools. Sharing the cost of these routes results in annual savings of over \$600,000 for Edmonton Public Schools. A similar number of shared routes is expected in 2022-2023.
- Working with schools to implement minor changes to bell times to allow more schools to share buses and increase the utilization of existing routes.
- For 2022-2023, Student Transportation is providing support for 137 requests to change bell times. Some of these changes allow the Division to support the establishment of three new alternative program locations and 13 Division Centre Program locations with the use of existing yellow bus resources.
- The Funding Manual for School Authorities 2022-2023 confirms that Student Transportation funding is being increased by 4.6 per cent in comparison to 2021-2022 levels. This is the first change to Student Transportation's government funding since it was frozen at 2019-2020 levels pending the development of a new funding model.
- For students transported on ETS, Edmonton School Division subsidizes the cost of Edmonton Transit passes. The cost for the Division to purchase ETS passes is expected to remain unchanged for the 2022-2023 school year.

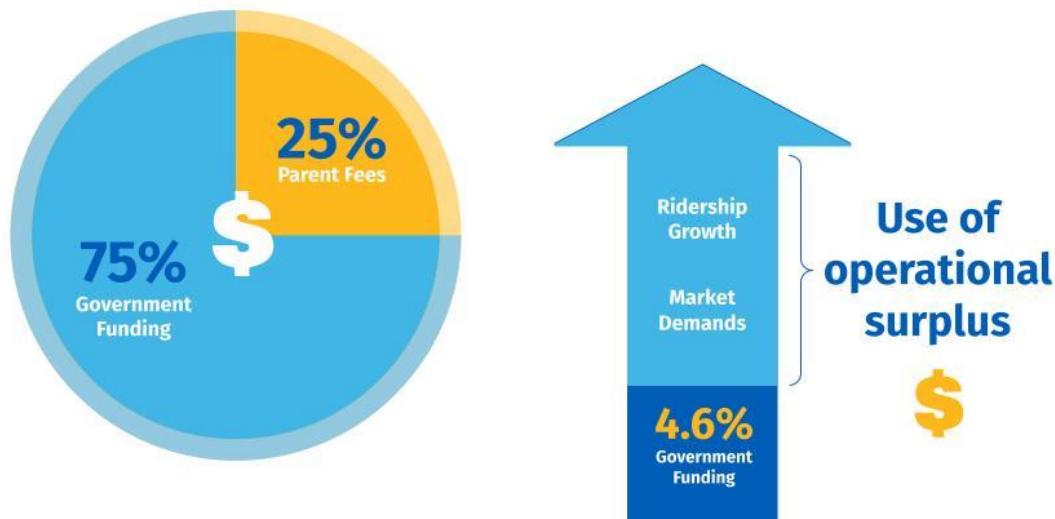
RECOMMENDATION

That the attached 2021-2022 Student Transportation Fee Schedule (Attachment I) be extended for the 2022-2023 school year.

CONSIDERATIONS and ANALYSIS

If the recommendation to extend Transportation fees is approved, Student Transportation will require the use of approximately \$1.6 million of transportation reserve funds accumulated in the 2020-2021 school year. This, combined with planned operational efficiencies, means that Student Transportation will be able to offset anticipated growth pressures and operational cost increases without significant decreases in service levels.

Fees for next year: No Increase



Additional considerations include:

- Student Transportation currently anticipates that a small operating surplus will be accumulated during 2021-2022 that will be carried forward to future years.
 - This surplus was accumulated through efficiencies found as a result of 22 routes combined to help alleviate the ongoing shortage of yellow bus drivers and ETS ridership that has not yet recovered from the decrease in ridership due to COVID-19. Where possible, funds that were saved were invested to offset fees for riders that did not receive service for extended periods due to the driver shortage.
- Although Student Transportation continues to search for additional operational efficiencies, further opportunities are not anticipated without a corresponding decrease in service levels such as longer ride times.
- Contract extensions with yellow bus carriers for the upcoming school year are expected to be finalized prior to the end of June 2022. A key component of the discussion is how the Division can provide support to yellow bus carriers to attract and retain a sufficient number of yellow bus drivers.
- Contracted yellow bus carriers have indicated that costs are expected to continue increasing throughout the 2022-2023 school year.

NEXT STEPS

If approved by the Board, the current Student Transportation fee schedule would remain in effect for September 2022. Following Board approval, a communication plan will be implemented to inform families of the fee schedule.

ATTACHMENTS and APPENDICES

ATTACHMENT I Approved 2021-2022 Student Transportation Fees

GH:kk

Student transportation fees for 2021-22

Ready to ride the bus? Here's what you need to know about transportation fees and how to replace a lost or damaged bus pass. The fees are subject to change and cover a portion of the Division's transportation costs.

Transportation service	Monthly fee
Kindergarten to Grade 12 students taking ETS	\$60
Kindergarten to Grade 12 students taking yellow bus	\$38
Conditional riders taking yellow bus* <i>*Students who are not eligible for yellow bus service and request to ride on an existing route if there is space.</i>	\$38
Pre-Kindergarten to Grade 12 students who need additional care or specialized supports when taking yellow bus	\$0

Buying and replacing passes

You can buy yellow bus and ETS passes, including replacement passes, from your child's school each month. The replacement cost is \$6 for a yellow bus pass and \$73 for an ETS bus pass.

Using an ETS pass

Monthly passes are valid for unlimited travel on Edmonton Transit, including statutory holidays.

Need help paying for fees?

Talk to your child's school to see if your family is eligible for a fee reduction or other payment options. You can also check out the City of Edmonton's *Ride Transit Program*. The program offers subsidized ETS bus passes for eligible low-income Edmontonians. Learn more at edmonton.ca/ets/subsidized-transit.aspx.

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

DATE: May 17, 2022

TO: Board of Trustees

FROM: Trustee Marsha Nelson, Policy Review Committee
Trustee Jan Sawyer, Chair, Policy Review Committee
Trustee Saadiq Sumar, Policy Review Committee

SUBJECT: Board Policy HG.BP Student Behaviour and Conduct Annual Review

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE

STAFF: Kelsey Duebel, Gail Haydey, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)
[Education Act Section 33](#)

ISSUE

The Policy Review Committee has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is recommending that no changes be made to the policy this year.

BACKGROUND

Section 33 of the *Education Act* requires Boards to establish, implement and maintain a policy and code of conduct respecting the Board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour. An annual review of the code of conduct is required.

The Board's previous annual review of Board Policy HG.BP Student Behaviour and Conduct resulted in a range of substantial revisions to the policy, which were approved by the Board on September 7, 2021. Stakeholders provided feedback on these changes through an online survey during the summer of 2021. The changes focused on:

- **Anti-racism and equity.** Specifically, strengthening the policy's commitment to anti-racism; defining anti-racism, racism and discrimination; and specifying that racism and discrimination are unacceptable behaviours and that there is an expectation to refrain from bullying, harassment, threats or intimidation on the basis of a range of identity factors.
- **Restorative practices.** Specifically, strengthening the policy's commitment to a continuum of proactive, supportive and responsive discipline; defining restorative practices; and clarifying that restorative practices will be used where appropriate and agreed upon by impacted students.
- **Online learning environments.** Specifically, clearly setting expectations that student behaviour and conduct contribute to positive learning environments both in-person and online.

RELATED FACTS

- The Policy Review Committee reviewed Board Policy HG.BP Student Behaviour and Conduct at its committee meetings on March 15 and April 12, 2022.
- The review was supported by staff from Strategic Division Supports, Division Support Services and Specialized Learning Supports.

- The recommendation for no changes to the policy this year is based on the following considerations:
 - The substantive nature of the changes made in the previous year's review and approved at the beginning of the current school year.
 - The recent opportunity for stakeholder engagement in the summer of 2021 and consideration of the potential to overburden stakeholders with frequent requests for input on this policy.
 - The opportunity for the collection of extended student demographic data in the 2022-2023 school year and ongoing Division work on anti-racism and equity to inform the next annual review of this policy.

RECOMMENDATION

That the Policy Review Committee's recommendation that Board Policy HG.BP Student Behaviour and Conduct remain as written based on the 2022 annual review be approved.

OPTIONS

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

1. Approve the recommendation for no changes to Board Policy HG.BP Student Behaviour and Conduct as a result of the 2022 annual review.
2. Direct the Policy Review Committee to make changes to Board Policy HG.BP Student Behaviour and Conduct as part of its 2022 annual review.

CONSIDERATIONS and ANALYSIS

The Policy Review Committee's 2021-2022 work plan includes the required annual review of Board Policy HG.BP Student Behaviour and Conduct. Approval of the recommendation for no changes to the policy this year will support achievement of this requirement by concluding this year's annual review.

NEXT STEPS

Upon approval of the recommendation, the Board of Trustees' statutory requirement to conduct an annual review of Board Policy HG.BP Student Behaviour and Conduct will be completed for 2022.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HG.BP Student Behaviour and Conduct

JS:kd

CODE: HG.BP**EFFECTIVE DATE:** (12-09-2006)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (07-09-2021)**REVIEW YEAR:** (2028)

PURPOSE

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

To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community.

To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the Alberta *Education Act*.

To affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.

DEFINITIONS

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

- **Academic integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.
- **Anti-racism** is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.
- **Bullying** is defined in the *Education Act* as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Discrimination** is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

- **Racism** includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level.
- **Restorative practice** is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

POLICY

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

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable.

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

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

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

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student, as a partner in education, has the responsibility to:
 - a. Be ready to learn, actively engage in and diligently pursue the student's education.

- b. Attend school regularly and punctually.
 - c. Co-operate with everyone authorized by the Board to provide education programs and other services.
 - d. Comply with the rules of the school and the policies of the Board.
 - e. Be accountable to the student's teachers and other school staff for the student's conduct.
 - f. Respect the rights of others in the school.
 - g. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - h. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
 - i. Positively contribute to the student's school and community.
2. Furthermore, students are expected to:
- a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
 - b. Use school and personal technology appropriately and ethically.
 - c. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
- a. Behaviours that interfere with the learning of others and/or the school environment.
 - b. Behaviours that create unsafe conditions.
 - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
 - d. Physical violence.
 - e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
 - f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
 - g. Any illegal activity such as:
 - i. Possession, use or distribution of illegal substances.
 - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.

- iii. Possession, use, display or distribution of offensive messages, videos or images.
 - iv. Theft or possession of stolen property.
- h. Any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct.
 - i. Failure to comply with Section 31 of the *Education Act*.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

- 1. Unacceptable behaviour may be grounds for disciplinary action. Responsive discipline provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development.
- 2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
- 3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
 - a. Temporary assignment of a student to an alternate supervised area within the school.
 - b. Temporary assignment of a student to an alternate learning location.
 - c. Short term removal of privileges.
 - d. Interventions such as positive behaviour supports, contracts and counselling.
 - e. Restorative practices, where appropriate and agreed upon by impacted students.
 - f. Replacement or restitution for loss of or damage to property.
 - g. In-school or out-of-school suspension.
 - h. Referral to the Attendance Board.
 - i. Recommendation for expulsion.
- 4. Responses to unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

ACCOUNTABILITY

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

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

In alignment with Section 33(3) of the *Education Act*, the Board shall ensure the policy:

- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

REFERENCES

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

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

AEBB.BP – Wellness of Students and Staff

DKB.AR – Appropriate Use of Division Technology

FA.BP – Human Resources Framework

FBCA.AR – Respectful Working Environments

FBEB.AR – Workplace Violence

HAA.BP - First Nations, Métis and Inuit Education

HAAB.BP - Anti-racism and Equity

HED.BP – Student Attendance

HF.BP – Safe, Caring and Respectful Learning Environments

HFA.BP – Sexual Orientation and Gender Identity

HG.AR – Student Behaviour and Conduct

HGD.BP – Student Suspension and Expulsion

Glossary of Terms

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act

Education Act 1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50



DATE: May 17, 2022

TO: Board of Trustees

FROM: Trustee Marsha Nelson, Policy Review Committee
Trustee Jan Sawyer, Chair, Policy Review Committee
Trustee Saadiq Sumar, Policy Review Committee

SUBJECT: First, second, third and final reading of Board Policy CO.BP Fiscal Oversight and Accountability

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE

STAFF: Todd Burnstad, Kelsey Duebel, Kym Fudge, Stephanie Galba, Robert Mah, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting Board Policy CO.BP Fiscal Oversight and Accountability to the Board of Trustees at public Board for first, second, third and final reading.

BACKGROUND

Board Policy CO.BP Fiscal Oversight and Accountability ensures the fiscal integrity of the Division and effective oversight of the use and management of Division funds. An administrative update to Board Policy CO.BP Fiscal Oversight and Accountability to ensure alignment with the *Education Act* is an item on the Policy Review Committee's 2021-2022 work plan. While reviewing the policy, the Policy Review Committee identified additional opportunities for revisions.

RELATED FACTS

- Revisions to Board Policy CO.BP Fiscal Oversight and Accountability were drafted with input from Administration, specifically staff from Financial Services and Strategic Division Supports.
- The Policy Review Committee provided direction and refined the policy through a series of discussions at its committee meetings on February 22, March 15 and April 12, 2022. The Caucus Committee provided feedback on the policy at its meeting on May 3, 2022.
- Public engagement is not needed to inform the updates to this policy, as the proposed revisions concern legislative alignment, financial processes and governance and language updates that do not change the foundational values and intent of the policy.
- The draft revisions to Board Policy CO.BP Fiscal Oversight and Accountability are intended to:
 - Align the policy with the *Education Act* through minor terminology updates (i.e., changing "District" to "Division" and "School Act" to "*Education Act*").
 - Clarify and emphasize that the values of transparency, ethics, sustainability and equity will guide financial stewardship and purchasing practices through the use of more direct and concise language.
 - Ensure the policy provides high-level direction and intent while allowing for flexibility and

responsiveness to a range of circumstances through the removal of some excessively detailed, procedural and prescriptive language.

- Clarify terminology through minor language updates (e.g., replacing the term “principal banker” with “primary banking institution”).
- Specify that Division purchasing practices will align with all applicable legislation, trade agreements, obligations, purchasing standards, policies and regulations established for school authorities, instead of only provincial standards and agreements as stated in the previous version of the policy.
- Improve efficiency by removing the requirement for the Division to issue a Request for Proposal for the Division's primary banking institution every five years and instead require a review every five years of the Division's primary banking institution to determine whether the current agreement should be extended or if a competitive purchasing process should be undertaken.
- Align the policy with current reporting practices in which the Division provides the Board with interim financial reports and/or financial projections at least three times per year, not quarterly as stated in the previous version of the policy.

RECOMMENDATION

That Board Policy CO.BP Fiscal Oversight and Accountability be read for the first, second, third and final time and be approved.

OPTIONS

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

1. Support the recommendation to approve Board Policy CO.BP Fiscal Oversight and Accountability.
2. Complete the first reading of the policy and direct the Policy Review Committee to adopt revisions to the policy prior to second reading.

CONSIDERATIONS and ANALYSIS

The proposed revisions will bring the policy into alignment with relevant legislation and current practices. In addition, the changes will clarify and emphasize the intent and values that guide financial stewardship and purchasing practices in the Division. The revisions are informed by subject matter experts in the Division and do not require public engagement as they do not change the intent or values of the policy.

In the Policy Review Committee's 2021-2022 work plan, the intended timeline to have this policy work completed is the 2021-2022 school year. Approval to move forward with this draft of the policy will align with this timeline.

NEXT STEPS

Upon approval of the recommendation, the updated policy will be posted to the Division website and the Superintendent of Schools will oversee necessary steps to implement the updated policy.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy CO.BP Fiscal Oversight and Accountability

JS:kd



CODE: CO.BP

EFFECTIVE DATE: (20-06-2017)

TOPIC: Fiscal Oversight and Accountability

ISSUE DATE: (21-06-2017)

REVIEW YEAR: (2024)

PURPOSE

To provide an accountability framework to ensure the fiscal integrity of the Division and effective oversight of the use and management of Division funds.

DEFINITIONS

Division funds are derived primarily from Alberta Education funding but include funds from all revenue sources including but not limited to conditional grants, public gifts and donations, sale of Division owned assets, facilities rental and service charges, investments, transportation service fees, school shop customer service charges, student fees.

Senior Officials are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer / Chief Financial Officer
- Corporate Secretary
- General Counsel
- Managing Directors

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

Financial stewardship is the careful and responsible planning and management of Division financial resources to achieve the educational objectives of our Vision, Mission and Priorities on behalf of the public. Stewardship of financial resources begins with transparency and compliance with legislation, policies, regulations and internal controls.

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

POLICY

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

is important that stewardship of Division financial resources and assets aligns with Division values and reflects consideration of equity, inclusion and environmental sustainability.

The Board recognizes that the fulfillment of our Vision, Mission and Priorities is dependent on compliance with all legislative requirements and Public Sector Accounting Standards (PSAS), effective financial planning and management, the application of internal controls and clearly defined roles and accountabilities. The Board also believes that the management of Division finances is based on a foundation of integrity, prudence, public accountability and full disclosure of results.

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

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

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

The Board shall approve:

- The annual budget and results review process.
- The annual distribution of funds and any updates that are required during the year.
- The annual operating budget.
- Any expenditure of \$1.2 million or more that is not accounted for in the current year budget (Board Policy CHA.BP Delegation of Authority).
- The transfer of funds into and the use of funds from the capital reserve.
- The annual appointment of the external auditor for the Division.
- The appointment of the primary banking institution for the Division.

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

The Board acknowledges that schools cannot charge for instruction but that it may be necessary for schools to charge specific fees for supplies or materials that enhance instruction, in accordance with the *Education Act*. While the Board recognizes the need to charge specific fees, economic circumstances shall not be a barrier to a student's access to curricular outcomes. Decisions related to charging specific fees will be transparent and made in consultation with parents. All fees charged shall be publicly disclosed and the funds derived shall be used for the purposes for which they were collected.

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

EXPECTATIONS

1. To safeguard and provide effective oversight and accountability for the use of Division funds and asset management, the Superintendent of Schools shall implement this policy through:
 - a. Administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, PSAS and Alberta Government elected and senior official expense disclosure practices.
 - b. The assignment of responsibilities and accountabilities.
 - c. A system of internal controls.
2. Division purchasing practices shall align with all applicable legislation, trade agreements, obligations, purchasing standards, policies and regulations established for school authorities.
 - a. Division purchasing practice shall give consideration, where applicable, to the following:
 - i. Value relative to cost, quality and suitability of the product or service.
 - ii. Vendor performance, reputation, experience and ability to fulfill all requirements of the contract.
 - iii. Environmental sustainability and impact.
 - iv. Social equity and impact.
 - v. Adherence to established ethical business standards.
3. At intervals not exceeding five years:
 - a. The Division shall review the current financial institution appointed as the Division's primary banking institution to determine whether the current agreement should be extended or if a competitive purchasing process should be undertaken.
 - b. A competitive purchasing process shall be undertaken for qualified firms or individuals for appointment as the Division auditor.
4. The annual budget development and results review process shall provide trustees, staff, students, parents and community members with an opportunity for involvement.
5. Annual Division and school budgets, audited financial statements and results achieved by the Division shall be made publicly available.
6. The acceptance of donations of property (cash and gifts in kind), that may be eligible for official tax donation receipts in accordance with Canada Revenue Agency, shall be for the advancement of education which includes, but is not limited to the following:
 - a. The establishment of scholarships or memorial funds.
 - b. The giving of special prizes or awards to students.
 - c. The promotion of co-curricular or extra-curricular activities.
 - d. The purchase of equipment.
 - e. The funding of facility additions or enhancements.

7. Schools will use a fair and transparent approach to fee waivers for families unable to pay fees.

ACCOUNTABILITY

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

- Interim financial reports and/or financial projections at least three times per year.
- Annual audited financial statements.
- School and decision unit annual plans.
- Results review documentation.
- Annual Alberta Education Results Report.

REFERENCES

CHA.BP - Board Delegation of Authority

CSGA.AR - School Generated funds

CSGB.AR - Administration of School Collected Funds

CSGE.AR - Customer Service Charges

CVB.AR - Guidelines for Surplus Funds for Central and School Decision Units

CW.AR - Purchasing and Disposal

CWA.AR - Expenditure of Division Funds

HNB.AR - School Fees

IH.AR - Public Gifts

Trustees' Handbook s. 5.5 Audit Committee

Trustees' Handbook s. 6.3 Four-Year Budget Planning and Results Reviews

Education Act Sections 51(1), 138

DATE: May 17, 2022
TO: Board of Trustees
FROM: Trisha Estabrooks, Board Chair
SUBJECT: Confirmation of Trustee Representation on Committees

ISSUE

The Equity Advisory Committee and School Renaming Process Committee each require two Trustee participants.

BACKGROUND

In the fall of 2020, the Terms of Reference for the Equity Advisory Committee were finalized. The Membership parameters were set as follows:

The committee will be composed of up to 20 members in total, reflecting both internal and external stakeholders, including the following:

- Representation from the Board of Trustees: 2 positions
- Representation from the Student Senate: 2 positions
- Representation from the community: 10 positions (5 parents and 5 members representing the broader community)
- Representation from each of the Division's staffing groups: 6 positions (must be current employees of the Division)

On September 7, 2021, the Board unanimously passed the following motion:

That the Board commit to creating a renaming policy, a review of all school names and renaming schools where appropriate. That a special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.

RECOMMENDATION

That Board representation on the following Division committees be confirmed:

- a) **Equity Advisory Committee (2 members)**
- b) **School Renaming Process Committee (2 members)**

NEXT STEPS

Following selection of the Trustee representatives, committee coordinators will be informed and will invite the Trustee representatives to future committee meetings.

TE:km

DATE: May 17, 2022

TO: Board of Trustees

FROM: Alberta Schools Boards Association (ASBA) Issues and Resolutions Committee:
Trustees Estabrooks, Hancock and Ip

SUBJECT: Recommendations on voting in advance of the ASBA 2022 Spring General Meeting
(SGM)

RESOURCE

STAFF: Karen Mills

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

ISSUE

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

BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association Zone and General Meetings.

RELATED FACTS

The following items are currently proposed on the SGM agenda:

- 1: Approval of the 2022-2023 Budget
- 2: Emergent position statement calling for a fuel price contingency fund
- 3: Emergent position statement advocating that September 30th be declared a statutory holiday

The Committee puts forward the following thoughts for consideration:

Item 1: The ASBA Executive is proposing a three per cent increase to membership fees for the 2022-2023 budget. The increase is proposed to cover increased staffing desired due to an increase in work being taken on by the Association.

The ASBA Issues and Resolutions Committee is aware that many school divisions are feeling the detrimental effects of the frozen Education budget and are facing financial challenges this year. While they do acknowledge that the ASBA requires adequate staffing levels to effectively carry out its mandates, given the challenging financial times faced by schools, the Committee believes that the ASBA could draw funds from its reserves to minimize membership fee increases.

Item 2: Elk Island Public is putting forth the following emergent resolution:

Be it resolved that the Alberta School Board Association advocate to the Minister of Education to reinstate the fuel-price contingency fund when diesel fuel rises above \$1.20 per litre to insulate all school divisions from the fluctuating fuel costs.

The Committee is supportive of the intent of this position statement, but does have questions about the specifics. For example, is this position intended to apply to contracted carriers? What about other fuels? Currently, 46 per cent of the buses contracted by the Division use diesel fuel; the rest run on gasoline or propane. The Committee suggests that these questions be posed from the floor of the meeting with the possibility of putting forth amendments that would broaden the position statement to be more inclusive of the situation faced by all school divisions.

Item 3: Fort McMurray School Division is putting forth the following emergent resolution:

Be it resolved that the assembly adopt the position that the Alberta Government should join with the Federal Government in declaring September 30th a statutory holiday for the recognition of the National Day for Truth and Reconciliation.

The Committee confirmed that this position aligns with the Board's belief and the practice of closing Division schools on September 30th.

RECOMMENDATION

That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 SGM:

1. **Support a two per cent increase to membership fees for the 2022-2023 Budget.**
2. **Support the emergent position statement on a fuel contingency fund if it applies to contract carriers.**
3. **Support the emergent position statement advocating that September 30th be declared a statutory holiday.**

OPTIONS

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

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

NEXT STEPS

Delegates to the ASBA SGM will vote according to the direction set forth through these motions.

ATTACHMENTS and APPENDICES

ATTACHMENT I ASBA Budget Bulletin

TE:km



Budget Bulletin Spring General Meeting 2022

Please refer to this bulletin during the business session of the ASBA Spring General Meeting on June 6, 2022. An electronic copy of this Bulletin is available on the ASBA website.



Inspiring exceptional public, separate and francophone school board governance.

This Bylaw Bulletin was prepared by the 2021-22 ASBA Policy Development Advisory Committee:

Shali Baziuk, ASBA Vice-President, Chair
Marilyn Dennis, ASBA President
Tammy Henkel, Zone 1 Director
Daryl Scott, Zone 4 Director
Brad Toone, Zone 6 Director

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Executive Summary

The Bulletin outlines the information required for the Business Session of the ASBA Spring General Meeting on June 6, 2022.

There are three types of motions that may take place during the Business Session: procedural, substantive and emergent or extraordinary.

Procedural Motions

Procedural motions require a simple majority of voting Full Member Boards to pass (i.e., >50%). These motions address how the business meeting will be conducted (Rules of Procedure); appoint the balloting committee; set the Order Paper; and, approve the draft minutes.

Substantive Motions

Substantive motions require a double majority of voting members to pass. A double majority requires 60% or more of Full Member Boards who are in attendance, who cast a vote and who vote in the affirmative; and Full Member Boards who are in attendance, who cast a vote and who vote in the affirmative and represent 60% or more of the students registered for the most recently reported period. Proposed Position Statements and Bylaw amendments are examples of Substantive Motions.

Emergent and Extraordinary Motions

Emergent and Extraordinary motions require a two-thirds majority of voting Full Member Boards to pass. They are required solely to allow new business to be put before the assembly. At General Meetings, this may occur through two scenarios:

- 1) If a Full Member Board would like the assembly to consider an emergent position statement, which has either been rejected as emergent by the Policy Development Advisory Committee (PDAC) or was not provided to PDAC in advance of the General Meeting; or,
- 2) If a Full Member Board would like the assembly to consider a position that arose out of the business of the General Meeting.

If an Emergent or Extraordinary motion is passed, it is put before the assembly for consideration. If approved for consideration by the assembly, it becomes a substantive motion and requires a double majority for approval.



ASBA Spring General Meeting

DRAFT ORDER PAPER

June 6, 2022, 9:00 a.m.

Location (hybrid meeting)

In-person: Cambridge Hotel & Conference Centre, Red Deer

Virtual: Zoom

Agenda Item

Agenda Item	Time
Orientation for Voting Delegates	8:00 am
Opening Remarks from the Honourable Minister Adriana LaGrange	
1.0 Call to Order	9:00 am
2.0 ASBA Message	
3.0 <u>Approval of Rules of Procedure</u>	
4.0 <u>Appointment of the Balloting Committee</u>	
5.0 Consideration of Emergent Issues from PDAC	
6.0 Consideration of Emergent Issues from Members	
7.0 Adoption of Order Paper	
8.0 <u>Approval of Minutes: FGM 2022</u>	
9.0 Business Arising from FGM 2022 Minutes	
10.0 <u>Approval of 2022/2023 Budget</u>	

11.0 Bylaw Amendments

12.0 Position Statements Sponsored by ASBA Board of Directors

13.0 Position Statements Sponsored by Boards/Zones

14.0 Emergent Issues added to the Order Paper by PDAC or Full-Members

15.0 Emergent Position Statements Sponsored by Full-Member Boards

16.0 Adjournment

***The Chair will call a break for lunch as close to 12:00 p.m. as debate allows; should debate carry to the evening, a dinner break close to 5:00 p.m. may be called, as debate allows**

DRAFT

Rules of Procedure

In order to expedite the debate at general meetings, it is necessary to approve certain rules of procedure. Some of these may be specific parliamentary procedures, as in *Robert's Rules of Order*, while others are less formal and reside with each individual in the interest of courtesy, co-operation and respect for all concerned as well as for the business at hand.

Procedural Steps

1. The proposed motion shall be read by the Chair who will immediately ask for a mover and a seconder.
2. As soon as the proposed motion has been moved and seconded, the Chair shall call upon the mover to speak to the motion. The mover shall have up to three (3) minutes to speak.
3. The Chair shall ask if any delegate wishes to speak for or against the proposed motion. If no delegate so wishes, the Chair will stand the meeting at ease so that Voting Members may connect with their delegates. Upon returning, the Chair will immediately put the question to the assembly.
4. If there is evidence of opposition or support, debate shall subsequently continue until the question is put to the assembly in the usual manner. The mover will have the right to be the final speaker in the debate and shall have up to three (3) minutes to close.
5. A delegate wishing to speak to a motion shall first obtain recognition by the Chair and clearly announce their name and school jurisdiction represented.
6. A delegate wishing to speak to a motion shall limit remarks to a maximum of two (2) minutes.
7. Any delegate speaking to a motion shall be allowed to speak as often as the Chair, in his or her discretion, will permit.
8. The Chair shall have the discretion to extend speaking times if technology creates any barriers to communication.

Amendments

9. A delegate may, at any time during the debate on a motion, move an amendment to the motion, providing it is relevant to, and deals with, the same subject matter as the original motion. A motion to amend must be seconded. The mover shall have up to three (3) minutes to introduce the amendment.
10. An amendment of a substantive nature to a motion shall be submitted in writing along with the resolution it is proposed to amend, the motion as it will read when amended, the mover and seconder name, and their respective school jurisdiction.
11. Amendments of a minor editorial nature may be handled by the process of unanimous consent outlined in *Robert's Rules of Order Newly Revised 12th Edition* (S4:58-60, pp.49-50).

Voting

12. Eligibility for voting shall be in accordance with Bylaw 12.3.1:

12.3.1. The Chair of each Full Member Board has the power to cast the vote to which each Full Member is entitled, unless another Trustee for that Board is designated, in writing, to the Executive Director, prior to the General Meeting, or in an emergency situation, by the Full Member Board at the General Meeting.

13. Voting on Substantive Motions shall be conducted according to the Alberta School Boards Association Bylaw 12.3.2 – 12.3.4:

12.3.2. Unless otherwise required by these Bylaws or the approved rules of procedure governing disposal of resolutions, all Substantive Motions will be determined under the double majority voting method, as follows:

12.3.2.1. Sixty percent or more of Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full Member Board; and

12.3.2.2. Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the Students registered for the most recently reported period with Full Member Boards who voted in the affirmative.

12.3.3. For the purposes of Section 12.3.2.2, the percentage of Students enrolled in a Full Member Board shall be determined by:

12.3.3.1. Utilizing the total student enrollment figures for the most recent reporting period, as published by Alberta Education; and

12.3.3.2. Dividing the number of students enrolled in each Full Member Board by the total number of students enrolled in all Full Member Boards in attendance, who cast a vote, resulting in a percentage (rounded to the nearest 0.1 percent).

12.3.4. Results of the voting on Substantive Motions shall indicate how each Board cast its ballot.

14. Voting on Procedural Motions shall be conducted by a Majority Vote according to *Robert's Rules of Order Newly Revised 12th Edition*, as follows:

S44.1 majority... means more than half of the votes cast by persons entitled to vote, excluding blanks or abstentions, at a regularly or properly called meeting.

Emergent and Extraordinary Resolutions

15. Adoption of emergent or extraordinary resolutions shall be governed by Governance Policy 10:

10.4.7 If the criteria defining an emergent position statement, as outlined in 10.4.1, are not met, the matter may still be considered by the assembly at a General Meeting if:

10.4.7.1 Consideration of the proposed position is supported by a two-thirds majority of voting Full Member Boards, and

10.4.7.2 The mover makes available the wording of the position statement to all delegates.

- 10.5 *A position shall be accepted for consideration as an Extraordinary Position if:*
 - 10.5.1 *The position arises out of the business of the General Meeting;*
 - 10.5.2 *Consideration of the position is supported by a two-thirds majority of voting full member Boards, and*
 - 10.5.3 *The mover makes available the wording of the position to all delegates.*

Disposition of Outstanding Policy Positions

16. Disposition of outstanding policy positions shall be as outlined in Board of Directors' Governance Policy 10.6:
 - 10.6.1. *Resolutions for proposed position statements not addressed by the scheduled time of adjournment of the business session of a General Meeting shall be referred automatically to the Board of Directors for such action as the Board is at liberty to take in accordance with Bylaw 8.2.7.*
 - 10.6.2. *These outstanding items must be included on the order paper of the business session of the next General Meeting.*

Other Motion Proceedings

17. Other motion proceedings will be governed by *Robert's Rules of Order* and the Alberta School Boards Association Bylaws and Governance Policies.

Appointment of Balloting Committee

Proposed Resolution

BE IT RESOLVED THAT, the Balloting Committee for the 2022 Spring General Meeting be appointed as: Jan Olson, ASBA Chief Advisor, Chair; James Tapankov, ASBA Learning Specialist; and Maryanne King, ASBA Manager of Governance.

Background

In order to ensure equitable access to measures concerning the counting of ballots from Full Members, a balloting committee shall be appointed at the outset of the 2022 Spring General Meeting.

This Balloting Committee shall be composed of the ASBA staff that are tasked with the capacity of stewarding ballots throughout the General Meeting. Should a member have an inquiry or concern related to the processing or receipt of ballots through the electronic voting system throughout the duration of the Meeting, the member shall contact Jan Olson, ASBA Chief Advisor (jolson@asba.ab.ca) at their earliest convenience. The Balloting Committee shall then examine and rectify the concern or question raised.

Attachments

N/A



ASBA Fall General Meeting November 15, 2021

Hybrid Meeting:

In Person at Delta South Edmonton Hotel and Conference Centre and Virtual via Zoom

DRAFT MINUTES

1.0 CALL TO ORDER

The 2021 Fall General Meeting was called to order at 9:20 a.m. by the Chair.

The head table was introduced:

- Lorrie Jess, ASBA President
- Brad Toone, Director for Zone 6, member of PDAC
- Dr. Vivian Abboud, CEO
- Becky Kallal, Parliamentarian
- Roshan Kalra, Legal Counsel
- Harman Kandola, Legal Counsel

2.0 ASBA MESSAGE

President Jess welcomed and congratulated all new and returning attendees to the 2021 Fall General Meeting and acknowledged the gathering's location on ancestral and traditional territory. Vice-President T. Boymook was invited by President Jess to Chair the business session.

3.0 APPROVAL OF RULES OF PROCEDURE

MOTION 3.0/FGM2021 (Procedural)

Moved by D. Engel, Director and **Seconded** by S. Baziuk, Director

THAT, The Rules of Procedure be adopted as presented in the FGM 2021 Budget Bulletin.

CARRIED by unanimous consent (Y: 100.0%)

4.0 APPOINTMENT OF THE BALLOTTING COMMITTEE

The Chair introduced the Ballot Counting Committee:

- Jan Olson, Chair
- James Tapankov
- Maryanne King

MOTION 4.0/FGM2021 (Procedural)

Moved by D. Scott, Director and **Seconded** by T. Estabrooks, Director
THAT, The Balloting Committee be appointed as read.

CARRIED by unanimous consent (Y: 100%)

5.0 CONSIDERATION OF EMERGENT ISSUES FROM PDAC

The Chair advised the assembly that two emergent position statements had been received prior to the deadline for submission. The position statement under Order Paper item 16.1 “Diploma Exams and Provincial Assessment Tests” had been withdrawn by the sponsor board and was struck from the Order Paper. The position statement received from Parkland School Division named “Inflationary Pressure on Contracted Bus Operators” had been reviewed by PDAC and was added to the Order Paper.

6.0 CONSIDERATION OF EMERGENT ISSUES FROM MEMBERS

There were no emergent issues from members.

7.0 ADOPTION OF ORDER PAPER

The Chair reiterated that item 16.1 “Diploma Exams and Provincial Assessment Tests” position statement will be removed from the order paper. The emergent position statement by Parkland School Division, “Inflationary Pressure on Contracted Bus Operators” was placed as 16.1. The position statement from Edmonton Public School Division on Curriculum was placed as 16.2 on the Order Paper.

MOTION 7.0/FGM2021 (Procedural)

Moved by P. Rath, Director and **Seconded** by T. Estabrooks, Director
THAT, The Order Paper for the FGM 2021 be adopted as amended.

CARRIED by unanimous consent (Y: 100%)

8.0 APPROVAL OF MINUTES: JUNE 7, 2021, SPRING GENERAL MEETING

A correction on the minutes of the Spring General Meeting held on June 7, 2021 was noted to add the word “Director” in item 2.0, Motion 2/SGM2021.

MOTION 8.0/FGM2021 (Procedural)

Moved by B. Toone, Director and **Seconded** by S. Baziuk, Director
THAT, The minutes of the 2021 ASBA Spring General Meeting be approved as amended.

CARRIED by unanimous consent (Y: 100%)

9.0 BUSINESS ARISING FROM MINUTES

There was no business arising from the 2021 Spring General Meeting.

10.0 BYLAW AMENDMENTS

10.1 Omnibus Amendment Bylaws 1.1.8, 2.3-2.4, 14.3, 15.8-15.10, 16.1 Schedule A6.3b, and Editorial Amendments

MOTION 10.1/FGM2021 (Substantive)

Moved by D. Scott, Director and **Seconded** by B. Toone, Director

THAT, Bylaws 1.1.8, 2.3-2.4, 14.3, 15.8-15.10, 16.1 Schedule A6.3b, and Editorial Amendments be made to the ASBA Bylaws as follows:

THAT, A new clause be added as section 1.1.8 to the ASBA Bylaws as follows and all subsequent section numbers throughout 1 be amended accordingly:

1. 1.1.8 “Fraternal Organizations” means The Alberta Catholic School Trustees’ Association, the Public School Boards’ Association of Alberta, and the *Fédération des conseils scolaires francophones de l’Alberta* (Federation of Francophone School Authorities).

THAT, Section 2.3 of the ASBA Bylaws be struck in its entirety and replaced with amendments and the addition of 2.4, as follows:

2. 2.3 Full Members or Associate Members are expected to pay fees in a timely manner.
2.4 Full members or Associate Members are required to provide notice of membership withdrawal prior to membership fee invoice date.

THAT, Section 3.3 of the ASBA Bylaws be struck in its entirety.

THAT, Section 14.3 of the ASBA Bylaws be amended accordingly:

3. 14.3 At least thirty days Written Notice of any Bylaw amendment shall be provided to each Full Member.

THAT, Sections 15.8-15.10 of the ASBA Bylaws be struck in its entirety and replaced as follows:

4. 15.8 Fraternal Organizations
 - 15.8.1 The Alberta Catholic School Trustees’ Association, the Public School Boards’ Association of Alberta, and the *Fédération des conseils scolaires francophones de l’Alberta* (Federation of Francophone School Authorities) shall be known as the ASBA’s Fraternal Organizations.
 - 15.8.2 Fraternal Organizations may attend non-confidential aspects of Board of Directors meetings as non-voting observers and at the expense of their respective organization.
 - 15.8.3 The President, Vice-President, and Appointed representatives of any ASBA Fraternal Organization are not eligible to concurrently hold the position of ASBA President, Vice-President, Director, or Alternate Director.

THAT, Section 16.1 of the ASBA Bylaws be amended accordingly:

5. 16.1 A public reporting process of placing expense reports online is applicable to the ASBA President, Vice-President, Board of Directors and Chief Executive Officer.

THAT, Section A6.3b of the ASBA Bylaws be amended accordingly:

6. b. The President or Vice-President of the Alberta Catholic School Trustees' Association , the Public School Boards Association of Alberta, and the *Fédération des conseils scolaires francophones de l'Alberta* (Federation of Francophone School Authorities).

THAT, Sections of the ASBA Bylaws be updated to accommodate editorial amendments reflecting the change in title from "Executive Director" to "Chief Executive Officer."

CARRIED (96.8% of Boards, 98.19% of Students)

11.0 EXECUTIVE ELECTIONS

Regular business was suspended to begin the process of nominations for President and Vice-President. J. Olson, ASBA Chief Advisor presided over the Executive Elections Process.

11.1 Nominations for President – First, Second, and Third Calls

J. Olson made three calls for nominations for the office of President. Debbie Engel, Edmonton Catholic School Division was nominated by Edmonton Catholic Separate School Division and seconded by Palliser School Division. Debbie Engel accepted the nomination.

Marilyn Dennis, Calgary Board of Education was nominated by Judy Muir, Northern Gateway Public Schools and seconded by Trisha Estabrooks, Edmonton Public School Board. Marilyn Dennis accepted the nomination.

11.2 Nominations for Vice-President – First and Second Calls

J. Olson made two calls for nominations for the office of Vice-President. Bradley Toone, Livingstone Range School Division was nominated by Livingstone Range School Division and seconded by Calgary Catholic School Division. Bradley Toone accepted the nomination.

Shali Baziuk, Rock View School Division was nominated by N. Lang, Rocky View School Division and seconded by L. Huntley, Golden Hills School Division. Shali Baziuk accepted the nomination.

11.3 Nominators' Speeches (3 minutes per nominator)

Each nominator spoke in accordance with the election procedures to endorse the President and Vice-President candidates.

11.4 Presidential Candidates' Speeches (3 minutes per candidate)

The candidates for President spoke in accordance with the election procedures to address the assembly in relation to their own candidacy.

11.5 Vice President Candidates' Speeches (3 minutes per candidate)

The candidates for Vice-President spoke in accordance with the election procedures to address the assembly in relation to their own candidacy.

11.6 Candidates' Question and Answer

The candidates answered questions from the floor.

12.0 POSITION STATEMENTS SPONSORED BY ASBA BOARD OF DIRECTORS

There were no position statements sponsored by ASBA Board of Directors.

13.0 POSITION STATEMENTS SPONSORED BY BOARDS/ZONES

13.1 Internet for All

MOTION 13.1/FGM2021 (Substantive)

Moved by Edmonton Public School Division and **Seconded** by St Thomas Aquinas Roman Catholic Separate School Division

THAT, The assembly adopt the position that internet access is essential to Alberta students, staff, and families for participation not only in public education, but also in society, and should be accessible and affordable for all; furthermore, that ASBA advocate to the federal and provincial governments on behalf of all Alberta school divisions for immediate initiatives to increase accessibility and quality and to reduce costs of internet for students, staff, and families.

CARRIED (100% of Boards, 100% of Students)

13.2 Ministerial Approval for Transfers from Accumulated Surplus

MOTION 13.2/FGM2021 (Substantive)

Moved by Evergreen Catholic Separate School Division and **Seconded** by Holy Spirit Roman Catholic Separate School Division

THAT, The assembly adopt the position that the Alberta Government remove the requirement of ministerial approval for the transfer of accumulated surplus funds so as to support School Board Trustees in their local decision-making autonomy.

CARRIED (98.4% of Boards, 99.41% of Students)

13.3 Environmental Education

MOTION 13.3/FGM2021 (Procedural)

Moved by St. Albert Public Schools and **Seconded** by Fort McMurray Public Schools

THAT, the assembly adopt the position that the Alberta School Board Association support and advocate to the Minister of Education that environmental literacy and competencies be integrated, across all grades and subjects, into the Alberta K-12 curriculum.

CARRIED (64.5% of Boards, 81.21% of Students)

14.0 EXECUTIVE ELECTIONS

The following elections took place at 1:20 p.m.

14.1 Balloting for President

Membership submitted votes for the election of the President. The Ballot Counting Committee counted the votes.

14.2 Announcement of Successful Candidate for President

The Ballot Counting Committee announced that Marilyn Dennis was the successful candidate for President.

14.3 Nominations for Vice-President – third call (only candidates for President who were not the declared winner are eligible in the third call)

J. Olson made a third call for Vice-President position. There were no further nominations.

14.4 Balloting for Vice President

Membership submitted votes for the election of the Vice-President. The Ballot Counting Committee counted the votes.

14.5 Announcement of Successful Candidate for Vice President

The Ballot Counting Committee announced that Shali Baziuk was the successful candidate for Vice-President.

MOTION 14/FGM2021 (Procedural)

Moved by Aspen View School Division and **Seconded** by Elk Island School Division
THAT, the 2021 President and Vice President election ballots be destroyed.

CARRIED (100.0)

15.0 EMERGENT ISSUES ADDED TO THE ORDER PAPER BY PDAC OR MEMBERS

15.1 Inflationary Pressure on Contracted Bus Operators

MOTION 15.1/FGM2021 (Substantive)

Moved by Parkland School Division and **Seconded** by Black Gold School Division
THAT, The assembly adopt the position that Contracted Bus Operators provide an essential transportation service to students across school divisions in Alberta; furthermore, that the Alberta School Boards Association advocate to the Government of Alberta for an increase in Alberta Education Transportation funding in the 2022-2023 Education Budget to offset the significantly rising insurance costs.

AMENDMENT - MOTION 15.1/FGM2021 (Substantive)

Moved by Livingstone Range School Division and **Seconded** by Lethbridge School Division
THAT, the assembly adopt the position that **Alberta School Boards Association advocate to the Government of Alberta for an increase in Alberta Education Transportation funding in the 2022-2023 Education Budget to offset the significantly rising insurance costs.**

CARRIED (90.3% of Boards, 88.57% of Students)

SUBSTITUTE AMENDMENT - MOTION 15.1/FGM2021 – simple majority

Moved by Elk Island Catholic Separate School Division and **Seconded** by Red Deer Public Schools

THAT, The assembly adopt the position that Alberta School Boards Association advocate to the Government of Alberta for an **immediate** increase in Alberta Education Transportation funding **to offset the significantly rising insurance costs.**

CARRIED (Y:67.7%)

AMENDMENT - MOTION 15.1/FGM2021 (Substantive)

Moved by Wild Rose School Division and **Seconded** by Livingstone Range School Division

THAT, The assembly adopt the position that Alberta School Boards Association advocate to the Government of Alberta for an immediate increase in Alberta Education Transportation funding, **with assurance that this increase will not negatively impact any other funding**, to offset the significantly rising insurance costs.

CARRIED (82.3% of Boards, 64.27% of Students)

AMENDMENT - MOTION 15.1/FGM2021 (Substantive)

Moved by Parkland School Division and **Seconded** by Black Gold School Division

THAT, The assembly adopt the position that Alberta School Boards Association advocate to the Government of Alberta for an immediate increase in Alberta Education Transportation funding, with assurance that this increase will not negatively impact any other funding, to offset the significantly rising **school bus** insurance costs.

CARRIED (95.2% of Boards, 95.28% of Students)

15.2 K-6 Draft Curriculum Revisions

MOTION 15.2/FGM2021 – AMENDMENT (Substantive)

Moved by Edmonton Public School Board, **Seconded** by Livingstone Range School Division

THAT, The ASBA advocate to the provincial government that recommended stakeholder revisions to the curriculum be included and released in a second draft in the Spring of 2022, be piloted, field tested and reviewed by stakeholder groups for two years.

THAT, This feedback will include robust engagement with teachers, curriculum experts, subject area experts, parents, Indigenous leaders, francophone leaders, and other key stakeholders including the business community. The feedback gathered will also help inform the phased implementation of the new curriculum beginning in September 2024.

CARRIED (87.1% of Boards, 88.95% of Students)

14.0 ADJOURNMENT

The meeting was adjourned at 4:55 p.m.

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Budget Discussion and Analysis

Introduction

Since it took effect in September 2020, the Alberta School Boards Association's (ASBA) 2020-2023 Strategic Plan has driven the development of the Association's annual budget and informed revenue and expenditures. Over the past three years, even when faced with the challenges of a global pandemic, ASBA has continued to deliver on its promise of being membership-driven, impactful, influential and collaborative. ASBA was responsive and nimble in ongoing work, which resulted in opportunities for members to continue having their voice heard; a voice ASBA has successfully brought to the table.

As such, ASBA focused on continuous improvement in all areas including expanding and diversifying services while continuing to ensure members have the right information anywhere, any time and at any pace. This included the development of a comprehensive collection of learning opportunities such as live virtual sessions, online self-paced resources and professional development. Recognizing the importance of fiscal responsibility, all of this was accomplished without raising membership fees.

As we shift to focus on pandemic recovery, ASBA recognizes the needs of our members are increasing in the face of a rapidly changing environment. As a membership-driven organization, our members' views continue to shape the work we do to ensure Alberta's students continue to have a world-class education. To reflect the increase in value as well as increased inflation rates in Canada, the 2022-2023 budget proposes a **3% increase** to membership fees. As stated by [Statistics Canada](#), the consumer price index in 2021 was 3.4%. We are eager to present to members the new initiatives that will continue to increase value, including the establishment of a governance task force to review the governance policies and bylaws, continuation of Speakers' Corners and additional per diem claimable activities.

ASBA's goal of operating in a fiscally sound manner is at the core of all fiscal operations. With guidance from the Board of Directors, the event registration fees in the proposed 2022-2023 budget will be \$675/person. This reflects the increased expenditures required to host effective hybrid events that offer the same level of participation to members attending in-person and online. Under the proposed 2022-2023 budget, ASBA will also diversify revenue sources through the grants and sponsorship while continuing to develop and improve resources that meet the needs of trustees and boards, including The Learning Centre (TLC), zone professional development opportunities and Speakers' Corner sessions. Through the dedication of our members, we will continue to raise the profile of trustees and promote and serve our members in supporting student success.

Moving Forward

Based on previous nation-wide environmental scans, ASBA continues to offer the same per diem rates, honoraria, reimbursement for travel, meals and lodging. These rates are in alignment with the Government of Alberta rates, and they provide fair compensation for the work carried out on behalf of the Association. The Association believes that through focused strategic efforts, we will continue to be successful in engaging members at the zone level and building support for our envisioned future. ASBA believes that it has developed a budget that will provide our members with the support they require in the upcoming fiscal year.

The budget has been prepared with a deficit for fiscal year 2022/2023. As the Association continues to expand its impact across the province, it also requires additional funds to supplement its increased operations. However, it is important to note that ASBA continues to support initiatives relating to

advocacy, trustee education and First Nations, Métis and Inuit initiatives. To fund this deficit, ASBA will access the Operating Reserve & Initiatives & Sustainability Reserve funds to continue to support member needs for the upcoming fiscal year.

The information that follows focuses on key elements of the budget which have the most significant impact on revenue and expenditures and provides additional context and information. Financial statements which provide figures of the 2022/2023 proposed budget, the 2021/2022 approved budget and 2020/2021 actual results are supplied as schedules to this discussion.

The discussion and analysis which follows is ordered to match the financials included in the [Proposed Budget 2022/2023 Summary](#) and [Schedules 1-6](#).

Revenue

Operating revenue in the proposed 2022/2023 budget totals approximately \$4.4 million, and comes in the form of:

- Membership;
- Fee for Service;
- Event Registration Revenue; and
- Grant/Other Revenue.

Schedule 1 notes the figures associated with operating revenue.

Membership Revenue

Membership revenue in the proposed 2022/2023 budget totals \$3.1 million.

The proposed budget proposes a 3% increase for membership fees. As the recovery from a worldwide pandemic unfolds, it is important to maintain fiscal accountability for increased operational needs at ASBA. The proposed 3% increase in membership fees is in alignment with the Consumer Price Index of 3.4% in 2021. It is also important to note that over the last seven years of operations, ASBA has increased its membership by 1% only, as such, an increase of 3% is in greater alignment with the economic growth post the pandemic and current inflationary rates.

A brief history of our membership fee changes has been provided below:

Fiscal Year	Percentage Change
2015-2016	-2%
2016-2017	0%
2017-2018	0%
2018-2019	6%
2019-2020	0%
2020-2021	-3%
2021-2022	0%

Fee for Service Revenue

Fee for Service revenue in the proposed 2022/2023 budget totals \$550,000 and is generated through fee-for-service work performed by our consultants, as well as the referral program with TD Insurance Meloche Monnex.

The Association will continue to offer direct services to school boards in education and communications, on a fee-for-service basis. School boards utilizing these services are not charged for travel (neither time nor direct costs), nor for other expenses such as photocopying, materials and other disbursements. Rates are not increased in the 2022/2023 budget.

The budgeted fee-for-service revenue is maintained at the same levels as the prior year based on the assumption that our consultants will maintain the same volumes of work. The rates remain below market, particularly when the specialized expertise and experience of ASBA staff consultants are considered and the fact that no other costs are charged.

Event Registration Revenue

Registration revenue in the proposed 2022/2023 budget totals \$572,400. The Association's vision of "inspiring exceptional public, separate and francophone school board governance," and mission "to promote and serve member boards in supporting student success" guide the enhanced education offerings for trustees.

The proposed budget anticipates continued trustee education offerings provided at the Fall and Spring General Meetings. In addition, there are various other educational opportunities to be offered under Speakers' Corners and Zone meetings in 2022/2023. The increase of registration fee costs for all events has been proposed to cover the increased costs of holding hybrid events, as well as accommodate for the enhanced education offerings in a fiscally accountable manner as per Governance Policy 12.5.3.

Grants/Other Revenue

Grants and Other revenue in the proposed 2022/2023 budget total \$163,595 and represent the revenue earnings from grants; sponsorships; interest income; revenue provided by ASEBP; LAPP Service Fees and miscellaneous revenue mostly earned through career postings on our website. Further analysis of these revenue components is contained below:



Grants &
Sponsorships



Interest
Income



ASEBP
Revenue



LAPP
Service Fee

Grants and Sponsorships

Grant and sponsorship revenue proposed in the budget has a slight increase. ASBA has successfully launched the grant development department, and this will allow us to gain access to additional grant resources to help fund different initiatives put forward in the upcoming fiscal year.

ASBA leadership is focusing on making strategic partners for sponsoring our events and is continuing to build important relationships with potential sponsors. We believe that through this process, and through the work with our current partners, we can increase our sponsorship efforts which will further relieve pressure off our member fees.

Interest Income

Interest income in the proposed budget totals \$50,000 and has been calculated based on historical rates of return on our investments from last year. The markets have experienced extreme volatility as political and economic events continue to unfold. Additionally, the Association will be engaging its members in the establishment of an investment policy statement which will help guide the strategic investment of the member funds. With an investment policy in place, we anticipate greater revenues from interest income.

ASEBP Revenue

An additional component of revenue included in the proposed budget is \$38,095 provided by the Alberta School Employee Benefits Plan (ASEBP) to ASBA, as a party to the Deed of Trust, to support administration and other activities.

LAPP Service Fee

This new source of revenue originates from the involvement of ASBA staff on the LAPP corporate

board as ASBA continues to expand its strategic partnership with related organizations, such as LAPP.

Expenditures

Operating expenditures in the proposed 2022/2023 budget total approximately \$4.8 million, and come in the form of:

- Association Operations & Member Services;
- Governance;
- General Meetings/Trustee Education;
- Lease/CAM/Property Taxes; and
- Depreciation.

[Schedules 1-5](#) note various figures associated with operating expenditures.

Associations Operations & Member Services

Association operations & member services (AO&MS) expenditures in the proposed budget total approximately \$3.6 million, distributed into categories of staffing & contracted services; and other operational expenditures.

[Schedule 2](#) provides the figures associated with Association operations and member services expenditures.

Staffing & Contracted Services

Staffing costs in the proposed 2022/2023 budget total \$2,689,932 which is made up of salaries and benefits, professional development, and memberships if required. This is higher than the 2021/2022 budgeted staffing costs of \$2,291,984 due to a motion passed by the Board of Directors to increase the staffing positions of the Association to a total of 22 positions. The increased staffing costs will be covered by accessing the reserves. We will not be providing the 1% increase to our staff scale in 2022/2023 and put constraints on our staff professional development costs.

ASBA is staffed to enable the successful support, services and advocacy measures for our members while ensuring resources are used as effectively and efficiently as possible. Included in staff costs are salaries and benefits, staff training and development and professional association fees. The proposed budget will have a staff of 22 FTE. This increase in staffing positions is reflective of the increased level of operations and the need for additional staff to help support the strategic objectives of the Association.

Complementing staff resources, the Association accesses a variety of contracted services to fulfil core business functions. Included in the contracted services, we have the following expenditures: web maintenance; IT services; audit fees; legal costs; external consultant costs; First Nation, Métis and Inuit initiative costs and others. The contracted services have decreased slightly in 2022/2023. One of the strategic objectives of the Association is to maintain fiscal accountability. This is established through the search for best vendor quotes, requests for proposals and elimination of redundant contracted services that can be done in-house.

Other AO&MS Expenditures

Additional expense categories which fall under Association operations & member services include travel;

administration – services & supplies; memberships & subscriptions; insurance; meeting supplies & catering; and miscellaneous expenditures, which total \$182,744 in the proposed budget. This is a minimal increase from the prior year mainly caused by an increase in subscription costs for the Association to support a variety of new departmental needs.

[Schedule 2](#) provides figures associated with other Association operations and member services expenditures.

Governance

Governance expenditures included in the proposed budget total \$459,955, and include Board of Director and Trustee remuneration, training and conferences; contracted services; travel, meals, and accommodations; the Association's membership in the Canadian School Boards Association; insurance; meeting supplies & catering; and miscellaneous.

We are also excited that the contracted services in the governance category includes an additional \$50,000 specifically set aside for advocacy initiatives. We know that in 2022/2023 advocacy for our members will continue to remain an important initiative to pursue during provincial elections and new curriculum implementation.

In the proposed budget:

- The per diem rate for Board of Directors members is maintained at \$290/day
- The per diem rate for Chairs is maintained at \$383/day
- The annual honorarium for the President and Vice-President remains unchanged as follows:
 - President: \$18,816
 - Vice-President: \$12,544
- Travel mileage reimbursement is maintained at \$0.51/km
- Slight increase in travel costs based on an expected increase of in-person meetings.

During year 2019/2020, ASBA completed an environmental scan for nation-wide average compensation rates for these expenditures. With guidance from our Board of Directors, the proposed increases are in greater alignment with Government of Alberta rates and provide fair compensation for the continuous support received from our Board of Directors. [Schedule 3](#) provides figures associated with governance expenditures.

General Meetings & Trustee Education

Direct expenses associated with ASBA's General Meetings, Special General Meetings and trustee education offerings total \$340,000 in the proposed budget. These expenditures incurred in this category will be covered by registration revenue generated. However, the total cost which includes allocation of staff time and overhead costs, is not directly charged to these events in the proposed budget. The staff salary costs are re-classified at the end of the fiscal year as a part of the annual audit procedures.

[Schedule 4](#) provides figures associated with general meetings & trustee education offerings expenditures.

Lease/CAM/Property Taxes

Lease/Common Area Maintenance (CAM)/property tax expenditures included in the proposed budget total \$383,113. This amount is increased as a result of our partners exiting sublease agreements of ASBA office space.

The Association is contractually obligated by a leasing arrangement for the current office space until 2028 when the current lease agreement expires. Therefore, ASBA is actively looking for other sublease tenants to fill the available office space.

[Schedule 5](#) provides figures associated with lease/common area maintenance (CAM)/ property tax expenditures.

Depreciation

Depreciation included in the proposed budget totals \$35,000 and reflects the expensing over a period of years of the cost of capital assets based on the estimated useful life of the assets. This estimated non-cash depreciation expense has decreased because ASBA has a lower asset pool which requires to be depreciated in the upcoming fiscal year.

Reserves

As a not-for-profit corporation incorporated under the *Alberta School Boards Association Act*, the Association maintains several reserves as required by policy and as recommended by the Association's external auditors.

Governance Policy 7 notes the following with respect to reserve funds:

7.14. Financial Oversight

7.14.1. The Board of Directors approves budget assumptions upon which budget options are prepared. The draft budget is then approved by the Board for presentation to membership through zones and at the Spring General Meeting.

7.14.2. Regarding the Association's reserve funds, the Board of Directors has approved the following:

7.14.2.1. **Operating Reserve** – the Association will keep a reasonable and adequate operating reserve to fund the monthly business operations of the Association. The operating reserve will be made up of three months operating expenditures.

7.14.2.2. **Initiative and Sustainability Reserve** – any balance over the three months operating expenditures will be moved to the Initiatives and Sustainability reserve, which may be used for special initiatives, for research and development of new business opportunities that will help and support school board work, and in the event necessary, to help cover some of the potential natural liabilities of the Association. The Initiatives and Sustainability reserve can be funded up to a maximum of \$2,000,000.

7.14.2.3. Any funds over the maximum approved funding of the initiatives and sustainability reserve will be transferred to the Investment reserve to subsidize costs to members in the annual budget.

7.14.2.4. **Investment Reserve** – as part of the budgeting process, may be used to subsidize the cost of annual lease space payments, capital asset purchases, and investment opportunities until the fund is depleted to \$300,000 at which level it will be maintained. Each year an amount will be transferred to the reserve equal to the annual amortization of existing capital assets which will ensure the dollars are available to replace those assets at the end of their useful life.

7.14.2.5. Capital Asset Reserve – the reserve will be used to hold the net book value of the current existing capital assets like computer equipment, photocopiers, phone systems, furniture and fixtures, and leasehold improvements. Each year an amount will be transferred to the capital asset reserve equal to the net additions less disposals.

Additional details regarding the Association's reserves is provided in [Schedule 6](#).

Proposed Budget 2022/2023

Summary, Schedules & Appendices

Proposed Budget 2022/2023 Summary

	2022/2023 Budget	2021/2022 Budget	2020/2021 Actual	Percentage Change
Revenue				
Membership	\$ 3,106,644	\$ 3,016,159	\$ 3,016,163	3%
Fee for Service	550,000	560,000	506,067	-2%
Event Registration (FGM/SGM/Leadership Academy)	572,400	301,488	12,800	90%
Grant and Other Revenue	163,595	203,595	304,034	-20%
Total Operating Revenue (Schedule 1)	\$ 4,392,639	\$ 4,081,241	\$ 3,839,063	
Expenditures				
Association Operations & Member Services (Schedule 2)	\$ 3,586,151	\$ 3,239,684	\$ 2,986,044	11%
Governance (Schedule 3)	459,955	369,955	253,670	24%
General Meetings/Trustee Education (Schedule 4)	340,000	312,500	67,745	9%
Lease/CAM/Property Taxes (Schedule 5)	383,113	341,508	314,883	12%
Depreciation	35,000	50,000	32,909	-30%
Total Operating Expenditures (Schedule 1)	\$ 4,804,219	\$ 4,313,647	\$ 3,655,249	11%
Total Budget Surplus (Deficit)	\$ (411,580)	\$ (232,406)	\$ 183,814	
Transfer from Reserves (If required)	411,580		232,406	
Total Budget Surplus (Deficit) after Transfer	\$ -	\$ 0	\$ 183,814	

*Schedules 1-6 provide analysis of significant variances in 2022/2023 budget compared to 2021/2022 budget.

Schedule 1 – Revenues & Expenditures

	2022/2023 Budget	2021/2022 Budget	2020/2021 Actual	Percentage Change
Revenue				
Membership Fees	\$3,106,644	\$3,016,159	\$3,016,163	3%
Fee For Service:				
Fees for Service - Consultants	500,000	500,000	456,225	0%
Fees for Service - Referral Program	50,000	60,000	49,842	-17%
Event Registration (FGM/SGM/Leadership Academy)	572,400	301,488	12,800	90% Note 1
Grant/Other Revenue:				
Grants and Sponsorships	55,000	35,000	220,517	57%
Interest Income	50,000	125,000	38,171	-60% Note 2
ASEBP	38,095	38,095	38,095	0%
LAPP Service See	11,000			100%
Miscellaneous	9,500	5,500	7,250	73%
Total Revenue	\$4,392,639	\$ 4,081,241	\$3,839,063	8%
Expenditures				
Staffing Costs	\$2,689,932	\$ 2,291,984	\$2,211,834	17% Note 3
Contracted Services	798,975	814,000	708,274	-2%
B of D's and Trustees - Remuneration, Training, Conferences	250,360	215,360	143,594	16%
Travel (FFS, Contractor, Staff, BofD's, Trustees)	109,000	108,500	33,632	0%
Memberships and Subscriptions	83,419	61,275	63,693	36%
Administration-Services and Supplies	66,400	67,000	53,240	-1%
Insurance	27,000	32,000	20,119	-16%
Meeting Supplies and Catering	15,500	15,500	4,828	0%
General Meeting and Trustee Education	340,000	312,500	67,745	9%
Lease/CAM/Prop Taxes	383,113	341,508	314,883	12%
Miscellaneous	5,520	4,020	499	37%
Depreciation	35,000	50,000	32,909	-30%
Total Expenditures	\$4,804,219	\$ 4,313,647	\$3,655,249	11%
Total Budget Surplus (Deficit)	\$ (411,580)	\$ (232,406)	\$ 183,814	
Transfer from Reserves	\$ 411,580	\$ 232,406	\$ -	
Total Budget Surplus (Deficit) after Transfer	\$ -	\$ (0)	\$ 183,814	
* Variances from the previous budget over 10% and a minimum \$50,000 variance have been analyzed further. See notes below:				
Note 1 - Revenue increase caused by an increase of event registration fees for annual general meetings				
Note 2 - Revenue decrease caused by lower rate of return rates offered in volatile markets				
Note 3 - Expense increase due to an increase in number of staffing positions				

Schedule 2 – Association Operations & Member Services

	2022/2023 Budget	2021/2022 Budget	2020/2021 Actual	Percentage Change
Expenditures				
Staffing Costs				
Salaries and Benefits	\$ 2,658,397	\$ 2,263,984	\$ 2,207,024	17% Note 1
Staff Training and Development	26,500	21,500	4,810	23%
Professional Association Memberships	5,034	6,500	-	-23%
Contracted Services:				
Other Contracted Services	447,475	512,500	392,770	-13% Note 2
Consultants	266,000	266,000	264,225	0%
Travel/Meals/Accomodations (FFS, Contractor, Staff)	39,000	43,500	13,662	-10%
Administration - Services and Supplies	65,900	66,500	53,240	-1%
Memberships and Subscriptions	50,344	28,200	30,618	79%
Insurance	20,000	25,000	18,161	-20%
Meeting Supplies	3,000	3,000	1,035	0%
Election Materials	-	-	-	-
Miscellaneous	4,500	3,000	499	50%
Total Expenditures	\$ 3,586,151	\$ 3,239,684	\$ 2,986,044	

* Variances from the previous budget over 10% and a minimum \$35,000 variance have been analyzed further. See notes below:

Note 1 - Expense increase due to an increase in number of staffing positions

Note 2 - Other contracted services include: First Nation, Métis and Inuit initiative costs; legal costs; external consultant costs; web maintenance; IT services; audit fees etc. The expense decrease is mainly due to advocacy costs being moved from the operations department to the governance department

Schedule 3 – Governance

	2022/2023 Budget	2021/2022 Budget	2020/2021 Actual	Percentage Change
Expenditures				
B of D's and Trustees - Remuneration, Training, Conferences				
Per Diems	205,000	170,000	96,234	21% Note 1
Honoria - President	18,816	18,816	\$18,816	0%
Honoria - Vice President	12,544	12,544	12,544	0%
Board Development/Conferences	14,000	14,000	16,000	0%
Contracted Services	85,500	35,500	51,279	141% Note 2
Travel, Meals & Accommodations	70,000	65,000	19,970	8%
CSBA Membership	33,075	33,075	33,075	0%
Insurance	7,000	7,000	1,958	0%
Meeting Supplies and Catering	12,500	12,500	3,793	0%
Supplies and Materials	500	500	-	0%
Miscellaneous	1,020	1,020	-	0%
Total Expenditures	\$ 459,955	\$ 369,955	\$ 253,670	

* Variances from the previous budget over 10% and a minimum \$5,000 variance have been analyzed further. See notes below:

Note 1 - Expense increase caused by new per diem claimable activities for Board of Directors and establishment of the governance task force

Note 2 - Expense increase due to advocacy contracted costs being moved from operational costs to governance costs

Schedule 4 – General Meetings & Trustee Education

	2022/2023 Budget	2021/2022 Budget	2020/2021 Actual	Percentage Change
Expenditures				
Fall General Meeting	\$ 200,000	\$ 170,000	\$ 26,003	18% Note 1
Spring General Meeting	140,000	120,000	31,506	17% Note 2
Other Meetings:				
Special General Meetings	-	9,000	2,735	
Leadership Academy	-	13,500	7,500	
Total Expenditures	\$ 340,000	\$ 312,500	\$ 67,745	

Note 1 - Expense increase due to higher costs for hybrid events

Note 2 - Expense increase due to higher costs for hybrid events

Schedule 5 – Lease/CAM/Property Taxes

	2022/2023 Budget	2021/2022 Budget	2020/2021 Actual	Percentage Change
Expenditures				
Lease/CAM/Property Taxes	\$ 383,113	\$ 365,837	\$ 366,339	5% Note 1
Rental Recovery	-	(24,329)	(51,457)	-100% Note 2
Total Expenditures	\$ 383,113	\$ 341,508	\$ 314,883	

Note 1 - Expense increase due to less cost recovery for staff parking stalls due to work from home arrangements

Note 2 - Expense decrease caused by a lower rental recovery from rental partners

Schedule 6 – Reserves

	Operating Reserve	Initiatives and Sustainability Reserve	Investment Reserve	Capital Asset Reserve
Estimated Reserve Balance	\$1,500,000 Note 1	\$ 2,000,000 Note 2	\$2,428,836 Note 3	\$ 96,327 Note 4

Note 1 - Operating Reserve to hold 3 months of operating expenditures; estimated to be \$1.5 Million

Note 2 - Initiatives and Sustainability Reserve to be used for special initiatives for members, funded up to a maximum of \$2 Million

Note 3 - Investment Reserve to be used for new investment opportunities, capital asset investments, and to subsidize annual rent if required

Note 4 - Capital Asset Reserve to hold current value of capital assets

Budget Appendix A – Membership Fees

JURISDICTION	TOTAL STUDENTS	2021-2022	2022-2023
		Membership Fees	Proposed Membership Fees
Aspen View Public Schools	2,581	\$23,110.78	\$23,427.87
Battle River School Division	5,662	\$38,592.53	\$40,037.70
Black Gold School Division	12,594	\$68,302.05	\$70,701.46
Buffalo Trail Public Schools	3,817	\$31,034.67	\$31,172.16
Calgary Catholic School Division	56,691	\$153,627.95	\$158,172.94
Calgary Board of Education	125,226	\$243,278.43	\$253,632.46
Canadian Rockies School Division	2,064	\$19,789.38	\$20,189.47
Chinook's Edge School Division	10,988	\$62,113.41	\$64,760.93
Christ the Redeemer Catholic School Division	10,189	\$62,276.10	\$61,055.92
Clearview Public Schools	2,410	\$22,100.80	\$22,355.37
East Central Alberta Catholic School Division	2,676	\$24,730.80	\$24,019.83
East Central Francophone	757	\$12,102.73	\$11,992.50
Edmonton Catholic Separate School Division	43,107	\$131,435.62	\$134,452.57
Edmonton Public School Board	105,535	\$217,995.18	\$226,207.09
Elk Island Catholic Schools	8,548	\$55,307.95	\$53,436.99
Elk Island Public Schools	17,102	\$77,947.65	\$80,117.18
Evergreen Catholic Separate School Division	3,946	\$31,997.20	\$31,980.01
Foothills School Division	8,012	\$48,922.74	\$50,943.77
Fort McMurray Roman Catholic Separate School Division	6,690	\$42,490.09	\$44,808.24
Fort McMurray Public School Division	6,699	\$42,137.61	\$44,850.02
Fort Vermilion School Division	3,624	\$28,540.24	\$29,967.33
Golden Hills School Division	8,007	\$50,664.78	\$50,922.88
Grande Prairie and District Catholic Schools	5,398	\$37,270.75	\$38,811.98
Grande Prairie Public School Division	8,032	\$49,207.43	\$51,041.27
Grande Yellowhead Public School Division	4,520	\$33,305.42	\$34,737.87
Grasslands Public Schools	3,592	\$29,353.64	\$29,765.37
Conseil Scolaire Centre Nord	3,873	\$30,085.70	\$31,527.34
Greater St. Albert Roman Catholic Separate School Division	5,306	\$37,650.34	\$38,387.16
High Prairie School Division	2,926	\$25,442.53	\$25,586.80
Holy Family Catholic Regional Division	1,781	\$18,881.09	\$18,413.58
Holy Spirit Roman Catholic Separate School Division	4,981	\$36,131.99	\$36,875.91

Horizon School Division	3,419	\$27,821.73	\$28,678.94
Lakeland Roman Catholic Separate School Division	2,634	\$22,256.70	\$23,762.15
Lethbridge School Division	11,647	\$64,587.51	\$67,818.25
Living Waters Catholic Separate School Division	1,701	\$18,216.81	\$17,912.15
Livingstone Range School Division	3,761	\$29,380.75	\$30,823.94
Lloydminster Public School Division No.99	2,396	\$21,273.84	\$22,264.83
Lloydminster Catholic School Division	1,628	\$17,552.53	\$17,452.51
Medicine Hat Catholic Board of Education	2,767	\$22,988.77	\$24,590.90
Medicine Hat Public School Division	6,962	\$45,540.34	\$46,068.77
Northern Gateway Public Schools	4,599	\$34,139.16	\$35,100.02
Northern Lights Public Schools	5,765	\$39,521.17	\$40,518.23
Northland School Division	1,827	\$18,677.73	\$18,699.11
Conseil Scolaire du Nord-Ouest	477	\$9,947.22	\$10,049.47
Palliser School Division	9,006	\$52,528.83	\$55,561.10
Parkland School Division	12,026	\$65,590.71	\$69,517.54
Peace River School Division	3,116	\$26,100.03	\$26,777.69
Peace Wapiti School Division	6,071	\$40,449.80	\$41,938.95
Pembina Hills School Division	6,070	\$44,977.74	\$41,931.98
Prairie Land Public School Division	2,848	\$22,399.05	\$25,099.30
Prairie Rose Public Schools	3,493	\$28,702.92	\$29,145.55
Red Deer Catholic Regional Schools	10,206	\$59,896.89	\$61,132.53
Red Deer Public Schools	10,858	\$62,235.43	\$64,162.00
Rocky View School Division	26,574	\$94,737.62	\$99,909.70
Conseil FrancoSud	3,666	\$28,940.16	\$30,225.01
St. Albert Public Schools	9,037	\$53,782.82	\$55,707.35
St. Paul School Division	3,815	\$31,034.67	\$31,165.19
St. Thomas Aquinas Roman Catholic Separate School Division	4,362	\$32,695.37	\$33,999.66
Sturgeon Public Schools	5,079	\$35,799.85	\$37,328.59
Westwind School Division	4,571	\$33,732.45	\$34,974.66
Wetaskiwin Regional Public Schools	3,522	\$28,757.14	\$29,326.62
Wild Rose School Division	4,539	\$33,996.81	\$34,821.44
Wolf Creek Public Schools	7,467	\$45,987.72	\$48,415.74
Yellowknife Education District	2,157	\$20,697.68	\$20,767.51
Yellowknife Catholic Schools	1,499	\$15,383.46	\$16,644.65
TOTALS	676,899	\$3,016,159.00	\$3,106,644.00

Note: Student totals were compiled from a report on student population for the 2021-2022 school year provided by Alberta Education. Student registration information is as reported at January 2022. These are updated with the most current available information as per bylaw #13.

Budget Appendix B – Membership Fee Formula

Each member board shall pay a basic fee (BF) in the amount of \$6,727.50 plus a fee on a per student basis (PSF) to the Association. The fee shall be calculated as follows:

$$\text{Member Board Fee} = \text{Fee on a Per Student Basis} + \text{Basic Fee}$$

The fee on a per student basis (PSF) is calculated by using the aggregate total of weighted enrollments (WE) of all member boards as the denominator in the formula. Once the PSF has been calculated, it is applied to the weighted enrollment figures on a board by board basis to arrive at the per student component of the annual membership fee. The basic fee is added in to arrive at the total Member Board Fee (MBF).

Membership Fee Calculations

1. Calculate weighted enrollment (WE) for each member board.

$$WE = [(C1xS1) + (C2xS2) + (C3xS3) + (C4xS4) + (C5xS5)]$$

2. Add together the WEs of each member board to arrive at the aggregate weighted enrollment (AGWE).

$$AGWE = WE1 + WE2 + WE3 \dots WEn$$

3. Use the AGWE as the denominator in the following formula to arrive at the Per Student Fee (PSF).

$$PSF = \frac{MAF - (MB \times BF)}{AGWE}$$

4. The PSF is then applied to the following formula to determine the Member Board Fee on an individual basis.

$$MBF = (PSF \times WE) + BF$$

Membership Fee Formula Abbreviations

BF	Basic Fee (\$6,727.50)
PSF	Per Student Fee
MB	Number of Member Boards
MAF	Total Membership Annual Fees (Budget line item)
MBF	Individual Member Board Fee
WE	Weighted Enrolment
AGWE	Aggregate Total of Weighted Enrolments (all member boards)
C1	Per student weight (1.0000) for the first 750 students
C2	Per student weight (.9000) for 751 to 4,000 students
C3	Per student weight (.6666) for 4,001 to 12,000 students
C4	Per student weight (.3000) for 12,001 to 50,000 students
C5	Per student weight (.2000) for any students in excess of 50,000
S1	Number of students in first category (to 750)
S2	Number of students in second category (751 – 4,000)
S3	Number of students in third category (4,001 – 12,000)
S4	Number of students in fourth category (12,001 – 50,000)
S5	Number of students in fifth category (in excess of 50,000)

Disposition of Substantive Resolutions

DATE: May 17, 2022
TO: Board of Trustees
FROM: Darrel Robertson, Superintendent of Schools
SUBJECT: Edmonton Public Schools Foundation's Updated Fundraising Priorities
ORIGINATOR: Nancy Petersen, Managing Director Strategic Division Supports
RESOURCE
STAFF: Kyla Amrhein, Catherine Bay
REFERENCE: [Original Motion to Expand Fundraising Priorities, February 1, 2022](#)

ISSUE

For more than a decade the Edmonton Public Schools Foundation has focused its fundraising efforts on donations in support of full-day Kindergarten programming in socially vulnerable schools. After careful analysis of a range of factors, it was determined that the Foundation's long-term viability and potential for greatest impact for Division students could be best served by strategically expanding its fundraising priorities to reflect the full context of its Mission statement.

This report is coming forward as information on these updated fundraising priorities.

BACKGROUND

The Board of Trustees voted to establish a District Foundation in the spring of 2008 (see Appendix I). Shortly after, a status report (see Appendix II) was delivered to the Board of Trustees, indicating that the role of the Foundation would be:

- To inform the community of the value of a strong public education system and the critical role elected officials play.
- To broaden and deepen the support for Edmonton Public Schools and to engage the community in supporting the priorities of the District.
- To highlight the successes of Edmonton Public Schools. To tell our stories and encourage public engagement.
- To offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

Additional direction came from the Board of Trustees through a Caucus Committee, February 23, 2010, recommendation that the fundraising priority for the Foundation must provide support for those students who are identified as the District's most vulnerable; and be broad enough in scope so that it can support existing research-based District initiatives, such as offering full-day Kindergarten and early learning opportunities.

On October 25, 2011, (see Appendix III), a progress report around the establishment of the Foundation was delivered to the Trustees that identified the Foundation's priority as securing financial and in-kind

donations to supplement costs associated with early learning and full-day Kindergarten in some of the District's most socially vulnerable elementary schools.

Since beginning its fundraising work in 2010, six full-day Kindergartens have been established with support from the Foundation's annual fundraising: Tipaskan (2010), Lauderdale (2011), Mee-Yah-Noh (2011), Beacon Heights (2013), Calder (2013) and Princeton schools (2013). Going forward within an expanded mandate, this early intervention programming for our most socially vulnerable students remains a priority for the Foundation. The ongoing annual support for full-day Kindergarten is approximately \$75,000 per classroom. Supporting the six classrooms requires the need to sustain an annual fundraising achievement (FRA) of \$450,000. Despite intentional efforts towards this, the Foundation has not met this target since the 2014-2015 fiscal year. Over the last eight years, the Foundation's average FRA has been just under \$345,000. In order to cover the balance, the Foundation has accessed its financial reserves. Over the long term this is not a sustainable plan.

After researching peer organizations and assessing giving trends in Edmonton, the Foundation is confident that by expanding its fundraising priorities, it will be better positioned to attract a greater number of donors wishing to support the Division, thereby increasing our annual FRA. The intent is to focus on areas of need that address the well-being of the whole child and supplement or complement the educational mandate of provincially funded education. The Foundation is optimistic that through focused, intentional donor cultivation and stewardship and awareness of the need for support there will be an increase in annual donations to the Foundation.

On October 25, 2021, the Foundation's Board of Directors unanimously passed a motion to seek the Board of Trustees' approval to expand the Foundation's fundraising priorities to reflect the full context of the Foundation's Mission statement.

On February 1, 2022, the Board of Trustees approved the Foundation's recommendation to strategically expand its fundraising priorities to reflect the full context of its Mission statement, thereby better positioning its efforts to support the many programs and priorities that contribute to student success across the Division (see Appendix IV).

CURRENT SITUATION

After the Board motion to expand fundraising priorities on February 1, 2022, the Edmonton Public Schools Foundation engaged its Board of Directors and Division administration to begin this important work. The Edmonton Public Schools Foundation developed a subcommittee to explore the Division's ongoing work to support evidence-based programming for students impacted by social vulnerability. With this information, the subcommittee's goal has been to create an expanded set of fundraising priorities that align with the Division's research and priorities, while serving the Foundation's mission in the most impactful way.

Sub-Committee meetings were structured with at-home readings and in-person working meetings:

- Discover (Wednesday, March 9, 2022)
 - The committee participated in information sessions to expand their knowledge of the ways in which the Division supports students. At the end of the meeting, members had a broad understanding of EPSB's teaching and programming priorities and the supports available to students. In addition, members increased their understanding of how this work is - or is not - funded by the Government of Alberta's annual education budget.



- o Presentations from Specialized Learning Supports and Curriculum and Learning Supports were heard.
- Analyze (Saturday, April 9, 2022)
 - o This meeting began with a presentation from Strategic Division Supports on the Equity Achievement Project and a discussion on strategic fundraising strategies that could best serve the Foundation's Mission, within the unique institutional context of publicly funded education and the Division.
 - o At the end of this meeting, the committee felt confident in knowing where there are gaps in funding and the broad areas with which the Foundation's priorities should be aligned.
- Develop (Wednesday, April 13, 2022)
 - o At the end of this meeting, the committee drafted the proposed priorities to present as a recommendation to the Foundation's Board of Directors. Each priority includes a tagline, intended to speak to a donor.

A motion of the proposed priorities was presented to the Edmonton Public Schools Foundation Board of Directors on April 27, 2022, and passed unanimously.

Based on this work, the EPSB Foundation's updated fundraising pillars are:

- **Full-Day Kindergarten:** "*Giving children extra time in the classroom, when they need it most.*"
 - o *Example: Full-Day Kindergarten*
- **Learning Enhancements:** "*Providing additional learning support to students in need.*"
 - o *Examples: Tutoring, Literacy Seed Kits*
- **Mental Wellness:** "*Creating safe, caring and responsive school communities.*"
 - o *Example: Mental Health Therapists, Success Coaches*
- **Enrichment Opportunities:** "*Enhancing the student experience through safe and meaningful activities.*"
 - o *Example: Field Trips, After-School Programming*
- **Learning Tools and Technology:** "*Equipping students with the tools they need to learn and succeed.*"
 - o *Examples: Chromebooks for Kids, At-Home and Classroom Libraries*
- **School Nutrition:** "*Filling tummies so that students can learn and grow.*"
 - o *Examples: School Nutrition Programs, Equipment and Supplies*

KEY POINTS

- The role of the Edmonton Public Schools Foundation is to raise awareness and funds for the Division.
- Division administration and educators work together continuously to assess and research how to best support student success, and to develop evidence-based programs to meet these needs. As the Division's fundraising team, it is the Foundation's role to stay up-to-date on these priorities and projects, and to determine how we can best support this work - and as a result, our most socially vulnerable students - through our fundraising strategies.
- Additional Considerations included:
 - o The EPSB Foundation will be positioned to be responsive to changing needs.
 - o The EPSB Foundation will complement the work of school-specific fundraising.
 - o The EPSB Foundation will continue to empower site-based decision making at schools.
 - o The EPSB Foundation will align with the Board of Trustees four-year Strategic Plan.
 - o The EPSB Foundation is responsive to feedback from stakeholders, including current Full-Day Kindergarten principals, donors and prospective donors.
 - o Financial transparency and accuracy is critical.

- Next steps include:
 - Begin to create awareness of the newly expanded priorities through the upcoming Reading for Life Read-a-Thon and Fundraiser (May 18 - June 1, 2022)
 - Administration will begin work on a comprehensive fundraising plan reflecting the full six pillars for September 2022.

ATTACHMENTS and APPENDICES

APPENDIX I	<u>Original Motion to Establish a Division Foundation, February 12, 2008</u>
APPENDIX II	<u>Status Report: District Foundation, October 13, 2009</u>
APPENDIX III	<u>Status Report: District Foundation, October 25, 2011</u>
APPENDIX IV	<u>Original Motion to Expand Fundraising Priorities, February 1, 2022</u>

KA:cb

EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees
FROM: Trustee B. Esslinger
SUBJECT: Motion re District-Level Foundation

RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

* * * * *

In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

BE:mmf

Attachment #1 – Recommended Model
Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

Proposed Framework for a District-Level Foundation

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

Purpose

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

Structure

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

Staffing

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

Foundation Board

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

Necessary Resources	Resource Details	Estimated Costs for Year 1	Estimated Costs for Year 2	Estimated Costs for Year 3	Total Estimated Costs
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	TOTAL	\$460,000	\$378,000	\$378,000	\$1,216,000

Note:

No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.

Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees
FROM: B. Holt, Acting Superintendent
SUBJECT: Framework for a District-Level Foundation
ORIGINATOR: B. Tams, Executive Director
RESOURCE
STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,
Alva Shewchuk

RECOMMENDATION

That the framework for a district-level foundation as outlined
in this report be approved.

* * * * *

Background

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receipting and processing donations, scholarships, grants and gaming funds.

Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

Funds Raised Between 2002-03 and 2005-06				
	2002-03	2003-04	2004-05	2005-06
Donations Received	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not received)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
TOTAL	\$ 4,209,422	\$ 5,109,255	\$ 4,924,177	\$ 5,592,066

Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

Framework Outline

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

Reporting Structure

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

Foundation Board Size and Membership

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

Commitment and Support

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

Conclusion

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

LA:ams

APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)

Update: Examples of Canadian District Education Foundations

Vancouver Public Schools Foundation

Mission:

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> • Fostering Citizenship • Connecting Students with Community Leaders • Ensuring Literacy • Enhancing School Facilities <p>Current projects:</p> <ul style="list-style-type: none"> • InnerCity Hot Breakfast Program • Strathcona Community Centre • Student Emergency • Tzu Chi Buddhist Relief • PALS and Family Literacy • Dream Big Productions • Early/Intermediate Literacy • Kidsafe • Nightingale Organic Garden • Ducks Unlimited • Scientist in Residence Program • Water Curriculum Project • Transformative Justice Programs 	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Superintendent of Schools • Secretary Treasurer <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Director of Fund Development • Administrative Assistant <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

Update: Examples of Canadian District Education Foundations

EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation

Mandate:

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> • Literacy • Career and Life Skills Development • Student Awards and Scholarships • Transitions • ESL, Diversity • Disadvantaged Students • Special Needs • Athletics • Others as determined. 	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> • Executive Director • Senior Development Officer • Development Officer • Controller and Information Systems Manager(P/T) • Director of Communications and Community Development • Scholarship and Board Administrator • Community Development Associate P/T student <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

Update: Examples of Canadian District Education Foundations**Foundation for Red Deer Public Schools****Vision:**

- Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> • Fine Arts • Citizenship • Science and Environment • Canadian Connections • Wellness <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Executive Director – 0.15 FTE • Administrative Support 0.2 FTE <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>

EDMONTON PUBLIC SCHOOLS

October 13, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Status Report: Edmonton Public Schools Foundation

ORIGINATOR: B. Coggles, Assistant Superintendent

RESOURCE

STAFF: Alva Shewchuk, Sandra Woitas

INFORMATION

Background

On April 10, 2007, the Board received a report: Framework for a District Level Foundation. This report provided information about existing foundation models, costs and operating structures.

On February 12, 2008, the Board passed a motion to create the Edmonton Public Schools Foundation. Funding was approved for three years of operation, with the expectation that the Foundation would be self-sustaining after that time. (Appendix I)

Purpose

Purposes of the Foundation are:

1. To inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education, and to complement the efforts of the Edmonton Public Schools' Board of Trustees to broaden and deepen support for Edmonton Public Schools and to engage the community in supporting the priorities of the District.
2. To highlight the successes of Edmonton Public Schools. To tell our stories and encourage public engagement.
3. To offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

The Foundation will complement rather than replace the District's current fundraising support system and school-specific fundraising societies and foundations.

Structure

The Edmonton Public Schools Foundation will exist as a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own volunteer Board of Governors.

Foundation Office

An office for the Edmonton Public Schools Foundation has been set up at John A. McDougall School. This location will serve the Foundation well because it is in a school setting where teaching and learning are taking place. It is also at arms length from the District's administration office, yet still in close proximity to the Centre for Education.

Furniture and equipment have been provided to the Edmonton Public Schools Foundation through the District's surplus channels.

Staffing

The Edmonton Public Schools Foundation will have two staff members: a Director and a Fund Development Associate who will oversee the development and implementation process. Both staff members will be considered employees of the District rather than employees of the Foundation.

Effective September 1, 2009, Sandra Woitas was designated to the position of Director of the Edmonton Public Schools Foundation. The Director will oversee the work of the Foundation and act as the liaison between the Foundation Board of Governors and Edmonton Public Schools' Board of Trustees.

The Fundraising Development Associate will report directly to the Director of the Foundation and be responsible for providing friendraising and fundraising support and assistance. To minimize expenses during the first year of operation, this position will also provide support to get the office established.

In future years, a small FTE staff member will be required to provide office administration support and be responsible for functions such as managing the donor database, co-ordinating special events and attending to general office duties.

Board of Governors

The Board of Governors will consist of between five and nine volunteer board members, be representative of Edmonton's diverse community and include one representative from the District's Board of Trustees. Governors will be appointed by the Director of the Foundation for a three (3) year term and may be reappointed for an additional three (3) year term for a maximum of six (6) years of service on the Board of Governors.

Assignment of Trustee from the Board of Trustees

The only exception to the appointment process for the Edmonton Public Schools Foundation's Board of Governors is the Trustee representative who will be assigned each year by the District's Board of Trustees at Organizational Board. Because Organizational Board has already occurred for the current school year, the Administration is requesting that the Board of Trustees identify one Trustee representative for this assignment during the 2009-2010 term.

The assigned Trustee representative will be a voting member of the Board of Governors for the Foundation and will be expected to attend meetings as scheduled by the Board of Governors.

In subsequent years, the Board of Trustees will identify a Trustee to serve on the Edmonton Public Schools Foundation through the Ad-hoc Committees and Board Representative Assignments process that occurs every year at Organizational Board.

Allocation and Disbursement of Funds Raised

While the Board of Governors will be responsible for the development and implementation of the fundraising strategy undertaken by the Edmonton Public Schools Foundation, the allocation of funds raised will be determined by the District's Board of Trustees.

The Board of Trustees will be responsible for ensuring the contributions realized through the Edmonton Public Schools Foundation are used to support the current needs and priorities of the District. However, all donations identified for specific initiatives and activities by donors will be honoured.

Friendraising and Fundraising Strategy

Traditionally, the strategy undertaken by most non-profit organizations is focused on fundraising and is accomplished by seeking out donors with money, power and/or influence. Sometimes these donors are individuals, but generally they are corporations. This approach is based on qualifying potential donors and then asking them for specific amounts of money to support identified initiatives. More often than not, these donors choose to contribute for one to three years, but will choose other community investment options in future years.

The friendraising and fundraising strategy to be undertaken by the Edmonton Public Schools Foundation offers a unique way of looking at donors. The strategy is focused primarily on making friends first and is not dependent upon qualifying potential donors in advance. Through this approach, the District will be able to achieve long-term, sustainable commitments for funding by cultivating prospective donors in a way that inspires them to give and to remain committed to the cause. Over time, the Edmonton Public Schools Foundation will have the opportunity to raise millions of unrestricted dollars.

The 4-step friendraising and fundraising program that will be undertaken by the Edmonton Public Schools Foundation is as follows:

Step 1: Information Sessions

Members of the community will be introduced to Edmonton Public Schools through one-hour information sessions. Key members of the District - volunteers, staff, students and parents – will be involved in delivering compelling messages that will educate participants about the work of the District and the various challenges it faces with respect to providing quality education for all students. These sessions will occur bi-weekly through the year and each session will have between 10 and 15 participants.

Step 2: Information Session Follow-up

After each information session, Foundation staff members will be responsible for connecting with each participant and cultivating the relationships that were initiated at the session. This follow-up process inspires participants to share information about Edmonton Public Schools with others and consider opportunities for further involvement.

Step 3: Signature Fundraising Event

Every school year, the Edmonton Public Schools Foundation will host a signature fundraising event in which all information session participants and other interested community members will be invited. The primary purpose for this event is to further engage people in the work of the District and to ask them to make a contribution to enhance the teaching and learning that occurs at Edmonton Public Schools.

Typically, the donations will be provided as unrestricted funding for the District and a number of the donors will choose to make multi-year donations. Immediately after the event, follow-up calls will be made to each and every participant to thank them for coming to the event and to each and every donor to thank them for their generous contribution.

Step 4: Stewardship Plan

The key to long-term success in this program are the actions taken immediately following the fundraising event. Once the event follow-up is completed, the Board of Governors will administer a stewardship plan that, in many instances, creates additional gifts as donors become more connected to the priorities identified by the Edmonton Public Schools Board of Trustees.

Official Launch of the Edmonton Public Schools Foundation

An event to celebrate the official launch of the Edmonton Public Schools Foundation is being planned for February 10, 2010 at John A. McDougall School.

The program will include the introduction of the Board of Governors and an overview of the role the Edmonton Public Schools Foundation will play in support of Edmonton Public Schools. An invitation will be extended to Trustees, students, parents, staff and members of the community.

Recent Activities

In November 2008, the Administration hired Infinity Fundraising Etc. Inc. on a one year contract basis to support the efforts required to develop a strategy for the implementation of the Edmonton Public Schools Foundation. They were hired because of their extensive knowledge about fundraising for education and the network of invaluable community contacts they have developed over the years.

The Director of the Foundation continues to utilize the expertise of Infinity Fundraising Etc. Inc. and will make a decision about the possibility of extending the contact in December 2009.

To ensure the priorities of the Edmonton Public Schools Foundation are aligned with the District Priorities and to support the objectives of the Board of Trustees' Strategic Plan, the Director of the Foundation has been visiting with district staff members in central departments and schools, as well as key members of the community.

The Director of the Foundation has also been meeting with officials from other foundation and fund development offices at other educational institutions. The purpose of these meetings is to engage the community in the work of public education, and to get a better sense of the opportunities and challenges attached to raising funds to support a K to 12 school district.

Prior to the hiring of the Director of the Foundation, the following is a list of items that Infinity Fundraising Etc. Inc. undertook to begin the implementation of the Edmonton Public Schools Foundation:

- the Edmonton Public Schools Foundation was registered under the Alberta Societies Act;
- bylaws were developed for the Edmonton Public Schools Foundation;
- a recruitment strategy for the Board of Governors was developed;
- a friendraising and fundraising strategy for the Edmonton Public Schools Foundation was developed;
- arrangements were made with Financial Services to effectively administer the Foundation's finances; and
- an orientation manual for the Board of Governors of the Edmonton Public Schools Foundation was created.

Currently, the Director of the Foundation, is working to:

- advertise the Fund Development Associate position through the District's Human Resource department's typical hiring practice during November 2009 so that a suitable candidate will be in the position by December 2009;

- actively seek out potential board members for the Board of Governors; it is anticipated that a Board of Governors will be in place by the end of January 2010;
- create a mission statement that will complement the work of the District's Board of Trustees and provide direction for the Board of Governors for the Edmonton Public Schools Foundation; and
- start the implementation of the friendraising and fundraising strategy.

The Edmonton Public Schools Foundation will provide periodic reports on its activities and progress to the Board of Trustees.

BC:ams

APPENDIX I February 12, 2008 Board Report – Motion Re: District-Level Foundation

EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees
FROM: Trustee B. Esslinger
SUBJECT: Motion re District-Level Foundation

RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

* * * * *

In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

BE:mmf

Attachment #1 – Recommended Model
Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

Proposed Framework for a District-Level Foundation

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

Purpose

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

Structure

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

Staffing

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

Foundation Board

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

Necessary Resources	Resource Details	Estimated Costs for Year 1	Estimated Costs for Year 2	Estimated Costs for Year 3	Total Estimated Costs
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	TOTAL	\$460,000	\$378,000	\$378,000	\$1,216,000

Note:

No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.

Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees
FROM: B. Holt, Acting Superintendent
SUBJECT: Framework for a District-Level Foundation
ORIGINATOR: B. Tams, Executive Director
RESOURCE
STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,
Alva Shewchuk

RECOMMENDATION

That the framework for a district-level foundation as outlined
in this report be approved.

* * * * *

Background

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receiving and processing donations, scholarships, grants and gaming funds.

Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

Funds Raised Between 2002-03 and 2005-06				
	2002-03	2003-04	2004-05	2005-06
Donations Received	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not received)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
TOTAL	\$ 4,209,422	\$ 5,109,255	\$ 4,924,177	\$ 5,592,066

Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

Framework Outline

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

Reporting Structure

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

Foundation Board Size and Membership

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

Commitment and Support

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

Conclusion

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

LA:ams

APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)

Update: Examples of Canadian District Education Foundations

Vancouver Public Schools Foundation

Mission:

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> • Fostering Citizenship • Connecting Students with Community Leaders • Ensuring Literacy • Enhancing School Facilities <p>Current projects:</p> <ul style="list-style-type: none"> • InnerCity Hot Breakfast Program • Strathcona Community Centre • Student Emergency • Tzu Chi Buddhist Relief • PALS and Family Literacy • Dream Big Productions • Early/Intermediate Literacy • Kidsafe • Nightingale Organic Garden • Ducks Unlimited • Scientist in Residence Program • Water Curriculum Project • Transformative Justice Programs 	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Superintendent of Schools • Secretary Treasurer <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Director of Fund Development • Administrative Assistant <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

Update: Examples of Canadian District Education Foundations

EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation

Mandate:

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> • Literacy • Career and Life Skills Development • Student Awards and Scholarships • Transitions • ESL, Diversity • Disadvantaged Students • Special Needs • Athletics • Others as determined. 	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> • Executive Director • Senior Development Officer • Development Officer • Controller and Information Systems Manager(P/T) • Director of Communications and Community Development • Scholarship and Board Administrator • Community Development Associate P/T student <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

Update: Examples of Canadian District Education Foundations

Foundation for Red Deer Public Schools

Vision:

- Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> • Fine Arts • Citizenship • Science and Environment • Canadian Connections • Wellness <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> • Executive Director – 0.15 FTE • Administrative Support 0.2 FTE <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>



DATE: October 25, 2011
TO: Board of Trustees
FROM: David Fraser, Executive Director Corporate Services
SUBJECT: Edmonton Public Schools Foundation (EPS Foundation) Progress Report (Response to Trustee Request #121)
ORIGINATOR: Sandra Woitas, Director Edmonton Public Schools Foundation
RESOURCE
STAFF: Alva Shewchuk
REFERENCE: September 27, 2011 Board Meeting (Trustee Ripley)

ISSUE

Annually, the Edmonton Public Schools Foundation (EPS Foundation) provides a summary of activities and results to the Board of Trustees. This report outlines the EPS Foundation's 2010-11 successes, as well as future opportunities and challenges, and includes a financial picture of the funds raised during the school year.

BACKGROUND

In 2008, the Board of Trustees approved a recommendation to create an EPS Foundation to complement the District's current fundraising support system and school-specific fundraising societies and foundations. The purpose of the EPS Foundation is as follows:

- to inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education;
- to complement the efforts of the Board of Trustees in broadening and deepening support for Edmonton Public Schools, particularly among the 70 per cent of Edmontonians who presently do not have a direct link to public education;
- to share stories about the teaching and learning occurring in our schools; and
- to offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

During the 2009-10 school year, a Director (Sandra Woitas) and Fund Development Associate (Alva Shewchuk) were hired and the EPS Foundation was officially launched in February 2010. The EPS Foundation is housed at John A. McDougall School and has a Board of Governors consisting of board members that include:

- an Edmonton Public Schools' staff member;
- a representative from the Board of Trustees who is assigned to the role each year at Organizational Board; and
- volunteers from all walks of life who represent Edmonton's diverse community.

The Board of Governors' priority is to raise friends for public education and raise funds to support early learning intervention and student success. More specifically, they secure financial and in-kind donations to supplement the costs associated with early learning and full-day Kindergarten programs for some of the District's most socially vulnerable elementary schools.

CURRENT SITUATION

In the 2010-11 school year, through an extensive cultivation and stewardship process undertaken by the EPS Foundation, over 5,000 community members had an increased awareness about the Edmonton Public Schools system and \$450,000 was realized in contributions achieved through a variety of activities and events.

During 2009-10 and its first year of operation, the EPS Foundation raised enough money to establish a full-day Kindergarten program at Tipaskan School in the 2010-11 school year. Funds raised in 2010-11 ensured sustainability for the full-day Kindergarten program at Tipaskan School and another two full-day Kindergarten programs which were established at Lauderdale and Mee-Yah-Noh schools during the 2011-12 school year. \$120,000 of the total dollars raised was directed to a designated early learning site as per donor's preference.

2010-11 Successes

Over the school year, 19 information sessions were hosted at John A. McDougall, Evansdale, Youngstown, Montrose and Tipaskan schools. Approximately 350 individuals from the community were invited to come see first-hand the teaching and learning occurring in some of our District's more socially vulnerable elementary schools. At each session, the Director spoke about the purpose of the EPS Foundation and the importance of early learning, a former student shared their experience within the public education system and a school staff member talked about the challenges and opportunities related to their school and student population. Extensive follow-up calls were made to each individual and a handwritten note was sent to each as well.

On November 3, 2010, to celebrate the launch of the full-day Kindergarten program at Tipaskan School, a *Mad Hatters Tea Party* was hosted at the school to showcase how contributions made to the EPS Foundation were used. Over 80 donors, some Trustees, the Superintendent and Board of Governors' members enjoyed a morning of student entertainment and tour of the full-day Kindergarten classroom. On February 17, 2011, 100 parents/guardians and their children enrolled in the full-day Kindergarten program were invited to a family night celebration.

On November 24, 2010, as part of its stewardship approach, the EPS Foundation invited donors and volunteers to an annual *Create in 8 Art Showcase*. During the entire day, students from eight high schools came together to collaborate and create works of art based on the EPS Foundation theme – *Ready for Life!* At the end of the day, at the showcase event, all donors and volunteers were given the opportunity to review and take a piece of artwork as a token of appreciation for their time and/or contributions to public education.

On May 12, 2011, over 275 community members attended the EPS Foundation's second annual fundraising *Ready for Life* breakfast which realized \$200,000 in unrestricted funding support. For a second year, the Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000. One-fourth of the guests had attended information sessions, while others were guests invited by the 30 individuals who hosted tables at the event. The event required an enormous number of volunteer supporters made up of 100 staff, students and Foundation friends. After the breakfast, personal calls were made to thank individuals for attending the event and for their contribution. In addition, students created thank you cards which were sent to all involved.

Throughout the year, events and activities are undertaken to generate interest in the EPS Foundation and to ensure staff and community members are aware of the multiple needs of our schools. For example: the *Welcome Back* campaign, where 1,000 cupcakes were hand-delivered to staff at a variety of sites; the *Mittens for Kittens* campaign, in which staff and community volunteers are asked to make mittens, hats, scarves and socks for schools in need; and the *Slippers for Sweeties* campaign held at the Centre for Education during the same week of Valentines Day.

As a result of the friendraising and stewardship that occurred during the course of 2010-11, a number of third-party fundraising events and activities were also undertaken by other groups and individuals in support of the EPS Foundation.

On April 27, 2011, Kingsway Mall hosted a *Ready to Shine? Student Fashion Show* to showcase the fashion studies program at the District's high schools to 300 supporters. Nineteen teams of 65 students, from Harry Ainlay, L.Y. Cairns, Jasper Place, M.E. LaZerte and Ross Sheppard participated in the event. School site adjudication took place with representatives from Kingsway Mall, Marvel College and the EPS Foundation. A documentary was filmed of the process and event courtesy of Kingsway Mall. The event was featured in The Edmonton Journal, Global TV live morning remote and the Edmonton Examiner. Oxford Properties matched the number of teams with a donation of \$100 per team for a total of \$1,900. Other partners included Burke Group, Sig Plach Couturier & Fabrics and Marvel College which provided two \$1,000 Fashion Design scholarships to a team from M.E. LaZerte. Due to its success, Kingsway Mall has agreed to make this an annual event.

On March 24, 2011, the Edmonton Twestival 2011 committee chose the EPS Foundation as its charity of choice. This grassroots social media initiative engaged a young demographic of people who use Twitter at their primary communication vehicle. Fifty individuals showed up at the downtown pub location and \$2,400 was realized through a silent auction.

On June 21, 2011, Notables Stationers Inc. celebrated 25 years of business with 250+ customers and supporters. The store has a long history of supporting literacy initiatives and public education and, in keeping with *that* tradition, 25 per cent of all sales made by the store that day – \$5,000 in total – was gifted to the EPS Foundation.

On June 25, 2011, Terry Sulyma, former Trustee, and his wife held a Summer Solstice at their home. At their annual get together, they encouraged their guests to make a contribution to the EPS Foundation, which resulted in a \$2,100 contribution.

The Bear 100.3 FM radio contributed \$10,000 in total to Tipaskan's full-day Kindergarten classroom. \$5,000 came from The Bear's Children's fund during the launch of the full-day Kindergarten program and another \$5,000 came later in the year as a result of a charity challenge won by Yukon – one of the radio's celebrity hosts. The radio station also provided considerable media attention throughout the year.

As part of the school decommissioning process, Purchasing and Contract Services, Planning and Facilities Operations directed all furniture/equipment sale donations to the EPS Foundation, which resulted in a \$120 contribution.

Partnerships also play a role in promoting the importance of public education. During the year, the EPS Foundation worked closely with the University of Alberta Senate to expand U School from three recipient elementary schools in 2009-10 to seven elementary schools and one junior high school in 2010-11. In total, 240 students benefited from the experience.

Throughout the year, the EPS Foundation staff members served in a variety of capacities on the following boards, councils, associations, etc.: AAFRE (Alberta Association of Fundraising Executives), AFP (Association of Fundraising Professionals); University of Alberta Senate; (Alberta Health Services); Greater Edmonton Region Advisory Health Council; Big Brothers Big Sisters Edmonton; Institute for Sexual Minority Studies and Services (Faculty of Education, Education Policy); Edmonton Community Police Foundation; and Province of Alberta's Great Kids Awards Committee. Such membership has helped raise the EPS Foundation profile in a variety of networks.

In addition, attendance at community events and activities, along with presentations to teaching and non-teaching groups, has increased awareness about the public education system, role of advocacy and importance of early learning and student achievement.

Challenges

Now that three full-day Kindergarten programs have been funded by the EPS Foundation, significant effort will have to be made by the Board of Governors and Foundation staff members to sustain these programs and to secure additional funding to support other schools in need. As a result, the volunteer Board of Governors and the two-member staff group may not be able to keep up with the demands attached to the EPS Foundation's growing friendraising and fundraising efforts.

Opportunities

Believing that it takes a whole village to raise a child, the EPS Foundation's long-term goal is to engage the entire community in the work of teaching and learning at Edmonton Public Schools and has identified the following opportunities for future growth.

- Implementing an automatic payroll deduction option for staff. The process started in September 2011 and will be monitored and refined over the 2011-12 school year.
- Encouraging staff members to host events and activities to support the work of the EPS Foundation. A bottle recycling initiative and garage sale project have recently been initiated by Central Service staff members.
- Creating an alumni council with former members of all staff groups. The option will be investigated and determined if it is feasible.
- Involving district schools to think locally and give locally. Have started to ask high school leadership teams to consider the EPS Foundation as its charity of choice as part of their service to community strategies.
- Pursuing the possibilities of implementing a planned/deferred gifts option.

KEY POINTS

- Over 5,000 community members were introduced or reintroduced to Edmonton Public Schools. This group of individuals is made up of contributors, volunteers and supporters from private and public companies; service agencies and associations; union and trade groups; media supporters; staff members and former staff members; as well as other interested parties.
- Over \$450,000 was raised during the 2010-11 school year; \$120,000 was donated by an anonymous donor and directed to early learning sites and the remaining dollars were directed to full-day Kindergarten programming at Tipaskan, Lauderdale and Mee-Yah-Noh.
- 350 guests attended 19 information sessions between September 2010 and August 2011.
- 275 guests attended the second annual *Ready for Life* fundraising breakfast which realized \$200,000 in contributions; Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000.
- Most of the *Ready for Life* fundraising breakfast donations were one-time contributions from individuals; the largest being a significant memoriam gift from San San Sy who is a member of the Board of Governors. Eight donations were long-term commitments between two and four years; with four donor pledges of \$1,000 per year over a five-year timeframe.
- Tipaskan, Lauderdale and Mee-Yah-Noh schools received funding during 2010-11, which means 75 Kindergarten students will benefit from full-day Kindergarten programming.
- Currently, Lauderdale School is being funded by the Edmonton Oilers Community Foundation, which provided a five-year commitment of \$300,000; in 2011-12 the EPS Foundation received its first installment of \$100,000.
- Plans are underway for staff to make contributions through an automatic payroll deduction option; and an alumni council of former staff members and a planned/deferred gifts option are being considered.

SBW:ams



**The Board of Trustees of
Edmonton School Division**

MINUTE BOOK

Board Meeting #05

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, February 1, 2022, at 2 p.m.

Present:

Trustees

Trisha Estabrooks	Nathan Ip
Dawn Hancock	Julie Kusiek
Marcia Hole	Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson	Karen Mills
Todd Burnstad	Leona Morrison
Grace Cooke	Kathy Muhlethaler
Ron MacNeil	Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

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:** 2:02 p.m.

The Superintendent advised that all Trustees were present.

B. **Approval of the Agenda**

Trustee Sumar advised that he was withdrawing his motion (Agenda Item G5: KN95 masks for Edmonton Public Students and Staff).

MOVED BY Trustee O'Keefe:

**"That the agenda for the February 1, 2022, Board meeting be approved as amended."
(UNANIMOUSLY CARRIED)**

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C. Communications from the Board Chair

The Board Chair noted that February 2022 marked Alberta's fifth annual Black History Month and throughout the month, the Division will honour the lives, histories and accomplishments of Black Albertans and Canadians. To help celebrate the important month, the Division's Diversity Education Unit compiled a variety of resources, including a video entitled: Listen, Hear, Learn: Honouring Black Voices. The video was then played.

The Board Chair thanked Dr. Jennifer Kelly and the Edmonton Heritage Council for sharing, with the Division, their presentation and exhibit titled "And Still We Rise: A Black Presence in Alberta", available at citymuseumedmonton.ca.

The Board Chair noted that today also marked the beginning of the Lunar New Year celebrations. She said that 2022 is the Year of the Tiger, an animal associated with bravery, courage and strength. The tiger can be seen as an animal that can give people hope – an important symbol as we continue to navigate the global pandemic.

The Board Chair said it was important to recognize the ethnocultural diversity in the Division and the community through events such as Black History Month and Lunar New Year. Participating in such events are ways we can learn and act to build a more welcoming, safe and anti-racist world. Over the past weekend, the city and the country witnessed divisive, hateful and intolerant actions and language. The Board stands against hate and believes through education we can become a more tolerant, inclusive society. The Board is committed to living up to the Anti-racism and Equity Policy.

The Board Chair shared that the Division has been dealing with COVID-19 and all the many implications of a global pandemic for the past two years. Children have learned new vocabulary, new ways of doing and making sense of this world we live in, new ways of interacting with people. Students have made sacrifices and continue to make sacrifices in order to do their part to keep everyone safe. Vaccination rates are on the rise in young people - which is encouraging and the hope is that the government of Alberta takes up the Division's offer of hosting in-school vaccination clinics to make the vaccine more accessible.

The Board Chair expressed thanks, on behalf of the Board, to Division staff who were working incredibly hard, under tough circumstances to support kids and their families.

D. Communications from the Superintendent of Schools

The Superintendent advised that today marked the open house season for the Division. The Division shared open house information on social media, the Division News section of SchoolZone and through posters delivered to all schools. Families can visit openhouse.epsb.ca, to find open house dates and times and information on how to make the most of their virtual open house experience. Open house events will run until mid-April.

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The Superintendent welcomed Principals Humphrey and Matthew, who are part of the Division's Superintendent's Community of Practice and Education (SCOPE). Every Board meeting two members are invited to come and listen to the dialogue of the Board. He appreciated them taking the time out of their busy days to attend the Board meeting.

E. Minutes

1. Board Meeting #04 – January 18, 2022

MOVED BY Trustee Hancock:

"That the minutes of Board Meeting #04 held January 18, 2022, be approved as printed."
(UNANIMOUSLY CARRIED)

F. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from two registered speakers for this item.

G. Reports

2. COVID-19 Impact on the Division

The Superintendent provided a verbal update on the impact of COVID-19 on the Division.

3. Board Policy CI-BP COVID-19 Vaccination Policy for Trustees

MOVED BY Trustee Sawyer:

"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the first time."
(UNANIMOUSLY CARRIED)

"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the second time."
(UNANIMOUSLY CARRIED)

"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the third and final time and be approved."
(UNANIMOUSLY CARRIED)

4. Provincial Funding for Purchase of Stand Alone HEPA Filters for Classrooms

There was a short break in the meeting.

MINUTE BOOK**MOVED BY Trustee Hole:**

"That the Board of Trustees, in accordance with the Board Delegation of Authority Policy CHA.BP (section 3), authorize the expenditure of up to \$6,000,000 being a new unanticipated expenditure not accounted for in the current budget that exceeds \$1,200,000, to support the Division's purchase of stand-alone HEPA air filtrations units."
(UNANIMOUSLY CARRIED)

"That the Board of Trustees directs Administration to prepare and submit the required documentation to the Minister of Education seeking approval to access up to \$6,000,000 of the Division's accumulated operating surplus funds in order to support the purchase of stand alone HEPA air filtration units be approved."

(UNANIMOUSLY CARRIED)

5. KN95 Masks for Edmonton Public Students and Staff

Trustee Sumar withdrew this motion.

6. Proposed Expansion of the Edmonton Public Schools Foundation's Fundraising Priorities

MOVED BY Vice-Chair Ip:

"That the Edmonton Public Schools Foundation strategically expand its fundraising priorities to reflect the full context of its Mission Statement, thereby better positioning its effort to support the many programs and priorities that contribute to student success across the Division"
(UNANIMOUSLY CARRIED)

Vice-Chair Ip suggested an addition to the next steps: that the Foundation bring the proposed priorities back to a future Board meeting.

7. Students Accessing Yellow Bus Service for Designated Overflow Schools

Information was provided regarding request for information #002.

There was a short break in the meeting.

8. Ventilation

Information was provided regarding request for information #003.

H. Other Committee, Board Representative and Trustee Reports

Trustee Kusiek stated that over the past month she was fortunate to be invited to the Strathcona, Lillian Osborne and Nellie Carlson School Council meetings. She also met with Councillor Cartmell, Councillor Janz and MLA Thomas Dang.

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Trustee Kusiek shared that February 17 she will be hosting with Trustee Ip a joint board Transportation Forum. There will be a special guest panel discussion with the Edmonton Federation of Community Leagues, Ever Active Schools and Councillor Cartmell. The focus will be on school traffic safety, yellow bus and ETS student transportation, and active transportation. All are welcome and can RSVP through her ward [website](#).

Trustee Kusiek hosted a Ward F conversation on January 20 with participation from 50 attendees. A main topic of conversation was the lottery for the Lillian Osborne High School enrolment. Trustee Kusiek thanked Division staff for their support in answering her questions and the questions of constituents over the past month. She also thanked Mr. Christopher Wright for attending the January 20 Ward F conversation and providing insight to questions about the lottery.

Trustee Kusiek shared that Strathcona High School won the Metro Edmonton High School Swim Championship for the thirty-third consecutive year. Strathcona High School swim team is remarkable in that they are a “no cut” team and welcome students from all levels of experience and ability. Trustee Kusiek recognized Coach Kirby Feng, all the community members, teacher volunteers and staff who have supported the team and congratulated the student swimmers.

I. Trustee and Board Requests for Information

Trustee Kusiek submitted the following request for information regarding lotteries:

On December 14, 2021, Division staff provided Trustees an update on the Growth Control Model. This included the addition of two new lottery schools, bringing the total to five. This includes a high school for the first time.

The December 14, 2021, report to Trustees also included information on student enrolment growth, local demographic changes due to residential development, and lottery process changes for the 2022-2023 school year. The Division is seeing student enrolment growth and a current utilization rate of 79%, which essentially means “full” usage of classroom spaces available.

In keeping with this information report above, the following questions are being submitted as a request for information:

- 1. Notification: Since announcing the lottery at Lillian Osborne High School, several questions have come up in regard to the notification timelines for families.**
 - a. When planning for the upcoming school year, how early is the Division able to make a call on the need for a new or existing lottery?
 - b. When is the earliest possible time that families can be made aware of a new or continuing lottery at their designated school?
- 2. Growth Enrolment Pressures: At the heart of the issue is insufficient provincial funding for space for students. The Board of Trustees submits a Three-Year Capital Plan to the province each spring which asks for new schools and modernizations. The last modernization announced by the**

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province for Edmonton Public Schools was in 2018. The last new school announced by the province for Edmonton Public Schools was in 2019 (opening date scheduled for fall 2024). Optionally, please include information on this set of questions with the upcoming Capital Planning report, separate from this Request for Information.

- a. With the current number of spaces for students and expected student growth enrolment, what is the projected increase in the number of lottery schools for Edmonton Public Schools in the next five years, up to 2027?
 - b. How many spaces for students would the province need to announce towards Edmonton Public Schools maintaining up to just five lottery schools over the next five years, up to 2027?
 - c. How many school spaces (seats) for students would the province need to announce for Edmonton Public Schools to move all schools from a Growth Control Model level 3 to a level 1 or 2 and retain all existing level 1 and 2 schools at that level by 2027? (no schools at level 3)
 - d. What impact does the rate of growth in a neighbourhood have in the ongoing ability of a school to accommodate all students within a designated attendance area?
 - e. When thinking about opportunities to collaborate with city planning, what growth rate for school age children in new/developing neighbourhoods is sustainable from an enrolment accommodation perspective?
 - f. How does the Division plan for future stabilized school enrolment when planning attendance area boundaries for a school?
- 3. Community: One important aspect of the Growth Control Model is reducing division and keeping communities together. Some feedback from families impacted by the Lillian Osborne lottery includes a variety of perspectives on community. Can you please comment on what you heard in past engagement on the Growth Control Model regarding different perspectives on community and how that informed the current lottery process?**
- a. Community of peers. What did feedback say about the community of peers, say by keeping a cohort of students from one school together at the next (the idea that as children grow up their peers become increasingly important).
 - b. Community of familial connections. The Division already prioritizes students in a lottery who have a sibling attending the lottery school in the following school year. What feedback was provided about the impact of including families who have an older sibling who recently graduated (say, in the past 1-2 years) from the high school to also give preference to younger siblings? The idea behind this community is that the family already has connections and relationships to the school, sometimes having been avid volunteers and community builders within that school for many years prior.
 - c. Community of location. What did past engagement say in regards to families who live near the school being additionally prioritized within an attendance area? For example, the Calgary Board of Education employs a “walk zone” to further prioritize enrolment in an attendance area.
- 4. Transportation: Families are concerned about the cost of transportation through yellow bus service or ETS passes should they need to go to the overflow designated school.**
- a. What is the current ETS bus subsidization rate? How does this compare with subsidization rates for the previous three years?

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- b. What factors impact the level of subsidy the Division is able to offer for ETS passes for students? For example, the levels of provincial funding or ETS fees set by the City of Edmonton?
- c. When is the timeline for ETS bus subsidization rates set? How can the Division and Trustees work to reduce these costs for all families, and in particular families impacted by the lottery and further travel to a designated overflow school?
- d. In what ways does or could the Division work to inform families in advance that by choosing a home in a high growth neighbourhood, they may need to travel further to school?
- e. How does the availability of current ETS routes factor into decisions around choice of designated overflow school for junior high and high school students?

J. **Notices of Motion** - None

K. **Next Board Meeting:** Tuesday, February 15, 2022, at 2 p.m.

L. **Adjournment:** 5:21 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations