



AGENDA

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

CFE McCauley Chambers
Tuesday, November 1, 2022
2 p.m.

Board Meeting

- A. Roll Call
- B. Approval of the Agenda
- C. O Canada - Vimy Ridge Academy Remembrance Ceremony
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting – October 18, 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, October 31, 2022, to speak under this item.)
- H. Reports
 - 2. Student Senate 2022-2023 Work Plan
(Information)
 - 3. Report #02 of the Caucus Committee (From the meeting held on September 20, 2022)
(Information)
 - 4. Recommendation on Voting in Advance of the ASBA Fall General Meeting
(Recommendation)
 - 5. Policy Review Committee 2022-2023 Work Plan
(Recommendation)
 - 6. Motion to Reinstate Grant Funding to ASCA
(Recommendation)
 - 7. Board Chair Discretionary Expense Allowance Report for 2021-2022
(Information)
 - 8. Bereavement
(Information)
- I. Other Committee, Board Representative and Trustee Reports

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

- J. Trustees and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in Centre for Education McCauley Chambers on Tuesday, October 18, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen

Cliff Richard
Darrel Robertson
Ron Thompson
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: 2:00 p.m.

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

C. Approval of the Agenda

MOVED BY Trustee Hole:

**“That the agenda for the October 18, 2022, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

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D. Communications from the Board Chair

The Board Chair advised last week the United Conservative Party (UCP) elected Danielle Smith as their new leader and with that decision by UCP members we now have a new Premier. She said the Board of Trustees is looking forward to learning more about the direction Premier Smith has for this province, in particular as it relates to education. Premier Smith is a former school board trustee and the Board looks forward to impressing upon her the importance of locally elected school board trustees as well as the importance of investing in Alberta's future through adequate, sustainable and predictable funding for public school boards. The Board Chair said the Board believes public dollars belong in public education and this is a message they intend to reinforce with our new Premier.

The Board Chair thanked everyone who participated in this year's Read In Week. This is the first time in two years that guests have been able to be inside schools reading to students. On behalf of her colleagues, she said it was a fabulous week connecting with kids and school communities. She learned so much from the students she read to and loved all the questions about what the job of a Trustee is.

The Board Chair shared that as we approach Diwali on October 24 it is a reminder of some of the steps, working with the community, that this Board has taken with regard to creating a more inclusive calendar. This year Diwali will be a day off for students in our Division. Diwali is the Indian festival of lights and the lighting of candles and gathering with family is a special part of this holiday. She wished everyone who celebrates a happy Diwali.

The Board Chair expressed congratulations to Victoria School Council Chair Brandi Rai for being awarded the Queen's Platinum Jubilee medal for her service to the Alberta School Councils' Association (ASCA). Ms. Rai has been a strong voice for school councils in this province and we are fortunate to have her leadership in the Division supporting parents at Victoria School.

The Board Chair encouraged school council members to sign up for training sessions being offered in partnership between the Division and ASCA. The first session is tomorrow and these sessions are a great opportunity to learn more about the important work of school councils.

The Board Chair shared that a year ago today - October 18 - was the Edmonton municipal election. She expressed her gratitude to her colleagues for their service to families and kids this past year. She said it's difficult to believe that it's only been a year working together as a Board - it speaks to all the learning they've done, their advocacy as a Board as well as their dedication to supporting each other and the Division.

E. Communications from the Superintendent of Schools

The Superintendent advised we are headed into cold and flu season. He said we are still contending with COVID-19 and since his last update at public Board four weeks ago, only one school is on outbreak status as a result of greater than 10 per cent absences with similar kinds of symptoms. Schools across the Division still continue to have enhanced ventilation, HEPA filtration in our classrooms, enhanced cleaning protocols and encouragement for lots of hand washing.

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The Superintendent shared that last fall the Division supported the City of Edmonton's application to become members of the UNESCO Global Network of Learning Cities. He said that he and the Board Chair attended an event on October 5, hosted by Mayor Sohi, where Edmonton was celebrated as becoming a UNESCO Learning City. All three public school divisions as well as all eight post-secondary divisions in the City of Edmonton and the Edmonton Public Library partnered in this application. It was an opportunity for Edmonton to connect with like-minded cities around the world and shape new opportunities for our community and for communities around the world to grow and learn.

The Superintendent thanked all the parents and community members who volunteer on school councils across the Division. They all play a vital role in supporting our students and making connections between the school, parents and the community. He also expressed his appreciation to the Board for providing membership for all of the school councils to the Alberta School Councils' Association (ASCA). The training sessions for school councils are one of the many great things provided by ASCA.

F. Approval of the Minutes

1. Board Meeting – September 20, 2022

MOVED BY Trustee Nelson:

**"That the minutes of Board Meeting held September 20, 2022, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Report #03 of the Caucus Committee (From the meeting held on October 4, 2022)

Information was provided regarding actions taken at the October 4, 2022, Caucus Committee meeting.

3. Governance and Evaluation Committee 2022-2023 Work Plan

MOVED BY Trustee O'Keefe:

**"That the Board approve the Governance and Evaluation Committee 2022-2023 Work Plan."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK4. Infrastructure Committee 2022-2023 Work Plan**MOVED BY Trustee Kusiek:****“That the Board approve the Infrastructure Committee 2022-2023 Work Plan.”
(UNANIMOUSLY CARRIED)**5. Electing New ASBA Director**MOVED BY Vice-Chair Ip:****“That a Director from Edmonton Public Schools on the Alberta School Boards Association (ASBA) Provincial Executive be confirmed.”
(UNANIMOUSLY CARRIED)**

The Board Chair advised that her two-year term as Director on the Alberta School Boards Association Provincial Executive was about to end. She thanked her colleagues for choosing her for that position and said it had been an honour to serve.

The Board Chair called for nominations for Director for the Alberta School Boards Association (ASBA) Provincial Executive. Trustee O’Keefe nominated Trustee Hancock.

The Board Chair stated that seeing no further nominations, declared the nominations closed and declared Trustee Hancock elected by acclamation as the Board’s Director for the ASBA Provincial Executive.

The Board Chair advised that since Trustee Hancock was the ASBA Zone 2/3 Representative, she called for nominations for that position. Trustee Kusiek nominated Board Chair Estabrooks.

The Board Chair stated that seeing no further nominations, declared the nominations closed and declared herself, Board Chair Estabrooks, elected by acclamation as ASBA Zone 2/3 Representative.

I. Other Committee, Board Representatives and Trustee Reports

Trustee Nelson reported that the Public School Boards’ Association of Alberta (PSBAA), met in August where they discussed their strategic plan and trends in education. In September there was a webinar with Franklin Covey on Understanding Bias to Unleash Potential. October 12-14 was PSBAA’s Annual General Meeting and Lieutenant Governor Salma Lakhani was the guest speaker. There was a PD session on Governance and Collective Decision Making aligned to Vision, Values and Priorities. Trustee Nelson said journalist Paul McLoughlin will be the opening speaker for the upcoming November 16-18 PSBAA meeting. The meeting agenda will include a discussion on the strategic plan with Catherine Keill, a presentation by Christine Sewell on the Guide to Education, Funding Manual and Capital Funding and further discussion on trends in education.

Trustee Kusiek shared that since September 1, she visited 19 schools and been in touch with at least 12 school councils in Ward F. At Strathcona High School, she met the amazing Scona Swim Team leaders who showed up yet again to fight for the Scona Pool’s survival. The students’ passion for the Scona Swim Team

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isn't about winning. It's about creating a place to belong. It's about character development, and it's about learning how to be part of a community and part of a family. She said it's about living the Strathcona High School motto of "as one who serves". The Scona Swim Team is a no cut team and the impact it has on students is staggering. It made her wonder what the Division and she can do to explore and better support more no cut opportunities in our schools.

Trustee Kusiek read to more than 750 students at Ward F Schools over Read In Week. She thanked the 16 schools who welcomed her and let her share her love of reading picture books with them. She said it was fun getting to see those schools in action and to answer so many great questions about the role of a Trustee.

Trustee Kusiek shared she participated, last week, in the first annual Student Action Summit at Lillian Osborne High School. She said this was a day to reflect on creating a ripple of good in the world. It struck her how keen each student was to collaborate with other student groups in the school to have maximum impact this coming year. It also struck her how top of mind it was to the Grade 12 students to ensure there was a good handoff to the Grade 10 and 11 students to continue to grow the work of students over the coming years. Three particular sentiments stood out to her. One was from a student who said they were learning to get comfortable with being uncomfortable. The second was from a student who was keen to move forward with several environmental initiatives at Lillian Osborne. The third was from a student who observed how they tend to gravitate to teachers that look like them or who come from the same cultural background. The last observation was a bit of an aha moment for other students around the table as they reflected on the teacher they felt they could go to about anything. It made Trustee Kusiek think about the important work the Division is doing on anti-racism and equity, and about the work she can continue to champion as a Trustee when it comes to enhancing diverse hiring practices that seek to reflect our students.

Trustee Kusiek went to L. Y. Cairns School and participated in their round dance. And that really reminded her about the idea of schools as community hubs. It was a really great opportunity for the wider community to come together and to celebrate in that fashion.

Trustee Kusiek held the Ward F School Council Network meeting at the beginning of October. Over a dozen school council representatives came out. She encourages anyone who is involved in their school council to come out to those meetings, as they are a great opportunity to collaborate with one another.

Trustee Kusiek shared that she would be hosting a Ward F Conversation on October 20. The agenda is set by the interests of those attending. The current topics of interest are space crunch and various topics around transportation. She invited interested individuals to RSVP via her website www.juliekusiek.ca.

Trustee O'Keefe thanked her colleagues for allowing her to serve as the Board representative on the Edmonton Public Schools Foundation (Foundation). She shared that Kingsway Mall has invited the Foundation to attend their Halloween Event on October 31 from 4:30 to 7:30 p.m. Some Foundation Board members will be on hand to help hand out candy to all the kids coming through the mall, and will also be handing out Foundation temporary tattoos and continuing to raise awareness of the Foundation.

Trustee O'Keefe shared that the Foundation is grateful to be recipients of a \$120,000 gift from the Sinatra Aldea Foundation. As per the donor's wishes, this donation will be directed toward the playground project

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at Forest Heights School. This gift aligns with the Sinatra Aldea Foundation’s desire to help a playground project “get shovels in the ground” and to contribute to a safe, accessible playground space that will benefit the school and the greater community for years to come.

Trustee O’Keefe advised that Chromebooks referrals are now open. Through the donation-funded Chromebooks for Kids program, the Foundation’s goal is to decrease technology-based inequity amongst our most vulnerable students and families. During the 2021–2022 school year, community supporters donated more than \$100,000 to support Learning Tools and Technology programs through the Foundation. With this incredible support, the Foundation was able to provide nearly 600 students across 60 Division schools with their own device through Chromebooks for Kids. Referrals are now being accepted for the 2022–2023 school year. Principals can refer a student to receive a device by completing the online referral form available on Connect. Referrals are accepted throughout the school year until June 5, 2023. Details about referrals, criteria, additional resources and contact information is located on Connect.

J. Trustees and Board Requests for Information - None

K. Notices of Motions

Trustee Hole gave notice that she would be making the following motion: That the Board of Trustees write to the Minister of Education requesting that the government reinstate grant funding to the Alberta School Councils' Association to be used for the purposes of delivering educational workshops to school councils.

L. Next Board Meeting: Tuesday, November 1, 2022, at 2 p.m.

M. Adjournment: 2:46 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: November 1, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2022-2023 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Sabin Ammanethu, Sean Jones, Nancy Petersen, Wanas Radwan

REFERENCE: [October 4, 2016, Board Report – Strategic Plan Update: Student Senate 2016-17 Work Plan](#)

ISSUE

The Student Senate is presenting their work plan for the 2022-2023 school year to the Board of Trustees.

BACKGROUND

The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. To help focus the direction and energy of the Student Senate, they establish a yearly work plan that focuses on real-life application projects that are informed by the voice of their peers. The Student Senate reports on their efforts to meet their work plan goals at three public Board meetings throughout the year.

In the spring of 2022, Edmonton Public high schools selected up to two students per high school to provide representation on a 2022-2023 Student Senate. The 2022-2023 Student Senate met on September 21 and 28, and October 12 to complete the following tasks:

- elect three Student Trustees: Akhalya Arulmozhi (Dr. Anne Anderson), Abinash Saravanan (W.P. Wagner), Tia Dobbernack (Millwoods Christian)
- elect four Student Senate Executives: Chair Ryan Fang (Old Scona), Vice Chair Anwi Patel (McNally), and Secretaries Ashlyn Lu (Harry Ainlay) and Joy Yang (Harry Ainlay)
- co-create a survey question that would engage students across the Division to reflect on their school experiences
- identify the theme and channels for their project work this year

CURRENT SITUATION

To help ensure their work would meet the needs of their peers, the Student Senate conducted a survey. They did an outstanding job of engaging their peers, collecting 2,156 responses in only five days (October 3 to 7). This survey was available to all high school students in the Division.

The survey asked students to answer the following question: Considering your school experiences, what supports or opportunities would enhance pathways for your success?

Survey responses identified an overarching theme of support for mental health and wellness, which aligns the Student Senate's work on the Division's Strategic Plan's third priority: Promote a comprehensive approach to student and staff well-being and mental health.

This theme was further broken down to three sub-themes: Transitions from High School, Supporting Students with School Work and Mental Health Supports for Students. Students noted that these themes are all interwoven and that the overall mental health aspect is what unites it all. Students also noted that success can look different for students across the division and their work will be most meaningful if they are able to engage a variety of perspectives about mental health through different avenues of presentation.

Given the common theme and overlapping subject areas, rather than create project groups based on theme, students were asked to indicate their preference for the medium they wished to use to communicate with students. Responses led to the formation of three project groupings: Presentation (panel, individual, live or recorded), Media (brochure, poster, etc.), and Networking (group, forum, event, etc.). Students also considered work that might not be thematically focused, and decided to form a group to work on Student Senate promotion.

In the 2022-2023 school year, the Student Senate will also be providing youth perspective to Board and Division initiatives. Throughout the year, the Board and Division administration will be able to access youth voice through the Student Senate about a broad range of topics relevant to high school students.

KEY POINTS

- Student Senators elected three Student Trustees and four executive members.
- The Student Senators chose student mental health and wellness as their overarching theme, based on student input on the question, "Considering your school experiences, what supports or opportunities would enhance pathways for your success?"
- Three working groups have been established to deliver resources and supports around student mental health through presentations, media and networking. A fourth group will work on promoting the Student Senate.
- The Student Senate will provide youth perspective to the Board of Trustees and Division administration about a range of topics throughout the year.
- Student Trustees will report their progress towards their work plan goals at the March 7, 2023, public Board meeting.

SA:SJ:KM:WR:km

DATE: November 1, 2022

TO: Board of Trustees

FROM: Vice-Chair Trustee Ip, Caucus Committee Chair

SUBJECT: Report #02 of the Special Caucus Committee
(From the meeting held on September 20, 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 September 20, 2022, Caucus Committee meeting:

Response to Thrive Charter School Application

That the Board Chair write to the Minister of Education opposing the approval of Thrive Charter School Society's application to open a charter school stating that while it appreciates the efforts to support students from low socio-economic backgrounds, the programming replicates what EPSB currently offers across the entire city.

BACKGROUND

[Thrive Charter School Society](#) has applied to open a charter school in central northwest Edmonton. The Society intends to offer Kindergarten to Grade 9 programming specifically for students from low socio-economic backgrounds. The proposal is also for onsite wrap-around services, before- and after-school programming and activities, and enriched STEM programming.

KM:ca

DATE: November 1, 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 2022 ASBA Fall General Meeting

RESOURCE STAFF: Karen Mills

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

ISSUE

Annually, prior to the ASBA Fall General Meeting (FGM), the ASBA Issues and Resolution Committee reviews the motions to be considered and provides context and recommendations to inform the Board's votes to be cast at the meeting on November 21, 2022.

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 at the Alberta School Boards Association Zone and General Meetings. It is also charged with obtaining approval and direction from the Board prior to presenting the Board's position on any matter.

RELATED FACTS

Following are the position statements currently proposed on the FGM agenda, along with the Issues and Resolutions Committee's observations on each:

- 1. BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning. *Sponsored by Lethbridge School Division***

The Issues and Resolutions committee supports offering Full Day Kindergarten to students in Alberta who would benefit the most from full day programming, consistent with the Division's approach to offering full day kindergarten to students living in lower socio-economic circumstances. Research shows that offering full day kindergarten to students living in poverty, as well as students who require access to additional supports early in life, improves educational outcomes later in life. As such, we are proposing the following amendment:

BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta ***who are living in low socio-economic circumstances and those with the highest need*** to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning.

2. **Regarding ASBA reaffirming the importance of GOA Ministries consulting with ASBA prior to changes in legislation that have impacts on education. Whereas: When legislation is passed, sometimes there are unintended negative consequences for Alberta School Boards. These consequences affect school boards both in operations and financially. Therefore, BE IT RESOLVED THAT, The ASBA reinforce to the new Premier and all ministries that have an impact on education, that ASBA be consulted when changes are being considered to legislation that may have implications to school boards that are operations, financial, or both. *Sponsored by Peace River School Division.***

The Issues and Resolutions Committee supports this position statement on the premise that any decision affecting school boards and those we serve demands consultation and engagement from ASBA and Trustees.

3. **Shared Responsibilities to Students: BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education (Amended 2004). *Sponsored by St Albert Public Schools, seconded by Black Gold School Division***

The Issues and Resolutions Committee supports this position statement as it acknowledges the importance of the long overdue standards for special education and the role education partners, agencies and organizations have to play in reviewing and drafting new standards. The committee feels the statement could be stronger with what we consider to be a “friendly” amendment:

BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education ***and that ASBA advocate for a clear timeline for implementation.***

4. **BE IT RESOLVED THAT, ASBA advocate to the Province of Alberta to bring together education partners and associated child-centered ministries, agencies, and organizations to enact the recommendations of the December 2021 Child and Youth Wellbeing Review report to enhance cross-ministry support. *Sponsored by St Albert Public Schools, seconded by Black Gold School Division***

The Issues and Resolutions committee is supportive of this position statement as we support the recommendations made by the [Child and Youth Wellbeing Review](#) in December 2021. Furthermore, the position statement brought forward by EPSB in 2018:

Dedicated funding for accredited mental health professional available in schools be increased to best meet students’ mental health needs in a timely and accessible manner for all Alberta students through cross-ministerial collaboration between the Ministries of Health, Education, and Infrastructure.

and the additional position statement in 2020 support this proposed direction.

That dedicated support for accredited mental health professionals and facilities be made available to school boards to address the significant, increased mental health impacts resulting from the COVID-19 pandemic; in order to allow for timely and accessible mitigation of long-term psychosocial impact effects of the pandemic. (SGM2020)

- 5. BE IT RESOLVED THAT, the ASBA advocate to the Alberta Government to declare September 30th as a statutory holiday for the recognition of the National Day for Truth and Reconciliation. Sponsored by Fort McMurray Public Schools.**

The Issues and Resolutions committee supports this position statement. EPSB currently recognizes September 30 as a holiday for students and staff to honour the National Day for Truth and Reconciliation.

Proposed Emergent Position Statement

The ASBA Issues and Resolution Committee is also recommending putting forward one emergent position statement and withdrawing a previously approved position statement.

The Committee is recommending that the Board puts forward the following as an emergent position statement:

- **Given the critical role public education plays in providing accessible and high-quality education for Alberta students, and**
- **Given the strength of Alberta’s world-renowned public education system that already promotes choice, and**
- **Given that a voucher system has not shown improved educational outcomes for students, and**
- **Given the evidence confirming a voucher system erodes public education, and**
- **Given that a voucher system promotes inequity among students and fragments communities;**

Be it resolved, that ASBA oppose a voucher system for Alberta students.

The Committee’s rationale for this statement is as follows:

The Alberta education system is internationally renowned for providing high quality education to students in our province. As the provincial association that represents all Alberta school boards, ASBA has a long history of standing up for what is best for students.

Since 2019, the United Conservative Party has had a [policy supportive of a voucher system](#):

“Implement an education ‘voucher system’ that will provide for equal per-student funding regardless of their school choice, free from caveats or conditions.” (policy 15 adopted at UCP AGM, 2019)

Voucher systems provide funds directly to parents so parents can choose the school their child will attend. The money follows the student and while the system may purport to highly value and support parent choice there are several detrimental consequences that are worth highlighting.

If implemented, a voucher system would entitle independent or private schools to receive an equal amount of per-student funding as public schools. Currently, Alberta’s private school system receives the highest public subsidies in the country, with schools receiving 70 per cent of the funding per student as a public school. This rate remained unchanged during the NDP’s time in government.

A voucher system entrenches the idea that education is a “business” and that students and their parents are consumers. Of concern are programs that support children with special needs. Under a voucher program, with each child receiving their own pocket of funding, the funding of the whole system and programs that benefit those who need extra support are at risk. The ability to financially sustain

programs that support children with special needs are in jeopardy under a voucher model and will lead to greater inequality of education outcomes for vulnerable students.

Furthermore, there is no proof that a voucher system leads to better educational outcomes. What is clear is that a voucher system creates segregated, fragmented school communities based on income, ability and other factors, rather than a school community that welcomes everyone.

“The international evidence is that schools that are selective in their admissions tend to attract students with greater ability and higher socio-economic status, regardless of the quality of education that they provide. Given that high-ability students can be less costly to educate, and their presence can make a school more attractive to parents, schools that control their intake wind up with a competitive advantage.” [<https://www.oecd.org/education/School-choice-and-school-vouchers-an-OECD-perspective.pdf>]

“At the macro level, school segregation can deprive children of opportunities to learn, play and communicate with other children from different social, cultural and ethnic backgrounds, which can, in turn, threaten social cohesion.” [<https://www.oecd.org/education/School-choice-and-school-vouchers-an-OECD-perspective.pdf>]

A voucher system has the potential to lead to the establishment of more charter and private schools, which erode the core of public education and will have significant impacts for rural schools experiencing declining enrollment.

“It is not possible to create even more options without increasing administrative costs, provincially and locally; facility and transportation costs will also rise. Rural areas, already attempting to cope with three fully funded options as well as private schools and home schooling, will be forced to close more schools or provide substandard education. It would be illogical for Alberta, with a successful education system, to recreate an unsuccessful US model.” - [UCP Policy 15: A Voucher Discussion Paper](#).

ASBA has the following position statement on private schools receiving public funding:

In order to build a viable, sustainable, equitable public education system, public funding currently provided to private schools should be reallocated to public education. (page 24 ASBA position statements, under Education Finance)

As well as a position statement on charter schools:

That the Provincial Government enforce the regulations on Charter Schools and wind down Charter Schools once their learning style, working style, or pedagogy is being offered by the local public, separate or francophone school board.(FGM2019 - page 11, ASBA position statements)

Recently, there has been [renewed attention](#) to the idea of a voucher system during the UCP leadership debate and subsequent election of a Premier who is supportive of the voucher system.

“Our members have talked about wanting us to move to more of a voucher style system being pioneered in Arizona. Actually they’re the ones who have, I think, moved the furthest along with what they call empowerment, scholarship accounts. And the way they do it is they give \$7,000 per student, and it’s universal. So the child can go to the school of their choice.”

Premier Danielle Smith

It would be prudent and proactive for ASBA to take a firm stance opposing a voucher model now. Such a position statement will allow ASBA executive to act quickly and speak clearly on behalf of members if the UCP government or any government proposes the idea of a voucher system.

ASBA is uniquely poised to be a leading voice in promoting what is working in Alberta's education system and oppose an idea that threatens public education.

Proposed Motion Withdrawal

The Committee is also recommending the withdrawal of the following position statement that the Board had approved at the April 19, 2022 Board meeting:

“That the ASBA advocate to the Province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects.”

The Issues and Resolutions committee is recommending the above position statement be withdrawn given the timing and lack of broad support for this statement. We acknowledge that while some school divisions would be supportive of this statement, it is largely a metro specific issue and is unlikely to garner wide-spread support from ASBA membership. We feel that ASBA's advocacy efforts are better spent on issues that affect all school divisions.

RECOMMENDATIONS

1. That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 FGM:
 - a. Propose Position Statement 1 be amended to read: BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta ***who are living in low socio-economic circumstances and those with the highest need*** to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning.
 - b. If the amendment is not successful, we recommend supporting the initial position statement.
 - c. Vote in favour of Position Statement 2.
 - d. Propose Position Statement 3 be amended to read: BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education and that ASBA advocate for a clear timeline for implementation.
 - e. If the amendment is not successful, we recommend supporting the initial position statement.
 - f. Vote in favour of Position Statement 4.
 - g. Vote in favour of Position Statement 5.

2. That the Board put forward the following emergent position statement:

Given the critical role public education plays in providing accessible and high-quality education for Alberta students and given:

- **the strength of Alberta's world-renowned public education system that already promotes choice;**

- that a voucher system has not shown improved educational outcomes for students;
- evidence showing a voucher system erodes public education;
- and that a voucher system promotes inequity among students and fragments communities;

Be it resolved, that ASBA oppose a voucher system for Alberta students.

3. That the Board withdraw the following position statement: That the ASBA advocate to the Province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Position Statements Excerpt from the Policies Bulletin, Fall General Meeting 2022

TE:km

Proposed Regular Position Statement – Revision to Capital Planning Process

Sponsored by Edmonton Public Schools

Proposed Resolution

BE IT RESOLVED, that the ASBA advocate to the province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects.

Background

The province requires a division's Three-Year Capital Plan to be approved by its Board of Trustees and submitted to Alberta Education by April 1 annually. Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the province.

The requirement to blend new construction priorities with modernization/replacement priorities in a single aggregated list creates a situation where serving new communities competes against mature areas of a school division. This competition goes against the planning principles of many school divisions, including EPSB's, that aims to provide equitable access to modern, high quality learning environments regardless of where students live.

The request to combine the two lists also presents difficulties in finding ways to adequately fund modernizations and replacement projects.

Alberta Education reviews and prioritizes the division's school capital projects among all school divisions in the province, in accordance with their criteria as listed in the *Government of Alberta School Capital Manual – Chapter 2: building condition, community renewal, declining demographics, enrolment pressures, education functionality and programming, health and safety, legal requirements*. Their review will also include any additional information, such as regional plans or partnership opportunities.

RECOMMENDATION

Edmonton Public Schools is recommending that a position statement on capital planning be presented for consideration at the ASBA FGM 2022.

Attachments

N/A

Proposed Regular Position Statement – Fully Funded Full-Time (950 hours) Kindergarten for all Alberta Kindergarten Students

Sponsored by Lethbridge School Division

Proposed Resolution

BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning.

Background

Lethbridge School Division piloted full-day, full-time kindergarten, in conjunction with the University of Lethbridge, at two of our Elementary schools for the 2018/19 and 2019/20 school years.

Full-day kindergarten presented fewer transitions for students, for example, school to daycare to home, versus school to home. Feedback from teachers of the full-day, full-time kindergarten program, indicated that their students were better prepared for grade one. Teachers shared that there was more time to do a greater variety of activities and support greater independence. Students had more opportunities for social development and learning. Access to supports like speech and language services, physical therapy, occupational therapy and school family liaison services in a full-time setting helped the children to develop skills more readily.

The extra time given to these young students to practice important language and social skills, develop early literacy and numeracy skills through play, and develop a love of life-long learning was invaluable, and this was reflected in their later literacy and numeracy skill development.

Dr. Jose da Costa, Professor in the Faculty of Education at the University of Alberta, studied Edmonton kindergarten children who attended full-time kindergarten and noted that "(Some) children came into the kindergarten program at a huge disadvantage. By the end of the school year, the children who had been receiving full-day programming had narrowed the gap to the point that there were no differences between them and the other kids."

As far back as 2003, the Alberta Commission on Learning called for kindergarten to be available on a full-day basis. Not only disadvantaged kids benefit from full-day kindergarten says da Costa, and "in every instance I can think of that includes professional teachers and developmentally appropriate curriculum, the full-day students outperform the half-day students."

There is a growing demand for full-day kindergarten programs, which benefit children educationally, socially, and nutritionally, but also provide more consistency for working parents. Christine Elegante, a K-3 literacy specialist, advocates that full-day kindergarten provides a schedule congruent to that of working parents and older siblings, and helps children build a strong foundation of literacy and numeracy skills. Research demonstrates the many educational, social, and nutritional benefits of full-time, all-day kindergarten. Current research also shows that if students are not on track by the end of first grade, it is very difficult to catch them up, as opposed to the previous notion of third grade performance levels. Elegante has said, "Students need access to full-day Kindergarten because it

doesn't matter if you're in a high socioeconomic area, you can still come into kindergarten without those prerequisite skills.

We would like to avoid a situation where parents are compelled to choose between daycare or kindergarten based on lifestyle, circumstance, affordability or as a matter of convenience. Fully funded, full-time kindergarten affords parents the opportunity to make this important choice for the success of their children.

We see the opportunity for cost sharing through the coordination of funding with Ministry of Children's Services' recent investments in childcare. Given that families of kindergarten eligible children are the same families exploring their options in childcare, Alberta needs to explore and lead a coordinated financial strategy.

We ask that Alberta Education fund full-time, full-day (950 hours) kindergarten, taught by certified teachers, for all eligible kindergarten students of Alberta to ensure they have the best start on their educational journey. When children start out on their best foot, their educational successes down the road are greater. The investment made in their futures, more than pays off.

BACKGROUND EVIDENCE:

References:

<https://www.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2014/In%20the%20News/Pages/Who%20is%20offering%20full-day%20kindergarten%20in%20Canada.aspx>

<https://www.deseret.com/utah/2022/3/30/22997595/should-full-day-kindergarten-option-utah-schools-education-legislature>

Attachments

N/A

Proposed Regular Position Statement – Effects of New and Changing Legislation on School Boards

Sponsored by Peace River School Division

Proposed Resolution

Regarding ASBA reaffirming the importance of GOA Ministries consulting with ASBA prior to changes in legislation that have impacts on education.

Whereas:

When legislation is passed, sometimes there are unintended negative consequences for Alberta School Boards. These consequences affect school boards both in operations and financially.

Therefore, BE IT RESOLVED THAT, The ASBA reinforce to the new Premier and all ministries that have an impact on education, that ASBA be consulted when changes are being considered to legislation that may have implications to school boards that are operations, financial, or both.

Background

It is a stated position of the United Conservative Party (UCP) that the government balance the budget and spend prudently in the public sector while maintaining front line services. The MacKinnon Report, commissioned by the Government of Alberta to support their financial planning, identified a need for Red Tape Reduction. Part of Honourable Tanya Fir's statement in the October 29, 2021, Red Tape Reduction 2020-2021 Report states "Removing needless red tape saves time, money and resources while still protecting the environment, keeping Albertans safe and healthy, and upholding fiscal accountability." With the change in leadership of the UCP party it is important to use this opportunity to open lines of communication between ministries to better support education.

School Boards have faced several challenges created by changed or new legislation over the past few years. The changes to the OHS Act, removal of insurance caps, implementation of the MELT program in Transportation, Bill 70 not including School Divisions, carbon tax, changes to funding on inter-ministry programs such as Alberta Health and Children's Services have all created significant challenges for School Division operations. These challenges are both financial and operations, some of which are reducing or severely limiting the services that can be provided to our students. It is our belief that School Boards should be protected from legislation meant for Corporate Alberta. We feel protecting School Boards in this way would allow School Boards to keep more of their funding for the operation of schools rather than complying with legislation. There are hardships existing that legislations have had on school boards and should be rectified to ensure a strong public education system for Albertans.

Examples of legislative changes that negatively impacted education:

1. The MELT program – this program requires a significant increase in training for new bus drivers. It requires any interested parties to commit to the extensive training program. The result of this to the division is fewer applicants and a shortage of trained drivers. This also significantly

increases costs to facilitate the training programs. After training drivers we are losing them to industry. Perhaps different legislation for school bus drivers would help.

2. When RCSDs ended, there was an inadvertent break in the contracts with AHS. Ending the partnership between education and AHS resulted in school boards now having to provide health services to students. This was exasperated by our low population density, high needs, and a vast geographical area. We are unable to even purchase services or training from AHS as providing services and training in schools does not fit their mandate. A possible solution might be a partnership between education and AHS allowing school boards to access services and training from AHS.

Background evidence:

N/A

Attachments

N/A

Proposed Regular Position Statement – Shared Responsibilities to Students [Standards for Special Education (Amended 2004)]

Sponsored by St Albert Public Schools, seconded by Black Gold School Division

Proposed Resolution

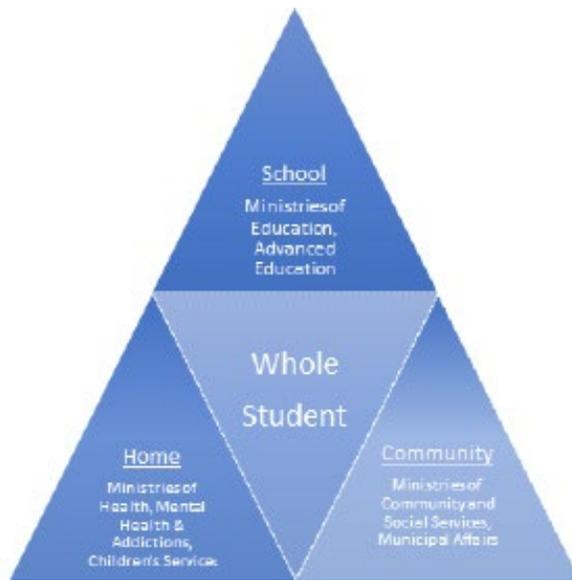
BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centred ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education (Amended 2004).

Rationale

Prospective Outcomes:

1. Ministries and agencies working together accountably for the shared responsibility of students in Alberta’s education system
2. A provincial cross-ministerial agreement with process and funding to provide additional supports and services that would impact the future trajectory of students and meet their extraordinary learning needs that school authorities are continually challenged to address outside the regular funding provided to boards. (Ex. Joint Action for Children Committee (JACC) had a sub committee for complex needs with the ability to fund).
3. Avoid the bureaucracy of RCSD
4. To be in compliance and fulfill obligations within the Assurance Framework
5. Provide data to guide and inform advocacy
6. Review and enhance current Assurance Framework measurement tools for local components of the required AEAMs for Learning Supports, Governance and Local and Societal Context domains.

Background



2017 Zone 2/3 Advocacy Background

Wrap Around Services was highlighted as the number one advocacy topic for ASBA Zone 2/3 at their general meeting in November 2016.

An advocacy committee of 4 members strategized on how to gather information on what is working and what is challenging for students, schools and families.

Member school boards were surveyed with these questions:

1. Are Wrap Around Services working in your area?
2. What are one or two areas of improvement you'd like to see
3. If you work with more than one service provider (RCSD) are problems encountered?
4. What would you like MLA's to know about Wrap Around Service delivery in your School District?

Survey findings included:

Growing demand on schools to be prepared for and have the resources to manage complex crisis, academic and health challenges.

- Staffing inconsistencies need to be addressed.
- Improvement of trained professionals.
- Improved consistency in processes and procedures between the different RCSD's.
- Mental Health supports are lacking.

Improvement of procedure and process between rehabilitation and schools when transitioning.

- Improve supports when transitioning care
- Improve equal access to wrap around services in rural areas.
- Improved ability to fund and provide medical services in schools
- Improve ability to share information to best serve the child/family.

Continuous evaluation of processes to remove barriers, build relationships, find efficiencies and commit to supporting a common vision of intervention at the earliest stages to improve quality of life for the child and family.

<https://docs.google.com/presentation/d/1xv6XiaZLFHGj6RkJuRcSLF9WI3Fkk3hg/edit?usp=sharing&oid=102109266696600160634&rtpof=true&sd=true>

Child and Youth Wellbeing Review

In December 2021, the Child and Youth Wellbeing Review report included several recommendations involving schools. These include:

- Advance existing and create new interventions and supports where necessary to help children and youth navigate the psychological, social, educational, and physical effects of the pandemic.
 - Ongoing pandemic responses, including future interventions and supports, should factor in the distinct needs of children and youth and seek to minimize psychological, social, educational, and physical impacts on them.
- Review effectiveness and alignment of existing child and youth mental health and well-being programs and services to inform enhanced resource allocation.
- Create available, streamlined and universally accessible pathways to connect children, youth, and families with mental health services and supports.
- Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.
- Create more opportunities for children and youth to have improved access to cultural, sports, arts, and recreational activities.
- Support existing and implement new province-wide efforts where necessary to support food security for children, youth, and their families.
- Advance existing and create new supports where necessary for those adults who are helping children and youth to navigate adverse experiences during the pandemic.
- Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decisions to strengthen school capacity to respond.
- Improve broadband internet service and access to devices to address difficulties related to remote education and virtual mental health supports.
- Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.

While a cross-ministry action plan based on the review of these recommendations is expected, a structure is not yet in place to facilitate the plan.

Risk Management

Could school boards be held liable or named in human rights complaints in absence of shared responsibility?

Examples:

Alberta Human Rights Commission - Administration of Insulin for Students with Type 1 Diabetes

<https://www.stalberttoday.ca/local-news/its-a-huge-step-forward-1301009>

<https://edmontonjournal.com/news/local-news/injections-a-sticking-point-in-schools-for-students-with-diabetes>

Ontario Human Rights Commission - Right to Read Inquiry - 2022 - (Including Psychoeducational and Speech Language Pathologist Assessments)

<https://www.ohrc.on.ca/en/right-to-read-inquiry-report/professional-assessments>

Alberta Education Assurance Framework - effective September 1, 2020 - domains including Learning Supports, Governance and Local and Societal Context

<https://www.alberta.ca/accountability-education-system.aspx#jumplinks-1>

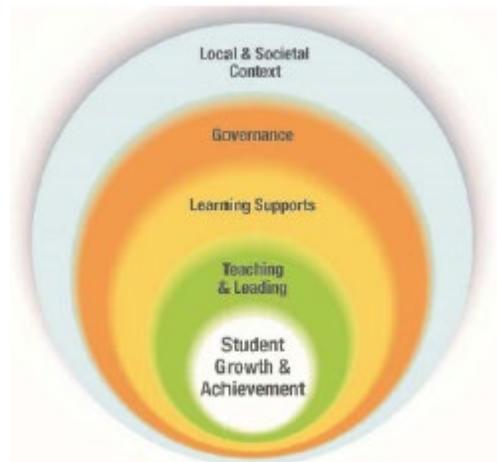


Image Source: Funding Manual for School Authorities 2021/22

<https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/f788868f-5f44-47b8-b071-1c6f56ef8cbc/download/edc-funding-manual-2021-2022-school-year-september-2021.pdf>

Child and Youth Well-Being Review - Recommendations from Final Report - December 16, 2021

<https://open.alberta.ca/dataset/147b587f-5d12-48e1-9366-0dfce192e794/resource/b7f863bf-43af-44ec-8897-b0dafc341665/download/cs-child-youth-well-being-review-final-report-2021-12.pdf>

Standards for Special Education (Amended 2004)

<https://education.alberta.ca/media/1626522/standards-for-special-ed-2004.pdf>

Alberta Education Framework for Kindergarten to Grade 12 Wellness Education - 2009

https://education.alberta.ca/media/160218/framework_kto12well.pdf

Alberta Health Services Comprehensive School Health Framework

<https://www.albertahealthservices.ca/info/csh.aspx>

Children First Act

<https://open.alberta.ca/publications/c12p5>

Existing ASBA Position Statements (as at June 2021)

The Fall 2021 commencement of a new term for trustees presents an opportunity for ASBA to revisit current position statements. This proposed position statement could guide the review, revision and consolidation of existing position statements including, but not limited to (particularly relevant statements are highlighted in yellow):

- Accountability
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- Disposition of Reports
 - 5.8 Alberta Mental Health Review Committee report and recommendations
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- Education Finance
 - 7.3 Funding
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Proposed Regular Position Statement – Shared Responsibilities to Students (Child and Youth Wellbeing Review Report)

Sponsored by St Albert Public Schools, seconded by Black Gold School Division

Proposed Resolution

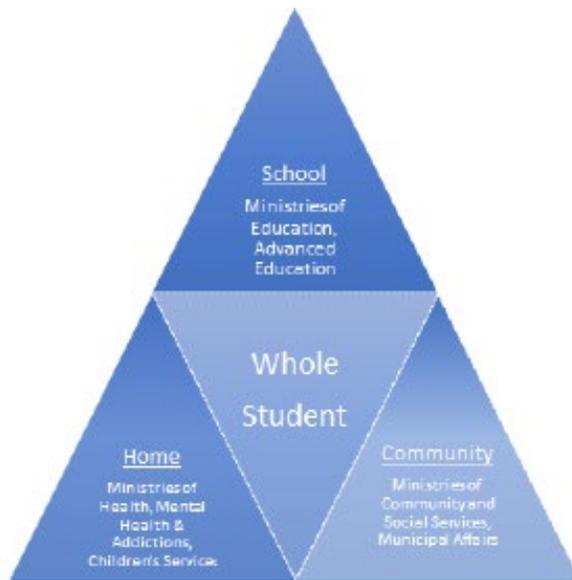
BE IT RESOLVED THAT, ASBA advocate to the Province of Alberta to bring together education partners and associated child-centred ministries, agencies, and organizations to enact the recommendations of the December 2021 Child and Youth Wellbeing Review report to enhance cross-ministry support.

Rationale

Prospective Outcomes:

1. Ministries and agencies working together accountably for the shared responsibility of students in Alberta’s education system
2. A provincial cross-ministerial agreement with process and funding to provide additional supports and services that would impact the future trajectory of students and meet their extraordinary learning needs that school authorities are continually challenged to address outside the regular funding provided to boards. (Ex. Joint Action for Children Committee (JACC) had a sub committee for complex needs with the ability to fund).
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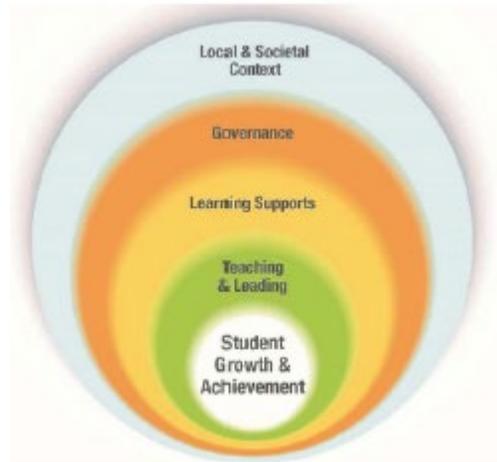


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Proposed Regular Position Statement – September 30th National Day for Truth and Reconciliation

Sponsored by Fort McMurray Public Schools

Proposed Resolution

BE IT RESOLVED THAT, the ASBA advocate to the Alberta Government to declare September 30th as a statutory holiday for the recognition of the National Day for Truth and Reconciliation.

Rationale

School divisions have one of the greatest opportunities to impact the reaction to the past atrocities and to chart a very different path forward on behalf of the students whose lives were lost and students whose very lives are in our hands. Led by Elders and local Indigenous nations across the province, families and communities could use September 30th to reflect on the past and spend time together as one part of a healing journey which would demonstrate that Truth and Reconciliation goes far beyond words on paper. We support the Truth and Reconciliation Commission of Canada's Calls to Action and particularly those regarding education (62-65):

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.*
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into Classrooms.*
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.*
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.*

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Center for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

We recognize that creating a National Day of Recognition was also one of the recommendations given by the Truth and Reconciliation Commission. Action 80 called upon the federal government, in collaboration with Indigenous people, to establish a statutory holiday "to honor Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process." In response, in 2021, the federal government pronounced September 30 as a day to acknowledge the impact residential schools have had on Indigenous people, and Canada as a whole, and to reflect on Truth and Reconciliation.

As 6.5% of Alberta's population is Aboriginal, encompassing numerous nations scattered across the breadth of the province, we, as a province, must do more to acknowledge the significant, ongoing intergenerational impact of the residential school system and colonialism. We must allow our communities and families the opportunity to come together to authentically commemorate the people impacted and strive to create a culture that enhances healing.

September 30 of each year should be one day set aside by all people in the province, to gather together to honour survivors and those who did not make it home and to reflect on Truth and Reconciliation and the steps still to be taken on that path.

DATE: November 1, 2022

TO: Board of Trustees

FROM: Trustee Jan Sawyer, Chair, Policy Review Committee
Trustee Marcia Hole, Policy Review Committee
Trustee Saadiq Sumar, Policy Review Committee

SUBJECT: Policy Review Committee 2022-2023 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Nancy Petersen, Wanas Radwan

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

ISSUE

The Policy Review Committee is presenting its 2022-2023 work plan to the Board of Trustees (the Board) for approval.

BACKGROUND

The Policy Review Committee is responsible for assisting the Board by ensuring that policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.

The Policy Review Committee discussed policy development and review required for the upcoming term on September 7, 2022. From this discussion, the committee established an annual plan for policy development and review to be undertaken in 2022-2023, while also accommodating the need for any emergent policy work.

RELATED FACTS

The work plan addresses the following:

1. **New policy development:** Emerging contexts and existing requirements to align with the *Education Act* support the identification of two areas for policy development work in 2022-2023. The work to develop these policies is continued from the 2021-2022 Work Plan.
 - **Dispute resolution policy:** To align with Section 41 of the *Education Act*, a new dispute resolution policy will be developed. This policy will be developed with consideration to the review of Board Policy AB.BP Appeals.
 - **School renaming policy:** On September 7, 2021, the previous Board unanimously passed a motion to form a special committee to make recommendations on how to conduct a Division-wide review of all school names as well as help inform a renaming policy for Edmonton Public Schools. Board Policy EA.BP Infrastructure Planning Principles, which includes direction on

naming schools, may be revised based on committee recommendations.

2. **Policy review and revision:** The Board is responsible for ensuring all Division policies are in alignment with provincial legislation and this work will continue to be a priority for the coming year.
 - **Education Act and anti-racism alignment:** These policies will be updated in alignment with the *Education Act* and/or Board Policy HAAB.BP Anti-racism and Equity. Where relevant, these policies will also undergo further review to align with current practice and processes. The following policy review work is planned in 2022-2023:
 - AB.BP Appeals
 - EA.BP Infrastructure Planning Principles
 - FA.BP Human Resources Framework
 - HC.BP Student Accommodation
 - HEC.BP Student Admission to the Division
 - **School calendar and scheduling:** A number of Board policies related to calendar and scheduling will be reviewed to potentially combine and streamline similar Board policies. In addition, updates related to Board consideration of diverse days of significance in the approval of the school year calendar will be explored. Potential policies for review include:
 - GCA.BP Approval of the School Year Calendar (2016)
 - GD.BP Instructional Time (2018)
 - GE.BP Organization for Instruction (2012)
 - **Student behaviour and conduct:** In addition to the above listed policies, Section 33 of the *Education Act* requires an annual review of the code of conduct for students. To comply with this, Board Policy HG.BP Student Behaviour and Conduct will also be reviewed and updated, if required.
3. **Longer Term Policy Work:** In light of emerging trends, issues and evidence, opportunities for environmental scanning and potential policy change have been identified. This work is long term and responsive to shifting contexts including alignment with the 2022-26 Division Strategic Plan and any updates to federal and provincial direction. The work plan includes initial steps to support the review of the following policies:
 - EO.BP Environment
 - HA.BP Inclusive Education
 - HFA.BP Sexual Orientation and Gender Identity

RECOMMENDATION

That the Policy Review Committee 2022-2023 work plan be approved.

OPTIONS

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

1. Approve the Policy Review Committee 2022-2023 work plan as written.
2. Provide feedback and request changes be made to the Policy Review Committee 2022-2023 work plan.

CONSIDERATIONS and ANALYSIS

The work of the Policy Review Committee reflects the Committee's best efforts to fulfill the expectation to complete policy work required for alignment to provincial legislation and the Board's commitment to reviewing and revising existing Board policies. The review and revision of these policies will be informed by stakeholder engagement and will involve a multi-year commitment.

NEXT STEPS

Policy review activities will proceed, in alignment with the approved work plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Policy Review Committee 2022-2023 Work Plan

JS:wr

Policy Review Committee 2022-2023 Work Plan

PURPOSE

- The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.
- The main objective of the work plan is to recommend an annual plan for policy development and review to be undertaken in 2022-2023, while also accommodating the need for any emergent reviews.

ACTIVITIES

The Policy Review Committee Work Plan 2022-2023 includes the following:

New Policy Development	
Policy	Summary
Dispute Resolution	<i>Education Act</i> requirement; continuation from 2021-2022 Work Plan
School Renaming	In accordance with the September 7, 2021, Board motion and to align with Board Policy HAAB.BP Anti-racism and Equity; continuation from 2021-2022 Work Plan

Policy Review and Revision	
Policy	Summary
AB.BP Appeals	Align with <i>Education Act</i> , current practice, and dispute resolution policy development; continuation from 2021-2022 Work Plan
EA.BP Infrastructure Planning Principles	Align with school renaming policy development and HAAB.BP Anti-racism and Equity
FA.BP Human Resources Framework	Align with the Division's 2021-2022 Anti-racism Action Plan and to align with Board Policy HAAB.BP Anti-racism and Equity
CGA.BP Approval of the School Year Calendar GD.BP Instructional Time GE.BP Organization for Instruction FBD.BP Designated Holidays	Streamline and add clarity to calendar and scheduling policies, including clarity on guiding values and diverse days of significance; align with Board Policy HAAB.BP Anti-racism and Equity; continuation from 2021-2022 Work Plan

HC.BP Student Accommodation	Review the two policies to reflect the current enrollment realities and ensure alignment with the <i>Education Act</i> ; continuation from 2021-2022 Work Plan
HEC.BP Student Admission to the Division	
HG.BP Student Behaviour and Conduct	Annual review required under the <i>Education Act</i> ; continuation from 2021-2022 Work Plan

Longer Term Policy Work	
Policy	Summary
EO.BP Environment	Environmental scanning and exploration of opportunities for policy change in light of emerging trends, issues, and evidence. This work is long-term and responsive to shifting contexts including alignment with Division priorities and any updates to federal and provincial direction.
HA.BP Inclusive Education	
HFA.BP Sexual Orientation and Gender Identity	

SUPPORTING ACTIONS/INFORMATION REQUESTED FROM ADMINISTRATION

- The committee may conduct public engagement in support of many of the policies outlined in this work plan, including consideration to: the development of a new dispute resolution policy and a new school renaming policy and the review of calendar and scheduling policies, and the annual review of Board Policy HG.BP Student Behaviour and Conduct. These engagement activities will require support from Strategic Division Supports, Infrastructure Planning and Division Support Services. However the timing and extent of this engagement for each of these policy areas has yet to be determined.

REQUESTED RESOURCES

- More information about potential required funds will become available as the policy work unfolds. The committee will present a project plan and budget for the Board’s approval prior to undertaking any work that would require use of Board of Trustee funds.

DATE: November 1, 2022

TO: Board of Trustees

FROM: Trustee Hole

SUBJECT: Motion to Reinstate Grant Funding to the Alberta School Councils' Association

REFERENCE: [Trustees' Handbook](#) – Section 5.2.2 – Notice of Motion
[Alberta Education Act](#)
[School Councils Regulation](#)
[Alberta School Councils' Association](#)

ISSUE

Trustee Hole served notice of motion at the October 18, 2022, Board meeting.

BACKGROUND

School councils play an important role in shaping the work of the Board of Trustees. The legally mandated relationship between the board and school councils makes them unique among stakeholder groups. Section 55(1) of the Education Act stipulates that “*for each school operated by a board, a school council must be established in accordance with the regulations*”.

The *Education Act* and School Council Regulation gives school councils the right to “*advise the principal and the board respecting any matter relating to the school*”. This includes budget, policies, the annual education plan, annual results report and foundation statements such as the Division’s [Strategic Plan](#). In addition to providing valuable input to the Board of Trustees, school councils advocate on behalf of the students, families and staff they serve in order to support and enhance student learning in their schools.

The Alberta School Councils' Association (ASCA) has been providing training and support to school councils for 93 years. Drastic funding cuts to the association since 2020 have impacted their ability to deliver services that empower school councils with the knowledge, tools and support they need to engage in their legislated role.

RATIONALE

Public engagement and transparency are key factors in ensuring the Board of Trustees is accountable to the community for the decisions it makes. Through collaborative relationships with school councils, Trustees have the opportunity to hear directly from members of the school community about their needs and expectations of public education, and the impact Board decisions have on school communities.

Because school councils are made up primarily of volunteer parents and guardians, they experience a high rate of turnover and often struggle to engage and recruit new members. Training offered by ASCA through professional development workshops, support services and an annual conference provide volunteers with vital knowledge about their legislated rights, responsibilities and limitations. ASCA also assists school council executives to understand how to increase engagement and better represent the collective voice of their members. ASCA’s work empowers school councils, which improves the input and

feedback they're able to provide the Board of Trustees; this helps to strengthen trusting relationships and stakeholder confidence.

RELATED FACTS

- Between 2004 and 2020 the Alberta School Councils' Association received provincial grants in the range of \$732,000 to \$650,000 to engage with school councils across the province. In 2020, the grant they received was reduced to \$170,000, and in 2022 their provincial funding amounted to \$15,000 to conduct a survey on pandemic learning loss.
- Prior to these funding cuts, provincial grants made up roughly 85 per cent of ASCA's annual budget; the balance was generated through school council membership fees. Provincial grant funds were used to deliver workshops and support services, while membership fees were used to help school councils engage in provincial advocacy.
- ASCA's pre-2020 funding levels allowed school councils to book multiple free workshops, giving them the opportunity to move beyond foundational learning and empowering them to engage in their legislated role from a more in-depth, collaborative approach.
- In August of 2021, the province announced that it would provide \$500 to each school council through the Alberta School Council Engagement (ASCE) Grant. School councils are required to apply for the grant annually and must return any unused funds.
- School councils may use the ASCE grant to purchase most ASCA workshops, but ASCE grant funds may not be used to purchase an ASCA membership or attend ASCA's annual conference.

RECOMMENDATION

That the Edmonton Public School Board of Trustees write to the Minister of Education requesting that the provincial government reinstate grant funding to the Alberta School Councils' Association to be used for the purposes of delivering educational workshops to school councils.

OPTIONS

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

NEXT STEPS

Upon approval of the motion, the Board Chair would write to the Minister of Education requesting that the provincial government reinstate grant funding to the Alberta School Councils' Association to be used for the purposes of delivering educational workshops to school councils.

MH:ca

DATE: November 1, 2021

TO: Board of Trustees

FROM: Trisha Estabrooks, Board Chair

SUBJECT: Board Chair Discretionary Expense Allowance Report for 2021-2022

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Section 11.5 Board Chair Discretionary Allowance

ISSUE

In accordance with Section 11.5 of the Trustees' Handbook, the Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of the Board Chair. The Board Chair is required to provide a written annual report outlining the nature and purpose of expenses incurred under the Board Chair Discretionary Expense Allowance.

BACKGROUND

Effective October 22, 2013, the Board approved granting the Board Chair an annual discretionary expense allowance of \$2,153.80 to cover expenses incurred related to the role of Board Chair. These funds were allocated to support additional business that may arise from the duties associated with the Board Chair position. As per the Trustees' Handbook, any unused portion from the previous year is not to be carried forward into the following school year. All expenses from the Board Chair's discretionary allowance are required to be signed off by the Board Vice-Chair prior to reimbursement.

CURRENT SITUATION

The Board Chair expensed four items to the Board Chair Discretionary account. The total expenditure was \$491.56. None of the unused portion was carried over into the current year.

KM:mj

BOARD CHAIR DISCRETIONARY EXPENSE ALLOWANCE

Expense Summary from September 2021 - August 2022

Date: Oct 25, 2022

Date	Vendor	Expense Details	Amount	Balance
OPENING BALANCE				\$2,153.80
Oct. 18, 2021	Calyx Floral Design	Flowers from Board for departing Board Governance Coordinator	149.10	
Nov. 1, 2021	Indigo	Books for new Trustees	137.22	
Apr. 22, 2022	Zocalo	Flowers in sympathy and support for McNally High School	121.80	
Aug. 23, 2022	Tutti Frutti	Post-Division Leadership Meeting Debrief/business lunch	83.41	
Total expenses			491.53	
CLOSING BALANCE				\$1,662.27

DATE: November 1, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavements

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Cindy Maksymuik

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

Ms. Hafsa Ali passed away on September 21, 2022, at the age of 33 years. Ms. Ali started with the Division in 2020. She spent her two-year career working as a custodial assistant in Supply Services and at D.S. MacKenzie and Rosslyn schools. She is survived by her husband, sister and brother-in-law, as well as numerous other family and friends.

Mrs. Heather Hay passed away on September 30, 2022, at the age of 49 years. Mrs. Hay started with the Division in 2000. She spent her 22-year career working as a teacher assistant and education assistant in Supply Services and at Victoria school, Tevie Miller and Alberta School for the Deaf. At the time of her passing she was a transportation planner in Student Transportation. She is survived by her husband, Curtis; mother, Geraldine; as well as numerous other family and friends.

AA:cm