



AGENDA

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

CFE McCauley Chambers
Tuesday, September 24, 2024
2 p.m.

Board Meeting

Land Acknowledgement

- 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 Minutes – September 10, 2024
- G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, September 23, 2024, to speak under this item.)
- H. Reports
 - 2. Prince Charles School Renaming (Information)
 - 3. Board Self-Evaluation Summary (Information)
 - 4. Bereavements (Information)
- I. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, September 23, 2024, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

BOARD OF
TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Trisha Estabrooks
Dawn Hancock
Marcia Hole
Marsha Nelson
Sherri O’Keefe
Saadiq Sumar

MINUTE BOOK**Board Meeting**

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, September 10, 2024, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen

Cliff Richard
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Julie Kusiek**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: 2:03 p.m.**

The Superintendent advised that all Trustees were present.

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

**“That the agenda for the September 10, 2024, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

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D. Communications from the Board Chair

The Board Chair welcomed everyone back to school. She thanked Division staff who have been working hard to get things ready for the nearly 121,000 students enrolled at Edmonton Public Schools this year.

The Board Chair congratulated Alex Dudek from Old Scona School for being chosen to sit on the Minister of Education's Youth Council for the 2024-2025 school year. Alberta Education received 198 applications from junior and senior high students across Alberta. The 40-member council will help the provincial government understand how students feel about what is happening in the education system. Chair Kusiek thanked Alex for his leadership and knows he will represent his school and Edmonton Public Schools with pride.

The Board Chair thanked Trustee Hancock for attending the Back to School Safety Event at Centennial School, in partnership with the Alberta Motor Association and Edmonton Police Service. The Board appreciates everyone's care in looking out for one another, and ensuring students are safe on their journey to and from school each day.

The Board Chair stated that in May, the Board of Trustees passed a motion to write to the Minister of Education to request an update on timelines to update the Standards for Special Education. That letter has now been sent and will be posted to epsb.ca in the coming days.

The Board Chair reminded everyone about a funding and modular announcement from the province over the summer. The Board of Trustees will be discussing distribution of the \$22 million allocated to the Division in early October and how to best put that money to use to support student learning.

E. Communications from the Superintendent of Schools

The Superintendent welcomed everyone back to another exciting school year. He expressed a deep appreciation to all the parents and guardians for their unwavering support in preparing their children for the year ahead. The Superintendent also extended a warm welcome back to the Board of Trustees. He said the Division is excited for the year ahead and looks forward to the continued collaboration that supports the success of students and schools.

The Superintendent mentioned that the Division is engaged in ongoing work to develop a School Safety and Belonging framework, which includes all supports available to enhance pathways for student success. The Division anticipates having this ready before the end of November. This is complex, multi-faceted work guided by the work our schools are already doing to use proactive and reactive approaches to enhance safety and belonging. In the coming months, he is looking forward to sharing more information about the framework with the Board, staff and families.

The Superintendent shared that through a grant provided by Alberta Education, Edmonton Public Schools completed a comprehensive set of resources to support the implementation of the new Kindergarten to Grade 3 Science curriculum. The Stepping Into Science Alberta resources have been submitted to Alberta Education on time and under budget, and are now available on Connect to teachers in Edmonton Public

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Schools and publicly on the New Learn Alberta website. The Grade 4 to Grade 6 Stepping Into Science Alberta resources will be provided to Alberta Education at the end of the 2024-2025 school year. The project team in Curriculum and Learning Supports has already begun the work to develop the Grade 4 to Grade 6 resources.

The Superintendent advised that an AI Student Conference will be held at the Fantasyland Hotel from 8:30 a.m. to 3:30 p.m. on April 30. The conference is for interested high school students to foster awareness, understanding, and interest in artificial intelligence. The conference will feature a keynote speaker, breakout sessions, networking opportunities with post-secondary and industry professionals, in addition to a hands-on/challenge activity.

The Superintendent said that students, families and staff have worked to navigate the new rules set out by the province regarding the use of cellphones and other personal mobile devices this year. The new rules reinforced practices already in place in a number of schools and sets expectations for schools that didn't have existing rules in place. He thanked school staff and administrators who are doing a great job sharing information with students and families about this change.

The Superintendent shared that the Division is projecting just over 120,000 students for the 2024-2025 school year and the data he received shows the Division has welcomed 120,724 students as of today. Early data shows that Division-wide, our space is at about 90 per cent utilized. We have many families and students looking for space in schools. Appeals are up about 40 per cent compared to last year. Division staff are trying their hardest to accommodate as many students as possible.

The Superintendent provided an update on modular classrooms. Over the summer, the Division installed and relocated 27 modular classrooms. The Division is looking forward to receiving an additional 23 new modular classrooms, which are expected to arrive sometime this school year. Superintendent Robertson said the Division is grateful to the province for these spaces. While these modulars do not significantly impact our space challenges nor represent a long-term solution to the burgeoning student enrolment growth we are experiencing, every little bit helps.

The Superintendent recognized Twyla Armagost, Assistant Principal at Mayfield School, for her outstanding achievement. In April, Twyla was named a recipient of the Early Childhood Education Council's (ECEC) 2024 Award. This honour celebrates her dedication to the field of early childhood education. This award is given to individuals who embody the philosophy that children are capable, curious, and imaginative. Superintendent Robertson said Twyla's work and commitment to fostering the potential of our youngest learners is inspiring, and we are so proud of her accomplishment.

Trustee Estabrooks asked Superintendent Robertson if the Division is anticipating police officers back in our schools this school year.

The Superintendent responded that the Division is currently working on developing a Memorandum of Understanding with Edmonton Police Services, which will have to be in place before School Resource Officers (SROs) formally return to school communities. Superintendent Robertson anticipates, in semester two, that there would be a limited number of SROs available for placement, possibly up to six. As the schools who will host a school resource officer are determined, schools will engage with their communities

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to prepare for the return of SROs. Additional SROs will be introduced into schools over the course of the next couple of years.

F. Approval of the Minutes

1. Board Meeting – June 18, 2024
2. Organizational Board Meeting – June 18, 2024

MOVED BY Trustee Estabrooks:

**“That the minutes of the Board and Organizational Board meetings held June 18, 2024, all be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

There were no registered speakers for this item.

H. Reports

3. Caucus Committee Report (From the meeting held June 18, 2024)

Information was provided regarding actions taken at the June 18, 2024, Caucus Committee meeting.

4. Process and Timelines for the Fall Review of the 2023-2024 Results and the 2024-2025 Plans

MOVED BY Vice-Chair Sawyer:

**“That the process and timeline for the 2023-2024 Results Review and the 2024-2025 Plans as outlined in Attachment I, be approved.”
(UNANIMOUSLY CARRIED)**

Items 5 to 9 were incorporated into an omnibus presentation.

5. Actions Taken Under Delegation of Authority – 2024 Summer Recess

The Superintendent reported that no actions were taken on behalf of the Board during the 2024 summer recess.

6. Governance and Evaluation Committee 2023-2024 Work Plan Summary

The report provided a summary of the work accomplished by the Governance and Evaluation Committee over the 2023-2024 school year.

MINUTE BOOK7. Infrastructure Committee 2023-2024 Work Plan Summary

The report provided a summary of the work accomplished by the Infrastructure Committee over the 2023-2024 school year.

8. Policy Review Committee 2023-2024 Work Plan Summary

The report provided a summary of the work accomplished by the Policy Review Committee over the 2023-2024 school year.

9. Advocacy Committee 2023-2024 Work Plan Summary

The report provided a summary of the work accomplished by the Advocacy Committee over the 2023-2024 school year.

I. Other Committee, Board Representatives and Trustee Reports

Trustee Sumar attended the August meeting of the Idylwylde Community League. He thanked the community members that attended and Division staff for their support leading up to and during the meeting. He reminded everyone that September 21st is the City of Edmonton's Community League Day.

Trustee Sumar expressed excitement about the Read-In Week requests that have started to roll in, as this week is always a highlight of the year and is a good reminder of the importance of continuous learning for all. He is looking forward to getting out to as many schools as he can and sharing stories with a number of different grades.

Trustee Sumar thanked Principal Tammy Tchir and the team at Elder Dr. Francis Whiskeyjack School for welcoming him and a group of Trustees to a media day ahead of the first day of school. He noted that the space is phenomenal, truly set up for 21st century learning.

Trustee Sumar congratulated the 2024 University of Alberta Alumni Horizon Award recipient Assistant Principal Atif Hirjee from WP Wagner High School. He noted that this is a tremendous achievement and continues to demonstrate the great work of staff in Division schools.

J. Trustees and Board Requests for Information - None

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K. Notices of Motion

Trustee O'Keefe gave notice that she would be making the following motion:

That the Board of Trustees write a letter to the Minister of Education advocating for sustainable, adequate, predictable funding for public education that meets the needs for our growing school division.

L. Next Board Meeting: Tuesday, September 24, 2024, at 2 p.m.

M. Adjournment: 3:09 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations



DATE: September 24, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Prince Charles School Renaming

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Kim Holowatuk, Carla Stolte, Christopher Wright

REFERENCE: [EA.BP–Infrastructure Planning Principles](#)
[EF.AR–Naming of Schools](#)

ISSUE

To formally acknowledge the new name for Prince Charles School.

BACKGROUND

At the September 7, 2021, Public Board meeting, the following motion was approved:

“Given the significance of the Awasis (cree) language and culture program at Prince Charles School, and the Truth and Reconciliation Commission of Canada Calls to Action regarding the commitment to Indigenous languages and action in education, the Edmonton Public School Board commits to renaming Prince Charles School and requests that Administration facilitate a consultation process with students, families and staff of Prince Charles School and relevant Elders and Knowledge Keepers in the community to gather feedback to inform the renaming process.”

In June 2024, Administration met with the school administration, the Cree language teacher and Indigenous leaders supporting the program to explore transitioning the name of the school to better reflect the programming and school community. It was suggested this change would reflect a positive step in seeking truth and reconciliation. At that meeting, a decision was made to consult further with Cree Language and Knowledge Keepers to ensure that the new name truly reflected the spirit of the school community and the teachings within.

During a Sundance Lodge, the most sacred ceremony, the name awâsis waciston was given, which means “child nest”. The explanation given as to why this is a “beautiful name for a school”: any nest is a sacred space, where birds are looked after until they are ready and then they start to fly. It is with a school, where students are taken care of and when they are ready, they leave the nest and learn to fly.

awâsis waciston School ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ is the name that was provided to Administration from the Indigenous community.

CURRENT SITUATION

On September 10, 2024, the Caucus Committee approved the following:

That Prince Charles School be renamed awâsis waciston School.
(Pronunciation: ah wa sis was is ton School)

KEY POINTS:

- awâsis waciston in nêhiyawêwin translates to “child nest”. The syllabics are ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.
- awâsis waciston reflects what the school provides to the students and their families and connects well with the school’s Code of the Golden Feather.
- Communications and Integrated Infrastructure Services will work collaboratively with the school to begin rebranding immediately.

CS:jl

DATE: September 24, 2024

TO: Board of Trustees

FROM: Trustee Marsha Nelson, 2023-2024 Governance and Evaluation Committee
Trustee Sherri O’Keefe, Chair, 2023-2024 Governance and Evaluation Committee
Trustee Saadiq Sumar, 2023-2024 Governance and Evaluation Committee

SUBJECT: 2023-2024 Board Self-Evaluation Summary

RESOURCE

STAFF: Karen Mills

REFERENCE: [Trustees’ Handbook](#) – Section 6.1.1 Governance and Evaluation Committee

ISSUE

The Board of Trustees provides to the public a summary of the annual Board Self-Evaluation survey results from the previous school year.

BACKGROUND

Each year, the Board conducts a self-evaluation to assess its performance with respect to the Board’s roles and responsibilities. The purpose of the self-evaluation is to review the Board’s performance with the goal of determining:

- a) what is being done well, and
- b) what aspects of Board activity require improvement

The 2023-24 Board of Trustees’ self-evaluation survey was organized into eleven categories relating to the Board’s roles and responsibilities. The data derived from the survey will be used to inform planning and process improvement.

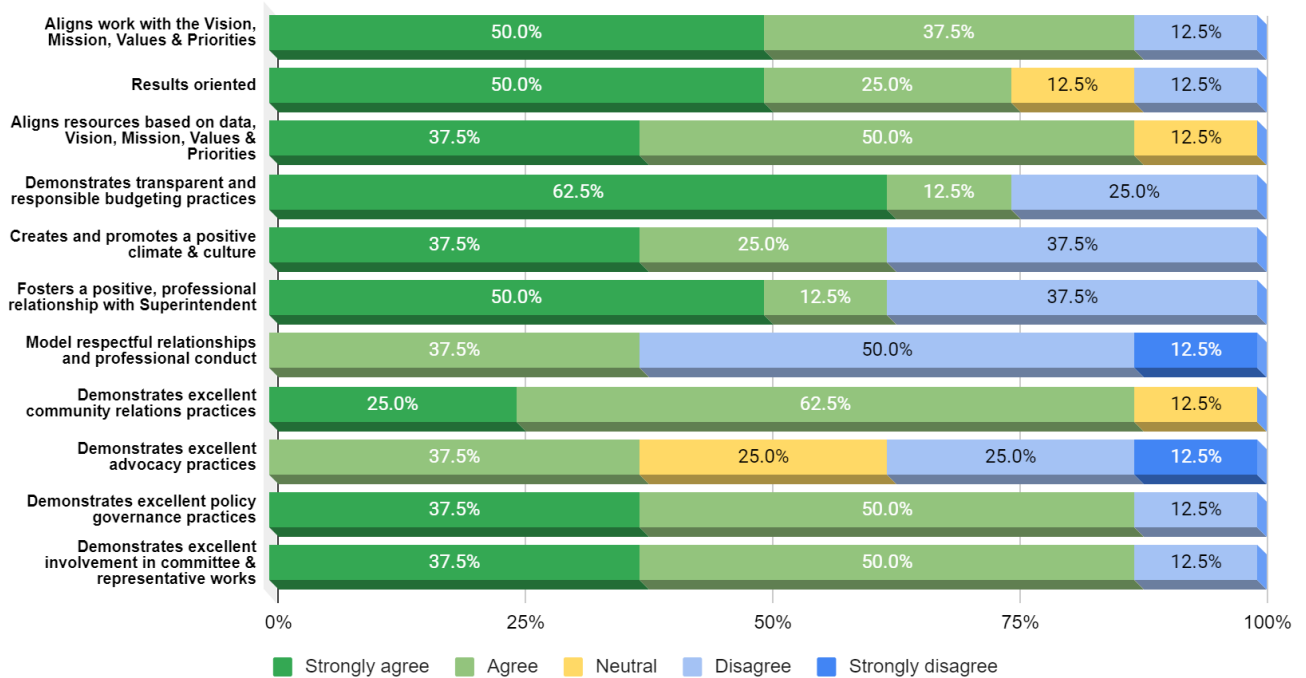
For each section, Trustees were asked to rate the Board’s overall effectiveness in each key area using the following five-point scale:

- 1 - Strongly disagree
- 2 – Disagree
- 3 – Neutral
- 4 - Agree
- 5 - Strongly agree

The survey opened Thursday, May 30 and closed Wednesday, July 4, 2024. All eight Trustees participated in the survey.

CURRENT SITUATION

A copy of the 2023-24 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of responses is provided below and reported to the public as part of the Board’s annual accountability practices.



Aligns its work with the Division Vision, Mission, Values and Priorities

Rating: 87.5 per cent positive (50.0% strongly agreed, 37.5% agreed, 12.5% disagreed)

Comments indicated strong alignment between the Division Vision, Mission, Values and Priorities and the Board’s work.

Results oriented

Rating: 75.0 per cent positive (50.0% strongly agreed, 25.0% agreed, 12.5% neutral, 12.5% disagreed)

Comments indicated Trustees valued staff updates and data-driven decisions, noting a desire to address perceived gaps in supporting diverse students' needs and continued professional learning for better outcomes.

Aligns resources based on data and the Division Vision, Mission, Values and Priorities

Rating: 87.5 per cent positive (37.5% strongly agreed, 50.0% agreed, 12.5% neutral)

Comments indicated satisfaction with resource allocation, noting consideration of staff capacity in decision-making, resource limitations, and appreciate seeing funding for key initiatives and revised infrastructure decisions based on student needs first.

Demonstrates transparent and responsible budgeting practices

Rating: 75 per cent positive (62.5% strongly agreed, 12.5% agreed, 25.0% disagreed)

Comments indicated that communication with stakeholders had improved with the use of the budget and distribution fact sheets. Trustees expressed a desire for more community feedback and consistent consultation at the school level in the budget process.

Creates and promotes a positive climate and culture

Rating: 62.5 per cent positive (37.5% strongly agreed, 25.0% agreed, 37.5% disagreed)

Comments indicated an appreciation for the positive initiatives, staff recognition and community engagement by the Division as a whole. Continued professional development on governance was desired by Trustees.

Fosters a positive, professional relationship with the Superintendent

Rating: 62.5 per cent positive (50.0% strongly agreed, 12.5% agreed, 37.5% disagreed)

Comments indicated great appreciation for the leadership of the Superintendent.

Model respectful relationships and professional conduct

Rating: 37.5 per cent positive (37.5% agreed, 50.0% disagreed, 12.5% strongly disagree)

Comments indicated a lack of communication among Trustees and a desire for improved teamwork.

Demonstrates excellent community relations practices

Rating: 87.5 per cent positive (25.0% strongly agreed, 62.5% agreed, 12.5% neutral)

Comments indicated that communication and engagement with stakeholders are strong. Some Trustees noted that better strategies are needed to engage with diverse or disengaged stakeholders.

Demonstrates excellent advocacy practices

Rating: 37.5 per cent positive (37.5% agreed, 25% neutral, 25.0% disagree, 12.5% strongly disagreed)

Comments indicated that continued work is needed for a long-term advocacy plan that involves both government and stakeholder engagement.

Demonstrates excellent policy governance practices

Rating: 87.5 per cent positive (37.5% strongly agreed, 50.0% agreed, 12.5% disagreed)

Comments indicated appreciation for the work of the Policy Review Committee and an interest in exploring how policies may be made more accessible through the use of plain language and translation.

Demonstrates excellent involvement in committee and representative works

Rating: 87.5 per cent positive (37.5% strongly agreed, 50.0% agreed, 12.5% disagreed)

Comments indicated that there is a general feeling that the Board committees do excellent work, with a note that more regular reporting should be scheduled throughout the year.

How could the Board improve its achievement of goals identified in the Strategic Plan?

Comments indicated desire that increased communication with stakeholders was seen as an important part of supporting the Strategic Plan

How could the Board improve how it governs?

Comments indicated focusing on governance accountability and transparency, enhancing communication among Trustees and continued professional learning on governance would improve the Board's governance.

How could the Board improve as a team?

Comments indicated that Trustees felt that the Board should continue to work together to improve communication with one another while remaining focused on governance and what is best for the Division.

KEY POINTS

Overall, Trustees rated the Board's performance over the past year positively.

- Trustees strongly agreed that the Board demonstrated transparent and responsible budgeting practices.
- The majority of Trustees felt that the Board aligned its work with the Division Vision, Mission, Values and Priorities; aligned resources based on data and the Division Vision, Mission, Values and Priorities; demonstrated excellent policy governance practices; had excellent community relations and excellent involvement in committee and representative works; and fostered a positive professional relationship with the Superintendent and created and promoted a positive culture.
- Ratings varied on the matters of the Board and modelling respectful relationships and professional conduct and demonstrating excellent advocacy practices.

NEXT STEPS

The information in this report will be used to inform planning and assist with the development of strategic work plans and Board professional development for the 2024-25 school year.

ATTACHMENTS

ATTACHMENT I 2023-2024 Board Self-Evaluation Survey Instrument

KM:ca



2023-2024 Board Self-Evaluation Survey

For each question, you are encouraged to include comments that illustrate or support your rating.

- Bullet points, short “jot notes” or single words are all fine; they are simply meant to jog your memory when we discuss these survey results in the fall.

Please complete the evaluation by **June 20, 2024**.

Mission, Vision, Values, and Priorities

Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Supporting the Vision, Mission and Priorities are the Division’s Cornerstone Values of accountability, collaboration, equity and integrity.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Indicators:

- We frequently revisit and reaffirm our vision to ensure our constancy of purpose.
- Our vision, mission, values, and priorities form the basis for our strategic planning and policy decisions.
- We base our resource and budget decisions on our vision, mission, values, and priorities.

The Board consistently aligns its work with the Division Vision, Mission, Values and Priorities.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Results Oriented

Indicators:

- The Annual Education Results Report is shared with stakeholders and used to develop targets around areas for growth.
- Our Board compares our data with provincial education data.
- We disaggregate our data to measure the success of all students (Special Needs, ELL, FNMI).
- We use our student achievement data to make decisions and establish Division priorities.
- We communicate to the public how our decisions are linked to student achievement data.
- We tie our evaluation of ourselves, as a Board, to our results (e.g., advocacy outcomes, student results, relationship building, policy development).
- We tie the evaluation of the Superintendent to the results of our students.
- Annual reports (e.g., AERR, Four-Year Education Plan), Strategic Plan Update Reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals.
- Annual reports, Strategic Plan Update Reports, and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.

The Board is Results Oriented.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Alignment of Resources

Indicators:

- We have established a specific and limited set of priorities for improving student learning that gives everyone in the Division clear focus.
- We ensure resource equity by providing additional supports to students and schools with higher needs.
- Programs and initiatives are added, continued, changed or deleted based on analysis of results, Division priorities and available resources.
- We consider the strengths, expertise and capacity of Division staff when making resource decisions.
- Plans and actions in the area of infrastructure, (e.g., Three-Year Capital Plan, Infrastructure Strategy, Ten-Year Facilities Plan) clearly support the vision, mission, values, and priorities.

The Board consistently aligns resources based on data and the Division Vision, Mission, Values and Priorities.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Budgeting Practices

Indicators:

- The budget planning and allocation process is clear and communicated to the Division and the public.
- The budget planning process involves community input.
- We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the Division.
- Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.
- We report regularly to the public on the Division's financial position and future.
- We advocate for adequate, predictable and sustainable funding.

The Board consistently demonstrates transparent and responsible budgeting practices.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Climate and Culture

Indicators:

- We model the core values and beliefs of the Division's vision and mission.
- We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.
- We are building a diverse workforce that reflects our student population.
- We promote continuous learning in which change, innovation and creativity are embraced.
- We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.
- We ensure periodic assessment of school climate throughout the Division through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.
- We ensure a safe, caring and respectful working and learning environment for staff and students.
- We value distributed leadership that results in decisions being made at the level closest to implementation.
- We demonstrate our value of building leadership capacity.
- We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.
- We value transparency.

The Board consistently creates and promotes a positive climate and culture.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

School Board and Superintendent Relationships

Indicators:

- We maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.
- Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.
- Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.
- In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision making.
- The Superintendent’s performance is regularly assessed and communicated, using agreed-upon indicators.
- The evaluation process for the Superintendent is fair and valid.
- We hold the Superintendent accountable for implementation of the policies (including the vision, mission, values, and priorities) and achievement of the strategic plan.

The Board consistently fosters a positive, professional relationship with the Superintendent.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

School Board Relationships and Conduct

Indicators:

- We work as a team.
- We are principled and ethical in fulfilling our governance responsibilities.
- We respect the confidentiality of private conversations (e.g., with parents, Caucus).
- We are respectful of everyone’s time: our own, staff’s, and community members’. This includes being on time and prepared for meetings.
- We model respect and courtesy for all through our choice of words, body language, and actions.
- We endeavor to keep each other well informed as to our actions and comments.
- We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.
- We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.
- When asked about a Board decision, we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.
- The system for addressing divergence from our protocols is clear and followed.
- We share the responsibility of representing the Board at EPSB and partner events.

Trustees consistently model respectful relationships and professional conduct.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Community Relations

Indicators:

- Our communication with stakeholders and the community is a two-way process.
- We have policies and practices in place to encourage parents to be active partners in their children’s education.
- We encourage parents and members of the community to share responsibility for the success of schools and students.
- Our communication with the media is effective.
- We use social media responsibly.
- We provide opportunities for stakeholder and community input into key actions of the Board.
- Our vision and priorities reflect community needs and interests.
- We regularly report on student achievement and accomplishment of Division priorities to the public.
- We actively seek out student voice and perspective.
- We actively seek out voices and perspectives from diverse communities to inform our decision making.

The Board consistently demonstrates excellent community relations practices.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Advocacy Practices

Indicators:

- We pursue advocacy initiatives year round – before, during, and after elections.
- We develop a long-range plan and strategies for advocacy.
- We engage regularly with municipal partners, MLAs, MPs where appropriate and the media to serve the needs and achievement of students and the Division.
- We develop and share key messages with key stakeholders for advocacy purposes.
- All Board members are clear about who serves as official spokesperson for the organization.
- All Board members take an active part in advocacy.
- We regularly assess the effectiveness of our relations with our key external stakeholders and decision makers.
- We balance strong advocacy with maintaining collaborative relationships.

The Board consistently demonstrates excellent advocacy practices.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Policy Governance

Indicators:

- Our policy-making process is well-defined and understood.
- Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.
- Board policies are clearly communicated to stakeholders.
- Board policies are accessible.
- The policy process provides timely guidance for the operation of the school Division.
- We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.
- We monitor the implementation of our policies.

The Board consistently demonstrates excellent policy governance practices.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

Committee and Representative Work

Indicators:

- We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.
- The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities as a Board.
- Each committee and representative regularly provides reports to assist us in our work.
- Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.
- We share the responsibility of committee work and Board representation on external committees and boards.
- Each committee uses staff support effectively to achieve its goals.

The Board consistently demonstrates excellent involvement in committee and representative works.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

How could the Board improve its achievement of goals identified in the Strategic Plan?

How could the Board improve how it governs?

How could the Board improve as a team?

DATE: September 24, 2024

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](#)

Mr. Manuel (Manny) Cruz passed away on September 1, 2024, at the age of 59 years. Manny started with the Division in April 1991. He spent his 33-year career as a custodian and head custodian in Supply Services, Queen Elizabeth, Jasper Place, Holyrood and M.E. Lazerte Schools. He is survived by his wife Araceli; sons, Martin and Aaron; twelve older siblings; as well as numerous other family and friends.

Ms. Beverly Royer passed away on September 8, 2024, at the age of 65 years. Beverly started with the Division in March 1992. She spent her 32-year career as a custodial assistant in Supply Services, Avonmore, McArthur, Wellington and Lynnwood Schools. She is survived by daughter Patricia; son Gilles; brothers Chuck (Lorraine) and Ken (Stella); nephews Chris (Erin) and Matt (Kim); niece Michelle; as well as numerous other family and friends.

Mrs. Michelle Williams passed away on July 28, 2024, at the age of 45 years. Michelle started with the Division in October 2006. She spent her 17-year career as a teacher in Supply Services, Meadowlark Christian, Westminster, Elizabeth Finch, L.Y. Cairns and Mary Butterworth Schools. She is survived by her husband Alexander; parents Fred and Susan; brother Ivan; as well as numerous other family and friends.

AA:cm